OKKODO HIGH SCHOOL
SELF-STUDY REPORT

500 Mariner Avenue

Barrigada, Guam 96921

Guam Department of Education

School Year 2017 – 2018

ACS WASC/GDOE Focus on Learning,
2016 Pilot Edition

GUAM DEPARTMENT OF EDUCATION VISION STATEMENT

Every student: Responsible, Respectful, and Ready for Life

OKKODO HIGH SCHOOL MISSION STATEMENT

Okkodo High School provides a respectful environment for quality learning that builds knowledge and skills to succeed in the 21st century.

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Rita Flores, Assistant Principal
Emily Meno, Assistant Principal
Sarah Valencia, Assistant Principal
Victoria Acosta, Administrative Officer

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Roseanna San Agustin, Special Populations
Dina Santos, English Language Arts
Tom Terlaje, P.E./Health/CFS
Ernest Turner, MCJROTC

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Curriculum

Helena Juralbal and Vann Libranda

Instruction

Michelle Franquez and Charles Acosta

Assessment

Joseph Chargualaf and Judy Naz

School Climate and Support for Student Personal and Academic Growth

Gene Dydasco

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IBOGS Representative: Bryoni Sagun

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Preface

Explain the school self-study process used to accomplish the expectations of the self-study.

By addressing the expectations of the self-study, the school will have addressed:

- **The involvement and collaboration of all staff to support student achievement.**
- **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**
- **The analysis of data about students and student achievement**
- **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria.**
- **The alignment of a long-range action plan to the schools' areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Since the last visit in school year 2014 – 2015, the school has been working diligently to address critical areas identified by the committee. The team identified five critical areas for ongoing improvement: **1.** Continue to improve student academic achievement in core curricular areas to meet Schoolwide Learner Outcomes and Guam's DOE common core standards growth targets, including schoolwide subgroups such as ELL, Special Education, and socioeconomically disadvantaged students **2.** Guam DOE should improve student, teacher and class access to current instructional technology and increase professional development opportunities for its use and accountability efforts to monitor effective implementation of new initiatives and programs **3.** Increase proficiency, for all students, in mathematics and English Language Arts to meet and/or exceed Guam DOE expectations and address possible test apathy among all grade levels and increase students' performance on all standardized tests **4.** The school leadership team should provide opportunities and/or forums for students' voices to be heard on an ongoing basis. Students need to have forums for raising issues via their student leaders as well as through other venues. Students will have models of citizen participation by being active stakeholders in their own education **5.** Continue to increase the capacity of faculty and staff to collect, disaggregate, and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous common core standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.

Through the school's self-study process, evidence shows that critical area number four has been met. This can be further examined in chapters two and chapter four, category E. This area has been removed from the school's revised action plan. However, progress in this area is still closely monitored. A comparison of the current action plan and the revised action plan (chapter five) can be reviewed in this report.

Over the last three years, Okkodo High School has been collecting and analyzing data in order to address the remaining four critical areas. Groups were developed to focus on specific areas of policies, procedures, and programs to determine what the school is doing well and how to continue those efforts and what the school needs to do to strengthen the teaching and learning process. Teachers, staff, students, and parents have been involved in these efforts.

Okkodo High School's accreditation leadership team consisted of focus group leaders, department chairmen (home group leaders) and accreditation coordinators. These leaders were responsible for portioning out parts of the study to their focus group members or to review and discuss findings in

department meetings. This was done to ensure that as many people as possible were involved with writing or contributing to the report in some way. Focus group leaders sent out surveys, collected data, and followed-up with their members about areas that needed more attention. They each did the primary drafting of their respective focus group reports. The accreditation coordinators orchestrated the overall process for the self-study and compiled the drafts into one coherent report.

Schoolwide learner outcomes have been reviewed and a means to measure achievement was studied. The faculty and staff established a rubric (see appendix). The performance indicators for the schoolwide learner outcomes continue to be reviewed in order to strengthen expectations and student attainment. Students are expected to do their best in all academic endeavors, communicate effectively with others, embrace cultural diversity, and respect the environment. Each semester, exemplary students are recognized in each category during a schoolwide assembly.

Over the past three years, focus group membership was updated. New staff members were assigned to replace those who left. Each focus group consisted of focus group leaders, an administrator, teachers, support staff, students, and parents. The leadership team consisted of the accreditation coordinators, focus group leaders, department chairmen (DCs), and the school's administrators. Meetings were held regularly and items that were discussed concentrated on the focus group areas.

The school focused on Curriculum, Instruction, and Assessment and Accountability first. Home groups (content departments and PLCs) met regularly to discuss student achievement. Groups reviewed student work, discussed lesson plans, and collaborated on assessments. Review and analysis of this work continues today. This school year, surveys were sent out to teachers and students from the Curriculum, Instruction, and Assessment focus groups. The survey findings were reviewed and discussed with the entire faculty at monthly meetings and during professional development time. The combined data, PLC work and survey results, were used to form professional development that targets areas of growth in each component and to develop plans to sustain areas of strength. This is reflected in chapter five, the action plan.

School Culture and Support for Student Personal and Academic Growth studied the school's demographics and surveyed students, parents, and staff to find out what their perceptions are of the school's environment. Results were shared at faculty meetings, Parent-Teacher-Student-Association (PTSA) meetings, and during professional development time. It was also shared with students at Student Body Association (SBA) meetings. The valuable findings from this focus group are being used to ensure that the school continues to provide a respectful learning environment that is safe and welcoming for all students.

The focus group that studied Organization for Student Learning met regularly to analyze all aspects of the school's programs, procedures, and policies. They surveyed stakeholders and presented findings to faculty and staff. They led discussions that resulted in suggestions for improvements and ways to sustain school strengths.

As each group focused on their content, their findings revealed areas that the school was doing well in and areas that the school could improve upon. The findings were made known to the school community through leadership meetings, faculty and staff meetings, professional development sessions, SBA meetings, and PTSA meetings. The school is using the data to make the best decisions possible for continued school improvement.

An overall analysis of the findings show that the school needs to continue to improve student achievement, particularly in literacy and math skills. The school also needs to develop a systematic means of collecting, disaggregating, and analyzing student classroom data as well as district-wide assessment data. Okkodo High School does well in providing a respectful environment where students feel safe, supported, and welcomed. Efforts are being made to maintain this positive school climate. The school's action plan aligns with these areas. Further details can be found in chapter five.

Chapter I: Student/Community Profile

Prepare a student/community profile. Include data and findings for the following:

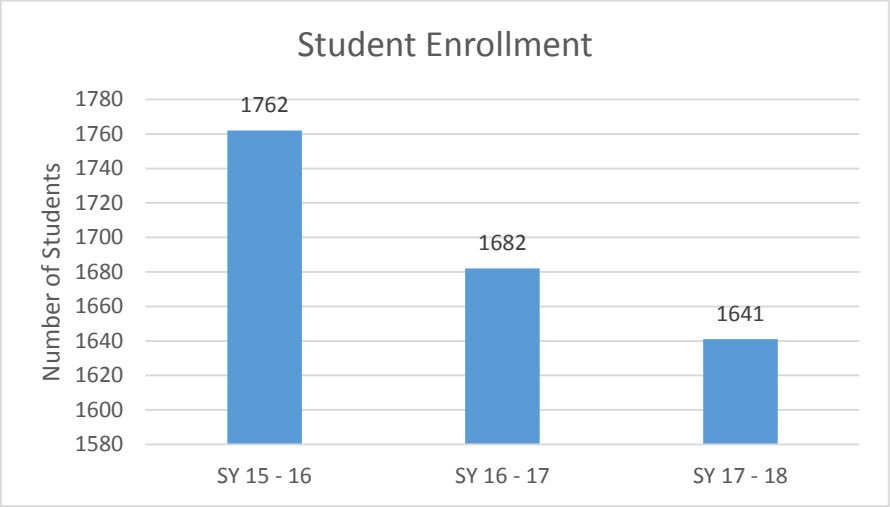
- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

Okkodo High School is one of six public high schools in the Guam Department of Education. It first opened its doors in August of 2008. The school serves approximately 1,700 students in the northern village of Dededo. The island is the closest and most developed U.S. territory to Asia and other Micronesian islands. This makes Guam an attraction for immigrants. Okkodo High School's culturally diverse population reflects this. The attendance boundaries include several low-income areas, parts of Guam's industrial zone, and a few middle to high-income neighborhoods.

The school serves the needs of both college bound and career path students. Okkodo High School offers several rigorous Honors and Advanced Placement courses for students preparing for four-year degrees. To prepare students for the workforce, Okkodo collaborates with the local community college to offer courses in career technical fields such as electronics and computer networking. Carpentry and automotive courses are available, as well. The school also prepares students for the island's second largest industry, tourism. The school has a competitive and highly successful tourism academy, marketing program, and culinary program. All three groups compete at a national level. For students interested in the military, OHS offers a Marine Corps Junior Reserve Officer Training Corps. It is the only Marine Corps JROTC program on island. This group also performs at national competitions.

The faculty and staff at Okkodo are committed to students. The school offers a tremendous amount of support for students' personal and academic needs. The faculty is dedicated to being as highly qualified as possible for their students. The school has a wide variety of student clubs and organizations, as well as an active athletics program. The counselors manage an array of services for students that range from academic assistance to social and emotional guidance.

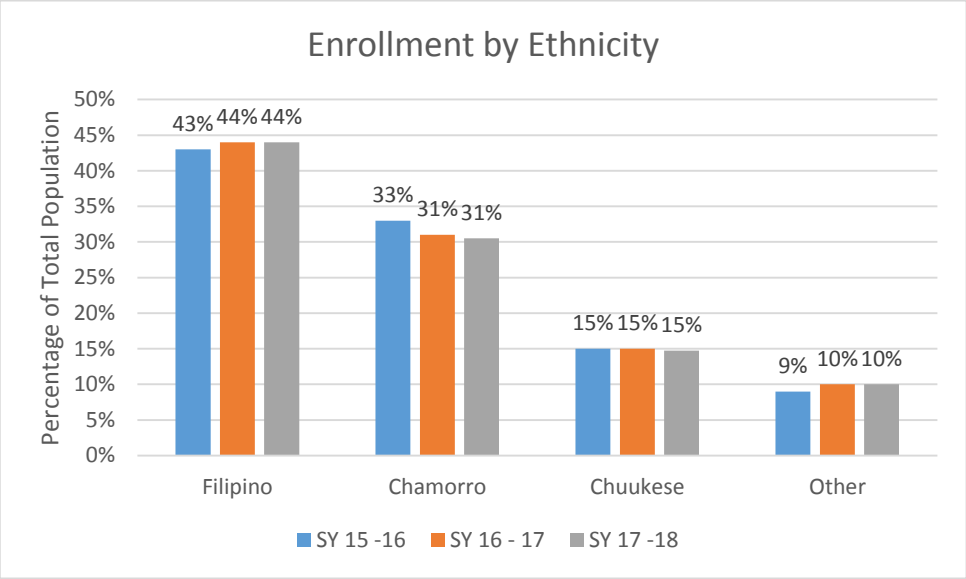
Enrollment Trends



Enrollment			
	SY 15 – 16	**SY 16 – 17**	**SY 17 – 18**
9th	454	466	494
10th	520	443	440
11th	435	455	398
12th	353	318	309
Total	1,762	1,682	1,641

Enrollment trends show no significant change in the overall number of students attending Okkodo High School. In the last three years, the school population has averaged around 1,700 students with a small spike in SY 15-16.

Typically, the freshman class has the largest population. The current seniors (SY17-18) started with 451 freshmen in SY 14-15. To date, the cohort total is 309. On average, the freshman cohort dwindles by 20% by their senior year. General factors contributing to this include students transferring to other schools, moving off-island or not meeting graduation requirements on time.



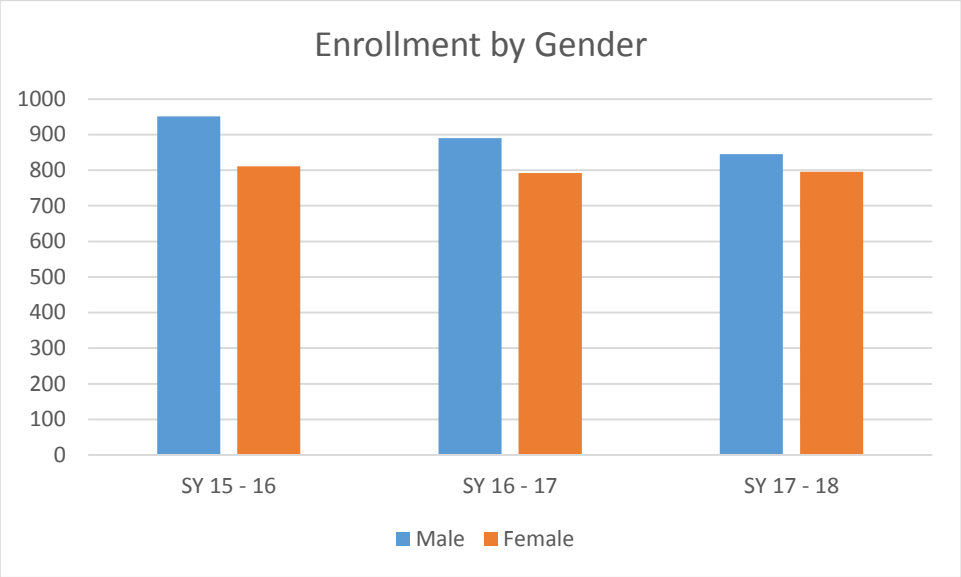
There has not been a significant change in the number of students from the three predominant student ethnicities in the past three years.

The three dominant ethnicities at Okkodo High School are Filipino, Chamorro, and Chuukese (Chuuk is an island-state in the Federated States of Micronesia, FSM). Citizens from the Philippines and neighboring Micronesian islands migrate to Guam for work, educational opportunities, or for social welfare programs.

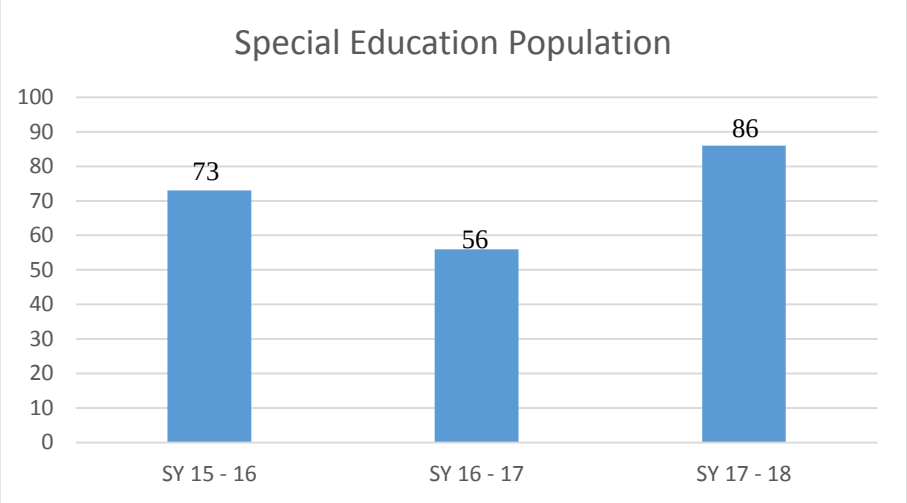
In the mid-1980s, the United States entered into an agreement with the people of the Federated States of Micronesia (FSM) to allow them to freely associate with the U.S. Through this compact, their citizens are able to migrate to any U.S. destination free from the strict requirements imposed on other foreign nationals. Since Guam is the closest U.S. destination to the FSM and Chuuk is their most populated island-state, the population of immigrants from Chuuk increases steadily each year.

The Okkodo High School population reflects the island's trends. Students of Filipino descent make up the largest ethnic group. Chamorros, the indigenous inhabitants of Guam, make up the second largest ethnic group. The third largest group is the Chuukese population.

Male students outnumber female students on average, 9:8.

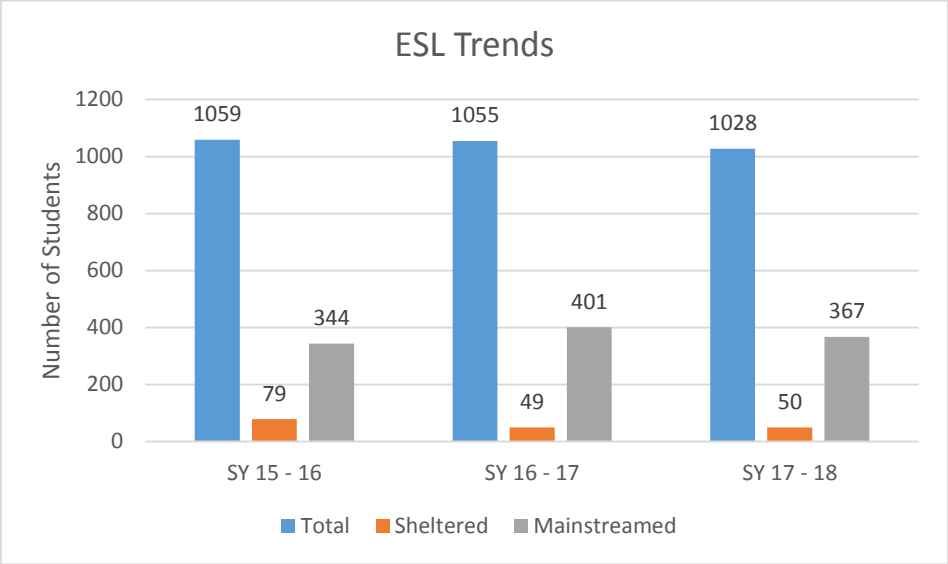


Special Populations



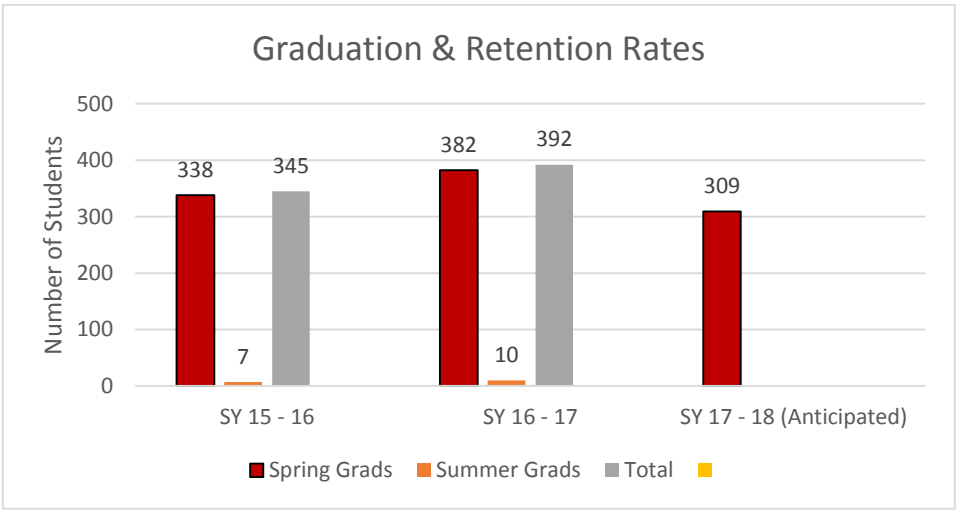
On average, about four percent of the school's population qualifies for special education services. The school offers a wide array of support for students who are emotionally disturbed or have intellectual or specific learning disabilities. School support is also extended to students with visual, hearing, and speech impairments. The school additionally offers assistance for students with multiple disabilities and autism. The Guam DOE Division of Special Education helps Okkodo High School provide these services.

Since SY 15 - 16, one-hundred percent of students in the special education program have attended classes in general education settings. Most of the them have hybrid schedules, mixing some general education classrooms with resource rooms. Each year there are several students who are completely mainstreamed.



On average, sixty-two percent of the school's population hears or speaks a language other than English at home. Three to four-hundred students are mainstreamed, with teacher modifications, and an average of sixty students are in sheltered ESL classrooms. The remaining number of ESL students have exited the program and are no longer receiving services.

Graduation Rate



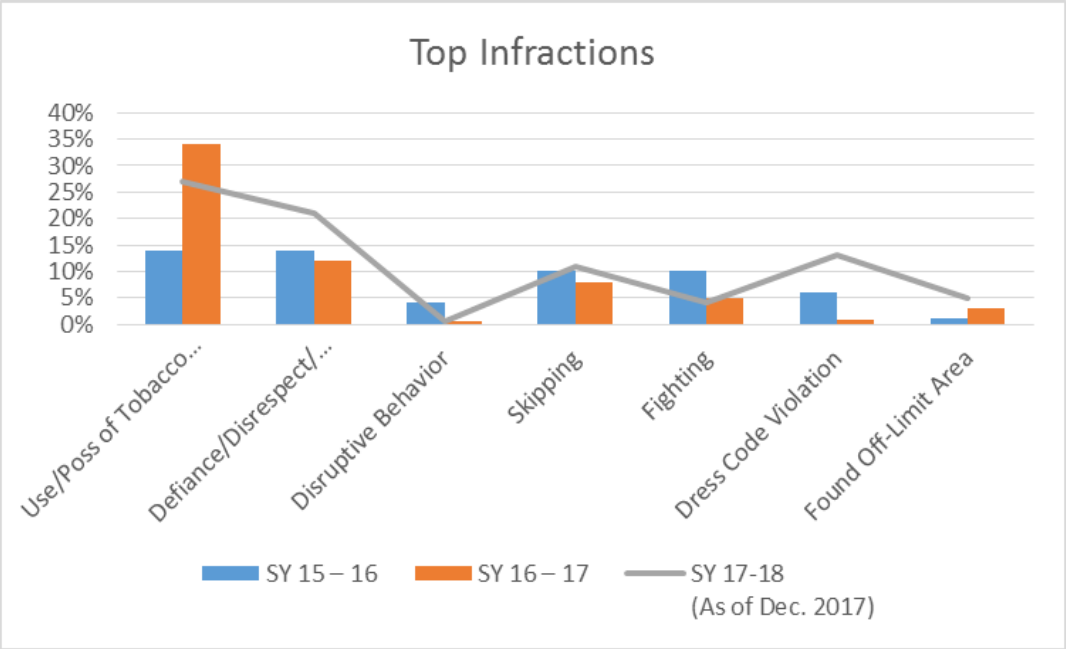
There were 345 graduates from the Class of 2016. They started as a freshman cohort of 393 students in SY 12 – 13. Twelve percent of the students did not graduate on time. From the Class of 2017, there were 392 graduates. At the start of their senior year, the number of students with senior credits was only 318. Through credit recovery programs, 382 students were able to graduate in the Spring and after completing Summer school, another ten students were able to graduate. They started as a freshman cohort of 410 students in SY 13 – 14. Only four percent of students from this cohort did not graduate on time. The graduation rate increased by eight percent from SY 15 – 16 to SY 16 – 17.

Attendance and Discipline

School Year	Average Daily Student Attendance
15 – 16	**86%**
16 – 17	**86%**
17 – 18	**89%**

On average, eighty-six percent of the population has been on campus daily over the past three years. These numbers are generated through the district's information system, PowerSchool, as inputted by teachers.

Top Discipline Infractions			
Infraction	**SY 15 – 16**	**SY 16 – 17**	**SY 17 -18 (As of Dec. 2017)**
Use/Poss of Tobacco Product	14%	34%	27%
Defiance/Disrespect/Insub.	14%	12%	21%
Disruptive Behavior	4%	.5%	.5%
Skipping	10%	8%	11%
Fighting	10%	5%	4%
Dress Code Violation	6%	7%	13%
Found Off-Limit Area	1%	3%	5%



Use or possession of tobacco products has been one of the biggest discipline problems at Okkodo High School. Smokeless tobacco is the most common form of tobacco use. Eighty-seven percent of students who are caught with tobacco products are from neighboring Micronesian islands. A cultural trait of people from these islands is to chew tobacco with betel nut. This is so engrained in the culture that it has been very difficult for the school to curtail tobacco use. With the help of the district office, Okkodo has implemented two programs to address this problem.

The first one is called Brief Tobacco Intervention or BTI. Students caught in possession of tobacco or using tobacco on campus have the option to accept participation in BTI in lieu of suspension. Approximately eighty percent participate in BTI. On average, about twenty percent of students opt for suspension. The discipline office refers the student to their school counselor. The counselor talks to the student about the harmful effects of tobacco and sets up appointments for the student to receive five phone calls from a Quit Coach. The Quit Coach is provided by The Department of Public Health and Social Services. If the student misses one phone call with their Quit Coach then they will be suspended from school. The recidivism rate is high. Repeat offenders continue the program with increasing phone time with their Quit Coach.

The second program offered is called Substance Abuse Intervention or SAI. This is a twenty-day program where a group of students who have been in trouble for use or possession of various substances, including tobacco, spend their mornings in SAI sessions with trained counselors, provided by GDOE. The SAI program was implemented this school year.

Additionally, the school is in the early stage of implementing Positive Behavioral Intervention System. This system will assist the school with addressing the major infraction in which tobacco use is the highest.

The school administrators also meet with parents to explain the harmful effects of this habit. There is a Micronesian student club on campus with advisors who reinforce this message with the students, as well.

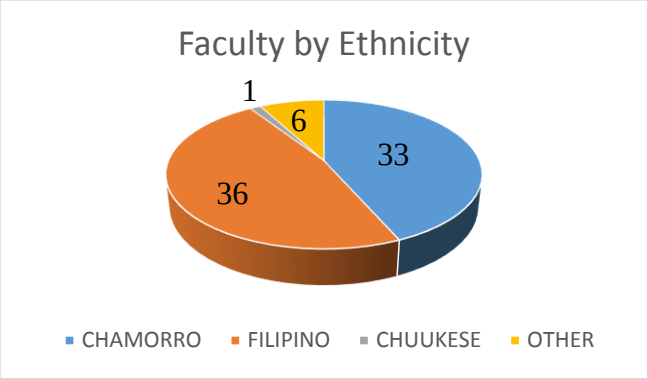
Socioeconomic Data

On average, more than half of the student population qualifies to have breakfast and lunch at no cost or at a reduced price. This large number qualifies the school to participate in the Community Eligibility Provision of the Healthy, Hunger Free Kids Act of 2010. As a result, every student in the school, regardless of family income, is able to receive free meals. Once every four years, the school has to collect and process school meal applications, record and track meal categories, and conduct verifications as opposed to doing this annually. Okkodo pays the difference between the cost of serving meals at no charge to all students and the federal reimbursement. This is done through the district office.

Credentialed Staff Data

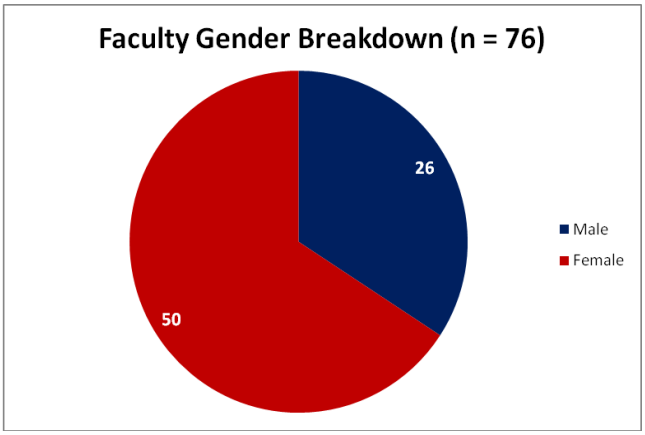
Okkodo High School has seventy-four classroom teachers, one Consultant Resource Teacher, and one transition teacher. The local community college (GCC) provides six instructors and one counselor for career and technical education. The school has one MCJROTC instructor. This brings the total number of teachers to eighty-three. There are five counselors serving the academic and social needs of the students. The school has one each of the following: librarian, health counselor, and ESL Coordinator.

The following information reflects facts about seventy-four teachers plus the CRT and transition teacher (seventy-six, total). This does not include information about the MCJROTC instructor, GCC instructors, the librarian, health counselor, or ESL Coordinator.



The three main student ethnicities are represented among the teacher groups. The largest student ethnic group, Filipinos, is also the largest teacher ethnic group. The second largest student group is Chamorros. Chamorros make up the second largest teacher group, as well. There is only one teacher from the third largest student ethnic group, Chuukese.

Female teachers outnumber male teachers by almost 2:1. In the student population there are more males than females.



The following classification chart includes information about teachers, counselors, the librarian, and the ESL Coordinator.

Classification	Minimum Experience and Training	Number Employed
Teacher I-A (ED1A)	30 Semester hours of college credit but less than a Bachelor's degree.	0
Teacher I-B (ED1B)	60 Semester hours of college credit but less than a Bachelor's degree.	0
Teacher I-C (ED1C)	Bachelor's degree with less than 18 semester hours of professional education credits.	5
Teacher I-D (ED1D)	Master's degree with less than 18 semester hours of professional education credits.	0
Teacher II (ED2)	Bachelor's degree including at least 18 semester hours of professional education credits.	17
Teacher III (ED3)	Bachelor's degree including at least 18 semester hours of professional education credits, and at least 18 hours of college credits beyond the Bachelor's degree which must be upper division courses in the specialty area or graduate work. Neither of which was applied to the Bachelor's degree.	15
Teacher IV (ED4)	Master's degree including at least 18 semester hours of professional education credits.	32
Teacher V (ED5)	Graduation from a recognized college or university with a Master's degree including 18 semester hours of professional education credits, and 30 semester hours of graduate credits beyond the Master's degree.	12
Teacher VI (ED6)	Graduation from a recognized college or university with a terminal degree including at least 18 semester hours of professional education credits.	2

Teacher Qualifications

The Guam Department of Education teacher qualifications are based on Guam Education Board Policy 1000 and the certification requirements established by the Guam Commission for Educator Certification, aligned with local laws.

