



Vicente S.A. Benavente Middle School

Home of the Roadrunners



WASC Self-Study 2012-2013

Focus on Learning submitted to the
Western Association of Schools and Colleges

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Guam Department of Education

BMS SHARED VISION



In five years, VSA Benavente Middle School will Break Ranks by ensuring all our students succeed as measured by our AYP.

We will take pride in our profession through continuous adult learning and achieving our agreed upon SMART Goals through:

- Frequent collaboration,
- Critical examination of student data, and
- Consistent use of evidence-based strategies.

The BMS Leadership Team will build capacity by empowering our teachers through:

- Shared decision making, and
- Providing necessary support and training

This will ensure that BMS teachers will have the knowledge, skills, and disposition to be the best educators in the region.



Guam Department of Education's

VISION

Prepares all students for life,
Promotes excellence, and
Provides support

Roadrunner

Three

Be Respectful.
Be Responsible.
Be Safe.

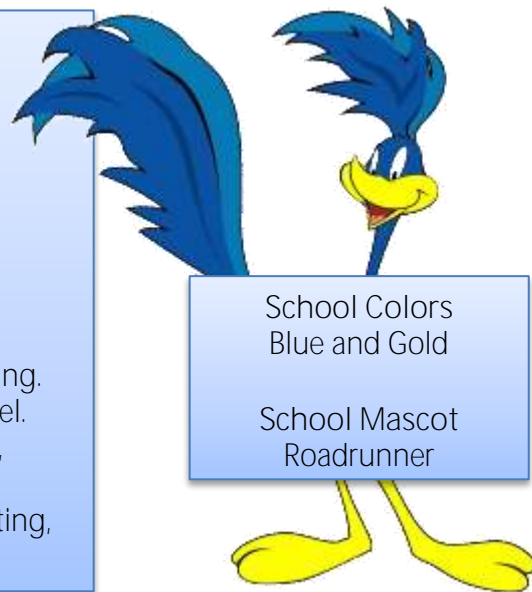
V.S.A. Benavente Middle School's

Mission Statement

To provide a safe, conducive, and modern learning environment
that will prepare all students to become
functional and productive as they face the challenges
of the twenty-first century.

Roadrunner Code

I am respectful.
I am responsible.
I am safe.
I am prepared.
We are here to learn;
Therefore I will do nothing
to keep the teacher from teaching,
and anyone, myself included, from learning.
I will cooperate with all school personnel.
I will respect others, the environment,
and myself.
By acting this way, I am Capable, Connecting,
and Contributing.



School Colors
Blue and Gold

School Mascot
Roadrunner

School Song

Words and Music by Mr. Elmor V. DeRosas

BMS, you're special in our hearts,
Beloved school you are
Hand in hand, in love and unity
Forever we will be
Roadrunners rise, Come and spread your wings
And reach for your highest dreams!

Deep in the night you're our guiding star
Making us go far
You are the light for our future bright
In faith, we'll do our best
You are our beloved BMS

V.S.A. Benavente Middle School's Expected Schoolwide Learning Results (ESLRs)

Value their Community

- V.1 Students feel safe and have a personal relationship within the BMS community and are proud to be Roadrunner by contributing their time and effort
- V.2 Students appreciate and welcome others' cultural and individual differences

Succeed Academically

- S.1 Students are able to use the skills that they learn in school or class for everyday life
- S.2 Students are able to use available resources in the learning process

Adapt to Changing Times

- A.1 Students collect and use information to succeed
- A.2 Students use various technologies to help them succeed

Behave Appropriately

- B.1 Students know and respect rules and members of the BMS community
- B.2 Students know how to respond to certain situations and solve problems positively

Make Positive Choices

- M.1 Students are courageous, accept positive challenges, and accept responsibility

Strive for a Better Tomorrow

- S.3 Students always set long-term goals for themselves and work hard to be successful in the future
- S.4 Students are honest and work hard to become good community members

Our Community Leaders

Governor Eddie Baza Calvo
Lt. Governor Ray Tenorio

Melissa Savares, *Dededo Mayor*
Peter "Andrew" Benavente, *Dededo Vice-Mayor*

Guam Education Board

VOTING MEMBERS

Chairman Francis E. Santos – Business Sector Representative
Vice Chairman, Dr. Paul A. Pineda
Ronald A. Ayuyu – *Kattan* District Representative
May A. Camacho – Retired teachers and Administrators Representative
Jose Q. Cruz, Ed.D. – *Luchan* District Representative
Anita Borja Enriquez, D.B.A.
Barry L. Mead – Parent Representative
Joe S. San Agustin – *Lagu* District Representative
Rosie R. Tainatongo – *Haya* District Representative

EX-OFFICIO (NON-VOTING) MEMBERS

Tiara Torres – Student Representative
Franklin R. Perez – Guam Federation of Teachers (GFT) Representative
Jon Fernandez – Superintendent of Education and Executive Secretary to the Board

Guam Department of Education Administration

Jon Fernandez
Superintendent of Education

Robert Malay
Deputy Superintendent, Assessment and Accountability

Taling Taitano
Deputy Superintendent, Finance and Administrative Services

Erika Cruz
Deputy Superintendent, Educational Support and Community Learning

Joseph Sanchez
Deputy Superintendent, Curriculum and Instructional Improvement

Our School Community

Administration

Dexter Fullo
Administrator

Corazon Elane
6th Grade Administrator

Maria Milan
7th Grade Administrator

Silvino Quinene
8th Grade Administrator

Self-Study Coordinators

Joni Serisola
Jessica Guerrero

Focus Group Leaders

Organization for Student Learning

Adam Leon Guerrero
Emmanuel Balmeo
Eric Dela Cruz
Judilyn Somera
Shirley Balmeo

Curriculum, Instruction, and Assessment

Francisco Lazaga
Glenn Johnson
Marlene Mendiola
Patricia Fejeran

Support for Student Personal and Academic Growth

Amy Natuel
Bobby Pajela
Christine Diocena
Lawrence Batangan
Louise Togawa

Resource Management and Development

Yolanda Pilarca

Professional Development Team

Dexter Fullo
Corazon Elane
Maria Milan
Silvino Quinene
Emmanuel Balmeo
Shirley Balmeo
Patricia Fejeran
Eric Dela Cruz
Francisco Lazaga
Jessica Guerrero
Joni Serisola

Content Area Representatives

Shirley Balmeo, *Reading*
Emmanuel Balmeo, *Language Arts*
Eric Dela Cruz, *Math*
Glenn Johnson, *Science*
May Llanes, *Social Studies*
Lawrence Batangan, *Physical Education*
Delia Castro, *Electives*

Interdisciplinary Leadership Team

Dexter Fullo
Corazon Elane
Maria Milan
Silvino Quinene
Marlene Mendiola, *6A*
Eric Dela Cruz, *6B*
Bobby Pajela, *6C*
Shirley Balmeo, *7A*
Judilyn Somera, *7B*
Christine Diocena, *7C*
Patricia Fejeran, *8A*
Emmanuel Balmeo, *8B*
Adam Leon Guerrero, *8C*
Cheryle Jenson, *SpEd*
Lawrence Batangan, *G-Force*
Amy Natuel, *ESL*
Delia Castro, *Electives*
Yolanda Pilarca, *Counselor*
Louise Togawa, *Librarian*

Faculty and Staff

* Team Leader

6th Grade

6A "Y2K13"	6B "Thunderbirds"	6C "Incredible Dolphins"
Marlene Mendiola* <i>Reading</i> Asuncion Bismonte <i>Language Arts</i> Annie Entilla <i>Social Studies</i> Benny Gallardo <i>Math</i> Monina Sunga <i>Science</i>	Raymond Calma <i>Reading</i> Betty Lubas <i>Language Arts</i> Aurora Reyes <i>Social Studies</i> Eric Dela Cruz* <i>Math</i> Esther Muritok <i>Science</i>	Tessy Joseph <i>Reading</i> Yolanda Torrado <i>Language Arts</i> Julie Reyes <i>Social Studies</i> Bobby Pajela* <i>Math</i> Lucia Pascua <i>Math (Rtl)</i> Julia Flis <i>Science</i>

7th Grade

7A "Black Cobras"	7B "Island Warriors"	7C "007 Sensations"
Shirley Balmeo* <i>Reading</i> Sheena Unangst <i>Language Arts</i> Genevieve Rodillas <i>Social Studies</i> Myra Imanil <i>Math</i> Melissa Lyda <i>Science</i>	Tara Benavente <i>Reading</i> Judilyn Somera* <i>Language Arts</i> Denise Cruz <i>Social Studies</i> Francisco Lazaga <i>Math</i> Leah Medrano <i>Science</i>	Glenn Ducusin <i>Reading</i> Audrey Rivera <i>Language Arts</i> Lawrence Olkeriil <i>Social Studies</i> Christine Diocena* <i>Math</i> Christine Bernal <i>Science</i>

8th Grade

8A "Golden Monarchs Team"	8B "Scarlet Phoenix"	8C "Blue Dragons"
Patricia Fejeran <i>Reading</i> Ernesto Rodillas <i>Language Arts</i> May Llanes* <i>Social Studies</i> Seth Brown <i>Math</i> Glenn Johnson <i>Science</i>	Julie Ancheta <i>Reading</i> Emmanuel Balmeo* <i>Language Arts</i> Theresa Castro <i>Social Studies</i> Fredelina Reyes <i>Math</i> Myrna Nievera <i>Science</i>	Elena De Rosas <i>Reading</i> Alden Bautista <i>Language Arts</i> Adam Leon Guerrero* <i>Social Studies</i> Grace Cuenco <i>Math</i> Cathy Erne <i>Consumer Math</i> Kailene Tenorio <i>Science</i>

All satellite teachers belong to an interdisciplinary team.
Their team assignments are indicated after their names and/or subject area.

Special Programs

English as a Second Language (ESL) "Team Isa"	Special Education (SpEd) "Latte Builders"
Ruth Cuenco, <i>Science, 6B</i> Emy Pineda, <i>Language Arts, 7A</i> Amy Natuel*, <i>Social Studies, 8A</i> Koschy Reuney, <i>Math, 8A</i>	Cecile Combar, <i>Consultant Resource Teacher (CRT)</i> Cheryle Jenson*, <i>Reading, 7C</i> Lew Manalang, <i>Math, 7C</i> Arlene Pestanas, <i>Science, 8A</i> Arlene Mad, <i>Language Arts, 8A</i> Nerija Cruz, <i>Social Studies, 8C</i> Chanda Leon Guerrero, <i>Basic Life Skills, Language Arts, 8C</i>

Physical Education and Health "G Force"

Erwin Villa, <i>Physical Education, 6A</i> Jocelyn Molina, <i>Physical Education, 6B</i> Arvin Mestidio, <i>Physical Education, 6C</i>	Manuel Calvo, <i>Health, 7A</i> Tammara DeSoto, <i>Health, 7B</i> Lawrence Batangan*, <i>Health, 7C</i>	Dorris Abagatnan, <i>Physical Education, Health,</i> <i>Intramurals, 8B</i>
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Electives

Chamorro Language	Basic Practical Arts / General Electives
Francis Jude Villagomez, <i>6A</i> Angela Salas, <i>6B</i> Delia Castro*, <i>6C</i>	Frank Manibusan, <i>Art, 7A</i> Elmor De Rosas, <i>Music, 7B</i> Ron Espina, <i>Computer Science, 8A</i> Buena-Marie Lacno, <i>Home Economics, 8A</i> Joni Serisola, <i>Journalism, 8A</i> Frederica Manosa, <i>Career Education, 8B</i> Jessica Guerrero, <i>Journalism, 8C</i> Rose-Marie Nartia, <i>Career Education, 8C</i>

Ancillary Support

Counselors	Social Worker / Outreach Program
Felix Santos, <i>6th Grade</i> Jean Tabobo, <i>7th Grade</i> Joey Lujan, <i>8th Grade</i> Yolanda Pilarca*, <i>8th Grade</i>	Chona Eco Therese James
	Truant Officer (On-Site Central Office Representative)
	John San Nicolas
	Librarian
	Louise Togawa**

**Part of Leadership Team

Support Staff

Office Staff	School Aides	One-to-One Aides
Alfred Guerrero, <i>Administrative Officer</i> Geniela Inocencio, <i>Computer Operator</i> Jimmy Munoz, <i>ESL Aide</i>	Ray Aguon Henry Balajadia* Rosaline Bamba Louise Mendiola Roland Mendiola Casey Sibangan Joann Tarusan	John Leon Guerrero Brian San Nicolas Jennifer Torre Prince Ann Kadiasang Fanza Parel James Untalan
Clerks	Custodial Staff	Substitute Teachers
Betty Cruz Andrew Indalecio Linda Ranoco Barbara Reyes Doris Salalia	Joe Acosta Albert Amerna Nick Guerrero Jesse Manibusan Manny San Nicolas	Maximina Manglona Camile Marquez Trinity Flores Lily Rodriguez FS Simata

Student Body Association SY 2012-2013

Shania Bulala, *President*
 Desiree Usalla, *Vice President*
 Darlyn Clark, *Recording Secretary*
 Bernadette Cuenco, *Corresponding Secretary*
 Karen Cauilan, *Treasurer*
 Colin Perez, *Assistant Treasurer*
 Arvin Dimaquibo, *Historian*
 Britney Quenga, *Assistant Historian*
 Brittany Meno, *Public Relations Officer*

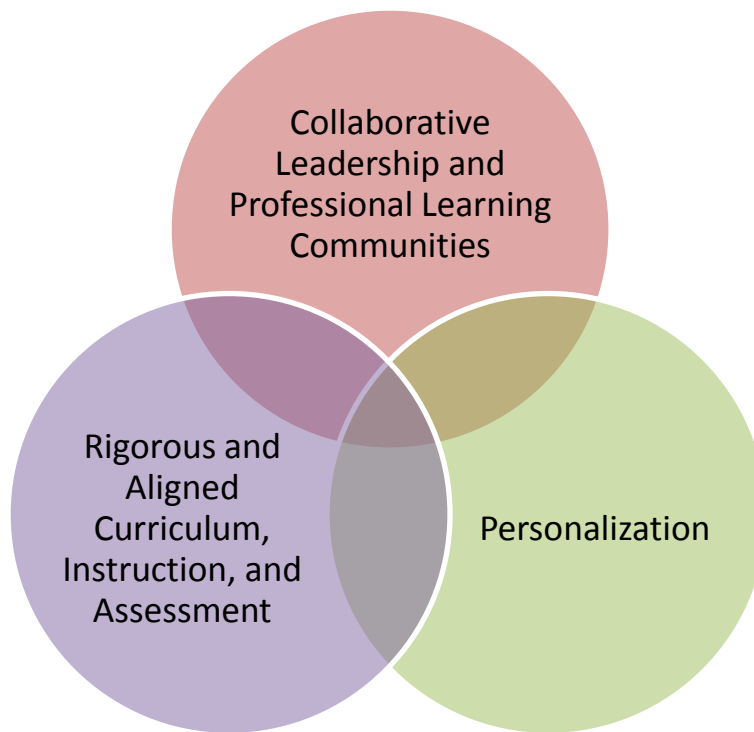
Senators

Caren Mesias	Lovely Sejalbo
Christina Oponda	Camille Ibasan
Kennedy Macatuno	Whittney Elmer

BMS Parent Teacher Organization

Joseph Benavente, *President*
 Jocelyn Molina, *Vice President*
 Julie Gomez, *Treasurer*
 Jennifer Cruz, *Secretary*
 Percival Padaong, *Public Relations Officer*

BMS Framework for Success



Content Representatives' Primary Focus is on ensuring a Rigorous and Aligned Curriculum, Instruction, and Assessment Process.

Beginning SY2012-2013, focus has been on establishing a guaranteed and viable curriculum and the use of common assessments. Particular emphasis is on the alignment of the Common Core State Standards and the GDOE Content Standards.

Team Leaders' Primary Focus is on Personalization, or connecting with students. The protocols and best practices are PBIS, and the Advisor-Advisee Programs (AAP). SMART goals are created by Interdisciplinary to guide the process.

Through Collaborative Leadership and Professional Learning Communities, we ensure that the Continuous Cycle of Improvement is applied in our meetings as we apply *Learning Forward's* Standards of Professional Development. The Innovation Configuration and Standards Assessment Inventory is used to measure progress.

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Preface

On March 26-29, 2007, Vicente S.A. Benavente Middle School (BMS) had its 2nd Full Self-Study since its Initial Accreditation visit in 1998. During this time, the school was granted a six year term of accreditation from the Western Association of Schools and Colleges.

On March 17, 2010, WASC committee members returned for the school's Midterm Visit. Based on members' evaluation, the school's reaffirmation of accreditation was contingent upon addressing additional recommendations in an additional Follow-up Midterm Revisit in 2011.

Administrative Changes

Just a year after the Midterm Visit during SY2010-2011, the Guam Department of Education had a major shift in administrative assignments. This change brought an entirely new administrative team to the BMS campus. The Follow-up Midterm Revisit would take place under new leadership. The three administrators who joined the BMS family included *Mr. Dexter Fullo*, then Vice-Principal of Curriculum at L.P. Untalan Middle School from the village of Barrigada, *Ms. Corazon Elane*, then Vice-Principal of Business and Facilities at Agueda Johnson Middle School from the village of Chalan Pago, and *Mr. Silvino Quinene*, then Vice-Principal from F.Q. Sanchez Elementary School from the village of Merizo. Last school year (2011-2012), *Mrs. Maria Milan* - formerly an ESL Math teacher at BMS - joined the administrative team.

To a certain degree, BMS has adopted the *School within a School Model* this year, having assigned each administrator and counselor to a grade level. While each principal is responsible for his or her grade level, they are not truly considered separate or distinct "schools" per se. Each is responsible for their grade-level teacher evaluations, classroom observations, and behavioral issues; however, they still collaborate often to make schoolwide decisions and in collaboration with the school leadership team. In order to increase this concept, ideally, students and teachers would "loop" after every grade level to maximize the level of personalization. However, due to certain restrictions such as certification requirements, this has not happened.

Self-Study Coordinator(s) and Leadership Team Established

The assignment of a new Accreditation Self-Study Coordinator was established in SY 2010-2011. Mrs. Joni Serisola whose background is in English, came to BMS as a new elective teacher, where she concurrently became the school's Self-Study Coordinator. The same year, the Leadership Team -consisting of Administrators and Interdisciplinary Team Leaders - was also established.

This school year (2012-2013), a Co-Coordinator was named, Mrs. Jessica Guerrero who is also an elective teacher with an English background. Together, the Self-Study Coordinators and Leadership Team have guided the WASC process.

Establishing a Shared Vision

The change in BMS's Leadership also allowed for the school community to re-evaluate and refine the school's vision. The Principal initiated this dialogue using the Hoshin Process to ensure the greatest efficiency and maximum impact. At his first Professional Development meeting in SY 2010-2011, faculty and staff were asked to document their "ideal" school. The Principal met with the Leadership Team who clustered the responses into critical components using the Affinity Diagram.

After completing the affinity diagram, the Leadership Team used the Pareto Principle to determine the barriers that were preventing BMS from achieving the qualities of an "ideal" school. The root causes that were determined were: School Pride, Leadership, and Community and Parental Involvement. Through in-depth discussions, the team concluded that Community and Parental Involvement would improve when there was an improvement in School Pride and Leadership.

With whole school input and the collaborative efforts of the Leadership Team, BMS arrived at the following Shared Vision:

BMS Shared Vision

In five years, VSA Benavente Middle School will Break Ranks by ensuring all our students succeed as measured by our AYP.

We will take pride in our profession through continuous adult learning and achieving our agreed upon SMART Goals through:

- *Frequent collaboration,*
- *Critical examination of student data, and*
- *Consistent use of evidence-based strategies*

The BMS Leadership Team will build capacity by empowering our teachers through:

- *Shared decision making, and*
- *Providing necessary support and training*

This will ensure that BMS teachers will have the knowledge, skills, and disposition to be the best educators in the region.

Focus Groups and Home Groups

Prior to the Follow-Up Midterm Visit, faculty and staff members were organized into the four Focus Groups, with chairpersons assigned to each one. After the visit, Faculty and Staff were divided into three focus groups, ensuring that every team and content area was represented:

1. Organization for Student Learning,
2. Curriculum, Instruction, and Assessment, and
3. Support for Student Personal and Academic Growth

Initially, the Self-Study Coordinators along with the Leadership Team decided that the fourth area – Resource Management and Development – would be the focus of the entire school community. Instead, those in Ancillary positions, the Administration, and the Support Staff assembled to work on this section of the Self Study.

In addition to Focus Groups, every faculty and staff member belonged to a Home Group. Home Groups consist of:

1. Content Areas,
2. Interdisciplinary Teams, and
3. Support Staff

Additional Home Groups include:

1. Parent Group
2. Student Group

Since the assignment of the new administrative team, BMS has been allotted several half-day work sessions a year to work on the Accreditation process. In addition to these days, the Leadership Team met regularly, ensuring that stakeholders' input regarding each of WASC's areas of concerns was documented and addressed. Team leaders then disseminated information and facilitated further collaboration within their respective interdisciplinary teams.

SY 2010-2011 Work Sessions and Follow-Up Midterm Visit

The school's first Accreditation Work Session under the new administration took place on November 16, 2010 where the faculty and staff were reacquainted with the WASC process. From the start, it was of utmost importance to revisit and review WASC's Areas of Concern from the initial visit in 2007 and the additional recommendations given in the 2010 Midterm Visit. At Professional Development meetings and Leadership meetings, faculty and staff gave input regarding BMS's progress within the years past.

On December 14, 2010, BMS had its second half-day work session where faculty and staff became familiarized with the change process. The focus for this session was on the understanding of the school's Expected Schoolwide Learning Results and its Indicators.

The Leadership Team worked diligently on reviewing and revising the Schoolwide Action Plan, or the Roadrunner Action Progress Plan (RAPP). Thereafter, the school community met in teams to review the plan and offer feedback.

In March 2011, BMS had its Follow Up Special Visit. The school's accreditation was reaffirmed until 2013 as the critical areas for follow-up were addressed.

SY 2011-2012 Work Sessions

During SY 2011-12, BMS had three half-day work sessions.

Work Session #1 – January 13, 2012

In order to come to a common understanding, the BMS community worked at dissecting each of the ESLR indicators. In teams, the BMS community explained the implications of each of the ESLR indicators.

Work Session #2 – March 23, 2012

In separate meetings prior to this work session, the Leadership Team collaborated on establishing a method of assessing the ESLRs and its indicators. A draft rubric was created and shared with all faculty and staff, where their input and thoughts were solicited.

The BMS community also met in breakout sessions to meet in their Focus Groups. There, they had in-depth conversations about how each of the previous visits' recommendations had been addressed.

Work Session #3 – May 18, 2012

Focus group leaders gave the whole school community an overview of the collaboration that took place in the previous work session. Thereafter, faculty and staff began the process of initiating a Parental Involvement Plan.

SY 2012-2013 Work Sessions

This school year, BMS was allotted one half day work session a month to work specifically on accreditation. Each of the sessions – whether the BMS community met in focus groups or home groups – provided for in depth discussions and collaboration about each of the Criterion Questions in each area.

Each Focus Group collaborated on their criterion questions and then shared their findings with the whole school community. Home groups – interdisciplinary teams, content, or support staff – would revisit each section to make any additions, suggestion revisions, or ask for clarification. The depth of conversations and reflections about the teaching and learning that occurs at BMS was most notable. The Faculty and Staff were very much involved and engaged throughout the process, and oftentimes would give up their prep and lunch periods to come together.

With students' personal and academic success at the heart of all we do at BMS, this WASC Self-Study has helped to provide so much insight and validation. Just the same, the process has also helped us to discover areas that we can still improve upon. Since the last Full Study in 2007, BMS continues to focus on learning by beginning with ourselves. Here at BMS, *we are student centered*.

Chapter 1: Student / Community Profile and Supporting Data



"Teaching without learning isn't teaching; it's just presenting."

Mark Jackson, Sanger School District Superintendent

A. School/Community Profile and Supporting Data

School Description

Vicente S.A. Benavente Middle School (BMS), formerly known as Dededo Junior High and later, Dededo Middle School, was created in 1966 by the Department of Education.

In February 1999, the 25th Guam Legislature presented the Benavente family with a resolution endorsing and supporting the Board of Education's intent to rename Dededo Middle School to Vicente S.A. Benavente Middle School. The school was named after the late Vicente San Agustin Benavente who dedicated forty-four years of his life serving others. He served in the United States Naval Military Government, was a long-time educator and principal, served as the mayor of Dededo, and worked in other capacities within the Government of Guam.



Community Profile

Economic Influences

Due to its geographic location, Guam has become a major tourist destination, an industry which fuels much of the island's economy. According to the Guam Visitors Bureau, approximately 1.1 million people visited the island in 2011, with 80% coming out of the Japan market. After Japan's Triple Disaster (March 2011), visitor arrivals declined. Since then, visitor arrivals have been steadily increasing. In addition to tourism, Guam's economy also relies on the Department of Defense installations and locally owned businesses for revenue.

Political and Educational Structure

The island of Guam is an unincorporated territory of the United States. It is governed by a popularly elected Governor, Eddie Baza Calvo and Lieutenant Governor, Ray Tenorio. The Guam Legislature, a unicameral body consisting of 15 senators, has budgetary oversight to the Government of Guam and to the Guam Department of Education.

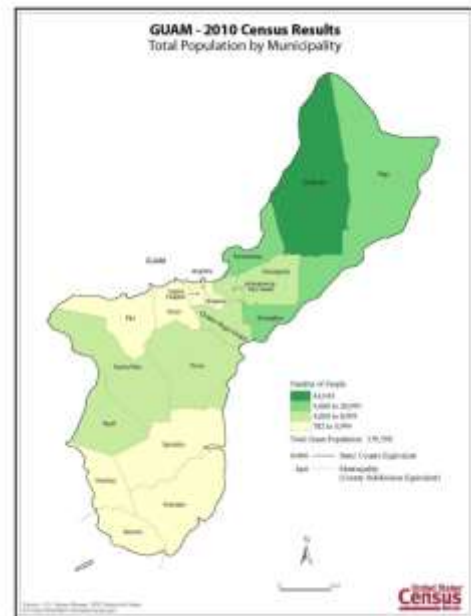
The Guam Education Board is responsible for all policies that govern the Guam Department of education. It consists of eleven members, six of whom are elected and serve a two-year term; three appointed members who serve a three-year term; a non-voting student member; and a non-voting appointed member who represents teachers and other Department of Education employees. The chief executive officer of the Department of Education is the Superintendent, Mr. Jon Fernandez, who has the responsibility for administering Board Policies in addition to the overall operation of the department.¹

¹ Source: Guam Department of Education <https://sites.google.com/a/gdoe.net/education-policy-board/>

Population

According to the 2010 United States Census Bureau², Guam is home to 159,358 residents. BMS sits in the heart of Dededo, the largest and most populous village on the island, having a population of 44,943. In recent years, there have been several housing developments in the Dededo area which has contributed to the rise in population. The village has seen a 3.6% increase in population in just ten years (2000-2010). Situated in the northern part of Guam, Dededo is surrounded by the villages of Yigo, Tamuning, Mangilao, and Barrigada.

The 2000 Census reports that Guam's largest ethnic group are native Chamorros at 37.1%, Filipinos at 26.3%, other Pacific Islanders at 11.3%, White at 6.9%, Asian at 6.3%, "Other" ethnic origin at 2.3%, and "mixed" at 9.8%. Dededo's ethnic distribution mirrors the island's ethnic make-up with a mix of Chamorros, Filipinos, and Micronesians.



According to the Department of Labor, the unemployment rate in Guam as of March 2012 was 11.8%. The total number of persons unemployed was 8,060. Data reports indicate a continual decrease in the unemployment situation. Guam's Per Capita Income, as reported in 2010 was \$12,864. The island's average household income was reported to be \$49,263.

The Department of Public Health and Social Services 2010 Report on the Annual Expenditures of Public Assistance has seen a significant increase since 2005 by over a million dollars. For 2010, a reported total of \$4,848,988 was spent on public assistance. A financial breakdown by village was not available.

Department of Public Health and Social Services
Public Assistance – Annual Expenditure, Guam: Fiscal Years 2005 to 2010

Type of Assistance	Fiscal Year					
	2010	2009	2008	2007	2006	2005
Total	4,848,988	3,177,094	3,849,869	4,016,551	4,192,352	3,051,025
Temporary Aid to Needy Families (TANF)	3,293,453	2,017,397	2,421,195	2,529,403	2,623,501	1,497,312
Old Age Assistance (OAA)	683,979	533,857	709,112	812,981	900,176	906,997
Aid to the Permanently & Totally Disabled (APTD)	534,497	402,844	477,696	430,119	383,124	336,746
Aid to the Blind (AB)	6,742	1,926	2,568	2,568	2,379	1,812
General Assistance (GA)	330,317	221,070	239,298	241,480	283,172	308,158

Source: Department of Public Health and Social Services, Government of Guam.

The village of Dededo has a diverse population ranging from middle to lower socio-economic class families living in mostly residential or rural areas. The large percentage of students receiving meal benefits is an indication of the socioeconomic backgrounds of the BMS population.

² Source: U.S. Census Bureau <http://www.bsp.guam.gov/>

Instructional and Support Programs at BMS

Bell Schedule

For school year 2010-2011 BMS had a regular bell schedule, with an eight-block day of seven class periods. Each class was forty-two minutes long. Lunch for each grade level was separate.

The following school year (2011-2012), BMS followed a Flip Flop bell schedule, where students saw the 1st-8th period on one day and then the reverse, 8th-1st period the next. The days alternated in this fashion. Each class kept to the forty-two minute duration. Initially, teachers were in favor of the flip flop bell schedule as it gave students some variety with their schedules. Though it allowed for a daily change of dynamics, logistical issues prompted the BMS community to put another bell schedule option on the table.

At the end of the school year, a new bell schedule was put to vote. The proposed block scheduling won by majority vote. On the last Teacher Work Day of the year, 76% voted in favor of the block scheduling, while 24% opposed.

Currently, BMS follows a 4AB alternating block schedule. The schedule alternates Blue and Gold Days. Blue Days see the Advisor-Advisee Program (AAP), 1st, 2nd, and 3rd periods. Gold Days see 4th thru 7th period. This year, the lunch period is shared by the whole student population. BMS faculty and staff realize the potential for negative behavior to occur during the combined lunch period and have taken steps to address it: all teams have teachers whose classrooms are opened during lunch, physical education teachers organize intramurals, and the school library remains open for students, as well.

This school year's block bell schedule is as follows:

TIME	BLUE DAY Period	GOLD DAY Period
8:25	Warning Bell	Warning Bell
8:30-8:35	Homeroom	Homeroom
8:38-9:57	AAP	4 th Period
9:57-10:05	Break	Break
10:07-11:26	1 st Period	5 th Period
11:29-12:48	LUNCH	LUNCH
12:51-2:10	2 nd Period	6 th Period
2:13-3:33	3 rd Period	7 th Period
DISMISSAL		

The 80-minute long class periods provides opportunities for high quality instruction and student engagement. There is ample time for teachers to differentiate instruction and provide interventions as needed. In addition, the block schedule has allowed for flexibility in that the Advisor-Advisee Program (AAP) was given an 80 minute block on Gold Days. On most Gold Days during the AAP block, teachers – who also serve as advisors – focus on the students' social-

emotional growth. For schoolwide functions – such as Exploratory Day and Student Activity Days – the AAP block is used, so as to minimize disruption of the instructional periods. Time for teacher collaboration has also increased. Given the additional block of time, teams are able to participate in deeper, meaningful discussions that are student-centered. With the exception of some electives, every team has a daily prep period, and core teachers can meet with interdisciplinary teams on one day and in their content areas the next.

Advisor-Advisee Program (AAP)

Benavente Middle School provides the three areas of the Middle School Concept: Advisor-Advisee Program (AAP), interdisciplinary teaming, and exploratory courses. Prior to this school year, BMS had a homeroom and homebase period. In an effort to truly apply the Middle School Concept, the school has changed “Homebase” to AAP, or the Advisor-Advisee Program. The homeroom time (five minutes) is kept at the start of the day to handle attendance and administrative issues. All teachers, with the exception of Team Leaders, are assigned an AAP class. Lesson plans for AAP are created and implemented in all classes and in every grade level. Teachers in the Induction Program have begun collaboration on Lesson Study Protocols that is used in all AAP classes.

BMS is currently working toward improving personalization, where every student is well known and feels comfortable with at least one adult on campus. With the bell schedule change, there is adequate time to connect with students. AAP serves to nurture students’ social and emotional growth. It allows for much greater personalization in that circle time is embedded and there are opportunities to participate in mini courses (exploratory courses), study hall, and peer tutoring, among other team-specific interventions.

Currently, all teams track students’ academic and behavioral progress through an AAP data collection sheet. To ensure personalization is occurring, each student’s strengths and interests are recorded. While the data sheet is a critical component of the Advisor-Advisee Program, there is still room for improvement. To utilize the data to its full advantage would be to have the information shared with interdisciplinary teams and to plan accordingly, so that teachers (advisors) are given particular tasks for the AAP block: tutoring, enrichment, and mini-courses. Working collaboratively as an interdisciplinary team would ensure that all students are receiving the appropriate assistance and interventions they need to succeed academically, emotionally, and socially. Since this is our first year, we are still in the stage of awareness. We continue to work toward such personalization as it appears to be consistent with many of our early adopters.

Positive Behavior Intervention and Support (PBIS)

Through Positive Behavior Intervention and Support (PBIS), BMS makes a concerted effort to cultivate a healthy and positive school environment. The basis of PBIS is to ensure that behavior is taught, learned, and reinforced. Positive behavior is taught explicitly to all students so that they are able to choose the appropriate ways to respond when situations arise.

At BMS, the Roadrunner Three is embedded in the school culture and in all content areas. *Be Respectful, Be Responsible, and Be Safe* was taught in all classes during the first two weeks of school (Appendix A). BMS adults then made commitments to change and model appropriate behavior. Several methods have been put in place to address previous years’ recurrence of negative behavior. Skipping was among the most cited of infractions. Methods to address such behavior include the change in bell schedule, better teacher presence in the hallways and at classroom

doors at the start of class periods, installation of surveillance cameras that allow for monitoring, and collaboration with teachers on effective and engaging lesson plan designs.

To measure the success of PBIS at BMS, surveys are administered during AAP periods. Perception and discipline data is also analyzed monthly. The discipline data is used to create and carry out lesson plans during the Advisory periods, and is analyzed and discussed at grade-level assemblies. Team leaders are responsible for using data to guide decisions on a team-based level.

Initially, the analysis of discipline data was done by the whole school community at Faculty Learning Sessions. Currently, faculty learning sessions have been focused on looking at effective instructional methods such as chunking, vocabulary, graphic organizers, etc.

Breaking Ranks

Benavente Middle School's efforts and its Action Plan are tailored to the three core areas of the Breaking Ranks framework: 1) Collaborative Leadership and Professional Learning Communities, 2) Rigorous and Aligned Curriculum, Instruction, and Assessment Practices, and 3) Personalization.

At BMS, the adult learners apply the continuous cycle of improvement by examining student data, setting SMART Goals, identifying educator needs, implementing research-based strategies, and evaluating results. This process ensures that teachers use effective instructional strategies so that students may learn at high levels. At the school, collaboration and fierce conversations are expected and encouraged.

Collaborative Leadership and Professional Learning Communities

Faculty and staff apply Richard Dufour's model of professional learning communities (PLCs) in various areas: interdisciplinary teams, content areas, and as a whole school. According to DuFour, PLCs are meant to focus on "improving teaching practices in order to increase opportunities for students' academic success."

The leadership team, together with administration are continuously at the forefront of any change that occur schoolwide. Particularly, engagement in effective PLCs begins at the leadership level who, in turn, ensures that their respective interdisciplinary and content teams participate in the same. Team leaders practice the effective processes necessary for true collaboration such as embracing conflict, knowing the stages of a team, and building trust. While PLCs are in the implementation phase, there is still room for improvement across teams and grade-levels.

The chart below describes the different team structures that exist at BMS with their respective focus:

TEAM	FREQUENCY	FOCUS
Teacher Leaders	At least 2x a month	Implement the PLCs and SMART Goals
Whole-School Faculty Learning	Once a month	Instructional Strategies
Interdisciplinary Teams	At least once a week	Personalization and Interdisciplinary Lessons
Content Areas	At least once a month	Common Formative Assessments
New Teacher Induction	Twice a month	Classroom Management and Lesson Design

Rigorous Curriculum, Instruction, and Assessment

After Direction Instruction was completely phased out in SY2008-2009, instruction in each subject area became rather fragmented as teachers were without a guide on essential skills to be taught. Since the midterm revisit in 2011, teachers have started to look at data to create quarterly curriculum maps in each grade-level content area. Using the SAT10 Item Analysis, teachers identified the skills in which students' scores reflected their weakest skills. Teachers then were able to collaborate on the creation of curriculum maps in each grade level and content area. Thereafter, teachers created quarterly common formative assessments that would assess skills taught as per respective curriculum maps. There is still room for growth in that there could be better use of the common assessment data as it reflects instructional practice. Teachers continue to take steps toward sharing their personal instruction methods and strategies as it affects students' learning and achievement.

Personalization

One of the areas that BMS seeks to improve upon is personalization, where every student is well-known by at least one adult on campus. True to the middle school concept, the "Homebase" period was changed to the Advisor-Advisee Program, where teachers serve as "advisors" and work toward developing relationships with their students. In so doing, they will be better able to assist them in their social and emotional development as preteens and adolescents.

Learning Forward's Learning School Alliance (LSA) Member

One of the most notable changes BMS has experienced is its acceptance and membership into the 2nd Cohort of Learning Forward's (formerly NSDC, National Staff Development Council) Learning School Alliance (LSA) in School Year 2010-2011. Learning Forward's LSA is a national network of schools that focuses on applying and sharing research-based practices of adult learning. As an LSA school, BMS administrators and teacher leaders network with schools across the nation and Canada to share new learning and discuss student data and achievement, successes, and challenges. This includes the school's participation in highly effective designs such as Tuning Protocols, Professional Learning Communities, and Data Analysis.

At BMS, it is believed that the greatest factor of student achievement is the effectiveness of the classroom teacher. To gauge teacher effectiveness and self-perceptions, data is collected through the *Standards Assessment Inventory (SAI) Learning Forward* (formerly National Staff Development Council), which measures the Standards of Professional Learning. (Data results and analysis of the SAI can be found in Chapter 3)

Power Walkthroughs

In application of the continuous cycle of improvement, observations are conducted in BMS classrooms using the model from Mid-continent Regional Educational Laboratory's (McREL) Power Walkthrough. This format was introduced to the Department by the Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS). Administrators refer to Bloom's Taxonomy of Learning as they conduct walkthroughs. The data provides a snapshot of the teaching strategies used at BMS and its implications for teaching and learning using Bloom's Taxonomy of Learning. The administrative team commits to at least twenty documented walkthroughs per week. In an effort to promote instructional leadership, the leadership team has recently started to

accompany administrators in frequent, informal walkthroughs. Data from the walkthroughs are accumulated and created through Observation 360 which ensures that teachers receive immediate feedback.

Counseling Program

The counseling program at BMS provides for additional student support. Keeping with the school-within-a-school model, there is a counselor assigned to each grade level, with the 8th grade having two counselors. The counseling center's mission statement is indicated below:

Counseling Center Mission Statement

Our mission is to help students match their skills, interest, and abilities with plans that meet their educational and future goals. To challenge students at as high a level as they can be successful, while supporting ESLR achievement. We are advocates for students, allies for teachers, and liaisons with parents.

According to the *School Counselor and Management Agreement*, students have access to school counselors through two means: 1) academic/career domains, which is by grade-level and 2) through personal/social domains, in which a counselor is assigned to a student or a counselor is chosen by a student.

Counselors responsibilities include students' Academic, Social, Personal, and Career Development. An approximation of time is established in each of the following components to ensure the effective delivery of the school-counseling program:

- 35% Guidance Curriculum: This curriculum is a developmental structured lesson approach for all K-12 students to develop knowledge and skills appropriate to their age and grade level and created based on the needs of the grade level.
- 20% Individual Student Planning: Individual planning is designed to help students establish personal goals and develop future plans through ongoing systematic planning.
- 30% Responsive Services: Students' immediate needs are met through responsive services such as counseling, consultation, referral, peer mediation, information gathering, and coordination.
- 15% System Support: The purpose of these activities is to establish, maintain, and enhance the school counseling program and provide assistance with school operations, beyond that of counseling duties, as necessary to ensure the consistent safety of our school community and the delivery of educational services.

To keep abreast with the changing times and to ensure continual growth, counselors participate in several forms of professional development including, but not limited to, Annual School Counselor Conferences, Monthly GDOE School Counselor Meetings, and other Professional Growth opportunities as they become available. Within the school setting, counselors participate in frequent professional collaboration including meeting on a weekly or monthly basis 1) as a team, 2) with the school leadership team, 3) at monthly faculty meetings, or 4) with assigned

grade-level teams. In addition, counselors collaborate with the School Health Counselor and the Parent-Family-Community OutReach Program.

WASC Accreditation History

Notwithstanding the constant change of administrators and Self-Study Coordinators, the BMS school community has been able to come together to participate in the Focus on Learning process year after year. The WASC Accreditation History for BMS is as follows:

Year	Visit	Outcome
1998	WASC Initial Visit	Granted three years
2001	1 st Full Self-study	Granted six year term with midterm visit
2004	Mid-Term Visit	Satisfactory
2007	2 nd Full Self-Study	Granted six year term with midterm visit
2010	Mid-Term Visit	Additional revisit would determine the reaffirmation of the school's six year accreditation
2011	Follow-Up Midterm Visit	Six-year term reaffirmed through June 2013

Student Demographics

Student Population

BMS is the largest public middle school on Guam with a current enrollment of 1,284 in grades six through eight (as of October 2012). BMS receives students from five elementary schools: Astumbo Elementary, Wettengel Elementary, Juan M. Guerrero Elementary, Maria A. Ulloa Elementary and Finegayan Elementary.

Since the last self-study report in 2007, BMS has seen a significant decline in population. In 2007, the school had 1,536 students enrolled. This reflects a 16 % decrease within six years. In 2008, a new public school in Dededo was built, AsTumbo Middle School. The enrollment for that year is not known. The enrollment at BMS continues to grow despite redistricting and the opening of new schools. (Fig. 1). In school year 2010-2011, 1,153 students were enrolled at BMS. The following year (2011-2012), the student population increased to 1,278.

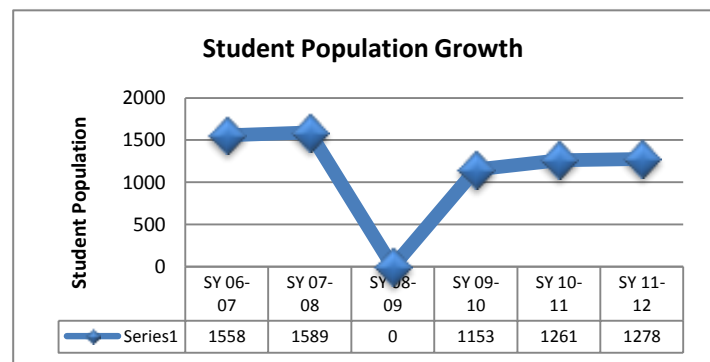


Figure 1

This year's student population of 1,284 has a relatively equal distribution of students in each grade level. Currently, there are 417 6th graders (32%), 408 7th graders (32%), and 459 8th graders (36%). (Figures 1 and 2) The gender

distribution shows that BMS services slightly more male students (52% of the population) than female students (48%). (Fig. 3)

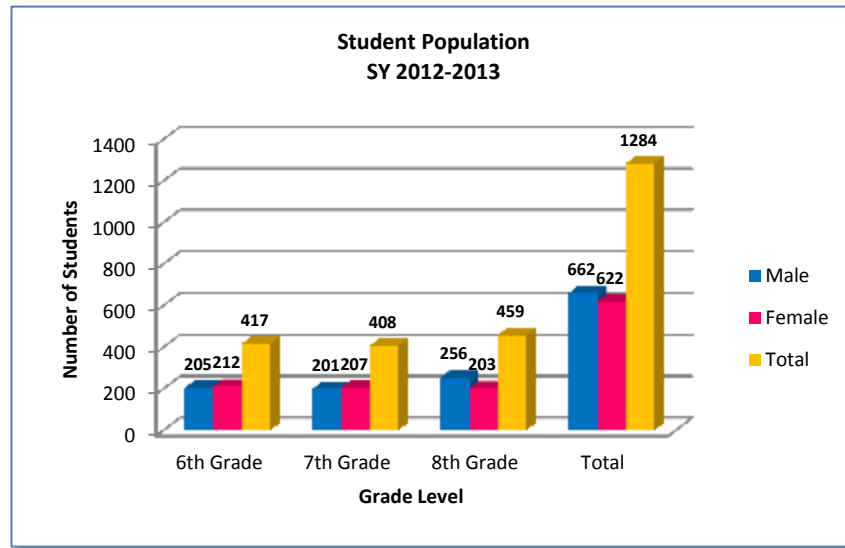


Figure 2

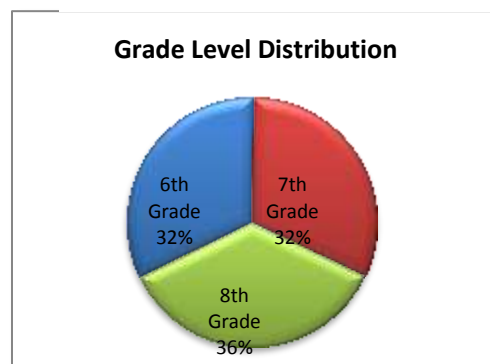


Figure 3

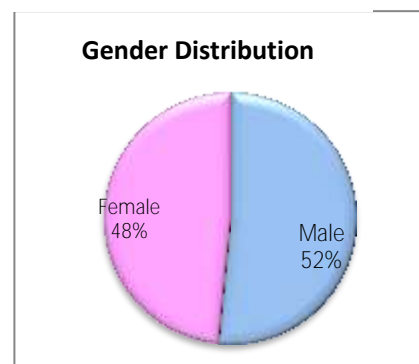


Figure 4

Ethnic Distribution

The ethnic distribution of the student body reflects minimal change since the last self-study in 2007. With the growing population, there is a wide range of students who come from different socio-economic, educational, and cultural backgrounds. The two largest ethnic groups are Filipino, 39% (500 students) and Chamorro, 31% (399 students). Students identified as Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Belauan, Hawaiian, Samoan, the Commonwealth of the Northern Mariana Islands (Rota, Tinian, and Saipan), and Other Pacific Islander are

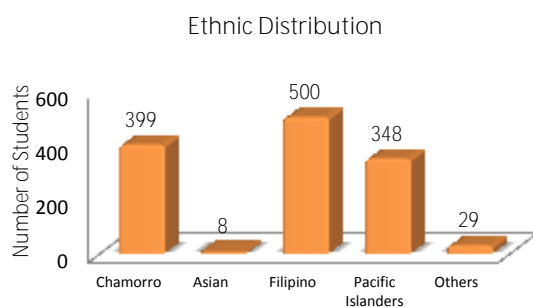


Figure 5

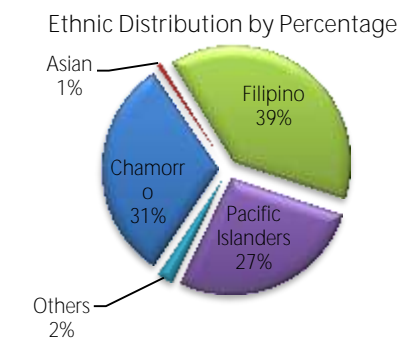


Figure 6

categorized under "Pacific Islanders". Pacific Islanders make up 27% of the population with 348 students. Students identified as African-American, White, and Mixed are categorized under "Others". They make up 2% of the population with 29 students. The Asian population (Japanese, Korean, Chinese, and Vietnamese) is quite small at BMS at 1% (8 students). (Figures 5 and 6)

Attendance Patterns

Since school year 2010-2011, the Department of Education has used PowerTeacher, an online database in which students' academic and attendance could be recorded. As of November 2012, the rate of student attendance has been consistent across grade levels at 99%.

All teachers are expected to utilize the online attendance system. In-house training was offered for those not proficient with the online database.

