V.S.A. BENAVENTE MIDDLE SCHOOL

SELF-STUDY REPORT

288 WEST STA. MONICA AVE

DEDEDO, GUAM 96929

Email: vsabms@gdoe.net
Website: http://www.gdoe.net/vsabms
Phone: (671) 632-5647

GUAM DEPARTMENT OF EDUCATION

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

A Message from the Principal

With any change in leadership comes exciting possibilities and the opportunity to reflect on the effectiveness of current practices. Following our school's mid-term visit in the spring of 2016, a reassignment occurred in the school administration. School Year 2016-2017 started with one of the assistant principals serving as the acting principal, until a new principal was transferred to VSABMS in January 2017. What transpired in the months leading up our full self-study was a comprehensive re-examination of our beliefs as educators and many conversations that culminated in a renewed sense of purpose.

A major objective of the school leadership team in 2017 was to determine if our current vision and mission statements captured the essence of the better and brighter future that we imagine for our students. Faculty and staff participated in numerous small and large group meetings to decide if our existing purpose statements were still relevant given our current realities. We needed to determine if our school was doing everything possible to prepare students for high school and eventually college, career, and life in contemporary society. Admittedly, we needed to update our vision and mission statements in a way that conveyed high expectations for academic achievement and student conduct and that expressed the core values or competencies we believe will produce successful long-term outcomes. Through a process of consensus building, we were able to articulate meaningful vision and mission statements that now guide us in focusing on the work that will yield better results for our students.

Another major objective of the school leadership team in 2017 was to simplify our school action plan to emphasize or prioritize specific activities that produce outcomes that matter most to us. After weeks of deliberation within the leadership team, a revised action plan was developed which allowed our faculty and staff to focus on fewer but more impactful strategies to achieve our goals. This action plan also accounted for major components of the district's State Strategic Plan. Faculty also aligned their professional growth plans to the goals of the school action plan.

During School Year 2017-2018, we initiated a process to update our schoolwide learner outcomes to mirror our new vision and mission. This endeavor was challenging in part to a turnover of our teaching staff since 2016. However, the leadership team worked relentlessly to establish a purposeful community and to continuously build a climate of trust with a faculty that

included one-third of the teachers with less than three years of experience. As a school community, we were able to describe meaningful outcomes that place the focus on learning and that will help our students realize their potential. And we continue to create a culture of high expectations and build capacity by offering ongoing professional development, frequently monitoring and evaluating our outcomes, and engaging our stakeholders.

Since 2017, we have attempted to refine our policies, practices, and procedures to align with our vision and mission and now our updated schoolwide learner outcomes. Coincidentally, the timing of our self-study created an additional opportunity to further review our previous initiatives and to create new shared goals, better structures for mutual accountability, and fresh ideas for building collective efficacy. What emerged was a school improvement plan that was built on the previous iteration and that outlines the action steps that we think will contribute to our students' success presently and in the distant future. This action plan honors the previous effort of the school community, addresses the finding and recommendations from prior WASC visiting committees, takes into consideration the needs of our changing student demographic, and incorporates the input that was revealed through our self-study.

We have encountered numerous barriers to achieving our goals, including dwindling financial resources and the effects of poverty and crime in the community, and we are likely to face new obstacles in the months ahead. However, we will confront those challenges head on with a positive attitude, with the conviction that we will become a high-reliability, high-performing learning organization as we remain focused on our vision and mission, continue to collaborate on achieving our schoolwide learner outcomes, and maintain responsiveness to the needs of our students.

Patrick Flores Egrubay
Principal

Our vision is that our students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community.

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.

OUR EDUCATIONAL COMMUNITY

GUAM EDUCATION BOARD
2019-2021

VOTING MEMBERS

Mark B. Mendiola, *Chairman of the Board*

Maria A. Gutierrez, *Vice-Chairwoman of the Board*

Lourdes M. Benavente, *Elected*

James C. Lujan, *Elected*

Dr. Ronald L. McNinch, *Appointed Business Representative*

NON-VOTING MEMBERS

Hacie San Jose, *President of the Islandwide Board of Governing Students (SY2018-2019)*

Mark D. McCarthy, *Guam Federation of Teachers Representative*

Rudy M. Mantanane, *Yigo Mayor, Mayors Council of Guam Representative*

Jon J. P. Fernandez, *Superintendent of Education and Executive Secretary of the Board*

Christie L. San Nicolas*, Administrative Officer/Board of Education*

OUR EDUCATIONAL COMMUNITY

GUAM DEPARTMENT OF EDUCATION ADMINISTRATION

Jon J. P. Fernandez
Superintendent of Education

Taling M. Taitano
Deputy Superintendent, Finance and Administrative Services

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

Dr. Kelly Sukola
Deputy Superintendent, Educational Support and Community Learning

Stacey Sahagon
Deputy Superintendent, Assessment and Accountability

OUR SCHOOL COMMUNITY

ADMINISTRATIVE TEAM

Patrick Flores Egrubay
Principal

Eric Dela Cruz
*Assistant Principal of Academic Affairs
and 6th Grade Administrator*

Ruth Esther A. Cuenco
*Acting Assistant Principal of Community Relations
and 7th Grade Administrator*

Maria C. Milan
*Assistant Principal of Student Support
and 8th Grade Administrator*

Deanna Fernandez
Administrative Officer

SCHOOL LEADERSHIP TEAM

Marlene Mendiola, *6A*
Julie Reyes, *6B*
Lew Manalang, *6C*
Shirley Balmeo, *7A*
Denise Cruz, *7B*
Lawrence Olkeriil, *7C*
Sheena Unangst, *8A*
Emmanuel Balmeo, *8B*
June Jordan, *8C*
Abigail Lansang, *Auxiliary*
Lawrence Batangan, *G-Force (Health & PE)*
Maricric Brochon, *ESL*
Arlene Pestanas, *SPED Resource*
Ron Espina, *Technical Subjects*
Victoria Guiao, *Humanities Subjects*
Rose Bamba, *Staff*

SCHOOL CLIMATE CADRE (SCC)

Maria Milan*, Assistant Administrator of Student Support*
Ramona Nelson, *Counseling*
Abigail Lansang, *Counseling*
Yolanda Pilarca, *Counseling*
Jo-Ann Ross, *6th Grade*
Judilyn Somera, *7th Grade*
June Jordan, *8th Grade*
Catherine Erne, EIF
Maricris Brochon, *ESL*
Momo Certeza, *SBA*
Francisco Limtiaco, PBIS
Patrick Flores Egrubay, *Administration*
Eric Dela Cruz, *Administration*
Ruth Cuenco, *Administration*

CURRICULUM LEADERSHIP TEAM (CLT)

Eric Dela Cruz, *Assistant Administrator of Academic Affairs*
Shirley Balmeo, *Reading*
Emmanuel Balmeo, *Language Arts*
Francisco Lazaga, *Robotics*
Riza Tugade, *Science*
Jo-Ann Ross, *Math*
Patrick Flores Egrubay, *Administration*
Ruth Cuenco, *Administration*
Maria Milan*, Administration*

FACULTY & STAFF

6TH GRADE

6A Invincibles

Marlene Mendiola, *Reading*
Martina Aoki, *LA*
Jo-Ann Ross, *Math*
Glenn Johnson, *Science*
Annie Kasper, *Social Studies*
Erwin Villa, *PE*
Victoria Guiao, *Chamorro*
Ruby Palmes, *ESL- LA*

6B Thunderbirds

Ernesto Rodillas, *Reading*
Faith Realica, *LA*
Ray Calma, *Math*
Leah Medrano, *Science*
Julie Reyes, *Social Studies*
Kellie Castaneto, *PE*
Maria Esteves, *Chamorro*
Monique Hernandez, *ESL- Math*

6C Incredible Dolphins

Tessy Joseph, *Reading*
Yolanda Torrado, *LA*
Lucia Pascua, *Math*
Angelia Blas, *Science*
Christine Nucum, *Social Studies*
Arvin Mestidio, *PE*
Teresa Muna, *Chamorro*
Lew Manalang, *SPED- Math*

7TH GRADE

7A Black Cobras

Shirley Balmeo, *Reading*
Jeremie De Leon, *LA*
Emelita Pineda, *Math*
Riza Tugade, *Science*
Genevieve Rodillas, *Social Studies*
Manuel Calvo, *PE/Health*
Franklin Manibusan, *Art*
Anibelle Libranda, *ESL- Reading*
Chanda Gonzales, *SPED- BLS*

7B Island Warriors

Brandon Pablo, *Reading*
Judilyn Somera, *LA*
Erjohn Guiking, *Math*
Claire Carrera, *Science*
Denise Cruz, *Social Studies*
Tammara De Soto, *PE/Health*
Rita Cortez, *Japanese*
Samantha Acosta, *SPED- LA*

7C 007 Sensations

Glenn Ducusin, *Reading*
Alexander Pascual, *LA*
Christine Metadio, *Math*
Thomas Fox, *Science*
Lawrence Olkeriil, *Social Studies*
Lawrence Batangan, *PE/Health*
Francisco Lazaga, *Robotics*
Robert Quindara, *Choir*

8TH GRADE

8A Silver Wolves

Raymond Gibson, *Reading*
Sheena Unangst, *LA*
Haruna Sasaki, *Math*
Camile Marquez, *Science*
Elvin De Leon, *Social Studies*
Agnes Manosa, *Career Education*
Patricia Fejeran, *Journalism*
Ameurfina Natuel, *ESL- Social Studies*

8B Scarlet Phoenix

Zyra Sanchez, *Reading*
Emmanuel Balmeo, *LA*
Railani Tabunda, *Math*
Aries Casta, *Science*
Theresa Castro, *Social Studies*
Rosemarie Nartia, *Keyboarding*
Buena Lacno, *Home Economics*
Cheryl Jenson, *SPED- Reading*

8C Blue Dragons

Oliver De Castro, *Reading*
Alden Bautista, *LA*
Josephine Superales-Garrido, *Math*
June Jordan, *Science*
Adam Leon Guerrero, *Social Studies*
Ron Espina, *Computer Science*
Dorris Abagatnan, *PE*
Nerija Cruz, *SPED- Social Studies*
VACANT, *SPED- Science*

AUXILIARY

Ramona Nelson, *6th Grade Counselor*
Abigail Lansang, *7th Grade Counselor*
Yolanda Pilarca, *8th Grade Counselor*
Catherine Erne, *Esgaihon I Famaguon-Ta* (*EIF*)
    Instructor

Shirley Cruz, *School Health Counselor (SHC)*
Alicia Whitaker, *Librarian*
Maricris Brochon, *ESL Coordinator*
Cecile Gombar, *Consulting Resource Teacher (CRT)*
Arlene Pestanas, *Consulting Resource Teacher (CRT)*

SUPPORT STAFF

Administrative Officer
Deanna Fernandez

School Aides
Rosaline Bamba
Henry Balajadia
Marilyn Aflleje
Louise Mendiola
Maria Carolina Sibangan
Jo Ann Tarusan
Jennifer Torre
Ronaldo Vergara

Substitute Teachers
Juliet Crisostomo
Chaz Nangauta
Janelle San Nicolas
Lani Taisipic

Clerical Staff
Delia Castro
Barbara Gogue-San Agustin
Linda Dela Cruz
Resa Bukikosa

Teacher Assistants
Dishane Afleje
Edwin Balmonte
Helen Hamling
Maria Pangelinan
Jennifer Quitugua
Kilani Rosario

One-to-One Aides
Jonine Atoigue
Remedios Chargualaf
Donna Cruz
Minna Cruz
Maylynn Mesa
Lynn Molo

ON-SITE DISTRICT STUDENT SUPPORT

Patrick Camacho, *Student-Parent-Community Engagement Program (SPCE) Social Worker*
Therese James, *SPCE Community Program Aide (CPA)*
Geraldine Tajalle, *School Resource Officer (SRO)*

STUDENT BODY ASSOCIATION
SY2018-2019

Momo Certeza, *President*
Joseph Olarte *Vice-President*
Ben Lactaoen, *Treasurer*
Keesha Nuguid, *Secretary*
Erin Moldez, *Public Relations Officer*
Terryann Engichy, *Sergeant of Arms*
Gwen Nava, *Historian*

Senators
Jenna Aquiningoc
Chester Dane Valenciano
Johnathan Borja
Sierra Nuguid
Mico Vergara
Rhayvin Mojica
Rajah Samia
Christine Cabusi

Advisor
Jeremie De Leon

BMS PARENT TEACHER ORGANIZATION
SY2018-2019

Gary Kuper, *President*
Rosan Fernando, *Vice-President*
Cynthia Moises, *Treasurer*
Marvin Katsuta, *Sergeant-of-Arms*
Ruth Cuenco, *School Liaison*

TABLE OF
CONTENTS

CHAPTER I
STUDENT/COMMUNITY PROFILE

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert M. Hutchins, *educational philosopher*

HISTORY OF OUR SCHOOL

Vicente S. A. Benavente Middle School was established by the Guam Department of Education in 1966. It was originally named Dededo Junior High and consisted of grades 7th, 8th, and 9th. Then in the early 1980s, the school was renamed Dededo Middle School accommodating grades 6th, 7th, and 8th.

Our school was named in honor of Vicente San Agustin Benavente, a local educator who served as principal of various schools in the 1940s. He also held the post of Commissioner of the village of Dededo for twenty-five years. During his years of service, the construction of the Kaiser and Liguan Terrace subdivisions occurred, as well as many improvements to the village's utilities infrastructure and roadways. In February 1999, the 25th Guam Legislature presented the Benavente family with a resolution that endorsed and supported the Board of Education's intent to rename Dededo Middle School to Vicente S.A. Benavente Middle School.

COMMUNITY PROFILE

Guam, "Where America's Day Begins", is an organized unincorporated territory of the United States since 1950. Currently, it is governed by a popularly elected Governor Lou Leon Guerrero and Lieutenant Governor Josh Tenorio. The Guam Legislature is a unicameral body consisting of 15 senators and has budgetary oversight to the Government of Guam, as well as the Guam Department of Education (GDOE).

The Guam Education Board (GEB) is responsible for all policies that govern GDOE. It is comprised of eleven members: six elected members who serve a two-year term, three appointed members who serve a three-year term, a non-voting student member elected by the Island-wide Board of Governing Students (IBOGS), and a non-voting member elected by the exclusive bargaining unit which represents teachers and other employees within GDOE.[1]

The Superintendent of the Department of Education, Mr. Jon J. P. Fernandez, has been in office since 2012. He has the responsibility of administering Board Policies and the overall operation of the Department.

---

[1] Retrieved from Guam Education Board. https://sites.google.com/a/gdoe.net/guam-education-board/home

During SY2017-2018, GDOE serviced 29,510 students with its twenty-six elementary schools, eight middle schools, six high schools, and one alternative school. GDOE spends $11,701 per student.[2] The middle school population equaled to 6,532 students, making up 22% of the entire district population.

Population

Vicente S. A. Benavente Middle School is located in the heart of Dededo, Guam's largest and most populous village. Dededo encompasses thirty square miles of northwestern Guam and makes up about 28% (44,943) of the island's total population (159,358). Several housing developments added to the village population by 3.6% in the course of ten years (2000-2010).[3]

The village population consists of Filipinos at 42.6%, native Chamorros at 27.4%, other Pacific Islanders at 12.8%, other Asians at 3.8%, White at 3.3%, Black or African-Americans at 0.6%, Hispanics or Latino at 0.4%, and other ethnic origins at 0.1%. In comparison, Guam's ethnic make-up consists of Chamorros at 37.3%, Filipinos at 26.3%, other Pacific Islanders at 11.3%, White at 7.1%, other Asians at 6%, Black or African-Americans at 1%, Hispanics or Latino at 0.8%, and other ethnic origins at 0.3%.
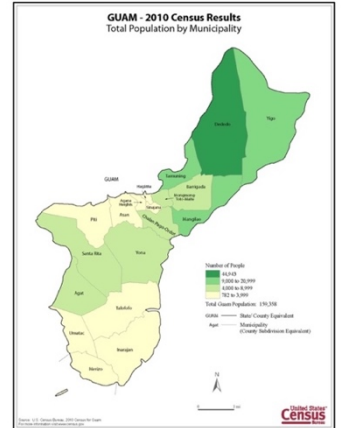
Figure 1 Guam 2010 Census distribution by village. Source: United States Census Bureau, 2010.
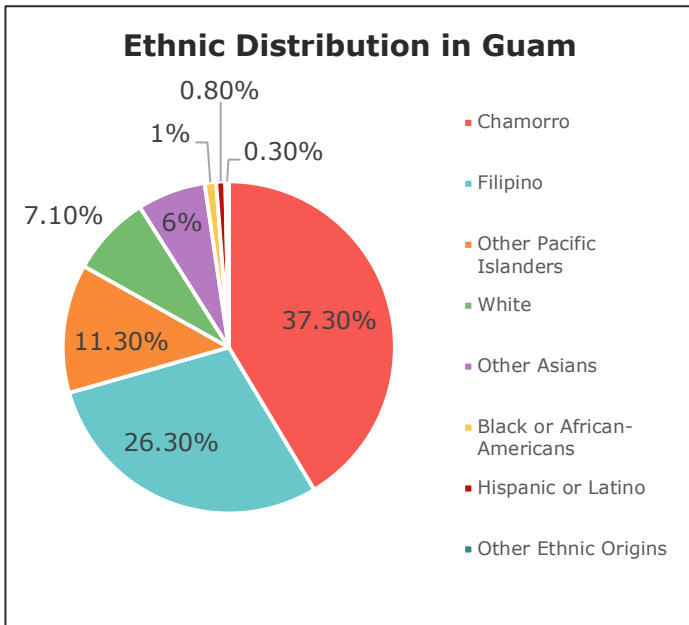
Graph 1 Percentages of the ethnic distribution for the entire island of Guam.
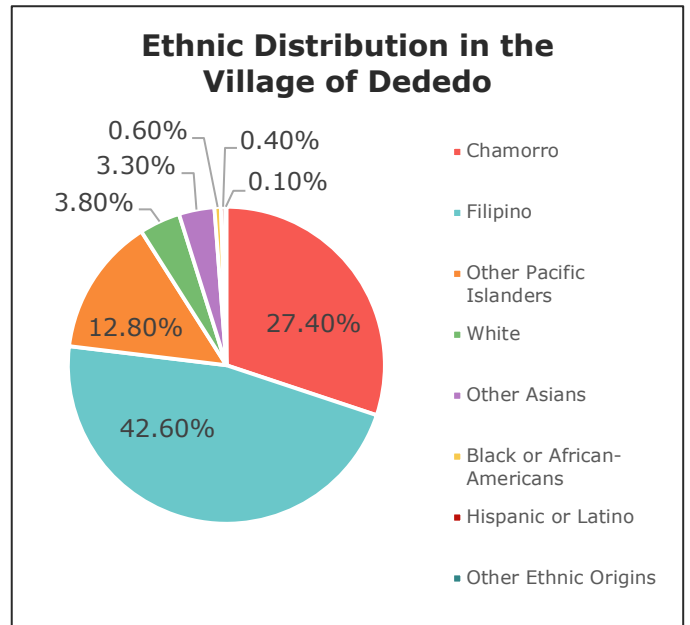
Graph 2 Percentages of the ethnic distribution for the village of Dededo.

---

[2] Guam Department of Education's ASPER SY2016-2017: https://drive.google.com/file/d/0Bzc9y-ce0_B7eDdLVU5GYmZWVFE/view
[3] United States Census Bureau: https://www.census.gov/.

Economy

According to Central Intelligence Agency (CIA) data, the United States national defense is the largest contributor to the island's economy, with the local tourism industry as second. [4] Total federal spending totaled to $1.973 billion in 2014, which is 40.4% of GDP. Of that total, federal grants amounted to $373.3 million, or 32.6% of Guam's total revenues for the fiscal year. Service exports, mainly spending by foreign tourists, amounted to $651 million, or 13.3% of GDP. In 2013, Guam's economy grew 0.6%. Although the slow growth, Guam's economy has been stable over the last decade. Other industries on the island include construction, transshipment services, concrete products, printing and publishing, food processing, and textiles.

Employment and Socio-Economic Status

Guam's average household income is $60,671 and the median household income is $48,274, with the average household size of four. Guam's income per capita is $30,500 (2013 estimates).[5] The island's population living below the poverty line is 19% for families and 22.9% for individuals.[6]

Specifically, for the village of Dededo, the average household income is $55,526 and the median household income is $45,298. The income per capita for Dededo is $13,550, and 25% of the village population is below the poverty level (11,083 individuals). This makes up 31% of the island's total population of individuals living below poverty level.[7]

The Bureau of Labor Statistics states that the unemployment rate on Guam decreased to 7.4% in 2014 from 8.4% in 2013. [8]

Guam's Economic Level

- Guam's population above poverty level
- Population under poverty level (Dededo)
- Population under poverty level (the rest of Guam)

Graph 3 Dededo makes 7% of the total number of individuals in the poverty level for the entirety of Guam. Source: United States Census Bureau, 2010

According to the United States Department of Agriculture, which funds the Supplemental Nutrition Assistance Program (SNAP), Guam saw an 3.7% increase of households receiving subsidies from year 2014 to 2015, at 15,779 households. One reasoning for the high numbers despite the decrease in unemployment, is because of the high cost of living on Guam, where wages are lower and household sizes

---

[4] Central Intelligence Agency: https://www.cia.gov/library/publications/the-world-factbook/geos/print_gq.html.
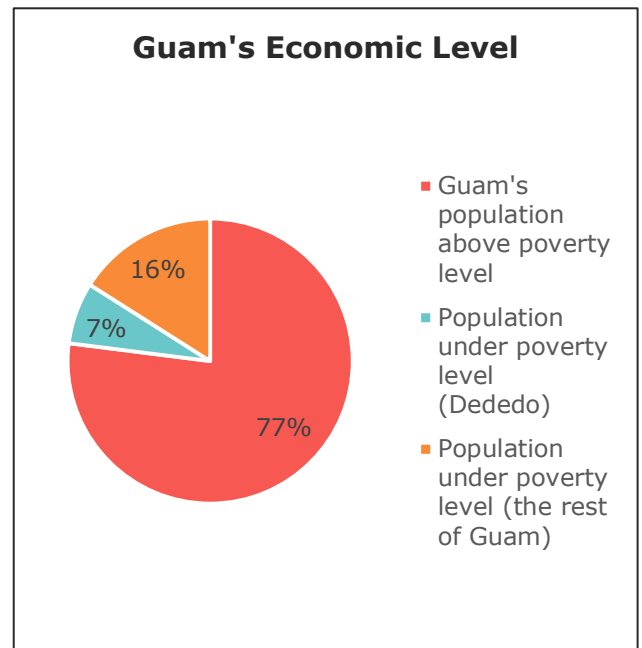[5] Central Intelligence Agency: https://www.cia.gov/library/publications/the-world-factbook/geos/print_gq.html.
[6] United States Census Bureau: https://www.census.gov/.
[7] United States Census Bureau: https://www.census.gov/.
[8] The Pacific Daily News: http://www.guampdn.com/story/news/2015/11/14/more-guam-households-food-welfare/75694608/.

are larger as compared to the rest of the United States. Dededo, received around 11% of public assistance allotted to Guam, at 1,680 households.[9]

Income in Guam and Dededo (in dollars)

	USA	Guam	Dededo
Average Household Income	77,866	60,671	55,526
Median Household Income	59,039	48,274	45,298
Income per capita	57,638	30,500	13,550

Graph 4 Average and median household income, and income per capita of the village of Dededo, as compared to the rest of Guam and the nation. Source: Guam and Dededo stats: United States Census Bureau, 2010; USA stats: Unites States Bureau, 2015, 2016, 2017.

WHERE WE STAND: OUR GUIDING PRINCIPLES

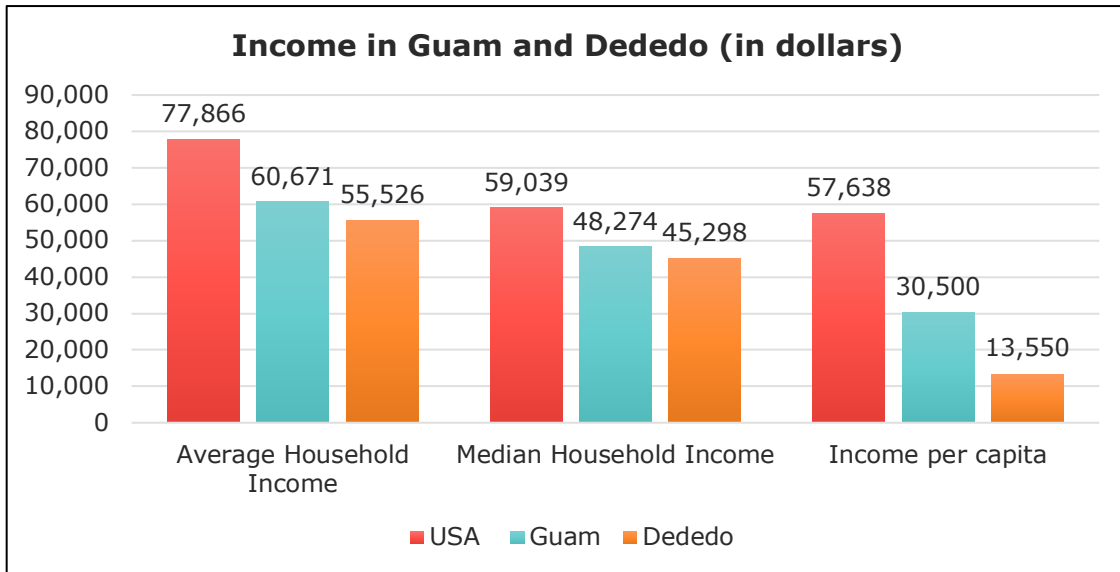| DEPARTMENT OF EDUCATION VISION STATEMENT "Every student: Responsible, Respectful, and Ready for Life"			GUAM DEPARTMENT OF EDUCATION SLOS
Mission Statement *Our Educational Community…*			
Prepares all students for life… -by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high-quality education that will prepare them for post-secondary education, the workforce and civic engagement.	*Promotes Excellence…* -by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.	*Promotes Support…* -by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.	**T**echnologically Literate **E**ffective Communicators **A**cademically Successful **M**odel Citizens

---

[9] The Pacific Daily News: http://www.guampdn.com/story/news/2015/11/14/more-guam-households-food-welfare/75694608/.

Our school's vision, mission, schoolwide learner outcomes (SLOs), and Roadrunner Action Plan (RAP) align with GDOE's vision, mission, and State Strategic Plan.

GUAM DEPARTMENT OF EDUCATION STATE STRATEGIC PLAN "20/20: A Clear Vision of Education on Guam"
Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.
Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from level of schooling to another in order to maximize the opportunities to successfully graduate from high school.
Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualification and ongoing professional development and will be held accountable for all assigned responsibilities.
Goal #4: All Guam Department of Education students will establish and sustain a safe, positive, and supportive environment.

BMS Vision and Mission

Since the mid-term visit in 2016, our vision and mission statements have been updated in order to emphasize ideals that are more wholistic and that articulate our school's intention to prepare students for college, career, and life outside of formal education. Our faculty and staff determined that there was a need to instill values such as good character and community service, which were not described in previous iterations. During the 4th quarter of SY2016-2017, our faculty and staff had undertaken a process of reflection and developed the current purpose statement, which we feel is more meaningful and impactful.

BMS VISION STATEMENT
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 STATEMENT
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.

Roadrunner Action Plan (RAP)

We also revamped the school's action plan, which we renamed Roadrunner Action Plan (RAP), to better reflect the new vision and mission. Our goals maintained focus on what we believe builds a school community that will yield in the highest student success: Curriculum, Instruction, and Assessment; Personalization for every student; and Professional Learning Communities amongst faculty and staff. On our last Professional Development (PD) of SY2016-2017, the faculty simplified and aligned strategies to the new RAP goals.

BMS RAP Goals and Objectives

- **Goal #1:** By the end of SY2018-2019, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.
  - o **Objective 1.1:** Students will acquire the knowledge and skills as indicated by our curriculum maps, in order to prepare them for college and career.
  - o **Objective 1.2:** Students will benefit from evidence-based, high-yielding instructional strategies designed to promote learning efficiency.
  - o **Objective 1.3:** 85% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards.

- **Goal #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.
  - o **Objective 2.1:** All students will develop a close, positive connection to at least one adult.
  - o **Objective 2.2:** All students will attain "the highest level of character" in order to become morally responsible and self-disciplined (BP380).
  - o **Objective 2.3:** All students will make positive choices.

- **Goal #3:** All faculty and staff will enhance the school culture by engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.
  - o **Objective 3.1:** Teachers will become skillful at implementing current research-based practices.
  - o **Objective 3.2:** All school personnel will be accountable for fulfilling their respective roles and responsibilities.

Schoolwide Learner Outcomes (SLOs)

In SY2017-2018, we kept our SLOs but changed the indicators that were adopted from 2013 and 2016. We also added proficiency scales for each indicator to be consistent with the rest of our school's practices and to more clearly define when our students achieve mastery for each SLO. We uphold these principles and envision that our school can develop and produce students who will be excellent contributors to our local and global community.

Schoolwide Learner Outcome	Level 1.0	Level 2.0	Level 3.0	Level 4.0	Artifacts
Value their Community	With help, students are willing or able to contribute to the improvement of their community	Students will identify characteristics of work ethics and responsible citizenship.	***Students will demonstrate strong work ethics and model citizenship by contributing to the improvement of their community.***	Students will coordinate special events, school improvement projects, or other activities to motivate peers and /or to showcase school and community pride.	Club Fair, showcase events, marches and demonstration, participating in clubs and extra-curricular activities, websites, BMS Day at the Mall
	With help, students are willing or able to show respect and appreciation for others.	Students will identify unique traits of diverse groups.	***Students will respect and appreciate the diversity of our community.***	Students will display empathy and compassion toward others and participate in celebrations of diversity and cultural heritage.	Peace March, Canned Food Drive, participation in charitable events, Character Education lessons, videos, Mes Chamoru

					celebration, lessons that highlight culture, Youth-for-Youth Conference, Special Olympics
Succeed Academically	With help, students are willing or able to acquire prerequisite knowledge and skills.	Students will explain the lesson objectives and be able to complete learning activities. Students will articulate the learning targets.	*Students will acquire the necessary knowledge and skills to achieve at the highest levels.*	Students will apply knowledge and skills in real-life situations and demonstrate lifelong learning opportunities.	ACT/Aspire and SBA scores, SBG evaluation, report cards; library data, PLC data, student reflections, Live Binders, student portfolios, team awards
	With help, students are willing or able to use technology and resources.	Students will explain the fundamental features of technology and be able to access information through digital and print media.	*Students will develop the critical thinking, creativity, and collaboration necessary to thrive in an innovative global environment.*	Students will use technology and resources independently to pursue independent learning opportunities.	
Adapt to Changing Times	With help, students are willing or able to demonstrate 21st century skills.	Student will define 21st century skills.	*Students will develop the critical thinking, creativity, and collaboration necessary to thrive in an innovative global environment.*	Students will apply critical thinking and creativity and engage in collaboration to solve personal, local, and global problems. Students will contribute innovative ideas to address issues in the school and community.	Projects in science fairs and Robotics; Math Counts; ACB; Spelling Bee; Geography Bee; portfolios; projects that require collaboration
	With help, students are willing or able to adjust or adapt to change.	Students will identify strategies for adjusting or adapting to change.	*Students will be able to demonstrate resiliency, resolve conflicts, and overcome challenges.*	Students will use peer mediation, conflict resolution strategies, and/or leadership skills to promote peace. Students will take leadership roles to assist their peers with overcoming real-life problems and challenges.	Peer mediation data; counselor data; surveys; team assemblies
Behave Appropriately	With help, students are willing or able to model respect, responsibility, and safety.	Students will explain the basic principles of respect, responsibility, and safety.	*Students will model respect, responsibility, and safety in any setting.*	Students will become advocates and role models in their community. Students will influence their peers to display integrity, honesty, and moral responsibility and promote safety in any environment.	Character Education lessons, SWIS discipline data; reduction of disciplinary infractions; student assemblies

	With help, students are willing or able to foster healthy relationships with others.	Students will explain the characteristics of healthy interpersonal relationships.	*Students will build healthy relationships with adults and peers.*	Students will work collaboratively with peers, adults in the school, and community members to promote positive school-based outcomes.	Participation in clubs and organizations, student-perception surveys, AAP
Make Positive Choices	With help, students are willing or able to set personal or academic goals.	Students will explain the importance of setting goals for self-improvement.	*Students will be able to set personal and academic goals and implement strategies to achieve those goals.*	Students will provide mentorship to their peers in order to help them accomplish their goals and become ready for high school. Students will become self-disciplined and take personal responsibility for their initiatives.	Leadership in clubs and organizations, team councils, college/career data (Career Day participation), student reflections
	With help, students are willing or able to make positive choices.	Students will compare positive and negative outcomes of their choices.	*Students will make positive lifestyle choices to promote overall physical, social, and emotional health.*	Students will be role models for their peers and mentor others to make positive lifestyle choices. Students will practice effective decision-making skills.	Health lessons, participation in sports and other extra-curricular activities; BMI data; intramurals; interscholastic sports; nurse data; counselor data
Strive for a Better Tomorrow	With help, students are willing or able to exhibit mindfulness of the outcome of their actions.	Students will explain cause and effect relationships in relation to their daily decisions.	*Students will become aware of the consequences of their actions and will work to create a positive legacy.*	Students will demonstrate leadership by inspiring others to make a positive difference in their school and community. Students will advocate for improvements in our society.	Participation in SBA, team councils, and other clubs and organizations, facilitating grade-level assemblies
	With help, students are willing or able to show consideration for our environment.	Students will explain the needs and fragile condition of our planet's limited resources.	*Students will develop environmental consciousness, exercise good stewardship, and implement sustainable practices.*	Students will initiate and organize activities that promote environmental awareness. Students will participate in service learning opportunities that benefit the environment.	Science fair projects, 4H club, aquaponics class, iRecycle program; service learning projects; community garden

The indicators are listed as Proficiency Level 3.0. We will be using the SLOs proficiency scale as a tool to measure academic and behavioral expectations for all students. Currently, the SLOs has been used in

guiding lesson plans for XL Period Character Education and in recognizing students for monthly SLOs awards.

BMS FRAMEWORK FOR SUCCESS

Balanced Leadership Framework

BMS adopted McREL's Balanced Leadership Framework in 2014 to effectively apply the most current research-based leadership practices and maximize student achievement in our school. The framework has four components: 1) Leadership, 2) Focus of Leadership, 3) Magnitude of Change and 4) Purposeful Community. It is based on McREL's 21 Responsibilities of Leadership and 66 Practices. The framework has provided a structure that is being used by the school administration and leadership team intentionally and strategically to connect the school's vision with a plan of action.

Balanced Leadership Framework®

21 LEADERSHIP RESPONSIBILITIES		
Affirmation	Focus	Optimize
Change agent	Ideals/Beliefs	Order
Communication	Input	Outreach
Contingent rewards	Intellectual stimulation	Relationships
Culture	Involvement with CIA*	Resources
Discipline	Knowledge of CIA*	Situational awareness
Flexibility	Monitor/Evaluate	Visibility

*CIA: curriculum, instruction, and assessment

BMS WASC ACCREDITATION HISTORY

Since the very first WASC visit in 1998, BMS has continuously participated in the cycle of improvement. BMS accreditation history is shown on the table below:

YEAR	VISIT	OUTCOME
1998	WASC Initial Visit	Granted 3 years
2001	1st Full Self-Study	Granted 6 years with midterm visit
2004	Mid-Term Visit	Granted Satisfactory rating
2007	2nd Full-Study	Granted 6 years with midterm visit
2010	Mid-Term Visit	Additional revisit would determine the reaffirmation of the school's 6 year accreditation
2011	Follow-Up Midterm Visit	6-year term reaffirmed through June 2013
2013	3rd Full Self-Study	Granted 6-year term with midterm visit
2016	Mid-Term Visit	Critical Areas/Recommendations #5 & #6 have been met

Also, GDOE received districtwide accreditation in February 2016.   This marks WASC's first ever district-level recognition. GDOE was granted six years of accreditation with a mid-cycle visit in 2019.

During BMS 2013 Full Self-Study Visit, WASC gave the following recommendations:

Recommendation #1: *The school administration ensures that 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.*
Recommendation #2: *The administrative staff provides ongoing professional development to instruct teachers in more effectively utilizing block period scheduling, and provide increased professional development to ensure that the current initiatives and ESLRs are fully understood and implemented.*
Recommendation #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.*
Recommendation #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 students.*
Recommendation #5: *The administrative team should assess the location of their offices 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.*
Recommendation #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.*

By 2016 mid-term visit, WASC removed Recommendations #5 and #6. How BMS accomplished this and how the other recommendations were addressed will be discussed in Chapter II.

BMS INSTRUCTIONAL AND INTERVENTION & SUPPORT PROGRAMS

Classroom Instruction That Works (CITW) *Instructional Framework*

In 2017, GDOE stated McREL's *CITW* as the districtwide instructional framework. *CITW*'s tenet is to link classroom strategies to evidence of increased student learning.[10] BMS implemented the framework years prior to this determination. Walkthroughs, off-campus trainings, faculty learning, and professional development days reflect our school's commitment to aligning our practices with *CITW*, particularly

---

[10] Association for Supervision and Curriculum Development (ASCD): http://www.ascd.org/Publications/CITW/about-classroom-instruction-that-works.aspx.

focusing on Component 1: Creating the Environment for Learning. This component is comprised of the following strategies:

- *Setting Objectives*: identifies the verb (level of thinking) and the noun (content) based on the standards that students are supposed to learn*.*
- *Providing Feedback:* works in tandem with the learning objectives, feedback "should be provided for tasks in order for students to understand the purpose of the work they are asked to do, build a coherent understanding of a content domain, and develop high levels of skill in a specific domain."[11]
- *Reinforcing Effort and Providing Recognition*: The implicit or explicit teaching of the value of persistence and students, in turn, applying the concepts of having a growth mindset.
- *Cooperative Learning:* with an emphasis on interdependency and mutual accountability.

Component 2: Develop Understanding and Component 3: Apply and Extend Knowledge are expected to be embedded in lesson plans and classroom instruction.

Block Scheduling

In 2013, BMS adopted block scheduling after the result of a majority vote in 2012. Block schedule should provide students more quality understanding of the lessons. To prepare the faculty for this change, professional development and faculty meetings were dedicated to implementing this schedule effectively and standardized a block schedule lesson plan template.[12]

Effective Block Schedule Lesson Plan
1. Bellwork in conjunction with housekeeping (3-5 minutes)
2. Tap into student prior knowledge/experiences, example KWL chart (10 minutes)
3. Build background knowledge (Anticipatory Set). Must have concrete examples, pictorials, or non-linguistic representations, and abstract concepts. All three MUST connect (15 minutes)
4. Teach Content Objective (content standards and performance indicators) and Academic Language Objective (assessment) (5 minutes)
5. Pre-teaching of vocabulary (1-3 words per day) using graphic organizers and other research-based practices (15 minutes)
6. Teacher modeling and concept building (5 minutes, not more than 10 minutes)

7. Guided practice (20 minutes)
  a. Teacher is a facilitator, not the knowledge expert
  b. Groups or cooperative learning (structured Think-Pair-Share or other strategies)

8. Independent practice when 85% of students show success in guided practice (15 minutes)
9. Closure- ticket out or other forms of assessment (5 minutes)

---

[11] Dean, Ceri, Hubbell, Pitler & Stone. (2012). *Classroom Instruction that Works,* 2nd Edition.
[12] See Appendix H for BMS Lesson Plan Template SY2017-2018

Since its initial implementation four years ago, block scheduling allows 70-80 minutes of instructional time per class period. Classes alternate between Blue Days and Gold Days. This year, each class is 70 minutes long, with Blue Day classes comprising of 1st to 5th Periods and Gold Day classes with 6th to 10th Periods.

Every teacher has a 30-minute Advisor-Advisee Period (AAP) every day, which is comprised of 16 students at the most. This smaller class size is to help students to develop a more personal and positive connection with at least one adult in school, which is stated as one of our RAP goals.

During Gold Day 10th Period, students participate in XL classes, in which teachers give Character Education lessons (Board Policy 380) or conduct academic interventions for their interdisciplinary teams.[13] BMS' monthly Activity Periods are also held during 10th Period. In SY2018-2019, the Intervention Period was renamed XL Period.

TIME	BLUE DAY	GOLD DAY
8:25	Warning Bell	Warning Bell
8:30 – 9:00 (30 min)	HB/AAP	HB/AAP
9:05 – 10:15 (70 min)	1st Period	6th Period
10:20 – 11:30 (70 min)	2nd Period (6th Grade LUNCH)	7th Period (6th Grade LUNCH)
11:35 – 12:45 (70 min)	3rd Period (7th Grade LUNCH)	8th Period (7th Grade LUNCH)
12:50 – 2:00 (70 min)	4th Period (8th Grade LUNCH)	9th Period (8th Grade LUNCH)
2:00 – 2:15 (15 min)	BREAK	BREAK
2:20 – 3:30 (70 min)	5th Period	10th Period Intervention

➤ 5 min. passing time between each class

Positive Behavioral Interventions and Supports (PBIS)

In creating a safe and supportive learning environment and to leverage social behavior outcomes for all students, BMS adopted the PBIS framework. PBIS is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity.[14] BMS was first introduced to PBIS in 2006 under Project *Menhalom* (derived from the Chamorro word meaning "of good character, wise, and principled"), a grant from USDOE. Below is the PBIS School-wide Evaluation Tool (SET) that lists and describes the features of PBIS and how BMS meets them:[15]

Picture 1 Student Body Association leading discussion on the school's discipline data during one of the monthly assemblies.

---

[13] GDOE Board Policy 380:
https://docs.google.com/viewer?a=v&pid=sites&srcid=Z2RvZS5uZXR8ZWR1Y2F0aW9uLXBvbGljeS1ib2FyZHxneDozZDRmYzI4ODczN2E4ZGRk.
[14] Sugai and Simonsen. (2012). *Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions.*
[15] Sugai, Lewis-Palmer, Todd & Horner. (2001). School-wide Evaluation Tool version 2.1. Educational and Community Supports.

FEATURE	EVALUATION QUESTION	EVIDENCE
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/behavioral exceptions? 2. Are the agreed upon rules and expectations publicly posted in 8 or 10 locations?	The schoolwide behavioral expectations- Be Respectful, Be Responsible, Be Safe- are posted in the hallways and classrooms and are explicitly taught and referred to during team and grade-level assemblies. BMS also adopted the Behavior Matrix, which was revised in December 2015 and distributed to faculty and staff in January 2016.
B. Behavior Expectations	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? 2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? 3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? 4. Can at least 70% of 15 or more students states 67% of the school rules? 5. Can 90% or more of the staff list 67% of the school rules?	Lesson plans of behavioral expectations are taught during the first 2 weeks of the school year. In January 2019, students were retaught the behavioral expectations when returning from Christmas Break.
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? 2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? 3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) for expected behaviors over the past two months?	Dress-down days are granted to students as part of the school-wide reward system. These are determined by team monthly suspension rate, which are announced in the school bulletin and leadership meetings. Teams have also adopted their own rewards system.
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? 2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? 3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations?	BMS follows procedures from Office Discipline Referral (ODR) Form as per the Student Conduct Procedure Manual. Infractions are defined by the District Data Dictionary (Minor vs. Major infractions and flow chart). Emergency Response Plan. BMS also has an Emergency Response Plan that are available in all classrooms (and other locations).

E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision?	BMS uses PBIS School-Wide Information System (SWIS) and Powerschool Pulse in order to monitor and report discipline data. SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. The administrators and the SCC review data during Team-Initiated Problem Solving (TIPS) meetings. TIPS is a conceptual model for problem solving that has been operationalized into a set of practical procedures to be used during meetings and school-based problem solving.[16] Decisions are then made and actions implemented to be reviewed and evaluated in the next TIPS meeting.
	2. Can the administrator report to the team provides discipline data referrals (computer software, data entry time)?	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year?	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts?	In order to disseminate discipline data to the entire student body, the SBA present the data to their peers during monthly grade-level assemblies.
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals?	BMS' focus on improving student behavior is stated on the RAP Goal #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." SCC meetings are held monthly, and meetings are shared via email with team leaders to disseminate information with the rest of their teams. Grade-level teams also meet to drill down on their team's discipline data. Meeting notes and action plans are shared to grade-level admin.
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school?	
	3. Does the administrator report that team membership includes representation of all staff?	
	4. Can 90% of team members asked identify the team leader?	The SCC members in SY2018-2019 are the following: 6th Grade Teacher Representative: Jo-ann Ross
	5. Is the administrator an active member of the school-wide behavior support team?	7th Grade Teacher Representative: Judilyn Somera
	6. Does the administrator report that team meetings occur at least monthly?	
	7. Does the administrator report that the team reports progress to the staff at least four times per year?	8th Grade Teacher Representative: Jun Jordan Auxiliary: Frank Limtiaco – District PBIS Coach Yolanda Pilarca – 8th Grade Counselor (**Time Keeper**)
	8. Does the team have an action plan with specific goals that is less than one year old?	Abigail Lansang – 7th Grade Counselor Ramona Nelson – 6th Grade Counselor (**Facilitator**)

---

[16] PBIS.org. (2018). Retrieved from https://www.pbis.org/training/tips.

		ESL: Maricris Brochon – ESL Coordinator *EIF*: Catherine Erne- *EIF* Teacher Staff: Rose Bamba – Discipline Office Clerk (**Data Analyst**) Administrators: Patrick Egrubay – Principal Eric Dela Cruz – 6th Grade Assistant Principal Ruth Cuenco – 7th Grade Assistant Principal (**Minute Taker**) Maria Milan – 8th Grade Assistant Principal
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? 2. Can the administrator identify an out of school liaison in the district or state?	ODR trainings were given by the district's Student Support Office, which is a part of the Student Parent Community Engagement (SPCE) is program with District PBIS Coaches, with funding from the US DOE Consolidated Grant Title V-B: RLIS. A PBIS coach attends SCC meetings and provides technical support to the facilitator. Through this federal program, Technical Assistance is provided by UOG CEDDERS, which provides district-level trainings focused on behavioral interventions and evidence-based practices for school-level implementation.

Professional Development

All faculty members have participated in professional development provided by the school in order to learn about research-based practices and to improve the overall classroom experience for all students. Such opportunities include workshops on *CITW* strategies (Setting Objectives & Providing Feedback and Cooperative Learning), Standards-Based Grading (SBG), and PBIS, and are presented by fellow teachers and the Curriculum Leadership Team (CLT) members. For the past two years, Jane Hill, author of *Classroom Instruction That Works with ELLs*, Martha Trejo from Pearson's *Sheltered Instruction Observation Protocol (SIOP)*, Chris

Picture 2 7th and 8th grade teachers learning about engaging instructional strategies during an on-site Kagan training with Chris Lowe.

Lowe from Kagan Institute, Julie Eckard and Dr. Troy Akiyama from Achieve3000, and several presenters from GDOE Student Support Office also brought in on-site training to our faculty.

The faculty are also a part of interdisciplinary and grade-level content teams in order to participate in professional learning communities (PLCs), analyze common formative assessment (CFA) data, and share best practices. New teachers train through the Induction Program, which was the initiative of the previous principal and continues to be a part of our school's practices for professional growth and mentorship. It is a two-year professional-development to help assimilate first- and second-year teachers to the school's expectations and culture and to support them on classroom management and instructional strategies.

In addition to professional development within the school, many have participated in off-campus trainings provided by the District, through the local university and community college, or through other institutions. The table on the following page lists programs and activities that our faculty have participated in:

PROFESSIONAL DEVELOPMENT PROGRAMS/ACTVITIES		
AP/Pre-AP Summer Institutes and other conferences Aquaponics training Balanced Leadership trainings Big 8 Literacy Strategies training CHamoru Studies training *CITW with ELLs* trainings *CITW* trainings *CITW with Technology* trainings Common Core and Special Education Student trainings	GDOE's Mentorship Program Lifeline Training (Guam Behavioral Clinic) NGSS trainings PBIS trainings for faculty and staff Peer Mediation trainings Play By The Rules Training Robotics trainings Standards-Based Grading (SBG) trainings Service Learning Youth Summit	*SIOP for Coaches* trainings *SIOP* trainings STEM trainings Striving Readers Comprehensive Literacy trainings UOG/GCC course for degrees and certification Various SPED trainings (Autism, ED, Safe Crisis, etc.)

Walkthroughs

The administrative and leadership teams conduct frequent walkthroughs to ensure that *CITW* components are applied with fidelity, to provide immediate and specific feedback on instruction, and to record evidence of student learning. Walkthrough tools used for feedback and data-keeping are the admin-developed walkthrough rubrics (SY2015-2016 to SY2016-2017) and McREL's Power Walkthrough. The walkthrough rubric helped teachers to focus on refining specific strategies of the *CITW*, such as Setting Objectives and Providing Feedback.

From the latter semester of SY2015-2016 to the beginning of SY2016-2017, observers focused on Setting Objectives. The levels of proficiency are as follows: 4) Highly Effective Learning Objectives, 3) Effective Learning Objectives, 2) Developing, and 1) Unsatisfactory.[17]

---

[17] See Appendix I for Walkthrough Rubric for Setting Objectives.

**Walkthrough Rubric: Setting Objectives
Proficiency Levels
Sep. 2016 - Nov. 2016
n=62**

Number of Teachers

Level	Value
Level 1	4
Level 1.5	1
Level 2	9
Level 2.5	15
Level 3	35
Level 3.5	0
Level 4	4
N/A	4
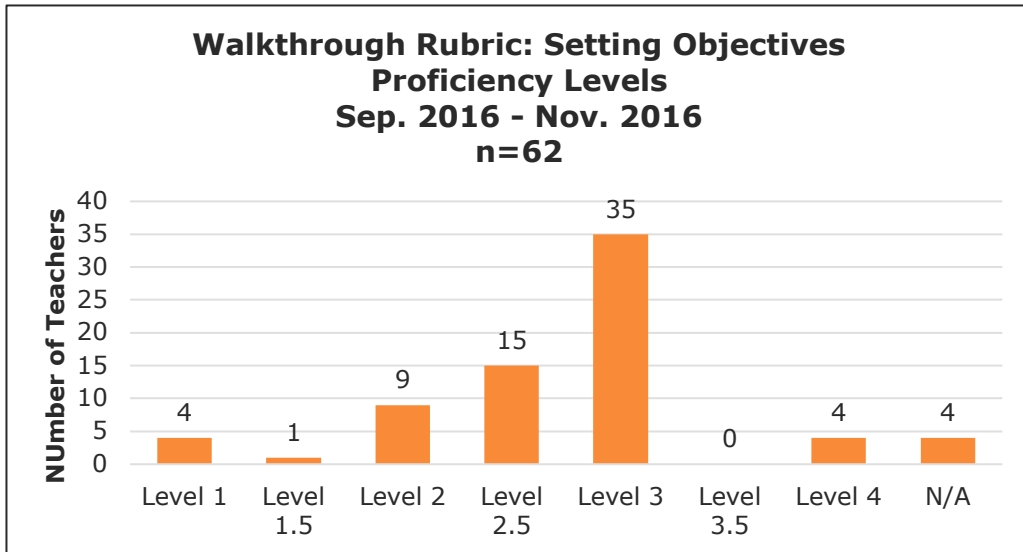
Graph 5 Teachers' Levels of Proficiency in implementing CITW Strategy, Setting Objectives. In order to attain Level 3 (Effective), objectives were to be written in KUD format and students were to be able to verbalize <u>what</u> *they were learning and the* <u>importance</u> *of what they were learning.*

**Walkthrough Rubric: Setting Objectives
Average Proficiency Levels
from Sep. 2016 to Nov. 2016
n=62**

Proficiency Levels

Month	Value
September	2.32
October	2.45
November	2.94
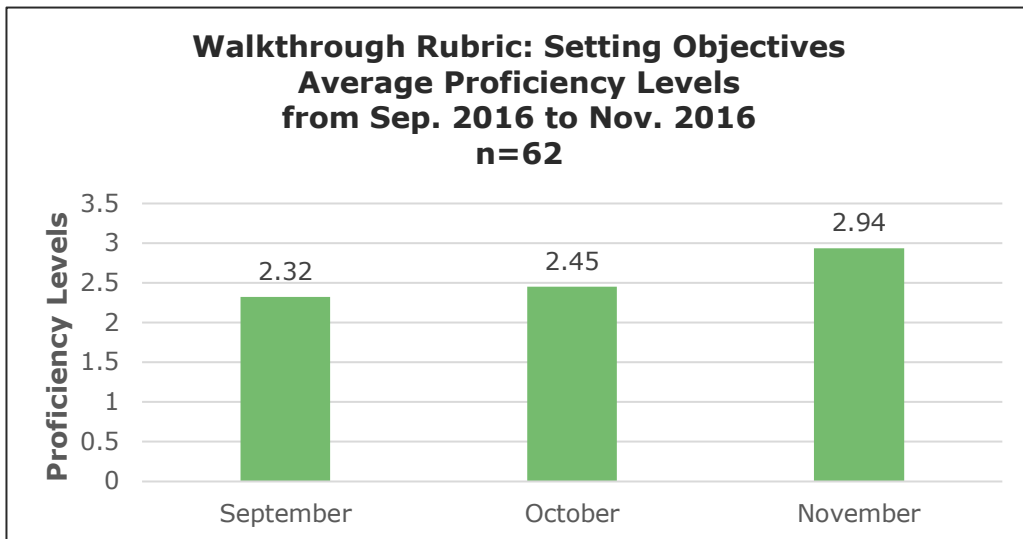
Graph 6 Increase of the average Proficiency Levels in Setting Objectives in a three-month period.

Data on Graph 6 implies improvement in the practice of setting objectives amongst the faculty. The use of the walkthrough rubric gave teachers immediate and specific feedback that allowed them to quickly know what they needed to develop. Reaching "Effective" or Level 3 was measured by properly writing the objectives in the Know, Understand, and Be Able to Do (KUD) format and whether students were able to verbalize *what* they were learning and its *importance*. When the average of the faculty observed reached proficiency, the admin proceeded in measuring *CITW* strategy Providing Feedback.

On November 2016, a new admin-created rubric was implemented for walkthroughs.[18] The admin at the time saw that it was necessary to focus on Setting Objectives and Providing Feedback separately, although they are combined in the *CITW* framework. In order to score Level 3 (Effective Feedback), the following must be observed:

- Feedback is immediate (dependent on task, type of feedback – verbal, written, or both – may vary) *and* students have the opportunity to correct misunderstandings
- Criterion-referenced feedback instead of only norm-referenced feedback: Students are provided feedback in terms of specific knowledge or skill than just giving a percentage score without specific explanations.
- Feedback is directly related to the day's learning objective
- Not personal (Great job! You're so smart!); but, rather, addresses performance on a task and provides specific guidance for improvement ("Your response lacks details and includes some inaccurate information. Check the facts about this event and add details to describe the reasons the event occurred.").
- When interviewed, at least 3 students can provide some of their own feedback as it relates to the day's learning objective (consider students' articulation of proficiency scales: I am a level 2 because… OR method of self-evaluation through use of a rubric)

Graph 7 November 2016 to March 2017 data recorded on Providing Feedback; 22 teachers observed demonstrating the strategy effectively.

During walkthroughs from November 2016 to March 2017, most teachers that were observed scored at Level 3 in Providing Feedback. The average score from month to month slightly decreased and increased. By March 2017, the average of teachers observed reached proficiency or "Effective" rating.

---

[18] See Appendix J for Walkthrough Rubric on Providing Feedback.

**Walkthrough Rubric: Providing Feedback
Average Proficiency Levels
from Nov. 2016 to Mar. 2017
n=50**
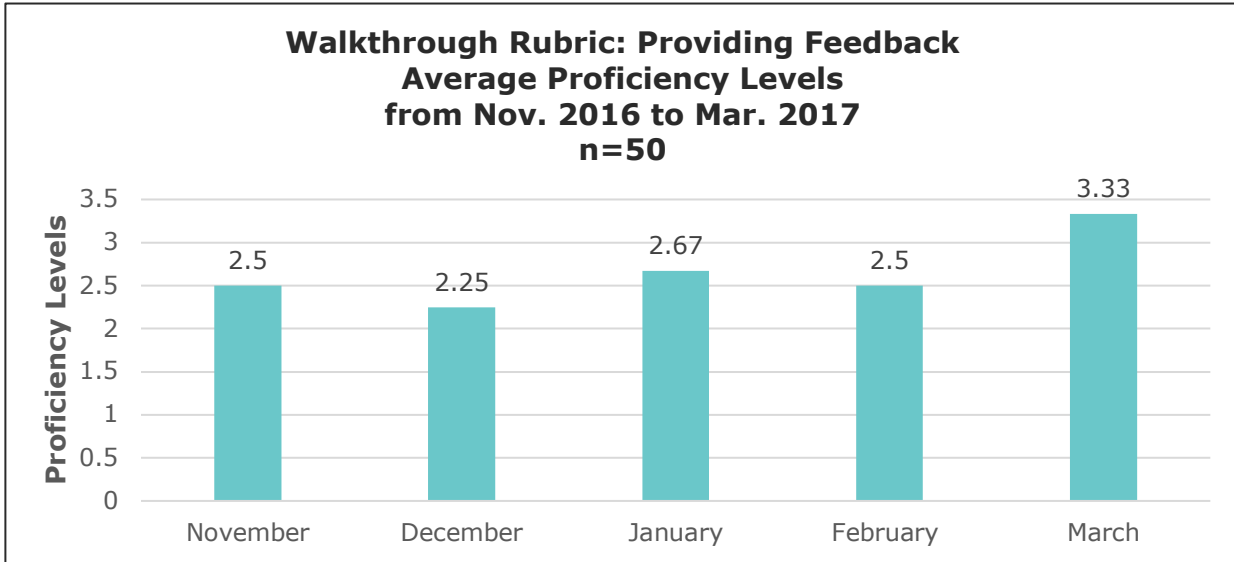
Graph 8 On March 2017, the average of teachers observed reached "Effective."

In SY2017-2018, the administrative team eliminated the walkthrough rubric, and opted to solely use McREL's Power Walkthrough. All strategies of *CITW*'s first component, 1) Setting Objectives and Providing Feedback, 2) Reinforcing Effort and Providing Recognition, and 3) Cooperative Learning, were recorded on the mobile app.

Each grade-level administrator observed about five classes a day. Between August 2017 to May 2018, 356 walkthroughs were documented. Graph 9 shows the breakdown for each grade-level.

Graph 10 shows that 94% of classes have their objectives visible during the time of observation. Furthermore, observers also itemized the following details (Graph 11): 1) The objectives are posted or on a handout in clear sight of all students for reference throughout the lesson, 2) Learning activities are aligned with learning objectives, 3) Teacher references the learning objectives, 4) Students personalize the learning objectives, and 5) Students use the objectives to monitor their own learning. The breakdown of how observers documented these are shown on the graph on the next page.

**McREL's Power Walkthrough:
Grade Levels Observed
n=356**
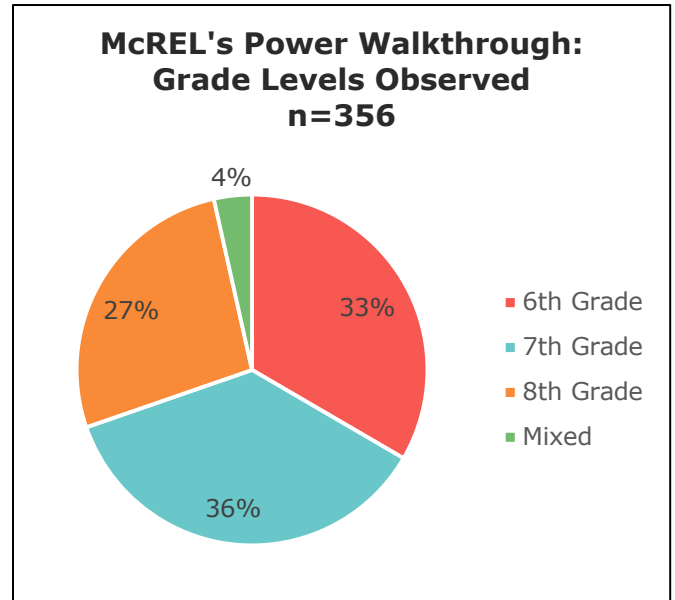
Graph 9 August 2017-May 2018, 356 walkthroughs recorded on McREL's Power Walkthrough

**CITW Component 1:
Setting Objectives
n=309**

7%

93%

- Evidence of Setting Objectives
- No Evidence of Setting Objectives
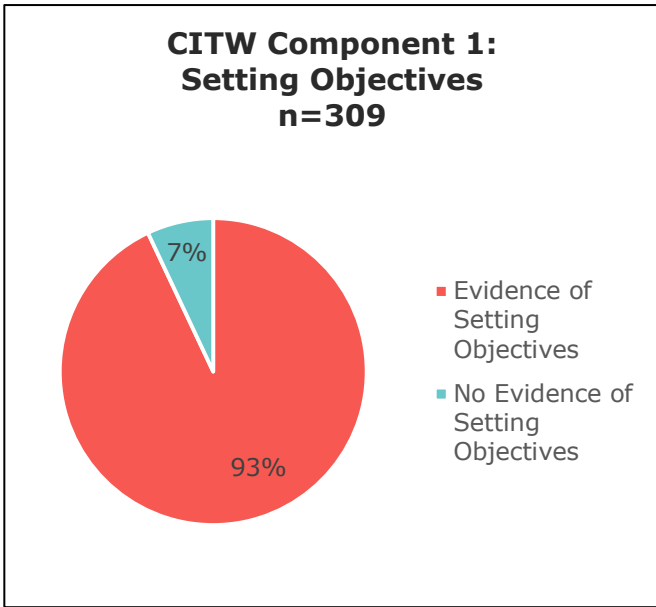
Graph 10 CITW Component 1: Setting Objectives SY2017-2018

**CITW Component 1: Providing Feedback
n= 167**

6%

94%

- Evidence of Feedback
- No Evidence of Feedback
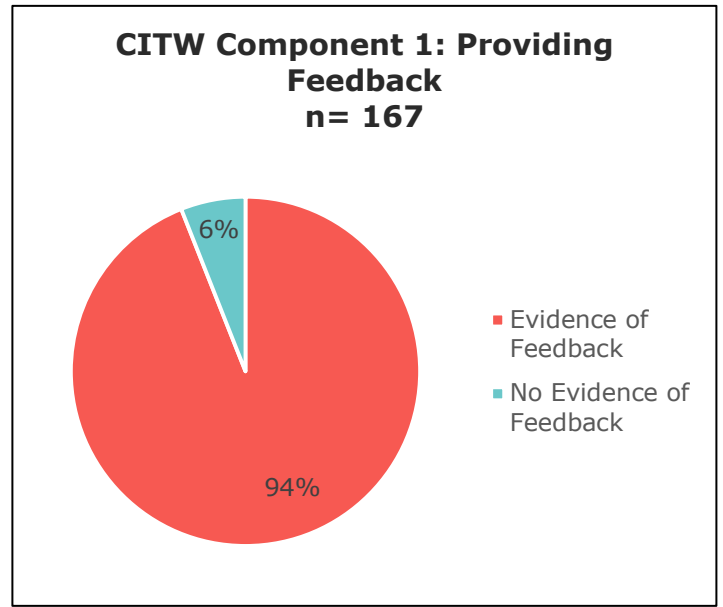
Graph 11 CITW Component 1: Providing Feedback SY2017-2018

Graphs 13-15 detail the rest of the strategies for *CITW* Component below:

**Components of Effective Use of Objectives
n=287**

96.5%

45.3%

6.3%

1.0%

0.7%

The objectives are posted or on a handout in clear sight of all students for reference throughout the lesson

Learning activities are aligned with learning objectives

Teacher references the learning objectives

Students personalize the learning objectives

Students use the objectives to monitor their own learning

Graph 12 Components of Effective Use of Objectives SY2017-2018

This data implies that the administrative team, as well as the instructional coach, need to clarify their expectations for walkthroughs. For example, because teachers were provided trainings in SY2016-2017, Setting Objectives and Providing Feedback were evident in over 90% of observations.

Furthermore, the varying numbers observed (n=?) also suggests that observers are not looking for the same standards or criteria regarding the strategies, and therefore, do not reflect what occurs in the classrooms. When these expectations are made clear, then these need to be communicated to teachers, so that they would know how to effectively apply the strategies, that will, hence, improve student learning.