Administrators Data

Position	Name	Education	Years at Okkodo High School	Total Years Administrative Experience	Prior Years Experience
Principal	Begona Flores	M.Ed.	5	32	4 Teacher
Assistant Principal	Angelo Barcinas	M.Ed.	2	2	6 Teacher
Assistant Principal	Rita Flores	M.Ed.	10	10	7 Teacher
Assistant Principal	Emily Meno	M.Ed.	10	6	15 Teacher
Assistant Principal	Sarah Valencia	M.Ed.	2	7	10 Teacher

Support Staff

Admin Officer	Computer Operator	Clerical	School Aides	One-to-One Aides
1	1	4	12	13

Cafeteria	Truant Officers/Social Workers	School Resource Officers	Instructional Program Aides
15	3	2	3

Truant officers, social workers, and School Resource Officers (SROs) service other schools, as well. They are on campus intermittently throughout the school year. The SROs are present at least two or three times per week.

Schoolwide Learner Outcomes

The mission of Okkodo High School is to provide a respectful environment for quality learning that builds knowledge and skills to succeed in the twenty-first century. The faculty and staff of OHS have developed four learner outcomes that all students should achieve by the time they graduate. These learning results will help students to succeed in college or in their careers as twenty-first century adults. The schoolwide learner outcomes (SLOs) include the four Es: Excellence in academics, Effectively communicate with others, Embrace cultural diversity, and Environmentally respectful.

Performance indicators have been developed to help measure how well students are doing with meeting these expectations.

Excellence in Academics: Students demonstrate this by passing all classes through hard work and initiative, taking advantage of academic opportunities, self-directed learning, and solving problems using critical and creative thinking skills.

Effectively Communicate with Others: Students demonstrate this by writing English proficiently, successfully exchanging information through reading and listening skills, using nonverbal techniques to communicate accurately with others, and being aware of wider communication through use of technology.

Embrace Cultural Diversity: Students demonstrate this by interacting with culturally diverse groups, respecting cultural differences, seeking opportunities to learn about differences, and interpreting cultural experiences from more than one world view.

Environmentally Respectful: Students demonstrate this by participating in recycling efforts, joining or initiating beautification projects, donating time or talent to community needs, and getting involved in social and political issues.

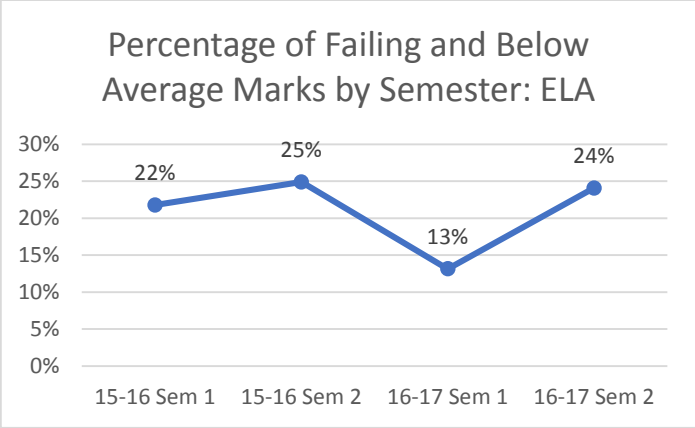
The SLOs reflect the learning needs of Okkodo High School students and the expectations of parents, students, and staff. They encourage students to be self-directed learners by taking responsibility for their academic success. They help students to build social skills needed for life in a multicultural world. Finally, the SLOs focus on community involvement and outreach. When students graduate from Okkodo High School, they will be well-prepared for the world ahead of them.

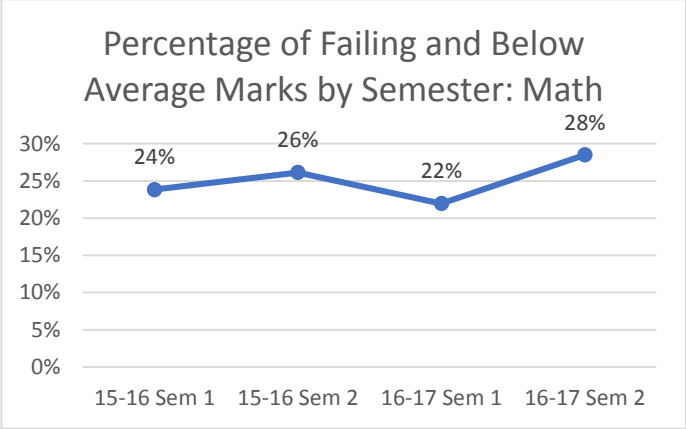
Each semester, teachers identify students who show great progress in or exemplary performance of the SLOs. The students are recognized in a schoolwide SLO ceremony where they are given certificates and incentives. The SLO ceremony is a way to encourage students to achieve the learning outcomes and to celebrate their progress. The ceremony emphasizes the behaviors that exemplify the SLOs.

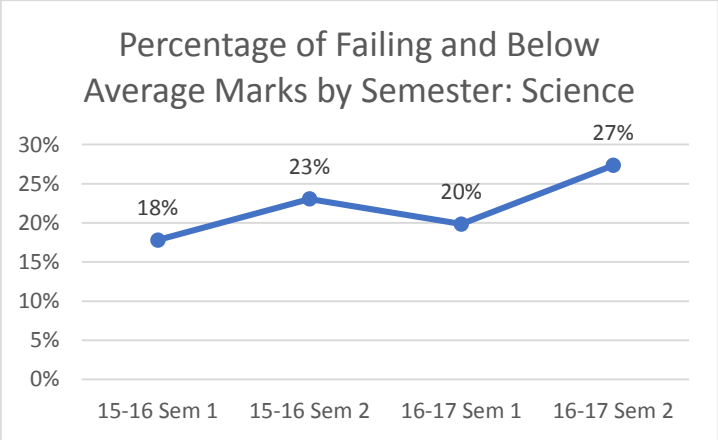
Student Achievement Data

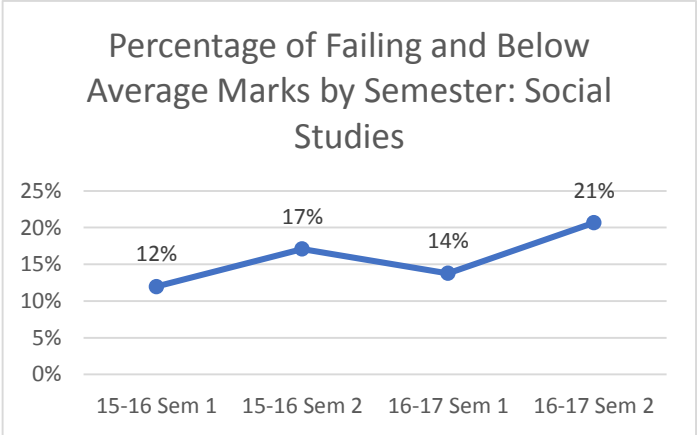
Okkodo High School tracks the number of students who fall below average or fail one or more of their courses. The school also analyzes student performance on ACT Aspire assessments and Standards-Based Assessments, both are district-wide assessments. Schoolwide efforts are made to improve student achievement. Teachers employ research-based strategies such as McREL's Classroom Instruction That Works (CITW), Thinking Maps (TMs), and Sheltered Instruction Observation Protocol (SIOP). The teachers recently began implementing proficiency scales to better assess student mastery. They are also using formative assessments to reteach material when needed. A schoolwide intervention system (SIS) has been implemented since SY 14-15 to offer academic intervention and cocurricular activities for students.

Semester Marks







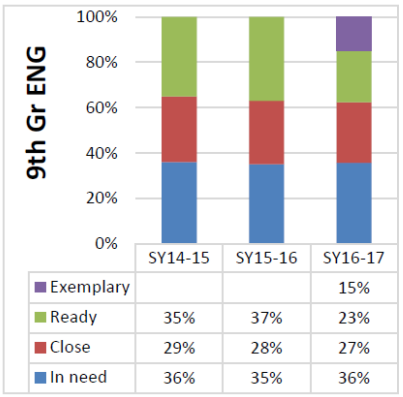


Trends in semester marks show that the number of failing and below average grades increase significantly in second semester. This occurs in all four core content areas.

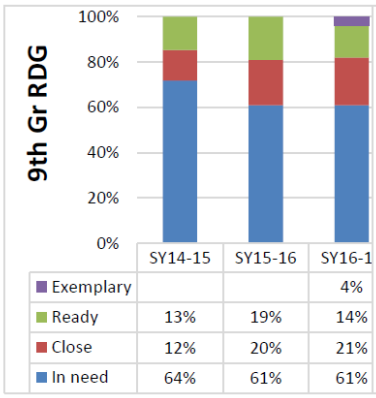
Schoolwide Intervention System (SIS)

The school's intervention program, SIS, offers students an extra hour each week with their teachers for tutoring. If students are struggling in more than one subject area, their ELA or math classes take priority. Each semester, 250 to 350 students are tutored in ELA, math, and science. Approximately half of the students are able to pass their classes by the end of the semester. As a result of SIS, we are able to cut the potential number of failing grades by half, each semester.

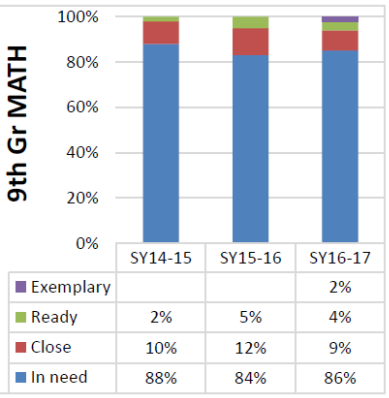
ACT Aspire is the district-wide summative assessment used to measure students' progress toward college and career readiness. The scale scores are linked to college data through the ACT college readiness assessment. They are also linked to the ACT National Career Readiness Certificate program. A ready score means the student is on target to earn a passing grade in a college-level course. It a district decision to administer the ACT Aspire to ninth and tenth graders only. The subtests include English, Reading, and Mathematics.



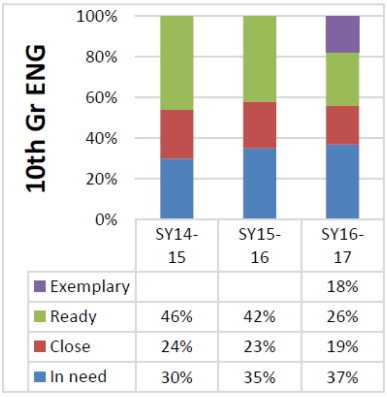
	SY14-15	SY15-16	SY16-17
Exemplary			15%
Ready	35%	37%	23%
Close	29%	28%	27%
In need	36%	35%	36%



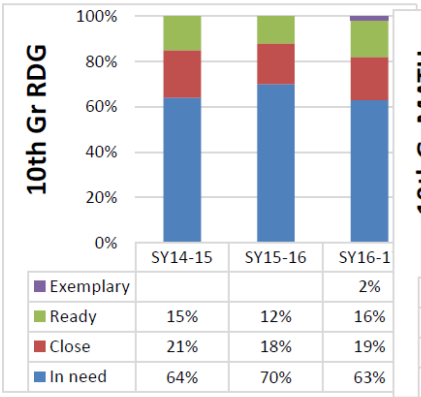
	SY14-15	SY15-16	SY16-1
Exemplary			4%
Ready	13%	19%	14%
Close	12%	20%	21%
In need	64%	61%	61%



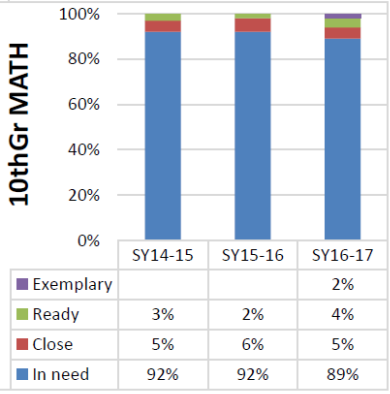
	SY14-15	SY15-16	SY16-17
Exemplary			2%
Ready	2%	5%	4%
Close	10%	12%	9%
In need	88%	84%	86%



	SY14-15	SY15-16	SY16-17
Exemplary			18%
Ready	46%	42%	26%
Close	24%	23%	19%
In need	30%	35%	37%



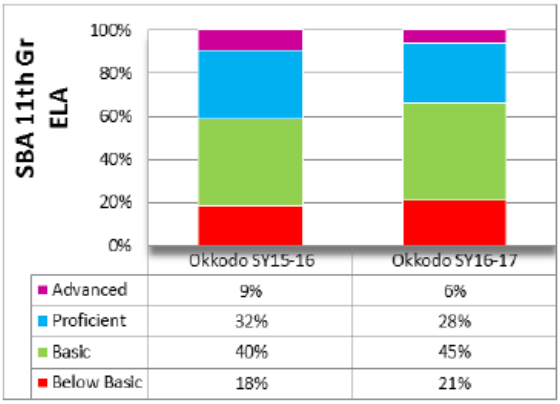
	SY14-15	SY15-16	SY16-1
Exemplary			2%
Ready	15%	12%	16%
Close	21%	18%	19%
In need	64%	70%	63%

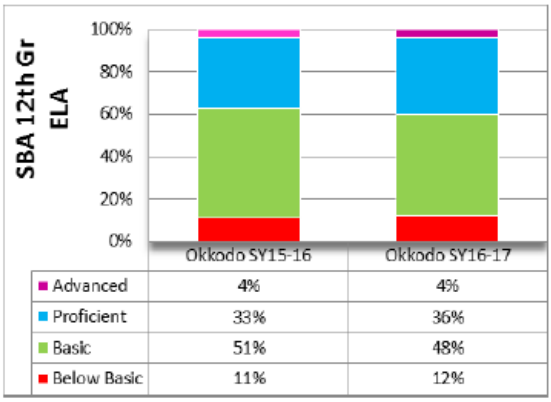


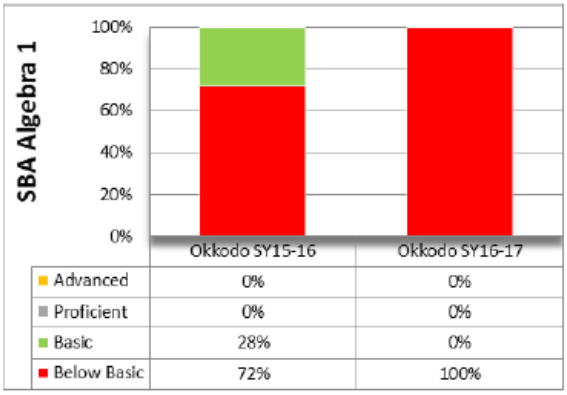
	SY14-15	SY15-16	SY16-17
Exemplary			2%
Ready	3%	2%	4%
Close	5%	6%	5%
In need	92%	92%	89%

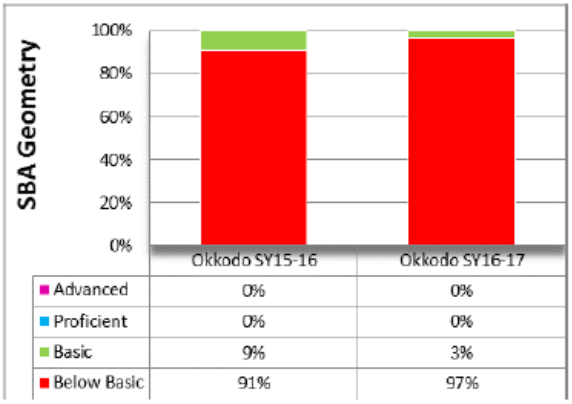
According to GDOE's Division of Research, Planning, and Evaluation, exemplary performance was not reported from 2014 to 2016, although there were students who reached that level. Exemplary numbers were included in the ready level. Starting with results from 2017, the exemplary level will be included. These test results for Okkodo High School reveal a need to improve achievement in all test areas, especially in reading and math for the ninth and tenth-graders. The schoolwide action plan focuses on efforts to improve this. Goals, expectations, and activities to increase student achievement in literacy and math skills are identified in the plan.

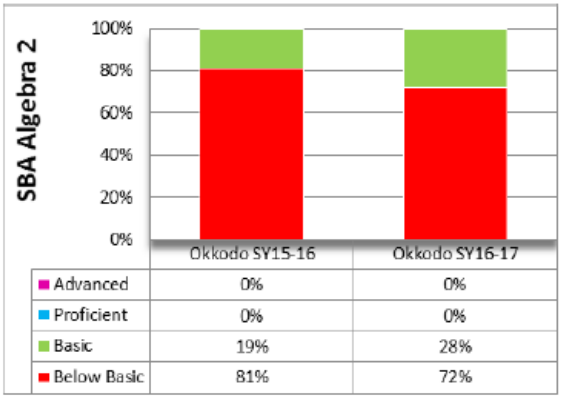
Another district-wide summative test used to measure student achievement is the Standards-Based Assessment (SBA). This assessment tool was developed by local teachers and is administered only to students who are enrolled in specific content courses. The content areas that are tested include: English 11 and English 12, Algebra 1, Geometry, Algebra 2, Physical Science, Biology, Chemistry, Anatomy, Geography, Guam History, World History, US History, and US Government.

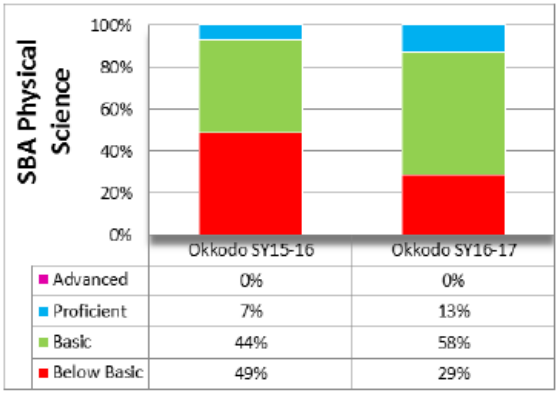


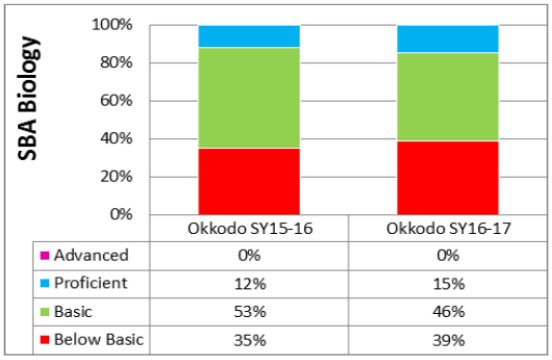


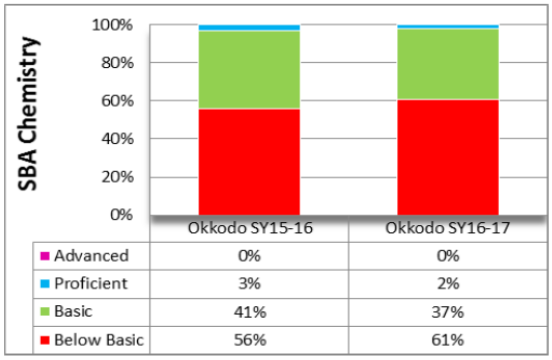


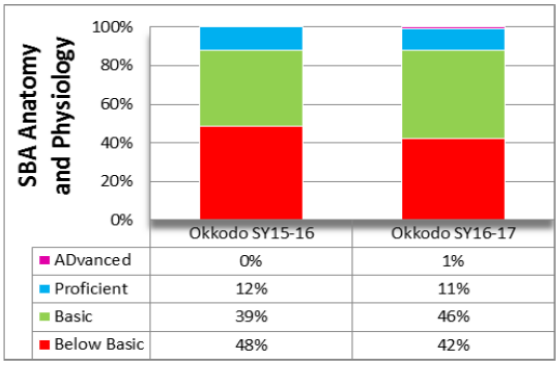


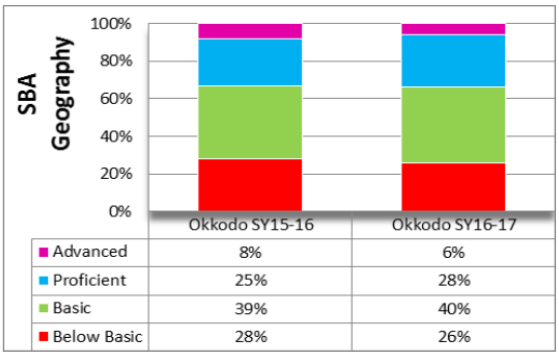


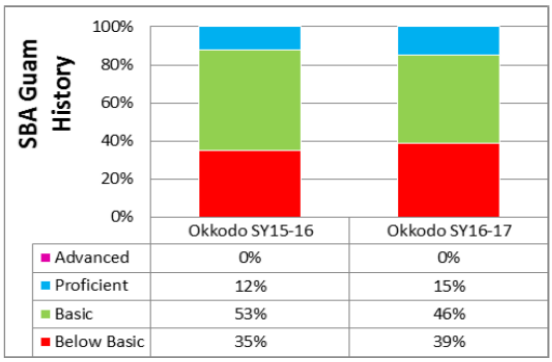


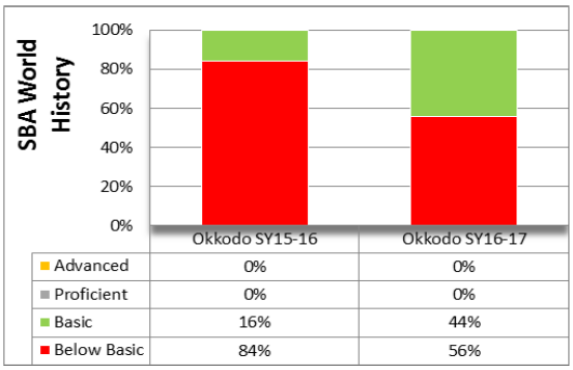


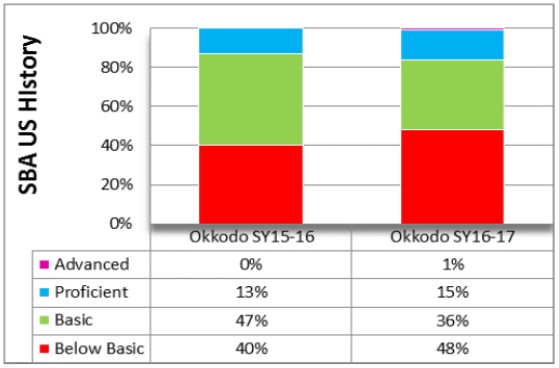


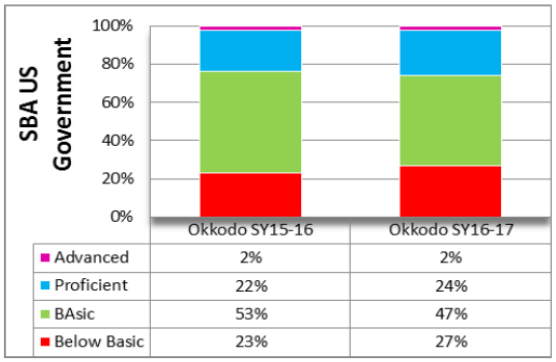












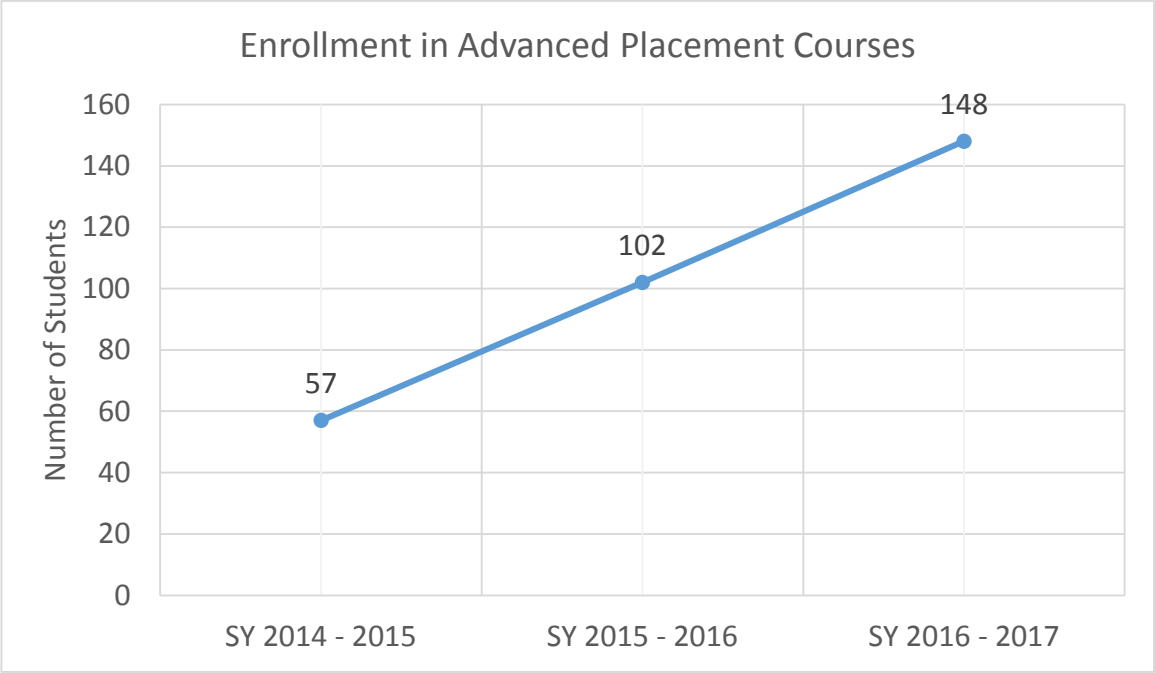
Students perform better in English Language Arts as they reach eleventh and twelfth grade. However, a need to improve student achievement still exists, particularly in mathematics. The school community is committed to improving this. The action plan details efforts to address this.

Advanced Placement Data

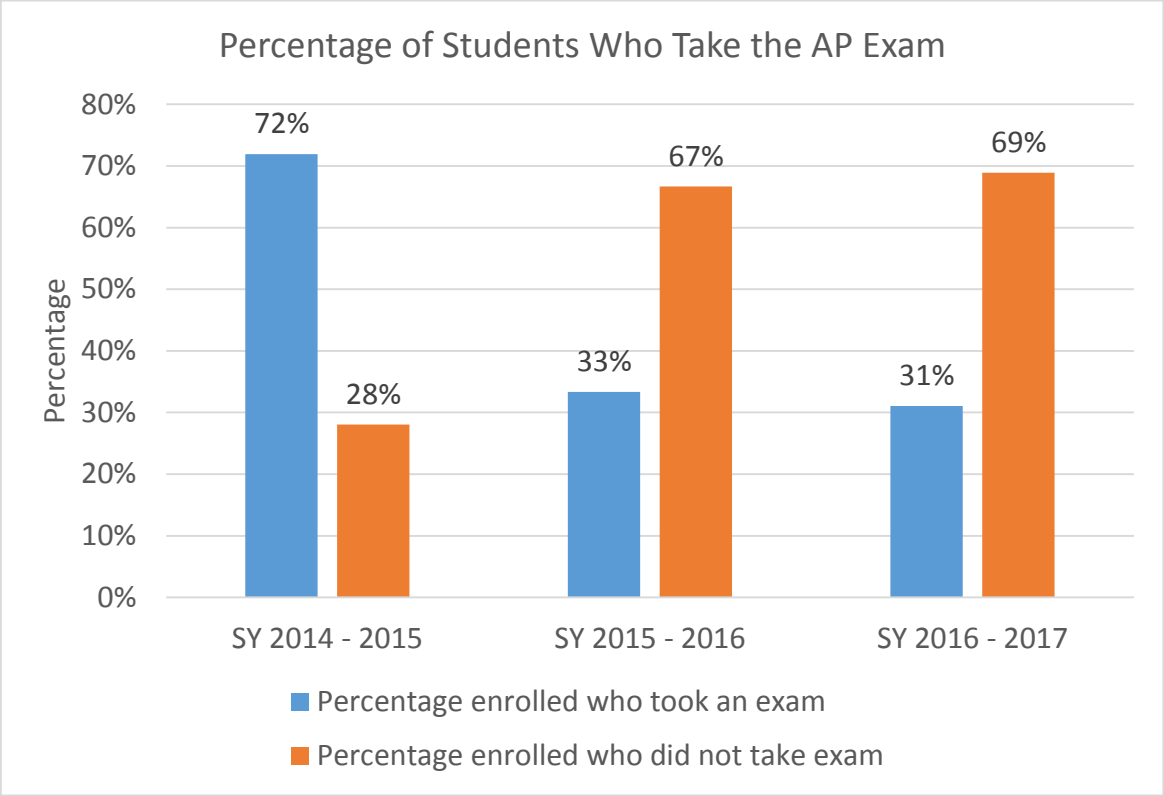
Course Offerings & Student Enrollment

	SY 2014 – 2015	SY 2015 – 2016	SY 2016 – 2017	SY 2017 – 2018
Literature & Composition	X	X	X	X
Language & Composition				X
US Government	X	X	X	X
Calculus AB		X	X	X
US History			X	X

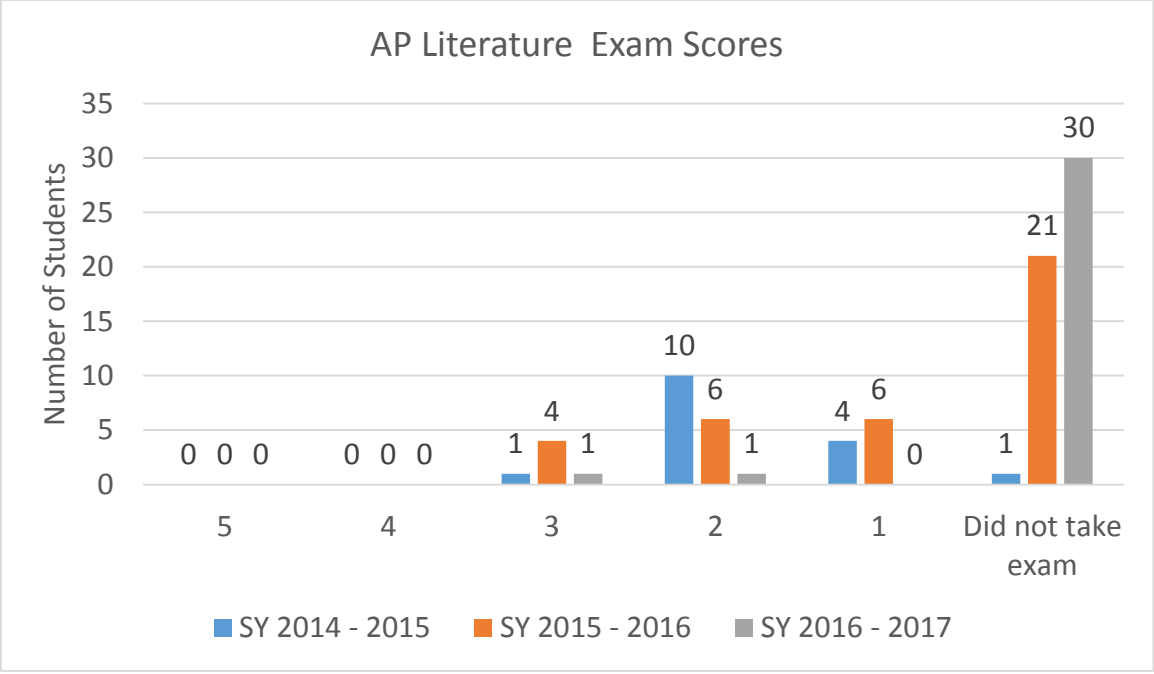
X = offered

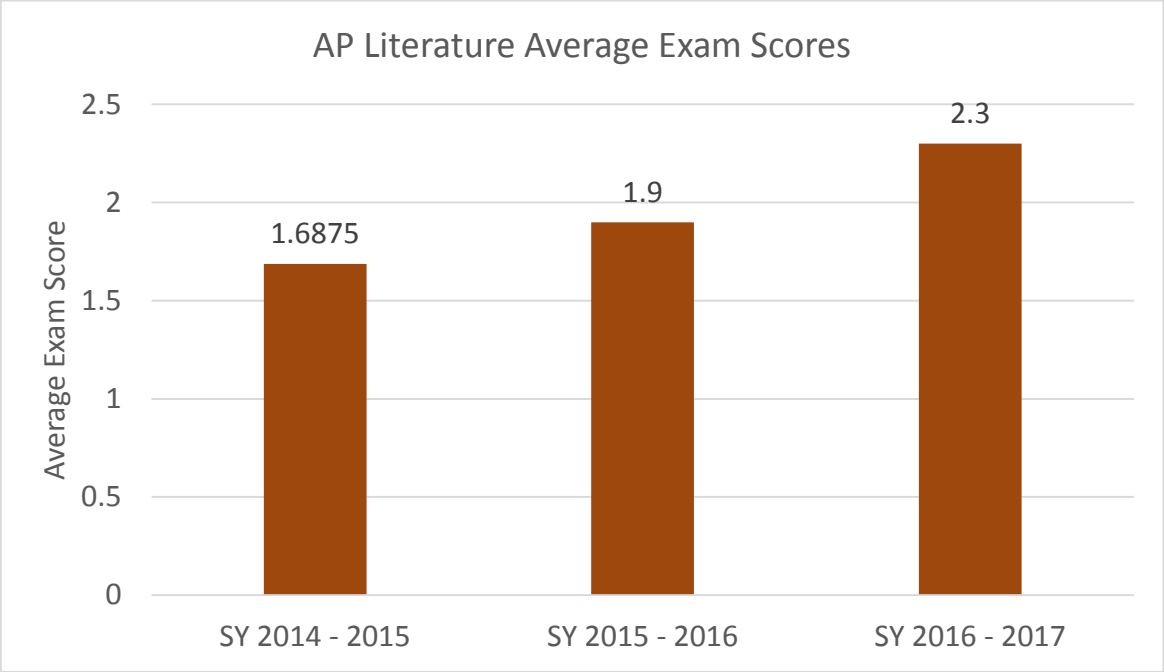


Since SY 2014 – 2015, the number of AP courses offered at Okkodo High School has increased. AP Calculus AB was offered in SY 2015 – 2016, while AP US History was offered in SY 2016 – 2017. The number of students enrolled in AP courses also increased by about 40-50 students each year.

