

Guam Department of Education Five-year Strategic Plan



I CHalán-ta Mo'na
“Our path forward”

Adopted: Tuesday, April 19, 2022
Guam Education Board

Our Vision

“Every Student: Responsible, Respectful and Ready for Life”

Mission Statement

Our Educational Community...

Prepares all students for life...

– by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.

Promotes Excellence...

–by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.

Provides Support...

– by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.

Guam DOE Graduate Outcomes

All Students from Department of Education will be...

***Technologically Literate
Effective Communicators
Academically Successful
Model Citizens***

Guam Education Board

Mark B. Mendiola, Chairman

Dr. Mary A.Y. Okada, Vice-Chair

Peter Alexis D. Ada, Member

Felicitas B. Angel, Member

Lourdes M. Benavente, Member

Karlyn R.C.G. Borja, Member

Robert A. Crisostomo, Member

Maria A. Gutierrez, Member

Dr. Ron L. McNinch, Member

Ex-Officio (Non-Voting) Members

Timothy Fedenko

President, Guam Federation of Teachers

Mayor Melissa B. Savares

Mayor of Dededo and Mayors' Council of Guam Representative

Sophie Nochefranca

IBOGS Chair and Representative

Island-wide Board of Governing Students

Sophie Nochefranca (Chair) & Morris (Emmy) Bawit

John F. Kennedy High School

John Paul Pineda, (PRO) & Kyla Trinidad

George Washington High School

Darryl Mercado & Zekiya Mapilisan

Okkodo High School

Grace Dela Cruz (Vice-Chair) & Ryae Cosca

Simon Sanchez High School

Jessica Pendon (Secretary)

Southern High School

Isabella Paco

Tiyan High School

Division Heads

Jimmy Teria, Acting Administrator
CHamoru Studies & Special Projects Division

Franklin Cruz, Acting State Director
Child Nutrition Program (CNP)

Julietta C. Quinene, Administrator
Community Health & Nursing Services

Philip Toves, Acting Manager
Facilities & Maintenance

Ignacio C. Santos, Administrator
Federal Programs Division

Lourdes R. Perez, Comptroller
Financial Affairs Division

Anthony (Sean) Monforte, Administrator
Food & Nutrition Services (FNS)

Catherine M. Schroeder, Program Director
Headstart

Joy Bulatao, Acting Chief Auditor
Internal Audit Office (IAO)

Carmen T. Charfauros, Administrator
Office of Supply Management

Leilani Marie F. Keone, Administrator
Personnel Services Division (Human Resources)

Dr. Zenaida (Zeny) N. Natividad, Administrator
Research, Planning, and Evaluation (RP&E)

Thomas C. Babauta, Assistant Superintendent
Special Education Division (SpED)

Christopher M. Anderson, Administrator
Student Support Services Division (SSSD)

Message from the Guam Education Board Chairman

Hafa Adai GDOE Familia,

I CHalan-ta Mona, Our Path Forward, is a comprehensive strategic plan that was conceptualized, and developed over the past few years. Despite a global pandemic and the ever evolving challenges in carrying out the mission of GDOE, the Guam Education Board remained steadfast and continued its goal in updating and revising its strategic plan. To ensure a well thought out Strategic Plan many stakeholders of our department of education contributed to the final product. This document will be the guiding document for a systematic approach to enhancing our programs and services to our Students, Families, and Employees for the next five years. To get to this point the leadership of the GDOE and the Guam Education Board worked to ensure that we captured what was important for our community.

I want to reassure our community that this document will not be shelved but rather be a living document that would require reports and actions to stay on track to accomplish our goals. Decisions will be data driven which will align resources with our desired outcomes. At the end of the day the overarching goal is to enhance our student experience and achievements. Our community demands nothing less of an efficient and effective education system that prepares our next generation for a life of productivity and prosperity.

I CHalan-ta Mona, Our Path Forward, for our department is clearly defined and our journey will continue on to the next phase of implementation. More to follow...

Congratulations GDOE!

*Kon Respetu,
Mark B. Mendiola, Chairman
Guam Education Board*

Message from Policy and Strategic Planning Chairman

*EDUCATION IS OUR PASSPORT TO THE FUTURE; FOR TOMORROW BELONGS
TO THE PEOPLE WHO PREPARE FOR IT TODAY. MALCOLM X*

*The COVID Pandemic had a significant impact on many aspects of society including public education. For the last year, the members of the Guam Education Board, along with the Superintendent and his staff, Teachers, Parents, Community Partners, External Educational Partners, and Students have all been working feverishly to develop the five-year Strategic Plan (STRATPLAN) that will pave the way toward student success and academic excellence despite the challenges and in synergy with the opportunities presented by the Pandemic. Today is a milestone on that journey as the Guam Education Board adopted the full measure and intent of **I CHalan-ta Mo'na: Our Path Forward**.*