The attendance rate over the past three years has been rather consistent. (Figure 7) While this is so, it is possible that the high attendance rate is inaccurate. This can be attributed to several factors:

- 1) Some teachers are not proficient in inputting the attendance onto PowerSchool,
- 2) There is a lack of Internet access in some classrooms, whereby teachers use their own methods of taking attendance (hard copy or computerized spreadsheet)
- 3) On PowerSchool, the default mark for student attendance is "Present." Therefore, if attendance is not inputted, all students will be considered "Present," which is not necessarily true.

Attendance Rate (as of November 2012)	
Grade Level	Rate
6th Grade	99%
7 th Grade	99%
8 th Grade	99%

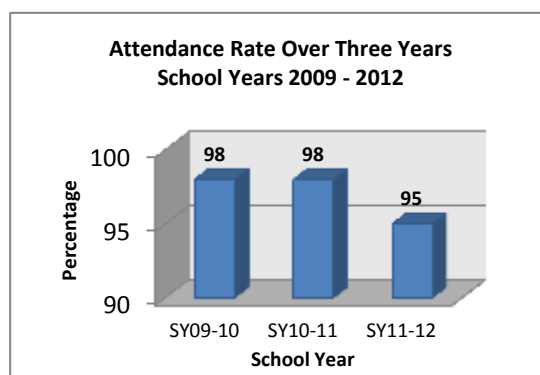


Figure 7

Special Populations

Meal Benefits

As of January 2011, the rate for school lunch increased from \$1.50 to \$2.00. The price for breakfast remained the same at fifty cents. As of November 2012, 604 students participate in the National School Lunch Program/Free Breakfast Program (NSLP/SBP) under Direct Certification, 143 receive free meals based on family household income, and 74 students receive meals through the Supplementary Nutritional Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF). The 88 students who qualify for Reduced Lunch pay forty cents for lunch and thirty cents for breakfast.

Number of Free/Reduced Lunch Recipients (as of November 2012)	
Classification	Number of Students
Income	143
SNAP/TANF	74
Direct Certification (DC)	604
Reduced Lunch	88
TOTAL	909

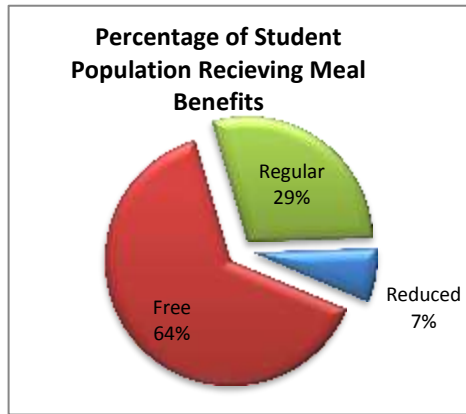


Figure 8

Figure 8 shows that 71% of BMS's population receives meal benefits (64% free lunch, 7% reduced lunch) compared to the 29% of students without any benefits.

Special Programs

In addition to the Federal Lunch Program, other federally funded programs are provided by the District to assist students. This includes the Special Education (SPED) Program and the English as a Second Language (ESL) Program.

Special Education Program

As of November 2012, 6% of BMS's population (73 students) is serviced in the Special Education Program. Figure 9 shows the number of Special Education students per grade level. While most students in the program attend sheltered classes, many are mainstreamed into the regular classrooms depending on their Individualized Education Plans (IEP).

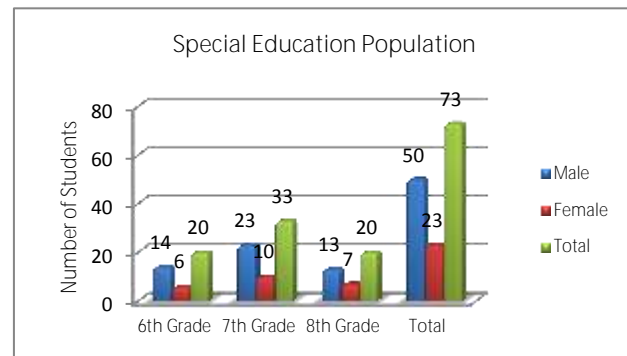


Figure 9

English as a Second Language (ESL)

To meet the needs of the English Language Learners, BMS offers the following programs:

1. Sheltered Program (Program 3) and
2. Consultation Program (Program 4)

Students in the ESL Program make up 35% of the school's population. (Figure 10) BMS services a large number of students who are a part of the English as a Second Language (ESL) Program. As of November 2012, 452 students are being serviced: 407 students on consultation basis and 45 students in the sheltered program (Figure 11). Figure 12 shows the percentage of students serviced by grade level: 6th grade with the largest ESL population, 44%; 7th grade, 35%; and 8th grade, 21%.

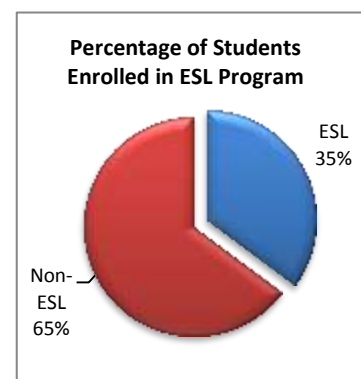


Figure 10

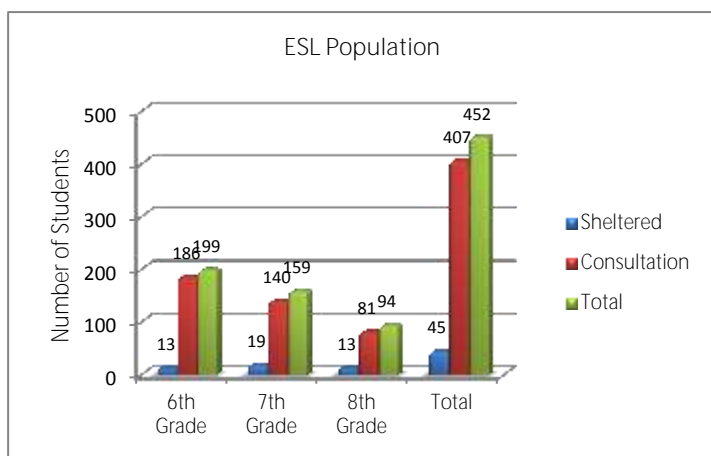


Figure 11

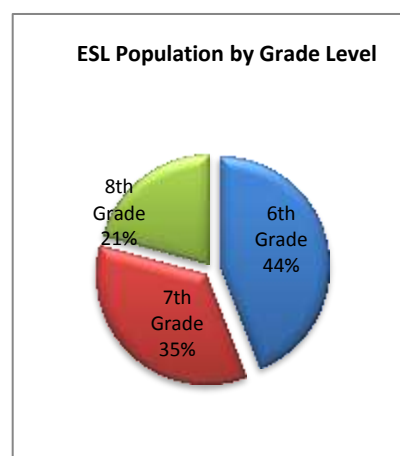


Figure 12

Students in Sheltered Program

Currently, BMS services 45 sheltered students. Students were placed in this program if they took the following:

1. Language Assessment (LAS) Oral Test and scored at levels 1, 2, and 3;
2. LAS Placement test and scored Not Proficient ;
3. LAS Links Test with an overall score of 3 or less.

The Sheltered Content Area is designed to teach the regular curriculum, using Sheltered English teaching techniques. These teaching techniques focus on modification of materials and delivery so that the lesson fits the students' developmental level, both in terms of English skills and proficiency and content area knowledge. There are four Sheltered Content Area teachers. Each teacher focuses on two content areas - Math and Science, Reading and Science, Language Arts and Science, and Social studies and Science.

Consultation Program (Program 4)

Students on consultation basis were placed in the program if they took the following:

1. LAS Oral Test and scored at levels 4 and 5;
2. LAS Placement test and scored Approaching Proficiency and Proficient;
3. LAS Links with an overall score of 4 and above; and/or
4. Teacher recommendation

In this program, students receive regular instruction from the regular classroom teachers. The ESL Coordinator and regular classroom teachers continuously communicate to monitor the progress of the English Learners and to ensure that their needs are met. Teachers are expected to provide modifications to students under this program. 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 given at the end of first and third quarters.

BMS Faculty and Staff

BMS has a very dedicated team of faculty and staff who work towards helping students gain academic success in a safe and caring learning environment. Currently, BMS employs four administrators – three who started in school year 2010-2011 during the Follow-Up Midterm visit. They are Mr. Dexter Fullo, Ms. Corazon Elane, and Mr. Silvino Quinene. Last school year, BMS teacher Mrs. Maria Milan became the fourth administrator on the team. This school year, each assistant principal is assigned to a grade-level meant to reflect the *School within a School* model:

Ms. Corazon Elane – 6th Grade Administrator
 Mrs. Maria Milan – 7th Grade Administrator
 Mr. Silvino Quinene – 8th Grade Administrator

BMS has 82 faculty inclusive of ancillary support and 25 staff. In addition to the faculty and staff, BMS is the on-site location for several Department of Education employees including the district Attendance Officer and Community Outreach Program social worker.

BMS Faculty and Staff Composition	
Administration - 4	
Principal	1
Assistant Principals	3
Faculty - 74	
Teachers	74
Faculty: Ancillary Support - 8	
Guidance Counselors	4
School Health Counselor	1
Librarian	1
Consulting Resource Teacher (CRT)	1
ESL Coordinator	1
Staff - 25	
Administrative Assistant	1
Computer Operator	1
Clerks	3
ESL Aide	1
School Aides	8
Custodians	6
Special Education One-to-One Aides	5
TOTAL	111

Ethnic Distribution of Faculty and Staff

The ethnic distribution of Faculty and Staff at BMS can be seen in Figure 13. A large percentage of BMS faculty are Filipino (63%), followed by Chamorro at 27%, Chuukese, 3%, Caucasian, 3%, Palauan, 2%, and American Indian and Indian each at 1%. The ethnic breakdown for the staff is Chamorro 72%, Filipino 24%, and Palauan 4%.

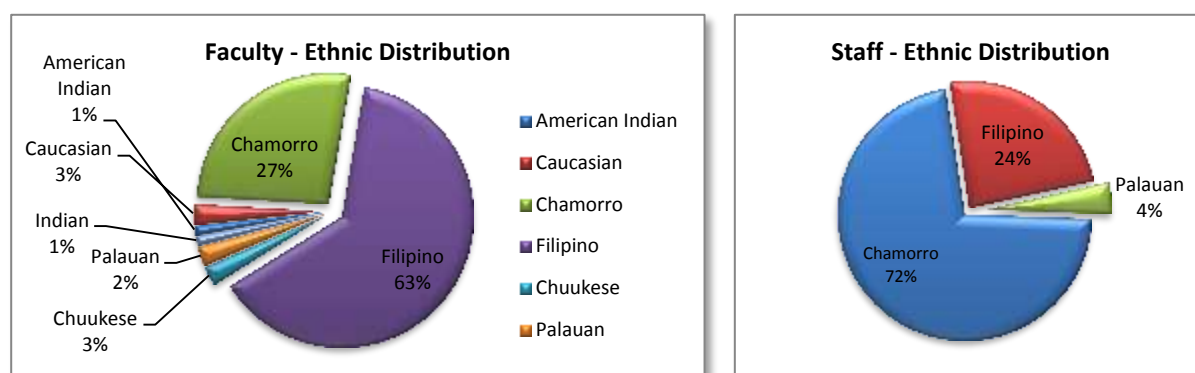


Figure 13

Years of Service: Faculty

Of the 82 faculty, 32 have been employed at BMS for less than five years. Twelve of the 32 have been working at the school for less than a year. The turnover rate for teachers is relatively low as 43% (24 teachers for 11-20 years and 11 teachers for 20+ years) have been at the school for more than ten years. (Figure 14)

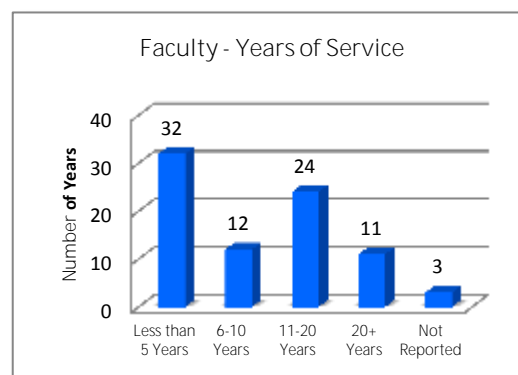


Figure 14

Years of Service: Staff

BMS employs 25 support staff employees that include an administrative assistant, computer operator, three clerks, an ESL aide, eight school aides, six custodians, and five one-to-one aides for special education. Figure 15 shows the number of years that the staff has served at the school.

The distribution shows that almost half have been at the school for more than ten years. Fourteen staff members have been at BMS for less than ten years.

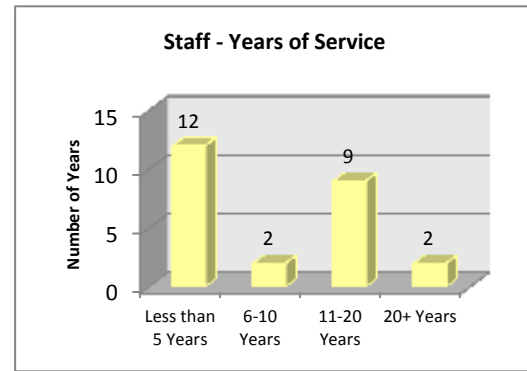


Figure 15

Qualifications and Certifications

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

The number of qualified teachers at BMS ranks high, with more than half of the faculty (62%) holding a Master's Degree or higher. (Figure 16) Those with at least a Bachelor's Degree make up 38%, and only two first-year teachers are currently without a teaching degree (Classified as I-B).

A breakdown of specific teacher classifications, as described by the Department of Education, can be seen in Figure 17.

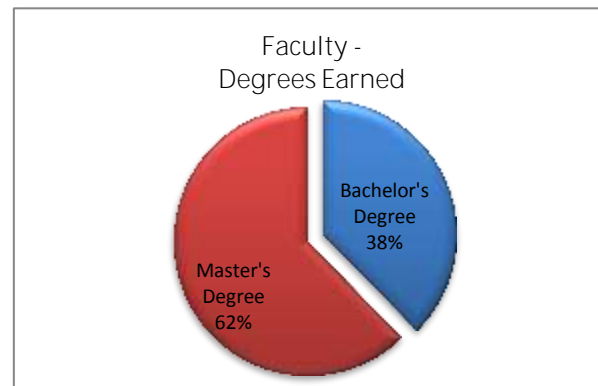


Figure 16

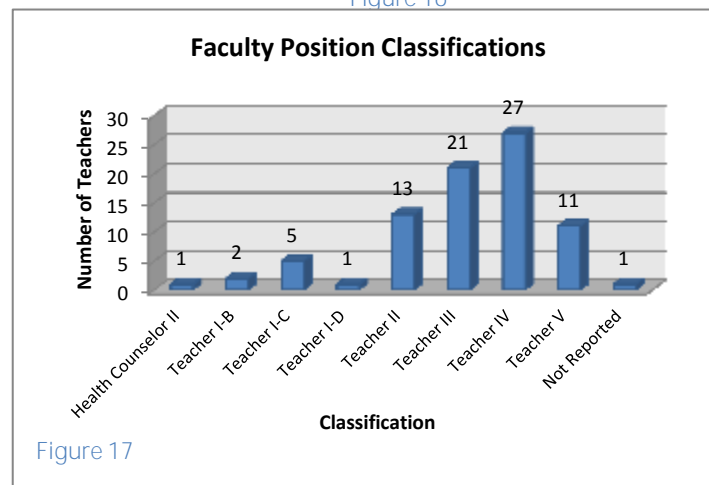


Figure 17

Professional Development

The BMS school community understands that continuous development is necessary for growth and is committed to this process. The adult learners at BMS have opportunities to participate in professional development (PD), whereby teachers engage in strategies to improve teacher effectiveness in order to affect improvement in student learning. Aside from PD work days allotted by the Department of Education, BMS teachers believe in the process of learning by doing, where teachers learn with and from each other on a daily basis. For the most part, all meetings take place during the school day through careful and strategic scheduling designed by the leadership team.

- Professional Development Team – once a month and as-needed
- Leadership Meetings – bi-weekly and as-needed
- Content Representative Meetings – once a month and as-needed
- Content Area Meetings – at least once a month, and as needed
- Interdisciplinary Team Meetings – at least twice a week, as decided by team teachers
- Induction Meetings, divided between two cohorts – alternating twice a month, every non-payday Friday
- Accreditation Meetings – once a month and as-needed



PD Team with Learning Forward's Facilitators. LSA Conference, Indianapolis, July 2011

Professional Development Team. Being a part of Learning Forward's Learning School Alliance, the Professional Development Team (PD Team) participated in monthly webinars with cohort groups and facilitators, focusing especially on the application of the Standards of Professional Learning. In addition to working with the school community, the PD team also shared their learning of the standards at several presentations with district schools. In July 2012, the PD team was fortunate to attend an off-island conference in Indianapolis and was able to meet and learn from other LSA schools.

Leadership Team. Beginning in 2010, the Leadership team devoted an hour before the start of the school day to prepare for the change process. Of utmost importance was the need to address WASC's critical areas of follow-up. Much work on the school vision and mission and the Expected Schoolwide Learning Results began with the Leadership Team's dialogue and collaboration. With the new block schedule this school year, team leaders were exempt from teaching during the Advisor-Advisee Program period (80 minutes on Blue days). During this time, the leadership team meets to practice shared decision making on



Team Leaders participating in error analysis.

schoolwide decisions, review best practices, focus on teacher learner outcomes, and establish goals to measure student growth and achievement.

Currently, BMS is engaged in a variety of learning designs and protocols. Leadership teams and new teachers are engaged in the Tuning Protocol, while the whole faculty and staff engage in dialogue, data analysis, video for learning, and classroom walkthroughs.

Many of our teacher leaders have received training from the district that are brought back to our school and discussed within content and/or interdisciplinary teams. The teams then come to a consensus and then commit to certain action steps before they move forward. Although many teachers attend a number of trainings, not all initiatives are implemented on schoolwide basis. Some of the workshops and training sessions on- and off-island that teacher leaders attended include:

- Learning School Alliance (LSA) session from Learning Forward
- Pearson's Sheltered Instruction Observation Protocol (SIOP) Model
- Common Core Training
- National Council of Teachers of Mathematics (NCTM) Conference
- Solution Tree's Professional Learning Communities
- Positive Behavior Intervention Supports from the Association for Positive Behavior Support (APBS)
- School Improvement Network's Pd360
- Science, Technology, Engineering, and Math (STEM) Training
- Training on Graphic Organizers
- AIMSWeb
- Curriculum Mapping from Century 21
- Training in Response to Interventions (RtI)
- Literacy Workshop with Educational Consultant and renowned author, Lin Kuzmich
- Workshop with behavioral expert, Dr. Marc Atkins

Content and Interdisciplinary Teams. In Content and Interdisciplinary Teams, teachers participate in job-embedded learning as it reflects teaching and learning. The current challenge is in teams' effective implementation of professional learning communities, particularly in reflecting on practice and holding one another accountable for improved instructional strategies and results.

Induction Meetings. Teachers new to BMS are placed in three-year Induction Program. Beginning in 2010, induction meetings were held an hour before the start of the school day. This school year, as a result of the 4AB schedule, meetings are held during the 80-minute lunch period. It is during this time that teachers are eased into their new roles as teachers *and* learners at BMS, while being introduced to a culture of collaboration through professional learning communities. It is the goal of the Induction Program to equip teachers with the knowledge, skills, and disposition needed to be highly effective teachers.



New teachers to BMS participating in Induction Meeting

The Induction program is divided into two cohorts:

- Cohort 1 – 1st year teachers to BMS
- Cohort 2 – 2nd and 3rd year teachers to BMS

Cohort 1 focuses on *Theories Behind Classroom Management* and Cohort 2 focuses on *Instructional Planning and Lesson Delivery*. In addition, teachers in the 2nd Cohort participate in several learning designs including Tuning Protocols and Lesson Studies.

Accreditation. Since 2010, days have been set aside specifically for WASC-related work. The district has supported our endeavors as they have allowed the school community to participate in in-depth discussion and collaboration on WASC's recommendations. This school year, we have been allotted one half-day work session a month to focus on the Self-Study.

Student Performance Data

The Guam Department of Education, through the office of Research, Planning, and Evaluation (RP&E) facilitates the annual test administration of the SAT10 in all grade levels in Guam's public schools.

While the quarterly progress reports, common assessments, and other teacher-made tests are used to measure students' progress at the school-level, the district evaluates each school's academic achievement through performance results on the SAT10.

As described in the School Annual Report Card:
The SAT10 performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. As a norm-referenced test, student scores are compared to the performance of a norm group, comprised of a national sample.

SAT10 Performance Levels

Proficient	Represent solid academic performance indicating students are prepared for the next grade
Advanced	Signifies superior performance beyond grade-level mastery

Required by the district, results of the SAT10 Performance Levels is reported annually and shared through the publication of School Report Cards. Figure 18 shows the results from SY 2010-2011 and SY 2011-2012 in Reading,

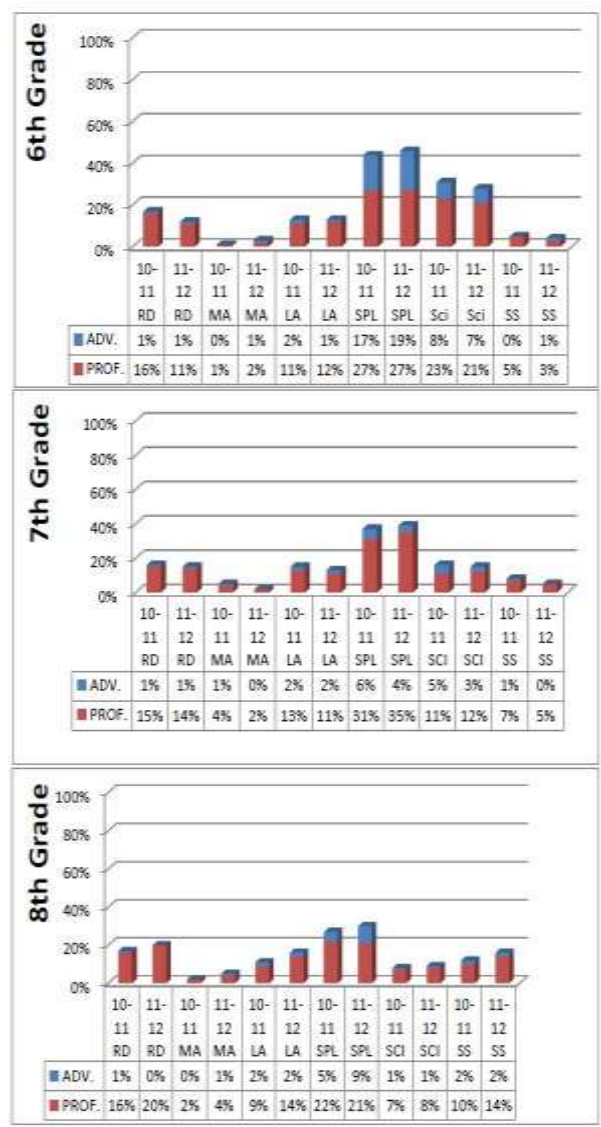


Figure 18

Mathematics, Language, Spelling, Science, and Social Science. Although the scores should reflect “what students know and should be able to do,” it is not useful in measuring student growth. The following graphs are included here to show what was included in BMS’s SY2011-2012 School Report Card.

To better measure student progress and growth, more focus has been on examining and analyzing students’ scaled scores instead of just performance levels.

Figures 19-23 are the SAT10 Scaled Scores from SY2011-2012 in each Content Area.

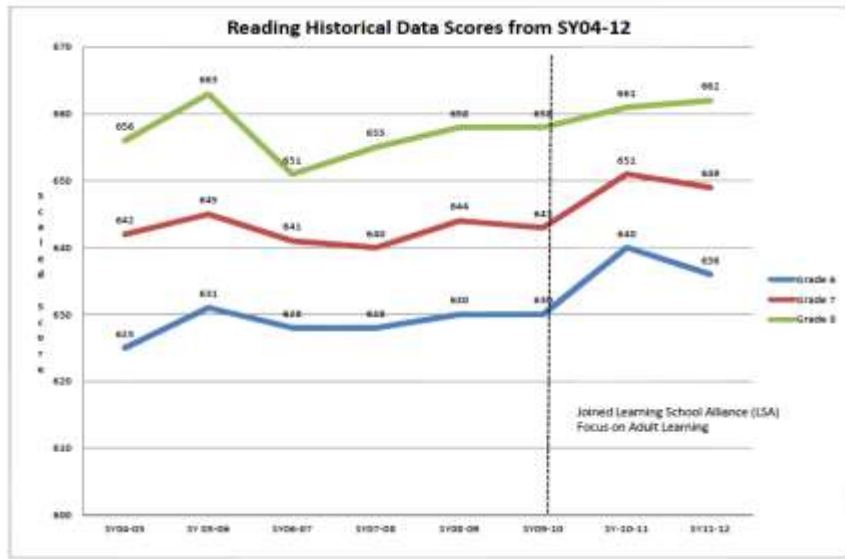


Figure 19

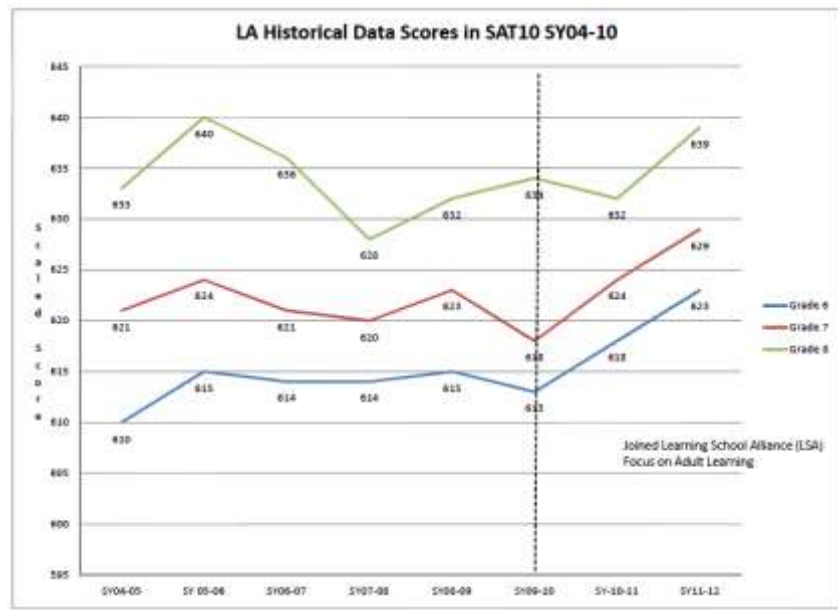


Figure 20

Although there was an increase in Reading scores during School Year 2010-2011 when the RAPP was first implemented, there was a slight decline the following year in the 6th and 7th grade. While the scores were still above their usual scores since SAT10 was first introduced to BMS, results show that there is still much room for growth in order to close the achievement gap. (Figure 19)

Figure 20 show that the Language Arts department has made a constant gains in the past two years in the 6th and 7th grade. SAT10 scores from last school year (2011-2012) are the highest they have been in eight years. Again, although the scores show improvement, it still falls short of closing that achievement gap.

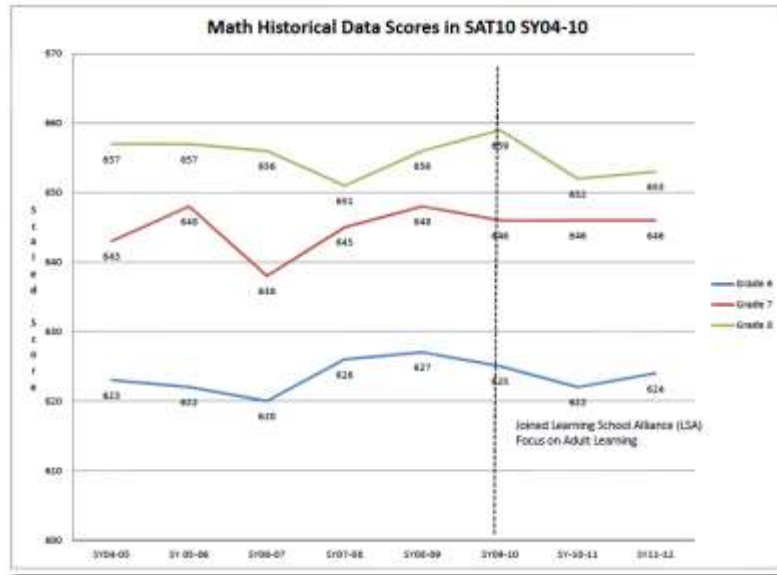


Figure 21

Math scores do not reflect the same amount of growth as Reading and Language Arts in all grade areas. The first year (SY 2010-2011) shows a significant decline in the 8th grade results and a slight decline in 6th grade. (Figure 21) The math department at BMS has demonstrated the greatest degree of collaboration in the past few years, as evidenced by their curriculum map and common assessment data. To address this issue, the principal met with the math department whereby they arrived at the following conclusions: 1) the implementation dip may explain the phenomena in SY 2010-2011 and 2) the minimal growth in SY 2011-2012 is a result of a poorly developed curriculum map that focused more on basic skills rather than complex skills as tested in the SAT10 assessment.

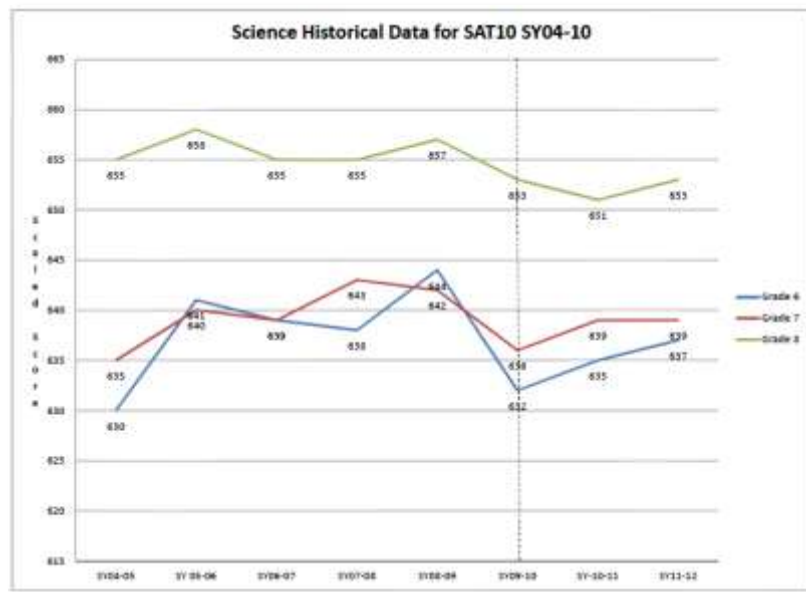


Figure 22

Figure 22 shows some disparities in data for Science. Since the Midterm Visit, 6th and 7th grade scores increased while 8th grade decreased. Last school year, there was progress, albeit minimal. A more deliberate effort to implement curriculum maps and common formative assessments need to be made.

Social Studies SAT10 scaled scores show that there has been some growth (Figure 23). As with Science, true collaboration of curriculum maps and common formative assessments is needed.

To better measure student growth, BMS reviews SAT10 Scaled Scores (SS) and Normal Curve Equivalency (NCE) from several cohort groups. Below are the scores from two cohorts in each content area. The Cohorts are students from the

Class of 2013, who are currently in the eighth grade and students from the Class of 2012, who are now freshmen in high school.

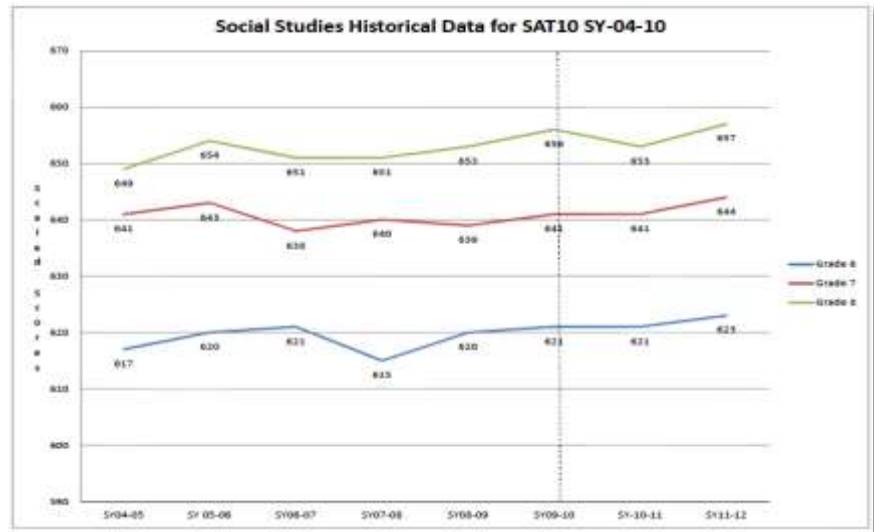


Figure 23

BMS teachers have learned the guidelines to analyze the data in order to measure student growth.

- If the SS increases and the NCE increases = growth is greater than one year
- If the SS increases and the NCE stays the same = growth is one year
- If the SS increases and the NCE decreases = growth is less than one year
- If the SS decreases and the NCE decreases = negative growth

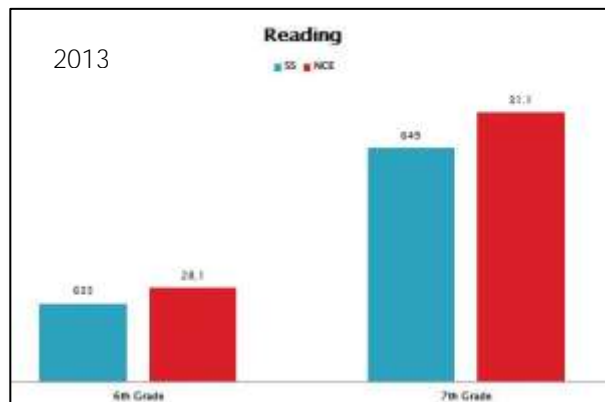


Figure 24

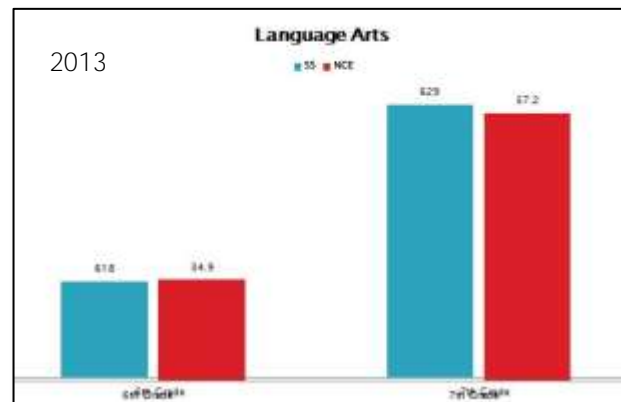


Figure 25

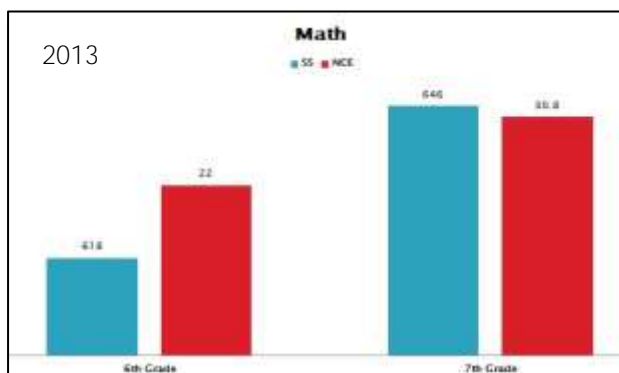


Figure 26

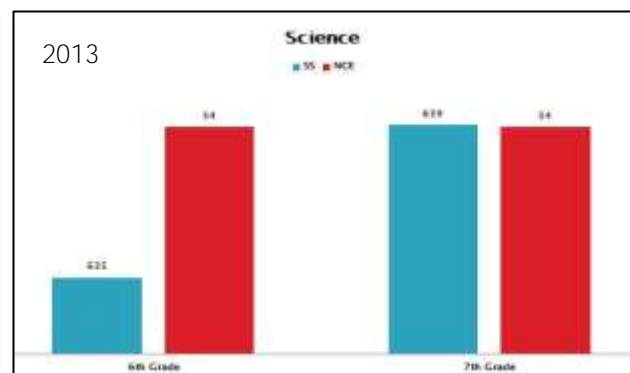


Figure 27

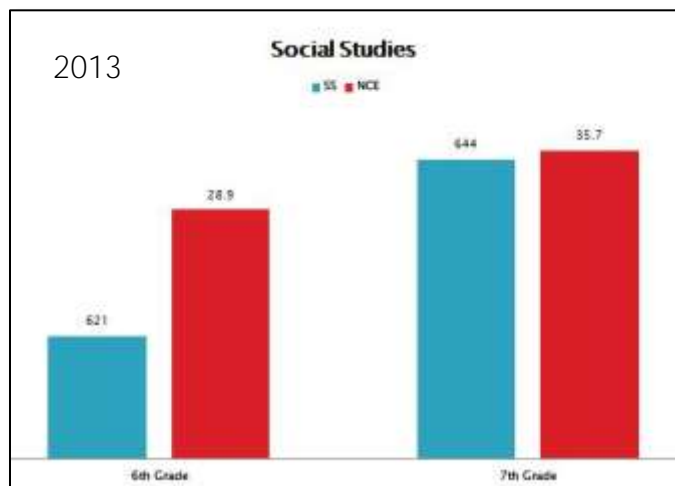


Figure 28

Figures 24-28 show the results of the Class of 2013 cohort. In all subjects but Science, the Class of 2013 cohort group showed growth of more than one year, as indicated in the increase of both the scaled scores and the normal curve equivalency. In Science, there was an increase in scaled scores with the NCE staying the same, which shows that there was growth of just one year. The consistency of the scores increasing suggests that the quality of instruction has been improving. This may be due in part to the progress made toward the school vision, which includes frequent collaboration, critical examination of student data, and the use of evidence-based strategies.

Figures 29-33 show the Class of 2012 cohort group, where the student group is currently freshmen in high school.

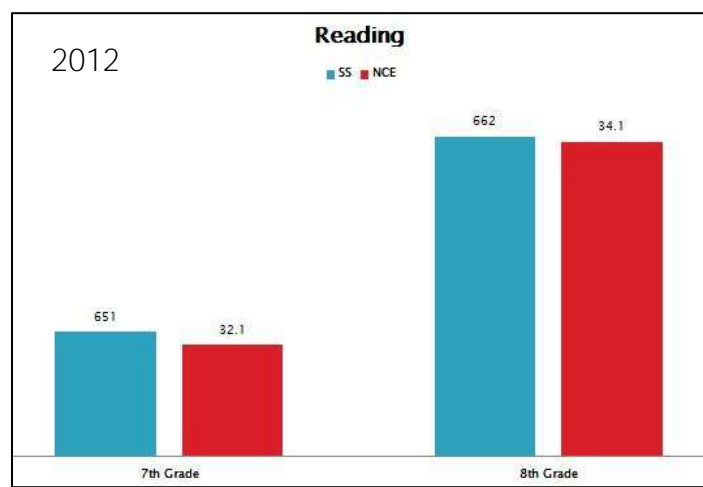


Figure 29

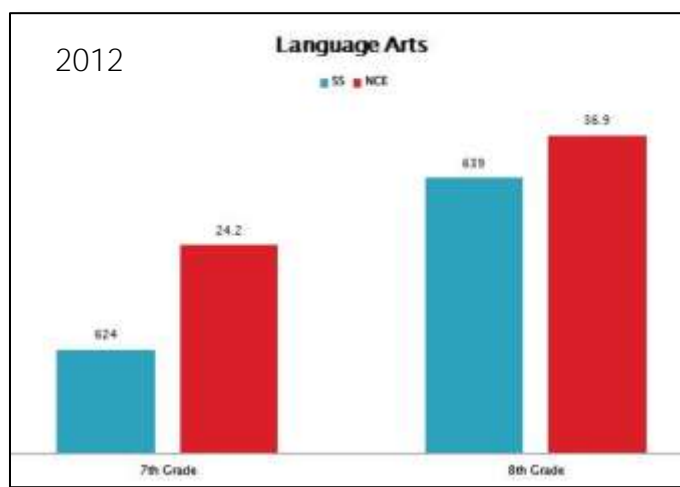


Figure 30

The results of the Class of 2012 cohort group (Figures 29-33) demonstrate growth in all subject areas but Math. There were significant gains in Reading, Language Arts, Science, and Social Studies with an increase in both scaled scores and the NCE. For Math, the scaled scores increased while the NCE stayed the same, indicative of a one year growth. Last school year, compared to other contents, the Math department spent the most time collaborating on the development, refinement, and implementation of grade-level curriculum maps and assessments. The math scores might be attributed to teacher absences, as a few of the eighth grade classes were without permanent, qualified teachers for a certain amount of time.

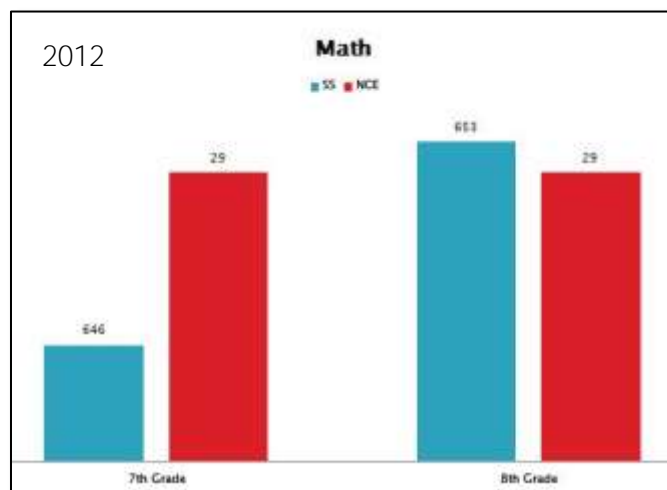


Figure 31

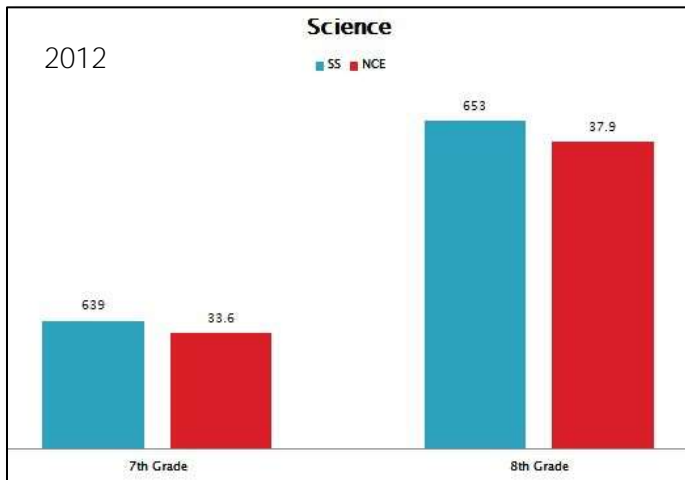


Figure 32

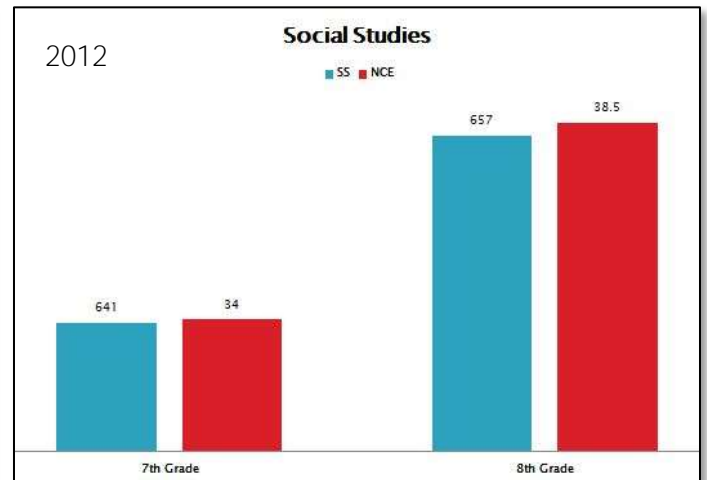


Figure 33

Overall, the SAT10 scores illustrate that BMS continues to make gains academically; however, there is still room for improvement as students continue to fall beneath the 50th percentile.

Marks Analysis

At the beginning of the school year, teachers in each content area review the previous year's Marks Analysis. Although grades are arguably subjective, at BMS, steps have been taken to decrease the subjectivity to ensure that there are valid comparisons when analyzing the quarterly and yearly marks analysis. Grade level teachers in the content areas of Reading, Language Arts, and Math share essential skills (guaranteed and viable curriculum) that is outlined in their curriculum maps and measured through monthly common formative assessments. It can be assumed that students' grades are a reflection of what they've learned from those essential skills as measured by the common assessments.

Based on district requirements, students are able to pass a grade level when they have achieved an overall grade point average of 60% or higher. Figures 34-38 compares the Marks Analysis from SY 2011-2012 against the 1st quarter marks analysis of this school year 2012-2013.

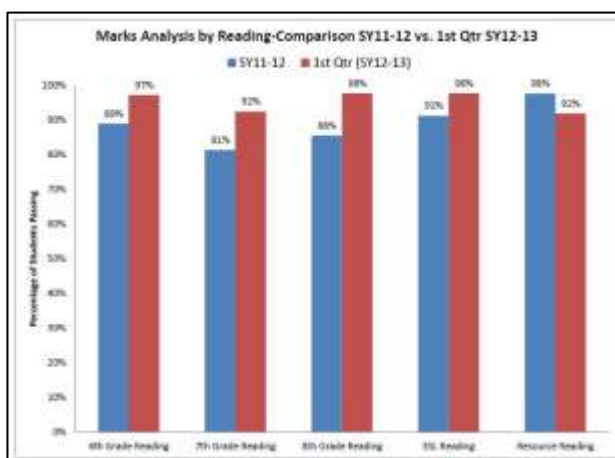


Figure 34

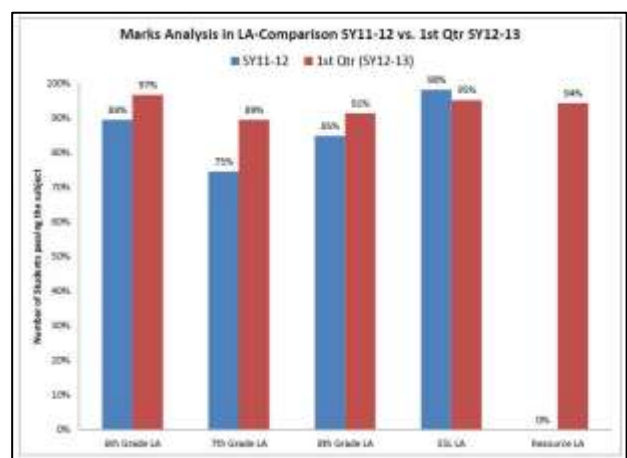


Figure 35

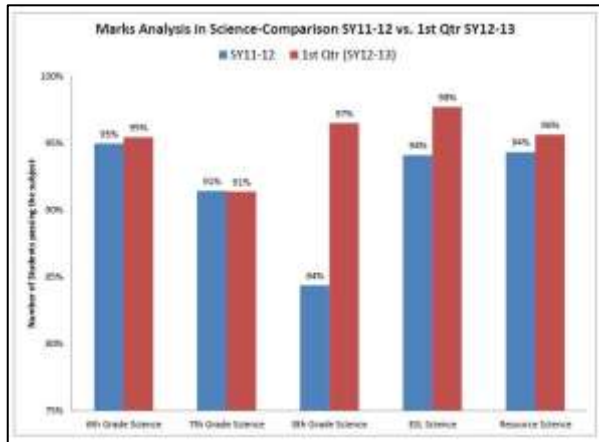


Figure 36

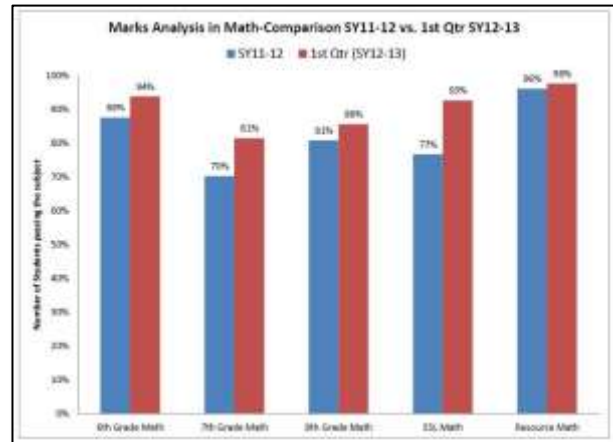


Figure 37

The data shows that so far, all grade levels and content areas have met the goal of having a passing rate of at least 85%. Compared to the marks from last school year, this year shows much improvement thus far.