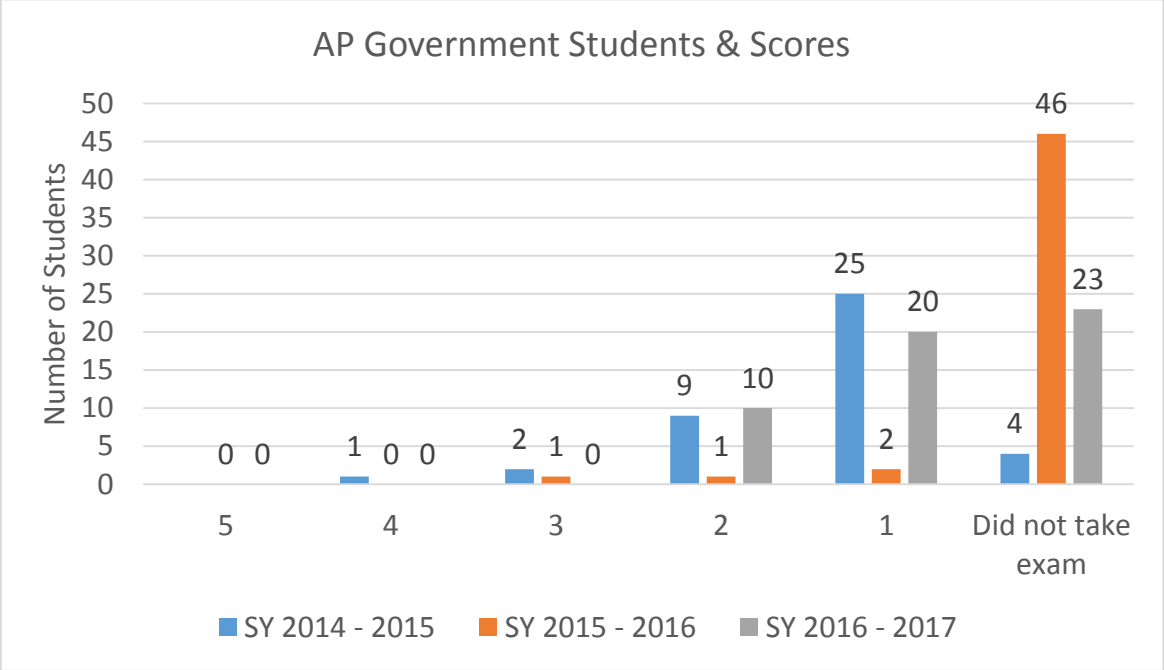


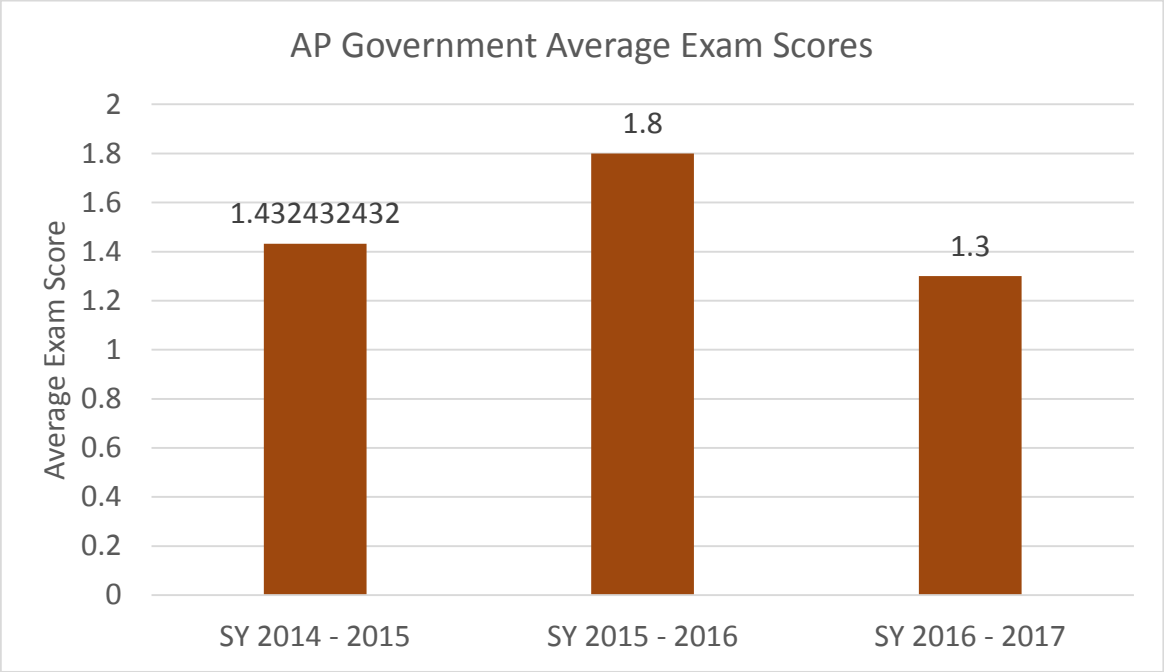
Advanced Placement courses are offered in schools upon approval by the College Board. The purpose of AP courses and exams is for students to earn college credit while they are still in high school. Since SY 2014 – 2015, the percentage of students taking the AP exam has decreased. This may be due to the cost of the AP Exam (at least $90 per exam since SY 2015 – 2016) or students not feeling prepared to take the exam.



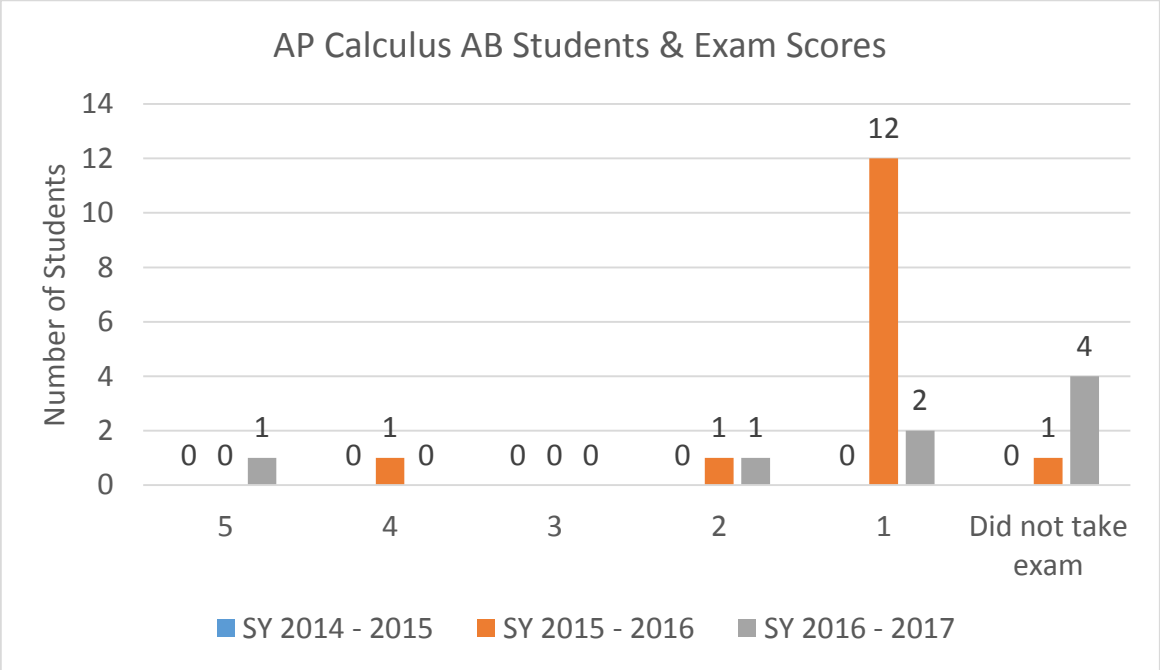


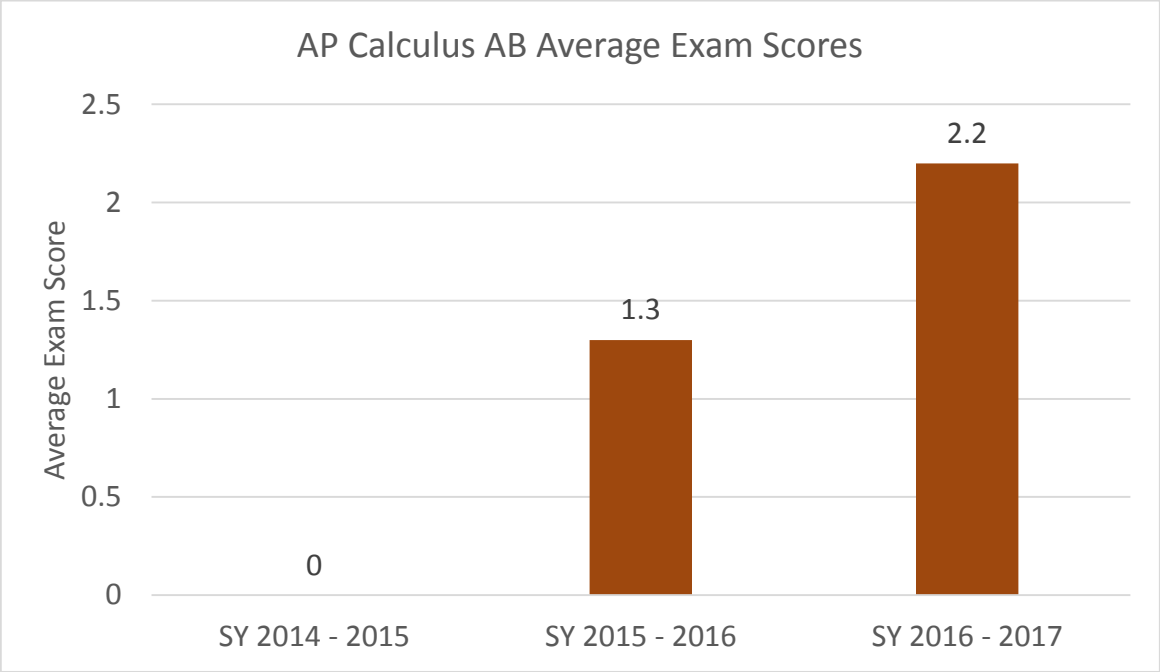
The number of students enrolled in AP Literature has steadily increased since SY 2014 – 2015. There is still a large number of students enrolled in this class who do not take the AP exam. However, the average exam score for this course has steadily increased since SY 2014 – 2015.



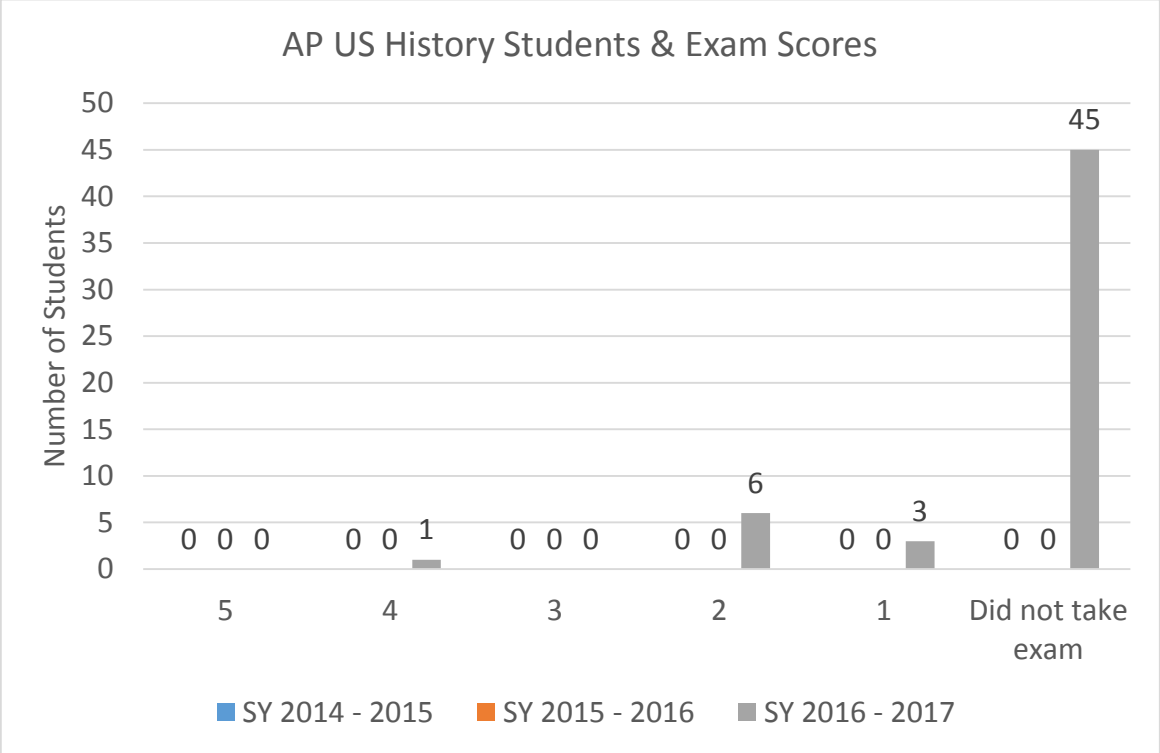


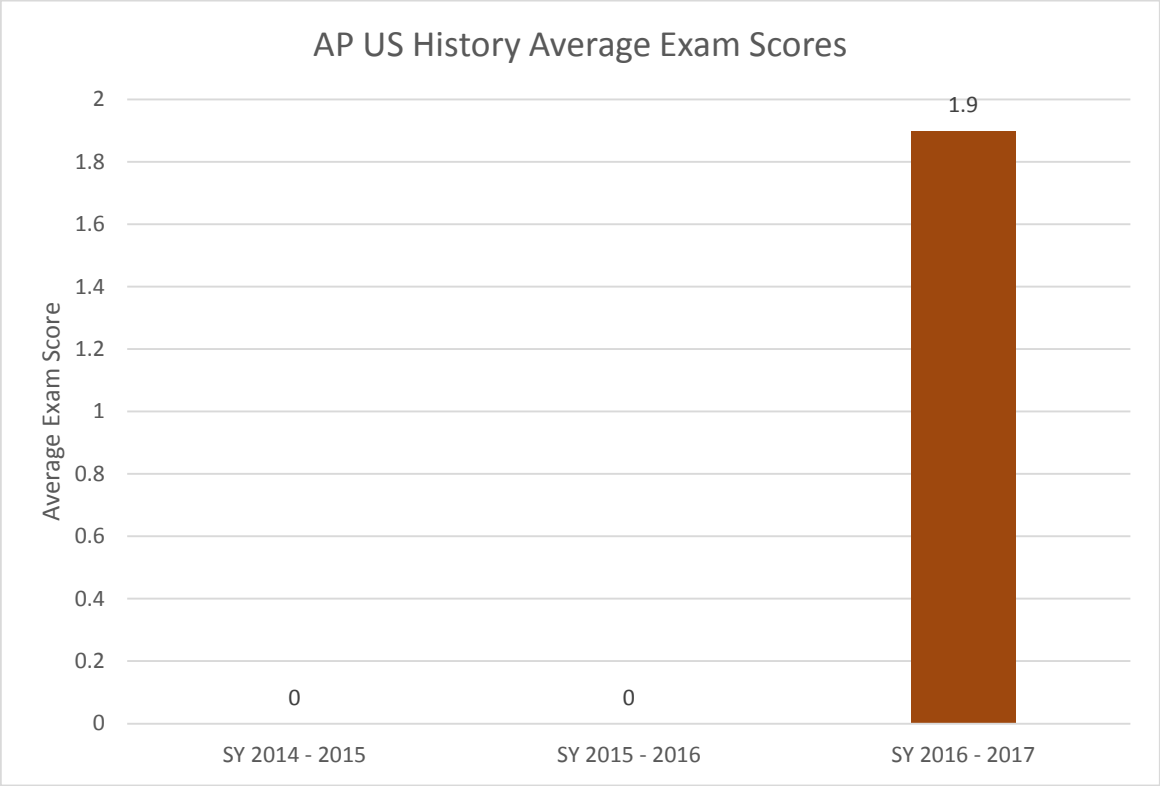
The number of students enrolled in AP Government has steadily increased since SY 2014 – 2015. There was a large number of students who did not take the exam in SY 2015 – 2016. Teacher retention for the course was not steady. It is important to note that the College Board states that the longer a person teaches a particular AP course the average exam score will increase.





AP Calculus was offered the last two years at Okkodo High School, and generally has an enrollment of 15 students or less. Since SY 2015 – 2016, the average exam score has increased. The number of students who did not take the exam also increased from 2 to 4 students.





AP US History was offered for the first time in Okkodo High School during SY 2016 – 2017. A large number of students did not take the exam. The average exam score was 1.9.

In conclusion, teachers of AP courses work with their respective departments to ensure students entering AP courses after taking a regular or honors prerequisite are prepared to handle the rigor and expectations of AP courses. The AP program at Okkodo High School has improved as supported by increases in average exam scores.

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

The following critical areas identified by the visiting committee in 2015 are as follows:

1. Continue to improve student academic achievement in core curricular areas to meet Schoolwide Learner Outcomes and Guam's Department of Education Common Core Standards growth targets, including schoolwide subgroups such as ELL, Sp.Ed. and socioeconomically disadvantaged students.

2. Guam Department of Education should improve student, teacher and class access to current instructional technology and increase professional development opportunities for its use and accountability efforts to monitor effective implementation of new initiatives and programs.

3. Increase all student proficiency on mathematics and English Language Arts to meet and/or exceed Guam Department of Education expectations and address possible test apathy among all grade levels and increase students' performance on all standardized tests

4. The school Leadership Team should provide opportunity and/or forum for students' voice to be heard on an ongoing basis. An important stakeholder, students need to have forums for raising issues via their student leaders as well as through other venues. Students will have models of citizen participation by being active stakeholders in their own education at Okkodo High.

5. Continue to increase the capacity of faculty and staff to collect, disaggregate, and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous Common Core Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.

Goal one of the schoolwide action plan is a direct result of the school's self-study and both previous visits. Goal one is to improve student academic achievement in core curricular areas to meet SLOs and GDOE Common Core Standards growth targets, including schoolwide subgroups such as ELL, SPED, and socioeconomically disadvantaged students and address possible test apathy among all grade levels. This goal addresses critical areas one and three as identified by the last visiting committee.

The school has been diligently working toward achieving this goal. Support for struggling students is offered through the school's intervention program, Schoolwide Intervention System or SIS. Once a week, for grades ten through twelve, struggling English and math students spend one hour in tutoring sessions. The hour is spent on extra instructional time with the teacher in a smaller setting. Students also use this time practicing and applying skills for mastery. ESL and Special Education mainstreamed students participate in this program, as well. Sheltered ESL students spend this extra time practicing their skills with the ESL math or English teachers. When students reach the established benchmark of 65% in their English or math class, they are removed from tutoring and placed in a cocurricular class or study hall.

The goal of offering cocurricular opportunities for students is to get them involved with school clubs or organizations so they can build a sense of belonging and pride in their school. Because students choose cocurricular classes based on their interests, this helps to keep them motivated about learning and research shows that they will be less likely to drop out. The cocurricular class is an extension of skills learned in a regular subject area. One example of this is Mock Trial, an extension of American Government and Theater. Or a cocurricular class can teach a new craft or skill such as quilling. Students also have the option to attend study hall where they work independently to complete assignments or catch up on reading. Each cocurricular class provides opportunities for students to build success in achieving the schoolwide learner outcomes.

SIS for the Freshman Academy also includes one-hour tutoring sessions. However, their cocurricular offerings focus on study skills and responsible behaviors needed to be successful high school students. These SIS courses also provide opportunities for students to practice the SLOs.

Each semester, approximately two-hundred students are tutored in math and one-hundred are tutored in English. On average, about half of the students who start tutoring, during SIS, are able to earn passing scores by the end of the semester. This reduces the number of potential failing grades by half each semester.

In the classroom, teachers encourage students to do their best on tests such as PSATs, ASVAB, ACT Aspire, and SBAs. Counselors explain the importance of the tests to students. Counselors conduct grade level meetings to encourage students to take tests seriously and to do their best. The Schoolwide Learner Outcomes (SLO) ceremony offers incentives for students to do their best in academics. It recognizes students, in a schoolwide setting, for progress in achieving the SLOs or for exemplary performance.

District-wide assessment results show gains in English Language Arts and some areas of Mathematics. The school is committed to increasing student achievement and will continue its efforts to improve in this area. This goal will remain in the revised action plan.

Goal two of the action plan calls for the school leadership team to provide a forum for students' voices to be heard on an ongoing basis. The forum will allow students to raise issues via their student leaders. This goal stems from the visiting committee's critical area number four. The school's Student Body Association has made great strides in accomplishing this goal. A recent perception survey reveals that a high percentage of students feel that they are able to voice their concerns and have their issues heard by the school leadership. More details about this goal can be found in chapter four in the School Climate and Student Personal and Academic Growth section. Because the goal has been met, it will not be included in the revised action plan.

Goal three is to continue to increase the capacity of faculty and staff to collect, disaggregate, and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous Common Core Standards-based curriculum, instruction, assessment, and accountability strategies in the classrooms. This goal addresses critical areas numbers two and five from the visiting committee. There has been much progress made in building capacity with faculty and staff. The amount of professional development that has been offered over the last three years has improved teaching and assessment methods. The school needs to continue efforts to more effectively collect, disaggregate, and analyze data. This goal will be included in the revised action plan.

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data:

- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three student learning needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

Semester marks reveal that most of the failing and below average grades occur in Math and ELA. Science is the next highest area, followed by Social Studies. The trend shows that there are more failing or below average grades in second semester than in first.

An important question that was raised was, "Why is this happening in second semester compared to first semester?" Possible reasons for this include student apathy and an increase in course rigor based on second semester content.

According to the ACT Aspire assessment, approximately 64% of our freshmen are not on track to be successful in a college-level English class and 80% are close or need help in Reading. Approximately 86% of our freshmen are not on track to be successful in a college-level Math class.

Important questions raised by these findings are: Is the content of freshman courses aligned with ACT Aspire skills? Do the students enter high school with necessary skills to perform at grade-level? Are teachers receiving professional development to address target areas and needed level of rigor?

Approximately 56% of sophomores are not on track to be successful in a college-level English class and 85% are close or need help in Reading. About 96% of sophomores are not on track to be successful in a college-level Math class, according to the ACT Aspire assessment.

Important questions raised by these findings are: Is the content of freshman courses aligned with ACT Aspire skills? Do the students enter high school with necessary skills to perform at grade-level? Are teachers receiving professional development to address target areas and needed level of rigor?

According to Standards-Based Assessments, an average of 86% of students are below basic in Algebra 1 skills. About 77% of students are below basic in Algebra 2 skills and approximately 94% of students are below basic in Geometry skills.

Important questions raised by these findings are: Is the content of freshman courses aligned with SBA skills? Do students have pre-requisite skills to perform at grade-level? How much of content are we able to cover by the time students are tested? Are teachers receiving professional development to address target areas and needed level of rigor?

An average of 59% of students are below basic in Chemistry skills and 55% are below basic in World History skills.

Important questions raised by these findings are: Is the content of freshman courses aligned with SBA skills? Do the students start the class with necessary skills to perform at grade-level? Are teachers receiving professional development to address target areas and needed level of rigor?

Okkodo High School students are expected to practice excellence in academics and to effectively communicate with others. The school is taking steps to increase student achievement and attainment of the schoolwide learner outcomes. Departments and PLCs are discussing ways to accomplish this. The school's action plan has been revised to reflect strategies that faculty and staff will take to improve student performance over the next few years.

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

<u>For each category</u>, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔ **Note: The five criteria categories are:**

A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture (Environment) and Support for Student Personal and Academic Growth.

Category A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources

A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the Guam Department of Education State Strategic Plan the school's purpose is defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan.

Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan

A1.1. Indicator: The school has established a clear, coherent vision and mission of what students should know and be able to do; the school's action plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

A.1.1. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

Findings	Supporting Evidence
Okkodo's mission statement is aligned with the vision of GDOE, which is that every student will be respectful, responsible, and ready for life. Okkodo High School's mission is to provide a respectful environment for quality learning that builds knowledge and skills to succeed in the twenty-first century. The school's mission and schoolwide learner outcomes were developed specifically with the OHS student profile and demographics of the school community in mind. Seventy-one percent (71%) of teachers were in agreement that there is an existing process for regular review and revision of these items.	**School Profile** **Mission Statement** **Schoolwide Learner Outcomes** **Daily Announcements** **Okkodohighschool.net**

The first schoolwide learner outcome is to be effective communicators. The demographics show a consistent increase in the number of students who hear or speak a language other than English at home. Sixty-three percent of the student population is identified as ESL (English as a Second Language). Okkodo High School students are expected to demonstrate effective communication skills, which includes English proficiency, in order to be successful in a global economy.

The next schoolwide learner outcome is to embrace cultural diversity. The demographics reveal that other than the three main ethnic groups; Filipino, Chamorro, and Chuukese, there are at least a dozen other ethnicities represented. This make-up is a microcosm of the island population. The school community agrees that it is necessary to expect students to be able to not only tolerate other ethnicities but to embrace and appreciate them as well if they are going to be successful in the twenty-first century.

In keeping with a mandate of the Guam Legislature to practice service learning and to encourage students to be mindful of their duties as stewards of the environment, the school expects students to be environmentally respectful. Students from small Pacific islands know first-hand the adverse effects of climate change. This expectation encourages students to be attentive to behavior that could harm their environment.

Lastly, an expectation of the school community is that students will value and promote excellence in academics. A study of semester marks and annual standardized assessments reveal a need for students to do better academically. School programs, funding, and resources are all geared toward helping students meet these expectations and advance the school's mission.

The schoolwide learner outcomes are announced daily over the intercom and include examples of positive behavior that demonstrate the outcomes. They are also listed on the school's website, okkodohighschool.net.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.

