

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

WETTENGEL ELEMENTARY SCHOOL

479 West Santa Monica Avenue
Dededo, GU 96929

April 22-25, 2014

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WASC FOCUS ON LEARNING, 2013 Edition

VISITING COMMITTEE REPORT

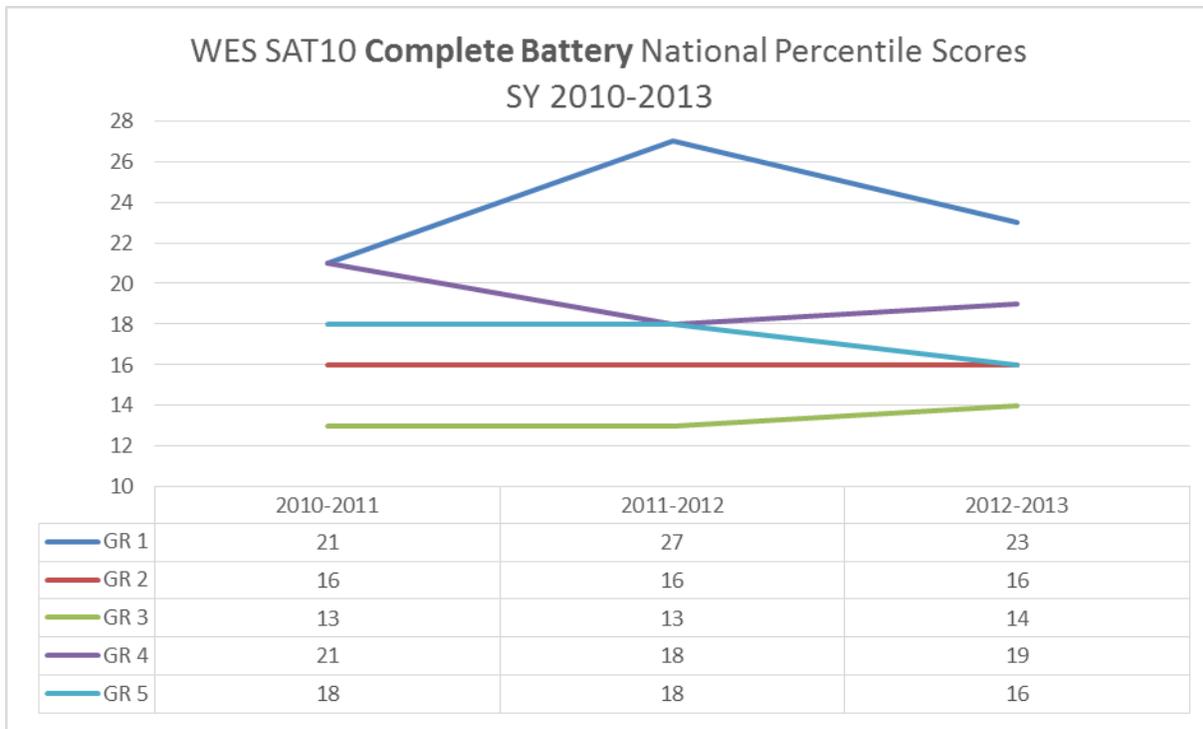
Chapter I: Student/Community Profile

WES is located in the village of Dededo and is considered the second largest and most populous village on the island of Guam. Dededo comprises of six elementary schools, two middle schools, and one high school. Currently, WES is the third largest elementary school in the district of 14,459 students. Most of the students complete all of their years from Kindergarten through fifth grade making WES a stable community. The population of Dededo is expanding due to housing development projects and families building homes within the village.

The surrounding communities in which the student population lives, consists of governmental subsidized housing, single-family homes, apartment rentals and government leased lands referred to as Arrendu.

WES operates on a 180-day calendar, serving students from Kindergarten through Fifth Grade. The school currently supports two federally funded programs, Head Start and the Pre-School, which operates through federal funding under the umbrella of the Special Education Division. The two programs have a set curriculum with which they follow.

The District administers the Stanford Achievement Test 10th Edition (SAT10) to students in Grades 1st-12th as a means to report the annual progress. The charts below show the SAT10 results for the last three school years with Complete Battery.

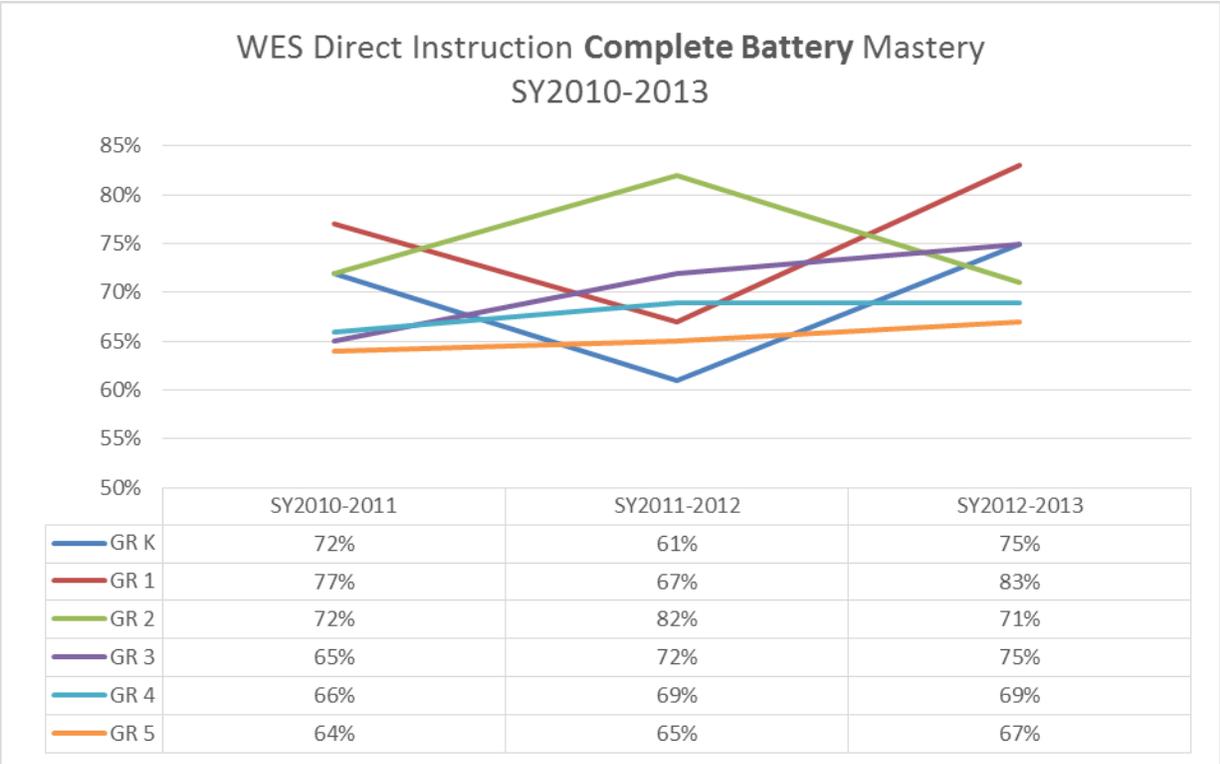


There is concern with the overall low percentile scores throughout the years in all grade levels. Almost all grade levels have maintained the same results for the past three years with the exception of grade 1 with an increase in 6 points from SY10-11 to SY 11-12 and then dropping 4 points from SY11-12 to SY 2012-2013. As the district assessed the overall performances of the schools, professional development and on-going training are being provided to address student performance.