Perhaps this can be accredited to greater collaboration with and among teachers, more opportunities for quality instruction through the newly-implemented block scheduling, or the use and implementation of the new lesson plan design.

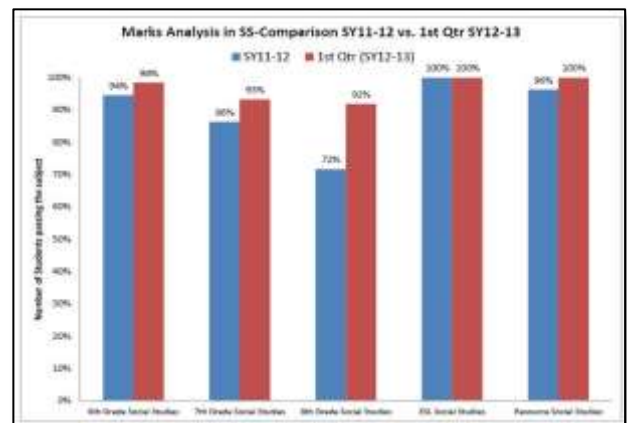


Figure 38

Academic and Co-Curricular Activities

BMS holds an annual club fair at the start of the school year, where students are able to obtain information and participate in a gallery walk of all clubs offered. BMS faculty and staff volunteer their time to serve as advisors for each club. Students are encouraged to participate in at least one of the following clubs or activities:

- Student Body Association
- National Junior Honor Society
- Future Educators Club
- Sports Club
- Close-Up
- Chamorro Club
- Islanders Club
- Pacific W.A.V.E. Club
- E.P.I.C.
- Eco-Explorers / Science Club
- Youth Crime Watch
- Dance Club



Student signing up for Chamorro Club at this year's Club

- Respective Team Clubs / Councils
- Intramural and Interscholastic Sports
- Cross Country
- Volleyball
- Co-Ed Volleyball
- Basketball
- Soccer
- Track and Field

Every year, the BMS community participates in a “BMS Day” at the island’s largest shopping mall located in Dededo. The day serves as a “showcase” of BMS – courses and activities offered, student work, and talent. Last school year, BMS students placed in the University of Guam’s Island Wide Science Fair – 2nd place in Energy Interventions, 2nd in Human Biology, and 3rd in Physical Science. Students in Math Counts also placed 3rd overall in the year’s Math Counts Competition. BMS scored the highest among participating public middle schools and placed only behind Harvest Christian Academy and St. John’s School, both private schools. In addition, the school also has its annual Peace March and 5K which generates a great level of school and community involvement.

Student Discipline Data

The BMS community tracks discipline data on a monthly basis. Based on the PBIS framework, the adults on campus teach and model expected behavior, reinforce positive behavior, and correct negative behavior. The charts below show the top five infractions over a period of three years.

For SY 2010-2011 (Figure 39), the top three offenses were non-violent in nature. Unfortunately, the function of behavior was not recorded that school year. Based on the data, however, the top three infractions suggest a disconnection between students’ desire to stay in the classroom out of boredom, lack of academic skill, or they sought to

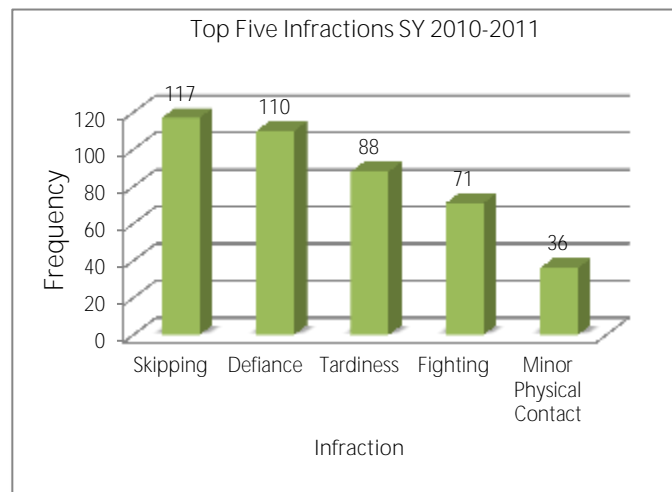


Figure 39

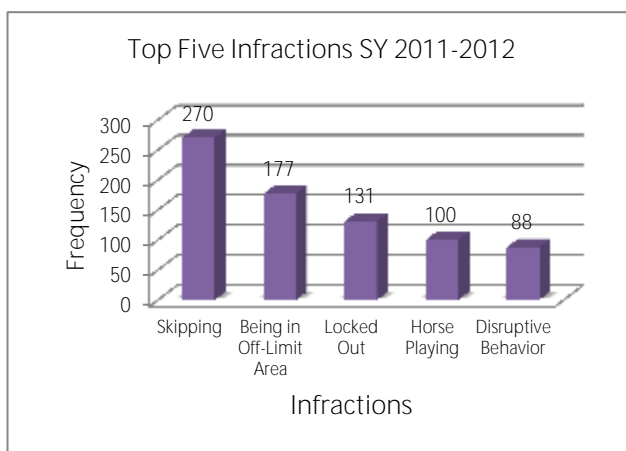


Figure 40

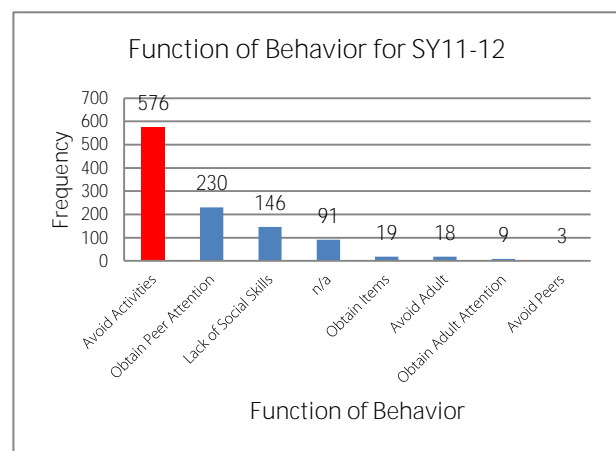


Figure 41

receive peer attention. Such data prompted teachers to reflect on effective teaching methods and ways to establish a more positive teacher-student relationship. The last two infractions – fighting and minor physical contact – prompted schoolwide focus on bully prevention.

For school year 2011-2012, the infraction that occurred most frequently was the same as the year prior – skipping. Being in off-limits areas and getting locked out followed. (Figure 40) Last school year, the reporting of the function of behavior on discipline referrals was stressed. The function of behavior indicates students' motives for behaving a certain way. Data shows that students often misbehaved out of task avoidance, to obtain peer attention, or lacked social skills. (Figure 41)

While the school continues to make concerted efforts to focus on the learner by providing quality instruction, interventions, and supports, the discipline data shows that there is still much to be improved upon. If students continually skip class out of task avoidance, this prompts the critical questions: How do students learn? What do we do if they don't get it?

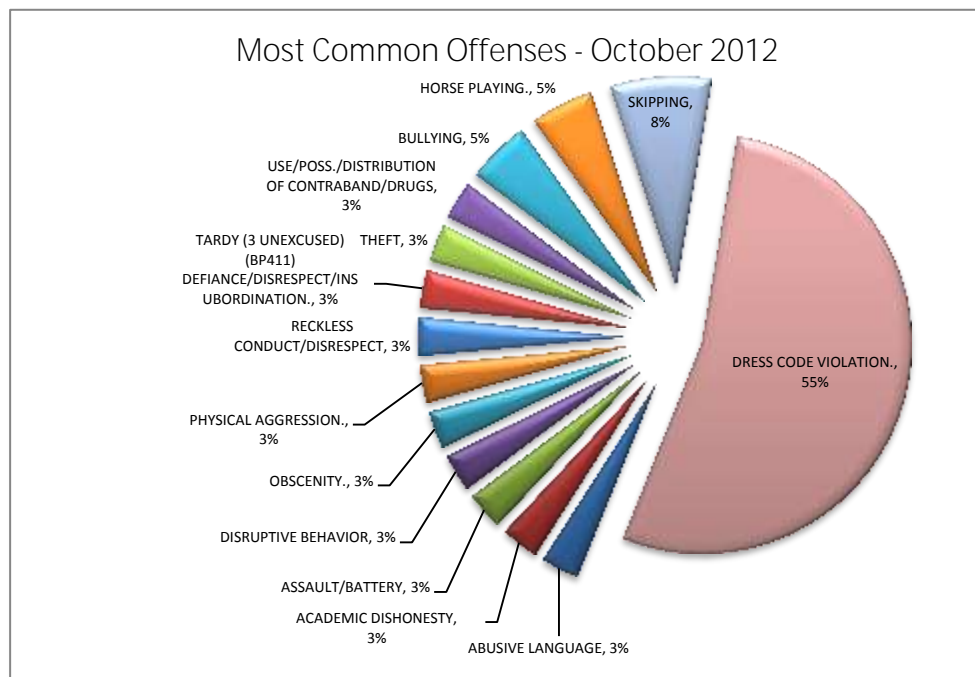


Figure 42

Discipline data as of October 2012 is reflected above. (Figure 42) The top three infractions this school year has been violation of dress code, skipping, and horse playing. The three most common consequences have been parent conferences, warnings, and suspensions. (Figure 43)

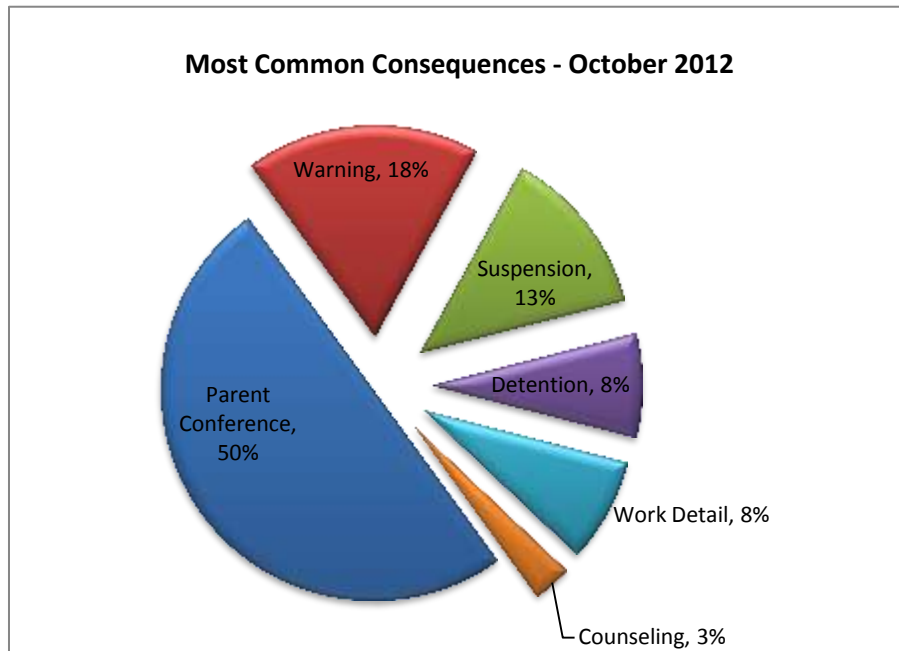


Figure 43

School Financial Support

The chart below details the categorical budget for Benavente Middle School for 2011-2012 and 2012-2013

Category	2011-2012 Amount	2012-2013 Amount
Salaries	\$3,941,651.47	\$4,454,302.61
Benefits	\$1,339,469.92	\$1,589,039.25
Travel	\$0	\$0
Contractual	\$14,286.41	\$52,886.31
Supplies/Materials	\$29,685.04	\$7,117.44
Equipment	\$0	\$3,754.99
Utilities	\$671,179.82	\$737,635.85
Capital Outlay	\$0	\$0
Cost per Pupil	\$4,691.92	\$5,330.79

Through GDOE, the school receives most of its funds through local government appropriations from the General Fund of the Government of Guam. Programs and trainings such as ESL, SPED, and Common Core are federally funded.

Parent and Community Partnerships

Beginning in the first quarter of this school year, the Parent Portal was made available and accessible through GDOE's PowerSchool. Parents and students have been able to access student attendance and grades online. As of

November 2012, online statistical data shows that there have been 428 logins by parents, and 1,646 student logins. The online database has allowed for better parent-teacher communication through technology.

This school year the BMS faculty and staff, together with the Parent Teacher Organization and local businesses worked at installing surveillance cameras throughout the school campus. The installation of the cameras have been effective in two ways: it has helped administrators “catch” a student doing good and it has helped to deter vandalism and other such misbehaviors.

BMS has also established relationships with community partners who have helped to maintain the school’s facilities, have provided monetary assistance or provided services. These have included Guam Home Center, Guam Pepsi Bottling, Co., Cost-U-Less, J & B Modern Tech, AGA (Advancing Government Accountability) Guam Chapter, and the Guam Department of Corrections.

Working together with the Counseling department, BMS has received support from the following community liaisons:

1. Guam Community College: College Access Challenge Grant Program
2. Sanctuary, Inc.
3. Big Brother / Big Sister Mentoring Program
4. Inafa’maolek
5. Department of Mental Health and Substance Abuse
6. Department of Public health and Social Services
7. Department of Youth Affairs
8. Judiciary of Guam
9. Guam National Guard
10. Island Girl Power
11. Dededo Mayor’s Office
12. United States Air Force and Navy

B. Overall Summary from Analysis of Profile Data

Further Implications of the Data

By closely examining best practices and student results, the BMS faculty is consistently challenged to uphold the belief that *all* students can learn at high levels. Through quarterly common assessments, interim assessments, and the annual SAT10, students are expected to make continual and progressive academic growth while addressing the school's ESLRs. Interim assessments are just now in the developing stages. We do, however, currently administer pre- and post-tests. Upon analyzing the demographic, academic, and discipline data, the BMS school community has arrived at the following implications:

- The student population at BMS has been steadily increasing, albeit only slightly, despite the addition of nearby middle schools.
- The student demographics have not changed over the years.
- A large percentage of the student population is on the Free / Reduced Lunch Program (71%).
- 6% of students receive Special Education services and 35% of students participate in the ESL Program.
- BMS teachers have frequent opportunities for collaboration and participation in professional learning communities
- While the school's SAT10 scores have increased, there is still room for growth as students' scores continue to fall beneath the national average.
- While the yearly Marks Analysis provides an opportunity for dialogue on student learning and effective teaching strategies, the degree to which the curriculum maps and common assessments are used effectively continue to be a work in progress
- BMS has taken strides to encourage students' personal, emotional, and social growth through the addition of an explicit Advisor-Advisee Program, a change in bell schedule, and providing opportunities such as Exploratory Day and the availability of extracurricular clubs and activities.
- Discipline data shows that although suspension and referral rates have decreased, there still exists the recurring act of skipping, tardiness, and defiance.

Critical Academic Needs Based on Data

Based on the data and the Breaking Ranks model, the BMS school community agreed to focus on three critical areas of need:

1. **Personalization:** The BMS faculty will increase personalization with all BMS students as measured through perception surveys, parental partnerships, and discipline referrals.
2. **Academic Achievement:** BMS students will increase achievement as measured in the SAT10, Grades, Interim Assessments, and Common Assessments.
3. **Professional Learning Communities:** BMS faculty will improve school culture by actively engaging in professional learning communities within their interdisciplinary teams and content teams.

Questions Raised by the Analysis of Data

Upon in-depth review of the data, the leadership team met to discuss further questions that would be shared and agreed upon by the whole school community:

1. How can BMS move from a culture of isolation to collaboration respective to professional learning communities?
2. What can be done to clarify the definition and processes of professional learning communities?
 - a. How can we ensure that we have a guaranteed and viable curriculum that is vertically aligned?
 - b. How do we use academic data (common assessments) to guide curricular and instructional decisions?
 - c. How do we engage in effective interdependent teaming to address student needs?
3. How do teachers utilize instructional strategies that promote higher order thinking?
4. How can BMS better infuse technology into the curriculum?
5. What can be done to improve positive behavior choices?
6. What can be done to address the needs of students in Tiers 2 and 3?
7. How does the BMS community handle the change process?

Chapter 2: School Purpose and Schoolwide Learner Outcomes



"What is worth fighting for is not to allow our schools to be negative by default, but to make them powerful by design."

Fullan and Hargreaves, 1996

School Purpose

BMS Shared Vision

In five years, V.S.A. Benavente Middle School will Break Ranks by ensuring all our students succeed as measured by our AYP.

We will take pride in our profession through continuous adult learning and achieving our agreed-upon SMART Goals through

- frequent collaboration,
- critical examination of student data, and
- consistent use of evidence-based strategies

The BMS Leadership Team will build capacity by empowering our teachers through:

- shared decision-making, and
- providing necessary support and training

This will ensure BMS teachers will have the knowledge, skills, and disposition to be the best educators in the region.

BMS Mission Statement

Our mission is to provide a safe and modern learning environment
that will prepare our students to be functional and productive
as they face the challenges of the 21st Century.

Roadrunner Code

I am respectful.
I am responsible.
I am safe.
I am prepared.
We are here to learn;
Therefore I will do nothing
to keep the teacher from teaching,
and anyone, myself included, from learning.
I will cooperate with all school personnel.
I will respect others, the environment, and myself.
By acting this way, I am Capable, Connecting, and Contributing.

Schoolwide Learner Outcomes

V.S.A. Benavente **Middle School's** Expected Schoolwide Learning Results (ESLRs)

Value their Community

- V.1 Students feel safe and have a personal relationship within the BMS community and are proud to be Roadrunner by contributing their time and effort
- V.2 Students appreciate and welcome others' cultural and individual differences

Succeed Academically

- S.1 Students are able to use the skills that they learn in school or class for everyday life
- S.2 Students are able to use available resources in the learning process

Adapt to Changing Times

- A.1 Students collect and use information to succeed
- A.2 Students use various technologies to help them succeed

Behave Appropriately

- B.1 Students know and respect rules and members of the BMS community
- B.2 Students know how to respond to certain situations and solve problems positively

Make Positive Choices

- M.1 Students are courageous, accept positive challenges, and accept responsibility

Strive for a Better Tomorrow

- S.3 Students always set long-term goals for themselves and work hard to be successful in the future
- S.4 Students are honest and work hard to become good community members

Determination and Refinement of the ESLRs

School Year 2006-2007

In the 2007 Self Study Visit, the BMS community had the following ESLRs established:

Value their Community
Succeed Academically
Adapt to Changing Times
Be Respectful, Responsible, and Safe
Make Positive Choices
Strive for a Better Tomorrow

School Year 2010-2011

With the arrival of the new administrative team in 2010, work on the refinement of the school's ESLRs was a priority. It was evident that the Expected Schoolwide Learning Results (ESLRs) was not clearly understood by all BMS stakeholders. While students were able to recite the ESLRs, application and articulation of each was not effectively practiced. Adults and students alike were not able to demonstrate what each ESLR 'looked like'.

The process of examining the school ESLRs and Indicators was an arduous one. In 2010, the leadership team met consistently over a two-week period to discuss the ESLRs and their indicators. At several accreditation meetings, student representatives were present and gave their ideas on what each ESLR looked like to them. Several parents gave input as well. The team created and distributed an ESLR worksheet, seeking feedback and input from all faculty and staff. Teachers met in interdisciplinary teams to dialogue on possible indicators for each ESLR. The accreditation team compiled the suggestions of all stakeholders and narrowed it down to two indicators per ESLR that was meant to be achievable, observable, and measurable.

A draft of the chosen indicators was provided to faculty and staff to offer feedback prior to finalization of the ESLRs. Thereafter, a finalized version of the ESLRs and its respective indicators was made available to all.

School Year 2011-2012

Work on the school ESLRs continued into the following school year, with much emphases on ways to measure its application. In January 2012 the leadership team began the process of analyzing the indicators. At a WASC Work Session, the ESLRs and their indicators were worked on explicitly, where faculty and staff took an in-depth look into



ESLRs and Indicators created in SY 2010-2011

what each 'looked like' and ways that it might be measured. Each interdisciplinary team's responses were collected for synthesis and analysis.

The following month, the leadership team broke into small groups where they analyzed each team's responses and clustered them accordingly. Once clustered, the teams classified the responses and reworded them so that they were condensed and more student-friendly. Thereafter, they developed student-friendly rubrics that would measure each indicator.

The newly worded, student-friendly indicators and rubric were given back to the entire faculty in March of 2012. Faculty and staff were provided a learning log in which to offer feedback to the newly-revised ESLRs indicators. Every team documented their concerns as well as their collective commitments to support the ESLRs in their classrooms and in interdisciplinary teams. The Leadership Team also agreed to select one schoolwide ESLR of focus per month in order to ensure that it is embedded in our school efforts. The monthly focus has been embedded specifically through the AAP classes where PBIS lessons are taught. Through explicit instruction, modeling, and application, students are better able to demonstrate understanding of the school's ESLRs.

On April 10, 2012, the Leadership met and adopted the ESLRs after further revisions. This school year, the revised ESLRs, its indicators, and rubric was made available to all teachers.

Every school year since the Midterm Revisit in 2011, surveys are administered schoolwide to gauge students' perceptions on their experiences at BMS. This school year, surveys were administered through Social Studies classes as a Pre-Assessment. A post-assessment of the ESLRs will be given at the end of the school year to gauge any changes in students' perceptions throughout the course of the year.

Students' responses to the applicability of each indicator(s) were either: Distinguished, Proficient, or Beginning, as described in the ESLRs Rubric (Appendix). Figures 46-51 illustrate students' perceptions of the ESLRs:

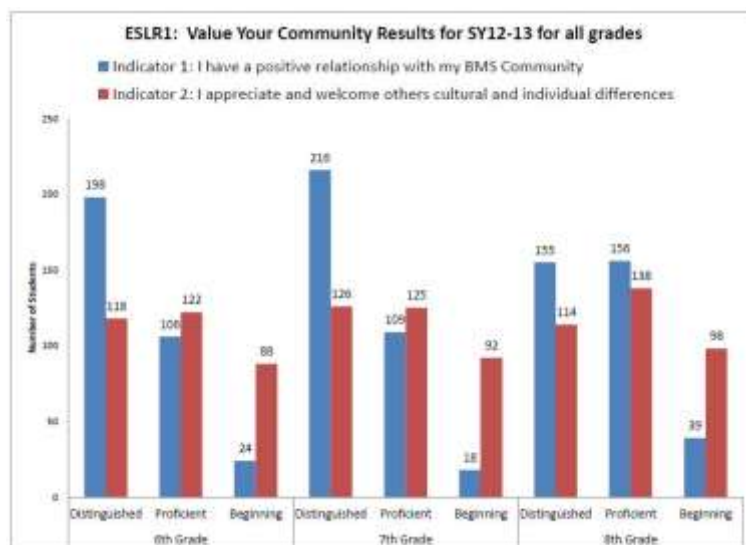


Figure 44

Figure 44 shows students' responses to the ESLR, *Value Their Community*.

Indicator 1: I have a positive relationship with my BMS community.

A large percentage of 6th and 7th grade students answered "Distinguished," articulating that there is somewhat of an established connection with members of the BMS community. In the 8th grade, there is an almost equal number of respondents for "Distinguished" and "Proficient". Though the responses still indicate that a relationship exists among the BMS

community, the large divide between one grade level to the next is reason enough to consider the implications. Perhaps the efforts put into establishing rapport and building relationships is greater in the 6th and 7th grade and needs to be strengthened in the 8th grade.

Indicator 2: I appreciate and welcome others' cultural and individual differences.

Responses to this indicator vary across grade levels. The distribution of responses suggests that this cultural diversity has not thoroughly or effectively been understood by the student population. There is a need to improve lessons and instruction to highlight the importance and tolerance of cultural and individual differences.

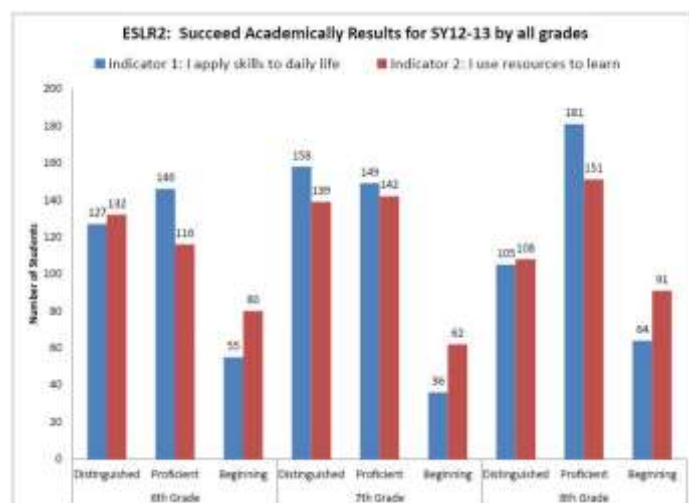


Figure 45

Figure 45 shows students' responses to the ESLR, *Succeed Academically*.

Indicator 1: I apply skills to daily life.

For the most part, across grade levels, most students across grade levels answered "Proficient" or "Distinguished," suggesting that they do apply the skills they learn in school to their daily lives. A considerable number of students responded "Beginning" in the 8th grade, which may suggest that students are not able to make connections to their daily lives, or that the applicability of knowledge acquired was not clearly articulated during instruction. Either way, at the instructional

level, establishing connections in ways that students are able to relate to skills outside of the classroom would be most beneficial. The challenge is in getting students to think critically about how skills might be useful beyond the classroom.

Indicator 2: I use resources to learn

While majority of students in each grade level answered "Proficient" or "Distinguished," a considerable number in each grade level also answered "Beginning." This suggests that students are not able to articulate the types of resources they might be able to use to learn, or they do not have access to such. In the ESLRs rubric, some examples of resources include the library, media, and teachers. Perhaps there needs to be better articulation of what is considered "resources" and how it can be used independently both in and out of the classroom.

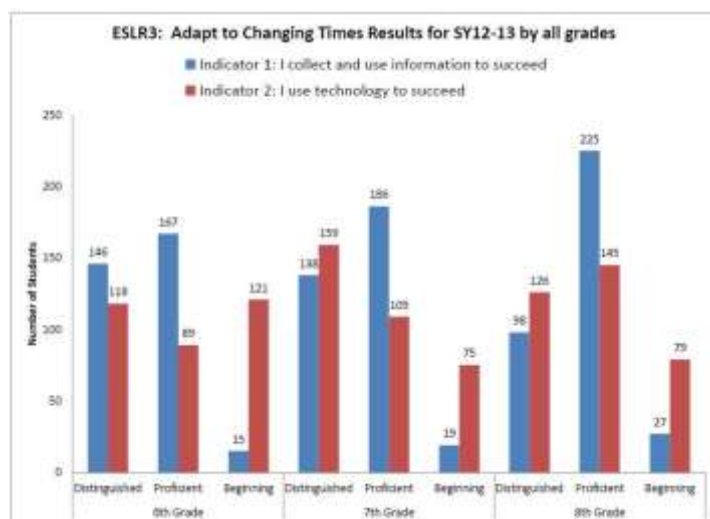


Figure 46

Figure 46 shows students' responses to the ESLR, *Adapt to Changing Times*

Indicator 1: I collect and use information to succeed

An overwhelming majority of students in each grade level responded "Proficient" or "Distinguished," indicating that they do collect and use information to succeed. This suggests that students are actually attuned to ways in which to acquire information needed for particular purposes.

Indicator 2: I use technology to succeed

Interestingly, in a time where technology is rampant, the responses across grade levels to the 2nd indicator of this ESLR show a great divide. In the 6th grade, there is an almost equal distribution of students who responded at both ends of the spectrum – many students feel that they use a wealth of technology (cell phones, iPads, computers, internet, etc.) in many classes whereas an almost equal number responded that do not use technology, or do so quite minimally. In the 7th grade, most students responded “Proficient” or “Distinguished,” but there is still a considerable number of students who responded “Beginning.” The 8th graders’ responses were similar to that of the 7th graders.

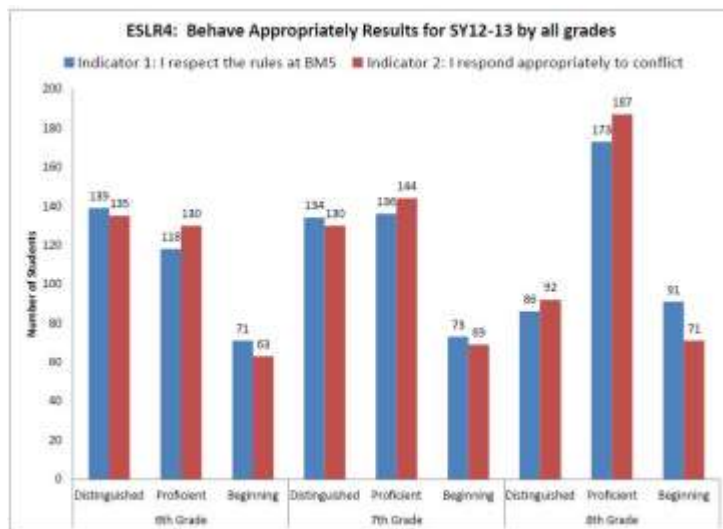


Figure 47

Figure 47 shows students’ responses to the ESLR, *Behave Appropriately*.

Indicator 1: I respect the rules at BMS

Across grade levels, most students responded “Proficient” or “Distinguished,” suggesting that they know and follow the school rules. According to the ESLRs rubric, another descriptor of this indicator relates to students’ self—perception as a role model. An overwhelming number of students in each grade level – 71 students in the 6th grade, 73 students in the 7th grade, and 91 students in the 8th grade, suggest that they do *not* feel like they are positive role models to others *or* that they are aware that they do not abide by school rules.

Positive and negative behaviors are taught explicitly at BMS, predominantly through the Advisor-Advisee Program, and in all content areas at the start of the school year. Responses to this indicator, however, suggest that there needs to be more explicit instruction on the consequences that accompany any behavior – positive and negative, in order for students to strive to be good role models.

Indicator 2: I respond appropriately to conflict.

The distribution of responses to this indicator mirrors that of Indicator 1 for *Behave Appropriately*. By responding with “Proficient” or “Distinguished” in all grade-levels, it is apparent that most students are aware of how to effectively handle conflict and are able to model appropriate behavior. The number of students who responded “Beginning” in each grade level is also cause for concern. Especially because behavior is modeled and taught explicitly at BMS, the goal is to get most – if not all – of the students to respond more favorable. Continued instruction and student feedback is necessary to improve this particular ESLR, as it helps to ensure the safety of our students and our school.

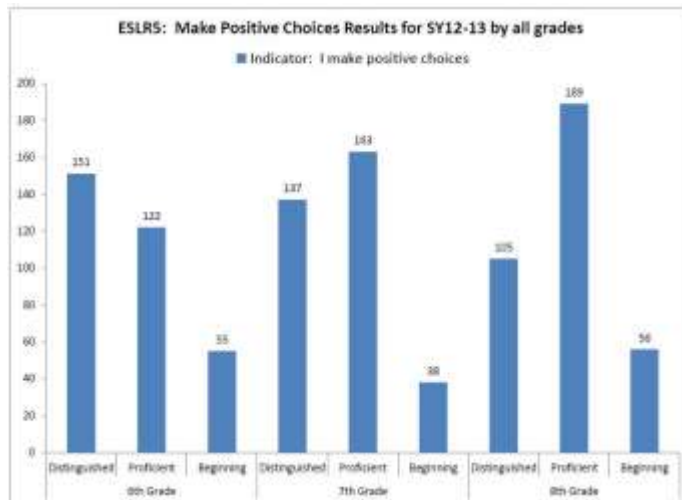


Figure 48

students to be better able to make positive choices and seek out challenges independently, they must first *believe* that they can. By forging relationships within the BMS school community and establishing a better self-concept, perhaps they might be better able to make wise choices as situations present themselves.

Figure 48 shows students' responses to the ESLR, *Make Positive Choices*.

Indicator

This ESLR is an extension of the previous, *Behave Appropriately*, therefore, the similarity of the distribution of responses is expected. Again, the number of students who do not believe they make positive choices (responded with "Beginning") needs to be minimized. It is possible that those who responded "Beginning" felt they do not willingly take on challenges. While lessons alone will not suffice with this particular indicator, this directly reflects the need to meet one of the goals on our school RAPP: Personalization. In order for

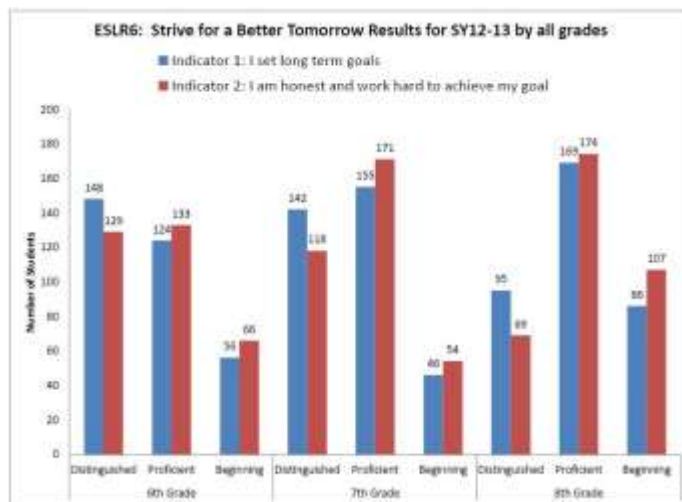


Figure 49

Figure 49 shows students' responses to the ESLR, *Strive for a Better Tomorrow*.

Indicator 1: I set long-term goals.

The 6th graders' responses imply that they are able to set and strive to reach long-term goals, as indicated with their responses. Majority of the 6th grade population responded quite favorably, with most students applying "Distinguished" to their survey response. A majority of 7th graders fared the same, with a small number of students responding "Beginning". The 8th grade, however, saw a larger number – by comparison – of students who felt that they do not set long-term goals. This is cause for concern as goal-setting

should be much more instilled in students as they get older and move up grade levels. Perhaps through guided instruction and assistance with goal-setting, the number of students responding with "Beginning" will decrease.

Indicator 2: I am honest and work hard to achieve my goal.

Similar to Indicator 1, more work needs to be done at the instructional level to help students strive to reach their personal goals. Again, of utmost concern is the high number of students' responses of "Beginning" in the 8th grade. It is apparent that students either have no knowledge or idea of goal-setting or they do not consider themselves a positive and contributing member of society (as stipulated in the ESLR rubric).

Chapter 3: Progress Report



*"Within every school there is a sleeping giant of teacher leadership,
which can be a strong catalyst for making change."*

Katzenmeyer and Moller, 2001

Chapter 3: Progress Report

Since Benavente Middle School's Full Self-Study in 2007, there have been many significant developments. After the midterm visit in 2010, the school had several hefty recommendations to address in preparation for the follow-up revisit the following year (2011). The year of WASC's revisit (2011), BMS received an entirely new administrative team who brought with them a new way of thinking, teaching, and learning that would set forth a very deliberate change process.

While there have been some stumbling blocks adapting to the changes, the professionalism and dedication of the faculty and staff at BMS has been most notable.

Breaking Ranks in the Middle

The new administrative team brought with them a way of functioning within the school setting. BMS is guided by the three core areas of Breaking Ranks in the Middle: 1) Collaborative Leadership and Professional Learning Communities, 2) Rigorous and Aligned Curriculum, Instruction, and Assessment, and 3) Personalization. Teachers at BMS have been very receptive and continue to make strides professionally in order to affect change and student progress. The results of each component of this change will be reflected throughout this chapter as it applies to WASC's 2007 Critical Areas for Follow-Up and the 2010 Midterm Visit Additional Recommendations.

ADDRESSING WASC'S CRITICAL AREAS OF FOLLOW-UP

Since school year 2010-2011, much has been done to address WASC's Critical Areas of Follow-Up from the 2007 Full Self-Study and the Additional Recommendations of the 2010 Midterm Visit. Some of the progress made in response to the 2007 Critical Areas of Follow-Up will be addressed alongside the 2010 Additional Recommendations.

2007 Full Self-Study - Critical Areas of Follow-Up

1. The school needs to develop a school action plan based upon the school improvement plan (SIP) and self-study.
2. The administration, teachers, and staff need to develop indicators and assessment to measure student achievement of the ESLRs.
3. The school leadership needs to prioritize standardized assessment materials in its annual budget so that more current and curriculum-aligned assessment tools can be purchased.
4. School leadership needs to develop a central database in which all statistics for assessment can be organized and accessed for classroom and schoolwide planning.
5. The school leadership needs to develop a process that sets goals and accountability that will monitor students' adequate yearly progress (AYP).
6. The administration and faculty need to continue to seek ways to address low parent involvement in school activities.
7. The GPSS and school administration need to seek funding for repair and maintenance of the school facility, especially the library, AC systems, lighting, restrooms, and water fountains.
8. School leadership should continue to acquire needed funding for school and classroom level supplies and equipment.

2010 Midterm Visit – Additional Recommendations

1. Systematically analyze and use student data to inform instructional and school-level decisions
2. Develop and implement a monitoring system to regularly revisit and revise the SIP and RAPP using student data.
3. Ensure that all role groups know and have a common understanding of the ESLRs, the ESLR indicators, and assessment of the ESLRs.
4. Continue to develop a process that sets goals and accountability that will monitor students' AYP.
5. Finalize and implement a Parent Involvement Plan.
6. Develop and implement a professional development plan to support teachers in the transition from DI to a standards-based curriculum, instruction, and assessment system.

2007 Critical Area of Follow-Up #3:

The school leadership needs to prioritize standardized assessment materials in its annual budget so that more current and curriculum-aligned assessment tools can be purchased.

2010 Additional Recommendation #1:

Systematically analyze and use student data to inform instructional and school level decisions.

2010 Additional Recommendation #6:

Develop and implement a professional development plan to support teachers in the transition from DI to a standards-based curriculum, instruction, and assessment system.

Prior to the 2010 midterm visit, teachers had been working in isolation trying to transition from Direct Instruction to a curriculum that is standards-based. Teachers have shared that little to no support was given in the transition.

Several things have been done at BMS since July 2010 to address this recommendation. These include:

1. Effective participation in professional learning communities
2. Analysis and use of data to make decisions – Discipline Data, Marks Analysis, and SAT10 scores
3. Creation and implementation of a viable and guaranteed curriculum (curriculum maps and common formative assessments)
4. Use of walkthrough data to analyze instructional strategies and degree of student learning
5. Participation in effective professional development

To begin work on each of these areas, the Principal facilitated a series of professional learning designs in different capacities – the leadership team (consisting of team leaders), content representatives, new teachers through the Induction Sessions, interdisciplinary teams, content areas, and whole group through faculty meetings.

Job Embedded Professional Learning

Faculty and staff apply Dufour's model of professional learning communities (PLCs) in interdisciplinary teams, content areas, and as a whole school.

Team leaders act as liaisons for their teams, attending weekly Leadership Team meetings with administrators. To maximize productivity and to allow for professional learning communities among the Leadership Team, team leaders do not have an Advisor-Advisee Period. Instead, the time is used for collaboration and to assist other team teachers as needed and to participate in walkthroughs with administration.

In these communities, teachers use and reflect upon student behavioral and academic data to make informed decisions. In interdisciplinary teams and content areas, teachers have created SMART goals to plan for and measure student success and challenges.

Discipline Data

Analysis of monthly discipline data is compiled and made available to all teachers through their respective teams. The data is also shared with students at grade-level assemblies. More recently, discipline data has been uploaded onto Google Drive, where it is easily accessible by BMS faculty. The data is used to determine the following trends: who (by grade level and team), what (number of infractions and referrals), where (location of incidences), and when (time of incidences) and to set goals to improve student behavior.

At each grade-level assembly, students are challenged to keep the number of referrals and suspensions to a certain amount. The goal was to keep the number of referrals to thirty (30) referrals or less per grade level per month and the number of suspensions to twenty (20) or less school-wide per month. If students met the goal they were awarded a dress-down on the Activity Day of the following month.

In teams, teachers look at the discipline data to plan for interventions. Teachers find that many of the discipline issues stem from repeat offenders. Using the data has allowed teachers to consider students' motivation for inappropriate behavior and to examine options to assist those students. We are currently in the process of putting together a framework for our intervention plans.

Marks Analysis and SAT10 Data

At the start of every school year, teachers review and analyze the marks analysis and SAT10 performance data from the previous school year. This provides teachers the opportunity to dialogue on the implications the results have on teaching and learning.

Marks analysis is examined and disseminated to teachers at the end of every quarter. Grades serve as a good comparison because the essential skills and assessments are common per content area, per grade level. The goal is that all grade levels will score at least 85% passing rate in the areas of Reading, Language Arts, and Math every quarter.

A Guaranteed and Viable Curriculum

Curriculum Maps

All core content teachers in Reading, Language Arts, Math, Social Studies, and Science have developed and created a curriculum map per grade level. At the beginning of every school year (since SY 2010-2011), teachers review the previous year's Marks Analysis and the SAT10 Item Analysis in order to prioritize skills. Thereafter, grade-level teachers revise the curriculum maps as it best fits students' academic needs. Recently, teachers received training on the Common Core State Standards, which are being infused into the curriculum maps. BMS is currently in its third year of implementation of the curriculum maps, which continue to be a work in progress.

Common Assessments

The curriculum maps are then used to guide the development of common assessments for respective skills taught. The understanding is that a common assessment will be given in three-week cycles. This way, teachers can assess whether students understand the content before moving forward. The goal is for 85% of a teacher's student population to demonstrate mastery of particular skills on the common assessments before moving on to the next lesson.

One hurdle that BMS currently faces is the implementation and administration of the common assessments with fidelity. The challenges rest in:

- 1) Identifying the skills necessary to be taught, especially in areas like Math and Science where the skills are many,
- 2) Finding material that will adequately measure student progress as the common assessments are created,
- 3) Implementing and administering the assessments with fidelity in order to assess students' acquisition of knowledge and mastery of skill frequently, and
- 4) Learning how to effectively make sense of the data that is collected after the assessments have been administered so that modifications might be made and/or teachers can collaborate on lesson plan designs as they fit students' needs.

Teachers need further instruction or need to participate in professional learning in order to make sense of the collected data. More specifically, teachers need guidance as to how to dialogue on teaching strategies that may have affected growth or lack thereof. Teachers have participated in several PLCs focused on error analysis; however, as this is somewhat of a new strategy to BMS, it is still much in its infancy stage and is a work in progress.

Standards of Professional Learning

In SY 2010-2011, BMS became a member of the 2nd Cohort of NSDC/Learning Forward's Learning School Alliance (LSA). As an LSA school, BMS administrators and teacher leaders are able to network with other schools across the nation and Canada to share new learning and to discuss student data and achievement, successes, and challenges. The leadership team met monthly for two years via webinars with other Learning Schools and for the first year, we focused on theories and research-based practices. Teachers are not only expected to learn best practices based on student data (SMART Goals), but also commit to evidence-based strategies, implementation of those strategies, and report on the outcomes of those strategies within learning communities. Over the course of three years, this is now becoming institutionalized at BMS as evidenced by the three-year reporting of the Learning School Alliance.

The administrative team, in collaboration with teacher leaders, developed a schedule and structure that ensures common planning time is built in for both interdisciplinary and content teams. This allows professional learning to be job-embedded and occurring within the school day. The structure allows teacher leaders the flexibility to meet more frequently. To ensure that teachers comply with the Standards of Professional Learning, administrators chose a specific goal for each teacher evaluation – active involvement in professional learning communities.

The expectations set forth for teachers begins at the leadership level, where team leaders practice the effective processes necessary for true collaboration, such as embracing conflict, knowing the stages of a team, and building

trust. All professional learning at BMS now takes place during the school day. Our teachers no longer have to attend sessions before- or after-school hours.

The chart below describes the different team structures that exist at BMS with their respective focus:

TEAM	FREQUENCY	FOCUS
Teacher Leaders	At least 2x a month	Implement the PLCs and SMART Goals
Whole-School Faculty Learning	Once a month	Instructional Strategies
Interdisciplinary Teams	At least once a week	Personalization and Interdisciplinary Lessons
Content Areas	At least once a month	Common Formative Assessments
New Teacher Induction	Twice a month	Classroom Management and Lesson Design

At BMS, it is believed that the greatest factor of student achievement is the effectiveness of the classroom teacher. To gauge teacher effectiveness and self-perceptions, data is collected through the *Standards Assessment Inventory (SAI)* from *Learning Forward* (formerly National Staff Development Council), which measures the Standards of Professional Learning.

Standards Assessment Inventory 1 (SAI)

The *Standards Assessment Inventory* is a survey that measures the specific standards of Professional Learning. In their "Standards for Professional Learning," *Learning Forward* lists three critical areas:

1. Context (Learning Communities, Leadership, and Resources),
2. Process (Data-Driven, Evaluation, Research-Based, Design, Learning, and Collaboration) and
3. Content (Equity, Quality Teaching, and Family Involvement).

Data reflects three instances of teacher responses:

1. SY 2010 in October
2. SY 2011 in October
3. SY 2011 in June

The Context Component includes the following standards (Fig. 50): Learning Communities, Leadership, and Resources. Both Resources and Learning Communities garnered the lowest scores. Upon reflecting on the reasons behind the low scores, it was apparent that the 'Learning Community' category was primarily the result of just pockets of teachers participating in peer observations, and critical articulation and dialogue. The 'Resources' category is reflective of two particular things: 1) the lack of substitute teachers available so that teachers may participate in professional learning and 2) lack of technology in the classroom. To address this concern, both standards were embedded into our action plan to work on raising their results. In so doing, scores increased over time. Although there was an increase, the data shows that there is still room for growth by focusing more explicitly on true and effective learning communities with *all* teachers.

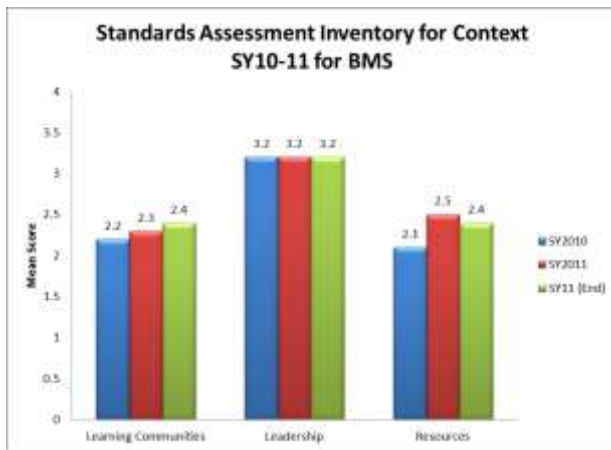


Figure 50

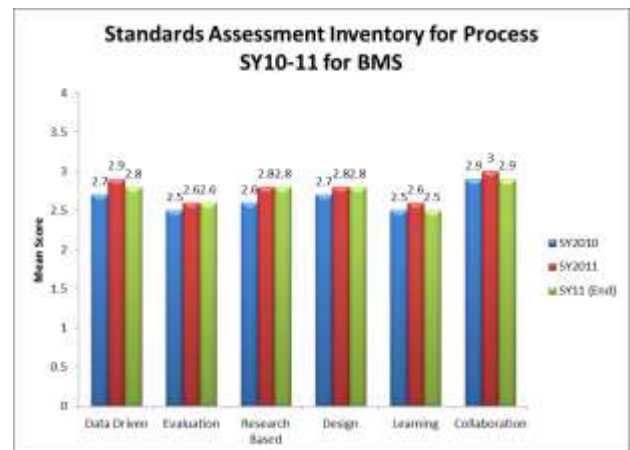


Figure 51

Figure 51 illustrates the mean score for the Process Standard, which includes: Data-Driven, Evaluation, Research-Based, Design, Learning, and Collaboration. The results show that the categories of 'Learning' and 'Evaluation' received the lowest scores. Both are directly related to differentiating instruction and the evaluation of professional learning at BMS.

Figure 52 illustrates the Content Standards, which includes Equity, Quality Teaching, and Family Involvement. 'Family Involvement' which scored the lowest, could be attributed to the difficulties in having parents become partners in their child's education.