A1.2. Prompt: *Evaluate the effectiveness of the processes that ensure involvement of the entire school community.*

Findings	Supporting Evidence
The current mission and schoolwide learner outcomes have been in effect since SY 11-12. The process to develop this was lengthy and involved as many stakeholders as possible. Feedback from teachers was gathered through their department chairmen and faculty meetings, almost one-thousand students provided their input through questionnaires. Surveys were sent home to parents to ensure that the expectations also reflect what the parents want their children to be able to do upon graduation.	**Faculty Meeting Agendas** **DC Meeting Agendas**

Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

A1.3. Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision and mission, schoolwide learner outcomes, and action plan.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and the schoolwide action plan.*

Findings	Supporting Evidence
The school's mission statement and schoolwide learner outcomes are published in every classroom, on bulletin boards, and on every official agenda, memo, or letter given out to stakeholders. Student officers announce the mission and outcomes every morning over the school's public announcement system. Every morning one outcome is announced along with an example of how to practice it to ensure that the school community understands the school's goals. Additionally, one of the schoolwide learner outcomes is featured at the opening of PTSA meetings. The mission and outcomes are explicitly stated in lesson plans, field trip forms, and assembly or activity plans. Based on perception surveys, 89% of students and 89% of parents are aware of OHS's vision and mission. Ninety percent (90%) of students and 83% of parents are aware of OHS SLOs.	**Daily Bulletin Announcements** **School Correspondence** **Lesson Plans** **Field Trips** **Assembly/Activity Agendas** **Parent and Student Perception Surveys**

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan based on student needs in

an evolving global society.

A1.4. Prompt: *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan.*

Findings	Supporting Evidence
Every year, the school develops a report to determine the school's progress towards fulfilling the mission and outcomes. Teachers and staff are given electronic copies of the report. Demographic, program, and curriculum data are reviewed. Decisions are made based on the review. The Schoolwide Intervention System was developed as a means to provide tutoring for students who were struggling in their classes. For example, it was determined that the school needed a more tangible means to evaluate and encourage attainment of the SLOs. As a result, a rubric was developed for teachers to assess students. Every semester a SLO Recognition Ceremony is held to encourage students to strive for attainment, 65% of teachers found the current selection process for SLO awards to be effective.	**WASC Progress Reports** **SLO Rubric** **SLO Recognition Ceremony Agenda** **Schoolwide Intervention System Data** **Perception Surveys**

Schoolwide Learner Outcomes and Vision and Mission

A1.5. Indicator: Schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

A1.5. Prompt: *Evaluate the ways in which schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.*

Findings	Supporting Evidence
The mission of Okkodo High School is to provide a respectful environment for quality learning that builds knowledge and skills to succeed in the twenty-first century. The schoolwide learner outcomes are to effectively communicate with others, practice excellence in academics, embrace cultural diversity, and be environmentally respectful. The learner outcomes are embedded in the mission statement. The qualities necessary to meet the school's mission are described in the learner outcomes. Being able to communicate effectively and embrace diversity are qualities necessary to succeed in the twenty-first century. The goal to increase student academic achievement is reflected in the mission.	**School Mission Statement** **Schoolwide Learner Outcomes**

A2. Governance Criterion

The school's program and operations are in alignment with a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Guam Department of Education.

Understanding the Role of the Governing Authority

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?*

Findings	Supporting Evidence
Currently, there is a clear understanding of the relationship between the Guam Education Board and the school community. Seventy-nine percent (79%) of parents understand Guam's Education Policy Board's role and how its decision guide the work of the school. Changes to the role of board members, made over the last seven years, clearly define the roles of board members in relation to the superintendent, The change is primarily from one of general supervision to one of policy making. Board members are required to receive training that will safeguard against micromanaging the department. One concern is that 91% of OHS teachers believe there is a lack of collaboration between the board and stakeholders and fear to express their concerns due to lack of anonymity. The school community understands that they can participate in the school's governance by attending board meetings and voicing their concerns. On occasion, Okkodo High School hosts board meetings. Eighty-three percent (83%) of students are aware that they have the option to voice their concerns by communicating with the class council officers. Another way for stakeholders to participate in the school's governance is to bring issues or concerns to the principal at PTSA meetings. Eighty percent (80%) of parents participate in the school's planning process by attending PTSA meetings. The principal makes these issues known to the Superintendent and he, in turn, discusses the issues with the board.	**Title 17 Chapter 3 of Guam Code Annotated** **Guam Public Law 30-183** **Guam PL 31-019** **Board Meeting Agendas** **Parent-Teacher-Student Association** **Parent-Teacher Conference** **Perception Surveys**

Relationship Between Governing Authority and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

Findings	Supporting Evidence
School stakeholders understand the relationship between the Board and their involvement in school decisions. The school administrators inform parents and students of the Board's decisions and expectations through student and parent orientations. At the orientations, administrators discuss the five goals that the Board has adopted in the GDOE State Strategic Plan and draws the connection from those goals to the school's mission and student expectations. Every professional development session is planned in alignment with the Board's five goals. Teachers and administrators understand that the curriculum standards and district-wide assessments are adopted by the Board. Board decisions are disseminated to school stakeholders through the Superintendent's office. The district office keeps employees informed through the GDOE email network. The Board of Education and district management maintain an up-to-date website for stakeholders to easily access information.	**Grade-Level Orientation Agendas** **Faculty Meeting Agendas** **PD Planner** **PD Agenda** **Guam Board of Education Website – Goo.gl/5hP55V**

Faculty, Staff, and Governing Authority

A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A2.3. Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

Findings	Supporting Evidence
Teachers and administrators understand that the curriculum standards and district-wide assessments are adopted by the Board. Teachers use these standards to guide daily learning objectives and schoolwide learner outcomes. Administrators use them to determine systemic intervention efforts. Information regarding Board decisions are transmitted to the professional staff via email, memorandums, or presentations during faculty meetings. The Guam Board of Education also maintains a website that provides access to updated information.	**Guam Board of Education Website – Goo.gl/5hP55V** **Lesson Plans** **Schoolwide Learner Outcomes** **PD Agendas** **Faculty Meeting Agendas** **New Teacher Mentoring** **Collective Bargaining Agreement**

A3. Leadership and Staff Criterion – Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on the analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative Planning Process

A3.1. Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

A3.1. Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
The school planning process is broad-based and collaborative. Teachers and staff are committed to school improvement. According to a survey, 77% of the faculty and staff agree that administration, faculty and staff share leadership roles in making decisions to improve student achievement. Decisions for the school action plan are determined by student needs. The plan is also developed with staff input. Sixty-eight percent (68%) of teachers are aware of goals stated in the school's action plan. The school's leadership team is made up of administrators and faculty and staff representatives and the DCs of each department. The Department Chairmen relay information from the leadership team to the teachers as well as solicit input and feedback from the teachers and report to the leadership team. This feedback is taken into consideration when developing the school action plan. The school action plan is developed by the faculty and staff. A draft is presented to them at faculty meetings and professional development sessions for further input or feedback before the final version is complete. Analysis of student achievement is the basis for the school action plan. Student achievement data is presented to parents and reported to the wider community through different media outlets. Seventy percent (70%) of parents surveyed are aware of the school's action plan. However, the development of the plan is done almost exclusively by the teachers and administrators with a strong influence from student input through their Student Body representatives.	**PD Agendas** **Leadership Team Meeting Agendas** **Department Meeting Agendas** **School Action Plan** **PLC Binders** **Schoolwide Intervention System Data** **Freshman Academy Data** **Perception Surveys**

Correlation between Student Learning and the Schoolwide Action Plan

A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's schoolwide action plan.

A3.2. Prompt: *How does the school ensure that the analysis of multiple sources of data, schoolwide learner outcomes, and academic standards are incorporated into the schoolwide action plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
Critical learner needs are the basis of the school action plan. Okkodo High School faculty and staff are continuously seeking ways to increase student achievement. The school action plan clearly describes actions that need to be taken and timelines for accomplishments. As critical learner needs change, so does the plan. Based on the needs of the students, the action plan is consistently reviewed and refined. The school action plan currently focuses on increasing student achievement in Math and ELA, focusing PD on these critical learner needs, and finding various ways for students' voices to be heard by school officials.	**School Action Plan** **SBA Meeting Agendas** **Faculty Meeting Agendas** **Leadership Team Meeting Agendas** **Schoolwide Intervention System Data** **Freshman Academy Data**

Alignment of All Resources and the Schoolwide Action Plan

A3.3. Indicator: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

A3.3. Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
Fiscal and material resources are allocated for programs that will increase achievement of schoolwide learner outcomes. OHS is a leased-school, the Government of Guam leases the facilities from a private company. This relationship helps the school to maintain a facility that is conducive to keeping equipment and supplies at optimal conditions. Teachers and staff channel their needs to their department chairmen. The DCs then make those requests known at the leadership team meetings. The requests are included in the budget proposal. Although the school leadership includes these requests in the budget, the final determination about how much money is allotted to the school is dependent upon the Government of Guam's fiscal condition. The librarian uses funds to support achievement by purchasing educational technology, novels, video and audio recordings, and various reference books, to name a few. This school year, Social Studies teachers each received a multimedia projector and the science department received two three-dimensional printers. The fine arts department received a grant of approximately fifty-thousand dollars. This grant was used to purchase equipment and instruments that are also benefiting the Chamorro language department. Over the past few years, other content teachers received equipment. Using non-appropriated funds such as school clubs, organizations, and administrative funds purchase resources to supplement school programs.	**School Budget** **Library Funds** **Department Meeting Agendas** **Leadership Meeting Agendas**

Progress Monitoring of the Schoolwide Action Plan

A3.4. Indicator: The school's Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.

A3.4. Prompt: *Comment on the roles and responsibilities of the school's Leadership Team. Evaluate the degree to which this team monitors the progress of the implementation of the schoolwide action plan.*

Findings	Supporting Evidence
The school principal oversees all school operations. She has four assistant principals who are tasked with managing specific duties. One assistant principal oversees Curriculum, Instruction, and Assessment, another assistant manages business and facility issues and special education compliance. One assistant principal deals with attendance issues and the English as a Second Language program. Finally, there is an assistant principal who manages student discipline. As each administrator meets the goals of their specific areas, they are likewise accomplishing the goals of the school action plan. Each assistant principal works with a specific department of teachers to improve or extend effective instructional practices through classroom observations and by providing meaningful feedback. This process leads to higher student academic achievement, the goal of the school action plan.	**OHS Organizational Chart** **Guam Professional Teacher Evaluation Program**

School Community Council

A3.5. Indicator: The School Community Council (SCC) reviews and monitors the schoolwide action plan, and provides opportunities for stakeholder input and feedback.

A3.5. Prompt: *To what extent does the SCC review and monitor the schoolwide action plan and provide opportunities for stakeholder input and feedback?*

Findings	Supporting Evidence
Input from the school community determines the contents of the schoolwide action plan. Administrators and teachers identify critical academic needs based on student achievement data. Addressing critical academic needs is one goal of the action plan. Another goal of the action plan comes directly from students. This goal seeks various ways to give the student body a voice in school activities. Another goal of the action plan deals with providing relevant, research-based strategies to expand effective instruction to improve student achievement. Goals of the action plan are constantly discussed at faculty meetings, Professional Development sessions, Department meetings, Leadership Meetings, PTSA meetings, and in Student Body Association meetings. The action plan is the topic of discussion at every leadership meeting.	**School Action Plan** **Leadership Meeting Agendas** **SBA Meeting Agendas** **PTSA Meeting Agendas** **PD Agendas** **Department Meeting Agenda**

A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

A qualified staff facilitates the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development.

Qualifications of Staff

A4.1. Indicator: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

Findings	Supporting Evidence
Okkodo High School reviews the backgrounds of all the staff to find those who have proper training and preparation. The administrators must be certified in Administration and Supervision and must maintain a valid teaching certificate. OHS teachers are evaluated on a yearly basis using the guiding principles of the Guam Department of Education's Professional Teacher Evaluation Program (PTEP) standards and McREL's Power Walkthrough evaluation program. The PTEP evaluation, signed by the principal, is also required in order for teachers to be able to recertify or reclassify. Support staff, inclusive of school aides, one-to-one aides, instructional program aides, and clerical staff, must have a diploma from an accredited high school or have a General Education Diploma. The principal fills these positions with those who have experience with adolescents and are the most qualified candidates for the school site. In addition, the support staff go through specialized training and become certified prior to or during the school year as first responders in CPR, Applied Behavior Analysis Training, Autism Awareness, Guam Police Department Traffic Control Training, Safe Crisis Management, Restraining Techniques, Search and Seizure, Mediation Training, Bullying, and Sexual Harassment. Eighty-two percent (82%) of staff agree that OHS effectively supports PD with time, personnel and materials to help students achieve SLOs and academic standards.	**Guam Commission for Educator Certification** **OHS Master Schedule** **PTEP Binders** **List of Staff Training Sessions** **Staff Surveys**

Maximum Use of Expertise

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

Findings	Supporting Evidence
Assistant principals are assigned to operations based on their strengths and background. There is one assistant principal for Curriculum, one assigned to Attendance and ESL, one for Student Discipline, and one who is in charge of Special Education and Facilities. Teacher assignments are determined by their content area of certification. Within their content areas, teachers may express their preference for which discipline to teach. For example, a teacher certified in social studies can express their preference to teach Guam History verses US History. This process is completed through the development of Okkodo's master schedule. Teacher preferences are channeled through department chairmen. The school maximizes its support staff's expertise by assigning each individual to specific areas and situations where they are most needed. During the school day, the school aides are maximized in the areas in which the students are present. Individuals are assigned to be responsible for parking lot and drop-off/pick-up areas during appropriate times. Other staff members are assigned inside the school building in all the wings and common areas. Their duties include supervising, monitoring, and ensuring the safety of all students. They also help support teachers in the event that an unexpected situation arises in class. Okkodo High School strives to ensure that every classroom has a fully certified teacher but in the event that there is an emergency or a substitute teacher is not available a school aide will act as a substitute.	**OHS Master Schedule** **List of Administrators** **Support Staff Assignments** **Department Meeting Agendas** **Leadership Meeting Agendas**

Defining and Understanding Policies and Procedures

A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

A4.3. Prompt: *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence
The school has administrator and faculty-written policies, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The school's organization chart defines job titles and supervisor responsibilities. In addition, specific job duties and functions are defined by the department's job descriptions. The department's rules and regulations clarify employees' job duties. The submission of the school's annual budget for approval also involves identifying staff positions at the school that will carry out programs and functions to support educational services for students. The number of credentialed staff and support staff is determined by established ratios by the district that will adequately support student needs and ensure safety. Additionally, the school's faculty handbook and student handbook contain school rules and policies that further clarify and delineate how both staff and students will operate. The decision-making process is best characterized as collaborative and broad-based. Leadership roles are, for the most part, representative of collective groups who vote for their leaders to represent their interests. Faculty and student leaders are usually voted into their positions while some positions are appointed by advisors or administrators or assumed by volunteers. Furthermore, 83% of parents surveyed are aware that OHS has clear policies and procedures for administrators, faculty, and staff for student achievement.	**Okkodo High School Organizational Chart** **GDOE Personnel Rules and Regulations** **Faculty Handbook** **Student Handbook** **Parent Surveys**

Internal Communication and Planning

A4.4. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.4. Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
The school has effective structures in place for internal communication, planning, and resolving differences. Department meetings allow for active engagement of all staff. Issues or concerns are brought to the attention of the DCs. In turn, the DCs bring up these issues with the Leadership Team. The team is made up of DCs and school administrators. Likewise, information from the administrators is disseminated to the teachers through the DCs at leadership meetings. Each department holds meetings, at least, once a month and leadership meetings usually take place every week. The administrators maintain an open-door policy for teachers who fall under their supervision for the Professional Teacher Evaluation Program. Faculty meetings occur monthly. Another effective avenue for communication and planning is through the department's email system. All faculty and staff members have access to a GDOE email account. This is the primary means of communication from the district-level to the school. Personnel rules and regulations govern the manner for resolving differences. Handling matters at the lowest level is usually practiced without having to go through the grievance procedure.	**Department Meeting Agendas** **Leadership Meeting Agendas** **GDOE Personnel Rules and Regulations** **PLC Binders**

Staff Actions/Accountability to Support Learning

A4.5. Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.5. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
The school leadership has procedures in place to ensure staff share responsibility, actions, and accountability for student learning. The process is one of collaboration. The administration takes into consideration teacher input when making program decisions. This ensures a shared vision among the teachers and commitment to program goals. Accountability is achieved through DC and administrator follow-ups. DCs and administrators check on task completion and offer support when necessary. During leadership and faculty meetings, student achievement data is shared and discussed. The staff and administrators then develop an action plan to address weak areas. Evaluation and documenting evidence manifests itself through reports needed by the school and district. Annually, the school can measure its progress and make recommendations through performance indicators, budget preparation, school report card, accreditation follow-ups, and program reports such as the Schoolwide Intervention System, Eskuelan Puengi (Night School) and Summer School.	**Faculty Meeting Agendas** **Leadership Meeting Agendas** **School Action Plan** **Annual Budget** **School Report Cards** **Eskuelan Puengi Reports** **Summer School Reports**

A5. Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Support of Professional Development

A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the schoolwide learner outcomes and academic standards.

A5.1. Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Okkodo High School follows the five goals of the Guam Department of Education State Strategic Plan. Goal three states that all GDOE personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities. The school also follows the objectives of the schoolwide action plan which includes a professional development goal. GDOE offers development sessions both on and off-island. It is up to teachers to stay abreast of these opportunities. Fifty-one percent (51%) of teachers agreed that administrators offer training opportunities to all faculty and staff members. Often, different divisions within the department will publish upcoming professional development sessions on the GDOE website. Interested teachers then commit to attending the sessions and afterward provide training for others. For example, a recent PD session in Washington DC was offered to Guam's social studies teachers. Two of Okkodo's teachers traveled there to participate in the development. When they returned they were given time to conduct local PD for Guam's secondary social studies teachers. Okkodo High School hosted the development session. Every school year, professional development days are incorporated into the school calendar. The administration continually promotes professional development and highly encourages teachers to take advantage of these opportunities. The school's Curriculum Leadership Team (CLT) plans PD for teachers throughout the year. The team determines what kind of development is needed based on district expectations, student demographics, student achievement data, and teacher needs. Within the past three years, teachers participated in at least thirty-two different types of professional development. The most commonly attended sessions have been about best practices (Sheltered Instruction Observation Protocol, Classroom Instruction That Works, and Thinking Maps), Proficiency Scales and Special Education. According to the school survey, 77% of teachers are actively implementing Classroom Instruction that Works (CITW) strategies in their classrooms, 89% are using Thinking Maps, and 63% are actively using Sheltered Instruction Observation Protocol (SIOP) strategies in their classroom. PowerSchool is an online school management system that all GDOE schools use. It manages attendance, grades, enrollment, schedules, and other pertinent student information. Okkodo High School or the district has paid for many professional development sessions attended by the teachers including the Advanced Placement Summer Institute, Physical Education Curriculum and Development Sessions, Autism Training, Standards-Based Grading and Proficiency Scales, McREL's Classroom Instruction That Works, and many more. Based on this evidence, the school leadership greatly supports professional development with time and resources.	**Guam Educational Board Goals** **School Action Plan** **PD Agendas** **List of PD sessions attended** **Teacher Perception Surveys**

Supervision and Evaluation

A5.2 Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A5.2. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The school's evaluation procedures are effective. Teachers are evaluated using the Guam Professional Teacher Evaluation Program (PTEP). Administrators meet with teachers to discuss goals for the year. They conduct several classroom observations and provide teachers with meaningful feedback. They review lesson plans and classroom records in order to guide teachers to improve or expand their instructional practices. One component of PTEP includes a student and parent perception survey. This provides teachers with insight into how their practice is being perceived and it offers an opportunity to reflect on their pedagogy. The purpose of the evaluation is to encourage professional growth and increase student achievement through effective instruction.	**Guam Professional Teacher Evaluation Program** **PTEP Cycle Chart** **Teacher PTEP Binders**

Measurable Effect of Professional Development

A5.3. Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A5.3. Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
At the conclusion of PD, teachers are asked to reflect on their current practice and identify areas where they may need to make immediate changes. They are also asked to consider the long-term changes they will make over time based on what was presented during PD. Fifty-five percent (55%) of teachers agree that the District-wide Professional Development days are effective. During PLC time, teachers discuss the strategies learned in PD and how they are working when they apply them in their classes. They have discussions about what worked or didn't work and how to adjust for their specific learners based on common formative assessment results. However, 63% of teachers disagree that there are processes to measure the effectiveness of PD on student performance. Administrators observe classes and take note of how PD strategies are implemented. Semester marks are analyzed and district-wide assessment results are studied to see if PD strategies were effective. Ninety percent (90%) of parents believe their child's educational needs are being met and 86% of students believe their educational needs are being met at OHS.	**Professional Development Agendas** **PD Exit Tickets** **PLC Agendas and Minutes** **Student Work Samples** **Marks Analysis** **District-Wide Assessment Results** **Teacher Surveys**

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards.

Allocation Decisions

A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.

A6.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan?*

Findings	Supporting Evidence
Resources are allocated for programs that will increase learner outcomes and achievement of the schoolwide action plan. Budget requests are made to ensure students and teachers have as many material resources as possible within the GDOE budget. Teachers apply for various community grants to secure materials not available in the school's budgeted allotment. In many cases, teachers purchase equipment and material on their own. When PD needs arise, the school's administrators make requests from DOE's Division of Curriculum, Instruction, and Assessment for funding and equipment. Through their diligent efforts and the cooperation of the Deputy Superintendent, the school has received funding for its PD requests. The Division of Curriculum and Instruction also arranges for PD and training of Okkodo teachers to expand instructional practices and develop effective assessment tools. The school provides some resources to recognize student achievement of the schoolwide learner outcomes. A student club called Students Helping Students subsidizes the cost of tangible incentives for SLO awardees and various student needs.	**OHS Budget** **PD Agendas** **C and I Training Agendas** **SLO Awardees** **Students Helping Students Payables** **Various Community Grants**

Allocation Involvement

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Annual budget formulation begins from the ground up. Input from Okkodo teachers is solicited. Their input is channeled through their department chairmen to the leadership team. The team then works to refine the budget. The leadership team is representative of in-school stakeholders. It is composed of content department chairmen, a counseling representative, a Guam Community College representative, the school health counselor, support staff representatives, and administrators. Communication between the leadership team and teachers is consistently maintained throughout the refinement process. Parents are included in the process during regular PTSA meetings. All stakeholders are then given the opportunity to participate in budget presentations that are open to the community. This presentation is organized by GDOE and is required by law. However, there is a low turn-out of parents at the presentation.	**OHS Budget** **PTSA Agendas** **Leadership Meeting Agendas** **Department Meeting Agendas** **Faculty Meeting Agendas**

Practices

A6.3. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

A6.3. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

Findings	Supporting Evidence
Okkodo High School is in compliance with Board Policies when conducting business and accounting practices. Policy is in place that sets up internal controls for enforcing procedural guidelines that safeguard school assets and funds. OHS follows board policy to maintain management integrity and ethics when making budgetary decisions. GDOE's internal auditor communicates with the school to provide guidance and training to ensure quality business and accounting practices are being conducted. When needed, the auditor makes site visits to discuss procedures with administrators, business office personnel, and advisors and student officers of chartered clubs and organizations. In addition, Okkodo High School has procedures in place for dealing with non-appropriated funds. The procedures include a Money Committee that oversees the receipts and expenditures of student activities. The money committee is composed of a school administrator, school treasurer, a teacher representative, and the Student Body Association president. The composition and roles of members are established by public law. This committee also makes the final approval of all expenditures in excess of one-hundred dollars from the Student Activities Fund. Along with this, a system of checks and balances has been put in place to handle non-appropriated funds. Designated clerks are authorized to accept payments from parents for transactions such as transcripts or student verifications. Different staff members then secure the money in a safe and generate checks. The school treasurer writes out monthly non-appropriated funds reports. This system of checks and balances is in place to ensure proper accounting practices. In addition, because Okkodo High School recognizes the importance of protecting against the mishandling of funds, a security system has been installed in the business office.	**Guam PL 26-26 §6115-6118** **Board Policy 700, 702, and 715** **OHS Standard Operating Procedures** **SBA Meeting Agendas**

Facilities Conducive to Learning

A6.4. Indicator: The school's facilities are adequate to support high-quality learning.

A6.4. Prompt: *To what extent do the facilities support high quality learning?*

Findings	Supporting Evidence
Okkodo High School's facilities are in excellent condition to support high quality learning. Ninety-three percent (93%) of parents surveyed feel Okkodo's facilities are adequate to support quality learning. Occasionally, air conditioning units will break down, but overall the facilities are safe, functional, and well-maintained. The buildings and cafeterias consistently earn A ratings from regulatory agencies. All classrooms are properly ventilated and maintain temperatures of seventy-two degreesº Fahrenheit or below. Okkodo High School boasts a state-of-the-art library to support high quality learning. The library is fully automated. The number of students who visit the library daily is recorded electronically. Students are able to access the library database online. Book check-outs and returns are recorded through barcode scans. The library is outfitted with a Promethean Interactive Board, twenty desktop computers, and thirty laptops. The library is currently expanding to include a computer laboratory with thirty additional desktops. All computers are internet ready. To accommodate the Freshman Academy, ninth graders are housed in their own wing complete with restroom facilities, and a cafeteria. Each wing of the campus contains a Wi-Fi router to give teachers access to the internet for grading, recording, and instruction. The school also has a carpentry workshop and an automotive garage. Both are outfitted with materials and equipment for their respective course work. The Pro-Start program is self-contained in a stand-alone building equipped with a functioning kitchen and dining area. The school also boasts outstanding sports facilities that include fields and courts for softball, baseball, soccer, football, basketball, volleyball and tennis. The track and field area includes a concession stand, restrooms, and an updated rubberized track. The school's facilities greatly support high quality learning.	**Ratings from Regulatory Agencies** **Map of OHS Campus** **Library Records** **Lesson Plans** **Parent surveys**

Instructional Materials and Equipment

A6.5. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A6.5. Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
Each department chairman keeps an inventory of textbooks. Not every class has a set of textbooks. In these cases, teachers compile their own set of printed material to use for instruction and refer to the textbook as a supplemental resource. Teachers have access to audio-visual equipment such as multimedia projectors, televisions, DVD/VHS players, computers and other electronic devices. Although there is a procedure in place for requesting supplies or materials, the requests may not be filled due to limited budget constraints within the Government of Guam. Ninety-four percent (94%) of teachers and staff feel that they are not involved in resource allocations at the school site. Despite this, school staff and teachers are very resourceful and develop creative ways to address curricular goals and schoolwide learner outcomes through other means. Teachers have the ability to collect lab fees from students to purchase supplemental material. The school's library provides a wide array of educational resources for students and teachers. Funding for library resources comes from passport funds and various grants issued through the district office. Passport funds are released at the end of each fiscal year and are distributed to schools based on population. Board Policy 721 requires school librarians to submit a three-year plan that clearly outlines funding intentions. The plan must be aligned with the American Association of School Librarians' learning standards, GDOE content standards, and individual school needs to enhance academic achievement, especially in literacy. The three-year plan includes collaborative efforts of the school librarian, the administration, and department chairmen.	**Textbook Inventory** **Equipment Sign-out Records** **Library Three-Year Plan** **Lesson Plans** **Board Policy 721** **Perception Surveys**

Qualified Personnel

A6.6. Indicator: Resources are available to hire, retain qualified personnel for all programs.

A6.6. Prompt: *Determine if resources are available to hire and retain qualified personnel for all programs.*

Findings	Supporting Evidence
Okkodo High School currently has seventy-four classroom teachers, one transition teacher, and one Consulting Resource Teacher. There are five counselors, one librarian, one School Health Counselor, and one ESL coordinator. The Guam Community College provides Okkodo with six instructors and one counselor. All together there are ninety-one credentialed staff members. OHS has twelve school aides, twelve one-to-one aides, three ESL assistants, fifteen cafeteria staff, four clerks, one computer operator, one truant officer, and one administrative officer. All together there is a support staff of forty-eight people. All support staff have either a high school diploma or GED. They are involved in numerous training programs and development sessions throughout the year to increase their capacity to advance the school's mission and promote schoolwide learner outcomes. There are five administrators at Okkodo High School, one principal and four assistant principals. All administrators hold master's degrees in administration and supervision. All five are fully certified in school administration. Resources for hiring qualified teachers and staff are dependent on GDOE's budget and the availability of funds from the Government of Guam.	**Staffing Pattern** **Qualifications Chart** **Training Session Sheets** **PD Agendas**

ACS WASC/GDOE Category A. Organization: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

Okkodo High School's vision and mission statements, schoolwide learner outcomes, and schoolwide action plan are aligned with GDOE's State Strategic Plan and are the foundation of OHS's organization for student learning. OHS stakeholders are aware of the school's mission, SLOs and schoolwide action plan and are actively involved and committed in meeting and regularly reviewing such goals and objectives.

The leadership and staff of OHS meet the qualifications of GDOE. They are also involved in ongoing research and professional development to further their effectiveness in raising student achievement. Furthermore, they work collaboratively to make data-informed decisions to achieve the SLOs and goals of the schoolwide action plan. Teachers and staff are sent on various trainings and workshops throughout the school year; however, an awareness of such trainings should be announced in a timely manner and offered to all faculty and staff before selections are made.

An integral part of the organization for student learning is the governance of the GEPB. The stakeholders of OHS understand their relationship with the GEPB, including how they can participate and share ideas and/or concerns with the board. However, some teachers feel that avenues of communication should be done in a timely manner, providing forums for discussion and input at the school level prior to implementing district-wide policies.