Several contributing factors to explain the decrease in scores are:

- The Direct Instruction Program did not offer a comprehensive curriculum as measured by SAT10
- Within the implementation of DI, there were many students cross-leveling, moving to a below grade level class and also receiving content instruction in the same below grade level class
- The lessening of the 2nd Reading block hampered those students who were not at benchmark
- A large percentage, 83% average of the students are considered socioeconomically disadvantaged
- Almost half, 48%, of the students are categorized as ELL

SY2010-2013 student mastery in Reading, Language Arts, and Mathematics were measured through the DI Program.



This chart shows the Complete Battery Mastery from SY2010-2013 in grades K-5 based on their Mastery level. Even though students were placed in Homogeneous groupings students struggled to meet mastery of 85% and above.

There are indicators of growth over the three year time span, comparing SY 2010-2011 and SY2012-2013. In Kindergarten, a gain of 3 points, from 72%-75%; in 1st grade, 5 points from 77%-83%; Grade 3, a gain of 10 points, from 65% to 75%; Grade 4, an increase of 3 points from 66% - 69% and the same for 5th grade, 64%- 67%.

The school was thoughtful and thorough in their analysis of the testing data. Some of their findings are as follows:

The low results shown in reading mirrors that of the overall Complete Battery scores where 1st grade gains 7 points in SY2011-2012 and then decreases by 5 in SY2012-13. Grades 2, 3 and 4 remain steady if not the same; and then 5th grade gains 5 points from SY2011-2012 to SY2012-2013.

Contributing factors for the low percentile scores are:

- Majority of students were not reading at grade level or benchmark levels
- Removal of 2nd reading block to accommodate content instructional time did not benefit those students who were below-level readers

The district wide overall low math scores prompted the Lagu (Northern) district Administrators to take action to address this area with effective mathematics instruction. The administrators initiated the Summer Math Institutes, July 2011 and August 2012 which focused on Mathematics Problem Solving and Science, Technology, Engineering, and Mathematics (STEM).

With the increase of English Language Learners population over the last three years, the SAT10 Language Art results have decreased. Although the Direct Instruction Reformed program was implemented, the student performance showed a declining trend. In SY 2010-2011, WES had a 42% ELL population; in SY2012-2013, the population was 48%, which is an increase of 6%.

In reviewing data from the Complete Battery of Direct Instruction There are indicators of growth over the three year time span, comparing SY 2010-2011 and SY2012-2013. In Kindergarten, a gain of 3 points, from 72%-75%; in 1st grade, 5 points from 77%-83%; Grade 3, a gain of 10 points, from 65% to 75%; Grade 4, an increase of 3 points from 66% - 69% and the same for 5th grade, 64%- 67%.

Chapter II: Progress Report

The school conducted its last full self-study and visit in SY2007-2008 and hosted a revisit in SY2010-2011. School-wide key areas for follow-up from the SY2010-2011 visit are as follows:

The school should continue to monitor and address as necessary the safety and compliance issues related to fire and other emergency situations.

To address the safety and compliance issues at WES, numerous actions have taken place. For starters, fire alarm systems have been installed and are fully operational.

Positive Behavior Intervention System (PBIS), Olweus Bullying Prevention Program (OBPP) is in its second phase of implementation. The School Climate Cadre (SCC), which oversees PBIS/OBPP, consists of the Assistant Principal, School Guidance Counselor (SGC) and twelve faculty members with each grade level being represented. The cadre meets on a bi-monthly basis to plan, execute positive behavior strategies and train faculty and staff in the areas of functional behavior assessments, behavior management for educators, and behavior management plan. PBIS provides lesson plans to reinforce the positive behavior expectations-Be Safe, Be Respectful, Be Responsible. WES hosted a community PBIS Awareness for stakeholders. Aligning with PBIS, Schoolwide Intervention Information System (SWIS) provides student discipline data to monitor student behavior. The SCC attends monthly SWIS/WebEX meeting for updates on student discipline data.

In promoting a safe and secure learning environment, faculty and staff have participated in a variety of trainings to include Active Shooter, Bomb Threat, Earthquake and Evacuation Procedures. Administration is updating the Emergency Response Plan and holds monthly practice drills. Also, Administration communicates and collaborates with Guam Homeland Security, Guam Police Department (GPD), Guam Fire Department (GFD) and the Mayor's Office to ensure that WES' campus is safe and secure. The Guam Rugby Association and the Northern Department of Public Health and Social Services (DPHSS) partners with WES to provide safe evacuation areas.

The school needs to continue to implement, assess and monitor student progress in achieving the ESLRs. Developing common assessment tools to assess and monitor student progress in achieving the ESLRs continues to be a challenge. However, the ESLRs were taught directly and indirectly.

With the new lesson plan template, teachers can now identify, monitor, and assess the ESLRs in their daily lessons. During school assemblies, the entire school encourages and learns the language of the ESLRs recites a chant of the ESLRs.

A more deliberate and collaborative effort is taking place within and across the grade levels to develop common assessments to measure and assess the standards as well as the ESLRs to increase student achievement.

As WES transitions to the CCSS and analyzes test data, there are conversations focusing on the two ESLRs: Effective Problem Solving and Effective Communicator as the main focal points of assessments. SAT10 indicates that Language Arts and Mathematic Problem solving are weak areas and two ESLRs mentioned above are aligned with those areas.

Since SY2011-2012, the designated Professional Development Days (PDD) were organized by the Lagu District Principals. Principals have taken ownership in providing training and awareness with the districts adoption of CCSS.

The Curriculum and Instructional Improvement Division (C&I) continues to provide quarterly training to the CCSS school cadre on implementing the Common Core. A compilation of individual professional development courses are available online. These courses include, CCSS/Curriculum mapping, PBIS, Special Education (Alternate Assessment, Autism, Disability Awareness, Age-Appropriate Assessments, Accommodations/Modifications, Deaf and Hard of Hearing).

The school should develop a long-range technology plan that is aligned with the district's Technology Plan, to address both administrative and student needs. WES is fulfilling the District's Technology Plan endorsed by the GEB in 2011. WES has since received the following devices: laptops for teachers, four Interactive white boards (IWB), six multimedia projectors, three document cameras, and two(2) mobile labs (60 student laptops) to carry out the goals and objectives of the plan and the technology standards in the Guam's District Content Standards Performance Indicators (CSPI). Since SY 2010-2011, the Technology cadre provided leadership at the school in preparation for the technology upgrade, receipt of hardware and training. Majority of the school's faculty completed the GATEWAY to Technology training as a requirement to receive teacher laptops. Recently, WES received additional peripherals to use with the IWB; the interactive wands and Acti-Vote (remote responders). Internet service has thus been fully restored to all the classrooms with improved bandwidth. In addition, the department is moving towards wireless connectivity and thus, wireless routers have been placed in the cafeteria, library, and Room 2 for the first phase of wireless access.

The school needs to continue efforts to develop effective and meaningful partnerships with parents and community in order to support student achievement. Parent-Teacher Organization (PTO) was reestablished in October 2012. Three subcommittees were formed to address the following:

1. Fundraising efforts to assist the school throughout the year in providing materials/equipment that are not provided through the school budget
2. School Beautification
3. Special Projects which included the idea of purchasing school benches to be placed throughout the school campus. A more concerted effort will be made so that PTO will also function as a parent advisory council that will bring forth issues and concerns to the administration and faculty/staff representatives.

