

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**UPI ELEMENTARY SCHOOL**

**1180 Chalan Padiron Lagu, Route 15  
Yigo, GU 96929**

**April 3-6, 2011**

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## UPI ELEMENTARY SCHOOL--VISITING COMMITTEE REPORT

### Chapter I : Student Community Profile

Upi Elementary School is located in the northernmost village of Yigo, which is historically a rural community. Recent increases in village population are evident in the development of four subdivisions and the high occupancy rates and development of properties through the Chamorro Land Trust Commission. Increases in population directly impact operations of the school as it contributes to issues such as material shortages and increased class sizes.

UES is adjacent to the back gate of Andersen Air Force Base, located along Route 15 north of Mt. Santa Rosa. It was originally built in 1958 and named Andersen Elementary School. For many years the majority of the students attending UES were military dependents. In 1990, the school was renamed Upi Elementary School. Upi is the traditional name of the region in which the school is located. From the time it was built in 1958 until the present time, the school has always been under the jurisdiction of the Government of Guam Department of Education. In 1998, a new campus replaced the old school.

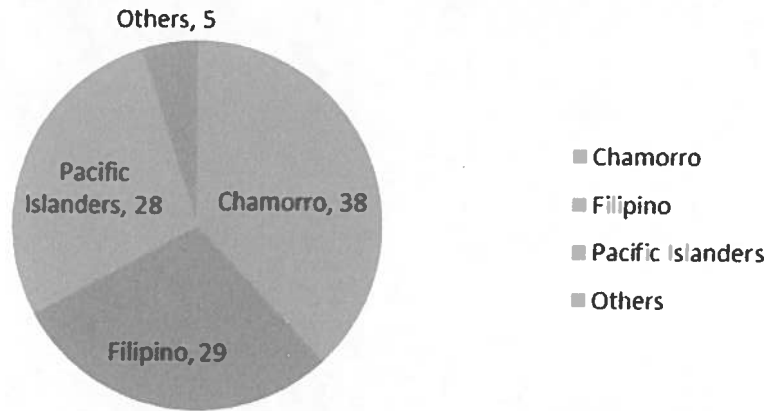
Upi Elementary currently has 48 classrooms. The school consists of an Administration building with rooms for the administrators, administrative assistant, clerks, school lunch clerk, speech therapist, computer operator, counseling office, faculty and staff lounge, and a conference room. UES also has a library, nurse's office, Outreach Program office, teachers' work room, cafeteria, Direct Instruction/Reading Coordinators' room, bookroom and two playgrounds.

The island of Guam will be expecting an influx of more than 10,000 Marines and their dependents from Okinawa, Japan over the next five years. Upgrades to infrastructure such as roadways will be required. From this, there is also a continuing influx of residents primarily from other Pacific Islands due to greater work opportunities, who in turn enroll students within the public school system. With migrant workers also comes the challenge of integrating students with limited to no proficiency with the English language, which requires additional training for teachers to effectively teach students from this subset of our population.

Over a period of six years, the population of UES for grades K-5 has fluctuated. There was a decrease in population for the SY 06-07 due to redistricting. The population increased at the beginning of SY 2009-2010 due to attendance realignment in the Northern School District.

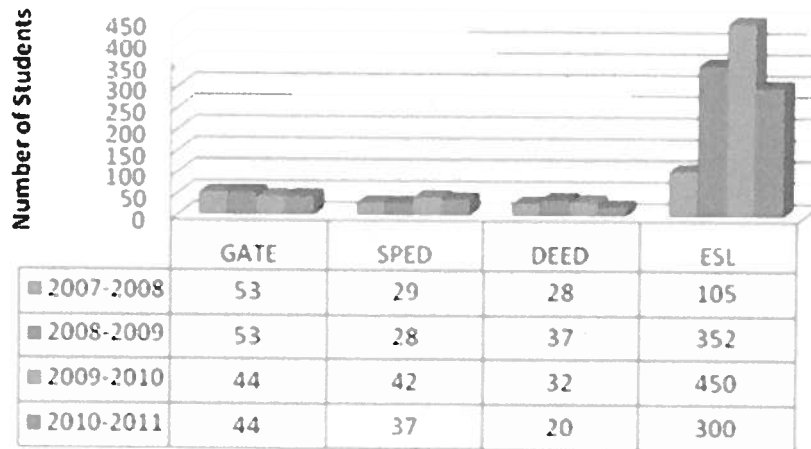
Year	Kind.	1	2	3	4	5	Total
2005-06	143	134	152	155	140	171	895
2006-07	106	127	115	128	146	126	748
2007-08	80	110	130	126	120	140	706
2008-09	110	76	110	115	122	119	652
2009-10	122	137	105	147	144	158	813
2010-11	124	139	146	112	164	160	845

**Table 1: UES Ethnic Distribution**



UES’s PowerSchool data indicates that there are about eighteen (18) ethnic groups represented in UES for SY 2010-2011. The largest group represented are the Chamorros at thirty-eight percent (38%), followed by Filipinos at twenty-nine (29%) and Non-Chamorro Pacific Islanders (Kosraean, Pohnpeian, Chuukeese, Yapese, Marshallese, Belauan, Samoan, and Fijian) represents twenty-eight percent (28%). The remaining five percent (5%) of the student population is represented by Asians, White Non-Hispanics, African/American, Native American, mixed and other. (This data includes the Headstart program population consisting of 20 students.)

**Academic Programs**



Of a total population of 845, 4% are receiving ESL (English as Second Language) “sheltered” services, 30% are receiving ESL “consultation services”. “Sheltered” as described on pg. 9 of ESL Procedural Manual indicates “In this direct service program, students are taught by an ESL teacher who makes the appropriate modifications to the regular curriculum to ensure that the material presented is comprehensible to the English Language Learner.” Of the remaining student

population 5% are GATE (Gifted and Talented Education), 4% are currently receiving Special Education services, and 2% are in the DEED program (Department of Education Extended Day).

Seventy-one percent (71%) of UES students receive free meals. Six percent (6%) are in the reduced lunch program. From school year 2009-2010 to school year 2010-2011 there has been an increase in students receiving free meals. There has also been a significant increase in the cost of lunch for students who do not qualify under the free and reduced lunch program. The increase started in January of 2010 and will increase 50 cents each year until 2013.

Student academic performance for SY 2009-2010 is summarized below in Table 1. It shows that Math and Language is the most prevalent subjects that our students continue to fall below average. Detailed descriptions of SAT10 scores are in Chapter IV - Curriculum and Instruction.

