

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

LUIS P. UNTALAN MIDDLE SCHOOL

256 Vietnam Veterans Memorial Highway
Barrigada, Guam 96913

Guam Department of Education

March 23-26, 2014

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Chapter I: Student/Community Profile

Luis P. Untalan (LPUMS) underwent a full self-study process in School Year (SY) 2007-08 and received an accreditation term of six years. In SY 2010-11, the school completed a successful Midterm Visit. LPUMS, home of the “Wildcats”, is one of eight public middle schools on Guam within the Department of Education, and has the distinction of being the oldest public school in Guam.

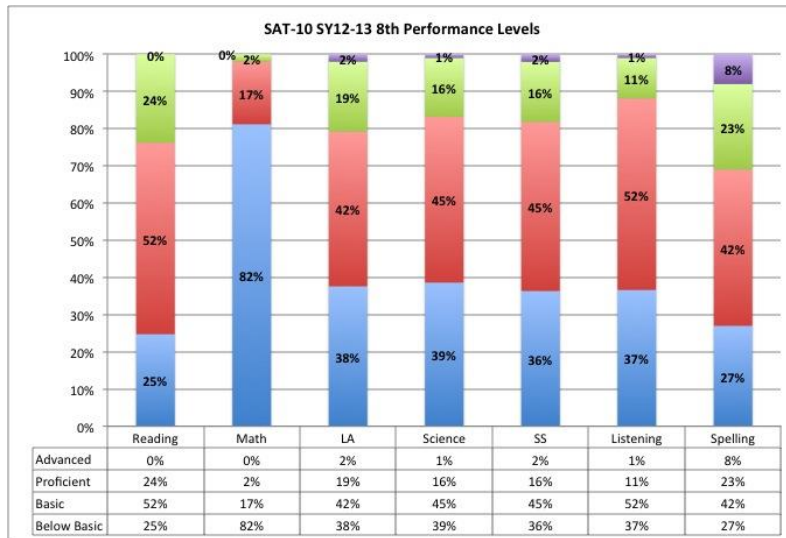
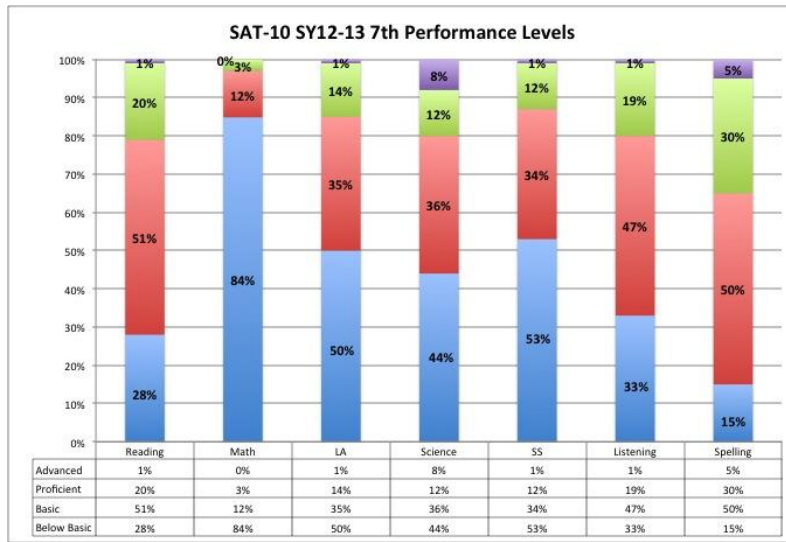
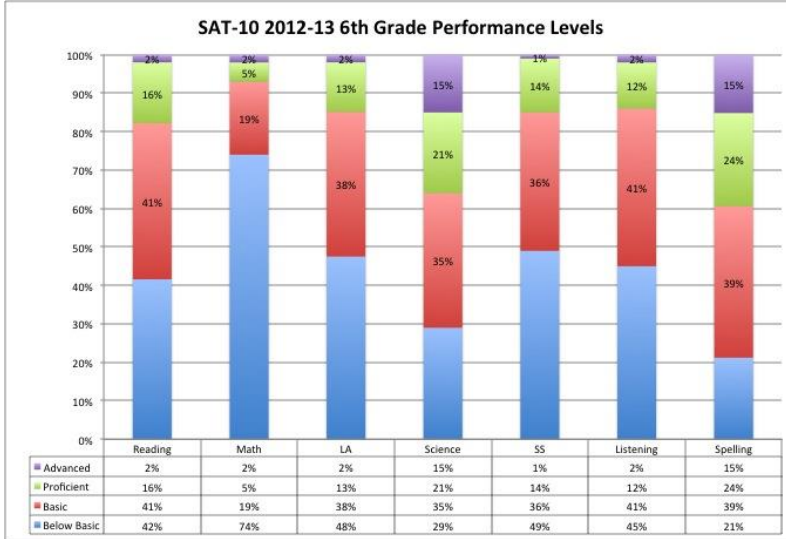
Centrally located on the island, LPUMS serves students in the nearby villages of Barrigada (38%), Mangilao (25%), Dededo (13%), and Harmon (18%), as well as students from outside the school service area (7%). It has the third largest population of all the middle schools on Guam, with 1,067 students enrolled at the beginning of SY 2013-2014 in Grades 6, 7, and 8. The ethnic distribution of students includes Chamorro (42%), Pacific Islander (27%), Filipino (24%), Asian (3%), and Others (5%). The Pacific Islander population, which is made up of students from the Federated States of Micronesia (Chuuk, Yap, Pohnpei, Kosrae), the Republic of Palau, and the Republic of the Marshall Islands, has grown from 17% to 27% of the student population over the last five years. Particularly noteworthy is the increased growth of Chuukese students, who now make up 17% of the school’s population.

The percentage of students receiving Free or Reduced Lunch has increased over the last five years from 24% to currently 57%. The percentage of students considered special needs includes English Language Learners (30%), Special Education (7%), Accelerated Math (15%), Gifted and Talented Education (GATE) (4%), Consumer Math (6%).

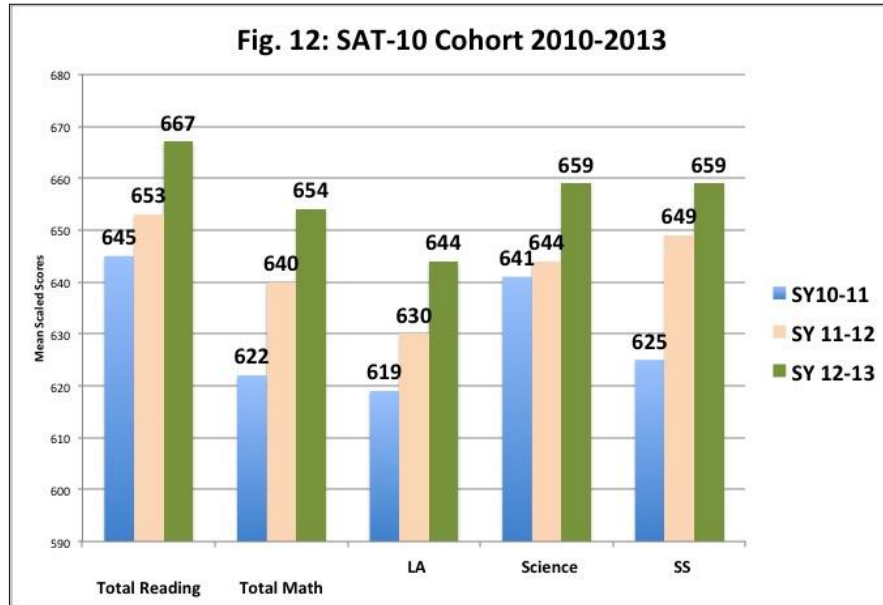
The LPUMS Attendance Rate has ranged from 94%-98% over the last five years and was at 97% for SY 2012-13. The 8th grade promotion rate currently stands at 100% and the passing rate at 94%.

The district uses the SAT10 as the main tool for evaluating student achievement. Scores are provided through various reports, such as national percentile rank and performance level (below basic, basic, proficient, or advanced).

The three charts on the next page shows the performance levels of the three grades in SY2012-13. The large percentages of students scoring below basic and basic, particularly in Math, require immediate attention and action.



The figure below, labeled Figure 12 in the LPUMS Self-Study, shows the progress of a cohort group of students who completed three years at the school. Their scores showed an increase of Mean Scaled Scores for all subjects over a three-year period.