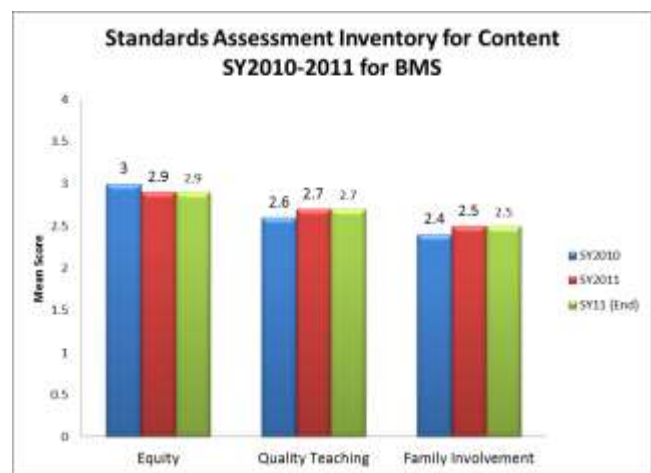


Figure 52

Standards Assessment Inventory 2 (SAI2)

This school year (2012-2013), *Learning Forward* narrowed the standards of Professional Learning from twelve to seven. Therefore, data results depicted below do not mirror the format of the previous years' Standards Assessment Inventory. (Figure 53)

This school year, the SAI2 data that was administered in October shows a significant growth in the 'Learning Community' standard as we have been working diligently at increasing the scores in this particular area. 'Resources' and 'Learning Designs' continue to receive the lowest scores. Upon closer analysis of the scores, 'Learning Design' was a reflection of a lack of teacher choice on their professional learning experience. This shows that we need to focus on differentiating professional learning at BMS.



Figure 53

Power Walkthroughs

Informal observations are conducted often in BMS classrooms using the model from McRel's Power Walkthrough. This format was first introduced to GDOE from Guam CEDDERS (Center for Excellence in Developmental Disabilities, Education, Research, and Service) in 2008. Grade-level administrators, together with teacher leaders (on some occasions) observe the instructional strategies used based on Robert Marzano's Classroom Instruction that Works and the degree of student learning based on Bloom's Taxonomy. The goal is for administrators participate in at least twenty observations per week. The template from McRel's Power Walkthrough was built and created in Observation 360, an online data collection tool, whereby administrators are able to record observation notes on their smart phones or iPads. This way, teachers are able to receive immediate feedback. Though walkthrough data show that there is a variety of strategies used, the top three are: 1) Homework and Practice, 2) Use of Questions, Cues, and Graphic Organizers, and 3) Nonlinguistic Representations. (Figure 54) Perhaps the variance of strategies is a result of the implementation of the block schedule and the implementation of a lesson plan design that incorporated many elements of the Sheltered Instruction Observation Protocol (SIOP) model (Appendix B). The model provided a guideline for specific strategies to use during the block period with recommended amount of time allotted for each strategy. As a result, there was a decrease in homework and practice and in increase in the prevalence of other strategies.

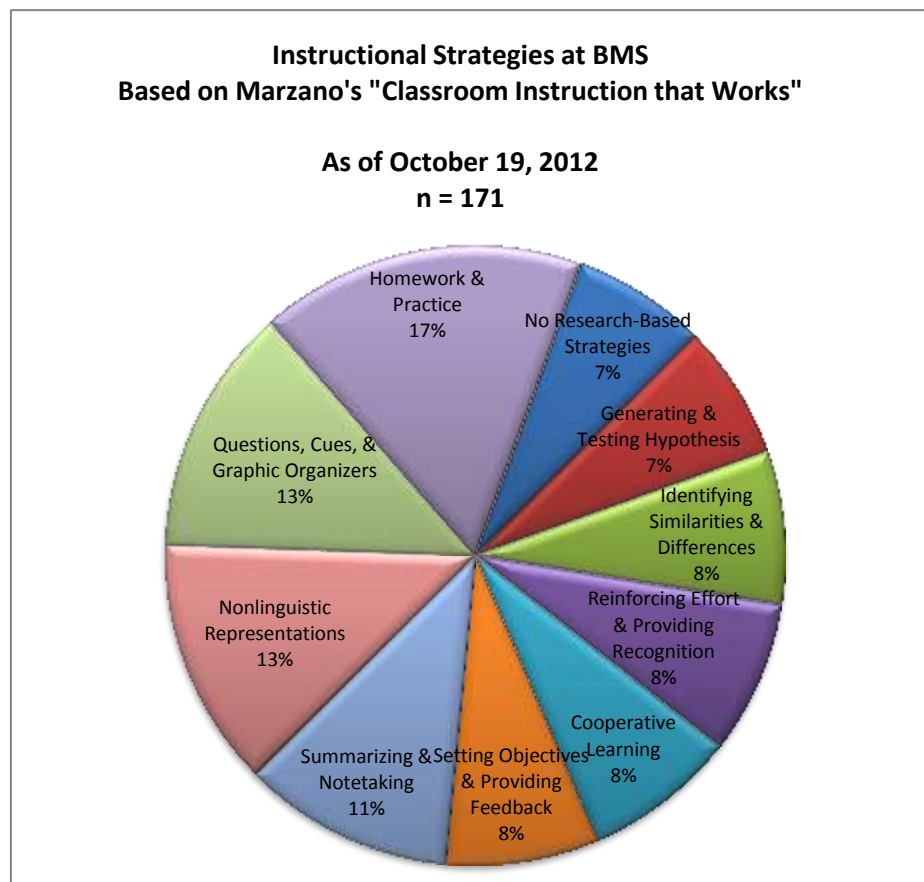


Figure 54

To ensure that teachers are kept abreast of the latest effective instructional strategies and best practices, opportunities are available through:

- Participation in professional learning communities
- Participation in error analysis
- Accessibility and membership to online resources such as *PD360* and *Teaching Made Easier*
- Distribution of research-based literature
- Participation in district-led trainings and/or workshops
- Participation in schoolwide professional development
- Participation in monthly tuning protocols
- Participation in induction sessions

During SY 2010-2011, walkthrough data showed that much of instruction in the classroom targeted students' thinking at the most basic levels – with Knowledge, Understand, and Application among the top three. (Figure 55) The challenge was to empower teachers with the skills they needed to shift lower-level student output to students' higher-order level thinking.

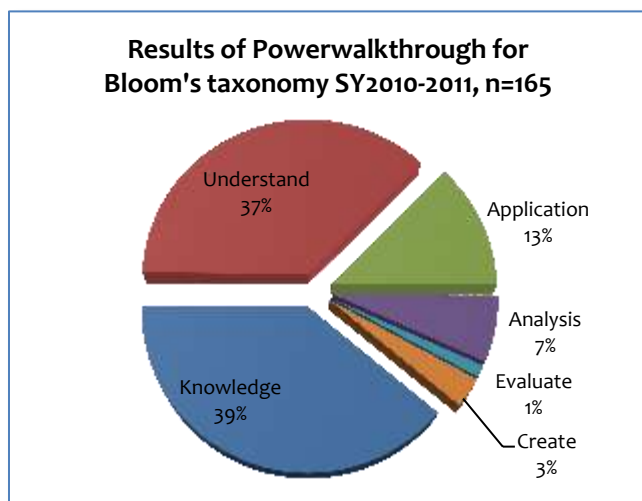


Figure 55

Since school year 2010-2011, there has been an explicit focus and analysis of academic and behavioral data, curriculum, instruction and assessment methods, and research-based strategies for teaching and learning. Compared to data from SY 2010-2011, this year's data (as of Oct 2012) show that there is an increase in the higher-order thinking skills. The top three include 1) Understand, 2) Analysis, and 3) Application. (Figure 56)

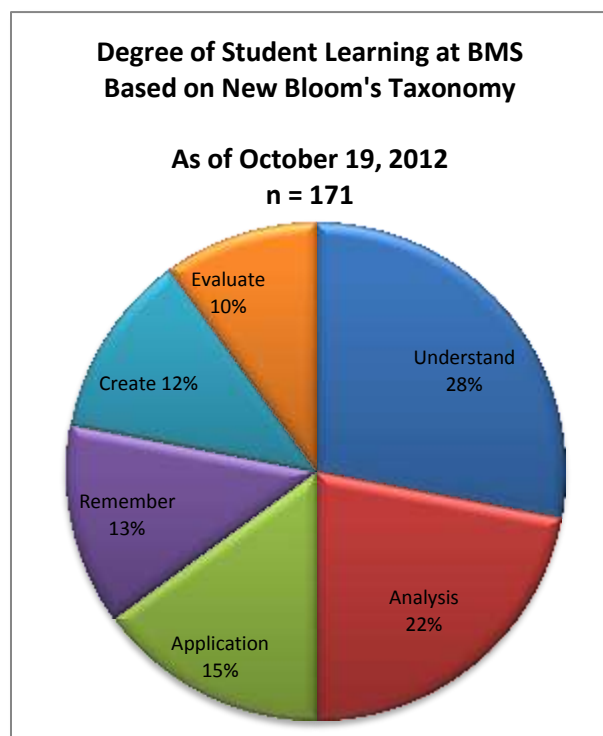


Figure 56

BMS classrooms have since seen a change. After analyzing walkthrough data, all interdisciplinary teams participated in the Tuning Protocol Learning Design. As a result, the leadership team developed a Homework Policy that reflects these findings.

2007 Critical Area of Follow-Up #1:

The school needs to develop a school action plan based upon the school improvement plan (SIP) and self-study.

2010 Additional Recommendation #2:

Develop and implement a monitoring system to regularly revisit and revise the SIP and RAPP using student data

Prior to the midterm visit in 2010, the School Improvement Plan (SIP) and the Roadrunner Academic Action Plan (RAPP) were treated as two separate documents. Since then, the BMS Action Plan (the RAPP) was revised and designed to be a synthesis of both.

It is understood by the BMS leadership team that any School Improvement Plan must be clear and concise in its purpose. For BMS, the plan is focused specifically on increasing student achievement that is based on several data that includes: performance data on standardized tests, students' grades, student and teacher perception, student satisfaction surveys, and other methods of student achievement. The Roadrunner Academic Progress Plan (RAPP) was created by the Curriculum and Instruction Focus Group in SY 2006-2007, the year of BMS's Full Self-Study.

While this action plan encompasses the needs from both the deficiencies noted in the School Report Card as per Public Law 26-26 and the Critical Areas of Follow-Up from the WASC Visiting Committee Report, it is not limited to these needs.

The RAPP is grounded on several theories of effective schools. Specifically, it is reflective of the three core areas of Breaking Ranks in the Middle: 1) Collaborative Leadership and Professional Learning Communities, 2) Rigorous and Aligned Curriculum, Instruction, and Assessment, and 3) Personalization. When these three focus areas become institutionalized at BMS with fidelity, our belief is that there will be a drastic improvement in student achievement.

Although Benavente Middle School follows the Breaking Ranks Model, our daily actions encompass elements of:

- Richard Dufour's model of a professional learning community
- Robert Marzano's "Classroom Instruction that Works"
- Robert Horner and George Sugai's Positive Behavior Intervention Supports (PBIS)
- Standards of Professional Development as described by the National Staff Development Council (NSDC) now known as Learning Forward.

At BMS, we believe that using these models will allow the faculty and staff to direct their energy and time toward an effective school improvement plan that will lead to student learning.

The School Improvement Plan – the RAPP – is guided by the District Action Plan, the deficiencies identified in our Annual Yearly Progress, the Western Association of Schools and College's Critical Areas of Follow-Up, and the five goals from the Guam Educational Policy Board.

The RAPP is very dynamic in that modifications may be made throughout the course of the year depending on student output and collected data all the while keeping to very specific targets and learning goals. This process of reflection and adaptation is critical as we use the continuous cycle of improvement, as evident in the RAPP. BMS's plan will be in effect for the next three to five years.

2007 Critical Area of Follow-Up #2

The administration, teachers, and staff need to develop indicators and assessment to measure student achievement of the ESLRs.

2010 Additional Recommendation #3:

Ensure that all role groups know and have a common understanding of the ESLRs, the ESLRs indicator, and assessments of the ESLRs

Refer to Chapter 2: School Purpose and Schoolwide Learner Outcomes

Personalization

The dedicated faculty and staff at BMS understand that middle school students are very inquisitive and impressionable. Teachers at BMS realize the importance of the middle school concept and use the PBIS model to reach students' affective domains during the Advisor-Advisee Period. The goal at BMS is that every student will be well-known by at least one adult. Thus, personalization will take place primarily within interdisciplinary teams through goal setting and rigorous and consistent data collection of each student that will be addressed during the Advisory period.

With the implementation of the block schedule this school year, there was an opportunity for flexible scheduling wherein an additional class period was set aside for the Advisor-Advisee Program (AAP) so that personalization could occur. Teachers serve as advisors for their students. The advisors collect academic and behavioral data of each of the students in their Advisory classes, are the first point-of-contact to parents and teachers, and assist students with goal setting. At the very least, advisors serve as advocates and mentors for their students.

With the whole child in mind, the AAP block encompasses many aspects: character education, examination of PBIS data, participation in Exploratory Day (mini-courses), student assemblies, tutoring, study hall, detention, and student activity days. In addition to allowing time for personalization, the AAP block also minimizes the disruption of instructional time at BMS.

One component of Personalization that addresses our ESLRs – 'Make Positive Choices' and 'Strive for a Better Tomorrow' – is goal setting. Although some teams have begun goal setting within the AAP block, it is not being implemented schoolwide. Currently, advisors have just collected student data. Next steps include the analysis of the data to determine individual students' strengths and weaknesses. Once this is achieved, then teachers might be able to adequately assist students with goal setting and strategically develop a plan to monitor students' progress to ensure success.

2007 Critical Area of Follow-Up #5

The school leadership needs to develop a process that sets goals and accountability that will monitor students' AYP

2010 Additional Recommendation #4:

*Continue to develop a process that sets goals and **accountability that will monitor students' AYP***

SMART Goals

To facilitate a monitoring system and to focus on making academic and behavioral gains, the Principal introduced SMART goals to interdisciplinary teams and content areas. The concept of SMART goals was new to many teachers who have since become well-versed in its design and implementation. To provide continued support, the Principal held monthly meetings where the process and progress of the SMART Goals was addressed.

Beginning in school year 2010-2011, each interdisciplinary team created two SMART goals: one to address student behavior and the other, academics. SMART goals were designed for teams to work interdependently toward a common goal. The goal was to be Strategic and Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

A new concept for many teachers at BMS, the creation of SMART goals was initially met with some resistance. Notwithstanding, teachers collaborated on team goals that would hold them accountable and would facilitate dialogue about teaching and learning. The use of data – as mentioned in Recommendation #1 - was also used to establish SMART goals in each team. By looking at discipline data and SAT10 scores, teachers were able to determine students' areas of growth.

The SMART goals were created to target students' needs as well as to address the district goals set forth by the Guam Department of Education and BMS's school goals. The district goals are as follows:

1. There will be an increase of at least 5% of students in performance levels 3 and 4 in the SAT10 in the areas of Language Arts, Reading, and Math.
2. At least 85% of the students will have a passing rate (60% or better) in the areas of Language Arts, Reading, and Math.
3. Schools will have no more than 15% suspension rate for the SY.

The school goals are aligned to the district goals:

1. The number of BMS students scoring in performance levels 3 and 4 will increase by 5% every year in Language Arts, Reading, and Math.
2. At least 85% of the students from BMS will have a passing rate of 60% or better in the areas of Language Arts, Reading, and Math.
3. BMS will have no more than 188 suspensions for SY2010-2011.

Each team's goals – both behavioral and academic are specific to their students and their needs.

While the Principal has met with teachers on a monthly basis, teams apply the continuous cycle of improvement during their weekly interdisciplinary team meetings. They analyze monthly data against their SMART goals to measure student achievement and to identify challenges. Where there are challenges, teachers are learning to work toward developing research-based interventions until goals are reached. Evidence of their progress and meetings

are documented by the team leaders. More recently, interdisciplinary teams document the results of at least one true professional learning community per month in which they are a part. This is one step at ensuring that the process of an effective PLC takes the place of traditional meetings that are information sharing rather than instructional learning.

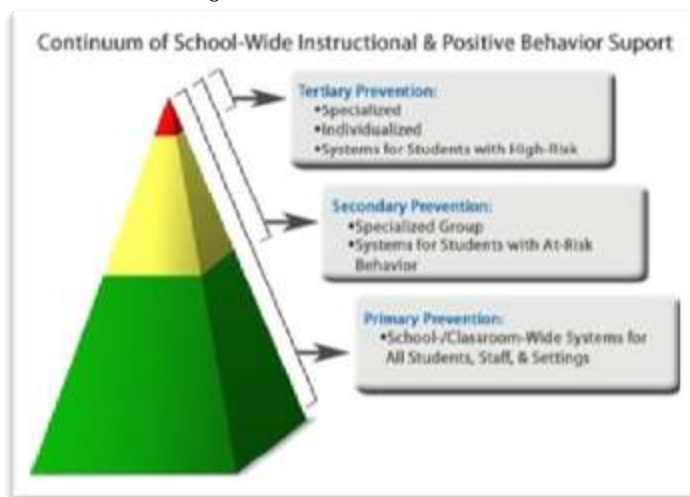
Currently, there needs to be a better system of monitoring and accountability of the SMART goals. Beginning in school year 2010-2011, each team had a Team Binder that included their SMART goals, data used to design the goal(s), and evidence of effectiveness. At the time, the Principal would collect the team binders for review every other Friday and return to team leaders with feedback. This school year, the submission and record of team interactions, data, and learning logs has been submitted directly to respective grade-level administrators via email and Livebinders.

PBIS Triangle Model Introduced in SY2010-2011

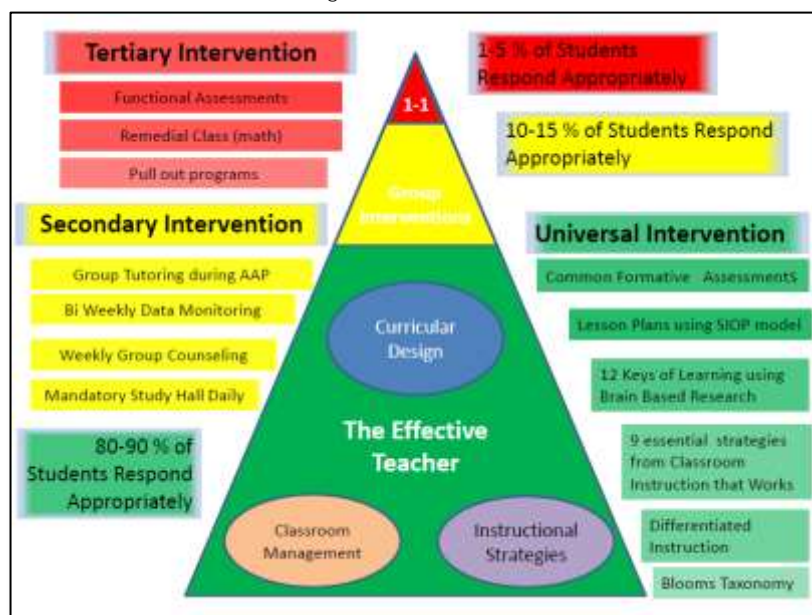
PBIS Triangle Model

In SY 2010-2011, the administrative team introduced the PBIS triangle model to help in addressing those students who need additional assistance. The model was frequently revisited in faculty learning communities.

The SAT10 yearly assessment continues to be one of the primary means of assessing students' progress and monitoring AYP. At the school level, student achievement is monitored also through



BMS Triangle Model – SY 2012-2013



performance on common assessments and teacher grades.

The BMS community has been able to identify with the Response to Interventions (RTI) and PBIS triangle model, which indicates different levels of interventions needed to assist students who either continue to misbehave, or who do not demonstrate a mastery of the academic skills as defined in the common assessments.

Teachers have become familiar with the Positive Behavior Intervention Supports (PBIS) model and are

beginning to identify those students who fall into the top two tiers. By examining data, teachers are beginning to identify students in the tertiary (red) and secondary (yellow) zones.

Pyramid Response to Intervention

This school year, the leadership team began an awareness session for the BMS Pyramid Response to Intervention (Appendix C). The pyramid emanates in the belief that all children can learn at high levels, but not all students learn the same way, at the same pace, or with equal support. Some students need additional time while others need additional support. It is the belief of the BMS leadership team that if additional time and support is provided to students, student learning will be evident as measured in the common assessments and with behavior data, as well.

Where there are students who struggle to reach mastery of skills as measured by the common assessments, the BMS Pyramid Response to Interventions is applied to ensure additional support is provided. The interventions range from schoolwide, to classwide, and then toward individual students. As a student demonstrates greater needs, the amount of support needed to assist the student increases. When the need arises, the frequency and attention for the intervention will be more specialized. Although the earlier stages of interventions are voluntary and highly-recommended, the higher levels of interventions are mandatory.

It is important to note that the highly specialized interventions may be problematic in that additional time would be required of students who need additional assistance. This requirement would necessitate students being pulled out of their elective classes to be taught by a specialized teacher, or require before- or after-school mandatory tutoring. With parent permission, tutoring outside of school hours is feasible. Having students pulled from their elective classes poses a threat to Guam Board Policy 338, the Middle School Curriculum, and therefore is problematic.

Currently, we are working with the district to find tutors and a curriculum coordinator to help support these endeavors.

2007 Critical Area of Follow-Up #6:

The administration and faculty need to continue to seek ways to address low parent involvement in school activities.

2010 Additional Recommendation #5:

Finalize and implement a Parent Involvement Plan

During a faculty learning session in April 2012, BMS faculty took the first steps at identifying 1) what is currently being done to improve the home-school connection and 2) how to better involve parents in their child's education. In SY 2010-2011, the school's Parent-Teacher-Organization was revived after having dissipated for a few years. This school year, our PTO has been inactive. After some research, it was discovered that BMS needed to change our perspectives about ways to increase parental involvement.

According to John Hattie, author of Visible Learning (2011), he articulates effective versus ineffective types of parental involvement. What BMS considered "active involvement" was actually ineffective, according to Hattie – percentage of parents attending PTO meetings, presence at sports events, and attendance at parent teacher conferences. While parents are present, these alone do not increase student achievement. Hattie explains that what is needed is the bridging of the home-school connection through the forging of a strong partnership wherein the same language is used at home and at school.

Some of the methods in which parents are kept informed include:

- Individual teacher contacts
- Monthly team newsletters (dependent upon team)
- Quarterly mid-quarter progress reports
- Notices sent home to remind parents of upcoming events
- Quarterly report cards

Prior to this school year, communications via technology were nonexistent. With GDOE's purchase of PowerSchool / PowerTeacher, BMS has been able to launch the student and parent portal, where students and parents are able to access attendance and grades online. The school administrator has taken a very aggressive stance in ensuring that parents get access to their child's grades on a real-time basis. Although implementation just started this school year, our current data reports that over students have accessed their accounts over 1,200 times and there have been almost 500 parent logins, as well.

One major change this school year was the creation and launch of our school website. The website provides visitors with all the information about BMS at their fingertips. According to the statistical data, the site receives an average of at least 100 visits a day. In addition to the website, BMS has several pages on Facebook, an online social network. Several BMS faculty act as "administrators" of the page, where they upload the latest information, post photos of recent school happenings, and provide a venue where students might ask questions or make comments relative to the school and its activities. Currently, there are over 450 "members" of the page, which is set to "private." In so doing, only those who are granted membership are able to view information on the page. The members consist predominantly of BMS faculty, staff, parents, and current students. Student leaders in the Student Body Association have also created their own student-run Facebook page which has been helpful in addressing students' questions regarding schoolwide functions. It has also been helpful in accessing students' voices in a way that is unfiltered. Through the online interactions, BMS faculty are able to get an informal snapshot of students' perceptions about their experiences at the school. Although not officially noted or monitored, some teams and teachers have created their own sites to establish a better home-school connection through the use of technology.

Vicente S.A. Benavente Middle School
Parent Involvement Survey

My child is in grade: 6 7 8

Team: _____

PUT A CHECK MARK OR AN "X" IN THE BOX THAT APPLIES

		ALL of the time	Most of the time	Sometimes	Never	Don't know
1	I feel welcome when I visit my child's school					
2	I work with teachers, staff, and administrators to ensure my child is learning					
3	I participate in parent-teacher conferences					
4	I attend the Parent-Teacher Organization meetings					
5	I participate in my child's learning					
6	I meet with teachers regarding my child's progress					
7	I help with my child's homework					
8	I communicate with teachers concerning my child's progress					
9	I am informed of what is happening in my child's classes					
10	I am familiar with the school's ESLRs (Expected Schoolwide Learning Results)					

I receive information about my child and/or the school through: (check all that apply)

☐ team newsletter ☐ team website ☐ parent portal
☐ school website ☐ email ☐ phone calls home
☐ other: _____

Additional Comments regarding the Home-School Connection:

A survey was administered to gauge parent and guardians' perceptions about the degree of their involvement in their child's learning. Results per grade level are indicated in Figures 57-59.

For the most part, parents of 6th graders feel welcomed at the school and feel that they are involved in their child's learning. The areas that showed the most inconsistent responses include: attendance at PTO meetings, Time taken to meet with teachers, and familiarity with the school ESLRs.

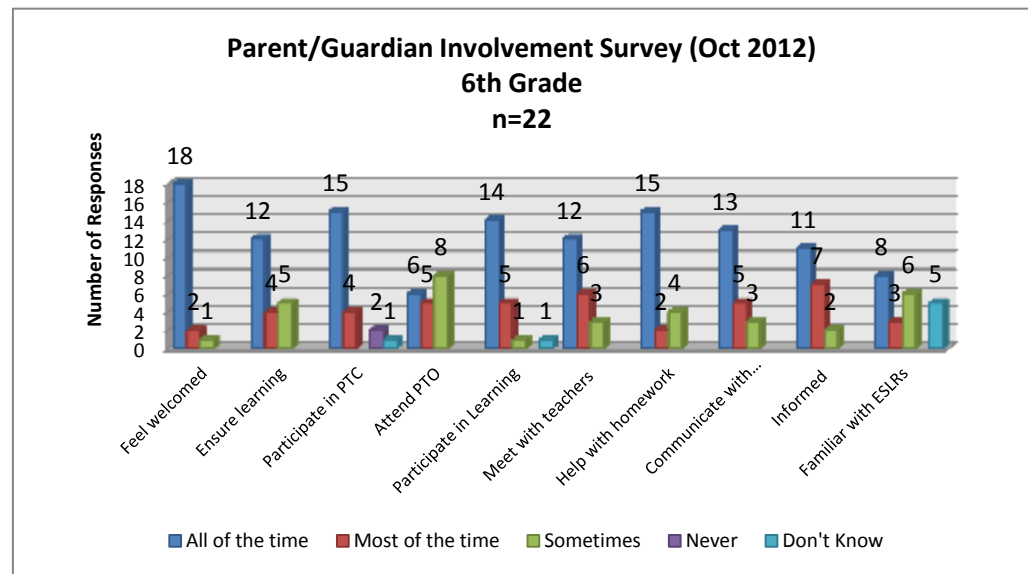


Figure 57

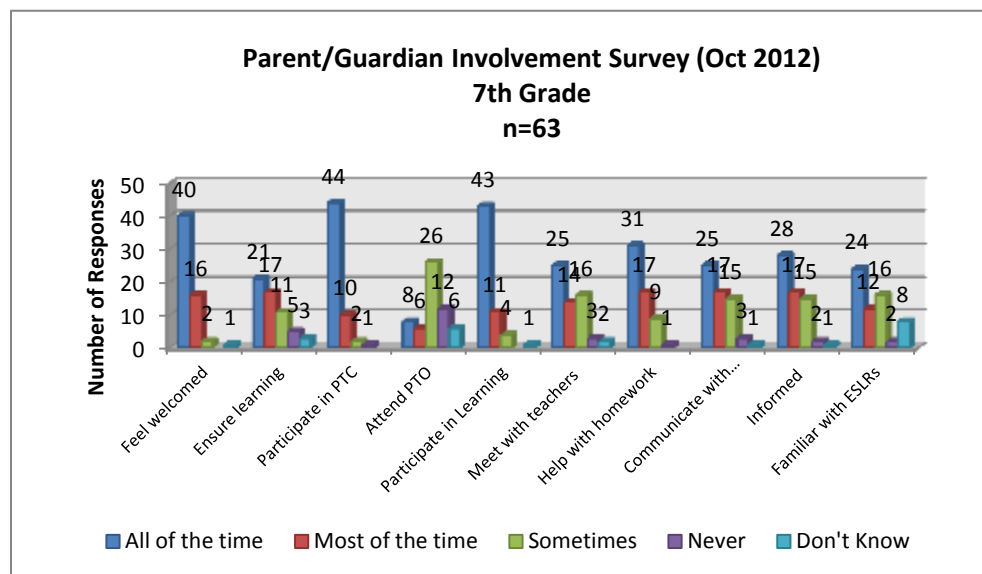


Figure 58

Parents of 7th graders say that overall, they feel welcomed at our school. There are several areas in which responses were inconsistent, which show that at the school level, there is room for improvement. These areas include: Home-school partnership to ensure learning, attendance at PTO meetings, time taken to meet with child's teacher(s), communication regarding child's progress, degree to which parents are kept informed, and familiarity with the school ESLRs.

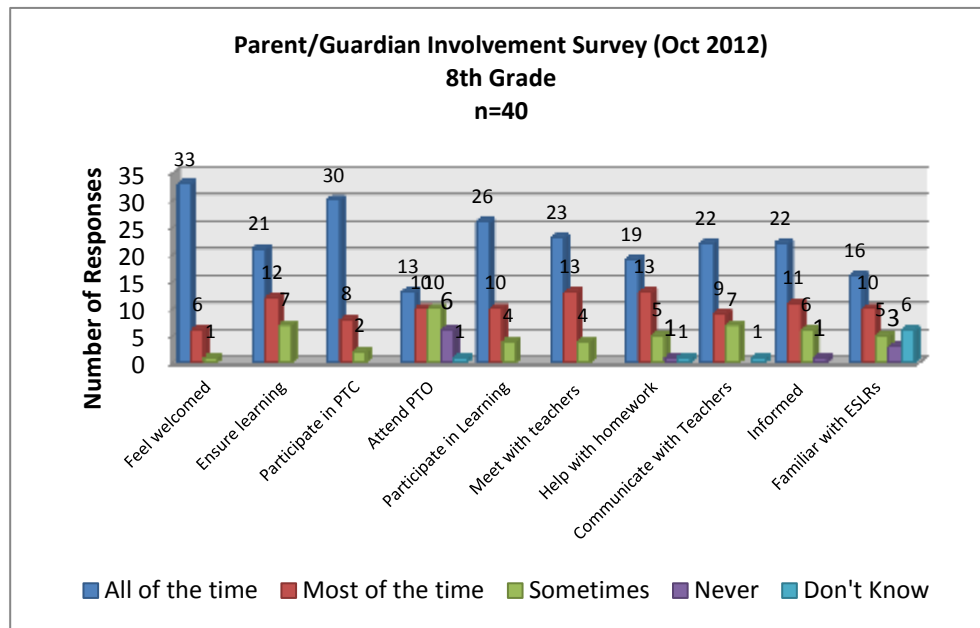


Figure 59

Majority of parents of 8th graders feel welcomed at the school. Again, the areas of concern based on the inconsistency of parent responses include: attendance at PTO meetings, time taken to assist child with homework, communication with teachers regarding child's progress, degree to which parents are kept informed, and familiarity with the school ESLRs.

Regarding methods of communication, the following graphs (Fig 60-62) is based on survey data that was collected in October 2012. To date, there have been an increase in logins onto the Parent Portal as parents are become more familiarized with how to access the database.

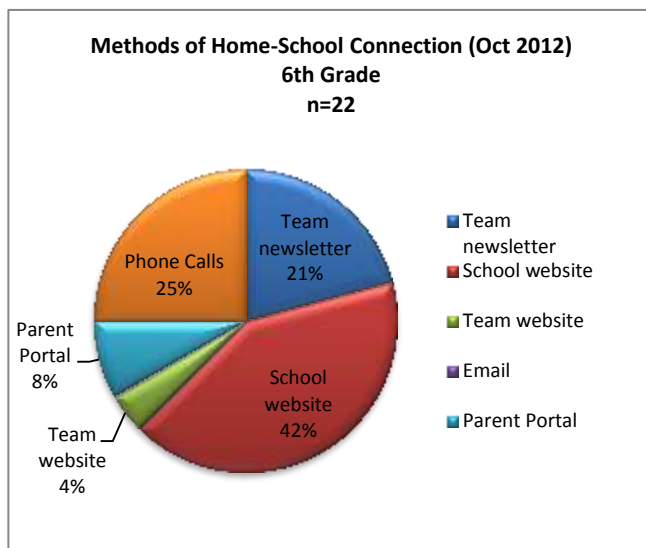


Figure 60

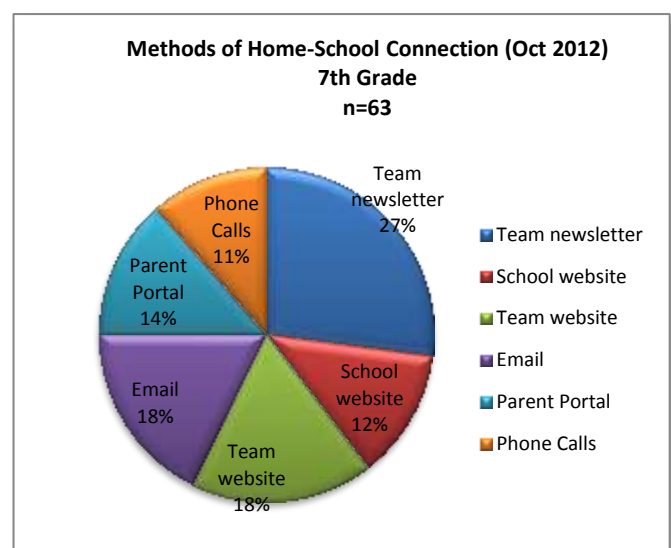


Figure 61

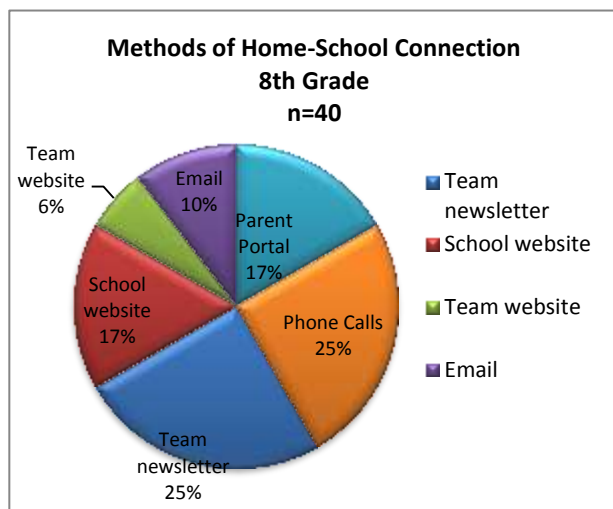


Figure 62

A large majority of parents of 6th graders obtain information through the school website, team newsletters, and phone calls. 7th grade parents receive information predominantly through team newsletters, team websites, and email. Parents of 8th graders receive information mostly through team newsletters and phone calls home.

2007 Critical Area of Follow-Up #4:

School leadership needs to develop a central database in which all statistics for assessment can be organized and accessed for classroom and schoolwide learning.

It is uncertain whether BMS had a central database for assessments prior to the midterm follow-up visit in 2011. BMS has since been working on establishing transparency for all stakeholders.

Discipline Data. Documents such as discipline data have been uploaded and shared through Google Docs, now known as Google Drive. This way, discipline records and outcomes are shared as they are documented by school personnel.

Academic and Demographic Data. Since the full implementation and use of PowerTeacher / PowerSchool a few years ago, all academic and student profile data is available and accessible online. Students' schedules, grades, and demographic data is now all readily available through the online database.

Common Assessment Data. Content area teachers are encouraged to utilize Google Drive as a means to share common assessment results. Currently, only some departments – such as math – have used an online database. Several teacher leaders have come together to create a database that would be shared across contents for common assessment data results, but this is still a work in progress.

Advisory Data Collection. To maximize personalization, advisory teachers have collected data on every student on campus. Such data highlights students' academic and behavioral information, interests, strengths, and growth areas.

Livebinders. Since SY 2010-2011, all documents relating to the school, leadership team, content areas, and interdisciplinary teams – have been posted on *Livebinders*. Items that are information in nature – such as the faculty and student handbook, school policies, resources, research-based articles, etc. – are posted in the online "binder." More importantly, though, is the posting of documents that are necessary to move forward – shared decisions made by the leadership team, individual and collective commitments, team and content SMART Goals, curriculum maps, and learning logs.

2007 Critical Area of Follow-Up #7:

The GPSS and school administration need to seek additional funding for repair and maintenance of the school, especially the library, AC systems, lighting, and water fountains.

2007 Critical Area of Follow-Up #8:

School leadership should continue to acquire needed funding for school and classroom level support and equipment.

In recent years, BMS has been able to allocate funding to provide for a wealth of materials, resources, and opportunities for professional development.

- Through GDOE's Division of Curriculum and Instruction: Standards and Assessment, BMS was able to:
 - Obtain membership with *Learning Forward's* Learning School Alliance. In addition, our administrators - together with several teacher leaders - were been able to attend and participate in off-island conferences
 - Obtain teacher leaders' membership into the Association of Supervision and Curriculum Development
- Through the GDOE Special Education, the school was able to gain membership and accessibility of the following online resources, complete with direct support and opportunities to participate in webinars:
 - PD360
 - Teaching Made Easier
- Through Project Håtsa, which works in collaboration with Guam CEDDARS, the school has acquired Personal Handheld Palm Pilots for teacher and student use
- Through the U.S. DOE's SLIP Grant (School Level Improvement Program), the school has acquired Responders, which is available for teacher and student use
- Most recently, the school has been able to acquire a variety of technological resources through the ARRA (American Recovery & Reinvestment) Grant:
 - Laptops for teachers
 - Mobile laptop cart
 - White boards
 - Promethean white boards
 - Smart boards
 - Elmo's
 - Multimedia projectors
- The Parent Teacher Student Organization (PTSO) has worked diligently this school year in providing canopies and surveillance cameras throughout the campus.
- Non-Appropriated Funds have been used to obtain student equipment and needs
- In addition to the Library Fund, the library has undergone major renovations and has had recent additions to their resources through fundraisers and solicitations. The annual BMS 5K continues to be one of the most profitable methods in which the library is able to obtain funds.

Chapter 4: Self-Study Findings



"The one doing the talking is doing the learning."

Lin Kuzmich

Category A. Organization for Student Learning

A1. School Purpose Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results (schoolwide learner outcomes) that form the basis of the educational program for every student?

CRITERION A1 INDICATORS AND PROMPTS

Beliefs and Philosophy

Indicator: The written statement of purpose reflects the beliefs and philosophy of the school and its constituency.

Prompt: *Comment on the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
<p>At Benavente Middle School, the written purpose (Mission Statement) and the Expected Schoolwide Learning Results closely reflect the belief of our school as a whole. It was only through careful consideration of our constituency that the school was able to clarify our beliefs.</p> <p>Our school's mission statement reflects our belief that a challenging (and exciting) curriculum, in conjunction with a supportive nurturing educational environment, enhances our students' ability to develop a positive, determined attitude.</p> <p>In addition, it encourages and supports our students to achieve to their highest potential. An important part of education at BMS is the inculcation of the necessary life skills to ensure future success in our changing world.</p> <p>Our school believes that all students are capable of learning and that in order for our students to be able to meet the needs of tomorrow, we must adjust and adapt today. Our Mission Statement and ESLRs are clearly articulated through various displays around our campus, in the classrooms, and on our team websites.</p> <p>At BMS, we apply a Framework of Success which includes Professional Learning Communities, Curriculum, Instruction and Assessment, and Personalization.</p>	<p>BMS Mission Statement</p> <p>BMS ESLRs</p> <p>Monthly Student ESLR Awards</p> <p>AAP Lesson Plans</p> <p>School and Team Websites</p> <p>Student Recitation and Understanding of ESLR meaning and Roadrunner Code of Conduct</p> <p>Continuous Cycle of Improvement</p>

Purpose, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes) and Profile Data

Indicator: The student/community profile data has impacted the development of the school purpose and schoolwide learning results.

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes).*

Findings	Supporting Evidence
<p>The academic performance of the students as well as all relevant factors within the community has had great impact on the development of the school purpose and the schoolwide learning results. As a matter of fact,</p>	<p>Annual SAT10 Performance Data</p> <p>BMS Student Demographics</p>

Findings	Supporting Evidence
this drives everything that Benavente Middle School does which is reflected in the changing of the ESLRs as needed. For example, our SAT 10 scores have consistently been below the national average. BMS is comprised of different segments of cultures and socio-economic backgrounds. This, along with changing times provided the impetus for BMS to adapt.	Refinement of the ESLRs Power Walkthrough Data Student Achievement Data Discipline Data

Involvement of All

Indicator: The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results (schoolwide learner outcomes).*

Findings	Supporting Evidence
<p>Together with BMS Administration, the school Leadership Team and some student representatives have worked through the intense refinement of the school purpose and Expected Schoolwide Learning Results.</p> <p>BMS stakeholders (to include teachers, students, parents, and staff) are empowered to make decisions in the development/refinement of the purpose and expected schoolwide learning results through the solicitation of feedback and suggestions.</p> <p>Information is passed along through various forms such as newsletters, school website, local newspaper, email, bulletins, parent surveys, assemblies, and meetings so that all are aware of the happenings at BMS. Any changes in the ESLRs are presented to the stakeholders and all have the opportunity to provide input.</p> <p>Although stakeholders – parents, particularly – are invited to attend meetings and/or offer input through their presence, or through their children who act as liaisons, their input is still minimal. Some work needs to be done to garner more parental input with regard to the refinement of the school purpose and ESLRs.</p>	<p>ESLRs Worksheets (BMS Faculty and Staff, Students, and Parents Responses)</p> <p>ESLRs Survey Results (Students and Parents)</p> <p>Work Session Agendas and Learning Logs</p>

Consistency of Purpose, Expected Schoolwide Learning Results, and Program

Indicator: There is a strong degree of consistency between the school purpose, the expected schoolwide learning results (schoolwide learner outcomes), and the school program.

Prompt: *Provide a range of examples that the school purpose, expected schoolwide learning results (schoolwide learner outcomes) and program are consistent.*

Findings	Supporting Evidence
The BMS Administration, Faculty, and Staff are fully committed in supporting our school's mission and ESLRs in order to create a learning and social environment that is "safe, conducive, and modern" for our students. As a demonstration of true commitment to our school's purpose and ESLR's, SY2012-2013 has brought with it big moves including the implementation of block scheduling, which allowed for the launch of AAP--	<p>Advisor-Advisee Program and Lesson Plans</p> <p>Moving towards the Common Core</p>

Findings	Supporting Evidence
<p>a non-academic course focused on character building. Although the transition into a flexible schedule showcases efforts in upholding our school's purpose of increasing student achievement, certain adjustment issues are still being addressed as our school works together to "adapt to changing times."</p> <p>A progressive move towards aligning content curriculum maps with Common Core State Standards is in effect at VSABMS. Each member of the administration and content departments are working diligently and collaboratively to ensure its full integration. Furthermore, Interdisciplinary team leaders and members at VSABMS have been tasked with creating SMART goals that specifically reflects team expectations and standards.</p> <p>An important element of our School Action Plan- personalization- is embedded into each team's smart goals. In addition to character building, the AAP course was implemented in order to personalize each student's learning experience by cataloguing individual interests, skills, test results, and learning styles in regularly updated AAP data sheets. Increasing student achievement is the focus at VSABMS and the evidence provided supports our mission in fulfilling the Roadrunner Academic Progress Plan (RAPP), an action plan developed around 3 core areas-Professional Learning Communities (PLC), Personalization, and Curriculum, Instruction, and Assessment (CIA).</p> <p>While it is a 3-5 year action plan, it is with confidence that the full impact of synergistic efforts to uphold our school's purpose and ESLR's will be reflected in its programs and in student learning.</p>	<p>State Standards</p> <p>Block scheduling</p> <p>SMART Goals</p> <p>Skills assessment data</p> <p>Sign in sheet from team logs to include agenda</p> <p>Survey of ESLRs</p> <p>SAI surveys</p> <p>Collection of AAP student data</p>
<p>At BMS, the process to ensure the involvement of the school community is effective. Ample opportunity was provided to school community members to provide input through the means of surveys and faculty meetings. The leadership then synthesized the input provided in order to develop indicators for our school ESLRs. However, not all faculty members chose to actively participate in the process.</p>	<p>PLCs (Interdisciplinary, etc.) Agenda, Sign-In and Learning Logs</p> <p>Team sign in sheet with agenda</p> <p>Meeting minutes</p>
<p>At BMS, to ensure consistency of our school purpose, ESLRs and programs, standardized lesson plans and curriculum map have been established for AAP.</p> <p>The Administration and the leadership team conduct informal walk-throughs to ensure student engagement in the lessons.</p> <p>ESLRs surveys are administered two times a year and are used to analyze program effectiveness. Students have been recognized for progress in the achievement of the school ESLRs during monthly assemblies in our previous years.</p>	<p>AAP Lesson Plans</p> <p>AAP Curriculum Map</p> <p>Walkthrough Data</p>

Communication about Purpose and Expected Schoolwide Learning Results (Schoolwide Learner Outcomes)

Indicator: The school has means to publicize the purpose and the expected schoolwide learning results (schoolwide learner outcomes) to the students, parents and other members of the school community.

Prompt: *Examine the effectiveness of the means to publicize the purpose and the expected schoolwide learning results (schoolwide learner outcomes) to the students, parents and other members of the school community.*

Findings	Supporting Evidence
<p>At BMS, we have taken extra measures to ensure that our students, parents, and community are aware of the Expected Schoolwide Learning Results (school wide learner outcomes).</p> <p>Some of the measures we have taken to ensure our community is knowledgeable of such information is by printing the school wide learning results and outcomes in the Student Handbook, inputting BMS' education update into the Guam PDN, School Newsletters, and School and Team Websites.</p> <p>Furthermore, school counselors go to feeder schools as a liaison for incoming 6th graders, as well as community outreach programs to assist our school, i.e. volunteer programs via GDOE.</p> <p>These extra measures taken by our school will help to ensure that we have open communication about the purpose and Expected Schoolwide Learning Results.</p> <p>Posters and banners are provided by school administration to be posted around campus. The behavior matrices are printed in different languages in an effort to reach our diverse student population</p>	<p>BMS Student Handbook</p> <p>Education Update in the Guam Pacific Daily News</p> <p>School and/or Team Newsletters</p> <p>School Bulletins</p> <p>Counselors' Meeting Logs</p> <p>School and Team Websites</p> <p>Banners and Posters</p> <p>Behavior Matrices (Translated)</p>

Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes) based on student needs, global and local needs, and other trends and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes) based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
<p>BMS has established Content Representatives, Professional Learning Communities (PLCs), and Teams Leaders that meet on a regular basis to review and analyze school data such as SAT10 data, peer walkthroughs, curriculum maps, common assessments, SAI Surveys, and SWIS Reports. It is through their efforts that changes have been made to align student needs and the trends and conditions they face with the school's purpose and ESLRs.</p> <p>Among the noted changes that have been made is the revision and translations of the ESLRs. The ESLR "Be Responsible, Be Respectful, Be Safe" was revised to "Behave Appropriately" in order to make it more understandable to our students. In addition to this, the ESLRs have been translated in Chuukese and Pohnpeian languages to accommodate a major portion of the school's Pacific Islander population (based on SY10-11</p>	<p>Interdisciplinary and Content Meeting Agenda and Logs</p> <p>Student Achievement Data</p> <p>SAI Data</p> <p>Walkthrough Data</p> <p>Discipline Data</p> <p>Refinement of the school ESLRs</p> <p>Translation of the ESLRs into Chuukese and Pohnpeian</p>

Findings	Supporting Evidence
data, Pacific Islanders comprise 22% of the school's population). The school also provides staff development resources and training to support and refine the various PLCs. Lastly, the school has developed a homebase class period (Advisor-Advisee period) that promotes the school's ESLRs and purpose through its lesson plans and activities conducted .	