The last component of organization for student learning is the availability of resources. Resources are allocated based on the school budget process. OHS has sufficient resources and utilizes them to meet the schoolwide action plan, which is to increase student achievement. Based on a survey conducted, a majority of teachers feel they need to be directly involved in the ordering of teaching supplies at the school site.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- As stakeholders, students are confident that their ideas and concerns are taken seriously and delivered administratively through the proper channels. Eighty-three (83%) of students are aware that they are able to voice their concerns by communicating with their class councils.
- In addition to meeting the school's vision, mission, SLOs and goals of the schoolwide action plan, 90% of parents believe that their child's educational needs are being met and that Okkodo's facilities are adequate to support high quality learning.
- Professional days are used to help teachers improve student achievement and increase effectiveness in the classroom. More than 63% of the faculty is incorporating researched based practices in their classrooms: SIOP, Thinking Maps, and CITW.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- The faculty feels there is a need to improve communication between the board and stakeholders at the school site before district-policies are passed.
- Professional development trainings and workshops should be offered to all faculty and staff in a timely manner before teacher selections are made.
- More than half of the faculty believes that there is a need to improve the effectiveness, quality, and relevancy of District-wide Professional Development sessions.
- There is a need to improve the process to measure the effectiveness of professional development on student performance.
- Increasing the number of teachers using proficiency scales in the classroom is also an area of growth.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan.

Current Educational Research and Thinking

B1.1. Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

B1.1. Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.*

Findings	Supporting Evidence
All Guam public high schools must follow the graduation requirements set by public law and the Guam Board of Education. A curriculum guide, content standards, and performance indicators are clearly defined by the district and adopted by the Board. Using the curriculum guide, OHS makes decisions about specific course offerings based on students' needs and advancing the school's mission. The ELA and Math departments follow Common Core State Standards. The science department adheres to Next Generation Science Standards along with GDOE Content Standards. The Social Studies Department follows C3 Framework for Social Studies Standards with GDOE Content Standards. All electives incorporate College and Career Readiness Standards with performance indicators for their respective areas. Each of the core subjects has developed curriculum maps for their disciplines. The work of the PLCs ensures that teachers are following the maps. Fidelity to the maps guarantees that each student has access to the curriculum. When teachers see a need to add courses to the curriculum, the Board has a process in place to do this. In the past three years, OHS teachers have successfully initiated adding courses to the GDOE curriculum. Because of the hard work of the school's science teacher, Mrs. Addie, GDOE has a Pre-Engineering course, FC 413H, in the curriculum. This school year, Mrs. Addie is piloting another course, Genetics FC 414HP, to be added to the curriculum by SY 18-19. The school's business teacher, Mr. Gianchand, is currently piloting a Personal Finance Management class, BS 310P, with the goal of curriculum adoption by SY 18-19, as well. A recent teacher perception survey shows that 75% agree to the school's demonstration of current educational research.	**Board Policy 351.4** **GDOE Content Standards and Performance Indicators** **Common Core State Standards** **Next Generation Science Standards** **C3 Framework for Social Studies** **Department Meetings** **Curriculum Guide** **Course Offerings**

Academic Standards for Each Subject Area

B1.2. Indicator: The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

B1.2. Prompt: *Evaluate to what extent clearly articulated schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.*

Findings	Supporting Evidence
All teachers plan lessons and school activities around their content standards. The GDOE standards are aligned with state and national standards. They are expressly stated in lesson plans and course syllabi. Along with the GDOE, State and National Standards, OHS embeds the SLO rubric as a measurement on how the School Wide Learning Outcomes are addressed in class. This can be observed through teacher's lesson plan as well as written on the board as an indicator of what is being addressed daily. This rubric is the foundation to determine our School Wide Learning Outcomes Award Ceremony that is held every semester in a school year. Awards are given to students that showed exemplary characters of our SLO's. To guarantee that these components are being addressed, observations from school administrators as well as PTEP conferences are being conducted to oversee that are adhering to the district expectations. Teacher perception surveys show that 80% consider that OHS has defined academic standard for each subject area, course, and/or program. Parent perception surveys show that 73% are aware of the Schoolwide learner outcomes.	**Lesson plans** **Course Syllabi** **Teacher Evaluations** **Student Work** **Department Minutes** **PTEP (professional Teacher Evaluation Program)** **Classroom Observations** **SLO rubric** **Curriculum maps**

Congruence

B1.3. Indicator: The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The school administrators are required to complete a minimum of six classroom walk-throughs each school year. It is during these occasions that the written curriculum is evaluated against the actual curriculum – what is actually taught. Teachers in the math department regularly observe one another to provide feedback about content that is actually delivered. Based on these observations, there is a high degree of congruence between the written curriculum and actual curriculum. Lesson plans contain explicit statements of learning objectives, schoolwide learner outcomes, skills, and concepts. Items stated in the lesson plans are observed in action during evaluations. To support what is being observed and evaluated, the District has invested in research-based curriculum methods that can be effective in the daily delivery of the lesson as well as an effective way of focusing on specific methods of teaching. School administrators district-wide were provided with the opportunity to be trained in Balanced Leadership in which SMART goals are created then implemented as a gauge of what is effectively done within a school year. Since the SMART goals are fluid and can be changed, this is usually done with the input of the school stakeholders. Teacher perception surveys show 77% agree that there is congruence between the concepts or skills and SLOs and Content Standards.	**PTEP Feedback** **Lesson Plans** **Student Work** **PLC Agendas**

Student Work — Classroom Learning Targets

B1.4. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

B1.4. Prompt: *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Currently, teachers examine student work in PLCs. They use this information to adjust lessons and assessments. Student work also reflects the standards and schoolwide learner outcomes and to what degree the students are performing. The school is moving toward grading through proficiency scales. As teachers become proficient in using the scales, student work will more accurately reflect their abilities. Although student work is examined in PLCs, the school needs to do more to unify the process of examining work samples and observing student engagement. Currently, the school district is making changes to the way students are being graded. Standards-Based Grading (SBG) and proficiency scales are being piloted in various schools on island from elementary to high school. Because Okkodo High School was identified as a pilot school, the establishment of the Curriculum Leadership Team (CLT) was done. The team consists of teachers from the four core subjects and other teacher-leaders. Training has been provided to the CLT members from Marzano's Research Lab. This team is an integral part of executing standards-based grading by providing guidance and support to teachers. In addition to the training, the district provided community outreach information on the changes that will be made in assessing their child. Changes to current board policy on grading need to be adjusted to meet the goals of standards-based grading. Teacher perception surveys show 78% agree that student work demonstrates the implementation of standards-based curriculum and the SLOs.	**PLC Agendas** **Lesson Plans** **Student Work Samples** **Proficiency Scales** **Projects and Presentations** **Research Rubrics** **Summative Assessments** **Thinking Maps**

Accessibility of all students to Curriculum

B1.5. Indicator: A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for all students.

B1.5. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Every student at Okkodo High School has access to a rigorous, relevant, and coherent curriculum. The core subjects each have curriculum maps that guarantee each student has access to priority standards. The priority standards have been identified by content teachers in GDOE high schools. This was done during District Wide Professional Development at the high school level. These standards are considered to have endurance. The standards focus on skills that will be relevant throughout a student's lifetime. The priority standards have leverage, meaning they address knowledge and skills that can be used in various disciplines. Finally, the priority standards are considered essential. These are standards that deal with skills and knowledge needed to succeed in the next grade level. With the implementation of Common Core State Standards, Next Generation Science Standards, and the C3 Framework for Social Studies Standards, rigor has increased in the Okkodo curriculum. The district's instructional programs, Classroom Instruction That Works (CITW) and Sheltered Instruction Observation Protocol (SIOP) both offer teachers research-based strategies to encourage student success in a relevant, rigorous curriculum. In addition to the various teaching strategies mentioned, the district has provided continuous training on Advanced Placement, Technology, Balanced Leadership, STEM and Robotics, Differentiated Instruction, and Special Needs (Autism and Assistive Technology) to support a rigorous, coherent and relevant curriculum. Teacher Perception surveys show 73% agree that OHS offers a rigorous, appropriate and clear curriculum for all programs while student surveys show 90% agree that OHS offers rigorous academic courses that are challenging.	**Lesson Plans** **Curriculum Maps** **Department Binders** **District PD Agendas** **Power standards from district PD**

Integration Among Disciplines

B1.6. Indicator: There is curriculum integration among disciplines at the school.

B1.6. Prompt: *Evaluate to what extent there is curriculum integration among disciplines.*

Findings	Supporting Evidence

Curriculum integration occurs often at Okkodo High School. The Freshmen Academy is designed to align instruction among the core subjects, support cross-curricular planning, and increase collaboration with students of the same cohort. In addition, elective teachers of the freshman cohort collaborate with content teachers to emphasize expected behavior and to reinforce lessons.
 	
Science subjects such as genetics and biology have combined classes to engage in class activities. Marine Biology integrates Chamorro fish names into the instruction. Carpentry classes built furniture and other necessary devices for multiple classrooms of diverse subjects to facilitate instruction. Other rubrics are shared, for example, a debate rubric is shared between social studies and English teachers. Social studies teachers and English teachers discuss horizontal alignment to match a similar topic or event simultaneously. The Nurse and P.E. department collaborate in B.M.I. implementation.
 	
A recent teacher perception survey shows that 62% of teachers integrate other disciplines in their classes.
 	
Another example of integration among disciplines can be found with the GCC program. Guam Community College has continued to bridge post-secondary course work with the high school level. Programs such as Pro-Start (Culinary), Electronics, Carpentry, Marketing, Automotive and Tourism are offered to students who are interested during their sophomore year. If students continue with the program for three years, students will earn a certificate of completion from Guam Community College.
 	
Various core subjects and elective programs have demonstrated integration. Some of the examples are:
• ELA Department
  ○ Hosts a senior production at the end of second semester. This production is a culmination of literacy skills demonstrated through fine arts.
  ○ ISAFE Program: ELA teachers (10th and 11th grade) were awarded a mobile lab of 30 laptops and a router to teach internet safety
  ○ Advanced Placement
• Math Department
  ○ Advanced Placement
  ○ The introduction to Robotics has been integrated in the content
	Lesson Plans
	Senior Production Agenda
	Student Work Samples

    - Teacher training in Robotics is provided at the district level.
        - Robotics/STEM Instructors were awarded three-dimensional printers to use to create robotic images and a pool for underwater robotics is currently being installed on campus
- Science Department
    - The introduction to Robotics has been integrated in the content
    - Teacher training in Robotics is provided at the district level.
        - Robotics/STEM Instructors were awarded three-dimensional printers to use to create robotic images and a pool for underwater robotics is currently being installed on campus
        - Six Spin5 Acer laptops

Curricular Development, Evaluations and Revisions.

B1.7. Indicator: The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

B1.7. Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Department Chairmen identify curricular needs for their content areas and follow district policy and formal curriculum adoption policies to recommend changes. As noted earlier, Okkodo teachers have been proactive in reviewing and evaluating the curriculum. Thanks to the hard work of one of our science teachers, a pre-engineering course has been added to GDOE's curriculum and a genetics course is currently being piloted. The school's business teacher is also working on adding a Personal Financial Management course to the curriculum. The DCs act as liaisons between their departments and the school's leadership team. They solicit input from their content teachers. Within departments, they make decisions regarding the sequential flow of courses, the planning of the master schedule, SBA/ACT skills alignment, and formative assessment tools. Elective courses are dependent upon student demand. Each year, counselors hold informational meetings to brief students on the available options for electives and requirements for core subjects. After the informational briefing, students choose the classes they want for the upcoming school year. The key stakeholders involved with this review and evaluation process include, students, teachers, counselors, and administrators. Conferences, PTSA meetings, parent portal, emails, meetings with counselors and teachers, and class syllabi, provide insights or open communication with the school throughout the curriculum process.	**GDOE Curriculum Guide** **OHS Course Offerings** **Master Schedule** **Leadership Meeting Agendas** **Department Meeting Agendas** **Course Selection Meeting Agendas**

Articulation and Follow-up Studies

B1.8. Indicator: The school articulates regularly with other schools within the district and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.8. Prompt: *Share examples of articulation with other schools within the district and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
For the past two years, Okkodo High School teachers have met regularly with their counterparts in the other public high schools. These meetings have been facilitated by the district office with time and venues arranged by them. In the meetings, teachers agree on priority standards, a timeline to cover each standard, and various assessments. These efforts are intended to provide a guaranteed and viable curriculum for all GDOE students. Working relationships have been fostered between OHS ELA and Math teachers and ELA and Math professors at the Guam Community College and the University of Guam. Along with vertical alignment discussions, the communication between the institutions allows OHS to review placement results of recent graduates. The results inform the school's decisions about gaps in teaching and learning within math and ELA. Okkodo High School is working on improving student achievement in both areas to increase the number of students who place into credit-earning, college-level, ELA and math courses in post-secondary institutions. Although, currently there is no system in place to follow-up with OHS graduates, activities will be included in the revised action plan to address this. A recent student perception survey shows 84% agree that OHS provides adequate information about attending college after graduation and a teacher survey shows 80% agree that OHS provides opportunities for career exploration, preparation for post-secondary education and training for all students.	**District-Level PD Agendas** **PLC Agendas** **Department Meeting Agendas** **Placement Test Results** **GDOE Senior Exit Survey**

B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

B2.1. Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.*

Findings	Supporting Evidence
Okkodo High School offers a plethora of opportunities for students to explore college and career options. The outstanding efforts of the school's counselors make this possible year after year. The counselors arrange Career Day events with the goal of facilitating connections between the students' current academic efforts and future professional endeavors. Members from the community spend the day on campus talking to students about the skills required to perform their jobs successfully. The school also has an active School-To-Work program with an average of fifty students per year taking advantage of this opportunity. During the first semester, students learn essential job skills, labor market information, and career exploration needed for gainful employment. By second semester, students begin working at a job site. They are carefully monitored and provided with support as needed. This program has been successful in providing a means for Okkodo students to seamlessly transition from school to stable employment. Another way college or career options are made available to students is through university presentations. Representatives from several different universities are invited to speak to students about academic programs that may interest them. The district coordinates a College Fair for seniors and juniors to attend to learn more information about post-secondary opportunities. This school year, a new club was formed under the guidance of a counselor, called College Kids. This club organizes college presentations on campus by inviting representatives from various colleges or universities. They also offer assistance for students to fill out applications and financial assistance forms. All elective classes offered at OHS incorporate College and Career Readiness Standards in their lesson plans. These standards emphasize reading, writing, speaking, and listening skills. It prepares students to be ready for college or a career. Parent perception surveys show that 86% agree that OHS provides adequate college information for their children while a student perception surveys show that 84% agree that OHS provides adequate information about attending college after graduation. Also, 86% agree that OHS provides enough information about non-college programs after graduation.	**Career Day Schedules** **School-to-Work Agreements** **College Presentation Schedules** **Perception Surveys** **Work Keys Assessments**

Student-Parent-Staff Collaboration

B2.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options.

B2.2. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and*

monitoring a student's personal learning plan, college/career and/or other educational options.

Findings	Supporting Evidence
For students who have an Individualized Education Plan, parents meet with the school's Consultant Resource Teacher (CRT), the student's classroom teachers, and support members. They discuss the student's progress and future educational goals. Course selection is planned during these meetings. A follow-up meeting is held every year to review the student's attainment of educational goals. At any time, the student, the parents or teachers can call a meeting to check on the student if a need arises. For students who do not have a formal IEP, counselors discuss students' personal learning plans, or graduation status with them. This meeting covers needed credits and service learning hours for graduation. Parents, students, and teachers monitor a child's progress through mid-quarter progress reports, quarterly report cards, and PowerSchool grades (which can be accessed at any time during the quarter). For students who are not on track to mastery, they are placed appropriately for intervention during the school's intervention time (SIS). Students are able to change courses during add and drop time at the start of each semester. Students meet with their counselors to discuss the best path for them based on their post-secondary plans. After meeting with counselors, students discuss course selections with their parents. Changes to the student's learning plan does not take effect until their parents acknowledge that they agree with the plan. The school's information system is web-based. For parents who do not have internet access, they can come to the school to meet with the child's counselor to be updated on the student's progress. Teacher perception surveys show that 80% agree that parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career and/or other educational options.	**IEP Meeting Schedule** **Add and Drop Forms** **Perception Surveys** **Grad Stats** **Counselor Log** **Counselor Presentations** **Parent Portal Log** **Student Portal Log**

Monitoring/Changing Student Plans

B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

B2.3. Prompt: *Evaluate the effectiveness of how the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
Okkodo High School has a process in place to monitor and make appropriate changes in students' personal learning plans. Currently, students approach their counselors or counselors call out students when changes to their learning plans need to be made. The counselors work with the students, and their parents, to make changes that will keep them on track for graduation while meeting their specific learning needs. PowerSchool provides student access to make limited changes to their class schedules for the subsequent school year with counselor verification. Teacher surveys show 85% agree that OHS implements processes to evaluate a student's personal learning goal.	**Counselor Log Sheets** **Course Matrix** **Perception Survey**

Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs.*

Findings	Supporting Evidence
Professional Learning Communities meet to ensure that students have access to the curriculum needed in preparation for the next grade level. Teachers of core subjects follow curriculum maps. The priority standards identified in each curriculum map are essential standards. They are identified to be skills that are needed to be successful in the next grade level. Department meetings have discussions about student progress and readiness for the next grade. All elective teachers use College and Career Readiness Standards along with their content standards. Decisions about instruction and assessment are made for vertical alignment. OHS counselors are in communication with the University of Guam and the Guam Community College. The counselors make arrangements for OHS students to benefit from any programs that will help them transition into college. The GCC instructors run a satellite program on campus that thoroughly prepares students for continued growth at GCC after graduation. The GCC counselor meets with students to assist them with things like FAFSA and GCC's previous College Access Grant or current Reach for College Grant.	**PLC Meeting Agendas** **Curriculum Maps** **College and Career Readiness Standards** **College Prep Grants** **College Presentations** **UOG /GCC – Upward Bound, ETS** **Military Internships** **Work Experience** **IEP and Transition Plans** **School-to-Work Documents**

A recent teacher perception survey shows that 90% agree OHS implements academic support programs to ensure students are meeting all graduation requirements. A parent perception survey shows that 87% agree OHS provides academic support programs to ensure their child meets graduation requirements while a student survey shows that 91% agree that OHS provides academic support programs to ensure they can meet graduation requirements.

B3. Curriculum Criterion – Meeting All Curricular Requirements

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

Real World Applications — Curriculum

B3.1. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

B3.1. Prompt: *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
Okkodo High School's School-to-Work program provides students with the opportunity to apply their education to real world situations. During first semester, students learn skills needed to be successful in the work force. During second semester, they report to a job site where they apply those skills. The Guam Community College satellite classes offer students many opportunities to apply their marketing, tourism, carpentry, electronics, automotive, and culinary skills in a work-based learning environment and through internships. In other courses, teachers provide students with many ways to apply their skills through projects, research, and presentations. Students complete seventy-five hours of service learning throughout their high school career. Service learning opportunities give students another means to apply real-world skills. Outreach programs, offered through GCC and UOG, provide opportunities for students to gain exposure to real world applications through workshops applicable in a variety of different fields. Community-Based Education is provided for special needs students. CBE allows them to be exposed to work experiences that are related to their post-secondary goals while earning elective credits upon completion of work hours. This supports their Individual Education Plans. Teacher perception surveys show that 78% agree OHS students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.	**School-to-Work Documents** **GCC Course Descriptions and Syllabi** **Lesson Plans** **Internships and Job Listings** **Service Learning List** **Teacher Surveys** **IEPs**

Meeting Graduation Requirements (or end of grade span requirements)

B3.2. Indicator: The school implements academic support programs to ensure students are meeting all requirements.

B3.2. Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.*

Findings	Supporting Evidence
Counselors monitor the graduation status of each student. If a student is not meeting the requirements to be on track for graduation, the counselors make the students aware of what credits they are lacking or how many service learning hours are needed. Counselors inform students of credit recovery and service learning opportunities. During the semester, teachers refer students for intervention if they are in jeopardy of not meeting requirements for their classes. Students are placed in the Schoolwide Intervention System tutoring component to ensure progress toward meeting course expectations. All other students are placed in the SIS co-curricular enrichment component. Students in special programs are monitored closely as well. Among the students, parents, and teachers surveyed, at least 87% agree that OHS provides academic support programs to ensure students meet graduation requirements.	**Counselor Log-In Sheets** **Graduation Status Reports** **IEP Meeting Schedule** **ESL Meeting Schedule** **SIS List** **Night School Documentation** **Summer School Documentation** ***Asmuyao* Enrollment** **Lunch and After School Class List**

ACS WASC/GDOE Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

Okkodo High School has seen an increase in offering rigorous classes in Advanced Placement and honors courses. This is evident as additional classes have been piloted such as Genetics-Honors, Pre-Engineering and Financial Literacy. In addition, courses in the Freshman Academy such as Honors English 9, World Geography Honors and Biology Honors were established in SY 15-16 to present. Supplemental curriculum programs have been offered within the Health classes such as Respect: A Sexual Abuse Prevention Curriculum from the Lani-Kate Task Force, IFIT Echo – a cancer outreach and education program, and Making Better Choices. Health teachers embed these curriculum programs into related topics throughout the school year. These additional courses and curricular programs are not widely known among stakeholders.

As additional rigorous classes are offered, the Guam Department of Education continues to support teachers in expanding different curriculum research-based methods by offering training. The school supports this by sending teacher-leaders to training sessions, both on or off-island. This has resulted in several teachers earning trainer certificates that enable them to train teachers on campus.

One of the trainings that has been on the forefront is, Standard-Based-Grading. Currently, Guam Department of Education is revising the method of grading in which it targets the student as an individual learner. This is done by identifying power standards and addressing proficiency skills. OHS is a piloted school for SBG. The uniqueness of this grading method allows the teachers to identify what skills need to be addressed. Discussion on addressing issues is done during Department PLC time.

During Department PLC meetings, teachers discuss curriculum maps, establish assessments that identify what students are learning and what growths need to be addressed. Having common prep periods for each content area would help with gathering and analyzing student data.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Increase of honors and Advanced Placement Courses
- Additional classes in the core subject and exploratory courses are offered
- School-Wide Intervention System (SIS) for students falling behind benchmark on their academic work
- Okkodo High School has increased Elective classes e.g. Genetics-Honors and Pre-Engineering
- Counseling Department routinely monitors academic, future planning for post-secondary, career/military and personal well-being of OHS students

- Extension programs partnerships with community, Government/Private agencies and institutes of higher learning such as:
    - Special Need Students (SPED)-CBE Program
    - Department of Labor: AHRD
    - GCC Internship Program-Work Experience
        - Students who obtained a mastery certificate of completion
    - UOG Upward Bound Program

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- System of gathering data and how data is analyzed
- PLC feedback from school administrators, Department Chairmen and members
- Awareness of various programs implemented in different subject areas

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

Differentiation of Instruction

C1.1. Indicator: The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.

C1.1. Prompt: *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?*

Findings	Supporting Evidence
Many teachers differentiate instruction for students. Currently, the schoolwide instructional programs - Classroom Instruction That Works (CITW), Sheltered Instruction Observation Protocol (SIOP), and Thinking Maps (TM) provide many opportunities for differentiation. With the implementation of SIOP, teachers accommodate not only our ESL population but our other special population groups. The different types of instructional practices are discussed in work for different learners and encourage all teachers to work with students at similar levels. In a recent perception survey, 78% of students believe three to six of their teachers differentiate instruction for students. Of the 62 teachers surveyed, 82% of teachers say they often, if not always, differentiate instruction for students. More detailed observation data from administrators or instructional-leaders will assist in measuring the effectiveness of the differentiated instruction.	**PLC Minutes** **Lesson Plans** **Perception Surveys**

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.*

Findings	Supporting Evidence
Students and parents receive a syllabus from each teacher at the start of the school year. The syllabus outlines the learning targets for the course. Teachers provide daily learning objectives for students and are encourage to constantly reference the objective several times throughout their lesson and they have students personalize the learning objective. This practice tells students exactly what they are expected to learn. The school is moving toward implementing proficiency scales and standards based grading. We are not in full implementation yet, however several teachers are piloting the proficiency scales in their classes. The scales provide a clear measure for meeting learning goals. Students know what they need to do to meet the target. The scale shows them if they are close to the learning target, what they need to do to meet the target, and what is expected of them if they want to go beyond the objective. By SY 19-20, proficiency scales and standards based grading will be fully implemented by all Okkodo High School teachers. Results reflect that 83% of students who took the survey feel that three to six of their teachers ensure students know the lesson objectives and schoolwide learner outcomes before teaching the lessons. Of the 62 teachers surveyed, 90% of teachers believe they often, if not always, ensure students are aware of the lesson objectives and schoolwide learner outcomes.	**Course Syllabi** **Lesson Plans** **Proficiency Scales** **Perception Surveys**

Students' Feedback

C1.3. Indicator: The school takes into account students' feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: *Provide examples of the school using student feedback to adjust instruction.*

Findings	Supporting Evidence
Teachers use student feedback to plan lessons and make adjustments to existing ones. Teacher perception surveys are sent out at the end of the school year to gain student feedback. Results of the surveys are used to make improvements to instructional strategies, approaches to specific skills or concepts, and to identify areas for growth. Adjustments can be found in teacher lesson plans. Teachers are also required to reflect on the results of the surveys and complete a write-up in their Professional Teacher Evaluation Program (PTEP) binders. Results show that 40% of students believe that three to six of their teachers use student feedback to adjust instruction. However, 36% of students believe only one or two of their teachers use student feedback to adjust instruction. Of the 62 teachers surveyed, 50% of teachers believe they adjust instruction based on student feedback. The focus groups determined teachers may be adjusting instruction based off student feedback but teachers may need to be more explicit of when and how they use student feedback to adjust instruction.	**Lesson Plans** **PTEP Binders** **Formative Assessments** **Perception Surveys**

2. Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Okkodo High School teachers are certified in their areas and hold degrees in the content in which they teach. Teachers are required to recertify every five or ten years, depending on the type of certification they hold. To recertify, they regularly attend content area workshops to stay abreast of current instructional content. They also attend educational technology courses to stay current in their delivery of curriculum. School PD sessions model the use of technology for the classrooms. Every teacher, with the exception of PE teachers, has multimedia equipment. Teachers can borrow supplemental equipment from the library. There has been an increase in inventory of multimedia equipment in the past five years. Currently, a cohort is developing for distant/online learning in the school district. Findings from a perception survey reflect that 76% of students feel that three to six of their teachers effectively use multimedia and other forms of technology to teach a lesson while 78% of teachers believe they often, if not always, effectively use multimedia in the classroom all the time.	**PD List** **Teacher Certification** **PD Agendas** **Perception Surveys** **Lesson Plans** **Library Log of Multimedia Equipment**

Student Engagement

C.2.2. Indicator: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

C2.2. Prompt: *Evaluate the extent to which students are intellectually engaged. Provide examples.*

Findings	Supporting Evidence
Students are intellectually engaged in numerous Honors and Advanced Placement classes. Along with AP and Honors courses, students are able to enroll in the UOG dual enrollment program. Students can also enroll in the GCC Dual Enrollment Accelerated Learning (DEAL) program offers Okkodo students scholarships. Over the past four years, the Schoolwide Intervention System (SIS) provides students the opportunity to improve grades through tutoring or to advance in their studies in study hall. Co-curricular activities offer students more opportunities for intellectual engagement. Events such as a Poetry Slam, Science Fair, Fish Bowl Competition, Chamorro Language Competition, Japanese Language Competition, Student Exchange Programs, Close-Up, Academic Challenge Bowl, Annual Intramural Sports Competitions, Underwater Robotics Challenge, Mock Trials, Salon Culinare, Band, Show Choir competitions and others foster opportunities for students to be intellectually engaged. With the implementation of proficiency scales and standards-based-grading, classes will increase opportunities for more rigorous learning. Perception survey results show 79% of students surveyed believe three to six of their teachers provide lessons and activities that engage students intellectually while 93% of teachers surveyed believe they often, if not always, provide lessons and activities that engage students intellectually.	**AP and Honors Course List** **Co-curricular List** **Course List** **Perception Surveys** **GCC Dual Enrollment Accelerated Learning (DEAL)** **UOG Dual-Enrollment**

Teachers as Facilitators of Learning

C2.3. Indicator: Teachers are facilitators in a student-centered classroom.

C2.3. Prompt: *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

Findings	Supporting Evidence
Many of Okkodo High School teachers act as facilitators in their classrooms. The instructional program, Sheltered Instruction Observation Protocol (SIOP) that teachers have been trained in, provides many opportunities for student-centered classrooms. SIOP stresses that teachers provide students with more opportunities to speak, read, and write. OHS teachers participate in on-going PD that gives them ideas about how to do this. SIOP PD sessions have modeled these lessons for teachers. Teachers are breaking up their one-	**Lesson Plans** **PD Agendas** **PLC Minutes** **Thinking Maps** **Student Work** **Perception Surveys**

hundred minute block into opportunities for students to speak to one another as pairs, small groups or to the whole class. With prompts, sentence frames, and summary frames, students are given opportunities to practice writing skills. Teachers also use formative assessments such as "exit tickets" to ensure students not only participate but also show evidence of learning. With SIOP techniques, teachers are facilitating student learning. They use clear learning objectives to have students read, write, and speak about their skills and content. Classroom Instruction That Works (CITW) and Thinking Maps (TMs) also provide many opportunities for student centered learning with the teacher acting as facilitator. Survey results show 73% of surveyed students believe three to six of their teachers promote a student-centered classroom. Of the 62 teachers surveyed, 87% teachers believe they often, if not always, promote a student-centered classroom.	

Variety of Strategies

C2.4. Indicator: Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.

C2.4. Prompt: *Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

Findings	Supporting Evidence
During PLC meetings, student work is examined. The work shows evidence of students applying their newly acquired skills and demonstrating their understanding. Many samples include student's determining causes and effects of an event, comparing and contrasting, making inferences or drawing conclusions, and analyzing. Although there is some evidence of students having a means to apply their knowledge or practice a new skill, there is room for growth in this area especially in English Language Arts and Mathematics. For English Language Arts and mathematics courses, teachers have been developing and administering Common Formative Assessments (CFA) to assess students' skills as well as to develop instruction that caters to students' needs. Perception survey results reveal that 76% of students surveyed believe their teachers use a variety of strategies to support students' access and application of knowledge and shows that 87% of teachers believe they often, if not always, use a variety of strategies to support students' access and application of knowledge.	**Student Work Samples** **Lesson Plans** **PLC Minutes** **Perception Surveys** **Common Formative Assessments (CFA)**

C2.5. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, online resources, etc.) to research, discover, and build knowledge about the world.