In SY2013-2014 has shown progress in improving parent involvement. WES currently has an active PTO that is registered with Revenue and Taxation. PTO is underway with creating goals to raise funds, increase parent attendance, and school awareness. The current officers had finally received their tax exempt status and can now fundraise in the island community.

Chapter III: Self-Study Process

Schoowide Learner Outcomes

Expected School wide Learning Results (ESLRs)

- G – Goal Achievers
- E – Effective Communicators
Effective Problem-Solvers
Efficient Workers
- T – Team Players
Technology Users

Self-Study Process

Under the direction of the new Superintendent, a district-wide shift in school administrators brought a new principal to Wettengel Elementary School (WES). With the new principal, the WASC leadership team was reorganized. All faculty and staff were assigned to Focus Groups (FG). Each group brainstormed samples of evidences that related to their critical areas that needed to be addressed. Focus groups gave input regarding the development of the school and has been meeting regularly.

The first Professional Development Day (PDD) was held on September 20, 2013. The members met in their respective groups to begin organizing their report and findings. With approval from the Superintendent, WES was awarded several half-day work sessions to work on the Accreditation process. In addition, the Leadership Team met regularly to ensure documents were collected, and issues were addressed. The team distributed information and facilitated further collaboration within their respective Focus Groups.

It has been eleven years since the school's first Self-Study was completed and endorsed with a six year term. And since then, WES has experienced peaks and valleys in identifying their strengths and weaknesses. During these eleven years, WES has been implementing the Reform Program, Direct Instruction (DI), as the operational curriculum, concurrently with the Guam's district Content Standards and Performance Indicators (CSPIs). However, previous WASC visits had indicated that a comprehensive curriculum was lacking due to the implementation of DI.

In SY2011-2012, Common Core State Standards (CCSS) were adopted by the Guam Education Board (GEB) and introduced to the schools, with full implementation scheduled for SY2014-2015. WES began its initial transition from the DI Math Program to the CCSS Mathematics in the second semester of SY 2012-2013. However, it has been a difficult and challenging process to shift from the Direct Instruction Program, a prescriptive and teacher directed program to the CCSS. Since the introduction of the CCSS, the district has provided training on a regular basis for faculty and administrators to assist in the implementation of the CCSS.

The school has taken the WASC process seriously. The school has utilized the yearly test results, both SAT10 and Direct Instruction, numerous surveys, including support staff, parent and technology, and has structured their work sessions to review, analyze and interpret the above data. From these sessions characteristics of the school, its students, and parents and community were determined. From these findings four critical learner needs were identified. The school's action plan was then developed based on the four critical learner needs. There is a strong alignment between the school's action plan and their analysis of their academic and parental needs. Since the plan was developed at the school site and by restructuring its professional development programs and resources, developing a realistic timeline and identifying person's responsible for each segment of the plan the school feels it has the capacity to achieve its desired outcomes.

Findings:

- The male to female ratio has slowly increased from SY2011-2014.
- WES' Free/Reduced Lunch percentage has slowly increased from SY2010-2014.
- A large percentage of the student population is on the Free/Reduced Lunch Program (83%)
- Almost half of WES' student ethnicity background is Chamorro (43%)
- 6% of students receive Special Education services, 3% of students receive GATE services, and 46% of students are ELLs.*
- 37% of the total ELL students speak the Filipino Language.
- The Daily Student Attendance Rate has been steady from SY2010-2014.
- According to a Parent Survey, majority of WES parents hold a high school diploma or less, prefer to drive their child to/from school, and agree that the school is clean and sufficient.
- The number of support staff doesn't meet the needs of the school's student population ratio (1 support staff for every 150 students)*
- 81% of the teachers at WES have been teaching for more than 10 years.
- WES students (3-5 grade) have several co-curricular and extra-curricular activities to participate in.

*These are in conflict with other areas of the Self Study.

CRITICAL LEARNER NEEDS

- SAT10 and DI Mastery results show low percentiles in Total Language and Mathematic scores from to SY2010-2011 to SY2012-2013.
- WES students will increase achievement measured in Common Formative Assessments and Standard Based Assessments.
- WES faculty will actively engage in professional learning communities within their grade levels and focus groups.
- WES will create measurable rubrics to assess the ESLRs.

CHAPTER IV: SCHOOLWIDE CRITERIA

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

The vision of the GDOE is: Our educational community prepares all students for life, promotes excellence, and provides support. Wettengel's mission supports the vision and states that WES Welcomes Every Student and commits to provide quality education and support, enabling each student to be a productive and lifelong learner.

The ESLRs have been regularly revised since 1998 in response to WASC recommendations. Since students have struggled with behavior, particularly violence, and many come from abusive homes, they focus strongly on using the ESLRs of Effective Communicators, Effective Problem Solvers, and Team Players, to address this community challenge. Also, their student achievement results show a lack of proficiency in English Language Arts and math, so they focus on Effective Communicators, Goal Achievers, Effective Workers, and Effective Problem Solvers to address this. Last, the vast majority of students come from homes that lack access to computer technology, so they focus on Technology Users as a response.

The original mission statement was developed in 1998 through a collaborative effort of faculty, staff, and parents. Since that time, the ESLRs were developed. First, this was done by their Leadership Team to prepare for their initial WASC visit. The Visiting Committee gave feedback that their ESLRs did not meet the expectations, so subsequent Leadership Teams have worked to improve the ESLRs with each successive WASC visit. Last spring, the several teacher leaders attended a WASC training, and then worked with their whole faculty to develop the indicators for each of the ESLRs.

All lessons at WES address one or more of the ESLRs. While all six ESLRs are a focus, there is a stronger degree of alignment between their curriculum and Effective Communicators and Effective Problem Solvers. After-school activities, such as the ASPIRE program and tutoring, support the mission and ESLRs.

The ESLRs, GDOE's vision, and the WES mission are broadly communicated through the Faculty-Staff Handbook, the Student-Parent Handbook, the GDOE website, as well as campus displays. In addition, these are recited in letters, memos, and school assemblies.

Wettengel has used the WASC accreditation process as the means to review and revise the ESLRs.

A2. Governance Criterion

The GEB is composed of both Governor-appointed and elected members. The elections take place during senatorial elections, every two years. The GEB hires the Superintendent. The GEB's duties include: adoption of performance standards and

assessment models, setting goals for the public education system, and policymaking to insure adequate public education for all children.

Each newly elected or appointed Board member completes a training program at the University of Guam and the Department of Education, regarding the skills and knowledge necessary to serve on the Board. This includes a review of pertinent laws, Roberts Rules of Order, budgetary procedures and guidelines, and the differences between policymaking and management.

The GEB's policies are consistent with WES' mission statement and ESLRs. Their policies are designed to support an adequate education for all children.

The governing authority delegates responsibility to the school for the review and refinement of vision, mission and ESLRs. For the first time, the Superintendent and other GDOE staff were involved in the accreditation process at WES through providing some training and process input, which was well-received by staff as a reflection of high level support for their efforts and school program.

The school community is aware of the governing authority's role, through the administration's sharing of policy decisions, and also the open access to information on the GDOE website and in the office policy binder.

In 2011, PL 31-19 was implemented, which changed the role of the Board from "general supervision" of the Department of Education, to one of policymaking. It is generally understood that the Board makes policies that are then implemented by the school administration.

The Board evaluates the school's performance through the District Action Plan, which is compiled into the Annual School Report Card. This rates the school on three criteria: 1) Student performance, 2) Student behavior, and 3) School characteristics. This does not rate financial health or operations. Prior to 2013, this Annual School Report Card was not widely discussed or understood. There is still confusion over the rubric used to measure the criteria.