*As Malcolm X so eloquently put it: **"Tomorrow Belongs to the People Who Prepare for it Today."** Through this STRATPLAN, the Department of Education is committed to ensuring that every student within the system will benefit from the best Leadership, the most relevant Curriculum, a fully engaged and informed Parent community, and the safest and most recently renovated facilities that the Department can offer. I want to personally congratulate the many individuals who contributed to the development and creation of this plan from inception to execution. **JOB WELL DONE!!!** I also want to caution everyone that although the GEB adopted the plan **today**, the real work is in the execution of the plan **tomorrow** and beyond. I have every confidence that together, working shoulder to shoulder, we will succeed in our overall Goal to prepare our students for life's challenges and opportunities. John Dewey said, **"Education is not the preparation for Life; rather Education Is Life Itself"**. With this Strategic Plan, our GDOE Students are poised for success and a bright future. Let the Journey begin, **I CHalan-ta Mo'na**.*

I would like to conclude with one last quote to mentally prepare everyone for the work ahead:

*"You can't spell **CHALLENGE** without **CHANGE**. If you are going to rise to the Challenge, you have to be prepared to Change." Esthella B.*

*Thank you and God Bless.
Robert A. Crisostomo, Chairman
Policy and Strategic Planning Committee*

Message from Superintendent of Education

Hafa Adai to our students, families and educational community!

Over the past two years, the Guam Department of Education has had to join forces with our partner agencies to ensure that our island community survived the COVID-19 pandemic. This meant shifting resources and mobilizing our people to help feed families, team with other health care professionals to prevent the spread of COVID-19, provide protective supplies and equipment to our schools, and organize and support community vaccination efforts. Because of the pandemic, our educational system was disrupted, and we found ourselves forced to move rapidly to provide distance learning opportunities for students to continue learning, despite the repeated shutdown of our island and our schools. Even with our best efforts, the two years have proven challenging and difficult for all of us who care about our children.

Of course, we recognize the important role that GDOE plays during community emergencies, but we also know that it is time to fully return to our core mission of educating our children. Our updated GDOE strategic plan, entitled “I Chalan-ta’ Mo’na” (Our Path Forward), will help guide our emergence from this pandemic with an emphasis on learning recovery, academic progress, and the social and emotional well-being of our students and our employees. In our plan, there are seven goals focused on maintaining collaborative leadership, graduating students ready for life, ensuring academic progress at all levels, engaging family and community partners, creating a safe and healthy learning environment, supporting safe and healthy facilities, and maximizing our critical resources to serve our children over the next five years. Between now and 2027, meeting these goals will ensure that we retain effective teachers and leaders, prepare our students college and work, keep our families and community partners engaged, and support all children in maximizing their potential. The work we have ahead is critical for our entire island.

Thank you to the Guam Education Board, our GDOE management team, school administrators, teachers, staff, parents and students for working together over the past several months to update our GDOE strategic plan. Our collaboration demonstrates the importance we all place on education as the key to helping each student succeed in life and to strengthening the resilience of our community through all challenges. Our journey forward begins today.

*Si Yu’os’ Ma’ase’,
JON J.P. FERNANDEZ
Superintendent of Education*

Introduction and development process for *I CHalån-ta Mo'na*

On September 23, 2014, the Guam Education Board adopted *20/20: A Clear Vision for Education on Guam* as the department's strategic plan for the next six years. It was an inspiring plan with high expectations and ambitious objectives for student achievement. In summary, the plan revolved around four main components: Professional Learning Communities and Collaborative Teams; Curriculum, Instruction, Assessment and Interventions; a Comprehensive Student Assessment System; and efforts to improve services with limited funding by increasing efficiency in our operations.

Being up for renewal during SY2019-20, the strategic planning process began during the spring semester of SY18-19, which coincided with the district's mid-term accreditation visit by the Western Association of Schools and Colleges (WASC) on May 14-17, 2019. In preparation for the visit and the completion of the accreditation report, we solicited feedback from stakeholders throughout SY2018-19 related to the different sections of the strategic plan. As the first district to go through the WASC district accreditation process, the report was formatted to align with the department's strategic plan, which then allowed us to use the mid-term accreditation visit as an evaluation point in its implementation. In the findings, the WASC visiting team essentially concurred with the department's findings that although we were successful in implementing almost all of our strategies in the strategic plan and have created a strong culture of collaboration among administrators, teachers and instructional personnel around our standards and ongoing professional development, we did not see the substantial gains we had hoped for in our objectives for student achievement. Though we did show annual increases in the graduation rates, the student achievement data in English language arts and math still showed a large percentage of students were in substantial need of support. Yes, there was improvement in the scores for students at all levels of achievement in both our interim and summative assessments unfortunately however, the improvements were not enough to show substantial gains towards our plan's objectives.