CITW Component 1: Reinforcing Effort & Providing Recognition n=18

- Evidence of Reinforcing Effort & Providing Recognition — 88.9%
- No Evidence of Reinforcing Effort & Providing Recognition — 11.1%
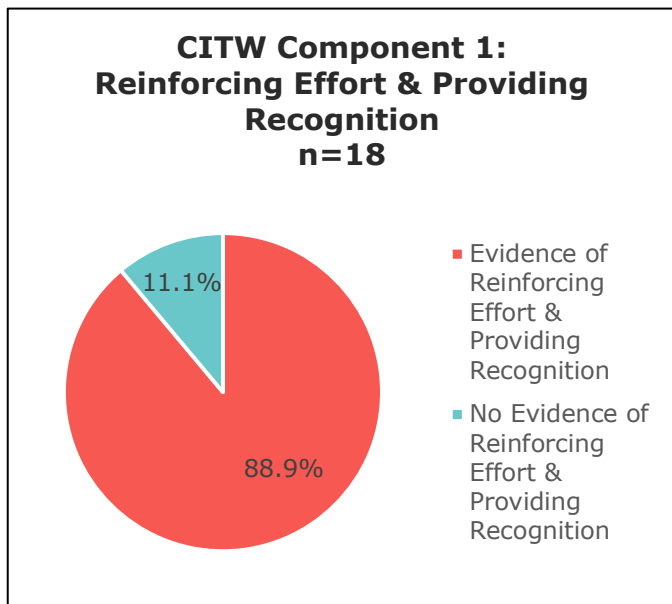
Graph 13 CITW Component 1: Reinforcing Effort and Providing Recognition SY2017-2018

CITW Component 1: Cooperative Learning n=121

- Evidence of Cooperative Learning — 29.8%
- No Evidence of Cooperative Learning — 70.2%
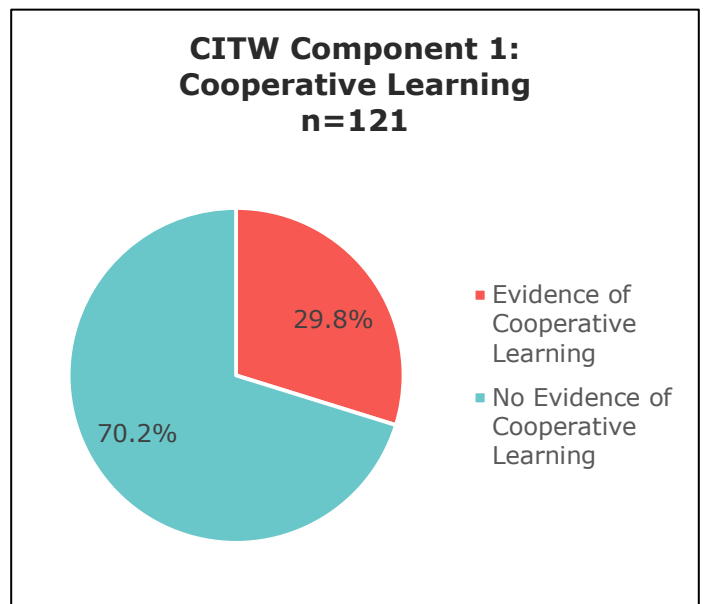
Graph 14 CITW Component 1: Cooperative Learning SY2017-2018

Supplemental resource for literacy: Achieve3000

BMS was granted access for the entire student population for Achieve3000 in SY2017-2018. BMS first implemented the online computer program in 2015, with limited subscription for only 7th and 8th graders. The program assessed students' Lexile levels and provided them with literature accordingly. In SY2016-2017, 449 students had access to the program and the average Lexile growth was 42L. In SY2017-2018,

1221 students had access to the program and from September 2017 to January 2018, there was a 17L growth.

BMS School Lexile Scores SY2016-2017 n=449

Month	Lexiles
September	645
October	649
November	659
December	663
January	667
February	673
March	702
April	717
May	693
June	818
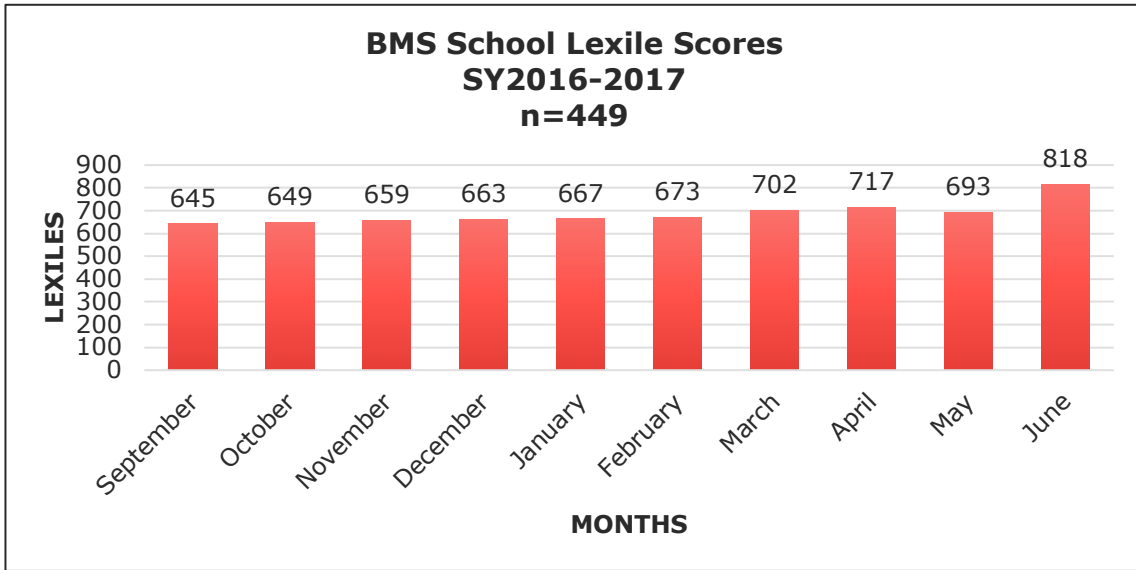
Graph 15 SY2016-2017 BMS Lexile growth of 449 students, with an average 42L growth by the end of the school year.

BMS School Lexile Scores SY2017-2018 n=1221

Month	Lexiles
September	605
October	572
November	534
December	608
January	673
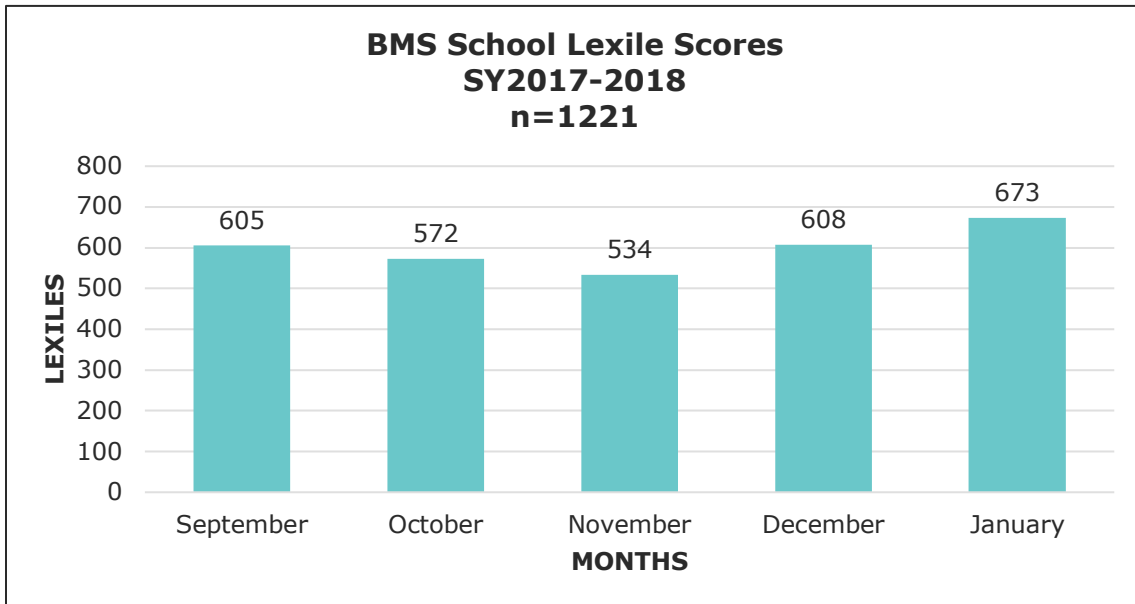
Graph 16 SY2017-2018 BMS Lexile growth of 1221 students, with an average of 17L growth from September 2017 to January 2018.

BMS FACULTY AND STAFF

Currently, BMS employed 83 faculty members and 30 staff members. BMS has four administrators, with Ms. Maria Milan and Mr. Eric Dela Cruz, already serving as assistant principals in our school since the former principal, Mr. Dexter Fullo. Before SY2016-2017 began, Mr. Fullo was assigned to J.P. Torres Alternative School. Ms. Milan became the Acting Principal and therefore, SY2016-2017 began with only three members in the administrative team (including Mr. Dennis Malilay). On January 8, 2017, Mr. Patrick Egrubay joined the BMS family and remains as our current principal. In SY2018-2019, Mr. Malilay was transferred to another school, and Ms. Ruth Cuenco, the former Instructional Coach, joined the team.

On January 2019, the assistant principals were given titles descriptive of their duties and responsibilities invaluable to the school, as well as being assigned to a grade-level consistent with the *School within a School* concept:

- Mr. Eric Dela Cruz –Assistant Principal of Academic Affairs and 6th Grade Assistant Principal
- Ms. Ruth Cuenco – Assistant Principal of Community Relations 7th Grade Assistant Principal
- Ms. Maria Milan – Assistant Principal of Student Support and 7th Grade Assistant Principal

BMS FACULTY AND STAFF COMPOSITION SY2018-2019	
Administration-4	
Principal	1
Assistant Principal	3
Faculty- 83	
Classroom Teachers	74
Guidance Counselor	3
ESL Coordinator	1
Consulting Resource Teacher (CRT)	2
School Health Counselor	1
Librarian	1
Instructional Coach	0
EIF Teacher	1
Staff- 30	
Administrative Officer	1
Computer Operator	1
Clerks	3
School Aides	8
Teacher Assistant (TA)	7
Special Education One-to-One Aide	6
Substitute Teachers	4
TOTAL	117

In addition to our faculty and staff members, BMS is an on-site location for GDOE's Student Support Office with one Attendance Officer, one Student Parent Community Engagement (SPCE) Social Worker, and one Community Program Aide (CPA).

Our school is comprised of faculty and staff members with many years of dedicated service to the students of this community. The graphs on the following page show that many of our faculty and staff members have over ten years at BMS and implies the time and resources invested in the midst of the changes within and outside of the school system. Furthermore, the large percentage of new teachers (less than 5 years with BMS) bring in fresh perspective and energy to the BMS team. Many of them are currently advisors and chairpersons of various clubs and school activities.

BMS Faculty Number Years of Teaching
n=71

- less than 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- over 20 years

37%
13%
10%
18%
23%
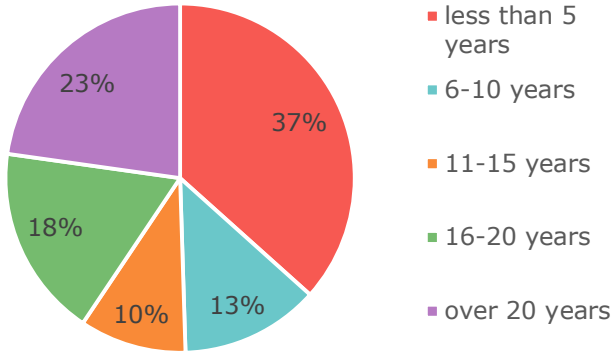
Graph 17

BMS Faculty Number Years with BMS
n=71

- less than 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- over 20 years

34%
23%
10%
11%
18%
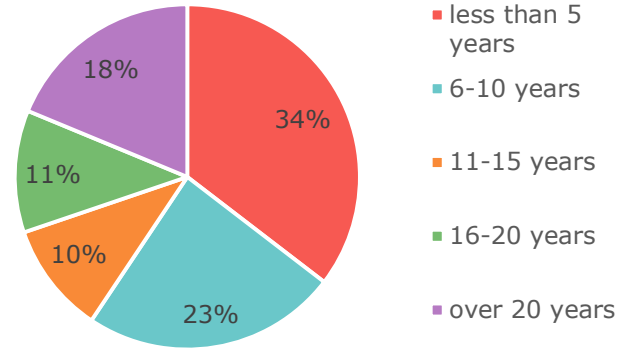
Graph 18

BMS Staff Number Years with BMS
n=29

- less than 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- over 20 years

38%
3%
3%
0%
14%
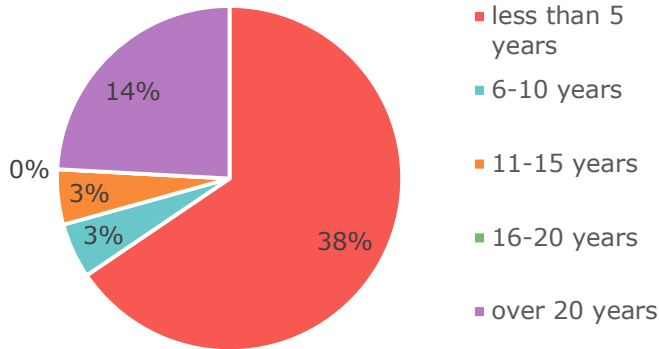
Graph 19

BMS Faculty/Staff as Club Advisors
n=80

- No
- Yes

40%
60%
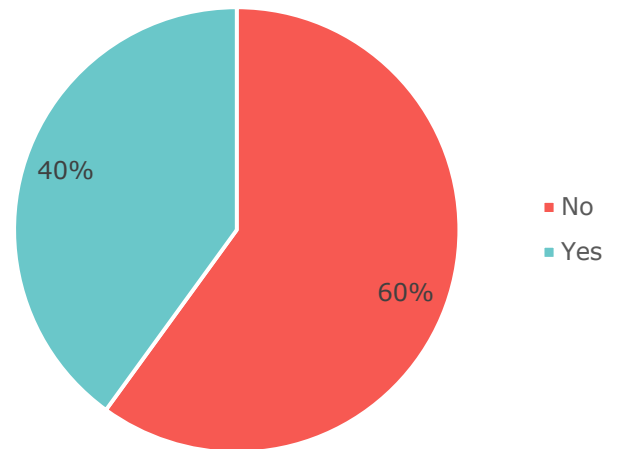
Graph 20

Graph 21 represents the educational investment of our faculty members: 59% with Bachelor's Degree and 41% with Master's Degree. Graph 22 shows the faculty position classification, that is determined by professional education credits.

BMS Faculty Degrees Conferred

- Bachelor's Degree
- Master's Degree

37%
63%
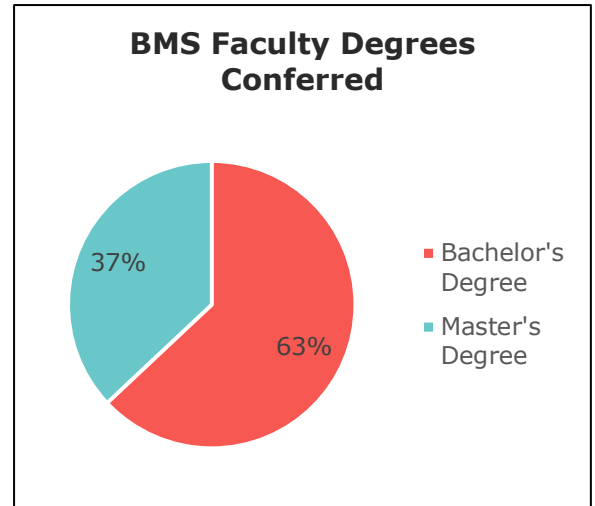
Graph 21 Highest degrees conferred by BMS faculty members

Explanation of Classifications (Pay Grades)

- **Teacher I-B** – **Minimum of sixty semester hours of** college credits, but less than a Bachelor's Degree

- **Teacher I-C** – **Earned a** Bachelor's Degree with less than eighteen hours of professional education credits

- **Teacher I-D** – Earned a Master's Degree with less than eighteen hours of professional education credits

- **Teacher II** – Earned a Bachelor's Degree including at least eighteen hours of professional education credits

- **Teacher III** - Earned a Bachelor's Degree including at least eighteen hours of professional education credits and at least eighteen semester hours of college credits beyond Bachelor's Degree that must relate to specialty area or graduate work

- **Teacher IV** – Earned Master's Degree with at least eighteen semester hours of professional education credits

- **Teacher V** – Earned Master's Degree with at least eighteen semester hours of professional education credits, and thirty semester hours of graduate credits beyond the Master's Degree

Figure 3 GDOE's explanation of educator qualifications

Faculty Position Classification

Teacher I-A	Teacher I-B	Teacher I-C	Teacher II	Teacher III	Teacher IV	Teacher V
4	0	3	15	18	25	5
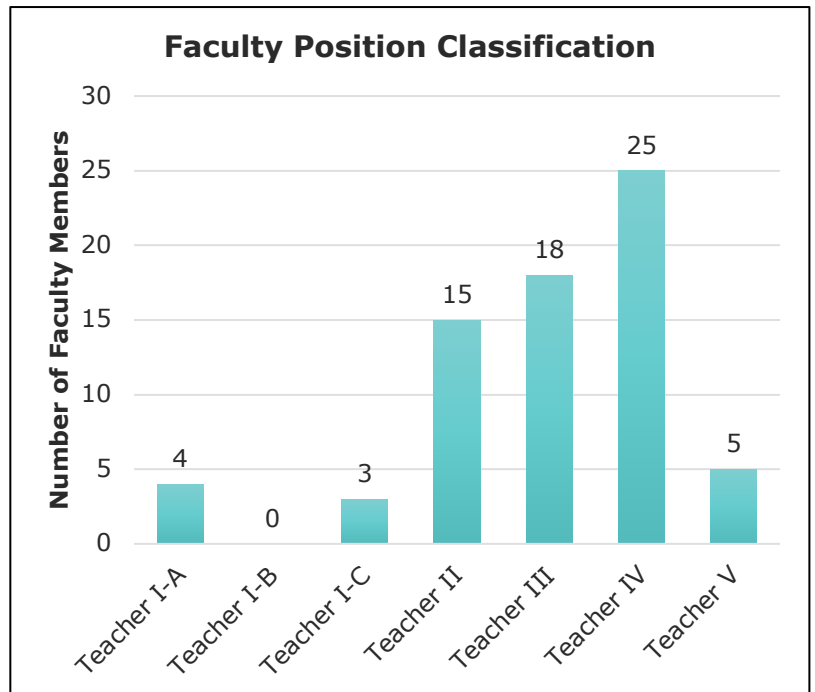
Graph 22

STUDENT DEMOGRAPHICS

Student Population

Serving the most populous village on the island, BMS is the largest public middle school on Guam with a current enrollment of 1108 students for SY2018-2019.

BMS receives students from five elementary schools: Astumbo Elementary, Wettengel Elementary, Juan M. Guerrero Elementary, Maria A. Ulloa Elementary, and Finegayan Elementary. Graph 23 represents the student population over a six-year period since our last full-study visit in 2013, with consistent decrease in the last six years. This may be attributed to the opening of two charter schools in the district.

Student Enrollment
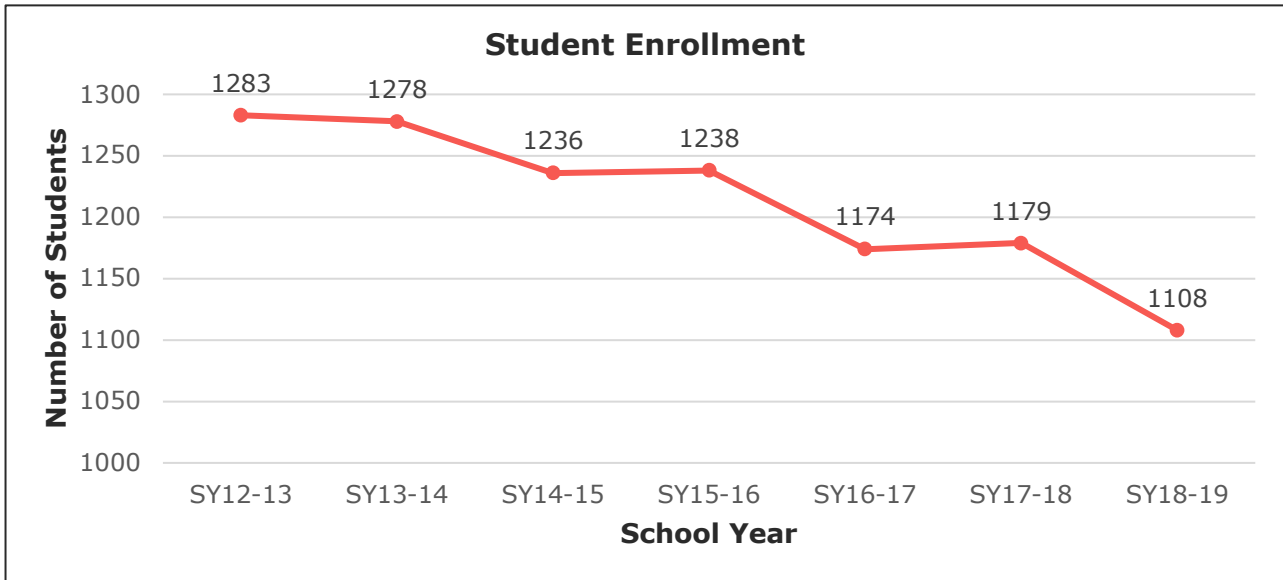
Graph 23 BMS student population trend SY2012-2013 to current

Student Population by Gender and Grade Level
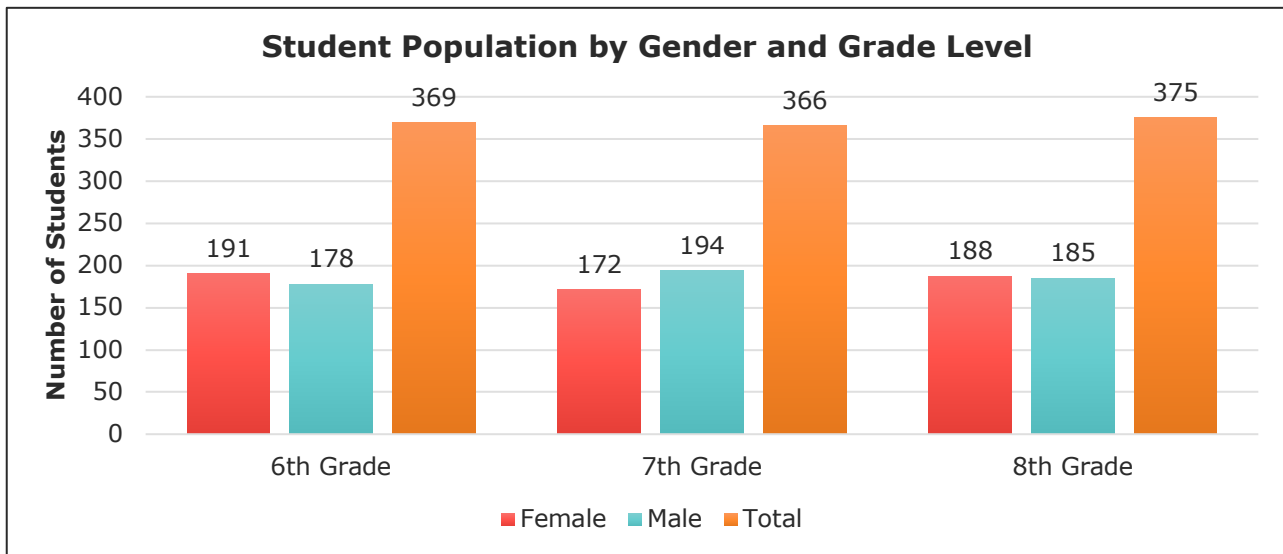
Graph 24 Student population by grade-level and gender SY2018-2019

The 8th grade population is the largest, which makes up 34% of the total population. Seventh and sixth graders are both at 33%. Despite the large numbers, all classes are within the 28-student capacity,

except for ESL and SPED. This year, we see that the number of male and female students have evened out.

Grade Level Distribution SY2018-2019

33%
33%
34%

■ 6th Grade   ■ 7th Grade   ■ 8th Grade

Graph 25

Gender Distribution SY2018-2019

50%
50%

■ Males   ■ Females

Graph 26

Student Ethnic Distribution SY2018-2019

0.01%   0.02%
29%
33%
35%
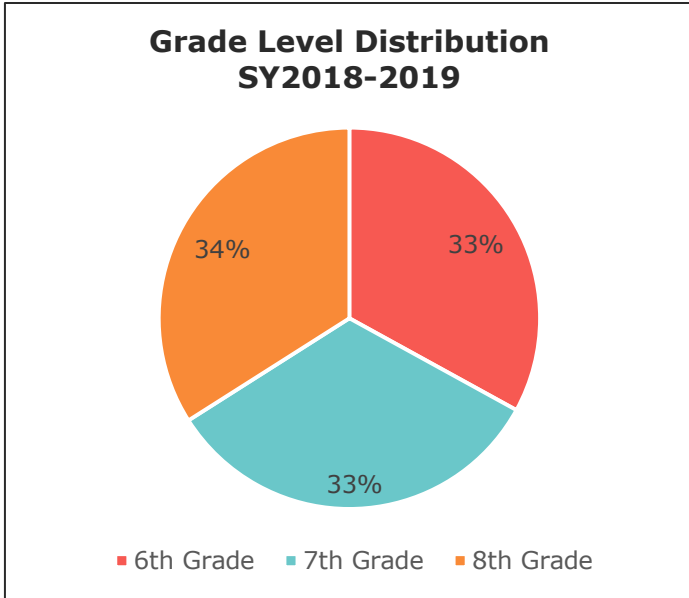
■ Chamorro
■ Filipino
■ FAS
■ Asian
■ Other
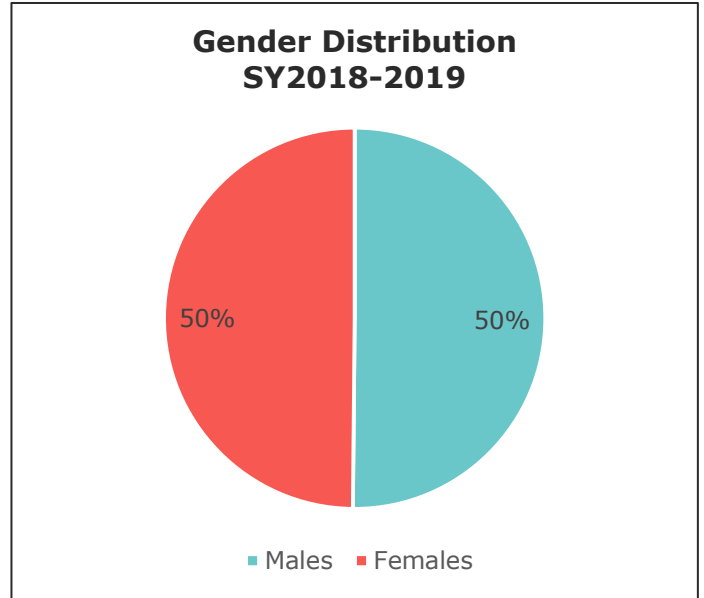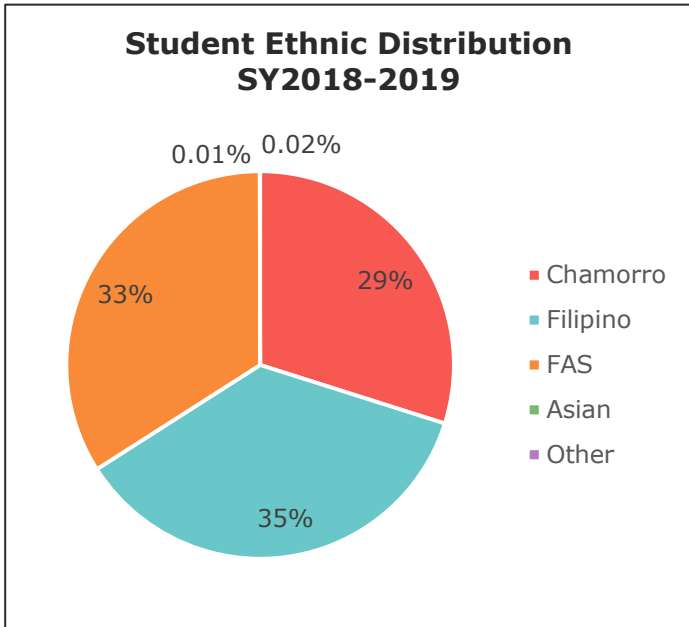
Graph 27

BMS is made up of students from a variety of cultural and ethnic backgrounds. The categories are detailed below:

- **Chamorro:** students from Guam, Rota, Saipan, and Tinian
- **Asian:** Chinese, Koreans, Japanese, and Vietnamese
- **Filipino**
- **Freely Associated States (FAS):** students from Kosrae, Pohnpei, Chuuk, Yap, the Marshall Islands, and Palau
- **Other:** White Non-Hispanic, African American, American Indian/Alaskan Native, Hawaiian, Samoan, Other Pacific Islanders, and Others/Mixed

Filipinos make up the largest percentage of ethnicities at 35%; Chamorros make up 29%, Freely Associated States (FAS) at 33%, Asians at less than 0.1%, and Other also at less than .1%. This is represented by Graph 27.

Graph 28 shows the percentages of student ethnicities over a period of five years. Interestingly, percentages decreased for all ethnicities except for FAS. FAS actually has had a steady increase annually and has become the second largest ethnic percentage of the school, pushing the Chamorro population to third this school year.

ETHNIC DISTRIBUTION SY2018-2019	
Chamorro	311
Saipanese	8
Total Chamorro	319
Japanese	4
Chinese	1
Korean	1
Vietnamese	3
Total Asian	9
Filipino	393
Total Filipino	393
Kosraean	11
Pohnpeian	37
Chuukese	260
Yapese	15
Marshallese	6
Palauan	39
Total FAS	368
White Non-Hispanic	2
Hispanic	1
African American	1
American Indian/Alaskan Native	2
Other Pacific Islander	0
Others/Mixed	13
Total Other	19
GRAND TOTAL	1108

Student Population: Ethnicities
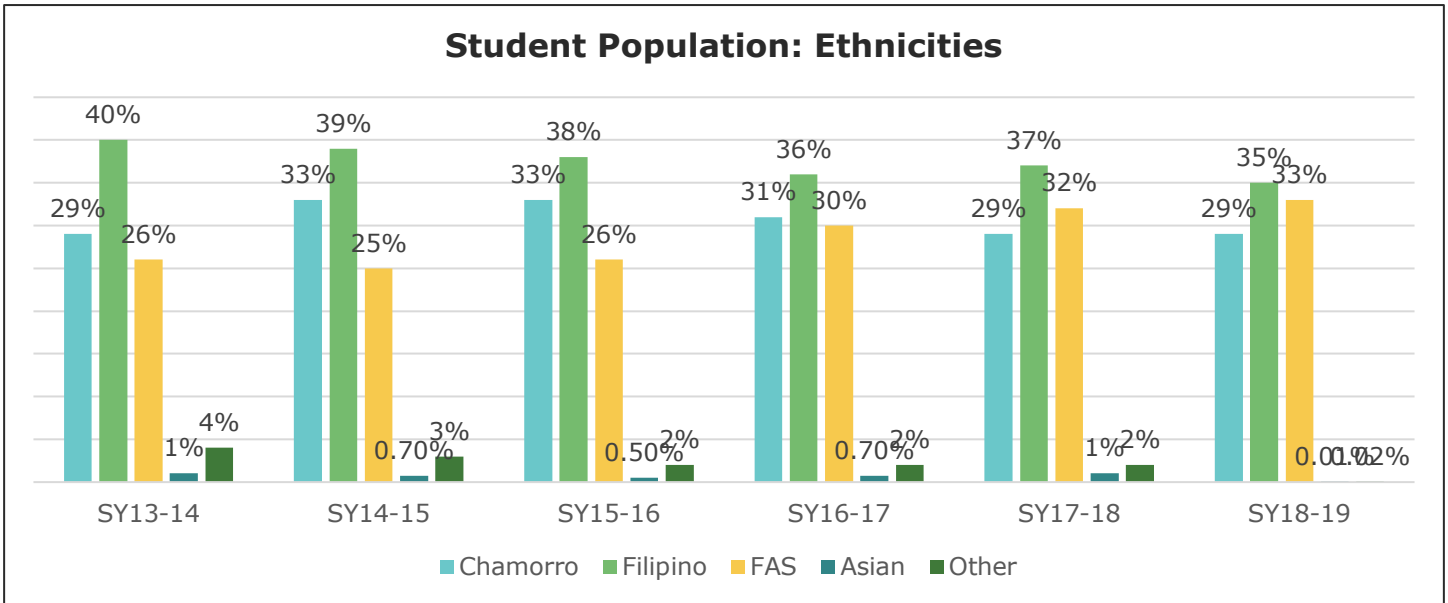
Graph 28 Trend of ethnic distribution from SY2013-2014 to SY2017-2018

At BMS, attendance must be inputted daily onto Powerschool. The trend of student attendance in the last six years is shown on the table below. Between SY2014-2015 and SY2016-2017, attendance dipped from 90% to 91% average daily rate. By SY2017-2018, the average daily rate increased again to 96.24%. A few factors could be because of better reinforcement of attendance SOPs and better responses and interventions for tardiness and/or truancy, such as the implementation of No Fly Zone and Office Truancy Referral Form (OTRF) district-wide, as well as addressing these issues during SCC meetings. These implementations may have a correlation with the decrease in Skipping as an infraction (see page 36).

BMS STUDENT ATTENDANCE			
School Year	Enrollment	Average Daily Attendance	Average Daily Rates
SY2012-2013	1283	1255.39	97.34%
SY2013-2014	1278	1200.84	99%
SY2014-2015	1228	1098.4	90.3%
SY2015-2016	1239	1103.3	91.6%
SY2016-2017	1174	1071.70	91.6%
SY2017-2018	1179	1129.69	96.24%
SY2018-2019	1108	1040	93.35%

Special Education (SPED/Resource) Program

BMS' SPED program consists of five core content classes (Reading, Language Arts, Math, Science, Science, and Social Studies) and Basic Life Skills (BLS). As of February 2018, 87 students are receiving SPED services.

Definitions of Program Descriptions:

- **PS 52** – Children ages 3-5 who attend a special education program in a classroom with less than 50% nondisabled children.
- **RC10** – Inside the Regular class 80% or more daily (measurement A – removed from regular class less than 21%of the day)
- **RC 20** – Inside the Regular class less than 40% of the day (measurement B – removed from regular class greater than 60% of the day)
- **RC11** – Inside the Regular class 40-79% of the day (removed from regular class 21% to 60% of the day)

Percentage of Students in SPED Program
n=87
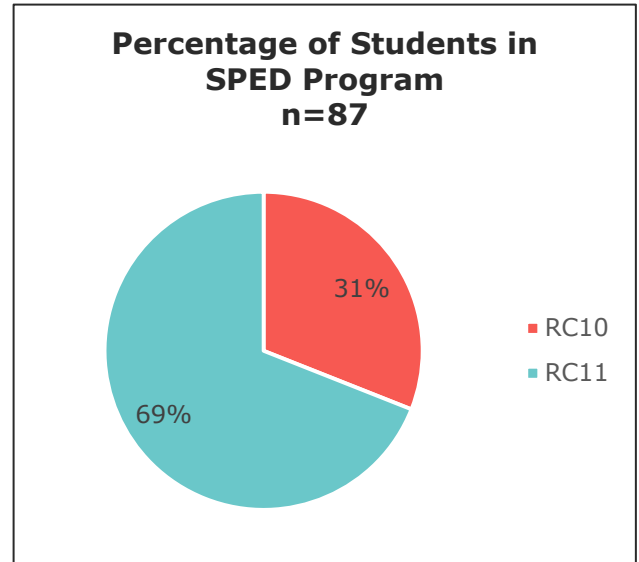
Graph 29 Percentage of students in SPED Program at BMS as of February 2018; RC10 is defined as students inside regular class 80% or more daily and RC11 is defined as inside regular class 40-79% of the day.

English as a Second Language (ESL) Program

As BMS prepares the students to achieve at the highest levels, we recognize the importance of providing a safe, supportive, and progressive learning environment where students are empowered to be innovative and productive as they face the challenges of the future. To support this mission, our ESL program focuses on meaningful learning and language proficiency.

To address the needs of our English Learners (ELs), BMS offers the following:

a) Sheltered Program: A student is placed in this program if:
   - The Home Language Survey shows a different language other than English,
   - Student does not speak English and/or is a beginning speaker of the English Language, and
   - Student scored at a non-proficient level on an English language proficiency assessment.

In the Sheltered program, teachers focus on the content area curriculum using sheltered teaching techniques. These techniques center on modifications of materials and delivery of the lesson in order to reach all learners. Lessons are adapted based on the language proficiency and developmental level of the students. One instructional model ESL teachers have been trained on and serves as an inspiration in the ESL classes is the *Sheltered Instruction Observation Protocol (SIOP)*. Incorporated in the lessons are strategies that make learning accessible. With the intent of developing greater opportunities in improving language proficiency, social competence, and content knowledge, teachers also focus on providing guidance on assimilation and familiarization of the students with the Guam school system and the way of life in general. The program also aims to prepare our ELs to handle situations and take part in

opportunities available to everyone in the community. There are four sheltered content area teachers at BMS, each teaching their respective subjects: Reading, Science, Math, and Social Studies. All ESL teachers teach one period of Language Arts.

b) Consultation Program: A student may be placed in this program if:
- The Home Language Survey shows a different language other than English,
- Participated in the Sheltered program and/or recommended by teachers to be moved to mainstream classes,
- Student scored at a proficient level on English language proficiency assessment.

In this program, students receive instruction from the regular classroom teachers with accommodations and modifications, as needed. The ESL Coordinator and the regular classroom teachers communicate to monitor the progress of the English Learners and to ensure that their needs are met. Students under Consultation are eligible to exit the ESL Program once criteria are met. Modification forms are used to monitor their academic progress and are completed every first and third quarters.

Several essential trainings were organized in order to build and expand teachers' knowledge in supporting our ELLs. Kagan Cooperative Learning with English language learners focused on practical strategies that encourage participation from all. Interactive and effective methods were delivered by a certified Kagan coach to increase academic talk in the classrooms. Another valuable training was the *Classroom Instruction That Works with ELLs* delivered by the author and McREL coach, Jane Hill. The training concentrated on understanding the Stages of Language Acquisition (SLA) and modifying forms of output expected from students. The training emphasized the importance of considering the students' levels of SLA while adhering to the curriculum expectations. Conscientious consideration of these levels will empower our ELLs, making learning accessible even with language and language acquisition differences.

Number of Students in ESL Program

	SY2016-2017	SY2017-2018
Consultation	329	367
Sheltered	45	63
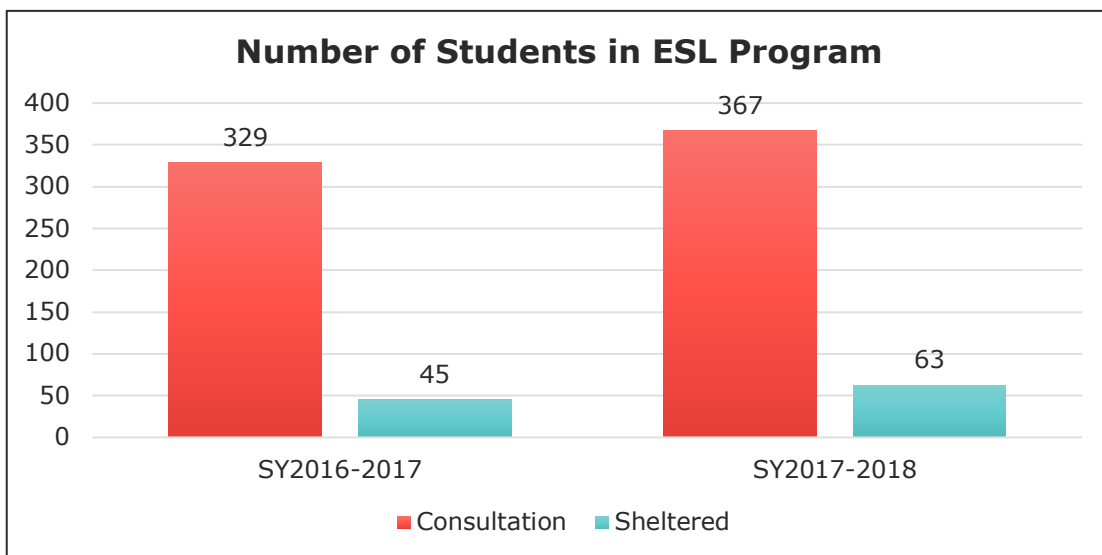
Graph 30 In SY2016-2017, 32% of BMS' student population were in the ESL program. SY2017-2018 saw some increase 56 additional students.

Meal Benefits

BMS was fully granted Community Eligibility Program (CEP) in SY2015-2016 and continues to service our students presently. All meals are at no cost for all students. Since the program started, there has been an increase in the number of students partaking lunch, and a decrease with breakfast. Unlike with the Free and Reduced Meal program, the number of students who partake in daily meals through CEP is not necessarily indicative of socio-economic status.

Daily Average of Students Partaking in Meals
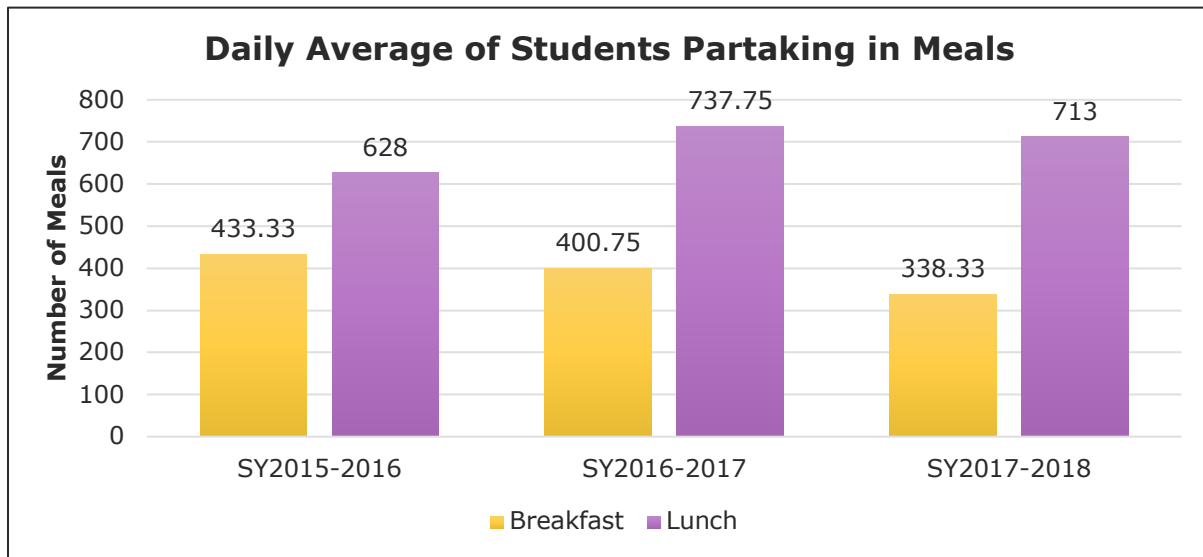
Graph 31 Daily average of students partaking in Community Eligibility Program (CEP) since implementation.

Other Services Available to Students

Esgaihon I Famagu'on-Ta (EIF)

BMS' guiding principle that all students can learn extends even to those students with untapped potential. Since the revamping of the island's only Alternative School (JP Torres) three years ago, BMS, among several other middle schools, implemented the *Esgaihon I Famagu'on-Ta* Program *(EIF)*, which is translated from the Chamorro language, "Guide the Children".

According to the SOP for the *EIF* Program, it is "a support system for students who are having behavioral and/ or social issues on the campus and need some time away from the mainstream population to refocus their energies on student success and achievement."

The EIF aims to address the function of the misbehavior and help provide students with the skills necessary to function successfully in the regular classroom setting.

Currently, students are admitted into the *EIF* Program on a Monday or Wednesday and will remain for no more than ten days, depending on the level of infraction. During this time, the *EIF* teacher helps students in the areas of goal-setting, content area assignments, character development and service learning.

Since its implementation in SY2015-2016, the percentage of students who went through *EIF* once and did not return increased from 74% in SY2015-2016 to 77% in SY2016-2017, but fluctuated in SY2017-2018 to 62%. These percentages suggest the effectiveness of the program, with only about 40% of recidivism.
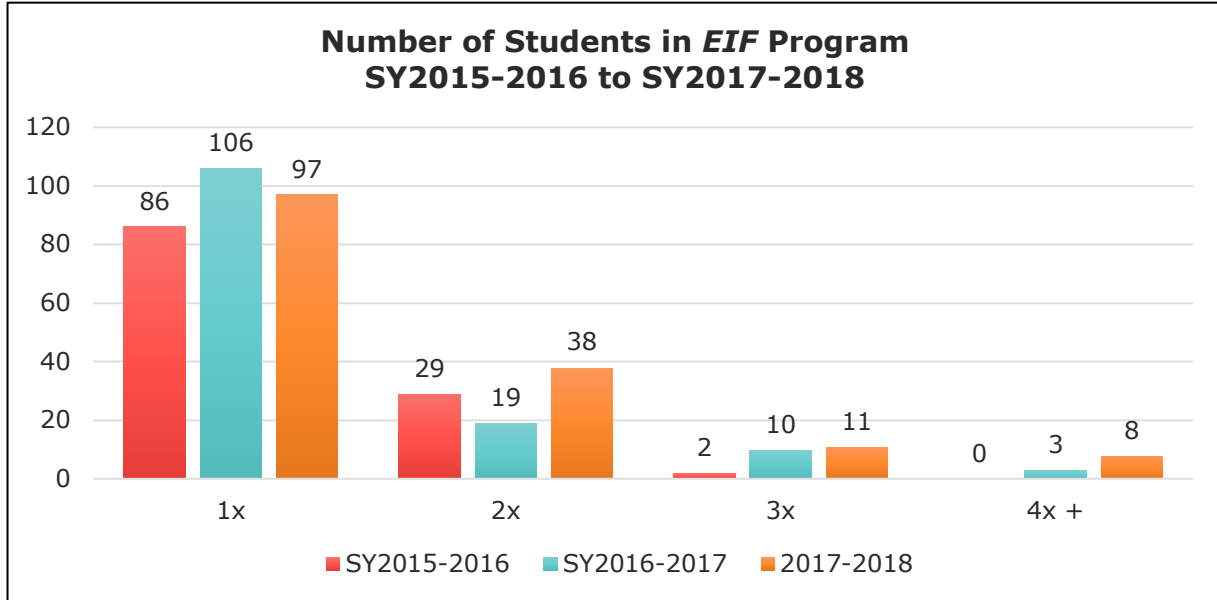
Graph 32 Number of students that participated in the program for the two years since its implementation in SY2015-2016.
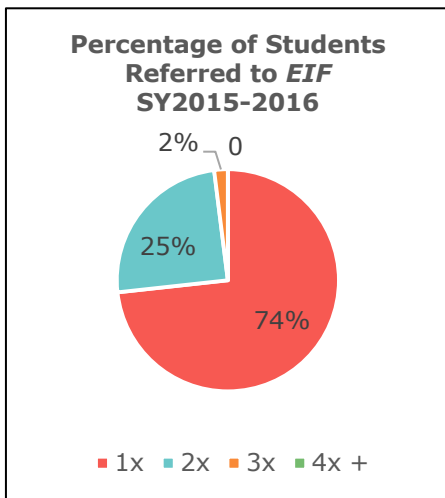
Graph 33 Students who were referred to EIF in SY2015-2016: 74% were referred once and 27% were referred 2x and more.
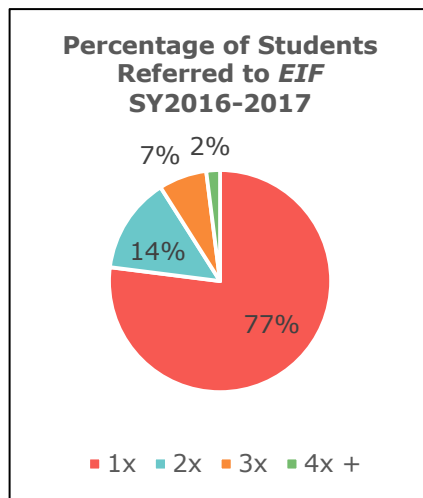
Graph 34 Students who were referred to EIF in SY2016-2017: 77% were referred once and 23% were referred 2x and more.
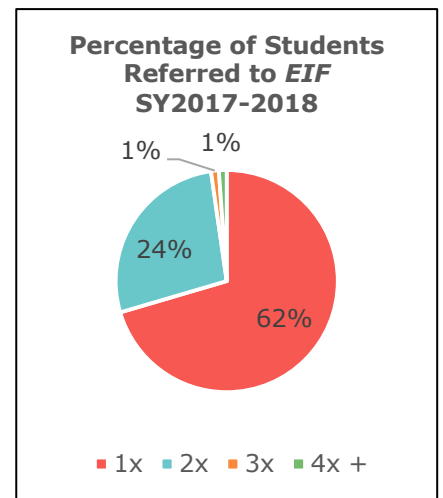
Graph 35 Students who were referred to EIF in SY2016-2017: 62% were referred once and 26% were referred 2x and more.

TRIO (National) Educational Talent Search (ETS) Program

ETS is a federal funded program with the University of Guam, providing free services to student participants. The program targets to serve low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. BMS counselors connect students with ETS in order to provide the following services:

- College information and financial planning
- College applications
- Financial literacy
- Tutorial connections
- Financial aid information and application
- Public and private scholarships

SY2016-2017, 38 students participated in the program and 39 students in SY2017-2018.

Peer Mediation

Peer Mediation training has been provided by *Inafa'Maolek* Conciliation, a non-profit organization with the mission of contributing peace through mediation and offering training on alternative dispute resolution and other non-violent methods. It was first implemented in SY2015-2016 and then again in SY2017-2018.

BMS students were selected by their teachers who were deemed eligible to the duties of peer mediation. There were 20 students that went through peer mediation workshop and were of different grade levels for SY2017-2018. These peer mediators received a certificate of completion to assist their peers in the school community.

By SY2018-2019, however, this partnership has been on hold since an advisor is needed in order to run the program.

Student-Parent Community Engagement Program (SPCE) and Support Services & Outreach Team (SSOT)

BMS also works very closely with Student Support Services in home-school connections. The onsite SPCE SSOT team networks with other SSOT teams, school and district level personnel, public agencies, and community organizations to coordinate social services, as well as provide families information about improving the quality of their lives. The program also coordinates two Parent Information Workshops (one in Spring and one in Fall) and a summer outreach to orientate parents on school rules and regulations, school services, student discipline procedures, amongst other necessary information.

SPCE SSOT Referrals for BMS
FY2017-FY2018
n=702

- Attendance
- Behavior
- Medical
- Registration
- Parent-Teacher Conference
- Support Services (applying for housing, public assistance, etc.)
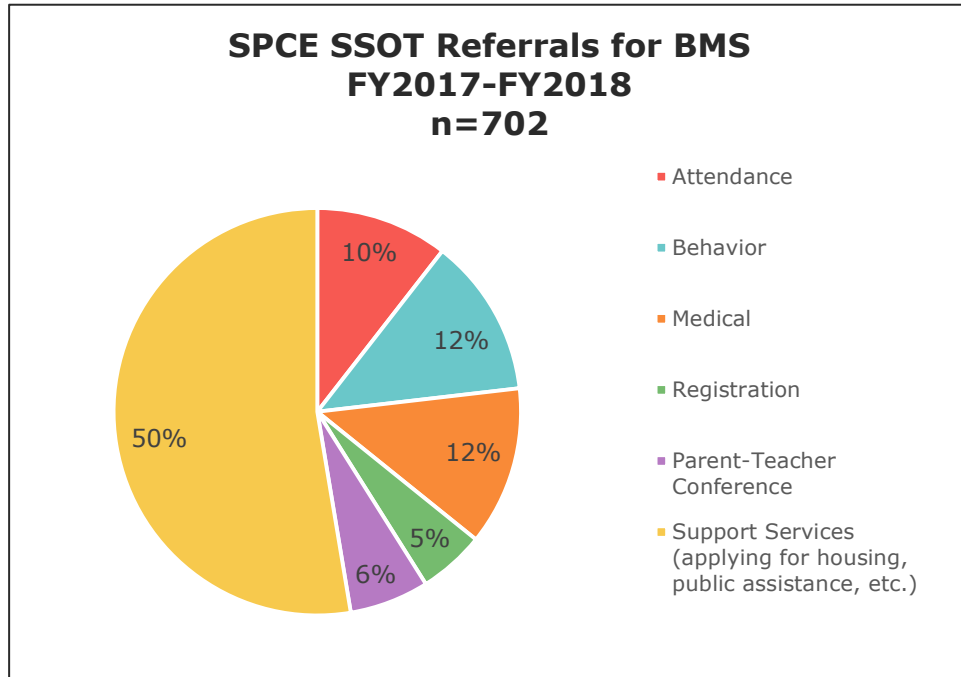
Graph 36 SPCE SSOT referrals responded to for BMS students: attendance, behavior, interpreter, medical, registration, parent-teacher conference, and support services for fiscal years 2017-2018.

Student Clubs and Organizations

It is our endeavor at BMS to provide our students with whole-child supports in order for them to grow in their interests, develop a close and positive connection with at least one adult in school, and to minimize the number of discipline infractions. [19] Below is a list of clubs and organizations available to students in SY2017-2018.

Clubs/Organizations	Approx. Number of Participants
Student-Body Association (SBA)	15
6A Invincibles Team Council (officers)	12
6B Thunderbirds Team Council (officers)	25
6C Incredible Dolphins Team Council	22
7A Black Cobras Team Council (officers)	12
7B Island Warriors Team Council (officers)	15
7C 007 Sensations Team Council	16
8A Silver Wolves Team Council (officers)	9
8B Scarlet Phoenix Team Council (officers)	6
8C Blue Dragons Team Council	22
WAVE (Welcome All Visitors Enthusiastically) Club	60
Math Counts	20
Sports Club	40

---

[19] Roadrunner Action Plan (RAP) Goal #2, see Appendix B.

Dance Club/Danceversity	20
Robotics	20
Fun Club	60
Students Taking Active Roles Successfully (STARS) Club	60
Academic Challenge Bowl (ACB)	20
National Junior Honor Society (NJHS)	20
Guåhan Roadrunners	20
Island Girl Power	10
Sports (rugby, basketball, volleyball, soccer, etc.)	100+ per quarter

STUDENT BEHAVIOR

BMS uses PBIS' School-Wide Information System (SWIS) database to record and track discipline data. Since SY2012-2013, the leadership team met monthly to dissect problem behaviors using TIPS protocols. In addition, interdisciplinary teams meet monthly to drill down data and commit to improving student behavior and reduce infractions within their teams. In SY2015-2016, BMS assigned a specific PBIS cadre, the School Climate Cadre (SCC), that met monthly to analyze data and to develop more structured systems to improve overall student behavior, and, in effect, school culture. In SY2017-2018, the leadership team again took on a dual role as the SCC. In SY2018-2019, the cadre again changed to include one teacher representative for each grade-level, one representative for the school staff, one for the *EIF* program, one for ESL, the Student Body Association, and the four school administrators.

To ensure that all stakeholders take collective responsibility for our school climate, data is also shared with the entire student body during monthly, grade-level assemblies and with booster lesson plans taught during XL Period.

Discipline Data

In the course of 4 years, the average number of referrals has had an upward trend. When we revised our RAP at the end of SY2016-2017, which is to decrease discipline infractions to 5% or below, the leadership team (which also functioned as the SCC in SY2017-2018), decided that this meant that there will be no more than 65 referrals per 100 students by the end of that school year. By the end
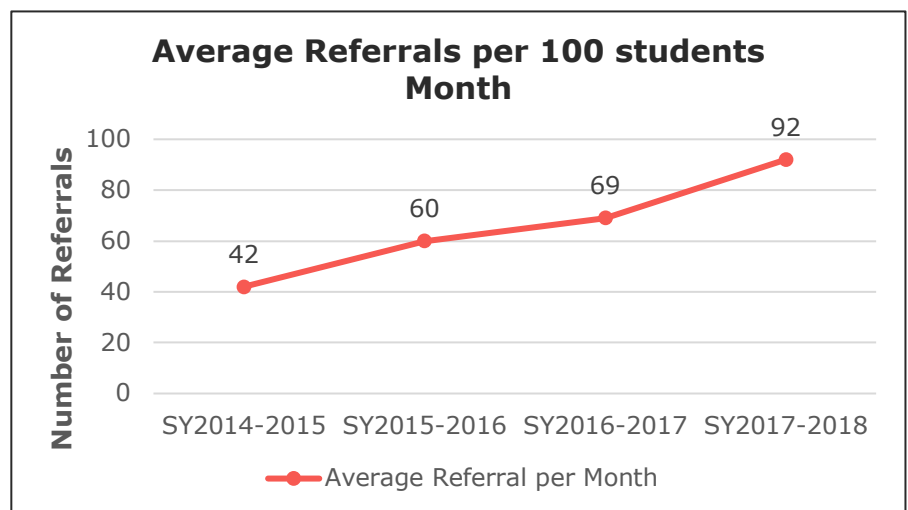
Graph 37 Average referrals per month from SY2014-2015 to SY2017-2018.

of SY2017-2018, the average referrals for every 100 students increased to 92.

This year's triangle data report is shown below. Students at the Green Zone account for about 82% of the entire school population. Students at the Yellow Zone are about 12% and Red Zone are 5%.
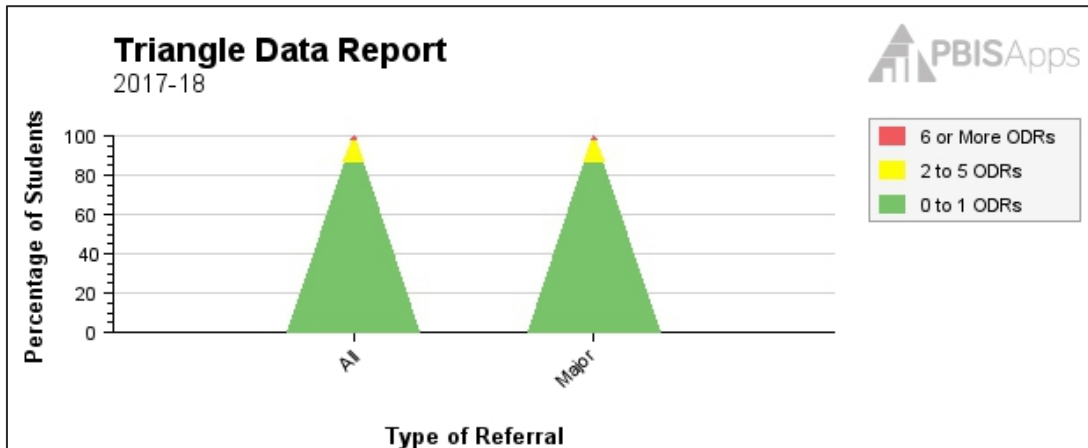
Graph 38 Retrieved from SWIS database for BMS
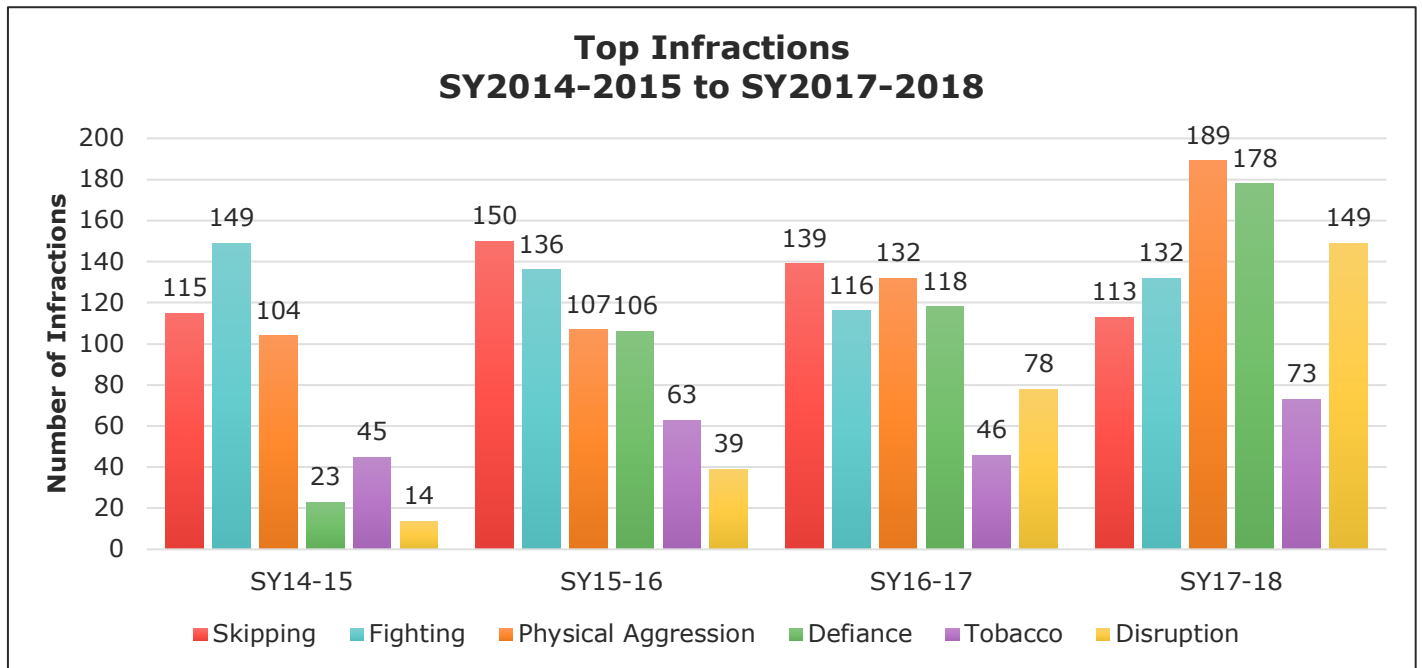
Graph 39 Top infractions for SY2014-2015 to SY2017-2018

The top infractions at BMS are Skipping, Fighting, Physical Aggression, Defiance, Possession of Tobacco, and Disruption for the past four school years. In SY2017-2018, our school made great progress with the issue of skipping. The significant increase in disruption compelled the SCC to refer back to the definition of disruption and offer solutions to the problem during a TIPS meeting in September 2017. The faculty

and staff were then trained on the proper definition of disruption. By October, more than half of referrals were for actual disruptive behavior. However, because Horseplaying and Instigating a Fight fall under Disruption on the SWIS data input, the number remained high. By the end of the school year, actual disruptive behaviors went down. The next behaviors to address became physical aggression and defiance.

To address the other behavioral issues, lesson plans were created and taught during Character Education in XL Period. Furthermore, the school community also agreed to dedicate the first two weeks of each school year to exclusively teach the Behavior Matrix, which is centered around the Roadrunner Three- Be Respectful, Be Responsible, and Be Safe. Behavioral expectations were again taught upon the return of students from Christmas Break.

Also, in previous years, in order to reinforce positive behavior, 20 suspensions or fewer resulted in dress down during Activity Days for all students. In SY2017-2018, in order to be consistent with our RAP goals, teams with less than 5% of their team population with out-of-school suspension were rewarded with dress down during Activity Days. This helped each team take more ownership of their discipline data.
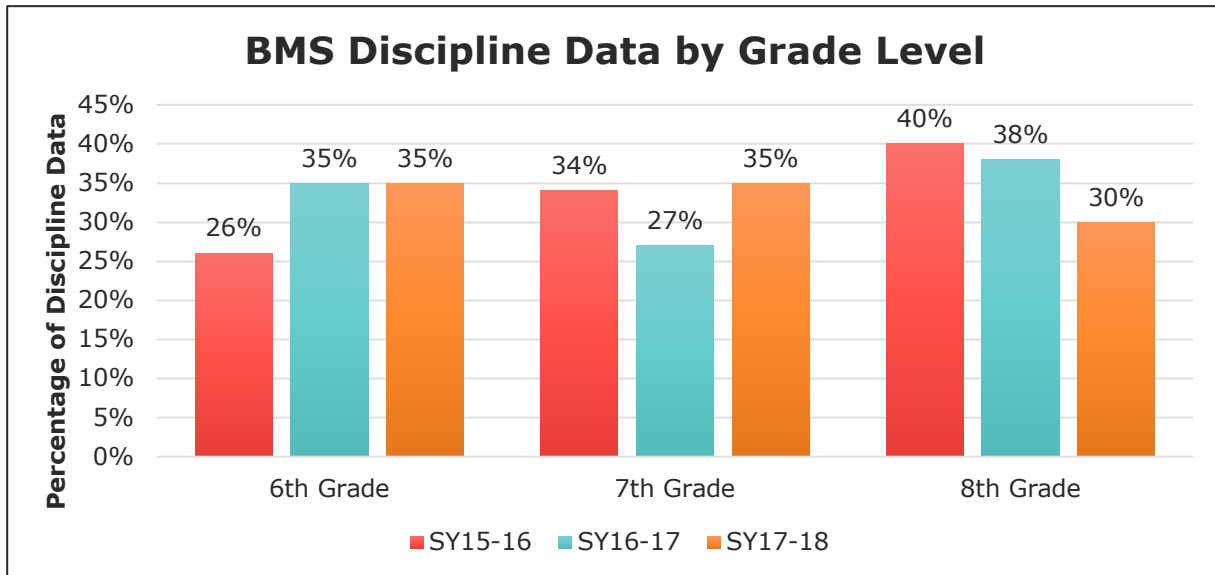
Graph 40 BMS discipline data by grade level over a period of three years

BMS Average Referrals Per Day vs. the National Average

For a school of its size, it is notable that BMS mostly remains below the national median. On November 2017, the referrals finally surpassed the national average of 8 referrals per day. There are still many things that we can do in order to improve our data but the following are some implications as to the rise of the numbers:

- Student behavior became a one of the top priority when the new principal came on board.
- Faculty and staff became more consistent with reporting discipline infractions.
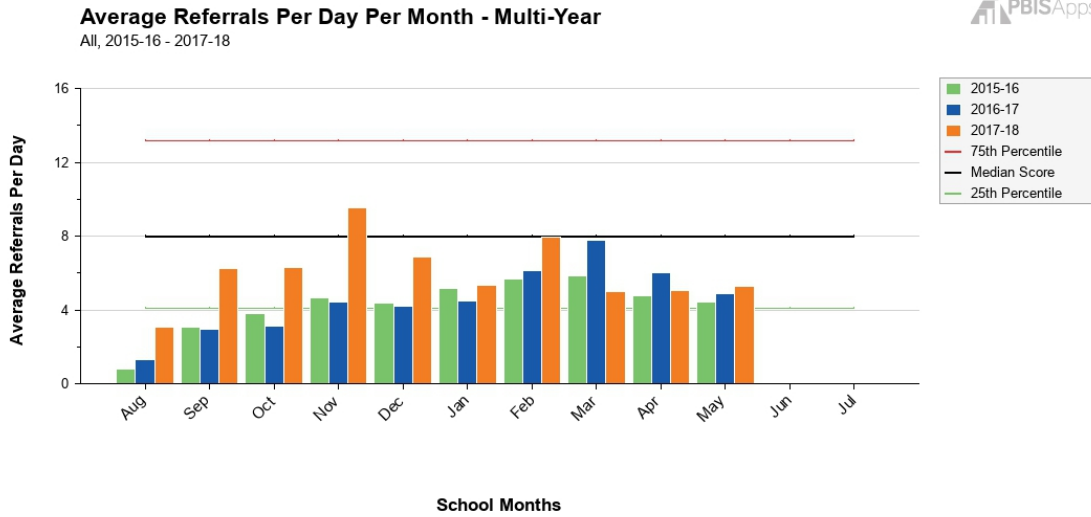
Graph 41 BMS' average referrals per day as compared to the national average.