The school hosts union representatives on site. However, the union representative reported that there has never been a formal grievance filed. In addition, GDOE employs an Employment Management Resource Officer to handle concerns.

The GEB evaluates the Superintendent, who evaluates the Deputy Superintendents, who evaluate the school administrators, who evaluate the teachers and staff. The criteria are

not indicated. The school's performance is evaluated through the District Action Plan, and is communicated through the School Report Card.

The Governing Body does not conduct a formal self assessment.

A3. School Leadership Criterion

The WES organizational chart defines reporting relationships of staff members. Job descriptions outline roles and responsibilities. The faculty handbook includes school rules and policies that guide staff actions. The former Board-Union contract defined the roles and responsibilities as well as the ratios between students and staff. While this contract expired two years ago, the Superintendent has instructed administrators to follow the spirit of the contract. There is wide agreement among teachers that the spirit of the contract is being upheld. The school's decision-making process is described as collaborative, and there is staff and faculty representation on the Leadership Team.

The collective bargaining agreement has a clearly defined grievance process. However, concerns are handled at a lower level and do not need to enter formal grievance processes. There is a system established, built on notes and verbal discussion in meetings, to promote effective communications and staff members channel their concerns through the established system.

There is collaboration among staff for decision-making, and an intentional effort to solicit broad buy-in from the school community before finalizing major changes. For major changes, such as changing the bell schedule, faculty vote in staff meetings. Grade Level Chairs rotate the responsibility on a quarterly basis to build leadership and foster collaboration among the teachers at each level. Weekly grade level meetings are intended for sharing successful instructional strategies, brainstorming solutions to challenges with particular students, and the like. However, there are no formal protocols in place to foster a professional learning community.

The school leadership reviews field trip requests, quarterly grades, and the annual school report card, to determine the extent to which students are successful and to encourage student learning.

A4. Staff Criterion

WES is in alignment with GDOE's policies, which ensures that all employees meet the required qualifications prior to hiring. These qualifications for teachers focus on those required for the Guam Commission on Educator's Certification requirements, such as a

bachelor's degree and passing Praxis I and II. Support staff, including aids, must have a diploma or GED.

The GDOE personnel office screens all employment applications and only forwards qualified applicants to the principal for hiring decisions. The principal then interviews the candidates to determine an appropriate fit for the specific position. As appropriate, the newly hired staff member might be required to engage in additional training, such as First Responder, CPR or other first-aid training.

There is an orientation program, hosted by GDOE, that pairs new teachers with veteran mentors for their first three years. WES does not host a formal orientation for new staff members, but grade-level partners informally orientate new staff members to the campus, practices, and culture of the school. There are opportunities for all staff to engage in on-going training throughout their employment at the school, at a minimum of twice/year. Based on qualification and seniority, staff can request new assignments, such as moving between grade levels or to other support positions.

The Faculty-Staff Handbook outlines relevant policies and procedures for all employees of the school. Job descriptions outline the responsibilities for each position.

WES staff support student learning by providing support for the daily operations of the school. However, there is no obvious focus on a system to evaluate the processes and procedures for accountability for student learning, or the strategies for innovation and school improvement.

WES staff and faculty engage in two professional development days each year, though the new proposed contract will allow for 8 days. In addition, there are additional training opportunities throughout the year, on topics like PowerSchool (online student records system), Common Core, and the Curriculum, Instruction and Assessment Model. Some teachers attend 10-20 days of these trainings, during which time the school provides substitute teachers for their classes. There is an expectation that teachers will share these learnings with their colleagues during grade level meetings, though there is insufficient time to share the results of the many trainings.

Administrators and the Curriculum Coordinator routinely conduct walkthroughs, and discreet observations, to ensure that teachers are performing their duties and to evaluate the strengths and weaknesses of each teacher. Feedback is often given through informal conversations. In addition, the teachers are formally evaluated annually using the PTEP standards.

WES leadership administers faculty surveys to determine the effectiveness of professional development. Teachers dialogue in grade level meetings about what instructional strategies are most effective in improving student achievement. The school recognizes the need to formally evaluate the impacts of professional development on student learning.

A5. School Environment Criterion

There are many efforts to promote a caring and safe environment for students, including the Positive Behavior Student of the Month initiative that recognizes character and citizenship in students. The Whole Child Network, a bully-prevention program, and school climate cadre are initiatives designed to support the school's efforts toward creating a safe and nurturing environment for the students.

WES fosters student self-esteem by hosting monthly assemblies to recognize the Positive Behavior Student of the Month. Students are awarded certificates and gifts, as well as have their photos displayed in the cafeteria. Teachers regularly use positive reinforcement for good behavior and academic achievement. There is a wide variety of academic competitions to foster high expectations for student achievement.

Starting in the new student orientation, WES leadership models respectful communication with families. School newsletters and notes notify the school community about activities and other school news, and the school planner is a daily communication tool between faculty and families. Communication also takes place during various gatherings, such as Parent-Teacher Conferences and staff meetings.

Teachers are encouraged to use innovation in their instruction, such as the integration of technology into their lessons. This support is implicit in the recent acquisition of technology resources, and the provision of professional development through PD360 that supports this innovation.

WES provides basic safety, such as installing a new fire alarm system, posting evacuation routes, and planning regular emergency drills. The school's leadership insures that WES complies with codes and regulations set out by OSHA, the fire department, and other agencies. Custodial services are outsourced to insure a clean and safe campus. In addition, the School Health Counselor is available for the daily needs of individual children. WES instituted the Programman Inagofli'e' (indigenous Chamorro word meaning to have friendship, harmony and understanding among each other), to create a safe and positive learning environment that promotes social and academic success.

A6. Reporting Student Progress Criterion

Individual reports of students' standardized test scores are distributed to parents, as well as quarterly report cards. In some cases, students receive progress reports, which must then be signed by the parents to insure they are informed of their child's academic standing. When students fail to submit their signed progress reports, teachers call the parents to follow-up. In addition to the traditional quarterly reports, parents can log into PowerSchool to access their child's academic records in real-time throughout the academic term. The GDOE is the first recipient of the school's testing data, so conducts an annual analysis of the results in the Research Planning & Evaluation Division. The Superintendent then shares these results with the GEB. This data, along with other school-specific data, is compiled into the Annual School Report Card that is shared by the Superintendent to public entities including the GEB.

Students take regular quizzes and tests to assess their progress, as well as the annual SAT-10. Teachers have not been able to disaggregate the data for the SAT-10, so their data analysis of student achievement is limited.

The Leadership Team analyzed student behavior data, which indicated a high rate of fights. As a response to this challenge, the GDOE introduced the Positive Behavior Intervention System (PBIS) and the Owleus Bullying Prevention Program (OBPP). PBIS is a framework to utilize evidence-based practices which are necessary for building a positive school culture that promotes both social and academic success. WES has determined that student performance on the SAT-10 is insufficient, so they have sponsored professional development on topics related to the implementation of the Common Core.

A7. School Improvement Process Criterion

WES uses a variety of methods to communicate and collaborate among teachers, staff, and administrators. For the first time, WES pursued a broadly collaborative accreditation process, which invited all faculty and staff to join Focus Group teams. These teams then divided the self-reflection work among themselves so that "everyone's hands were in the pot." This has led to a stronger sense of buy-in for the accreditation-driven school improvement cycle. Parents and students are involved in the process through surveys.