C2.5. Prompt: *Evaluate and comment on the extent to which student work demonstrates the utilization of*

tools and resources to research, discover, and build knowledge about the world.

Findings	Supporting Evidence
Students and teachers are now encouraged to utilize more interactive online programs such as Edmodo, Google Classrooms, Kahoot!, Moodle, Nearpod, Padlet, Plickers, Prezi, Quizlet, Quickeys and Zipgrade, etc. Teachers provide students with a clear learning target and checklist of information that the students need to discover or conduct research about for their presentations. The Guam Community College (GCC) courses particularly serve this purpose for students. Students learn about their trade – carpentry, automotive, electronics, tourism, marketing, and culinary skills – and then, through application, they discover insights into their content and build knowledge about the world around them. The perception survey results show that 78% of our students believe three to six of their teachers provide lessons that require students to research, discover, and use various resources. Results also revealed that 87% of teachers surveyed believe they often, if not always, provide lessons that require students to research, discover, and use various resources.	**Lesson Plans** **Student Work** **Student Products** **GCC Course List** **Perception Surveys** **EETT sign out sheet**

C2.6. Indicator: Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

C2.6. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

Findings	Supporting Evidence
Teachers use a schoolwide instructional strategy called Thinking Maps (TM). This strategy helps students to build cognitive skills. A thought process is linked to a visual pattern. The pattern is used to provide a concrete visual for students to help them organize their thought processes. Teachers use it in their instruction to model thinking for students. Students use the visual patterns to express their thought process to identify text structure and comprehension of a reading selection, a lecture, or other educational material. The Maps demonstrate their thinking, reasoning, and problem solving. The cognitive skills that are expressed include defining, describing, classifying, sequencing, compare and contrast, cause and effect, whole-to-parts, and making analogies. Along with Thinking Maps, teachers offer a variety of opportunities for students to demonstrate their thinking in educational activities, projects, discussions, and scientific inquiry. These opportunities can be seen during classroom observations and in teachers' lesson plans as well as in student work and department PLC documents. Survey results show 80% of	**Thinking Maps** **Lesson Plans** **Classroom Observations** **Student work** **PLC Documents** **Perception Surveys**

students believe three to six of their teachers promote lessons for students to think critically and to develop problem solving skills. Survey results also show that 87% of teachers believe they promote lessons for students to think critically and to develop problem solving skills.

Real World Experiences

C2.7. Indicator: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

C2.7. Prompt: *Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.*

Findings	Supporting Evidence
Okkodo High School offers many opportunities for students to engage in age-appropriate opportunities for real world experiences through our Career and Technical Education program. During second semester, the School-To-Work class is designed to send students out to job sites to apply job-related skills to real-world experiences. The GCC classes provide many occasions for students to experience real world situations through internships. The marketing class, for example, operates a store on campus for the school community. Marketing students have to chance to apply marketing skills to a real-world experience through running all aspects of the store. Automotive, carpentry, and electronics students also apply their newly acquired skills to school and community projects. Students in tourism and ProStart have opportunities to intern within the island's hotel and food & beverage industries. Students enrolled in the GCC career technical programs can earn a Certificate of Completion or Mastery. A Certificate of Mastery qualifies students with introductory credits to transition into their respective program at GCC. Students are required to maintain at least a "B" average and complete 180 hours of internship. For our special needs population, the school has a program called Community Based Education (CBE). The CBE program exposes students to work field experiences and teaches them job skills. Service Learning is a program that serves as an extension of classroom lessons. Public high school students are required to complete 75 hours in order to graduate. Teachers are required by law to offer 5 hours of service learning every school year. Service Learning is an opportunity for students to apply skills learned in the classroom in real world situations. According to the recent perception survey, 69% of students believe three to six of their teachers provide students opportunities for real world and	**School-To-Work Job List** **GCC Job Performance Ratings** **Internship Lists** **Lesson Plans** **Perception Surveys** **Log of Service Learning Opportunities**

career readiness experiences. Results also reveal that 83% of teachers believe they provide students opportunities for real world and career readiness experiences.

ACS WASC/GDOE Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

Teachers execute every means possible to provide instruction that accommodates all types of learners at any and all levels of skills. In a recent perception survey administered to teachers and students, results indicate both surveyed groups agree instruction is effectively performed in the classroom. Practically every teacher reviews lesson objectives and the related Schoolwide Learner Outcomes (SLO) with students before engaging in a lesson. With constant training in instructional programs such as Classroom Instruction That Works (CITW) and Sheltered Instruction Observation Protocol (SIOP), teachers deliver instructional methods that accommodate our general population as well as our ESL and other special population groups. Routine professional development sessions afford teachers opportunities to further develop strategies that ensure students are provided a quality learning experience by trained professionals.

As a pilot school for Thinking Maps, every teacher in any content areas includes Thinking Map activities that provide visual guidance to boost students' thinking process for higher level learning. Thinking Maps aide students in further organizing ideas into coherent, thoughtful oral or written responses in courses that intellectually challenge students. The programs offered provide students the opportunities to excel on a college bound path in the AP and Honors courses or to experience real-world application of skills in one of the several Guam Community College (GCC) career technical courses.

Instruction in the classroom is further enhanced by the incorporation of technology by teacher and students. Teachers enrich lessons by the use of mobile labs, Elmo document cameras, audio visual carts, projectors, Promethean boards, and the three recently obtained 3D printers. Teachers have gone beyond PowerPoint presentations and now incorporate online platforms such as Edmodo, Google Classrooms, Moodle, Prezi, Padlet and Nearpod to name a few to enhance student learning. Applications such as Kahoot!, Quizlet, and Quick Keys are only a few platforms used to enhance review and assessment methods in the classroom. Students are expected to utilize technology and online resources to better their ability to research, discover, and apply knowledge in the classroom and determine means of use in real-world application.

Teachers provide rigorous lessons for students at all levels of learning. Students who seek advancement in academics can enroll in the many AP and Honor courses or may even apply for the University of Guam (UOG) and Guam Community College Dual Enrollment programs. Okkodo has implemented the Schoolwide Intervention System (SIS) for students who need more time and assistance in core content areas.

Recent perception survey results indicate that teachers not only routinely go over lessons and SLOs but also effectively provide differentiated instruction for all types of learners. However, results from student surveys revealed teachers must bring more awareness to how they use student feedback of any medium to adjust instruction that best accommodates students' needs. Teachers must be more explicit on how students' written or oral responses by any means is used to modify or adjust instruction of a lesson. Teachers must also be more explicit on skills developed in non-career technical courses.

Students enrolled in GCC courses are aware of how lessons learned in the classroom apply to future careers in the real world. However, all content areas teach other necessary workplace skills that are nurtured and strengthen through various class activities. Prioritization, time management, and teamwork are some examples of real-world skills used in lessons in the classroom that are applicable in the real-world. Teachers may need to reinforce how lessons in the class pertain to real world opportunities experiences by providing more opportunities for service learning since the program works as an extension of the class lesson.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Teachers are trained in various instructional methods such as SIOP, CITW, and Thinking Maps to differentiate learning for all populations of students and provide a student-centered classroom that keeps students intellectually engaged to further develop critical thinking and reasoning skills.
- Students are fully aware of lesson objectives and SLOs before teachers engage students in lesson.
- There is in an increase of integration of multimedia equipment in the classroom in all content areas.
- Teachers provide rigorous classes for students of all populations that encourage students to utilize their all their resources to research, discover, and build knowledge of the world.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Teachers need to bring more awareness of how they incorporate or use student feedback to adjust instruction in the classroom.

- Teachers provide opportunities for students to develop career-readiness skills and to garner real-world experiences; however, teachers of non-career technical courses should explicitly identify career-readiness skills developed in the lesson.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
The school leadership shares district performance data with teachers at faculty meetings. Whenever possible the leadership team reviews the results with the students. A copy of the ACT Aspire results for individual students is given to parents during parent teacher conferences. Each teacher is given a copy of semester marks for analysis and can access their semester marks at any time through their PowerTeacher portal. PLCs analyze these results in addition to results from Common Formative Assessments (CFAs) to discuss instructional strategies, strengths and areas of improvement, and schoolwide decision making. The district office informs the wider community, including Okkodo's stakeholders, about the school's performance. The results of the district assessment is displayed in a yearly report card that is then disseminated through press releases, media interviews, brochures or handouts passed out at PTSA meetings, and published on the GDOE website. The DWA results, once published, are also included in our school's website.	**Faculty Meeting Agendas** **PLC Binders** **ACT Aspire & DWA Results** **School Report Cards**

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
Teachers work within their department PLCs and among the same subject teams to develop Common Formative Assessments (CFAs) aligned to district and national content standards. Depth of knowledge questions are developed and used by the PLC teams to assess student progress in learning the content and in application of the knowledge. While each	**PD Agendas** **PLC Binders** **SIS List** **Sample Proficiency Scales**

content teacher is free to develop varied lesson plans and strategies, the agreed upon content CFAs provide consistency and also drive a continual process of revision and correction that reflect the district and national standards and the needs of the learner.

Presently, the Guam Department of Education uses a 0-100% grading system. Teachers determine the quality of work that constitutes a passing grade at 60%. Okkodo High School has a system in place to address at-risk students. Students who earn a grade below 65% in ELA, Math, Science, or Social Studies will attend mandatory tutoring sessions during our Schoolwide Intervention System (SIS). Students who earn a grade of 65% or higher have the opportunity to participate in a co-curricular activity based on their interests. A majority of teachers agreed to this benchmark and contribute to the success of the program by offering co-curricular activities such as robotics, open gym, gaming, arts and crafts, and music appreciation.

As GDOE begins to implement proficiency scales as a standard assessment tool, the faculty has utilized Professional Development time in developing quarterly proficiency scales for each content area and learning implementation methods from teachers currently piloting standards-based grading. Standards-based grading implementation includes the use of proficiency scales and common assessments. Our goal is for full implementation of standards-based grading school year 2019-2020.

Modifications Based on Assessment Results

D1.3. Indicator: The school leadership team uses assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

D1.3. Prompt: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

Findings	Supporting Evidence
The school's instructional programs are a direct result of student achievement data. Assessment results reveal a weakness in literacy and math skills. To address this, the school uses Sheltered Instruction Observation Protocol (SIOP) to improve reading, writing, speaking, and listening skills. To improve general thinking skills that will help with literacy and math computation, the school employs Thinking Maps. To expand instructional practices and improve	**SIS List** **Marks Analysis** **Progress Reports** **SLO Rubric** **SLO Recognition Agenda and Recipient List**

pedagogy, teachers subscribe to research-based recommendations of Classroom Instruction that Works (CITW). The English as a Second Language (ESL) program works to build English Language Arts skills with our student population who hears or speaks a language other than English at home. The special education program provides services for our students who have individualized education plans. Resources are allocated to these programs through the district office. The implementation of the SIS program has improved student passing rate by providing tutoring for students who need extra help in the core subjects of ELA and Math. Based on the School Performance Report Card for school years 2014-2015 and 2016-2017, decreases in failing marks have been shown since the start of the implementation of SIS. The report from SY 2014-2015 showed decreases in the number of students who failed or performed below average in all ELA and all math classes, with the exception of English 10 and Applied Math. The report from SY 2016-2017 indicated that 61% of students tutored in ELA and 48% of students tutored in math were able to pass the semester. The data in the School Performance Report Card shows a correlation between participation in SIS and the passing rate for semesters. The results from SY 2015-2016 were inconclusive due to the change of the benchmark from 65% to 70%. This change resulted from a suggestion to address the passing score for the ESL program. Teachers also use an established rubric to measure student progress towards meeting our expected Schoolwide Learner Outcomes (SLO). Exemplary students are given certificates and publicly recognized for their efforts in our SLO Ceremony held each semester.	**PD Binders**

Monitoring of Student Growth

D1.4. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

D1.4. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
Okkodo High School has a Schoolwide Intervention System (SIS) in place. This is a systematic way for students in need of academic tutoring, to get the necessary intervention. Students must meet benchmarks in their core subject areas in order to be removed from tutoring. This helps the school monitor the	**SIS List** **Marks Analysis** **Progress Reports** **SLO Rubric**

number of students who are falling below benchmarks in their classes. SIS intends to boost student achievement in ELA, Math, Science and Social Studies. Progress reports are issued mid-quarter. This helps to monitor student achievement and provide academic assistance where necessary before the semester grade is recorded.

Counselors and the ESL coordinator provide failing mark notices and counsel students as an intervention to make up their work to pass their classes. Counselors work with students in planning their course work towards graduation requirements and post-secondary goals. They also conduct credit and service learning checks to keep students on track for graduation. District-wide, career, and college assessments are provided to measure students' learning outcomes and effectiveness of teaching standards. Work program opportunities are offered to students to access their competency in the GCC career educational programs or school-to-work program.

A rubric to measure the schoolwide learner outcomes is used to monitor student progress. This assessment tool is used to recognize exemplary students during our SLO Recognition Ceremony held each semester.

SLO Recognition Agenda and Recipient List

Credit and Service Learning Check Log

Work Experience Program Student Roster

School-to-Work Student Roster

Failing Marks Notice Recipient List

Results from DWA, ASVAB, AP Exams, and PSAT

Work Keys

PowerSchool Log Entries

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Appropriate Assessment Strategies

D2.1. Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

D2.1. Prompt: *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

Findings	Supporting Evidence
Teachers use a variety of appropriate formative assessments in their classes to guide their instructional practices. Teachers use unobtrusive formative assessments such as class discussions to facilitate question and answer sessions. They use educational technology such as Kahoot!, Quizlet, Padlet, and Plickers to quickly assess student learning. Teachers use exit tickets at the end of class to determine the students' level of understanding for the day's lesson and make decisions for their instruction for the next day. Teachers also use obtrusive formative assessments to determine the level of knowledge, understanding, or application on a particular topic. Teachers allow students to retake quizzes and tests multiple times to track student progress and adjust the emphasis of reviews prior to administering summative assessments. The results of these quick unobtrusive formative assessments and obtrusive formative assessments allow for teachers to review, reteach, and reinforce when necessary.	**Survey Results** **Lesson Plans** **Sample Assessments** **PLC Binders**

Using Assessment Data

D2.2. Indicator: Assessment data are used to make decisions and modify instructional practices.

D2.2. Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data.*

Findings	Supporting Evidence
Based on a teacher survey, thirty-seven out of forty teachers regularly discuss assessment results in their PLCs. They share instructional practices that work for them and make plans to try new approaches to improve areas of weaknesses. Social Studies and Science teachers modify their instruction based on the results of annual Standards-Based Assessments as well as the quarterly common formative assessments. Their instructional practices focus on the skills and concepts in which the students need the most improvement. ELA and Math teachers use the annual ACT Aspire results to guide instruction. Instruction is modified to focus on ACT Aspire skills and content weaknesses. 100% of the teachers surveyed	**CFA Results** **Teacher Survey Results** **Lesson Plans** **PLC Binder** **ACT Aspire & SBA/DWA Results** **Subject Curriculum Maps**

regularly (either always or sometimes) use formative assessments while 97.5% of the teachers surveyed regularly (either always or sometimes) use summative assessments to plan or alter their instructional strategies.

Demonstration of Student Achievement

D2.3. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

D2.3. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Okkodo High School teachers continuously assess student learning and promote student achievement through a variety of assessment tools. These assessment tools are aligned with the schoolwide learner outcomes, Guam Department of Education Content Standards and Performance Indicators, Common Core State Standards, and National Standards. The ELA, Math, Social Studies, and Science teachers have developed Common Formative Assessments aligned to proficiency scales based on priority standards to measure students' mastery of the standards. PLCs review student performance related to the standards, and plans are made to expand instructional practices to be more effective. Teachers employ a variety of formative and summative assessment tools to demonstrate student achievement of national and local standards and schoolwide learner outcomes. Assessments include but are not limited to the following: thinking maps, essays, reflections, audio-visual and other digital medium presentations, musical performances, journal entries, skits, oral presentations, research-based projects (such as STEM projects), portfolios, demonstrations, and teacher-made and standardized tests. The school's career technical courses, offered in conjunction with our local community college, provide students with opportunities to earn certificates of completion and certificates of mastery. Both certificates provide students with career-ready skills and help them transition into the Guam Community College if they choose to pursue further certifications or an associate's degree. This applies to all the GCC courses offered at Okkodo High School: Automotive, Carpentry, Electronics, Marketing, ProStart, and Tourism.	**Lesson Plans** **Assessments** **CFA Item/Error Analysis**

The school offers the ACT KeyTrain curriculum in the business and GCC courses to provide students with career and technical skills. The program also allows students to take the ACT WorkKeys assessment, which students can earn a National Career Readiness Certificate. KeyTrain also includes a pre-assessment that rates students from levels 0 to 10. Students are told their proficiency level and what they need to do to master the necessary skills. The ACT WorkKeys assessment categorizes students by the following levels: Below Proficiency, Bronze (Entry Level), Silver (Above Entry Level), Gold, and Platinum. WorkKeys is aligned to the Career Technical Education (CTE) standards and the ELA and Math Common Core State Standards. The WorkKeys demonstrates the following SLOs: Excellence in Academics and Effectively Communicate with Others.

Teacher Feedback to Students

D2.4. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

D2.4. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

Findings	Supporting Evidence
Okkodo High School teachers provide timely feedback to support students in achieving learning targets and schoolwide learner outcomes. The instructional program Classroom Instruction That Works (CITW) includes research-based recommendations for providing meaningful feedback. OHS teachers are trained in these recommendations. Teachers are trained to provide students with feedback about what students did correctly, what they need to do to improve, and opportunities to continue to work until they succeed. In general, students surveyed felt a majority of their teachers were providing both verbal and written feedback. Teachers were surveyed as to the types of feedback given of which 63% provided written feedback followed by 43% providing verbal, while 27% provided conference or meeting feedback. Students surveyed also felt feedback was given in a timely manner and provided them the opportunity to reflect on areas of improvement. Teachers are also trained in developing proficiency scales	**Lesson Plans** **Teacher & Student Survey Results** **Progress Report** **CFA and Pre- and Post- Test Results** **PTC Sign-In Sheet** **Lunchtime Log Book/Sheets**

based on priority standards. Teachers currently piloting standards-based grading provide feedback using the proficiency scale. The proficiency scale provides levels of mastery, and students are able to understand their present level of mastery when given their scores for feedback.

Teachers embed the schoolwide learner outcomes in their daily lesson plans, and the SLOs are reflected throughout the lesson. Teachers give verbal feedback to students throughout the daily session. The faculty selects students who demonstrate mastery of the SLOs.

ACS WASC/GDOE Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

The school shares performance data with teachers, students, parents, and other stakeholders. The school could do better in reviewing and analyzing assessment data more efficiently in PLCs. As a whole, the school provides a positive school culture by celebrating students' exemplary demonstration of the Schoolwide Learner Outcomes. Improvements to failing marks in core subjects, most especially English Language Arts and Mathematics, have been made due to the implementation of the Schoolwide Intervention System. However, the school could do better in evaluating the effectiveness of the program. Suggestions for improvement of SIS include efficient scheduling and a thorough tracking system for student placement, attendance, and student grades. The school also makes attempts to create and administer standards-based assessments that reflect the proficiency scales. More time and practice are needed for a smoother transition to proficiency scales, assessments, and standards-based grading. Based on survey results, a majority of teachers use formative assessments to determine students' present level of proficiency and make instructional decisions to review, reteach, and reinforce lessons. Lastly, based on student survey results, teachers give feedback in a timely manner and allow students to reflect on their learning.

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

- Teachers use a variety of formative and summative assessment strategies and use these assessments to assist with instructional planning.
- Teachers use a wide range of technology as part of assessment strategies.
- The school utilizes professional development sessions to improve teacher use of technology for formative assessments.
- The implementation of SIS improves passing rate for the semester.
- The school improves the response time for student feedback using traditional printed progress reports, parent teacher conferences, student parent conferences, and PowerSchool postings of grades and comments.
- The school holds the SLO recognition ceremony and uses a rubric to assess.

Category D: Assessment and Accountability: Areas of Growth

- Teachers need more time and practice for a smoother transition to implement proficiency scales for assessment.
- The school can improve the system in place to monitor effectiveness of SIS in increasing student achievement.
- The school can improve the PLC process to review and analyze formative assessment data.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Category E: School Culture (Environment) and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

Findings	Supporting Evidence
Okkodo High School is committed to ensuring that parents are involved or informed about all facets of the school by offering a variety of programs for parental involvement. Based on a survey administered to parents in SY 17-18 during the 1st quarter parent teacher conference, out of 71 responses, 84% strongly agree or agree that they are involved in the planning processes of the school through attendance at the Parent Teacher Student Association (PTSA). There are several ways in which the school encourages parental involvement which include: • Distribution of memos regarding Parent-Teacher-Student Association (PTSA) meetings and support or involvement in PTSA meetings • Quarterly progress reports sent home • Parent-Teacher conferences held twice a year • Parent attendance in Individualized Education Plan meetings or disciplinary hearings • School Website updates Additionally, parents have been involved in extra-curricular activities in various capacities. Some parents have taken on some important roles to keep themselves active in the school community. For example, some parents have taken on coaching positions for interscholastic sports and act as chaperones for student activities such as car washes and school dances.	**Parent-Teacher Conference Sign-In Sheets** **PTSA Minutes** **PTSA Sign-In Sheets** **Sign-In Sheets for Parent Meetings** **ESL Newsletters** **Marquee** **School website**

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.2. Prompt: *Evaluate the effectiveness of the school's use of community resources to support students.*

Findings	Supporting Evidence
Okkodo High School depends on community partnerships to support students' academic and personal needs. Partnerships from various non-profit organizations, Government of Guam agencies, private businesses, other educational institutions, and others have been identified in the chart below. The list was compiled via teacher and staff questionnaire from SY 15-16, SY 16-17, and SY 17-18. Additionally, the school has had opportunities for visiting authors to come to the school for presentations and book signings. These events are sponsored by the International Reading Association and coordinated by our ELA teachers. Community members are actively involved in our Chamorro Month (*Mes Chamorro*) celebrations in March such as the village mayor's office. Throughout the month, guest speakers, cultural dancers, and various cultural displays and demonstrations are provided as an extension of the Chamorro language classes and to promote achievement of the school-wide learner outcomes. Additionally, Okkodo High School hosts Career Day for students. Various government agencies, non-profit organizations, private businesses, and military branches expose students to career choices that may be available to them. In addition, OHS has hosted the Special Olympics for the entire island. This event is an island-wide community effort in which government agencies, private businesses, and different military branches are involved in assisting and promoting friendly sport competitions for the island's special needs community. Because it is held on campus, various student clubs and organizations of OHS commit their time by assisting the Special Olympics Committee in various ways.	**Participation Sign-In Sheets** **Lesson Plans with Guest Speakers** **Event Photos** **OHS Year Books**

Parent/Community and Student Achievement

E1.3. Indicator: The school ensures that the parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

E1.3. Prompt:*Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
Okkodo High School takes a proactive approach on issues concerning students' academic and personal growth. The school community understands how crucial it is to communicate school events, curricular, and cocurricular programs with stakeholders. Below are the parent survey results regarding communication with parents about the school's mission, schoolwide learner outcomes, schoolwide action plan, and communication to parents regarding child's progress. The results suggest that Okkodo High School communicates with parents effectively. Effective communication with parents is done in many ways. Communication via PTSA meetings, letters sent home via students, parent conferences, emails, or a phone call. OHS has a website that is run by the Student Body Association (SBA) and the Parent-Teacher-Student Association (PTSA). The website, okkodohighschool.net, plays an important role in keeping stakeholders informed about schoolwide learner outcomes, student achievement, and school programs. The school also submits this information to GDOE's central office to be published in the GDOE quarterly newsletter.	**Okkodohighschool.net** **PTSA Agendas** **GDOE Quarterly** **Teacher Communication Logs**

E2. School Culture Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).

E2.1. Prompt:*Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.*

Findings	Supporting Evidence
The Okkodo High School student handbook explicitly states behavior that is expected of students to ensure their safety while on campus and to produce an orderly environment for learning. The behavioral expectations and consequences for not complying are clearly stated in the student handbook. With the exception of SY 16-17, student handbooks have been distributed to each student. During SY 16-17, student handbooks were not available. However, the school made its content a priority during student orientations as well as on the school's website at www.okkodohighschool.net. To maintain order in the classroom and ensure a nurturing learning environment, teachers provide a syllabus for every student and parent describing student expectations during class time. Both students and parents must agree to abide by the terms of the syllabus. The teachers also have a faculty handbook that describes teacher behavior that will create a safe, orderly, and nurturing learning environment. The student and faculty handbooks can be found on the school website, okkodohighschool.net. OHS has safety regulations and effective operating procedures in place for dangerous situations. The school community practices evacuation drills, lock down procedures, and earthquake drills. In general, expectations seem to be understood based on perception survey results from students, parents, and teachers. When all three groups were asked if the school environment is clean and orderly and in good condition, 80% of students, 98% of parents, and 93% of teachers either strongly agree or agree with this statement. In terms of safety at school, 82% of students and 93% of faculty and staff either strongly agree or agree that they feel safe in school. However, it has been noted that evacuation SOPs should be updated and drills should occur on a regular bases.	**Student Handbook** **Faculty Handbook** **Evacuation SOPs** **Student Procedural Assistance Manuel** **Board Policy**

Additionally, student perception survey results, as shown below, suggest that bullying on campus is not a rampant issue. 72% of students either disagree or strongly disagree that they have been bullied in school and 77% of students either disagree or strongly disagree that they have been bullied via social media. However, the school recognizes that even one instance of bullying is too many and will continue to bring awareness to this issue and address any such instances that arise.

The school attributes such results to the ongoing anti-bullying campaign that takes place throughout the school year. Such anti-bullying campaign includes:

- School-wide assemblies conducted by student leaders and administrators on Board Policy 409- Prevention and Intervention Against Harassment, Intimidation, or Bullying, Cyberbullying, Sexting, and Sexual Harassment
- Training sessions during Island-wide Board of Governing Students (IBOGS) events conducted by student leaders and advisors
- Anti-bullying awareness month activities sponsored by the counseling office, class councils, student clubs and organizations
- Classroom presentations by School Resource Officers
- As part of the school curriculum in the classroom.

In addition, teachers also undergo bullying and harassment training during faculty meetings and professional development sessions at least once a year.

Discipline and Behavior Management System

E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.

E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

Findings	Supporting Evidence
The discipline and behavior management system at Okkodo High School is emerging. The data chart below indicates the types and amount of discipline infractions at the school from August 2017 to January 2018. The highest rate of incidences, 123 was for use/ possession of tobacco products. The next highest was defiance, disrespect, and insubordination at 95. Dress code violation at 61 came in third and fourth was skipping at 50. See chart below for further details. Among the top four types of incidences, two of them impact student learning directly- defiance, disrespect, insubordination and skipping. To address these concerns as well as overall student conduct, the school is in the process of implementing the Positive Behavior Intervention and System (PBIS). This will provide behavioral support and the socio-culture needs to achieve social, emotional, and academic success. Additionally, in a perception survey administered to 527 students, 64% either strongly agreed or agreed that students were disciplined fairly. 27% either disagreed or strongly disagreed with the statement while 10% indicated that they do not know. This data suggests that students must be informed or reminded on a regular basis about the discipline policy and must be made aware about how the discipline office handles cases in a fair and equitable way. Additionally, the results suggest that students perceive school aides' treatment as inconsistent, and therefore unfair, when holding them accountable for such things as uniform violations or accessing off-limit areas during non-instructional time. Some school aides hold students accountable while others may not. To address this, the school administration will review policies pertaining to student conduct and uniform policies with school aides and ensure that treatment of students is consistent, and therefore fair. When teachers were asked about the fairness of student discipline, 84% either strongly agreed or agreed that it is fair. This suggest that teachers are aware and informed about student discipline policies and believe that treatment of students is fair.	**Discipline Reports** **Faculty Meeting Agendas** **Student Procedural Assistance Manual** **PBIS** **PowerSchool Log Entries** **Referral Form**

High Expectations for Students

E2.3. Indicator: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.3. Prompt*: Evaluate the school's effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
The school has high expectations for students in which they are reminded of every day during daily homeroom announcements. The school's mission and examples of how to meet the School-wide Learner Outcomes (SLOs) are reviewed on a daily basis and incorporated into the daily lesson plans of teachers. Based on survey results for students, faculty and staff, and parents, high expectations seem to be effectively communicated with students. 85% of students, 91% of teachers, and 90% of parents who were surveyed either strongly agreed or agreed that the school has high expectations of students. See chart below for further details. In addition, the school holds assemblies each year to recognize students for outstanding achievement of the SLOs. Student receive this recognition based on the SLOs rubric and teacher nomination for each of the school's SLOs. The school will continue to have high expectations for students and will review such expectations as stated in the school mission, SLOs, and standard operation procedures of the school. Students, faculty, and staff were additionally asked about the extent to which students respect each other. This includes respect for individual differences. The results indicate that among students, 56% either strongly agreed or agreed that students treat one another with respect while 35% either disagreed or strongly disagreed with this statement. 10% indicated that they don't know. The results of the faculty and staff survey regarding this same topic indicate that 95% either strongly agreed or agreed that students treat one another with respect. This data suggest that while faculty and staff observe mutual respect among students in the classroom, the school community can do a better job of helping students recognize how respect can be expressed which honors individual differences during non-instructional time. Respect among students that values individual differences as well as respect for school property and personal property seem to be areas that need to be improved. The school also recognizes that the PBIS program, once implemented fully, will help address mutual respect among students that honors individual differences and other	**Perception Surveys** **SLOs ceremony pictures** **Sample Lesson Plans**

behaviors that contribute to teaching and learning in a positive way.