The Self-Study reported the following implications based on an examination of the profile data:

- The student body is becoming more ethnically diverse and increasing in the number of students that have low socio-economic status.
- More students with a low socio-economic background, as indicated by the increased number of students participating in the free lunch program, may reflect other obstacles to success in school. For example, students in this group may lack adequate school supplies including computer and Internet access. However, since the data has not been disaggregated for these specific groups, these concerns are areas for further analysis.
- The implication of population changes may well mandate that the school work more diligently to improve the language arts, reading and math skills of these students.
- These demographic changes may possibly have an impact on student achievement. However, LPUMS continues to be at the forefront of SAT-10 scores in the district. When looking at cohort scores over the past three years, the group improved in all subjects each year, as high as 4% in 7th grade social studies. While student achievement has increased in certain areas, standardized scores have steadily declined in math and science. The implication of the data for the science and math content areas is to seek avenues to bolster student learning. In SY 2012-2013, math and science teachers implemented the STEM program. The inquiry-based strategies, supported by the infusion of technology and engineering concepts, aim to help students become more engaged in their learning and to peak their interest in science and math careers. In addition to STEM, Accelerated and Remedial Math

have been offered for students who will benefit. Data is inconclusive whether these classes have an impact on student scores, and this warrants further analysis.

- Student perception data highlights what has worked at LPUMS. An overwhelming majority of students indicated that they understand the school mission, that their teachers provide a variety of learning strategies, and that their parents support their education. Teachers state positive student perceptions may be attributed to many teachers attending “professional development and other enrichment training to enhance their skills, strategies, and techniques to reach all students at all grade levels.” The implication of these positive perceptions is for the school to continue promoting the school’s curricular programs and teacher training.
- The employee demographics reveal a community of professionals who are highly qualified to collaborate on achieving the school’s mission and goals, and improving student performance. The majority of teachers are over 30 years old with education beyond a bachelor’s degree, and who have taught in the classroom for at least 10 years. The administration and staff are also well-educated and qualified in their positions to support student performance in and out of the classroom. The implication of such qualified professionals is that they are primed to tackle district mandates to align the curriculum and create appropriate assessments. In the school survey, 86% of all employees responded that they “enjoy working with the school community.”

The Self-Study also identified needs and questions as follows:

Critical Learner Needs

The LPUMS Self-Study identified these Critical Learner Needs:

(1) Reading remediation classrooms need to be established to help students fully become academic achievers and life-long learners.

(2) STEM teaching methods need to be incorporated in all subject areas to support students in becoming technology users and solution seekers. Applying STEM’s inquiry-based methods with the help of instructional technology could help improve science and math skills.

(3) The incorporation of social studies skills in all other content areas needs to be implemented to help students become world-class citizens, decision makers, and critical thinkers. Students at LPUMS need to think more globally and develop a civic-minded outlook. Students who are promoted to high school should be aware of how their decisions affect others and take ownership of their learning by making an impact on their community.

Important Questions posed by the home groups included:

- Is there a correlation between school population size and student performance?
- Is there a correlation between ethnic background and student performance?
- How have we dealt with the lack of parental involvement?

- How can parents be better informed about the SAT-10 skills that need to be improved?
- Are there other ways to measure academic achievement?
- How large a part do parents have in the determination of schoolwide decisions about academic improvement?
- How do we address the deficiencies or concerns that are out of our control?
- How do we make parents feel more connected to the school?
- How can the school improve students' and parents' satisfaction with the breakfast and lunch program?
- Can we provide more opportunities for parents to become involved in school activities?
- Are Accelerated and Remedial Math courses working for our students?
- Have we identified reasons for continually declining math scores?
- To what degree is the implementation of the new strategies effective in increasing student achievement in math

Chapter II: Progress Report

LPUMS underwent a full self-study process in SY 2007-08 and received an accreditation term of six years. In SY 2010-11, the school completed a successful Midterm Visit.

The 2008 WASC Visiting Committee identified three Critical Areas for Follow Up:

Critical Area #1: That LPUMS stakeholders, with cooperation with Guam DOE (GDOE), devise a comprehensive, coordinated plan for repair, regular maintenance and upgrades to the facility as needed to address long-range solutions and immediate health and safety issues.

Progress: Over the past 5 years, faculty, staff, and students have persevered through structural, electrical, and plumbing deficiencies, teaching and learning in a substandard facility. In 2011, after the Department of Public Health issued over 50 demerits, the school was condemned, and LPUMS was relocated to a temporary campus in Tiyan in January 2012.

The current Tiyan facility is maintained by CORETECH International. Any structural, electrical, or plumbing deficiencies are directed to CORETECH maintenance, and repairs are made in a timely manner. The Tiyan facility has provided students and staff with a positive and spacious environment for learning. The school will move back to its remodeled and upgraded campus at the end of this school year, where health and safety concerns have already been addressed.

Critical Area #2: That the LPUMS staff, using a variety of resources, including HATSA and Dr. Joseph Pascarelli, become more adept with the use of disaggregated data in order to improve instruction that leads to higher levels of achievement with all

students.

Progress: Annually, the faculty examines SAT-10 data through a presentation of graphs with comparisons by content, team, grade level, and with other schools. Patterns, trends, and areas of concern are discussed to help refine and update the current curriculum and specific lessons. The administration and faculty work together to extract critical skills that become part of priority skills listing per content area. Each content, or home group, then meets to align and refocus their lessons with those skills.

The faculty was trained through HATSA and Dr. Joseph Pascarelli in Professional Learning Communities (PLCs). From SY 2008-2009 to SY 2009-2010, with the leadership of the Assistant Principal of Curriculum, PLCs were the driving force of faculty collaboration and decision-making at the school. SMART goals were developed during PLCs as a means to identify critical areas of improvement based on academic and behavioral data. The School Climate Cadre analyzes the behavioral data from the School-wide Intervention System (SWIS) and reports them to faculty and staff. The teams then take the data, discuss them in their meetings, and refine or reinforce their SMART goals.

Critical Area #3: As recommended by the previous WASC report, the LPUMS staff implement professional development that will train teachers in use of instructional strategies that produce greater student engagement in all classes.

Progress: LPUMS faculty regularly participates in professional development on instructional strategies to enhance student engagement in all classes. Through various professional development training sessions throughout the school year and off-island during the summer, selected teachers attend district and federally-funded training on instructional strategies relevant to their disciplines. A large number of teachers have attended district and off-island training on STEM, inquiry-based teaching methods, literacy strategies for all disciplines, Classroom Instruction that Works (CITW) instructional strategies, Play By the Rules program and unpacking the Common Core State Standards (CCSS). These teachers, in turn, share these instructional strategies with the rest of the faculty during professional development days. Follow-up and additional training is continued during content and team meetings at least once a month. During the 2014 visitation, the WASC Team and LPUMS Leadership team discussed and explored ways in which professional development can be systematized, monitored, and evaluated.

From the mid-progress visit in 2011, the WASC Visiting Committee made eight additional recommendations.

Critical Area #1: The GDOE must provide an effective and efficient comprehensive coordinated plan for the repair, maintenance and upgrade of the facility to address the health, safety, and welfare of the Untalan Middle School community.

Progress: As stated in Critical Area #1 from above, GDOE did address the concerns for the repair, maintenance and upgrade of the Barrigada campus. The Barrigada campus is at this time undergoing renovations. Currently, the Action Plan establishes a School Safety

and Facilities Committee to address future repair, maintenance and necessary upgrades to the Barrigada campus.

Critical Area #2: The GDOE must ensure that there is continuity and stability in school leadership to provide a vision for the faculty and staff.

Progress: Since the 2011 Mid-Progress Report, there have been several changes in school leadership to meet the needs of the district. Each principal has worked with the faculty and staff to maintain a stable school environment. Additionally, leadership cadres at LPUMS have been the driving force in continuing the improvement initiatives.

Critical Area #3: The GDOE needs to develop a procurement process that eliminates potential litigation and the delay of critical projects and resources to the school.

Progress: GDOE has a procurement process established by Guam law. In recent years, the hiring of independent companies has helped improve the process. For example, a U.S. DOE-approved financial company was hired in October 2010 to help Guam DOE officials improve their federal financial management. The fiduciary agent oversaw the American Recovery and Reinvestment Act (ARRA) and DOI (Department of Interior) funds, making computer equipment and classroom supplies available for the school in a timelier manner than in the past.

Critical Area #4: The GDOE needs to provide the school the ability to unpack SAT-10 data at the beginning of the school year to guarantee students' needs are met in an expeditious manner.

Progress: Annually, the Curriculum and Instruction division provides the school principals with training to unpack SAT-10 data at the school level. The division has made it a priority to expeditiously announce the scores as early in the school year as possible in order for the schools to meet students' needs. The unpacking of the SAT-10 data, led by the principal and faculty leaders, has helped the school establish curricular programs that target critical learner needs such as ExCEL (Extended Class for Enhanced Learning) and its subsequent version "Homebase".

