

Guam Department of Education

State Strategic Plan



“20/20: A Clear Vision for Education On Guam”

Adopted: September 23, 2014
Guam Education Board

Our Vision

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

Mission Statement

Our Educational Community...

<p><i>Prepares all students for life...</i></p> <p>– 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.</p>	<p><i>Promotes Excellence...</i></p> <p>–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.</p>	<p><i>Provides Support...</i></p> <p>– 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.</p>
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Guiding Points for the development of the State Strategic Plan

1. Must take into account current work in the system
2. Must be comprehensive and address major areas
3. Focus more on long range strategies and sustaining practices
4. Activities must be supported by research
5. Must directly address the GEB Goals

Challenges with previous plans

As the revision of the previous District Action Plans from 2003 and 2008, the following strategic plan addresses three fundamental weaknesses that made it difficult, if not impossible, for the department to implement activities and achieve the stated goals and objectives. First, the previous plans did not address the clear misalignment of our Curriculum, Instruction and Assessment policies and practices. Specifically, though our content standards were the official set of student expectations, in the elementary schools the reform programs dominated instruction. With regards to assessment, the SAT10, which is our official summative assessment meant to be used as our single measure of student achievement was not aligned to either the Content Standards or the reform programs. With the Comprehensive Student Assessment System (CSAS) and our work with the CIA model in the following Strategic Plan, we are ensuring that all of our Curriculum, Instruction and Assessment practices are aligned.

The second challenge with the previous plans was that it lacked a conceptual framework to link our goals, objectives and activities. Without a conceptual framework, activities seemed disconnected and piecemeal. Programs and initiatives lacked a clear vision for success. In this strategic plan, the **Conceptual Model for Instructional Leadership** shown in the pages that follow clearly lays out the major components and helps one to understand how the different strategies and activities fit together and related to one another.

Strengths of current plan

Lastly, the activities in the previous plans seemed to be presented as more of a list of items and programs to simply implement rather than strategies that would invest in the long-term capacity building of teachers, administrators and department personnel or the improvement and strengthening of department policies and structures. Over the past 10 years, over \$100M was spent on the implementation of reform programs with, arguably, minimal results. The quality of classroom instruction did not improve and student achievement did not increase substantially. Although there may have been some improvements in a few schools, none of these improvements would be enough to substantiate an investment of \$100M.

This strategic plan does not focus on simply the implementation of reform programs, it invests in the long-term capacity building of department personnel by providing them training and resources on research-proven C-I-A strategies and effective school structures. Administrators, teachers and instructional personnel are presented with the research, trained on specific strategies to implement research findings, then are provided an opportunity to implement and refine their skills through regular reflection and collaboration with their peers.

Challenges summary

- ✓ Previous plans did not address the misalignment of our Curriculum, Instruction and Assessment policies and practices (eg: Curriculum= GDOE Content Standards, Instruction= DI, Assessment= SAT10)
- ✓ They lacked a conceptual framework to link goals, major components and activities
- ✓ They focused too much on a laundry list of items, did not invest in capacity building activities

Major Components

The State Strategic Plan has a number of specific strategies directly related to their respective Goal and Objective, however, it is important to point out that one will find that many strategies overlap considerably with others in various areas. For example, activities that allow for the “clarification of curriculum content” and the “sharing of instructional strategies” all fall under the overarching framework of “Professional Learning Communities,” even though they are presented as individual strategies in two separate goals. This can be attributed to the fact that much care has been taken to ensure a strict focus on key initiatives and activities as well as the incorporation of all of them into a comprehensive framework to ensure alignment. All strategies outlined under each goal will fall directly into one or more of the following four components.

- 1) **Curriculum-Instruction-Assessment-Interventions:** This component focuses on the design and implementation of explicit organizational structures and processes to ensure the ongoing improvement and development of each area of instructional leadership (C-I-A-I) both at the school and district levels. These structures and processes are meant to

ensure the overall quality and continued improvement of the educational experience of students and thus, takes on a primary role in the following plan.

- 2) **Professional Learning Communities and Collaborative Teams:** Central to the success of all the strategies listed in the pages that follow is the framework of the Professional Learning Community (PLC) and Collaborative Teams. These are structures for teachers, administrators, instructional and support staff to come together on a regular basis to review curriculum content, share effective instructional strategies, analyze student assessment data to monitor student progress and determine needed interventions. As a management strategy, the Collaborative Teams structure helps establish a protocol for effective communication between divisions and groups as well as establish goals and action steps.
- 3) **Guam Comprehensive Student Assessment System (CSAS):** A final and critical piece is the GDOE Student Assessment system inclusive of the department's annual summative assessment to measure student achievement of core subjects as well as interim (within year) assessments to measure student progress. This system is designed to be timely and directly aligned to the content standards taught in order to provide teachers, administrators, and instructional and support personnel with the student achievement information needed to determine interventions or to make instructional or management decisions.