GDOE Discipline Rate Goal

School Safety is also evaluated by the Department in its Annual Yearly Progress (AYP). GDOE's goal is for all schools to have a discipline rate of 15% or less.[20] The discipline rate is calculated by the total number of suspensions divided by the school's total population. BMS reached the Department's goal in SY2013-2014 and continues to do so onto SY2017-2018.
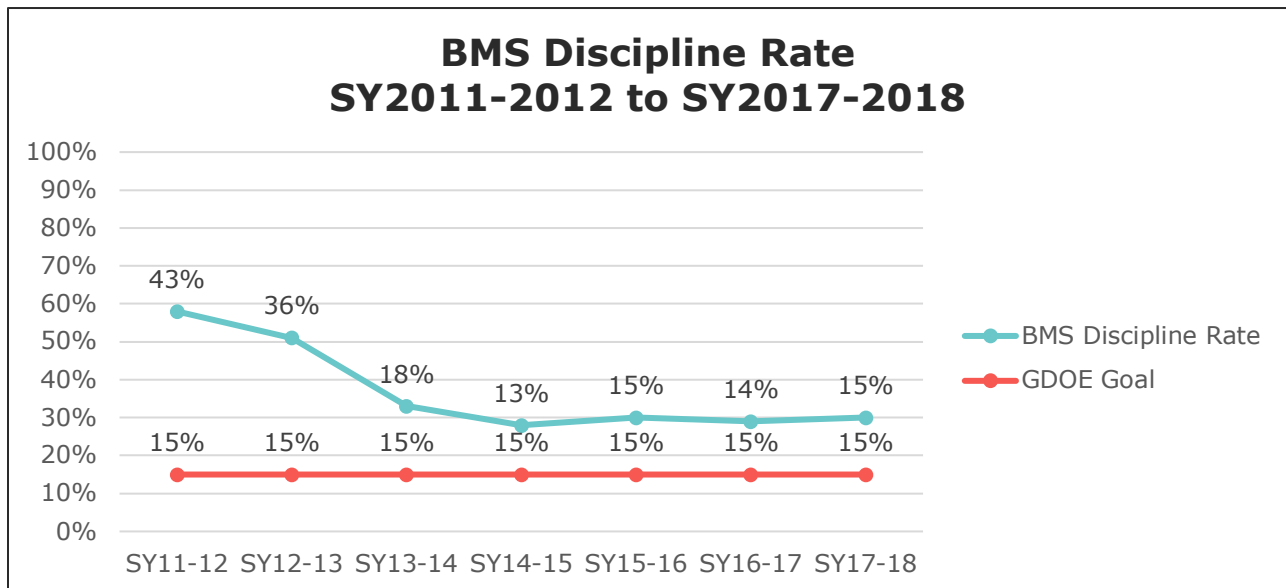
Graph 42 BMS discipline rate over five years

---

[20] GDOE State Strategic Plan "20/20 A Clear Vision for the Education on Guam".
https://docs.google.com/viewer?a=v&pid=sites&srcid=Z2RvZS5uZXR8Y3VycmljdWx1bS1hbmQtaW5zdHJ1Y3Rpb258Z3g6MjBhZTIzZGZmMWM3ZWQwZg.

STUDENT ACADEMIC ACHIEVEMENT

Norm-Referenced Tests

All students enrolled in GDOE partake in the district-wide standardized assessments as a measure of student academic achievement. From 2004 to 2014, all schools participated in Pearson's Stanford Achievement Test, Tenth Edition- better known as the SAT10- to obtain summative measurements of student learning. SAT10 is a norm-referenced test that measures state and national standards through multiple-choice question items. Students from 1st to 12th grades take the test in the areas of Reading, Language Arts, Math, Science, and Social Studies.

Many school leaders used the Item Analysis from the SAT10 to determine the priority skills that would guide their curriculum maps. This yearly process of alignment ensured that students were assessed on what they were learning. Before the development of the District's curriculum consensus maps which started in SY2014-2015, BMS used the SAT10 Item Analysis, in addition to prioritizing standards from the Common Core State Standards (CCSS) and G DOE Standards, to develop their respective curriculum maps.

Graph 35-37 show the BMS' historical scores for each grade-level in Reading, Language Arts, and Math from SY2004-2015
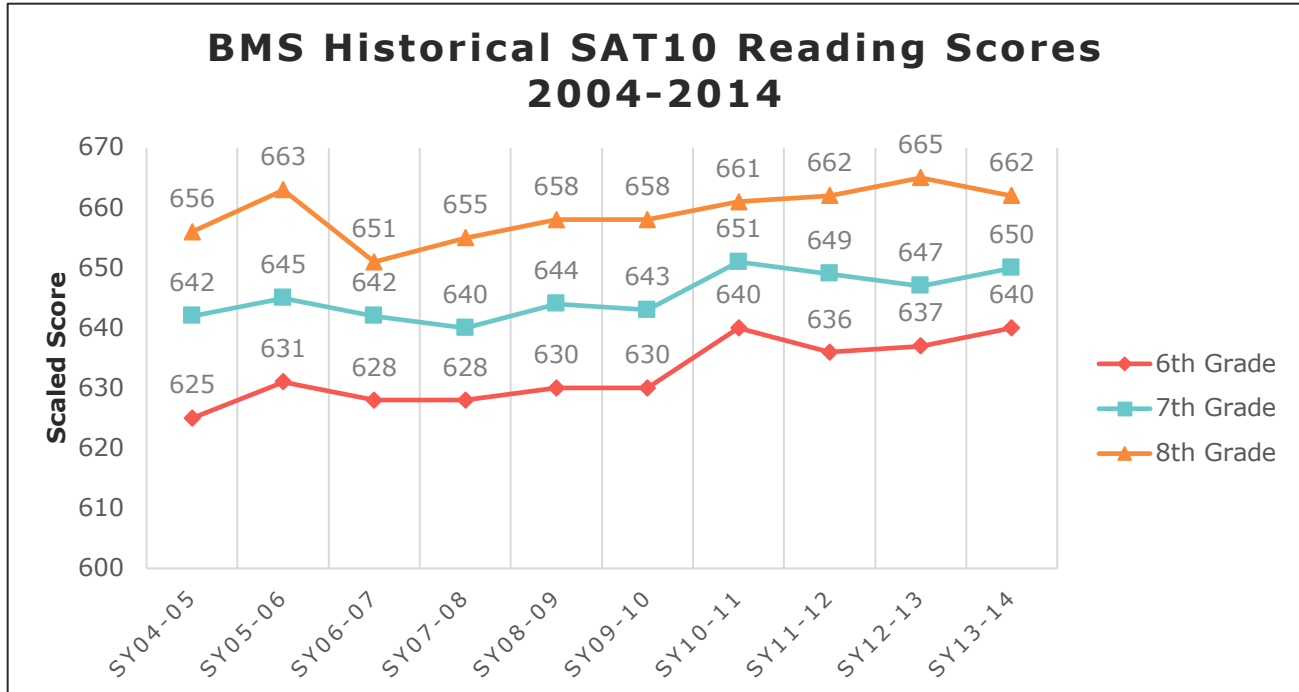
Graph 43 Historical scaled scores in Reading for a ten-year period

BMS Historical SAT10 Language Arts Scores 2004-2014
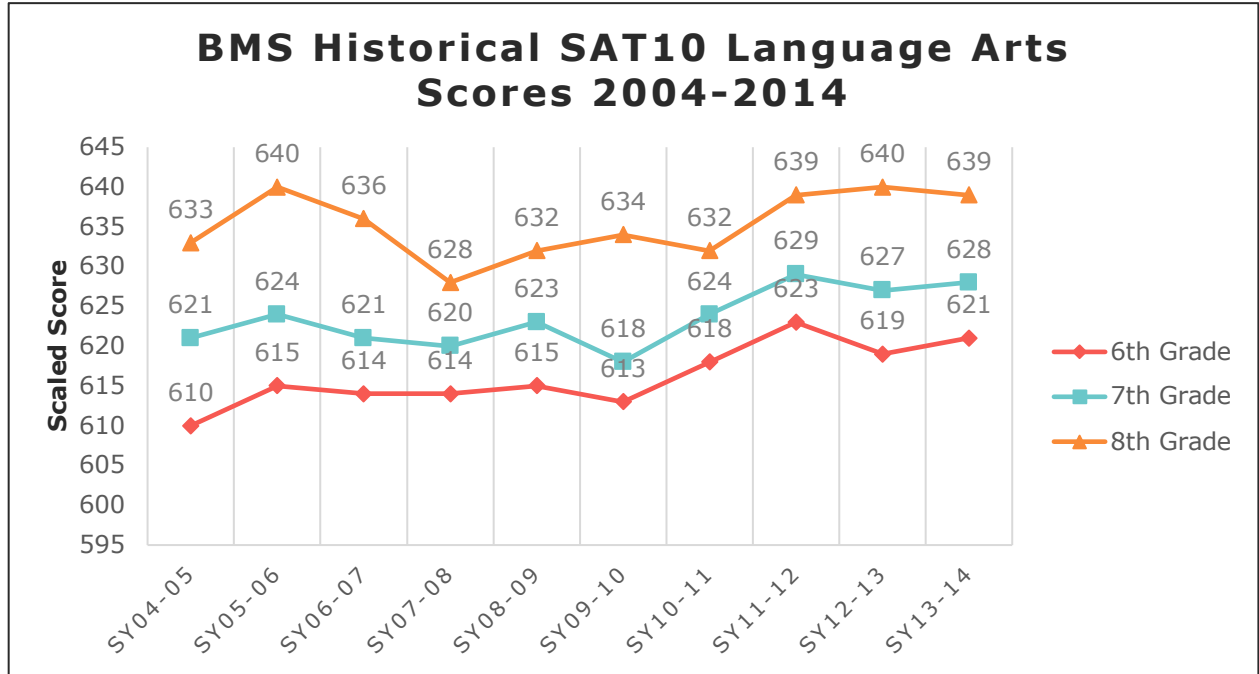
Graph 44 BMS Historical scaled scores in Language Arts over a ten-year period

BMS Historical SAT10 Math Scores 2004-2014
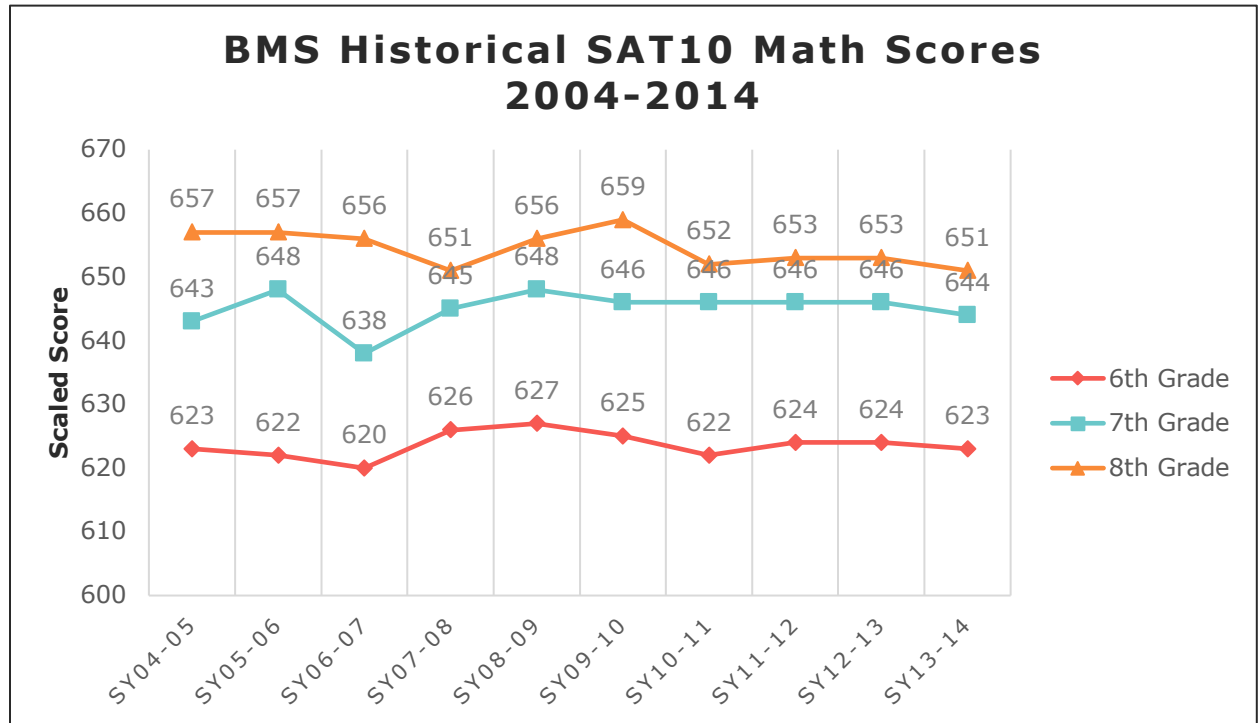
Graph 45 BMS Historical scaled scores in Math over a ten-year period

Criterion-Referenced Tests and Performance Levels

Because SAT10 was not properly aligned to assess CCSS, GDOE replaced it with the ACT/Aspire (for Reading, Language Arts, and Math) and Standards-Based Assessment (for Social Studies and Science) Criterion-Referenced tests in 2014. This change was consistent with GDOE's newly adopted State Strategic Plan to guarantee better alignment of curriculum, instruction, and assessment.

The table below indicates the difference in performance levels amongst the district summative assessments. In SY2014-2015 and SY2015-2016, ACT/Aspire only had three scoring categories: In Need of Support, Close, and Ready. In SY2016-2017, ACT/Aspire added a fourth category: Exceeding.

	Level 1	Level 2	Level 3	Level 4
SAT10	*Below Basic*	*Basic*	*Proficient*	*Advanced*
ACT/Aspire	*Needs Support*	*Almost Ready*	*Ready (2014-2016)*	*Exceeding (2014-2016)*
			Ready (SY2016-2017)	
SBA	*Below Basic*	*Basic*	*Proficient*	*Advanced*

According to the State Strategic Plan, "by year 2020, at least 80% of high-school students will be proficient in English, Language Arts, and Math as measured by the Department's State-wide Assessment."[21] On the BMS RAP, it is stated that "85% of our students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards."[22]

The following graphs show how BMS fared on the ACT/Aspire tests from SY2014-2015 to SY2016-2017 for Reading, Language Arts, and Math, and the SBA tests for Social Studies and Science.

---

[21] GDOE State Strategic Plan "20/20 A Clear Vision for the Education on Guam".
https://docs.google.com/viewer?a=v&pid=sites&srcid=Z2RvZS5uZXR8Y3VycmljdWx1bS1hbmQtaW5zdHJ1Y3Rpb258Z3g6MjBhZTIzZGZmMWM3ZWQwZg.
[22] Roadrunner Action Plan (RAP) Goal #1, see Appendix B.

Students Scoring Ready on the ACT/Aspire Tests: English (Language Arts)
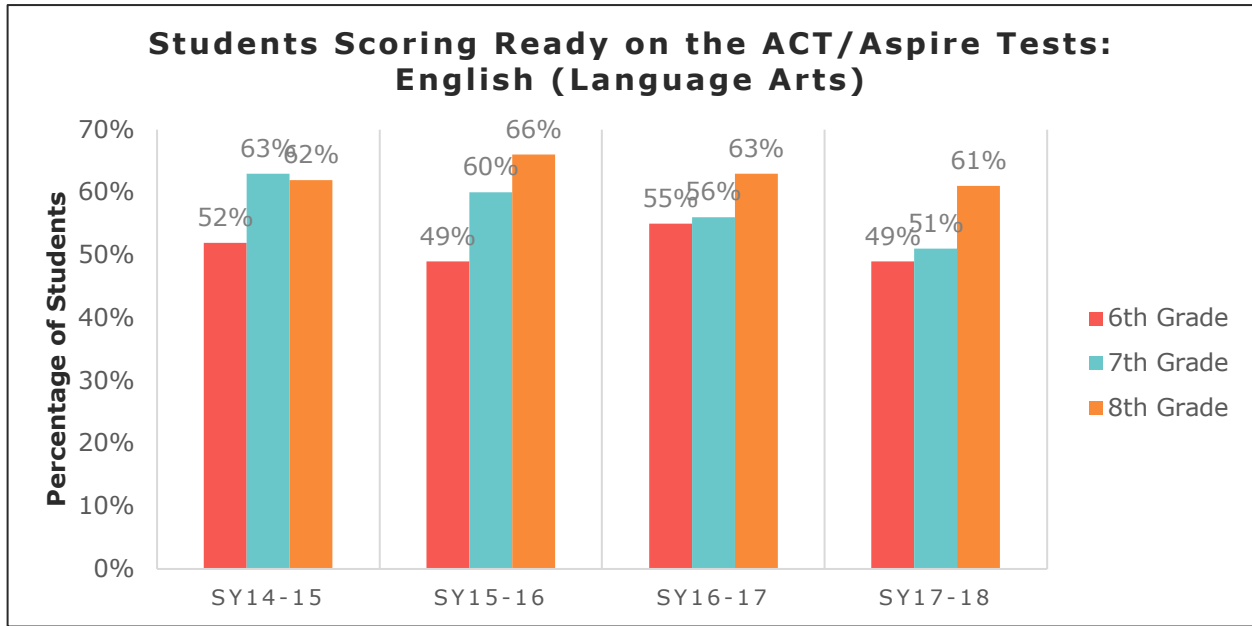
Graph 46 BMS percentage of students scoring Ready and Exceeding on the ACT/Aspire for Language Arts

Percentage of Students at READY Level ACT/Aspire Assessment Results SY2017-2018 Skills Proficiency – ENGLISH Grades 6-8			
Grade Level	**Production of Writing**	**Knowledge of Language**	**Conventions of English**
6	40%	43%	47%
7	50%	42%	48%
8	51%	53%	57%
Domain Description	**Production of Writing**	**Knowledge of Language**	**Conventions of English**
These descriptions are the same from 3rd grade to 10th grade. The differences are in the rigor of the test item as applicable to the grade level tested. In addition, there is gradually increasing proficiency level description for each of the four level: Exceeding, Ready, Close, In Need.	Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization, topical unity, and general cohesion in grade-level appropriate narrative and informational texts.	Students demonstrate effective language through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts.	Students apply their understandings of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts.

Indicators for ACT/Aspire English test for Grades 6-8 and BMS students' results.

Students Scoring Ready on the ACT/Aspire Tests: Reading
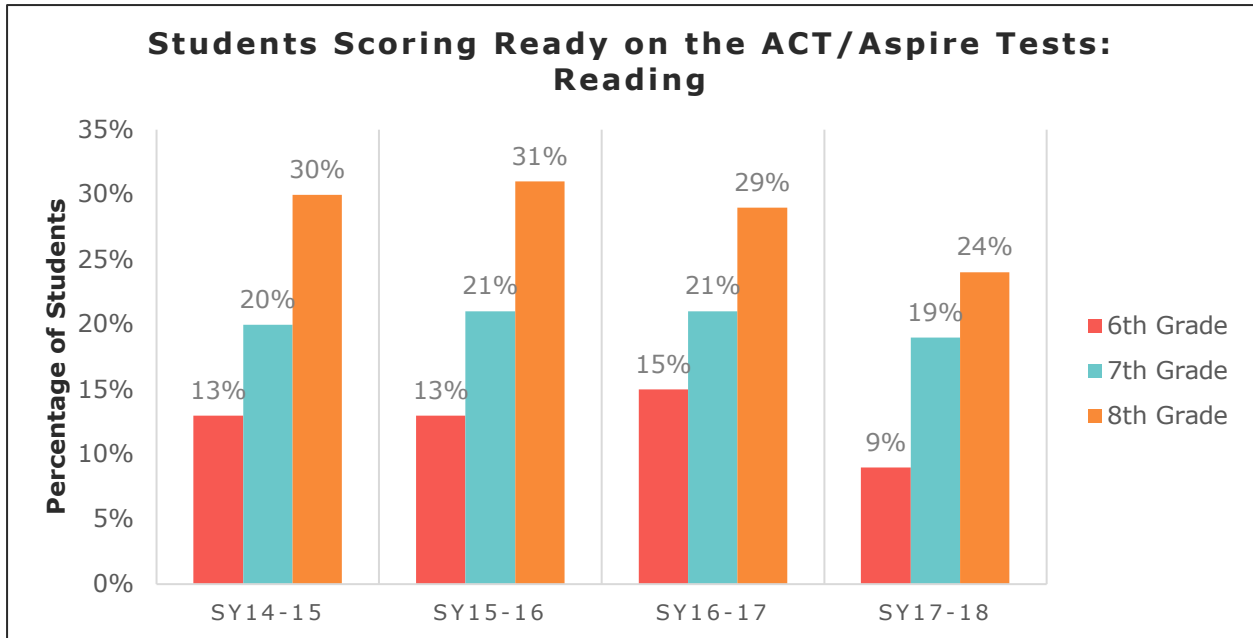
Graph 47 BMS percentage of students scoring Ready and Exceeding on the ACT/Aspire tests for Reading

Percentage of Students at READY Level ACT/Aspire Assessment Results SY2017-2018 Skills Proficiency – READING Grades 6-8			
Grade Level	**Key Ideas and Details (KIAD)**	**Craft and Structure (CAS)**	**Integration of Knowledge and Ideas (IOKAI)**
6	14%	16%	18%
7	16%	18%	20%
8	25%	25%	27%
Domain Description	**Key Ideas and Details (KIAD)**	**Craft and Structure (CAS)**	**Integration of Knowledge and Ideas (IOKAI)**
These descriptions are the same from 3rd grade to 10th grade. The differences are in the rigor of the test item as applicable to the grade level tested. In addition, there is gradually increasing proficiency level description for each of the four level: Exceeding, Ready, Close, In Need.	Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.	Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.	Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

Indicators for ACT/Aspire Reading test for Grades 6-8 and BMS students' results.

Students Scoring Ready on the ACT/Aspire Tests: Math
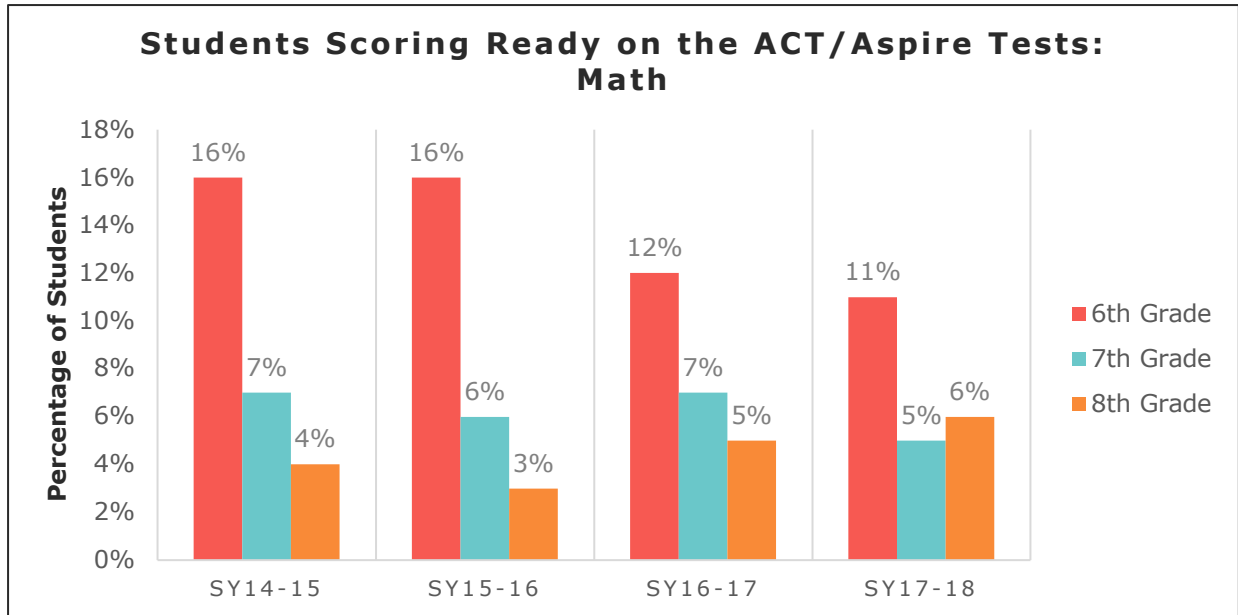
Graph 48 BMS percentage of students scoring Ready and Exceeding on the ACT/Aspire tests for Math

Percentage of Students at READY Level ACT/Aspire Assessment Results SY2017-2018 Skills Proficiency – MATH Grades 6-8								
Grade Level	**The Number System (TNS)**	**Expression and Equations (EAE)**	**Ratios and Proportional Relationships (RAPR)**	**Geometry (GEOM)**	**Statistics and Probability (SAP)**	**Foundation, Integrating Essential Skills**	**Justification and Explanation (JAE)**	**Modeling (MOD)**
6	12%	28%	37%	36%	29%	15%	19%	14%
7	12%	18%	18%	27%	33%	8%	13%	13%
8	23%	12%	19%	18%	23%	7%	10%	9%
Domain Description	**The Number System (TNS)**	**Expression and Equations (EAE)**	**Ratios and Proportional Relationships (RAPR)**	**Geometry (GEOM)**	**Statistics and Probability (SAP)**	**Foundation, Integrating Essential Skills**	**Justification and Explanation (JAE)**	**Modeling (MOD)**
These descriptions are the same from 6th grade to 10th grade. The differences are in the rigor of the test item as applicable to the grade level tested. In addition, there is gradually increasing proficiency level description for each of the four level: Exceeding, Ready, Close, In Need.	Focus is on seeing the rational numbers as a coherent number system. Students increase their fluency with calculations.	Focus is on understanding algebraic expressions as analogous to numeric expressions. Students continue to develop function ideas by analyzing pairs of independent and dependent variables.	Focus is on the concept of ration and rate and the beginnings of developing proportional reasoning.	Focus is on composing and decomposing shapes, and working with shapes in 3 dimensions.	Focus is on the concept of statistical variability and the notion that there is some order in the apparent chaos, seen through distributions. Students develop more ways of representing data.	Integrate and continue to grow with topics from prior grades.	Giving reasons, explaining "Why?"	Producing, interpreting, understanding, evaluating, and improving mathematical models.

Indicators for ACT/Aspire Math test for Grades 6-8 and BMS students' results.

Discussion on Data from ACT/Aspire Results

BMS' percentage of students at Ready/Advanced levels soared in Language Arts when the assessments changed from SAT10 to ACT/Aspire, from 13% to 52%. There were also gains in the areas of Reading and Math, with Reading increasing from 15% with SAT10 to 21% with ACT/Aspire, and Math at 3% to 9%.

BMS scores has been on a steady upward trend as students progress from 6th to 8th grades in Language Arts and Reading. This can be attributed to the better alignment of consensus maps with CCSS, better teacher understanding of ACT/Aspire indicators, and the use of common formative and common assessments (CFAs and CAs). Conversely, Math scores drop significantly from 6th grade to 8th grade. The following could be reasons as to this trend:

- High turnover rate of 8th Grade Math teachers at BMS since 2011
- Skills and lessons taught in the classrooms may not be aligned with district assessments. According to Math teachers, because the majority of students lack grade-level knowledge and skills, much time is spent on teaching basic math skills.
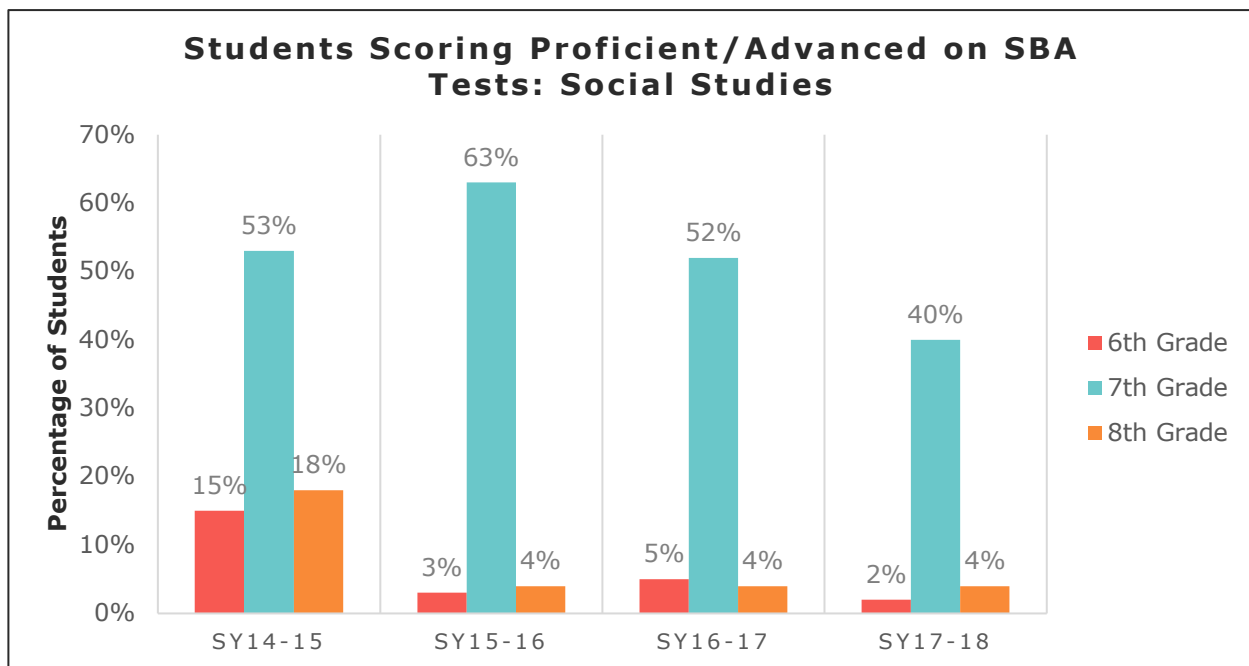
Graph 49 BMS percentage of students scoring at Proficient and Advanced levels on the SBA for Social Studies

Students Scoring Proficient/Advanced on SBA Tests: Science
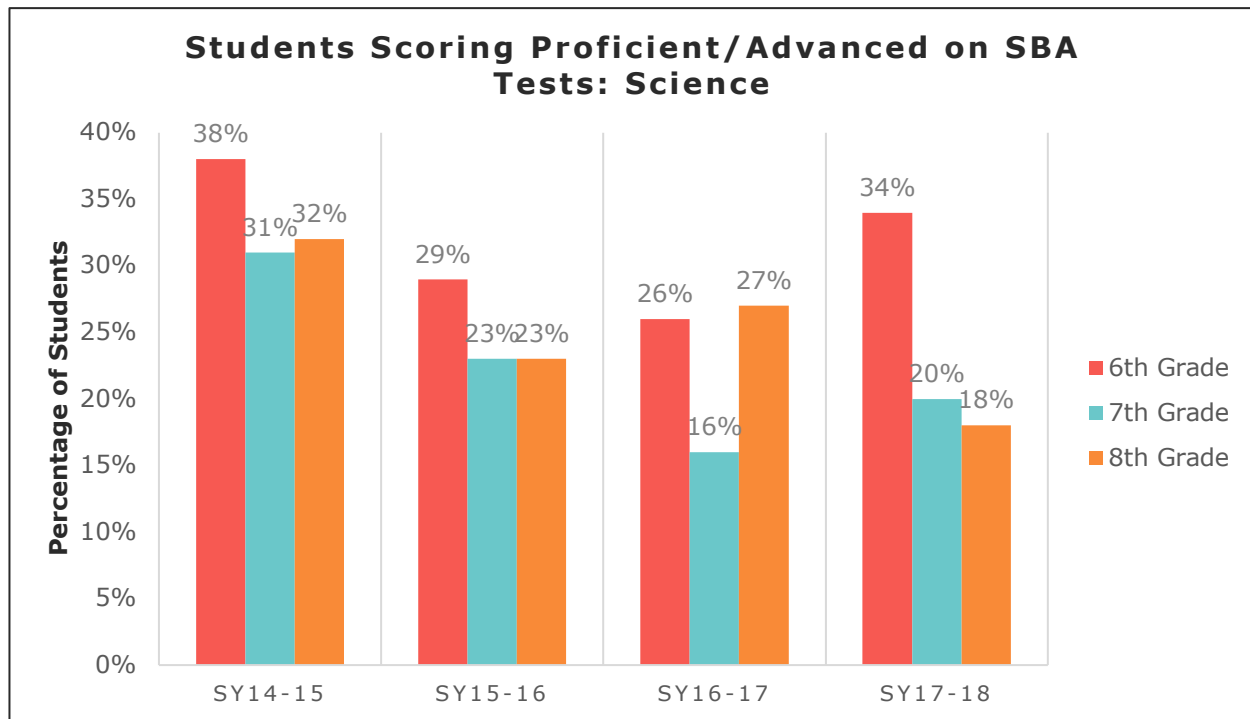
Graph 50 BMS percentage of students scoring at Proficient and Advanced levels on the SBA for Science

Discussion on Data from SBA Results

BMS scores in 7th Grade Social Studies remained strong from SY2013-2014 to SY2016-2017, surpassing the district average. However, there is a general decrease in scores between the three-year period. Many Science and Social Studies teachers rely on the previous year's test results to plan their consensus maps. However, the district could not provide the test results from SY2015-2016 to SY2016-2017 until January 2018.

Discussion on Our School Profile

Since our school's last Full-Study visit, we have had many changes to focus more on student learning and achievement. According to our SY2016-2017 Year End Survey (YES) results, students, faculty, and staff possess the belief *that teachers and staff can impact student learning and achievement*. In upholding our focus on curriculum, instruction, and assessment, professional learning communities, and personalization, we have committed to Standards-Based Grading, incorporating more research-based strategies into our instruction, monthly meetings with content and interdisciplinary teams in order to share best practices, and having AAP and Intervention periods. In the past year, our school made a shift on adding more focus on the students' wholistic needs, such as being individuals of character and civic responsiveness. Our discipline data has shown progress in lessening top infractions in the past 5 years. Also, the change from the SAT10 to the ACT/Aspire and SBA assessments showed strides in our results, although there have

been some fluctuations in the last three years. The factors that may have caused these improvements and growth areas and other implications of the data will be further discussed in Chapter III.

CHAPTER II

PROGRESS REPORT

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen R. Covey, *The 7 Habits of Highly Effective People,* 1989

Since the school's adoption of the Roadrunner Academic Progress Plan (RAPP), which later changed to the Roadrunner Action Plan (RAP) in SY2016-2017, BMS continues to focus on curriculum, instruction, and assessment, personalization, and professional learning communities, or PLCs (see Appendix B). During the last full-study visit in 2013, the WASC committee provided six recommendations. These are addressed in the current action plan.

Recommendation #1:   *The school administration ensures that 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 remains at BMS to provide continued leadership.*
Recommendation #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 SLOs (formerly known as ESLRs) are fully understood and implemented.*
RAP Goal #1:   By the end of SY2018-2019, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.
RAP Goal #3:   All faculty and staff will enhance the school culture engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.
Supporting Evidences   Professional Development and Faculty Learning sessions, Induction program, lesson plan template, PLC documents, walkthrough data, Achieve3000 usage data, AIMSWeb data, and various trainings on research-based strategies.

Picture 3 Teachers working on an activity during CITW with ELLs *training with Jane Hill.*

Teachers have been provided sufficient time for training and collaboration in order for them to master and sustain the school's academic initiatives, such as the development and refinement of consensus maps, the creation of proficiency scales and common formative assessments (CFAs), and the incorporation of more research-based strategies, such as *Classroom Instruction That Works (CITW)* strategies, in every classroom. Block scheduling provides time for teachers to hold PLC meetings during their content and interdisciplinary preparation periods, which allots 70 minutes per period this school year. Further trainings are provided during Faculty Learning sessions and Professional Development. New teachers also undergo the Induction Program, which is facilitated by the administrative team, and Standards-Based Grading (SBG) related workshops have been presented to the faculty by the school's Curriculum Leadership Team (CLT). Specialists from *Classroom Instruction That Works with English Language Learners*, *Sheltered Instruction Observation Protocol (SIOP)*, Marzano's, Achieve3000 and

Kagan Structures have also given on-site trainings for teachers. With the influx of new faculty members in the current school year, it became even more imperative for the administrative staff to provide trainings and guidance for these initiatives.

INSTRUCTIONAL TRAININGS TO EFFECTIVELY UTILIZE BLOCK SCHEDULING			
DATE	TOPIC	PRESENTER/TRAINER	AUDIENCE
Since 2011	Induction Program	2011-2016 D. Fullo 2016-current by R. Cuenco (Instructional Coach)	2011-2016 First to 3rd year teachers 2016-current First and second year teachers
Since 2011	Positive Behavioral Interventions and Supports (PBIS) Trainings	GDOE PBIS specialists (for the district) R. Nelson (for faculty) R. Cuenco (for Inductees)	Teacher representatives, BMS faculty, and Inductees
Since 2013	*CITW*	Trainers from McREL	Selected teachers from 5 content areas
SY2013-2018	Big 8 Literacy Strategies	Lin Kuzmich	Selected teachers from 5 content areas
Aug. 2013	Lesson Plan template for Block Schedule	D. Fullo	Faculty
Since 2014	SBG Module Trainings	Marzano's (for the district) CLT (as liaison for the school)	CLT members Faculty
SY2015-2016 to SY2017-2018	Pre-AP Trainings	Trainers from College Board	Selected teachers from 5 content areas
SY2016-2017 & SY2017-2018 Monthly	Achieve3000	T. Akiyama & J. Eckard from Achieve3000	Reading, LA, and Science teachers
Feb. 2017	*CITW with ELLs*	J. Hill from McRel	Reading/LA teachers
Mar. 2017	*SIOP* Instructional and Coaching strategies	M. Trejo from Pearson F. Figuerosa from Pearson	ESL teachers, ESL Coordinator, Instructional Coach
Dec. 2017	Kagan Structures	C. Lowe from Kagan	Faculty
Apr. 2018	*CITW with ELLs*	J. Hill from McREL	Faculty

In 2013, the school administration provided introductory training on how to effectively utilize block schedule. As mentioned on page 12, a lesson plan template, based on *Understanding by Design* and the *SIOP* model, was created in order to address effective instruction and improve student learning within the block schedule (see Appendix H). Teachers were encouraged to use the template but were not required. In SY2017-2018, teachers were required to submit unit plans using a revised version of the lesson plan template developed in 2013. Currently, monitoring and feedback for these submissions have been minimal.

Mr. Dexter Fullo was the school's principal until August 2016, with Ms. Maria Milan becoming the acting principal in the beginning SY2016-2017. On January 2017, Mr. Patrick Flores Egrubay became the

principal of the school. Under the new leadership, BMS continued with the district-wide initiatives and aligning practices to the GDOE State Strategic Plan piloted in the school. In SY2017-2018, the administrators, Instructional Coach, and CLT focused on refining CIA practices by providing feedback in PLC meetings, walkthroughs, and PLC documents and CFAs.

Recommendation #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.
RAP Goal #2:
Throughout the school year, faculty and staff will provide whole-child supports in order to minimize the number of discipline infraction to 5% or below.
Supporting Evidences
Vision and mission (adapted in 2017), AAP/HB Period, XL Period (Character Education and academic intervention), CFA data (tabulator), PLC meetings, SCC meetings, SLO (adapted in 2017), PBIS training, and *EIF* Program.

Since the implementation of Block Scheduling in 2013, more time was apportioned for personalization during the school day in Advisor-Advisee (AAP) and XL Periods. In SY2017-2018, AAP continued to be structured as a 30-minute class daily, which had no more than 16 students to allow for them to receive more personalized instruction and to develop a closer and positive connection with at least one adult in school. It is also important to note that most students of the same AAP follow each other from class to class by cohorts and share common core content teachers.

Intervention Period or XL Period is time allotted for academic interventions and Character Education (Board Policy 380) that occurs every Gold Day during 10th Period. Some teams have implemented the following procedures: after teachers analyze their students' performance based on CFAs and meet with their PLCs, teachers will then administer interventions during the XL Period. When students are not receiving academic interventions, they receive Character Education lessons with lesson plans provided by the Instructional Coach at the time. Some lessons are decided by School Climate Cadre (SCC) after examining monthly discipline data in order to curb behavior with the highest infractions, and Interdisciplinary teams monitor their team students' needs and

Picture 3 Staff members brainstorming and collaborating in creating new indicators for the SLOs.

discipline data using the PBIS SWIS database and create lesson plans tailored to their students. The teams following these procedures is yet unknown, which can be the next step for the school leadership to consider in order to determine whether AAP and the XL Period are utilized effectively. The *Esgaihon I Famagu'on-Ta (EIF)* Program serves as a Tier 2 and 3 intervention, in which students are taught lessons on healthy goal-setting, service learning, and other topics relevant to student needs.

The schoolwide learner outcomes, or SLOs, were revised in SY2017-2018 in order to address students' whole-child supports. In the beginning of this school year, faculty and staff collaborated in order to create proficiency scales that would better fulfill the vision and mission of our school. The faculty and staff established new SLO indicators to address character building, goal setting, and environmental awareness, and added the proficiency scale in order to be consistent with the school's SBG practices and to more clearly define how students can achieve each indicator.

In order to meet student needs through differentiated instruction, as aforementioned, teachers receive on-going trainings on different research-based strategies. In addition, this year, teachers received trainings on PBIS strategies. The next step that the administration can take is to provide the rest of the staff PBIS training in order to make the school expectations clear to all stakeholders.

Recommendation #4:
The school administration and faculty set attainable goals to improve SAT10 (ACT/Aspire and SBA) 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.
RAP Goal #1:   By the end of SY2018-2019, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.
Supporting Evidences   Team SMART Goals, Guaranteed and Viable Curriculum, district-wide PDs to align consensus maps, CFAs and CAs, PLC documents, and lesson plans for test-taking strategies.

In 2014, GDOE transitioned from the SAT10 to the ACT/Aspire Assessments for English, Reading, and Math and Standards-Based Assessment (SBA) for Social Studies and Science to be consistent with the State Strategic Plan adopted in 2014 to better align assessment practices with the curriculum. SY 2014-2015 also ushered in the district's adoption of Common Core State Standards for English, Reading, and Math. The district kept the GDOE Content Standards for Social Studies, Science, and other subject areas. BMS faculty has been aligning and refining grade-level content consensus maps based on these standards since 2010. One way that teachers have prioritized which standards to teach was to examine critical needs from the standardized assessments and include the standards that address these needs on their consensus maps. Due to the lack of funding, the SBA scoring was delayed for nearly two years late from when the test was taken in SY2016-2017, some teams, for example, the 7th Grade Social Studies team, which normally aligns their consensus maps with item analyses from the standardized tests, found difficulty in preparing their maps for the school year.

Currently, our RAP does not specify a goal pertaining to standardized test results. RAP Objective 1.3, however, states that by the end of SY2018-2019, 85% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards. By extension, the idea is that the practice of properly aligning common formative assessments (CFA) and common assessments (CA) to the grade-level standards can result in better ACT/Aspire and SBA results. In SY2018-2019, teachers were provided Individual School Reports so that they may analyze key skills measured by the previous year's

District-Wide Assessment. Teachers may take this information to adjust their curriculum maps and lesson plans, such as what the Reading and Language Arts departments have done.

Teachers have explored some strategies in order to improve student test scores. These include tutoring or re-teaching during XL periods or lunch times, sharing best practices during PLCs, and differentiating instruction in order to reach different learners. Test-taking strategies are explicitly taught with school-wide lesson plans during the month of DWA.

Recommendation #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.
RAP Goal #3:
All faculty and staff will enhance the school culture by actively engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.

According to the RAP Objective 3.2, "All school personnel will be accountable for fulfilling their respective roles and responsibilities," and as per WASC recommendation, all administrators' offices relocated to the Main Office. The accessibility and visibility of the administrative team has been beneficial for all stakeholders. According to the 2016 Mid-Cycle report, this recommendation has been met.

Recommendation #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.
RAP Goal #3:
All faculty and staff will enhance the school culture by actively engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.

After many years without, a fire alarm and bell system were finally installed in SY2014-2015. However, the Fast Track area is unable to hear the bell and must rely on staff members on their whistles. The bell system is manually operated and therefore, is not always consistent. An intercom system is still not installed. These needs have been reported yearly with Capital Improvement Projects (CIP), however, no funding has been allotted to the school in order to address these needs. In SY2016-2017, the current principal started a WhatsApp group chat that now serves as one of the main means of communication amongst faculty and staff. Despite the challenges that our school has faced with the installation of these systems, according to the 2016 Mid-Cycle report by the Visiting Committee, this recommendation has also been met as there is an Emergency Response Plan in place to address the need for a fire alarm and bell system in the Fast Track.

CHAPTER III

SUMMARY OF DATA AND PROGRESS

"In all human affairs, there are efforts and there are results, and the strength of the effort is the measure of the result."

James Allen, *writer*

Implications on Student Demographics Data

Data drives many of the decisions and changes for Benavente Middle School. As the data reveals, our student population is comprised of 35% Filipinos, 33% of students from the Freely Associated States (FAS), 29% Chamorros, 0.01% other Asians, and 0.02% of students from other ethnic background (see pages 28 and 29). An interesting shift that has happened in SY2017-2018 is the number of FAS students surpassing the number of Chamorro students, making FAS second only to the Filipino student population. In correlation, students enrolled in the English as a Second Language (ESL) program has continued to increase over the years. These changes in our student population compels BMS faculty and staff to take into consideration our students' background, beliefs, and values in order for us to help them achieve at the highest levels.
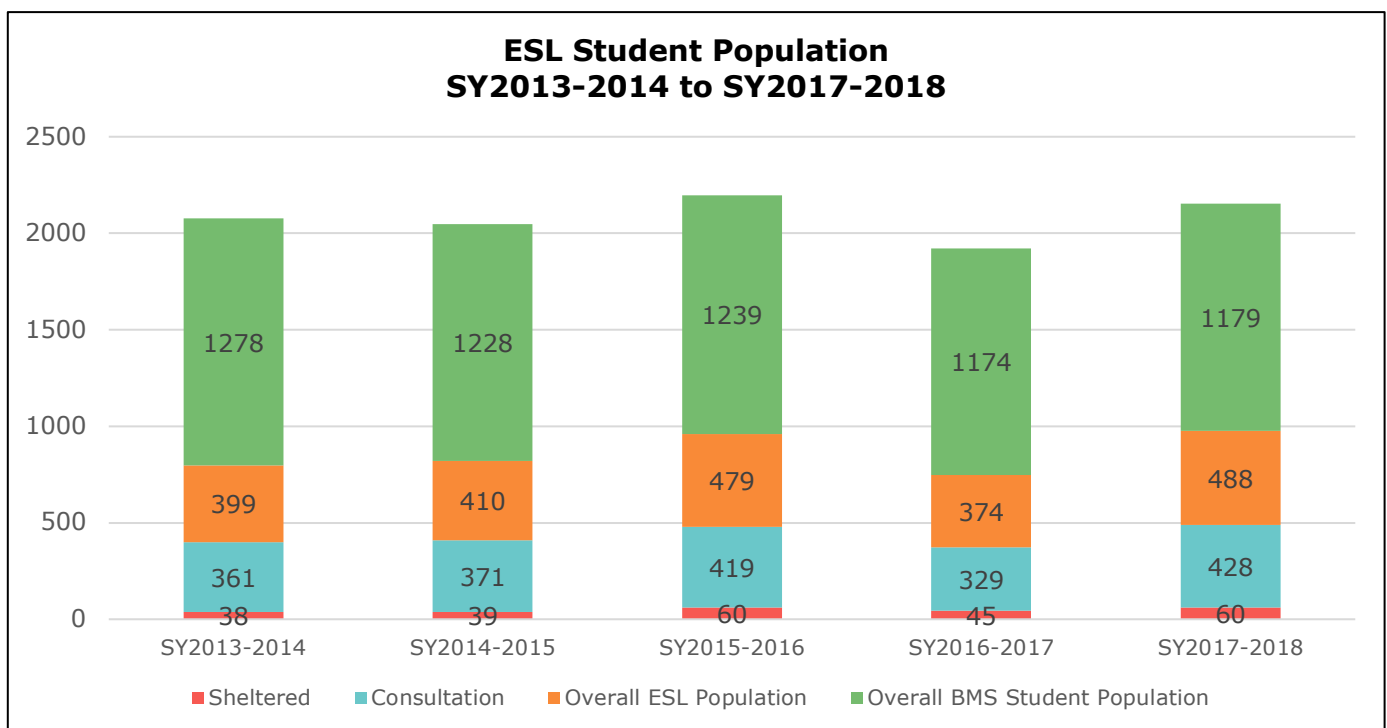
Graph 51 Student population enrolled in the ESL program for the past 5 years.

Percentage of Students in the ESL Program

Graph values by school year:
- SY2013-2014: 31%
- SY2014-2015: 33%
- SY2015-2016: 39%
- SY2016-2017: 32%
- SY2017-2018: 36%

Legend: ■ Percentage of Students in the ESL Program
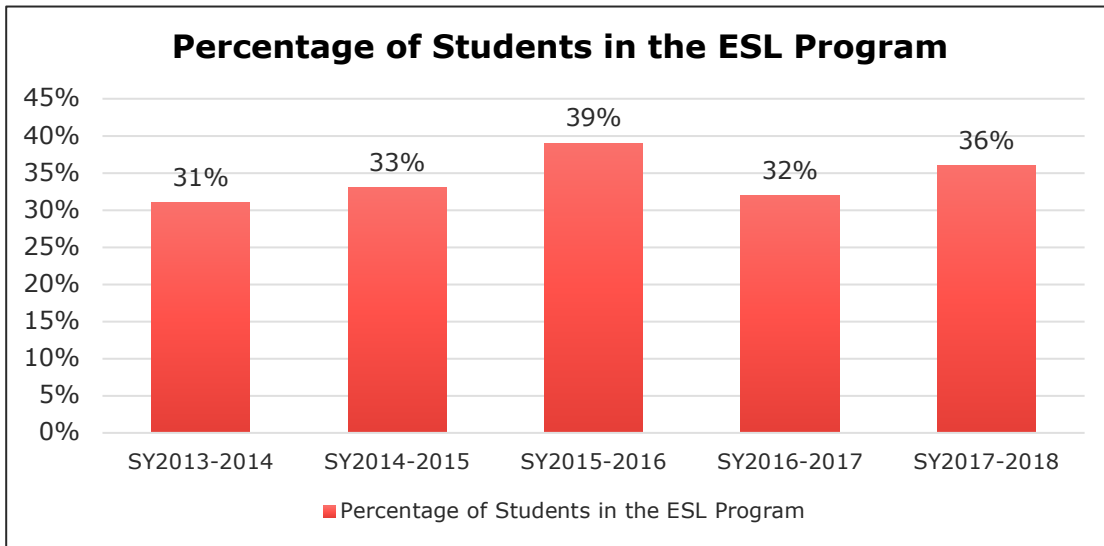
Graph 52 Percentage of student population enrolled in the ESL program has continued to increase over the years, with SY2017-2018 at the highest with over 41%

In order to address these changes, BMS has adopted *SIOP* (*Sheltered Instruction Observation Protocol*), strategies, mainly in ESL classes, to provide research-based strategies that will allow more opportunities for meaningful dialogue and interaction for our school's diverse learners. In the same merit, trainings on *Classroom Instruction That Works with English Language Learners* (*CITW with ELLs*) and Kagan Structures have been made available to teachers in SY2017-2018.

Data also shows that within the village of Dededo, 25% of the population are within the poverty range. If this is reflective of our school population, then many of our students come from low-income households. In response, several programs have long been established and continue to support our students, such as the Community Eligibility Program (CEP) that provides meals at no-cost, as well as outreach programs for home-school communication and other support services for housing, legal documents, and other public assistance programs, provided by the school's on-site Student Parent Community Engagement Program (SPCE). The program also holds annual canned food and uniform drives in order to help our students' families in need.

Implication on Curriculum, Instruction, and Assessments Data

BMS and the Department has gone through several changes regarding curriculum, instruction, and assessment since the last WASC visit in 2013.

- In 2014, the Guam Education Board adopted the Guam DOE's State Strategic Plan (SSP), which is meant to serve as a guideline for the Department, to properly align curriculum, instruction, and assessment policies and practices and to equip classrooms with high yield strategies.[23]

- In SY2014-2015, GDOE shifted from using the SAT10 to the ACT/Aspire Assessments for measuring English, Reading, and Math skills and the Guam Standards-Based Assessment (SBA) for Social Studies and Science.

Figure 2 CIA is a continuous process to improve student learning and achievement. BMS continues to use this process in refining consensus maps, implementing strategies, and developing CFAs and CAs.

- In SY2014-2015, BMS became a pilot school for Standards-Based Grading (SBG). After receiving trainings from Marzano's research group, the Curriculum Leadership Team (CLT) began schoolwide trainings in SY2015-2016 on the modules in implementing SBG. Soon afterwards, BMS teachers were developing proficiency scales for every standards on their maps and creating common formative assessments (CFAs). During teachers' professional learning communities (PLC) meetings, teachers analyzed CFA results using the Error Analysis to identify students who were proficient in prioritized skills and identify those who needed remediation, as well as to discuss best practices. In SY2016-2017 and SY2017-2018, the administration and CLT focused on refining these practices through monitoring and feedback.

- In SY2015-2016, the Department started with district-wide professional developments and work sessions in order for teachers to align consensus maps for all content areas, with Reading, Language Arts and Math adhering to the Common Core State Standards (CCSS) and Social Studies, Science, and other content subjects adhering to GDOE Content Standards and Performance Indicators. In SY2016-2017, teachers also began dialogue to vertically align consensus maps.

- In SY2016-2017, BMS subscribed to Achieve3000 to further support literacy within the school.

- Also, in mid SY2016-2017, math teachers began including more "justification" questions (questions in which students are to provide rationale for their answers and computations) on monthly CFAs in order for students to practice ACT/Aspire types of questions.

- In 2017, GDOE stated that *CITW* to be the district's framework for instruction. Years prior to 2017, BMS has already began training on *CITW* strategies, particularly with deliberate focus on Component 1. School-based trainings were provided on Setting Objectives and Providing Feedback and Cooperative Learning during SY2015-2016 to SY2016-2017.
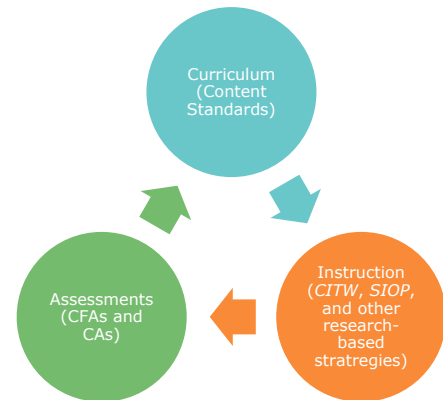
---

[23] GDOE State Strategic Plan "20/20 A Clear Vision for the Education on Guam". https://docs.google.com/viewer?a=v&pid=sites&srcid=Z2RvZS5uZXR8Y3VycmljdWx1bS1hbmQtaW5zdHJ1Y3Rpb258Z3g6MjBhZTIzZGZmMWM3ZWQwZg.

These many shifts in curricular and instructional practices imply that there is a learning curve that calls for more collaboration amongst teachers for deeper examination and discussion in order to effectively implement department and school initiatives.

As mentioned on page 47, better alignment of curriculum standards with instruction and assessment practices may have contributed to the strides in student achievement. Another possible cause for great progress in Reading and Language Arts, especially by cohort is the increased focus on student learning and literacy in instruction as evidenced by the implementation of more *CITW* strategies and even technological programs for literacy, such as Achieve3000. Although teachers are increasingly trying out a variety of research-based strategies, walkthroughs reveal that more trainings and henceforth, more intentional and effective implementation of *CITW* strategies is a work in progress. The

Picture 4 Mr. Gibson implementing an engaging learning strategy and facilitating the discussion.

administrative team and the leadership team can improve upon conducting more frequent walkthroughs and offer timely feedback in order for teachers to build capacity in creating more innovative, engaging, and personalized learning opportunities for all BMS students.
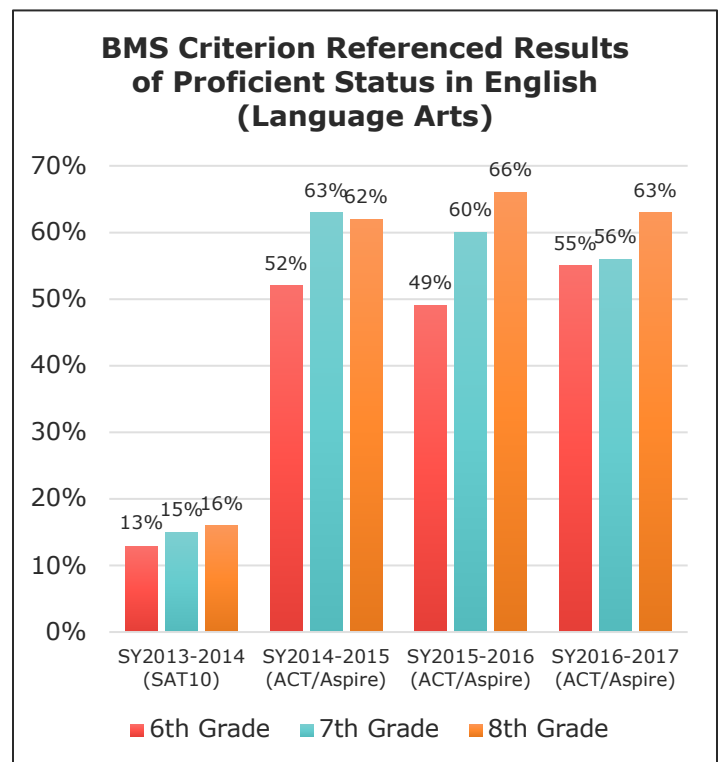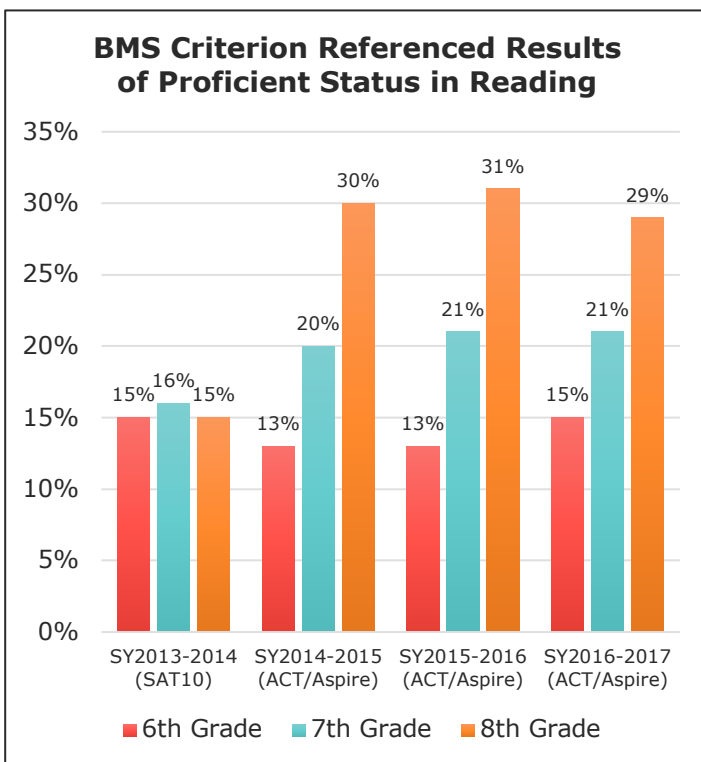
Graphs 53 and 54 BMS results from SAT10 to ACT/Aspire tests. Test results increased greatly from SAT10 results to ACT/Aspire results.

with the change from SAT10 to ACT/Aspire, there is a significant increase all subject areas assessed. Interestingly, although Math shows this same result, BMS still scored far from the national average, and

continues to decrease from grade-level to grade-level. As mentioned on page 47, this may be because of the high turnover rate of 7th and 8th grade math teachers and the lack of prerequisite skills of students that cause teachers to allot time teaching such skills instead of teaching to the Common Core standards. Therefore, in effort to strengthen math skills amongst the students, the administration and teachers have decided to provide accelerated classes for students achieving at proficiency scale Level 3 and 4 skills and to focus on improving Math skills during AAP and XL Period starting SY2018-2019. The leadership team will then need to establish a system in order to address the following critical areas in implementing these changes:

- *How effectively are students learning with these math interventions?*
- *What measurement will teachers and the staff use in order to know student improvement?*

BMS Criterion Referenced Results of Proficient Status in Math
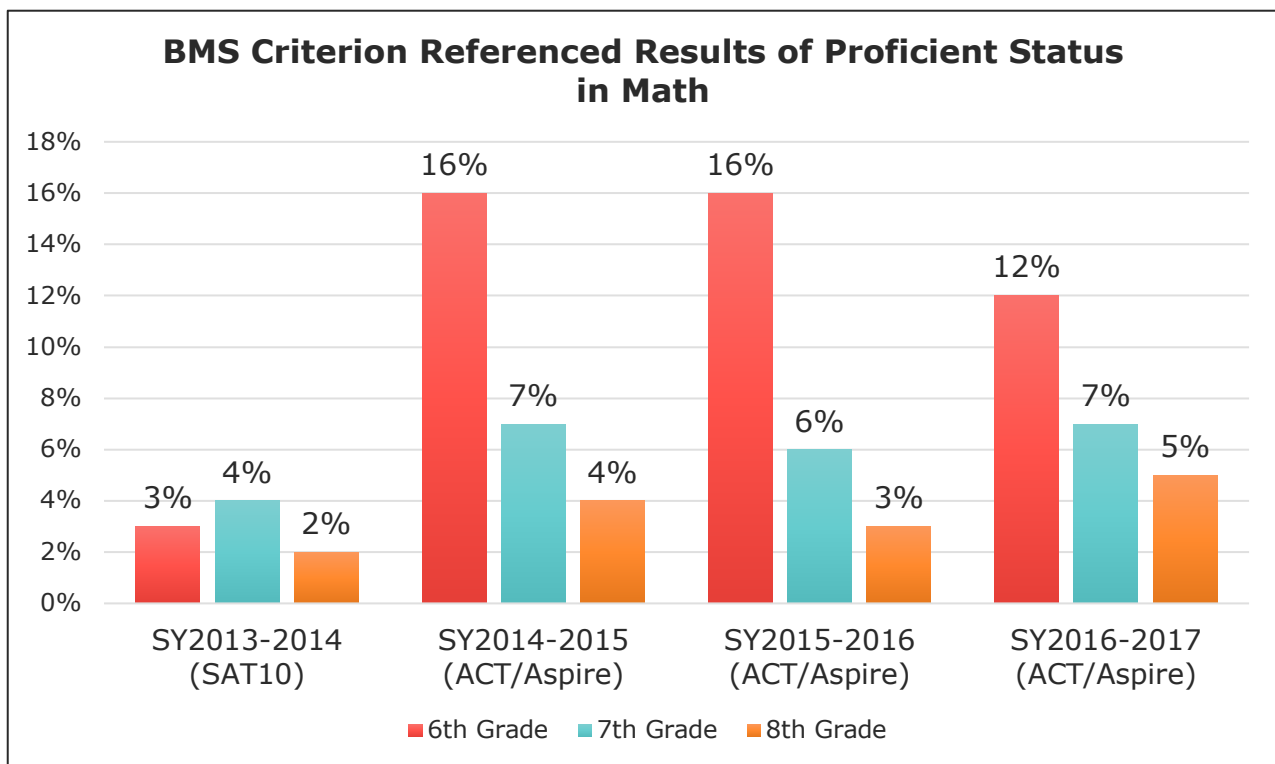
Graph 55 BMS results from SAT10 to ACT/Aspire tests.

Implication on Student Discipline Data

In SY2017-2018, although the number of overall reported infractions did increase, the percentage of major infractions decreased (see graph below). Implications for the rise in these numbers is as mentioned on page 39, the more consistent reporting of incidents and discipline infractions and others measures taken in order to curb major infractions from occurring, such as conducting searches and the consistent implementation of "No Fly Zone" (when students are to remain in the classrooms within the first and last 10 minutes of the period).

Top Infractions
SY2014-2015 to SY2017-2018
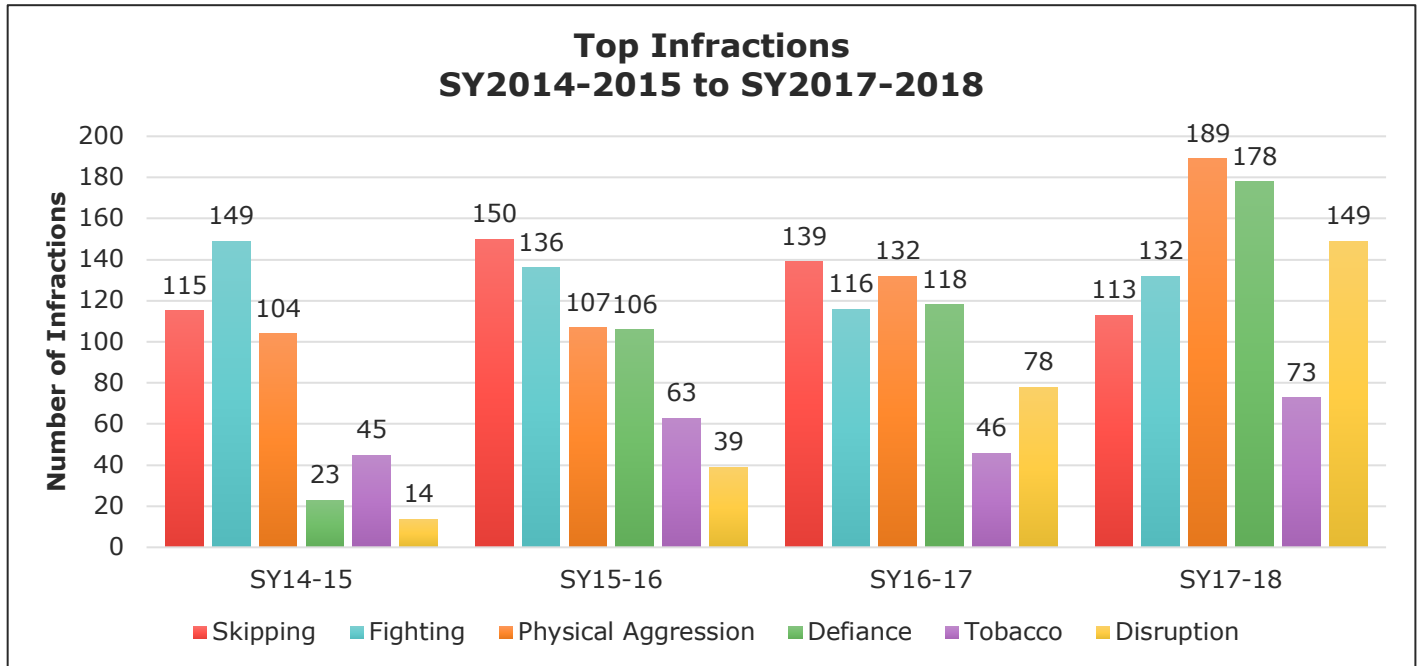
In SY2017-2018, the top two infractions included Physical Aggression and Defiance. During School Climate Cadre (SCC) meetings, team members identified and determined solutions in order to lessen the number of infractions. These interventions included teaching and reteaching BMS behavior expectations. This was how Skipping was addressed- with the infraction being the topmost in SY2016-2017 but improving by SY2017-2018.