Critical Area #5: Revisit the comprehensive long-term professional development plan to ensure it is both manageable and achievable.

Progress: The LPUMS leadership cadre (content leaders, team leaders, School Climate Cadre, Accreditation Focus Group leaders) will continue to refine the action plan to ensure that action steps are detailed, responsibilities are identified, and that timelines, measures, and milestones are reasonable and achievable.

Critical Area #6: Provide Internet access in every classroom to promote high student achievement.

Progress: Since 2011, every classroom has been provided with Internet access. At the

Tiyan campus, both wired and wireless accesses have been provided. However, both systems have inconsistent access and speed. Plans for the renovated Barrigada campus include broadband access for all classrooms.

Critical Area #7: Implement systemic decisions which are based on empirically-based research.

Progress: There have been systemic decisions implemented at LPUMS that are empirically-based. For example, the strengths and weaknesses of block scheduling were well-researched before the faculty reached a consensus to change from a traditional schedule.

Critical Area #8: Provide parental workshops, which are relevant and address their unique needs.

Progress: LPUMS has provided parents with workshops that address their unique needs. Before the school year begins, the school offers parents and students grade-level orientations to highlight school policies and procedures. Annually, during the first month of the school year, the faculty and administration meet with parents for Open House Night. Parents get acquainted with teachers and go over classroom rules, procedures, and team expectations. The English as a Second Language (ESL) program also offers parent workshops that help their children transition to the middle school environment. Parent workshops for parents of students with disabilities are conducted by the GDOE Department of Special Education. In SY 2012-2013, the Computer Operator and Technology Coordinator provided a tutorial on Parent-Portal, the online system that allows parents to check their children's grades. VC meetings with parents and with students revealed that many LPUMS families regularly use the Parent-Portal.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

It was difficult for the Visiting Committee to determine the degree to which the Action Plan accomplished the critical areas for follow-up because many of the activities were written in vague or general terms and contained few measurable outcomes. However, other evidence such as documents examined and discussions held indicated that LPUMS is focused on the improving curriculum, instruction, and assessment in order to increase student achievement.

Chapter III: Self-Study Process

- Include a copy of the schoolwide learner outcomes.

World Class Citizens

- ★Tolerate and respect other cultures, embrace and promote diversity
- ★Show respect for yourself and others
- ★Understand the need for laws and the consequences of one's actions

Information Users

- ★Identify, analyze, integrate, and apply information
- Demonstrate effective skills in communication/sharing of information
- ★Demonstrate skills to locate, interpret, and use information

Life Long Learners

- ★Read, write, listen, and speak effectively
- ★Understand that learning does not stop at school
- ★Demonstrate effective skills for communicating with others

Decision Makers

- ★Accept responsibility for personal actions and decisions
- ★Identify and assess problems to make logical decisions
- ★Make responsible and logical choices

Critical Thinkers

- ★Use logical, practical, and creative thinking skills to solve problems
- ★Think logically, responsibly, and creatively when problem-solving which could benefit the environment and society
- ★Acquire, evaluate, organize and maintain information in order to appropriately tackle problems

Academic Achievers

- ★ Challenge what you know and strive to know more
- ★Identify and implement a plan to fulfill future education and career goals
- ★Strive for excellence in the arts, sciences, humanities, and physical education and world language

Technology Users

- ★Use technology to gather, interpret, and evaluate information
- ★Demonstrate the use of different technologies to share information and ideas
- ★Practice responsible use of technology systems, information and software

Solution Seekers

- ★ Explore various ways to resolve issues
- ★Demonstrate **constructive** ways in dealing with conflict, stress, and emotion
- ★Strive until a solution is found

- Comment on the school's self-study process with respect to the outcomes of the self-study.

LPUMS is to be commended for their diligence in preparing the Self-Study. All staff members participated and collaborated in Focus Groups, analyzed profile and achievement data, and reviewed evidence. Additionally, the Self-Study, meetings, discussions, and available documentation accurately reflected the school's program for all students,

explained in detail the various student support programs available, and described community partnerships which provide student services. The Self-Study and the Visit confirmed that LPUMS has in place a system of care for ALL students, including those from disadvantaged backgrounds, Special Education, and ELL.

The Visiting Committee (VC) found that the Self-Study's conclusions were to a large extent valid, although the school needs to continue to better examine the effectiveness of practices using systematic data collection and analysis. The VC found that LPUMS accomplished the intended outcomes of the self-study.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflect the beliefs and philosophy of the institution?

To what extent is the purpose defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

Luis P.Untalan Middle School (LPUMS) has a clear sense of purpose that has remained consistent for the last fifteen years and is appropriately aligned with the Guam Department of Education vision. Expected School-wide Learning Results (ESLRs) developed in SY 1998-1999, together with the school purpose, reflect the core beliefs and philosophy of the school. The school has uniquely embraced the ESLRs by personalizing them to the institution. The ESLRs spell out the acronym WILDCATS, the school mascot. In a November, 2013 survey, 98% of the teachers surveyed indicated that they understand and are committed to the mission statement and believe that ESLRs are reflected in the mission statement. Students surveyed indicate that they understand and support the mission statement (94%).

Acting on a correlation observed between ESLR academic goals and behavior, a School Climate Cadre (SCC) was created to support the development of the ESLRs. SCC membership includes all stakeholder groups—administration, faculty, staff, counselors, students, and parents. In 2009, the SCC developed school behavioral expectations known as CATS to co-exist with ESLRs. Including CATS as part of the school philosophy strengthened behavioral expectations of students throughout the campus. The Extended Class for Enhanced Learning (ExCEL) was implemented to support behavioral and academic goals to improve student achievement. LPUMS administration actions focusing on improving core subjects (LARM) reinforces school commitment to its beliefs and philosophy.

The school has significantly increased its special population since the last full self-study growing from 33% to 62%. This is likely attributed to increased enrollments in accelerated math and GATE (gifted/talented) programs and addition of Consumer Math. Ethnically diverse, the school saw a drop in Chamorro population (50% to 42%), the largest ethnic group. Pacific Islanders increased (18% to 27%), making them the second largest ethnic

group represented. ESL students constitute a significant portion of the school population (30%). LPUMS may want to study the relationship of special populations to overall student achievement.

There are processes in place to involve all members of the school community. Teacher-led teams review and problem-solve issues relevant to the school purpose, while grade level parent orientations are held to encourage more parent involvement. The Student Body Association plays an active role in promoting the school purpose, ESLRs and programs and is instrumental in planning and coordinating student activities. The mission and ESLRs are evident in conversations and written communications throughout the school environment. Parents responded positively on a survey to measure school involvement within a 75% to 89% range on specific questions. Lack of transportation is problematic for many parents, making it difficult for them to be directly involved with LPUMS.

There is broad support for the mission and ESLRs within the LPUMS community that has begun the dialogue to revise and update the indicators and benchmarks to reflect program changes that are currently in place. The school community acknowledges that their next task is to find a means to assess the ESLRs.

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 for the school?

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?

Governance is guided by clearly defined roles and responsibilities. The governing authority is comprised of the Guam Education Board, the Superintendent and Deputy Superintendents, and school principals.

The Guam Education Board (GEB) is the governing body of the Guam Department of Education (GDOE). Policies from the GEB and the Superintendent of GDOE govern Luis P. Untalan, a public middle school for 6th through 8th grade. The board adopts policies and delegates implementation of these policies to the department and schools it oversees. The principal operates under the direction of the Superintendent and is responsible for the implementation of board policies and other assigned objectives.

There are nine voting members of the GEB, six of whom are elected to two-year terms in Guam's general elections, two are appointed by the Governor, and a student representative. Members are required to participate in training during the first year of their term that includes Guam Code, Roberts Rules of Order, budgeting process, policy making, and difference between micromanagement and ethics.

The role of the governing authority is articulated in faculty handbooks detailing rules and regulations for routine functioning and information on the school website. It appears to be understood by faculty and staff. The larger community receives regular updates from the governing authority through a weekly column in the local newspaper.

The governing board keeps abreast of school performance through data collected by the school administrator and GDOE for the annual School Performance Report that is

reviewed and assessed by a five-member evaluation team appointed by the GEB. Criterion graded low or unacceptable must be included in the School Improvement Plan. The School Performance Report Card monitors trends and progress toward achieving goals stated in the mission statement.