A1. School Purpose: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>According to various sources of information (such as SAT10 data) the school has made great strides in learning, particularly in the area of our SAT 10 scores. BMS continuously examines the areas of greatest need on the SAT10 test and tailor curriculum maps and classroom instruction to increase student learning and performance.</p> <p>The school has also maintained a running Discipline Data sheet which identifies the different areas of concern and to develop lesson plans to address these concerns (character education.</p> <p>The faculty has also initiated and maintained a comprehensive data sheet for AAP classes to personalize education and the school environment for students, in which teachers have the opportunities to better know their students. Related to this is the establishment of AAP 'Exploratory Days' where students take part in faux 'clubs' (not necessarily organized) and activities which act as enrichment for the students.</p>	<p>SAT10 Performance Data</p> <p>Curriculum Maps</p> <p>Lesson Plan Design</p> <p>Discipline Data</p> <p>AAP Data Sheet</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
This criterion basically drives our curriculum in a great way. It provides the framework for preparing our students as established in the ESLRs, not just for areas of academic concern but for their overall development.	

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results (schoolwide learner outcomes) for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?

CRITERION A2 INDICATORS AND PROMPTS

Clear Policies and Procedures

Indicator: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.*

Findings	Supporting Evidence
The governing authority of the Department of Education (DOE) is composed of three parts: the Guam Educational Board (GEB), the District Office of DOE, and the administrators of the schools. Public Law 30-183 reorganized the Guam Education Policy Board, giving them general supervision and control of the DOE. The BMS Administration authority stems from Public Law and Board of Education policies and administers the daily operations of the school.	PL 30-183

Pretraining of Potential Board Members

Indicator: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Prompt: *Comment on the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
<p>Pursuant to Guam Code Annotated (GCA) Title 17 Chapter §3102.1q,(q) each newly elected or appointed Board member <i>shall</i> complete, during the first year of that member's first term, a training program to be prepared and offered by the University of Guam and the Department, regarding the skills and knowledge necessary to serve as a local school board member. The training program <i>shall</i> include:</p> <ol style="list-style-type: none"> 1. review of the Guam Code Annotated and other laws pertaining to DOE; 2. Roberts Rules of Order; 3. the budgeting procedures and guidelines of the Government of Guam and the Department; and 4. Difference(s) between policy making and micro-management of the affairs of the Department. 	Guam Code Annotated (GCA) Title 17 Chapter 3 §3102.1q

Relationship of Policies

Indicator: The governing authority's policies are directly connected to the school's purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).*

Findings	Supporting Evidence
Schools are required to enforce and adhere to federal and local statutes, GEB Policies, and Personnel Rules and Regulations. Moreover, Guam's Public Education Goals are reflected in the GEB Monthly Report summarizing all instructional and operational activities that are submitted to the superintendent. School leadership team members and content area representative delegate implementation of such policies to faculty, who are able to give input.	GEB Policies GEB Monthly Reports

Involvement of Governing Authority

Indicator: The governing authority is involved in the regular review and refinement of the school's purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *How is the governing authority involved in the regular review and refinement of the school's purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
At the school level, the BMS community participates in the regular review and refinement of the school's purpose and ESRLs. The governing authority does not participate in such to any degree.	Meeting logs of the process of reviewing and refining the school purpose and ESRLs (as evidenced in Chapter 2)

School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
While there exists the Guam Annotated Code which stipulates the governing authority's role, the degree to which the school community <i>understands</i> their role has not been measured. Documents related to their duties and roles at it affects the school community is available for public access.	Guam Code Annotated (GCA) Title 17

Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

Prompt: *To what degree is there clear understanding about the relationship between the governing authority and the responsibilities of the professional staff?*

Findings	Supporting Evidence
Policies are created and are in place regarding the responsibilities of the professional staff; however, they are not involved in the process unless through voluntary means. At the school level, the administrator is able to implement decisions through the collaboration of peer professionals (Leadership Team and Content Representatives, primarily) who in turn, share information and implement changes within respective teams.	Guam Education Board Policies Leadership Team Meeting Minutes Content Team Meeting Minutes

Evaluation Procedures

Indicator: The governing authority carries out clearly defined evaluation procedures.

Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority.*

Findings	Supporting Evidence
The governing authority evaluates the performance of schools through the District Action Plan, from which the BMS RAPP was created. From there, the Annual School Report Card was generated and comprised of three major components: student performance, student behavior, and school characteristics. Student performance includes: SAT10 results and school passing rates. Student behavior involves discipline reports and attendance rate.. School characteristics details employee attendance rate.	District Action Plan Annual School Report Card

Evaluation of Governing Authority

Indicator: There is a process for evaluating the governing authority.

Prompt: *Review and assess the process for evaluating the governing authority.*

Findings	Supporting Evidence
Board meetings are open for public entrance and participation; however, the degree to which BMS professional staff participates has not been measured. As a whole, the school's primary focus has been, and continues to be focused on student learning rather than governing.	

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

A3. School Leadership Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results (schoolwide learner outcomes), b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

CRITERION A3 INDICATORS AND PROMPTS

Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>At Benavente Middle School, the Administrators and Faculty have provided a handbook that details personnel rules and regulations for teachers (both new and veteran teachers.) Faculty Handbooks is accessible through the school website and on Livebinders.</p> <p>BMS also provides additional outlining of the professional teacher evaluation program which shows the responsibilities of the teacher and administrator and how they interact with one another.</p> <p>The Non-Appropriated Fund procedures provide a check and balance between the Administrator in charge, and the Club Advisor (as well as a student member of the club).</p> <p>At BMS, policies are in place and shared with faculty. However, improvement on communication is needed. There needs to be more clarification in some areas such as the BMS Pyramid of Interventions, Attendance Procedures such as Truancy, Transfer Student Information, and Discipline Protocol.</p>	<p>BMS Teacher Handbook</p> <p>Professional Teacher Evaluation Program (PTEP)</p> <p>NAF Procedures</p> <p>School Website</p> <p>Livebinders</p>

Existing Structures

Indicator: The school has existing structures for internal communication, planning and resolving differences.

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

Findings	Supporting Evidence
<p>At Benavente Middle School, we have taken strides to improve internal communication, planning, and resolving differences. Communication is done primarily via the GDOE internal email, personal text/messaging exchange, internal memos, etc. Open communication is also encouraged</p>	<p>Structural changes in schedule to accommodate the following:</p>

Findings	Supporting Evidence
<p>by the Administrator towards the solution of problems. Teachers are empowered to find solutions at the lower level before taking it to an Administrative level.</p> <p>Faculty and Staff also have their respective meetings with their immediate supervisors at regular intervals.</p> <p>The Leadership Team has worked alongside Administrators in establishing research-based methods of handling conflict. Beginning at the leadership level, the practice of having 'fierce conversations' is encouraged. Ground rules are established for all types of interactions – schoolwide professional development meetings, leadership meetings, content and interdisciplinary meetings – so that there is a mutual understanding of outcomes and a shared respect of others and their differences.</p>	<ul style="list-style-type: none"> a. Interdisciplinary - team prep period for team and parental meeting and planning. b. Content – team prep period. c. One lunch for school-wide faculty learning opportunities (grade level). d. Leadership meeting time (AAP) for collaboration, peer observation, and examination of data. <p>GDOE internal email</p> <p>Google Drive (Previously Google Docs)</p> <p>Livebinder</p>

Involvement of Staff

Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?*

Findings	Supporting Evidence
<p>At BMS, there is a need for more training with the support staff for accountability purposes. Liabilities and Standard Operational Procedures need to be put in place and/or followed accordingly.</p> <p>Although the school has processes and procedures which take into consideration involvement and collaboration with the support staff, this is more for Accreditation purposes and less towards student learning. There is room for improvement. There still appears to be a lack of accountability and some resistance among certain support staff members.</p> <p>Our support staff is supportive; however, more needs to be done to ensure they share their concerns regarding the students. Consistent meeting schedules and a proper meeting format need to be established to foster opportunities for collaboration more focused on student learning as opposed to 'housekeeping' or Accreditation duties.</p>	<p>Staff attendance (sign in) at meetings</p>

Review of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>The School Leadership Team at BMS regularly reviews the processes and procedures to determine the direction the school needs to take in regards to student learning.</p> <p>BMS does this by conducting yearly School Assessment Inventory surveys. The Leadership Team also conducts walkthroughs of the AAP classes and informal observations of the teachers. There are regular meetings with the new teachers through the weekly Induction program. Learning logs are also encouraged and implemented within most team meetings (be they content or grade level).</p> <p>At BMS the leadership team meets regularly to determine if what is being done is effective and beneficial to student learning. Findings are then shared through interdisciplinary team meetings, via email to whole faculty and staff, school bulletins posted on the school website (and sent via email), home groups, monthly Faculty Learning Sessions, and Professional Development Days.</p>	<p>SAI Data</p> <p>Walkthrough Data</p> <p>Induction Meeting Agenda and Learning Logs</p> <p>Leadership Team Meeting Agendas and Minutes</p> <p>Interdisciplinary and content team agenda and minutes</p>

A3. School Leadership: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>At BMS, all teams are required to manage and keep the AAP data sheets in order to facilitate continuous student assessment and learning as well as ensure personalization for each student. Teachers in their interdisciplinary team also take the lead in establishing SMART goals which are geared towards both academic and discipline issues.</p>	<p>AAP Data Sheet</p> <p>SMART Goals</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

A4. Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification requirements of staff.*

Findings	Supporting Evidence
<p>Employment policies and practices are reviewed during interviews of potential hires at yearly job fairs for teachers. GDOE Central Office provides a detailed outline of these policies related to the qualifications requirements. A copy of the employment policies can also be found online on the GDOE website. However, at the school site policies and practices are not readily available for viewing.</p> <p>Benavente Middle School follows rules and regulations governing the hiring process of staff at BMS as closely as possible. The school has an Equal Opportunity administrator that ensures fair working conditions and opportunities according to the law.</p> <p>Teachers are required to take classes for professional development and recertification at their own expense.</p> <p>Many courses have been offered free of charge, but not all teachers have taken advantage of such opportunities. For example, NCTM, STEM, the office of Curriculum and Instruction and Special Education have offered free courses whereby only a few teachers took advantage.</p>	<p>GDOE Personnel Rules and Regulation Handbook</p> <p>Teacher Certification Requirements</p>

Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training and preparation.

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training, and preparation.*

Findings	Supporting Evidence
<p>Procedures, such as drug testing and police clearance before hiring of positions are in place. Each year teachers are required to complete data sheets to specify years of teaching experience, additional education degrees achieved, and what teaching certification they possess and its expiration date. Selected teachers are tapped to attend workshops and seminars. However, workshops or seminars for SPED and ESL have been scarce or not available for those teachers.</p> <p>The Guam Commission for Educator Certification (GCEC) requires that teachers pass the Praxis I (Math, Reading, and Writing Assessment) and the Praxis II in their respective content specializations. These tests must be passed in order for teachers to obtain a current teaching certificate. Additionally, specialized teachers are required to receive additional training such as Autism Training, Safe-Crisis Training, etc.</p>	<p>Teacher Information Sheets</p> <p>Teacher Workshops / Professional Development</p> <p>Teacher Certification Requirements</p> <p>Induction Sessions</p>

Findings	Supporting Evidence
<p>At BMS, first and second year teachers (to BMS) meet twice a month with the Principal in order to discuss effective classroom management and best practices. In so doing, new teachers have a support system that allows for better preparation and transition into the school.</p> <p>Although requirements for teaching are set forth by the Department and the GCEC, BMS' teachers' expertise and certification are not made public or known to the school community.</p> <p>New graduates from the University of Guam that are hired as regular teachers for DOE must also undergo mentoring provided by the district. The mentors work closely with the school Principal to ensure they speak the same language in providing the necessary support for new teachers.</p>	

Maximum Use of Staff Expertise

Indicator: The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
<p>The staff at BMS supports student learning by providing support in the daily operations of the school. The school aides provide supervision duties outside the classrooms. They also perform teacher duties when they are asked to substitute a class when there is a shortage of substitute teachers. The clerks provide clerical duties. The custodial staff ensures a clean and safe learning environment. Staff assignments and duties may rotate to meet the needs of the school.</p> <p>Although the staff have specific roles and duties, they are extremely versatile in that they are called upon to perform other duties where there is a great need.</p> <p>The BMS faculty, however, do have specific roles based on Teacher Certification. All teachers are to teach in their certified area. In times of need, however, teachers often give up their prep periods to cover other classes within their content and/or interdisciplinary team so that there is less disruption of student learning.</p>	Staff Roles and Duties

Support of Professional Development

Indicator: The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.

Prompt: *How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?*

Findings	Supporting Evidence
BMS has implemented and continues to offer various opportunities and programs to its faculty and staff to encourage and promote professional growth. Through a variety of professional development training and programs, employees may continue to excel through gained knowledge	<p>Professional Development Learning Logs</p> <p>Participation in Teacher Workshops and/or Training</p>

Findings	Supporting Evidence
<p>and skills in their area.</p> <p>BMS does offer and promote internal and outside training. Among the training and programs that BMS offers and provides include the following: Focus on Learning Focus Groups, Autism Training, in-house PowerSchool training, Collaborative PLC training, and PBIS training. In addition to this, some members of the faculty attend the following training and programs such as induction programs, professional development (on and off campus), teacher re-certification, faculty training, and content training.</p> <p>In terms of professional development of the school's leadership team, BMS offers to its team training in such areas such as autism training, leadership PLCs, off-island conferences, and other professional support and development that focus on areas of need to keep student learning, teacher teaching, and staff functioning at a high level.</p> <p>To provide transparency and show what occurs in the various training and programs offered for professional development, the school makes use of learning logs, meeting agenda and minutes, GDOE email, and planning notes for future reference.</p> <p>At BMS, professional development is embedded through monthly faculty learning sessions, schoolwide professional development days and/or work sessions, and content and interdisciplinary PLCs. The main foci of these meetings are to encourage teachers to examine student data and share best practices or solutions based on student data. Based on the results, PDs are held to promote the use of effective strategies. These PD days are maintained to ensure that our school is compliant with the common goal, which is to have our students achieving the highest level of academic learning possible.</p>	<p>Content and Interdisciplinary Team Agenda and Minutes</p>

Supervision and Evaluation

Indicator: The school has supervision and evaluation procedures that promote professional growth of staff.

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
<p>The district has in place evaluation procedures to promote Professional Development within school staff.</p> <p>At BMS, administrators routinely conduct walkthroughs to ensure that teachers are performing their duties as educators and evaluate strengths and weaknesses of teacher practices. Immediate feedback is given via email and through PD360.</p> <p>At BMS, supervision is of utmost importance to ensure that students are in an environment that is safe and non-threatening.</p> <p>The principal has established an induction program for first through third year teachers to initiate them into the environment of BMS and the roles and responsibilities they have as classroom teachers and faculty members of the school.</p>	<p>Walkthrough Data</p> <p>Email</p> <p>Staff Supervision Assignments</p> <p>Induction Program Agenda and Minutes</p>

Findings	Supporting Evidence
With regard to teacher supervision, most team teachers have committed to opening their doors and greeting students during the transitional passing time. Some teachers also open their classrooms in the mornings and during lunch period. The supervision during the lunch period helps to alleviate the overcrowding conditions due to one lunch. The use of the surveillance camera to help assist with supervision and monitoring of behaviors.	

Measurable Effect of Professional Development

Indicator: The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
<p>At Benavente Middle School, the school leadership team as well as administration work hand-in-hand to develop a process by which to determine if professional development activities have an impact on student learning and achievement. The school has established and adopted the Professional Learning Community model which is utilized to determine if students are on track with what they are supposed to be doing. If it is found that students are not learning ideally, interventions and steps are taken to remedy them. This is accomplished via research based methods as well as utilization of internal and external sources of aid. It is still somewhat unclear to the teachers however, if there is an explicit process of the measurement of student performance other than the standard quarterly pre and post-tests as well as the SAT 10 indicators.</p> <p>BMS uses the Continuous Cycle of Improvement Framework to determine if Professional Development has impacted student performance. Content and interdisciplinary teams regularly meet to develop SMART Goals. Through this process, teachers' best practices are shared and implemented. Data is then collected and analyzed to determine if positive results were attained. The PDs have become a great way to reconnect with other teachers in other content areas.</p> <p>Teachers are required to attend PDs in order to see new data on the progress of the school. Data is shared within teams to be used in decision-making processes that focus on the students. Team leaders review information and documents available through livebinders to examine and reflect on what was done.</p>	<p>PLC Log SAT10 Data Common Assessments Continuous Cycle of Improvement Livebinders</p>

A4. Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
At BMS, our principal is always finding or in search of new methods and strategies to share with the teachers. It is our common goal for the academic success of BMS students to be always progressing. The principal	<p>Livebinders PD360</p>

Findings	Supporting Evidence
<p>is always emphasizing the use of PD articles, PD360, and Livebinders.</p> <p>The school staff has done as much as possible to address this criterion by assisting the teachers in any way possible. At Faculty meetings as well as mass e-mailings, relevant professional development articles on effective strategies are disseminated and discussed. Again, the PLC model is utilized to determine what types of strategies are working and what are not in addition to assessment of student performance.</p>	<p>Commitment and Learning Logs from PD sessions</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

A5. School Environment Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>Individual and cultural differences are celebrated at BMS and this evident through the level of caring, concern, and high expectations that is held among the whole school community.</p> <p>These goals are demonstrated through the school's policies, organization, and established curriculum. Our school tries to offer a variety of activities and programs that show concern for students' well-being while challenging students to meet high expectations.</p> <p>The school has in place a structural AAP block that demonstrates caring, concerns, and high expectations for all students. During this period, teachers are encouraged to get to know their students at a more personal level, such as student learning styles, likes and dislikes, and academic backgrounds. Teachers help students create goals for themselves and set high expectations for accomplishing their set goals. Recently, AAP Exploratory Day (referred to originally as "Fun Day") has been incorporated into the school calendar in order to honor individual differences – allowing students to sign up for exploratory courses based on their interests.</p> <p>With the belief that all students can learn, the administration, faculty, and staff encourage students to learn about individual and cultural differences of others through its AAP lesson plans, circle time during AAP, Chamorro</p>	<p>AAP Lesson Plans</p> <p>Circle Time</p> <p>Student participation in schoolwide activities</p> <p>Student Work</p> <p>ESLRs Survey Results</p> <p>AAP Data Sheets</p> <p>Progress Reports</p> <p>BMS Behavior Matrix</p> <p>ESLRs Awards</p> <p>Participation in Exploratory Day</p> <p>Parent Contact Logs</p> <p>PFC Outreach Logs</p> <p>Big Brother/Big Sister Participants</p> <p>UOG Tutors / Student Participants</p> <p>Student participation in service</p>

Findings	Supporting Evidence
<p>Week and Christmas around the World activities, and expressive writing through journaling.</p> <p>The administration and faculty analyze ESLRs surveys, student work, team discipline reports, AAP data sheets, and progress reports to review and revise if such programs and activities do actually improve student welfare. Among some of the products from such reviews include the following: the translation of the BMS Behavior Matrix in other languages, and ESLR awards. In addition to this, contact logs are widely used by BMS faculty and administration to communication to students' parents their child's progress at school.</p> <p>In the past, the Big Brother/Big Sister program was available for students. Currently, our school librarian has worked in collaboration with students from the University of Guam who are available to help tutor our students.</p> <p>Additionally, teachers have opened up their classrooms during morning/lunch times in order to provide additional tutoring for our struggling students and advance work for our students who are interested in advancing. Clubs and teams have also designed Outreach Programs as a way of giving back to the community. Our BMS Social Workers, CRT, and Outreach Program have also made home visits and organized programs for our students.</p>	<p>learning</p>

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
<p>Each member of the Administration, Faculty, and Staff at BMS works hard to foster positive student engagement, which in turn, results in a safe, nurturing environment, school spirit, and most importantly, increased student achievement. BMS believes that providing a safe environment for its students is foundational in creating a positive learning and social environment.</p> <p>Monthly student-led assemblies serve to instill a sense of unity, school and team pride, and are a means of informing students about discipline data and schedule of school activities. Students are made aware of team and individual achievements as posted on bulletin boards located in school corridors, the school and team websites, awards ceremonies, and are announced in the weekly school bulletin. Community engagement is also promoted at VSABMS through a variety of ways including: school fieldtrips, food drives, and inviting guest speakers as a means of inspiring students. Additionally, student interests are nurtured with the array of clubs, organizations, and sports that are accessible to all students.</p> <p>At BMS, there are various methods used to recognize each student. On a monthly basis, grade-level assemblies are held to recognize students who demonstrate proficiency of the school ESLRs and Roadrunner Code of Conduct. Additionally, the newly created school website recognizes</p>	<p>Monthly student-led assemblies</p> <p>Student participation in clubs, organizations, and sports offered at BMS</p> <p>Annual Club Fair</p> <p>BMS "Mall Day"</p> <p>Monthly activity days</p> <p>Student Awards</p> <p>AAP Lesson Plans</p> <p>Award ceremonies and/or recognition within Interdisciplinary Teams</p>

Findings	Supporting Evidence
<p>outstanding student work and award ceremonies are held within students' interdisciplinary teams. In teams, teachers celebrate students who accomplish in the areas of Academia, Behavioral Improvement, School Community Service, ESLR Recognition, as well as "A" and "B" Honor Roll Awards.</p> <p>The school fosters student self-esteem and high expectations. AAP lessons help to develop students' character, evaluate students' perceptions of success, and create a schoolwide focus on student success. Teacher lesson plans also address character development and academic achievement.</p>	

Mutual Respect and Communication

Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident.

Prompt: *What evidence supports mutual respect and effective communication among and between staff, students, and parents?*

Findings	Supporting Evidence
<p>All members of BMS believe that transparency is integral in allowing open communication at all levels. Effective communication is practiced daily at BMS as it allows for accountability of all members. The school community value its "open-door" policy as it is practiced in a myriad of avenues including PowerSchool (student/parent portals), school and team websites, e-mail, Livebinders, school bulletins, and ESLRs surveys.</p> <p>In addition, truancy and skipping have been addressed through daily phone calls that are made by teachers to confirm student absences. The BMS "Roadrunner Three" - Be Respectful, Be Responsible, Be Safe - is abided by all members as a means of ensuring communication that is truly effective. Students, especially, are encouraged to communicate any concerns and have access to a multitude of resources to confide in.</p> <p>At BMS, the school has established the distribution and use of school planners, allowing for a means of constant communication between teachers and parents. Teachers have also made their GDOE email accounts available to parents and guardians in order to more efficiently communicate questions and concerns regarding students.</p> <p>During the first and third quarters, teachers facilitate Parent Teacher Conferences. Realizing the importance of informing parents about team policy's and upcoming activities, teachers voluntarily take part in Open House activities that occur at the beginning of every school year. The Outreach Program is available for parents and serves as a resource for the community.</p> <p>At BMS, majority of the faculty and staff have mutual respect for one another; however, improvement can be made. There is still a lack of support from pockets of faculty and staff members, as well as a lack of communication.</p>	<p>School Planners Email correspondence Livebinders PowerSchool Parent Teacher Conference Sign In Sheets PFC Outreach Logs</p>

Teacher Support and Encouragement

Indicator: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
<p>The BMS community demonstrates that it is able to "Adapt to Changing times" by fostering a culture of innovation. A variety of instructional strategies based on the most current research have been adopted by the faculty at BMS.</p> <p>There is a lot of encouragement to use innovative approaches to enhance student learning. PD360 accounts have been provided to all teachers and faculty learning sessions have been dedicated to introducing effective teaching strategies. Additionally, time is provided to teachers to collaborate during team and content preps to share effective strategies, approaches, and lessons. While this particular resource – time – is available, not all teachers take advantage of the opportunity as they may lack the resources, ease of accessibility, knowledge, or the willingness to do so.</p> <p>A three-year Induction process is required of all new educators as a means of providing support and is a resource for learning practical skills. Training is provided to teachers throughout the school year and target introducing current strategies in teaching or with learning other technological tools such PowerSchool. Interdisciplinary team and Content meetings function as a source of sharing areas of concern and discussing strategies in teaching. Having professional learning communities among interdisciplinary and content teams encourage innovative approaches to enhance student learning. In various settings, teachers are able to share their struggles and strong points with colleagues, and learn new strategies that they can use in their own classrooms.</p> <p>Despite limited resources, BMS teachers engage students in active instruction and participation. Training is often provided to teachers which include the use of Graphic Organizers, Common Core State Standards, as well as the use of Google Drive. Teachers who are still novices with regard to technology are given the opportunity to participate in in-house training sessions for the online database, PowerSchool.</p> <p>Most recently, teachers have had the opportunity to participate in a wealth of in-house training in technology including the accessing and navigating of PD360, basic Excel and Microsoft Word, MovieMaker, the use of responders, and the accessing and creating of personal Livebinders.</p>	<p>Online Resources: PD360</p> <p>Participation in Various Training</p> <p>Induction Agenda and Learning Logs</p> <p>PowerSchool</p> <p>Content and Interdisciplinary Team Agenda and Minutes</p> <p>PLC agenda and learning logs</p> <p>In-house training sign in sheets</p>

Policies, Codes, Procedures, Resources

Indicator: The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.

Prompt: *Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?*

Findings	Supporting Evidence
<p>At BMS, policies, codes, procedures and resources are in place to ensure a safe, healthy, nurturing environment that is conducive to learning. All</p>	<p>ESLRs Awards</p>

Findings	Supporting Evidence
<p>students were given a student handbook that defines school rules and other policies and procedures. In addition, the BMS Behavioral Matrix was taught in all content areas during the first week of the school year and a standardized lesson plan was provided by the administration. Procedures for lock downs, evacuation and earthquake are also in place and drills are conducted to ensure that all staff and students know what to do in case of an actual emergency; however, there is still confusion during drills as there is a lack of communication among teachers and staff, as they are unable to adhere to the policies.</p> <p>Furthermore, school counselors and nurses, teachers and aides with additional training (Safe Crisis Management and CPR) and personalization during AAP are contributing factors to ensuring that the school provides a safe, healthy and nurturing environment for our students.</p> <p>Within the last year, BMS has invested in a surveillance camera system to minimize the number of school break-ins and vandalism. These surveillance cameras are set up in all areas of the schools. While it has helped to deter vandals, BMS has been the target of vandals on few occasions this school year.</p> <p>In order to encourage student learning, the school gives incentives to students who have achieved well academically or are exemplary in demonstrating the school ESLRs.</p> <p>In maintaining protocol and procedures, BMS has given all students school planners that include the school handbook that stipulates school rules and policies, and class syllabi that stipulates classroom rules and procedures. These resources are to be taken home and shared with students' parents/guardians.</p> <p>The Principal and school staff make it a priority to be in the hallways to greet students. This has been extremely effective in deterring unwanted behavior. Immediate discipline is enforced by grade-level administrators. Teachers make use of other faculties to ensure that learning is taking place and instructional time is put to good use.</p>	<p>Student Planners / Handbook</p> <p>Adult presence in hallways for monitoring purposes</p>

A5. School Environment: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>During non-instructional hours (break, lunch, activity periods), teachers often give up their space and time to accommodate students: PE teachers take an active role in opening the gym, the librarian accommodates all grade levels during the lunch period, and some teachers open their classrooms for activities, tutoring, or study hall.</p> <p>At Benavente Middle School, the school environment plays an important role in the learning/teaching process. While the school does not have a 100% ideal environment, the Administration, Faculty, and Staff all make the attempt to work together to insure that the students have the best possible setting for learning. In addition to the above mentioned items, BMS has also implemented various activities which promote cultural and</p>	<p>Student participation and attendance in activities</p>

Findings	Supporting Evidence
community awareness.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

A6. Reporting Student Progress Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's expected schoolwide learning results (schoolwide learner outcomes) and b) report student progress to the rest of the school community?

CRITERION A6 INDICATORS AND PROMPTS

Student Progress

Indicator: The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

Prompt: *How is student progress based on schoolwide learning results and curricular objectives determined and monitored?*

Findings	Supporting Evidence
<p>Student progress is determined and monitored by the use of grade level content area curriculum maps aligned with common assessments. The common assessments are standard throughout each content area and administered quarterly.</p> <p>Content curricular maps are used in every content area and exist to focus on curricular objectives and identified SAT10 skills. Some maps are set on a month-to-month basis and focus on the skills necessary for student achievement</p> <p>During grade-level assemblies, discipline data is presented to students and displays areas that need improvement. Students review graphs that show several aspects of school discipline issues: frequency of infractions, location of incidences, and most time of occurrence. This transparency allows students to take responsibility for their behavior and create goals for improvement.</p>	<p>Grade level content area curriculum maps</p> <p>Common Assessments</p> <p>Discipline Data</p>

Existing Standards and Procedures

Indicator: The school has procedures to communicate to the governing authority and members of the school community about student progress.

Prompt: *How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives?*

Findings	Supporting Evidence
BMS has taken strides to ensure that the student data is shared among the school community. Particularly, the Parent Portal has provides an opportunity for parents and students to see their current academic standing within their classroom. Also, school and team websites provides a place where information may be accessed at any time.	PowerSchool (Parent Portal)
BMS holds parent-teacher conferences once every semester to communicate with parents regarding students' progress. In order to communicate openly with students, some teams utilized social network media such as FaceBook and Twitter to stay in contact with students and post current information.	School and Team Websites
	Social Network Sites
	Parent Teacher Logs

A6. Reporting Student Progress: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Through AAP, teachers collect data on students' behavior and academic progress.	AAP Data Sheet

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

A7. School Improvement Process Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?

CRITERION A7 INDICATORS AND PROMPTS

Broad-based and Collaborative

Indicator: The school can document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.*

Findings	Supporting Evidence
<p>At BMS, there is documentation that the school planning process is broad-based, collaborative and has commitment of the stakeholders by the framework from Good to Great which outlines this process, as well as induction programs for new to fairly new teachers that allows for collaborative learning opportunities. There are Parent-Teacher Organizations, Parent-Portal community workshops, school bulletins, teacher made lesson plans, monthly common assessments for Math and development of ESLRs surveys (for parents, teachers, and students).</p> <p>However, even with all the opportunities to collaborate with the parents and the community, there is still a weak turnout for Parent Teacher Conferences, Open House, PTA, etc.</p> <p>At BMS, there is collaboration among administration, team leaders, content representatives, and the PTO. However, we are still in the process of gaining full commitment of all stakeholders. There needs to be more involvement of parent and community stakeholders.</p> <p>At BMS, the teachers and staff collaborate during scheduled meetings to plan and make decisions. With PLCs being institutionalized this school year, there are many opportunities for school-level collaboration to take place.</p> <p>There are faculty learning meetings during lunch times, scheduled PDs, and scheduled content meetings. In these meetings, teachers collaborate to align GDOE content standards with the common core standards. At BMS, "school-within-a-school" concept is currently being established.</p> <p>Teachers engage in faculty PLCs, collaborate in interdisciplinary teams on SMART Goals, student issues, and team response to interventions. Grade-level assemblies are conducted monthly for all grades.</p>	<p>PLC agenda and minutes</p> <p>Meeting agenda and sign in sheets</p> <p>PTC Sign In</p> <p>PTO Sign In</p> <p>ESLRs Survey</p> <p>BMS Framework</p> <p>ParentPortal Data</p> <p>School Bulletins</p> <p>Lesson Plans</p> <p>Common Assessments</p>

School Plan Correlated to Student Learning

Indicator: There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *What evidence supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes)?*

Findings	Supporting Evidence
<p>BMS uses the Breaking Ranks framework of instruction and personalization of the school environment/PLCs for our planning process. At BMS, stakeholders collaborate during PLC and interdisciplinary meetings. Also, our school works with other schools outside our region through LSA.</p> <p>On a weekly basis, leadership meetings are conducted to plan and discuss school issues, student academic and behavior achievements, data analyses, lesson planning, and teaching strategies.</p> <p>At BMS, there is evidence that supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes). Some items that can be used as evidence are the SAT 10 results, monthly discipline data, content area curriculum maps, quarterly common assessments, revised ESLRs, diagnostic tests (NELSON Skills Test/ Stanford Diagnostic Reading Test for reading and WRAT 4 for math), AAP data sheets, and team SMART goals. Some other types of evidence that BMS provides are Progress Reports, Bell Work question bank/ student work, School Action Plan (RAPP), Surveys (ESLRs, SAI), Student work, team, content, and leadership minutes. .</p>	<p>PLC Agenda and Minutes</p> <p>RAPP</p> <p>SAT10 Results</p> <p>Discipline Data</p> <p>Diagnostic tests (Reading and Math)</p> <p>Common Assessments</p> <p>Curriculum Maps</p> <p>AAP Data Sheet</p> <p>Survey Results</p> <p>SMART Goals</p> <p>Quarterly progress reports</p> <p>Student work</p>

Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
<p>The evidence at Benavente Middle School supports the congruence within different areas dealing with school improvement such as professional goals, teacher evaluation and strategic planning. There is much collaboration between all the stakeholders with the express intent of improving the school, not solely in academics but in all other areas indicated in the ESLRs.</p> <p>To that end, there are many avenues by which progress can be realized. For example, the adoption of the PLC model is slowly being implemented throughout the school in the Interdisciplinary, Content, and Grade level teams. Walkthroughs and evaluations are being completed in order to further plan what needs to be refined and completed. Team SMART goals are also utilized in conjunction with the content areas, with the end result being in the two working together to improve student performance.</p> <p>At BMS, the principal has set up an Induction Program for 1st, 2nd, and 3rd year teachers. While it is important for new teachers to become familiarized with school and departmental policies and procedures, and</p>	<p>PTEP</p> <p>PLC Learning Logs</p> <p>Walkthrough data</p> <p>SMART Goals</p> <p>Induction Program Agenda and Minutes</p>

Findings	Supporting Evidence
<p>more important goal of the induction program is to help them to become effective teachers. New teachers are inducted and supported in so that they become “believers” rather than “fundamentalists.”</p> <p>At BMS, each interdisciplinary/content team develops yearly SMART Goals and reviews goals during their regular team/interdisciplinary/content meetings to refine instructional strategies and interventions to meet higher student learning/achievement.</p>	

Correlation between All Resources, Expected Schoolwide Learning Results (Schoolwide Learner Outcomes), and Plan

Indicator: There is correlation between allocation of time/fiscal/ personnel/material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement plans.

Prompt: *What evidence supports the correlation between allocation of time/fiscal/ personnel/ material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement of the schoolwide action plan?*

Findings	Supporting Evidence
<p>At BMS, time, fiscal, personnel, and material resources are allocated to support the BMS framework (PLC, CIA, and Personalization). Time is embedded into the school day / year to ensure that there is collaboration among teachers and administrators to continue working towards improvement and student success. Improvements include block scheduling, revised curriculum maps, PD360 accounts for all teachers, new hires, extended lunch/prep periods and training time, and standardized lesson plans for AAP.</p> <p>Further, there has been lots of improvement to the school library with additional resources, computer lab, etc.</p> <p>At BMS, teachers were given the opportunity to choose Block Schedule or the 45-minute instructional period. Teachers voted to implement the Block Schedule for SY 2012-2013, in order to increase the quality of learning by having more time for students to be engaged in higher order thinking lessons.</p> <p>BMS provides teachers with the resources such as PD 360, Google Drive (formerly known as Google Docs), and information gleaned from walkthroughs. In addition, teachers discuss Best Practices during PLCs; participate in graphic organizer training, dialogue on training strategies, etc. to develop highly engaged lessons that focuses on higher order thinking skills.</p> <p>Careful planning and allocation of relevant resources is done in order to meet the fulfillment of the ESLRs as well as school improvement plans. Benavente Middle School follows many guidelines such as the framework of the Breaking Ranks model. The school has also recently made the effort to have consistent grade level assemblies to go over data and important information with the students. Block scheduling was also recently implemented this year to meet the suggestions of the teachers in what would constitute a better schedule to serve the students. Every meeting conducted, every decision made, is data driven. Data plays a key role in determining what is taught.</p>	<p>Bell schedule change</p> <p>Online resources: PD360, Google Docs, Livebinder</p> <p>Lesson plan design</p> <p>PLC logs</p>

A7. School Improvement Process: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The school improvement process has, in recent years, really become formalized. While in the past, school improvement was largely through individual initiatives and efforts with no overarching, coherent structure, it is now crystallizing into a 'group' effort. While it will still take time as collaboration is slowly beginning to take hold, the move in that direction is there. The continuous cycle of learning does not apply to only the students but to the Faculty as well. Whatever resources are available are now looked at with the intent of how it can benefit the school as a whole with students at the center of all decisions.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

WASC Category A. Organization for Student Learning: Strengths and Growth Needs

Category A: Organization for Student Learning: Areas of Strength

- Process of school improvement has started to become formalized as schoolwide effort
- BMS follows the Breaking Ranks Framework
- Collaboration in Professional Learning Communities in different capacities: interdisciplinary teams, content areas, faculty learning sessions, leadership team, induction meetings
- BMS faculty and staff constantly reminded of our focus on student learning
- SAT10 results show evidence of student growth
- Willingness to explore and enact new program to improve school and student learning with recent implementation of block schedule, revision of curriculum maps, and the AAP structure
- Block schedule allows opportunities for more effective use of instructional time
- Communication and transparency has greatly improved through the use of different avenues: GDOE email accounts, Livebinder, School Website (www.gdoe.net/vsabms), Google Drive, Observation 360
- PowerSchool accessibility for parents and students
- Walkthroughs allow for teacher accountability and improvement, instant feedback, and allow for teachers to learn and improve

Category A: Organization for Student Learning: Areas of Growth

- Lesson plan design using the SIOP Model may seem intimidating to some, therefore requiring teacher adaptability
 - *This can be embedded with the ESLRs lesson plan*
- Block schedule creates gaps with student absences
 - *This can be addressed in combination with discipline data during the teaching block*
- Discipline data reflects inadequate use of block period with struggling teachers
- Parent and/or student training for PowerSchool to increase accessibility
- Additional training in understanding the Common Core State Standards
- Additional and on-going professional development and training to engage support staff in student learning
- Involvement of all BMS stakeholders in the process of student learning and matters relative to the school
- ESLRs need to be better embedded in teacher lesson planning as a means to drive instruction

Category B. Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through successful completion of any course of study offered?

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>The school has developed a comprehensive and sequentially documented curriculum within grade level content areas. During content meetings, teachers review the previous year's SAT10 Item Analysis to identify specific skills that address students' strengths and weaknesses. Depending on the frequency of occurrence on the SAT10, weakest skills are selected as a focus per content area.</p> <p>The curriculum is currently being modified by a critical and detailed analysis of goals to ensure alignment of identified skills, Guam Department of Education Standards and Performance Indicators, and most recently, the Common Core State Standards.</p> <p>The curriculum is currently being modified by a critical and detailed analysis of goals to ensure alignment of identified skills, Guam Department of Education Standards and Performance Indicators, and most recently, the Common Core State Standards.</p> <p>While curriculum maps have been developed and implemented across grade level content areas, most are on the same page with the exception of 8th grade social studies and 8th grade science; albeit they continue to be a work in progress.</p>	<p>Content Area Meeting Logs SAT10 Item Analysis Curriculum Maps</p>
<p>This school year, BMS has implemented the schoolwide use of a Lesson Plan Design / Template that follows the Sheltered Instruction Observation Protocol (SIOP) Model. The lesson plan format ensures that instruction is structured and varied. Some of the elements of the lesson plan include the incorporation of an anticipatory set so as to build students' background knowledge, articulation of the learning target/objective, focus on content-specific vocabulary, teacher modeling or lecture, guided practice, independent practice, and closure.</p>	<p>Lesson Plan Designs utilizing the SIOP Model</p>
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	

Findings	Supporting Evidence
<p>Reading</p> <p>The Reading department administers the Stanford Reading Test as a diagnostic tool. The data is used to identify students not on grade level in these content areas, and to utilize various strategies to build on students' schema, their math and reading levels, and to show progress at the end of the school year.</p>	<p>Stanford Reading Test Data</p>
<p>Language Arts</p> <p>6th grade Language Arts teachers meet on a regular basis to review the results of common assessments and work collaboratively on lessons to be taught thereafter. Teachers share strategies, discuss student learning and progress as reflected in student work and achievement on the common assessments.</p> <p>7th grade Language Arts teachers meet regularly to look at common assessment data and to work collaboratively on lesson plan designs in order to address students' academic needs. Teachers are currently collaborating on ways to modify instruction based on the results.</p> <p>8th grade Language Arts teachers have established and implemented curriculum maps. Due to long-term teacher absence at the beginning of this school year as well as personnel shifts, there has been minimal opportunity for whole grade-level collaboration; however, they are now taking steps toward true collaboration.</p>	<p>Grade level, content area meeting minutes</p> <p>Language Arts Curriculum Maps</p> <p>Language Arts Common Assessment Data</p> <p>Lesson Plans</p>
<p>Math</p> <p>The math department uses the WRAT-4 (Wide Range Achievement Test) data to determine the stored knowledge of students as a point of entry.</p> <p>Math teachers have identified students struggling in grade level math and used Response to Intervention supports by providing remedial program for these students.</p> <p>The 8th grade math curriculum maps are complete, but was found to be lacking in alignment with our SAT10 data and Common Core State Standards. 8th grade math teachers are meeting bi-monthly to revise the map; reorganizing skills into more coherent groups and developing pre and post-tests that are to be taken by all 8th graders. The next stage in this project (next year) is:</p> <ol style="list-style-type: none"> to experiment with lesson plans that align with curriculum and then to share those plans so there is a common collection for all 8th grade math teachers, and to consult across grade levels for vertical alignment 	<p>WRAT-4 Data Results</p> <p>Math Curriculum Maps</p>
<p>Science</p> <p>Science teachers use different graphic organizers (concept maps, tables, charts, Frayer's model, etc.) as part of their lessons to accommodate students' different learning styles.</p> <p>Science teachers utilize small groups and cooperative learning activities as they have proven to be successful.</p>	<p>Science Curriculum Map</p> <p>Science Common Assessments</p> <p>Graphic Organizers</p> <p>Student Work:</p> <ul style="list-style-type: none"> • Computer projects • Poster boards • Oral presentations

Findings	Supporting Evidence
<p>Physical Education and Health</p> <p>The Physical Education and Health Departments' curriculum maps are based on the Department of Education Physical Education Standards. While all teachers will have taught the same skills within the school year, not all lessons are taught simultaneously.</p>	<p>Physical Education and Health Curriculum Maps</p> <p>Physical Education and Health Lesson Plans</p>
<p>English as a Second Language</p> <p>The ESL team teachers use current educational research to provide modified instruction while adhering to the schoolwide grade-level curriculum maps in order to cater to the individual needs of our students.</p>	<p>Sheltered Instruction Observation Protocol (S.I.O.P.) Model Lesson Plans</p> <p>Modified Grade Level Curriculum Maps</p> <p>WRAT-4 Data</p> <p>Nelson Reading Test Data</p> <p>Bellwork (based upon SAT10 skills practice and assessments)</p>
<p>Special Education</p> <p>Content maps are provided to Special Education teachers by the various content areas. However, our lessons are dictated by student needs and teachers are not always able to follow the timelines set by regular content standards.</p> <p>While many of the content areas are able to collaborate, SPED works on the fringe or we are not always part of the professional collaborative team, which can hinder our growth as teaching professionals.</p> <p>To meet our students' unique needs, our Admin has designated SPED as its own content area. This allows us to modify the curriculum to meet student needs, whereby teachers use graphic organizers and other instructional strategies learned through prior knowledge and experience, online training, or job-embedded professional learning.</p>	<p>Content Area Curriculum Maps (used at modified pace)</p> <p>PLCs (strategies and resources)</p> <p>Graphic Organizers</p> <p>Teacher Training</p> <p>Professional Development online (use of PD360 or Teaching Made Easier)</p>

Learning Results Complementing Standards

Indicator: The school provides evidence that the schoolwide student goals or expected schoolwide learning results (schoolwide learner outcomes), such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.

Prompt: *Provide evidence that the expected schoolwide learning results (schoolwide learner outcomes), such as critical thinking, form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning.*

Findings	Supporting Evidence
<p>After put to vote at the end of last school year, BMS now employs the 4AB Block Schedule, which has allowed for more instructional time per period. Classes now span eighty minutes, where teachers are able to ensure a master of specific skill sets.</p>	<p>Modified bell schedule (block schedule)</p>

Findings	Supporting Evidence
Teachers have participated in learning sessions regarding the use and effectiveness of graphic organizers as it elicits higher order thinking skills. Students' use of graphic organizers across content areas provides visual representations of students' understanding at a critical level as they move from the abstract to concrete. This has helped to ensure learning is occurring.	Student work: Graphic organizers
Through Faculty Learning Sessions facilitated by administration and through PLCs with content or interdisciplinary teams, BMS teachers are able to share instructional practices and methods of assessment. Most teachers at BMS encourage students' higher order thinking skills through the use of effective questioning strategies, hands-on projects and authentic assessments, and project-based learning. This is evident in recorded use of PD360 and Power Walkthrough Data Other such instructional strategies include the use of Bellwork in all content areas across grade levels. The Frayer Model is used across content areas, as is the practice of test taking strategies that is likened to that of the SAT10 format. In addition, some teams/teachers use the "ticket out" system to determine which students grasped the concept or skill taught for the day.	Faculty learning session agenda and minutes Content and/or Team PLC logs Student Work Frayer Model Ticket Out PD360 and Power Walkthrough Data
BMS administration performs periodic walkthroughs using Marzano's <i>Classroom Instruction that Works</i> as it relates to instructional strategies and Bloom's <i>Taxonomy of Learning</i> to measure the degree of student learning. Teachers are offered immediate feedback from the walkthroughs so that they may reflect on their teaching practice and modify instructional strategies as needed. This transparency allows for a better look into the methods in which teachers teach and students learn, so as to yield an increase in student understanding and application of content taught.	Walkthrough Data and Feedback
The use of common, schoolwide lesson plans during the Advisor-Advisee Program (AAP). Lesson plans are designed with a monthly 'theme' in mind to ensure that personalization occurs in concurrence with the application of the school ESLRs. Students' abilities to apply the ESLRs both in and out of the classroom are indicative of their ability to make connections, which is a critical thinking skill.	AAP Lesson Plans
At the end of the last school year, the BMS leadership team developed a rubric in which each ESLR and indicator could be measured. This school year, the rubric was given to every teacher and displayed throughout campus. Although it has not been widely used as of yet, the rubric was used to create a schoolwide survey that was given to all students to gauge their perceptions of their personal academic and social growth. The results provide a snapshot of the ways in which students measure their own success. This is directly linked to the ways teachers teach and students learn. BMS is in the process of making sense of this data as it relates to instructional methodology and student achievement.	ESLRs rubric ESLRs survey results

Curricular Standards

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: *To what extent are there defined curricular standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
<p>At Benavente Middle School, the faculty provides a comprehensive and sequential documented curriculum through the development and continual refinement of the grade level content area curriculum maps.</p> <p>The curriculum maps entail thematic units which form the basis and provide for common assessments across the subject/grade level area. The curriculum map encompasses the skills identified through the SAT10 item analysis as areas of high concern and emphasizes them. Content areas continue to work on ensuring alignment of the Guam Department of Education Content Standards and Performance Indicators with the newly adopted Common Core State Standards.</p> <p>The curriculum maps are implemented across grade levels for the purpose of addressing common learning and cohesive teaching strategies. The extent to which curriculum maps are implemented with fidelity varies from content to content. In addition, some departments have started meeting in PLCs to discuss and analyze best practices and participate in experience sharing.</p>	<p>Grade Level Content Area Curriculum Maps</p> <p>SAT10 Item Analysis</p> <p>GDOE Standards and Common Core State Standards</p> <p>Content Area Meeting Minutes</p>
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	
<p>English as a Second Language</p> <p>The ESL Team teachers adhere to the grade-level curriculum maps in order that the students are learning similarly to their mainstream counterparts, while learning at individual paces and addressing their English Language Learning needs.</p>	<p>Modified Grade Level Curriculum Maps</p> <p>Common Assessments</p> <p>SIOP Lesson Plans</p>

Student Work — Engagement in Learning

Indicator: The examination of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum that also addresses the schoolwide student goals (ESLRs).