**Table 1: Summary of SAT-10 results for SY 2009-2010**

GRADE	AVERAGE RANGE	BELOW AVERAGE	EVIDENCE OF GROWTH
1	Reading, Math	Language, Environment	No basis for comparison
2	Reading, Environment	Math, Language	No growth
3	Science	Reading, Math, Language, Social Studies	Science increased from Stanine 3 (Below average) level to Stanine 4 (average level) and students were at/above the district average
4	Reading, Math, Science, Social Studies	Language	Science, Social Studies and overall complete battery increased from Stanine 3 level to Stanine 4 level and students were at/above the district average
5	Language, Science, Social Studies	Reading, Math	Students were at/above the district average for science

**Note: Kindergarten does not take the SAT-10 test.**

### Faculty and Staff Profile

UES's faculty and staff personnel consist of 79 employees. Listed below is the breakdown of faculty and staff personnel:

#### FACULTY

Number	Title	Certification
7	Kindergarten Teachers	1 Professional Educator, 1 P-I, 4 Initial Educators, 1 Temporary Elementary
6	First Grade Teachers	2 P-II, 2 Professional Educators, 1 Master Educator, 1 Initial Educator
7	Second Grade Teachers	2 P-I, 2 P-II, 2 Professional Educator, 1 Standard Elem.
5	Third Grade Teachers	2 Professional Educator, 2P-I, 1 P-II
7	Fourth Grade Teachers	4 Professional Educator, 1 P-I, 1 P-II, 1 Master Educator
7	Fifth Grade Teachers	1 Standard Elem., 4 Initial Educator, 1 P-II

		Conditional, 1 Temporary Elem.
5	Chamorro Teachers	2 P-II, 1 Initial Educator, 1 Provisional 1-B, 1 Substitute
3	ESL Teachers	1 P-II, 1 Professional Educator, 1 Master Educator
1	Resource Teacher	Professional Educator
2	Direct Instruction Coordinators	1-P-II/1-Master Educator
1	Gate Teacher	P-II
1	Counselor	P-I
1	Nurse	AA Certified
1	Speech Therapist	Master Educator
1	Head Start Teacher	Headstart Level III

**Indicated below are the ethnic make-up of the faculty and staff:**

- 55% Chamorro, 32% Filipino, 6% White, 2% Hawaiian
- 1% Samoan, 1% Pohnpeian, 1% Korean, 1% Palauan, 1% Black

The longest number of years an employee has served at Upi Elementary School is 33 years. The average number of years of employment for UES employees is 12 years. The newest employee of UES has one week of service.

## Chapter II Progress Report

### Significant Developments

1. Since SY2005-2006 there have been five changes in UES's administration.
2. There has been a significant fluctuation in the student population at UES.
3. The instruction of content areas has now been integrated into UES's daily schedule.
4. GDOE adopted new content standards and performance indicators in June 2010.
5. The teachers have aligned their lessons to the new content standards.
6. UES's internet access and telephone systems have improved.
7. Power School and Pearson Inform now connects UES with GDOE's main data system.
8. UES promotes environmental awareness through its Going Green and recycling programs.

This section of the progress report details the School Wide Critical Areas for Follow-up recommended by the WASC Visiting Committee after UES's first full self study on April 18-20, 2005.

- 1. The school needs to immediately develop and implement a schoolwide action plan that addresses the critical areas of follow-up provided by the Visiting Committee as well as prioritized Areas of Growth as identified through the Self Study process.**

**Action Taken:** The development process of how UES initially planned, implemented, and consistently followed through with its School Action Plan has grown through various stages. First of all, prior to SY 2007-2008, a School Improvement Plan was being used for the school. The plan was basically put together by the administration and the Leadership Team at the time. After WASC's visit in SY 2007-2008, UES's stakeholders realized that there were too many goals in UES's SIP. The plan needed to properly represent UES's current school needs.

The Leadership Team and administration of SY 2007-2008 decided to use a School Action Plan which consisted of three goals: Improve Student Achievement through GPSS Content Standards; Implement a School-Wide Emergency Safety Plan; and Develop a School-Wide Process that Facilitates and Strengthens Communication with Parents/Guardians. These goals were compiled together based on findings from UES's first WASC full self-study in SY 2004-2005. The School Action Plan was diligently put together by the school's Leadership Team which was well represented by all grade levels and support staff. The School Action Plan was then revisited in SY 2008-2009 by the Leadership Team. Changes and updates were reflected in the SAP. The goals of the SAP remains the same, however the action steps were revised to meet the educational needs of our students since SY 2007-08.

**Future Planning:** Administrators and the Leadership will ensure that the SAP is continually visited, updated, and revised by the 3rd quarter prior to the next school year.

Progress reports on the existing SAP and finalized plans will be reported to all stakeholders as well.

- 2. There is a need for the administration and leadership to work collaboratively with staff to lead in the development and implementation of a structure and process that supports on-going student improvement.**

**Action Taken:** UES's administration, faculty and staff have worked together to ensure that student improvement in the areas of reading, language arts, and math are a priority. Data is collected by teachers on a daily basis and reviewed by administrators. Direct Instruction coordinators and peer coaches meet during a weekly Data Analysis Conference. Teachers are continually trained during weekly DI grade level in-service meetings.

To support on-going student improvement, UES's leadership promotes communication and collaboration amongst its faculty and staff through weekly staff meetings, monthly faculty meetings, grade level meetings, monthly newsletters, and daily emails through GDOE's employee webpage.

**Future Planning:** UES's Leadership team in collaboration with the school administrators will continue with current strategies in place. Survey results from the different focus groups will be further analyzed and considered for the upcoming school year's action plan.

- 3. Issues related to school safety should be immediately addressed. These include such things as:**

- Defunct fire alarm system**
- Lack of school wide communication system (no school wide intercom available)**
- Emergency evacuation egresses that are not in compliance with Americans with Disability Act**

**Action Taken:** UES's resources are limited by the Department of Education's budget shortfall. Primary allocation of government funds continue to support payroll, while other budgetary areas were cut. Most of UES's fiscal resources and responsibilities are carried out through the district office, the Guam Department of Education (GDOE). Funding appropriations are distributed evenly based on enrollment and are allocated by the Guam Legislature. GDOE's annual budget allocates 90% of the appropriated funding to be used for salaries and benefits. Sustainment of the school program is determined by, but not limited to, the annual budget.

UES continues to request for repairs to fire alarm, bell system, and emergency ramps. In January 2007, one emergency handicap ramp by the 5<sup>th</sup> grade was constructed. Despite the budget constraints of GDOE, UES has taken measures to ensure the safety and well-being of the students. The school has an Emergency Evacuation folder system in place

(See Appendix for form). Administrators and staff plan earthquake and fire drills every month. The fire department has also been involved in several of the drills and has provided feedback to UES's administrators. UES's 12 month staff participated in Homeland Security's safety workshop during summer of 2010. There is security at the front gate of the school. Visitors are required to show proper identification and a log is kept of each vehicle that enters the campus.

Each grade level building has a working telephone line. Some teachers have bought telephones for their classrooms. In SY 10-11, the 4<sup>th</sup> grade team enlisted community support with two donated bullhorns for the school.

**Future Planning:** The ARRA grant was made available last year to address much needed concerns at schools on Guam. The areas scheduled to be addressed at UES are as follows:

- The Intercom / Bell System
- The Fire Alarm System
- Upgrade of electrical system
- Installation of new air conditioning system
- The Ramp leading to the playground at back side of 1<sup>st</sup> grade quad
- Roof Coating and associated structural repairs

UES's PTO is working on a proposal to solicit community support to help with labor and materials for the emergency ramp.

4. **There is a need to strengthen the integration of content standards within the context of the Direct Instruction model in order to ensure students the opportunity to learn and achieve in this area.**

**Action Taken:** In following the requirements from the Educational Policy Board, the 11 schools implementing the Direct Instruction programs are receiving instruction in the content area of science, social studies, art and music for 20 minutes during the 1<sup>st</sup> reading block. Then an additional 30 minutes have been allotted during the week to focus on Health and Physical Education.