The GDOE utilizes an established professional evaluation system. Complaint procedures are outlined in the teacher contract. Although the teachers are currently without an approved contract, the grievance procedure remains the same. Administrators and professional staff are aware of the procedures in place for evaluation. Teachers are evaluated by administrators using the Professional Teacher Evaluation Program (PTEP). Administrators are evaluated by Superintendents using Administrator Performance Standards established in 2007. While the GEB evaluates the Superintendent, there is no tool in place to evaluate the performance of the GEB other than retention or removal from office through the election process.

A3. School Leadership Criterion

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?

To what extent does the school leadership empower the staff?

To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

School policies and procedures are clearly articulated in faculty handbooks, student handbooks, and on the school website. School decision-making is collaborative, involving members of the Leadership Team who meet weekly, working together to ensure that policies and expectations are addressed and carried out. Information is disseminated to the larger school community through representatives of stakeholder groups. There are adequate structures in place for communication and planning. Teams play an important role in the process to ensure that information is exchanged immediately and consistently. Processes and procedures are in place for shared accountability and feedback that encourages support for student learning and safety. Support staff was directly involved in collaborative decision-making serving on focus groups during the self-study.

A4. Staff Criterion

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose?

To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning?

LPUMS leadership and staff are qualified for their assigned responsibilities. The school adheres to employment practices appropriate to and in accordance with GDOE qualification and certification requirements working closely with GDOE Personnel Division to fill vacant positions with highly qualified candidates. All employees are certified for positions they hold. Certificated staff maintains certification through participation in

professional development to fulfill criteria established by the Guam Commission for Educators Certification (GCEC) Professional Growth Plan. New teachers (21%) receive additional support and supervision via a mentorship program to maintain certification. Half of the teaching staff are experienced teachers with more than 10 years of service. Those with 4-9 years of service comprise 29% of the teaching staff. While the school is diligent in providing training for staff throughout the school year, the process for assigning staff members and providing orientation to new employees needs further discussion.

LPUMS has a broad spectrum of written policies and documents outlining various responsibilities and operational guidelines. These documents are distributed across the board to all employees, parents and students and are reviewed annually at orientation sessions. Shared decision-making is enhanced as faculty members sit on interdisciplinary teams and content groups meeting regularly to address concerns and clarify school practices and responsibilities. Committed to support student learning and safety, faculty and staff are involved in daily functions and operations of LPUMS performing duties in their area of expertise.

Administrators through formal and informal classroom observations, utilizing the PTEP evaluation process to assess teacher effectiveness, monitor the impact of PD opportunities and the implementation in classrooms. To receive a satisfactory evaluation on PTEP, teachers must show that their students made academic progress. LPUMS teachers accepted responsibility for piloting the new teacher evaluation system for GDOE in addition to orchestrating a move to a temporary school location, and completing their full accreditation self-study. Team and content groups review behavior and academic data to craft enrichment and intervention plans as SMART goals to address critical areas. The work done by the faculty and staff is commendable. The next step in the process will be to determine the effectiveness of these interventions supported with evidence that it is working.

Professional development is highly regarded, supported and encouraged at LPUMS. Since not all staff can participate in GDOE sponsored training, select teachers from related content areas attend workshops and return to share information and practices with colleagues. With full implementation of CCSS targeted for SY 2014-15, the faculty will need to become more involved in the alignment and unpacking of the CCSS standards. Professional development at LPUMS focuses on instructional strategies to improve student performance.

A5. School Environment Criterion

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

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

There are multiple initiatives in place to ensure an environment of care and concern that is conducive to learning at LPUMS. The SCC plays a critical function in analyzing disciplinary infraction data and sharing this information with teachers who develop intervention plans that lead to positive behavior. A message of mutual respect is repeated in a variety of

documents and practices. Disciplinary infraction data analysis guides presentations on issues such as bullying, anger management, drugs, etc. In addition, the school promotes cultural activities, clubs, and athletic programs to build self-esteem. School assemblies are held to recognize students for their cultural, athletic and academic achievements, and to acknowledge positive behavior. Faculty and staff take pride in their students' successes.

Improved communication has developed over time with a conscious effort on the part of the staff to keep parents informed in a variety of ways. Survey data reflects satisfaction with communication, for the most part, with parent satisfaction ranging from 59% to 75%. The school maintains a safe, orderly environment through various agencies, companies and people. There is a strong emphasis on communication, respect and relationships at LPUMS that is evident in interactions with students and staff.

A6. Reporting Student Progress Criterion

To what extent do the school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes?

To what extent do the school leadership and staff report student progress to the rest of the school community?

The school is diligent in recording and monitoring student progress. There are systems in place to keep the school community informed about student performance at LPUMS. Pre/post tests are given in each subject. Quarterly progress reports, as well as report cards are generated by Powerschool for distribution to parents and students. SAT10 item analyses determine gaps in student learning that must be addressed with intentional interventions. Common assessments are used to monitor student progress at the individual and grade levels. Formative assessments measure student growth. Powerschool mid-quarter reports to parents evaluate student progress toward quarterly goals.

While the school follows federal and local guidelines for SPED and ESL populations, a more detailed analysis is needed of these special groups. There has been a significant increase in ESL (17% in 2010-2011 to 30%) in the current year. It may be important to do further in-depth study to determine its impact on student achievement at LPUMS and track student gains in English proficiency and exit rate from the program.

The annual School Performance Report Card serves as another indicator for all stakeholders and the larger community to evaluate school progress toward fulfilling the mission, ESLRs, and action plan.

The school was proactive in establishing a Homebase period to provide assistance to students scoring below stanine 3 in math, language arts, and reading. While stanine growth has been identified as a goal in several narratives, there is no graphic display of data to show where each grade level ranks on this criteria.

A7. School Improvement Process Criterion

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?

To what extent does the school leadership have school community support and involvement?

To what extent does the school leadership effectively guide the work of the school?

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

LPUMS leadership and staff use data to drive school improvement efforts. The process is collaborative and inclusive at all levels, even including parents in the process. There are a variety of tests administered by the school for this purpose but emphasis has been placed on the SAT10 as the main measure of student success.

The School Improvement Plan (SIP) serves to coordinate all resources toward meeting student needs in achieving school-wide learner outcomes and to improve student learning. Strengths and weaknesses of Untalan have been identified and will be included in the SIP revision targeted for the end of the current school year. The plan also supports professional growth of teachers and staff to ensure there is continuity of professional and academic growth at LPUMS. School resources, along with ARRA funds and STEM training, facilitated professional development, improved instructional delivery and acquisition of technology equipment.

Areas of Strength for Organization for Student Learning Category (if any) that need to be addressed to ensure quality education for all students:

- Clear concise mission and ESLRs that is easy to recite and recall.
- School community works together to ensure student learning is a priority and student success is achieved.
- Strong collegial supportive relationships among staff.
- Diligent collection and utilization of SAT10 and SWIS data for decision-making.

Key Issues for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

- Increased parent involvement continues to be a challenge.
- High administrative turnover impacts progress toward new initiatives.
- LPUMS needs to take their comprehensive data collection to another level. The school needs to examine a variety of evidence to determine the effectiveness of interventions.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- 2011 Visiting Committee Report
- Leadership Team Meetings
- Focus Group Meetings

- School Climate Cadre Meeting
- Parent/Community Meeting
- Student Leaders Meeting
- Random Student Group Meeting
- Meeting with District Staff
- Meeting with Classified Staff
- Classroom Observations
- Discussions with School Personnel
- Discussions with Students

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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 schoolwide learner outcomes through successful completion of any course of study offered?

In its effort to provide a challenging, coherent and relevant curriculum to all students, the GDOE has adopted the Common Core State Standards (CCSS) in Spring 2012 with the intent of full implementation in SY 2014-2015. Some teachers were introduced to CCSS and some trained on the Crosswalks and Curriculum Mapping. LPUMS teachers are in the process of aligning CCSS to the GDOE Standards and Performance Indicators. In the process of transitioning to CCSS in math, language arts and reading, and addressing critical thinking skills identified in the SAT10 Item Analysis, grade level content teams meet during the school year to review and revise their curriculum maps to align with the CCSS and the GDOE Standards. This process, however, has not been completed. In Spring 2013-2014, teacher leaders were trained in unpacking CCSS to develop district-level maps and lesson plans in each content area and grade level. The implementation is not complete and ongoing review of the current curriculum maps is necessary to ensure alignment to CCSS.