Prompt: *From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the schoolwide student goals?*

Findings	Supporting Evidence
<p>The level of student engagement at BMS is evidenced through walkthroughs conducted by administration and teacher leaders, who reference Bloom's Taxonomy.</p>	<p>Walkthrough Data</p>
<p>In some content areas and interdisciplinary teams, BMS have begun the process of looking at student work in PLCs. Student work ranging from low to high performance is analyzed in order to better understand students' learning styles. To some degree, some collaborative teams evolved into developing common lesson plans to reflect students' academic achievement as they apply to the school ESLRs.</p>	<p>PLC Logs</p> <p>Lesson Plans</p> <p>Student Work</p>

Findings	Supporting Evidence
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Reading</p> <p>Student learning outcomes are assessed through the use of formative assessments that include: exit tickets, quizzes, class assignments, and cumulative assessments, and common formative assessments.</p>	<p>Student Work</p> <p>Common Assessment Data</p>
<p>Language Arts</p> <p>The progression of student achievement is assessed via the use of portfolios (a compilation of student work) and the common assessments taken at the beginning and end of the quarter to measure their improvement.</p>	<p>Student Work</p> <p>Student Portfolios</p> <p>Common (Summative) Assessment Results (Pre and Post Tests)</p>
<p>Math</p> <p>To a significant extent, there is implementation of standards-based learning that also addresses schoolwide learning goals. Even within the context of mathematics, valuing of the community and making positive choices are taught, recognized, and rewarded. Methods of the application of the ESLRs to the content vary from teacher to teacher.</p> <p>To a lesser extent, classroom assignments in math display a valuing of the community, making positive choices, and being respectful and responsible. The extent varies from teacher to teacher, but there is evidence: paired and small group work, recognition and reward for positive choices, and student work that requires responsibility to succeed, such as keeping, doing, and returning homework.</p>	<p>Student work</p>
<p>Science</p> <p>In science classes, learning outcomes are assessed by quarterly common assessments, class assignments, lab activities, and other cumulative assessments.</p> <p>GDOE content standards and performance indicators and the Common Core State Standards have been interpreted into student-friendly, student-centered objectives.</p>	<p>Student Work</p> <p>Quarterly Common Assessment Results</p> <p>Mid-quarter progress reports</p> <p>Student-friendly standards and objectives</p>
<p>Social Studies</p> <p>Teachers keep student work in the classroom through a portfolio to document student engagement in learning.</p>	<p>Student Work</p>
<p>Physical Education and Health</p> <p>At BMS the students are engaged in activities such as our annual Field Day and Coconut Olympics. They also participate in Intramurals games, interscholastic sports, and AAP Exploratory Days. Students demonstrate understanding of game rules by playing safe, playing fair, and having fun.</p>	<p>Sportsmanship on Field Day</p> <p>Coconut Olympics</p> <p>Intramurals and Interscholastic Sports</p> <p>Presidential Fitness Test</p> <p>AAP Exploratory Day</p>
<p>Special Education</p> <p>The team tries to ensure student work to achieve mastery. Data collected from the various assessments are used to drive student learning. Because our students are on IEPs and have very specific needs, we must work to ensure mastery or our student population cannot progress. Unlike the rest</p>	<p>Graphic Organizers</p> <p>Progress reports</p> <p>Student tests</p> <p>Hands on projects</p>

Findings	Supporting Evidence
of the school, however, our students also require more time.	Games Formal/ Informal Evaluation
<p>English as a Second Language</p> <p>The ESL team teachers examine students' work and based on the results, provide interventions such as re-teaching. Based on current data, majority of the students are still struggling in Math. SAT10 data and results from the Nelson Reading Test also indicate that majority of struggle in vocabulary, as well.</p>	<p>Student Work</p> <p>SAT10 data</p> <p>Nelson Reading Test data</p>

Acceptable Student Achievement

Indicator: The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results (schoolwide learner outcomes) through defined performance indicators.

Prompt: *What evidence demonstrates acceptable student achievement of the curricular standards and the expected schoolwide learning results (schoolwide learner outcomes) through defined performance indicators?*

Findings	Supporting Evidence
<p>The primary means of gauging acceptable learning is through quarterly midterm progress reports and quarterly grades. To achieve a passing score, students must earn at least a 60%. Through the reporting of quarterly and yearly marks analysis, teachers are able to compare scores as they reflect teaching and learning. This provides a basis for interactive dialogue and collaboration on best practices as it affects student learning and achievement.</p> <p>The school has also recently opened up the parent/student portal in PowerSchool (the department's computerized online grading system), which serves to provide transparency as well as show student growth and progress.</p>	<p>Grades: Midterm Progress and Quarterly</p> <p>Marks Analysis</p> <p>PowerSchool Access Data</p>
At BMS, each content area reviews the SAT10 Item Analysis to identify critical skills which are incorporated into curriculum maps. Thereafter, students' understanding of the skills taught are measured through common assessments. While all grade levels and content areas have created common assessments, the degree to which it is used to measure student achievement vary from one content to the next.	<p>SAT10 Item Analysis</p> <p>Grade Level Curriculum Maps</p> <p>Common Assessments</p>
SMART Goals are created across content areas and grade levels that are specific and aligned to performance expectations and students' needs.	SMART Goals
This school year, the BMS community was given rubrics with defined performance indicators in which to measure application of the ESLRs. Although it is widely visible and posted schoolwide, there is still some improvement to be made as use of the rubrics are not embedded in daily school activities – both in and out of the classroom.	ESLRs Rubric
Interdisciplinary teams have Citizenship Rubrics that are reflective of the school ESLRs. The rubrics are attached to school syllabi and explained to the students at the beginning of the year.	Citizenship Rubrics by Team
While some teachers measure student progress through defined performance indicators with the use of rubrics, there is a need for	

Findings	Supporting Evidence
schoolwide collaboration on the development of rubrics to measure student growth.	
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Math</p> <p>Pre- and post-tests are administered to show student growth and progress. Math teachers have set certain standards of passing rates on common assessments. When passing rates are not met, a PLC among teachers is held to develop interventions and SMART goals.</p>	<p>Common assessment results</p> <p>SMART Goals</p> <p>PLC Logs</p>
<p>Science</p> <p>Pre and post assessments are used in the classroom. If more than 20% of students demonstrate that they do not comprehend material, the lesson (or parts of the lesson) is retaught until at least 80% of the class has achieved mastery.</p>	<p>Student work</p> <p>Student assessments – Pre and post tests</p>

Curricular Review, Revision, and Evaluation

Indicator: The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area and its impact on providing a challenging, coherent, and relevant curriculum for all students.*

Findings	Supporting Evidence
<p>Work on curriculum maps started in SY2010-2011 and since then have been a work in progress. On an annual basis, curriculum maps and common assessments are revised based on the SAT10 item analysis and refined based on students' academic needs.</p> <p>The BMS faculty takes part in the process of curriculum review and evaluation. This is done in order to provide a curriculum that is not only challenging and coherent, but most importantly relevant. While we are still refining the curriculum as needed, progress is being made.</p> <p>We are in the third year of the implementation of common assessments that is used to strengthen the quality and focus of our Professional Learning Communities.</p>	<p>SAT10 Item Analysis</p> <p>Curriculum maps</p> <p>Common assessments</p> <p>Yearly refinement of curriculum maps</p> <p>Content area PLC Logs</p>
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Math</p> <p>Curriculum maps are implemented across grade levels for the purpose of addressing common learning and cohesive teaching strategies. Although some teachers meet within their grade levels for the analysis of best practices and experience sharing, it is not done department-wide. In this aspect, there is room for improvement.</p> <p>As with all contents, the Math department has aligned their Curriculum Maps to the GDOE Standards and is currently working on adjusting their maps to reflect the Common Core State Standards.</p> <p>Next school year, the department is looking to put more emphasis on vertically aligning the maps so that there is less gaps in skills taught as students' progress from one grade to the next.</p>	<p>Meeting Logs</p> <p>Curriculum maps</p> <p>Common assessments</p> <p>GDOE content standards and performance indicators</p> <p>Common Core State Standards</p>

Findings	Supporting Evidence
<p>Physical Education and Health</p> <p>At BMS the PE Health Department designed a curriculum map three years ago. The following year, it was modified for improvement, and this year is in full implementation.</p>	<p>Curriculum Maps</p> <p>SMART Goals</p>
<p>Special Education</p> <p>Special Education teachers at BMS have used various teaching methods to engaged students. Not all were successful, so teachers were forced to revisit the cause, which helped to identify skills that needed re-teaching.</p>	<p>Graphic organizers</p> <p>Puppetry</p> <p>Reader's theatre</p> <p>Online reading programs</p> <p>Use of manipulatives to help students achieve mastery</p> <p>Interdisciplinary Unit</p> <p>Research-based programs (Touch Math)</p>
<p>English as a Second Language</p> <p>The ESL team teachers continually meet within their content areas and interdisciplinary teams to review, evaluate, and revise the curriculum in order to make it more challenging, coherent, and relevant for students. The teachers continue to modify the curriculum in order to address the particular needs in ESL.</p>	<p>Curriculum development and revisions during Content Area meetings</p> <p>PLC Logs</p>

Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units and/or courses.

Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units and/or courses.*

Findings	Supporting Evidence
<p>The first step that BMS as a whole undertook was to clearly articulate what the definition of 'collaboration' was. In reference to the Stages of Teaming, BMS has passed the "forming" phase within teams and are currently working through the "storming" phase before collaboration becomes the norm.</p>	<p>PLC Logs</p>
<p>Teachers at BMS have begun participating in Professional Learning Communities. On a monthly basis, PLCs are held among content levels where the four essential questions are used to guide discussions:</p> <ol style="list-style-type: none"> 1. What should students know? 2. How do we know when they've learned it? 3. What do we do when they don't learn it? 4. What do we do when they do learn it? <p>Although the foundation has been laid and opportunities are available for teachers to have effective professional learning communities, it is still a work in progress.</p>	<p>PLC Logs</p>

Findings	Supporting Evidence
At BMS, content areas and interdisciplinary teams meet and establish SMART goals for students' academic and behavior outcomes.	SMART Goals
At BMS, new faculty members meet with the school principal twice a month in Induction Meetings. Items such as classroom management strategies, best practices, and adult professional learning are discussed to foster growth and collaboration.	New teacher induction program
Teaching strategies and student engagement are observed by administration to ensure implementation of curriculum maps and student learning outcomes are evident. This is done through the frequent walkthroughs that use Marzano's <i>9 Strategies in Classroom Instruction that Works</i> and Bloom's <i>Taxonomy of Learning Objectives</i> . Results from walkthroughs are shared with teachers so as to allow for dialogue about teaching and learning and methods in which to improve student achievement.	Walkthrough data
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Reading</p> <p>Although the reading department is on its way to build a professional learning community, teachers continue to meet to analyze data, share best practices and strategies, and examine the curriculum in order to refine lesson plans. The school faculty's diverse expertise and experiences help to build expected student outcomes.</p> <p>The Reading Department is in its second year phase of the common assessment and the first year of using vocabulary bell work.</p>	<p>Curriculum Maps</p> <p>Bell Work</p>
<i>While the above reflects schoolwide findings in response to this indicator, content-specific findings are as follows:</i>	
<p>Language Arts</p> <p>Language Arts teachers share lesson plans to ensure that all students within the grade-level are being taught and learning similar skills and concepts. In addition to meeting in PLCs, teachers also work collaboratively via email and in the creation of SMART goals.</p>	<p>SMART Goals</p> <p>Language Arts Lesson Plans</p>
<p>Special Education</p> <p>Students with special needs are included in the AAP classes. AAP lesson plans are uniform. Character building and the use of AAP Exploratory Courses have given students an incentive to do well academically and behaviorally.</p> <p>SPED's unique needs require a great deal of collaboration within the group, and although it is needed, collaboration with the school as a whole does not occur.</p>	<p>AAP Character Education Lessons</p> <p>Service Learning</p> <p>Rewards/Incentives</p>
<p>English as a Second Language</p> <p>At BMS, the ESL team teachers collaborate among each other as well as with mainstream teachers, faculty and staff, parents, and various community partners in order to refine lessons and/or courses and provide a more enriching learning experience for the students.</p>	<p>Content area meeting minutes</p> <p>Interdisciplinary meeting minutes</p> <p>Parental and Community Collaboration (PTO, Big Brothers/Big Sisters, TRIO Program, National Guard, guest speakers, etc.)</p>

Accessibility of all Students to Curriculum

Indicator: All students have accessibility to a challenging, relevant, and coherent curriculum.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
<p>This school year, BMS has implemented the 4AB Block Schedule with each period lasting eighty minutes. The block schedule allows for greater opportunities for instruction and interventions. Instituting the AAP block within the bell schedule has allowed for more flexibility in that schoolwide functions (such as the annual Peace March, presentations, performances, etc.) and Activity Days can occur during the AAP time as opposed to disrupting instructional periods. In addition, it helps students to realize the importance of ensuring their academic success in order to participate in extracurricular activities. On activity days, for instance, students who need interventions (such as tutoring or additional work time through Study Hall) are not allowed to participate as it is privilege rather than a right.</p> <p>While tutoring session and study halls are available to students either through respective teams or on activity days, there needs to be a better-structured system in place for the monitoring of student progress. In addition, better communication about students' academic weaknesses needs to be better addressed between team teachers who serves as 'tutor' at a given time.</p> <p>In addition, community outreach is available for tutorial services, such as student volunteers from the University of Guam; however, they have not be utilized to BMS's full advantage.</p>	<p>Block schedule</p> <p>Tutoring sessions, log sheets</p> <p>Community outreach for tutoring – University of Guam students</p>
<p>This school year, the BMS leadership team created the Pyramid of Interventions which is still in the initial phase of development. While some teams have effectively begun a system of interventions for their students, this area is still a work in progress. Some interventions that particular interdisciplinary teams have taken include: phone calls home through the AAP teacher (advisor), team meetings with parents and student, and tutoring during lunch hour and the Advisory period.</p>	<p>Pyramid of Interventions</p> <p>Specific teams' parent communication log</p>
<p>At BMS, faculty members have access to various teaching strategies and concepts provided and outline in professional learning communities such as PD360 and participation in <i>Learning Forward's</i> LSA Webinars. Teachers have a wide range of teaching and research-based strategies to ensure students are challenged and have a relevant and coherent curriculum. Although available, however, the degrees to which all teachers utilize available resources vary.</p>	<p>LSA and PD360 membership</p> <p>Curriculum Maps</p> <p>AAP Data Sheet</p>
<p>The New Teacher Induction Program (Cohorts 1 and 2) offers first through third year teachers to BMS with researched-based strategies and best practices that are used in the classroom.</p>	<p>Induction Program Learning Logs</p>
<p>A lack of differentiated lessons makes meeting the needs of the students capable of advanced work extremely limited. While we are not teaching to the lowest common denominator, our focus is targeted mostly to those students who are average and below average performers. More professional development and training is needed to empower teachers with the skills needed to differentiate learning for students.</p>	
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	

Findings	Supporting Evidence
<p>Math</p> <p>To a high degree, the Math department provides a challenging and relevant curriculum by contextualizing lesson designs and delivery. The adoption of the Block Schedule supports the research that continuous uninterrupted time translates to deeper concept acquisition, hence, better student understanding.</p>	<p>Curriculum Map</p> <p>Revised Block Schedule</p>
<p>Science</p> <p>Teachers use multiple resources to develop lesson plans using various teaching strategies and concepts. Material from recent educational and science workshops incorporated.</p>	<p>Resource Folders</p> <p>Science Lesson Plans</p>
<p>Special Education</p> <p>Various electives are available in an effort to meet students' needs. AAP Exploratory Day is aimed at providing students another outlet for learning. Some teachers have given up their personal time to meet students' interests.</p>	<p>Courses offered on AAP Exploratory Day</p>

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.

Prompt: *What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?*

Findings	Supporting Evidence
<p>At BMS, all faculty members are expected to provide a course syllabus that is aligned with content area curriculum maps and course descriptions. Syllabi is approved by respective grade-level administrators</p>	<p>Course Syllabus / Description</p>
<p>This school year, BMS implemented a schoolwide Homework Policy and Pyramid of Interventions that aims to ensure all students are learning and at high levels. The degree to which each is used with fidelity varies across interdisciplinary teams.</p> <p>In addition, each team has behavior and discipline policies that work in conjunction with school policies.</p>	<p>Homework Policy</p> <p>Pyramid of Interventions</p> <p>Team behavior and/or discipline policies</p> <p>School discipline policy (Student Handbook)</p>
<p><i>While the above reflects schoolwide findings in response to this indicator, content-specific findings are as follows:</i></p>	
<p>Special Education</p> <p>The SPED team has a standardized homework and grading policy. This was shared with parents at the beginning of the school year and reinforced throughout every class</p>	<p>Syllabus</p> <p>Parent Portal</p> <p>Team Email</p>
<p>English as a Second Language</p> <p>At BMS, the ESL team teachers have learned the newly implemented homework policies are relevant but only somewhat effective because of the lack of resources and parental support and knowledge of the material learned in class.</p> <p>Grading and behavior policies are mostly followed when interventions are made.</p>	<p>Homework policy</p> <p>Grading policy</p> <p>Behavior policy</p>

Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
BMS counselors visit surrounding elementary schools to pretest students using test instruments used in grade level assessments. Data is collected for receiving teachers in so that lesson preparation can take place.	Counselors' meeting logs Student test data
<p>Since school year 2010-2011, content area representatives have met on just a few occasions with feeder schools for articulation. There are three different types of remediation programs that are being used with our elementary feeder schools: Direct Instruction, Success for All (SFA) and Metgot. This makes articulation somewhat challenging in that BMS teachers are unable to plan in isolation. Students from respective schools come with certain skill sets depending upon the program in which they are learning.</p> <p>Nevertheless, BMS content area representatives have met with the teachers from elementary feeder schools to discuss skills that are most critical as evident in students' work and assessments. Although still in the initial phase, one skill was selected per content area to focus on.</p> <p>In each of the articulation sessions, it was discovered that beginning at the elementary school level (and progressing as they enter BMS), students generally struggle in the following areas:</p> <ul style="list-style-type: none"> • Reading: Comprehension • Language Arts: Writing • Mathematics: Multiplication Table, Problem Solving • Science: Problem Solving • Social Studies: Use and Application of Maps <p>BMS has only consistently met with teachers from John F. Kennedy High School. What was discovered was that the skills that were lacking in elementary school carried over into high school, as well.</p> <p>Currently, more work needs to be done within the district to begin vertical alignment across feeder schools.</p> <p>This process has most recently be started. Teachers worked in collaboration with representatives from every school at the secondary level to ensure vertical alignment. This is still in the beginning phase and will continue to be a district wide collaborative effort.</p>	Articulation Meeting Logs
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Special Education</p> <p>SPED is unique in that we often collaborate with various groups (elementary, high school, psychologists, speech therapists, autism specialist, ED counselors) to help students succeed, learn, and master curricular and IEP goals.</p>	<p>Transition to high school</p> <p>Transition to middle school</p> <p>Staffing with outreach specialist</p>

B1. What Students Learn: Additional Findings

B1. What Students Learn: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
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Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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B2. How Students Learn Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results (schoolwide learner outcomes)?

CRITERION B2 INDICATORS AND PROMPTS

Research-based Knowledge

Indicator: The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning based on the expected schoolwide learning results (schoolwide learner outcomes) and curricular objectives.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
BMS offers a variety of strategies to equip administrators and teachers with the latest research-based knowledge to improve teaching and learning using the middle school concept. Assigning each teacher a content and interdisciplinary team whose primary focus is to have high levels of collaboration on student learning does this. Some teachers still continue to struggle holding effective PLCs	Teacher Assignments (to content and interdisciplinary teams) PLC Logs
On a monthly basis, grade-level Faculty Learning Sessions are held. During these meetings, such as research-based literature and strategies have been shared, modeled, and taught: <ul style="list-style-type: none"> Marzano's 9 Essential Strategies from <i>Classroom Instruction that Works</i> Bloom's <i>Taxonomy of Learning</i> "The Big 8," in reference to Literacy Strategies as described by Educational Consultant and author, Lin Kuzmich "12 Keys of Learning" as it applies to Brain-Based Research as described by Lin Kuzmich 	Faculty Learning Session Learning Logs Professional Development Articles (given by administration) PLC logs Peer and administration walkthrough data and feedback Lesson plan design

Findings	Supporting Evidence
<ul style="list-style-type: none"> Effective use of graphic organizers to encourage higher order thinking <p>To ensure that these strategies are implemented in the classrooms, teachers record and submit their commitments to student learning by indicating the strategies they will try in their classrooms</p> <p>Additionally, administrators conduct daily walkthroughs in order to observe these strategies being executed and the degree to which students are engaged in the instruction.</p>	
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	
<p>Reading</p> <p>The Reading department at BMS works diligently to ensure that student learning is enriched by a variety of instructional strategies. Lesson plans are created and aligned with identified SAT10 skills, the GDOE standards, and the CCSS.</p> <p>In addition, a variety of research-based instructional strategies are implemented which include: Marzano's effective classroom instructional strategies and Boyne & Boyne. Such strategies are discussed regularly within professional learning communities at BMS.</p> <p>Graphic organizers are incorporated into teaching strategies. These graphic organizers include Venn Diagram, Frayer Model (Four Square), KWL, etc.</p>	<p>Regularly scheduled reading department meetings and minutes</p> <p>Walkthroughs/ observations</p> <p>Reading Curriculum Map</p> <p>Graphic organizers</p>
<p>Language Arts</p> <p>Language Arts teachers incorporate research-based strategies acquired at professional learning sessions such as: jigsaw, chunking, student self-assessment, etc. In addition, the Language Arts department, together with administration, agreed to use the four-square writing method as a means to teach the writing process.</p>	<p>Commitment logs</p> <p>Learning Logs</p> <p>Student work</p> <p>Four-Square Writing Method</p>
<p>Math</p> <p>Administrators' walkthroughs in the classroom make both teachers and students aware that they are active participants in the teaching and learning process.</p> <p>In addition, several teachers from the Math department participated in the initial stages of vertical alignment to address the continuity of content thread. Several BMS teachers, to include a Math representative, met with feeder elementary and high schools. Unofficial feedback from the schools indicated positive results.</p> <p>The BMS Math curriculum is aligned with four feeder elementary schools and one high school within this district.</p>	<p>McRel's Walkthrough Data</p> <p>Vertical alignment meeting logs</p> <p>Curriculum Maps</p>
<p>Science</p> <p>Teachers meet regularly to collaborate on student learning. There is discussion about the content to be taught, current strategies that could be used, and the resources that are available. There is the issue of limited resources so teachers have to share materials. Technology is not available in all classrooms.</p> <p>Science teachers incorporate cooperative learning groups, have students engage in group discussions, and utilize graphic organizers.</p>	<p>Lesson Plan Design</p> <p>Walkthrough Data</p> <p>Student Work</p>

Findings	Supporting Evidence
<p>Social Studies</p> <p>At BMS, Social Studies teachers utilize an array of research-based instructional strategies. Evidence of this can be seen in walkthrough data.</p>	Walkthrough Data
<p>Physical Education and Health</p> <p>At BMS the PE Health Department attends all PLCs and there the administrator share researched- based strategies, and before we are excused from the meetings we turn in a learning log. Within our team, weekly, we share our best teaching practices.</p>	PLC Learning Logs Meeting logs
<p>Special Education</p> <p>Our team has implemented the school-wide lesson plans, which are based on Marzano's school of thought and the school's ESLRs. While it's sometimes amiss, it gives us the opportunity to structure our time with our students and provide deeper meaning to the lessons being taught. Because there is a common theme and structure throughout their core classes, it has allowed our students to see better grades and more learning. A drawback is that it can be extremely time consuming. In addition to the lesson plans, we utilize various vocabulary, reading and writing strategies across the core classes. A drawback can be that our kids' unique needs sometimes mean a strong deviation from the school's overall goals.</p>	Lesson Plans Student Work
<p>English as a Second Language</p> <p>At BMS, the ESL Team teachers collaborate with mainstream teachers and the school administration to continue learning new research-based strategies, with the use of modern technology.</p> <p>At BMS, the ESL teachers use Sheltered Instruction Approach for teaching content to English learners to help better prepare students for their transition to mainstream classes. ESL teachers also consider students' affective needs, cultural backgrounds, and learning styles.</p>	Graphic organizers Grade-level Curriculum Map Email from PBS newsletters SIOP Lesson Plans Student Work

Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the curricular standards and expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results (schoolwide learner outcomes).*

Findings	Supporting Evidence
<p>At BMS, teachers continually review student data to make informed, academic decisions. Schoolwide, teachers have started work on the development and implementation of grade level content area curriculum maps. The SAT10 Item Analysis was used to determine skills to be taught. Thereafter, teachers worked diligently to align those skills with the GDOE content standards. More recently, they have begun to crosswalk the map with the Common Core State Standards.</p> <p>To gauge student acquisition and mastery of skills taught, teachers created</p>	Curriculum Maps Common Assessments Student Work (formative assessments) Bell Work

Findings	Supporting Evidence
<p>common assessments for each grade level and content area. While the assessments are designed to be formative in nature, to assess whether students “get it” before moving on, some teachers utilize the tools as summative assessments, instead. This hinders the planning process as frequent checks for understanding are not in effect.</p> <p>While the use of common assessments and its data is still a work in progress, teachers continue to use other methods of formative assessment to gauge student learning. Such include: exit tickets, question and answer sessions, classroom assignments, writing journals, student reflections, etc.</p> <p>In addition, all grade level content areas have incorporated Bell Work in daily lessons. Bell Work range from vocabulary development, test taking strategies, and content-related material to check for student understanding.</p>	
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	
<p>Reading</p> <p>As a diagnostic tool, Reading teachers administer the Stanford Reading Test to measure students’ reading levels. The extent to which teachers use the data for instructional modifications vary.</p> <p>The Reading department at BMS meets annually to discuss the curriculum map for the school year. Thoughtful consideration is put into the editing process of the curriculum map in order to ensure that it is current and consistent with GDOE Content Standards and the SAT10 skills.</p> <p>Reading teachers work collaboratively in the construction of quarterly and annual pre, mid, and post-tests in order to uniformly assess students’ level of proficiency. Other assessments such as tickets in/out, bell work, graphic organizers, and KWL charts are implemented so that students’ critical thinking skills are constantly activated. In addition, teachers share educational resources (videos, texts, worksheets, etc.) that feed into the variety of learning styles that students feel most comfortable with.</p>	<p>Stanford Reading Test (SRT) Data Pre/Post Test Curriculum Map Lesson Plan Design Student Work Content Area Meeting Log</p>
<p>Language Arts</p> <p>The Language Arts teachers at Benavente Middle School have made the commitment to engage all students actively in accordance with the curricular standards and schoolwide learner outcomes. Each content group has a curriculum map to guide the teaching and learning. On an annual basis, the content groups revise their curriculum map to meet the needs of our students by using data from the district’s standardized test.</p> <p>Along with the curriculum map, common assessments are created to gauge the level of student learning. The common assessment data is also used to guide the PLC’s that each grade level content holds. During the PLC’s common assessment data and student work are analyzed and the following questions guide the PLC discussion: What do we want students to learn? How do we know they learned the skill(s)? What do we do if they do not learn the skill(s)? What do we do if they learned the skill(s)?</p> <p>During these PLC’s, teachers are able to share their best practices to ensure high levels of student learning are taking place.</p>	<p>Lesson Plan Designs Curriculum Maps Common Assessments</p>
<p>Math</p> <p>The WRAT IV (Pre- and Post-) Test is used to determine students’ levels of proficiency in Math. The quarterly common assessment is used to</p>	<p>WRAT-4 Test Curriculum Maps Quarterly Pre- and/or Post-</p>

Findings	Supporting Evidence
<p>determine the degree of student learning of the prioritized skills.</p> <p>Teachers create curriculum maps which is agreed upon and followed within the same grade-level to ensure that students in all teams are learning the same lessons.</p> <p>The common assessment results will provide evidence of student learning.</p>	Assessments
<p>Science</p> <p>Teachers are required to administer assessments to measure student learning. The Science department is currently in the process of developing common formative assessments that address higher-order thinking skills.</p> <p>Science Curriculum Maps guide teaching and learning. The maps were revised at the beginning of the school year to meet the needs of the students by using the SAT10 item analysis. Science teachers also administer pre- and post-tests to measure student learning.</p>	<p>Student Work and Projects</p> <p>Pre- and Post-Test scores</p> <p>Curriculum Map</p>
<p>Social Studies</p> <p>At BMS, the Social Studies team analyzes and evaluates its curriculum map based on progress of SAT10 scores from the year prior. Teachers then determine areas where there were improvements and emphasis should be placed in student's learning. Along with curriculum map common assessments are created to gauge levels of student learning. Data is then used to guide through PLC based on content. Content area teams then collaborate and focus on effective strategies and best practices to ensure higher level of cognitive learning are taken place.</p> <p>Teachers do not discuss the planning process to focus on the engagement of all student activity at high level of consistent with the curricular.</p>	<p>SAT10 scores</p> <p>Various strategies</p> <p>Updated curriculum based on SAT10</p> <p>Common Assessments</p>
<p>Physical Education and Health</p> <p>In order to engage all students actively in accordance with the curricular standards and school wide learner outcomes, each content group has a curriculum map to guide the teaching and learning. On an annual basis, the content groups revise their curriculum map to meet the needs of our students by using data from the district's standardized test. Along with curriculum map, common assessments are created to gauge the level of student learning.</p>	
<p>Special Education</p> <p>Formative assessments are used in all of our classes to help guide learning in the classroom. Because of our students' unique needs, not all of our formative assessments are in line with our counterparts in the regular classroom. However, our formative assessments are in line with objectives being taught for the day or week. All of which are based on the school lesson plan, which in turn utilizes Marzano, the school's ESLRs, GDOE content standards and the Common Core State Standards.</p>	Formative assessments
<p>English as a Second Language</p> <p>At BMS, the ESL team teachers collaborate with mainstream teachers to adhere to grade-level curriculum maps that clearly state learning goals and ESLRs and continue to develop lesson plans to incorporate updated research-based instructional strategies that encourages high levels of learning, such as questioning strategies.</p> <p>At BMS, the ESL team teachers use formative assessments to provide feedback for teachers to modify learning activities and experiences. It helps teachers check the current status of ESL students' language ability so</p>	<p>Lesson Plan Design</p> <p>Student Work</p> <p>Instructional Strategies</p> <p>Pre/Post Test Data Results</p>

Findings	Supporting Evidence
teachers can know what the students know and what they do not know. It helps students achieve their goals successfully. It provides students with feedback and the instruction is modified to students' needs. We use formative assessment to help ESL students' progress toward achieving the academic standards and the ESLRs.	

Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt: *Comment on how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
<p>The BMS administration, leadership team, and teachers use various collaborative strategies with the ultimate goal in mind – to improve student learning and teaching.</p> <p>Professional Learning Communities, both in concept and application, within the framework of Interdisciplinary Teams and Content Areas are gradually being established. The shift in the focus of teams from 'housekeeping' duties as well as other traditional applications is currently being refined towards professional learning that improves teaching practices to increase student achievement.</p> <p>One of the ways this shift has begun is through the Tuning Protocol. Each interdisciplinary team was given an opportunity to present a challenge that the team faced and present it to the Leadership Team. After this presentation, the panel would deliberate and discuss potential solutions to the problem presented and discuss it with the team members. Through this intense learning design, all teachers involved in the process have the opportunities to reflect on their practices. Several teams' Tuning Protocol's affected schoolwide change.</p> <p>Due in large part to one team's issue with students' lack of homework submission and another team's need to provide more strategic interventions to reach the red- and yellow-zone students, two changes were made schoolwide. As a result of the Tuning Protocol, BMS leadership designed and implemented the Homework Policy and the Pyramid of Interventions.</p> <p>Resources and other literature are provided to the teams and they continue to follow up on their Problem of Practice.</p>	<p>PLC meeting agendas and logs</p> <p>Tuning Protocol Learning Logs</p> <p>Team and Content agenda and meeting logs</p> <p>Homework Policy</p> <p>Pyramid of Interventions</p>
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Reading</p> <p>The Reading department at BMS incorporates a variety of teaching strategies in order to ensure that all students' learning needs are met. Learning styles are assessed from the Myers-Briggs Type indicator. Results are carefully considered by the Reading department in order to guide the construction of the daily lesson plans. Reading material is presented to</p>	<p>Common Assessment</p> <p>Student Data (test results-Myers-Brigg type Indicator, Stanford Reading test..)</p> <p>Educational resources</p>

<p>students via charts (graphic organizers, KWL charts), video clips, illustrations, group discussions, and hands-on activities. Formative assessments are utilized in order to ascertain the level of student learning and lesson plans are adjusted until a significant, measured level of mastery is demonstrated. In addition, teachers keep personal libraries that are accessible to students in order to encourage reading outside of the classroom.</p> <p>Sample lesson of how Reading teachers engage students in higher level thinking using the play "The Governess":</p> <ul style="list-style-type: none"> • Aim – Students will learn how to effectively determine supporting details and compare and contrast the play "The Governess" with the short story "The Ninny." • Bell work: Read the excerpt from "The Ninny." Identify the details that support the main idea. • "The Governess"--Students will read and discuss the play together. They will work in small groups in order to create a graphic organizer for the vocabulary. • Video clips are shown so that students can gain a grander understanding of the historical context related to the play. • "The Ninny"-Students will read the short story and must then identify the differences/similarities between the story and the play by creating a Venn Diagram. 	Lesson Plans
<p>Language Arts</p> <p>Language Arts teachers collaborate on the development of curriculum maps and common assessments. They share the results of pre- and post-common assessment results as they are completed. Between the three seventh-grade language arts teachers, lesson designs are shared. Although time is set aside for collaboration within the school time-frame, much of the collaboration takes place online via email.</p>	<p>Email</p> <p>PLC Agenda</p> <p>Common assessment data</p>
<p>Math</p> <p>Teachers in the content area meet bi-monthly or more often as the need arises to discuss and solve problems that the group encounters.</p>	Meeting logs
<p>Science</p> <p>Science teachers collaborate during grade-level content meetings. Test results and samples of student work have been shared. In addition, teachers share lessons, resources, and classroom techniques to enhance student learning</p>	<p>Content area meeting logs</p> <p>Common Assessments</p> <p>Student work</p> <p>Lesson plan designs</p>
<p>Social Studies</p> <p>At BMS, Social Studies teachers take the time to use various strategies and personalization through advisory period to reach the different learning styles of students in order to meet their individual needs.</p>	<p>Curriculum maps</p> <p>Team interventions</p>
<p>Physical Education and Health</p> <p>At BMS the PE Health Department meet twice a week to collaborate on teaching strategies to improve student learning such as, sharing best teaching practices.</p>	
<p>Special Education</p> <p>Through professional development and online learning, we have worked to create SMART goals that work on skills with a significant achievement</p>	<p>SMART Goals</p> <p>Student Work</p>

<p>gap. We've used Reader's Theater, skits, group posters, etc., in an effort to help our students achieve their objectives and to still hit their IEP goals. To effectively guide classroom instruction, our Special Education classes follow our respective content's curriculum map, albeit at a different pace.</p> <p>To ensure academic achievement, we utilize collaborative SMART goals in the classroom. A team of specialists – CRT, Speech Therapists, Physical Therapists, Vision Specialists, Counselors, Social Workers and the classroom teachers – works together to help students achieve their individual goals and objectives. Through content curriculum maps, our learning in classroom is reflective of GDOE and SAT-10 standards, AAP allows our students to interact with their peers in the regular classroom and focus on character development.</p>	<p>Content curriculum maps</p> <p>Students' individual goals and objectives</p> <p>Team meeting logs</p>
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers collaborate with mainstream teachers and the school administrators to develop lesson plans that include research-based strategies and objectives that target areas of improvement (derived from SAT-10 data analyses). For example, when data showed certain areas that need growth, the curriculum maps were revised in order to address these with the inclusion of essential questions and the teaching of such growth areas.</p>	<p>SAT10 Item Analysis</p> <p>Curriculum Maps</p> <p>Meeting Logs</p> <p>Lesson Plan Designs</p>

Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Prompt: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
<p>Benavente Middle School utilizes various job-embedded professional development in various settings, primarily:</p> <ul style="list-style-type: none"> • Leadership team • Content teams • Interdisciplinary teams • Faculty learning sessions • Induction Program <p>In each setting, teachers participate as learners, reflecting on data, best practices, research-based methodology, and engage in thoughtful discussion with student achievement at the forefront of the conversations. In so doing, teachers are engaged in the Continuous Cycle of Improvement.</p>	<p>Professional Learning Community Logs</p>
<p><i>Each content area has different needs and are at different rates with this criteria. Their responses are indicated below:</i></p>	
<p>Reading</p> <p>Teachers in the reading department range from first-year to veterans. The different levels of experience enrich the collaborative process and promote an environment for positive teacher learning and growth. Teachers meet</p>	<p>Regularly scheduled content meetings</p> <p>PLC logs</p>

Findings	Supporting Evidence
<p>regularly during the scheduled content prep period to discuss improvements that can be made in lesson plans and to share ideas/resources.</p> <p>Reading teachers utilize various professional development situations in order to enhance the curriculum and teaching. Reading teachers attend faculty learning meetings which are held to enhance teaching strategies and to collaborate with others regarding their best practices.</p>	
<p>Language Arts</p> <p>Teachers use time given to develop or improve teaching and learning within the content area meetings and induction program for new teachers</p>	<p>Induction program learning log</p> <p>Content area meeting agenda and minutes</p>
<p>Math</p> <p>Math teachers participated in intense Response to Intervention Training last school year, as they focused on student learning and effective teaching strategies. Teachers administered common formative assessments, compiled and analyzed data, and shared results within respective grade-levels. Thereafter, they collaborated on instructional strategies to best fill students' academic gaps.</p>	<p>RtI Training</p> <p>Meeting logs</p> <p>Common Formative Assessment Data</p>
<p>Science</p> <p>The school has active programs for professional development and curriculum enhancement. Particularly, 7th grade Science teachers have participated in C-More microscope training at the University of Guam.</p> <p>In addition, teachers meet to discuss, review, and revise curriculum maps based on SAT10 data.</p> <p>At content area meetings, teachers share best practices and strategies that were found effective within their respective classrooms.</p>	<p>Content area meeting agenda and minutes</p> <p>Microscope training</p> <p>Online resources: PD360, Livebinders, Teaching Made Easier</p>
<p>Social Studies</p> <p>The school uses ongoing professional development to enhance the curriculum and improve learning and teaching</p> <p>At BMS, it offers variety of strategies to equip the administrators and teachers with the latest research based knowledge to improve teaching and learning. Using the middle school concept, each teacher is assigned to a content and interdisciplinary team whose primary focus is to have high levels of collaboration on student learning. However, some teachers continue to struggle on holding effective PLC's. Moreover, on a monthly basis, grade level faculty meetings are held. During these meetings, research based literature such as Marzano's Instructional Strategies, graphic organizers, Bloom's Taxonomy, and student dialogue are shared among the faculty. To ensure that these strategies are implemented in the classrooms, teachers commit and apply some of these strategies. Additionally, the Administrators conduct daily walkthroughs in order to observe these strategies executed</p>	<p>Lunch and professional development</p> <p>Social Studies sign in sheets</p> <p>Agenda</p> <p>Student's work</p> <p>Learning logs</p> <p>Scores for SAT10 or test</p>
<p>Physical Education and Health</p> <p>At BMS we have monthly PLC meeting. For twice a month new teacher inductions, weekly team leader meetings, and twice a month interdisciplinary meeting.</p>	
<p>Special Education</p> <p>Our school has implemented various professional development strands to help improve the quality of teaching in the classroom. The only</p>	<p>Faculty learning session logs</p> <p>Walkthrough data</p>

Findings	Supporting Evidence
<p>impediment to forming those collegial bonds that foster open dialogue among teachers is that Special Education teachers (and students) are often excluded from that discussion. It's not a deliberate exclusion, more an exclusion because our students' needs are so specific and sometimes the smaller classrooms, like SPED and ESL, are ignored.</p> <p>Through Faculty Learning meetings, Power walkthroughs, PD360, Livebinders, and online discussion, the communication gap has narrowed, opening dialogue for teacher improvement and a better quality of learning. These tools have allowed teachers to improve instruction delivery and modify their curriculum to meet student needs and learning styles.</p>	<p>PD360</p> <p>Livebinder</p> <p>Email correspondence</p>
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers develop themselves and their lesson plans by collaborating with mainstream teachers and the school administrators in order to revise the grade-level curriculum maps to address growth areas as found in data analyses and to share various teaching/learning strategies.</p>	<p>Meeting logs</p>

Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.

Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving, knowledge and application.*

Findings	Supporting Evidence
<p>Instructional strategies are utilized extensively throughout the school with the intent of fostering learning and insuring that students are actively engaged. In addition, a variety of instructional strategies can be found through the examination of student work.</p> <p>One such example of a strategy used at BMS includes "think/pair/share". This method encourages critical thinking as well as problem solving. Other methods of cooperative learning are utilized as well. To ensure students are engaged in the learning, walkthroughs are conducted by the Administration and feedback is provided.</p> <p>The main aim teachers have undertaken was to enable the students working, both in cooperative learning and independent situations, to complete the required objective of learning at a high level.</p>	<p>Examples of collaborative group work</p> <p>Lesson plan designs</p> <p>Administration and Peer Walkthrough Data/Feedback</p>
<p>Reading</p> <p>The Reading department incorporates a variety of instructional strategies that promotes higher level thinking skills. Feedback is provided promptly in order to aid students in assessing their progress. An example of this is having students grade their homework and bell work. Self-directed learning is only utilized until after students demonstrate mastery of the lesson. The 8th grade Reading teachers promote life-long learning by fostering a learning environment that is safe and promotes student diversity. For example, reading selections are cultivated from a variety of</p>	<p>Quarterly projects</p> <p>Bell work/homework</p> <p>Educational resources</p>

Findings	Supporting Evidence
resources that celebrate cultures from all over the world. An improvement that can be made is to find and incorporate reading selections that are specific to the demographics of the BMS student population.	
<p>Language Arts</p> <p>Instructional strategies are utilized extensively throughout the school with the intent of fostering learning and insuring that students are actively engaged. In addition, a variety of instructional strategies can be found through the examination of student work.</p> <p>One such example of a strategy used at BMS includes “think/pair/share”. This method encourages critical thinking as well as problem solving. Other methods of cooperative learning are utilized as well. To ensure students are engaged in the learning, walkthroughs are conducted by the Administration and feedback is provided.</p> <p>The main aim teachers have undertaken was to enable the students working, both in cooperative learning and independent situations, to complete the required objective of learning at a high level.</p> <p>Language Arts teachers use differentiated instruction in order to accommodate the learning styles of all students in the classroom.</p>	<p>Lesson plans</p> <p>Portfolios (compilation of student work)</p> <p>Oral assessments</p> <p>Handouts with accommodations given to students</p> <p>Examples of collaborative group work</p> <p>Administration and Peer Walkthrough</p> <p>Data/Feedback</p>
<p>Science</p> <p>Students in science are provided with a variety of activities that include – but are not limited to – projects, lab work, and hands-on activities</p>	<p>Student work</p> <p>Lesson plans</p>
<p>Social Studies</p> <p>At BMS. Social studies team uses cognitive thinking skill through methods such as Big Ideas, Background knowledge, conspicuous strategies, mediated scaffolding, judicious review, strategic integration</p>	<p>Class wide and individual tutorial</p> <p>Oral and written review</p> <p>Class demonstration</p> <p>Cooperative learning, to insure that students are engaged in learning.</p> <p>It takes time to provide consistent feedback through PD360 on observations of classroom walkthroughs and students interviews</p>
<p>Physical Education and Health</p> <p>BMS the PE Health Department have students engage in small group activities, multiple demonstration and explanation on how to perform task, through non-linguistic representation practices.</p>	<p>Student work</p> <p>Walkthrough data</p>
<p>Special Education</p> <p>We have implemented various teaching strategies in an attempt to reach our students. Understanding the various learning styles and incorporating a variety of instructional delivery methods has helped our team do a better job of teaching in the classroom. Though it’s sometimes amiss, we try to vary our methods of instructional delivery in hopes of helping our students find achievement in the classroom.</p> <p>We use a variety of strategies to help us deliver information. Some of the recent strategies include the use of Graphic Organizers, Manipulatives, Responders, Communication Devices and Multi-media projectors.</p>	<p>Student work</p>

Findings	Supporting Evidence
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers adhere to the SIOP lesson plan (or the Block Schedule Lesson Plan) in order to provide students with an engaging learning environment and incorporating a variety of instructional strategies for students with various learning strengths and needs.</p>	<p>Lesson plan design</p> <p>Student work</p> <p>Walkthrough data</p>

Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
<p>Just recently, BMS has come into a wealth of technological resources to include: Smart boards, mobile laptop carts, teacher-issued laptops, multimedia projectors, and ELMOs. As these have just arrived on campus as of January 2013, it has still yet to be utilized to its full advantage.</p> <p>To date, not all classrooms are with computers and many are still without adequate internet accessibility, making it difficult to integrate technology into daily lessons. Teachers have taken it upon themselves to use their own technological equipment and tether through personal mobile providers.</p> <p>The degree to which content areas and/or teachers encourage or use technology to for instruction and student engagement vary.</p>	<p>Availability of technology</p>
<p>This school year, BMS has launched its redesigned website that includes a wealth of information for all stakeholders (www.gdoe.net/vsabms). Several BMS faculty act as 'administrators' on our school 'page' on the social network, Facebook. The online sites allow for much more interaction and connectivity through technology that prior to this school year, was not available.</p> <p>Some teams and individual teachers have also created their own websites that allow for team / class announcements and a showcase of student work.</p> <p>This year, parents and students now have access to teacher-inputted records – particularly attendance and grades.</p>	<p>School website</p> <p>School page on Facebook</p> <p>Team / teacher websites</p> <p>PowerSchool</p>
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	
<p>Reading</p> <p>The 8th grade Reading department at BMS makes a conscientious effort to include technological elements (internet, video, computer programs) in daily lesson plans. Students are encouraged to utilize technology into their learning processes, which promotes our school ESLR's of adapting to changing times. By infusing technology into the classroom such as utilizing the World Wide Web, the 8th grade Reading teachers believe that the exposure and practice will better prepare students to succeed in this Age of Information. However, the level of technological use and expertise</p>	<p>BMS ESLRs</p> <p>Lesson Plans</p> <p>Student Work</p> <p>Livebinder</p>

Findings	Supporting Evidence
widely varies with students sometimes making it difficult to deliver lesson plans that are meaningful and successful.	
<p>Language Arts</p> <p>Teachers allow students to create / complete their assignments using different technology. Teachers communicate with students via email. Students have also had experience with Responders, in which they could actively participate in multiple-choice or selected-response items in real time.</p>	<p>Email responses</p> <p>Video projects</p> <p>Responders</p>
<p>Math</p> <p>Students utilize computers in the library during their lunch hour to complete assignments. On the teacher end, grades and attendance are now inputted online through PowerSchool.</p>	<p>Library – Internet user log</p> <p>PowerSchool</p>
<p>Science</p> <p>Science teachers use technology to update information and in some cases, present lessons to students and disseminate information in the classroom. Limited resources make it difficult for all teachers to use technology adequately. Teachers and students vary in the level of technological proficiency.</p>	<p>Lesson Plans</p>
<p>Social Studies</p> <p>Students are assigned research projects that require the use of the internet and other technological devices for research. In addition, team websites are utilized whereby teachers post particular links and students offer feedback through blogs and comments.</p>	<p>Team websites with student feedback</p> <p>Student work</p>
<p>Physical Education and Health</p> <p>At BMS the PE and Health Department assigns students to use the internet at the library to research health related topics, and use a website to find out their BMI (body mass index)</p> <p>Students watch videos on DVD that relates to PE and health topics.</p>	<p>Using the internet to Input Body Mass Index (www.presidentialchallenge.org)</p> <p>Utilize the internet to research health related topics</p> <p>Watching PE and Health related topics DVDs</p>
<p>Special Education</p> <p>One of the biggest hindrances at BMS is the lack of ready access to technology. While we have made strides through the use of the mobile classroom, ELMO projectors and multi-media projects, etc, it's unfortunate that <i>not everybody</i> has <i>daily</i> access to these resources. It depends on the availability of the technology and is distributed on a first-come, first-served basis. Also, the school lacks available wifi for all students to use. Despite those shortcomings, BMS has made great efforts to include the use of technology in the classroom and for us teachers to incorporate it into our teaching.</p> <p>We have discovered that our students learn better when technology is present. Our students are visual learners who retain information best when it's delivered in this medium. We have begun to use multi-media projectors, ELMOs, mobile classrooms in an effort to help our students achieve.</p>	<p>Walkthrough data</p> <p>Lesson plans, which evidence instructional methodology with the inclusion of technology</p>

Findings	Supporting Evidence
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers integrate lessons with available technological media to enrich students learning experience and to allow them to be more technological literate. The school website and PowerSchool access have also been established in order to open more outlets of communication between the school and homes. However, obstacles with technology include the lack of resources within the classroom and in many of our students' homes, in which computers and the Internet are not always readily available.</p>	<p>Lesson plan designs</p> <p>PowerSchool</p> <p>School website</p>

Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
<p>Reading</p> <p>A variety of instructional strategies are purposely and carefully integrated into daily lesson plans so that students are able to apply and think about basic concepts in multiple ways. This in turn promotes a higher level of critical thinking, thus increasing knowledge retention. For example, one of the 8th grade Reading teachers presented video clips that the students used to detect elements of a story. By providing a visual that was relatable and current, student engagement increased and real learning took place. Another example entails students reading a chapter book and then watching the movie based on the story. This design allows for teachers to engage students in higher order thinking by having students create Venn Diagrams that compare/contrast both versions, promotes an appreciation for reading, utilizes technological elements, and prompts for classroom discussion. Students are also encouraged to think creatively because the nature of the content that is being taught is imaginative. Class assignments and projects, such as story writing and poetry, nurture students' needs to have a creative outlet.</p>	<p>Lesson Plans</p> <p>Curriculum Maps</p> <p>Adopted text- Elements of Literature Second Course by Holt, Rinehart and Winston</p> <p>Educational resources-ex: PD360, Pearson Success Net</p>
<p>Language Arts</p> <p>At BMS, the Language Arts teachers help students work at demonstrating critical thinking, problem solving skills as well as knowledge attainment and application skills necessitated by the guidelines set forth in the Curriculum Map. Teachers have their students do this in a variety of ways such as student work, projects, assessments, and the like.</p>	<p>AAP Data Sheet</p> <p>Teacher lesson plans</p> <p>Student work based on graphic organizers</p> <p>Student participation in extracurricular activities such as Math Counts</p> <p>Check in/check out system</p> <p>Learning logs</p> <p>Student work</p>

Findings	Supporting Evidence
<p>Science</p> <p>Student work demonstrates thinking skills in concurrence with skills necessitated by the Curriculum Map</p> <p>Challenging learning experiences are provided to students throughout the school year; however, there are students who perform below grade level.</p>	<p>Curriculum Map</p> <p>Student work</p>
<p>Physical Education and Health</p> <p>At BMS, the PE and Health Department, students compete in sports which allows them to work as a team to think and problem solve to accomplish the game's objective.</p> <p>At BMS, the PE and Health Department, students are assigned skits and role playing activities, drug free poster, and projects to show evidence of challenging learning experiences.</p> <p>At BMS the PE and Health Department, students in the intermural class demonstrate critical thinking and knowledge attainment as they have to make immediate calls on the playing field.</p>	<p>Competing in sports or inter class competitions</p> <p>Skits on health, or role playing</p> <p>Drug free poster, projects</p> <p>Intermural refereeing class</p>
<p>Special Education</p> <p>Because our instruction is a little more effectively guided and consistent through the use of SMART goals, curriculum maps, etc., we have seen higher quality work being produced. However, that production is inconsistent because of our students' unique needs and their socioeconomic background.</p> <p>We are currently working to produce a newsletter. Small plays and skits are consistently produced. Our students have even created posters to demonstrate learning in the classroom.</p>	<p>SMART Goals</p> <p>Curriculum Maps</p> <p>Student work</p>

Perception of Students

Indicator: Through interview and dialogue with students representative of the school population able to share their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

Prompt: *Comment on the level of understanding of representative students of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.*

Findings	Supporting Evidence
<p>At BMS the students are able to communicate a basic understanding of the ESLRs and their learning experiences at BMS. This is made possible through various opportunities.</p> <p>In one instance, at assemblies, students practice and are able to recite the ELSRS with pride. During the AAP, the students are taught lessons that foster critical thinking and reflection of the ELSRS. Student work within the AAP reflects that deeper understanding.</p> <p>The students at BMS are also expected to demonstrate the importance of the ELSRS daily via different methods ranging from the simple (vocal Q & A) to the more complex (student surveys). In addition, randomly selected students have participated in focus groups where they were video</p>	<p>AAP Data Sheet</p> <p>Learning logs</p> <p>Accessing Student Voices: Focus Groups</p> <p>ESLR surveys</p> <p>Student work during AAP class</p> <p>Video: Accessing Students' Voices</p>

Findings	Supporting Evidence
<p>recorded. Through the focus groups, the BMS faculty and staff were able to get feedback on their perceptions with regard to their personal, social, and academic growth at the school.</p> <p>More importantly, we access students' voices through recorded dialogue that is seen by all teachers. Students' perceptions about their learning and experiences at BMS often incite emotional responses from teachers as it is raw and unedited.</p>	
<i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i>	
<p>Reading</p> <p>The Reading department follows a curriculum map with the intent that all 8th grade students are learning at the same rate and level. The BMS ESLR's, Common Core Standards, and SAT 10 Skills are integrated into student learning. Students are taught to master such skills through a variety of tactics including bell work, careful evaluations of reading selections, and graphic organizers. Students are able to track their learning progress by receiving timely feedback on their work, comparing pre/mid/ and post test results, and showcasing learned concepts in KWL charts.</p>	<p>Curriculum Map BMS ESLR's Common Core Standards SAT 10 Skills Student work-bell work, reading evaluations, graphic organizers, test results, KWL charts</p>
<p>Science</p> <p>Dialogue with students that include informal interviews, tickets out, and surveys</p>	<p>Student work Data collection</p>
<p>Social Studies</p> <p>At BMS, students are able to communicate a basic understanding of the ESLRs and their learning experiences through various opportunities. For instance, the students practice and are able to recite the ELSRS during assemblies. During the AAP, the students are taught lessons using critical thinking and reflection of the ESLRS. Student work within the AAP reflects that deeper understanding. The students at BMS are also expected to demonstrate the importance of the ESLRS daily via different methods ranging from the simple (vocal Q & A) to the more complex (student surveys).</p>	
<p>Physical Education and Health</p> <p>At BMS the PE and Health Department, students were interviewed and asked how the school could be improved, and how teachers can be more effective. At BMS, student representatives in the Student Body Association mostly attended the leadership meetings and had their input during those meetings.</p>	<p>Student Interviews Attendance of students at Leadership meetings</p>
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers give students the opportunity to reflect on what they've learned through journaling and KWL chart in order that students, as well as their teachers, can reflect on the development of their strengths and weaknesses and adapt to them, and to adapt as needed.</p>	<p>Student surveys Student work Grade level curriculum map</p>

Student Needs

Indicator: Teachers address various learning styles and student needs through the instructional approaches used.

