



School Action Plan

School Year 2019-2020

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| **State Strategic Plan Goal:**  Goal #1: All Guam Department of Education students will graduate from high school to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector. |
| **SSP Objective:**  Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department’s State-wide Assessments.  Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department’s State-wide Assessment. |
| School Action Plan Goal:  Note: It was asked during the LA open discussion if this “School Action Plan Goal” was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan “Objective” since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration. |
| **SAP Objective:**  Using the AIMSweb Plus baseline data of 40%, the percentage of students in Kindergarten through 5th Grade performing at the Tier 1 level in Reading and Math will increase by 5% by the end of SY 2019-2020. |
| **SSP Strategy #2.4:** Support and continue the current training of teachers in Classroom Instruction That Works to include instructional foundations, CITW with Technology and CITW with English Learners |

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| **School-based activity** | **Lead person** | **Timeline** | **Resources** | **Balanced Leadership Responsibilities:** | **Evidence of effectiveness, indicators or measures** | |
| **Short-term** | **Long-term** |
| 1.2.1 Continue the utilization of GDOE’s Common Core State Standards (CCSS) in the CIA-I process | Principal  Leadership Team  Grade Level (GL) Team | Quarterly | Grade Level Priority Standards  Grade Level Maps | Knowledge of Curriculum, Instruction, and Assessment (CIA) | Conduct teacher observations and survey. | Based on teacher observations, 100% of AHES faculty will utilize the CCSS in the CIA-I process quarterly. |
| 1.2.2 Utilize research based instructional strategies (CITW, CITW ELL, SIOP, Singapore Math, Differentiated Instructions, etc.) | Principal  Leadership Team  GL Team | Ongoing | Best Practices  Training Cadre  PD  PLC  CPT | Intellectual Stimulation  Knowledge of CIA  Resources | 80% of AHES faculty will implement 2 components/instructional strategies but not limited to in the learning process. | By the end of the school, 100% of AHES faculty will implement 6 components/ instructional strategies but not limited to in the learning process. |
| 1.2.3 Develop and implement vertical articulation process | Principal  Leadership Team  GL Team | End of School Year 2019-20 | CCSS  Grade Level Maps  PLC  CPT | Involvement of CIA | AHES faculty will develop the vertical articulation process by grade levels. | AHES faculty will implement and revise as needed the vertical articulation process by grade levels. |
| 1.2.4a Implement Proficiency Scales for Priority Standards | GL Team | Ongoing | SBG Implementation Plan  CLT  PLC  CPT | Involvement of CIA | 80% of AHES faculty will implement the Proficiency Scales in the instructional process. | 100% of AHES faculty will implement the Proficiency Scales in the instructional process. |
| 1.2.4b Implement a variety of Formative Assessments | GL Team | Ongoing | SBG Implementation Plan  CLT  PLC  CPT | Involvement of CIA  Monitor/Evaluate | 80% of AHES faculty will implement a variety of formative assessments in the instructional process. | 100% of AHES faculty will implement a variety of formative assessments in the instructional process. |
| 1.2.4c Implement Common Formative Assessments (CFAs) | GL Team | Ongoing | SBG Implementation Plan  CLT  PLC  CPT | Involvement CIA  Monitor/Evaluate | 80% of AHES faculty will implement the Common Formative Assessments (CFAs) in the instructional process. | 100% of AHES faculty will implement the Common Formative Assessments (CFAs) in the instructional process. |
| 1.2.5a Analyze and interpret summative & interim assessments to identify students’ level of performance for differentiated instruction (AIMSweb Plus, DWA) | Principal  Leadership Team  GL Team | Monthly | Data Team  Grade Level  PLCs | Involvement of CIA  Monitor/Evaluate | To identity students’ performance levels, AHES will establish a Data Team responsible for analyzing and interpreting data. | 100% of AHES faculty will be provided training in data collection and analysis. |
| 1.2.5b Develop Progress Monitoring System and Intervention Plan to capture at-risk students | Principal  Leadership Team  GL Team | End of School Year 2019-20 | Leadership Team  Data Team  GL PLCs  Progress Monitoring and Intervention Plan | Involvement of CIA  Monitor/Evaluate | By the end of the school year, develop the Progress Monitoring System and Intervention Plan using all data points. | AHES faculty will provide training the Progress Monitoring System and Intervention Plan using all data points. |
| 1.2.5c Implement Progress Monitoring System and Intervention Plan to capture at-risk students | Principal  Leadership Team  GL Team | School Year 2020-21 | Leadership Team  Data Team  GL PLCs  Progress Monitoring and Intervention Plan | Involvement of CIA  Monitor/Evaluate  Focus | 80% of AHES faculty will implement the Progress Monitoring System and Intervention Plan using all data points. | AHES faculty will revise as needed the Progress Monitoring System and Intervention Plan using all data points. |