Teachers incorporate their current understanding of CCSS, the GDOE Standards, LPUMS ESLRs, and identified SAT10 skills into lesson plans. The STEM program provides science teachers with current curricular and instructional information. The Assistant Principal of Curriculum approves course syllabi prior to distribution. Teachers use a common lesson plan format incorporating the Essential Elements of Instruction Checklist (EEIC), classroom observations, representative samples of student work, and recent student interviews to ensure that CCSS and GDOE Standards function as the basis of the documented curriculum. The school will benefit from developing a system to ensure consistent implementation of these tools by all faculty. A realistic implementation of the CCSS requires more than one year and limited training; students will benefit from the full implementation of the CCSS and a rigorous assessment system to document the level and impact of the implementation of the CCSS and GDOE Standards. The development of an assessment system will include the use of benchmark and classroom-based formative assessments, and criterion reference tests aligned with CCSS and GDOE Standards.

LPUMS measures academic student achievement through SAT10 results. The staff has analyzed and identified curricular focus areas and skills to improve student learning. LPUMS SAT 10 student scores have continued to perform in the first or second position compared with other middle schools in Guam. Cohort scaled scores in Total Math, Reading, Language Arts, Science, and Social Studies have improved each year for the last three years. The GDOE is currently reviewing standards-based assessment to replace the SAT 10 which will require LPUMS to reassess its current practice. Additionally, the school's grading system and the percentage of students promoted to the next grade level function as a measure of student progress. Passing rates for four of the past five years is between 93% and 95%, with no available data for one year. The distribution of grades by grade level and course were unavailable.

LPUMS provides a range of learning opportunities that reinforce student understanding of CCSS, GDOE Standards, and ESLRs. Written analysis assignments citing textual evidence align with Common Core Standard 7 RL.1. Students use graphic organizers to scaffold writing that addresses CCSS W.8.2. Students in accelerated math classes work in groups on hands-on projects such as miniature-bridge and tetrahedral kite building. STEM classes require student collaboration, and real-life problems about area and surface address CCSS, Standards for Mathematical Practice, and ESLRs. Although consistent on-task student behavior in classrooms is evident from observations, the school will benefit from structured discussions of what student engagement looks like and how it can be measured.

LPUMS programs address a wide range of student needs, including Special Education, English as Second Language, Gifted and Talented Education (GATE), Accelerated Math, Homebase instruction, and Consumer Math. ESL students receive English instruction in the regular curriculum. ESL teachers use the Sheltered Instruction Observation Protocol (SIOP) and other ESL strategies to teach reading, language arts, social studies science, and math. The percentage of students in GATES has increased from 8% in 2008 to 19% in 2013. Students will benefit from LPUMS reviewing and implementing alternatives to tracking and ability grouping based on SAT10 only. The school may consider recommendations in *Breaking Ranks in the Middle Core Area 3, Making Learning Personal: Curriculum, Instruction, and Assessment*.

In September 2013 PLC meetings began focusing on developing program-based interdisciplinary instruction implemented in two or more core areas, and the Literacy Cadre has trained the faculty in literacy strategies that apply to all content areas. While these initiatives are commendable and are likely to improve student learning, the school needs to develop systems to measure and ensure their positive impact on student learning.

Teacher collaboration about CCSS, GDOE Standards, SAT10 results, professional development, and instructional strategies occurs in PLCs, team, department, and Leadership meetings, and has fostered a high level of teacher professionalism and positive school culture. In department math meetings, for example, teachers review error analysis to better understand why students have not mastered particular skills. Additionally, re-teaching strategies are shared. The development of common assessments and Smart Goals also occur during content team meetings. The school will benefit from implementing a systematic approach of discussing student work samples to better understand student needs.

Key stakeholders can access the curriculum in relation to school policies through traditional methods: student planner and handbook, course syllabi, and the Parent Portal.

LPUMS has met with John F. Kennedy (JFK) High School in 2012-2013 to discuss vertical alignment and again in 2013-2014 to discuss JFK expectations of incoming freshmen. The school will benefit by formalizing the frequency and discussion topics at these meetings with JFK and feeder elementary school, which LPUMS has not met with to discuss expectations and transition to the middle school.

B2. How Students Learn Criterion

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

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 schoolwide learner outcomes?

LPUMS teachers are certified in their content areas, must pass a certifying exam in their district, and maintain their certification every two to six years. Teachers have been trained in or exposed to a range of research-based methodologies to connect to students' prior experiences and cultural background and engage students in active learning: STEM with a focus on inquiry-based learning, Literacy Across Content Areas with a focus on implementing literacy strategies and CCSS in writing, Curriculum Mapping with a focus on unpacking CCSS and identifying priority standards by quarter, Lesson Plan Development with a focus on developing quarterly lessons aligned to CCSS, Classroom Instruction that Works by Marzano with a focus on creating a positive learning environment for students to improve understanding and apply knowledge, Graphic Organizers, PD360, and other instructional strategies. Teachers have opportunities to attend on-island and national workshops and conferences to learn more about research-based instructional methodologies. Counselors have attended professional conferences by the American School Counselors Association (ASCA). Certification requirements and professional development opportunities have encouraged LPUMS teachers to keep current with the taught content and to implement researched-based instructional practices. The school will benefit from developing a systematic approach to the selection, implementation, and evaluation of the many schoolwide research-based methodologies.

Professional collaboration functions as a major initiative in LPUMS's efforts to ensure student learning and professional development. Implemented two years ago, the block schedule allows weekly collaboration time for its various meetings. LPUMS has two professional development days a year, one in September and one in February. Teachers have collaborated to plan and implement schoolwide strategies and curriculum focus areas to improve instruction and student learning. Teachers work in teams to review the results of the SAT10 Analysis and create SMART Goals for each content area and for lesson plans. The Literacy Cadre, for example, identified schoolwide student skill weaknesses based on the SAT10 Item Analysis: build content and academic vocabulary across content areas. The Cadre then identified five graphic organizers for schoolwide use, with departments determining which graphic organizers to use in quarters two, three, and four. The Peer Observation initiative encourages teachers to visit other classrooms to observe teaching and can become a cornerstone when the school develops a manageable and achievable professional development plan that includes job-embedded coaching to improve teacher use and improvement of instructional strategies.

In SY 2012-2013 LPUMS moved towards inquiry-based learning through STEM-focused lessons aligned with GDOE Standards by having STEM teachers share STEM strategies with other content area teachers. These instructional strategies are designed to promote higher order thinking skills, such as requiring students to think abstractly and independently and to formulate strategies or inferences. Videotaped observations of STEM lessons

evidence the implementation of inquiry-based learning. The science department has fostered a learning environment where students are actively engaged in their own learning. Students will benefit from LPUMS systematically expanding inquiry-based and active learning opportunities in other content areas by triangulating data to measure the impact on student achievement.

Technology is integrated in all content area classrooms. The STEM initiative has provided 12 mobile labs, each with 30 laptops, 16 interactive boards, 20 document cameras, and 16 multimedia projectors. Students use this technology in the problem-solving process, conducting classroom presentations, completing and emailing assignments, and learning to use software. LPUMS will benefit from developing a technology plan identifying the technology skills and benchmarks by grade level and content areas.

Teachers use several instructional tools, strategies, programs, and resources to address individual student learning needs beyond textbooks: the IEP and ESL processes, placement of students into math classes based on WRAT 3 test results, the Homebase instructional block, Literacy Across Content Areas, and technology. Aural, visual, and kinesthetic strategies address a range of student needs and learning styles.

B3. How Assessment Is Used Criterion

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

To what extent are the assessment results the basis for measurement of each student's progress toward the schoolwide learner outcomes and academic standards?

To what extent are the assessment results the basis for regular evaluation, modification, and improvement of curriculum and instructional approached?

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

LPUMS teachers use a variety of assessments to improve instruction and curriculum and measure student progress toward ESLRs. LPUMS uses the standardized SAT10 disaggregated data as the central measure of academic achievement, targeting critical skill areas, and grouping students for classes and for tutoring during Homebase period. Identified skill areas and grouping, however, are based on the previous year's SAT-10 data, which has been available to the school in November or later, though in SY 2013-2014, test results were available in August. LPUMS teachers suffer from the misalignment between SAT10 and standards, even though teachers have aligned the test results with the GDOE Standards.

Teachers use three criterion referenced tests – the Nelson Reading Test, WRAT, and Brigance - at the beginning and end of each school year in three core curricular areas to establish baseline abilities and progress. Specifically, a skills assessment checklist is used to analyze student mastery of skills taught each quarter. The Assistant Principal of Curriculum compiles and distributes the results to content representatives for review and eventual re-teaching those skills not mastered. Teachers are mandated to administer at least two uniform formative assessments each quarter, but it is unclear how the results fit into the overall assessment program. LPUMS will be challenged to

align its testing program with CCSS in its transition to standards-based curriculum, instruction, and assessment. The school will benefit from distinguishing assessment *for* learning, which informs instruction, from assessment *of* learning, which informs knowledge and skill attainment, and extend alternative assessment strategies to enhance student learning.