The School Action Plan, while limited and short-term, is based on the need to improve student test scores on the SAT-10. The Action Plan was written prior to the completion of the self study, so there is a need to revise it to reflect a more rigorous set of school improvement initiatives.

WES' goal for school improvement is to increase student achievement, particularly as measured by the SAT-10. Teachers are evaluated annually, though it is unclear whether the evaluation criteria align with the professional goals or strategic plan for school improvement. The professional development program—both face-to-face workshops and PD360—supports school improvement.

WES provided weekly time for teachers to engage in the self study process. In addition, WES and GDOE provide a broad range of training workshops and the substitute teachers to cover the classes of participants. Many of these trainings directly support the first Action Plan goal of improving student achievement in English Language Arts and math, though it is unclear how these trainings and time resources correlate to the second Action Plan goal of increasing parent involvement

Areas of Strength for Organization for Student Learning Category

- WES faculty and staff collaboratively work on planning for the implementation of the CCSS into the school wide curriculum, with technical assistance and trainings provided by the GDOE C&I Division.
- Administration uses a collaborative, responsive, results-driven leadership style that empowers faculty and staff to be involved in the process of continuous school improvement, that has enabled significant changes to occur in a short amount of time.
- A majority of WES teachers are fully certified by GDOE and are graduates from an accredited college.
- Opportunities are offered to students to be involved in various academic, co-curricular, and extra-curricular activities.
- The superintendent, the mayor and other high level officials for their people-friendly interactions with school staff.
- The school for their perseverance in the educational transitions that includes leadership changes, curriculum adoptions and the WASC self-study process.

Key Issues for Organization for Student Learning

- In order for the full benefits of PowerSchool to be realized, parents need to be given log-in authorization, to be trained, and computers made available for those who lack home internet access.
- Further technical training and follow-up is needed for professional development, on how to implement strategies into the classrooms and how to evaluate the impact on student learning.
- Additional and ongoing training is needed to support effective implementation of CCSS.
- Administrators, faculty and staff work together to ensure student safety in the classroom and around the school campus, yet there is need for closer supervision during non-academic times as a response to student behavior challenges.

Important evidence about student learning from the self-study and the visit.

Self Study
Focus Group meetings
Interviews
Observations

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1: What Students Learn

The students of Wettengel Elementary School (WES) are provided comprehensive academic programming in which they are able to achieve Expected Schoolwide Learning Results (ESLRs) through academic standards, and on-going professional development for staff to improve curriculum, instruction and assessment practices at the classroom level. The ESLRs are skills and character traits identified as schoolwide outcomes by all students and include: Goal Achiever, Effective Communicator, Effective Problem Solver, Efficient Worker, Team Player, and Technology User.

During the 2012-2013SY, GDOE shifted programming from Direct Instruction (DI) to Common Core State Standards (CCSS), with a primary on focus on Mathematics; followed by implementation of English Language Arts (ELA) in 2013-2014SY. Trainings and workshops have been provided to faculty and staff in anticipation of full implementation of CCSS (Mathematics, ELA, Science and Social Studies) in 2014-2015SY. Additionally, all other subjects follow GDOE's Content Standards and Performance Indicators (CSPIs) through curriculum mapping and guidelines.

Finally, the Chamorro Language and Culture Program (CLCP) has developed an inclusive curriculum for all grade levels emphasizing listening and speaking. Standards of CLCP include: interpersonal, interpretive and presentation communication.

Learner engagement is evidenced by observation of academic assignments, classroom participation, oral and visual presentations, the use of formative and summative assessments, assemblies recognizing student achievement and character development, and cultural characteristics highlighted throughout Chamorro Month.

Integration between subjects is offered through collaboration between homeroom and CLCP teachers, as well as between elective courses (Art, Music, PE) and core subjects (ELA, Math, Health, Science and Social Studies). Additionally, fieldtrips, guest speakers (Crime Stoppers, Red Ribbon Month, Marine Mania) and interactive online activities are made available to students for a well-rounded curricular experience.

The school's Curriculum Team meets regularly and makes recommendations for curricular programming and interventions according to data collected for non-proficient

students in ELA and Math. Professional Development (PD) is offered monthly in order support teachers transitioning between DI and CCSS, as well as best practices for instruction and assessment. PD is available at after-school meetings and through online supports such as PD360 and Learn Zillion.

B2: How Students Learn

The WES teaching staff has been provided in-service training to enhance their instructional delivery through DI, CCSS, inclusion of special needs students, cultural resources and assorted professional development topics independent of the school's requirements. Areas of focus included: curriculum mapping, lesson planning, formative and summative assessment, technology integration, Classroom Instruction that Works (CITW), Sheltered Instruction Observation Protocol (SIOP), using Para-educators effectively, and interdisciplinary practices.

In order to meet the needs of various academic levels, students are grouped homogeneously in ELA and Math. Data collected from DI assessments was used to determine groupings of students. Learners with special needs are mainstreamed into regular education classes according to IEP criteria; ELL students are serviced through pullout modules; and GATE students participate in special programs aimed at challenging their specific needs and abilities. Additionally, learners performing one to two grade levels below in ELA and Math participate in ASPIRE.

Using DI programming, teachers built in strategies for guided practice, check for understanding, scaffolding, drill and practice, read aloud and independent reading. With the adoption of CCSS, teachers are incorporating various instructional strategies to include graphic organizers, questioning techniques, think-pair-share, cooperative learning and quick writes. Instructional strategies geared toward boosting critical thinking have also been adopted into classroom practices. Examples include individual and group presentations for mathematic problems, creative writing, science projects, research reports, and slideshow presentations. Additionally, accommodations and modifications are made for struggling learners through the use of multi-modality and "whole brain" approaches, along with cooperative learning, peer tutoring, audio/visual aids, and hands-on learning through manipulatives.

Teachers write lesson plans that include standards and the ESLRs by displaying the CCSS "I can" standards in learner-friendly language. Many classrooms have these standards displayed for student access. However, although students are able to recite the ESLRs, many lack the understanding of what the outcomes mean or how they are tied to lessons.

Technology has been introduced to WES in a variety of formats. Through the "Gateway to Technology" program, the school has received laptops, interactive whiteboards, multimedia projectors, cameras and mobile labs for use in the classroom. Technology use has included Internet research, skill reinforcement, and creation of multimedia projects. Through Federal e-rate funding, WiFi access is available in the Library, cafeteria and Room 3.

B3: How Assessment is Used

Multiple types of data are collected and analyzed to view whole school and individual classroom strengths and needs. Data from SAT10 is used to align instruction with learner needs; DI results were used to homogenously group students according to ability, in addition to identifying high risk students; and, AIMSWEB data is collected to monitor low-achieving learners in an effort to help them achieve mastery of content and skills.

The teaching staff of WES gauges acceptable learning through mid-quarter and quarterly grades, annual SAT10 scores, and SMART Goals for ELA and Mathematics; and, to determine how academic programming supports the acquisition of the ESLRs by all learners. Data from the SAT10 Item Analysis is used to identify skills to be taught at the classroom level, as well as how to align the same skills with GDOE standards, and to crosswalk curriculum maps with CCSS. Additionally, data gathered from pre/post DIBELS, AIMS and Brigance results are used to gauge where students placed in relationship to the school's ESLRs.

Common Formative Assessments (CFA) for Math was initiated as a result of curriculum mapping during the 2012-2013SY. First administration of the CFA was during 2013-2014SY to fourth and fifth graders. Currently, the ESLRs are not formally assessed since no tool for direct measurement has been designed or introduced to the school's staff.