In addition to teaching and reteaching school expectations, other interventions to support student behavior include, counseling, *EIF* (*Esgaihon I Famagu'on-Ta*, which is in-school suspension), monthly grade-level/team assemblies to analyze data, showcase BMS talent, and to invite guest speakers, training teachers and staff on the PBIS framework, referrals to the on-site Student Support Office, referrals to community agencies, team-based interventions, such as incentive programs, and providing students with a variety of clubs and activities (see pages 36-37).

Furthermore, in developing the whole child- academically, and in regards to developing our students' character- BMS faculty and staff revised the vision and mission, as well as the schoolwide learner outcomes (SLOs) in SY2017-2018, in which specific descriptors of expected behaviors were added in order for students to gauge their behavioral success (see page 7). Character Education was also added to the Intervention Period, with lesson plans created by the Instructional Coach and with topics decided by the SCC. The next steps for the faculty and staff are deliberately using the vision and mission and the SLOs proficiency scales in providing feedback regarding student behavior and for students to start using the verbiage in these expectations in monitoring their own improvement.

The BMS community will continue with this cycle of improvement- in taking action steps after collaborative deliberation based on data, in order to ensure that our students, no matter what their background may be, can achieve at high standards, both academically and behaviorally.

Note: see Appendix G for a list of questions discussed during faculty and staff analyses of school data.

CHAPTER IV
SELF-STUDY FINDINGS

"The more reflective you are, the more effective you are."

Pete Hall and Alisa Simeral, "The Cycle of Reflective Teaching"

CATEGORY A: ORGANIZATION

A1. Vision, Mission and Schoolwide Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the Guam Department of Education State Strategic Plan the school's purpose is defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan.

Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan
A1.1. Indicator: 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.
A.1.1. Prompt: Evaluate the degree to which the development of the school's vision, mission, and schoolwide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.

Findings and Analysis	Evidence
In the 4th Quarter of SY2016-2017, the newly assigned principal engaged the faculty and staff in a process of consensus building to develop the latest iteration of our school's purpose, our vision and mission. In addition, the schoolwide action plan was rewritten with faculty and staff feedback into a shorter, yet more impactful two-year plan that addresses student achievement, student behavior, and adult learning. Revisions were made to be more effective. The following school year, faculty and staff participated in several professional development break-out sessions to review and update the schoolwide learner outcomes (SLOs). In order to develop the vision, mission, SLOs, and action plan, the faculty and staff considered the district-wide expectations for college and career readiness, as well as current district-wide assessment data. In crafting the purpose statements, key words were chosen that capture the essence of what we expect our students to become, as well what current data indicates they will need (such as more emphasis on effective teaching strategies and literacy.) Our SLOs were defined with a proficiency scale that illustrates the extent to which our students are attaining the outcomes that matter most to our school community. Parent-Teacher Organization (PTO) members, parents, and student leaders were invited to sit in on meetings. Current data indicates a wide achievement gap across multiple subjects, thus suggesting more emphasis on effective teaching strategies. Revised curricular expectations, which include classes that will prepare students for college (advanced math classes), are emphasized while offering support through a partnership with educational institutions such as the Guam Community College (Choices 360 program) and the University of Guam (ETS/TRIO programs). The Math Department collaborated with all secondary schools, and vertically aligned curriculum maps that include prioritized standards and skills per quarter. One way to improve upon this is to create a rubric to identify academic and behavioral characteristics, and set goals for achieving them. 93% of the 618 students who completed the survey feel that BMS prepares them for high school and beyond. We can infer that they feel supported in their long-term goals, which include high school, the workforce, or college. (Item 24, Student Perception Survey)	BMS Mission and Vision BMS Roadrunner Action Plan (RAP) BMS Professional learning communities (PLCs) BMS Schoolwide Learner Outcomes (SLOs) Indicators and Proficiency scales Professional Development • *Professional Teacher Evaluation Program (PTEP) Goals and Professional Growth Plan Alignment* • *Various trainings on improving curriculum, instructional academics, assessments and student behavior and interventions* Curriculum, Instruction, and Assessment • *District initiated Standards-Based Grading (SBG)* • *Consensus maps* • *Common formative assessments (CFA) and Proficiency scales* Student Behavior and Personalization • *Positive Behavior Interventions and Supports (PBIS) Framework, including the Behavior Matrix, School-Wide Information Systems (SWIS) for reviewing discipline data* • *Review of discipline data and student recognition during grade level and team assemblies* • *Advisor-Advisee Period* • *XL Class Period (inclusive of Character Education)* Student Activities • *College/Career readiness programs, such as UOG ETS/TRIO programs, Choices 360*

	• *Advanced Math classes* • *Robotics* • *Special programs, such as ESL and SPED*

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

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.

A.1.2. Prompt: Evaluate the effectiveness of the processes that ensure involvement of the entire school community.

Findings and Analysis	Evidence
In the process of developing and refining our vision, mission, schoolwide learner outcomes, and schoolwide action plan, input from key stakeholders was solicited. The leadership team, which is the representative group comprised of the school administration and the leaders of interdisciplinary teams, elective groups, auxiliary faculty, and staff, began evaluating the relevance of the vision and mission in the Spring of 2017. Team leaders sought feedback from their respective teams, and brought that input back to the leadership team. This bilateral communication process ensured that discussion was ongoing, feedback was offered, and ideas were debated before consensus was achieved. In the processes, teachers also solicited input from their students. At a couple of PTO meetings, administration also presented the vision, mission, and SLOs to parents. Furthermore, the leadership team revisits the progress of various action steps at each meeting. Faculty and staff exemplify our vision and mission in their everyday interactions with students. They have also improved communication through the use of new communication opportunities, such as via cellphone applications and email. Administration, faculty, and staff had clear collaboration when formulating the vision and mission. Input and revision included parent and community members via PTO and VSABMS website. According to the majority of students who responded to the Student Perception Survey, having Internet access at home adds to their ability to participate in the involvement of the entire school community. The majority of students believe that their parents are welcome at school and are encouraged to contribute ideas toward improving our school. On the Student Perception Survey, 241 respondents disagree that their parents attend PTO meetings and PTC, 96 strongly disagree. Also, 204 respondents agree that their parents attend PTO meetings and PTC, 74 strongly agree. Area of Growth: Although the majority of our students feel that their parents are welcomed to school, students are unsure if their parents attend PTO meetings.	• *BMS PLCs* • *Cellphone applications, predominantly WhatsApp, and GDOE email* • *BMS Facebook page* • *BMS webpage and class/team websites* • *Weekly school bulletin* • *Monthly parent memos* • *Parent-Teacher Organization (PTO) meetings* • *Student Perception Survey* • *Parent Perception Survey* • *Faculty and Staff surveys* • *Student Body Association (SBA) and team councils*

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

A1.3. Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision and mission, schoolwide learner outcomes, and action plan.

A.1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and the schoolwide action plan.

Findings and Analysis	Evidence
In 2017, BMS faculty and staff revised the school's vision and mission, thus addressing the wholistic development of the child, such as character development and community involvement. Because of this revision, the faculty and staff also revised what was then known as the Roadrunner Academic Progress Plan (RAPP) before the closing of SY2016-2017. This resulted in a more simplified plan in terms of the objectives, but still focusing on three goals: curriculum, instruction, and assessment (CIA); student behavior and personalization; and collaboration through professional learning communities (PLCs). The schoolwide action plan was then renamed the Roadrunner Action Plan (RAP). The schoolwide learner outcomes (SLOs) were preserved but in order to align with the rest of the school's practice of creating proficiency scales, the faculty and staff redefined indicators and developed a proficiency scale for each SLO. In order to involve students in the understanding and commitment to the school's new vision, mission, and SLOs, students recite the vision and mission during Advisor-Advisee Period (AAP) and monthly assemblies. SLOs and its proficiency scales are also reiterated in lessons, especially in Character Education. Students, parents, and the community are given the opportunities to deepen their understanding of the vision, mission, and SLOs through application in school events and activities. For example, BMS promotes the SLO "Value Our Community" and "Strive for a Better" through the annual Peace March. Other activities that demonstrate and involve our community in our commitment to these beliefs and philosophies include participation in island-wide competitions (Robotics, Math Counts, Spelling Bee, Academic Challenge Bowl, and sports), solicitation for guest speakers to share their knowledge and understanding that are congruent to our school vision, mission, and SLOs, and engaging our community partners during Parent Teacher Organization (PTO) meetings and school beautification projects. It has been suggested that more printed materials featuring the vision, mission, and SLOs be visible throughout the campus, and include some classrooms and offices that do not have them on display. According to the Student Perception Survey, the majority of students (over 90%) understand the school's policies and programs, such as the Behavior Expectations, Attendance Policies, No Fly Zone, Character Education, XL Interventions, Homeroom/AAP Program, and Student Handbook (Items 12 and 13 on the Student Perception Survey). The majority of students believe that the faculty and staff "Always" or "Often" support them in achieving the SLOs (Item 14 on the Student Perception Survey).	Leadership • *Regular review of the RAP during Leadership Meetings* Curriculum and Instruction • *Class syllabi* • *Lesson plans* • *Consensus maps* • *Walkthroughs and feedback* Student Behavior • *Discipline data/SWIS data* • *Monthly grade-level and team assemblies* • *XL Period Character Education* Student Activities • *Peace March* • *Field trips (student behavior on field trips communicates an indirect effectiveness of the school's vision, mission, and schoolwide action plan)* • *Interscholastic sports* • *National Junior Honor Society (NJHS) (members demonstrate community service, character building, and community outreach)* • *BMS Day at the Mall* • *Robotics program* • *Mes Chamoru* Community Partnerships • *PTO meetings* • *BMS website* • *Bulletins and parent memos* • *Community-sponsored events, programs/contests, Island Girl Power, canned food drive and Guam Homeless Coalition Point-in-Time Count, coastal clean-up, Youth Fest, Youth for Youth, GDOE 5K, Guam Contractors Association (GCA), and Construction Warriors Project* • *School beautification projects* • *Student Parent Community Engagement Program (SPCE) Parent Information Workshop and outreaches* • *School beautification projects*

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan based on student needs in an evolving global society.

A1.4. Prompt: Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan.

Findings and Analysis	Evidence
In SY2016-2017, the administration, faculty and staff reviewed the previous school-wide action plan via focus groups. The leadership team refined the suggestions, and faculty and staff agreed to adopt the revised Roadrunner Action Plan (RAP). In the following school year, faculty and staff were tasked to work with administration to revisit the previous schoolwide learner outcomes (SLOs) and indicators. The indicators were revised, and proficiency scales for the SLOs were developed. During leadership and faculty meetings, BMS vision and mission statements were also developed. During the WASC work sessions, faculty and staff suggested that there is a need for our immigrant or ELL student population who may need additional support in coping with the cultural adjustment, or even, shock. More resources need to be given to the programs assisting the ELL and immigrant student populations so that there is an ease of transition into a western education system with vision, mission, SLOs, and RAP goals. Additionally, the staff (school aides and clerks) believes that they need to get to know the students better, and be able to build better rapport in order for the school to address students' needs when they are in the courtyard or hallways. One suggestion is enabling staff to adopt different grade levels or teams that may allow for more personalization and relationship building with students.	Review and revision of BMS vision, mission, SLOs, and RAP. Leadership *Regular review of the RAP during Leadership Meetings* Community Involvement *Parent Perception Survey* *Student Perception Survey*

Schoolwide Learner Outcomes and Vision and Mission

A1.5. Indicator: Schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

A1.5. Prompt: Evaluate the ways in which schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

Findings and Analysis	Evidence
The recent curriculum change to include advance or high math classes per grade level, which started in SY2018-2019, and Robotics reflected our goal of preparing our students for life of possible higher learning after high school. Remedial reading was added as a form of intervention to improve reading scores for SY2017-2018. Scheduling also includes an intervention period (XL period) in which students engage in tutoring sessions on a more personalized level with their peers and teachers. The University of Guam TRIO program, namely the ETS service, has been assisting BMS in identifying 8th grade students who could be the first generation of college graduates in their families. These changes speak to the hope that our students will be equipped with the skills needed to pursue and succeed in higher education. In SY2018-2019, the school restructured math classes, in which an advanced math course per grade-level team was established. As discussed with math teachers, the goal for the subsequent years is to expand with these advanced courses, aiming to get the rest of BMS students to be in the level that they actually need to be as specified by the Common Core Standards, while concurrently strengthening the curriculum. Student Perception Survey Item 23 indicates that the majority of the responses expressed that math was the most difficult subject for them to understand. This tells us that we may need to address prerequisite skills in math classes. Currently, our SLOs, vision, and mission are aligned. The clear statement of ways they are effective are reflected and evaluated by how the school values and serves	Review of BMS vision, mission, and SLOs Addition of the SLOs proficiency scales Schoolwide Learner Outcomes (SLOs) *SLOs proficiency scales* *Student recognition based on the SLOs (Roadrunner Recognition)* *XL Period Character Education* *Student activities such as the annual Peace March, canned food and uniform drives, participation in island-wide competition such as Lego League, Spelling Bee, Math Counts, and others* *Monthly grade-level and team assemblies* Academic Structures *Consensus maps* *Standards-Based Grading (SBG)* *Common formative assessments (CFAs)* *Unit plans and lesson plans* *Lesson objectives*

the community with passion, solves global problems, supports academic success, promotes lifelong desire for learning, and creates a learning environment that enables students to achieve at the highest levels.	• *Advanced math curriculum* • *XL Period Academic Intervention* • *Robotics class* • *Remedial Reading (in SY2017-2018)* • *Journalism class (in SY2018-2019)*

A2. Governance Criterion

The school's program and operations are in alignment with 1) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures. The Guam Education Board (GEB) delegates implementation and monitoring of these policies to the Guam Department of Education and approves the GDOE State Strategic Plan.

Understanding the Role of the Governing Authority
A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.
A2.1. Prompt: To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?

Findings and Analysis	**Evidence**
The school governance is comprised of the Guam Education Board (GEB), which include six elected members, three appointed members, a non-voting member elected by the Island-wide Board of Governing Students (IBOGS), a non-voting member appointed by the exclusive bargaining unit which represents teachers and other employees within the Guam Department of Education (GDOE). GEB is responsible for all policies that govern GDOE. The Department's governance also include the Superintendent and four Deputy Superintendents. Within the school, the governance encompasses many levels, from the student organizations, to parent organization, to faculty and staff leadership. Student, faculty, staff, and stakeholders have an understanding of these structures. Students elect their SBA representatives and team leaders through popular vote to give them a voice in the school community. Parents are encouraged to be part of our PTO, take an active role in it, and involve the community through partnerships to support school beautification projects and incentivizing student achievement. The school community adheres to the protocols and procedures provided by the populace-elected school board. The Board of Education is responsible for informing all community stakeholders of policies related to school governance. The school team leaders, chosen by their team members, represent their departments and teams to work closely with administrators, who in turn work with GDOE deputies and superintendent to ensure rules and regulations are followed. These structures have afforded clearer direction to the school's organization and in the clarification of standard operating procedures, protocols, and other bylaws. According to the responses from the WASC Student Survey, about 90.2% of the respondents either agreed (54%) or strongly agreed (36.2%) that they felt their parents/guardians are welcomed and encouraged to engage in the VSABMS community. However, only 45% of responses either agree or strongly agree that their parents attend PTO/PTC. About 89.8% of the respondents agree (33.6%) or strongly agree (56.2%) that the school website is a useful resource that they frequent. Students and parents alike may check the school's website to explore opportunities to participate in the school. Out of the 273 parents who were surveyed, 25% strongly agreed and 47% agreed that they have opportunities to participate in the school governance (Item 5 on the	• *Student Body Association (SBA)* • *Grade level team councils* • *Parent-Teacher Organization (PTO)* • *Leadership meetings* • *School Climate Cadre (SCC)* • *Curriculum Leadership Team (CLT)* • *Guam Federation of Teachers (GFT) contracts* • *Board policies* • *GDOE handbook* • *GDOE board meetings* • *Parent memos* • *Budget Stakeholder Surveys* • *Student Perception Surveys* • *Parent Perception Surveys* • *School Safety Surveys* • *Townhall or village meetings*

parent perception survey). However, whether this number is evident during PTO meetings needs to be improved.	

Relationship Between Governing Authority and the School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school

A2.2. Prompt: Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

Findings and Analysis	Evidence
GDOE press releases are shared on a timely basis regarding all district matters to all employees via GDOE email and the school's website. The information is also disseminated to all stakeholders through various avenues from news outlets, social media, forums, meetings, emails, and conferences. Stakeholders are aware of decisions, expectations, and initiatives by complying with policies such as school uniform, closed campus, student support policies, BP 901 and BP 405 (on sexual harassment) and others. Stakeholders are familiar with the relationship between the school board's decisions, expectations, and initiatives that guide the work of the school. As decisions are made that affect the school's governance, school employees, parents, and students are made to understand and to comply with expectations. The school used the district strategic plan and school report card to guide the creation of the RAP. Teachers use the GDOE standards, curriculum guides, and professional development trainings to guide curricular decisions. Trainings are also provided regularly regarding these initiatives and policies. School administrators use GDOE board policies to guide them in the creation of the student and faculty handbooks. Students are informed of GDOE policies through the student handbooks, and parents are informed of the school board decisions publicized in the media and during "town hall" or village meetings. Decisions, expectations, and initiatives that guide the work of the school are often discussed to students at their monthly grade-level assemblies. According to the Student Perception Survey, about 89.7% of the respondents either agreed (35.7%) or strongly agreed (54%) that these assemblies are useful to them. On the Parent Perception Survey, 25% of parents strongly agree and 49% agree that they understand how the policies by GEB and GDOE provide guidance to the school (Item 6).	• *GDOE email* • *News releases* • *Social media platform (Facebook)* • *Surveys for school staff and faculty* • *Student and parent surveys* • *Student Parent Community Engagement Program (SPCE) Parent Information Workshop and outreaches* • *Faculty and staff handbook* • *Student handbook* • *Board meetings* • *School-based meetings such as Leadership meetings and Interdisciplinary meetings* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Parent Teacher Conferences (PTC)* • *GDOE website* • *VSABMS website* • *Parent-Teacher Organization (PTO) meetings* • *School report cards* • *Parent meetings* • *Forms and documents, such as discipline referrals, truancy prevention forms, fieldtrip forms, Food Waivers, and others*

Faculty, Staff, and Governing Authority

A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A2.3. Prompt: To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?

Findings and Analysis	Evidence
Responsibilities of faculty and staff are clearly stated in the BMS Faculty and Staff Handbook. Policies and procedures are explicitly written in the Collective Bargaining Agreement (CBA), also known as the Board-Union contract. Compliance to the policies and procedures implies a clear understanding of these policies. There is a 70% to 90% turnout on answering surveys and feedback from all stakeholders and departments. However, in areas that have unclarity, careful and deliberate review of the Faculty and Staff handbook is suggested to clarify responsibilities and department expectations and procedures. Faculty and staff can seek guidance and clarification from the administrators, and through documents, such as the Student Procedural Assistance Manual (SPAM), District Data Dictionary, and Emergency Response Plans that are available on the school's Google Drive, emails, and the Department website. The SPAM and Data Dictionary are available respectively on the GDOE website and Google Drive. All employees can access these documents to ensure proper standard operating procedures are followed when carrying out responsibilities for our students. The Student Support Services Division provides training to administration, faculty, and staff for areas of board policies related to student support (such as Section 504, Brief Tobacco Intervention, suicide prevention, and crisis intervention).	• *VSABMS faculty and staff handbook* • *Collective Bargaining Agreement (CBA) contract for teachers and support staff* • *Guam State Strategic Plan (SSP)* • *Emergency Response Plan (ERP)* • *GDOE Personnel Rules and Regulations* • *Annual staff and faculty evaluation* • *Faculty Learning meetings and Teacher Orientations* • *Leadership meetings* • *Interdisciplinary team meetings* • *Student Procedural Assistance Manual (SPAM)* • *Data Dictionary* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Forms and documents, such as discipline referrals, truancy prevention forms, fieldtrip forms, Food Waivers, and others*

A3. Leadership and Staff Criterion- Data Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan based on the analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative Planning Process
A3.1. Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.
A3.1. Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

Findings and Analysis	Evidence
VSABMS offers numerous platforms in which stakeholders are able to contribute their perspectives and suggestions. These are taken into account before decisions are made. Each interdisciplinary and content team is represented in the planning process. Teachers may voice their concerns in this way. Student academic needs are taken into consideration in all aspects of the planning of the direction our school takes, such as choices of electives being offered. The rebranding of the XL classes (formerly Intervention class) addresses students' social needs or issues by delivery of lessons on Character Education. Although attendance at Parent Teacher Conferences and Open House could use some improvement, the school continues to encourage parent involvement. One suggestion made is that the school could provide accommodations for parents who are non-English speakers. According to a schoolwide survey, the majority of teachers at VSABMS agree that key stakeholders are involved in the school's curriculum review and evaluation process to ensure student learning needs are being met.	• *Professional Development (PD) sessions* • *Faculty learning/special faculty meetings* • *Parent-Teacher Organization (PTO) meetings* • *Student Body Association (SBA)* • *Parent-Teacher Conferences (PTO) and annual Open House* • *Student Parent Community Engagement Program (SPCE) Parent Information Workshop and outreaches* • *Parent and student surveys* • *Communication platforms, such as parent memos, school marquee, BMS website, GDOE Facebook page, PTO Facebook page, and others*

Correlation between Student Learning and Schoolwide Action Plan
A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's schoolwide action plan.
A3.2. Prompt: How does the school ensure that the analysis of multiple sources of data, schoolwide learner outcomes, and academic standards are incorporated into the schoolwide action plan and impact the development, implementation, and monitoring of the plan?

Findings and Analysis	Evidence
Our Roadrunner Action Plan is used as a guiding document in which we align all academic and behavioral goals. It was created based on the analysis of data collected through student academic performance, and data from faculty and staff through PBIS School-Wide Information System (SWIS) or Pulse. Through data, teachers are able to use the Error Analysis to reflect on student performances to identify areas that may need to be retaught. The school has implemented the RAP goal, PTEP, PLC, and CFAs together, and synthesize them to effectively guide and carry out an action plan. The action plan is carried out through monthly meetings of the school's Leadership Team, SCC, interdisciplinary and content PLCs, and PTO. Discipline data shows a consistent increase on the discipline data from SY2015-2016 to SY2017-2018 as the administration changed. However, violent infractions, such as fighting and rioting, have decreased. School-Wide Information System (SWIS)	Academic goals • *ACT/Aspire and Standards-Based Assessment (SBA) data results* • *CFA error analysis data* • *Student report cards and grades* Behavioral goals • *PBIS SWIS or Pulse data* • *SCC and Team-Initiated Problem Solving (TIPS) meetings* Addressing school's demographics • *Individual Education Plan (IEP) data for students under the Special Education program*

data continues to be used by the administration, the Leadership Team, and SCC to refine the RAP goals and to make decisions in order to address the student needs. ACT/Aspire and Standards-Based Assessment results for students scoring Proficient and Advanced did show a decrease in the last couple of years. The factors as to why this is so needs further analysis. In the interim, the administration and leadership team continue to strategize to strengthen curriculum, improve upon instructional practices, and solicit for and provide support for teachers to address these needs in the RAP goals. A majority of the students that have completed the Student Perception Survey agree that their teachers in each subject area use the CFAs to provide academic interventions. Furthermore, they also agree that teachers use the standards as well as the proficiency scales when teaching new topics.	• *Special Programs data (for ESL and SPED)*

Alignment of All Resources and the Schoolwide Action Plan

A3.3. Indicator: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

A3.3. Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the schoolwide action plan.

Findings and Analysis	Evidence
BMS faculty and staff believe that all resources support the implementation, monitoring, and accomplishment of the school-wide action plan through an ongoing improvement process. Content and interdisciplinary preparatory periods are scheduled within the school bell schedule to support Professional learning communities (PLCs) to collaborate in reviewing curriculum, instruction, and assessments, and to address and improve on student discipline. Resources that help fulfill these RAP goals include access to ACT/Aspire and SBA data, School-Wide Information System (SWIS) data, and improvements on the availability of technological structure in order to make these kinds of data review and decision-making possible. The GDOE annual budget supports our school's needs, although the resources are dwindling. The approved budget is available in the GDOE website for public review. GDOE and the school has provided numerous trainings on curriculum, instruction, and assessment (CIA) development and improvement, such as *CITW*, *SIOP*, Kagan strategies, Advanced Placement/Pre-AP, and the District initiative of the Standards-Based Grading (SBG). The Induction program has been an integral part of our school's mentorship program in preparing new teachers. PBIS trainings have equipped faculty and staff in addressing student behaviors and interventions. BMS administrative team, use Power Walkthrough as the primary observation tool to record and provide feedback in order to guide and improve upon instructional strategies. In addressing school facilities, BMS uses the MUNIS system to input work orders. The Parent-Teacher Organization has also provided their support and resources to address maintenance issues. Community partners, such as the Department of Education and military personnel have also participated in school improvement projects during the summers in the last six years. When appropriate, students are referred to after school programs and partner agencies that provide additional interventions to our students, such as Guam Behavior Health and Wellness Center and Sanctuary, Inc. According to the student surveys, efforts are being made to have teacher websites accessible to students. 80% of students agree that there is always at least one adult they can turn to if they have any concerns.	• *Trainings, in-school and from GDOE for CIA development and improvement and PBIS* • *Library procurement and utilization data* • *SWIS usage and data to monitor discipline referrals* • *Hardware/equipment inventory* • *Financial, Student, and Administrative Information Systems (FSAIS) logs* • *Block Scheduling* • *PLC meetings* • *SCC and Team-Initiated Problem Solving (TIPS) meetings* • *Referrals to community agencies (Lagu, Island Girl Power, UOG Trio program, etc.)* • *Budget Stakeholder Surveys* o *Teacher "Wish List" input (requested by the school/department), although there is still a lapse in the availability of funding.*

Progress Monitoring and the Schoolwide Action Plan
A3.4. Indicator: The school's Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.
A3.4. Prompt: Comment on the roles and responsibilities of the school's Leadership Team. Evaluate the degree to which this team monitors the progress of the implementation of the schoolwide action plan.

Findings and Analysis	Evidence
Faculty and staff are organized into teams, with its own team-appointed leader. The team leaders attend meetings with the administrative team. Our school's progress with the RAP is monitored and school issues, such as school activities, academics, evaluations, and board policies, are discussed. Team leaders then share meeting notes back with their teams for further discussion, decision-making, or implementation. The teams and administration use meeting minutes, observations, and walkthroughs to monitor the implementation of Roadrunner Action Plan. The leadership team also used to serve as the SCC, but this changed in SY2018-2019. The School Climate Cadre (SCC) deals specifically with behavioral issues. The SCC monitors the discipline data and creates plans to address these concerns or behaviors based on School-Wide Information System (SWIS) data. The roles in this team are also defined as Time-Keeper, Facilitator, Minute-Taker, and Data-Analyst. The Curriculum Leadership Team (CLT) ensures that the District's Standards-Based Grading (SBG) initiative is properly implemented. The team has been very involved, in not only training teachers on SBG Modules, but also provided feedback on teacher-created assessments and proficiency scales. The Instructional Coach also organized and provided training for the teachers and provided mentorship with new teachers. The IC was also in charge of facilitating the Induction Program, however, in SY2018-2019, the position became vacant. It has been suggested that the staff needs more inclusion in the leadership team and allotted time to meet as their own PLC in order for them to have time to reflect, evaluate, and keep each other up-to-date with school policies, action plans, and responsibilities. According the teacher survey, 86% of the teachers agree that there is a system that is being used to monitor the progress of the implementation of the schoolwide academic success and action plan.	• *Leadership team meetings* • *SCC and Team-Initiated Problem Solving (TIPS) meetings* • *Content and Interdisciplinary PLC* • *Walkthrough data* • *Faculty learning* • *Trainings, in-school and from GDOE for CIA development and improvement and PBIS*

A4. Leadership and Staff Criterion- Schoolwide Organization for Student Achievement

A qualified staff facilitates 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
A4.1. Indicator: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.
A4.1. Prompt: Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.

Findings and Analysis	Evidence
All personnel are vetted through a rigorous hiring process through Guam Department of Education and the school administration interview. The state hiring procedures require teaching applicants to go through the Guam Commission for Educator Certification at the University of Guam, GDOE Personnel Office, and interviews at the school site by the Principal. All faculty and staff are required to submit background checks, court clearances from GPD, and drug and tuberculosis tests from certified health professionals. Additionally, teachers are required to possess higher education credentials, be they Bachelor, Master, or Doctorate Degrees from, colleges or universities. To be considered a fully certified teacher, all candidates must have passed nationally accepted certification tests (Praxis I, Praxis II, and Praxis PLT). Teachers are only allowed to teach subjects in which they have earned their degree certification. Furthermore, although not a requirement, new teachers are encouraged to participate in the school's Induction program for two years to offer mentorship and additional support to teachers.	• *Hiring Process/Screening* • *Police clearance* • *Court clearance* • *Guam Certification of Education Commission (GCEC) requirements* • *Professional Growth Plans* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Faculty and staff handbook* • *Collective Bargaining Agreement (CBA) contract* • *Staffing pattern* ◦ *Personnel rules and regulations* • *Professional Development and Faculty Learning sessions* • *Observations and walkthroughs with feedback* • *Trainings in-school and by the Department on various instructional strategies, policies, and procedures* • *Teacher Orientation*

Maximum Use of Expertise

A4.2. Indicator: 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.

A4.2. Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.

Findings and Analysis	Evidence
The school hires teachers of subjects needed, go through the process of the Induction Program to strengthen teachers' capabilities to provide the students with effective classroom management and instruction. Teachers are required to attend meetings with their interdisciplinary and content teams to develop classroom management, instruction, and assessment. Teachers are required to attend PDs or professional learning with their content counterparts or their disciplinary team to discuss teaching strategies. In order to ensure that all members of the faculty know, understand, and apply the District-initiated Standards-Based Grading (SBG), the school's CLT team has been providing trainings in the last five years. The team has also reviewed and provided feedback on common formative assessments (CFAs) and proficiency scales. Some teachers can be identified as participants in off-campus workshops and trainings with the understanding that they will present what they've learned to their colleagues. To promote quality student learning and teaching, the administrative team conducts regular walkthroughs and provide feedback through the Power Walkthrough app. Teachers receive immediate feedback from the administrator who did the observation. Further evaluation of teachers occurs through the Professional Teacher Evaluation Program (PTEP) which is administered yearly and based on content standards regulated by GDOE. If we make an inference, according to the teacher surveys, at least 80% of the teachers agree that there are programs that ensure student transition to higher level education (Teacher Perception Survey, Item 4). According the parent survey, parents agree that there is a progress to ensure students are meeting all requirements.	• *Teacher Orientation* • *Induction program* • *Faculty Learning and Professional Development* • *Trainings in-school and by the Department on various instructional strategies, policies, and procedures*

Defining and Understanding Policies and Procedures

A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

A4.3. Prompt: Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.

Findings and Analysis	Evidence
Policies, procedures, and expectations are clearly written and defined by GDOE in the Faculty and Staff Handbook. The policies and procedures are also accessible through the Internet in the GDOE website. The Student Procedural Assistance Manual (SPAM) and District Data Dictionary are available respectively on the GDOE website and Google Drive. All employees can access these documents to ensure proper Standard Operating Procedures are followed when carrying out responsibilities for our students. The Guam Board of Education communicates with the school personnel through email. New and updated information are also communicated through professional development workshops.	• *Teacher Handbook* • *GDOE Website* • *Collective Bargaining Agreement (CBA) contract* • *Student Procedural Assistance Manual (SPAM)* • *Data Dictionary*

Internal Communication and Planning

A4.4. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.4. Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?

Findings and Analysis	Evidence
The existing structures for internal communication, planning, and resolving differences allow faculty and staff to be in-sync and up-to-date with current events throughout campus. Preparatory periods for teachers allocates a block of time to share concerns that are brought up at the team leadership meetings. Team leaders are then provided a response from the administration, and then relayed back to the team. Team prep periods are also a time for interdisciplinary teams to plan instruction, activities, and to discuss disciplinary issues associated with team students. VSABMS Administrative team has an open door policy. Despite the lack of an intercom system, the school has used the smartphone application, WhatsApp, and email correspondence. Faculty and staff are kept up-to-date in real time with events occurring throughout campus through the use of a school-wide Roadrunner Chat Group on WhatsApp. The limitation is that not 100% of VSABMS personnel have access to WhatsApp, although the majority of personnel utilize it. Faculty and staff also are able to consult with school counselors in helping address specific needs of the students. Child Study Team packets and meetings can then be initiated. Behavior Intervention Plans and Student Safety Plans can also be implemented to help these students. The principal provides two bulletins each week for all VSABMS personnel via the GDOE email. Teachers are encouraged to meet with their interdisciplinary teams four times a month and with their content twice a month, as per the Collective Bargaining Agreement (CBA). Information from leadership and SCC meetings are disseminated through the different PLCs. Google Drive is used as a method of sharing and submitting information from the different PLCs. Additionally, Guam Federation of Teachers (GFT) representatives are available to teachers and staff on site. VSABMS has existing structures that are effective, and aid in the school's ongoing improvement process. As part of the teacher evaluations, the principal encourages mandatory documented communication between interdisciplinary teams and parents or guardians. Teachers share common preparatory periods to hold interdisciplinary and content team meetings. The leadership team is also actively engaged in planning school schedules and activities. The GDOE rules lay out guidelines to address faculty and staff concerns and internal processes exist for reporting issues or seeking assistance. According to the Parent Perception Survey, parents agree that BMS has a culture of trust, respect, and professionalism among everyone in the school (Item 22). Students agree that there is at least one adult monitor whom they can speak with to address concerns (Item 9 on the Student Perception Survey).	• *Bi-weekly bulletin* • *XL Period which allows for Leadership Meetings* • *WhatsApp and GDOE as the primary means of communication* • *Counseling services* • *Grievance process* • *Team meetings (PLCs and TIPS)*

Staff Actions/Accountability to Support Learning

A4.5. Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.5. Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings and Analysis	Evidence
Because of clearly defined roles and responsibilities, BMS faculty and staff have been "all hands on deck" when it comes to student learning. Teachers, the administrative team, and non-instructional staff all have been given the trainings and the opportunities to support student learning and uphold the school's vision, mission, and SLOs. Teachers, with the trainings and support regarding curriculum, instruction, and assessments, personalization and interventions, provide quality instruction to maximize student learning. Walkthrough feedback and the PTEP process also affords teachers accountability and the opportunity for reflection and improvement of their instructional practices. Faculty and staff meetings are attended regularly. Teachers present best practices amongst their colleagues during Faculty Learning sessions and Professional Development. This gives teachers the opportunities to empower each other through the research-based strategies that they find effective with their students. Teacher assistants and one-to-one aides are supplemental to teachers in the classroom as an added resource for our special populations (SPED and ELL). Staff members are included in trainings and are also provided an opportunity to meet with administration to share concerns. Administrative team's visibility in PLCs, faculty learning meetings, Child Study Team meetings, and team staffing meetings ensure that the planning and discussion processes taking place are effective and efficient for student learning, and that the RAP goals are closely monitored. Leaders keep minutes of meetings for evidence. Staff undergoes monthly trainings and professional development workshops to acquire new knowledge and skills to support student learning in all programs. Substitute teachers are always prepared to fulfill the duties of an absent teacher in the classroom. Teacher aides are constantly working alongside teachers to help with student learning and assessment, and promote a safe learning environment. School aides are regularly monitoring the school environment outside the classroom to ensure safety in all campus areas. A total of 92% of teachers agreed or strongly agreed that key stakeholders are involved in the school's curriculum review and evaluation process to ensure student learning needs are being met (B1.7 on the WASC Teacher Survey). Faculty and staff are actively involved in evaluating the processes used in determining the impact of our professional development. PD sessions are created and led by teachers highlighting best practices. BMS has induction meetings that has tapped onto the knowledge and expertise of the CLT, PBIS coaches, the Instructional Coach (from SY2016-2017 and SY2017-2018), and the administrative team for first and second year teachers to provide professional support through mentorship. Team teachers meet biweekly to discuss academic and behavioral performance of shared students to ensure there is continued growth using the agreed upon processes and procedures presented during professional development sessions. Timely evaluation processes are currently in place, in which teachers and staff meet the administration twice annually for their PTEP evaluation or their professional growth plans.	• *Professional Development and Faculty Learning sessions* • *Professional learning communities (PLCs) for content and interdisciplinary teams* • *Faculty and staff trainings on various instructional strategies, SBG initiative, and PBIS* • *Induction and Mentorship programs* • *Professional Growth Plans* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Faculty and staff handbook* • *PBIS SWIS or Pulse data* • *ACT/Aspire and SBA data* • *AIMSWeb data* • *Achieve3000 data (SY2016-2017 to SY2017-2018)*

A5. Leadership and Staff Criterion- Research and Professional Development

Leadership and Staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Support of Professional Development
A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the schoolwide learner outcomes and academic standards.
A5.1. Prompt: How effective is the support of professional development/learning? Provide evidence and examples.

Findings and Analysis	Evidence
The Department and the school have provided many trainings to provide teachers with research-based strategies to strengthen student academics and behavior. During the faculty and staff's reflection on BMS's current practices, many felt that more training for specialized instruction is needed for regular classroom teachers to more effectively address the needs of their ELL and SPED students. In previous years, the administration and Instructional Coach provided training on *CITW* during faculty learning. Research-based strategies were also shared by teachers during Professional Development "Round Robin" sessions. In SY2018-2019, teachers, with their teams, were able to present and share with their colleagues on *CITW* strategies and how they use them in their own classrooms. Walkthroughs have been done, and feedback provided indicating teaching strategies used. Faculty learning is embedded during lunchtime, and teachers can share best practices during PLC meetings. District and school professional development day are built into the school calendar. Professional development trainings provide faculty and staff a constant review of the educational standards, policies, and student learning objectives throughout the school year, introduces innovative and effective teaching strategies, and increases school camaraderie and morale. On-site trainings and mentorship has been provided by the CLT, the then-Instructional Coach, and administrative team via the Induction and Mentorship programs. Support is effective as a result. Monthly faculty meetings occur which target specific strategies, which can be measured during observations. During observations, administrators assess specific strategies that teachers are to be utilizing. Teachers that participate in GDOE-sponsored trainings bring back knowledge and share with colleagues. Counselors attend district trainings in workshops, such as suicide prevention, ethics, PBIS, and Choices 360. In this way, administrator is proven to be very supportive in granting faculty leave to attend workshops off-campus. According to the WASC Student Perception Survey, Items 15-18, it can be inferred that majority of students agree that their teachers are maximizing the class period in promoting student learning through a variety of instructional strategies, assessments, and challenging curriculum. WASC Teacher Survey results show that 93.9% of teachers perceive that they provide student-centered instruction (Item 7), 100% state they use a variety of strategies for their students to access application of knowledge and communicate understanding (Item 8), and 98.5% agree they afford students the opportunities that demonstrate thinking, reasoning, and problem-solving in group and individual activities, projects, discussions, and inquiries (Item 9).	• *Professional Development and Faculty Learning sessions* • *Professional learning communities (PLCs) for content and interdisciplinary teams* • *Faculty and staff trainings on various instructional strategies, curriculum (Common Core State Standards [CCSS] and Next Generation Science Standards [NGSS]), SBG initiative, PBIS, and others* • *Induction and Mentorship programs* • *Professional Growth Plans* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Faculty and staff handbook*

Supervision and Evaluation

A5.2. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A5.2. Prompt: How effective are the school's supervision and evaluation procedures?

Findings and Analysis	Evidence
The school's supervision and evaluation procedures allow faculty to reflect on their individual practices to explore their strengths and find areas for improvement. Multiple meetings are required with administration regarding professional growth. RAP goals tie in with teacher evaluation. Teachers meet with their respective administrator to discuss PTEP goals. GDOE's rules and regulations direct the faculty evaluation process. Because of adherence to these regulations, procedures are effective. Constant and consistent observations as well as high expectations of teachers insure there is a continual pattern of professional improvement. Teachers are also required to keep accurate records and evidence of their work with students in class. Counselors are also evaluated yearly, following performance standards set forth by GDOE and modeled after the American School Counselors Association (ASCA) that include an annual agreement between the counselors and respective grade level administrators.	• *PTEP program (including pre- and post-conference with grade level administrator)* • *Weekly informal walkthrough evaluations and immediate feedback by administrator* • *Six formal evaluation observations each year by administrator* • *Formal and informal meetings with administrator regarding observations* • *Induction and Mentorship programs* • *Counselor evaluation program* • *Professional Growth Plans* • *GDOE Performance Appraisal Form* • *PBIS SWIS or Pulse data* • *Power Walkthrough data* • *Faculty and staff reflection papers submitted at the end of each school year*

Measurable Effect of Professional Development

A5.3. Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A5.3. Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence of how professional development/learning has had a positive impact on student learning.

Findings and Analysis	Evidence
The effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring are evident in the rise of student assessment results. In the past, instructional strategies were shared during professional development, and were then carried by some teachers in their classrooms. *CITW* implementation of writing objectives in the "Know, Understand, and Be Able to Do" helps students to understand the learning targets. Evidence from Student and Parent Perception Surveys, usually given at the end of each semester, shows the effectiveness of teaching strategies and its effect on student learning. Teachers conduct PLC meetings with one another in order to ensure everyone is teaching the same set of skills at the same time. Teachers also collaborate with one another to find ways to improve their teaching in class. The Induction program aids in helping new teachers acclimate to teach at the middle school level, and offers them a chance to seek help and have questions answered to improve their teaching skills.	• *Monthly CFA scores and data* • *ACT/Aspire scores and data* • *PBIS SWIS or Pulse data* • *AIMSWeb scores and data* • *Power Walkthrough data* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Induction and Mentoring programs* • *Professional Growth Plans* • *Counselor evaluation program* • *GDOE Performance Appraisal Form* • *Faculty and staff reflection papers submitted at the end of each school year*

A6. Resources Criterion

The human, material, physical, and financial resources are 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
A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.
A6.1. Prompt: To what extent are resources allocated to meet the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan?

Findings and Analysis	Evidence
Resources are allocated to meet the school's vision, mission, and RAP Goals. BMS has had 5-6 substitute teachers to cover classes, and lesson plans are submitted early in the school year to ensure that operations run as smoothly as possible and that student learning is not compromised in the absence of the regular classroom teacher. Another way resources are allocated is that the school recently had a full complement of mobile laptop carts available for every wing, as well as a fully functional computer lab in the library, and wireless Internet access. The library is also equipped with additional laptops, tablets and iPads, and multimedia projectors. Online programs, such as Achieve3000 (SY2016-2017 to SY2018-2019), BrainPop, Flocabulary, and Google Classrooms, have provided more innovative ways for teachers to support student learning. BMS continues to explore other online programs in efforts to increase BMS digital citizenship and participation. The school calendar and block schedule also promote the school's commitment to the vision, mission, SLOs, academic standards, and the RAP Goals. This scheduling affords students the opportunities for personalization, academic intervention, and character development lessons. Furthermore, student organizations, such as the Student Body Association (SBA), Students Taking Active Roles (STARS) Club, and National Junior Honor Society (NJHS), has been tapped on to market the Vision, Mission, and SLOs to their peers in grade-level assemblies, in community projects, and Parent-Teacher Organization meetings. The school's mission to provide a safe, supportive, and progressive learning environment. There is an Emergency Response Plan in place, reviewed and updated regularly. Many teachers are visible during lunch, break, and passing time. The administrative team also ensures that they are also visibility and available during lunch and break times for supervision. BMS also has an onsite social worker, Community Program Aide (CPA), and Student Attendance Officer (SAO) to further extend support and assistance to the student needs, such as home-school communication, connecting parents with government agencies for housing or food assistance, uniform and canned food drives, Parent Information Workshops, and addressing truancy issues. There are plans for major projects in the budget such as awnings for the 6th and 8th grade areas, removal of the old annex building, additional fire extinguishers, and the building of student restrooms and a bell system at the Fast Track. Although there are budgetary constraints in guaranteeing a date for when these big projects will happen, the conversation has already been presented and discussed with the GDOE leadership and community partners.	BMS Vision and Mission BMS SLOs and Proficiency scales BMS RAP Operations: *BMS bell schedule and school calendar, with Advisor-Advisee Period (AAP) and XL Period* *Emergency Response Plan* *Firewatch* *Daily inspection of facilities* *Daily scheduling of substitute teachers, IPAs and TAs, and non-instructional Staff* *Faculty and staff handbook* *Student handbook* Classroom Instruction: *Laptop carts, tablets and iPads, multimedia projectors, online programs, and improved Internet connection* Professional Development: *Professional development and Faculty Learning sessions* *Faculty trainings on various instructional strategies, curriculum (Common Core State Standards [CCSS] and Next Generation Science Standards [NGSS]), SBG initiative, and others* *Induction and Mentorship programs* Student Behavior: *Faculty and staff trainings on PBIS* *Supervision and monitoring by staff during lunch and break* *Hallway supervision during class time*

Allocation Involvement

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings and Analysis	Evidence
The faculty perceives that there is minimal input on the distribution of resources, although the Budget Stakeholder Survey is conducted yearly and budget is discussed during Leadership meetings. Teachers are asked to submit a wish list if funding is available from GDOE. Our administration has an open door policy for faculty and staff to discuss needs, and some of these needs are discussed during Leadership meetings. A Budget Stakeholder Survey is conducted annually to solicit input from parents, teachers, and staff. Despite the shortage of resources, BMS has taken many measures, including involving the Parent-Teacher Organization (PTO) and community partners, or teachers providing for their own materials and resources, to insure that student learning continues. Faculty and staff can improve on giving their input. However, improvement projects still remain to be dependent on the availability of funds.	• *GDOE fiscal budget report* • *BMS monthly budget reports* • *Budget reports from previous years* • *Budget Stakeholder Survey* • *GDOE Board meetings* • *PTO meetings*

Practices

A6.3. Indicator: 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.

A6.3. Prompt: Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

Findings and Analysis	Evidence
Our faculty and staff must follow certain board policies and standard operating procedures (SOPs) to account for our school's finances. Policies are in place for budget preparation, payroll, accounting of fixed assets, procurement, and use of non-appropriated funds. School administrators are responsible for ensuring that the end users are aware of the procedures and are cognizant of the duty to manage our fiscal resources well. Within this policies are mechanisms for internal control. In addition, school administrators are guided by the Manager's Internal Control Program and conduct self-assessments with guidance from our Internal Audit Office. Budget preparation procedures are established in SOP 200-023 Budget Preparation Process – Local Appropriations. In accordance with Guam public law (Title 17 GCA Chapter 3 § 3121), the Superintendent issues a budget call, giving the highest priority to budgetary items that directly affect teaching and learning. Training and ongoing support are provided by the district's Business Office to prepare administrators and administrative staff for the budget preparation. School administrators follow an annual budget process timeline. As part of this process, stakeholder input must be acquired and public hearings must be held. Our school conducts its stakeholder public hearings during one of the PTO meetings. At this meeting, stakeholders are informed of the budget priorities for the upcoming fiscal year as well as the expenditures from the prior year. Parents and other stakeholders are also asked to provide suggestions for items that need to be prioritized by the Department. Attendance in PTO meetings is generally very low compared to the number of parents for the school's population. So to gather more input, budget surveys are sent home with every student as well. After the school administrative team prepares the budget, it is submitted to the Superintendent for review. School administrators must defend the school's budget request. The Superintendent's fiscal team subsequently consolidates the individual budgets of each school and division and presents it to the Guam Education Board. Eventually the DOE budget is presented to the Guam legislature for review and	• *GDOE Budget SOPs* • *NAF handbook* • *GDOE fiscal budget report* • *BMS fiscal budget report* • *BMS monthly budget reports* • *Budget reports from previous years* • *Budget Stakeholder Survey* • *Audit reports*

approval. This entire process allows for stakeholder input, but also helps the school become aware of the government's current fiscal conditions. Unfortunately, oftentimes the school's approved budget does not include funding for some of the initial requests by teachers and other stakeholders.

On a special note, within the authorized budget each school administrator has discretion over spending what is called the "Salappe Prinsipat," or Principals' Funds. These local funds are intended for the purchase of instructional, administrative, and custodial supplies. In the past couple of years, a sizable portion had been spent on paint and painting supplies, which were badly needed for the upkeep of the campus. Since requests for new equipment have been unfunded, the principal has requested for a portion of the Salappe Principal funds to be reprogrammed for school furniture and equipment. The procurement of supplies and equipment, from requisition to receipt, is also governed by SOP 200-034 Accounts Payable and Cash Disbursement Process. Analysts from the Business Office also monitor our transactions.

Aside from funds allocated in the approved budget, the school also receives money though other sources or through student fundraising activities. The management of these funds are governed by Board Policy 715 Management of Non-Appropriated Funds. Clear roles and responsibilities are defined in that policy and further articulated in our schools Non-Appropriated Funds (NAF) Handbook, which is reviewed and updated on an annual basis. Training for faculty and staff who handle non-appropriated funds is provided annually, which helps to ensure accountability for funds. Transactions are recording in our MUNIS financial management program, and balances are made public. Further guidance is provided in SOP 200-022 Bank Reconciliation Process. One assistant principal oversees the activities related to NAF. Each month a report is sent to our Internal Audit Office to ensure that all funds are accounted for. An annual report is submitted in July of each year.

Several policies are in place for the management of fixed assets, such SOP 200-015 Fixed Assets Management for Schools and Divisions, SOP 200-016 Capital Assets Accounting and Reporting,

BP 712 School Library Program Resource Management. These policies provide guidance for the accounting of assets in our inventory. Every year officials from our Property Management Office conduct a physical accounting of our inventory, which helps ensure that assets remain with the individuals assigned to them.

Other policies are in place for the accounting of payroll, such as SOP 1500-005 Payroll Processing and SOP 900-004 Time Distribution Report Processing. Faculty and staff must follow existing procedures for filing leave requests, completing timesheets, or in some cases, certifying work under a federally funded program. The work of our federally-funded employees must be reviewed more closely by the principal and is monitored by the respective program managers at the district level. Training on Time Distribution Report Procedures is sponsored by the Federal Programs Division on an annual basis.

Facilities Conducive to Learning

A6.4. Indicator: The school's facilities are adequate to support high-quality learning.

A6.4. Prompt: To what extent do the facilities support high-quality learning?

Findings and Analysis	Evidence
The facilities at VSABMS are slowly improving over time. One such improvement is the wireless connectivity. FSAIS has recently increased the number of access points around the campus. Teachers have received individual laptops for their professional usage and additional whiteboards. Some teachers have Promethean smart boards and new gym equipment. There are mobile laptop carts, which additionally include smart tablets, available for every wing. The library has a fully functional computer inventory, flat screen televisions, laptops, and multimedia projectors. Air conditioners have been routinely maintained to provide a comfortable learning environment.	• *Laptop carts, tablets and iPads, multimedia projectors, online programs, and improved Internet connection* • *Daily monitoring of facilities* • *MUNIS work order data* • *Student survey results*

Based on a student survey administered in November 2018, students have shared their suggestions on how the school facilities may be improved to support high-quality learning. Some of their feedback include:

a) Fixing the school
b) Installing a new volleyball net and providing better sports equipment
c) Maintaining the cafeteria
d) Repairing leaks and broken windows
e) Hiring more school aides for supervision
f) Securing consistent janitorial services
g) Painting areas of school
h) Fixing broken air-conditioners in classrooms
i) Providing more books in the library
j) Stronger Wi-Fi service on the computers
k) Cleaning the restrooms

Although the Guam Department of Education is experiencing some financial struggles, BMS finds ways to address school facilities concerns through working with the Parent-Teacher Organization (PTO) to solicit funding and submitting request orders with GDOE maintenance for school repairs and improvements.

Instructional Materials and Equipment

A6.5. Indicator: 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.

A6.5. Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.

Findings and Analysis	Evidence
Many of the school's textbooks need to be updated, such as science and social studies materials printed in 2003. Science equipment is also scarce. Despite this situation, teachers continue to provide adequate quality education by using resources from the Internet or online materials. Teachers also register with online publications and sites using personal funds to sustain classroom instruction. BMS has improved with the wireless connectivity. FSAIS has recently increased the number of access points around the campus. Teachers have received individual laptops for their professional usage, additional whiteboards, Promethean smart boards, and new gym equipment. There are mobile laptop carts, which additionally include smart tablets, available for every wing. The library has a fully functional computer inventory, flat screen televisions, laptops, speakers, and multimedia projectors. The school also has subscriptions to online programs to enhance student learning, such as Flocabulary, BrainPop, and Achieve3000 (SY2016-2017 and SY2017-2018). Other online programs are being explored. Many teachers provide for their own classrooms materials, such as flashcards, manipulatives, and visual aids, that they've purchased or borrowed on their own accord.	• *Laptop/tablet/iPad carts are being used in classrooms* • *Multimedia projectors and ELMOs are used classrooms* • *Flat screen televisions are used in classrooms* • *Desktop computers in the library* • *Each teacher is assigned a laptop for use in the classrooms*

Qualified Personnel

A6.6. Indicator: Resources are available to hire, retain qualified personnel for all programs.

A6.6. Prompt: Determine if resources are available to hire and retain qualified personnel for all programs.

Findings and Analysis	Evidence
The Guam Department of Education has policies and procedures in place in hiring its employees. The state hiring procedures include background checks, court and police clearances, drug and tuberculosis tests from certified health professionals, and interviews with the school administration. Teacher applicants go through the Guam Commission for Educator Certification at the University of Guam, GDOE Personnel Office, and interviews at the school site by the Principal, and must hold a Bachelor's, Master's, or Doctorate degree. In order to gain certification, candidates must have passed the Praxis I, Praxis II, and the PLT. In order to ensure teacher retainment, the District used to have the Mentorship program, in order to provide support and coaching. In SY2018-2019, teacher mentorship became the responsibility of the school's administration. At BMS, grade-level administrators, have become mentors for their respective teachers. Since BMS has already had the Induction program in place since 2011, the mentoring and coaching has been on-going at the school-level. The administrators meet with teachers who are struggling with their classes, and provide supports through observation, feedback, and coaching (through the Instructional Coach, which then became an administrative responsibility) in order to improve teacher's instruction. Teachers and staff also go through their own professional growth plans in order to improve on their professional practices, such as the PTEP. However, as to the extent of the school's monitoring of non-instructional staff's GDOE Performance Appraisal Form is yet to be determined.	• *GDOE hiring policies and procedures* • *The Guam Professional Teacher Evaluation Program (PTEP)* • *Guam Teacher Professional Standards* • *Induction and Mentoring programs* • *Professional Growth Plans* • *Counselor evaluation program* • *GDOE Performance Appraisal Form* • *Walkthroughs and feedback*

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

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
B1.1. Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.
B1.1. Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.

Findings and Analysis	Evidence
Content Teams have monthly meetings to discuss data, curriculum/consensus maps, Common Core State Standards (CCSS), common assessments (CAs) and common formative assessments (CFAs). In addition, professional learning community (PLC) meetings are organized to foster further discussion of student learning objectives and achievement. Teachers discuss ways to assist students who did not meet proficiency levels and come up with interventions. Our school met with our feeder schools to discuss vertical, horizontal, and curriculum alignment during District-wide Professional Developments. Faculty Learning sessions and Professional Developments have employed the knowledge and expertise of the faculty in presenting, sharing, and equipping of strategies that have proven to be effective in their classrooms. Topics shared include *CITW* strategies and strategies that address the needs of students under special programs, such as ELLs and SPED. Regular walkthroughs and feedback monitor and convey expectations. The Curriculum Leadership Team (CLT) continues to provide training and guidance for the district initiative, Standards-Based Grading (SBG), especially to new teachers. Areas of improvement: review and quality-check for all grade-level consensus maps to ensure rigorous curriculum is being learned and to see high-yield research-based instructional strategies in all classrooms for all students.	• *Consensus maps* • *Professional learning communities (PLCs)* • *Faculty Learning and district and in-school Professional Development sessions* • *Walkthrough feedback (Power Walkthrough App)* • *Common assessments (CAs)* • *Common formative assessments (CFAs)* • *ACT/Aspire Results and Standards-Based Assessment (SBA) Data*

Academic Standards for Each Subject Area
B1.2. Indicator: 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.
B1.2. Prompt: Evaluate to what extent clearly articulated schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.

Findings and Analysis	Evidence
Interdisciplinary Teams meet to discuss ways in which students can make positive choices and succeed academically. The XL Period, formerly known as Intervention, was implemented to allow students the opportunity to learn about life skills, such as those indicated by the schoolwide learner outcomes , or SLOs (such as how to make positive choices and how to value the community). Teachers also utilize the XL Period to provide academic support: tutoring, homework guidance, and practice to build pre-requisite skills. Students recite the school's mission and vision as an everyday practice during AAP/Homebase period and during grade-level and team assemblies. SLOs were	• *SLOs indicators and Proficiency scale* • *Monthly Grade-level assemblies* • *Team Interventions during the XL program* • *Consensus maps* • *Unit plans and lesson plans* • *SCC and TIPS (Team Initiated Problem Solving) meetings* • *Class syllabi*

revisited in SY2017-2018 that included indicators and proficiency scales to clearly define behavioral and academic expectations for students.	• *Learning objectives and Proficiency scales* • *PLC documents* • *Parent Perception Survey* • *Student Perception Survey*

revisited in SY2017-2018 that included indicators and proficiency scales to clearly define behavioral and academic expectations for students.

Through the School Climate Cadre (SCC) and Team-Initiated Problem-Solving (TIPS) meetings, monthly discipline data is shared in order for faculty and staff to strategize ways to intervene and correct student behavior. Discipline data is presented during grade-level assemblies and posted in the hallways in order to keep the student populace informed.

It is a practice at BMS that all classrooms should have their learning objectives and proficiency scales posted in order to guide student learning and to provide feedback. According to research and as one of the strategies for *CITW*'s first component, posting lesson objectives and reiterating them throughout the lesson makes a great positive impact on student learning. By SY2016-2017, 85% of teachers were posting their objectives.

According to the Student Perception Survey, students generally find their teachers fun and helpful (Item 22). Programs offered (Peace March, sports, etc.) hold high expectations for all students on the school vision, mission, SLOs, and academic standards (Item 13). Majority of the students also agreed and strongly agreed that they have the understanding and commitment for their school vision, mission, and SLOs.

Also, on the same survey, students evaluated that all their classes provided appropriate levels of challenging, comprehensive, and relevant lessons (Item 15). Students find the variety of instructional materials and strategies from teachers very engaging (Item 17). Students find the variety of assessment strategies implemented in the classrooms supportive to their learning (Item 19).

According to the Parent Perception Survey, 81% of parents surveyed (267 pax) agreed that BMS adequately and effectively helps students meet high academic standards (Item 17), and 80% agreed that BMS adequately and effectively helps students achieve the SLOs (Item 18).

Congruence

B1.3. Indicator: The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the schoolwide learner outcomes.

B1.3. Prompt: Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

Findings and Analysis	Evidence
Teachers follow district-aligned consensus maps and schoolwide learner outcomes (SLOs) to guide lesson planning and instruction. Teachers, in collaboration with their grade-level content teams, create proficiency scales based on their prioritized standards, and create and administer monthly common formative assessments (CFAs). Professional learning community (PLC) meetings are held to analyze the mastery of skills and to modify or reteach the standards if necessary. The expected schoolwide learner results (ESLRs) were re-written to SLOs which more accurately reflect the direction of the desired objectives as well as to make it slightly easier to incorporate into the unit lesson plans. In a survey of 65, 48 and 15 teachers respectively agree and strongly agree that there is congruence between written curriculum and what is actually being taught. Despite the 2 responses disagreeing with the congruence, the majority still shows that the implemented curriculum in school is aligned with the District's (Item 1).	• *Consensus maps* • *Unit plans and Lesson plans* • *Common formative assessments (CFAs) and Error analysis data* • *Class Syllabus* • *PLC documents* • *SLOs indicators and Proficiency scales*

Student Work- Classroom Learning Targets

B1.4. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

B1.4. Prompt: Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Findings and Analysis	Evidence
Teachers use the district curriculum/consensus maps as a guide to develop lesson and unit plans, which includes the BMS SLOs. The administrative team conducts at least six informal observations for each teacher within the school year. This number is also guided by the Guam Professional Teacher Evaluation Program (PTEP). During the observations, administrators conduct student interviews to assess student learning, seeking answers to "What are you learning today?" and "What is the importance of this lesson?" Students' answers give insights to the effectiveness of the instruction. Student work samples reflect standards. All teachers give monthly common formative assessments (CFAs) that provided details on the levels of mastery of skills students have that month. CFA results are tabulated and results guide future lessons/lectures (re-teaching, moving forward). Student work samples can also include special projects and other means of authentic assessments that demonstrate whether the student has reached Level 3 or Level 4 proficiency of the standard. However, it is up to the discretion of teachers as to what extent they examine student work samples.	• *Unit plans and lesson plans* • *Walkthroughs and feedback* • *Guam Professional Teacher Evaluation Program (PTEP).* • *Student Portfolios* • *Team e-folders (Google Drive, LiveBinders)* • *District and school-level consensus maps and priority standards* • *Specifically designed rubrics for specific assignments* • *Learning objectives (in the Know, Understand, and Do format) and Proficiency scales visibly posted for students*

Student Work- Classroom Learning Targets

B1.5. Indicator: 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 activities facilitate access and success for all

B1.5. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings and Analysis	Evidence
First, all subject courses and programs at BMS must follow a curriculum that is in accordance with the Common Core Standards (CCSS) for ELA and Math and the GDOE Content Standards for Science, Social Studies, and other content areas. Furthermore, BMS teachers meet with their school's respective department and content teams on a regular basis to plan and develop teaching strategies, assessments, and interventions that are appropriate to implement and monitor students' successes of the curriculum. These student learning objectives are agreed upon during district-wide professional developments when teachers meet with other educators within their subject cohort (i.e. math, English, reading) from other schools to collaborate and discuss the desired educational standards that must be taught in the classroom. Additionally, BMS teachers continually undergo additional trainings and professional developments to continually refine and add to their teaching strategies. Teachers meet regularly with their respective grade-level administrator and principal to discuss the progress of student learning in the classroom.	• *Consensus maps* • *Unit plans and lesson plans* • Common formative assessments (CFAs) • Class syllabi • Learning objectives and Proficiency scales posted in every classroom

Teachers also meet with special program coordinators (i.e. ESL and Special Education) to ensure that students under these programs are given the proper interventions to succeed in all subject areas.

Students get an overview of what they will learn in the school year through class syllabi, presented to them in the beginning of every school year. Learning objectives and posted visibly in each classroom to inform students of the standards, skills, and topics that they will be learning for the day.

Integration Among Disciplines

B1.6. Indicator: There is curriculum integration among disciplines at the school.

B1.6. Prompt: Evaluate to what extent there is curriculum integration among disciplines.

Findings and Analysis	Evidence
Students are required to display their reading, writing, verbal, and critical thinking skills in every subject area. For example, in math not only are students required to show their calculations, but are also required to provide a short, concise written explanation to support their reasoning and understanding of their solutions This skills to justify and cite evidences for their answers are necessary in all content areas. Additionally, students may be required to draw desired figures, utilize measuring tools (i.e. ruler and protractor), and demonstrate their ability to use a calculator in order to solve a wide variety of mathematical problems that induces critical thinking and creativity. Some teams have collaborated with other content areas in order to further extend support student learning. For example, the Language Arts and Reading teams have collaborated in a professional learning community (PLC) in order to create lessons that will support each other's disciplines. In the Teacher Perception Survey, 92.4% teachers agree and strongly agree that there is curriculum integration amongst disciplines in school. As to the extent of this integration and collaboration amongst content areas, needs to be explored.	• *Consensus maps* • *Unit plans and lesson plans* • *Professional learning communities (PLCs)* • *ACT/Aspire Assessment results* • *Performance Level Descriptors*

Curriculum Development, Evaluation, and Revisions

B1.7. Indicator: 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.

B1.7. Prompt: Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.

Findings and Analysis	Evidence
At the school level, grade-level content teams have created common Pre/Post Tests (administered quarterly) and common formative assessments (administered monthly) to assess student progress in meeting required standards and skills. Teachers have been trained during school-level and district Professional Developments (PDs) on how to prioritize standards. In PLC meetings, teachers are afforded the opportunity to reflect and share instructional strategies that work and to discuss further interventions to provide their students. The administrative team and teachers also analyze the school's ACT/Aspire and Standards-Based Assessment (SBA) results and refer back to Performance Level Descriptors in further refining their consensus maps. 92.4% teachers surveyed attest in the positive in the involvement of key stakeholders with the development of curriculum (from 66 responses). However, 7.5% disagree. This may be so because of the student and parent input may not	• *Consensus maps* • *Unit plans and lesson plans* • *Professional learning communities (PLCs) documents* • *ACT/Aspire Assessment and Standards-Based Assessment results* • *Performance Level Descriptors*

have been involved in the determination of these standards and the development of these consensus maps.