Student test data has been used to modify the bell schedule and refocus the function of Homebase from improving student behavior to improving academic achievement. The assessment program has integrated the ESLRs into lesson plan format and student grades. Quarterly final assessments reflect several ESLRs and account for 15% of the term grade, and the citizenship grade uses a rubric to references the ESLRs.

Areas of Strength for Curriculum, Instruction, and Assessment Category (if any) that need to be addressed to ensure quality education for all students:

- The faculty is dedicated, highly collaborative, and professional.
- Some teachers have been trained in research-based instructional strategies, CCSS, and District Curriculum Maps.
- The school has implemented some instructional strategies across content areas and grade levels.
- Teachers are transitioning to using the CCSS but continue efforts to improve SAT results, although the standards and the test are misaligned.
- Teachers continue to use available SAT10 test analysis to identify student strengths and weaknesses.
- The school uses a variety of assessments to evaluate what students learn.
- PLCs are used to identify critical learner needs.
- Teachers use a common lesson plan format incorporating the Essential Elements of Instruction Checklist.
- Teachers have implemented and modified block scheduling based on student learning needs.
- The school communicates with the school community about student progress.

Key Issues for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

- Fully implement curriculum maps aligned with the CCSS and the GDOE Standards and Benchmarks.

- Develop a data driven assessment system that will include the use of benchmark, classroom-based formative assessments, and criterion reference tests aligned with CCSS and GDOE Standards.
- Revisit recommendations in *Breaking Ranks in the Middle* on Making Learning Personal.
- Meet with feeder elementary schools to discuss expectations and transition to the middle school.
- Develop a data driven professional development system to improve teacher use and improvement of instructional strategies and methodologies.
- Develop a technology plan that identifies and measures the technology skills and benchmarks by grade level and content areas.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- 2011 Visiting Committee Report
- Leadership Team Meetings
- Focus Group Meetings
- Parent/Community Meeting
- Student Leaders Meeting
- Random Student Group Meeting
- Meeting with District Staff
- Meeting with Classified Staff
- Classroom Observations
- Discussions with School Personnel

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

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 schoolwide learner outcomes?

Luis P. Untalan Middle School provides personalized student support through a number of programs and activities. A peer tutoring program ExCEL (Extended Classroom for Enhanced learning) was added in SY 2012-2013 to address SAT-10 skills. The school incorporated into their daily schedule an 80-minute period. Students had at least two 80 minute periods per week during which they would work with a teacher and/or peer tutor for one-to-one assistance. The program has been restructured and renamed Homebase and addresses the specific needs of students. In SY 2013-2014 students were placed into reading, language arts or math Homebase classes based on their SY 2012-2013 SAT-10 stanine results. Two teachers within each team are tasked with teaching one of the three subjects with the students rotating each subject every quarter.

LPUMS's three grade level counselors and one special population counselor provide one of the school's support services. The Counseling Center offers services in the areas of Communication, Intervention, and Prevention to students, parents and staff of LPUMS. Each year the four school counselors determine topics for the school year seminar calendar based on the top referred problem behaviors of the previous year. Topics for SY 2012-2013 included Bully Prevention, Drugs and Alcohol, Sexual Harassment Prevention, Gang Prevention as well as Peer Mediation, Career exploration and Goal Setting. The seminars are presented to all students. Counselors also provide small group and individual counseling services on a variety of topics. These are available by teacher and counselor recommendation as well as student request. According to the Student Survey, 60% of 832 students who responded to the survey said they agree or strongly agree that they have seen the counselors for support. To assist with conflict resolution, students in an elective Peer Mediation Class are trained and certified by the Inafa'maolek Mediation Center to perform mediation among their peers. This program seeks to alleviate minor disciplinary infractions and empower students to solve conflicts.

Programs have been developed and implemented to identify, assess and provide appropriate educational services to support students in such areas as English language support, Special Needs and Gifted and Talented. Approximately 62% of the student population is identified as having special needs. These include students in Special Education (SPED 7%), English as a Second Language (ESL 30%), students who are placed in Gifted and Talented Education technology classes (GATE 4%) and students who test into accelerated Math (15%) and consumer Math (remedial 6%). Two options are provided for the ESL/ELL population: Sheltered Program and Consultation Program. Every effort is made to integrate ELL students into the regular classroom. The Special Education Department includes 7 teachers, a consulting resource teacher (CRT), para-educators and various service providers e.g. Speech Therapist, Emotionally Disturbed Program Counselor and Autism Technical Assistant. Services are based on student needs as denoted in the

student's Individual Education Program (IEP). The CRT assists teachers and parents in finding appropriate interventions for students experiencing difficulties in school at home or in the community.

LPUMS is the only middle school on Guam to offer a Gifted and Talented Educational (GATE) program. Qualifying students, identified in elementary school, are challenged with a technology enriched middle school curriculum offering classes in robotics. GATE students also use technology to create and publish the school yearbook through an online system with a yearbook publishing company.

If a student is struggling academically, a child study team (CST) is formed to help determine if the student requires special education and other related services. Before a referral to Special Education is made the CST must ensure that all intervention strategies in the general education setting have been exhausted. For students who are failing three or more classes, child study teams are created to determine appropriate interventions to be implemented for the student. According to the school's Retention Policy, if students fail to improve despite intervention efforts such as summer school, outside tutoring, etc., they may be retained.

Summer School is available as a possible alternative to retention and as an enrichment program in STEM and Reading for students identified by the grade level teacher team. Other students may also be referred to the program by content teachers, counselors, and parents. Enrichment activities such as team building, fieldtrips, guest speakers and hands on activities are also provided. LPUMS has enrolled 200 students in the past two years in the Summer School Program.

Grade level teacher teams created behavior Specific, Measurable, Attainable, Result-oriented, and Time-bound (SMART) goals as a way to monitor student behavior. Content teachers created academic SMART goals to monitor student learning. Content specific goals were created to ensure that district standards are taught to all students. Teams also outlined their methods of collecting data. The School Climate Cadre is responsible for the collection, analysis and presentation of behavior data that is used to support school services. Not included is how the data is collected and processed and specifically how the results are used.

To address the increase in lunchtime student infractions the Principal established a system in which teams of teachers would alternate monitoring the large campus during lunchtime. Teachers were also encouraged to be visible in the hallways during passing times. Student infractions have decreased.

Programs that promote good behavior and academic success are provided in the school. The School Climate Cadre (SCC) implemented a schoolwide behavior incentive program to promote positive behavior outside the classroom. Students earn a "paw buck" (Positive Award Winner) for good deeds which can be redeemed for such prizes as front of the lunch line privileges, ping pong pass during lunchtime and being king or queen of the day. The school leadership conducts regular school assemblies to recognize and reward students who achieve success. The top two students in each team are recognized for being "Pride of the Den" and "Most Inspirational." The assembly also provides an opportunity to present discipline data and help students understand schoolwide behavior issues and progress.

School support services include a school nurse who is available to address a variety of health-related issues, update student shot records, notify parents of student's illness or injury and administer medicine. In keeping with the national Healthy Schools Campaign the nurse began recording Student Body Mass Indexes and informed parent's of the results in an effort to address health concerns. Also located at the school are a social worker from the Parent-Family Community Outreach program and a School Attendance Officer. The social worker bridges the communication gap between the school and home by conducting home visits and servicing many at risk students. The School Attendance Officer works with the Assistant Principal in monitoring students with previous attendance issues and referring students with truancy issues to Family Court.

LPUMS offers a variety of co-curricular activities that are directly linked to the academic standards and schoolwide learner outcomes. Among the most successful organizations are the Academic Challenge Bowl where the team challenges other public middle schools, private schools, Department of Defense schools and students who are home schooled. The LPUMS has been the top public middle school for the past three years and placed first island-wide in SY 2011-2012. To be a member of The National Junior Honor Society a student must meet certain requirements in scholarship, leadership, character, citizenship, and service. These requirements must be maintained while the student is a member. The organization is involved in various community projects. Other activities that have demonstrated the link between standards and learner outcomes include: LPUMS Band that has won gold every year it participated in the Tumon Bay Music Festival, Guam History Day/National History Day teams have won in the local history competition and gone to compete in Washington, D.C. five times in the past six years and the Stock Market Game in which two 8th grade teams from the school ranked 1st and 2nd in the 2013 island-wide competition in which more than 120 teams competed.