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| **State Strategic Plan Goal:**  Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school. |
| **SSP Objective:**  Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department’s State-wide summative assessment.  Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department’s Interim assessments.  Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement) |
| School Action Plan Goal:  Note: It was asked during the LA open discussion if this “School Action Plan Goal” was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan “Objective” since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration. |
| **SAP Objective:**   1. Using the Act Aspire baseline data of 81%, the percentage of students in 3rd through 5th Grade performing at the In Need of Support and Close levels will progress by 5% to the Proficient and/or Ready levels in Reading annually. 2. Using the Act Aspire baseline data of 74%, the percentage of students in 3rd through 5th Grade performing at the In Need of Support and Close levels will progress by 5% to the Proficient and/or Ready levels in Math annually. 3. Using Common Formative Assessment data, a monitoring and intervention system will be implemented for students not meeting grade level standards to improve performance at Level 3 or above in Reading and Math by 5% or better by grade level annually. 4. Using the SLOs baseline data, the percentage of students performing at Level 3 and above will increase by 5% or better annually. |
| **SSP Strategy #2.1:** Identification of new or improvement of current intervention programs for struggling students inclusive of all tutoring, summer and afterschool programs |

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| **School-based activity** | **Lead person** | **Timeline** | **Resources** | **Balanced Leadership Responsibilities:** | **Evidence of effectiveness, indicators or measures** | |
| **Short-term** | **Long-term** |
| 2.1.1 Identify students at Tier 2 and below in Reading and Math | Principal  Leadership Team  GL Team | AimsWeb Testing Period | GL PLCs  AimsWeb Data | Monitor/Evaluate  Involvement in CIA | Administer AIMSweb Assessment for each period. | Using GL PLCs, create a “Hot List” identifying students at Tier 2 and below in Reading and Math. |
| 2.1.2 Identify students at In Need of Support/Close levels in Reading and Math | Principal  Leadership Team  GL Team | School Year 2020-21 | GL PLCs  Act Aspire Data | Monitor/Evaluate  Involvement in CIA | Administer  Act Aspire Assessments by grade levels | Using GL PLCs, create a “Hot List” identifying students at In Need of Support/Close levels in Reading and Math |
| 2.1.3 Identify students not meeting grade level standards | Principal  Leadership Team  GL Team | Monthly | GL PLCs  Standards/Data Tracking Sheet | Monitor/Evaluate  Involvement in CIA | Using GL PLCs, AHES faculty will identify students not meeting grade level standards | 80% of students meet the grade level standards. |
| 2.1.4 Identify students not meeting SLOs expectations | Principal  Leadership Team  Grade Level Team | Monthly | GL PLCs  SLOs Data Tracking Sheet | Monitor/Evaluate  Involvement in CIA | Using GL PLCs, AHES faculty will identify students not meeting SLOs expectations. | 80% of students meet the SLOs expectations. |
| 2.1.5a Develop and implement a comprehensive implementation plan of CIA-I to meet student learning needs | Principal  Leadership Team | End of School Year 2019-20 | SBG Plan  CITW Plan  Intervention Plan | Involvement in CIA  Monitor/Evaluate  Focus | By the end of the school year, develop a comprehensive implementation plan of CIA-I to meet student learning needs using all data. | During PLCs, AHES faculty will monitor and revise as needed the comprehensive implementation plan of CIA-I to meet student learning needs using all data. |
| 2.1.5b Develop and implement a comprehensive school-wide progress monitoring and intervention plan | Principal  Leadership Team  Grade Level Team | School Year 2020-21 | SBG Plan  CITW Plan  Intervention Plan | Involvement in CIA  Monitor/Evaluate  Focus | By the end of the school year, develop a comprehensive school-wide progress monitoring and intervention plan using all data. | During PLCs, AHES faculty will monitor and revise as needed the comprehensive school-wide progress monitoring and intervention plan using all data. |