In the spring of SY2019-20, when the various accreditation and strategic planning teams were getting ready to present their proposed revisions to the strategic plan, the island and planet were hit with a pandemic that would change the way our island, our country and the world will view education in the years to come. This put the strategic planning work of the department on hold for over nine months.

Throughout the summer and fall of 2020, the focus of all department personnel was on supporting the operations of three models of learning. These models included online instruction, a hard-copy or paper-based curriculum, and face-to-face instruction. Unfortunately, face-to-face instruction wouldn't come into realization until much later in the school year during the spring semester. Fortunately, during this period around December, 2020 central office staff and school leadership teams started to rekindle some of their strategic planning work while obtaining input from stakeholders for the District/School Readiness Task Force (DSRTF). This task force was the group responsible for the planning of GDOE's COVID response and use of federal funding under the Education Stabilization Fund (ESF) and later, the American Rescue Plan (ARP). Then in February, 2021 with the new members of the Guam Education Board in place and after COVID operations were somewhat stabilized, we resumed work on the five-year strategic plan and initiated regular input sessions with stakeholders over the course of the spring, summer and fall semesters.

Starting in February, 2021 numerous input sessions with School Leadership Teams composed of school administrators, teacher leaders, and staff were held along with other stakeholder groups such as parents, community members and student leaders. In April, 2021 the Board adopted the seven strategic priorities of the plan and in July, 2021 the committee started sharing the drafts of the first round of goals, objectives and strategies.

During these months, we also had the good fortune to be guided by planning experts from the Region 18 Comprehensive Center, in particular Dr. Allison Layland, a nationally recognized expert in strategic planning and management and Mrs. Lynette Villagomez, the center’s assistant director and an experienced educator with a background in research, evaluation and data. Additionally, through an effective leadership and communications project funded with consolidated grant funds, the different stakeholder groups from the schools and parent representatives spent some time working with Drs. Laura Souder and Samuel Betances on the development of a set of recommendations for post-COVID approaches to education. Their work is appreciated and findings incorporated into this plan.

Fast forward to today, the final goals, objectives and strategies articulated in this plan are the result of over a year’s worth of input sessions, review, revisions, debate and finally consensus around how we as a department wish to approach and address the strategic priorities identified by the Board. They form what we are calling *I CHalân-ta Mo’na* or “Our path forward” as we return to school full-force after this pandemic, which is sure to be recognized as one of the most if not the single most devastating natural disaster to hit the entire planet. There is no doubt that the negative impacts on our children’s education and mental health will be felt for years to come. The key to mitigating these negative impacts is to have a strong vision, the resources to achieve that vision and a comprehensive and well-designed plan to get us there. We have the vision... thanks to our covid funding, we have the resources... this is our plan to get there.

Strategic Priorities & Working Committees

Strategic Priority	Description
<p>1) Leadership: Organizational structure, professional development for leadership and management in the organization.</p> <p>GEB Committee Chair: Mark Mendiola Lead Staff: Superintendent of Education</p>	<p>As the first strategic priority, LEADERSHIP is recognized as being a key factor in the successful implementation of this strategic plan and the overall success of the department in achieving its long-term vision, mission, goals and objectives. Leaders at all levels must be provided with the training, resources and supports necessary to move the department forward but must also be held accountable for ensuring that there is progress being made despite the many challenges that the organization faces on a regular basis.</p>
<p>2) Curriculum, Instruction and Assessment:</p> <p>GEB Committee Chair: Lou Benavente, Lead Staff: Joe Sanchez, Deputy Sup-CI&I, Sub-committee: Comprehensive Student Assessment System (CSAS)</p>	<p>Central to any education system is its curriculum, instruction and assessment programs which are easily described as what students are supposed to learn, what type of instruction they receive, and how they demonstrate their achievement of those expectations. The curriculum articulates the knowledge, skills and dispositions that students are supposed to achieve upon graduation from our system.</p>
<p>3) Family & Community Engagement:</p> <p>GEB Committee Chair: Karla Borja, Parent Representative, Lead Staff: Erika Cruz, Deputy Sup- ESCL</p>	<p>In the previous strategic plan, family and community engagement was identified as a strategy under student safety. This time around, the Board wanted to elevate it as a separate strategic priority to emphasize its importance to the success of all students.</p>
<p>4) Student Behavior, Discipline and Safety:</p> <p>GEB Committee Chair: Maria Gutierrez Lead Staff: Erika Cruz, Deputy Sup- ESCL</p>	<p>For students to achieve academically or mature socially and emotionally, they need to feel safe from physical and emotional harm or danger. Based on student data compiled by student support services, it is only a small percentage of students who are committing the majority of the behavioral infractions in the district. Accordingly, this plan will focus on</p>