Classroom observations by the Curriculum Coordinator and Administration, and student interventions have been utilized to reinforce instructional support. Quarterly, teachers review results of students' progress and use data to improve lesson planning and instructional delivery. And, although teachers regularly monitor learner progress, students' own feedback regarding progress is minimal, as most are only surveyed at the end of the school year. GATE students are given the opportunity to reflect on strengths and objectives met, however, most classrooms do not build learner feedback into regular practices.

Areas of Strength for Curriculum, Instruction & Assessment

- Collaboration between teachers, grade levels and subject areas, related to SMART Goals, curriculum maps, and common formative assessments, have been implemented in order to support student achievement;
- A variety of professional development supports (monthly PD, online resources, CCSS trainings, independent professional growth) have been included to enhance instructional practices;
- Technology integration for classroom and school-wide enrichment of curricular programming has been introduced;

- The teaching staff has embraced flexibility during the transition from DI to CCSS, within time frame set by GDOE.
- The teachers for their selflessness of time and personal finances to improve the learning environment of the students.
- The students for their enthusiasm and willingness to embrace learning.

Key Areas of Growth for Curriculum, Instruction & Assessment

- Consistent development of Common Formative Assessments is needed across grade levels and subject areas;
- Systematized process for transitioning teaching staff from Grade Level Teams to Professional Learning Communities (PLCs) in order to support student achievement is necessary;
- Systematic and equitable use of mobile computer labs and other technology resources in classrooms to enhance student learning is needed.

Important evidence about student learning from the self-study and the visit.

Self Study Report
Focus Group Meeting
Staff Interviews
Parent Interviews
Facility observation
Surveys

Category C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1: Student Connectedness Criterion

Wettengel Elementary provides all students and families with a comprehensive system of support services including health, career, personal counseling and academic assistance. This school year, WES is introducing ASCD's Whole Child tenets of healthy, safe, engaged, supported and challenged in helping the school address its school improvement needs.

- The GATE program provides enrichment for identified K-5 gifted students. They meet 180 minutes per week in the GATE resource room. Students are encouraged to participate in various GATE sponsored special events such as Geography Bee, Math Meet, Elementary Academic Challenge Bowl, and Publication of GATE Art Work and Poetry.
- The School Health Counselor encourages healthy lifestyle habits and assist students who are suffering from physical ailments. The SHC also conducts assessments for vision, hearing, head lice, and immunizations.
- The School Guidance Counselor offers services to students that aim to address the academic, social, and emotional aspects of student learning. The SGC also oversees the Peer Mediation Program and the "Rainbows for All Children" program that offers support and encouragement for students experiencing life-changing events.
- The ESL program identifies and assesses all English Language Learners. Development of English communication skills is offered using pullout services; however, a very small number of students are receiving direct services. There is concern that students who qualify for ESL services are not attending ESL class since there are conflicts in schedule. Students could miss 2 Math periods per week by attending their ESL class.
- The Special Education program provides assistance to students with disabilities in order to meet their unique needs, ensuring that teachers and parents are provided with necessary resources. The SPED teachers, IEP coordinator, Consulting Resource Teacher, Speech and Language Therapist, Occupational Therapist, Leisure Education, Vision Specialist, and Audiologist provide services.

WES provides a variety of programs that enhance student achievement. Teachers recommend students who are at-risk to the ASPIRE program (After School Program for Instructional Remediation and Enrichment) for assistance with their studies after school, from 2:30 – 3:30 p.m. The OutReach program coordinators facilitate meetings to strengthen communication between families, school and community. The program offers assistance with the social transition of the immigrant families to make certain that students meet school entry requirements.

WES has a referral procedure to identify and provide appropriate services for struggling students. CSTs (Child Study Team) meetings are conducted for students who are struggling emotionally, physically, and/or academically. The teacher, SPED teacher, SGC, IEP Coordinator and other school personnel meet to determine eligibility of the students.

The SCC (School Climate Cadre), led by the SGC, is the coordinating body for the following initiatives that were adopted to promote a safe and healthy learning environment:

- PBIS – Positive Behavior Intervention Support
This program targets the “3B’s” (Be safe, Be Respectful, Be Responsible) expectations as well as the anti-bullying rules. The SGC provides teachers with lesson plans geared towards PBIS and OBPP, as well as a schedule to implement monthly lessons.
- OBPP – Olweus Bully Prevention Program
Adopted in 2012-13 to help students develop skills to improve peer relations and work together.
- PBSOM – Positive Behavior Student of the Month (former Positive Behavior Committee)
Established in SY 2010-11 to address local mandate for Character Education and fosters the ESLRs.

WES annually participates in various island-wide elementary academic competitions. Teachers encourage all students to participate in school activities such as Science Fair, Spelling Bee, Chamorro Spelling Bee, and Math Olympiad, as well as represent WES in island-wide competitions. Teachers coach students during lunch period or after-school to prepare and train them.

The STUCO (Student Council) was disbanded this year. Spirit Committee students and advisors plan activities throughout the school year to promote school climate. Students lead school assemblies

C2. Parent/Community Involvement Criterion

WES conducts an Open House at the beginning of the school year. Teacher use this opportunity to share school goals and standards, expectations, and school policies.

The PTO (Parent Teacher Organization) was reconstituted in SY 2013-2014 after being inactive for many years. During these monthly meetings, student recognition for achievements and performances are conducted.

Parent-Teacher conferences are scheduled twice a year. Teachers communicate to parents the areas their children excelling and provide suggestions to help improve their children’s performance in school. Student academic progress is reported via quarterly progress reports.

The school uses parent and community resources to support students:

- Guest speakers present on a variety of career fields and opportunities on Career Day
- Parents are also invited to participate as presenters in their field of expertise.

- A variety of presenters have visited WES to promote safety awareness
- The Guam Tumon Rotary Club donates dictionaries to all 3rd graders to promote literacy and develop language skills.
- The Lagu Families and Schools Together (FAST) provide support and training to parents in the health and education of their children.
- Middle and high school students from neighboring schools provide services such as tutoring students, assist teachers with classroom activities/instruction.
- Presenters and guest readers were invited to Chamorro events, sharing displays and presentations of artifacts of Guam.

PBSOM assemblies are conducted monthly to recognize students who display one of the six pillars of character – Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship. Student achievements in other areas are also recognized.

Powerschool has been fully implemented this school year. Since the 4th quarter, parents are able to access the Parent Portal to see their child's academic progress.

Parental involvement continues to be a challenge. Parents are willing to donate supplies and make monetary donations, however they are not committed to participating in school meetings and activities. Parent reluctance to participate could be related to lack of educational background and low socio-economic status.

Faculty and parent-teachers are taking the helm as officers of PTO, creating goals to raise funds, increase parent attendance, and school awareness.

Areas of Strength for Support for Student Personal and Academic Growth

- WES provides a strong system of support services to meet the needs of their students.
- Programs are available to support struggling students.
- The school involves the community to support and enhance student learning.
- The school participates in many public events throughout the school year in the community.
- The Peer Mediators for bravely addressing the challenging issue of bullying on campus.
- The parents for re-establishing the PTO and providing donations to the school.

Key Issues for Support for Student Personal and Academic Growth Category:

- Help educate parents about the importance of home-school connection
- Increase meaningful parental involvement to impact student achievement
- Explore opportunities to address and maximize ESL services.