Students who are in the Reading Mastery 3-6 programs have been provided Social Studies, Science and Health assignments and assessments that correlate with the content standards as provided by GDOE. These lessons integrate the content areas with the lesson taught in their reading programs.

Groups that passed the reading program and are in the Glencoe-series literature have been receiving content instruction during the 2<sup>nd</sup> reading Block since the 2<sup>nd</sup> Quarter.

Content standard objectives have been aligned with UES ESLR's and GDOE's standards and performance indicators.

**Future Planning:** The alignment of the new content standards and the Direct Instruction



programs continues for SY2010-2011.

- 5. Clearly defined and understood connections must be established between ESLRs, standards and assessment strategies in order to ensure students achieve at the desired level in all areas.**

**Action Taken:** Each grade level is tasked with the responsibility of connecting their lessons with the ESLRs. Weekly lesson plans are submitted to respective administrators. In previous school years, the school counselor worked closely with the ESLR's committee. The committee was organized to ensure that teachers, students, and parents understood the connections between ESLRs standards, and assessment strategies. Training for ESLRs began in SY 2008-2009 and continues through the current school year. Areas addressed during training were:

- How to apply the ESLRs and rubrics to lesson planning, instruction and evaluation;
- How to align the ESLRs with the GDOE standards, performance indicators and SAT 10 objectives;
- Ensure that UES stakeholders (faculty, staff, students, parents) fully comprehend and embrace the school's mission and ESLRs.

Beginning SY 2010-2011, strategic grade level planning at UES allowed for teachers to collaboratively align DOE's newly adopted standards and performance indicators with the school ESLRs and the content area lesson objectives. The alignment process has definitely helped the teachers in their lesson planning and preparation. It helps them in integrating activities across the curriculum. The alignment of Direct Instruction Reading, Language, and Math to GDOE's newly adopted content standards is currently in process.

**Future Planning:** The Professional Development and Leadership teams will collaborate on ongoing training in rubrics and assessment for the ESLRs. Align DI for Reading, Language, and Math. Survey results will be assessed for future planning as well.

- 6. A need exists to develop and implement a plan to strengthen the awareness and understanding of ESLRs by all stakeholder groups in order to increase support for student achievement.**

**Action Taken:** During SY 2010-2011, the Student Outreach Program has been tasked to have ESLRs written in the following languages: Chamorro, Filipino, Marshallese, Pohnpeian, Palau and Chuukeese (See Appendix for Translations). ESLRs also have been selected and posted within the school campus.

Beginning SY 2010-2011, students who have shown understanding and achievement of ESLRs are chosen and rewarded quarterly. One boy and one girl are chosen from each grade level. Teachers are also nominated by colleagues. Teachers and chosen students earn a free lunch with the administrators. They are awarded certificates for their achievement during assemblies and/or PTO meetings.

**Note: Response to recommendation #6 was also discussed in Chapter 2: the 'Development of ESLRs'.**

**Future Planning:** Distribute ESLRs written in the different languages during parent orientations for the upcoming school year. Continue quarterly ESLRs recognition. Survey parents at the beginning of the year to measure the effectiveness of tools used to strengthen awareness of ESLRs by all stakeholders.

- 7. Through staff collaboration, a shared decision making process needs to be developed and defined in a formalized manner in order to strengthen opportunities for staff involvement and empowerment in making decisions for students. This process should be clearly and mutually understood by all.**

**Action Taken:** UES's administrators maintain an "open door" policy for faculty and staff. Regular grade-level meetings with both the administration and/or DI coordinators have allowed for teacher input in decisions made by the school. Monthly faculty meetings coordinated by the administration and Professional Development team provide for open discussion and decision making as well. Staff members are actively involved during professional development sessions, school committees meetings, focus groups sessions and other after school activities.

**Future Planning:** UES will continue with its shared decision making processes in place. Surveys from different focus groups will be used to measure the effectiveness of such processes (opening/closing of the school year).

- 8. A need exists to develop a schoolwide structure and process that facilitates and strengthens communications, collegiality and planning. Some of the areas to be addressed should be as follows: inter- and intra-grade level communication and planning; increased direct two-way communication between administration and staff; increased and more formalized on-going communication and support for new teachers.**

**Action Taken:** All forms of communication at UES have been directed towards student achievement. Formal and informal grade level meetings are held more frequently to discuss many different aspects that affect student achievement. Monthly faculty meetings are coordinated by the administration and Professional Development team. Agendas are sent out via email through GDOE's employee webpage prior to the meeting. Reports and/or other pertinent documents to be discussed at the meetings are also sent out via email. Grade level and school committee concerns are also submitted to the administration prior to faculty meetings for approval. Inter and intra grade level communication and planning remain to be an on-going aspect due to the DI program. Teachers report grades and progress to other teachers in and out of their grade levels for Reading, Language Arts, and Math. Communication via email is currently implemented as it is more efficient. The availability of literature, websites and computer software for educational opportunities/resources is also disseminated.

**Future Planning:** UES will continue with the current strategies in place that promote and strengthen collegiality and communication within the school community.

- 9. There is a need to develop and implement strategies that will facilitate greater involvement of parent volunteers to support the schools educational endeavors for students.**

**Action Taken:** UES's Parent Teacher Organization remains to be an integral unit for reaching the community within and out of the school. The organization continues to oversee school fundraisers. The organization continues to sponsor events such as the Harvest and Spring carnivals, Happy Labor Days, the Upi 5K, Special Olympics, Science Fairs, and Promotional ceremonies for the school.

The Outreach Program in conjunction with the ESL teachers held a 'Parent Share' during 1<sup>st</sup> quarter parent teacher conference for SY2010-2011. The event was in response to a parent survey about questions or concerns about UES. The 'Parent Share' allowed for members of the school community to translate different topics regarding overall school policies to the families representative of UES.

The school's administrators in collaboration with UES's faculty and staff have also brainstormed strategies during faculty and staff meetings and grade level meetings throughout the school years. Changes such as distribution of awards during PTO meeting have taken place as well as having the Christmas Program during the daytime.

**Future Planning:** Use parent surveys to assess and measure current strategies in place. Updates to the school action plan will be addressed as well by the school's Leadership Team.

- 10. The faculty is in need of additional staff development activities to assist them in accurately understanding and interpreting assessment data related to student achievement in the Direct Instruction program. This is needed to enhance teacher knowledge as well as increasing teacher effectiveness in providing parents with an understanding of their child's progress.**

**Action Taken:** UES faculty continues to be involved in on-going training. Teachers in grades K-5 and support staff (teacher's assistants) are involved in the understanding and interpretation of assessment data related to the Direct Instruction curriculum. The reading coordinators and peer coaches assist in the analysis of the weekly Lesson Progress Charts, Student Test Summary and Group Summary Charts. Meetings continue to be held twice a week. The Principals Data Analysis Conferences are held every Tuesdays followed by a Wednesday conference call with the National Institute for Direct Instruction program manager biweekly. Mini staff development sessions are held Thursdays during teacher prep time throughout the day. Teachers are also trained in the analysis of the Quarterly Lesson Progress and Student Mastery reports.

In addition to the school report card, parents are also provided a student progress chart, as well as opportunities to discuss their child's progress during parent teacher conferences. Monthly Direct Instruction newsletters are also sent to parents with student success information. The Kindergarten grade level has also held DI night for their student's parents. The different programs used are briefly explained. Examples of what students are doing during group study are also demonstrated.