LPUMS at this time does not have a process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

A Student Survey was conducted during the first quarter of this school year with a response rate of 78%. The majority of the students who were part of a random sample agreed that there is support at school for their personal and academic growth. Student sought help from Counselors (60%), school nurse (75%) and teacher assistance (94%). Students agreed with the following: visibility of school aides during breaks and lunch (81%), availability of school activities that meet their interest and talent (80%) and Homebase/ExCEL being beneficial to learning (72%). Areas needing improvement as indicated by the survey include cafeteria food (31%), participation in school activities (38%) and other school organizations (36%). There is a large difference between "availability of school activities that meet their talents and interests" and the number of students participating.

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?

Luis P. Untalan Middle School involves parents through a number of different opportunities. LPUMS hosts an annual Open House at the beginning of the school year where parents are able to meet their child's teachers and become familiar with the campus. Teachers share behavior and academic expectations and all course syllabi. Twice a year parents are invited to meet and discuss with teachers their child's academic progress and concerns during the Parent-Teacher Conferences.

Powerschool is a student information system implemented district-wide in SY 2009-2010. In SY 2013-2014 the Parent Portal component was activated for parents and students. Parent Portal service provides an online venue for parents to view and monitor their child's attendance and academic progress. Parent Portal includes an effective communication system along with data regarding grades, attendance and behavior. Technology workshops were held to familiarize parents, students and teachers in the various features offered. Parent Portal is accessible to all parents who have internet access. According to a parent survey less than 30% do not have access to a computer. 50% of parents have utilized team blog pages, the LPUMS webpage and Parent Portal. No indication was noted regarding how the school was servicing those parents who do not have internet access.

The LPUMS website is updated regularly and includes a link to Parent Portal, a calendar of events, school news, student celebrations, parental forms and an electronic copy of the Student Handbook. The website also has parent, teacher and student resource links as well as a gallery of the school's accomplishments. At the beginning of the school year all students are issued a Student Planner in which students may record their assignments and daily agendas that can be seen by their parents. The planners also provide a tool that allows daily and weekly communication between parents and teachers.

The PTA holds monthly meetings that provide a forum for parents, teachers and administrators to discuss school concerns and challenges. The organization also assists in fundraising to be used for such things as quarterly student awards for academic achievement and citizenship.

The ESL department hosts an annual parent-teacher workshop at the school library. The ESL Department in conjunction with the Guam Information Resources Center provides information, training and resources to help ESL parents become more involved with their children's education. In March 2011 the ESL Team conducted a parent-teacher workshop on SAT-10 Testing Preparation, explaining specific testing accommodations and ways to help prepare their children for the annual test. Since then the team has found it difficult to continue providing this service. However, the school has included SAT-10 parent workshops in its current action plan to address this void. It was not stated that information specific to ESL would be included in the workshop.

The school is supported by various community organizations. Students can take advantage of the tutoring services provided by Guam Community College. Parents and students who wish to participate in this service can apply at the LPUMS Counseling Center. In SY 2012-2013 Guam Community College's Access Challenge Grant Program tutored 24 students during LPUMS's ExCEL period. Students from local high schools regularly visit LPUMS as fulfillment of their graduation requirements for service learning. The Science Department at one high school sent students who presented lessons on environmental awareness and

conducted activities on various topics related to science and the environment. Another high school provided students who presented lessons on the importance of online safety.

The Parent-Family-Community Outreach Program (PFCOP) provides personnel for home visits to facilitate and strengthen communication and interaction between families, school and community. It also provides workshops that present information that will help parents assist their children to become competent, productive and responsible members of the community. Program personnel are located at the school and provide services to identified at-risk students and their families. They also serve as a conduit for other social services for families who may not have the resources to access those services.

Sanctuary, Inc. is a community-based organization that provides services such as youth support groups to improve the quality of life for Guam's youth and families that are experiencing conflict. Programs include an Anger Management program and a Drug and Tobacco Cessation program. Students requiring more in-depth psychological assistance may be referred by the counselor to the Guam Behavioral Health and Wellness Center. Big Brothers, Big Sisters is a non-profit organization that serves children and youth by providing one-to-one mentors who help the students build confidence, encourages them to stay away from drugs and alcohol and other negative peer pressures and develop positive relationships with family and friends. Since 2010 there have been seven participants from the school.

The Guam Police Department's Crime Stoppers Program has conducted schoolwide seminars introducing and explaining their services. Students were able to ask questions about improving their school environment. As a result, a drop box was installed in the administration building where students could anonymously report incidences they have witnessed. The Guam Judicial System trained teachers during the second semester of SY 2012-2013 in the implementation of the Play by the Rules Program. The program is designed to teach middle and high school students about Guam laws and how these laws apply specifically to them. The program's concepts have since been embedded within the social studies curriculum.

Members of the community are invited to participate in the school's annual Career Day. The most recent Career Day for SY 2012-2013 included all grade levels and over 50 presenters representing private businesses as well as federal and local government agencies.

Parent Survey conducted during the SY 2013-2014 had the following results:

- Over 75% of parents surveyed received appropriate notices, newsletters, progress reports, report cards, textbooks and other resources
- Over 75% support their children's education, although only about 40% attend most of the school-sponsored functions.
- Over 85% agreed that administration and school personnel are qualified and competent
- Over 80% feel discipline and attendance policies are fair

- Over 75% agreed LPUMS has offered adequate opportunities for them to be actively involved in their children’s education. However, a little less than 50% do not offer their time to assist in activities offered.
- 75% have communicated with teachers, counselors or administrators regarding their child’s academic program.
- Less than 30% do not have access to a computer. 50% have utilized team blog pages, the LPUMS webpage and Parent Portal.

Conclusions

Luis P. Untalan Middle School provides personalized student support through a number of programs and activities. Students receive academic assistance through the Homebase program that was established to assist students who scored stanine 3 or below on their previous SAT-10 in math, language arts or reading. Programs have been developed and implemented to identify, assess and provide appropriate educational services to support students in such areas as English Language support, Special Needs, and Gifted and Talented. Child Study Teams are formed to help determine appropriate interventions or services for academically struggling students. The Counseling Center provides services in the areas of communication, intervention and prevention to students, parents and staff. Seminars, small group and individual counseling services are also available. There is a need to determine the effectiveness of these programs

LPUMS hosts an Open House for parents at the beginning of the school year where teachers share behavior and academic expectations and syllabi. The ESL Department hosts an annual workshop in conjunction with the Guam Parent Information Resource Center. Parent-Teacher Conferences are held twice a year to discuss student progress. Parents are kept informed through the school’s website and Parent Portal services that provide an online venue for parents to view and monitor their child’s attendance and academic progress.

LPUMS reaches out to community resources to support students and enhance their learning experiences. When students require services beyond the capability of the school, such as in-depth psychological assistance, counselors may refer students to the Guam Behavioral Health and Wellness Center. Guam Community College, students from local high schools, Guam Police Department and Guam Judicial System are among those who provide services to the school including tutoring and seminars for student and training for teachers. In addition over 50 presenters from the community take part in the school’s annual career day.

The school’s weakest area seems to be a lack of an evaluation process. There is no system in place to evaluate the effectiveness of support services, intervention processes, programs and strategies.

Areas of Strength for Support for Student Personal and Academic Growth Category (if any) that need to be addressed to ensure quality education for all students:

- The school provides personalized student support through the Homebase program.

- The Counseling Center provides seminars to all students in addition to small group and individual counseling services.
- Programs have been developed and implemented to identify, assess, and provide appropriate educational services to support students in the areas of English Language support, Special Needs, and Gifted and Talented.
- Assemblies are held to recognize students for good behavior and academic success and the “Paw buck” (Positive Award Winners) program rewards students for doing good deeds.
- Parents are invited to the school for Open House at the beginning of the year and Parent-Teacher Conferences twice during the year.
- Parent Portal provides an online venue for parents to view and monitor their child’s attendance and academic progress.
- The school retains strong community partnerships with auxiliary services.

Key Issues for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- There is a need to develop a process to collect, synthesize, and analyze student achievement data to determine effectiveness of programs, strategies, support services, and intervention processes.
- There is a need to have an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and the availability of activities for all students
- There is a need to assure that there is a high level of teacher involvement with all students both within and outside the classroom.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- 2011 Visiting Committee Report
- Leadership Team Meetings
- Focus Group Meetings
- School Climate Cadre Meeting
- Parent/Community Meeting
- Student Leaders Meeting
- Random Student Group Meeting
- Meeting with District Staff
- Meeting with Classified Staff
- Classroom Observations
- Discussions with School Personnel
- Discussions with Students

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

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 schoolwide learner outcomes?

The Vision, Mission and Expected School-wide Learning Results (ESLR) are considered during the decision making process of creating a school budget. LPUMS's school leadership and parents are given the opportunity to provide input on the budget before final approval.