Additionally, students as well as faculty and staff were asked about the extent to which students care about learning and doing their best on tests. Students reported that 58% either strongly agreed or agreed while 26% either disagreed or strongly disagreed that students care about their learning and doing their best on tests. Teachers also reported that 76% either strongly agreed or agreed while 15% disagreed with this statement. These results suggest that while learning apathy is not a major concern, it must be addressed through a viable and relevant curriculum, two goals tied directly to the District State Strategic Plan.

Culture of Trust, Respect, and Professionalism

E2.4. Indicator: The school has a culture of trust, respect, and professionalism among all members of the school community.

E2.4. Prompt:*To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?*

Findings	Supporting Evidence
Trust, respect, and professionalism are important indicators of a positive school culture. Students, faculty and staff, as well as parents were asked about the extent to which the school has a culture of trust, respect, and professionalism. All three groups reported more than 80% that the school indeed has a culture of trust, respect, and professionalism. These results indicate the level of care and concern from the school administration, faculty, and staff that students and parents perceive. The school will continue to foster a culture of trust, respect, and professionalism. Furthermore, the implementation of PBIS will ensure that these characteristics are actively reviewed as part of a system of care and concern for students.	**Perception Surveys** **Professional Teacher Evaluation Program** **Discipline Referral Forms** **Counselor Log Entries** **PBIS Program**

E3. Student Support Criterion – Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

Adequate Personalized Support

E3.1. Indicator: The school ensures that every student receives appropriate support services in such areas as academic assistance, health, career, and personal counseling.

E3.1. Prompt: *Evaluate the availability and the adequacy of services to support students in such areas as academic assistance, health, career, and personal counseling.*

Findings	Supporting Evidence
Okkodo High School provides support for students in career and personal counseling. The counseling department plays a crucial role in providing these services for students. When students were asked about an adult they can go to if they need help, 76% of students said they strongly agree or agree with this statement. Students were also asked about the extent to which the school provides academic support programs in order to meet graduation requirements. 91% of students either strongly agreed or agreed that the school indeed provides such support. Additionally, students were asked about the extent to which the school provides adequate information about college and non-college programs after high school. At least 85% of students surveyed either strongly agreed or agreed that the school adequately provides such information. The results of this data suggest that the school is providing support services in academic assistance, health, career, and personal counseling. Support programs in school are lead primarily by the counseling department with support from the school administration, other faculty, and staff. For example, the counselors set up military and college presentations so that students can learn as much as possible about the options that are available to them upon graduation. An electives fair is also offered during the school year to expose students to the options available to them during their high school career. OHS works closely with post-secondary institutions such as the University of Guam and Guam Community College to provide information about the respective colleges. Informative workshops explain an array of pertinent information such as financial aid, entry requirements, and expectations of post-secondary institutions. Off-island colleges and universities also offer informative presentations	**College Fair List** **Electives Fair Sign-in Sheets** **Career Day Sign-in Sheets** **School Health Counselor Department Binder** **Counselor Logs** **Division of Vocational Rehabilitation Presentations** **College Presentations** **College Board Student Access** **ASVAB** **Military Presentations** **Education Talent Search** **Career Day** **BMI Logs** **School Lunch Program** **Safer Choices Curriculum** **Brief Tobacco Intervention Program** **Substance Abuse Intervention** **Healthy Living Brochures** **Hearing and Vision Screening**

about their institutions. Every year, counselors coordinate and chaperone an off-campus College Fair for juniors and seniors. This is another way to give students an opportunity to seek additional information about various universities and colleges. The counselors also collaborate with our Guam Community College instructors to host the Electives Fair. The fair is an opportunity for exploratory classes to showcase what they learn and spark interest for the underclassmen. Students are given an opportunity to sign-up for more information about the class for registration.

Counselors coordinate Career Day to give students ideas about the career choices that may be available to them. Government agencies and private businesses are invited to the campus to share their job descriptions with students and answer questions they may have. Different military branches are also invited to Career Day. The Army, Guam National Guard, Marine Corps, Navy, Air Force, and Coast Guard have all showcased what they have to offer for students who choose to join the armed services. Demonstrations are done and handouts are given to interested students. OHS is committed to providing academic services that can prepare students for the future. These academic services range from offering tutoring intervention to ASVAB and college exam preparation. Along with college and career support, the school health counselor provides health services to students. He addresses students' health concerns. He collaborates with the Health and PE Department to conduct BMI checks. Once results are recorded, students receive physical activity and proper nutrition counseling. The school health counselor also works with the counselors and administrators about drug and alcohol prevention, teen pregnancy, and tobacco cessation programs to encourage students to make positive choices.

Direct Connections

E3.2. Indicator: The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

E3.2. Prompt: *Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.*

Findings	Supporting Evidence
The at-risk student population is supported with resources and assistance from the school community, the district office and other agencies. Resource allocation is dependent on support services from such partnerships. For instance, students who require additional support due to habitual discipline referral for tobacco product possession are referred to the Brief Tobacco Intervention Program or the Substance Abuse Intervention Program administered by the district office and/or the Guam Department of Public Health. For students experiencing truancy, the school has an SOP to follow with support from the school administration, the school's School Attendance/ Truant Officer, Social Worker, and Community Program Aide. These services support the school and come from the Student Support Services Division and Student Parent Community Engagement Outreach Program administered from the district office. For at-risk students who are failing academically, the school responds with interventions and support such as: • Enrollment in the tutoring during the Schoolwide Intervention System (SIS) Program. • Creating a child study team to discuss and decide if referral to special education services is necessary. • Requiring teachers to make contact with parents for students struggling academically. • Referral to counseling office for psychological and emotional concerns. • Referral to school nurse for any physical concerns. Resources available to the school's at risk population is dependent primarily on partnerships and support programs currently available. The school will continue to foster these partnerships and seek out more opportunities to provide resources to the school's at-risk population.	**Brief Tobacco Intervention** **Substance Abuse Intervention** **Attendance Referral Forms** **Outreach Logs** **List of Outreach Agencies** **SIS List** **Counselor Log Entries** **Nurse Log Entries** **PowerSchool Logs** **Child Protective Service Form** **Division of Special Education Support Programs** **Student Support Services**

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL and other alternative learning programs).

E3.3. Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
The school leadership and staff recognize the wide spectrum of learning abilities of the student population. As much as possible, students are offered a personalized approach to learning. The school's special needs students are serviced by special education teachers, a consultant resource teacher, and specialists from GDOE's Division of Special Education. To assist students with their unique needs, these school officials, along with the student and parents, collaborate closely to be sure the needs of the student are met. Annual Individualized Education Plan meetings are held. These meetings determine the future course work that the student will be engaged in based on his or her personal needs and academic goals. The English as a Second Language Coordinator also plans personalized approaches to student learning for the ESL population. There are two placements for students receiving ESL services. Either they are mainstreamed with the rest of the population and receive modifications from the regular classroom teachers, under the consultation of the ESL coordinator, or they remain in a sheltered classroom with other students at similar English proficiency levels. Counselors help students determine the best course selection to meet their long-term educational goals. For students who have career technical goals, counselors assist them with appropriate courses and likewise for college-bound students. To offer support for students who are experiencing learning difficulties, a Child Study Team is formed. The team provides consultative, evaluative, and prescriptive strategies for teachers and parents. The team meets in order to identify what type of support to provide for the student. Students identified under section 504 of IDEA are provided accommodations and modifications in the general education curriculum.	**Special Education Binder** **ESL Binder** **Child Study Team Process**

E4. Student Support Criterion – Accessibility

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

Equal Access to Curriculum and Support

E4.1. Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

E4.1. Prompt: *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

Findings	Supporting Evidence
Students have access to a challenging, relevant, and coherent curriculum. Based on a student survey, 91% of students strongly agree or agree that the school offers rigorous and high academic courses that challenge me. Additionally, parents reported in a survey that 91% feel the same way. This data suggest that the school indeed offers a curriculum that is challenging, relevant, and coherent and must continue to bring awareness to students and parents for such.	**Surveys** **GCC Class listings** **Course Offerings** **Graduation Status** **Electives Fair** **Course Selection Forms**
One of the school's largest special population is the English as Second Language (ESL) students. Students identified as ESL range in 1000 plus every school year which is more than 50% of the entire school population. However, only 300-400 ESL students each year receive services under the ESL program. Services include teacher modifications in the regular education classroom. One of the alternative schedules available to the ESL special population is the Guam Community College (GCC) career courses. These programs offer students a focused curriculum in Marketing, Electronics/ Computer, Carpentry, Hospitality and Tourism, Automotive, and ProStart/ Culinary. The data suggest that upwards of 10% of their class enrollment includes students in the ESL program.	

Another special population in the school is the special education (SPED) students. For the past three years, the percentage of SPED students in the GCC courses has been 19% or higher. This data suggest that the SPED students are indeed included in the GCC programs. However, there is some concern regarding when SPED students are accepted into the GCC Program. However, since the GCC Program is federally subsidized, program completion is a major requirement in which a full two years or three years is required in order to receive a certificate of completion. Accepting SPED or any student midway through the year impacts students' ability to receive such certificate.	

Curricular/Co-Curricular Activities

E4.2. Indicator: School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.

E4.2. Prompt:*Comment on the relationship between curricular/co-curricular activities and the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.*

Findings	Supporting Evidence
Cocurricular activities support the schoolwide learner outcomes (SLOs) and academic standards. When students are involved in cocurricular activities, a sense of belonging, school pride, and personalized supports is developed. Such characteristics may be found in the many types of cocurricular activities offered at the school such as student council, clubs, organizations, competitive teams, and interscholastic sports. The number of cocurricular activities has steadily increased in the last three years due to an increase in the number of clubs and organizations in operation. Clubs and organizations go through a chartering process at the beginning of the school year in which any group of students may form a club or organization officially recognized by the school provided that they meet certain requirements: 1. Develop a constitution/ bylaws that establish the purpose, goals, and articles of incorporation of the club or organization.	**List of School Activities** **List of Clubs and Organizations** **List of SIS Cocurricular Offerings** **Clubs and Organization Charters** **School Calendar** **Interscholastic Monitoring Sheet**

2. Identify a main advisor and co-advisors to ensure adult guidance and support at all times.

3. Conduct a membership drive to recruit members to join the club or organization.

4. Develop a budget and school year calendar in order to plan for upcoming events and financial projections.

5. Pay a $75 charter fee to be registered with the school's business office and conduct activities sanctioned by the school such as fundraising.

Clubs and organizations go through an activity approval process in order for their activity to be sanctioned by the school. This process involves filling out an activity request form, securing a venue, providing chaperones and adult supervision and obtaining the necessary signatures from advisors, the activities coordinator, and final approval from the school administration.

All clubs and organizations link directly with the SLOs and/or academic standards. For example, one of the SLOs is to embrace cultural diversity. The school currently has a Chamorro Club, Filipino Diversity Club, and United Nesians Organization which represent the three largest ethnic groups on campus- Chamorro, Filipino, and Micronesians from the Federated States of Micronesia. Each of these clubs promote cultural understanding within and among their peers. Another SLO is to be environmentally friendly. The Lend Earth A Friend (LEAF) Club is the school's environmental steward club and leads the school in reducing waste and recycling efforts. Another organization that directly links to environmental stewardship is the school's National Honor Society (NHS) organization that regularly conducts campus and community beautification projects. One of the other SLOs is to effectively communicate with others. This SLO directly links to such clubs and organizations as the DECA Marketing Club, ProStart Club, and Hospitality and Tourism Club in which effective communication is a key component that drives the organization. The last SLO is to excel in academics. This SLO can be directly linked to the school's Academic Challenge Bowl Team, Mock Trial Team, AP & Honors Clubs, Math Honors Society, Tri-M Music Honor Society, Vocation and Technical Honor Society, to name a few. Another club in which the SLOs are embedded is the Students Helping Students Club. This club focuses on providing financial support to students, other clubs and organizations, as well as to the entire school community. The SHS Club is known to provide personalized supports for students in ways such as purchasing classroom and library equipment, score board equipment and resources for students, providing special education resources and support, and paying for graduation regalia or interscholastic sports uniforms for those who cannot afford to purchase on their own.

School staff and the leadership team encourage students to participate in quarterly sports activities. There is a wide selection of sports for Okkodo students to choose from. Boys and girls volleyball, basketball, cross country, soccer, baseball and paddling are some of the organized sports that OHS offers. In order to participate in sports, interested students must turn in a physical form from their doctor giving them medical clearance to play. Students must meet acceptable academic performance standards (70% or better) and be in good standing with their citizenship grades. Students are eligible for tryouts if these requirements are met. Once students are chosen to participate as part of the team, the Athletic Director provides academic and attendance monitoring sheets to guarantee that students maintain the requirements. It is the responsibility of the student to make sure forms are completed before each game. Sports are not only limited to interscholastic events but Okkodo High School also offers intramural sports during lunch time. This serves as an alternative activity in which students can participate. A physical education teacher runs the program. Various sports activities are offered in the gym as scheduled.

The Schoolwide Intervention System (SIS) is also another major way the school personalizes support for students. This system allows students struggling academically to receive additional time to meet academic standards via tutoring once a week. Data from previous years indicate that this program has made an impact in the overall passing rate of students and ultimately, has increased the graduation rate for the school. For students who are passing all their academic courses with a 65% or higher, cocurricular activities are offered during the SIS time. Such cocurricular activities include AP test studying tips session, student council meetings, arts and crafts time, open gym session, and silent sustained reading time. These cocurricular activities are reviewed by a committee based on teacher proposal. This proposal process includes identifying the SLOs, academic standards, or other recognized standards for which the SIS time will dedicate itself.

In the 9th grade academy, the SIS takes on a different approach. The tutoring component is still present to assist students struggling academically. However, for students who do not require tutoring, the SIS time is used as an advisory program. This advisory program focuses on the transition into high school with sessions on a variety of topics such as understanding the high school credit system, time management and organization, and sessions that allow students to socialize in a positive way and build confidence as a high school student.

Meeting Student Needs Through Curricular/Co-Curricular Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

E4.3. Prompt:*Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.*

Findings	Supporting Evidence
The curricular/ co-curricular activities have increased in school thus increasing opportunities to offer students personalized support. This is based on the increase in number of chartered clubs and organizations through the years. The increase in the number of clubs and organizations means more student participation with a variety of interest areas. Club and organizations have specific goals that align with the school's SLOs or academic standards. These goals allow students to experience personalized support based on their interests. At the end of the school year, clubs and organizations complete a survey about how the school administration, activities coordinator, and Student Body Association (SBA) support clubs and organizations. One of the major concerns in SY15-16 was the cumbersome process for activities to be approved. The school administration along with the activities coordinator, SBA advisors and officers revised the process for activities approval in which decreased the amount of time and lessened the amount of paperwork involved. This has not been an issue since. This is also directly related to the increase in the number of clubs and organizations because the activity request process was made easier to conduct student activities	**Club and Organization Rosters** **Club Charters** **List of Chartered Clubs** **List of SIS Cocurricular Offerings**

Teacher participation as club advisors and active student membership is prevalent on campus. This can be seen in club charters as well as through attendance sign-in sheets. Cocurricular activities are aligned with the school's mission statement and schoolwide learner outcomes. Because of the school's diverse population, clubs and organizations are outlets for students to participate. After a review of the cocurricular offerings and student membership, it was determined that the school could do more to offer opportunities for our ESL students from the outer islands. A recently formed club called United Nesians of Okkodo (UNO), was a result of this review. Although the club is open to all students, its focus is to bring together students from Micronesia to get to know each other's cultures and grow in appreciation for them. This gives our islander population a sense of belonging and pride to be able to showcase the positive attributes of their cultures.	

Student Perceptions

E4.4. Indicator: The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence
Students and parents are aware of academic support programs provided by the school. In a survey administered to students, 91% of students either strongly agree or agree that the school indeed provides support programs to meet graduation requirements. Parents seem to concur with students on this statement as 79% either strongly agree or agree with this statement. Such support services include Counseling services, SIS Tutoring, ESL services, SPED services include: ED Consultation and counseling, Itinerant Hearing Services, Occupational Therapy, Speech /Language Consultation, Transportation, Tutoring, Vision Services, Various Assistive Technology Devices, Training and Support in: Autism, School Programs, Assistive Technology, ED, Deaf or Hard of Hearing Programs.	**Perception Surveys** **Special Ed Services**

ACS WASC/GDOE Category E. School Culture (Environment) and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

The school leadership encourages parental and community engagement to support the teaching and learning process. The Parent Teacher Student Administration (PTSA) organization and partnerships with government agencies, private businesses, non-profit organizations, institutions of higher learning, and others like the military are the primary ways the parental and community engagement occurs with the school. Students, parents, faculty, and staff overwhelming agree that the school campus is safe, clean, and an orderly place that nurtures learning. Additionally, students, parents, faculty, and staff believe that the school culture is characterized by trust, professionalism, high expectations for all students that focus on continuous school improvement. However, the school recognizes that the student handbook, faculty handbook, and standard operation procedures must be updated for the safety and well-being of all while on campus. Emergency drills and training must be conducted on a regular basis in preparation of crises management. Additionally, students must be made aware of how discipline across the school is handled in a fair and equitable way. Furthermore, students must be engaged in ways that fosters respect while in school. The school will address such issues primarily through the Positive Behavior Intervention System (PBIS) that was recently adopted by the school community and is in its early stages of implementation. With regard to personalized supports, students and parents agree that a system of personalized support is implemented through the curricular and cocurricular activities. This is due to the increase in the number of clubs and organizations on campus that focus on meeting the SLOs or academic standards.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture (Environment) and Support for Student Personal and Academic Growth: Areas of Strength

- The school has an active PTSA organization and partnerships with various island agencies, organizations, and businesses that support the students and school community.
- Students, parents, faculty and staff overwhelmingly agree that the school is safe, clean, and orderly place that nurtures learning.
- Students, parents, faculty and staff overwhelmingly agree that the school culture is characterized by trust, professionalism, high expectations for all students that focus on continuous school improvement.
- The school provides career and personal counseling for all students primarily through the counseling office with support from such programs as the GCC Program, SPED Program, ESL Program, and Student Support Services to name a few.
- Personalized supports is provided through curricular and cocurricular activities as seen from the implementation of the SIS program, the 9th grade Advisory Program, as well as an increase in the number of clubs and organizations operating through the years. Data shows that the SIS program

correlates to the increase in the number of students passing their classes and ultimately impacts the graduation rate of the school. The 9th grade Advisory Program assists 9th graders with the transition into high school. The increase in the number of clubs and organizations on campus reflects the motivation of students and teachers to build upon common interests which serves the community well. Additionally, all clubs and organizations are directly linked to SLOs or academic standards.

- Although in its early stages of implementation, the PBIS program has potential to address discipline concerns and build the character of students to ensure they are responsible and respectful.

Category E: School Culture (Environment) and Support for Student Personal and Academic Growth: Areas of Growth

- The school recognizes that the student handbook, faculty handbook, and standard operation procedures must be updated for the safety and well-being of all while on campus.
- The school recognizes that the PBIS program must be fully implemented to address discipline concerns and overall character of students to ensure they are responsible and respectful inside and outside of the classroom.
- The school recognizes that students must be made aware about how discipline is handled in a fair, consistent, and equitable way from all stakeholders involves.
- Although the SPED and ESL special populations are adequately represented in alternative curricular programs such as the GCC Programs, program consultation and understanding must be promoted to ensure that both students' needs and program needs are met.

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Improve process to measure effectiveness of PD on student performance
- Increase number of teachers using proficiency scales in classrooms
- System for gathering data and how data is analyzed
- Feedback by school admin, DCs and PLC members to improve PLC process to review and analyze formative assessments
- Bring awareness to how feedback is used in the classroom
- Improve the system for SIS to increase student achievement
- PBIS must be fully implemented to address discipline concerns

Chapter V: Schoolwide Action Plan

A. Utilize the schoolwide strengths and growth areas to revise the schoolwide action plan.

- **a. Insert the table that lists all strengths from Categories A–E.**
- **b. Insert the table that prioritizes all areas of growth from Categories A–E.**
- **c. Comment briefly on implications for revising the schoolwide action plan.**

B. State any additional specific strategies to be used by staff within each subject area/program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Strengths	Areas of Growth
Stakeholders are aware of mission, SLOs, and action plan	Improve process to measure effectiveness of PD on student performance
Teachers find SLO awards to be effective and have seen increase in student involvement	Increase number of teachers using proficiency scales in classrooms
An increase in Honors and AP class offerings	System for gathering data and how data is analyzed
Students feel like their voices are heard	Feedback by school admin, DCs and participants of the subject to improve PLC process to review and analyze formative assessments
Parents believe their child's educational needs are being met	Bring awareness to how feedback is used in the classroom
Over 65% of teachers are employing research-based practices i.e. CITW, SIOP, and TMs	Improve the system for SIS to increase student achievement
Additional core classes and exploratory classes	PBIS must be fully implemented to address discipline concerns
SIS assists with increasing student achievement	
Piloted courses such as Genetics, Pre-Engineering, and Financial Literacy	
Counseling department routinely monitors academic status and future planning – college, career, military	
Good community partnerships – AHRD, Upward Bound, Trio	
Teachers trained in various instructional methods	
Students fully aware of lesson objectives and SLOs	
An increase in integration of technology for lessons	
Rigorous course offerings	
Use a variety of formative and summative assessments	
Use of wide range of technology for assessment	
Use of PD to improve teacher use of tech for formative assessments	
SIS to improve achievement	
Improvement to response time for grade reporting	
Use of rubric for SLO recognition	
Active PTSA and good community partnerships	
School is safe, clean, and orderly	

Trust, professionalism, and high expectations	
Career and personal counseling for all students	
Personalized support through 9th Grade Academy, SIS	
PBIS though in infancy stage	

Okkodo High School Action Plan SY 15 – 16

District Goal(s):	**1: All GDOE 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.** **2. All GDOE 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.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Continue to improve student academic achievement in core curricular areas to meet SLOs and GDOE Common Core Standards growth targets, including schoolwide subgroups such as ELL, SPED, and socioeconomically disadvantaged students and address possible test apathy among all grade levels. (Critical Areas 1 and 3)	A. Effectively implement SIS – Scheduling and attendance and accountability monitoring	SIS Administrator Counselors Faculty and staff	Quarterly Reports Semester Marks Analysis Summative results	SIS Reports Marks Analysis SBA Results CCSS Assessment Results
	B. Collect and maintain records of ELL, SPED, and socioeconomically disadvantaged students	Special Population Administrator Counselors ESL Coordinator CRT	Semester Reports End of year reports	Report card grades IEP goal progress Summative results
	C. Assess student achievement of SLOs using common rubric and recognize exemplary students	Discipline Administrator Teachers	Quarterly Assessment Semester Recognition Ceremony	Quarterly reports summarizing results to show progress Semester recognition
	D. Address possible test (SBA/ACT Aspire) apathy among all grade levels through incentives program and building a school culture that values test results	Curriculum Administrator Counselors	1st Semester following school year – Annually	Summative Test Scores Number of students earning incentives

Okkodo High School Action Plan SY 15 – 16

District Goal(s):	**4. All members of the Guam DOE community will establish and sustain a safe, positive and supportive environment.** **5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
2. The school leadership team will provide a forum for students' voices to be heard on an ongoing basis. The forum will allow students to raise issues via their student leaders. (Critical Area 4)	A. SBA meeting component - POTF will be encouraged	SBA Advisors	Weekly	Agenda Sign-in sheets
	B. Homeroom representatives will present student concerns to SBA	SBA Advisors Homeroom teachers	Weekly	Agenda Sign-in Sheets
	C. Bulletin announcements will inform school community of pertinent topics. SBA advisor runs social media and school website to keep students updated with school events and information.	SBA Advisors	Daily	Bulleting announcements School website Social media sites – Twitter, Facebook, etc.

Okkodo High School Action Plan SY 15 – 16

District Goal(s):	**3. All GDOE instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.** **5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
3. Continue to increase the capacity of faculty and staff to collect disaggregate, and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous Common Core Standards-based curriculum, instruction, assessment, and accountability strategies in the classrooms. (Critical Areas 2 and 5)	A. Teachers will use technology such as PowerSchool spreadsheet, Quick Keys App, and other software to gather analytics	Professional Development Committee Administrator	Beginning of first semester Follow-up training start of second semester	Training Sign-in Sheets PLC and Department binders PowerTeacher
	B. Content teachers will collect and analyze student work and make curricular decisions based on data	Department Chairmen Teachers	Weekly	Discussion log with brief description of discussion and curricular decisions made based on student performance data in PLC meetings
	C. Improve use of CFA results	Department Chairmen Teachers	Quarterly	CFA Results
	D. Maintain PLC Data Binders	Department Chairmen	Quarterly	PLC/Department Binders

	E. Provide consistent training with reinforcement and follow-up (CITW, Marzano (SBG/Proficiency scales, etc.) SIOP)	Professional Development Committee	Monthly	Sign-in Sheets Agendas

OKKODO HIGH SCHOOL
REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

Mission Statement

Okkodo High School provides a respectful environment for quality learning that builds knowledge and skills to succeed in the 21st century.

Schoolwide Learner Outcomes

Effectively communicate with others
Embrace cultural diversity
Excellence in academics
Environmentally respectful

Goal 1: Continue to improve student academic achievement in core curricular areas to meet SLOs and GDOE Standards and growth targets, including schoolwide subgroups such as ELL, SPED, and address possible test apathy among all grade levels.

Goal 2: The school will fully implement PBIS, Positive Behavior Intervention and Supports. This is a district-wide behavior management framework to create a learning environment with a positive school climate.

Goal 3: The school will maintain the capacity of faculty and staff to collect and use data to analyze student performance to inform instruction and assessment.

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

Goal 1: Continue to improve student academic achievement in core curricular areas to meet SLOs and GDOE Common Core Standards and growth targets, including schoolwide subgroups such as ELL and SPED and address possible test apathy among all grade levels.

Rationale: Critical Need: Annual placement tests, administered by the English and Math Departments, show that a majority of students begin high school without the skills necessary to perform at grade level. The high number of students who do not perform well in their ELA and Math classes illustrates this.

For SY 16-17:

9th Grade: 14% of students scored below average or failed a Language Arts course
24% of students scored below average or failed a Math course (Pre-Algebra)

10th Grade: 28% of students scored below average or failed a Language Arts course
33% of students scored below average or failed a Math course (Algebra 1)

11th Grade: 25% of students scored below average or failed a Language Arts course
32% of students scored below average or failed a Math course (Geometry)

12th Grade: 6% of students scored below average or failed a Language Arts course
16% of students scored below average or failed a Math course (Algebra 2)

Growth Targets:

SY 18-19: There will be a 2% decrease in the number of students earning a below average or failing grade in ELA and Math courses.

SY 19-20: Same Target

SY 20-21: Same Target

SY 21-22: Same Target

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

District Goal(s):	**1: All GDOE 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.** **2. All GDOE 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.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Continue to improve student academic achievement in core curricular areas to meet SLOs and GDOE Standards and growth targets, including schoolwide subgroups such as ELL and SPED and address possible test apathy among all grade levels.	A. Effectively implement SIS – Scheduling, attendance, and accountability monitoring by incorporating PowerSchool scheduling	SIS Administrator Counselors Faculty & staff	Quarterly Semesterly Annually	SIS Reports Marks Analysis SBA Results DWA Results
	B. Along with DWA results, classroom assessment data from ELA and Math courses, and marks analysis, will be used to gauge ELL and SPED	Special Population Administrator Counselors ESL Coordinator CRT Teachers	Quarterly Semesterly Annually	Report card grades IEP goal progress ELA and Math Assessments DWA Results
	C. Assess student achievement of SLOs using common rubric and continue to recognize exemplary students	Discipline Administrator Teachers SLO Committee Students	Quarterly Semester Recognition	Quarterly reports Student Self-Assessment Teacher Tracking Sheets Student Recipients in ceremony
	D. Continue to address possible test (SBA/ACT Aspire) apathy among all grade levels through incentives program and building a school culture that values test results	Curriculum Administrator Counselors	1st Semester following school year – Annually	Summative Test Scores Number of students earning incentives

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

Goal 2: The school will fully implement PBIS, Positive Behavior Intervention and Supports. This is a district-wide behavior management framework that helps to create a learning environment with a positive school climate.

Rationale: Critical Need: Discipline data reveals a need to decrease the number of infractions committed on campus, particularly in the areas of tobacco use, defiance/disrespect/insubordination, and skipping.

Supporting Data:

In SY 16-17, out of 578 infractions, 197 (34%) involved use or possession of tobacco products.

In SY 16-17, out of 578 infractions, 69 (12%) involved defiance, disrespect, or insubordination.

In SY 16-17, out of 578 infractions, (8%) involved skipping.

Growth Targets:

SY 18-19: There will be a 3% decrease in the number of infractions committed on campus, particularly in the areas of tobacco use, defiance/disrespect/insubordination, and skipping.

SY 19-20: Same target

SY 20-21: Same target

SY 21-22: Same target

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

District Goal(s):	**4. All members of the Guam DOE community will establish and sustain a safe, positive and supportive environment.** **5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
2. The school will fully implement PBIS, Positive Behavior Intervention and Supports. This is a district-wide behavior management framework to create a learning environment with a positive school climate.	A. Identify interventions needed based on behavioral data	School Climate Cadre – Teachers, students, administrator	Monthly	Monthly data collection Meeting Agendas
	B. Develop Incentive Programs	SCC Students Helping Students Club	Monthly	List of Incentives Recipient Lists
	C. On-going Assessments of program to measure effectiveness	SCC	Monthly	Tiered Fidelity Inventory Manual After-Action Reports Assessment Tools School Safety Perception Survey Self-Assessment

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

Goal 3: Maintain the capacity of faculty and staff to collect and use data to analyze student performance to inform instruction and assessment.

Rationale: Critical Need: Self-study findings and focus group discussions reveal a need to maintain the capacity of faculty and staff to use data to inform instruction and improve student achievement.