	strategies that reinforce the good behavior exhibited by a large majority of students as well as targeted supports for those with repeat infractions.
5) Facilities and Maintenance: GEB Committee Chair: Maria Gutierrez, Lead Staff: Frank Cooper-Nurse- Deputy Sup- FAS	Facilities and Maintenance is a new priority for this strategic plan, but NOT a new priority for the department. For years, the facilities of the department have been a challenge with leaking roofs, partial walkway coverings, broken urinals and toilets, and other well-known and reported deficiencies. With the influx of federal funds from the American Recovery Plan, the department intends to address many of these challenges. This plan will help with setting the needed direction for this work.
6) Finance and Administrative Services: GEB Committee Chair: Mark Mendiola, Lead Staff- Frank Cooper-Nurse, Deputy Sup- FAS	During the timeframe of this strategic plan, it will be the first time in many years that a substantial amount of funding is made available to assist with the implementation of the activities herein. Through the Education Stabilization Funds, the American Rescue Plan, and the annual Consolidated Grant, we have the funding we need to make real improvements to our system that we could not do in previous years. This makes Finance and Administrative Services an important strategic priority so that we hold ourselves accountable for these funds, access them in a timely manner, and process the resources that our students, families and teachers need.
7) Data and Accountability Framework: GEB Committee Chair: Robert Crisostomo, Lead Staff- Deputy Joe Sanchez & Dr. Zeni Natividad, Administrator, RP&E	Lastly, through a strategic priority, the Data and Accountability Framework won't be expressed as a separate goal, rather, it will be embedded in all of the other goals to support the collection, organization, and reporting of the objectives and implementation activities. Each committee will have one of their representatives serve as a member of the data committee to provide data and generate the reports to be submitted to the Board.

Format and layout of STRATEGIC Plan

Goals	The Goals articulate the broad, aspirational desires for a particular strategic priority; a description of the desired conditions for each priority.
Objectives	The Objectives in this strategic plan are the measurable targets that define and describe success for each of the goals; measures of success of each goal. Answers the question: Are we and/or to what extent are we achieving our goals?
Strategies	The Strategies are how we intend to achieve the plan's goals and objectives; describing what we will do. These strategies will help guide the development and implementation of specific programs, projects, and initiatives to support the achievement of the goals.
Theory of Action	The Theory of Action provided for each of the goals within the strategic priorities explain the connection and importance of each goal to the overall

	vision and mission of the department. It describes how each goal with support overall student achievement and success.
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Format and layout of IMPLEMENTATION Plan

Development	The development timeframe is late spring and early summer, 2022 for implementation during SY2022-23. This implementation plan will cover the first two years of implementation.
Projects Activities & Tasks	<ul style="list-style-type: none"> ➤ Specific programs, project activities and initiatives that will be implemented for each strategy ➤ Associated tasks for implementation will be identified for each activity and initiative ➤ Timelines for the completion of each associated tasks will be outlined, monitored and reported regularly to the superintendent and GEB.
Progress Monitoring	Based on the associated tasks and timelines, the progress of each activity will be monitored and reported on throughout the school year with adjustments being made accordingly.

Oversight of Strategic Plan Implementation

Oversight of the implementation of this strategic plan is described below. This framework clearly identifies the specific roles and responsibilities that Board members, senior management, division heads, and school and central office leadership and personnel play in the implementation, monitoring and reporting of the status and progress made in the objectives, strategies and implementation activities.		
Overall Strategic Plan Implementation	<ul style="list-style-type: none"> ✓ GEB Chair & Vice-Chair ✓ GEB Committee Chair on Policy and Planning ✓ Island-wide Board of Governing Students Chair ✓ Superintendent of Education 	As the overarching plan that identifies the Guam Education Board’s strategic priorities and sets direction for the department for the next five years, its implementation is a major priority of the Board and will be monitored closely by the Board’s executive committee and the Superintendent of Education who will, in turn, hold the appropriate senior leadership and staff accountable for their roles in the plan implementation.
Guam Education Board Committees	<ul style="list-style-type: none"> ✓ GEB Committee Chairs and Members ✓ Island-wide Board of Governing Students ✓ Assigned Deputy Superintendents and Staff 	The Board committee chairs of each committee with work closely with their assigned deputy superintendents, division heads and appropriate staff to ensure the collection and timely reporting of data and progress to the Board.
Superintendent and Deputy Superintendents	<ul style="list-style-type: none"> ✓ Superintendent- Overall plan and Leadership committee ✓ Deputy Superintendents- Respective committees 	The Superintendent and Deputy Superintendents are responsible for the execution of the strategies, activities and task under their respective

		committees. They assign and supervise staff and will be responsible for the collection, organization, and reporting of data and progress to their respective Board committee chairs.
Division Heads, Principals, Senior Staff	<ul style="list-style-type: none"> ✓ Division Heads assigned to respective committees ✓ Principal representatives in each committee ✓ Central office and project staff assigned to each committee 	Deputy Superintendents will be responsible for assigning division heads, principals, central office personnel, and school-based staff to lead or work with specific projects and activities that are identified for implementation under one or more of the plan's strategies.
Internal and external stakeholders	<ul style="list-style-type: none"> ✓ School Leadership Teams: Administrators, Teachers, Staff ✓ Central office staff ✓ IBOGS as Student representatives ✓ Island-wide PTO, Head Start Parent Council and GAPSD as parent representatives 	These stakeholder groups will be engaged regularly during quarterly briefings on status and progress of strategic plan activities. During these briefings, there will be opportunities for questions, concerns and recommendations moving forward.