Prompt: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
<p>The teachers at Benavente Middle School understand that students have varying needs and learning styles. The teachers address the different needs of students in a couple of different ways. With this understanding of what needs to be done, the teachers have taken into consideration varying strategies and techniques, which are inclusive in nature.</p> <p>Students' learning styles are determined through a survey given by their team. Lessons are modified to meet individual needs. More teachers are using differentiated instruction to better accommodate varied learning styles.</p> <p>Based upon the results of various assessments, the teacher is able to create lesson plans tailor made to as many different students as possible.</p>	<p>Modified lesson plans</p> <p>AAP Data Sheets</p> <p>IEPs</p> <p>Learning styles survey</p> <p>One on one tutorial services provided by clubs like NJHS and MathCounts</p> <p>Saturday Scholars program</p>
<p><i>In addition to the above which is applied schoolwide, content-specific responses are described below:</i></p>	
<p>Reading</p> <p>Learning styles are taken into consideration when constructing lesson plans that are meaningful and engaging for all students. Reading teachers meet during the scheduled content prep period to discuss modifying lesson plans so that all students' needs are accommodated. However, what may work for one teacher might prove unsuccessful for another if careful evaluation of students' learning styles is not pre-assessed.</p>	<p>Learning styles-Results taken from Myers-Briggs Type Indicator</p> <p>Lesson Plan Designs</p>
<p>Language Arts</p> <p>Language Arts teachers modify their lessons to make certain accommodations or enhance student learning. They also follow the Individual Education Plans (IEP) for students who need it.</p>	<p>Lesson Plans</p> <p>IEP forms for students with Special Needs</p>
<p>Science</p> <p>Use of the following: small group activities, hands-on projects, oral discussions, and the question and answer</p>	<p>Lesson plans</p> <p>Student work</p>
<p>Social Studies</p> <p>At BMS, teachers know about various student needs and learning styles. The teachers use various strategies and techniques. Students' survey were given by team determine learning styles. Individuals with needs have modified lessons. More teachers are using differentiated instruction to address varied learning styles. The teacher is able to create lesson plans made to as many different students based on various assessments.</p>	
<p>Physical Education and Health</p> <p>At BMS the PE and Health Department, teachers use a learning style survey, and non-linguistic representation approach to meet students' needs by doing multiple demonstration, explanation and hands on practice.</p>	<p>Learning Style Survey results</p> <p>Lesson plans</p> <p>Student work</p>

Findings	Supporting Evidence
<p>Special Education</p> <p>We are currently working to produce a newsletter. Small plays and skits are consistently produced. Our students have even created posters to demonstrate learning in the classroom.</p> <p>Music and technology have been the preferred method of instructional delivery. We try to incorporate those along with bodily kinesthetic to help our students achieve.</p>	Student work
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers address individual student needs and strengths by incorporating a variety of instructional research-based strategies (and in this list, these strategies are organized using Howard Gardner's Multiple Intelligence Theory).</p>	<p>Lesson Plan Design</p> <p>Differentiated Instruction</p>

Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

Prompt: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
<p>Reading</p> <p>Although limited in resources offered by the school, the 8th grade Reading department does its best to ensure that holistic teaching and learning is taking place. Assigning projects that are purely technology-driven is sometimes impossible because some students lack access to technological resources and the computer lab at BMS library is not fully equipped to accommodate a full class. On a more positive note, students are encouraged to participate in the island wide Read-a-thon. Partaking in the activity allows for students to enjoy reading outside the classroom and involves the community in promoting literacy by making donations to students who pledge to read.</p> <p>Students utilize the internet in the school library for research purposes.</p>	<p>Read-a-thon participation</p> <p>BMS library</p> <p>Online educational resources</p>
<p>Language Arts</p> <p>Various resources are used to educate the students at BMS which students utilize. Some are personal as well as school resources. Students are expected to take an active part in their learning by utilizing various resources outside the textbook (and in some cases, not use the textbook at all). An example of this would be teachers taking their classes to the library to learn about general reference materials.</p> <p>Teachers also let their students work with resources such as magazines, newspapers and the like. Students are also able to communicate information and ideas using resources found in the community (i.e. field trips and guest speakers).</p> <p>Exposure to collaborative activities and projects during the regular AAP class and AAP Fun Day is also encouraged. Some classes allow students to</p>	<p>Student product (work)</p> <p>Library usage logs</p> <p>Student surveys</p> <p>Differentiated assignments</p> <p>Lesson plans</p> <p>Library sign in sheet</p> <p>Library user log</p> <p>Use of multimedia projector as mentioned in lesson plans</p>

Findings	Supporting Evidence
<p>submit their work through alternative means such as online through the Internet.</p> <p>Teachers highly encourage students to use resources in the library or other reference materials.</p>	
<p>Science</p> <p>Students are highly encouraged to use other resources such as the Internet, magazines, and science television programs.</p>	<p>Student work</p> <p>Student perceptions (reactions) when sharing with peers</p>
<p>Social Studies</p> <p>At BMS, students take an active part in their learning through the use of resources other than their textbooks, to include magazines, newspapers, and visits to the library. They are also able to communicate information and ideas using resources found in the community. Some classes allow students to submit their work through alternative means such as online through the Internet.</p>	<p>Library sign in sheet</p> <p>Library user log</p> <p>Student Work</p>
<p>Physical Education and Health</p> <p>At BMS the PE and health Department utilizes newspaper articles, magazines, internet, library books and DVD to use as another learning resource other than the text book.</p> <p>At BMS the PE and Health Department goes on field trips and allows guest speakers as other resources for learning other than the class room text book.</p>	<p>Student Work</p> <p>Fieldtrips</p>
<p>English as a Second Language</p> <p>At BMS, the ESL Team Teachers allow their students to gain access to various resources and media that go beyond the textbooks by teaching them about library resources, accessing computers and the Internet in the library, and guest speaker presentations. However, such technological resources are not always readily available at many students' homes.</p>	<p>Library user log</p>

B2. How Students Learn: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>Reading]</p> <p>Improvements can always be made to any system. Self-evaluation allows for growth and can only be done if results are viable. Pledges to promote student learning through meaningful and engaging lesson plans can only be met if teachers are equipped with a variety of resources. It is sometimes difficult to deliver lesson plans when the school's internet connection is faulty. BMS accommodates teachers by providing access to the internet in the school library.</p>	<p>Technological resources at BMS</p>

Science

Teachers believe that students have different learning styles and skill levels; therefore, several learning strategies are put in place to address their individual needs

Multiple intelligence assessment

Learning Styles Inventory

Pre- /Post-Test

Student Work

Social Studies

At BMS, the school evaluates and make improves by Increasing SAT 10 Scores.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Supporting Evidence

B3. How Assessment is Used Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results (schoolwide learner outcomes); c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?

CRITERION B3 INDICATORS AND PROMPTS

Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
<p>Teachers at Benavente Middle School uses appropriate strategies to assess student progress to a certain extent. Last school year, the Four-Square method of writing was introduced as an avenue for increasing students' writing skills, a critical area of concern.</p> <p>Language Arts teachers came to a consensus to utilize the Four-Square Writing method throughout the department. Currently, all content areas are in the process of establishing and implementing our Common Assessment of skills based on the Common Core State Standards. Common assessments per content area are administered at the beginning of the quarter to establish a baseline, after the instruction of essential skills taught to gauge student mastery, and again at the end of the quarter to show progress. The assessments address the critical skills needing emphasis based on our past SAT-10 areas of concern.</p> <p>In addition, some teachers have established a 'check-in/check-out' system</p>	<p>Common Assessments Four-Square Writing Method Teacher made assessments</p>

Findings	Supporting Evidence
of evaluation where students are picked at random before entrance or exit of the classroom and asked to display at the very least, a base understanding of the skill(s) being taught.	
The Math and Reading departments use formal standardized test to assess student proficiency. All departments implement the use of Common Assessments for their pretest and posttest of specific skills. At the classroom level, all teachers utilize a wide variety of formative and summative assessments.	WRAT 4 (Math) Stanford Reading Test/Nelson Test (Reading) Student Work
English as a Second Language At BMS, ESL team teachers utilize a variety of appropriate assessment strategies to measure student progress. These strategies are also modified to adopt and reflect different learning styles and language proficiencies of the English Learners. For beginning language learners, adaptation of the assessment is necessary. This can be done through demonstrations to show understanding of the lesson or giving assessments orally instead of written tests.	Lesson Plans Student work with modifications
Special Education The Special Education program is unique in that common assessments are not implemented due to multiple grade and skill levels of the students. However, formative and summative assessments are used on a regular basis, as well as alternate "hands-on" demonstration of knowledge.	Student Work Common assessments: Pre/Post tests

Correlation

Indicator: The teachers correlate assessment to expected schoolwide learning results (schoolwide learner outcomes), curricular objectives, course competencies and instructional approaches used.

Prompt: *Comment on the correlation of assessment of expected schoolwide learning results (schoolwide learner outcomes), curricular standards, course competencies and instructional approaches used.*

Findings	Supporting Evidence
The teachers make every attempt to form connections between the ESLRs, curriculum, course competencies and instructional approaches. The ESLR awards were an example of the integration between these components. Because the ESLRs were written in general format, they easily encompassed whatever the curriculum demanded. ESLR awardees were chosen by each team. The students were awarded based on the teacher recommendations, those who displayed high levels of one or more of the learning results/outcomes. The EEIC format for lesson planning established after the last WASC visit was one of the earliest attempts to incorporate the various components (ESLRS, SAT-10 skills, GDOE Content Standards, etc.) into one form which required teachers to tailor their lesson planning accordingly. The new block schedule this year further refined the lesson plan process.	Standardized Lesson Plan form (EEIC + New format for Block Schedule) Monthly ESLR awards
Special Education Attempts have been made to incorporate ESLRs into the lesson plan format. However, since moving to the block schedule, the emphasis has been more on SAT10 skills in the classroom, ESLRs in the AAP classes. However, there have been times when the SpEd/ESL students were	SAT 10 used to guide instructional goals: SMART Goals ESLRS addressed in the AAP

Findings	Supporting Evidence
inadvertently left out of the ESLR survey as the Gen Ed teachers administered the survey in their content classes, rather than in their AAP classes, effectively missing the input of students in full-resource classes.	classes.

Changes/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation.*

Findings	Supporting Evidence
<p>BMS teachers actively use data to plan the curriculum as well as the lessons and skills that are to be emphasized and to determine what resources are needed.</p> <p>One example was when the Curriculum Map was revamped. The SAT-10 skills that students had performed low on were given special emphasis and aligned with the newly established (in GDOE) CCSS and the GDOE Content Standards. Another example is the academic component of the SMART Goals established. Specific goals were set by each team based on need and each team/teacher planned accordingly. Each team also underwent a 'Tuning Protocol' with the Leadership team in an attempt to address a critical area of concern, be it academic or behavioral.</p>	<p>SAT 10 results</p> <ul style="list-style-type: none"> - Common Core State Standards - GDOE Content Standards <p>SMART Goals</p> <p>Progress Report Forms</p> <p>Tuning Protocol</p> <p>PBIS Data</p>
Content area teachers review student achievement data – to include quarterly marks analysis, SAT10 performance data, and common assessment data to continuously monitor and modify curriculum maps. In so doing, teachers are able to begin the process of dialoguing as they evaluate the effectiveness of instruction and the degree to which students are mastering skills and concepts taught.	<p>Curriculum Maps</p> <p>Content area meeting logs</p>
<p>Physical Education and Health</p> <p>The PE and Health Department use the Presidential Fitness Test Data and adjust lesson plans as needed to help students to succeed.</p>	Presidential Fitness Test Data

Student Work and Other Assessments

Indicator: Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum.

Prompt: *Provide a range of examples of how student work and other assessment demonstrate proficiency in the knowledge and skills necessary to be successful learners of the challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Student work and assessments show BMS's efforts at attempting to have them attain knowledge and skills at being successful learners. Progress reports gleaned from PowerSchool show achievement. Students' work from the AAP and the core/elective classes display competence and understanding of the ESLRs as well as attainment of skills outlined in the Curriculum Map. Some students also utilize technology towards	<p>Student progress reports</p> <p>Sample student work from AAP and core subjects</p> <p>Online student work</p>

Findings	Supporting Evidence
completion of assignments as well.	
<p>Physical Education and Health</p> <p>During the lunch block, students who are in Intramural Sports officiate friendly games, in so doing, are able to apply knowledge and skills acquired in class. Students help promote sportsmanship and fair play with adult supervision</p> <p>During lunchtime, students have the opportunity to participate in games, whereby they demonstrate understanding of game rules and sportsmanship, and are able to conduct themselves in accordance to the school ESLRs.</p>	<p>Intramural games during lunch</p> <p>Student participation</p>

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the expected schoolwide learning results (schoolwide learner outcomes) and the curricular standards?*

Findings	Supporting Evidence
<p>Student feedback is important and sought after as much as possible. Response to Intervention plays an important part in students' progress. Student surveys (both formal and informal) are important, particularly in the AAP classes. Some teachers include exit/check-outs as a way of assessing feedback.</p>	<p>Examples of student work</p> <p>Student interviews/discussions during AAP</p> <p>Exit ticket data (journals)</p>
<p>The BMS administration often has recorded interviews with students to obtain their perceptions concerning their experience as a student at the school. BMS uses the ESLRs Survey on connectivity and AAP learning.</p> <p>Administrators conduct informal student interviews when participating in Walkthroughs. In addition, advisory teachers are able to determine how students are doing academically and behaviorally, as personalization take place during the AAP block. During this time, and with the advisory teacher, counseling and contacting of parents occurs.</p>	<p>ESLRs Survey</p> <p>Video: Accessing Students' Voices</p> <p>Parent Contact Logs</p>
<p>Students are provided an opportunity to provide feedback through their AAP classes, as well as in their daily classes. BMS also supports the Student Body Association which represents the students and their interests and concerns.</p> <p>Surveys have helped dictate activities that support learning objectives, ie reading interest survey. Teachers used MI survey to find appropriate activities to help teacher deliver instruction like art and music.</p>	<p>AAP class surveys</p> <p>Student Interviews</p> <p>Multiple Intelligence Assessment Results</p>

Teacher Monitoring

Indicator: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

Prompt: *How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?*

Findings	Supporting Evidence
Teachers monitor student progress over time as expected. This is done largely to determine whether the goals as specified in the curriculum map and syllabus have been met. The most obvious way this is done is via progress reports. Other ways are looking at student work completion and their performance on the common assessments. SMART Goal completion or non-completion is also looked at as well. Though considerably subjective, students' grades are also factored into the degree of student progress.	Progress reports Student work and product Common assessments SMART Goals Quarterly Marks Analysis
Student feedback through demonstration, inquiry, and formative assessment is used to determine learning outcomes have been achieved and whether learning objectives are met or needs re-teaching.	AAP student monitoring sheet Exit Tickets Teacher/student inquiries

B3. How Assessment is Used: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>This criterion is being addressed as much as possible as shown via the different ways the school is attempting to meet the critical academic needs of the students. Teacher accountability is also factored into this.</p> <p>Based on the progress and need of the students, various activities are utilized. Student planners (especially when combined with check-in/check-out and parent accountability in mind) go a long way. Teachers refer to the AAP student data to address needs as well. Lunch watch and activity day tutoring/study hall is offered as much as possible.</p>	<p>Student planners AAP student data Updated curriculum maps Lunch watch (tutoring) Study hall during activity days Daily bell work Presentations and quarterly projects</p>
BMS has started to use a central database (Google Drive) for recording data. Each interdisciplinary team and content team is required and responsible for creating SMART Goals based on students' needs in respective areas.	Google Drive SMART Goals
<p>The school is transitioning into literacy focus by teaching academic vocabulary in each subject area.</p> <p>Based on SAT10 item analysis, the various content areas are addressing deficiencies using standardized Bell Work, Frayer's model, etc. As a school, we are in the early stages of addressing literacy throughout the content area.</p>	<p>Academic power vocabulary Standardized Frayer's Model</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

WASC Category B. Curriculum, Instruction, and Assessment: Strengths and Growth Needs

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

- Teachers use a variety of strategies to engage students in higher learning
- Collaboration has begun through Professional Learning Communities in the development of SMART Goals, curriculum maps and common assessments for content areas
- Great shift toward technology to access student and faculty data (PowerSchool, Google Drive, Livebinder, Observation 360)

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

- Development of common assessments is still a work in progress for some content areas
- Use common assessments formatively to enhance student learning
- Development of a common rubric to be used throughout all content areas
- Need more teacher training and instructional strategies to effectively differentiate instruction
- Need to vertically align skills across grade-level content areas
- Need for better collaboration with Special Education team teachers with the core content areas

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results (schoolwide learner outcomes)?

CRITERION C1 INDICATORS AND PROMPTS

Personalized Student Support

Indicator: The school provides personalized student support correlated to student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.

Prompt: *How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected schoolwide learning results (schoolwide learner outcomes)?*

Findings	Supporting Evidence
<p>At BMS, our school leadership and staff provide personalized student support correlated to student achievement by the use of our content curricular maps and team SMART goals. These particular items help formulate appropriate lessons that apply both in and out of the classroom. Furthermore, teachers are responsible for completing AAP data sheets which serves as a database of students' academic and personal information.</p> <p>Every month, each grade level holds an assembly where discipline data is reviewed. This helps keep track of student behavior and improve in areas of concern. The school ESLRs are located and accessible for constant review: on campus, in classrooms, in students' planners, and at our school website. For those students and parents whose language is not English, translation of the ESLRs in some native languages is available.</p> <p>BMS holds quarterly AAP Exploratory Days that allow students to the opportunity to explore their interests. All BMS personnel is involved in the activity – whether through facilitation of mini-courses (exploratory activity) or supervision.</p> <p>The school leadership and staff provide personalized student support for Special Needs students through IEPs and for ESL; however, there is no personalized plan for the students of the general population except when teams address concerns for individual students.</p> <p>Our school lacks sufficient manpower to ensure that all the needs of the students are being met. The personnel issues are such that the BMS staff are often pulled from one assignment to fill another position, albeit temporarily. This causes disruptions within the system that result in lack of communication and a negative learning environment.</p>	<p>Content Curriculum Maps</p> <p>SMART Goals</p> <p>AAP Data Sheets</p> <p>ESLRs translations</p> <p>Discipline Data</p> <p>Participation in AAP Exploratory Day</p>

School Support Systems

Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Prompt: *Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?*

Findings	Supporting Evidence
<p>Synergistic efforts are put forth by the Administration, Faculty, and Staff at BMS in order to ensure that an effective and consistent support system exists. Programs such as Outreach and one-on-one tutoring are readily available for students who need extra assistance in reaching their full potential.</p> <p>In addition, as part of the School Action Plan and a demonstration of the school's ESLRs, it is required that all students are well-known by at least one adult. It is believed that establishing a more personalized relationship with students will, in effect, impact overall discipline rates and help to track a student's social and academic progress.</p> <p>The Schoolwide Pyramid of Interventions is in effect and is referred to constantly by members at BMS. Although all levels of leadership are held accountable, communication between Administration and Faculty needs to be addressed. At times, there has been a lag in communication resulting in teachers being unaware of a student's suspension. Progress has been made, however, with involving parents regarding student absences. Furthermore, data is readily available on Google docs so that it can be cultivated and analyzed by Faculty and Administration against SMART goals.</p>	<p>Outreach Program</p> <p>RAPP</p> <p>Pyramid of Interventions</p> <p>SMART Goals</p>

Strategies Used for Student Growth/Development

Indicator: The school uses strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment.

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.*

Findings	Supporting Evidence
<p>BMS has implemented several programs and activities that center around the emotional welfare of its students. These programs and activities focus on developing the students' self-esteem and creating connections within the learning environment. The programs and activities that BMS offers that do center on student growth and development are the Advisor-Advisee Period (AAP), AAP Exploratory Day, and the Induction Program.</p> <p>The school strives to develop an atmosphere and mutual respect where students feel that their concerns are valid, meaningful, and are taken seriously. Through AAP, teachers seek ways to develop students' self-esteem and engage them in meaningful dialogue about related "life skills" issues.</p> <p>The AAP Period embraces the idea that the students are at a transitional point in their education and hence have unique needs. With that, the AAP curriculum map, Mini-courses, and the lesson plans developed for the period are created and structured so that social topics such as friendship, adversity, diversity, and racism. It offers the students opportunities learn</p>	<p>AAP Curriculum Map</p> <p>Participation in AAP Exploratory Day</p> <p>AAP Lessons</p> <p>Participation in Clubs and Organizations (Student Membership)</p>

Findings	Supporting Evidence
<p>specific topics such as adversity, prejudice, discrimination, friendship, and other social topics. In addition to this, the curriculum map and lesson plans developed for this period ensures that the students concerns and interests are discussed, and that at least one teacher knows the student (advisor).</p> <p>AAP Fun Day was developed to offer students an opportunity to learn skills and engage in activities such as Cooking, Crime Stoppers, Guitar Class, and sports. These activities are important because it allows students to learn in a more social setting and be able to explore other skills and activities not available during the instructional day.</p> <p>Through clubs and other organizations, students are provided leadership opportunities. Student achievement is acknowledged at assemblies and through team newsletters. Where there are submissions, student acknowledgment is made online through the school website. BMS is committed to encouraging an awareness of school norms and expectations.</p> <p>The induction program is offered to new teachers. In the program, new teachers learn various strategies and skills to encourage and develop students' learning and self-esteem.</p>	

Support Services and Learning

Indicator: The school ensures that the support services and related activities have a direct relationship to student involvement in learning.

Prompt: *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom?*

Findings	Supporting Evidence
<p>At BMS, the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning by daily and monthly observations of students in and out of the classroom. Administrators and the leadership team have been actively involved in ensuring that students are engaged in their daily lessons by asking questions and reviewing with students what they learned. Students receive quarterly progress reports that show their progression through the quarter.</p> <p>In an effort to have students active in support services, BMS has done beautification projects, such as murals, campus cleanups and beach cleanups. Students who participate in school fundraisers or events are rewarded with dress down passes or other awards for their contributions.</p> <p>Every school year, the school's Activity Coordinator(s) coordinate a Club Fair, in which all clubs and organizations prepare information to "sell" their club to prospective members – the BMS student body. The entire school population participates in this Club Fair by assigned times to visit its location. There, they look at what each club or organization have to offer and are given the opportunity to sign up where they see an interest. The Club Fair empowers students with choice based on their personal interests and enables them to explore the possibilities of new interests.</p> <p>Students are offered a number of tutoring services from within our school</p>	<p>Quarterly progress reports</p> <p>Beautification projects</p> <p>Participation in on- and off-campus fundraisers and events</p> <p>Club Fair</p> <p>Tutoring Programs</p> <p>Counseling Program</p> <p>School Health Nurse Records / Data</p> <p>Exploratory Day Sign Up (Students' Interest Sheets)</p>

Findings	Supporting Evidence
<p>such as, lunch tutoring with teachers, NJHS peer tutoring, Saturday Scholars and ETS (Educational Talent Search) are programs offered to those students who need assistance.</p> <p>School counselors assist all students in academic, personal, and social-emotional areas. They work to understand the whole child and to plan for positive interventions. When most necessary, they make referrals to respective agencies as needed. The counselors also coordinate the quarterly Exploratory Days that occurs through AAP classes. An extensive and arduous task in itself, the school counselor allows for all students to choose the mini course in which they are most interested. All teachers are involved, as well, as they sign up to "teach" the course. Classes have an extensive range, allowing students a plethora of experiences in which to choose.</p> <p>At BMS, a schoolwide system of support – PBIS – is in place that includes proactive strategies for defining and teaching appropriate student behavior to create a positive school environment.</p> <p>The health services at BMS support students learning by identifying health-related barriers to learning and developing programs to help eliminate those barriers.</p> <p>However, although a number of support services are present, we have a number of students that do not take full advantage of the opportunities given to them. We find that most of the programs that are not present in the school are the most unutilized. We are currently trying to find ways to improve the system.</p>	

Co-Curricular Activities

Indicator: The school ensures that the co-curricular activities are linked to the expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *To what extent does the school leadership and staff link co-curricular activities to the expected schoolwide learning results (schoolwide learner outcomes)?*

Findings	Supporting Evidence
<p>Most members of the Staff, Faculty, and Administration at BMS are committed to carrying out the school ESLRs in non-academic activities. As a demonstration of the school's Mission Statement to "... prepare all students to become functional and productive," efforts have been made to incorporate positive character building into student learning. For instance, the newly implemented Advisor/Advisee Program (AAP) follows a curriculum that strictly focuses on core values such as respect and diversity. In addition, as a complement to content lesson plans, teachers make a stringent effort to incorporate the school ESLRs into student learning as a means of engaging the class in holistic teaching.</p> <p>Student interests are nurtured and grown through the multiple clubs, organizations, and sports that are accessible to all. Students who exemplify positive model behavior are rewarded with off-campus fieldtrips and are sometimes recognized in the school bulletin. Furthermore, activity days are designated monthly as a means of celebrating school unity and boosting student morale. As an extension of AAP, VSABMS has also launched AAP Exploratory Day, which works to develop student interests in areas such as</p>	<p>AAP Lessons</p> <p>Student participation / membership in school clubs and organizations</p> <p>Fieldtrips</p>

Findings	Supporting Evidence
<p>sports. Finally, school wide assemblies/parades (i.e.: guest speakers, Christmas, Peace March) work to facilitate students in learning how to "...appreciate and welcome others' cultural and individual differences."</p> <p>Fieldtrips are used to enrich and broaden the classroom learning experience. It can provide them with new information and change their attitudes and interests. Interscholastic sports at BMS afford students the opportunity to challenge themselves both physically and mentally. Teamwork, perseverance, sacrifice, and commitment are important elements in successful seasons that will serve students well throughout their lives.</p>	

Adequate Available Services

Indicator: The school has available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling.

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?*

Findings	Supporting Evidence
<p>At BMS available adequate services, including referral services to support students in such areas as health, career and personal counseling, and academic assistance are provide Big Brothers/Big Sisters, Upward Bound, Island Girl Power, the University of Guam's TRIO Program, LAGU tutoring and Saturday Scholars are all a part of the school's outreach program, providing services and guidance for academic success.</p> <p>In order to address the needs and intervene for students who continually fail to exercise being respectful, responsible, and safe there is the DYA/LAGU and on-site truant officer.</p> <p>The other services and offices available on campus for student services include: the nurse's office, counselor's office, team meetings with parents, and teacher/student/parent interviews. To show the effectiveness of such offerings, the school and interdisciplinary teams have on hand the rosters, log-in sheets, referrals, and meeting logs of students who have used the services and what the results of such meetings and interviews.</p> <p>Although such services and programs exist on and off campus, it's important that pertinent student information is shared among faculty and staff that may be in contact with the students who make use of such services and programs. Currently, there is a lack of communication that leads to a level of confusion (i.e. student is referred/suspended but teachers are not informed in a timely manner – if not at all).</p> <p>The school has a wide range of services available based on specific needs such as TRIO and LAGU. They are in connections with the Big Brother/Big Sister Program. Our school is fortunate to have an on-site school health counselor, an audiologist, grade-level counselors, and a speech/occupational therapist.</p>	<p>Log sheets of students receiving services: counseling, school health counselor, tutoring, etc.</p>

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
At BMS, our school evaluates the level of student involvement in co-curricular activities by AAP Exploratory Day rosters. Students are able to choose which clubs or activities they would like to be involved in. We also make every effort to open the door for communication with students using the internet. There are Team and School websites available, as well as social media sites.	AAP Exploratory Day Rosters / Sign-Up Sheets Team Websites School website School-affiliated social media sites

Student Perceptions

Indicator: Interviewing and dialoguing with students assists the school in evaluating the effectiveness of the academic and personalized student support.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
The school solicits students' perceptions about the effectiveness of the personal and academic support that is afforded to them. This is done primarily through surveys based on school ESLRs, accessing students' voices through focus group interviews, and informal interviews. Students have just recently been invited and encouraged to express their perceptions on our school website through the "Blog" section. Students' survey responses are indicated in Chapter 2 of this report. Student feedback gleaned through the recorded focus groups have helped faculty to see the degree to which students feel valued as well as the level of academic rigor.	ESLR Results Accessing Students' Voices: Video Recordings

C1. Student Connectedness: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
At BMS, we are in the process of implementing new ways of measuring student growth. We have created our curriculum map to improve on the areas that show low SAT 10 scores.	Curriculum Maps

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

C2. Parent/Community Involvement Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

CRITERION C2 INDICATORS AND PROMPTS

Regular Parent Involvement

Indicator: The school has regular processes for the involvement of parents and community.

Prompt: *Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.*

Findings	Supporting Evidence
<p>At BMS, we incorporate a variety of ways to achieve parent and community involvement.</p> <p>To stay connected with the parents of their students, the school provides each student with a personal school planner to be used for various things one of which is used as a form of communication log between parents and teachers. Teachers contact parents via telephone and email regarding progress, issues or concerns they may have. Teacher and parent meetings are scheduled during Team preps along with scheduled Open House, PTO, and PTC for the school year. Important dates and upcoming events are also published in the Pacific Daily News. The community can also access the BMS website to view upcoming school events and also showcased student work.</p> <p>Parents and guardians can now track their child's progress through the use of the PowerSchool parent portal. Parents and students have been given login access to monitor their performance in school. For those who lack access to the internet, BMS still administers quarterly mid-term progress reports, sends notices home, and has the quarterly report cards.</p> <p>The school website, which was launched this school year, is updated frequently. The website provides pertinent information relating to the school and its events, and provides a glimpse of school life via photos and weekly posting of bulletin announcements. Important school news is also posted on the island's main newspaper, the Pacific Daily News.</p> <p>Our school's Outreach program also conduct home visits to low socioeconomic families when necessary and they also provide and conduct Parent workshops on various topics.</p> <p>The community's involvement at BMS is prevalent with the support of many guest speakers and with the Guam National Guard continued commitment to assist the Guam Public Schools with major issues that our teens face today such as drugs, alcohol and violence. BMS has also been fortunate to establish partnerships with several local businesses. They have aided the school with goods or services, such as the Campus Clean Up that was held before the start of the school year.</p> <p>There is still the need to improve the communication with parents and guardians so that they are active participants in their children's education.</p>	<p>Parent-Teacher Correspondence through Planners and Email</p> <p>Online Statistical Information for PowerSchool logins and Website Visits</p> <p>Mid-Quarter Progress Reports</p> <p>Report Cards</p> <p>Sign in Sheets for Open House, PTO, and PTC</p> <p>Weekly school bulletins</p> <p>Outreach Log</p>

Use of Community Resources

Indicator: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

Prompt: *How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>AT BMS, the school has effectively used community resources to support our students in terms of professional services, business partnerships, and speakers. Some include:</p> <ul style="list-style-type: none"> • BMS 5K – Dededo Mayor's Office • Peace March – Dededo Mayor's Office • Red Ribbon Ceremony and 9/11 Commemoration – Army Guard • Career Day – Various community representatives • Team Building Activities – Army Guard • School Activities – Army Guard • Corporate Fundraisers – BMS Movie Nights with Tango Theatres, McTeacher Night with McDonalds, Guam, Pizza Hut, Kings Restaurant • Non-profit and government adoption for school clean up – Advancing Government Accountability (AGA), Guam, Department of Corrections <p>The school uses the community to educate students what is around them and being aware of what is being taught in their AAP that there is a connection between lesson and hands on experiences. Students get the sense of ownership and respect of their community.</p> <p>Students are able to journal and reflect on the 9/11 event. They are to explain how they feel about the big event in history.</p> <p>The school provides other guest speakers to educate the students to increase awareness such as drug treatment, youth crime, cancer society, and other related services.</p> <p>While we try to capitalize on our school-community partnerships, we still struggle with vandalism and security. Partnership with local law enforcement officers would help improve this area of concern.</p> <p>On Chamorro Day, BMS had presenters and master artists come out to share their craft with students. These types of experiences help our students learn more about the island culture. An area that could use improvement is the reaching out to other cultural groups. The Micronesian population at BMS continues to grow, and as a school community, there is a need to incorporate their culture into our practices as well. While there is a need to infuse our local culture with theirs, the school needs to find a way to acclimate new students (to Guam and to BMS) to local laws, rules, social customs, and cultural expectations. Because of the gap in cultural understanding, there have been some disciplinary issues that have arisen in past years. For reasons such as these, it seems necessary to find ways to increase cultural awareness and to also reach out to interpreters to help with our students and their families.</p>	<p>Community partnerships</p> <p>Student reflections</p> <p>Guest speaker visitation logs</p>

Parents/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the school's program.

Prompt: *How does the school ensure that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the curricular/co-curricular program?*

Findings	Supporting Evidence
<p>At BMS, parents and the school community understand student achievement of the Expected Schoolwide Learning Results through the school's program through various printed, electronic, and verbal communications. In the beginning of the school year, the school schedules Open House to welcome incoming parents and students. In addition, BMS now has a school website, some interdisciplinary teams have their own websites, and some individual teachers have created their own, as well. These sites allow for dissemination of important information that creates a means in which immediate contact and interaction can occur.</p> <p>At BMS, teachers and administrators use technology to reach out to families and keep them informed of school activities and volunteer opportunities. In addition to the school website, parents can also access up-to-date information about their children via PowerSchool. As the discourse between parents and schools increases, suggestions are shared, understanding between both improves, and positive attitudes (in both) are more easily maintained.</p> <p>The school also coordinates a "BMS Day" at our island's largest retail outlet – the Micronesian Mall in our village of Dededo – to provide information to the community about the school's programs, to highlight successes and student work, and the give students the opportunity to showcase their talent.</p>	<p>Open House sign in Website Statistical Data PowerSchool BMS Day</p>

C2. Parent/Community Involvement: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>At BMS, other programs are available to ensure the school community understands the school is meeting its goals. This is done through monthly outreach projects involving stakeholders, such as the Peace March – to promote against violence; the BMS 5K Fun Run – to promote healthy living; the Chamoru Week festivities – to promote cultural values; and the Christmas Around the World – to promote diversity within the school community.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence

WASC Category C. Support for Student Personal and Academic Growth Strengths and Growth Needs

Category C: Support for Student Personal and Academic Growth: Areas of Strength

- Advisor-Advisee Period helps to meet the school's goal of personalizing instruction by means of getting to know our students better (through character development lessons, compilation of students' information on AAP data sheets, and students' active participation in schoolwide activities and/or Exploratory Day)
- Availability of resources to forge Home-School Connection
- The school actively seeks community support to affect student learning and achievement

Category C: Support for Student Personal and Academic Growth: Areas of Growth

- Better method of communication between BMS administration, faculty and staff regarding students' progress
- Increase home-school connection

Category D: Resource Management and Development

D1. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes)?

CRITERION D1 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
In VSABMS, the allocation of resources comes strictly from a budget established from GDOE Central Office each fiscal year. Each school is given a budget depending on the number of students they have enrolled. If support staff makes a request for materials needed, often times what is given does not suffice. The procurement, therefore, does not match the request. The procurement office of the department follows procedures for ordering and purchasing, and most times, they go with the cheapest bid, regardless of quality. The process to get the materials needed is lengthy whereby, on occasion, materials requested do not become available until after the year of the request. There is a direct relationship between student learning and adequate resources because a lack of resources distracts their attention for learning. (Example: Students and teachers tend to be uncomfortable in a hot classroom, therefore, the environment is not conducive to quality classroom instruction and learning.) The administration gets money from the department, and the administration at BMS allocates the money as needed (instructional, custodial, health counselor, administrative.)	At least 20% teachers that say their classroom is too hot and their students are uncomfortable due to hot classrooms; Teachers submit work-request forms; Shortage of 1 to 1 aides for students who require (special needs, a part of IEP); and Because quality is sacrificed for cost, the equipment at our school is usually in need of repair or complete replacement.

Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Prompt: *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
VSABMS develops an annual budget through public hearings. The senators look at our supply and budget request and scrutinize the need for each.	Purchase order records are kept at the school with the Administrative Officer/Assistant; MUNIS system keeps track of the budget as far as what the school is spending.

Facilities

Indicator: The facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.

Prompt: *Determine if the facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.*

Findings	Supporting Evidence
VSABMS was first built in the 1960s, therefore, there are many problems with the facilities (classrooms, gym, bathrooms, cafeteria, library, offices, etc.) Because the facility is so old, many new technologies are not supported or sustained (power resources.) We are always working to catch up with today's technology to provide our faculty and students with those opportunities, and we try to keep up with the demand for instructional materials and supplies, however, our efforts are often set back due to frequent break-ins.	<p>Maintenance request forms from faculty and staff;</p> <p>Police reports and case numbers;</p> <p>Receipts for repair and supplies</p>

Instructional Materials

Indicator: There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
At VSABMS, the administrative officer or assistant provides quantity textbooks and workbooks from Curriculum and Instruction based on enrollment. The librarian is given a yearly budget (from passport funds) to purchase equipment (A/V/technological tools, books, DVDs, instructional resources.) Support teachers and support staff tries to enhance students' educational experiences by maintaining and acquiring quality materials, however the incidences of break-ins prevents librarian and others from providing equipment and resources to students and teachers.	<ul style="list-style-type: none"> • Email submissions to C & I; • Librarian obtains price quotes and inputs into the MUNIS system for processing; • A/V equipment listing for check-in and check-outs • Police reports and case numbers; • Alarm system installed; and • Security cameras installed.

Well-Qualified Staff

Indicator: There are resources available for hiring and nurturing a well-qualified staff.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
VSABMS strives to keep faculty up to date with recent educational studies via PD360 and opportunities for job-embedded professional learning. Faculty and staff attend quarterly professional developments, and are held to a high standard by our administrator.	<ul style="list-style-type: none"> • School administrator has the capability to view who accesses online courses and articles; • Attendance roster; and • The student to staff ratio is inadequate.
We do not have enough elective teachers to support the population of students. We are lacking adequate 1 to 1 aides to support the number of special education students whose IEP mandates a 1 to 1 aide. We lack clerical personnel, custodial personnel, and school aides to supervise and service the population of students.	

D1. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
At VSABMS, faculty and staff learn to adapt, conquer, improvise, and overcome our challenges with limited resources.	<ul style="list-style-type: none"> • SAT10 data; • Discipline data; • Work requests; • Supply requests; • Faculty attendance; and • Staff attendance.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
In terms of sustaining a school program, purpose, and student achievement, Resource Management ranks among the most vital to the success of a school community's endeavors. To say that our school doesn't get its fair share of the procurement pie is an understatement, as we have been getting by with an old and over-crowded campus, understaffed faculty and supervisory positions, and at some times, unhealthy and hazardous conditions. We've also endured numerous break-ins, some of which have devastated our classrooms and supplies. Through all this, however, the VSABMS community has resolved to continue with the mission of student safety and success. The Administration conducts trainings and inductions of our most valuable resource: highly qualified teachers. Much is expected of our faculty. They are held accountable for delivering quality instruction, and are regularly observed and critiqued (both by administrators and colleagues.)	<ul style="list-style-type: none"> • SAT10 Data; • Discipline Data; • Work requests; • Supply requests; • Faculty evaluations; • PLCs; and • Staff and faculty attendance in workshops.

D2. Resource Planning Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do the governing authority and the school execute responsible resource planning for the future?

CRITERION D2 INDICATORS AND PROMPTS

Master Resource Plan

Indicator: The school has a master resource plan. The school has a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results (schoolwide learner outcomes).

Prompt: *Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results (schoolwide learner outcomes).*

Findings	Supporting Evidence
At VSABMS, the master plans are in Annual Budget Reports: requisitions, staffing patterns, hiring of personnel and staff, and work request. There are monthly Professional Development workshops, weekly Teacher Leader meetings, induction of new Teacher Bi-weekly meetings, twice a year	<ul style="list-style-type: none"> • Administrative Officer/Assistant financial and budgetary records; • Faculty and staff attendance at

Findings	Supporting Evidence
<p>Professional Development, monthly grade level meeting, monthly grade level assemblies, common assessment, team meetings, and clubs. School readiness report, weekly reports generated by staff and consolidated by admin, admin weekly meetings at District Level at supports office, summaries from Special Education IEPs, and inventories are available.</p> <p>Master plans exist but are unclear and their relationship to improving student performance or learning is also unclear. Too many school personnel are unaware of the master plans and their relationship to the criterion.</p>	<p>monthly meetings and Professional Development days;</p> <ul style="list-style-type: none"> • New teacher attendance at inductions; • Discipline Data; • SAT10 data analysis reports; and • Supply and work requests.

Use of Research and Information

Indicator: The school uses research and information to form the master resource plan.

Prompt: *To what extent does the school leadership and staff use research and information to form the master resource plan?*

Findings	Supporting Evidence
<p>The administration and central office personnel use research information to form the master resource plan. Administrator bases most, if not all, of his resource-related decisions on research that he has found to be successful in similar schools.</p>	<ul style="list-style-type: none"> • Free and reduced lunch program data; • Annual SAT10 results; • ESL data; • Student demographic reports; • Supply and work requests; • New teacher inductions; • Teacher workshops; • Summer school readiness checklist; and • Discipline data

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: *Is there effective involvement of stakeholders in the school's future planning?*

Findings	Supporting Evidence
<p>Leadership meetings between the Administration and Faculty are held every week. In these meetings, educational research and options are discussed. Ideas are put on the table for scrutiny. Faculty leaders are highly encouraged to get input from their team teachers during their weekly team meetings. Some teams meet more than once a week. These are all done in the hopes of improving the quality of education our students receive.</p> <p>An area to improve would be that a more concerted effort should be made to include parents in the planning stages.</p> <p>The budgetary meetings are held with department heads and lawmakers. Every stakeholder has open invitations to present suggestions before a final decision is made involving budgetary planning.</p>	<ul style="list-style-type: none"> • Inventory; • Work requests; • Projected enrollment; • Teachers' professional development; • Parent portal; • Faculty attendance at team meetings; • Team leader attendance at weekly Leadership Team meetings; • Teachers/personnel contacts to parents; • Outreach program; and • GDOE website.

Informing

Indicator: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?*

Findings	Supporting Evidence
Before any check is cut for the upcoming school year, budget hearings are held with departmental leaders and lawmakers. At these public hearings, every citizen is invited to speak on financial, school maintenance, student safety, teacher quality, and similar issues they feel need to be addressed by the committee. Data is given to members as evidence of specific and general needs a school must provide in order to fulfill its mission.	<ul style="list-style-type: none"> • Textbook and educational supplies inventories; • School supplies inventory (desks, chairs, functional v. non-functional air conditioners, etc); • Enrollment data; • Attendance at budget committee hearings; • Student demographic reports; and • Facility maintenance reports and supply requests.