**Future Planning:** UES will continue with activities currently in place. The DI night held by Kindergarten can further be explored for other grade levels as well.

### **CHAPTER III: SELF STUDY PROCESS**

1. All stakeholders were involved and collaborated in the self-study. Home groups, focus groups, and leadership team were formed and all stakeholders were assigned to one or two groups.
2. The clarification of the school's purpose and the schoolwide learner outcomes were reviewed; all stakeholders were involved in a consensus building process that determined the expected schoolwide learning results based on a clearly understood vision and purpose.
3. There was data disaggregated where possible with clear supporting interpretations. The disaggregated data was used by the instructional staff and other stakeholders.
4. The action plan was implemented and appropriate action was conducted to reach the outcome desired.
5. The leadership team took the responsibility to monitor and implement the action plan and revised the plan when needed.
6. The self-study is an analysis of the school's program and reflect what is and how it is delivered.

## CHAPTER IV : CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

### A1. School Purpose Criterion

***To what extent has the school established a clear statement of purpose that reflects the beliefs and philosophy of the institution? Is the purpose defined further by the adopted Expected School wide Learning Results that form the basis of the educational program for every student?***

The Upi Elementary School mission statement was recently revised. A total of eight draft statements were discussed at length by the school faculty and staff and on February 15, 2010 the revised school mission statement was adopted. To involve other stakeholders a mission statement survey was conducted in March 2010. The current school mission statement received wholehearted support. The mission statement clearly reflects the school beliefs and values. The mission is aligned with the school's Expected School wide Learning Results and also with the district goals. The ESLRs and mission statement are visible throughout the school and are included in parent handbooks and have been translated into various languages to meet school community needs.

The school ESLRs were first adopted in 1999, revisited and clarified in 2004-05 and again revisited in school year 2009-10 to further community stake holder participation. All agreed that the adopted ESLRS be kept in place and continued training be provided to define and understand the connection between ESLRS, standards and assessment strategies. In September 2010, parents were again surveyed and they responded as follows:

- 64% of parents/guardians agreed that the school Mission and ESLRs are clear.
- 66% of parents/guardians understand the Upi ESLRs and how they relate to the Mission Statement
- 84% of parents/guardians fully support and are committed to the fulfillment of the school's Mission and ESLRs.

The school's mission and ESLRs are aligned to the school curriculum and teachers are required to submit lesson plans that include the ESLRs being addressed during lessons taught for the week.

### A2. Governance Criterion

***To what extent does the governing authority adopt policies, which are consistent with the school purpose and support the achievement of the Expected Schoolwide Learning Results? To what extent does the governing authority delegate implementation of these policies to the professional staff? To what extent does the governing authority monitor results?***

Upi Elementary School is one of eleven schools in the Guam Department of Education, Lagu District. Currently the Guam Education Board consists of 10 members, one of whom is a student who is a voting member. In 2014 a new law will take effect requiring six members to be elected at large; three members appointed by the Governor; and one student member elected by students. The Board is responsible for the department's budget and a broad range of policies

including but not limited to: school curriculum, performance standards, assessment of student achievement, textbook approval, student conduct and community relations. The Board is responsible for formulating policies that support and improve all of the schools in Guam.

The school administration receives guidance from GDOE's Superintendent and Associate Superintendents to implement policies of the Guam Education Board. The school administrator is responsible for compliance with GDOE's policies in their respective school. Upi administrators share board policies through a "toolkit" distributed to teachers. The school administrators, through newsletters, email, and at staff meetings, share updates and clarification to board policies and directions.

The Guam Department of Education monitors school-by-school results by producing an annual school report card. Upi School data including employee attendance, student attendance, enrollment, and SAT 10 results are part of the school report card. The GDOE also sponsors an annual islandwide SAT10 Conference to review results and strategize for improvement of results. The GDOE is currently in the process of developing a criterion reference test that may replace the SAT10 in the near future. The GDOE and Guam Education Board support the WASC process. Schools can expect support as well as follow-up monitoring of results from GDOE.

### **A3. School Leadership Criterion**

*To what extent does the school leadership make decisions to facilitate actions that focus the energy of the school on student achievement of the Expected Schoolwide Learning Results? To what extent does the school leadership empower the staff? Does the school leadership encourage commitment, participation and show accountability for student learning?*

The Upi school administrators are actively engaged in all aspects of the school operations. They are visible on campus and in classrooms. They use a variety of means to communicate effectively and efficiently to support teachers and to facilitate student learning. The principal is "easy to approach" and is open to discussing issues and concerns. Faculty and staff are encouraged to share their ideas and problems in a number of venues including faculty and staff meetings, focus group meetings and in one on one conference with the Principal.

The principal promotes both collaboration and shared decision making. Faculty and staff are encouraged to collaborate for example at grade level bi-weekly meetings. Faculty and staff are always included in the process of planning and the development of all school activities. The principal's open-door policy encourages confidence and both faculty and staff feel free to discuss important school issues and concerns that ultimately impact student learning.

The school administration and faculty use the School Leadership Team as the primary vehicle for decision making and communication. The school survey results appear to indicate a need for additional attention be paid to the broad area of communication. According to the survey:

54% of teachers agree that there is good communication among teachers and staff at this school

58% of teachers agree that the teachers get praised, are thanked and receive recognition for their work at Upi

32% of teachers agree that there is good team spirit in this school

To encourage faculty and staff commitment and participation the school administrator encourage each member to participate in a variety of support programs and/or school committees.

Each is also strongly encouraged to take a leadership role by being the chairperson or vice chairperson of a school committee or program. In a recent survey of teachers, 80% of teachers responding indicated they agree that teachers are encouraged to take on leadership roles. The survey also reports that 58% of teachers agree that teachers are willing to take on leadership roles. The Upi staff is committed to student learning and participate in large numbers to ensure each school program or activity's success throughout the school year.

Accountability for student learning is demonstrated in a number of ways including:

- a. development of weekly lesson plans by teachers
- b. quarterly progress reports and report cards
- c. clear and open communications using a variety of means  
(email/newsletters/grade level meetings/faculty meetings/focus group meetings/committee meetings)
- d. weekly communication with parents (email/phone/newsletters)
- e. both formal and informal classroom observations with prompt feedback
- f. weekly DI data to coaches and coordinators
- g. submission of school year goals to administrators
- h. school discipline including classroom management
- i. meeting or exceeding quarterly DI goals

#### **A4. Staff Criterion**

***How are the school leadership and staff qualified for their assigned responsibilities? To what extent are the school's leadership and staff committed to the school's purpose? To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?***

All faculty and staff at Upi Elementary School are qualified for their assigned responsibilities based on the GDOE Board Policies governing certification and appointments. All new teachers are required to take a Pre-Professional Examination (PRAXIS) before entering the Guam Public School system. Administrators, teachers and counselors are recertified following Board policy. Teachers are observed and evaluated annually on a set of seventeen standards by administrators using the Professional Teacher Evaluation Program. Administrators evaluate other school staff members using the Staff Evaluation procedure and standard forms.

Upi faculty, staff and administration are committed to the school's purpose and work to ensure that student development, progress and achievement is the primary focus. This commitment is expressed in a number of ways including leadership and staff engagement in ongoing professional development. The December 2010 teacher surveys show that:

74% of teachers believe teachers are committed to achieving the goals at Upi.