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| **State Strategic Plan Goal:**  Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities. |
| **SSP Objective:**  Objective 3.1: By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth. |
| School Action Plan Goal:  Note: It was asked during the LA open discussion if this “School Action Plan Goal” was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan “Objective” since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration. |
| **SAP Objective:**   1. AHES will provide professional development training and professional learning community sessions to enhance the instructional process. |
| **SSP Strategy #3.4b:**  Identification of additional instructional groups of employees • Development and adoption of a professional development plan for various instructional group |

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| **School-based activity** | **Lead person** | **Timeline** | **Resources** | **Balanced Leadership Responsibilities:** | **Evidence of effectiveness, indicators or measures** | |
| **Short-term** | **Long-term** |
| 3.1.1 Based on all data, develop PDs and PLC goals, objectives, and action steps | Principal  Leadership Team  Training Cadre | Ongoing  Monthly PLCs | PowerWalk Through  Teacher Observations  SLOs  AIMSweb  DWA  Teacher Survey | Resources  Intellectual Stimulation | Determine Agenda/Topics/Procedures to conduct PLCs; Determine PDs focus based on data points (student achievement, Teacher Observation, and district requirements) | Determine PDs focus based on data points  Conduct an end of the year needs assessments |
| 3.1.2 Facilitate PDs and PLCs to support and strengthen the implementation Standards-Based Grading | Principal  Leadership Team  Grade Level Team  Training Cadre | Ongoing  Monthly PLCs | PowerWalk Through  Teacher Observations  Peer Support  CLT  PLC  Teacher Survey | Resources  Intellectual Stimulation | 80% of AHES faculty will implement the SBG | 100% of AHES faculty will implement the SBG |
| 3.1.3 Facilitate PDs and PLCs to support/strengthen the use instructional strategies such as CITW, CITW ELL, SIOP, and Differentiated Instruction strategies components to improve student learning | Principal  Leadership Team  Training Cadre | Ongoing  Monthly PLCs | PowerWalk Through  Teacher Observations  Peer Support  CLT  PLC  Teacher Survey  Peer Support  Training Evaluation | Resources  Intellectual Stimulation | 80% of AHES faculty will implement the instructional strategies in lesson process. | 100% of AHES faculty will implement the instructional strategies in lesson process. |
| 3.1.4 Develop a plan to integrate technology in the instructional process | Principal  Leadership Team | End of SY 2019 - 2020 | Technology Cadre  Leadership Cadre | Focus  Resources | By the end of school year, AHES will develop a plan to integrate technology in the lesson process. | AHES will monitor and revise the plan as needed. |
| 3.1.5 Facilitate training to faculty to maximize the use of technology in the classroom | Principal  Leadership Team  Training Cadre | Ongoing | Technology Cadre  Teacher Survey  Training Evaluation | Resources  Intellectual Stimulation | AHES will provide training to staff and faculty to maximize the use of technology.  80% of AHES faculty will implement the NGSS in lesson process. | AHES will monitor and revise the plan as needed.  Provide continuous support for full implementation. |
| 3.1.6 Facilitate PDs and PLCs to support the Next Generation Science Standards (NGSS) | Principal  Leadership Team  GL Team  NGSS Cadre | Ongoing | PD/PLC Plan  NGSS Standards  PLC  NGSS Cadre | Resources  Intellectual Stimulation | 80% of AHES faculty will implement the NGSS in lesson process. | Provide continuous support for full implementation. |
| 3.1.8 Facilitate PDs to provide training regarding data analysis and data decision making | Principal  Leadership Team  Data Team | Ongoing | PD Plan  Teacher Survey  Training Evaluation | Resources  Involvement of CIA | AHES will provide training to faculty regarding data analysis and data decision making. | Provide continuous support for full implementation. |
| 3.1.10 Facilitate PLCs to support the implementation of the vertical articulation process of priority standards across grade levels | Principal  Leadership Team  GL Team | Monthly | PLCs  Grade Level  Vertical Articulation | Resources  Intellectual Stimulation | 80% of faculty will implement the vertical articulation process of standards across grade levels. | Provide continuous support for full implementation. |