Important evidence about student learning from the self-study and the visit:

School Report

Interviews with administrators, teachers, students, parents

Observations

Data forms and files – attendance sheets, test results, referrals, visit logs

Meeting agendas

School Newsletter

School Website

Parent Portal

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

The principal develops the annual budget proposal that reflects the Superintendent's educational priorities. Staff has an opportunity to review the proposed budget and make recommendations regarding student, faculty and staff welfare and safety. Health and PE programs are supported by the Healthy Futures Funds allocated to the GDOE. Teachers are provided an opportunity to create a grade-level specific instructional supply list to be incorporated into the budget. At the end of the 2012-13 school year, teachers were given \$500 by the Department of Interior. \$400 was allocated for instructional materials and \$100 supported the copy machine. Prior to submitting the budget to the GEPB, budget presentations are made to all stakeholders. Stakeholders have an opportunity to give input on the schools financial requirements. For the current year, 2014, the Guam Legislature reduced the GDOE proposed budget of \$283,995,103 by \$70,880,901. This affected Wettengel's ability to fund personnel, operational costs, and school supplies.

Wettengel follows guidelines set by the GDOE which conforms to public laws and the 14 Points of Adequate Public Education. When planning, the school takes into account the following: School Improvement/Action Plan, textbook inventory, school demographics, student enrollment (including enrollment projections), SAT10 results, school capacity, special populations such as ESL/SPED, fixed assets, equipment, outstanding work orders and repairs, and inspection results of GFD and DPHSS.

The Guam Department of Education has initiated a system (MUNIS) to process all transactions in the accounting, procurement and budget offices. This has streamlined the process and improved efficiency and effectiveness. Communication has also improved; it has helped the GDOE lose its "high risk" grantee status with the USDOE.

The following standard procedures are in place to assist with quality business and accounting practices: The school has a three member Money Committee to oversee check requests of \$100 or more and receipts are filed; money is deposited each day; each grade level has a ledger available for review.

The school has a new five year facilities plan. The principal has already implemented some items from the plan: air conditioners, 'lines' for student routines, awnings for hallways, radios for communication, reorganization of the cafeteria including flooring. Wettengel Elementary School is forty years old; however, the faculty, staff, parents, volunteers, community annual budget presentations, military partners, government agencies and the Mayor's office work together to help maintain the facility. Work requests are reviewed and prioritized by site administrators. As resources become available, classroom maintenance issues are addressed. The last WASC visit noted that the school had no fire alarm system. A fire alarm system has been installed and passed inspection by the Guam Fire Department. All classrooms do not have fire extinguishers, but they meet the fire regulation of a fire extinguisher every 75 feet.

The school is cleaned by a private cleaning service. The grounds are well kept by an

outside business. New playground equipment has been installed and more is being provided by the Department of Interior. The PTO is raising funds to provide a covered pavilion to protect students on hot and rainy days.

Numerous programs are implemented to ensure a positive school climate: Peer Mediation, bullying prevention, Red Ribbon Campaign, student of the month, Rainbow for All Children. The district's Positive Behavior Intervention System assists school personnel to effectively, accurately, and successfully implement interventions. A public law enacted in 2003, The Public School Library Resource Fund, generates funds from fees for passports. The school has used these funds to purchase 500 books, e-books and furniture. The school librarian has a three year Library Plan to guide growth and services.

When a shortage of textbooks exists, several grade levels departmentalized to allow student access to books. During the years of Direct Instruction, textbooks were not purchased on a regular basis. Common Core Standards has required looking into textbook usage again. Direct instruction materials are used as a supplement prior to the arrival of newly adopted textbooks. Instructional support is also provided by technology: teacher laptops, six multimedia projectors, four whiteboards, three document cameras, and two 30-student mobile laptop labs. Surveys show that a number of teachers are not using the available technology due to the time it takes to set up the equipment or lack of training. Each classroom has a high speed internet cable; the library, cafeteria, and one Kindergarten classroom has wireless capability through a fiber optic network. A computer lab is on the wish list. As a result of federal funds, fifth graders will be receiving laptops and tablets to enhance their learning.

Upon the completion of staff development, Gateway to Technology, teachers were issued a laptop. Laptops are used for PowerSchool attendance and grades, DOE email, PD360 access and Parent Portal. Some teachers chose not to accept the laptop due to the personal responsibility/ security necessary.

The school reports that the majority of teachers and instructional staff are certified. To implement the Highly Qualified Teacher Program, the GDOE has contracted with the University of Guam to provide specialized educational resources. The GDOE and UOG will also collaborate to ensure that services are available for recruitment and retention of teachers. Many teachers have Master's degrees earned from UOG or online programs.

The faculty and staff support one another through meetings and instructional collaborations. Currently two professional development days are allocated per year and the school has monthly professional development meetings. Next year there will be eight half-days allocated to professional development. Each grade level meets weekly to discuss student needs and share resources. Administrators meet with Grade Level Chairs monthly. Specific area trainings are provided throughout the school year, such as

Common Core, content areas, Special Education, PowerSchool, DIBELS (Reading Fluency and Comprehension Assessment), AIMSWEB, and Positive Behavior Intervention System.

D2. Resource Planning Criterion

Wettengel Elementary looks at the following information in regard to resources: professional development opportunities, staff/faculty to student ratio and staffing. Currently there are three staff vacancies- a library technician and two school aides. There are plans to fill these positions.

The school site administration creates the master resource plan by looking at the budget, staffing patterns, student discipline and demographics. They also look at student assessment data to determine skills that need improvement, student placement, student progress, and modifications required to support student achievement.

Teachers collaborate to identify students who are at risk, i.e., performing two grade levels below current placement and qualify for free and reduced lunch. Based on this, teachers refer students to the federal program, ASPIRE (After School Program for Instructional Remediation and Enrichment.) Transportation issues and program qualifications impede student participation.

- The PTO (Parent Teacher Organization) met to elect new officers in October 2013. The group primarily consists of staff who are also parents; however, efforts are being made to increase awareness and participation. Last year, the PTO met as needed. This year there are scheduled meetings and a more focused approach to encouraging participation. Parents reported that they are very pleased with the school.
- Parent volunteers assist in supervision and clerical activities.
- Attendance at parent-teacher conferences has increased this year.
- Parent surveys, completed in preparation for completing the Self-Study, provided input on student safety, school culture, facilities, and instruction.
- Parents are invited and encouraged to attend and provide input regarding Wettengel's financial needs at annual budget presentations.

The Wettengel Community is informed of the school's financial needs through various means:

- ✓ Government agencies such as Land Management, Public Works, DPHSS, and the Mayor's Office utilizes public meetings and press releases. The Mayor and Family Outreach representative came to meetings to share information and provide support to the school.
- ✓ The Governor, Senators, Legislature, Guam Education Board, and Superintendent provide public service announcements and meetings open to the public.
- ✓ Annual budget meetings are advertised in the Principal's report, Communication

logs, Student Planner and general announcements through email, newspaper and press releases.

- ✓ Using PowerAnnouncement, parents get real-time information by text, email or voice mail.

Various strategies are utilized by Wettengel to support their programs:

- Press releases and emails advertised the Adopt-a-School program that helped paint the school, in cooperation with the Guam Housing Corporation.
- Back packs and school supplies are provided to students qualifying for free and reduced lunch. The Mayor's office coordinates this annual program that rotates through the elementary schools.
- A raffle, supported by private companies and local officials, encourages students to participate in a recycle program. Cosmos Distributor, a local wholesaler issues a check twice a year to the school for box tops that students have collected.
- Rotary Club of Guam provides dictionaries to third graders each year.
- Chuck E. Cheese participates in 'Tools for School' by giving the school 15% of sales to purchase supplies.
- A local women's organization, VMLG, provided the Chamorro Cultural Program a check for student use.
- Fundraisers include the Spring Festival, School Kine Cookies, Read-a-Thon, McTeacher's Night and Christmas Believe Catalog to support specific grade levels and classrooms.