80% of teachers agree that teachers meet to discuss how to make improvements at this school.

82% of teachers agree that teachers are committed to see improvement in student

learning.

76% of teachers agree that teachers pursue professional growth opportunities.

Upi faculty participated in a number of professional development activities that include and range from Alternate Dispute Resolution; Using Achievement Data to Support Instructional Decision Making; and Assisting Struggling Students with Mathematics. Upi staff participated in a variety of self-improvement activities that included Positive Behavior Intervention; Health and Sanitation; Understanding the Pacific Child and Direct Instruction.

#### **A5. School Environment Criterion**

##### ***A5a. To what extent does the school have a safe, healthy, nurturing environment that reflects school's purpose?***

UES provides a safe, healthy and nurturing environment for all stakeholders that reflect the school's purpose and promotes an atmosphere conducive to teaching and learning despite its limited resources. Students are taught self-discipline through the creation of the Behavioral Expectations (3Bs): Be Safe, Be Respectful, Be Responsible, and as noted in a survey conducted during the self-study, 98% of the students still agree that they feel safe at UES.

UES is strongly supported by the PTO, Yigo Mayor's Office and other government and private agencies, the Andersen Air Force Base Military Group to beautify and enhance the school operations and facilities. The custodial work of the restrooms is outsourced and monitored on a daily basis and once a month, the school community will get together for a "Happy Labor Day" to clean up the campus.

UES has developed a School Emergency Response Plan and conducts fire and earthquake drills and trains support staff on safety and Fire Watch duties. The school has developed emergency procedures to ensure the safety of students, teachers and staff, and continuously monitors their preparedness through fire and earthquake drills because a working fire alarm, bell, and intercom system is not in place.

The Guam Education Policy Board created a policy on bullying and sexual harassment (GEBP 409/3-15-07) and the school has taken an active role in the prevention and intervention against bullying and sexual harassment.

The students of UES is supported through extra-curricular activities such as sports, tournaments, monthly ESLR awards and academic awards such as Principal's Award, Honor Roll, citizenship award, and perfect attendance award.

##### ***A5b. To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?***

A high level of collaboration and teamwork is evident at the school. UES promotes student differences in various ways such as the Principal's "open door" policy, bi-weekly regular grade level meetings, open discussion and input from teachers in decision making, and monthly faculty meetings.

The school also continues to focus on building students' self-esteem by recognizing hard work and success. Grade Level and Leadership Team meetings are conducted on a regular basis.



Partnerships with public and private organizations provide support services to student and parents in the school community.

**A6. Reporting Student Progress Criterion**

**A6a. *To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected school-wide learning results?***

UES uses different forms of assessments such as the Direct Instruction Program assessments and SAT10, Portfolios, Curriculum Director Pre and Post SAT skills for language arts, math, social studies, and science for skills identified in item analysis of SAT10 scores of the previous school year and other teacher made tests to regularly assess student progress toward accomplishing the school's expected school-wide learning results.

**A6b. *To what extent does the school leadership and staff report student progress to the rest of the school community?***

UES recognizes that communication between the home and school is an essential part the school, and encourages parents to contact their child's teacher, principal or any specialist about their child's progress in school. All forms of communication have been directed towards student achievement, and the school reports student progress to the rest of the school community through Back to School/Open House, PTO Meetings, Parent Teacher Conferences, mid-quarter progress and report cards, award ceremonies, school district website, student awards, monthly newsletter, the school district website, email and telephone calls, faculty and grade level meetings, and through thermometer charts in the classrooms recording lesson progress for reading, language and math for the Direct Instruction Program. Additionally, student progress on the SAT10 is reported through the Pearson Website which teachers have access to.

**A7. School Improvement Process Criterion**

**A7a. *To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?***

The School Leadership Team and Administration work collaboratively to create and monitor the School Improvement Plan and other action plans required by GDOE. UES has implemented the School Improvement Plan (SIP) in SY 2005-2006, and through monthly faculty and staff meetings, the SIP was discussed and disseminated to all personnel and the progress reported on a regular basis. Since 2007-2008, the School Leadership and Administration have been working together to effectively guide, monitor and update the SAP and updated annually to ensure that the activities of the SAP are addressed and accounted for.

## CHAPTER IV: CATEGORY B. CURRICULUM AND INSTRUCTION

### B1 What Students Learn Criterion

*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 school wide learning results through successful completion of any course of study offered?*

Upi elementary school follows the guidelines and standards of the Guam Department of Education to provide challenging and relevant learning experiences for each student. The GDOE revised and adopted the revised standards in June 2010 which include the following subjects the students are expected to learn: Language Arts (Reading and Language), Math, Social Studies, Science, Health, Physical Education, Fine Arts (Art and Music), World Languages, and Computer Education.

UES became a full immersion school and implemented Direct Instruction Reading and language beginning in 2003 with grades K-3. From school year 2003-09, DI reading, language and math were the core subjects taught at UES. The systematic, focused program was considered to best suit the needs of the students. The DI program was chosen to be continued at UES after five years of implementation. Nearly eighty percent of the school day is focused on the DI reading, language and math instruction. Student scores show minimal increase and appear to be at the plateau level.

Formal training and full support from the district for initial implementation was provided for the school but after eight years, the school has been expected to provide the majority of support. DI coordinators hold weekly in-service meetings with teachers to ensure that all lessons are taught and charted accordingly. All DI data (test results, reading checkouts, and math timed test results) are collected at the end of the week and are reviewed by the DI coaches and coordinators. Teachers follow up in the classroom with the recommendations from the coaches and coordinators. UES is in the initial phase of aligning the content standards with DI.

Since 2010 UES is slowly beginning to integrate the content area subjects that include Science, Social Studies, Health, Music, Physical Education, and Technology with the Direct Instruction lessons. The school schedule was modified in 2010-11 to provide twenty minutes daily in the morning block for content area instruction. Teachers use the aligned lessons that were completed at the beginning of the school year to plan their instructional activities and assessments. A lesson planning template is available for all teachers to use. Lesson plans are submitted to the administrators for review prior to instructions. During this period, teachers are able to address more of the ESLRs through instruction and learning activities.

In compliance with GDOE's Board Policy, UES's curriculum has been designed to meet the needs of the school's diverse student population. Some of the programs include: Chamorro Language and Culture (mandatory on Guam and taught daily); Gifted and Talented Education (GATE); Special Education (SpEd); English as a Second Language (ESL); Headstart; and Department of Education Extended Day (DEED). Other programs that support UES's academic process are: GO GREEN Club, Spelling Bee, Math Olympiad, Geography Bee, Special Olympics, programs, and various award ceremonies that are held throughout the year.

Students have limited access to computers and primarily use the school library to learn

computer usage or do online research. The students at UES are also encouraged to showcase their talents by participating in community activities and contests. Some of the activities include essay/poster contests and read-a-thons. Holidays and other island and national events also provide Upi students with opportunities to participate and learn about things that happen locally and nationally.

## **B2. How Students Learn Criterion**

### ***B2a. To what extent does the professional staff use research-based knowledge about teaching and learning?***

The professional staff uses different strategies and learning experiences to teach and challenge the multi-cultural student population of the school. Some of those strategies include: individual and group reading, discussions, lectures, role-playing, skits, cooperative learning, experiments, guest speakers, field trips and hands-on activities. These strategies were used prior to 2003 implementation of Direct Instruction and have been resumed in 2009 to integrate DI with content area instruction.