Research, Best Practices and Trends in K-12 Education

During the various input sessions and throughout the development of the plan, committee members and stakeholder have shared various media articles, research papers, and literature reviews/summaries to support their many ideas and recommendations. These are some of the main organizations and sources of information provided along with the different research findings, recommended best practices and trends.

Sources of information and support

- ❖ United States Department of Education (US-Ed)
- ❖ National Association of State Boards of Education (NASBE)
- ❖ National Association of State Directors of Special Education (NASDSE)
- ❖ Region 18 Comprehensive Center
- ❖ Pacific Resources for Education and Learning (PREL)
- ❖ McREL International
- ❖ Council of Chief State School Officers (CCSSO)

Research findings, recommended best practices, and trends in prek-12 education

- ✓ Support for promoting the **professional learning of teachers, administrators and instructional support** staff to improve the quality of instruction in all classrooms
- ✓ Support for the **establishment of collaborative structures in schools and school systems** to allow for the identification, sharing, development and dissemination of research-based strategies and best practices throughout the district
- ✓ Support for **diverse curricular programs and multiple pathways to success** such as career academies, career and technical education, individualized academic plans, job certification programs, and internships
- ✓ Support for the **importance of students' social and emotional development and overall health and well-being**
- ✓ Support for the **importance of engaging parents and families** in school leadership roles and activities
- ✓ Support for the **incorporation of literacy strategies** in all content areas
- ✓ Support for the use of **multiple data sources and measures of success** to determine and monitor student achievement along with the training of staff to utilize the data in both a formative and summative manner
- ✓ Support for the **alignment of district and school policies and practices** towards key strategies meant to support student achievement at all levels

Strategic Priority #1

Collaborative LEADERSHIP

Goal# 1: The Guam Department of Education will establish and maintain a culture of collaborative Leadership throughout the organization to foster greater engagement of all stakeholders to support student success.

Theory of Action

By establishing and maintaining a culture of collaborative leadership in the department, both internal and external stakeholders will be more engaged in the leadership and management of the organization which will result in improved communication, more productive and effective interactions, and higher quality decisions and outcomes that will ultimately support greater student success.

Objective 1.1: By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will rate GDOE leadership overall and targeted leadership groups (Superintendent, Deputy Superintendents, Division Heads, School Principals and Assistant Principals) as satisfactory or higher or equivalent ratings based on identified best practices related to effective leadership. By the end of year five, that percent will increase to 80%.

Objective 1.2: By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will perceive the department leaders to be promoting a culture of collaboration in the organization. By the end of year five, that percent will increase to 80%.

Strategy 1.1: Implement practices that provide structured and consistent opportunities for collaboration among all divisions, schools, and employees in order to promote better communication, the sharing of resources, and collective problem solving with the intent to advance greater effectiveness and efficiency in department operations.

Strategy 1.2: Strengthen and maintain activities that regularly engage stakeholders in collaborative decision making at all levels to include, but not be limited to, department personnel, students, parents, government officials, community members and organizations.

Strategy 1.3: Assess the needs and support the professional learning of the department's current and aspiring leaders, managers, supervisors, and project leads at all levels to develop and increase their capacity to engage stakeholders, practice collaborative leadership, and improve their overall leadership, management, and administrative skills.

Strategy 1.4: Implement a process to review and update our current evaluation systems for educational leaders, department managers, and instructional personnel in order to establish and maintain focus on critical areas of need and strategic priorities.

Strategy 1.5: Implement activities that support the preparation, recruitment and retention of educational leaders at all levels of the system.

Strategic Priority #2: Curriculum, Instruction and Assessment

Goal #2: All Guam Department of Education students will graduate from high school prepared to engage in life-long learning and contribute to the economy with the academic and work-ready skills necessary to thrive in 21st Century society.

Theory of Action

By providing students with a diverse and high quality curriculum supported by evidence-based instructional strategies and assessment tools, more students will be engaged in their education and obtain the knowledge, skills and dispositions necessary to be happy, independent and productive adults in today's society.

Objective 2.1: Throughout the duration of the Strategic Plan, the GDOE will maintain a four-year cohort graduation rate of 80% or higher.