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
Our school has been featured in local and national media. Our Administrator, Dexter Fullo, was recognized with a profile on the National Staff Development for Learning School Alliance. In fact, VSABMS is the only school in the organization from this region. Our students were featured in a national video by the Red Ribbon Campaign (Anti-Drug,) and locally for our school's Peace March, SAT10 achievement, mathematics competitions, and science fair awards. Members of our faculty are recognized as being teacher leaders, conducting many workshops in other schools for the Leadership Academy. Honored guests to our school include Governor Eddie Baza Calvo, U. S. Drug Enforcement Agent in Charge Puralowski, Rotary Club exchange students, U. S. Attorney, Counter Drug Coordinator Capt. Melvin Pilarca, and yearly visits from students from our sister school in Japan.	<ul style="list-style-type: none"> • National Staff Development for Learning School Alliance profile and attendance of VSABMS Administrator; • Pacific Daily News archives; • National DEA Red Ribbon Campaign 2012 video; • Faculty attendance at Leadership Academy presentations; • Videos of Leadership Academy; and • Awards and certificates.

D2. Resource Planning: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
From examining the evidence, it can be learned that the planning takes place in a public forum with the budget committee hearings and also in leadership meetings at the school site. It is also evident that our Administrator keeps up with the most recent educational research, and	<ul style="list-style-type: none"> • Team binders (SMART goals, SAT10 data analysis, etc.); • PD360 articles accessed by

Findings	Supporting Evidence
that he gets encourages team leaders to include these new ideas into curricular planning. Much is expected of our faculty, who must incorporate the proven research into their daily lesson planning. Teachers are expected to meet with team leaders to implement positive change and SMART goals in order to ensure that educational skills are learned by all their students.	<p>administration and faculty; and</p> <ul style="list-style-type: none"> • Attendance at public hearings.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
In terms of sustaining a school program, purpose, and student achievement, Resource Planning ranks among the most vital to the success of a school community's endeavors. Public hearings are held before the final budget plans are executed. It is very important that our lawmakers take into consideration the requests of our school community members. Planning based on hard data from our school with regard to accomplishing our mission is very important.	<ul style="list-style-type: none"> • Attendance at budgetary committee meetings; • Work requests; • Supply requests; • Faculty evaluations; • Community cooperation; and • Student demographic reports.

WASC Category D. Resource Management and Development: Strengths and Growth Needs

Category D: Resource Management and Development: Areas of Strength

- The resolve and dedication of BMS professionals who continue to work with resources that are available, despite the state of our facility
- Opportunities for continued and sustained professional development

Category D: Resource Management and Development: Areas of Growth

- Increase number of school personnel, as currently, the student to staff ratio is inadequate
- Work at including parents in process of future planning

Prioritized Areas of Growth Needs from Categories A through D

Prioritize the growth areas from the four categories.

- Work on collaborating with and between grade levels and content areas to identify essential learning skills for vertical alignment
- Develop and use common formative assessments in the areas of Language Arts, Reading, and Math to guide teaching and learning
- Establish better method of communication between BMS administration, faculty, and staff regarding student progress
- Establish consistent curricular design and lesson plan format in all classes to maximize learning in the block period
- Continue to participate in effective job embedded professional development for the acquisition and application of instructional strategies to be used in the block period
- Continue to build capacity of professional staff to continue action steps necessary to sustain this forward movement for student learning and achievement

Chapter 5: Schoolwide Action Plan



"If we choose to take just a few well known, straightforward actions, in every subject area, we can make swift, dramatic improvements in school."

Mike Schmoker

Roadrunner Academic Progress Plan

Any School Improvement Plan must be clear and concise on its purpose. For the Benavente Middle School Improvement Plan, it is focused specifically on increasing student achievement – not only through means of standardized tests, but on other data also to include: teacher grades and other measures of students' academic achievement, as well as students' interests and perceptions. Hence, the Roadrunner Academic Progress Plan (RAPP) was created during the Full Self Study Visit of 2007 by members of the Curriculum and Instruction focus group. In so doing, members envisioned a comprehensive action plan designed to increase student achievement in several degrees. It is important to note that although this action plan encompasses the needs from both the deficiencies in the school report card (as per Public Law 26-26) and the critical areas of concern detailed in our previous WASC visit(s), it is not limited to just those said needs.

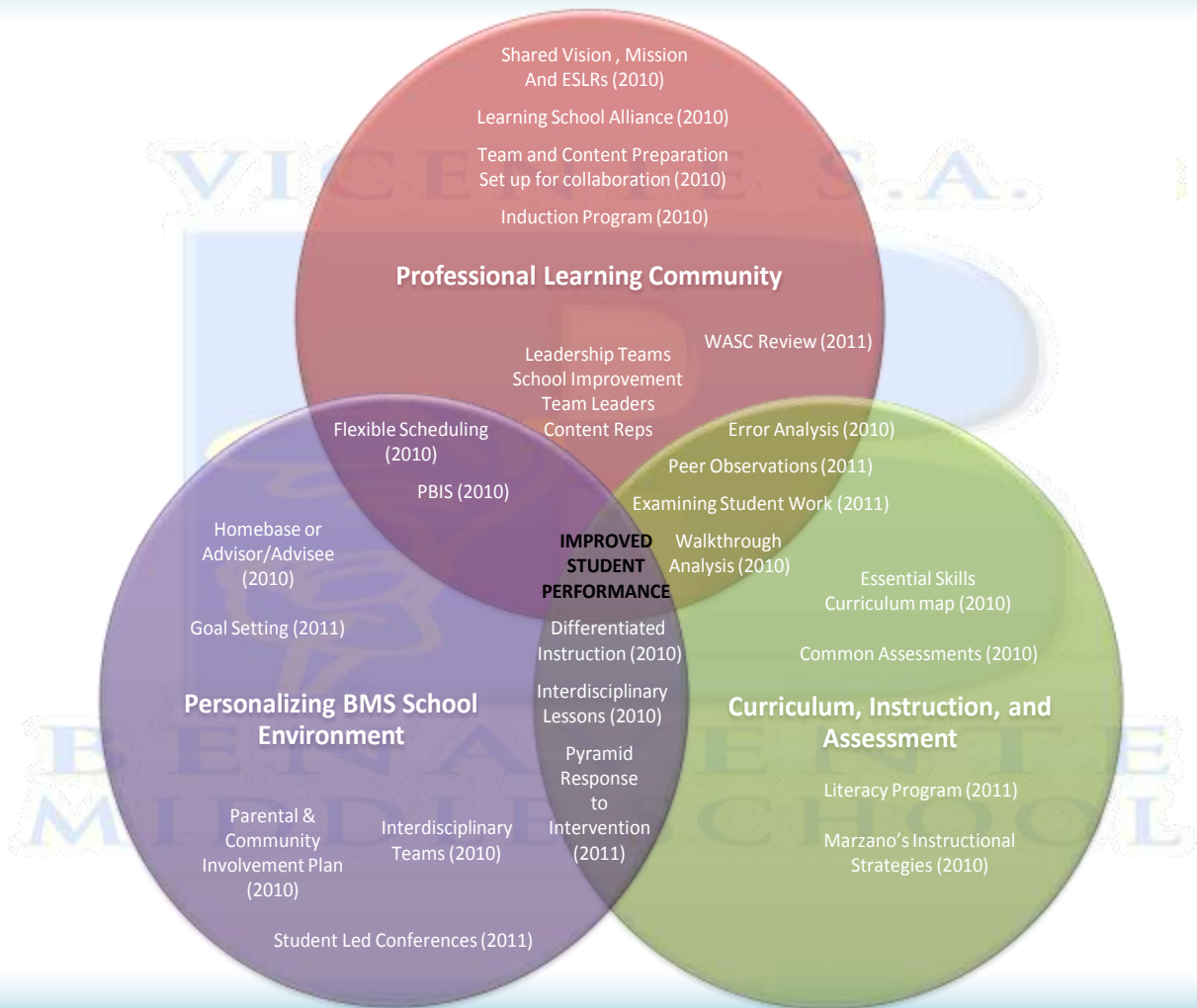
The RAPP is grounded on several theories of effective schools. Specifically, we follow the three core areas of Breaking Ranks in the Middle: 1) Collaborative Leadership and Professional Learning Communities, 2) Rigorous Curriculum, Instruction, and Assessment, and 3) Personalization. When these three focus areas become institutionalized at BMS, then it is our belief that student achievement will improve dramatically.

Although Benavente Middle School follows the Breaking Ranks Model, our daily actions have elements of framework from Richard Dufour's model of a professional learning communities, Marzano's "Classroom Instruction that Works," and Robert Horner and George Sugai's model of Positive Behavior Intervention Support. Finally, the interaction between and among the faculty and staff follows the Standards of Professional Development as described by the National Staff Development Council (NSDC), now known as Learning Forward. We believe that using these models will allow the faculty and staff to direct their resources - energy and time - toward an effective school improvement plan that will lead to student learning.

The VSABMS school improvement plan (RAPP) is guided by the District Action Plan, our deficiencies identified in our Annual Yearly Progress, the Western Association of schools and Colleges (WASC) critical areas of recommendation, and the five Goals from Guam Educational Policy Board.

Although we believe Action Plans are important, our action plan is not static, but rather dynamic. Our Action Plan has specific targets and learning goals, but because they will be embedded in our daily routines and formatively assess our progress, it is written loosely for teachers and administrators to follow the data and make changes to ensure we are inching closer towards achieving our goal. This process entails we use the continuous cycle of improvement, which is evident in the RAPP. We plan to use this framework for at least three to five years. Below is graphical framework for our school improvement plan.

BENAVENTE MIDDLE SCHOOL FRAMEWORK TO GREATNESS



VSA BENAVENTE MIDDLE SCHOOL'S
SWOT Analysis

WASC 2013 Self-Study Report

(Strengths, Weaknesses, Opportunities, Threats)

S

INTERNAL ORIGIN: HELPFUL in Achieving Objective

- Decisions made by Leadership Team are grounded in theory and best practices. (2011)
- Very Strong Leadership Teams with specific roles (2011)
- Pockets of best practices and strategies in place with certain teams-identified, celebrated, and emulated (2011)
- Created Shared Vision (2011)
- Joined Learning School Alliance (2011)
- PBIS Universal Interventions are institutionalized (2011)
- SMART Goals for all Interdisciplinary teams (2011)
- RtI in math-overwhelming majority of the math teachers implementing with fidelity (2011)
- Curriculum map in place for academic subjects (2011)
- Most Content teams now use common assessments (2011)
- Induction program is embedded throughout the school year and differentiated (2010)
- Professional Development is job embedded--takes place during Interdisciplinary Meetings, Content Meetings, Faculty Learning Sessions, as well as 2 days for full PD and early release for WASC self study
- Increased Growth in standardized scores in grades 6 and 7, where collaboration is greatest according to data
- Powerful Learning Design used regularly-Accessing Student Voices, Video for Learning, Data Analysis, Walkthrough Analysis, Tuning Protocol, and Yoshin Process
- Very aggressive and active PTO-able to install surveillance cameras to prevent infractions and vandalism (2011)
- Resourceful staff (librarian and several teachers) able to get supplies through aggressive solicitation (2011)
- Began student led activities (Assemblies, focus groups, BMS Extravaganza, Peace March, Game Day, etc.)
- Schoolwide Goal for PTEP aligned with elements of Professional Learning Communities (2010)
- Shared Decision making is transparent through Livebinder (2011)
- Developed a school web site (2012)
- Increased peer observations at BMS and other schools (2011)
- Began Vertical Alignment with Feeder Schools and High School with essential skills (2011)
- Data on student performance (Common Assessments, PBIS, SAT10, ESLRs, and Personalization) as well as Teacher Effectiveness (SAT10 and Marks) and School culture assessed (SAI, Innovation Configuration, Culture) often. All data is transparent in livebinders.com or google drive. (2011)
- Schools begin to follow the continuous cycle of improvement.
- Faculty voted to implement the 79 minute block schedule, which provides for deep learning (2012)
- Procure critical resources for adult learning (ASCD, PD360, Teaching Made Easy, Learning Forward and LSA, Doing What Works, schoolology).
- Differentiated Induction program for different cohorts of new teachers.
- Interdisciplinary teams follow collective commitments as evidenced in daily walkthroughs and observations of teachers greeting students in the hallways, consistent area of bell work, ticket outs, etc.
- Developed a homework policy that clearly delineates teacher responsibility, student responsibility, and parent responsibility.
- Core beliefs and values are challenged and difficult conversations are embraced.
- Systems of Schoolwide interventions developed and will be implemented.
- Advisory period guidelines developed

W

INTERNAL ORIGIN: Harmful in Achieving Objective

- Administrative team not engaging in loose/tight leadership which hinders the rate of success
- Infusing of common core could be detrimental if not properly understood
- Lack of Schoolwide Literacy Project
- Inconsistent decisions made by administrative team
- Not all content representatives, although moving forward and showing progress, fully embrace the change
- Instructional practices are not too engaging as evident in the number of students in off-limit areas, tardiness, and truancy; most cited function of behavior: task avoidance
- Although curriculum maps and common assessments are complete, teachers still do not use the data to guide their instruction
- High turnover rate: 10-12 new teachers in place
- Some teachers are ineffective classroom managers, hindering student learning
- Not all stakeholders are informed, despite making meetings transparent
- Administrative team not speaking the same language and lack skills necessary to carry out the vision
- Old, dilapidated facilities without canopy for fast-track area
- Ineffective teachers struggle with longer class times and student engagement

O

EXTERNAL / Helpful

- WASC visiting committee revisit report validates our progress as we were reaffirmed
- Principal leads Professional Learning for the district
- Board in favor of job embedded professional development
- Principal a member of the Educational Task Force Reform Committee
- School gets visited often from dignitaries-Governor Calvo, Dr. Marc Atkins, PREL, FSM National Government-Department of Education, PREL
- Governor claims to make education a priority and integral to the success of his campaign against poverty.

T

EXTERNAL / Harmful

- Political interference may hinder progress/vision
- Lack of financial resources from Lawmakers and Governor's office
- Mismanagement of funds from DOE hinders the resources needed to achieve goal
- Instability of Management Team from Superintendent to Deputy Superintendents'
- Lack of internet connection to be able to access PowerSchool, Google Drive, and Livebinder

V.S.A. Benavente Middle School Action Plan 2012-2013
Roadrunner Academic Progress Plan (RAPP)

GOAL 1	BMS faculty will increase personalization with all BMS students as measured through perception surveys, parental partnerships, and discipline referrals.
RATIONALE	<p>EVIDENCED-BASED STRATEGIES: Addresses core area of personalization from Breaking Ranks (NASSP) Addresses one of the core components of the middle school concept – advisor/advisee or advisory programs (NMSA) A prerequisite for differentiated instruction (Learning Forward) A prerequisite for the tertiary and secondary interventions for PBIS and Response to Interventions (RtI)</p> <p>ESLRs ADDRESSED: Value Their Community, Adapt to Changing Times, Behave Appropriately, Make Positive Choices, Strive for a Better Tomorrow</p> <p>SCHOOL IMPROVEMENT PLAN: The discipline rate for students in SY2009-2010 was at 28% and needs to be decreased to at least 15%</p> <p>WASC ADDITIONAL RECOMMENDATIONS: 1) Finalize and implement a parental involvement plan 2) Develop and implement a student monitoring system to revise and revisit the SIP and RAPP using data 3) Systematically analyze and use student data to inform instructional and school-level decisions 4) Continue to develop a process that sets goals and monitors students' AYP</p> <p>GEPB GOALS 2 and 5: <ul style="list-style-type: none"> All students in the Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school. All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability. </p>

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Objective 1.1 There will be an increase in the mean scores of students evident in perception surveys of the ESLRs for <i>Value their Community</i> and <i>Behave Appropriately</i> .	a) The school community will understand and be actively engaged in the process of Positive Behavior Intervention Supports (PBIS)	SY 2012-2015	All BMS Faculty and Staff	There will be an increase in the mean scores of students evident in perception surveys of the ESLRs for <i>Value their Community</i> and <i>Behave Appropriately</i> .

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	b) Ensure team leaders continue the implementation of the core components of PBIS (teach behavior, show data, reward positive behavior)	Once a month	Team Leaders	As reflected in SMART goals, there will be a decrease of targeted behaviors in the number of referrals every month. Increase of positive results through ESLRs survey with regard to <i>Behave Appropriately</i> .
	c) Teams will develop lesson plans that address the class demographics depending on the data.	Once a month	Teachers from Cohorts 2 and 3 will develop lesson plans during their Lesson Study Design	Engaging Lesson Plan that follows the SIOP model (lesson plans may be examined and rated in www.livebinders.com)
	d) Leadership team will develop a Pyramid Response to Interventions to decrease the number of students being suspended.	Beginning of SY 2012-2013	Team Leaders	Completed Pyramid of intervention and its application in the school setting
	e) Identify students who accumulate 3-5 referrals (yellow zone) and more than 5 referrals (red zone) and provide appropriate consequences and resources.	Monthly	Team Leaders, Counselors, and Respective Agencies	The number of infractions for red and yellow zone students should decrease.
	f) Place community social worker aides in identified areas where infractions occur to help assist with supervision	Daily	Social Worker, Assistant Principal, Community Aide Worker	A decrease in the number of referral where the infraction occurred.
Objective 1.2 The suspension rate for BMS will be at or below 33% for the SY 2012-2013 by applying the continuous cycle of improvement model.	a) Work with team teachers to set an ambitious goal of less than ten suspensions per month.	Begin in August 2012 and verify every month	Team Leaders, Team Teachers, and Assistant Principals	Teams will examine their discipline data on a daily basis and will work with their students to ensure they have less than 10 suspensions per month.
	b) Provide a workshop on SMART Goals to all teachers during their team preparation periods.	August 2012, then December 2012 - Begin team dialogue on SMART Goals for behavior once a month	Principal and Team Leaders	All teams will develop Behavioral SMART Goals that is Strategic, Specific, Measurable, Attainable, Results-Based, and Time-Bound.

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	c) Examine data on a monthly basis via Google Drive.	Monthly	Assistant Principal, Team Leaders, and Team Teachers	SMART Goal monthly review form will document the interdisciplinary team approach to address the monthly discipline data.
	d) Teams will analyze discipline data against SMART Goals and develop interventions until goal is reached. They will refer to the schoolwide Pyramid of Interventions.	Monthly	Assistant Principal, Team Leaders, and Team Teachers	The teams will produce the targeted interventions for repeat offenders as well as develop plans to address the common trends with their team students.
Objective 1.3 Develop an advisory program that addresses personalization for the whole child – including academics, social, psychological, and emotional growth and will be measured by the ESLRs Perception Survey.	a) Develop a schedule that allows for enough time to properly teach and personalize with all students in the homebase.	August	Principals Team Leaders	Ensure that there is an advisory period so students may be able to connect with at least one adult (AAP is an 80-minute long period that provides for such objectives to be met).
	b) Every advisor on a team will keep a personalization log and collect data on the progress of students as indicated on team SMART Goals.	Quarterly	Team Leaders Advisors	AAP Data Sheet developed through Google Drive or excel format. It is updated quarterly and used to identify trends, challenges, and successes of their students.
	c) First and second generation cohort inductees, in collaboration with team leaders and administrators, will create lessons to be used in all advisory classes as well as circle time.	Monthly	Cohort 1 and 2 Inductees	Lesson plan based on the SIOP model. The lesson plans are found in www.livebinders.com
	d) Revisit and develop weekly and monthly schedule / structure for advisory for students to attend: Exploratory courses, study hall, or detention.	Monthly	Team Teachers and Team Leaders	Number of students taking exploratory courses, study hall, and detention.
	e) Meet regularly with team leaders and administrators to ensure most critical issues are addressed with BMS students.	Monthly	Team Leaders and Administrators	Meeting logs and agenda with outcomes

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	f) Collect resources for Circle Time and Goal-Setting activities and provide necessary resources to assist teachers with the activities	Monthly	Team Leaders and Administrators	Invoice for materials and supplies or sharing of equipment
	g) Team members will be empowered to move students within their team to make for the best teacher-student match.	Monthly	Team Leaders and Team Teachers	AAP transfer forms to ensure personalization occurs. The proper interventions will be provided based on the needs / aptitude and disposition of the student.
	h) Monitor, assess, and celebrate successes in personalization	Monthly	Team Leaders and Team Teachers	Number of celebrations (awards, tickets, etc.) distributed to the students in the teams.
Objective 1.4 The parents and community will be involved in the BMS school improvement efforts as reflected in an increase of parent/community surveys.	a) Through PTO, send solicitation letters to support school improvement efforts	October	Parent Teacher Organization (PTO), and Administrations	PTO Membership and Constitution
	b) Develop a class that creates and updates a school website to ensure transparency of information at BMS.	August	Principal Webmaster	Master Schedule
	c) Develop a class that creates a monthly newsletter that focuses on the monthly ESLRs theme and the PBIS data	August	SBA Advisor SBA Students – Newsletter	Monthly Newsletters and PBIS Data
	d) All teachers will utilize PowerSchool and PowerTeacher for attendance.	Weekly	Administrators Computer Operator	PowerSchool / PowerTeacher monthly report as well as Parent Portal
	e) Aggressively promote the use of Parent and Student Portal through PowerSchool	At least monthly	Administrators and Computer Operator	Parent and Student Portal Monthly Reports
	f) Continue to work with the military and other agencies to provide tutoring on the essential skills	At least twice a year	Teacher Leaders	List of presenters and student feedback
	g) Schedule (at least) a quarterly session with the community to serve as guest speakers on topics agreed upon by the leadership team of BMS	At least once a quarter	BMS Community	List of presenters and student feedback

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Objective 1.5 Every student at BMS will be well-known by at least one adult as measured in their AAP Data Sheet	a) Assist students in developing one long-term goal and at least three short-term goals.	January	Advisor	Long term goal will be recorded in student AAP data sheet.
	b) Assess and document different learning styles of students and place in a database	January	Advisor	Learning style be recorded and documented in student AAP data sheet.
	c) Input students' SAT10 scores in Reading, Math, and Language Arts	October	Advisor	LARM scores will be recorded and documented in student AAP data sheet.
	d) Indicate behavioral in database	Monthly	Advisor	Number of discipline referrals documented in the AAP data sheet.
	e) Identify the students who fall within the green zone, yellow zone, and red zone for behavior.	Monthly	Advisor	Number of students in green, yellow, and red zone will be identified in their database.
	f) Input students' grades per quarter / midterm progress reports, and other pertinent issues into the database.	Quarterly	Advisor	Student grades inputted in the AAP Database
	g) Advisor will follow the Pyramid of Interventions as necessary.	Weekly	Advisor	Interventions developed for each student as documented by the advisor
	h) Advisor will celebrate the successes, however small or large, to continue to motivate students to behave appropriately.	At least monthly or as needed	Advisor	Number of public celebrations per advisor as posted in student assemblies.

GOAL 2	BMS students will increase Achievement as measured in the SAT10, Grades, Interim Assessments, and Common Assessments
RATIONALE	<p>EVIDENCED BASED STRATEGIES:</p> <ul style="list-style-type: none"> • Addresses core area rigorous curriculum, instruction, and assessment in Breaking Ranks (NASSP) • Addresses one of the core components of the middle school concept in terms of integrative curriculum that is challenging, and relevant (NMSA) • Educators use multiple learning and teaching approaches (NMSA) • Students and teachers are engaged in purposeful learning (NMSA) • Varied and ongoing assessments advance learning as well as measure it (NMSA) • Differentiated Instruction (Learning Forward) • A solid curriculum is necessary for Response to Intervention process (Learning Forward) <p>ESLRs ADDRESSED: Succeed Academically, Strive for a Better Tomorrow</p> <p>SCHOOL IMPROVEMENT PLAN:</p> <ul style="list-style-type: none"> • The math scores for 6th grade, 7th grade, and 8th grade are all unacceptable with proficiency or advanced score of 4%, 2%, and 4% in SAT10 for SY 09-10. • The Language Arts score for 6th grade is unacceptable with 7% scoring at proficient or advanced. <p>WASC ADDITIONAL RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1) Develop and implement a professional development plan to support the teachers in the transition from DI to a standards based curriculum, instruction, and assessment system 2) Systematically analyze and use student data to inform instructional and school level decisions 3) Continue to develop a process that sets goals and accountability that will monitor student's AYP <p>GEPB GOAL 1:</p> <ul style="list-style-type: none"> • All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Objective 2.1 All BMS students will participate in a guaranteed and viable curriculum.	a) Content area teachers will examine the GDOE Content Standards and Common Core State Standards (CCSS) per grade level by engaging in a 'crosswalk' in the areas of Reading, Math, and Language Arts	August	Content Representatives Content Teachers	Crosswalked Curriculum Map

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	b) Content area teachers will use the item analysis to determine the skills in which students are proficient as well as those that need improvement.	October	Content Representatives Content Teachers	Increase in the item analysis in the year to follow; skills included in the curriculum map
	c) Content area teachers will compare and align the GDOE Standards and the CCSS with the SAT10 Item Analysis	August – December	Content Representatives Team teachers	Alignment included in curriculum map
	d) Content area teachers will collaborate and come to a consensus using a priority checklist that ensures each skill has: 1. degree of endurance 2. degree of leverage 3. degree of alignment, and 4. level in Bloom's taxonomy	Monthly	Content Representatives Team Teachers	Power Standards checklist of skills
	e) Curriculum maps will be posted and distributed to all teachers for further review and revision.	October	Principal	Posting on www.livebinders.com
	f) Curriculum maps will be shared with feeder schools and high schools and revisited yearly to ensure vertical alignment takes place	March	Content Representatives Principal	Meeting notes with feeder schools and high schools Alignment of essential skills in elementary schools.
	g) Revise and revisit as necessary according to the data	October 2013	Content Representatives Content Teachers	Review SAT10 Item Analysis results. Infuse SMARTER BALANCE Practice assessments into the maps.
Objective 2.2 Students will participate in monthly common assessments in the areas of Language Arts, Reading, and Math and score at least 85% of proficiency / mastery	a) Each grade level content team will decide upon a specific minimum number of common assessments to be used in the course or subject during the semester.	Beginning of the year	Content Representatives Grade-level content teachers	Tentative timeline for common assessment administration
	b) Team teachers will ensure that each item on the assessment is aligned to an essential learning in the skill	Quarterly	Content Representatives Grade-level content teachers	Team agenda that reflects teacher dialogue and hard copies of the common assessments

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	c) Teams will specify the proficiency standards for each essential skill being assessed	Monthly	Content Representatives Grade-level content teachers	Team agenda and consensus of grade-level content areas
	d) Teams will clarify the conditions for administering and scoring the assessments consistently in each classroom	Monthly	Content Representatives Grade-level content teachers	Teacher agenda with inter-rater reliability of scores
	e) Teams will assess a few essential skills frequently rather than many skills infrequently	Monthly	Content Representatives Grade-level content teachers	Number of common assessments and frequency per month
	f) Content teachers will post the common assessments in Google Drive for comparison and error analysis	Monthly	Content Representatives Grade-level content teachers	Google Drive input as well as agenda that reflects error analysis
	g) Students not reaching the proficiency / mastery level in the common formative assessments will receive additional support and intervention	Monthly	Content Representatives Grade-level content teachers	Students needing additional interventions, those interventions and supports, and evidence of results through reported data
	h) If less than 85% of students master a skill, teacher will reteach and differentiate instruction to ensure at least 85% demonstrate proficiency / mastery.	Monthly	Content Representatives Grade-level content teachers	Lesson Plan – Reteach lesson with elements of differentiation
Objective 2.3 Students will score 85% or better on interim assessments	a) Procure interim assessments that are similar or identical to the state assessment such as Benchmark Tracker for SAT10 or SMARTER Balance / PARC for CCSS	January	Content Representatives Grade-level content teachers	Requisition Form / Proof of Purchase
	b) Use item analysis to focus on essential skills	October	Content Representatives Grade-level content teachers	Skills where there is a great gap existing between the national norm and school norm will be given priority. Skills that occur often will also be considered.

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	c) Align interim assessment with State Assessment and common formative assessments	February	Content Representatives Grade-level content teachers	Documented alignment and crosswalk form
	d) Teachers collaborate and come to a consensus on the number of test items and the administration of the interim assessments	February	Content Representatives Grade-level content teachers	Meeting agenda form and consensus statement
	e) Administer the interim assessment in November and March. Ideally, a web-based test would provide immediate feedback. If not, paper and pencil test will suffice.	March and November	Content Teachers	Number of students taking the test and the results
	f) Students not scoring proficient / mastery will be given additional support and interventions	March and November	Content Teachers	Intervention plans for students who need additional support
Objective 2.4 Using Marzano's Classroom Instruction that Works and Differentiated Instruction, at least 20 Walkthroughs will be conducted weekly and results shall be shared monthly.	a) Provide workshop/literature on Marzano's Instructional Strategies and Differentiated Instruction.	August	Principal	Learning logs and walkthrough data
	b) Administrators conduct frequent walkthroughs (at least 20 a week)	Weekly	Principal Teacher Leaders	Walkthrough monitoring form through Google Drive, and Walkthrough Data
	c) Immediate feedback from walkthroughs will be given to teacher and data will be compiled to provide a snapshot of instructional strategies utilized at BMS	Monthly	Principal Teachers	Learning logs and walkthrough data
	d) Teachers will dialogue on their definition of the strategies and will later compare it to the findings according to research. (Marzano and Differentiated Instruction)	Monthly	Principal Teachers	Learning logs and walkthrough data
Objective 2.5 BMS students will be exposed to the literacy strategies (The	a) Select a cadre of teachers to attend training for literacy across the content areas.	October	Teacher Leaders Administrator	Learning logs and debriefing plan

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Big 8) across content areas in the block schedule via the lesson plan model	b) Strategically select two strategies to train the BMS faculty per semester (1 st semester = Vocabulary and Dialogue, 2 nd semester = Graphic Organizer and Note Taking)	Each semester	Teacher Leaders Administrator	Learning Logs
	c) Conduct walkthroughs and record teachers who demonstrate skillful execution of the strategies.	Monthly	Administrator Teachers	Video for Learning
	d) Teachers will examine movie clips (teacher recordings) and compare and contrast their strategies to the video	Monthly	Teachers	Learning Logs
Objective 2.6 All BMS students will be exposed to high quality curricular designs as the teachers incorporate critical elements of the Sheltered Instruction Operation Protocol	a) Select a group of teacher leaders to attend SIOP training	September	Administrators ESL Coordinator ESL teachers Teacher leaders	Certification of participation for SIOP sessions
	b) Teacher leaders who attended training will develop a lesson plan that incorporates the elements of the SIOP model into lesson plan format for block schedule: Building background knowledge, tapping previous knowledge, and teaching academic vocabulary.	August	Administrator Teacher Leaders	Lesson Plan Template
	c) Select group of teachers who will PILOT the lesson plan through lesson study	November and monthly thereafter	Content Representatives Grade-level content teachers	Completed lesson plan with recommendations for improvement posted in www.lievbinders.com
	d) Grade-level content teams will collaboratively use the new lesson plan template as they plan the essential skill (Lesson Study)	Once a Quarter	Content Representatives Grade-level content teachers	Completed lesson plans posted in www.livebinders.com
	e) Grade-level content teams will debrief and reflect on the lesson study	Once a Quarter	Content Representatives Grade-level content teachers	Learning Log

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Objective 2.7 Students not meeting mastery based on data, including common assessments, interim assessments, and behavior data, will be provided additional support and interventions	a) Develop a Pyramid Response to Intervention	August 2012	Principal Teacher Leaders	Schoolwide Pyramid of Intervention and team intervention
	b) Provide training on data analysis and targeted interventions	August 2013	Curriculum Coordinator Principal	Agenda and sign in sheets
	c) Ensure teachers follow Pyramid	December 2012	Principal Teacher Leaders	Team Pyramid of Interventions
	d) Set schedule to provide for interventions during the day (block schedule and AAP)	August 2012	Principal Teacher Leaders	Intervention plans and master schedule
	e) Procure resources (tutors) for additional interventions for red zone students	December 2012	Principal	Staffing pattern and results of students receiving tutoring

GOAL 3	BMS Faculty will improve the school culture by actively engaging in professional learning communities within their interdisciplinary teams and content teams
RATIONALE	<p>EVIDENCED BASED STRATEGIES:</p> <ul style="list-style-type: none"> • Addresses core area of Professional Learning Communities and Collaborative Leadership (NASSP) • A Shared Vision developed by all stakeholders guide decisions. (NMSA) • Uses the Innovation Configuration and Standards Assessment Inventory (SAI) to measure degree of professional learning (NSDC/Learning Forward) <p>ESLRs ADDRESSED: Succeed Academically</p> <p>SCHOOL IMPROVEMENT PLAN: n/a</p> <p>WASC ADDITIONAL RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1) Develop and implement a professional development plan to support the teachers in the transition from DI to a standards based curriculum, instruction, and assessment system 2) Systematically analyze and use student data to inform instructional and school level decisions 3) Continue to develop a process that sets goals and accountability that will monitor student's AYP 4) Ensure that all role groups know and have a common understanding of the ESLRs, the ESLRs indicators, and the assessments of the ESLRs <p>GEPB GOAL 3:</p> <ul style="list-style-type: none"> • All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
Objective 3.1 The structure and schedule will be set up to promote and foster collaboration and professional learning communities.	a) Develop Leadership Organizational Chart that addresses Curriculum (Content Representatives), Safety (School Climate Cadre), and Personalization (Interdisciplinary Team Leaders) and Professional Learning (PD Design Team)	August	Principal	Organizational Chart

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	b) Identify effective teacher leaders through data (SAT10, Power Walkthroughs, Marks Analysis, and Student Interviews) who are influential in having their peers move toward the attainment of Goal 1 (to ensure they are "believers").	August	Principal	PTEP Professional Growth
	c) Provide additional preparation periods for Teacher Leaders	August	Principal	AAP time for block allows teacher leaders to have additional preparatory period; this is reflected in the master schedule
	d) Ensure common planning time is available for content and interdisciplinary teams	August	Principal and Teacher Leaders	Master schedule
	e) Find additional time for collaboration through the use of student assemblies, transforming faculty meetings into learning time, and using flexible schedules for the advisory/ homebase	August	Principal	Master schedule and professional learning agenda (all posted on www.livebinders.com)
	f) Have new teachers (those who have 1-3 years at BMS) to commit to professional learning during school hours at least twice a month through job-embedded instruction	August	Principal and New Teachers	Agenda and learning log
	g) Set schoolwide Goal #3 for PTEP to be engaged in high levels of effective Professional Learning Communities	August	Principal and New Teachers	PTEP Goals and PLC Rubrics
Objective 3.2 BMS employees will learn the process of collaboration in order for them to make proper use of their time spent together.	a) All teachers take Schools Assessment Inventory (SAI) Survey from NSDC/Learning Forward to measure the degree of Professional Learning that occurs as measured by the standards of Professional Learning	October 2012	Principal and all teachers	Standards Assessment Inventory Survey Results
	b) Use results to determine area of strength and growth and design monthly sessions accordingly	December 2012	Principal and Design Team	Action Plan and Lesson Designs

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	c) Schedule, at least once a month, content meetings and interdisciplinary team meetings to focus on the process – Developing SMART goals, setting norms, assessing professional development, team reporting and planning, etc... - of effective collaborative professional learning communities.	August 2012	Principal and teacher leaders	PD Calendar for faculty and staff
	d) Simultaneously infuse theoretical framework of PBIS and Advisory Program for team meetings and relevant data (such as office discipline referrals, student safety surveys) to the process of PLCs to give substance to meetings (Continuous Cycle of Improvement)	August 2012	Principal	Team Leaders' Agenda and team meeting agenda, PLC Learning Log
	e) Hire a curriculum coordinator to oversee the process	August 2013	Principal	Hired position in staffing pattern and job description
	f) Curriculum coordinator collects data and provides coaching based on needs of teams	August 2013	Curriculum Coordinator	Data placed in www.livebinders.com and Google Drive
	g) Assess progress of mission / vision quarterly and make changes as needed.	Monthly	Teacher leaders and teacher teams	Team learning logs / reflection
Objective 3.3 Implement Richard Dufour's model of Professional Learning Communities in all academic content areas	a) Hire curriculum coordinator to help assistant principal with this process	August 2013	Principal Curriculum Coordinator	Hired position and job description for curriculum coordinator. End of the year evaluation will also be included.
	b) Explain Dufour's model at the beginning of the year and set the expectation of what effective content meetings will occur	August 2012	Principal Teacher leaders	PLC learning log per team
	c) All content teachers must come to a consensus on the five essential standards / skills to be taught per quarter per content, per grade level that is aligned with the SAT10 skills	Beginning of the Year	Teacher Leaders	Curriculum Maps

Objective (Specific and measurable)	Activities (What will be done to achieve objective)	Timeline	Roles and Responsibilities (Name of Position Title)	Evaluation of Objective (How will objective be measured)
	d) Content teachers must now agree to common assessments for each standard (between 5-10) to ensure assessment measures higher-order thinking skills.	Quarterly	Grade-level content teachers	Common formative assessments
	e) At the end of every common assessment, every content teacher to meet and conduct error analysis (at least biweekly)	Monthly	Grade-level content teachers	Common formative assessments
	f) Teachers share their successes and struggles during monthly faculty meetings for celebration and reflection	Monthly	Grade-level content teachers	PLC Log
	g) Teachers to share strategies of differentiated instruction in their respective contents, based on the common assessment data	Monthly	Grade-level content teachers	
	h) Teachers to identify students who are not learning the skills AND place those students in respective interventions. See Pyramid of Interventions.	Monthly	Grade-level content teachers	

Appendices

Appendix A: Roadrunner Behavior Matrix

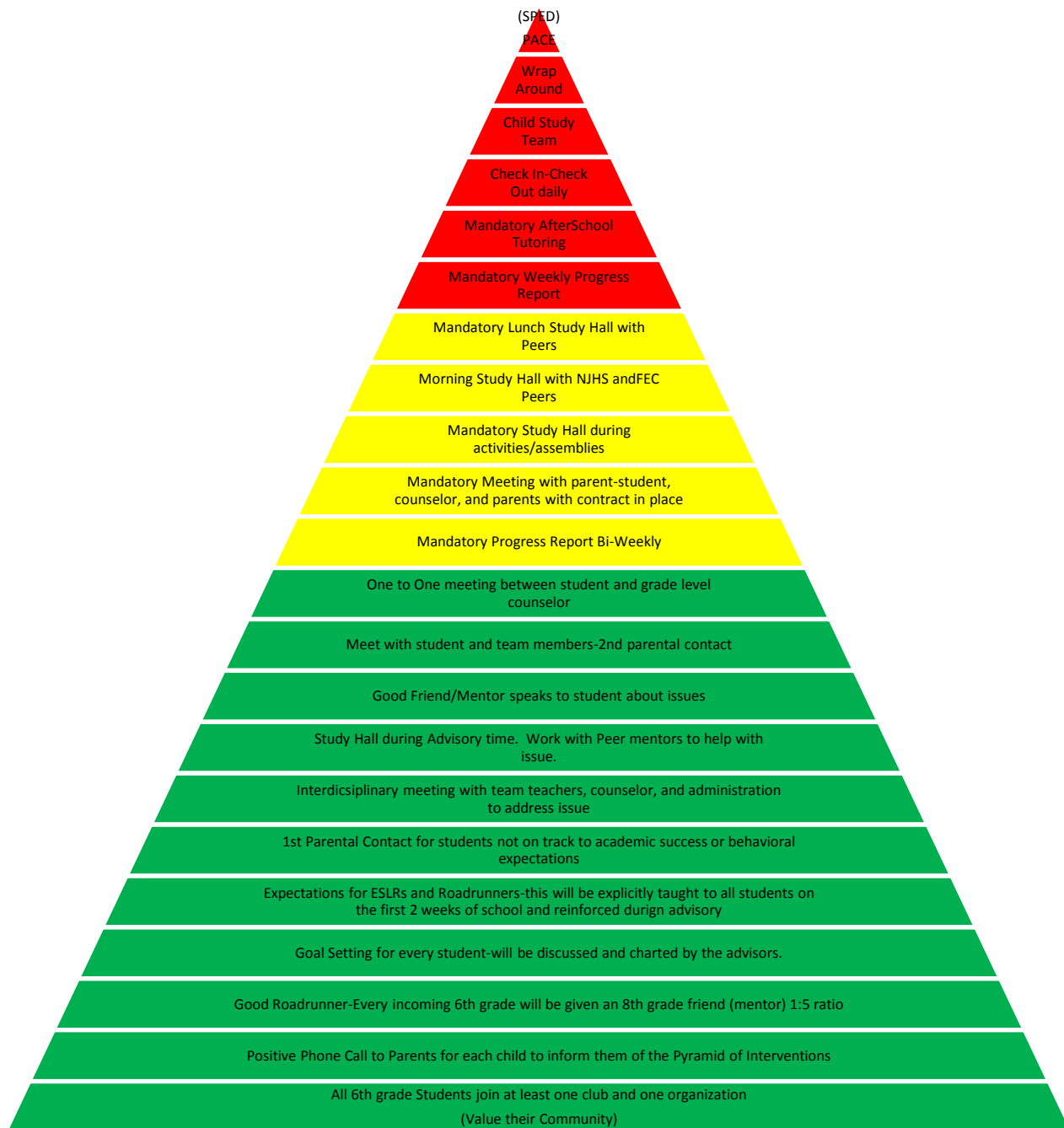
SETTING	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
IN ALL AREAS	<ul style="list-style-type: none"> ❖ Keep hands, feet and objects to self ❖ Walk at all times 	<ul style="list-style-type: none"> ❖ Keep area clean and free of graffiti ❖ Use G-rated language & speak positively using "please" and "thank you" ❖ Follow the Golden Rule of "Do unto others as you would have them do unto you" ❖ Keep food in the cafeteria 	<ul style="list-style-type: none"> ❖ Follow adult directions ❖ Report students breaking the rules ❖ Remember to leave gum at home
CLASSROOM	<ul style="list-style-type: none"> ❖ Use materials appropriately ❖ Keep materials in the proper place ❖ Obey all classroom rules 	<ul style="list-style-type: none"> ❖ Listen to the teacher ❖ Speak positively and use only G-rated language ❖ Raise your hand if you have a request ❖ Knock before entering a classroom and open and close doors quietly 	<ul style="list-style-type: none"> ❖ Come prepared with your supplies daily ❖ Complete your work ❖ If absent or tardy, get make-up work and complete it and get an admit slip from your home base teacher ❖ Arrive on time and if tardy, get a tardy slip from your previous teacher or the office ❖ Leave when the teacher dismisses you
CAFETERIA	<ul style="list-style-type: none"> ❖ Maintain a straight and orderly line ❖ Wait your turn ❖ Use utensils appropriately ❖ Stay seated while eating 	<ul style="list-style-type: none"> ❖ Use quiet voices ❖ Put tray away ❖ Use good manners 	<ul style="list-style-type: none"> ❖ Pick up, wipe up, and proceed to designated area ❖ Throw all garbage away in the trash can ❖ Keep food on trays, in mouth, or in disposal container only
GYM, BASKETBALL COURT AND FIELD	<ul style="list-style-type: none"> ❖ Stick to the game rules ❖ Be a team player ❖ Take turns 	<ul style="list-style-type: none"> ❖ Keep food off the court/field ❖ Use equipment cautiously ❖ Show good sportsmanship ❖ Respect players and teachers/coaches 	<ul style="list-style-type: none"> ❖ Use equipment properly ❖ Get in and out (of the locker room) as quickly as possible
RESTROOM	<ul style="list-style-type: none"> ❖ Keep water in sink ❖ Wash hands with soap and water 	<ul style="list-style-type: none"> ❖ Go, flush, wash, and leave ❖ Wait for your turn ❖ Give people privacy 	<ul style="list-style-type: none"> ❖ Keep walls clean and free of graffiti ❖ Use materials and facilities appropriately ❖ Always have a pass to use the restroom ❖ Dispose of waste materials and feminine products properly
COURTYARD/HALLWAY	<ul style="list-style-type: none"> ❖ Stay in the designated areas ❖ Use designated hallway ❖ Walk on the right side at all times 	<ul style="list-style-type: none"> ❖ Use kind words and actions ❖ Respect the space of others ❖ Refrain from banging on walls, doors, and windows 	<ul style="list-style-type: none"> ❖ Keep area clean ❖ Keep your personal belongings with you ❖ Throw all garbage away in the trash can
OFFICES Nurse's-Counseling Outreach-CRT Student Support Main Office	<ul style="list-style-type: none"> ❖ Stay in the main area of the office until you are called 	<ul style="list-style-type: none"> ❖ Sign in and identify your purpose ❖ Use quiet voices 	<ul style="list-style-type: none"> ❖ Maximize office visit time ❖ Always have a signed pass or badge from a teacher during instructional time and one from the office upon return ❖ Return to class after business is complete

SETTING	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
PARKING LOT ARRIVAL/DISMISSAL AREA	<ul style="list-style-type: none"> ❖ Use designated walkway ❖ Report fighting & other incidences ❖ Practice caution at all times 	<ul style="list-style-type: none"> ❖ Use appropriate language with others ❖ Be mindful of designated pick-up and drop-off areas 	<ul style="list-style-type: none"> ❖ Check for moving vehicles before walking through the parking lot ❖ Stay on curb side if waiting for a ride ❖ Stay on campus until your ride arrives
SCHOOL BUS	<ul style="list-style-type: none"> ❖ Keep aisles free ❖ Enter & exit in an orderly manner ❖ Stay seated while the bus is in motion ❖ Move safely in the bus 	<ul style="list-style-type: none"> ❖ Keep bus free of litter ❖ Use "inside voices" while on the bus ❖ Listen to the bus driver 	<ul style="list-style-type: none"> ❖ Use good manners ❖ Keep bus free of vandalism ❖ Pick up all litter around your seat ❖ Take your belongings when you leave
BUS STOP	<ul style="list-style-type: none"> ❖ Stay in the bus stop ❖ Avoid strangers and report suspicious behavior to responsible adults ❖ Be aware of arrival & departure times 	<ul style="list-style-type: none"> ❖ Share the area with others ❖ Use appropriate language 	<ul style="list-style-type: none"> ❖ Keep walls free of graffiti ❖ Pick up all litter around the area

Appendix B: Lesson Plan Format for Block Schedule

COMPONENTS	Comments
Bellwork and Housekeeping	5 minutes anticipated time
Tap Prior Knowledge (Preferred strategy is KWL)	10 minutes due to Think, Pair, and Share and for the K and the W – also recommend whole group discussion for formative assessment.
Building Background Knowledge (Tie in Concrete Experiences, Pictures and other non-linguistic representations, Abstract concepts once it seems clear)	10-15 minutes
Preteaching Academic Vocabularies	10 minutes-try to limit it to no more than 5. The fewer the better.
Teach Objective-Especially Learning Target	3-5 minutes
Lecture on the concepts (Teacher modeling and think ALOUDS are critical in this component) I-DO portion.	No more than 5 minutes without being interactive. Keep lecture to a minimum! You may exceed so long as we keep students engaged using interactive lecture and formative assessment to keep on task.
Silent Reading or Group/Chorale Reading with interaction	10 minutes minimum-students need to learn to read and we must teach them how to comprehend what they are reading-across all content areas
Guided Practice – Stay away from 1-1 student teacher unless it's necessary. USE TPS or Cooperative Learning First to ensure students interact and stay engaged.	25 minutes. Teacher must act as facilitator here and not give student the answer. Ensure 85% of students are beginning to meet target.
Independent Practice (Marzano reminds us 25 different practices must be incorporated before mastery)	Provide Independent practice only when 85% or more show mastery. If not reteach using other strategies (may have to wait next day)
Closure-Have students recap where they are on a learning target by doing a learning log. Always end with ticket out.	Two minutes for reflection time. Summarize what they learned with a few sentences or words. Teacher stands out the door before they are able to leave and collects learning log or other evidence of what they learned.

Appendix C: BMS Pyramid Response to Interventions



- We believe all kids can learn, but they learn at different rates and with different support. Therefore, here is our formula
- Time + Support = Learning, where time is the variable and support is also the variable: Learning is the constant.
- Traditional method is different: Time + Support = learning (time and support are constant, learning varies for some, not all).