Direct Instruction, from 2003-08, provides scripted lessons that are directed in the teachers' guidebooks. Although teachers are beginning to integrate content area concepts into their Direct Instruction lessons, they were also given clear outlines of what to teach, how to teach, and when to teach the scripted lessons in reading, language and math. Students learn through direct instruction methods which include oral practice, guided questioning, workbook and skills book activities, timed tests, and timed reading.

The faculty and staff have been meeting to share best practices and successful teaching strategies to challenge and motivate student learning. Discussions and dialogues between peers have increased awareness of various strategies to approach the learners. The administration provides professional development opportunities to increase effective instructional practices. A few teachers belong to professional organizations. UES does not have a teacher resource area for professional journals or articles at this time but a few teachers access the information online.

Parents' survey results indicate 90% feel that the school provides for student learning in a variety of ways. Students' survey results show that 95% feel that their teachers are helping them with their learning needs and 96% feel that their teachers make school work fun and interesting.

### ***B2b. To what extent 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 school wide learning results***

One of the most significant developments in ways students learn at UES was in the alignment of lesson objectives with the ESLRs and DOE content area standards (not DI). The students' level of understanding of the ESLRs is more evident. Students are learning and applying the ESLRs, not only in the classrooms, but in other activities and events that occur within the school.

Students are engage in activities that support their learning process through active learning to gather and learn information and new concepts that can help them with their everyday lives. Students express their ideas through writing, speaking and properly communicate orally.

Through the content area lessons, the students are learning to recognize problems and find ways or solutions to solve these problems. Access to technology has provided students the opportunity to go beyond the classroom walls to seek information on a variety of topics that they would not be able to get in textbooks and to conduct research online. Students also learn to showcase their originality and creativity by expressing themselves through their art work and music in community and school projects.

Accepting cultural diversity is extremely important for students so learning collaboration skills helps students to connect, work and get along with others of different ethnic backgrounds. At UES, there are many different ethnic groups represented. Students also learn about people and countries from different parts of the world through their daily lessons in all content areas.

The students at UES are also learning that the ESLRs are not only to be recited or aligned with their DI and content area lessons, but that they are also designed to help reinforce good student behaviors and build strong character in and out of the classroom. In addition, activities that reinforce ESLRS have been identified and implemented.

### **B3. How Assessment Is Used Criterion**

#### ***B3a. To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?***

Direct Instruction assessment is frequent as teachers collect data and meet with the coordinators and coaches to review student progress on a weekly basis. DI reading assessments are administered after every five lessons with reports shared and conferred upon with the DI coaches. DI language assessments are administered after every ten lessons and DI math assessments are completed after every thirty lessons. Data is logged and kept in binders for longitudinal progress review. Teachers are given recommendations and follow up actions to take in the classrooms specific to the instruction and struggling students. Successful teaching strategies are also shared amongst colleagues and at faculty meetings to enhance learning.

Teachers use different types of informal assessments in their classes. They include projects, teacher-made tests, oral and written presentations, reports, journals, observations, progress charts, spelling tests, math timed tests, class participation, discussions, online research and projects, and homework. Teachers utilize the assessment results and make adjustments to their instruction with DI and content area lesson plans.

Data analysis training gave UES teachers the opening to begin reviewing student data and assessments. These are being conducted at faculty meetings and in grade levels. Data sources include the District's school report card results which focuses on the comparison of grade levels and the school's results in meeting the District benchmarks; the school's analysis of cohort comparison to determine growth of the cohort of students from grade to grade; the item analysis data reports to define possible focus areas for grade levels and school wide need determination; daily and weekly data collection and consultation analysis and classroom student work. Teachers have indicated that this process has provided a clearer picture of how to use the data that is available. Teachers are becoming reflective participants of data as they start to think about what the data is showing them. The school action plan will address the next steps of the data analysis process.

**B3b. *To what extent are the assessment results the basis for measurement of each student's progress toward the expected school wide learning results?***

The criteria to determine students' achievement of the ESLRs were adopted for implementation during a staff development meeting. The sub-indicators provide teachers with the tools to assess and measure how well the students are achieving the ESLRs.

Each teacher has a list of strategies that are used as instruments to assess the ESLRs. Awards given to students, staff, teachers and parents who achieve the ESLRs recognize successful implementation of the strategies through demonstrating good character and achieving the school goals.

**B3c. *To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?***

All formal and informal assessments are used to determine the academic strengths and growth needs of UES students. The results are used to guide the teachers' lesson planning activities and to determine the areas of strengths that can be built upon and areas of weaknesses that need remediation.

DI provides placement and exit assessments to determine students' current performance levels for appropriate instruction. SAT10 is given annually and students scoring 80% and above are eligible for GATE program testing.

UES' current action plan has been based on analysis of performance assessments and current instructional practices in our school. UES faces additional challenges with the Direct Instruction with the limited time to supplement and integrate other content areas to address the new standards and SAT-10 prioritized skills. In addition to Action Plan measures already stated, the school administration holds weekly instructional reform meetings with teachers to address deficiencies in meeting performance targets and discussing ways to improve upon existing instructional practices. This is also an opportunity for school administration to receive feedback from teachers and to identify data requirements to effectively manage our school towards measurable positive outcomes

**B3d. *To what extent are the assessment results the basis for the allocation of resources?***

UES has begun to systematically review the student assessment results to provide the analysis of needs for the school. The current action plan is based on the analysis of performance assessments and current instructional practices in the school. Faculty and grade level meetings provide the process for prioritizing requests for instructional materials and supports for the DI program as well as the content standards implementation. Personnel assistance (teacher aides) is provided in the lower grades to strengthen basic foundational skills with DI and integrated content areas.

Schedule change was a result of examining the student data and identifying the need to increase time for math instruction. Through the facilitated faculty meetings, the math period was increased by 15 minutes a day to accommodate the needs of the students based on the assessment results.

A challenge for UES is to provide the technology resources to enhance the teaching and learning opportunities for students. Efforts are made to be resourceful and many of the teachers team together to share the available computers and technology equipment. Despite any resource shortage, UES is committed to providing quality instruction by being resourceful and creative through the use of alternative ways to allocate resources through fundraising efforts, donations, using multi-media and overhead projectors to reduce the demand of using paper.

#### **CHAPTER IV: CATEGORY C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

##### **C. Student Connectedness Criterion**

***C1a. 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 school wide learning results?***

The school has a system of support services, activities, and opportunities for all students including those with special needs and those learning English as a second language at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the expected school wide learning results. The Direct Instruction (DI) Program is the core curriculum.

UES faculty continues to be involved in on-going training. Teachers in grades K-5 and support staff (teacher's assistants) are involved in the understanding and interpretation of assessment data related to the DI curriculum. Teachers submit weekly DI data which monitor student progress in reading, language, and math. In addition to weekly mini staff development sessions, teachers are trained in the analysis of the Quarterly Lesson Progress and Student Mastery reports. All formal and informal assessments are used to determine the academic strengths and growth needs of students.

The support services at UES include Gifted and Talented Education (GATE), English as a Second Language (ESL) and Special Education (SPED). Identification of needed support services begins at registration as parents provide information about the student regarding the languages spoken at home, special needs programs, and other services. Teachers also request support services assistance throughout the year through a referral process to address academic and behavioral concerns. Initial inquiries are informal followed by formal inquiries and guidance from the respective service coordinator.