- 4) **Efforts to continuously improve services with limited funding by increasing efficiency, maximizing the use of current resources, and improved planning:** Relative to all areas will be efforts to achieve the stated goals and objectives using current funding

levels and available resources. These efforts with focus on increasing the efficiency of all department functions and use of resources as well as the improved planning of all future resource purchases or program designs.

Goals and Objectives

Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.

Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment.

Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment.

Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.

Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.

Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.

Strategies

- ✓ Implementation of the Common Core State Standards (ELA, Math) and GDOE Content Standards and Performance Indicators through explicit processes in C-I-A-I.
 - Curriculum
 - Support the ongoing Curriculum Mapping efforts in each school and facilitate regular opportunities for the development of curriculum content at the school and district level that is rigorous and relevant to our region, culture and time.

- Support and strengthen the current collaboration with the Guam Community College and other potential partners to expand Career and Technical Education programs for students both in terms of participation and scope
 - Support and strengthen the current STEM programs and explore the possibility of expanding to more schools
 - Support efforts to implement a high quality pre-kindergarten program in all of our schools to promote early learning opportunities and school readiness in all children
- Instruction
 - Support and continue the training of teachers in research proven instructional strategies that include the effective use of technology and teaching of 21st century skills.
 - Support and continue the current training of teachers in *Classroom Instruction That Works* to include instructional foundations, CITW with Technology and CITW with English Learners
 - Support and continue the current training of teachers in the Sheltered Instruction Observation Protocol (SIOP) to support teachers work with English Learners
 - Support and continue the current training of teachers in Literacy Strategies to support the implementation of the Common Core and Literacy Across the Curriculum
- Assessment
 - Support the implementation of the Guam Comprehensive Student Assessment System (CSAS)
 - Administer annual standards based assessments aligned to the Common Core State Standards and the GDOE Standards in Science and Social Studies
 - Provide teachers with ongoing training in the development and use of formative assessments
 - Provide teachers with training in the analysis and use of student data in the development of lessons and interventions
 - Establish a data analysis framework at the district and school levels to facilitate the timely use of student assessment data
 - Develop and move towards a standards-based grading system

- ✓ Implementation of the Professional Learning Communities (PLC) framework in all schools and at the district level for curriculum planning, instructional improvement, data analysis and the design and implementation of student interventions.
- ✓ Implementation of a common set of curriculum expectations for all schools inclusive of curriculum development, instructional strategies and assessments (5 district expectations).
- ✓ Provide administrators, teachers and instructional personnel with ongoing professional development in research proven strategies in school leadership, curriculum, instruction and assessment.
- ✓ Initiate a thorough and ongoing review of all policies related to student achievement, attendance and graduation to ensure a focus on maximum student success.
- ✓ To assist in the progressive development of students towards college and career, all secondary school students will have a professional portfolio which will include, at a minimum, an introductory letter, sample job application, resume', and sample writing.

Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment.

Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments.

Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)

Strategies

- ✓ Identification of new or improvement of current intervention programs for struggling students inclusive of all tutoring, summer and afterschool programs
- ✓ Implement a PreK-3 initiative in all elementary schools which will place a special emphasis on early reading and math achievement
- ✓ Develop or adopt a program that explicitly addresses the academic needs of migrant learners or newcomers to the school system
- ✓ Provide all teachers ongoing training and support in teaching students with special needs and English language learners (ELLs)
- ✓ Explore and implement a variety of alternative education models including but not limited to online education, course by conference, project-based learning, E campus, distant learning, adult training center, and youth transition programs.

Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Objective 3.1 By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth.

Objective 3.2 By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance.

Objective 3.3 By School Year 2017-18 (Year 4), 100% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective evaluation tool.

Strategies

- ✓ Continued implementation of the Administrators evaluation program
- ✓ Implementation of the new Professional Teachers Evaluation Program
- ✓ Support and improve the current teacher mentoring program and establish a similar program for school administrators
- ✓ Identification of additional instructional groups of employees
 - Outlining of specific job duties related to respective group
 - Development and adoption of a professional development plan for various instructional groups
- ✓ Adoption of either an existing or developed evaluation tool appropriate to instructional group

Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

Objective 4.1: By SY2016-17 (Year 3), all schools will have a discipline rate of 15% or less.

Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders perception of the extent to which they are safe, positive and supportive.

Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey.

Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.

Strategies

- ✓ Support the ongoing implementation of the Positive Behavior Interventions Support (PBIS) framework in all schools which focuses on, among other things, the establishments of clear behavior expectations and a defined structure of rewards and interventions.
- ✓ Establish a district framework to support the ongoing development and improvement of all school policies and practices related to school safety and culture inclusive of professional development for personnel, program design and policy proposal.
- ✓ Provide regular training to all administrators, faculty and staff on human relations, effective communication, multicultural environments, social issues, support systems and customer service.
- ✓ All schools will have a family and school community engagement plan to promote communication between all stakeholders and leverage resources to address both community and school needs.

Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management practices.

Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or equivalent rating overall. By 2020 (Year 6), the GDOE will receive the highest rating.

Objective 5.3: By SY2016-17 (Year 3), all support divisions will rate at least satisfactory on their respective stakeholder perception survey.

Objective 5.4 By School Year 2017-18 (Year 4), 100% of GDOE Support Personnel will rate satisfactory or better as rated on their respective evaluation tool.

Strategies

- ✓ On an annual basis, review the organizational structure of the department at all levels of the system to ensure the clarity of all job duties and assignments to determine personnel and training needs, and to solidify interdepartmental needs.
- ✓ Establish a management internal control system to ensure the ongoing review and improvement of explicit management processes of all divisions and schools.
- ✓ Establish a Collaborative Teams model for all major projects within the divisions with explicit protocols appropriate to task, duties and specific project needs.
- ✓ Provide all personnel with training on specific management principles and practices to include, but not be limited to employee/management relations, effective time management, program/project planning, and other areas directly related to their roles and functions.

Guam Department of Education

Comprehensive Student Assessment System (CSAS)

Assessment Framework

Summative End-Of-Year Assessments

Common Core Summative Assessment

ACT ASPIRE

English Language Arts, Math
3rd -10th Grade

Common Core Summative Assessment

National Center and State Collaborative

English Language Arts, Math Alternate Assessment
Selected Students 3-8, HS

Description: The summative assessments noted above are going to be the official state-wide assessments for the Common Core State Standards in English Language Arts and Math for Guam Department of Education Students. The grades levels tested are those required by the No Child Left Behind act and include students in grades 3 to 10. Students in non-tested grades for ELA & Math and in the content areas of Social Studies and Science will be taking the Guam Standards Based Assessment.

Given last 6 weeks of school year

Guam Standards Based Assessments (Criterion-Referenced Tests)

English Language Arts, Math, Science and Social Studies

ELA, Math (1, 2, HS- Specific Courses), Social Studies, Science (1-12)- Students in Specific Courses

Description: The Guam Standards Based Assessments will be administered to students who are in the non-tested grades of the ACT Aspire in ELA and Math as well as 1st to 12th grades in the content areas of Science and Social Studies. In ELA and Math, the assessments are aligned to the Common Core. In the areas of Science and Social Studies, they are aligned to the GDOE Standards. Unlike the SAT10 where all students take the assessment of a particular grade regardless of the course they are taking, the SBA tests students based on the courses they are currently enrolled.

Given last 6 weeks of school year

Work Keys Assessment System

Job Readiness Assessment

Applied Mathematics, Reading for Information, Locating Information
All 12th Graders

Description: The WorkKeys assessment system measures “real world” skills that employers have deemed critical to job success. Test questions are based on situations in the everyday work world and will help the school system, but more importantly, parents, students and potential employers understand students’ skill levels in the areas tested. Upon completion, students have the opportunity to obtain a National Career Readiness Certificate that is recognized both locally and national by various employers.

Starting last semester of their junior year in high school

Interim or “within year” Assessments- These assessments are given throughout the course of the school year in order to track student progress with the purpose of providing interventions to struggling students.

District and School Level Interim Assessment

AIMS Web- Criterion Based Measure, general screener
ELA (Reading, Writing and Early Literacy), Math K-8

-Screeners given beginning, Mid and EOY- Additional assessments for closer progress monitoring available to schools as needed

ACT ASPIRE- Optional assessments and teacher resources

English Language Arts, Math 3rd -10th Grade

School and Classroom-Based Modules and Assessments

School-Based Common Formative Assessments

-School Based Common Formative Assessments (district expectation) in ELA, Math, Science, Social Studies

-Training provided to a group of pilot schools to develop Common Formative Assessments and Standards Based Grades Assessments and processes to be phased in for all schools

Adopted: September 23, 2014, Guam Education Board