Areas for Growth: It has been suggested that the administrative team reviewed consensus maps to ensure that student learning needs are being met and for the District to provide more "quality-control" for District consensus maps to ensure that the maps have appropriate priority standards that provide readiness, endurance, assessed, and leverage.

Articulation and Follow-Up Studies

B1.8. Indicator: The school articulates regularly with other schools within the district and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.8. Prompt: Share examples of articulation with other schools within the district and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings and Analysis	Evidence
BMS faculty and administrators participated in District-wide Professional Development meetings at which we developed horizontal curriculum alignment across the grade-level content areas, as well as vertical alignment within the same content area, for students at the Elementary to High School levels. The products developed from these meetings are District consensus maps. However, it is unclear whether these maps are reviewed and monitored to ensure that the appropriate priority standards are being taught in the classrooms. In regards with partnering with the local university or college to perform case studies in our school is yet to be established and explicitly conveyed.	• *District Professional Development (PD) sessions* • *District consensus maps*

B2. Curriculum Criterion- Planning and Monitoring Student Learning Plans

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

B2.1. Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.

Findings and Analysis	Evidence
Three of the BMS schoolwide learner outcome (SLO) promote future-mindedness: Make Positive Choices, Adapt to Changing Times, and Strive for a Better Tomorrow. Elective classes, such as Career Education, Keyboarding, Robotics, Home Economics, and Computer Science offer students opportunities to make appropriate choices and pursue a range of college and career options. With the exception of Robotics, these classes are currently offered only to 8th grade students. To address the needs of all students, the school and interdisciplinary teams offer opportunities for career awareness by inviting guest speakers to share their experiences in their chosen career fields. BMS has also adopted lesson plans on creating short-term and long-term goals during Character Education. AAP teachers are also encouraged to personalize instruction as they get to know their own	• *Career Education elective class* • *Keyboarding/Computer science* • *Home Economics class* • *Robotics class* • *Character Education Plan: Developing SMART Goals* • *Guest speakers during team and grade-level assemblies* • *Guam Contractors' Association student field trip to University of Guam.*

students and identify their college and career goals, and discuss with them how to achieve them.

BMS continues its partnership with the University of Guam ETS/TRIO program to support students to pursue their college goals. Around thirty students are given the opportunity to participate in the program annually.

In SY2018-2018, sixteen students participated in the Guam Contractors Association "Construction Warriors" Career Exploratory Event which allowed them to learn from local professionals and practitioners from various construction industry trades. The event also provided students with the opportunity to safely handle and operate industry tools and equipment.

Student-Parent-Staff Collaboration

B2.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options.

B2.2. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career and/or other educational options.

Findings and Analysis	Evidence
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. This is accomplished through lessons in goal-setting. Students were tasked to create a personal timeline, brainstorm their desires and dreams and research the necessary steps to accomplish these goals. 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. Also, 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. Lastly, access to disciplinary data (SWIS) and ACT/Aspire and Standards-Based Assessment (SBA) results are also used for monitoring students' behavior and academics. Teachers also refer to common formative assessment (CFA) results to monitor students' mastery of skills or to provide other forms of supports such reteaching or tutoring. According to the Parent Perception Survey, out of the 279 parents surveyed, 80% agree and strongly agree that they are involved in the collaboration with faculty and staff in developing and monitoring of their child's personal learning plans (Item 8).	• *Career Education elective class* • *Keyboarding/Computer science* • *Home Economics class* • *Robotics class* • *Character Education Plan: Developing SMART Goals* • *Guest speakers during team and grade-level assemblies* • *Guam Contractors' Association student field trip to University of Guam.*

Monitoring and Changing Student Plans

B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

B2.3. Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings and Analysis	Evidence
In SY2018-2019, students took math placement tests in order to provide them with an opportunity for advanced math classes. By doing this, all students have the opportunity to progress appropriately and have their own personalized learning plans. Teacher also differentiate instruction to ensure that different learner needs are met. Various trainings, such as *Classroom Instruction That Works with English Language Learners* (*CITW with ELLs*) and Kagan Strategies, were provided in order to serve the needs of BMS' large ELL population. Teachers also refer to 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 are also consulted in creating Behavior Intervention Plans (BIPs) to address behavioral needs, especially for Tier 2 or 3 students. *Esgaihon I Famagu'on-Ta (EIF)* has also acted as an intervention for Tier 2 and Tier 3 students, in which they learn about character development and goal-setting. Other ways that BMS ensures monitoring of student personal lesson plans are also embedded in the school's operational structure, such as the Advisor-Advisee Period, Block Scheduling, and XL Period that allows more time for personalization. According to the Student Perception Survey, 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 that may benefit them for future goals.	• *Advanced Math placement* • *Advisor-Advisee Period (AAP)* • *XL Period* • *IEPs* • *BIPs* • *Extracurricular activities (NJHS, Math Counts, Spelling Bee, Sports, and others)* • Esgaihon I Famagu'on-Ta (EIF) *program* • *ESL Progress Reports* • *Quarterly Progress Report Cards* • *Common Formative Assessement (CFA) results and Error Analysis*

Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs.

Findings and Analysis	Evidence
BMS offers classes that prepare the students for after secondary school, such as Computer Science, Journalism, Home Economics, Robotics, Art, and Keyboarding. Career Education is also offered to help our students have a smooth transition to the next educational level by preparing them to have the skills that they would need in life. Students learn how to set goals and how to plan to achieve these goals during XL Period. Team teachers have solicited for the partnership of community partners, such as the Guam Police Department, the Guam Visitor's Bureau, and military personnel, as guest speakers, and to promote future career options for their students. Grade-level counselors work with elementary feeder schools in orienting students to the Middle School life and work with high schools to present and prepare 8th graders to their respective high schools. Counselors also work with community partners to	• *Advanced Math placement* • *Advisor-Advisee Period (AAP)* • *XL Period Character Education and academic intervention* • *Individual Educational Plan (IEPs)* • *Behavior Intervention Plans (BIPs)* • *Extracurricular activities (NJHS, Math Counts, Spelling Bee, Sports, and others)* • Esgaihon I Famagu'on-Ta (EIF) *program*

involve students in programs and events that promote college and career options, such as the Guam Contractors Association and the University of Guam's ETS/TRIO program. Vertical alignment is practiced between different grade-level teachers during professional learning communities (PLCs) and Professional Developments (PDs) to ensure that students have the skills needed to move onto the next grade level. Reading and Language Art Departments meet once a month to discuss priority standards and essential skills to teach within their content. Quarterly Monitoring/Consultation for SPED students: Each SPED teacher is assigned to a group of students to collaborate with their team teachers. A report is needed for each student in the program. Students under the program are provided Individual Education Plans (IEPs) that follows them to high school and to ensure that their learning goals are addressed and met. According to the Teacher Perception Survey, 81.8% of the 66 teachers surveyed agree and strongly agree that the school's strategies and programs are effective in transitioning students to the next educational level. Out of the 619 students surveyed, 93% believe that BMS prepares them adequately for high school.	• *ESL Progress Reports* • *Quarterly Progress Report Cards* • *Common formative assessment (CFA) results and Error Analysis*

B3. Curriculum Criterion- Meeting All Curricular Requirements

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

Real World Application- Curriculum
B3.1. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.
B3.1. Prompt: Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings and Analysis	**Evidence**
BMS vision states, "Our vision is that our students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community." And the mission states that BMS will 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. Hence, BMS ensures that the lessons learned in all classrooms are in alignment to the current grade-level standards that have readiness, endurance, leverage, and are assessed by the District's standardized assessments. Furthermore, objectives that are posted in all classrooms must 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 also 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. This year, BMS established advanced math classes for students who are performing in the Level 4 proficiency. The goal of the school is to expand on these program and allow students more opportunities to advance with their math skills.	• *Advanced Math placement* • *Advisor-Advisee Period (AAP)* • *XL Period Character Education and academic intervention* • *Individual Educational Plan (IEPs)* • *Elective classes: Choir, Computer Science and Keyboarding, Journalism, Robotics, Art, Home Economics, and Japanese Language and Culture class* • *Extracurricular activities (Robotics, Glee Club, Academic Challenge Bowl, Danceversity, Math Counts, Spelling Bee, Island Girl Power, sports, and others)* • *UOG ETS/TRIO program* • *Guam Contractors Association "Construction Warriors" Career Exploratory Event*

Students are able to apply many other skills through various events and activities such as the Science Fair, Spelling Bee, Academic Challenge Bowl, Math Counts, Read-A-Thon, Art-A-Thon, essay contests, and other island-wide competitions. In SY2018-19, sixteen students participated in the Guam Contractors Association "Construction Warriors" Career Exploratory Event which allowed them to learn from local professionals and practitioners from various construction industry trades. The event also provided students with the opportunity to safely handle and operate industry tools and equipment.	

Meeting Grade-Level Requirements (or end of grade span requirements)

B3.2. Indicator: The school implements academic support programs to ensure students are meeting all requirements.

B3.2. Prompt: Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.

Findings and Analysis	Evidence
The Block Scheduling allots teachers time to utilize the XL period for their team's academic intervention and provide tutoring for their students. Tutoring is also available upon team or teacher discretion during AAP/Homebase 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. Since school year 2013, BMS has partnered with the University of Guam through their Educational Talent Search (ETS) program, which tutors students during lunch and intervention period. BMS is currently exploring other options in providing more academic support. Discussion of partnering with more community partners, such as AmeriCorps, has recently started.	• *XL Period Academic Intervention* • *Lunch tutoring, provided by teacher discretion* • *UOG ETS/TRIO Program*

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion- Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

Differentiation of Instruction
C1.1. Indicator: The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.
C1.1. Prompt: How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?

Findings and Analysis	Evidence
Not all students learn at the same level or pace. Through differentiated instruction, students are afforded the chance to succeed at different levels, yet still learn grade-level standards. Teachers use a variety of learning tools in the classroom, such as manipulatives, graphic organizers, nonlinguistic representations, and various cooperative learning strategies. Many trainings have been provided in-school and from the Department in order to equip teachers on various research-based strategies and ensure the learning of all students. These trainings include McREL's *Classroom Instruction That Works*, *Classroom Instruction That Works with ELLs, Using Technology with Classroom Instruction That Works,* Pearson's *Sheltered Instruction Observation Protocol (SIOP)*, Big 8 strategies, amongst others. Proficiency scales allow students to gauge their own learning and provide teachers more clarification on student learning at different levels. In SY2018-2019, BMS started offering Advanced Math classes in order to enrich the learning of students performing at mastery level. Teachers can use formative assessments, including common formative assessments (CFAs) and the corresponding Error Analysis, to monitor understanding and determine what other interventions they can offer to support student learning, such as reteaching or tutoring. Teachers also meet with their grade-level content PLCs to discuss effective strategies when presenting certain topics or lessons. Furthermore, in order to ensure that accommodations and modifications are being provided to the school's special population, teachers submit quarterly progress reports, which is also a federal requirement. One area of improvement that teachers expressed that they could benefit from are more trainings to fully implement individualized learning strategies, especially for students under the SPED program. According to the Student Perception Survey, majority of the 619 students surveyed agree and strongly agree that their teachers in all subject areas utilize a variety of instructional materials and strategies to engage their learning.	• *Consensus maps* • *Proficiency scales* • *Learning objectives or Standards* • *Common formative assessment (CFAs) and Error Analysis* • *Team SMART goals* • *Unit plans and lesson plans* • *Student portfolios* • *Individual Educational Plan (IEPs) accommodations and modifications* • *ESL Progress Reports* • *Math placements for grouping students at similar math levels* • *Rubrics for authentic assessments* • *Professional learning communities (PLC) documents* • *Walkthroughs and feedback*

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

C1.2. Prompt: Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.

Findings and Analysis	Evidence
In the beginning of each school year, students are provided the class syllabi that outlines the standards, topics, and skills that they will be learning during the school year. Learning objectives, written in the *Understanding by Design's* "Know, Understand, and Do" format, are posted for every lesson and is updated daily in order to provide clear direction to the students' learning. *CITW* advocates that Setting Objectives is one of the most important and effective strategies that research has found. In SY2016-2017, 80% of teachers were posting their objectives. Proficiency scales indicate how students will be expected to perform on the subject being taught. Students need to be able to articulate them, as well. Teachers examine and develop the levels of proficiency scales to determine the kinds of assessment items that are best suited for the different levels of proficiency. Teachers also consistently and recursively reference, reinforce, and teach the learning objectives of lessons and units. The administrative team ask students what they are learning and the importance of what they are learning during their walkthroughs. Students are commended when they are able to articulate what they are learning, and the observers can infer how objectives and learning targets are being utilized in classroom instruction. According to the Student Perception Survey, majority of the 619 students surveyed perceive that their teachers refer to the prioritized standards (or objectives) and proficiency scales when teaching new topics in all subject areas.	• *Consensus maps* • *Proficiency scales* • *Learning objectives or Standards* • *Unit plans and lesson plans* • *Class syllabi* • *Individual Educational Plan (IEPs) accommodations and modifications* • *ESL Progress Reports* • *Rubrics for authentic assessments* • *Walkthroughs and feedback*

Student Feedback

C1.3. Indicator: The school takes into account students' feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: Provide examples of the school using student feedback to adjust instruction.

Findings and Analysis	Evidence
Student perception surveys are distributed annually (example: rating teacher effectiveness and strategies used, etc.) In addition, student questionnaires asking students to list the types of activities that help them learn most effectively are distributed. Teachers also employ formative assessments, including common formative assessments (CFAs) administered monthly, and informal checks for understanding strategies, such as KWL charts and exit tickets, to gauge how much students are learning and to guide the use of interventions and other instructional strategies. *CITW* strategies such as *Reinforcing Effort and Providing Recognition* also help the teacher adjust their instruction. Teachers are able to collaborate and discuss strategies and practices that are in place when considering student feedback during PLC meetings. Teachers also utilize data collected through assessments (both formal and informal) to determine whether reteaching is necessary (through tutoring during lunch or Intervention/XL periods for example).	• *Student Perception Surveys* • *Common formative assessment (CFA) results* • *Common assessments (CA): Pre and Post tests* • *Rubrics for authentic assessments* • *Student artifacts* • *Other formative assessments: Exit tickets, Check In and Check Out, Bellwork/Bell ringers* • *Journal responses* • *Class discussions* • *Online tools that provide instant feedback, such as Kahoot, Plickers, Quizlet, Gradecam, Quick Key* • *Walkthroughs and feedback* • *Student conferences and meetings*

Some teachers use technology and learning games that help provide students with instant feedback: Kahoot, Plickers, Quizlet, Gradecam, Quick Key; however, not all teachers utilize these available tools.

In order to provide students the help that they need, teachers ask interview style questions, such as "does this make sense?" "is this clear?" or "which part would you like help with?" Teachers also utilize/conduct informal assessments to check for further understanding.

According to the Student Perception Survey, majority of the 619 students surveyed perceive that their teachers are effective in using CFAs in providing academic so that students have the opportunity to learn and re-learn new topics.

C2. Instruction Criterion- Rigorous and Relevant Instruction

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
C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.
C2.1. Prompt: Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.

Findings and Analysis	Evidence
The Department and the school have provided many trainings in order to prepare and provide teachers with research-based strategies to strengthen student learning. These trainings include *Classroom Instruction That Works*, *Classroom Instruction That Works with ELLs*, *Using Technology with Classroom Instruction That Works*, *Sheltered Instruction Observation Protocol (SIOP)*, *Kagan Cooperative Learning Strategies*, amongst others. The Curriculum Leadership Team (CLT) also provide on-site training, especially to new teachers in the Induction Program, on the District initiative the Standards-Based Grading (SBG). The team also presented on the SBG four Modules in SY2015-2016. BMS teachers utilize multimedia devices provided in and out of the classroom, as they are challenged as a 21st century teacher. Programs such as Microsoft Suite or Google Suite, access to Flocabulary, Choices 360, Readworks, NewsELA, Achieve3000 (in the past school years), as well as Powerschool and Power Teacher, assist teachers in integrating technology and enhancing student learning. Several teachers have also taken it upon themselves to utilize Google Classroom for their classroom instruction, engagement, and assessment. The recent improvement of the school's Internet connectivity and laptop carts available in every wing improved the use of technology for teachers and students. The library is also fully equipped with laptops, tablets and iPads, multimedia projectors, and speakers. During WASC work sessions, teachers expressed there needs to be more training provided in regards to using multimedia and other technological tools to promote student learning, and the Promethean Smartboards, that are currently under-utilized. According to the Teacher Perception Survey, 84.9% of the 66 teachers surveyed attest they are current in their instructional content and effectively use multimedia and other technology in the delivery of the curriculum (Item 6).	• *Software programs, such as Microsoft Office* • *Online programs, such as Powerschool/Powerteacher, Google Classroom, Achive 3000 (SY2016-2017 to SY2017-2018), Flocabulary, NewsELA, and recently BrainPop* • *Online tools, such as YouTube, Kahoots, Plickers, Quick Key, and others* • *GDOE email account for teachers, staff, and students* • *GDOE laptops for teachers, multimedia projector (personal or school), Promethean Smart Boards, mobile computer cart with laptop and iPads/tablets* • *Active student engagement with the use of technology*

Student Engagement

C.2.2. Indicator: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

C2.2. Prompt: Evaluate the extent to which students are intellectually engaged. Provide examples.

Findings and Analysis	Evidence
Teachers have begun coming to a consensus in prioritizing standards, to ensure that their students are learning at grade-level: Common Core State Standards (CCSS) for ELA and Math and the GDOE Content Standards for Science, Social Studies, PE/Health, and other subject areas. These standards are then recorded in consensus maps. Each grade-level content has a consensus map. Instructional Strategies, such as cooperative learning strategies, the BIG 8 strategies (Expectations, Attention, Proximity, Time, Cueing, Signals, Tasking, Voice), *Sheltered Instruction Observation Protocol (SIOP-* geared towards English Language Learners, or ELLs), *Classroom Instruction That Works* (*CITW*) strategies to engage students to be intellectually challenged. Walkthroughs and feedback, careful monitoring of lesson plans, and sharing of best practices in professional learning community (PLC) meetings help ensure that strategies are being incorporated in classroom instruction and that students are challenged and engaged at high-levels. Proficiency scales assist in guiding students to understand where they are in their mastery of the standard or skill. Other assessment strategies, formative and summative, help gauge what other interventions and strategies teachers need to try in order for students to grasp an understanding of the lesson. BMS also offer extracurricular activities that nurture complex thinking, such as SCRIPPS Spelling Bee, Science Fair, Robotics, Math Counts, and Academic Challenge Bowl (ACB). Engaging student activities include Glee Club, WAVE Club, student councils, sports, and many others. In SY2017-2018, the PTO also created chess tables in order for students to be positively engaged in the morning prior to classes. During the school's WASC reflection on current practices, teachers expressed that there needs to be incorporation of more cooperative learning activities for students-to illicit higher levels of student discussions, develop academic language, and demonstrate student learning. According to the Student Perception Survey, out of the 619 students who responded, majority of them agree and strongly agree that their teachers, across all content areas, provide a variety of instructional strategies to engage their learning (Item 17).	• *Consensus maps* • *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Learning objectives posted* • *Proficiency scales posted* • *Walkthroughs and feedback* • *Extracurricular activities (Robotics, Glee Club, Academic Challenge Bowl, Danceversity, Math Counts, Spelling Bee, Island Girl Power, sports, and others)* • *Student portfolios* • *Active student engagement*

Teachers as Facilitators of Learning

C2.3. Indicator: Teachers are facilitators in a student-centered classroom.

C2.3. Prompt: Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.

Findings and Analysis	Evidence
As facilitators, teachers use prompts to initiate classroom discussions and encourage student-centered instruction (*CITW* strategy: Cues, Questions, and Graphic Organizers). Trainings in cooperative learning strategies have shown teachers how to properly conduct these structures. For example, students are assigned to groups and are given specific roles to carry on the task (e.g. leader, timekeeper, record, and material manager). Other student-centered strategies that are seen in classrooms include student presentations, peer-tutoring, and many discussion strategies. Proficiency scales also allow for student-centered learning. This is effective when students are able to articulate how proficient they are in terms of the skill or standard that needs to be acquired, and that they can clearly determine why they are in that certain level and specify how they can advance to the next level of their learning. When teachers commit to the role of being facilitators of learning, then students are afforded the opportunity to take ownership of their learning and demonstrate mastery of their skills. Teachers can then provide feedback or provide rubrics to guide the learning. According to the Teacher Perception Survey, 93.9% of the 66 teachers surveyed attest that they are facilitators in student-centered classroom (Item 7). During BMS' WASC work session, teachers expressed that they need more training and practice to become more adept facilitating student-led learning.	• *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Learning objectives posted* • *Proficiency scales posted* • *Walkthroughs and feedback* • *Student portfolios* • *Feedback tools, such rubrics, Proficiency scales, exit tickets, and others* • *Active student engagement*

Variety of Strategies

C2.4. Indicator: Teachers use a variety of strategies to support students' access and application of the knowledge acquired and to communicate understanding.

C2.4. Prompt: Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.

Findings and Analysis	Evidence
Although *Classroom Instruction That Works* has been the framework for instruction, teachers use different instructional strategies highlighted by other research, such as by Marzano's Research Lab, CITW, *Sheltered Instruction Observation Protocol* (*SIOP*), and the Big 8. For the last four years, the administrative team has focused on Component 1 strategies for their walkthroughs and feedback, more specifically for Setting Objectives, Providing Feedback, and Cooperative Learning. Many trainings have been provided by the Department and the school. In the recent years, teachers have shared with their colleagues different research-based strategies that they have "test-driven" and found helpful in their instruction. To further supplement student learning, teachers also use online tools, such as Flocabulary, Kahoots, YouTube, NewsELA, and Achieve3000/eScience (back in SY2016-2017 to SY2017-2018). During professional learning community (PLC) meetings, teachers collaborate on identifying strategies that are effective for each student and address individualized learning.	• *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Power Walkthrough data* • *Student portfolios* • *Feedback tools, such rubrics, proficiency scales, exit tickets, and others* • *Active student engagement*

C2.5. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, on-line resources, etc.) to research, discover, and build knowledge about the world.

C2.5. Prompt: Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.

Findings and Analysis	Evidence
At BMS, student have more and more opportunities to use a variety of online and technological tools to research, discover, and build knowledge about the world around them. They are also provided several supplementary materials to help aid in their learning and engagement. BMS school library is equipped with thirty operable desktop computers with Internet access, iPads/tablets, nearly 3,000 fiction and non-fiction titles, and knowledgeable library staff. Students and teachers have access to an array of real-world knowledge and information. Other equipment at teachers' disposal include ELMOs, multimedia projectors, and sound systems. These provide students with necessary 21st century tools to practice, share, communicate, and collaborate. Students and teachers also have access to other media and technological tools. Through various materials like, KHAN Academy, CommonLit.org, NewsELA, Kahoot, Google Classrooms, and others, teachers' reliance on textbooks has been shifting and are therefore exposing their students to current and global reading materials in order to reinforce and build schema and build researching skills. Students further learn computer literacy and online citizenship in Keyboarding and Computer Science classes, however, offered only to 8th graders.	• *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Power Walkthrough data* • *Active student engagement and the use of technology in classrooms* • *Student portfolios* • *Library and Computer Lab/Laptop/Tablet usage logs* • *Reading & literacy programs* • *Keyboarding and Computer Science classes* • *Robotics class and club*

C2.6. Indicator: Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

C2.6. Prompt: Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

Findings and Analysis	Evidence
High quality instruction and learning are first ensured through guaranteed and viable curriculum, written in grade-level content maps. Teachers collaborated to determine their priority standards back in SY2011-2012. Teams continue to refine and revise their maps after reviewing the school's District-Wide Assessment (DWA) results (ACT/Aspire Assessments and Standards-Based Assessment [SBA]). Teachers enhance student learning through cooperative learning activities, hands-on application, games, nonlinguistic representations/visual aids, graphic organizers, amongst many other strategies. *Classroom Instruction That Works* (*CITW*) strategies afford students the chance for problem solving and critical thinking through strategies, such as Cues, Questions, and Advance Organizers, Identifying Similarities and Differences, and Generating and Testing Hypothesis. Homework and Practices have usually been done individually. In the meantime, more opportunities for training need to be provided in order to effectively employ these practices. In professional learning community (PLC) meetings, teachers are able to collaborate and discuss different strategies and practices to ensure student learning, which is reflected on their PLC documents. The administrative team monitors student engagement in walkthroughs and provide feedback. The administrative team also needs to more consistently monitor PLC documents to determine whether these instructional strategies are being executed in the classrooms. According to the Teacher Perception Survey, 98.5% of the 66 teachers who responded, state that they involve students in opportunities that demonstrate	• *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Power Walkthrough data* • *Student portfolios* • *Active student engagement*

thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries (Item 9).

An area for growth is for teachers to familiarize themselves and be comfortable with evidence-based strategies. Classroom management may affect the ability to try new and different strategies.

Real World Experiences
C2.7. Indicator: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.
C2.7. Prompt: Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

Findings and Analysis	**Evidence**
At BMS, age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students through these various programs that are brought forth by the teachers, students, and administration. Student learning extends outside of the school through field trips, school exchange programs, and community service events. Fieldtrips offer real-world application of lessons and skills. For example, fieldtrips to the War in the Pacific Park and Museum, Gef Pågu, and the Guam Museum promotes cultural awareness, historical understanding, and artistic development. Partnership over the years with several Japanese schools, on-island and in Japan, allow students to engage with other students, share cultural backgrounds, and even develop friendships. The Robotics class and club have gone to the University of Guam to learn about Aquaponics and Marine Biology. In SY2018-2019, students were selected to represent BMS in the Guam Contractors Association's program. Students participated in workshops for carpentry, plumbing, electrical, and heavy equipment operation. As students are being encouraged to pursue STEAM (Science, Technology, Engineering, Arts, and Math) careers, programs like these are important. Other opportunities include participation in various clubs and organizations that take student learning outside of the classroom. Students have the opportunity to experience planning and leading activities through leadership positions in club-based activities. National Junior Honor Society (NJHS) participates in community services, such as the annual island-wide Coastal Clean-Up, Salvation Army bell ringing, and caroling at a nursing home. NJHS members are also required to provide assistance at the library or office and in Parent-Teacher Organization (PTO) meetings for their service learning. The Student Body Association (SBA) has participated yearly at the Peace March. The STARS Club also participate in community service opportunities such Bus Stop and school clean-ups and canned food and uniform drives. These activities also fulfill our schoolwide learner outcomes, Value Their Community. The school's partnership with Island Girl Power allows students to participate in after-school activities, such as Capoeira, service learning, and health and nutrition workshops. Around 74% of the 619 students interviewed state that they are part of a club/organization and/or sports.	• *Professional learning community (PLC) documents* • *Unit plans and Lesson plans* • *Power Walkthrough data* • *Student portfolios* • *Active student engagement* • *Clubs, organizations, and class fieldtrips*

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

D1. Assessment and Accountability Criterion- Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

Professionally Acceptable Assessment Process
D1.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.
D1.1. Prompt: Evaluate the effectiveness of the assessment processes.

Findings and Analysis	Evidence
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. Powerschool is an accessible tool, providing students and their parents accountability and ownership of individual learning, performance, and growth. Access to SWIS allows teachers and administrator to track student behaviors, ensuring appropriate interventions are in place to address individual or school-wide disciplinary issues. ACT/Aspire and SBA data results identify students in need of support on specific skills. This helps teachers and administrators adjust and/or create curriculum tailored to the learning needs of the students and, eventually track their progress for college and career readiness.

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. This process provides teachers the opportunity to collaborate and identify critical skills needing support for all students. Concurrently, students are also provided copies of their assessment results for further discussion with their Homeroom teachers and parents.

The professional learning community (PLC) documents for monthly CFAs data allow content grade level teachers to meet and consistently monitor individual student's level of skill mastery and provide the necessary interventions or rigor in instructions. Incorporating a variety of instructional strategies from the framework of McREL's *Classroom Instructions that Works (CITW)* and Marzano's Nine Essential Strategies, Benavente Middle School teachers also use other forms of formative assessments in the classroom to gauge student learning such as entrance tickets, thumbs-up, think-pair-share, self-assessment, and exit tickets.

Benavente Middle School also has its annual "BMS Day" at a local mall to showcase student achievements, academic performance, and talent of the school community.

However, there is still room for improvement, such as the dissemination of standardized assessment results to its stakeholders. Based from the parent survey results of 284 parent, 81% responded in the positive (Item 14). Parent feedback may be based on report cards, Powerschool, and student portfolios. Parents are advised when progress reports and report cards are distributed via parent memos, the school marquee, BMS Parent Teacher Organization (PTO) Facebook site, BMS website, GDOE websites, parent emails, and at times, news releases. Stakeholders (students, parents, teachers and administrators) are often not provided the results in a timely | • *District Reports (such as the ASPER)*
• *School reports cards, SWIS or Powerschool Pulse data,*
• *Powerschool Parent and Student Portal*
• *Progress report cards and Report cards*
• *ACT/Aspire and Standards-Based Assessment results*
• *AIMSWeb data*
• *Student Portfolios*
• *Grade level content professional learning community (PLC) documents*
• *Team Livebinders, Faculty Learning documents, Student Work*
• *Media reports, Pacific Daily News (PDN) supplement*
• *Parent Perception Survey* |

manner that may assist with curriculum adjustments. Second, not all parents have Internet access for Powerschool usage, or are trained to utilize Powerschool, access to school information, and may have language and technology barriers. 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

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

Findings and Analysis	Evidence
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 analysis of data from ACT/Aspire from SY 2014-15, SY2015-16, and SY2016-17 indicate that there is growth of students at ready level on Language Arts and an upward trend for Reading. A factor that may have contributed to this is a better alignment of the consensus maps. It is also notable to indicate that in some grade levels in Language Arts, BMS students performed above the District level. According to the results of the teacher feedback survey, 67.7% of teachers who have taken the survey, indicate that a majority agree that the basis for standards-based grades, growth, to determine performance levels is effective; 13.8% strongly agree, while less than 1% strongly disagrees, and 16.9% disagrees that its effective. The results of this survey may be due to the grading component of Standards-Based Grading (SBG) has not yet been fully implemented at the District level. The District anticipates full implementation of the grading system by SY2020-2021. BMS is a Cohort 1 (of 3) for the Standards-based Grading system, which means BMS was one of the first schools in the District to be trained for SBG. Teachers have been trained for the past three and half years, when Marzano's Standards-based training Modules were initially presented to the faculty in SY2015-2016 by the school's Curriculum Leadership Team (CLT). However, there is currently a handful of new teachers to BMS. Many veteran teachers may also need "refresher" trainings on all of the components of SBG. The "disagree" and "strongly disagree" responses may be due to lack of background knowledge of SBG for some of the faculty. Additional trainings have been provided to incoming teachers and have been offered to all faculty since SY2015 by the CLT.	• *District curriculum/consensus maps and Priority Standards* • *Common formative assessments (CFAs)* • *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Teacher Perception Survey results* • *Teacher Attendance of SBG trainings for Modules 1-4; additional trainings provided teacher attendance by CLT (SY 2015-Current)* • *Teacher Attendance of SBG trainings (4 sessions in November -December 2018).*

Modifications Based on Assessment Results

D1.3. Indicator: 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.

D1.3. Prompt: Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

Findings and Analysis	Evidence
Intradisciplinary 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. In 2013, the school adopted block scheduling. In SY2017-2018 and SY2018-2019, Intervention, now labeled XL (Excel), Period was added at the end of Gold days to provide that Character Education and academic intervention support. In addition, the daily morning Homeroom, or Advisor-Advisee Period (AAP), ensures students are provided that added adult support to assist address the interventions needed. Finally, there are a handful of interdisciplinary teams who continue to provide added intervention for their students during lunch and afternoon breaks. 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. Students who scored below 5th grade reading levels were enrolled in this course for a semester of supplemental reading. Data from DWA highlighted the need to address our diverse population of learners. This resulted in the implementation for an advanced math class across grade levels and teams in SY2018-2019 and an added course for advanced writing for both seventh and eighth grade students. In SY2016-17 and SY 2017-18, teachers attended training provided by the District for instructional programs such as Pre-Advanced Placement, Achieve3000, Striving Readers, *Sheltered Instructional Observation Protocol (SIOP), Kagan Cooperative Learning Strategies*, Marzano's Standards-based Assessments, and McREL's *Classroom Instructions That Work* (*CITW*). These trainings provide the teachers the knowledge and preparation to address the different learning style and needs of the students to improve student achievement. Teacher survey results (N=66) indicate that the majority of the teachers, 95.4% strongly agree and agree, use assessment results to modify instruction and professional development goals/topics (Item 11). This shows the willingness of the teachers to adjust their instructional strategies to meet the students' needs. Teachers learn new teaching strategies to address the various learners in the classroom. According to the Student Perception Surveys, majority of students agree that teachers use CFAs to provide them academic interventions in order for them to learn or re-learn their lessons (Item 20). 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. Currently, BMS has eight Promethean Boards with the added accessories, two sets of Apple iPads carts, five laptop carts (which has thirty laptop each), thirty desktop computers at the library, two tablet carts, and school-wide upgraded Wi-Fi system to complement our technology-oriented students. Although some equipment is assigned specifically for a program, such as Striving Readers, all other equipment is strategically assigned to specific building or wing within the school. Teachers utilize the equipment to supplement and assist with their instruction and assessment process to improve student learning within their classroom. For example, data from Achieve3000, with the use of technology, indicate the average Lexile reading level growth from: *SY 2016-17 (449 enrolled in the program) - 42L*	• *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Common formative assessments (CFAs) and Error Analysis data* • *Unit plans and lesson plans* • *Consensus maps and Priority Standards* • *Teacher Perception Survey results* • *Student Perception Survey* • *Power Walkthrough data* • *Professional Development (PD) attendance, district-wide and in-school* • *FSAIS resource/equipment teacher login* • *Achieve3000 data for SY2016-2017 to SY2017-2018*

SY 2017-18 (1221 enrolled in the program) - 17L	

Monitoring of Student Growth

D1.4. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

D1.4. Prompt: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

Findings and Analysis	Evidence
Teachers monitor student progress in their classroom through various types of assessments, informal and formal, formative, and summative. For content grade-level PLCs, teachers utilize the common formative assessment (CFA) Error Analysis data to drive their instructions and interventions, and monitor student growth and skill mastery. CFA Error Analysis data are in place to monitor student learning. 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 (Item 20). For interdisciplinary teams, monthly SWIS data or disciplinary reports, and observation report from Homeroom teachers assist in identifying students in need of behavioral interventions. 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. Teachers utilize the weekly XL period, lunch, break, and team monthly activity days for added academic and behavior instructions and interventions. Some content teams, for example, Reading, have added systems of assessing students with their academic progress. In addition to CFAs, the Reading teachers administer quarterly common assessments both at the beginning and at the end of each quarter. The grade-level creates this assessment quarterly, and outlines the academic skills taught for each quarter. The Reading teachers also administer a reading level assessment at the beginning of the school year and at the end of the school year. Although it is not a formal assessment, it provides the teacher a gauge of individual student's annual improvement or regression of their reading level. The results of these assessments are shared within the student's interdisciplinary team teachers to ensure that the student is provided the additional intervention needed to be successful in each class. Reading and math teachers both utilized the AIMSWeb (Achievement Improvement Monitoring System), which measures grade-level general reading ability. This assessment was administered three times a year and had been in use from SY 2015-16 to SY 2017-18. The Math Department also utilizes similar assessments to monitor student progress. According to teacher survey (N=66), 73.8% and 12.3% of the teachers respectively agree and strongly agree, the system used to monitor the progress of all students toward meeting the academic standards is effective. However, 13.8% or 9 disagree (Item 12). According to the results, 67.7% , or 44 teachers, agree that the system used to monitor progress of all students toward meeting the schoolwide learner outcomes is effective, while 18.5% strongly agree, and 13.8% strongly disagree (Item 13). This may be due to teachers not directly incorporating or may be unsure on how to incorporate the SLOs into their daily academic content. 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 monitor system to meet academic standards and schoolwide learning outcomes.	• *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Common formative assessments (CFAs) and Error Analysis data* • *Unit plans and lesson plans* • *Consensus maps and Priority Standards* • *Teacher Perception Survey results* • *Student Perception Survey* • *Power Walkthrough data* • *Schoolwide learner outcomes (SLOs) indicators and ent* • *roficiency scales* • *Achieve3000 data for SY2016-2017 to SY2017-2018* • *AIMSWeb data (SY2015-2016 to SY 2017-2018)*

D2. Assessment and Accountability Criterion- Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Assessment and Accountability Criterion- Classroom Assessment Strategies
D2.1. Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.
D2.1. Prompt: Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.

Findings and Analysis	Evidence
At BMS, teachers use formative assessment strategies to measure student progress and modify instructional practices. Teachers work within their grade-level professional learning community (PLC) to develop common unit plans that include formative and summative assessments for each target skill outlined in the district curriculum map. The common unit plans also identify exemplar texts and include adopted rubrics. 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. The practicality and ease of delivery of these assessments guarantee that teachers can quickly assess student understanding and make necessary modifications. The consistent formative assessment strategy used across contents is the ten-item common formative assessment (CFA) administered measure proficiency toward the target skill. An Error Analysis is completed for each CFA providing teachers with explicit data on student performance according to skill and proficiency level. 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 PLC meets at least four times 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. The results of the student survey indicate that a majority of the 619 students who responded agree that teachers use a variety of assessment strategies for core subjects: Language Arts, Reading, Math, Science, and Social Studies. Data for the amount of students who agree that teachers use a variety of assessment strategies for PE/Health, Humanities, and Technical Subjects did not reflect the trend of the core subjects. There were significant "No Opinion" responses for Humanities and Technical Subjects. Possible explanations for this outcome could stem grade-level course selections. All sixth grade students enroll in PE and CHamoru language for the entire school year. Seventh grade students are required to enroll in Health; they also have the option of enrolling in Robotics for the duration of the school year. Seventh and eighth graders have a variety of options to choose from for a semester course including Japanese language, Art, Choir, and Technical Subjects (Computer Science, Keyboarding, Journalism, Home Economics). The results of a teacher survey (N=66) reveal that the all but one respondent either strongly agreed or agreed that teachers appropriate formative assessment strategies to measure student progress and modify instructional practices. The adopted	• *Consensus maps and Priority standards* • *Common formative assessments (CFAs) and Error Analysis data* • *Common assessment (CA) or Pre/Post-Test data* • *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Teacher Perception Survey results* • *Walkthroughs and feedback*

accountability protocols (walkthroughs, PLC template, PTEP) and school wide expectations surrounding assessments could explain the teacher perception.	

Using Assessment Data

D2.2. Indicator: Assessment data are used to make decisions and modify instructional practices.

D2.2. Prompt: Evaluate the effectiveness of modified instructional practices based on assessment data.

Findings and Analysis	Evidence
Teachers within each professional learning community (PLC) administer a pre/post-test (usually quarterly), along with a common formative assessments (CFAs- usually administered monthly). 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. In addition to standards-based formative assessments, teachers have access to district-wide assessment data. ACT/Aspire data is made available the fall of the following school year. The data affords the opportunity to identify students at the following levels: ready, close, and in need of support. Teachers utilize the intervention/XL period on Gold Days to alternate between academic intervention and Character Education. Working within interdisciplinary teams, teachers can plan remedial lessons and interventions for students identified as in need of support. BMS also uses online resources such as Achieve3000 and Flocabulary to support student growth. Achieve 3000 is an intuitive online program that differentiates according to Lexile. During SY2015-2016, 449 Achieve3000 student licenses were purchased. Data from September through June revealed an average student growth of 42L. During SY2016-2017, student licenses to Achieve3000 were purchased for the entire student body. Lexile growth increased to 17L between September 2017 to January 2018. 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 Prioritized Areas of Growth: BMS lacks a formal, consistent process for evaluating the effectiveness of modified instructional practices on assessment data. Implementation of Response to Intervention (RtI) would ensure a systematic process for monitoring the effectiveness of modified instructional practices.	• *Consensus maps and Priority standards* • *Common formative assessments (CFAs) and Error Analysis data* • *Common assessment (CA) or Pre/Post-Test data* • *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Walkthroughs and feedback* • *Achieve3000 data*

Demonstration of Student Achievement

D2.3. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

D2.3. Prompt: Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

Findings and Analysis	Evidence
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. Using data from the WRAT and other assessments, math teachers identified a cohort from each team to participate in an advanced math class for SY2017-2018. The vision of the school is to expand on these classes in order to offer students high-quality instruction and learning. During SY2017-2018, the faculty and staff adopted changes to the SLOs and its indicators. Following the adoption of the revised SLOs, faculty developed indicators and a proficiency scale for each objective. Teachers embed SLO targets in instruction and monitor student progress. Students are afforded the opportunities to demonstrate their knowledge and understanding of these SLOs through real-world application such as community services, island-wide competitions, clubs and organizations. According to data from the Teacher Perception Survey, the majority of teachers who responded (N=66), strongly agree (16.7%) and agree (78.8%) that variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes (Item 15).	• *Consensus maps and Priority standards* • *Common formative assessments (CFAs) and Error Analysis data* • *Common assessment (CA) or Pre/Post-Test data* • *ACT/Aspire/Standards-Based Assessment (SBA) data from SY 2014-Current* • *Monthly PLC documents* • *Unit plans and lesson plans* • *Walkthroughs and feedback* • *Student portfolio* • *Teacher Perception Survey*

Teacher Feedback to Students

D2.4. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

D2.4. Prompt: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

Findings and Analysis	Evidence
The Curriculum Leadership Team (CLT) conducted training on Standards-Based Grading (SBG) to the faculty during SY2014-2015 to SY2016-2017. Additional SBG trainings were also conducted for new teachers during Induction in SY2017-2018 and SY2018-2019. Professional learning community (PLC) members collaborated to develop proficiency scales and create common formative assessments (CFAs). 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 or referencing objectives during the lesson and explicitly reviewing the proficiency scale empowers students to monitor progress on reaching proficiency of the target skill. BMS administration implemented a rubric for walkthroughs during SY2016-2017. Walkthroughs conducted during the period from November 2016 - March 2017	• *Learning objectives and Proficiency scales* • *Walkthroughs and feedback* • *Student portfolio* • *SBG Training manual*

assessed specifically for providing feedback. Data revealed that the average proficiency level in the area of providing feedback was 3.3.	

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process

Parent Engagement
E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders. Parents and community stakeholders are active partners in the teaching/learning process for all students.
E1.1. Prompt: Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.

Findings and Analysis	Evidence
BMS constantly strives to improve the strategies and processes for the regular engagement of parents and the community. Although there are numerous opportunities for parents and the community to be active partners in the teaching and learning process, it is evident that there is much room for improvement. BMS' faculty and staff collaborate with PTO officers and parents to provide awareness of the current updates on the progress of student learning, involvement with community activities, and extracurricular activities. Multiple community networks have been established over the past years and they have contributed to the learning process through services, consumables, and presentations which have allowed for meaningful experiences for the students. Parent volunteers have not only added to the aesthetics and safety of the school through repurposed railings and paint touch ups but also to the daily experiences through the creation of chess boards. Minor additions to the campus through these type of projects by parents have allowed for a greater working relationship between the entire school community. According to the Parent Perception Survey, 82% of the 267 parents who responded agrees and strongly agrees that the BMS encourages them to be an active participant in teaching/learning process.	• *Parent-Teacher Organization (PTO) sign-in logs* • *Parent-Teacher Conference (PTC) sign-in logs* • *New Student Orientation* • *Powerschool Parent and Student Portal* • *BMS website* • *Peace March* • *Mes Chamoru Program and Activity* • *Report cards and Progress report cards* • *Grade-level team promotional ceremonies* • *National Junior Honor Society (NJHS) Induction* • *Service Learning Youth Summit* • *School-parent conferences* • *Student Parent Engagement Program (SPCE) statistics*
BMS actively seeks to engage parents from the beginning of the school year as numerous forms are sent home that require parental approval and signatures. These include class syllabi, emergency contact information forms, food waivers, media release consent forms, and Internet and technology agreement forms. Parent and community input is also sought and valued as parents are encouraged to meet with teachers to address any concerns or questions they may have regarding their child's progress in school. Specifically, parents do not have to wait until the distribution of progress reports or report cards during Parent Teacher Conference to speak with teachers or to have a meeting in person. Lastly, parents are able to share in the accomplishments of their child by attending award ceremonies, thus reinforcing the value of education.	• *SPCE Parent Information Workshop and outreaches* • *Child Study Team (CST) meetings* • *Individual Educational Plan (IEP) meetings* • *Behavior Intervention Plan (BIP) and Student safety plan* • *Guest speakers during assemblies from community partners and outside agencies, such the Guam Police Department, Island Girl Power, the Attorney General's Office, the Chuukese Consulate Office, and others*
The Student Parent Engagement Program (SPCE) in the fiscal year 2017-2018 alone have responded to over 700 referrals to connect the school to homes for parent conferences, aid in registration, address attendance and behavioral concerns, and connect parents to support services.	• *Student recognition program* • *GDOE email and media releases* • *Parent memos* • *Parent phone calls*
Currently, BMS is seeking creative strategies to effectively increase attendance at Parent-Teacher Organization (PTO) meetings and Open House as sign in sheets consistently reflect a low turnout. In previous school years, BMS distributed student awards during PTO meetings. In SY2018-2019, BMS started with recognizing students for fulfilling SLOs criteria as Students of the Month. This has helped with the parent attendance to some degree.	• *Class syllabi* • *School newsletters* • *Participation in intervention programs such as Brief Tobacco Intervention (BTI) and Substance Abuse Intervention (SAI)*
Based on survey results, 278 students stated their parents attend PTO and PTC however students may have over reported as this high number may not be reflected on the sign in sheets. Therefore it appears that students may believe their parents	

are more active in their education than they really are. This may also be attributed to the fact that parents often attend PTC and PTO meetings alone as students are not required to attend since it is held during non-instructional hours. Lastly, based on the 619 respondents on the Student Survey, 82.8% said they had reliable Internet access at home. Although the minimal response rate may not be reflective of the entire student population, these results imply that parents may also maintain communication with BMS teachers via email. Additionally, while the BMS website is full of pertinent school updates, policies and activities, it is unclear how many parents access the site and if so, how frequently they obtain their information from it.	• *Referrals to Guam Behavioral Health and Wellness, Child Protective Services, Sanctuary, and others*

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.2. Prompt: Evaluate the effectiveness of the school's use of community resources to support students.

Findings and Analysis	Evidence
BMS is highly effective in utilizing community resources to support the educational experience of all students. Partnerships with the island's businesses and nonprofits are extensive at BMS and their impact is far reaching inside and outside of the classroom. The efforts of military volunteers and parent volunteers are evident every August as they willingly assist with campus beautification projects. Community resources such as: Student Outreach, National Guard, Tri Star Terminal, Lågu Center, the Mayor's Office, along with private businesses to include Jamaican Grill, Pizza Hut, McDonald's and KFC help provide crucial financial support (for fundraising efforts), to help address other student needs. Additionally, the Lions Club has previously donated eyeglasses to students in need. Through these established networks in the community, students are also able to raise funds for enrichment and social activities such as field trips and end-of-the-year award ceremony. BMS has also been very effective in establishing a strong relationship with its community neighbor, Island Girl Power. Island Girl Power director, Juanita Blaz, has presented during several grade level assemblies at BMS to introduce the programs and services that they offer. For instance, BMS female students have the opportunity to join the Island Girl Power Clubhouse that is held after school and on Saturdays. Island Girl Power has also offered student and parent workshops focusing on Lifelines suicide prevention. Several BMS faculty toured the Island Girl Power facilities on November 30, 2016 to learn more about the services and events the non-profit provides to BMS and the overall island community such as the Family Enrichment Center and the Environmental House. Lastly, Island Girl Power has maintained a Capoeira group and there are several BMS students in their group, some who even performed at the 6th Grade Assembly on September 2018. Several BMS students joined the Capoeira group following the performance. Also, community supports and maintain a good working relationship with Sodexo to assist in the overall cleanliness and safety of the school through school beautification projects and improvements. Furthermore, community organizations also contribute to student safety and wellbeing by providing information through drug awareness campaigns, performances, and after-school activities, such as during Red Ribbon Week with the Guam National Guard. The most prevalent example of the strong community networks can be seen through the annual Peace March held every February. The Peace March is a campaign to endorse peace in our community and the world. The event requires parental consent via a field trip as all BMS students walk from BMS to Maria Ulloa Elementary School, to Wettengel Elementary School and back to BMS. Secondly, approval from the Dededo Mayor's Office is necessary to close the roads connecting BMS to the respective elementary schools. Lastly, the Guam Fire Department, and the Guam Police Department are informed of the Peace March in the event of an emergency. On the day of the Peace March, the Dededo Mayor's Office assists with traffic control along with GPD and Island Girl Power stands outside to wave as the students walk	• *Parent-Teacher Organization (PTO) sign-in logs* • *Parent-Teacher Conference (PTC) sign-in logs* • *Peace March* • *Grade-level team promotional ceremonies* • *School-parent conferences* • *Student Parent Engagement Program (SPCE) statistics* • *SPCE Parent Information Workshop and outreaches* • *Guest speakers during assemblies from community partners and outside agencies, such the Guam Police Department, Island Girl Power, the Attorney General's Office, and the Chuukese Consulate Office* • *GDOE email and media releases* • *Participation in intervention programs such as Brief Tobacco Intervention (BTI) and Substance Abuse Intervention (SAI)* • *Community partnerships such as with Sodexo, Tri Star, the Department of Correction, iRecycle, Island Girl Power, the Guam National Guard, and others* • *Student participation in island-wide competition such as First Lego League Challenge, Guam Music Festival, Math Counts, SCRIPPS Spelling Bee, Dance competitions, Lip Dub competition, sports competitions, and others* • *Service Learning Youth Summit* • *Youth for Youth workshops* • *BMS Mall Day*

by. Students of Maria Ulloa Elementary School and Wettengel Elementary School also stand outside and greet BMS students as BMS students aim to promote peace within the community. The amount of logistics and ultimately, trust between parents, the participating schools and the students is what makes the Peace March successful year after year.

Previously, BMS participated in the Big Brothers Program. However, due to a lack of available community volunteers, students have yet to avail of their services. The SPCE Social Worker for BMS has been actively trying to recruit and reinstate the program at BMS. In the meantime, the conversation to involve Guam AmeriCorps to conduct tutoring services for next school year for our school has started.

Parent/Community and Student Achievement

E1.3. Indicator: The school ensures that the parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

E1.3. Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

Findings and Analysis	Evidence
BMS is committed in promoting student achievement, academic standards and schoolwide learner outcomes through several mediums such as the BMS website, Powerschool, class syllabi, parent memos, amongst others. Additionally, there are several co-curricular clubs that offer a variety of subjects and challenging opportunities in a fun atmosphere through Robotics, Math Counts, Spelling Bee, Science Fair, Academic Challenge Bowl (ACB), and interscholastic sports. Students who partake in these events further help to strengthen the home and school connection as parent support is crucial in their successes. Parents are also informed in the beginning of the school year of learning standards and classroom procedures as there are numerous forms and informational handouts that are sent home. Throughout the school year, there are Parent Surveys and BMS Mall Day which are other ways in which parent and community input is obtained. Parents have the opportunity to discuss their child's learning with teachers during the annual Open House and Parent Teacher Conferences (PTC) for first and third quarters. Currently, BMS is aiming to improve parent and student understanding of the schoolwide learner outcomes (SLOs). Although information regarding grades and coursework are sent home, there is a lack of evidence that information was actually received by parents. Parents and students will also soon be able to better understand academic standards through the proficiency scales and standards based grading. BMS Teachers have also undergone training for Standard Based Grading (SBG). The Department has given a few townhall meetings regarding the SBG initiative, and one on-school site during a Parent-Teacher Organization (PTO) meeting back in 2018. There, some frequently asked questions were addressed. According to the Parent Perception Survey, 85% of the 251 parents who responded agree and strongly agree that BMS adequately and effectively helps students meet high academic standards (Item 17) and 85% also agree and strongly agree that BMS adequately and effectively helps students achieve the schoolwide learner outcomes (Item 18).	• *Report cards and Progress report cards* • *Parent-Teacher Organization (PTO) sign-in logs* • *Parent-Teacher Conference (PTC) sign-in logs* • *BMS website* • *GDOE website* • *Class syllabi* • *Standards-Based Grading townhall meetings* • *Powerschool Parent and Student Portal* • *Parent memos and school newsletters* • *GDOE email and other media outlets* • *Parent Perception Survey*

E2. School Culture Criterion

The school is a) is a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

Parent/Community and Student Achievement
E2.1. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).
E2.1. Prompt: Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.

Findings and Analysis	Evidence
BMS is highly effective in implementing district and school policies, as well as reviewing policies to ensure that they are current and appropriate for the entire school community. Through this high standard of compliance, students are able to remain safe and get assistance when necessary. Faculty and staff receive orientation in the beginning of the school year on the Faculty and Staff Handbook and other new policies mandated by the District. Through the assistance of district representatives, training is constantly being provided to keep the faculty and staff up-to-date. Advisor-Advisee Period (AAP) and XL teachers also formally teach school and district policies using lesson plans to ensure all students are able to comply with these policies. Some lesson plans were developed by the Instructional Coach or the School Climate Cadre (SCC). Teachers have the opportunity to work with their Interdisciplinary teams to create lesson plans that target issues that are more relevant with their teams during XL Period Character Education. In the submission of Acceptable User Policy (AUP) forms, students are then permitted to use the school's Internet access and technological devices. Students are able to improve their grades and complete assignments using these technological means. BMS offers access to a fully equipped library during grade-level lunch periods, and teachers and students may use iPads, laptops, desktop computers, and Xerox machine during instructional time. Through contractual services provided by GDOE, the campus is cleaned daily to include classrooms, bathrooms and offices. These services help ensure that BMS students are provided a clean environment to learn and eat breakfast and lunch in. Students are able to demonstrate proper hygiene by taking showers after PE classes and washing their hands after using the restroom. BMS Behavioral Matrix lists these as safe behaviors. Furthermore, students obtain much needed physical activity not only through PE or Intramural classes but also during lunchtime as there are several sports they can engage in, such as volleyball and basketball. Sodexo also ensures that lunches offered are healthy and meet the school's Food and Nutrition requirements. Teachers teach and reteach behavioral expectations every beginning of the school year and after Christmas Break. Grade-level counselors work closely with students and give guidance to proper behaviors. Students are able to seek help when they experience disrespectful behavior as they are taught to "Stop, Walk, and Talk" strategy to curb harassment and bullying. In the previous school years, students were also able to request peer mediation as a way of resolving their conflicts. Bully Prevention Curriculum and lessons provided by the previous Instructional Coaches and SCC are formally taught during XL Character Education and reinforced during assemblies. Therefore, students are able to practice what they learn and understand that there are many opportunities for them to get help. According to the Student Perception Survey, 81% of the 619 students surveyed, attest to have an adult that they can go to if they have problems or concerns. Inferring from these results, BMS can continue explore ways that would bring that	• *Staff and faculty handbook* • *Student handbook* • *Student Procedurals Assistance Manual (SPAM), Standard Operating Procedures (SOPs), and Board Policies* • *Emergency Response Plan* • *Forms, such as AUPs, Food Waivers, Media Release Forms, and others* • *MUNIS work order log* • *BMS Bell Schedule and School calendar* • *Gate Sentry* • *School Aides* • *BMS Behavior Matrix, BMS Behavior Expectations (Roadrunner 3), classroom rules and procedures, and others* • *XL Period Character Education lesson plans* • *Behavior Intervention Plans (BIP) and Student safety plans* • *Parent Perception Survey* • *Student Perception Survey* • *School Climate Cadre (SCC) meeting notes*

number to 100%, such as explicitly teaching the roles of each adult on campus and encourage students to choose one to assist and support them.

Although there are policies in place, some faculty believe that there is not enough adult supervision for the student population as there is only eight school aides for BMS large student population of 1,200. The administrative team and school counselors would also assist in supervision. Some teachers have sacrificed their lunch break in order to participate in supervision for students.

The Office Discipline Referral (ODR) forms are also used in the process when discipline students. ODRs record and provide guidance on the consequences that the administration can behavioral infractions.

According to the Parent Perception Survey, out of the 301 respondents, 73% agree and disagree that that the school provides their children with a safe, clean, and orderly environment. Seven and one of these parents disagree and strongly disagree respectively.

Discipline and Behavior Management System

E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.

E2.2. Prompt: Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.

Findings and Analysis	Evidence
BMS has discipline and behavior management system in place that supports all students a safe learning environment within campus. BMS is compliant with district standard operating procedures to include the Student Conduct Procedure Manual (SCPM) and the Student Procedural Assistance Manual (SPAM). Student behavioral data is regularly reviewed during School Climate Cadre (SCC) meetings and schoolwide decisions are made based on this data, such as No Fly Zone, the creation of Official Hallway Passes, and the implementation of Character Education lesson plans that address to curb certain behaviors. Through the implementation of the PBIS framework, BMS has been able to streamline efforts to address student behavior and link district mandates to School Learner Outcomes, or SLOs. Team teachers, Grade-level Assistant Principals, and Counselors are able to identify Tier-2 and 3 interventions during Child Study Team meetings. Team-Initiated Problem-Solving (TIPS) meetings allow interdisciplinary teams to analyze discipline data and brainstorm on solutions and intervention that address the specific needs of their students. According to Parent Perception Survey, 76% of the 270 parents surveyed strongly agreed and agreed that BMS has an effective discipline and behavioral management system that supports learning and growth development.	• *Schoolwide learner outcomes (SLOs)* • *Staff and faculty handbook* • *Student handbook* • *Student Procedurals Assistance Manual (SPAM), Standard Operating Procedures (SOPs), and Board Policies* • *Data Dictionary* • *BMS Bell Schedule and School calendar* • *BMS Behavior Matrix, BMS Behavior Expectations (Roadrunner 3), classroom rules and procedures, and others* • *XL Period Character Education lesson plans* • *Behavior Intervention Plans (BIP) and Student safety plans* • *School Climate Cadre (SCC) meeting notes* • *Team-Initiated Problem-Solving (TIPS) minutes* • *PBIS SWIS or Pulse data* • *Parent Perception Survey*

High Expectations for Students

E2.3. Indicator: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.3. Prompt: Evaluate the school's effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.

Findings and Analysis	Evidence
During the WASC work session, faculty and staff expressed that BMS is only moderately effective in ensuring high expectations while honoring individual differences such as religion, economics, gender and, ethnicity. For example, not all classrooms and offices are accessible to students because of the lack of elevator. However, there are systems in place that help accommodate these unique needs. Students who identify themselves as transgender are allowed to use the restroom in the Main Office after consultation with the grade-level counselor and principal. Also, health accommodations were made for one student so that they may receive dialysis treatment on campus. Section 504, Individual Educational Plans (IEPs), Behavior Intervention Plans (BIPs), and student safety plans are developed in order to accommodate certain students with their health/medical, academic, and behavioral needs. Special Education (SPED) and ESL teachers are involved with curriculum planning with content PLCs. BMS faculty, staff and administrators also work with partner agencies, such as Guam Behavioral Health and Wellness, Latte Treatment Center, and Department of Youth Affairs (DYA) to accommodate students with special behavioral needs, and modify behavioral expectations in order to keep students focused on school learning objectives. For students who need behavioral supports, on-site counseling services is offered by *I Famagu'on-ta* to students who have transportation issues and sessions are held on campus. Additionally, there have been several students who reside at Latte Treatment Center and attend half day classes as an attempt to transition back to school. More importantly, these educational accommodations require the input and coordination between teachers, parents, students, nurse, administrators and counselors. According to the input given during WASC work sessions, faculty and staff expressed that the school can improve in addressing the needs for the cultural diversity in the school and raise cultural awareness and sensitivity. Peace March lesson plans do talk about these issues annually during Character Education. Students have the opportunities to showcase their talents and cultural backgrounds through dances during grade-level assemblies. Advisor-Advisee Period (AAP) and XL periods allow more time for personalization in order for teachers to get to know their students better.	• *Schoolwide learner outcomes (SLOs) indicators and Proficiency scales* • *Student Procedurals Assistance Manual (SPAM), Standard Operating Procedures (SOPs), and Board Policies* • *BMS Behavior Matrix, BMS Behavior Expectations (Roadrunner 3), classroom rules and procedures, and others* • *XL Period Character Education lesson plans* • *Peace March* • *Behavior Intervention Plans (BIP), Student safety plans, Section 504, and Individual Education Plans (IEPs)* • *ESL Modification forms* • *Services provided by outside agencies, such as* I Famagu'on-Ta*, Latte* Treatment Center, *Guam Behavioral Health and Wellness, Sanctuary, and Department of Youth Affairs (DYA)* • *Math advanced placement* • *UOG ETS/TRIO program* • *ESL data* • *SPED data* • *Guest speakers during Mes Chamoru and grade-level assemblies that promote peace and cultural diversity, such as the FSM Consulate and Island Girl Power*

Culture of Trust, Respect, and Professionalism

E2.4. Indicator: The school has a culture of trust, respect, and professionalism among all members of the school community.

E2.4. Prompt: To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?

Findings and Analysis	Evidence
BMS has systems in place, such as standard operating procedures (SOPs) and policies that govern and guide the conduct of faculty, staff, and students in order to achieve a high degree of professionalism, trust, and respect. The school administration has an open-door policy, in which students, staff, and faculty can voice concerns or inquire about issues. Faculty and staff receive orientation on Faculty and Staff Handbook and other updates on board policies and procedures. In the past two school years, BMS administration has become more clear in enforcing SOPs, such as faculty sign-out	• *Schoolwide learner outcomes (SLOs)* • *Student Procedurals Assistance Manual (SPAM), Standard Operating Procedures (SOPs), and Board Policies* • *Data Dictionary* • *PBIS Framework* • *Faculty and Staff handbook*

when leaving campus and adding the gate sentry, which increased accountability, and especially for the safety of everyone on campus. Majority of the faculty and staff communicate with WhatsApp, making it possible to make announcements and disseminate information immediately. Faculty and staff adhere to FERPA (Family Educational Rights and Privacy Acts) laws in keeping student confidentiality. The School Health Counselor (SHC) and clerk assigned in the nurse's office are HIPAA compliant and follow guidelines to ensure health records are kept private. Students can inform nurse/clerk regarding health issues and most parents are respectful and comply with the nurse's request for information. Students are provided medical care with respect to confidentiality. Similarly, students are provided information regarding Counseling Confidentiality and are informed of the situations wherein confidentiality may be broken. Another example of the level of respect and professionalism demonstrated by students can be seen through BMS' uniform policy. Majority of the students attend every day with the full uniform of a BMS shirt and navy blue shorts or pants. Additionally, majority of the students also have a media release forms signed by their parent or guardian. Lastly, personalization is emphasized and practiced during Advisor-Advisee Period to increase positive relationships amongst students and adults. According to the Parent Survey, 81% of the 269 parent respondents strongly agree and agree that BMS has a culture of trust, respect, and professionalism among all members of the school community. This data supports that interaction between parents and members of the school community is positive and promote openness between both parties.	• *Student handbook* • *BMS Behavior Matrix, BMS Behavior Expectations (Roadrunner 3), classroom rules and procedures, and others* • *XL Period Character Education lesson plans* • *Peace March* • *Professional learning communities (PLCs)* • *Faculty Learning sessions* • *Teacher Orientation* • *Trainings on ODRs, BP901 and BP450, and the PBIS framework* • *Faculty and staff turnover rate* • *PBIS SWIS or Pulse data* • *Parent Perception Survey* • *Student Perception Survey*

E3 and E4. Support for Student Personal and Academic Growth Criteria

E3. Student Support Criterion- Personalization

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
E3.1. Indicator: The school ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.
E3.1. Prompt: Evaluate the availability and the adequacy of services to support students in such areas as academic/behavioral assistance, health, career, and personal counseling.

Findings and Analysis	Evidence
Currently, there is room for improvement in terms of the availability and adequacy of services available for all students, especially because of the limited manpower. According to the Student Perception Survey, 81% of the respondents indicate that they trust at least one adult on campus. Therefore, it appears majority of BMS students may have received support services or had a chance to interact positively with adults on campus. The population of BMS students is too large for one nurse, only 3 counselors, and 2 Consulting Resource Teachers (CRTs) to services students. For instance, according to Guam Federation of Teachers (GFT), as union organization, the nurse to student ratio should be 1:750 and over 30 students may be seen by the nurse daily. The American School Counselor Association (ASCS) recommends student to counselor ratio is 1:250. The one benefit however with BMS' adoption of the middle school concept (school-within-a-school) is that the grade-level counselors and administrators follow the students throughout the three years of middle school. By working with the same students three years in a row, counselors and administrators can develop deeper connections and provide a consistent support system.	• *Advisor-Advisee Period (AAP)* • *XL Period academic intervention and Character Education* • *Professional learning communities (PLCs)* • *PBIS SWIS or Pulse data* • *Student Perception Survey* • *Services provided by outside agencies, such as* I Famagu'on-Ta, Latte *Treatment Center, Guam Behavioral Health and Wellness, Sanctuary, and Department of Youth Affairs (DYA)* • *Behavior Intervention Plans (BIP) and Student safety plans* • *Section 504 and other health plans*

Interdisciplinary teams also share a common preparatory period that allows them to meet regularly and to utilize the time for problem solving and decision making.

BMS also shares a social worker and attendance officer with surrounding schools thus limiting the amount of individual supports that can be provided efficiently. The Student Parent Community Engagement (SPCE) team is extremely helpful in reaching parents when there is no working phone number and they also help get important forms signed when needed. SPCE also helps provide additional resources for students who are not as fortunate such uniforms, school supplies, canned food, shoes, and so forth. SPCE is also available for students requiring extra services outside of school, such as helping families gain housing assistance, legal guardianship, and so forth.

The lack of available counselors is concerning on days wherein the counselors are off campus for trainings and Professional Development or during a crisis. There is also only one Speech Therapist assigned to BMS and he provides services to students in the library.