The frequency of changes in administration makes consistency a challenge. Contracted services, such as for cleaning and maintenance, may change even more frequently than that of administrative changes and in reality ceased during part of fiscal year 2012. Standard Operating Procedures (SOP) addressing oversight of contracted service is being developed.

Due to the poor condition of LPUMS original campus, the school relocated to Tiyan in January 2012. This interim campus is more than adequate, providing increased campus space, a separate classroom for each teacher, a larger gym for sports activities, an outdoor amphitheater for school wide assemblies, and more office space. It is a well-maintained campus. LPUMS anticipates returning to a renovated Barrigada campus with additional classrooms and restrooms but too small of a gym to hold interscholastic games in July 2014.

Internal audits of funds, textbooks, supplies and equipment are conducted yearly to ensure funds are accounted for and resources are used properly. There never seems to be enough funds. Teachers shoulder the cost of some supplies and equipment. The GDOE Learning Resource Center (LRC) allocates \$25 quarterly for instructional supplies and copying services. In addition, in SY 2012 – 2013, teachers were given the opportunity to submit a maximum of \$500 requests for instructional materials. Although these requests were submitted to the GDOE Procurement Division, 90% of the requested invoices have not been received.

There are new textbooks in LA, Reading, and SS. Math and Science are in need of sufficient and updated text and materials for implementation of Common Core State Standards (CCSS). Funds from the annual Library Grant, the STEM program and ARRA were used to purchase laptop mobile carts, multimedia projectors, smart boards, and document cameras. Over half of the teachers have been provided with a laptop for their use while employed with GDOE.

LPUMS teachers have participated in a variety of training sessions, such as CCSS, CITW, HQT, PLC, Literacy strategies, RTI and BrainPop. Teachers who attend trainings are expected to become trainers of other teachers at LPUMS.

D2. Resource Planning Criterion

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

LPUMS develops a School Action Plan that aligns with the District Action Plan (DAP). Funds are allocated in accordance to the plan. Resource planning is the responsibility of the Administration although teacher input into the plan is encouraged.

Teachers have been afforded the opportunity to attend off-island trainings. These trainings and the WASC self-study have helped the Administration and Leadership Team determine long-range plans.

Information about LPUMS is delivered via newspapers, website, and email.

LPUMS is marketed through the successful participation of students in many community events such as, National History Day, sports competitions, Music Festivals, etc. Teachers provide community outreach, such as STEM training at other schools.

Areas of Strength for Resource Management and Development Category (if any) that need to be addressed to ensure quality education for all students:

- The school has attempted to express their policies, procedures, strengths and weaknesses in the area of resources.
- Their procedures are inclusive; allowing for leadership, staff, parents and student to participate in the decisions about resource management.
- The staff is commended for their willingness to assist with the cleaning of the classrooms and hallways and for their 'work together as a family' attitude.
- The faculty is commended for their attendance at trainings on new effective instructional strategies; taking on the role of trainer for other faculty members; and their open collaboration and sharing with each other 'what works'.
- The school is to be commended for its efforts to provide sufficient technology equipment for the student classrooms.

Key Issues for Resource Management and Development Category (if any) that need to be addressed to ensure quality education for all students:

- Service contracts need clear, specific expectations of services with timely consequences when expectations are not met.
- Administrative oversight of contracts.
- Principal stability to ensure long term planning and school improvement.

- Plan for the purchase and replacement of instructional materials, textbooks, and equipment for all content areas.
- Appropriately involve stakeholders in the school planning process.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Leadership Team Meetings
- Focus Group Meetings
- Parent/Community Meeting
- Student Leaders Meeting
- Random Student Group Meeting
- Meeting with District Staff
- Meeting with Classified Staff
- Classroom Observations
- Discussions with School Personnel
- Discussions with Students

Part B: Schoolwide Strengths and Critical Areas for Follow-up

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

The 2011 Midterm Report commended the school staff for its resourcefulness, cohesiveness, and collaboration, as well as its efforts to use SAT10 and discipline data to address the unique needs of students. The school climate was commended for its cooperation, support, mentorship, and resiliency. Additionally, the implementation of Professional Learning Communities that promoted the integration of content areas and electives courses was commended.

The critical areas for follow-up included four recommendations for the GDOE and four for LPUMS. The recommendations for the school focused on long term professional development, internet access, decision-making, and the need for parental workshops.

General Comments:**Schoolwide Areas of Strength**

1. Students at LPUMS are respectful, articulate, and eager to learn.
2. The school's mission and ESLRs are clear, concise, and evident throughout the school.
3. Strong collegial and supportive relationships are evident among staff.
4. Teachers and administrators diligently collect and utilize SAT10 and SWIS data for decision-making that informs instructional practice.
5. The faculty is dedicated, highly collaborative, and professional.
6. Teachers have been trained in research-based, instructional strategies, CCSS, and District Curriculum Maps.
7. The school has implemented a number of common instructional strategies and formative assessments across content areas and grade levels.
8. Teachers are transitioning to using the Common Core State Standards.
9. Grade level and content teams work collaboratively to identify critical learner needs.
10. Staff participating in professional development share best practices and train other faculty members through open collaboration.
11. Teachers use a common lesson plan format incorporating the Essential Elements of Instruction Checklist.
12. Teachers have implemented and modified block scheduling based on student learning needs.

13. The school communicates with parents about student progress in a variety of ways.
14. The school provides personalized student support through the Homebase program.
15. The Counseling Center provides seminars to all students in addition to small group and individual counseling services based on SWIS referral data.
16. Programs identify, assess, and provide appropriate educational services to support students in the areas of English Language support, Special Needs, and Gifted and Talented.
17. Parent Portal provides an online venue for parents to view and monitor their child's attendance and academic progress.
18. The school retains strong community partnerships with auxiliary services.
19. Leadership, staff, parents and students participate in the decisions about resource management.
20. The school is to be commended for its efforts to provide sufficient technology equipment for the student classrooms.

Schoolwide Critical Areas for Follow-Up

(Include who, what, why, and the impact on student learning)

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

1. Administration and staff need to develop a systematic process to collect a variety of evidence, synthesize, and analyze student achievement data to determine effectiveness of programs, strategies, support services, and intervention processes. An accountability system will allow the school to evaluate all its programs.
2. Administration and staff need to develop a data driven professional development and evaluation system to determine effectiveness of teacher use of instructional strategies and methodologies.
3. Administration and staff need to fully implement curriculum maps aligned with the Common Core State Standards and the GDOE Standards and Benchmarks.
4. Administration and staff need to have an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and the availability of activities for all students.
5. The GDOE must address frequent administrative turnover that impedes implementation of research-based initiatives and progress toward school improvement and student achievement.

Chapter V: Ongoing School Improvement

Include a brief summary of the schoolwide action plan.

The action plan includes six goals related to various components of schooling as follows: Goal 1 (Student Performance), Goal 2 (Student Behavior), Goal 3 (Health and Safety), Goal 4 (Passing Rate), Goal 5 (Student Attendance), and Goal 6 (Employee Attendance). There are a total of 51 action steps in the plan. Most of these steps are written in general or vague terms (e.g., “Effectively implement a Literacy program in vocabulary Instruction using graphic organizers”), with few specifics regarding timelines, expectations, and benchmarks or milestones to measure progress toward successful implementation.

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

The adequacy of the action plan can be improved by fully describing the action steps, identifying personnel responsible for monitoring implementation, providing reasonable timelines to monitor and evaluate progress, and by including benchmarks or milestones to measure implementation progress. The action plan does address critical areas of follow up from the last VC report. However, the revised action plan will need to better address Critical Area #5 from 2011: “Revisit the comprehensive long-term professional development plan to ensure it is both manageable and achievable.”

Given the collaborative nature of the staff at LPUMS, their focus on student achievement, and the support and direction from the current administration, a focused revised action plan will enhance student learning. An action plan with more details, expectations, measures, and reasonable timelines will be more “user-friendly” and better integrate all major school initiatives.

The action plan, after necessary revisions, particularly to measures and timelines, is feasible. Sufficient commitment to the plan is evident.

Existing factors that support school improvement

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

The turnover rate of Principals at this school has been high in recent years. Although the school has many key initiatives in place and will continue to make progress, strong, stable principal leadership is needed at this school.

The school will be moving back to its remodeled campus for SY 2014-15. Existing problems and challenges at that facility should be corrected or minimized by the time of reopening.

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

Strong administrative leadership, along with strong teacher leaders within the grade level teams and content teams, ensures the soundness of the follow-up process aimed at the accomplishment of the action plan.