Objective 2.2: By year three of this strategic plan, at least 80% of all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment). By year five, at least 50% will score Gold or higher.

Objective 2.3: By year five of this strategic plan, at least 80% of all third year high school students will score at the close to ready/proficient level or higher in English Language Arts and Math as measured by the Department's State-wide Assessment

Objective 2.4: By year five of this strategic plan, at least 50% of third year high school students will score at the ready/proficient level or higher in English Language Arts and Math as measured by the Department's State-wide Assessment.

Objective 2.5: By year three of this strategic plan, at least 50% of all graduating students will have completed a specific pathway towards graduation and/or job/career certification program (examples: GCC CTE programs, career academies, Guam Trades Academy, computer/tech certification, etc.). By year five, this percent will increase to 80%.

Objective 2.6 By year three of this strategic plan, at least 80% of first-year high school students will earn at least five credits by the end of their first year in high school. By year five, this will increase to 90%.

Strategy 2.1: Strengthen and diversify the curriculum at all levels to provide students with a variety of culturally relevant activities, multiple opportunities for growth, and pathways for success to support their readiness for life-long learning, the 21st century workforce, civic engagement, and life on Guam, in our region and throughout the world.

Strategy 2.2: Continue to provide research and evidence-based professional learning opportunities, resources, and implementation support to teachers, administrators, and instructional staff to build the overall capacity of department personnel to strengthen and improve the quality of the curriculum, classroom instruction, assessment systems and interventions for students.

Strategy 2.3: Provide high quality instructional resources, both printed and digital, to instructional personnel to support the department's curricular programs and activities.

Strategy 2.4: Maintain and support activities that promote collaboration among teachers, administrators, and instructional personnel in order to foster a deeper understanding and alignment of our standards; allow for the

development and sharing of effective lessons and instructional strategies; support the design and use of standards-based assessments and instructional tools; and coordinate the identification and implementation of needed interventions for both advanced and struggling students.

Strategy 2.5: Provide high quality language learning instruction to produce CHamoru speakers and support teacher certification and the professional learning of CHamoru instructors to strengthen the department’s CHamoru language revitalization programs and activities.

Strategy 2.6: Implement activities that support the preparation, recruitment and retention of classroom teachers at all levels of the system.

Strategic Priority #2: Curriculum, Instruction and Assessment

Goal #3: All Guam Department of Education students will attain the knowledge, skills and disposition necessary to progress from grade to grade and from one level of schooling to another in order to maximize the opportunities available to them to successfully graduate from high school.

Theory of Action

In order for students to be successful through the course of their k12 education, students need support along the way to overcome the many academic, social and emotional challenges often experienced by children and young adults. By providing these supports in a timely and consistent manner throughout the system and at every level, we will increase the likelihood of students obtaining the knowledge, skills and dispositions to be successful in the next grade and level of schooling which will support their continued progress towards graduation.

Objective 3.1: By year three of this strategic plan, at least 80% of 3rd– 8th grade students will score at the close to ready/proficient level or higher in English Language Arts and Math as measured by the Department’s State-wide Assessment.

Objective 3.2: By year five of this strategic plan, at least 50% of 3rd – 8th grade students will score at the ready/proficient level or higher in English Language Arts and Math as measured by the Department’s State-wide Assessment.

Objective 3.3: By year five of this strategic plan, at least 80% of elementary and middle school students will reach the target level in reading and math as measured by the Department’s Interim Assessments.

Objective 3.4: By year five of this strategic plan, at least 80% of elementary and middle school students will achieve at Proficiency Level Three (3) or better for their semester grade in Language Arts, Reading and Math.

Strategy 3.1: Implement new and/or improve current evidence-based intervention projects and activities at all grade levels that support the success of ALL STUDENTS in particular, students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 3.2: Provide instructional staff with ongoing training, resources and support to increase their capacity and enhance their skills to work with ALL STUDENTS, in particular students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 3.3: Identify and implement policies, activities or initiatives that help promote a growth-mindset, student engagement and supports those who need additional assistance with attaining grade level knowledge and skills.

Strategic Priority #3 Family & Community Engagement

Goal #4: The Guam Department of Education will establish and maintain a culture of strong family and community engagement to support the success of all students.

Theory of Action

When parents, families and communities are engaged with their schools, they exert a strong positive influence on students that helps them stay focused, excited and committed to their education. By establishing and maintaining a culture of family and community engagement, our students will experience this positive support which will result in greater student achievement, positive behaviors, and overall positive student outcomes.

Objective 4.1: By the end of the third year of this strategic plan, at least 75% of parent survey participants will report feeling regularly informed about department of education matters. By the end of the fifth year, that number will increase to 85%.

Objective 4.2: By the end of the third year of this strategic plan, at least 75% of parent survey participants will report they are regularly provided with opportunities to be engaged in and provide input into department matters and decisions. By the end of the fifth year, that number will increase to 85%.