BMS' sole School Health Counselor (SHC), or nurse, is responsible for addressing all aspects of student health to include illnesses, injuries, lice checks, and calling 911 during emergencies to name a few examples. The SHC also assists in the completion of CPS referrals, counseling and SPCE referrals, depending on the nature of the case. The SHC sometimes attends IEP meetings, Section 504, and assists in the creation of a health plan, as well as schedule hearing tests for students in the SPED program. The nurse conducts different health audits and assessments per grade-level. For instance, the nurse must ensure that all 6th graders received scheduled immunizations. The nurse also schedules eye exams along with hearing tests for 7th grade students and submits referrals from teachers to an audiologist. Additionally, the nurse is responsible for the annual BMI data and must record the height and weight of every student. The nurse must also conduct the Immunization survey for DPHSS for all students. On a daily basis, the nurse is responsible for administering medications daily as needed as well as conduct blood sugar checks for diabetic students, seizure medications, asthma medications, ADHD medications. The nurse must also administer medication as requested by DPHSS DOT-Direct Observation Therapy for TB medications. Additionally, the nurse must assist and monitor students with CAPD and access to DPHSS website to retrieve students immunizations records. Lastly, the nurse must also assess BMS faculty and staff for illness and disposition to medical clinic, home and hospital, and others. With this exhaustive list of duties, it is evident that one SHC cannot physically attend to all the needs of the students, and therefore, inadvertently jeopardizing the safety of the school.

Although BMS is limited in terms of personnel, through *Esgaihon I Famagu'on-Ta (EIF)*, students are able to receive more behavioral and academic supports on campus in lieu of out-of-school suspension. *EIF* provides structure for the students in the classroom with a unique daily schedule tailored to the needs of the program. Tutoring and basic skills lessons in reading and math are provided in the classroom as means of academic intervention. Lesson plans are also tailored to match the necessary intervention based on the students' offenses. Ultimately, at-risk students are given the opportunity to reflect on their behavior and identify solutions for their behavior as well as to prevent the same behavior from occurring. Community services is also performed to teach students how to value their school community. Lastly, students are also seen individually by counselors while they are in the program.

The STARS Club- Student Taking Active Roles Successfully: is a supplemental support system that was established by the *EIF* student to serve the needs of at-risk students. The club encourages students to behave appropriately and make positive choices. The club also encourages members to focus and hone in on their talents and skills by performing during monthly assemblies and school activities. The members are also encouraged to see the club advisors if they need to help or counseling to prevent them from getting into trouble outside the classroom. Members partake in lunch activities and fundraising activities to take ownership of their club.

The Advisor-Advisee Period meets every morning for thirty to allow teachers to build positive relationships with their students. There is a 16:1 ration in every AAP class. Teachers can further personalize instruction, provide academic interventions, and

- *ESL Modification forms*
- *SPCE Parent Information Workshops and outreaches, and quarterly statistics*
- *Counseling log in*
- *School Health Counselor log in*
- *BMS clubs, organizations, and sports, such NJHS, Math Counts, Academic Challenge Bowl, STARS Club, Glee Club, and many others.*

teach Character Education lessons during XL period, that meets every other day (Gold Days) and consist of about 28:1 ratio.

Students can also participate in various clubs, organizations, and sports in order to supplement their academic and behavioral needs in school. Eighty-one percent of 619 students that took the perception survey state that they are involved in extracurricular activities.

Direct Connections

E3.2. Indicator: The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

E3.2. Prompt: Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.

Findings and Analysis	Evidence
BMS is moderately successful in providing direct links between student learning needs and resources, however limited these resources may be. Students who are at risk academically or behaviorally are identified and discussed during Child Study Team (CST) Meetings with the aim of identifying interventions and/or additional supports. Student(s) will be screened for testing to see if they qualify for any of the services the school provides through our SPED education and/or ESL (ELL) program. Functional Behavior Assessments are conducted and Behavior Management (or Intervention) Plans are created by the teams in coordination with the respective grade-level counselor. For the most part, students are able to engage in most of the regular classroom with provided modifications by their teachers. Counselors take an active role in providing supports to students through classroom lessons and individual counseling as needed. Counselors also assist with monthly assemblies and provide student behavioral data that are focused on topics relevant to situations that are ongoing or have happened. The assembly provides presentations from outside support services, such as Island Girl Power. These assemblies are beneficial to the students for awareness and for decision making on how to improve as discipline data is shared with them. For any medical needs our the School Health Counselor (SHC) assesses student(s) history. Health referrals are provided for those who need updated medical information. The nurse communicates with student(s) medical doctor as needed. The Student Support Outreach Team (or SPCE) also provides support and services to BMS students on a referral basis. The SPCE Team also assists with assemblies and presentations by coordinating guest speakers to inform students of services available within the community. Additionally, the school administrators participate in the homeless count through the coordination of the Guam Homeless Coalition.	• *Advisor-Advisee Period (AAP)* • *XL Period academic intervention and Character Education* • *Professional learning communities (PLCs)* • *PBIS SWIS or Pulse data* • *Student Perception Survey* • *Services provided by outside agencies, such as I Famagu'on-Ta, Latte Treatment Center, Guam Behavioral Health and Wellness, Sanctuary, and Department of Youth Affairs (DYA)* • *Brief Tobacco Intervention program (BTI)* • *Substance Abuse Intervention program (SAI)* • *Behavior Intervention Plans (BIP) and Student safety plans* • *Individual Educational Plans (IEPs)* • *Section 504 and other health plans* • *ESL Modification forms* • *SPED PLAFF* • *SPCE Parent Information Workshops and outreaches, and quarterly statistics* • *Counseling log in* • *School Health Counselor log in* • *Grade-level assemblies and guest speakers, such Island Girl Power, Child Protective Service (CPS), and Sanctuary.*

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL, SPED, and other alternative learning programs).

E3.3. Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings and Analysis	Evidence
BMS is effective in utilizing a variety of research based instructional strategies to provide appropriate instructional options for all students. Through multiple training opportunities throughout the school year, teachers are able to obtain new strategies and best practices, and in turn, apply them in their classrooms. Currently, students are able to partake in advanced math classes and Robotics, which will provide them with access to rigorous math concepts. More individual strategies are utilized within smaller settings for students who receive ESL accommodations and for students who have an IEP. Instructional strategies are also shared with faculty during Faculty Learning sessions, specifically for *Classroom Instruction That Works* (*CITW*). Teachers also are able to share best practices and problem-solve on the academic interventions that they can provide their students during their professional learning community (PLCs). Multiple trainings on accommodating English Language Learners have been provided by GDOE and the school. Alternative instruction provides the students with the opportunity to progress under the standards-based curriculum. Thus, these strategies assist students with unique learning abilities to be productive in the classroom based on each skill. According to the Teacher Survey, more than 90% of teachers modify their instructions based on the data from assessments given to students. It can be inferred that teachers understand that every students have an individual learning need and that they modify their instruction to fit the students' needs. The BMS librarian works closely with teachers to develop personalized approaches to learning and providing alternative instructional options through the use of technological resources. Students participate in a library orientation conducted by every school year and students are able to receive a library card for borrowing books. Additionally, prior to accessing the Internet on campus, the Librarian must ensure that all students have a signed Acceptable Use Policy (AUP) on file. The librarian collaborates with teachers in regards to the research process, book reports and accessing educational websites such as EBSCO. Students are also able to access the online services such as reserving books and searching the catalog. The librarian also assists with student-led projects such as the Cardboard Challenge and Robotics. Teachers are able to prepare photocopies of lessons and instructional materials using the copy machine that is located in the library. Lastly, the BMS community is able to access valuable information via the library's website such as the calendar, resources, as well as leave comments and suggestions. Lastly, BMS' most interactive activity, Field day, synthesize the schoolwide learner outcomes or SLOs and lessons taught during Physical Education and Intramurals. Students are allowed to sign up for the activities. Through friendly grade-level competitions, inclusion is at the forefront as all students are encouraged to participate in events suitable to their physical abilities. Field Day also allows students to demonstrate their understanding of rules of the game, leadership, cooperation, and sportsmanship.	• *Schoolwide learner outcomes (SLOs) indicators and Proficiency scales* • *ESL strategies, such as Classroom Instruction That Works with English Language Learners, Sheltered Instruction Observation Protocol (SIOP), and Kagan Cooperative Learning strategies* • *Advanced Math classes* • *Robotics class* • *ESL Modification forms* • *SPED PLAFF and Individual Education Plans (IEPs)* • *XL Period Academic Intervention* • *XL Period Character Education lessons* • *Professional Development and Faculty Learning sessions* • *Library log in* • *Professional learning community (PLC) meetings and documents* • *Field Day* • *Trainings on instructional strategies, such CITW, Big 8 strategies, Standards-Based Grading and others* • *PBIS framework*

E4. Student Support Criterion- Accessibility

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

Equal Access to Curriculum and Support
E4.1. Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).
E4.1. Prompt: To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)

Findings and Analysis	Evidence
BMS is effective with giving accessibility to a curriculum that is challenging, relevant and coherent to students. All grade-level content areas have a consensus map, either developed by the District or within the school. Trainings in prioritizing standards have been provided by the school and the District prior to developing these maps. Currently, the Curriculum Leadership Team (CLT) work with new teachers to get them "up-to-speed" in prioritizing standards. ELA and Math adhere to the Common Core State Standards (CCSS) and Science, Social Studies, and other content areas follow the GDOE Content Standards. The teachers, counselors, and administrators work together to ensure that each student is placed in the most conducive learning environment. Students are heterogeneously placed in teams which allows for a diversity of interaction and teaching and learning strategies, with the exception of Advanced Math classes. Additionally, each class is balanced with the suitable amount of students, 28:1. Currently, students are assigned to elective classes. This year Journalism and Choir have been added as elective classes. Students are assessed monthly by the teachers through the use of common formative assessments (CFAs). Teachers use a school-wide analysis tool to determine the mastery of each student in regard to the standards and objectives. Within their PLCs, or professional learning communities, teachers discuss and determine additional supports and interventions they can provide students, and pull them out during XL Period for academic intervention, such as tutoring. The BMS Lesson Plan template also require teachers to state the modifications and interventions that they would use to support students who are not reaching proficiency of the lesson or skill. Students are placed in Sheltered ESL or SPED classes through a rigid process of observations and assessments. If students are eligible for the general education classes, they are monitored and given modifications as needed. According to the Student Perception Survey, 93% of the 619 students who responded believe that BMS adequately prepares them for high school and beyond (Item 24).	• *Consensus maps, from the District and in-school* • *Priority standards and Proficiency scales* • *Common formative assessments (CFAs) and Error Analysis data* • *Class syllabi* • *ACT/Aspire and SBA results* • *Professional learning communities (PLC) documents* • *Advanced Math classes* • *Elective classes, such as Choir, Journalism, Robotics, Keyboarding, Japanese, and others* • *ESL Modification forms and Progress Reports* • *SPED PLAFF and IEPs* • *Induction and Mentorship programs* • *Trainings on different instructional strategies* • *Walkthroughs and feedback* • *Student Perception Survey*

Curricular/Co-Curricular Activities

E4.2. Indicator: School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.

E4.2. Prompt: Comment on the relationship between curricular/co-curricular activities and the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.

Findings and Analysis	Evidence
BMS aligns its curricular/co-curricular activities to the academic standards and schoolwide learner outcomes (SLOs), while promoting the emotional and social well-being of students. Teachers use *Classroom Instruction That Works (CITW)* strategies that meets the standards and SLOs. Teachers are also able to present and share their expertise on different *CITW* strategies to their colleagues during Faculty Learning and Professional Development. BMS offers many co-curricular activities through clubs and organizations and sports. They offer opportunities for students to learn extend their learning beyond the classroom, as well as hone their leadership abilities and commit to community service. These fulfill our SLOs: Value Their Community, Make Positive Choices, and Strive for a Better Tomorrow. Students who require more personalized supports can turn to trusted adults to provide them with guidance, academic interventions, counseling, and real-world advice. These adults can be the child's AAP teacher, regular classroom teacher, grade-level counselor, *EIF* instructor, club advisor, coach, non-instructional staff, and administrator. Eighty-one percent of the 619 students surveyed expressed that they have at least one adult that they can turn to for guidance. All school clubs require passing grades from students' classes and to follow high standards of behavior. This allows students to make positive choices and to behave appropriately; keeping themselves from being disqualified from their club interests.	• *Schoolwide learner outcomes (SLOs) indicators and Proficiency scales* • *Priority standards and Proficiency scales* • *Common formative assessments (CFAs) and Error Analysis data* • *Class syllabi* • *ACT/Aspire and SBA results* • *Professional learning communities (PLC) documents* • *Student Perception Survey* • *Club Fair and student participation in clubs or sports* • *Service Learning Youth Summit* • *Youth for Youth workshops* • *Student participation in island-wide competitions such as Special Olympics, Math Counts, Academic Challenge Bowl, First Lego League, SCRIPPS Spelling Bee, and various sport events*

Meeting Student Needs Through Curricular/Co-Curricular Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

E4.3. Prompt: Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

Findings and Analysis	Evidence
The various activities, clubs and organizations, and sports that BMS offers addresses the many interests and needs of its student populace, be it intellectual, physical, athletic, behavioral, and academic. All clubs, organizations, and school activities address one of the school's six schoolwide learner outcomes (SLOs). For co-curricular activities there is a screening process that requires analysis of the SLOs and how it benefits the students' learning experience, as well as approval by the administration.	• Schoolwide learner outcomes (SLOs) indicators and Proficiency scales
	• Consensus maps
Teachers administer monthly common formative assessment (CFAs) and use the data Error Analysis to determine if the students have reached a mastery level of 3 or higher of the standard or skill. Teachers meet with their content teams two to four times a month to review their lessons and determine strategies and interventions to help students reach proficiency of the required standard or skill.	• Priority standards and Proficiency scales
	• Common formative assessments (CFAs) and Error Analysis data
	• Class syllabi
	• ACT/Aspire and SBA results
Advisor-Advisee Period affords more personalization between teachers and students. The ratio of 16:1 keeps class size to a minimum in order to maximize the opportunities that the AAP teacher to interact and get to know his/her students.	• Professional learning communities (PLC) documents
	• Advisor-Advisee Period (AAP)
	• XL Period
The BMS administration is currently making more efforts to observe student-teacher interactions in the classrooms, to ensure that there is high-quality student engagement happening. The administrative team needs to clearly define what this actually looks like and communicate with teachers of these expectations. Teachers are required to visibly display the learning objectives and proficiency scales every day and are encouraged to refer to them throughout the lesson. Thus, students are able to demonstrate a deeper understanding of what is expected of their learning, reflected in their grades, proficiency levels, and classwork (written assignments, worksheets, reflections, journals).	• ESL Modification forms and Progress Reports
	• SPED PLAFF and IEPs
	• Advanced Math classes
	• Club Fair
	• Clubs and organizations and sports
	• Walkthroughs and feedback

Student Perception

E4.4. Indicator: The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

E4.4. Prompt: Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)

Findings and Analysis	Evidence
In student interviews conducted in December 2018, teachers were able to garner the following input from students on the support services offered at the school: **School Health Counselor (Nurse)**: Described as helpful and students were comfortable and had an overall good experience. Students sought services for the following: Illness, injury, wound cleaning, headache. The nurse was stated to have assisted in calling parents and providing ice pack for injuries. Students recommended that there should be an additional nurse to service all of the students at BMS since there is often a long wait due to the number of students being served. Students also suggested adding more chairs and more equipment to include a first aid kit in each classroom and free physicals. **Counseling**: Majority of the students interviewed stated that the counseling services that they received were helpful and that they felt safe upon receiving these services. Students sought services for the following: personal problems, conflict resolution, schedule changes, grief counseling, and assistance with bullying, mediation, and cutting. There were no suggestions for improvement. **English as a Second Language (ESL)**: There were several respondents who had received ESL services, all of whom stated that their experience was positive. Students indicated that they had received help learning English, as well as help with their schoolwork. There were no suggestions for improvement. ***Esgaihon I Famagu'on-Ta (EIF)***: Students who indicated that they received EIF services stated that it helped them become a better person and they learned life lessons. Additionally, EIF also addressed the following: help with behaviors, help in preventing getting into trouble, and to learn about effects of smoking. **Student Parent Engagement Program (SPCE)**: Only one student that was interviewed indicated that they received services from SPCE for uniform assistance. **Services students are unaware of:** 504, BTI, and SAI are the three top services that majority of the students interviewed stated that they were unaware of. The following services were suggested: • *Services with financial struggle* • *Suicide prevention* • *Tutoring* • *Student centers to sell snacks, food, and school supplies* Moving forward, BMS can put more effort in advertising and explaining to the student population regarding these services available. For example, throughout the school year, we can mention these on the Student Handbook, pamphlets, school newsletters, and the school website. These publications can also feature the faculty and staff who are providing these services. Furthermore, BMS can work with more outside agencies and community partners in adding more to the list of services, such as tutoring, suicide prevention, amongst other programs.	• *Student interviews on BMS support services*

CHAPTER V
SCHOOLWIDE ACTION PLAN

"Education is improving the lives of others and for leaving your community and world better than you found it."

Marian Wright Edelman, *children's rights activist*

During the mid-term visit in 2016, the WASC visiting committee assessed the school action plan, which was then known as the Roadrunner Academic Progress Plan (RAPP), and identified BMS critical areas and strengths and provided recommendations to address our school's needs. BMS has gone through many significant changes since: from reassignments in the school's leadership, to the turnover of the teaching staff, and to a shift of the demographics of our students. These new challenges necessitated a proactive plan to ensure that our school achieves the outcomes that matter most.

Picture 5 Team 6A presenting on where they see the school in the next 5 years and 10 years.

Recasting a Shared Vision and Mission

In the spring of SY2016-2017, faculty and staff revisited the vision and mission. Our school purpose had to be reframed to address the wholistic development of every student. Given the trends in the discipline data, our school community determined that more emphasis was needed in Character Education, while simultaneously promoting the habits that lead to academic success. Furthermore, societal expectations for college and career readiness prompted additional emphasis in higher-order thinking and civic engagement. Hence, after much deliberation amongst teachers, staff, and administration, the school purpose was articulated as such:

"Our vision is that our students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community."

"Our mission is to provide a safe, supportive, 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."

Picture 6 Team 7B analyzing proposed proficiency scales to the SLOs.

With the new vision and mission in place, our current practices as an entire school were assessed and evaluated, with us asking ourselves, "How are we upholding our vision and mission with our current practices?"

"What kind of individuals would we would like our students to become?"

Back in SY2015-2016, when the schoolwide learner outcomes (SLOs) were still known as ESLRs, or Expected Schoolwide

Learning Outcomes, our school community identified the following as our indicators of how BMS students would be:

VALUE THEIR COMMUNITY	
Indicator 1 Students feel safe and have a personal relationship within the BMS community and are proud to be a Roadrunner by contributing their time and effort.	**Indicator 2** Appreciate and welcome others' cultural and individual differences
SUCCEED ACADEMICALLY	
Indicator 1 Students are able to use the skills that they learn in school or class for everyday life.	**Indicator 2** Students are able to use available resources in the learning process.
ADAPT TO CHANGING TIMES	
Indicator 1 Students collect and use information to succeed.	**Indicator 2** Students use the library and the latest technology to help them succeed.
BEHAVE APPROPRIATELY	
Indicator 1 Students know and respect rules and members of the BMS community.	**Indicator 2** Students know how to respond to certain situations and solve problems positively.
MAKE POSITIVE CHOICES	
Indicator 1 Set a current goal and do your best to achieve it.	**Indicator 2** Be courageous, accept positive challenges, and accept responsibility!
STRIVE FOR A BETTER TOMORROW	
Indicator 1 Always try to set long-term goals for yourself and work hard to be successful in the future.	**Indicator 2** Be honest and work hard to become good community members.

Beginning January 2018, our school faculty and staff participated in several meetings and discussion to determine the relevance of the SLOs to the new vision and mission. Indicators were updated to clarify our expectations of what students should know and be able to do before they leave our school. To be consistent with our Standards-Based Grading practices, we created a proficiency scale for each SLO (see page 7).

Picture 7 A lively discussion led by Mr. Lazaga about the school's new action plan.

A New Outlook, A New Plan

In May 2017, the faculty and staff reviewed our school's former action plan, or Roadrunner Academic Progress Plan (RAPP). We agreed to maintain the principles of the Breaking Ranks model (alignment of curriculum, instruction, and assessments; personalization; and professional learning communities) but focus on fewer but more impactful practices. The school community decided to focus on student achievement, student conduct, and professional learning, and identified 16 practices to achieve our primary goals. This school improvement effort became the Roadrunner Action Plan (RAP), replacing the RAPP (see Appendix B):

- **Goal #1:** By the end of SY2018-2019, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.
  - o **Objective 1.1:** Students will acquire the knowledge and skills as indicated by our curriculum maps, in order to prepare them for college and career.
    - ▪ **Strategy and Practice 1.1.1:** Teachers will meet with their respective grade-level counterparts to routinely review and update their curriculum maps.
    - ▪ **Strategy and Practice 1.1.2:** Teachers will meet with content groups to vertically align curricular expectations so that the learning progression is unhindered.
  - o **Objective 1.2:** Students will benefit from evidence-based, high-yielding instructional strategies designed to promote learning efficiency.
    - ▪ **Strategy and Practice 1.2.1:** Content teachers will develop unit plans to guarantee challenging, engaging, and intentional instruction.
    - ▪ **Strategy and Practice 1.2.2:** Frequent walkthrough observations (with feedback) will occur for every teacher
  - o **Objective 1.3:** 85% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards.
    - ▪ **Strategy and Practice 1.3.1:** Grade-level content teachers will create proficiency scales and CFAs to guide daily instruction.
    - ▪ **Strategy and Practices 1.3.2:** Grade-level content teachers will use CFA data to develop academic interventions.
- **Goal #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.
  - o **Objective 2.1:** All students will develop a close, positive connection to at least one adult.
    - ▪ **Strategy and Practice 2.1.1:** All students will participate in daily homeroom Advisor-Advisee Program (with a class ration of 1:20).
    - ▪ **Strategy and Practice 2.1.1:** Encourage students to participate in at least one extracurricular activity.

- o **Objective 2.2:** All students will attain "the highest level of character" in order to become morally responsible and self-disciplined (BP380).
  - ▪ **Strategy and Practice 2.2.1:** Students will participate in Character Education lesson during Intervention days.
  - ▪ **Strategy and Practice 2.2.2:** Teachers will deliberately teach basic human values throughout their lessons.
- o **Objective 2.3:** All students will make positive choices.
  - ▪ **Strategy and Practice 2.3.1:** Our school will promote PBIS by explicitly teaching our behavior expectations and holding monthly schoolwide assemblies.
  - ▪ **Strategy and Practice 2.3.2:** Teachers will review their team's disciplinary numbers and develop interventions to resolve recurring behavioral issues.
- **Goal #3:** All faculty and staff will enhance the school culture by engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.
  - o **Objective 3.1:** Teachers will become skillful at implementing current research-based practices.
    - ▪ **Strategy and Practice 3.1.1:** New teachers will participate in a year-long induction program to become familiar with effective instructional practices.
    - ▪ **Strategy and Practice 3.1.2:** Teacher leaders will provide coaching and mentoring to struggling teachers, as well as to develop teacher expertise amongst incumbent faculty.
    - ▪ **Strategy and Practice 3.1.3:** Teachers will use action research that supports innovation and engages learners.
  - o **Objective 3.2:** Teachers will become skillful at implementing current research-based practices.
    - ▪ **Strategy and Practice 3.2.1:** The school leadership team will meet twice a month to monitor the goals objectives and activities of this action plan.

The school leadership intended to continue with the prior effort to align the curricular, instructional, and assessment practices with the eventual goal of creating a high performing learning organization where there is little variability in instructional quality from classroom to classroom. Another intended outcome of the RAP was to ensure that all students receive whole-child supports, thereby creating a safer and more nurturing learning environment. To achieve these goals, processes had to be put in place to promote ongoing monitoring and evaluation. To keep the faculty and staff accountable for the RAP, the leadership team meets monthly to review the progress of one or more objectives. The leadership team continues the discussion with their team members, then circles back the deliberations during leadership meetings with the administrative team.

Moving Forward

On December 2018, the leadership team discussed how our school needed to bring more emphasis on parental and community involvement. Faculty and staff also expressed that we needed to address this need in order to truly provide our students whole-child supports. Therefore, a fourth goal is currently being proposed to include parent and community engagement (see Appendix C).

Picture 8 Students during annual BMS Club Fair

The school-study process revealed to us that despite the obstacles that our school face, we can face them with the determination that our school community will continue to endeavor for the success of our students. We believe that *ALL* students can learn- at different pace, through different modalities, but *always* with the support of the school community. We envision our students to be individuals succeeding in character, in valuing learning, and in giving back to the community by our collective effort in providing a school environment responsive to their needs.

Appendices

APPENDIX A: BMS Strengths and Prioritized Areas of Growth

CATEGORY A: ORGANIZATION	
Strengths	**Prioritized Areas of Growth**
- Clearly stated vision and mission statements and schoolwide learner outcomes convey high expectations for students and were updated through a collaborative process. - Board and school policies, standard operating procedures, handbooks, bulletins, action plans, and other guiding documents provide consistency and efficiency. - The master schedule allows built-in time during the school day for teachers to collaborate within their content areas and interdisciplinary teams as professional learning communities. - The school leadership team meets regularly and collaborates with school administrators to solve problems, to make important decisions or recommend changes, and monitor school improvement initiatives. - The Roadrunner Action Plan (aka school improvement plan) is aligned to the district's State Strategic Plan. Faculty professional growth plans are aligned to the Roadrunner Action Plan. - In addition to scheduled professional development days, in-service training on educational best practices is offered during the monthly faculty meetings. - New teachers participate in a year-long induction program designed to orientate them on best practices. - Student representatives sit on the School Climate Cadre, which meets monthly to generate ideas for sustaining a positive school climate and to identify solutions to recurring problem behaviors. - The Parent-Teacher Organization and existing community partnerships provide additional resources to the school. - Through federal-funded projects, the school was able to acquire additional technology, such as mobile laptop and table carts, wireless access points throughout the campus, and multimedia projectors. - The library provides students with access to computers and other learning resources, as well as offers maker spaces for students to explore new ideas and design creative projects.	- Uphold the vision and mission, and promote the schoolwide learner outcomes through continuous monitoring and ongoing evaluation of the Roadrunner Action Plan. - Activate the Curriculum Leadership Team to develop a robust and comprehensive professional development plan than deepens teachers' understanding of standards-based grading, effective teaching strategies, and student engagement. - Create new partnerships with parent and community organizations, and sustain existing relationships, in order to acquire additional resources to support students in accomplishing the schoolwide learner outcomes. - Impress upon our elected officials the need to prioritize funding for capital outlay projects, collateral equipment, additional personnel, and online resources for enhancing classroom instruction.

CATEGORY B: CURRICULUM	
Strengths	**Prioritized Areas of Growth**
Teachers collaborate throughout the year to align unit plans to the district's priority standards, to develop proficiency scales and common formative assessments for those	A tighter vertical alignment is needed in order to ensure that students obtain the prerequisite skills for the succeeding grade level and to avoid redundancies in the curriculum.

- academic standards, and to recommend the most effective evidence-based teaching strategies to address those standards.
- A proficiency scale for the schoolwide learner outcomes was developed to provide clarity on the general results that are expected by the time students promote to high school.
- School administrators use the Power Walkthrough classroom observation tool to provide routine feedback to teachers.
- The middle school curriculum covers the knowledge and skills needed for high school.
- Electives offered are geared towards giving students access to real-world applications based on their educational interest.
- Each 7th grade team interdisciplinary team has one section Pre-Algebra, and each 8th grade team has one section of Algebra I, with the goal of expanding the number of advanced math class within the next few years.

- Teachers need to continue refining their proficiency scales and common formative assessments.
- Classroom observations by school administrators need to increase in frequency, and effective feedback must be provided consistently. Additional opportunities for peer observations need to be offered so that teachers can learn new ideas from each other.
- Explore new or strengthen existing academic support programs to meet the academic needs of students.
- The school needs to develop stronger relationships with the community to offer additional programs to meet the demands of all students to prepare them for real-world situations.
- The school needs updated textbooks or access to e-books and other curricular resources that are aligned with district and national standards.
- To the extent possible, the school should offer more rigorous courses, such as Pre-AP classes, advanced subjects, and new exploratory electives, in order to provide additional curricular pathways that students find relevant and meaningful.

CATEGORY C: INSTRUCTION	
Strengths	**Prioritized Areas of Growth**
- Teachers use a variety of instructional strategies that promote higher-order thinking, cooperation, and real-world applications. - Teachers use proficiency scales to guide instruction and to help students understand the expected performance levels. - Formative assessments are used to gauge students' understanding in order to adjust lesson delivery. - Many teachers use technology as a medium of instruction and a learning tool to engage students. - Students participate in a variety of extra-curricular activities. - The 70-minute block period provides time for meaningful cooperative learning activities. - Teachers collaborate with their counterparts in their PLCs in order to discuss student performance and design effective classroom instruction.	- Provide ongoing training, coaching, and support so that teachers will become skillful and confident in using technology, implementing innovative teaching strategies, and designing engaging learning activities. - Develop a mechanism for students to understand their current performance levels and how to improve and eventually achieve proficiency or mastery. - Teachers need additional training on how students can use technology to accomplish the schoolwide learner outcomes and meet the academic standards. - Improve parental involvement so that parents will be mutually accountable for student academic progress.

▪ Many teachers use supplementary online resources to help students develop understanding and extend and apply knowledge. ▪ Guest presentations, community service projects, and special programs promote responsibility and civic engagement.	

CATEGORY D: ASSESSMENT	
Strengths	**Prioritized Areas of Growth**
▪ 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.	▪ 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.

CATEGORY E: SCHOOL CULTURE AND STUDENT SUPPORT	
Strengths	**Prioritized Areas of Growth**
▪ Community partners provide additional supports and learning opportunities for students. ▪ *Esgaihon I Famagu'on-Ta* (*EIF*) program provides behavioral and academic support to at-risk students. ▪ Students have the opportunity to participate in clubs, organizations, sports, and extra-curricular activities. ▪ The school climate is generally safe and supportive, with faculty and staff typically	▪ Partner with outside organizations to create a tutoring program that provides students with assistance before school, during lunch, and after school. ▪ Create a systematic way of recognizing students who meet the schoolwide learner outcomes. ▪ Provide ongoing professional development so that teachers will be equipped with tools and strategies for effective use of Homeroom and XL.

displaying respect, professionalism, and a focus on improvement. ▪ The use of new web-based programs allow for the establishment of personalized learning plans. ▪ Special programs provide ▪ Homebase Advisor-Advisee Program (AAP) provides time for teachers to get to know their students on a more personal level. ▪ XL classes are set aside for Character Education. ▪ Students have access to a variety of support services from the nurse, librarian, counselors, and district student support staff.	▪ Provide incentives for parents and other stakeholders to become more involved with PTO and other school events.

APPENDIX B: BMS Roadrunner Action Plan (RAP) SY2017-2018 to SY2018-2019

VSA Benavente Middle School – Roadrunner Action Plan (SY2017-2018 to SY2018-2019)

Goal #1: By the end of SY2018-2019, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.

Objectives	Strategies and Practices	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
1.1. Students will acquire the knowledge and skills as indicated by our curriculum maps, in order to prepare them for college and career.	Teachers will meet with their respective grade-level counterparts to routinely review and update their curriculum maps.	- Teachers - Administrators - Instructional Coach	Monthly	- Content Standards - Curriculum maps and guides - Time for PLCs	- Increase in the number of students scoring at the proficient level on key skills - Common unit lesson plans
	Teachers will meet with content groups to vertically align curricular expectations so that the learning progression is unhindered.	- Teachers - Administrators - Instructional Coach	Quarterly	- General knowledge of curricular expectations - Training on vertical alignment	- Increase in the number of students scoring at the proficient level on key skills - Vertical alignment of curriculum
1.2. Students will benefit from evidence-based, high-yield instructional strategies designed to promote learning efficiency.	Content teachers will develop unit plans to guarantee challenging, engaging, and intentional instruction.	- Teachers - Administrators - Instructional Coach	Monthly	- Professional development - Common lesson plan template - Instructional Framework	- Increase in the number of students scoring at the proficient level on key skills - Common lesson plans using evidence-based, high-yield instructional strategies
	Frequent walkthrough observations (with feedback) will occur for every teacher.	- Administrators - Instructional Coach	Weekly	- Power Walkthrough - PD360 Walkthrough template - Observation rubrics - Observation protocol	- Data that indicates minimal variability in the quality of instruction throughout the school

Page **1** of **4**

VSA Benavente Middle School – Roadrunner Action Plan (SY2017-2018 to SY2018-2019)

		Monthly	- PLCs documents - Knowledge of measurement - Tabulator (error analysis)	- CFAs for current units - Weekly and daily lesson plans - PLCs documents - Increase in student achievement
1.3. 85% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards.	Grade-level content teachers will create proficiency scales and CFAs to guide daily instruction.	- Teachers - Administrators - Instructional Coach		
	Grade-level content teachers will use CFA data to develop academic interventions.*	Quarterly - Teachers - Administrators - Instructional Coach	- Intervention plans	- CFAs for current units - Lesson plans for academic interventions - PLCs documents - Increase in student achievement

VSA Benavente Middle School – Roadrunner Action Plan (SY2017-2018 to SY2018-2019)

Goal #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.

Objectives	Strategies and Practices	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
2.1. All students will develop a close, positive connection to at least one adult.	All students will participate in daily homeroom Adviser-Advisee Program (1:20).	- HR/AAP Teachers - Counselors	Daily	- Topics for discussion - Team building activities	- Students are able to confide in their homeroom teacher and be guided and mentored by that person.
	Encourage students to participate in at least one extracurricular activity.	- Club Advisors - Coaches - Counselors - Faculty - Staff	Ongoing	- Clubs and activities - Activity Days - Club Fair - Special events	- Students are enrolled in extracurricular activities.
2.2. All students will attain "the highest level of character" in order to become morally	Students will participate character education lessons during Intervention days.*	- Interventions Teacher - Instructional Coach	Weekly	- Character Education Lessons - Monthly themes	- Students will exhibit positive character traits.
responsible and self-disciplined (BP380).	Teachers will deliberately teach basic human values throughout their lessons.	- Teachers - Instructional Coach	Weekly	- Monthly themes - Lesson plans - Supplies and materials for special projects	- Students will become responsible citizens.
2.3. All students will make positive choices.	Our school will promote PBIS by explicitly teaching our behavior expectations and holding monthly schoolwide assemblies.	- Faculty - Staff - School Climate Cadre	Monthly	- Behavior Matrix - A system of rewards and consequences - Pyramid of Interventions	- Students will abide by the three behavioral expectations.
	Teachers will review their team's disciplinary numbers and develop interventions to resolve recurring behavioral issues.	- Teachers	Monthly	- Discipline data - TIPS protocol - Interventions	- Reduction of disciplinary referrals

Page 3 of 4

VSA Benavente Middle School – Roadrunner Action Plan (SY2017-2018 to SY2018-2019)

Goal #3: All faculty and staff will enhance the school culture by actively engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.

Objectives	Strategies and Practices	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
3.1. Teachers will become skillful at implementing current research-based practices.	New teachers will participate in a year-long induction program to become familiar with effective instructional practices.	- Teachers - Instructional Coach - Administrators	Ongoing	- Knowledge of CIA - Instructional framework - Lesson designs - Technology tools - Strategies	- New teachers are more confident, have good classroom management, and have more knowledge of effective teaching.
	Teacher leaders will provide coaching and mentoring to struggling teachers, as well as to develop teacher expertise amongst incumbent faculty.	- Teachers - Instructional Coach - Administrators	Ongoing	- Knowledge of CIA - Leadership - Time - Observation protocol	- Teachers are able help each other refine their practices and build expertise.
	Teachers will use action research that supports innovation and engages learners.*	- Teachers - Instructional Coach - Administrators	Ongoing	- Knowledge of CIA	- Teachers are able to help each other implement innovative practices.
3.2. All school personnel will be accountable for fulfilling their respective roles and responsibilities.	The School Leadership Team will meet twice a month to monitor the goals, objectives, and activities of this action plan.	- Administrators - Team Leaders	Twice a month	- Time for collaboration - Leadership development	- Activities are successfully executed. - Desired results are attained.

APPENDIX C: Revised BMS Roadrunner Action Plan (RAP) SY2019-2020 to SY2020-2022

VSA Benavente Middle School – Roadrunner Action Plan (SY2019-2020 to SY2021-2022)

Goal #1: By the end of SY2021-22, teachers will have aligned the school's curricular, instructional, and assessment practices to become a high-reliability, high-performing learning organization.

Objectives	Strategies and Practices	SLOs Addressed	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
1.1. Students will acquire the necessary knowledge and priority skills as indicated by our curriculum maps, in order to become prepared for college and career.	1.1.a. Content teachers will meet at least twice a month to develop unit plans for lessons that are challenging, engaging, and purposeful and that address district-level performance expectations and improve students' proficiency in key areas.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Team Leaders - Instructional Coach - Administrator of Academic Affairs	At least twice a month	- Content Standards - Curriculum maps and guides - Time for PLCs - Knowledge of curriculum, instruction, and assessment	- Increase in the number of students scoring at the proficient level on key skills - Common unit lesson plans - Classroom observation data - CFA data
	1.1.b. Teachers will meet at least quarterly as a content area department to vertically align curricular expectations so that the learning progression is unhindered.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Team Leaders - Instructional Coach - Administrator of Academic Affairs	At least quarterly	- General knowledge of curricular expectations - Training on vertical alignment	- Increase in the number of students scoring at the proficient level on key skills - Vertical alignment of curriculum
1.2. Students will benefit from evidence-based, high-yield instructional strategies designed to promote mastery.	1.2.a. In every lesson, teachers will intentionally use strategies to increase student engagement and promote deep learning, including the students' regular use of technology and cooperative learning activities.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Librarian - Instructional Coach - Curriculum Leadership Team - Administrator of Academic Affairs	Daily	- Professional development - Common lesson plan template - Instructional Framework - Technology tools and online resources	- Increase in the number of students scoring at the proficient level on key skills - Common lesson plans using evidence-based, high-yield instructional strategies - Classroom observation data - Students' work products created with technology
	1.2.b. Administrators and teachers will conduct frequent walkthrough observations of every teacher and provide immediate feedback on their use of instructional strategies.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Instructional Coach - All Administrators	Daily	- Power Walkthrough - Observation rubrics - Observation protocol	- Observation data that indicates minimal variability in the quality of instruction throughout the school
1.3. By the end of SY2021-2022, at least 80% of students will perform at Level 3.0 or higher in common assessments that are aligned to grade-level standards. In addition, at least 80% of students will score at the proficient level in the district-wide assessments.	1.3.a. Teachers will collaborate with their grade-level counterparts to create proficiency scales and use common formative assessment data to guide daily instruction.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Team Leaders - Instructional Coach - Curriculum Leadership Team - Administrator of Academic Affairs	At least twice a month	- PLCs documents, including scales and CFAs - Knowledge of measurement - Tabulator (error analysis) - Intervention plans	- CFAs for current units - Weekly and daily lesson plans - PLCs documents - Increase in student achievement - Classroom observation data
	1.3.b. Teachers will deliberately use assessment data, standardized test scores, and other indicators to customize academic interventions for struggling students.	- Succeed Academically - Adapt to Changing Times - Make Positive Choices	- Teachers - Team Leaders - Instructional Coach - Administrator of Academic Affairs	Weekly	- Intervention plans - Assessment data - Test reports and item analyses	- CFAs for current units - Lesson plans for academic interventions - PLCs documents - Increase in student achievement

VSA Benavente Middle School – Roadrunner Action Plan (SY2019-2020 to SY2021-2022)

Goal #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.

Objectives	Strategies and Practices	SLOs Addressed	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
2.1. All students will develop a close, positive connection to at least one adult.	2.1.a. All students will participate in daily homeroom Adviser-Advisee Program (1:20) wherein teachers have the opportunity to know their students' strengths, weaknesses, interests, ambitions, and family life.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- HR/AAP Teachers - Counselors - Administrator of Student Support	Daily	- Topics for discussion - Team building activities - Training on how to conduct an effective homeroom advisor-advisee program	- Students are able to confide in their homeroom teacher and be guided and mentored by that person. - Student perception surveys
	2.1.b. All students will have the opportunity to participate in clubs, sports, or other extracurricular activities that engage their talents, unique interests, or special abilities.	- Value Their Community - Make Positive Choices - Strive for a Better Tomorrow	- Club Advisors - Coaches - Counselors - Faculty - Staff - Administrator of Student Support	Ongoing	- Clubs and activities - Activity Days - Club Fair - Special events - Quarterly sports	- Students are enrolled in extracurricular activities. - Student perception surveys - student projects
2.2. All students will attain "the highest level of character" in order to become morally responsible and self-disciplined (BP380).	2.2.a. During designated XL periods, all students will participate in character education lessons designed to address, resolve, and/or prevent specific problem behaviors.	- Value Their Community - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Interventions Teacher - Instructional Coach - Administrator of Student Support	Weekly	- Character Education Lessons - Monthly themes	- Students will exhibit positive character traits. - Reduction in disciplinary infractions - School Safety Survey data - Student perception surveys
	2.2.b. Teachers will deliberately create classroom environments that foster basic human values such as respect, trust, and compassion.	- Value Their Community - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Teachers - Instructional Coach - Administrator of Student Support	Weekly	- Monthly themes - Lesson plans - Supplies and materials for student projects	- Students will exhibit positive character traits. - Reduction in disciplinary infractions - School Safety Survey data - Student perception surveys
2.3. All students will become respectful, responsible, and safe.	2.3.a. Faculty and staff will create an inclusive and culturally-responsive school climate that enables all students to achieve at the highest levels.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Faculty - Staff - ESL Coordinator - Consulting Resource Teachers - Administrator of Student Support	Daily	- Professional development on inclusive and culturally-responsive practices	- Students with special needs or from culturally diverse backgrounds will feel supported. - Student perception surveys
	2.3.b. Interdisciplinary team teachers will monitor their team's disciplinary statistics on a weekly basis and address recurring negative behaviors immediately.	- Value Their Community - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Teachers - Team Leaders - Administrator of Student Support	Weekly	- Discipline statistics - Training and interventions for addressing behavior issues	- Reduction of disciplinary infractions - Immediate resolution to recent infractions
	2.3.c. Faculty and staff will use a systematic way of recognizing and rewarding students who meet our behavioral expectations and schoolwide learner outcomes.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Faculty - Staff - Administrator of Student Support	Weekly	- Incentives for meeting expectations - Certificates of appreciation - Time for assemblies and public recognition	- Students are affirmed for meeting or exceeding expectations. - Positive climate is evident. - Student perception surveys

VSA Benavente Middle School – Roadrunner Action Plan (SY2019-2020 to SY2021-2022)

Goal #3: Parents, community members, and other stakeholders will support the vision, mission, and SLOs by actively engaging in schoolwide events that promote the development of the whole child.

Objectives	Strategies and Practices	SLOs Addressed	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
3.1. All parents will have the opportunity to attend at least one special event geared toward improving student achievement or behavior.	3.1.a. Faculty and staff will organize at least one major after-school event each year (such as Math/Literacy Night) where they can engage with their children in authentic learning strategies.	- Value Their Community - Succeed Academically - Adapt to Changing Times	- Faculty - Staff - PTO Liaison - Administrator of Community Relations	At least once a year	- Topics - Activities - Suggestions or feedback from parents - Incentives - Guest presenters	- Attendance at special event - Parent perception survey
	3.1.b. Faculty and staff will organize at least one Saturday events each year (such as a fair or workshop) to provide information about the school's policies, programs, expectations, and services.	- Value Their Community - Succeed Academically - Adapt to Changing Times	- Faculty - Staff - PTO Liaison - Administrator of Community Relations	At least once a year	- Topics - Activities - Suggestions or feedback from parents - Incentives - Guest presenters	- Attendance at special event - Parent perception survey
3.2. All students will participate in service learning opportunities and be able to improve the conditions of our school and contribute to needs in the community.	3.2.a. With guidance from their teachers, students from each interdisciplinary team will plan and execute at least one School Beautification Project each year.	- Value Their Community - Strive for a Better Tomorrow	- Teachers - Team Leaders - Students - Administrator of Community Relations	At least once a year per team	- Tools and equipment specific to each team's beautification project.	- Special projects - Student perception survey
	3.2.b. With guidance from their teachers, students from each interdisciplinary team will plan and execute at least one Community Outreach Event each year.	- Value Their Community - Strive for a Better Tomorrow	- Teachers - Team Leaders - Students - Administrator of Community Relations	At least once a year per team	- Transportation to and from each community outreach event	- Special projects - Student perception survey
3.3. VSABMS will establish and sustain long-term partnerships with community organizations.	3.3.a. Team leaders will ensure that teacher representatives attend each PTO meeting.	- Value Their Community	- Team Leaders - PTO Liaison	Monthly	- none	- Attendance at PTO meetings
	3.3.b. The school leadership team will make arrangements with appropriate community-based groups to operate a Tutoring Program before or after school.	- Value Their Community - Succeed Academically	- School Leadership Team - Librarian - Elf Teacher - Administrator of Community Relations	Monthly	- Schedules for tutoring - Venue - volunteers	- Students who participate in a Tutoring Program make notable improvement.
	3.3.c. The school leadership team will actively enlist the support of military and business partnerships.	- Value Their Community - Strive for a Better Tomorrow	- School Leadership Team - Administrator of Community Relations	Monthly	- Volunteers - Tools and equipment for each special projects or activity	- New partnerships with outside organizations are established and sustained.

VSA Benavente Middle School – Roadrunner Action Plan (SY2019-2020 to SY2021-2022)

Goal #4: All faculty and staff will enhance the school culture by actively engaging in professional learning communities with their interdisciplinary teams, content teams, and/or functional teams.

Objectives	Strategies and Practices	SLOs Addressed	Persons Responsible	Timeline	Resources Needed	Evidence of Effectiveness
4.1. In order for students to become more successful, teachers will become skillful at implementing current research-based practices.	4.1.a. New teachers will participate in a two-year-long induction program to become familiar with effective instructional practices.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Instructional Coach - Administrator of Community Relations	Monthly	- Time for collaboration - Schedule of topics for induction	- New teachers gain confidence and skills needed to thrive in their initial years at VSABMS.
	4.1.b. Teacher leaders will provide peer coaching and mentoring to teachers who need support, as well as to develop teacher expertise amongst incumbent faculty.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Teacher Leaders - Instructional Coach - Administrator of Community Relations	Weekly, or as needed	- Time for collaboration	- Teachers have a positive attitude about peer coaching and observation. - Teacher perception surveys
	4.1.c. Teachers will be able to observe other teachers in and outside our school to provide feedback for improvement, as well as gain ideas for refining instructional practice.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Teachers - Instructional Coach - Administrator of Academic Affairs	Weekly	- Time for collaboration - Network of teachers	- Collaboration and observations across grades becomes more frequent. - Teacher perception surveys
4.2. In order for students to become more successful, all school personnel will be accountable for fulfilling their respective roles and responsibilities.	4.2.a. Faculty and staff will collaborate to provide in-service training during faculty meetings, professional development days, and other events.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Faculty - Staff - Administrator of Academic Affairs	Monthly	- Time for collaboration - Schedule of topics for PD	- Teachers continue to expand their repertoire. - Faculty and staff incorporate new ideas into their routines.
	4.2.b. Support staff will meet at least monthly to discuss how our school can become safer, more supportive, and more progressive.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- Staff - Administrative Officer - Administrator of Student Support	Monthly	- Time for collaboration - Discipline statistics	- Students adhere to behavioral expectations.
	4.2.c. The School Climate Cadre will meet with Student Body Association officers on a monthly basis to brainstorm ways to help our students become more respectful, more responsible, and safer.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- SBA Officers - School Climate Cadre - Administrator of Student Support	Monthly	- Time for collaboration - Discipline statistics	- Disciplinary infractions are reduced or prevented.
	4.2.d. The School Leadership Team will meet twice a month to monitor the goals, objectives, and activities of this action plan.	- Value Their Community - Succeed Academically - Adapt to Changing Times - Behave Appropriately - Make Positive Choices - Strive for a Better Tomorrow	- School Leadership Team - Principal	At least twice a month	- Time for collaboration	- Faculty and staff continue to monitor, evaluate, and improve.

Page 4 of 4

APPENDIX D: BMS Behavior Matrix

VSA Benavente Middle School Behavior Matrix

SETTING	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
CLASSROOM	• *Follow adult directions* • *Speak positively* • *Use G-rated language* • *Raise your hand to speak* • *Enter and Exit quietly*	• *Arrive on time wearing your full uniform* • *Have your backpack and necessary supplies with you* • *Complete all assignments* • *Get admit slip and make-up work when absent* • *Leave when the teacher dismisses you*	• *Use materials properly and return when done* • *Keep hands, feet and objects to yourself* • *Walk at all times*
HALLWAY	• *Use G-rated language* • *Keep your personal space* • *Follow adult direction*	• *Keep area clean and free of graffiti* • *Keep your personal belongings with you* • *Throw all garbage away in the trash can* • *Leave all contraband (gum/markers/tobacco products/alcohol) off campus*	• *Stay in the designated areas* • *Walk on the right side at all times* • *Keep hands, feet and objects to yourself* • *Practice Stop, Walk and Talk Strategy* • *Report to appropriate destination once the bell rings*
CAFETERIA	• *Speak softly at all times* • *Use good manners* • *Consume food and drink inside only* • *Use G-rated language*	• *Pick up, wipe up, and put tray away when done* • *Keep food on trays, in mouth, or in disposal container only*	• *Line up single file along the wall* • *Wait your turn* • *Use utensils properly* • *Stay seated while eating* • *Walk at all times*
GYM, BASKETBALL COURT & FIELD	• *Keep food off the court/field* • *Practice good sportsmanship* • *Take turns* • *Use G-rated language*	• *Use equipment properly* • *Get in and out (of the locker room) as quickly as possible*	• *Play in designated areas only* • *Stop the game if someone is hurt*
RESTROOM	• *Use, flush, wash, and leave* • *Wait for your turn* • *Give people privacy* • *Use G-rated language*	• *Keep walls clean* • *Use materials and facilities properly* • *Always have a pass to use the restroom* • *Dispose of waste materials and feminine products in the trash can*	• *Wash hands with soap and water* • *Keep water in sink* • *Lock your stall*

		• *Report any broken/not working facilities*	
OFFICES	• *Identify your purpose* • *Sign in and wait your turn* • *Speak quietly* • *Give other students their privacy* • *Use G-rated language*	• *Have a pass during instructional time* • *Return to class after business is completed*	• *Stay in the waiting area of the office until you are called* • *Report students breaking the rules*
LIBRARY	• *Treat library property with care* • *Speak softly* • *Raise your hand for adult attention* • *Use G-rated language*	• *Have a signed Education Technology Use Policy before accessing any technology* • *Return books on time and in good condition* • *Leave all food/drinks outside* • *Have a pass during instructional time*	• *Walk quietly* • *Use equipment/material carefully*
ASSEMBLY	• *Give me "5" (Eyes on speaker, mouth closed, sit up straight, listening ears on, hands and feet quiet)* • *Sit on your bottom so others can see behind you* • *Use G-rated language*	• *Sit with your team* • *Leave all personal items in your bag or pocket* • *Follow directions*	• *Walk to and from the assembly* • *Keep bags and personal items on the floor in front of you* • *Keep your hands and feet to yourself*
PARKING LOT ARRIVAL & DISMISSAL AREA	• *Use G-rated language* • *Wait only in the designated pick-up and drop-off areas*	• *Check for moving vehicles before walking through the parking lot* • *Stand on curb while waiting for a ride* • *Stay on campus until your ride arrives*	• *Use designated walkway/gate* • *Walk at all times*

APPENDIX E: SY2018-2019 Master Schedule

#	Name of Teacher	Subject	Team	Room	Lunch	Team	Content	Dept	1st	2nd	3rd	4th	break	5th	6th	7th	8th	9th	break	10th
1	Aoki, Martina	Language Arts	6A	5	2nd/7th	3rd	6th	6th	6A1	lunch	prep	6A5	break	6A4	prep	lunch	6A3	6A2	break	
2	Mendiola, Marlene	Reading	6A	1	2nd/7th	3rd	6th	6th	6A2	lunch	prep	6A1	break	6A5	prep	lunch	6A4	6A3	break	X
3	Ross, Jo-Ann	Math	6A	3	2nd/7th	3rd	8th	7th	6A3	lunch	prep	6A2	break	6A1	6A5	lunch	prep	6A4	break	
4	Johnson, Glenn	Science	6A	2	2nd/7th	3rd	8th	7th	6A4	lunch	prep	6A3	break	6A2	6A1	lunch	prep	6A5	break	
5	Kasper, Annie	Social Studies	6A	4	2nd/7th	3rd	9th	9th	6A5	lunch	prep	6A4	break	6A3	6A2	lunch	6A1	prep	break	
6	Villa, Erwin	PE	6A	71	2nd/7th	1st	9th	1st	prep	lunch	6A1	6B3	break	6C3	6A4	lunch	6A2	prep	break	
7	Guiao, Victoria	HU - Chamorro	6A	28	2nd/7th	1st	3rd	1st	prep	lunch	prep	6B2	break	6C2	6A3	lunch	6A5	6A1	break	X
8	Palmes, Ruby	ESL - Language Arts	6A	54	2nd/7th	3rd	6th	3rd	7E1	lunch	prep	6E1	break	7E2	prep	lunch	8E1	7E1	break	
9	Realica, Faith	Language Arts	6B	10	2nd/7th	4th	6th	6th	6B1	lunch	6B5	prep	break	6B4	prep	lunch	6B3	6B2	break	
10	Rodillas, Ernesto	Reading	6B	9	2nd/7th	4th	6th	6th	6B2	lunch	6B1	prep	break	6B5	prep	lunch	6B4	6B3	break	
11	Calma, Raymond	Math	6B	8	2nd/7th	4th	8th	7th	6B3	lunch	6B2	prep	break	6B1	6B5	lunch	prep	6B4	break	
12	Medrano, Leah	Science	6B	7	2nd/7th	4th	8th	7th	6B4	lunch	6B3	prep	break	6B2	6B1	lunch	prep	6B5	break	
13	Reyes, Julie	Social Studies	6B	6	2nd/7th	4th	9th	9th	6B5	lunch	6B4	prep	break	6B3	6B2	lunch	6B1	prep	break	X
14	Castaneto, Kellie	PE	6B	66	2nd/7th	1st	9th	1st	prep	lunch	6A3	6B1	break	6C5	6B4	lunch	6B2	prep	break	
15	Esteves, Maria	HU - Chamorro	6B	46	2nd/7th	1st	4th	1st	prep	lunch	6A2	prep	break	6C4	6B3	lunch	6B5	6B1	break	
16	Hernandez, Monique	ESL - Math	6B	51	2nd/7th	3rd	8th	3rd	7E2	lunch	prep	7E1	break	6E1	8E1	lunch	prep	7E2	break	
17	Torrado, Yolanda	Language Arts	6C	31	2nd/7th	5th	6th	6th	6C1	lunch	6C5	6C4	break	prep	prep	lunch	6C3	6C2	break	
18	Joseph, Tessy	Reading	6C	32	2nd/7th	5th	6th	6th	6C2	lunch	6C1	6C5	break	prep	prep	lunch	6C4	6C3	break	
19	Pascua, Lucia	Math	6C	16	2nd/7th	5th	8th	7th	6C3	lunch	6C2	6C1	break	prep	6C5	lunch	prep	6C4	break	
20	Blas, Angelia	Science	6C	17	2nd/7th	5th	8th	7th	6C4	lunch	6C3	6C2	break	prep	6C1	lunch	prep	6C5	break	
21	Nucum, Christine	Social Studies	6C	33	2nd/7th	5th	9th	9th	6C5	lunch	6C4	6C3	break	prep	6C2	lunch	6C1	prep	break	
22	Mestidio, Arvin	PE	6C	65	2nd/7th	1st	9th	1st	prep	lunch	6A5	6B5	break	6C1	6C4	lunch	6C2	prep	break	
23	Muna, Theresa	HU - Chamorro	6C	34	2nd/7th	1st	5th	1st	prep	lunch	6A4	6B4	break	prep	6C3	lunch	6C5	6C1	break	
24	Manalang, Lew	SPED - Math	6C	62	2nd/7th	3rd	8th	3rd	7S2	prep	lunch	6S1	break	8S2*	8S1	lunch	prep	7S1	break	X
25	De Leon, Jeremie	Language Arts	7A	25	3rd/8th	2nd	6th	6th	7A1	prep	lunch	7A5	break	7A4	prep	7A3	lunch	7A2	break	
26	Balmeo, Shirley	Reading	7A	24	3rd/8th	2nd	6th	6th	7A2	prep	lunch	7A1	break	7A5	prep	7A4	lunch	7A3	break	X
27	Pineda, Emelita	Math	7A	27	3rd/8th	2nd	7th	7th	7A3	prep	lunch	7A2	break	7A1	7A5	prep	lunch	7A4	break	
28	Tugade, Riza	Science	7A	14	3rd/8th	2nd	7th	7th	7A4	prep	lunch	7A3	break	7A2	7A1	prep	lunch	7A5	break	
29	Rodillas, Genevieve	Social Studies	7A	26	3rd/8th	2nd	9th	9th	7A5	prep	lunch	7A4	break	7A3	7A2	7A1	lunch	prep	break	
30	Calvo, Manuel	PE/Health	7A	70	3rd/8th	1st	9th	1st	prep	7A1	lunch	7B3	break	7C3	7A4	7A2	lunch	prep	break	
31	Manibusan, Franklin	HU - Art	7A	49	3rd/8th	1st	2nd	1st	prep	prep	lunch	7B2	break	7C2	7A3	7A5	lunch	7A1	break	
32	Libranda, Anibelle	ESL - Reading	7A	52	3rd/8th	4th	6th	3rd	8E1	8E1	lunch	prep	break	7E1	prep	7E2	lunch	6E1	break	
33	Gonzales, Chanda	SPED - BLS	7A	13	3rd/8th	2nd	7th	3rd		prep	lunch		break			prep	lunch		break	
34	Somera, Judilyn	Language Arts	7B	22	3rd/8th	4th	6th	6th	7B1	7B5	prep	lunch	break	7B4	prep	7B3	lunch	7B2	break	
35	Pablo, Brandon	Reading	7B	21	3rd/8th	4th	6th	6th	7B2	7B1	lunch	prep	break	7B5	prep	7B4	lunch	7B3	break	
36	Guiking, Erjohn	Math	7B	12	3rd/8th	4th	7th	7th	7B3	7B2	lunch	prep	break	7B1	7B5	prep	lunch	7B4	break	
37	Carrera, Claire	Science	7B	15	3rd/8th	4th	7th	7th	7B4	7B3	lunch	prep	break	7B2	7B1	prep	lunch	7B5	break	
38	Cruz, Denise	Social Studies	7B	11	3rd/8th	4th	9th	9th	7B5	7B4	lunch	prep	break	7B3	7B2	7B1	lunch	prep	break	X
39	De Soto, Tammara	PE/Health	7B	69	3rd/8th	1st	9th	1st	prep	7A3	lunch	7B1	break	7C5	7B4	7B2	lunch	prep	break	
40	Cortez, Rita	HU - Japanese	7B	29	3rd/8th	1st	4th	1st	prep	7A2	lunch	prep	break	7C4	7B3	7B5	lunch	7B1	break	
41	Acosta, Samantha	SPED - Language Arts	7B	18	3rd/8th	2nd	6th	3rd	6S1	prep	lunch	7S1	break	8S1	prep	7S2	lunch	6S2	break	
42	Pascual, Alexander	Language Arts	7C	67	3rd/8th	5th	6th	6th	7C1	7C5	lunch	7C4	break	prep	prep	7C3	lunch	7C2	break	
43	Ducusin, Glenn	Reading	7C	37	3rd/8th	5th	6th	6th	7C2	7C1	lunch	7C5	break	prep	prep	7C4	lunch	7C3	break	
44	Metadio, Christine	Math	7C	38	3rd/8th	5th	7th	7th	7C3	7C2	lunch	7C1	break	prep	7C5	prep	lunch	7C4	break	
45	Fox, Tomas	Science	7C	42	3rd/8th	5th	7th	7th	7C4	7C3	lunch	7C2	break	prep	7C1	prep	lunch	7C5	break	
46	Olkeriil, Lawrence	Social Studies	7C	35	3rd/8th	5th	9th	9th	7C5	7C4	lunch	7C3	break	prep	7C2	7C1	lunch	prep	break	X
47	Batangan, Lawrence	PE/Health	7C	68	3rd/8th	1st	9th	1st	prep	7A5	lunch	7B5	break	7C1	7C4	7C2	lunch	prep	break	X
48	Quindara, Robert	Choir	7C	48	3rd/8th	1st	5th	1st	prep	7A4	lunch	7B4	break	prep	7C3	7C5	lunch	7C1	break	
49	Lazaga, Francisco	TS - Robotics	7C	23	3rd/8th	1st	5th	5th	prep		lunch		break	prep			lunch		break	
50	Unangst, Sheena	Language Arts	8A	59	4th/9th	1st	6th	6th	prep	8A1	8A5	lunch	break	8A4	prep	8A3	8A2	lunch	break	X
51	Gibson, Raymond	Reading	8A	57	4th/9th	1st	6th	6th	prep	8A2	8A1	lunch	break	8A5	prep	8A4	8A3	lunch	break	
52	Brown, Haruna	Math	8A	60	4th/9th	1st	7th	7th	prep	8A3	8A2	lunch	break	8A1	8A5	prep	8A4	lunch	break	
53	Marquez, Camille	Science	8A	43	4th/9th	1st	7th	7th	prep	8A4	8A3	lunch	break	8A2	8A1	prep	8A5	lunch	break	
54	De Leon, Elvin	Social Studies	8A	58	4th/9th	1st	8th	9th	prep	8A5	8A4	lunch	break	8A3	8A2	8A1	prep	lunch	break	
55	Manosa, Agnes	TS - Career Education	8A	40	4th/9th	5th	8th	5th	8A1	8B2	8C1	lunch	break	prep	8A3	8A2	prep	lunch	break	
56	Fejeran, Patricia	TS - Journalism	8A	41	4th/9th	5th	3rd	5th	8A2	8B3	prep	lunch	break	prep	8A4	8A5	8A1	lunch	break	
57	Natuel, Ameurfina	ESL - Social Studies	8A	53	4th/9th	3rd	8th	3rd	6E1	7E2	prep	lunch	break	8E1	6E1	7E1	prep	lunch	break	
58	Balmeo, Emmanuel	Language Arts	8B	82	4th/9th	2nd	6th	6th	8B1	prep	8B5	lunch	break	8B4	prep	8B3	8B2	lunch	break	X
59	Sanchez, Zyra	Reading	8B	79	4th/9th	2nd	6th	6th	8B2	prep	8B1	lunch	break	8B5	prep	8B4	8B3	lunch	break	
60	Tabunda, Railani	Math	8B	80	4th/9th	2nd	7th	7th	8B3	prep	8B2	lunch	break	8B1	8B5	prep	8B4	lunch	break	
61	Casta, Aries	Science	8B	78	4th/9th	2nd	7th	7th	8B4	prep	8B3	lunch	break	8B2	8B1	prep	8B5	lunch	break	
62	Castro, Therese	Social Studies	8B	81	4th/9th	2nd	8th	9th	8B5	prep	8B4	lunch	break	8B3	8B2	8B1	prep	lunch	break	
63	Nartia, Rosemarie	TS - Keyboarding	8B	47	4th/9th	5th	8th	5th	8A3	8B1	8C4	lunch	break	prep	8B3	8B2	prep	lunch	break	
64	Lacno, Buena	TS - Home Economics	8B	20	4th/9th	5th	2nd	5th	8A4	8C5	prep	lunch	break	prep	8B4	8B5	8B1	lunch	break	
65	Jenson, Cheryl	SPED - Reading	8B	64	4th/9th	3rd	6th	3rd	7S1	7S2	prep	lunch	break	6S1	prep	8S1	6S2	lunch	break	
66	Bautista, Aldan	Language Arts	8C	73	4th/9th	3rd	6th	6th	8C1	8C5	prep	lunch	break	8C4	prep	8C3	8C2	lunch	break	
67	De Castro, Oliver	Reading	8C	75	4th/9th	3rd	6th	6th	8C2	8C1	prep	lunch	break	8C5	prep	8C4	8C3	lunch	break	
68	Superales-Garrido, Josephine	Math	8C	74	4th/9th	3rd	7th	7th	8C3	8C2	prep	lunch	break	8C1	8C5	prep	8C4	lunch	break	
69	Jordan, June	Science	8C	77	4th/9th	3rd	7th	7th	8C4	8C3	prep	lunch	break	8C2	8C1	prep	8C5	lunch	break	X
70	Leon Guerrero, Adam	Social Studies	8C	76	4th/9th	3rd	8th	9th	8C5	8C4	prep	lunch	break	8C3	8C2	8C1	prep	lunch	break	
71	Espina, Rony	TS - Computer Science	8C	19	4th/9th	5th	8th	5th	8A5	8B4	8C2	lunch	break	prep	8C3	8C5	prep	lunch	break	X
72	Abagatnan, Dorris	PE - Intramurals	8C	45	4th/9th	1st	5th	1st	prep	8B5	8C3	lunch	break	prep	8C4	8C2	8C1	lunch	break	
73	Cruz, Nerija	SPED - Social Studies	8C	36A	4th/9th	3rd	8th	3rd	8S2*	8S1	prep	lunch	break	7S1	6S1	8S2*	prep	lunch	break	*
74	VACANT	SPED - Science	8C	36B	4th/9th	3rd	7th	3rd	8S1	7S1	prep	lunch	break	6S2*	7S2	prep	6S1	lunch	break	

APPENDIX F: BMS Fiscal Year 2020 Budget

[BBMR ABC]

Government of Guam
Fiscal Year 2020 Budget

Department / Agency Budget Certification

Department/Agency: Guam Department of Education

School Name: Vicente S. A. Benavente Middle

School Principal: Patrick Flores Egrubay

This is to certify that I have carefully reviewed the attached budget documents and find the amounts requested therein, to be sufficient to execute the mission, goals, and objectives of this department for Fiscal Year 2020. I further certify the accuracy of the information contained in this document.