The GATE program provides a variety of activities and clubs to practice effective communication, explore personal goals and to practice needed skills for the future. Students are expected to create a digital portfolio of projects and activities in which they were involved, participate in Geography and Spelling Bees, and present and perform in concerts and other school activities. Students in GATE receive lessons that are challenging and different from the school's regular curriculum. Students interviewed in the program said they liked the program, especially "working on the computers" and suggested more time at GATE.

When a student is identified as an English Language Learner (ELL) through the ESL program, the regular classroom teacher (RCT) plans lessons based on the student's English

language proficiency and academic needs. Through reports distributed by the ESL coordinators, the principal monitors modifications and accommodations provided by the RCT for ESL students. The ESL teachers implement the DI program in reading, language, and/or math classes to both ELL and native English language speakers. The majority of ELLs are placed under consultation because pullout instruction is not a viable service as a result of the Direct Instruction schedule. 30% of the total student population of 845 receives ESL consultation. There are three ESL teachers and 300 ESLs students in SY 2010-2011.

SPED students are identified through a Child Study Team (CST) process and SPED testing. In SY 2010-2011, one teacher is responsible for all (37) SPED students; the majority are assigned to this resource room teacher due to the DI schedule. Although the Individualized Education Program (IEP) drives the lessons, the DI program is an important part of the lessons taught by the SPED teacher. "Like ESL, the SPED classes also receive modified DI lessons."

The PFC Outreach Program works closely with school personnel, families, and government and community agencies. Services include activities such as family assessments, delivery of documents to or obtaining signatures from parents, or providing students with a set of uniforms. In addition to UES, the program serves five other schools (3 elementary, a middle, and a high).

The school guidance counselor is responsible for coordinating referrals for individual and group counseling, SPED, Child Protective Services, truancy, and mental health. The counselor also coordinates the SAT-10 testing program, including filing the results in students' cumulative folders; the orientation and pre-registration of fifth grade students for middle school. In addition, the counselor coordinated the Good Touch Bad Touch lessons in the primary grades, bullying presentation for Grades 2-5, and is working on the school wide discipline plan, Positive Behavior Intervention System (PBIS) with the school discipline committee.

Since the implementation of DI and until SY 2010-2011, the library was not fully utilized, allowing only classes at benchmark in reading permitted to use the library. In January 2011, a certified librarian was assigned to UES and a library schedule allowed all students to borrow books during class time. In addition, the library is open during non-instructional time for students to read books, use available computers, or view book-based movies. The library is equipped with a few computers and books for student to do their homework or project research. The certified librarian was assigned to UES in December 2010. The goal of the Library Media Program's goal is to improve literacy skills and academic achievement of students by providing students with increased access to current school library materials, a well equipped, technologically advanced library media center with well trained professionally certified school library media specialists.

The registered nurse in the School Health Office coordinates and schedules annual screenings for vision, hearing, and body mass index with the Department of Public Health and Social Services and Guam Pediatric Evaluation and Development Services Program. Information from the screenings helps the RCT or counselor plan for accommodations or modifications needed or for further observation and testing (e.g., SPED testing).

The school provides many co-curricular activities and opportunities for students in a variety of venues to apply and value learning, build peer relationships as well as student-teacher relationships outside the classroom.

Since 2005, UES used assemblies to promote the importance of being a responsible and informed citizen through celebrations of individual and group achievements, recognition of the



contributions of local and national heroes and organizations, and discussion of topics that may impact families.

Beginning in SY 2009-2010, UES provided a "no cost" after school tutoring program for students to review and master previously taught concepts, in a small group setting (low student to teacher ratio) and peer tutoring. This voluntary program was sponsored by a group of teachers and GO GREEN Upi Totots 4H Club.

The Department of Education Extended Day Program (DEED), also an after-school program, was established in SY 1998-1999 for students whose parents/guardians work or attend classes on a full-time basis. Students are engaged in Homework Time and other activities. DEED students have performed during school assemblies. Twenty (20) students were enrolled in the program in SY 2010-2011.

In addition, the Headstart Program is situated on campus providing pre-school activities and readiness skills for students.

The GATE program promotes clubs for GATE students including Upi Choir, Upi News Club, Math Olympiad, Puppet Show Club, Recorder Club, After School Musical Theater Group, Windows Moviemaker Club, and Window PowerPoint Club.

The Go Green Upi Totots 4H Club, chartered in February 2010, provides opportunities for eight to twelve year old students to learn about and participate in activities that promote environmental conservation, preservation, and sustainability. The club initiated and participated in school clean ups, a campus beautification project, and peer tutoring sessions; hosted UES's Earth Week activities, joined the island-wide environmental organization in tree planting; and participated in numerous celebration activities.

Special Olympics is a community-wide activity that supports children to adults with special needs to participate in competitive sports. Teachers, families, school staff, and community members participate by being coaches, trainers, onlookers, or event coordinators.

## **C2. Parent/Community Involvement Criterion**

*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?*

The school has regular processes for the involvement of parents and community. UES employs a wide range of strategies to ensure that parental and community involvement are integral to the school's established support system. Monthly newsletters, bulletins and notices, mid-quarter progress reports, quarterly report cards, Open House, and Parent-Teacher conferences are the standard forms of communication with parents. The Pacific Daily News prints information of the regular and special events at the school in their Village Notes and Northern Weekly features.

In SY 2009-2010, parent orientations were held in August to provide parents with information about school personnel, procedures, and schedules. Parents were encouraged to walk around the campus to familiarize themselves and their children with classroom, playground, cafeteria, and library locations. In SY 2010-2011, a Chuukese community leader was asked to interpret some of the orientation goals and information.



Beginning in SY 2008-2009, teachers keep monthly phone call logs. Parents are informed of their child's academic progress, behavioral incidents, needs, and other concerns. More importantly, parents are informed of their child's successful academic milestones and invited to school events. Teachers reported that parents were pleasantly surprised at the positive reports given about their child and some were glad for the opportunity to address concerns and to raise questions about school. Administration holds the faculty accountable for communicating with parents on a weekly basis through email, phone calls, website, and newsletters.

The Parent Teacher Organization (PTO) is an integral unit for reaching the community within and out of the school. The PTO works closely with the school to plan opportunities for parents to be involved at UES. The PTO oversees school fundraisers and sponsors events such as Harvest and Spring carnivals, Happy Labor Days, the Upi 5 K, Special Olympics, Science Fairs, and promotional ceremonies at the school. The fundraisers provide for classroom incentives and similar awards. Included in SY 2010-2011 monthly PTO meetings were Expected School-wide Learning Results (ESLR) award presentations and grade level performances. The ESLR were presented to parents at the September 2010 PTO meeting. Also in September, surveys were sent to parents and 84% of the parents/guardians fully support and were committed to the fulfillment of the school's Mission and ESLR. The ESLR and the Mission statement were translated into Chamorro, Filipino, Marshallese, Pohnpeian, Palau, and Chukeese and posted within the school campus and the classrooms.

It is unclear whether the SPED and ESL programs are supported. Scheduling and placement of students are determined by the DI schedule rather than the needs of individual students. The majority of ESL students are provided services by the regular classroom teachers who make the necessary modifications and accommodations. The ESL teachers serve as DI reading teachers for ELL and English speaking students. The SPED students are assigned to the SPED teacher who also does DI instruction. There are weekly grade level meetings and mini trainings that do not involve the SPED teacher on a regularly scheduled basis.