Strategy 4.1: Establish and maintain practices at all levels of the department to ensure that families and community stakeholders are informed about school and department matters on a consistent basis and through a variety of media platforms.

Strategy 4.2: Establish and maintain a communications infrastructure at all levels of the department that promote greater access and engagement of families and community stakeholders in discussions regarding school and department matters.

Strategy 4.3: Establish and maintain practices at all levels of the department meant to strengthen the use and maximize the impact of community partnerships meant to provide support to students and families.

Strategy 4.4: Provide training and support to school and district personnel that help build their competencies in working with families who come from diverse backgrounds and with diverse needs.

Strategy 4.5: Provide training and support to families that help build their capacity to support their children's academic, social and emotional success in school and in life.

Strategic Priority #4

Student Behavior, Discipline and Safety

Goal #5: The Guam Department of Education will maintain a safe and positive school culture and learning environment that supports the academic and social-emotional growth of all students.

Theory of Action

In order for students to achieve academically and mature socially and emotionally, they need to feel safe and secure in their schools. By providing our students with a safe and positive learning environment, they will be able to focus on their academic work and develop the social and emotional skills necessary to grow into mature, responsible young adults who are ready for life.

Objective 5.1: By the end of the third year of this strategic plan, the GDOE will achieve and maintain a student daily attendance rate of 90%.

Objective 5.2: By the end of the third year of this strategic plan, the GDOE will decrease the overall number of disciplinary infractions to 25% of the total population. By the end of the 5th year, that number will decrease to 20%.

Objective 5.3: By the end of the third year of this strategic plan, the total number of students with three or more offenses within the school year will decrease to 2% of the total population. By the end of the 5th year, that number will decrease to <1%.

Objective 5.4: By the end of the third year of this strategic plan, at least 75% of student survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

Objective 5.5: By the end of the third year of this strategic plan, at least 75% of parent survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

Objective 5.6: By the end of the third year of this strategic plan, at least 85% of employee survey participants will perceive their school to be safe and supportive learning. At the end of the fifth year, that number will increase to 95%.

Strategy 5.1: Develop and implement a comprehensive set of policies, procedures and activities that help establish and maintain a safe, positive, and supportive school culture and learning environment for ALL STUDENTS.

Strategy 5.2: Provide training, resources and support to school personnel to increase their capacity and improve their skills in working with ALL STUDENTS, in particular, students with special needs, English learners, students from different cultures, students living in poverty, students experiencing homelessness, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 5.3: Explore and/or develop and implement intervention activities that support the engagement and success of students with specific, repeated, and/or severe behavioral challenges and untapped potential.

Strategy 5.4: Broaden, sustain and monitor the current behavioral and mental health initiatives to help support the overall social, emotional, behavioral and mental health development and needs of ALL STUDENTS.

Strategy 5.5: Broaden and strengthen the relationships with community partners and stakeholders to enhance school safety and health.

Strategic Priority #5 Facilities & Maintenance

Goal #6: The Guam Department of Education will provide a safe, clean, well-maintained and healthy learning environment designed to support academic excellence and our students' social and emotional growth.

Theory of Action

Our students need to their schools to be a safe, clean and positive learning environment in order for them to be able to focus on their education. By providing students with facilities that are safe, clean, well-maintained and conducive to learning, they will be able to focus their attention on their school work and develop the academic and social-emotional skills necessary to succeed as adults.

Objective 6.1: By the third year of the strategic plan, the GDOE will have implemented 25% of the facilities master plan.

Objective 6.2: Throughout the duration of the strategic plan and subject to the availability of funds, the GDOE will achieve compliance on the 14 points related to facilities pursuant to the Adequate Education Act.

Objective 6.3: At the end of the first year, the GDOE will achieve 70% of EAMS implementation with increasing percentages until year three being at 100%.

Objective 6.4: By the third year of the strategic plan, the GDOE will achieve at least 70% satisfaction with facilities on Student, Staff and Parent surveys, by year five, that number will increase to 80%.

Strategy 6.1: Develop and implement a plan to effectively address the immediate maintenance needs of schools, in a timely manner, and which maximizes current funding, personnel and resources.

Strategy 6.2: Establish procedures to effectively communicate with schools, in a timely manner, to provide a status and progress of all outstanding work requests.

Strategy 6.3: Develop and implement a process to monitor the current condition of all GDOE facilities and identify short/long –term facility needs.

Strategy 6.4: Provide ongoing improvements to existing facilities in terms of repair, maintenance and modernization of school facilities that best utilize GDOE's financial resources.

Strategy 6.5: Strengthen the technological infrastructure to support the upgrading and availability of computer and technology hardware and connectivity needs of the system.

Strategy 6.6: Implement the School Facility Master Plan (currently being developed by our partners, HHF Planners) as a guide to short and long term facility improvements and planning for Guam’s public schools.