School Principal:
(Signature)

Agency Head: **Jon J.P. Fernandez**
(Signature)

Date:

[BBMR AN-N1]

Government of Guam
Fiscal Year 2020 Budget
Department / Agency Narrative

Function: **School Operations**

Dept./Agency: **Guam Department of Education**

School :   **Vicente S. A. Benavente Middle**

Program: **Education**

VISION STATEMENT:
Every Student: Responsible, Respectful, and Ready for Life.

MISSION STATEMENT:
Our Educational Community prepares all students for life, promotes excellence, and provides support.

GOALS AND OBJECTIVES:

1) All Guam Department of Education students will graduate from high school prepared to pursue post-secondary   education on- or off-island or to assume gainful employment within the public or private sector. *Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%. Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment. Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment. Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.   Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher. Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.*
2) All Guam Department of Education students will successfully progress from grade to grade and from one level of school to another in order to maximize the opportunities to successfully graduate from high school. *Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment. Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments. Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)*
3) All Guam Department of Education instructional personnel will meet high standards for qualifications in ongoing professional development and will be held accountable for all assigned responsibilities. *Objective 3.1 By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth. Objective 3.2 By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance. Objective 3.3 By School Year 2017-18 (Year 4), 100% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective*

evaluation tool.

4) All members of the Guam Department of Education Community will establish a safe, positive and supportive environment. *Objective 4.1: By SY2016-17 (Year 3), all schools will have a discipline rate of 15% or less. Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders perception of the extent to which they are safe, positive and supportive. Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey. Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.*

5) All GDOE operations activities will maximize the critical use of limited resources and meet high standards of accountability. *Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management practices. Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or*

[BBMR DP-1]

Decision Package
FY 2020

Department/Agency Guam Department of Education   School: Vicente S. A. Benavente Middle

Program Title:	**Education**

Activity Description:
In line with the Vision of the Department of Education, Every Student: Responsible, Respectful, and Ready for Life, VSA BENAVENTE MIDDLE School will respond to the unique needs of our students while exploring areas of individual potential and cultivate lifelong learners.

References 5 GCA Ch. 3 S3107 to effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by Statewide Assessments, by at least five percent (5%) each grade level per year.

Major Objective(s):
1) All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector. Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%. Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment. Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment. Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%. Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher. Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.
2) All Guam Department of Education students will successfully progress from grade to grade and from one level of school to another in order to maximize the opportunities to successfully graduate from high school. Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment. Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments. Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)
3) All Guam Department of Education instructional personnel will meet high standards for qualifications in ongoing professional development and will be held accountable for all assigned responsibilities. Objective 3.1 By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth. Objective 3.2 By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance. Objective 3.3 By School Year 2017-18 (Year 4), 70% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective evaluation tool.
4) All members of the Guam Department of Education Community will establish a safe, positive and supportive environment. Objective 4.1: By SY2016-17 (Year 3), all schools will have a discipline rate of 15% or less. Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders perception of the extent to which they are safe, positive and supportive. Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey. Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.
5) All GDOE operations activities will maximize the critical use of limited resources and meet high standards of accountability. Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management practices. Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or equivalent rating overall. By 2020 (Year 6), the GDOE will receive the highest rating. Objective 5.3: By SY2016-17 (Year 3), all support divisions will rate at least satisfactory on their respective stakeholder perception survey. Objective 5.4 By School Year

Short-term Goals:
1. Improve student achievement across all content areas
2. Implement effective instructional strategies which focus on effective teaching and learning
3. Address and monitor the accreditation recommendations through a School-Wide Action Plan.
4. Continue to foster school-parent-community partnerships by implementing the school's Family-School Partnership Action Plan
5. Offer professional staff development for all school personnel in line with the National Staff Development Council (NSDC) standards
6. Implement the Professional Teacher Evaluation Program (PTEP) and the School Leaners Evaluation Program.
7. Provide and support a variety of student learning opportunities to enhance their career or college goals.

Workload Output				
Workload Indicator:	**FY 2018 Level of Accomplishment**	**FY 2019 Anticipated Level**	**FY 2020 Projected Level**	**N**
6th grade Language Arts students at ready level	49%	54%	59%	300
6th grade Reading studentst at ready level	9%	14%	19%	300
6th Grade Math students at ready level	11%	16%	21%	355
7th grade Language Arts students at ready level	51%	56%	61%	369
7th grade Reading students at ready level	19%	24%	29%	369
7th grade Math students at ready level	5%	10%	15%	371
8th grade Language Arts students at ready level	61%	66%	71%	389
8th grade Reading students at ready level	24%	29%	34%	389
8th grade Math students at ready level	6%	11%	16%	386
8th Grade promotion rate	100%	100%	100%	411
Student Attendance rate	96%	97%	98%	1171
Student Discipline/Suspension rate	15%	10%	5%	1171

Government of Guam
Fiscal Year 2020
Budget Digest

[BBMR BD-1

Function: School Operations
Department/Agency: Guam Department of Education
School: Vicente S. A. Benavente Middle
Program: Education

AS400 Account Code	Appropriation Classification	A FY 2018 Expenditures & Encumbrances	B FY 2019 Authorized Level	C FY 2020 Operations Fund	D FY 2020 Federal Match Fund (s)	E FY 2020 Other Fund 1/	F FY 2020 Total Req. (C+D+E)
	PERSONNEL SERVICES						
111	REGULAR SALARIES/INCREMENTS	4,928,064	4,402,124	4,420,331	-	-	4,420,331
111	TEACHER PREP	-	-	-	-	-	-
111	RECLASSIFICATION	12,737	-	13,155	-	-	13,155
112	OVERTIME/SPECIAL PAY	-	-	-	-	-	-
111	ON-CALL SUBSTITUTE	96,248	82,098	336,770	-	-	336,770
111	PART-TIME	-	-	-	-	-	-
113	BENEFITS	1,923,883	1,523,261	1,618,555	-	-	1,618,555
	TOTAL PERSONNEL SERVICES	**6,960,932**	**6,007,482**	**6,388,811**	**-**	**-**	**6,388,811**
	OPERATIONS						
220	TRAVEL- OFF-ISLAND/LOCAL MILEAGE REIMBURSEM	-	-	-	-	-	-
230	CONTRACTUAL SERVICES:	232,027	185,179	185,179	-	-	185,179
233	OFFICE SPACE RENTAL:	-	-	-	-	-	-
240	SUPPLIES & MATERIALS:	39,669	41,866	81,489	-	-	81,489
250	EQUIPMENT:	36,358	36,259	-	-	-	-
270	WORKERS COMPENSATION	-	-	-	-	-	-
271	DRUG TESTING	-	-	-	-	-	-
280	SUB-RECIPIENT/SUBGRANT:	-	-	-	-	-	-
290	MISCELLANEOUS:	-	-	-	-	-	-
	TOTAL OPERATIONS	**308,054**	**263,304**	**266,668**	**-**	**-**	**266,668**
	UTILITIES						
361	POWER	359,347	339,162	-	-	-	-
362	WATER/SEWER	73,598	123,292	-	-	-	-
363	TELEPHONE/TOLL	1,522	4,573	-	-	-	-
	TOTAL UTILITIES	**434,467**	**467,027**	**-**	**-**	**-**	**-**
450	**CAPITAL OUTLAY**	**-**	**-**	**-**	**-**	**-**	**-**
	TOTAL APPROPRIATIONS	**7,703,453**	**6,737,813**	**6,655,479**	**-**	**-**	**6,655,479**

1/ Specify Fund Source

FULL TIME EQUIVALENCIES (FTEs)						
UNCLASSIFIED	-	-	-	-	-	-
CLASSIFIED	102	100	111	-	-	111
TOTAL FTEs	**102**	**100**	**111**	**-**	**-**	**111**

Government of Guam   [BBMR BD-1]
Fiscal Year 2020
Budget Digest

Amounts are subject to change

Function: School Operations

Department/Agency: Guam Department of Education

School: Vicente S. A. Benanvente Middle

Program: Education

Schedule B- Contractual

Item	Quantity	Unit Price	FY2020 Request	FY 2019 Authorized	Variance Increase/(Decrease)
Accreditation	1	$ 19,870.00	$ 19,870.00	$19,870.00	$ -
Building Sanitary Permits	1	$ 750.00	$ 750.00	$ 750.00	$ -
Custodial Services	1	$101,016.00	$ 101,016.00	#########	$ -
ERATE Contractual Services	1	$ 29,461.00	$ 29,461.00	$29,461.00	$ -
Photocopier/Fax Machine Contractual Services	1	$ 12,425.00	$ 12,425.00	$12,425.00	$ -
Solid Waste Collection	1	$ 21,657.00	$ 21,657.00	$21,657.00	$ -
Total Contractual			**$ 185,179.00**		

Schedule C - Supplies & Materials

Item	Quantity	Unit Price	FY2020 Request	FY 2019 Authorized	Variance Increase/(Decrease)
Supplies, Administrative (18 GCA Y Kuentan Salåppe' Pri	1,114	$ 13.75	$ 15,317.50	$ -	$ 15,317.50
Supplies, Instruction	1,114	$ 51.70	$ 57,593.80	$ -	$ 57,593.80
Supplies, Nurse	1,114	$ 2.00	$ 2,228.00	$ -	$ 2,228.00
Supplies, Counselor	1,114	$ 5.70	$ 6,349.80	$ -	$ 6,349.80
Total Supplies & Materials			**$ 81,489.10**		

Official Student Enrollment as of : September 30, 2018

***Inclusive of Headstart, Early Childhood (PRE-K), & GATE*

Schedule D - Equipment

Item	Quantity	Unit Price	FY2020 Request	FY 2019 Authorized	Variance Increase/(Decrease)
Cafeteria Tables	10		$ -	$ -	$ -
Desktop Computers	4		$ -	$ -	$ -
Student Desk Combos	1,320		$ -	$ -	$ -
Bleachers	4		$ -	$ -	$ -
1:1 Tablets	1,200		$ -	$ -	$ -
Stage	1		$ -	$ -	$ -
Science Tables	135		$ -	$ -	$ -
Science Chairs	270		$ -	$ -	$ -
			$ -	$ -	$ -
			$ -	$ -	$ -
			$ -	$ -	$ -
		Subtotal	$ -		
		15% S&H	$ -		
Total Equipment			**$ -**		

Schedule E - Miscellaneous

Item	Quantity	Unit Price	FY2020 Request	FY 2019 Authorized	Variance Increase/(Decrease)
		$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -
Total Miscellaneous			**$ -**		

Schedule F - Capital Outlay

Item	Quantity	Unit Price	FY2020 Request	FY 2019 Authorized	Variance Increase/(Decrease)
Build awning to fast track classrooms and annex		$ -	$ -	$ -	$ -
airconditioning for gym		$ -	$ -	$ -	$ -
Demolition of old annex buildings		$ -	$ -	$ -	$ -
Crash doors for all exit doors in A and B Building		$ -	$ -	$ -	$ -
install intercom		$ -	$ -	$ -	$ -
repair fire alarm system		$ -	$ -	$ -	$ -
install additional surveillance equipment		$ -	$ -	$ -	$ -
Total Capital Outlay			$ -		

Function: School Operations
Department/Agency: Guam Department of Education
School: Vicente S. A. Benavente Middle
Program: Education
Fund: Local

FY 2020 (PROPOSED)

No.	PAY LOCATION	WORK SITE	POSITION NUMBER	POSITION TITLE	NAME OF INCUMBENT	GRADE/ STEP	SALARY	OVERTIME	SPECIAL*	Increment DATE	Increment AMT	(E+F+G+H) SUBTOTAL	Retirement (J *26.56%)	Retire (DDI) ($19.02*26P)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life (1-$187)	Medical (Premium)	Dental (Premium)	(K thru Q) TOTAL BENEFITS	(J + R) TOTAL SALARY + BENEFITS
1	431-VSABMS	431-VSABMS	106202	CLERK III	CASTRO, DELIA F	E-HP-19	39,521			2/19/21	826	40,347	10,716	494		585	186	1,245	203	13,430	53,777
2	431-VSABMS	431-VSABMS	102276	CLERK TYPIST I	DELA CRUZ, LINDA C	D-HP-14	29,617			2/25/20	626	30,243	8,033	494		439	186	2,511	203	11,866	42,109
3	431-VSABMS	431-VSABMS	101483	CLERK TYPIST I	FERNANDEZ, DEANNA T	D-HP-5	22,094			5/12/20	349	22,443	5,961	494		325	186	3,838	228	11,033	33,476
4	431-VSABMS	431-VSABMS	102640	CLERK TYPIST III	GOGUE-SAN AGUSTIN, BARBARA S	F-HP-8	29,883			9/9/20	79	29,962	7,958	494		434	186	3,838	228	13,139	43,101
5	431-VSABMS	431-VSABMS	101814	COMP OPER II	BUKIKOSA, RESA A	I-HP-7	35,744			2/27/20	756	36,500	9,694	494		529	186	2,771	372	14,048	50,548
6	431-VSABMS	431-VSABMS	101241	HLTH COUNSLR II	CRUZ, SHIRLEY C	N-L-14	61,396			1/30/21	1,372	62,768	16,671	494		910	186	1,245	203	19,711	82,479
7	431-VSABMS	431-VSABMS	100988	SCH AIDE I	BAMBA, ROSALINE P	E-HP-7	26,369			8/2/20	140	26,509	7,041	494		384	186	2,511	203	10,821	37,330
8	431-VSABMS	431-VSABMS	100943	SCH AIDE I	SIBANGAN, MA. CAROLINA Z	E-HP-7	26,369			2/19/20	558	26,927	7,152	494		390	186	2,511	203	10,938	37,865
9	431-VSABMS	431-VSABMS	102478	SCH AIDE I	VERGARA, RONALDO F	E-HP-5	24,479			4/13/20	464	24,943	6,625	494		362	186	1,986	494	10,147	35,090
10	431-VSABMS	431-VSABMS	101023	SCH AIDE II	MENDIOLA, LOUISE F	G-HP-9	32,904			6/29/20	349	33,253	8,832	494		482	186	2,511	203	12,710	45,963
11	431-VSABMS	431-VSABMS	100762	SCH AIDE II	TARUSAN, JOANN C	G-HP-10	33,948			8/26/20	180	34,128	9,064	494		495	186	2,511	494	13,245	47,373
12	431-VSABMS	431-VSABMS	101454	SCH AIDE III	AFLLEJE, MARILYN S	H-HP-7	33,150			2/11/20	614	33,764	8,968	494		490	186	2,511	203	12,853	46,617
13	431-VSABMS	431-VSABMS	100344	SCH AIDE III	BALAJADIA, HENRY J	H-HP-12	38,753			9/25/21	103	38,856	10,320	494		563	186	1,245	203	13,013	51,869
14	431-VSABMS	431-VSABMS	104197	SCH AIDE III	TORRE, JENNIFER T	H-HP-8	34,202			2/13/21	614	34,816	9,247	494		505	186	6,583	494	17,510	52,326
15	431-VSABMS	431-VSABMS	104541	SECON ASST PRINCIPA	DELA CRUZ, ERIC	ED8-6	61,423			7/25/20	537	61,960	16,457	494		898	186	3,838	228	22,102	84,062
16	431-VSABMS	431-VSABMS	101999	SECON ASST PRINCIPA	MILAN, MARIA C	ED8-11	72,235			1/27/21	1,648	73,883	19,623	494		1,071	186	6,339	372	28,087	101,970
17	431-VSABMS	431-VSABMS	105754	SECON PRINCIPAL MID	EGRUBAY, PATRICK F	ED10-10	84,715			6/20/21	827	85,542	22,720	494		1,240	186	6,583	494	31,718	117,260
18	431-VSABMS	431-VSABMS	105720	TCHR IV(PE)	ABAGATNAN, DORRIS EMMA B	ED4-12	56,642			1/31/20	1,292	57,934	15,387	494		840	186	6,583	494	23,985	81,919
19	431-VSABMS	431-VSABMS	104698	TCHR IV(LA)	AOKI, MARTINA J	ED4-8	49,990			2/10/21	1,007	50,997	13,545	494		739	186	2,511	203	17,680	68,677
20	431-VSABMS	431-VSABMS	101854	TCHR V(LA)	BALMEO, EMMANUEL A	ED5-17	67,388			2/19/21	1,399	68,787	18,270	494		997	186	3,838	228	24,014	92,801
21	431-VSABMS	431-VSABMS	101459	TCHR IV(RDNG)	BALMEO, SHIRLEY B	ED4-10	53,212			8/13/20	227	53,439	14,193	494		775	186	2,511	203	18,364	71,803
22	431-VSABMS	431-VSABMS	102204	TCHR III(HLTH/PE)	BATANGAN, LAWRENCE A	ED3-13	54,361			2/9/21	1,095	55,456	14,729	494		804	186	6,339	372	22,925	78,381
23	431-VSABMS	431-VSABMS	100992	TCHR V(LA)	BAUTISTA, ALDEN L	ED5-13	61,360			1/18/20	1,401	62,761	16,669	494		910	186	2,511	203	20,975	83,736
24	431-VSABMS	431-VSABMS	107542	TCHR III(ESL CO)	BROCHON, MARICRIS D	ED3-10	49,499			2/13/20	997	50,496	13,412	494		732	186	2,771	494	18,090	68,586
25	431-VSABMS	431-VSABMS	102761	TCHR IV(MATH)	CALMA, RAYMOND S	ED4-15	62,208			7/2/21	455	62,663	16,643	494		909	186	1,670	228	20,131	82,794
26	431-VSABMS	431-VSABMS	101365	TCHR III(HLTH/PE)	CALVO, MANUEL S	ED3-8	46,502			8/17/20	199	46,701	12,404	494		677	186	4,567	268	18,597	65,298
27	431-VSABMS	431-VSABMS	107478	TCHR III(SCI)	CARRERA, CLAIRE N	ED3-2	37,423			2/8/20	900	38,323	10,179	494		556	186	6,339	372	18,126	56,449
28	431-VSABMS	431-VSABMS	106876	TCHR IV(PE)	CASTANETO, KELLIE B	ED4-7	48,453			7/14/20	355	48,808	12,963	494		708	186	1,245	203	15,801	64,609
29	431-VSABMS	431-VSABMS	103918	TCHR II(SS)	CASTRO, THERESA M	ED2-7	42,979			3/12/20	761	43,740	11,617	494		634	186	3,838	228	16,999	60,739
30	431-VSABMS	431-VSABMS	106854	TCHR III(JAP)	CORTEZ, RITA-RENEE C	ED3-6	43,426			8/24/20	221	43,647	11,593	494		633	186	1,986	268	15,160	58,807
31	431-VSABMS	431-VSABMS	102730	TCHR III(SS)	CRUZ, DENISE M.J.T.	ED3-14	56,087			12/2/21	1,437	57,524	15,278	494		834	186	2,511	203	19,506	77,032
32	431-VSABMS	431-VSABMS	100981	TCHR III(SS)	CRUZ, NERIJA P	ED3-11	51,069			4/10/20	766	51,835	13,767	494		752	186	4,567	268	20,035	71,870
33	431-VSABMS	431-VSABMS	106061	TCHR IV(ESL)	CUENCO, RUTH ESTHER A *(Detailed as Acting Assist. Principal)*	ED4-7	48,452			2/19/20	976	49,428	13,128	494		717	186	1,245	203	15,974	65,402
34	431-VSABMS	431-VSABMS	106852	TCHR II(LA)	DE CASTRO, OLIVER R	ED2-3	37,038			2/27/20	891	37,929	10,074	494		550	186	2,511	203	14,019	51,948
35	431-VSABMS	431-VSABMS	105278	TCHR II(SS)	DE LEON, ELVIN C	ED2-3	37,038			3/10/20	783	37,821	10,045	494		548	186	2,511	494	14,280	52,101
36	431-VSABMS	431-VSABMS	106830	TCHR II(RDNG)	DE LEON, JEREMIE F	ED2-3	37,038			2/8/20	891	37,929	10,074	494		550	186	1,245	203	12,753	50,682
37	431-VSABMS	431-VSABMS	102951	TCHR III(HLTH/PE)	DESOTO, TAMMARA J.C.T.	ED4-11	58,439			2/3/20	1,105	59,544	15,815	494		863	186	6,339	372	24,070	83,614
38	431-VSABMS	431-VSABMS	101944	TCHR II(RDNG)	DUCUSIN, GLENN H	ED2-12	50,244			7/31/21	368	50,612	13,443	494		734	186	1,245	203	16,306	66,918
39	431-VSABMS	431-VSABMS	102193	TCHR II(SS)	ESPINA, RONY B	ED3-17	61,597			2/21/21	1,240	62,837	16,690	494		911	186	1,245	494	20,021	82,858
40	431-VSABMS	431-VSABMS	101177	TCHR IB(CHM)	ESTEVES, MARIA H	ED1B-4	33,541			8/12/20	171	33,712	8,954	494		489	186	6,583	494	17,200	50,912
41	431-VSABMS	431-VSABMS	100828	TCHR IV(RDNG)	FEJERAN, PATRICIA P	ED4-16	64,180			1/9/19	1,488	65,668	17,441	494		952	186	2,511	203	21,789	87,457
42	431-VSABMS	431-VSABMS	107485	TCHR II(RDNG)	GIBSON, RAYMOND D	ED3-2	37,423			2/8/20	900	38,323	10,179	494		556	186	2,511	203	14,130	52,453
43	431-VSABMS	431-VSABMS	102859	TCHR IV(CRT)	GOMBAR, CECILE L.P.	ED4-15	62,208			2/21/21	1,252	63,460	16,855	494		920	186	1,245	203	19,905	83,365
44	431-VSABMS	431-VSABMS	105069	TCHR IV(SPED)	GONZALES, CHANDA D	ED4-12	56,642			2/21/20	1,140	57,782	15,347	494		838	186	2,511	203	19,580	77,362
45	431-VSABMS	431-VSABMS	105899	TCHR II(CHM)	GUIAO, VICTORIA ROSE H	ED2-5	39,898			8/14/20	204	40,102	10,651	494		581	186	2,511	203	14,628	54,730
46	431-VSABMS	431-VSABMS	100163	TCHR V(SPED)	JENSON, CHERYLE M	ED5-16	67,388			2/19/21	1,357	68,745	18,259	494		997	186	2,511	203	22,651	91,396
47	431-VSABMS	431-VSABMS	100169	TCHR I(SCI)	JOHNSON, GLENN R	ED4-19	70,435			2/19/19	1,517	71,952	19,110	494		1,043	186	6,339	372	27,546	99,498
48	431-VSABMS	431-VSABMS	107245	TCHR I(SCI)	JORDAN, JUNE ROBERT D	ED4-4	43,337			8/12/19	253	43,590	11,577	494		632	186	1,245	494	14,630	58,219
49	431-VSABMS	431-VSABMS	100890	TCHR III(RDNG)	JOSEPH, TESSY K	ED3-13	54,362			2/4/21	1,095	55,457	14,729	494		804	186	1,245	203	17,663	73,120
50	431-VSABMS	431-VSABMS	101106	TCHR I(SS)	KASPER, ANNIE F	ED4-16	64,181			2/17/21	1,293	65,474	17,390	494		949	186	2,511	203	21,735	87,209
51	431-VSABMS	431-VSABMS	100985	TCHR II(HMEC)	LACNO, BUENA-MARIE F	ED3-14	56,086			7/6/20	411	56,497	15,006	494		819	186	6,583	494	23,582	80,079
52	431-VSABMS	431-VSABMS	106469	TCHR IV(GC)	LANSANG, ABIGAIL D	ED4-8	49,990			8/17/20	214	50,204	13,334	494		728	186	1,986	494	17,222	67,426
53	431-VSABMS	431-VSABMS	100460	TCHR II(ROBO)	LAZAGA, FRANCISCO S	ED3-11	51,070			7/3/21	374	51,444	13,664	494		746	186	6,583	494	22,167	73,611
54	431-VSABMS	431-VSABMS	106108	TCHR II(SS)	LEON GUERRERO, ADAM V	ED3-11	51,070			8/15/20	218	51,288	13,622	494		744	186	1,245	203	16,495	67,783
55	431-VSABMS	431-VSABMS	105211	TCHR II(RDNG)	LIBRANDA, ANIBELLE L	ED2-5	39,898			8/14/20	196	40,094	10,649	494		581	186	6,583	494	18,988	59,082
56	431-VSABMS	431-VSABMS	103372	TCHR IV(MATH)	MANALANG, LEW AARUM L	ED4-7	48,453			2/19/21	976	49,429	13,128	494		717	186	1,245	203	15,974	65,403
57	431-VSABMS	431-VSABMS	101493	TCHR III(ART)	MANIBUSAN, FRANKLIN J.P.	ED3-13	54,361			2/20/20	1,241	55,602	14,768	494		806	186	2,511	203	18,969	74,571
58	431-VSABMS	431-VSABMS	101800	TCHR V(CA ED)	MANOSA, FREDERICA A	ED5-15	65,316			2/21/20	1,315	66,631	17,697	494		966	186	6,583	494	26,421	93,052
59	431-VSABMS	431-VSABMS	103744	TCHR II(SCI)	MEDRANO, LEAH M	ED3-9	47,977			2/19/21	966	48,943	12,999	494		710	186	3,838	228	18,456	67,399
60	431-VSABMS	431-VSABMS	102592	TCHR III(RDNG)	MENDIOLA, MARLENE L	ED3-15	57,867			2/19/21	1,165	59,032	15,679	494		856	186	2,771	372	20,359	79,391
61	431-VSABMS	431-VSABMS	101692	TCHR III(PE)	MESTIDIO, ARVIN A	ED3-13	54,362			2/20/21	1,095	55,457	14,729	494		804	186	1,245	203	17,663	73,120
62	431-VSABMS	431-VSABMS	102712	TCHR III(MATH)	METADIO, CHRISTINE D	ED3-12	52,690			8/18/20	225	52,915	14,054	494		767	186	1,670	228	17,400	70,315
63	431-VSABMS	431-VSABMS	106956	TCHR II(CHM)	MUNA, TERESA ANN N	ED2-3	37,038			8/11/20	189	37,227	9,887	494		540	186	6,339	372	17,819	55,046
64	431-VSABMS	431-VSABMS	101792	TCHR IV(KEYBRD)	NARTIA, ROSEMARIE S	ED4-15	62,204			9/28/20	106	62,310	16,550	494		903	186	1,245	203	19,582	81,892
65	431-VSABMS	431-VSABMS	100792	TCHR IV(SS)	NATUEL, AMEURFINA B	ED4-20	72,618			10/11/20	2,142	74,718	19,845	494		1,083	186	3,838	228	25,676	100,394
66	431-VSABMS	431-VSABMS	105509	TCHR IV(GC)	NELSON, RAMONA A	ED4-11	54,901			8/15/21	234	55,135	14,644	494		799	186	6,339	372	22,835	77,970
67	431-VSABMS	431-VSABMS	107077	TCHR II(SS)	NUCUM, CHRISTINE S	ED2-3	37,038			8/11/20	189	37,227	9,887	494		540	186	1,245	203	12,557	49,784
68	431-VSABMS	431-VSABMS	100387	TCHR III(SS)	OLKERRIL, LAWRENCE L	ED3-13	54,361			1/31/20	1,241	55,602	14,768	494		806	186	6,583	494	23,332	78,934
69	431-VSABMS	431-VSABMS	100078	TCHR III(RDNG)	PABLO, BRANDON M	ED2-3	37,038			8/11/20	189	37,227	9,887	494		540	186	1,245	203	12,557	49,784
70	431-VSABMS	431-VSABMS	101443	TCHR IV(LTD)	PAJELA, BOBBYE A *(LTD)*	ED4-9	51,575			12/31/99		51,575	13,698	494		748	186	6,583	494	22,204	73,779
71	431-VSABMS	431-VSABMS	101034	TCHR IV(MATH)	PASCUA, LUCIA T	ED4-17	66,216			1/3/19	1,616	67,832	18,016	494		984	186	6,583	494	26,757	94,590
72	431-VSABMS	431-VSABMS	107101	TCHR II(LA)	PASCUAL, ALEXANDER BRYAN R	ED2-2	35,686			1/22/20	973	36,659	9,737	494		531	186	2,200	228	13,376	54,685
73	431-VSABMS	431-VSABMS	104238	TCHR IV(CRT)	PESTANAS, ARLENE O	ED4-12	56,642			7/18/20	415	57,057	15,154	494		827	186	2,771	372	19,806	76,863
74	431-VSABMS	431-VSABMS	102054	TCHR III(MATH)	PILARCA, YOLANDA T	ED4-14	60,293			2/19/20	1,214	61,507	16,336	494		892	186	6,583	494	24,984	86,491
75	431-VSABMS	431-VSABMS	106433	TCHR III(MATH)	PINEDA, EMELITA M	ED3-4	40,313			8/12/20	206	40,519	10,762	494		588	186	6,583	494	19,107	59,626
76	431-VSABMS	431-VSABMS	107490	TCHR IV(LA)	REALICA, FAITH V	ED5-2	42,241			2/23/20	1,016	43,257	11,489	494		627	186	1,245	203	14,244	57,501
77	431-VSABMS	431-VSABMS	102006	TCHR IV(SS)	REYES, JULIE	ED4-17	66,218			8/17/21	283	66,501	17,663	494		964	186	6,583	494	26,385	92,886
78	431-VSABMS	431-VSABMS	100870	TCHR III(RDNG)	RODILLAS, ERNESTO P JR	ED3-14	56,086			3/1/20	992	57,078	15,160	494		828	186	2,511	203	19,408	73,486
79	431-VSABMS	431-VSABMS	103635	TCHR II(SS)	RODILLAS, O'LAN GENEVIEVE C	ED2-7	42,979			1/14/20	981	43,960	11,676	494		637	186	2,511	203	15,709	59,669
80	431-VSABMS	431-VSABMS	106542	TCHR IV(MATH)	ROSS, JO-ANN A	ED4-4	43,338			8/12/20	221	43,559	11,569	494		632	186	1,245	494	14,621	58,180
81	431-VSABMS	431-VSABMS	107092	TCHR II(RDNG)	SANCHEZ, ZYRA EIDREF F	ED2-3	37,038			8/11/20	189	37,227	9,887	494		540	186	6,583	494	18,185	55,412
82	431-VSABMS	431-VSABMS	106432	TCHR III(LA)	SASAKI, HARUNA	ED2-7	42,979			8/15/20	230	45,209	12,008	494		656	186	6,583	494	15,083	60,292
83	431-VSABMS	431-VSABMS	103511	TCHR I(LA)	SOMERA, JUDILYN L	ED2-7	42,979			9/9/20	865	43,844	11,645	494		636	186	2,511	203	15,676	59,520
84	431-VSABMS	431-VSABMS	107108	TCHR I(MATH)	TABUNDA, RAILANI M	ED2-3	37,038			8/11/20	189	37,227	9,887	494		540	186	1,245	494	12,847	50,074
85	431-VSABMS	431-VSABMS	102529	TCHR IV(LA)	TORRADO, YOLANDA M	ED4-18	68,318			2/24/21	1,333	69,651	18,499	494		1,010	186	1,245	203	22,905	92,556
86	431-VSABMS	431-VSABMS	107484	TCHR III(SCI)	TUGADE, RIZA JEAN V	ED3-2	37,423			2/8/20	900	38,323	10,179	494		556	186	1,245	203	12,864	51,187
87	431-VSABMS	431-VSABMS	104239	TCHR III(SCI)	UNANGST, SHEENA A	ED4-9	51,576			4/22/20	1,478	53,054	14,091	494		769	186	1,245	203	18,256	71,310
88	431-VSABMS	431-VSABMS	104205	TCHR III(PE)	VILLA, ERWIN B	ED3-12	52,689			2/14/20	1,061	53,750	14,276	494		779	186	1,670	228	17,634	71,384
89	431-VSABMS	431-VSABMS	107529	TCHR V(SL)	WHITAKER, ALICIA M	ED5-3	44,979			8/15/19	262	45,241	12,016	494		656	186	6,583	494	16,496	61,737
90	431-VSABMS	431-VSABMS	107681	TCHR IC(OCS-ESL) (LTP	VACANT: Vice: PALMES, RUBY ANNE L (5/31/2019COB)	G-HP-1	24,729			00/00/0000		24,729	6,568	494		359	186	6,583	494	14,684	39,413
91	431-VSABMS	431-VSABMS	107111	TCHR IC(OCS-MATH) (L	VACANT: Vice: GUIKING, ERJOHN S (5/31/2019COB)	G-HP-1	24,729			00/00/0000		24,729	6,568	494		359	186	6,583	494	14,684	39,413
92	431-VSABMS	431-VSABMS	107722	TCHR IC(OCS-SCI) (LTP	VACANT: Vice: CASTA, ARIES T (5/31/2019COB)	G-HP-1	24,729			00/00/0000		24,729	6,568	494		359	186	6,583	494	14,684	39,413
93	431-VSABMS	431-VSABMS	107682	TCHR IC(OCS-SPED) (L	VACANT: Vice: ROBERTO, ALYSSA J (5/31/2019COB)	G-HP-1	24,729			00/00/0000		24,729	6,568	494		359	186	6,583	494	14,684	39,413
94	431-VSABMS	431-VSABMS	107048	TCHR I(SCI) (LTFT)	VACANT: Vice: BLAS, ANGELIA J.P. (5/31/2019COB)	ED1C-1	31,395			00/00/0000		31,395	8,339	494		455	186	6,583	494	16,551	47,946
95	431-VSABMS	431-VSABMS	107479	TCHR IC(OCS-ESL) (LTP	VACANT: Vice: HERNANDEZ, MARIA MONIQUE V (5/31/2019COB)	K-HP-1	33,911			00/00/0000		33,911	9,007	494		492	186	6,583	494	17,256	51,167
96	431-VSABMS	431-VSABMS	107730	TCHR IC(OCS-MATH) (L	VACANT: Vice: SUPERALES-GARRIDO, JOSEPHINE M (5/31/2019COB)	K-HP-1	33,911			00/00/0000		33,911	9,007	494		492	186	6,583	494	17,256	51,167
97	431-VSABMS	431-VSABMS	107761	TCHR IC(OCS-SCI) (LTP	VACANT: Vice: FOX, THOMAS E (5/31/2019COB)	K-HP-1	33,911			00/00/0000		33,911	9,007	494		492	186	6,583	494	17,256	51,167
98	431-VSABMS	431-VSABMS	106543	TCHR IC(OCS-SCI)(LTPT	VACANT: VICE: MARQUEZ, CAMILLE AISAN (5/31/2019COB)	K-HP-1	33,911			00/00/0000		33,911	9,007	494		492	186	6,583	494	17,256	51,167
99	431-VSABMS	431-VSABMS	107767	TCHR IC(OCS-SPED) (LT	VACANT: VICE: ACOSTA, SAMANTHA P (5/31/2019COB)	K-HP-1	33,911			00/00/0000		33,911	9,007	494		492	186	6,583	494	17,256	51,167
100	431-VSABMS	431-VSABMS	105195	ADMIN OFCR	VACANT: VICE: WOLFORD, MAYLENE	L-HP-1	37,100			00/00/0000		37,100	9,854	494		538	186	6,583	494	18,149	46,611
101	431-VSABMS	431-VSABMS	101113	SECON ASST PRINCIPA	VACANT: VICE: MALILAY, DENNIS	ED8-8	65,773					65,773	17,469	494		954	186	1,245	203	20,552	86,325
102	431-VSABMS	431-VSABMS		SCH AIDE I	NEW POSITION	E-HP-1	21,095					21,095	5,603	494		306	186	6,583	494	13,666	34,761
103	431-VSABMS	431-VSABMS		SCH AIDE I	NEW POSITION	E-HP-1	21,095					21,095	5,603	494		306	186	6,583	494	13,666	34,761
104	431-VSABMS	431-VSABMS		SCH AIDE I	NEW POSITION	E-HP-1	21,095					21,095	5,603	494		306	186	6,583	494	13,666	34,761
105	431-VSABMS	431-VSABMS		SCH AIDE I	NEW POSITION	E-HP-1	21,095					21,095	5,603	494		306	186	6,583	494	13,666	34,761
106	431-VSABMS	431-VSABMS		MAINTENANCE CUSTO	NEW POSITION	D-HP-1	19,040					19,040	5,057	494		276	186	6,583	494	13,091	32,131
107	431-VSABMS	431-VSABMS		CLERK TYPIST I (AP)	NEW POSITION	D-HP-1	19,040					19,040	5,057	494		276	186	6,583	494	13,091	32,131
108	431-VSABMS	431-VSABMS		CLERK TYPIST I (GC)	NEW POSITION	D-HP-1	19,040					19,040	5,057	494		276	186	6,583	494	13,091	32,131
109	431-VSABMS	431-VSABMS		LICENSED PRACTICAL	NEW POSITION	N-I-1	30,259					30,259	8,037	494		439	186	6,583	494	16,233	46,492
110	431-VSABMS	431-VSABMS		LIBRARY TECHNICIAN	NEW POSITION	F-HP-1	23,371					23,371	6,154	494		339	186	6,583	494	14,248	37,619
111	431-VSABMS	431-VSABMS		SECRETARY 1 TYPIST	NEW POSITION	G-HP-1	24,729					24,729	6,568	494		359	186	6,583	494	14,684	39,413
111							#########					#########	#########	#########	54,860	#########	#########	#########	#########	#########	#########

Guam Department Education
Fiscal Year 2020
Teacher Reclassification

				FY2019 CURRENT SALARY					FY2020 RECLASSIFICATION PROJECTION					DIFFERENTIAL AMTS (SALARY AND BENEFITS)
LOC.	EMPLOYEE NAME	POSITION TITLE	GRADE/ STEP	SALARY	RETIREMENT (26.56%)	Medicare (1.45%)	TOTAL SALARY + BENEFITS	POSITION TITLE	GRADE/ STEP	SALARY	RETIREMENT (26.56%)	Medicare (1.45%)	TOTAL SALARY + BENEFITS	
431-VSABMS	DE LEON, JEREMIE F.	TEACHER II	ED2-2	$ 35,686	$ 9,478	$ 137	$ 45,302	TEACHER III	ED3-3	$ 38,841	$ 10,316	$ 563	$ 49,720	$ 4,419
431-VSABMS	SANCHEZ, ZYRA EIDREF	TEACHER II	ED2-2	$ 35,686	$ 9,478	$ 137	$ 45,302	TEACHER III	ED3-3	$ 38,841	$ 10,316	$ 563	$ 49,720	$ 4,419
431-VSABMS	TABUNDA, RAILANI	TEACHER II	ED2-2	$ 35,686	$ 9,478	$ 137	$ 45,302	TEACHER IV	ED4-1	$ 38,762	$ 10,295	$ 562	$ 49,619	$ 4,318
3				#######	$ 28,435	$ 412	$ 135,905			$ 116,444	$ 30,928	$ 1,688	$ 149,060	$ 13,155

Function: School Operations

Department/Agency Guam Department of Education

School Vicente S. A. Benavente Middle

Program: Education

Fund: Local

FY 2020 (PROPOSED) SUBSTITUTES

No.	PAY LOCATION	WORK SITE	(A) POSITION NUMBER	(B) POSITION TITLE	(C) NAME OF INCUMBENT	(D) GRADE/STEP	(E) SALARY	(F) OVERTIME	(G) SPECIAL*	(H) DATE	(I) AMT	(J) SUBTOTAL (E+F+G+I)	(K) Retirement (J* 26.56%)	(L) Retire (DDI) ($19,022 6PP)	(M) Social Security (6.2% * J)	(N) Medicare (1.45% * J)	(O) Life (1 - $187)	(P) Medical (Premium)	(Q) Dental (Premium)	(R) TOTAL BENEFITS (K thru Q)	(S) SALARY + BENEFITS (J + R)
1	431-VSABMS	431-VSABMS	106193	SUBSTITUTE	VACANT: VICE: CRISOSTOMO, JULIET C. (5/31/2019COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
2	431-VSABMS	431-VSABMS	107364	SUBSTITUTE(RA)	VACANT: Vice: TAMBORA, JEANETTE A (5/31/2019COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
3	431-VSABMS	431-VSABMS	104090	SUBSTITUTE (LTP)	VACANT: Vice: PEREZ, TIANA MARIE (5/31/2019COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
4	431-VSABMS	431-VSABMS	103590	SUBSTITUTE (LTP)	VACANT: Vice: NANGAUTA, CHAZ ANTHONY P. (5/31/2019C)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
5	431-VSABMS	431-VSABMS	104280	SUBSTITUTE (LTP)	VACANT: Vice: SAN NICOLAS, JENELLE J. (5/31/2019COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
6	431-VSABMS	431-VSABMS	103839	SUBSTITUTE	VACANT: VICE: LANADA, LEAH B. (5/31/2018COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
7	431-VSABMS	431-VSABMS	103821	SUBSTITUTE	VACANT: VICE: LAURORA, JESSICA M. (5/31/2018COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
8	431-VSABMS	431-VSABMS	104090	SUBSTITUTE	VACANT: VICE: ACABADO, REGINE JOY T. (5/31/2018COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
9	431-VSABMS	431-VSABMS	102868	SUBSTITUTE	VACANT: VICE: CAMACHO, CHRISTINA (5/31/2018COB)	F-HP-1	$ 23,171	$ -	$ -	00/00/0000	$ -	$ 23,171	$ 6,154	$ 494	$ -	$ 336	$ 186	$ 6,583	$ 494	$ 14,248	$ 37,419
							$ 208,539	$ -	$ -		$ -	$208,539	$55,388	$4,448	$ -	$3,024	#####	#####	$ 4,446	#####	$ 336,770

Input by Department

Function: School Operations
Department/Agency: Guam Department of Education FY 2019 (CURRENT)
Schoo Vicente S. A. Benavente Middle
Program: Education
Fund: Local

No.	PAY LOCATION	WORK SITE	POSITION NUMBER	POSITION TITLE	NAME OF INCUMBENT	GRADE/STEP	SALARY	OVERTIME	SPECIAL*	DATE	AMT	SUBTOTAL (E+F+G+H)	Retirement (J*26.56%)	Retire (DDI) ($19.02*26P)	Social Security (6.2%*J)	Medicare (1.45%*J)	Life (1-$186)	Medical (Premium)	Dental (Premium)	TOTAL BENEFITS (K thru Q)	TOTAL SALARY + BENEFITS (J+R)
1	431-VSABMS	431-VSABMS	1E+05	ADMIN OFCR	VACANT: VICE: WOLFORD, MAYLENE	L-HP-1	37,100	$-	$-	00/00/0000	-	37,100	9,854	494	$-	538	186	1,245	203	12,521	49,621
2	431-VSABMS	431-VSABMS	1E+05	CLERK III	CASTRO, DELIA F	E-HP-19	38,333	$-	$-	2/19/19	826	39,159	10,401	494	$-	568	186	1,245	203	13,098	52,256
3	431-VSABMS	431-VSABMS	1E+05	CLERK TYPIST I	DELA CRUZ, LINDA C	D-HP-14	29,617	$-	$-	2/25/20	-	29,617	7,866	494	$-	429	186	2,511	203	11,691	41,308
4	431-VSABMS	431-VSABMS	1E+05	CLERK TYPIST I	FERNANDEZ, DEANNA T	D-HP-4	21,287	$-	$310	5/12/19	310	21,597	5,736	494	$-	313	186	3,838	228	10,797	32,394
5	431-VSABMS	431-VSABMS	1E+05	CLERK TYPIST III	GOGUE-SAN AGUSTIN, BARBARA S	F-HP-7	28,964	$-	$-	9/9/19	71	29,035	7,712	494	$-	421	186	3,838	228	12,880	41,914
6	431-VSABMS	431-VSABMS	1E+05	COMP OPER II	BUKIKOSA, RESA A	I-HP-7	35,744	$-	$-	2/27/20	-	35,744	9,494	494	$-	518	186	2,771	372	13,836	49,580
7	431-VSABMS	431-VSABMS	1E+05	HLTH COUNSLR II	CRUZ, SHIRLEY C	N-L-13	59,548	$-	$-	1/30/19	1,280	60,828	16,156	494	$-	882	186	1,245	203	19,167	79,995
8	431-VSABMS	431-VSABMS	1E+05	SCH AIDE I	BAMBA, ROSALINE P	E-HP-6	25,406	$-	$-	2/2/9	667	26,073	6,925	494	$-	378	186	2,511	203	10,698	36,771
9	431-VSABMS	431-VSABMS	1E+05	SCH AIDE I	SIBANGAN, MA. CAROLINA Z	E-HP-7	26,369	$-	$-	2/19/20	-	26,369	7,004	494	$-	382	186	2,511	203	10,781	37,150
10	431-VSABMS	431-VSABMS	1E+05	SCH AIDE I	VERGARA, RONALDO F	E-HP-4	23,585	$-	$-	4/13/19	447	24,032	6,383	494	$-	348	186	1,986	-	9,398	33,430
11	431-VSABMS	431-VSABMS	1E+05	SCH AIDE II	MENDIOLA, LOUISE F	G-HP-8	31,892	$-	$-	12/29/18	778	32,670	8,677	494	$-	474	186	2,511	203	12,546	45,217
12	431-VSABMS	431-VSABMS	1E+05	SCH AIDE II	TARUSAN, JOANN C	G-HP-10	33,948	$-	$-	8/26/20	-	33,948	9,017	494	$-	492	186	2,511	-	12,701	46,649
13	431-VSABMS	431-VSABMS	1E+05	SCH AIDE III	AFLLEJE, MARILYN S	H-HP-7	33,150	$-	$-	2/11/20	-	33,150	8,805	494	$-	481	186	2,511	203	12,681	45,831
14	431-VSABMS	431-VSABMS	1E+05	SCH AIDE III	BALAJADIA, HENRY J	H-HP-11	37,562	$-	$-	9/25/19	46	37,608	9,989	494	$-	545	186	1,245	203	12,663	50,271
15	431-VSABMS	431-VSABMS	1E+05	SCH AIDE III	TORRE, JENNIFER T	H-HP-7	33,150	$-	$-	10/13/19	-	33,150	8,805	494	$-	481	186	-	-	9,966	43,116
16	431-VSABMS	431-VSABMS	1E+05	SECON ASST PRINCIPAL	DELA CRUZ, ERIC	ED8-5	59,180	$-	$-	7/25/19	431	59,611	15,833	494	$-	864	186	3,838	228	21,444	81,056
17	431-VSABMS	431-VSABMS	1E+05	SECON ASST PRINCIPAL	MILAN, MARIA C	ED8-10	70,013	$-	$-	1/27/19	1,538	71,551	19,004	494	$-	1,037	186	6,339	372	27,433	98,984
18	431-VSABMS	431-VSABMS	1E+05	SECON ASST PRINCIPAL	VACANT: VICE: MALILAY, DENNIS	ED8-8	65,773	$-	$-	00/00/0000	-	65,773	17,469	494	$-	954	186	1,245	203	20,552	86,325
19	431-VSABMS	431-VSABMS	1E+05	SECON PRINCIPAL MID	EGRUBAY, PATRICK F	ED10-9	82,111	$-	$-	6/20/19	802	82,913	22,022	494	$-	1,202	186	-	-	23,904	106,817
20	431-VSABMS	431-VSABMS	1E+05	TCHR IV(PE)	ABAGATNAN, DORRIS EMMA B	ED4-12	56,642	$-	$-	1/31/20	-	56,642	15,044	494	$-	821	186	-	-	16,546	73,188
21	431-VSABMS	431-VSABMS	1E+05	TCHR II(OCS-SPED) (LTPT)	ACOSTA, SAMANTHA P	K-HP-1	33,911	$-	$-	00/00/0000	-	33,911	9,007	494	$-	492	186	-	-	10,179	44,090
22	431-VSABMS	431-VSABMS	1E+05	TCHR V(LA)	AOKI, MARTINA J	ED4-7	48,452	$-	$-	8/10/19	236	48,688	12,932	494	$-	706	186	2,511	203	17,033	65,721
23	431-VSABMS	431-VSABMS	1E+05	TCHR V(LA)	BALMEO, EMMANUEL A	ED5-16	67,388	$-	$-	2/19/19	1,316	68,704	18,248	494	$-	996	186	3,838	228	23,991	92,695
24	431-VSABMS	431-VSABMS	1E+05	TCHR IV(RDNG)	BALMEO, SHIRLEY B	ED4-10	53,212	$-	$-	8/13/20	-	53,212	14,133	494	$-	772	186	2,511	203	18,300	71,512
25	431-VSABMS	431-VSABMS	1E+05	TCHR III(HLTH/PE)	BATANGAN, LAWRENCE A	ED3-12	52,689	$-	$-	2/9/9	1,093	53,782	14,285	494	$-	780	186	6,339	372	22,456	76,239
26	431-VSABMS	431-VSABMS	1E+05	TCHR V(LA)	BAUTISTA, ALDEN L	ED5-13	61,360	$-	$-	1/18/20	-	61,360	16,297	494	$-	890	186	2,511	203	20,582	81,942
27	431-VSABMS	431-VSABMS	1E+05	TCHR IC(SCI) (LTFT)	BLAS, ANGELIA J.P.	ED1C-1	31,395	$-	$-	00/00/0000	-	31,395	8,339	494	$-	455	186	1,245	203	10,923	42,318
28	431-VSABMS	431-VSABMS	1E+05	TCHR III(ESL CO)	BROCHON, MARICRIS D	ED3-10	49,499	$-	$-	2/13/20	-	49,499	13,147	494	$-	718	186	2,771	-	17,317	66,816
29	431-VSABMS	431-VSABMS	1E+05	TCHR IV(MATH)	CALMA, RAYMOND S	ED4-14	60,293	$-	$-	7/2/9	515	60,808	16,151	494	$-	882	186	1,670	228	19,611	80,419
30	431-VSABMS	431-VSABMS	1E+05	TCHR III(HLTH/PE)	CALVO, MANUEL S	ED3-7	45,071	$-	$-	2/17/19	880	45,951	12,205	494	$-	666	186	4,567	268	18,387	64,338
31	431-VSABMS	431-VSABMS	1E+05	TCHR III(SCI)	CARRERA, CLAIRE N	ED3-1	36,057	$-	$-	2/8/9	893	36,950	9,814	494	$-	536	186	6,339	372	17,742	54,692
32	431-VSABMS	431-VSABMS	1E+05	TCHR IC(OCS-SCI) (LTPT)	CASTA, ARIES T	G-HP-1	24,729	$-	$-	00/00/0000	-	24,729	6,568	494	$-	359	186	-	-	7,607	32,336
33	431-VSABMS	431-VSABMS	1E+05	TCHR IV(PE)	CASTANETO, KELLIE B	ED4-6	46,683	$-	$-	1/14/19	1,293	47,976	12,742	494	$-	696	186	1,245	203	15,567	63,543
34	431-VSABMS	431-VSABMS	1E+05	TCHR II(SS)	CASTRO, THERESA M	ED2-6	41,410	$-	$-	3/12/19	905	42,315	11,239	494	$-	614	186	3,838	228	16,600	58,915
35	431-VSABMS	431-VSABMS	1E+05	TCHR III(JAP)	CORTEZ, RITA-RENEE C	ED3-5	41,840	$-	$-	8/24/19	183	42,023	11,161	494	$-	609	186	1,986	268	14,705	56,728
36	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	CRUZ, DENISE M.J.T.	ED3-13	54,361	$-	$-	12/2/19	-	54,361	14,438	494	$-	788	186	2,511	203	18,622	72,983
37	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	CRUZ, NERIJA P	ED3-11	51,069	$-	$-	4/10/20	-	51,069	13,564	494	$-	741	186	4,567	268	19,820	70,889
38	431-VSABMS	431-VSABMS	1E+05	TCHR IV(ESL)	CUENCO, RUTH ESTHER A *(Detailed as Acting Assist. Princ...)*	ED4-7	48,452	$-	$-	2/19/20	-	48,452	12,869	494	$-	703	186	1,245	203	15,701	64,153
39	431-VSABMS	431-VSABMS	1E+05	TCHR II(LA)	DE CASTRO, OLIVER R	ED2-2	35,686	$-	$-	2/27/19	832	36,518	9,699	494	$-	530	186	2,511	203	13,624	50,142
40	431-VSABMS	431-VSABMS	1E+05	TCHR II(SS)	DE LEON, ELVIN C	ED2-2	35,686	$-	$-	3/10/19	780	36,466	9,685	494	$-	529	186	2,511	-	13,406	49,872
41	431-VSABMS	431-VSABMS	1E+05	TCHR II(RDNG)	DE LEON, JEREMIE F	ED2-2	35,686	$-	$-	2/8/9	884	36,570	9,713	494	$-	530	186	1,245	203	12,373	48,943
42	431-VSABMS	431-VSABMS	1E+05	TCHR III(HLTH/PE)	DESOTO, TAMMARA J.C.T.	ED4-11	58,439	$-	$-	2/3/20	-	58,439	15,521	494	$-	847	186	6,339	372	23,761	82,200
43	431-VSABMS	431-VSABMS	1E+05	TCHR II(RDNG)	DUCUSIN, GLENN H	ED2-11	48,699	$-	$-	7/31/19	297	48,996	13,013	494	$-	710	186	1,245	203	15,853	64,849
44	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	ESPINA, RONY B	ED3-16	59,702	$-	$-	2/21/19	1,166	60,868	16,166	494	$-	883	186	1,245	-	18,975	79,843
45	431-VSABMS	431-VSABMS	1E+05	TCHR IB(CHM)	ESTEVES, MARIA H	ED1B-3	32,317	$-	$-	8/12/19	188	32,505	8,633	494	$-	471	186	-	-	9,785	42,291
46	431-VSABMS	431-VSABMS	1E+05	TCHR IV(RDNG)	FEJERAN, PATRICIA P	ED4-16	64,180	$-	$-	1/9/19	1,488	65,668	17,441	494	$-	952	186	2,511	203	21,789	87,457
47	431-VSABMS	431-VSABMS	1E+05	TCHR II(OCS-SCI) (LTPT)	FOX, THOMAS E	K-HP-1	33,911	$-	$-	00/00/0000	-	33,911	9,007	494	$-	492	186	-	-	10,179	44,090
48	431-VSABMS	431-VSABMS	1E+05	TCHR III(RDNG)	GIBSON, RAYMOND D	ED3-1	36,057	$-	$-	2/8/19	893	36,950	9,814	494	$-	536	186	2,511	203	13,745	50,695
49	431-VSABMS	431-VSABMS	1E+05	TCHR IV(CRT)	GOMBAR, CECILE L.P.	ED4-14	60,293	$-	$-	2/21/19	1,177	61,470	16,326	494	$-	891	186	1,245	203	19,347	80,817
50	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SPED)	GONZALES, CHANDA D	ED4-12	56,642	$-	$-	2/21/20	-	56,642	15,044	494	$-	821	186	2,511	203	19,261	75,903
51	431-VSABMS	431-VSABMS	1E+05	TCHR II(CHM)	GUIAO, VICTORIA ROSE H	ED2-4	38,442	$-	$-	8/14/19	224	38,666	10,270	494	$-	561	186	2,511	203	14,226	52,892
52	431-VSABMS	431-VSABMS	1E+05	TCHR IC(OCS-MATH) (LTP...)	GUIKING, ERJOHN S	G-HP-1	24,729	$-	$-	00/00/0000	-	24,729	6,568	494	$-	359	186	1,245	-	8,853	33,582
53	431-VSABMS	431-VSABMS	1E+05	TCHR II(OCS-ESL) (LTPT)	HERNANDEZ, MARIA MONIQUE V	K-HP-1	33,911	$-	$-	00/00/0000	-	33,911	9,007	494	$-	492	186	1,670	228	12,077	45,989
54	431-VSABMS	431-VSABMS	1E+05	TCHR V(SPED)	JENSON, CHERYLE M	ED5-15	65,316	$-	$-	2/19/19	1,275	66,591	17,687	494	$-	966	186	2,511	203	22,048	88,639
55	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SCI)	JOHNSON, GLENN R	ED4-19	70,435	$-	$-	2/19/19	1,517	71,952	19,110	494	$-	1,043	186	6,339	372	27,546	99,498
56	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SCI)	JORDAN, JUNE ROBERT D	ED4-4	43,337	$-	$-	8/12/19	253	43,590	11,577	494	$-	632	186	1,245	-	14,136	57,725
57	431-VSABMS	431-VSABMS	1E+05	TCHR III(RDNG)	JOSEPH, TESSY K	ED3-12	52,689	$-	$-	2/4/9	1,093	53,782	14,285	494	$-	780	186	1,245	203	17,194	70,976
58	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SS)	KASPER, ANNIE F	ED4-15	62,206	$-	$-	2/17/19	1,215	63,421	16,845	494	$-	920	186	2,511	203	21,159	84,580
59	431-VSABMS	431-VSABMS	1E+05	TCHR III(HMEC)	LACNO, BUENA-MARIE F	ED3-14	56,086	$-	$-	7/6/20	-	56,086	14,896	494	$-	813	186	-	-	16,390	72,476
60	431-VSABMS	431-VSABMS	1E+05	TCHR III(GC)	LANSANG, ABIGAIL D	ED4-6	46,683	$-	$-	8/17/19	272	46,955	12,471	494	$-	681	186	1,986	-	15,818	62,774
61	431-VSABMS	431-VSABMS	1E+05	TCHR III(ROBO)	LAZAGA, FRANCISCO S	ED3-10	49,499	$-	$-	7/3/19	423	49,922	13,259	494	$-	724	186	-	-	14,664	64,585
62	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	LEON GUERRERO, ADAM V	ED3-10	49,499	$-	$-	8/15/19	242	49,741	13,211	494	$-	721	186	1,245	203	16,062	65,802
63	431-VSABMS	431-VSABMS	1E+05	TCHR II(RDNG)	LIBRANDA, ANIBELLE L	ED2-4	38,442	$-	$-	8/14/19	224	38,666	10,270	494	$-	561	186	-	-	11,511	50,177
64	431-VSABMS	431-VSABMS	1E+05	TCHR II(MATH)	MANALANG, LEW AARUM L	ED4-6	46,683	$-	$-	8/19/19	204	46,887	12,453	494	$-	680	186	1,245	203	15,262	62,150
65	431-VSABMS	431-VSABMS	1E+05	TCHR III(ART)	MANIBUSAN, FRANKLIN J.P.	ED3-13	54,361	$-	$-	2/20/20	-	54,361	14,438	494	$-	788	186	2,511	203	18,622	72,983
66	431-VSABMS	431-VSABMS	1E+05	TCHR V(CA ED)	MANOSA, FREDERICA A	ED5-15	65,316	$-	$-	2/21/20	-	65,316	17,348	494	$-	947	186	-	-	18,976	84,292
67	431-VSABMS	431-VSABMS	1E+05	TCHR II(OCS-SCI)(LTPT)	MARQUEZ, CAMILE AISA N	K-HP-1	33,911	$-	$-	00/00/0000	-	33,911	9,007	494	$-	492	186	2,511	203	12,894	46,805
68	431-VSABMS	431-VSABMS	1E+05	TCHR III(SCI)	MEDRANO, LEAH M	ED3-8	46,501	$-	$-	8/19/19	170	46,671	12,396	494	$-	677	186	3,838	228	17,820	64,491
69	431-VSABMS	431-VSABMS	1E+05	TCHR III(RDNG)	MENDIOLA, MARLENE L	ED3-14	56,086	$-	$-	2/19/19	1,095	57,181	15,187	494	$-	829	186	2,771	372	19,841	77,022
70	431-VSABMS	431-VSABMS	1E+05	TCHR III(PE)	MESTIDIO, ARVIN A	ED3-12	52,689	$-	$-	2/20/19	1,029	53,718	14,267	494	$-	779	186	1,245	203	17,176	70,894
71	431-VSABMS	431-VSABMS	1E+05	TCHR III(MATH)	METADIO, CHRISTINE D	ED3-11	51,069	$-	$-	8/18/19	187	51,256	13,614	494	$-	743	186	1,670	228	16,936	68,192
72	431-VSABMS	431-VSABMS	1E+05	TCHR III(CHM)	MUNA, TERESA ANN N	ED2-2	35,686	$-	$-	8/11/19	208	35,894	9,533	494	$-	520	186	6,339	372	17,446	53,340
73	431-VSABMS	431-VSABMS	1E+05	TCHR IV(KEYBRD)	NARTIA, ROSEMARIE S	ED4-15	62,206	$-	$-	9/28/20	106	62,312	16,550	494	$-	904	186	1,245	203	19,583	81,895
74	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SS)	NATUEL, AMEURFINA B	ED4-19	70,435	$-	$-	10/11/18	2,465	72,900	19,362	494	$-	1,057	186	3,838	228	25,166	98,067
75	431-VSABMS	431-VSABMS	1E+05	TCHR IV(GC)	NELSON, RAMONA A	ED4-10	53,212	$-	$-	8/15/19	260	53,472	14,202	494	$-	775	186	6,339	372	22,369	75,841
76	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	NUCUM, CHRISTINE S	ED2-2	35,686	$-	$-	8/11/19	208	35,894	9,533	494	$-	520	186	1,245	203	12,183	48,077
77	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	OLKERIIL, LAWRENCE L	ED3-13	54,361	$-	$-	1/31/20	-	54,361	14,438	494	$-	788	186	-	-	15,907	70,268
78	431-VSABMS	431-VSABMS	1E+05	TCHR II(SS)	PABLO, BRANDON M	ED2-2	35,686	$-	$-	8/11/19	208	35,894	9,533	494	$-	520	186	1,245	203	12,183	48,077
79	431-VSABMS	431-VSABMS	1E+05	TCHR IV	PAJELA, BOBBY E *(LTD)*	ED4-9	51,575	$-	$-	12/31/99	-	51,575	13,698	494	$-	748	186	-	-	15,127	66,702
80	431-VSABMS	431-VSABMS	1E+05	TCHR IC(OCS-ESL) (LTPT)	PALMES, RUBY ANNE L	G-HP-1	24,729	$-	$-	00/00/0000	-	24,729	6,568	494	$-	359	186	2,511	203	10,322	35,051
81	431-VSABMS	431-VSABMS	1E+05	TCHR IV(MATH)	PASCUA, LUCIA T	ED4-17	66,216	$-	$-	1/3/19	1,616	67,832	18,016	494	$-	984	186	-	-	19,680	87,513
82	431-VSABMS	431-VSABMS	1E+05	TCHR II(LA)	PASCUAL, ALEXANDER BRYAN R	ED2-1	34,383	$-	$-	1/22/19	902	35,285	9,372	494	$-	512	186	-	-	10,564	45,849
83	431-VSABMS	431-VSABMS	1E+05	TCHR IV(CRT)	PESTANAS, ARLENE O	ED4-12	56,642	$-	$-	7/18/20	-	56,642	15,044	494	$-	821	186	2,771	372	19,690	76,332
84	431-VSABMS	431-VSABMS	1E+05	TCHR IV(GC)	PILARCA, YOLANDA T	ED4-14	60,293	$-	$-	2/19/20	-	60,293	16,014	494	$-	874	186	1,245	-	18,814	79,107
85	431-VSABMS	431-VSABMS	1E+05	TCHR III(SS)	PINEDA, EMELITA M	ED3-3	38,841	$-	$-	8/12/19	226	39,067	10,376	494	$-	566	186	-	-	11,623	50,691
86	431-VSABMS	431-VSABMS	1E+05	TCHR V(LA)	REALICA, FAITH V	ED5-1	40,699	$-	$-	2/23/19	949	41,648	11,062	494	$-	604	186	1,245	203	13,795	55,443
87	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SS)	REYES, JULIE	ED4-16	64,180	$-	$-	8/17/19	313	64,493	17,129	494	$-	935	186	1,245	203	18,745	83,238
88	431-VSABMS	431-VSABMS	1E+05	TCHR IC(OCS-SPED) (LTPT...)	ROBERTO, ALYSSA J	G-HP-1	24,729	$-	$-	00/00/0000	-	24,729	6,568	494	$-	359	186	-	-	7,607	32,336
89	431-VSABMS	431-VSABMS	1E+05	TCHR III(RDNG)	RODILLAS, ERNESTO P JR	ED3-14	56,086	$-	$-	3/1/20	-	56,086	14,896	494	$-	813	186	1,245	203	17,636	73,722
90	431-VSABMS	431-VSABMS	1E+05	TCHR II(SS)	RODILLAS, O'LAN GENEVIEVE C	ED2-6	41,410	$-	$-	1/14/19	1,147	42,557	11,303	494	$-	617	186	2,511	203	15,315	57,872
91	431-VSABMS	431-VSABMS	1E+05	TCHR II(MATH)	ROSS, JO-ANN A	ED4-3	41,755	$-	$-	8/12/19	243	41,998	11,155	494	$-	609	186	-	-	12,950	55,688
92	431-VSABMS	431-VSABMS	1E+05	TCHR II(RDNG)	SANCHEZ, ZYRA EIDREF F	ED2-2	35,686	$-	$-	8/11/19	208	35,894	9,533	494	$-	520	186	-	-	10,735	46,629
93	431-VSABMS	431-VSABMS	1E+05	TCHR II(LA)	SASAKI, HARUNA	ED4-4	43,337	$-	$-	8/11/19	253	43,590	11,577	494	$-	632	186	-	-	14,136	57,725
94	431-VSABMS	431-VSABMS	1E+05	TCHR II(LA)	SOMERA, JUDILYN L	ED2-7	42,979	$-	$-	2/9/20	-	42,979	11,415	494	$-	623	186	2,511	203	15,434	58,413
95	431-VSABMS	431-VSABMS	1E+05	TCHR II(OCS-MATH) (LTPT)	SUPERALES-GARRIDO, JOSEPHINE M	K-HP-1	33,911	$-	$-	00/00/0000	-	33,911	9,007	494	$-	492	186	-	-	10,179	44,090
96	431-VSABMS	431-VSABMS	1E+05	TCHR II(MATH)	TABUNDA, RAILANI M	ED2-2	35,686	$-	$-	8/11/19	208	35,894	9,533	494	$-	520	186	1,245	-	11,980	47,874
97	431-VSABMS	431-VSABMS	1E+05	TCHR IV(LA)	TORRADO, YOLANDA M	ED4-17	66,216	$-	$-	2/24/19	1,293	67,509	17,930	494	$-	979	186	2,511	203	22,305	89,814
98	431-VSABMS	431-VSABMS	1E+05	TCHR III(SCI)	TUGADE, RIZA JEAN V	ED3-1	36,057	$-	$-	2/8/19	893	36,950	9,814	494	$-	536	186	1,245	203	12,479	49,429
99	431-VSABMS	431-VSABMS	1E+05	TCHR III(LA)	UNANGST, SHEENA A	ED4-8	48,990	$-	$-	10/22/18	1,586	50,576	13,609	494	$-	734	186	1,245	203	17,842	69,418
100	431-VSABMS	431-VSABMS	1E+05	TCHR III(PE)	VILLA, ERWIN B	ED3-12	52,689	$-	$-	2/14/20	-	52,689	13,994	494	$-	764	186	1,670	228	17,337	70,026
101	431-VSABMS	431-VSABMS	1E+05	TCHR IV(SL)	WHITAKER, ALICIA M	ED4-5	44,979	$-	$-	8/15/19	262	45,241	12,016	494	$-	656	186	2,771	372	16,496	61,737

Function: School Operations

Department/Agency: Guam Department of Education   FY 2019 (CURRENT)

Schoo Vicente S. A. Benavente Middle

Program: Education

Fund: Local

No.	PAY LOCATION	WORK SITE	POSITION NUMBER	POSITION TITLE	NAME OF INCUMBENT	GRADE/ STEP	SALARY	OVERTIME	SPECIAL*	Increment DATE	Increment AMT	(E+F+G+I) SUBTOTAL	Retirement (J * 26.56%)	Retire (DDI) ($19.02*26P P)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life (1-$186)	Medical (Premium)	Dental (Premium)	(K thru Q) TOTAL BENEFITS	(J + R) TOTAL SALARY + BENEFITS
			(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)
101							#########	$ -	$ -		######	#########	#########	$ 49,920	$ -	######	######	#########	#######	#########	#########

Government of Guam   [BBMR EL-1]

Fiscal Year 2020

Equipment/Capital Space Requirement

Function: School Operations

Department/Agency: Guam Department of Education

School: Vicente S. A. Benavente Middle

Program: Education

EQUIPMENT/CAPITAL LISTING:

Description	Quantity	Percentage of Use	Comments
A/C split units	118	100%	
Lockers	111	100%	
White Board	34	100%	
White Board(Portable)	12	100%	
Fire Extinguishers	42	100%	
Stove	6	100%	
Stretcher	1	100%	
Xerox(copier)	3	100%	
Freezer	1	100%	
Refrigerator	3	100%	
Teacher Desk	143	100%	
Teacher Chairs	145	100%	
Student Desk combos	1,447	100%	
Student Desk	202	100%	
Student chairs	355	100%	
2-Drawer filing cabinet	97	100%	
3-Drawer filing cabinet	4	100%	
4-Drawer filing cabinet	9	100%	
Tables	153	100%	
Plastic round tables	5	100%	
Cafeteria tables	10	100%	
Plastic folding table	86	100%	
Round tables	3	100%	
Telephone	44	100%	
Chairs (60 folding/113 brown)	170	100%	
Projector	34	100%	
Sony Alpha DSLR	1	100%	
Fender Passport PD-250 plus	1	100%	
2Know classroom response system	4	100%	
Balt FDB AV cart w/ locking storage	9	100%	
Promethean Activslate	2	100%	
Actiview 322	9	100%	
Activexpression 2 learner response	6	100%	
Imac computer desktop	2	100%	
Apple laptop	2	100%	
Apple ipad	38	100%	
Bose speaker with stand	2	100%	
TV	13	100%	
Sony DCR-SX65 flash memory card	4	100%	
Asus tablet	1	100%	
Lenovo Thinkpad Edge 430	161	100%	

Government of Guam

[BBMR EL-1

Fiscal Year 2020

Equipment/Capital Space Requirement

Mobile laptop carts	9	100%	
Laser printers	12	100%	
Projector screens	4	100%	
Desktop computers	7	100%	
CPU	10	100%	
Library circulation desk	1	100%	
Peavy Messenger PA system	1	100%	
PC Merge computer server	2	100%	
Elmo	26	100%	
N-Computing L300	60	100%	
Shelves	47	100%	
Science Tables	42	100%	

SPACE REQUIREMENT (for Personnel and Equipment/Capital)	Total Program Space (Sq. Ft.):		Total Program Space Occupied (Sq. Ft.):
Description	Square Feet	Percent of Total Program Space	Comments
New annex	11,760	100	
A-building	42,000	100	
B-building	42,882	100	
Gym	9,000	100	
Cafeteria	6,000	100	
Fast track	15,000	100	
Main Office	2,550	100	
Library	5,000	100	

GUAM DEPARTMENT OF EDUCATION

MIDDLE SCHOOL

ORGANIZATIONAL CHART

CUSTODIAL
Outsourced

CAFETERIA
Outsourced

Middle School Principal

GROUNDS MAINTENANCE

BUILDING MAINTENANCE
FACILITIES AND MAINTENANCE DIVISION

6th, 7th, and 8th grade Assistant School Principal

SUPPORT STAFF

Administrative Officer

Computer Operator Clerk

Secretary/Clerical Staff

Library Technician

School Aides

Custodians/ Grounds Worker

Substitute Teacher

INSTRUCTIONAL STAFF

Teachers

Health Counselor

Guidance Counselor

Librarian

ESL Coordinator

CRT

LPN

GUAM DEPARTMENT OF EDUCATION
MIDDLE SCHOOL
FUNCTIONAL CHART

PRINCIPAL

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and faculty and staff professional growth.
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acts with integrity, fairness, and in an ethical manner.
6. Understands, responds to, and influences larger political, social, economical, legal, and cultural issues that affect schooling.
7. Improves instructional practices through the fair and purposeful observation and evaluation of teachers and staff.