Areas of Strength for Resource Management and Development Category

- Given limited resources, the school administration, faculty and staff have allocated resources to best support student achievement.
- The school receives support from government agencies, private companies and service organizations.
- The school has made significant strides in the area of technology, including laptops for teachers, laptop labs for students and internet access which will assist in not only student learning but expand professional development opportunities for staff.
- The school librarian for having a three-year plan for improving the library.
- The GDOE and administration for upgrades to the school facility and their enthusiastic support of the WASC process.

Key Issues for Resource Management and Development Category

- Increasing parent participation in the school's decision making process is essential to ensuring that all resources focus on student achievement of school goals and ESLRs.
- Basic classroom materials, including textbooks need to be readily available throughout the school year.
- Building maintenance and general upkeep needs to be a part of long-term planning so it is not contingent on volunteers and donations.

Important evidence about student learning from the self-study and the visit.

Self Study Report

Focus Group Meeting

Staff Interviews

Parent Interviews

Facility observation

Surveys

Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)

Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

General Comments:

The school appropriately identified, based on their self study, two critical growth areas 1) increasing student achievement in English, Language Arts and Mathematics, 2) building and sustaining parental involvement. However, the action plan needs to be more comprehensive and detailed. The school needs to consider dividing the first goal of academic achievement in ELA and mathematics into four separate goals: curriculum, instruction, assessment and PLC's. Professional development and a technology plan needs to be embedded into these four goals. The parent involvement goal needs to be maintained but expanded to demonstrate a long term commitment.

Safety and compliance

This area has been addressed by the site. There are emergency procedures and follow-up drills. The Positive Behavior Intervention System has been implemented.

Implement, assess and monitor student progress in achieving the ESLRs

The school has identified ESLRs. The school felt that it was required to have very measurable goals. The visiting team discussed with the staff the purpose of the ESLRs. The staff is committed to implementation of their ESLRs.

Professional Development

The GDOE offers professional development for the implementation of the Common Core Standards. The staff has participated in PD and works in grade level teams to implement Common Core. A concern is the number of academic days missed by staff to attend PD. Student feel that the substitutes, although caring, do not contribute to learning.

Technology Plan

Finances are the major obstacle; although a comprehensive technology plan does not exist. Currently there are two classroom sets of laptops for a student population of 700+. The storage carts are cumbersome and heavy which restricts their effective use. Next year, notebooks for fifth graders has been approved and financed.

Parental Involvement

This is a major critical area of need. It is the second goal of the action plan. The administration is aggressively attempting to involve more parents. The working environment of the community and transportation issues limits parent participation.

Student Academic Achievement

This is a major, ongoing focus of the school. It is the first goal in their action plan. There exists much frustration of staff transferring the curricular and instructional program from Direct Instruction Program to Common Core Standards. The staff and administration realize that to improve student achievement they must improve instructional practices. The health and welfare of the students is also a major focus of administration. The school is a national demonstration site for ASCD's Whole Child Program.

Synthesize schoolwide areas of strength and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Areas of Strength

1. The teachers for their selflessness of time and personal finances to improve the learning environment of the students
2. Administration uses a collaborative, responsive, results-driven leadership style that empowers faculty and staff to be involved in the process of continuous school improvement that has enabled significant changes to occur in a short amount of time.
3. A variety of professional development supports (monthly PD, online resources, CCSS trainings, independent professional growth) have been included to enhance instructional practice.
4. The students for their enthusiasm and willingness to embrace learning.
5. The Peer Mediators for bravely addressing the challenging issue of bullying on campus.
6. The school for their perseverance in the educational transitions that includes leadership changes, curriculum adoptions and the WASC self-study process.
7. The parents for re-establishing the PTO and fundraising efforts.
8. The GDOE and administration for upgrades to the school facility and their enthusiastic support of the WASC process.
9. The superintendent, the mayor and other high officials for their people-friendly interactions with the school staff.

Schoolwide Critical Areas for Follow-Up

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

1. The staff develops and implements strategies to increase student academic achievement in English Language Arts (ELA) and mathematics.
2. The staff builds and sustains parental involvement to improve student achievement by involving parents in schoolwide activities and decision making.

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

3. The GDOE and administration provide follow-up for professional development, on how to implement strategies into the classrooms and how to evaluate the impact on student learning to promote academic growth.
4. The administration and staff needs to revise goal number one of their action plan into four distinct goals: Curriculum, Instruction, Assessment and PLC's that will enhance student learning.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan.**

The school-wide action plan was written in response to previously identified needs, though is not a response to the comprehensive needs identified through the self study.

WES identified four Critical Learner Needs:

1. SAT10 and DI Mastery results show low percentiles in Total Language and Mathematics scores from SY2010-11 to SY2012-13
2. WES students will increase achievement measured in Common Formative Assessments and Standard Based Assessments
3. WES faculty will actively engage in professional learning communities within their grade levels and focus groups
4. WES will create measurable rubrics to assess the ESLRs.

In addition, they identified two Prioritized Needs for Focus:

1. Create/provide strategies/techniques to improve on Mathematic and Language Art skills through measurable ESLRs, PLCs, trainings, resources, and data collection
2. Improve Home-School Connectedness through parent involvement at meetings, activities, organizations, and student behavior/academics to impact student achievement.

Their action plan includes the latter two goals: 1) to increase student English Language Arts and math proficiency, and 2) to increase parent involvement. The action steps are short-term, and one will be completed in June 2014, which is prior to the beginning of their new term of accreditation. These goals are aligned with the ESLRs, mission and the school's resources.

Comment on the following school improvement issues:

- **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up. Consider these questions:**

The action plan addresses the two goals, though is short-term and vague. Revising the action plan to include more detailed steps that are developed over a 6-year period of time, would better address the critical areas of follow-up. The school should consider dividing the first goal into 4 goals: 1) curriculum, 2) instruction, 3), assessment, and 4) PLCs. Following the revised Action Plan steps will lead to enhanced student learning.

The revised action plan should include detailed, achievable, measurable steps with shortened timeline periods, in order to create a more manageable effort. These steps should combine together to promote achievement of the over-arching goals, over the next 6-years.

The school-based stakeholders are committed to collaboratively revising the action plan to align with the broader goals identified throughout the self study and supplemented with feedback from the Visiting Committee.

- **Existing factors that support school improvement**

The WES administrators, faculty, and staff are enthusiastic and committed to school improvement. They are well qualified and are eager to pursue professional development opportunities. In addition, they have demonstrated their dedication to school improvement by putting in extra hours to achieve school goals and support student learning. The Administration incorporates empowerment and team building. A committed district office achieves the maximum possible with limited resources, and is committed to the WASC school improvement process.

- **Impediments to school improvement that the school will need to overcome**

Several challenges have hindered school improvement, such as limited resources, the drastic transition from Direct Instruction to Common Core and an uncertain assessment model, frequent leadership turn-over at the district and school level, lack of family involvement, and the social-economic status of the community served.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The WES action plan includes key components, but there needs to be a specific follow-up process identified for monitoring and the reporting structure for progress.