Strategic Priority #6

Finance and Administrative Services

Goal #7: All GDOE financial and administrative functions will maximize the critical uses of limited resources and meet high standards of accountability.

Theory of Action

Resources are needed in the classrooms, schools and department to support all of the goals, objectives, and strategies in this plan. By maximizing the use of limited resources and meeting high standards, the department will have more resources available to focus on the classroom and other student supports.

Objective 7.1: By the end of the first year of this strategic plan, the GDOE will achieve 100% of the Reconsideration Evaluation Plan (REP) tasks which outlines the department’s responsibilities to be removed from high risk.

Objective 7.2: By the end of the second year of this strategic plan, the GDOE would have completed an overall technology plan to examine automation and increased efficiencies across all GDOE divisions and schools.

Objective 7.3: By the end of the fourth year of this strategic plan, the GDOE would have fully implemented automated systems for:

- ✓ Employee Timekeeping,
- ✓ Property Management,
- ✓ Procurement and
- ✓ HR processes

Objective 7.4: By the end of the third year of this strategic plan, at least 80% of GDOE administrative support staff will report participating in annual training and professional development related to their position and responsibilities. By the end of year five, that number will increase to 90%.

Objective 7.5: Throughout the duration of the strategic plan, the GDOE will sustain clean audit opinions, with minimal findings and questioned costs.

Strategy 7.1: Focus all divisions and appropriate personnel on supporting the department’s efforts to remove the GDOE from USEd’s High Risk designation.

Strategy 7.2: Maximize the use of technology to automate and operate all the department’s administrative functions to increase their effectiveness and efficiency

Strategy 7.3: Implement a department-wide training and professional development plan for administrative and support personnel to help increase their individual and collective capacities and skill levels.

Strategy 7.4: Implement a formal process for the regular review of department processes and standard operating procedures to identify strengths, weaknesses and recommendations for improvement with the intent to increase effectiveness and efficiency.

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<p>Strategic Priority #7 Data and Accountability</p>

This component, though a strategic priority, will not have a separate goal and objectives as it encompasses the data for all other goals. Instead, this implementation team will be composed of members of each of the other six implementation teams and will be responsible for the compilation, organization, and presentation of the data and updates of the strategic plan.

Task 1: Establish data framework for the Strategic Plan to monitor the implementation of the goals, objectives, and strategies

Task 2: Provide training to all appropriate personnel regarding the data collection methods, reporting and presentation

Task 3: Provide regular reports to the GEB on the implementation status of the plan’s goals, objectives and strategies

<p>Comprehensive Student Assessment System</p>

<p>Kindergarten to 8th Grade Framework</p>
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<p><u>Interim Assessments</u> Kindergarten to 8th Grade</p> <ul style="list-style-type: none"> ✓ Reading and Math: AIMSWeb ✓ All subjects: school-based Classroom Formative Assessments <p>3rd to 8th Grade</p> <ul style="list-style-type: none"> ✓ ELA and Math: Smarter Balanced 	<p><u>Summative/EOY Assessments</u> Kindergarten to 8th Grade</p> <ul style="list-style-type: none"> ✓ Reading and Math: AIMSWeb Spring <p>3rd Grade to 8th Grade</p> <ul style="list-style-type: none"> ✓ ELA and Math: Smarter Balanced <p>3rd Grade to 8th Grade</p> <ul style="list-style-type: none"> ✓ Science: Next Generation Science Standards
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<p>High School Framework</p>

<p><u>9th Grade/1st Year students</u></p> <ul style="list-style-type: none"> ✓ ACT WorkKeys Curriculum - ELA and Math classes ✓ Choices 360 Career Interest Inventory (or other equivalent tool) ✓ Choices 360 Portfolios (or other equivalent tool) 	<p><u>10th Grade/2nd Year students</u></p> <ul style="list-style-type: none"> ✓ ACT WorkKeys Curriculum - ELA and Math classes ✓ Choices 360 Portfolios (or other equivalent tool) ✓ Smarter Balanced Interim Assessments in ELA and Math
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<ul style="list-style-type: none"> ✓ Smarter Balanced Interim Assessments in ELA and Math 	
<p><u>11th Grade/3rd Year students</u></p> <ul style="list-style-type: none"> ✓ Smarter Balanced Summative- ELA, Math ✓ NGSS Science Summative Assessment ✓ ACT WorkKeys Assessment ✓ Choices 360 Portfolios (or other equivalent tool) 	<p><u>12th Grade/4th Year students</u></p> <ul style="list-style-type: none"> ✓ ACT WorkKeys Assessment-for those who didn't achieve a certificate during their third year or who want to achieve a higher score/certificate ✓ Accuplacer (or equivalent tool) for ELA and Math ✓ Choices 360 Portfolios (or other equivalent tool)

End...