ASSISTANT PRINCIPAL

Assist the Principal in the implementation of the seven standards of school leadership.

INSTRUCTIONAL STAFF

CLASSROOM TEACHERS
Implements the teacher standards as required by the Professional Teacher Evaluation Program. Adheres to all duties and responsibilities specified by the Guam Department of Education.

ESL PROGRAM COORDINATOR
Administers the LAS reading and writing tests, places students at appropriate instructional levels, provides services to students in compliance with all federal and local mandates, and provides assistance to faculty and staff regarding English as a Second Language Learners.

RESOURCE ROOM TEACHER
Administers the Special Education program to ensure students receive FAPE and other related services in compliance with all federal and local mandates and serves as a consultant to faculty and staff working with students in the Special Education program.

GUIDANCE COUNSELOR
Provides educational, career, and personal/ social guidance services as prescribed by the American School Counselor Association (ASCA).

LIBRARIAN
Administers and operates the school library plans and procedures for effectively utilizing library services as prescribed by the American Council of School Librarians.

HEALTH COUNSELOR
Provides emergency care of illness or injuries by students and staff. Adheres to established rules and policies governing student health care.

LICENSE PRACTICING NURSE I
Assist the Health Counselor in providing emergency care of illness or injuries by students and staff under the Health Counselors supervision. Adheres to established rules and policies governing student health care.

CONSULTATIVE RESOURCE TEACHER (CRT)
Coordinates the administration of the Special Education program to ensure students receive FAPE and other related services in compliance with all federal and local mandates and serves as a consultant to faculty and staff working with students in the Special Education program.

SUPPORT STAFF

ADMINISTRATIVE OFFICER
Performs complex clerical and accounting assignments, budget preparation, and processing of procurement requests, manages non-appropriated funds, keeps an accurate record of the school's fixed assets, maintains an accurate inventory of all textbooks, manages and implements the National School Lunch Program, prepares employees payroll time and attendance, monitors and updates all information relative to Public Law 28-45, "Every Child is Entitled to an Adequate Education", and other duties as assigned by the School Principal.

SECRETARY
Provides clerical support to the School Principal.

CLERICAL STAFF
Performs clerical duties in carrying out the daily office routines, maintains student and personnel records, prepares all documents relating to school operations, and other duties as assigned by the School Principal.

COMPUTER OPERATOR
Generates, inputs, and manages school statistical reports and student data, provides assistance to the School Administrator in the framework of a master schedule build up, and other duties as assigned by the School Principal.

SCHOOL AIDES
Provides student supervision and instructional support in the classroom and other duties as assigned by the School Principal.

LIBRARY TECHNICIAN
Provides support and technical assistance to the school librarian and other duties as assigned by the School Principal.

CUSTODIAL/ GROUNDS/ CAFETERIA STAFF
Outsourced by:

GUAM DEPARTMENT OF EDUCATION
FY 2020 BUDGET DOCUMENT CHECKLIST

BBMR BDC-1

Department/Agency: Guam Department of Education   **Date Received by FAS:** _____
School: Vicente S. A. Benavente Middle   **Date Reviewed:** _____

	School		FAS	
	Yes	**No**	**Yes**	**No**
General				
Is the summary digest consistent with detail pages?	✓	_____	_____	_____
Are the required budget forms attached?				
a. Agency Narrative Form [BBMR AN-N1]	✓	_____	_____	_____
b. Decision Package [BBMR DP-1]	✓	_____	_____	_____
c. Program Budget Digest Forms [BBMR BD-1, BBMR 96A]	✓	_____	_____	_____
d. FY 2020 (Proposed) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	✓	_____	_____	_____
e. FY 2019 (Current) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	✓	_____	_____	_____
f. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]	✓	_____	_____	_____
I. Agency Narrative Form [BBMR AN-N1]				
1. Is the mission statement correct and consistent with the department/ agency's enabling act?	✓	_____	_____	_____
2. Are the goals and objectives correct and consistent with the department/ agency's mission?	✓	_____	_____	_____
II. Decision Package [BBMR DP-1]				
1. Is activity description correct?	✓	_____	_____	_____
2. Is major objective correct?	✓	_____	_____	_____
3. Are short term goals correct?	✓	_____	_____	_____
4. Is workload output reflected correctly?	✓	_____	_____	_____
III. Program Budget Digest Forms [BBMR BD-1, BBMR 96A]				
A.) BBMR BD-1				
Personnel Services				
1. Are figures reflected consistent with the attached staffing pattern(s)?	✓	_____	_____	_____
2. Are amounts reflected in each column accurate?	✓	_____	_____	_____
3. Are computations correct?	✓	_____	_____	_____
Operations				
1. Are amounts reflected in each column accurate (BBMR96A)?	✓	_____	_____	_____
2. Are computations correct?	✓	_____	_____	_____
Utilities				
Are amounts reflected in each column correct?	✓	_____	_____	_____
Capital Outlay				
Are amounts reflected under columns, "Governor's Request", consistent with schedule F as detailed in the budget digest sub form, [BBMR 96A]?	✓	_____	_____	_____
Full Time Equivalencies (FTEs)				
Are the number of FTEs for both "Unclassified" and "Classified" accurately reflected under each column?	✓	_____	_____	_____
B.) BBMR 96A				
1. Are "Items" under schedules B - F listed in detail?	✓	_____	_____	_____
2. Is the "Quantity" under schedules B - F reflected for respective items?	✓	_____	_____	_____
3. Is the "Unit Price" and "Total Price" accurate for each item under schedules B - F?	✓	_____	_____	_____
IV. Agency Staffing Pattern Forms [BBMR SP-1]				
1. Are position titles correct?	✓	_____	_____	_____

GUAM DEPARTMENT OF EDUCATION
FY 2020 BUDGET DOCUMENT CHECKLIST

BBMR BDC-1

Department/Agency: Guam Department of Education   **Date Received by FAS:** _____

School: Vicente S. A. Benavente Middle   **Date Reviewed:** _____

	School		FAS	
	Yes	**No**	**Yes**	**No**
2. Are position numbers reflected?	✓	_____	_____	_____
3. Are the salary levels consistent with the Civil Service Commission, Classification and Pay Plan?	✓	_____	_____	_____
4. Are filled positions funded?	✓	_____	_____	_____
5. Are increment amounts reflected (should be no per Public Law)?	✓	_____	_____	_____
6. Are rates reflected under "Benefits" correct?	✓	_____	_____	_____
7. Are computations correct?	✓	_____	_____	_____
V. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]				
1. Is the description of the equipment and/or capital item(s) detail?	✓	_____	_____	_____
2. Is the "quantity" and "percentage of use" reflected?	✓	_____	_____	_____
3. Are space requirements descriptive and total space reflected and accurate?	✓	_____	_____	_____

SCHOOL: **FINANCE & ADMINISTRATIVE SERVICES ACTION:**

Prepared By: _____

                 Date

Approved By: _____

      (Signature of School Principal)

                 Date

Recommendation

☐ **Approval**
☐ **Disapproval**

             Analyst

             Date

APPENDIX G: Questions raised during faculty and staff analyses of Chapters I and II

1. Are we sufficiently preparing and teaching our students for District-Wide Assessments (DWA)?
2. Are we providing enough supports and resources for students' continued learning?
3. Based on the Standards-Based Assessment (SBA) data for 7th Grade Social Studies: what are 7th Grade Social Studies teachers doing, and how can their success be replicated in the 6th and 8th grades?
4. Is the ACT/Aspire test for math too difficult that results in low scores?
5. How effectively are our students learning with these math interventions?
6. Should our school consider offering remedial math classes to address students' need to learn pre-requisite skills?
7. 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?
8. How can we motivate students to achieve academically and behaviorally?
9. How can we better support students with special needs without "over-identifying" them?
10. How can we further support incoming 6th graders?
11. How can we provide more support for our students from Freely Associated States (FAS), which has become our second top-most student population?
12. How can we resolve Physical Aggression as our school's top infraction?
13. Are our vision, mission, and SLOs sufficiently addressing our current student needs?

APPENDIX H: BMS Lesson Plan Template

V.S.A. BENAVENTE MIDDLE SCHOOL LESSON PLAN
SY 2017-2018

*__Guidelines__: This is a **team-developed** unit plan targeted for Level 3 skill(s) of your Proficiency Scale, which is based on your standard. This unit plan will also reflect what you are assessing with your CFAs. Do not be confined to this for executing your lessons, but use it as an overview of what you are going to accomplish for the rest of the unit. Plan for your own individual daily/weekly lesson plans in order to address your own students' needs.*

Skill		Period	
		Duration	
Essential Question			
CCSS/ GDOE Standards/ SLOs			
Proficiency Scale	4		
	3		
	2		
	1		
Objectives	We will… **Know** *(facts, vocabulary, prerequisite skills):* **Understand** *(Big Ideas, generalizations, answers the question "Why is this important?")* **Be able to** *(skills, verbs`):*		
Materials Needed	Teacher: Students:		
Prerequisite Skills	*(example: Key vocabulary words, Level 2 skills needed to attain Level 3 skills)*		

	Lesson Sequence	Comments/Reflection
1	Connection to Prior Knowledge/Building Background	
2	Presentation (*include* CITW, SIOP, *Big 8 Instructional strategies*)	
3	Guided Practice (*example: cooperative learning with small groups and whole group*)	
4	Independent Practice	
5	Assessment/Evaluation (*formative and summative assessments*)	
6	Modifications Interventions	
7	Enrichment (for students who have demonstrated mastery of Level 3 skill(s) and can move on to Level 4 of the Proficiency Scale)	

APPENDIX I: Walkthrough Rubric for Setting Objectives

Walkthrough Rubric
Focus: Setting Objectives

Date _____

Teacher _____   Content _____   Per _____   Time _____
SCORE _____

OBSERVED BY:
_____M. Milan   _____E. Dela Cruz   _____D. Malilay   _____ M. Perez
_____ R. Cuenco
_____Others: _____

Score	Criteria
4	**Highly Effective Learning Objective** *All components met exemplarily.* • All students interviewed are able to verbalize what they are learning/doing as it relates to objective • Objective written in KUD format • May request video observation to share with other teachers
3	**Effective Learning Objective** *All components met, to include:* • Objective **clearly visible** to all students • Objective written **in KUD format** and in **student-friendly language** • Objective is **succinct and addresses skill(s)** to be learned during the day's lesson • Objective intentionally **embedded into the day's lesson** (beginning, middle, and end of the class period) • Selected students are able to verbalize **how the objective relates to what they are learning/doing**
2	**Developing Goal** All components met, to include: • Objective clearly visible to all students • Objective written in student-friendly language • Objective is succinct and addresses skill(s) to be learned during the day's lesson • Objective embedded into the day's lesson **but could use some improvement** • Selected students are able to **state the objective**.
1	**Unsatisfactory** • May need additional support; training will be provided.

General Observations / Comments	Recommendations

APPENDIX J: Walkthrough Rubric for Providing Feedback

Walkthrough Rubric
Focus: Providing Feedback

Date _____

Teacher _____ Content _____ Grade _____ Per _____ SCORE _____

OBSERVED BY:
_____ M. Milan   _____ E. Dela Cruz   _____ D. Malilay   _____ R. Cuenco
_____ Other: _____

Learning Objective
Students will: **KNOW** **UNDERSTAND** **BE ABLE TO**

Score	Criteria
4	**Highly Effective Feedback** *All components met exemplarily.* • All students (**4+**) interviewed are able to verbalize their own feedback as it relates to the day's learning objective • Evidence of students' self and/or peer-evaluation is visible (students' notebooks or posted on classroom walls) and is current • May request video observation to share with other teachers
3	**Effective Feedback** *All components met, to include:* • Feedback is ***immediate*** (dependent on task, type of feedback – verbal, written, or both – may vary**) AND students have the opportunity to correct misunderstandings** • **Criterion-referenced feedback** instead of only norm-referenced feedback: Students are provided feedback in terms of specific knowledge or skill than just giving a percentage score without specific explanations. • Feedback is ***directly related*** to the day's learning objective • Not personal (Great job! You're so smart!); but, rather, ***addresses performance on a task*** and provides ***specific guidance*** for improvement ("Your response lacks details and includes some inaccurate information. Check the facts about this event, and add details to describe the reasons the event occurred."). • When interviewed, ***at least 3 students can provide some of their own feedback*** as it relates to the day's learning objective (consider students' articulation of proficiency scales: I am a level 2 because… OR method of self-evaluation through use of a rubric)
2	**Developing** All components met, to include: • Feedback is personal rather than performance-specific • Connection between feedback and learning objective is unclear • Objective written in student-friendly language • Selected students (**1-2 students**) are able to verbalize how the objective relates to what they are learning/doing
1	**Unsatisfactory** • May need additional support; training will be provided • Mentorship needed

General Observations / Comments	**Recommendations**

APPENDIX K: Power Walkthrough Template

<table>
<tr><td colspan="4" align="center">Guam Department of Education 2016/2017</td></tr>
<tr><td colspan="2">Observer:</td><td colspan="2">Person Observed:</td></tr>
<tr><td colspan="2">Date-   /   /</td><td colspan="2">Time-</td></tr>
<tr>
<td colspan="2">

Grade
☐ Pre-K
☐ Kindergarten
☐ 1st Grade
☐ 2nd Grade
☐ 3rd Grade
☐ 4th Grade
☐ 5th Grade
☐ 6th Grade
</td>
<td colspan="2">

Content
</td>
</tr>
</table>

Grade

☐ Pre-K	☐ 7th Grade
☐ Kindergarten	☐ 8th Grade
☐ 1st Grade	☐ 9th Grade
☐ 2nd Grade	☐ 10th Grade
☐ 3rd Grade	☐ 11th Grade
☐ 4th Grade	☐ 12th Grade
☐ 5th Grade	☐ Mixed
☐ 6th Grade	

Content

☐ Art	☐ Music
☐ Business	☐ Science
☐ ELA	☐ Social Studies
☐ Health	☐ Chamorro Language and Culture
☐ PE	☐ World Language
☐ Reading	☐ Other
☐ Math	

Special Education Teacher
☐ Yes
☐ No

ESL Sheltered Teacher
☐ Yes
☐ No

Segment of Class
☐ Beginning (first 10 minutes)
☐ Middle
☐ End (last 10 minutes)

Creating the Environment for Learning

Notes:

Setting Objectives
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Setting Objectives
  o *The objectives are posted or on a handout in clear sight of all students for reference throughout the lesson.*
  o *Learning activities are aligned with learning objectives.*
  o *Teacher references the learning objectives.*
  o *Students personalize the learning objectives.*
  o *Students use the objectives to monitor their own learning.*
☐ No Evidence of Setting Objectives

Feedback
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Feedback
  o *Feedback is aligned with the learning objective.*
  o *Teacher feedback focuses on what is right and next steps.*
  o *Teacher gives specific feedback tied to established performance criteria (or rubric).*
  o *Students provide self and/ or peer feedback.*
☐ No Evidence of Feedback

Guam Department of Education 2016/2017 Template

Reinforcing Effort and Providing Recognition
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Reinforcing Effort and Providing Recognition
  o *Teacher helps students understand the relationship between their effort and their achievement.*
  o *Teacher uses rubrics to define what effort means in class.*
  o *Students track effort and achievement.*
  o *Teacher recognizes accomplishment and links accomplishment to effort.*
  o *Teacher provides recognition that is specific and aligned to expectations.*
☐ No Evidence of Reinforcing Effort and Providing Recognition

Grouping
☐ Whole Group   ☐ Individual
☐ Small Group   ☐ Cooperative Group (evidence of positive
☐ Pair   interdependence and individual accountability)

Cooperative Learning
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Cooperative Learning
  o *Teacher clearly explaining the task.*
  o *Teacher establishes and teaches cooperative learning structures and processes.*
  o *Students are in groups of 2-5.*
☐ No Evidence of Cooperative Learning

Helping Students Develop Understanding

Notes:

Cues & Questions
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Cues / Questions
  o *Teacher activates prior learning.*
  o *Teacher uses explicit cues.*
  o *Teacher asks inferential questions.*
  o *Teacher asks analytic questions.*
☐ No Evidence of Cues / Questions

Advance Organizers
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Advance Organizers
  o *Teacher utilizes an expository advance organizer prior to learning.*
  o *Teacher utilizes a narrative advance organizer prior to learning.*
  o *Teacher utilizes skimming as an advance organizer prior to learning.*
  o *Teacher utilizes a graphic organizer prior to learning.*
☐ No Evidence of Advance Organizers

Nonlinguistic Representations
Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.
☐ Evidence of Nonlinguistic Representations
  o *Teacher utilizes a graphic organizer.*
  o *Teacher utilizes physical models or manipulatives.*
  o *Teacher helps create mental pictures.*
  o *Teacher uses illustrations or pictographs.*
  o *Teacher facilitates the use of kinesthetic activities.*
☐ No Evidence of Nonlinguistic Representations

Guam Department of Education 2016/2017 Template

Summarizing

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Summarizing

- o *Students engage with the note-taking process.*
- o *Students use summary frames or reciprocal teaching to summarize text.*

☐ No Evidence of Summarizing

Note Taking

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Note Taking

- o *Students engage with the note-taking process.*
- o *Teacher prepared notes are utilized.*
- o *Teacher explicitly teaches a note-taking format/strategy.*
- o *Teacher provides the opportunity to review/revise notes.*

☐ No Evidence of Note Taking

Assigning Homework

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Homework

- o *Teacher communicates a comprehensive and cohesive homework policy.*
- o *Teachers design homework assignments that support academic learning.*
- o *Teachers clarify the purpose of each homework assignment.*

☐ No Evidence of Assigning Homework

Providing Practice

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Providing Practice

- o *Teacher communicates the purpose of the practice task.*
- o *Teacher designs practice session that was short and focused.*
- o *Teacher provides feedback on the practice session.*

☐ No Evidence of Providing Practice

Helping Students Extend and Apply Knowledge

Notes:

Identifying Similarities and Differences

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Identifying Similarities and Differences

- o *Students identify similarities and differences by comparing and classifying.*
- o *Teachers help students recognize, use, and crate metaphors to compare.*
- o *Teachers help students recognize, use, and create analogies to compare relationships.*

☐ No Evidence of Identifying Similarities and Differences

Generating and Testing Hypotheses

Choose one from the drop down. If checkboxes appear, check the specific strategy within the category.

☐ Evidence of Generating and Testing Hypotheses

- o *Teachers engage students in a variety of structured tasks for generating and testing hypotheses.*
- o *Teachers engage students in structured tasks to help develop higher-order thinking skills*
- o *Teachers ask students to clearly explain their hypotheses and their conclusions.*

☐ No Evidence of Generating and Testing Hypotheses

Guam Department of Education 2016/2017 Template

Bloom's Taxonomy
- ☐ No Instruction
- ☐ Remember
- ☐ Understand
- ☐ Apply
- ☐ Analyze
- ☐ Evaluate
- ☐ Create

Teacher Directed Technology
- ☐ None
- ☐ Communication / Collaboration Tool
- ☐ Display Tool
- ☐ Instructional Media
- ☐ Interactive Whiteboard
- ☐ Kinesthetic Technology
- ☐ Multimedia Creation
- ☐ Word Processing/Application Software
- ☐ Website

Student Centered Technology
- ☐ None
- ☐ Communication / Collaboration Tool
- ☐ Display Tool
- ☐ Instructional Media
- ☐ Interactive Whiteboard
- ☐ Kinesthetic Technology
- ☐ Multimedia Creation
- ☐ Word Processing/Application Software
- ☐ Website

Student Learning Activities
- ☐ Formative Assessment
- ☐ Practicing
- ☐ Student Demonstrating
- ☐ Student Discussion
- ☐ Student Worksheet
- ☐ Student Writing
- ☐ Project
- ☐ Summative Assessment
- ☐ Teacher Directed Question / Answer (group response)
- ☐ Teacher Directed Question / Answer (individual response)
- ☐ No Evidence
- ☐ Other (comment required)

Comment Required:

Student Interview (what and why?)
- ☐ Articulated Learning Objective(s)
- ☐ Partially Articulated Learning Objective(s)
- ☐ Could Not Articulate Learning Objective(s)

Student Engagement - Students Actively Participate in Learning the Objectives
- ☐ Students talk about the learning task
- ☐ Students ask questions of the teacher about specific learning
- ☐ Students ask questions of other students about specific learning
- ☐ Students show effort that produces high quality thinking and products
- ☐ Students self-assess the quality of their thinking and products
- ☐ Students apply strategies to their own learning

Classroom Management
- ☐ Classroom routines and procedures are taught and allow for minimal loss of instructional time.
- ☐ Teacher response to student behavior is appropriate, respectful, and consistent.
- ☐ Classroom behavior expectations are posted.
- ☐ Building-wide expectations, procedures, and systems are posted and enforced in a consistent manner.

Optional Observations

APPENDIX L: Student Perception Survey SY2018-2019 and Selected Responses

Directions: Click or type in the response that best suits how you feel about the following prompts or questions (computer-based).

1. Identify your grade-level.
2. Identify your gender.
3. Identify your primary language(s) spoken at home.
4. Select the ethnicity you identify with.
5. Do you participate in extra-curricular activities at VSABMS?
6. Do you have reliable Internet access at home?
7. Do you regularly check your grades online using Powerschool?
8. Do you regularly access teacher websites to stay updated on assignments, due dates, and other relevant information?
9. Is there at least one adult on campus you can go to if you have a problem or concern?
10. Rate the extent to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree): 　　a. VSABMS offers a large variety of clubs and extra-curricular activities for students. 　　b. VSABMS is clean and well-maintained. 　　c. There is adequate technology on campus to meet the academic needs of students. 　　d. Students feel safe on campus. 　　e. Students are adequately monitored and supervised on campus. 　　f. Discipline is administered in an effective and consistent manner. 　　g. VSABMS faculty and staff demonstrate caring and concern for all students. 　　h. I understand the VSABMS vision, mission, and schoolwide learner outcomes. 　　i. My parents are welcome at school and are encouraged to contribute ideas toward improving our school. 　　j. My parents regularly attend PTO meetings and parent-teacher conferences.
11. Rate the extent to which the following school employees are available to answer questions and provide support as needed (Strongly Agree, Agree, Disagree, Strongly Disagree): 　　a. Principal 　　b. Assistant Principals 　　c. Counselors 　　d. Homeroom/AAP Teacher 　　e. Other Teachers 　　f. Nurse 　　g. School Attendance Officer 　　h. Social Worker/Outreach Staff 　　i. School Aides 　　j. Clerical Staff 　　k. Teacher Assistants 　　l. Para-Educators
12. Evaluate your understanding of the following policies or programs (Well-informed, Somewhat informed, Uncertain, No Opinion): 　　a. Behavior Expectations (Roadrunner 3) 　　b. Attendance Policies 　　c. No Fly Zone 　　d. Character Education 　　e. XL Interventions 　　f. Homeroom/Advisor-Advisee Period 　　g. Student Handbook
13. Evaluate the usefulness of each of the following activities or programs (Very Useful, Useful, Not Useful, No Opinion). 　　a. Library services 　　b. Counseling services 　　c. Nursing services 　　d. Outreach (SPCE) services 　　e. Student Support Services/Attendance Officer (SAO) 　　f. Grade-level assemblies 　　g. Activity Days 　　h. Club Fair 　　i. Field Day 　　j. Peace March 　　k. Achieve3000 　　l. Advanced Math

m. *Esgaihon I Famagu'on-ta (EIF)*
n. Substance Abuse Intervention (SAI)
o. Brief Tobacco Intervention (BTI)
p. Power Announcement
q. School website
r. Teacher websites

14. Evaluate the extent to which faculty and staff support students in reaching the schoolwide learner outcomes (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Value Their Community
   b. Succeed Academically
   c. Adapt to Changing Times
   d. Behave Appropriately
   e. Make Positive Choices
   f. Strive for a Better Tomorrow

15. For each content area, evaluate the extent to which teachers provide a curriculum that is challenging (not too hard but just right), comprehensive (covers all major topics), and relevant (makes sense and relates to students) (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Language Arts
   b. Reading
   c. Math
   d. Science
   e. Social Studies
   f. PE/Health
   g. Humanities
   h. Technical Subjects

16. For each content area, evaluate the extent to which students receive appropriate support to ensure academic success (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Language Arts
   b. Reading
   c. Math
   d. Science
   e. Social Studies
   f. PE/Health
   g. Humanities
   h. Technical Subjects

17. For each content area, evaluate the extent to which teachers use a variety of instructional materials or strategies to engage students (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Language Arts
   b. Reading
   c. Math
   d. Science
   e. Social Studies
   f. PE/Health
   g. Humanities
   h. Technical Subjects

18. For each content area, evaluate the extent to which teachers use the entire class period effectively (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Language Arts
   b. Reading
   c. Math
   d. Science
   e. Social Studies
   f. PE/Health
   g. Humanities
   h. Technical Subjects

19. For each content area, evaluate the extent to which teachers use a variety of assessment strategies (tests, quizzes, observations, projects, others) to evaluate student learning (Always, Often, Sometimes, Rarely, Never, No Opinion):
   a. Language Arts
   b. Reading
   c. Math
   d. Science
   e. Social Studies
   f. PE/Health
   g. Humanities

| h. Technical Subjects |
| 20. For each content area, evaluate the extent to which teachers use common formative assessments (CFAs) to providing academic interventions so that students have an opportunity to learn or re-learn new topics (Always, Often, Sometimes, Rarely, Never, No Opinion):
a. Language Arts
b. Reading
c. Math
d. Science
e. Social Studies
f. PE/Health
g. Humanities
h. Technical Subjects |
| 21. For each content area, evaluate the extent to which teachers refer to prioritized standards (or objectives), and proficiency scales when teaching new topics (Always, Often, Sometimes, Rarely, Never, No Opinion):
a. Language Arts
b. Reading
c. Math
d. Science
e. Social Studies
f. PE/Health
g. Humanities
h. Technical Subjects |
| 22. What do you like best about VSABMS? |
| 23. What is the most difficult subject for you and why? |
| 24. Do you feel that VSABMS does an adequate job of preparing you for high school and beyond? (Yes/No) |
| 25. What are your suggestions for improving our school? |

6. Do you have reliable internet access at home?
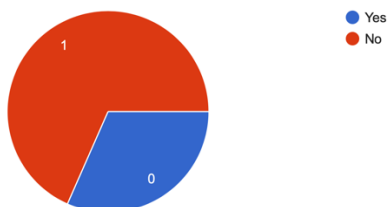
619 responses
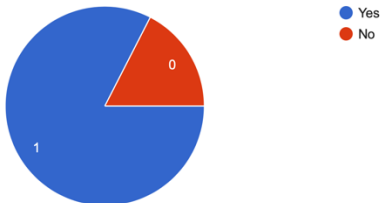
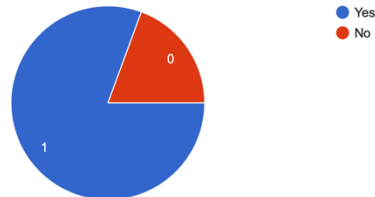7. Do you regularly check your grades online using Power School?

619 responses
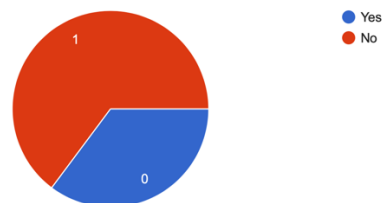
8. Do you regularly access teacher websites to stay updated on assignments, due dates, and other relevant information?
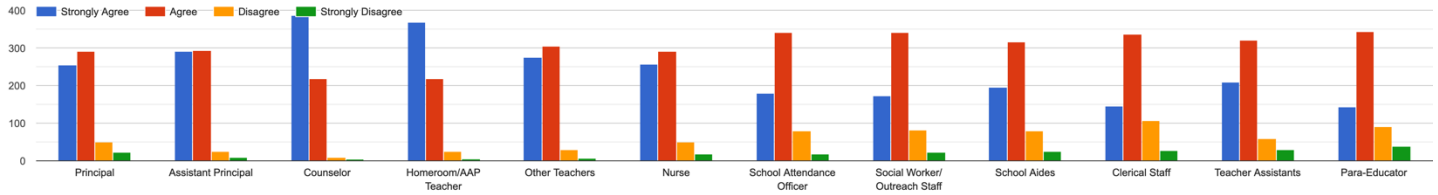
614 responses

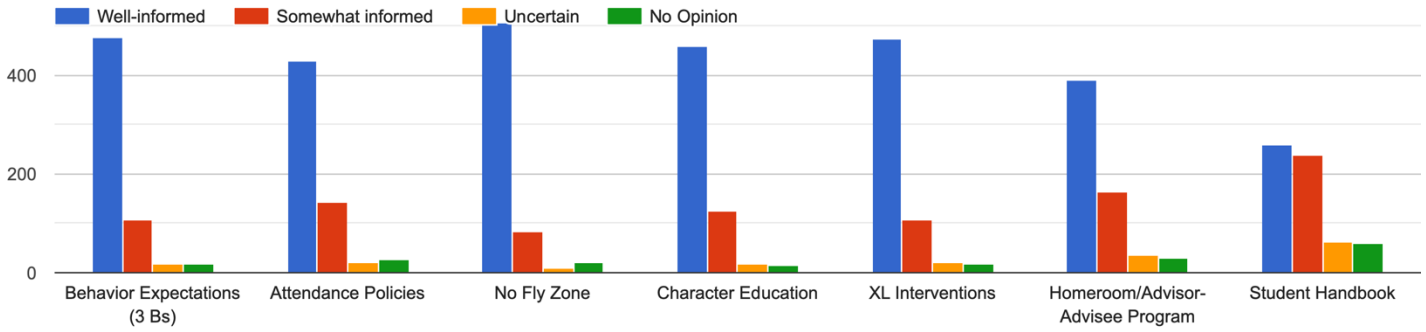9. Is there at least one adult on campus you can go to if you have a problem or concern?
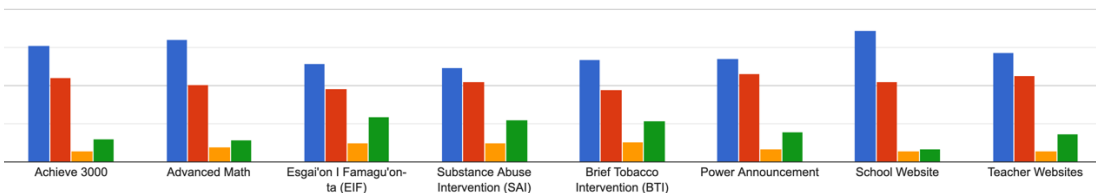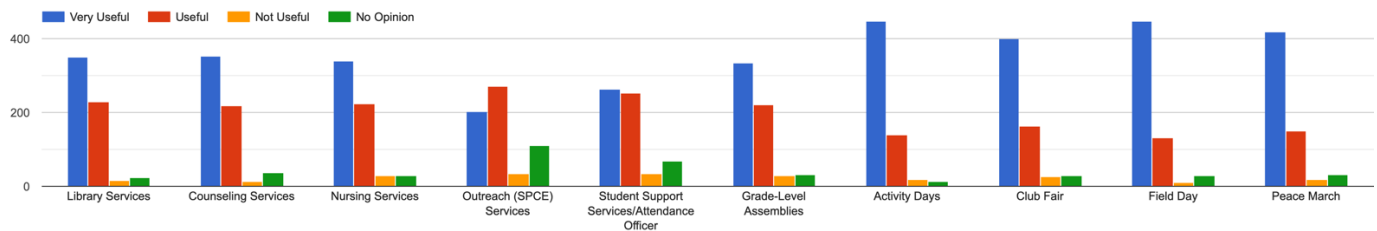
619 responses

11. Rate the extent to which the following school employees are available to answer questions and provide support as needed.
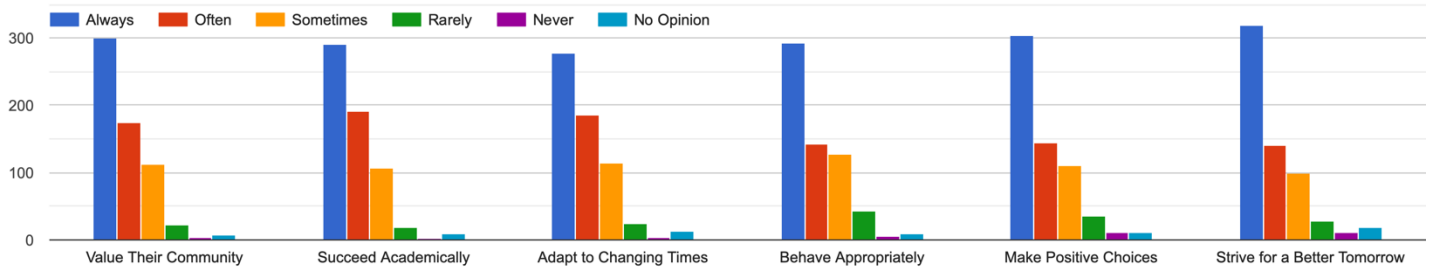

12. Evaluate your understanding of the following policies or programs.

13. Evaluate the usefulness of each of the following activities or programs.

14. Evaluate the extent to which faculty and staff support students in reaching the Schoolwide Learner Outcomes.

15. For each content area, evaluate the extent to which teachers provide a curriculum that is challenging (not too hard but just right), comprehensive (covers all major topics), and relevant (makes sense and relates to students).
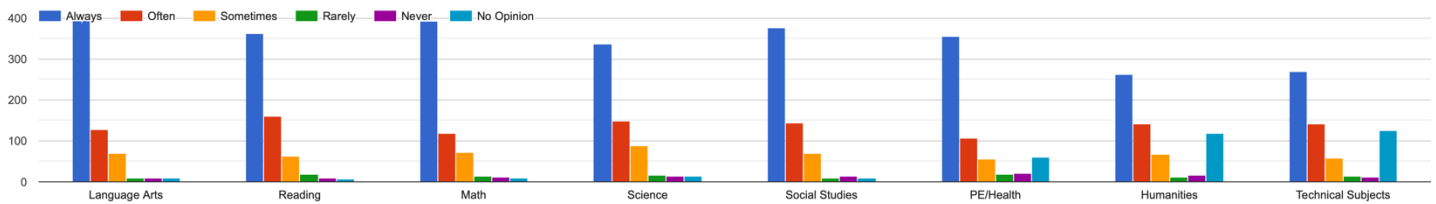
16. For each content area, evaluate the extent to which students receive appropriate support to ensure academic success.
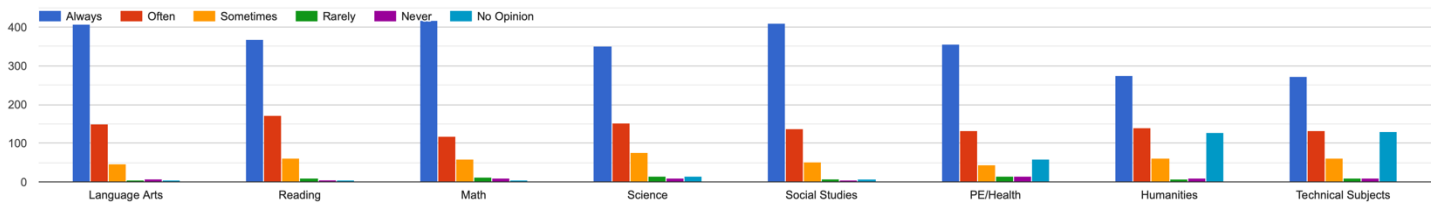
17. For each content area, evaluate the extent to which teachers use a variety of instructional materials or strategies to engage students.
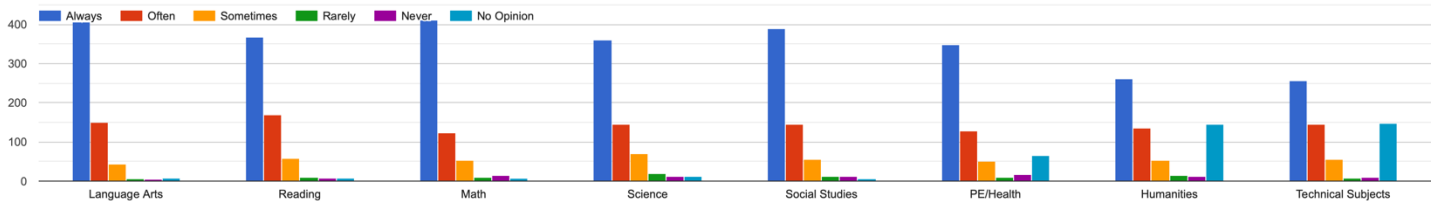
18. For each content area, evaluate the extent to which teachers use the entire class period effectively.
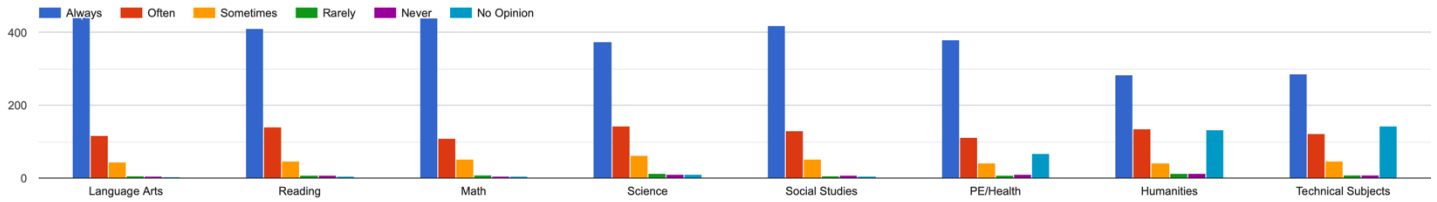
19. For each content area, evaluate the extent to which teachers use a variety of assessment strategies (tests, quizzes, observations, projects, others) to evaluate student learning.
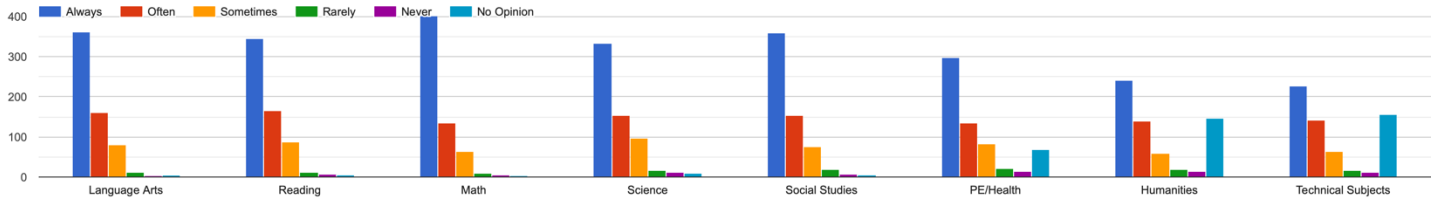
24. Do you feel that VSABMS does an adequate job of preparing you for high school and beyond?

619 responses

APPENDIX M: Parent Perception Survey SY2018-2019 and Results

Directions: For Items 1 – 25 below, please indicate the extent to which you agree or disagree with the statements by checking the appropriate box for each row. For your reference, our school's vision, mission, and schoolwide learner outcomes (SLOs) are shown below. Space is provided at the end of this form for any comments you would like to share. Thank you for your input!
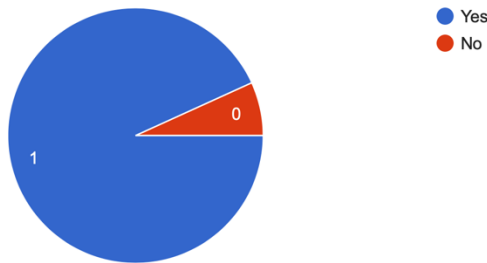
VISION: Students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community.

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 (SLOs)

Value Their Community: Students will demonstrate strong work ethics and model citizenship by contributing to the improvement of their community; Students will respect and appreciate the diversity of our community.

Succeed Academically: Students will acquire the necessary knowledge and skills to achieve at the highest levels; Students will be able to utilize technology and other resources to extend their knowledge and deepen their learning.

Adapt to Changing Times: Students will develop the critical thinking, creativity, and collaboration necessary to thrive in an innovative global environment; Students will be able to demonstrate resiliency, resolve conflicts, and overcome challenges.

Behave Appropriately: Students will model respect, responsibility, and safety in any setting; Students will build healthy relationships with adults and peers.

Make Positive Choices: Students will be able to set personal and academic goals and implement strategies to achieve those goals; Students will make positive lifestyle choices to promote overall physical, social, and emotional health.

Strive for a Better Tomorrow: Students will become aware of the consequences of their actions and will work to create a positive legacy; Students will develop environmental consciousness, exercise good stewardship, and implement sustainable practices.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. I understand and am committed to the vision of the school. (A1.3)	114	133	26	0	0
2. I understand and am committed to the mission of the school. (A1.3)	105	134	24	0	0
3. I understand and am committed to the schoolwide learner outcomes (A1.3)	107	132	24	1	0
4. My input, ideas, and involvement are encouraged as the school develops and refines its vision, mission, and schoolwide learner outcomes. (A1.2)	89	137	41	2	0
5. I am able to participate in the governance of the school and understand how I can be involved in the decision-making process. (A2.1)	67	128	60	8	0
6. I understand how the policies of the Guam Education Board and the Guam Department of Education provide guidance to the school. (A2.2)	93	132	40	5	0
7. The school consistently promotes high expectations for all students. (B1.2)	107	113	47	2	0
8. Parents, students, teachers, and others often collaborate in developing and monitoring a student's personal learning plan. (B2.2)	92	130	53	4	0
9. All students have access to real world applications of their educational interests in relation to a rigorous, standards-based curriculum. (B3.1)	82	136	50	5	1
10. The school implements academic support programs to ensure students are meeting all requirements. (B3.2)	95	133	42	2	0
11. The school's teachers differentiate instruction to ensure that all students achieve the academic standards and schoolwide learner outcomes. (C1.1)	96	128	39	4	0
12. Instruction is organized to support clearly articulated and communicated learning targets. (C1.2)	83	139	41	2	0
13. Teachers are a variety of instructional strategies to engage and support students in the learning process (C2.1,4)	99	135	38	3	0
14. The school uses effective assessment practices to report student performance. (D1.1)	96	135	50	3	0
15. Assessment data are used to make decisions and modify instructional practices. (D2.2)	86	131	47	2	0
16. Teachers use appropriate assessment strategies to measure student progress toward academic standards and the schoolwide learner outcomes. (D2.1)	97	136	37	1	0
17. The school adequately and effectively helps students meet high academic standards. (E1.3)	93	120	46	4	0
18. The school adequately and effectively helps students achieve the schoolwide learner outcomes. (E1.3)	78	136	48	5	0
19. The school encourages parents to be an active partner in the teaching/learning process. (E1.1)	89	137	41	6	0
20. The school ensures a safe, clean, and orderly environment that nurtures learning. (E2.1)	86	134	73	7	1
21. The school has an effective discipline and behavior management system that supports learning, growth, and development. (E2.2)	78	127	55	9	1
22. The school has a culture of trust, respect, and professionalism among all members of the school community. (E2.4)	87	132	45	4	1
23. The school ensures that every student receives appropriate support services. (E3.1)	87	129	31	7	0
24. All students have access to a challenging, relevant, and coherent curriculum. (E4.1)	83	246	41	1	0
25. I am satisfied with the quality of education provided by the school.	93	131	38	4	1

**APPENDIX N: Teacher Perception Survey SY2018-2019 and Results**

Directions: Please indicate the extent to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree).

1. There is congruence between written curriculum and the actual concepts and skills taught, the academic standards, and the SLOs. (B1.3)
2. There is curriculum integration among disciplines at the school. (B1.6)
3. Key stakeholders are involved in the school's curriculum review and evaluation process to ensure student learning needs are being met. (B1.7)
4. Strategies and programs to facilitate transition to the student's next educational level are effective and regularly evaluated. (B2.4)
5. Instructional staff members differentiate instruction to ensure that all students achieve academic standards and SLOs. (C1.1)
6. Teachers are current in their instructional content and effectively use multimedia and other technology in the delivery of the curriculum. (C2.1)
7. Teachers are facilitators in a student-centered classroom. (C2.3)
8. Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding. (C2.4)
9. Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries. (C2.6)
10. The basis for which standards-based grades, growth, and performance levels are determined is effective. (D1.2)
11. Teachers use assessment results to modify instruction and professional development goals/topics. (D1.3)
12. The system used to monitor the progress of all students toward meeting the academic standards is effective. (D1.4.A)
13. The system used to monitor the progress of all students toward meeting the schoolwide learner outcomes is effective. (D1.4.B)
14. Teachers use appropriate formative assessment strategies to measure student progress and modify instructional practices. (D2.1)
15. A variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes. (D2.3)
16. Teacher feedback is effective in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes. (D2.4)

1. There is congruence between written curriculum and the actual concepts and skills taught, the academic standards, and the SLOs. (B1.3)
66 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree
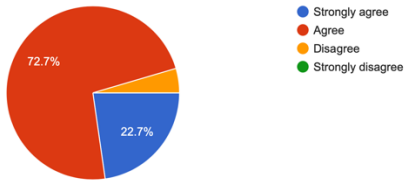
2. There is curriculum integration among disciplines at the school. (B1.6)
66 responses
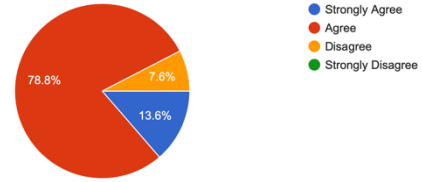
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. Key stakeholders are involved in the school's curriculum review and evaluation process to ensure student learning needs are being met. (B1.7)
66 responses
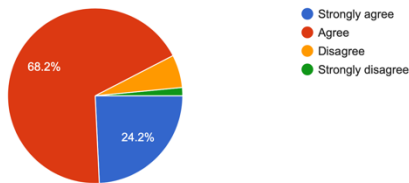
- Strongly agree
- Agree
- Disagree
- Strongly disagree

4. Strategies and programs to facilitate transition to the student's next educational level are effective and regularly evaluated. (B2.4)
66 responses
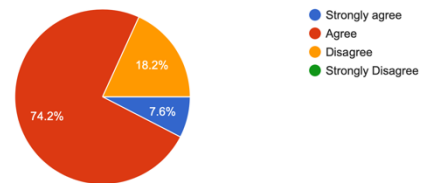
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5. Instructional staff members differentiate instruction to ensure that all students achieve academic standards and SLOs. (C1.1)
66 responses
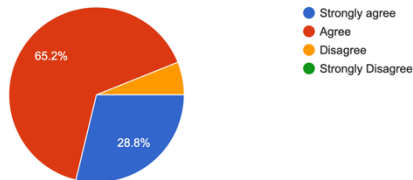
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

6. Teachers are current in their instructional content and effectively use multimedia and other technology in the delivery of the curriculum. (C2.1)
66 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
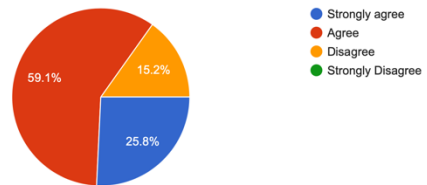
7. Teachers are facilitators in a student-centered classroom. (C2.3)
66 responses
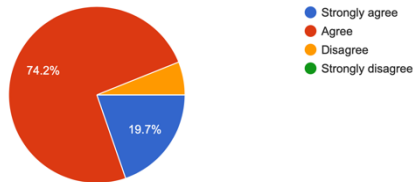
- Strongly agree
- Agree
- Disagree
- Strongly disagree

8. Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding. (C2.4)
66 responses
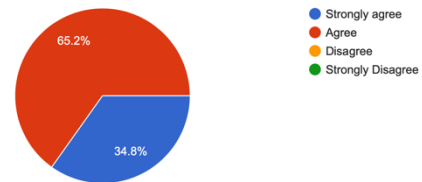
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

9. Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group...ts, discussions, and inquiries. (C2.6)

66 responses
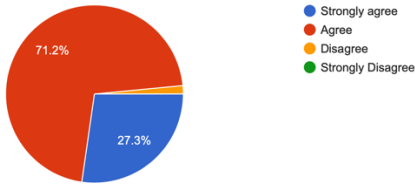
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

71.2%
27.3%

10. The basis for which standards-based grades, growth, and performance levels are determined is effective. (D1.2)

66 responses
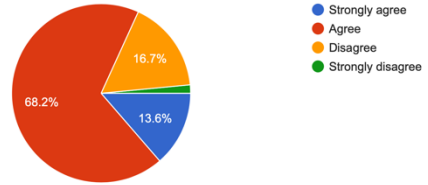
- Strongly agree
- Agree
- Disagree
- Strongly disagree

16.7%
68.2%
13.6%

11. Teachers use assessment results to modify instruction and professional development goals/topics. (D1.3)

66 responses
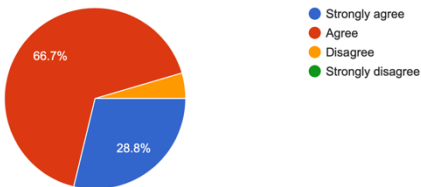
- Strongly agree
- Agree
- Disagree
- Strongly disagree

66.7%
28.8%

12. The system used to monitor the progress of all students toward meeting the academic standards is effective. (D1.4.A)

66 responses
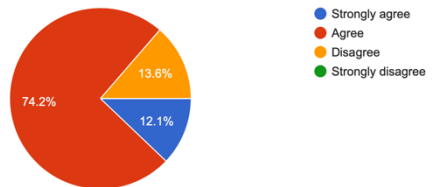
- Strongly agree
- Agree
- Disagree
- Strongly disagree

13.6%
74.2%
12.1%

13. The system used to monitor the progress of all students toward meeting the schoolwide learner outcomes is effective. (D1.4.B)

66 responses
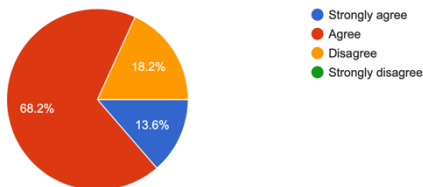
- Strongly agree
- Agree
- Disagree
- Strongly disagree

18.2%
68.2%
13.6%

14. Teachers use appropriate formative assessment strategies to measure student progress and modify instructional practices. (D2.1)

66 responses
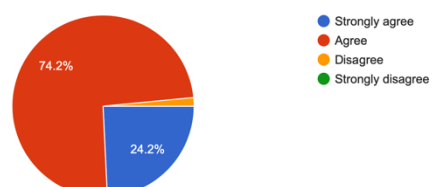
- Strongly agree
- Agree
- Disagree
- Strongly disagree

74.2%
24.2%

15. A variety of standards-based curriculum-embedded assessments demonstrate student achievement of t... schoolwide learner outcomes. (D2.3)

66 responses
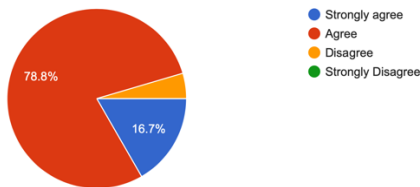
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

78.8%
16.7%

16. Teacher feedback is effective in supporting students in achieving learning targets, academic standards,...d schoolwide learner outcomes. (D2.4)

66 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

63.6%
34.8%
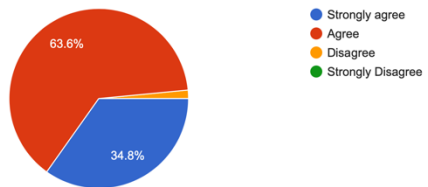
APPENDIX O: BMS Faculty Survey

1. Ethnicity
2. Gender
3. Total number of years teaching
4. Total number of years with GDOE
5. Total number of years at BMS
6. Teacher Classification: Teacher I-A, Teacher I-B, Teacher I-C, Teacher II, Teacher III, Teacher IV, Teacher V, Teacher VI and beyond
7. Highest degree conferred: Associate's Degree, Bachelor's Degree, Master's Degree, Doctorate's Degree
8. Professional development programs/activities participated in
9. Are you currently a club advisor?
10. If you answered the previous question with "yes", please list the name(s) of your club(s)/organization(s) and include the number of students participating in each.

APPENDIX P: BMS Staff Survey

1. Ethnicity
2. Gender
4. Total number of years with GDOE
5. Total number of years at BMS

APPENDIX Q: Professional Learning Community (PLC) Document

PLC DOCUMENT
FOR ANALYZING COMMON FORMATIVE ASSESSMENT & ERROR ANALYSES
MONTH: _____

Grade Level and Content:	
Date:	
Teacher(s) Present:	

What is the Big Idea?	What is the Essential Question?

Key Content Standards
Math, Reading, and Language Arts: Common Core Science and Social Studies: GDOE Standards Humanities and Technical Electives: GDOE Standards and CCSS Literacy Standards

Instructional Objectives

Proficiency Scale
4 *3* *2* *1*

PART I: TEAM LESSON PLANNING
(SUBMIT IN THE BEGINNING OF THE MONTH)

CITW Strategy Focus of the Month

How will we use this strategy?

Additional instructional strategies we will incorporate with our lesson

Common Formative Assessment (attach document)	
Date CFA will be administered	*Date PLC will take place*

PART II: DATA SHARING
(SUBMIT AT THE END OF THE MONTH)

	Yes	No	Comment
Error Analyses (tabulator) attached?			*Use as reference for data analysis*

How did we incorporate this month's CITW Strategy? Was it effective? How can we improve in administering this strategy?

Which other instructional strategies were effective during the lesson?

Based on the Error Analysis data, which specific skill(s) did majority of our students score proficiently in?

Based on the Error Analysis data, which specific skill(s) did majority of our students make the most misconceptions?

Which interventions should we implement in order to address these misconceptions? (Provide specific research-based strategies)

What additional enrichment can we implement for students demonstrating mastery of the skill(s)?

*Questions that your team may have for the admin regarding this PLC document

APPENDIX R: Error Analysis Results Sample

6th Grade Math Class

Proficiency Scale	Level 2	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3	Level 3	Level 3	Level 4	Level 2 (Basic) Total Score Correct	Level 3 (Target) Total Score Correct	Level 4 (Advanced) Total Score Correct	Level 4 (Advanced) Total Score (Partial)		Total Count	Percentage
Please type Specific Skill (s)																	
Student Names	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10							
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 0		0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 1	0	0%
	C	C	C	C	I	C	C	C	C	I	4	4	0	0	Level 1.5	0	0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 2	24	100%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 2.5	0	0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 3	24	100%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 3.5	0	0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 4	4	17%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0			
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Number of		
	C	C	C	C	C	C	C	C	I	I	4	4	0	0	Students=	24	
U	C	C	C	C	C	C	C	C	C	I	4	5	0	0			
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 0		0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 1		0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 1.5		0%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 2 (Basic)		100%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 2.5		0%
	C	C	C	C	C	C	C	C	I	I	4	4	0	0	Level 3 (Profic		100%
	C	C	C	C	C	C	C	C	C	I	4	5	0	0	Level 3.5		0%
	C	C	C	C	C	C	C	C	C	C	4	5	1	0	Level 4 (Advan		17%
	C	C	C	C	C	C	C	C	C	C	4	5	1	0			
	C	C	C	C	C	C	C	C	C	I	4	5	0	0			
	C	C	C	C	C	C	C	C	C	C	4	5	1	0			
	C	C	C	C	C	C	C	C	C	C	4	5	1	0			
											0	0	0	0			
											0	0	0	0			
Student 27											0	0	0	0			
Student 28											0	0	0	0			
Student 29											0	0	0	0			
Student 30											0	0	0	0			
Student 31											0	0	0	0			
Student 32											0	0	0	0			
Student 33											0	0	0	0			
Student 34											0	0	0	0			
Total Score (Correct)	24	24	24	24	23	24	24	24	22	4	0	0	0				
Totoal Score (Partial)	0	0	0	0	0	0	0	0	0	0	0	0	0				
Total Score (Incorrect)	0	0	0	0	1	0	0	0	2	20	0	0	0				

Level 1
Level 2
Level 3
Level 4

C
I
P

APPENDIX S: Team-Initiated Problem-Solving (TIPS) Minutes Sample

TIPS MEETING MINUTES
For 5th SCC MEETING

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyst:
Today's Meeting	12/18/18	2:20PM	Rm. 55	Mona BU: Ms. Ross	Abby	Rose BU: Yollie
Next Meeting	1/30/18	2:20PM	Rm. 55	Mona BU: Ms. Ross	Ruth BU:Abby	Rose BU: Yollie

TEAM NORMS:

- Meeting 1 hour long; meeting to extend
- Limit cell phone usage
- Attend meeting on time
- Be respectful of others opinions
- Focus on the solution
- One person speaks at a time
- Stay on task

Team Members (Place "X" to left of name if present)

P. Egrubay	X R. Cuenco	X R. Nelson	C. Erne	J.Ross	X R. Bamba
M. Milan	X Y.Pilarca	X J.Jordan	M.Brochon	F. Limtiaco	X A. Lansang
E. Dela Cruz	X L.Manalang	X J. Somera	C. Santiago		

Document 45

TIPS MEETING MINUTES
For 5th SCC MEETING

Today's Agenda Items

01.	Review Previously-Defined Problem	04.	
02.	Problem Solving New Data	05.	
03.	Tiered Fidelity Inventory	06.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Are we doing what we said we would do? (Yes, Partial, No)	Is it working? (Yes, Partial, No)
Since August 14, 2018, there were 22 students referred for 26 skipping incidents during 6th grade lunch and the periods after Break from their classrooms to avoid tasks.	Lockout during 5th or XL and list students for work detail (cancel if raining)	Teachers Admin School Aides 5th period prep teachers to sweep	October 4, 2018	Decrease skipping incidents by 50% (7 referrals) by Nov. 27, 2018.		
	Buddy system	Team teachers		13 incidents students 6th grade: 6 7th grade: 5 8th grade: 2		
	Lock restrooms; B-building during lunch time					
	SAO presentation for 6th grade students	Ms. Nelson				

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org

Document 45

TIPS MEETING MINUTES
For 5th SCC MEETING

NJHS tutoring; students that need this assistance	Ms. Erne	
Official Hallway Pass-utilize	Teachers, Staff, and Admin	
Shelter-In Place	Admin	Dec. 20, 2018
Attendance audit	All teachers	
Reteach No Fly Zone Policy	Joann&Judilynn	9/28/18
	All AAP Teachers	Teach Oct. 2-3

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By when?
Goals for SY 2018-2019	Remain consistent with the RAP: Decrease by 5% or more (from last schoolyear's referrals) = no more than 87 referrals per 100 students As of 12/17/18: 38 No more than 10 referrals per month for the following infractions: - Physical Aggression: - Defiance - Disruption - Fighting As of 12/17/18: 19	All VSABMS Faculty/Staff	May 24, 2018

Document 45

TIPS MEETING MINUTES
For 5th SCC MEETING

6th grade: 15	
7th grade: 1	
8th grade: 3	

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Are we doing what we said we would do? (Yes, Partial, No)	Is it working? (Yes, Partial, No)
83 students were referred for Physical Aggression since the beginning of SY2018-2019 in the Courtyard and Hallways during grade-level lunches and break in order to obtain peer attention.	Survey students on "why they think the Problem Behavior (Physical Aggression) is happening" and "solutions to address the problem."	Momo Certeza	January 18, 2019	**By Jan. 30, 2019, BMS will lessen the number of referrals for Physical Aggression to less than 12 (4 per grade-level) for the month of January.** (Based on the average of 16 infractions a month so far for SY2018-2019).		
	Present survey results during grade-level assemblies: Jan. 22, 24, and 28.	Momo Certeza	January 22, 24, and 28			
	Review Behavior Expectations for Courtyard and Hallways	Ms. Cuenco	January 7, 2019			
	Walkthroughs during XL Period	Mr. Egrubay	Jan. 7-11, 2019			

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org

Document 45

TIPS MEETING MINUTES
For 5th SCC MEETING

PBIS Training	Mr. Frank Limtiaco	January 4, 2019
Counseling for students with repeat offences	Grade-level Counselors	January 11, 2019
Inform Team Leaders who the repeat offenders are	Team Leaders	

Organizational/Housekeeping Task List

Item	Discussion	Decision and Task	Who?	By When?
Activity Day Dress Down	As an incentive for good behavior, students **may be permitted** to dress down during a designated Activity Day, **under certain conditions.** If there are fewer than 20 out-of-school suspensions during a monthly discipline reporting period, the principal will authorize a dress down day during the activity. The reporting periods are as follows:	Currently at out-of-school suspensions		

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org

Document 45

TIPS MEETING MINUTES
For 5th SCC MEETING

Evaluation of team meeting

	Our Rating		
	Yes	**So-So**	**No**
1. Was today's meeting a good use of our time?	X		
2. In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the *desired effects* on student behavior?		X	

If some of our ratings are "So-So" or "No," what can we do to improve things?

Document 45

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org