Although UES is more proactive in reporting and monitoring discipline referrals, data to determine whether the discipline program is having the desired results should be collected, disaggregated, and reviewed. The teachers' survey suggests that student behavior is a problem (58% disagreed on the teachers' survey that "Student behavior is not a problem at Upi.")

As a consequence of not having a certified librarian until January 2011, UES is in need of updating books, materials, computers, and media resources. UES has plans to address this situation.

Students do not have consistent access to the fine and performing arts if they do not participate in co-curricular activities. The emphasis on DI reading, language, and math should be reviewed and its effect not only on academics but also to behavior and discipline issues.

#### **CHAPTER IV: CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT**

**D1. *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 school-wide learning results?***

The Guam Department of Education (DOE) allocates available funds to schools based on enrollment. The school budget is prepared annually by the administrative assistant, reviewed by

stakeholders, and is sent to the Guam DOE's business office. Staff and faculty requests are considered by administrators in preparing the annual budget; 90% of the budget received is utilized for salaries and benefits. Additional DOE funding supports the Direct Instruction/Reading Mastery program. Staff and faculty, with the assistance of the PTO, have used grants, fundraisers and community volunteers to meet other school program needs.

There is a defined process in place for requesting funds to purchase items for the school. There are also specific guidelines to protect against the mishandling of funds. Audits of appropriated funds are conducted by the district; PTO and school activity funds are not subject to a regular audit procedure.

UES provides its students with a well-maintained and clean campus with adequate facilities and equipment. School safety issues with a defunct fire alarm system, the lack of adequate exit doors in some classrooms, the lack of a school wide communication system and ADA-compliant emergency ramps are still a major concern. One ADA-compliant emergency exit has been constructed, and ARRA grant monies have been allocated for the construction of a fire alarm system, an intercom/bell system, electrical upgrades, a new air conditioning system, and roof coating and associated structural repairs. The school has a fire and emergency evacuation plan in place, and conducts fire and earthquake drills. Security at the front gate of the school depends on the availability of school aides.

There are adequate classroom resources and materials for the Direct Instruction program. Training and professional consultation in Direct Instruction issues are provided for staff on a weekly basis. Other instructional materials and supplies, such as classroom libraries and content area instructional materials, are very limited. The school library maintains a ratio of 11.6 books per student.

Access for students to technology resources is a key challenge for the school. Internet access is available through the E-Rate program and is functional in all buildings. Most classrooms have at least one computer with internet access for the teachers. The library holds books, materials and technology equipment, including desktop computers, 4 laptops, 2 projectors and cameras available for use in the classroom.

The school is able to hire a well-qualified staff and provide support through ongoing training and teacher collaboration. There is a low employee turnover rate. The majority of the teachers at UES hold a bachelor's or master's degree, and approximately half, or 28 out of 54, of the teaching staff are fully certified. The school's professional development team plans ongoing training for the faculty and staff, including PD meetings, two staff development days per year and weekly in-service meetings. Administrative turnover and leadership continuity is an on-going challenge.

***D2. To what extent do the governing authority and the school execute responsible resource planning for the future?***

The administrators and staff annually evaluate needed resources. This information is used to determine the annual school budget and must be justified to the district and the legislature. UES additionally provides information to the Guam DOE on specific programs and receives departmental funding to support the Direct Instruction/Reading Mastery program. The school currently does not have a master resource, or long-range plan for prioritizing needed school improvements and student-centered resource acquisition, using information from the school profile, assessment data, and input from all stakeholders.

Community members and the Anderson Air Force Base support the school with unskilled labor and in-kind donations. The school will benefit from the creative pursuit of supplemental funds and in-kind donations through grant writing; partnerships with business and service organizations; military, political and community support; and other fundraising activities. The school currently does not employ marketing strategies that would inform the parents, community and the island at large about the outstanding students, staff and available programs at Upi Elementary.

**School wide Areas of Strength:**

- 1) Upi Elementary School has a mission statement and ESLRs that are visible on campus (classroom and grade level quads) and supported by the school community.
- 2) A dedicated and enthusiastic staff and community that works collaboratively on projects and challenges to enhance student learning.
- 3) Focus on developing a community of learners by building teacher leaders, having a certified librarian on staff, offering multiple staff and professional trainings, and examining data that target student achievement
- 4) Using multiple ways to provide open communication among all stakeholders (parents, teachers, students, community) about initiatives, events and student progress that focus on student achievement.
- 5) Recognize and honor accomplishments of students, parents, teachers for developing extra-curricular programs (ie Going Green)
- 6) Teachers, staff, and parents are resourceful, proactive and creative in securing multiple donations to provide a better learning environment for students.
- 7) Clean and inviting facility conducive to student learning

**School wide Critical Areas for Follow Up:**

- 1) School should ensure that fire safety and other emergency plans are in place, updated and monitored and deficiencies addressed immediately.
- 2) Align and integrate Direct Instruction, ESLRs and content area standards for meaningful curriculum, instruction and assessment to include research based instructional strategies for standards based learning.
- 3) Provide continuous staff development on data analysis and use of data to effectively determine and modify curriculum and instruction including teaching strategies to increase student achievement.
- 4) Re-examine current processes and procedures in identifying and addressing the individual needs of ESL and SPED students including ADA compliance (ramp).

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

Throughout the *Focus on Learning* process the school has identified three areas that are embodied within their Action Plan. These areas are - **Goal 1: To improve student achievement through the Guam Department of Education Content Standards, Goal 2: To implement a school-wide emergency safety plan, Goal 3: To develop a school-wide process that facilitates and strengthens communication with parents and guardians.**

### **Comment on the following school improvement issues:**

The Visiting Committee finds that the Action Plan proposed by Upi Elementary School is appropriately directed toward school wide improvement of the school's performance. The general theme of the Action Plan correlates to the growth areas identified by the School wide Focus Groups but needs to specifically target issues in standards-based learning.

### **Adequacy of the school wide action plan in addressing the identified critical areas for follow-up:**

The school wide action plan is feasible and focused on student learning. It begins to address all critical areas for follow-up identified in the mid-term report. Discussions were held between the Visiting Committee and the Leadership Team to identify clarifications to be made so that the action plan reflects the current status of school improvement. The Visiting Committee found that the initial steps have been taken toward accomplishment of these goals. The school should continue to work on analyzing all the student data. The school has a firm commitment to implementing the goals of the action plan.

### **Existing factors that support school improvement**

Existing factors that will support school improvement include a committed and dedicated school staff and administrative stability. Community partners, parents, and the mayor's office provide a strong and positive presence on campus to support the school's efforts.

### **Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections**

Leadership stability at UES is of great importance. Because of the number of student achievement directives and the ongoing process of clarification of priorities within the district, the school will need to pursue a knowledgeable analysis of student achievement and its impact on each student.

The current school administration needs to remain in their positions because they have provided the critical leadership necessary for UES to progress so that all students can reach proficiency.

### **Soundness of follow-up process to monitor accomplishment of school wide action plan**

There is an organizational structure in place that identifies the appropriate individuals and an adequate monitoring process. An appropriate timeline for monitoring accomplishment should be developed.