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| **State Strategic Plan Goal:**  Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment. |
| **SSP Objective:**  Objective 4.2: By School Year 2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders’ perception of the extent to which they are safe, positive, and supportive.  Objective 4.3: By School Year 2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey. |
| School Action Plan Goal:  Note: It was asked during the LA open discussion if this “School Action Plan Goal” was actually necessary since it would basically the same as the GEB Goal. What would be different from the SSP would not be the Goal but rather the School Action Plan “Objective” since this measurement needed to be more realistic and appropriate for the respective school. I will leave this for your consideration. |
| **SAP Objective:**   1. Based on stakeholder perception survey data, AHES will provide students with school-wide curricular programs and co-curricular activities to enhance a positive school culture. |
| **SSP Strategy #4.4:** All schools will have a family and school community engagement plan to promote communication between all stakeholders and leverage resources to address both community and school needs. |

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| **School-based activity** | **Lead person** | **Timeline** | **Resources** | **Balanced Leadership Responsibilities:** | **Evidence of effectiveness, indicators or measures** | |
| **Short-term** | **Long-term** |
| 4.1.1 Communicate to stakeholders the school’s programs and activities to promote student engagement | Principal  Leadership Team  GL Team | Monthly  Quarterly  End of the Year | PTC  Newsletters  Swift K12  Perception Survey | Culture  Outreach  Affirmation | AHES will communicate to 80% of stakeholders the school’s programs and activities to promote student engagement. | AHES will communicate to 100% of stakeholders the school’s programs and activities to promote student engagement. |
| 4.1.2 Provide students with opportunities to promote leadership skills and engagement with project based learning and instruction | Principal  Leadership Team  GL Team  Counselor | Ongoing | Community Members  Teachers  Parents | Culture  Outreach  Affirmation | By the end of school year 2019-20, AHES will identify other area of student interests and organization clubs. | Student participation in leadership skills and engagement activities will in increase using project based learning. |
| 4.1.3 Recognize student achievement in academics and behavior through award ceremonies | NEHS Cadre  PBIS Cadre  GL Team  Counselor | Monthly  Quarterly  End of the Year | Awards Ceremonies | Culture  Outreach  Affirmation | Students receiving recognition in academics and positive behavior will increase by 5% by the end of 1st semester. | Students receiving recognition in academics and positive behavior will increase by 10% by the end of the year. |
| 4.1.4 Promote the school communication system regarding student achievement | Data Team  Leadership Team  GL Team | Quarterly | PTC  PTO Meetings  PLCs | Culture  Outreach  Affirmation | AHES will communicate to 80% of stakeholders regarding student achievement. | AHES will communicate to 100% of stakeholders regarding student achievement. |
| 4.2.1 Conduct a stakeholder survey of whether the school is safe, positive, and supportive | Data Team  Leadership Team  GL Team | End of the Year | YES Survey  Perception Surveys | Input  Outreach  Ideas/Beliefs | AHES will review the existing perception surveys and revise as needed. | AHES will analysis survey results and determine areas of improvement for the following school year. |
| 4.2.2 Use of community support to improve student learning | Principal  Counselor  GL Team | Ongoing | Fieldtrips  Guest Speakers | Outreach  Culture | AHES will increase community partnerships or participation by 10% by the end of 1st semester. | AHES will increase community partnerships or participation by 20% by the end of the year. |
| 4.2.3 Promote parent involvement | Principal  Faculty/Staff | Ongoing | All  Stakeholders | Outreach  Culture | AHES will create a plan to increase parent involvement by 5%. | AHES will create a plan to increase parent involvement by 10%. |