Supporting Data:

Currently, 87% of teachers use research-based methods to teach content, i.e. Classroom Instruction That Works (CITW), Sheltered Instruction Observation Protocal (SIOP), and Thinking Maps (TMs). This year, 6% of teachers are implementing Standards-Based Grading and proficiency scales. There is a need to increase the number of teachers, in PLCs, who regularly review student performance data and plan instruction accordingly.

Growth Targets:

SY 18-19: The focus will be on core subjects for the following: 25% of teachers will implement standards-based grading and proficiency scales. 25% of teachers will use PLC meetings to review student performance data and plan instruction and assessment based on analysis. 100% of teachers will regularly use research-based strategies, i.e. CITW,SIOP, and TMs.

SY 19-20: Same target for SBGs and proficiency scales, same target for PLC work, maintain target for research-based startegies

SY 20-21: Same target for SBGs and proficiency scales, same target for PLC work, maintain target for research-based startegies

SY 21-22: Same target for SBGs and proficiency scales, same target for PLC work, maintain target for research-based startegies

REVISED SCHOOLWIDE ACTION PLAN SY 18 -19

District Goal(s):	**3. All GDOE instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.** **5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.**

SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
3. Maintain the capacity of faculty and staff to collect and use data to analyze student performance to inform instruction and assessment	A. Teachers will be provided necessary performance data in a timely manner to make curricular decisions and to guide the work of the PLCs. Teachers will have common preps by course, if feasible.	District Office Curriculum Administrator Counselors Teachers	Beginning of first semester PLC meetings once every two weeks	Item Analysis Progress Reports Quarter Grades Teacher Lesson Plans PowerSchool Historical Grades DWA results PTEP
	B. Increase number of teachers using standards-based grading and proficiency scales that align with CFAs	Curriculum Leadership Team (CLT) Teachers Curriculum Administrator	Continued teacher training during Q1 and Q2 By second semester of SY 18-19 all teachers will be implementing proficiency scales	Proficiency Scales CFAs PD Agendas and Sign-in Sheets
	C. Provide consistent training with reinforcement and follow-up (CITW, SIOP, Thinking Maps, SBG, and proficiency scales), with focus on effectiveness and impact on student performance	Professional Development Committee CLT PLCs	Quarterly	PD Agendas and Sign-in Sheets Student Work Samples Marks Analysis DWA Results Surveys

Schoolwide Learner Outcomes

Student:				
Teacher:	**Course:**	**Semester:**	**Period:** 1 2 3 4 5 6	**Grade:**

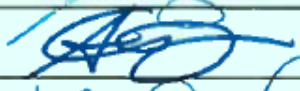
For each Schoolwide Learner Outcome, evaluate students by placing a check next to the appropriate score that best fits the quality of the student's work or behavior.

	Effectively Communicate with Others		**Excellence in Academics**		**Embrace Cultural Diversity**		**Environmentally Respectful**
4	**Exemplary = Always** **A.** Writes English proficiently **B.** Successfully exchanges information through reading and listening **C.** Communicates accurately with others	4	**Exemplary = Always** **A.** Thinks critically and creatively **B.** Takes advantage of academic opportunities **C.** Self-directed learner	4	**Exemplary = Always** **A.** Interacts with culturally diverse groups **B.** Respects cultural differences **C.** Seeks opportunities to learn about differences	4	**Exemplary = Always** **A.** Throws trash away and keeps area clean **B.** Joins beautification projects **C.** Contributes time or talent to community needs
3 ____	**Competent=Usually** **A.** Writes English proficiently **B.** Successfully exchanges information through reading and listening **C.** Communicates accurately with others	3 ____	**Competent = Usually** **A.** Thinks critically and creatively **B.** Takes advantage of academic opportunities **C.** Self-directed learner	3 ____	**Competent = Usually** **A.** Interacts with culturally diverse groups **B.** Respects cultural differences **C.** Seeks opportunities to learn about differences	3 ____	**Competent = Usually** **A.** Throws trash away and keeps area clean **B.** Joins beautification projects **C.** Contributes time or talent to community needs
2 ____	**Developing = Sometimes** **A.** Writes English proficiently **B.** Successfully exchanges information through reading and listening **C.** Communicates accurately with others	2 ____	**Developing = Sometimes** **A.** Thinks critically and creatively **B.** Takes advantage of academic opportunities **C.** Self-directed learner	2 ____	**Developing = Sometimes** **A.** Interacts with culturally diverse groups **B.** Respects cultural differences **C.** Seeks opportunities to learn about differences	2 ____	**Developing = Sometimes** **A.** Throws trash away and keeps area clean **B.** Joins beautification projects **C.** Contributes time or talent to community needs
1 ____	**Emerging = Seldom** A. Writes English proficiently B. Successfully exchanges information through reading and listening C. Communicates accurately with others	1 ____	**Emerging = Seldom** **A.** Thinks critically and creatively **B.** Takes advantage of academic opportunities **C.** Self-directed learner	1 ____	**Emerging = Seldom** **A.** Interacts with culturally diverse groups **B.** Respects cultural differences **C.** Seeks opportunities to learn about differences	1 ____	**Emerging = Seldom** **A.** Throws trash away and keeps area clean **B.** Joins beautification projects **C.** Contributes time or talent to community needs

SLO Assessment - Lesson Plan or Activity Description:

Faculty and Staff Endorsement

	OKKODO FACULTY AND STAFF	SIGNATURE OF ENDORSEMENT
1	ABAD, BRENDA	
2	ACOSTA, CHARLES	
3	ACOSTA, JASON	
4	ACOSTA, VICKIE	
5	ADDIE, HELEN	
6	AGGABAO, MARIA	
7	AGUON, MARCIANA	
8	AQUINO, DANIEL	
9	ARAOS, ZAIRA	
10	ARRIOLA, THELMA	
11	AYDLETT, SHIRLEY	
12	BAGRO, EVANGELINE	
13	BAMBA, FLORENCE	
14	BARLONGO, MARLENE	
15	BINONDO, ART	
16	BLANCO, FRANCISCA	
17	BLAS, FRANK	
18	BLAS, VICTOR	
19	BORBON, EMMALYN	
20	BORBON, VENEFREDO	
21	BURGOS, BRANDON	
22	CABARLES, CHARLES	
23	CAGUIN, KATHERINE	

24	CAGUIN, ROBERT	
25	CALUGAY, ANGEL	
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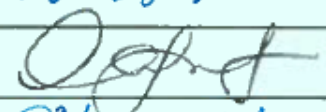
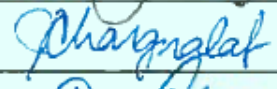
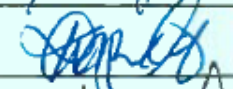
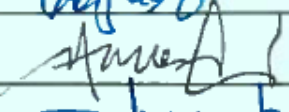
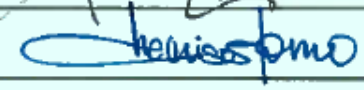
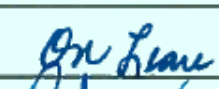
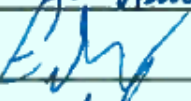
27	CAMAYA, MARLYN	
28	CHARGUALAF, EMMELINE	
29	CHARGUALAF, JOSEPH	
30	CHARGUALAF, KATHY	
31	COSICO, NARCISO	
32	CRISOSTOMO, THERESE	
33	CRUZ, DARREL	
34	CRUZ, ED	
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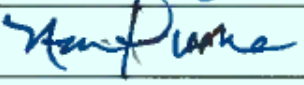
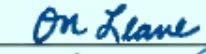
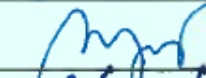
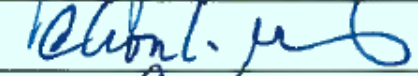
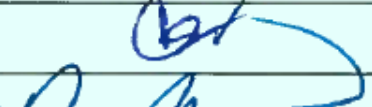
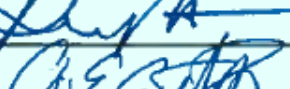
39	DUENAS, LILLIAN	
40	DYDASCO, GENE	
41	ESCANO, MARIETA	
42	ESPERON, CHONA	
43	ESTEBAN, CHARLOTTE	
44	ESTOY, RUEL	
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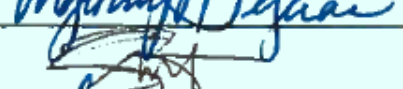
46	FEJERAN, VIRGINIA	
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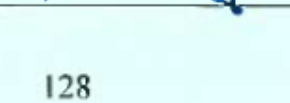
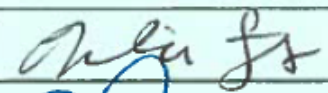
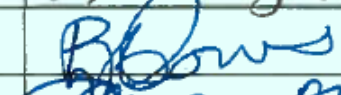
48	FLORES, ANN MARIE	

49	FLORES, MELISSA	
50	FLORES, ROSHAUNA	
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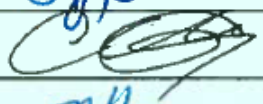
55	GIANCHAND, CLINT	
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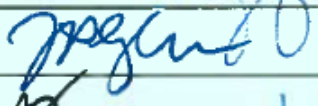
58	IGLESIAS, THERESE	
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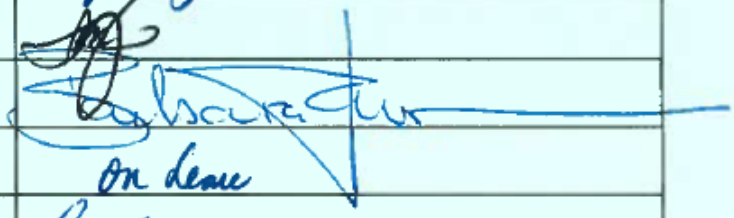
60	JANSSEN, BARBARA	
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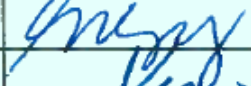
62	JIMENEZ, ERNA	
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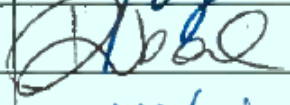
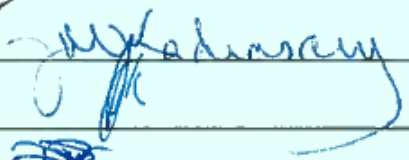
64	JURALBAL, HELENA	
65	KADIASANG, JESSICA	
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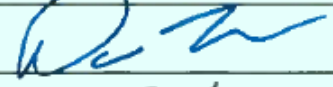
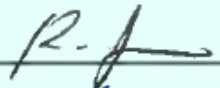
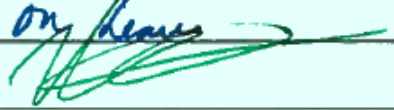
67	KAUAIHILO-FLORES, DEE	
68	LAWCOCK, DANIEL	
69	LEE, HEESUK RACHEL	
70	LEON GUERRERO, FLORENCE	
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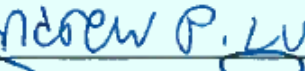
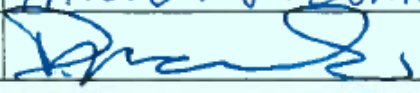
72	LUMBO, ANDREW	
73	MACALUSO, DAVID	

74	MAD, ARLENE	
75	MAFNAS, CELINA	On Leave
76	MAILLOUX, CHRISTIAN	
77	MANIBUSAN, JEROME	
78	MANSAPIT, GLENN	3/8/18
79	MATTSON, VIRGINIA	
80	MEEKS, ROSALIN	
81	MENDIOLA, JUAN	On Leave
82	MENDIOLA, PHILBERT	Proxy Vote
83	MERCADO, DAVID	
84	MIRANDA, KENNYLYN	
85	MITCHELL, ANITA	
86	MUNA, BRIAN	
87	MUNOZ, RHANDY	
88	NAKAYAMA, BRENDA	
89	NAZ, JUDY	
90	NUCUM, GERALDINE	
91	OLIVARES, STEPHANIE	
92	PALOMARES, ANNIE	
93	PALOMO, ANDRINA	
94	PEREZ, KAELANI	
95	PEREZ, KENNETH	
96	PEREZ, MICHELLE	FN, SHC 3/8/18
97	PEREZ, SHANA	
98	POCAIGUE, LEILANI	

99	PRICE, MARIA	
100	QUENGA, CLARICE	
101	QUINTANILLA, JOYCELYN	
102	QUINTANILLA, NICHOLE	
103	RAGADIO, LORNA	
104	REYES, KENNETH	
105	REYES, LYNN	
106	RIVERA, RAY	
107	ROLDAN, JOHN	
108	RONDILLA, GREGORIA	
109	RONOQUILLO, MAXIMO	
110	ROSARIO, RICHARD	
111	SABLAN, GREGORIO	
112	SABLAN, JONATHAN	
113	SABLAN, LEILANI	
114	SABLAN, VICKY	
115	SAN AGUSTIN, ROSEANNA	
116	SAN NICOLAS, ANITA	
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118	SAN NICOLAS, JENNIFER	
119	SAN NICOLAS, JOHN	
120	SAN NICOLAS, PAUL PATRICK	
121	SAN NICOLAS, PETER	
122	SANTOS, ANTHONY	
123	SANTOS, CARMEN	

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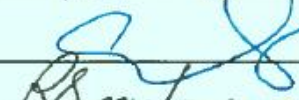
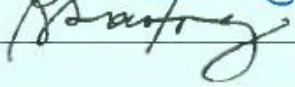
128	SGAMBELLURI, CHIARA	
129	SIAOTONG, RACHAEL	
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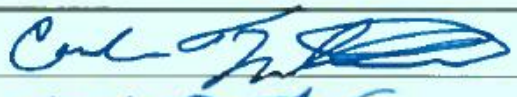
131	TAINATONGO, CARL	
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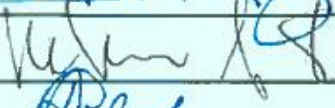
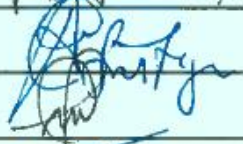
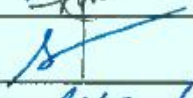
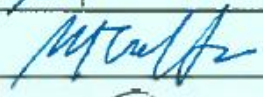
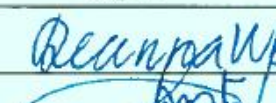
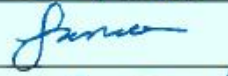
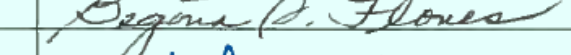
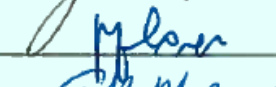
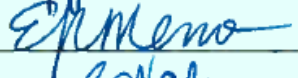
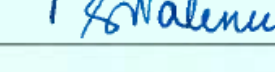
133	TEUBERT, WILHERMINA	
134	TINDUGAN, ALFREDO	
135	TOGAWA, TRICIA	
136	TORRES, SUSIE	
137	TRELTAS, MELONIE	
138	TURNER, ERNEST	
139	WEGER, DEANNA	
140	WEST, DIANE	
141	ZAMORA, MYLA	
142	ZAPANTA, JOHNMYRE	

Administrator Endorsement

	OKKODO FACULTY AND STAFF	SIGNATURE OF ENDORSEMENT
1	BEGONA FLORES, PRINCIPAL	
2	RITA FLORES, ASSISTANT PRINCIPAL	
3	EMILY MENO, ASSISTANT PRINCIPAL	
4	SARAH VALENCIA, ASSISTANT PRINCIPAL	

Staffing Pattern SY 17 – 18

ENGLISH LANGUAGE ARTS		**MATH**		**SCIENCE**
BARLONGO, MARLENE		AGGABAO, MARIA		ADDIE, HELEN
CHARGUALAF, JOSEPH		ARAOS, ZAIRA		AQUINO, DANIEL
ESTEBAN, CHARLOTTE		BAGRO, EVANGELINE		BINONDO, ART
ESTOY, RUEL		CAGUIN, KATHERINE		CAMAYA, MARLYN
FRANQUEZ, MICHELLE		CHARGUALAF, EMMELINE		MATTSON, VIRGINIA
KADIASANG, JESSICA		ESCANO, MARIETA		NUCUM, GERALDINE
MACALUSO, DAVID		GEHRTS, BENNET		ROLDAN, JOHN
MAD, ARLENE		JIMENEZ, ERNA		RONDILLA, GREGORIA
MERCADO, DAVID		NAKAYAMA, BRENDA		SAN NICOLAS, JOHN
PALOMO, ANDRINA		NAZ, JUDY		TOGAWA, TRICIA
QUINTANILLA, JOYCELYN		ROSARIO, RICHARD		WEST, DIANE
SANTOS, DINA		SEVILLA, JOAN		**FINE ARTS**
SOCIAL STUDIES		ZAMORA, MYLA		RONQUILLO, MAXIMO
ABAD, BRENDA		**PE/HEALTH/CFS**		SGAMBELLURI, CHIARA
ACOSTA, CHARLES		CRUZ, KEVIN		SIAOTONG, RACHAEL
CAGUIN, ROBERT		ESPERON, CHONA		TINDUGAN, ALFREDO
DYDASCO, GENE		HIDALGO, RODERICK		**SPECIAL EDUCATION**
FLORES, MELISSA		MAILLOUX, CHRISTIAN		CALUGAY, ANGEL
IGLESIAS, THERESE		REYES, LYNN		FLORES, TAMARA
JANSSEN, BARBARA		SABLAN, LEILANI		LEON GUERRERO, FLORENCE
JASMIN, JULIE		TAIMANGLO, THOMAS		TORRES, SUSIE
JONES, KIRSTINE		TERLAJE, THOMAS		PEREZ, MICHELLE (TRANSITION)
LIBRANDA, VANN		TRELTAS, MELONIE		REYES, KENNETH (CRT)
MANIBUSAN, JEROME		ZAPANTA, JOHNMYRE		**WORLD LANGUAGE**
QUINTANILLA, NICHOLE		**MCJROTC**		AYDLETT, SHIRLEY
SANTOS, CARMEN		FLORES, ROSHAUNA		SANTOS, CERIA
		TURNER, ERNEST		

Staffing Pattern SY 17 – 18

ESL		**WORLD LANGUAGE**		**CHAMORRO**
BORBON, EMMALYN INSTRUCTIONAL AIDE		AYDLETT, SHIRLEY		AGUON, MARCIANA
GUMATAOTAO, NATIVIDAD		SANTOS, CERIA		BLANCO, FRANCISCA
RIVERA, RAY INSTRUCTIONAL AIDE		**GUIDANCE COUNSELORS**		SABLAN, GREGORIO
SABLAN, VICKY ESL COORDINATOR		CAMACHO, VALORIE		**GCC INSTRUCTORS**
SAN AGUSTIN, ROSEANNA		FELISAN, SAHLE		CHARGUALAF, KATHY
WEGER, DEANNA INSTRUCTIONAL AIDE		MEEKS, ROSALIN		COSICO, NARCISO
SCHOOL-TO-WORK		PALOMARES, ANNIE		LAWCOCK, DANIEL
ACOSTA, CHARLES		SAN NICOLAS, JENNIFER		LEE, HEESUK RACHEL
BUSINESS		**LIBRARIAN**		MUNA, BRIAN - COUNSELOR
GIANCHAND, CLINT		JURALBAL, HELENA		MIRANDA, KENNYLYN
SCHOOL HEALTH COUNSELOR				SANTOS, DAVE
PEREZ, KENNETH				

Employee	Position	Employee	Position
FLORES, BEGONA	PRINCIPAL	PEREZ, KAELANI	ONE-TO-ONE AIDE
FLORES, RITA	ASSISTANT PRINCIPAL	SABLAN, JONATHAN	ONE-TO-ONE AIDE
BARCINAS, ANGELO	ASSISTANT PRINCIPAL	SAN NICOLAS, BRIAN	ONE-TO-ONE AIDE
MENO, EMILY	ASSISTANT PRINCIPAL	TAINATONGO, CARL	ONE-TO-ONE AIDE
VALENCIA, SARAH LEE	ASSISTANT PRINCIPAL	BAMBA, FLORENCE	COOK ASSISTANT
ACOSTA, VICKIE	ADMINISTRATIVE OFFICER	BLAS, VICTOR	CAFETERIA MANAGER
ARRIOLA, THELMA	CLERK TYPIST	CRUZ, ED	COOK ASSISTANT
CRISOSTOMO, THERESE	SECRETARY	DIAZ, SUSAN	COOK I
FLORES, ANN MARIE	COMPUTER OPERATOR	DUENAS, ANITA	COOK ASSISTANT
KAUAIHILO-FLORES, DEE	CLERK TYPIST	DUENAS, LILLIAN	COOK ASSISTANT
SAN NICOLAS, ANITA	CLERK TYPIST	GACGACAO, MARIA	COOK ASSISTANT
BLAS, FRANK	SCHOOL AIDE	MAFNAS, CELINA	COOK ASSISTANT
CABARLES, CHARLES	SCHOOL AIDE	MANSAPIT, GLENN	COOK ASSISTANT
CRUZ, TERE	SCHOOL AIDE	MITCHELL, ANITA	COOK ASSISTANT
FEJERAN, VIRGINIA	SCHOOL AIDE	OLIVARES, STEPHANIE	COOK ASSISTANT
JACKSON, IRENE	SCHOOL AIDE	PEREZ, SHANA	COOK ASSISTANT
MENDIOLA, JUAN	SCHOOL AIDE	PRICE, MARIA	COOK ASSISTANT
MUNOZ, RHANDY	SCHOOL AIDE	SAN NICOLAS, PAUL PATRICK	COOK ASSISTANT
POCAIGUE, LEILANI	SCHOOL AIDE	TEUBERT, WILHERMINA	COOK ASSISTANT
QUENGA, CLARICE	SCHOOL AIDE		
RAGADIO, LORNA	SCHOOL AIDE		
SAN NICOLAS, PETER	SCHOOL AIDE		
SANTOS, ANTHONY	SCHOOL AIDE		
ACOSTA, JASON	ONE-TO-ONE AIDE		
BORBON, VENEFREDO	ONE-TO-ONE AIDE		
BURGOS, BRANDON	ONE-TO-ONE AIDE		
CRUZ, DARREL	ONE-TO-ONE AIDE		
EVERITT, ORIN	ONE-TO-ONE AIDE		
KANESHIRO, JOSHUA	ONE-TO-ONE AIDE		
LUMBO, ANDREW	ONE-TO-ONE AIDE		
MENDIOLA, PHILBERT	ONE-TO-ONE AIDE		

Okkodo High School Clubs & Organizations Listing

SY 15 – 16

1. Student Body Association
2. Island-wide Board of Governing Students (IBOGS)
3. Class of 2016
4. Class of 2017
5. Class of 2018
6. Class of 2019
7. Ambassador's Club
8. Boys Basketball Club
9. Chamoru Club
10. Close-Up Club
11. DECA Club
12. Electronics Club
13. Engineering Club
14. Film Society
15. Girls Basketball Club
16. Korean Fever Club
17. Letterman's Club
18. National Honor Society
19. Running Club
20. Students Helping Students
21. Tourism Awareness Group
22. Yearbook
23. Youth for Youth

SY 16 – 17

1. Student Body Association
2. Island-wide Board of Governing Students
3. Class of 2017
4. Class of 2018
5. Class of 2019
6. Class of 2020
7. Ambassador's Club
8. Chamoru Club
9. Close-Up Club
10. DECA
11. Electronics Club
12. Engineering Club
13. Filipino Student Association (FSA)
14. Girls Basketball Club
15. How Young People Entertain (HYPE)
16. Japanese Culture Club
17. Korean Fever Club
18. LEAF Club (Lend Earth a Friend)
19. National Honor Society
20. ProStart Club
21. Rugby Club
22. Running Club
23. Students Helping Students
24. Tourism Awareness Group (TAG)
25. United Nesians of Okkodo
26. Wrestling Club
27. Yearbook
28. Youth For Youth

SY 17 – 18

1. Student Body Association
2. Island-wide Board of Governing Students (IBOGS)
3. Class of 2018
4. Class of 2019
5. Class of 2020
6. Class of 2021
7. Automotive Club
8. Volleyball Club
9. College Kids
10. DECA
11. Electronics Club
12. Engineering Society
13. Filipino Diversity Club
14. Fish Bowl Society
15. How Young People Entertain
16. Korean Fever Club
17. Lend Earth A Friend (LEAF)
18. Mathematics Honor Society
19. National Honor Society
20. National Technical Honor Society
21. Close-Up Club
22. Basketball Club
23. Yearbook Club
24. ProStart Club (PSC)
25. Youth for Youth Club
26. EMT Club
27. Running Club
28. Paddling Club of OHS
29. Students Helping Students
30. Hospitality And Tourism Society
31. United Nesians of Okkodo (UNO)
32. Chamoru Club
33. Marine Corps JROTC
34. Everything is Possible In Christ
35. Tri-M Music Honor Society
36. Helping to Education Regarding Orientation and Equality in Society (HEROES)

Descriptor Term:	Descriptor Code: 378	Issued Date: September 03, 2004
LESSON PLAN POLICY	Rescind:	Issued:

Board Policy

I. Policy Statement

The Guam Education Policy Board, hereby, referred to as the "Board" recognizes that lesson plans provide a foundation for the effective delivery of instruction that ensures Students regardless of their assigned teacher receive the same content of instruction to consistently achieve at high levels of academic performance established by district and school level standards.

Classroom teachers shall be responsible for preparing daily written lesson plans consistent with the adopted curriculum, district content standards and performance indicators, national learning standards, and the standards reflected in the Professional Teacher Evaluation Program (PTEP). The length, style, and specifics of each lesson shall contain, at a minimum, the following components:

- √ Expected School wide Learning Results (ESLRs)
- √ Skills/Content Standards & Performance Indicators addressed
- √ Anticipatory set or effective grabber
- √ Instruction objectives
- √ Instruction strategies
- √ Methods of assessment
- √ Checking for understanding
- √ Guided practice
- √ Closure
- √ Modifications for students in need
- √ Textbooks/Materials/Resources used to support the lesson.

The school principal and or his/her designee are responsible for monitoring compliance with this policy, and rendering assistance to teachers as requested or needed. Lesson plans shall be readily available for review by the school administration and for the use of a substitute teacher.

Lesson plans shall serve to clarify and specify the successful student outcomes or achievement that may reasonably be expected following a segment of instruction. They shall contain elements to guide the teachers performance towards producing desired student outcomes and outline methods to determine if student outcomes have been achieve.

Adopted by the Guam Education Policy Board on August 18, 2004.

Descriptor Term:	Descriptor Code: 351.4	Issued Date: 11/27/2000
HIGH SCHOOL GRADUATION REQUIREMENTS	Rescinds:	Issued Date: 07/18/17

BOARD POLICY

I. INTRODUCTION

Public Law 31-156 repealed and reenacted Section 4114.1 of Chapter 4 of Title 17, Guam Code Annotated, relative to integrating academic curriculum and career and technical education into the Guam Department of Education's Basic Curricula; and is known as the "College and Career Readiness Act" or "CCaRe Act" and reading:

"The Guam Education Board (Board) shall develop and implement rigorous and relevant curriculum for:

> (1) Public elementary and middle schools that integrate the Department of Education required academic subjects and career awareness and exploration. Prior to enrolling into high school, students shall participate in a career interest inventory, enabling them to enter high school ready to identify and select career pathway options; and
>
> (2) Public high schools that align and integrate the Department of Education required academic subjects and Career and Technical Education (CTE) methods to prepare every student for a higher education and a broad career field. In conjunction with academic assistance and guidance, students will be able to effectively identify, select, plan, and prepare for a career of choice and/or the pursuance of a post-secondary education. Such curriculum shall teach and develop competency levels of various academic and technical skills, both current and projected, to meet the demands of Guam's social and economic growth. The curriculum shall adhere to the guidelines of the various associations of colleges and universities of the United States."

To comply with this mandate, the Guam Education Board has adopted the following College and Career Readiness Course of Study for all Guam Department of Education Students.

CREDIT REQUIREMENTS TO RECEIVE A HIGH SCHOOL DIPLOMA:

REQUIRED COURSES	COLLEGE & CAREER READINESS Course of Study
Language Arts	4
Social Studies[1]	3
Math[2]	4
Science[3]	3
Health	1
Physical Education	1
Chamorro	1
Fine Arts	1
TOTAL CORE REQUIREMENTS	18
College, Career & Life Courses (CCL)	6

TOTAL CREDITS REQUIRED FOR A HIGH SCHOOL DIPLOMA	24

[1]Social Studies Requirements

Students must complete the following:

- 1 credit – Guam History, unless taken and passed in middle school. If this is the case, student may choose any other social studies course to fulfill this credit.
- 1 credit – World Studies (World History or World Geography), and
- 1 credit – Citizenship Studies (American Government, Civics, U.S. History)

[2]Math Requirements

Students must complete the following:

- 1 credit of Algebra I and 1 credit of Geometry
- Remedial Math, General Math, Transition to Advance Math, Pre-Algebra or any other adopted developmental math course may be taken as needed to ensure readiness for Algebra I and Geometry and will count toward their overall math requirements but will account for no more than two math credits. In cases where a student needs to take more than 2 credits of these developmental courses, or if the total number of credits for math exceed the required number, excess credits will count towards the students CCL requirements.

- Upon completion of the Algebra I and Geometry requirements, students can take any combination of advanced coursework, applied mathematics, practical math, consumer math and financial literacy.

[3]Science Requirements

Students must complete the following:

- 1 credit – Life Science (Biology, Living Biology, or other life science), and
- 1 credit – Physical Science (Physical Science, Chemistry, or Physics)

A minimum of 24 credits is required for a diploma from a Guam public high school.

- All students, upon entering high school and in collaboration with their school counselors will develop and follow a personal Course of Study (COS) to determine the set of College, Career and Life courses that will be taken during their high school tenure. This personal COS will act as a prescriptive guide for each student when planning course schedules but may be amended at the student's request to meet changing needs over time.
- Additional credits may be required for students seeking career and technical education (CTE) program certificates, which are awarded in addition to the diploma.
- Students with an Individualized Education Plan (IEP) may, at the discretions of the IEP team, have specific courses waived and a course of study designed that is deemed appropriate for the student.
- Administrative or Technical Errors in student course work must be addressed and corrected immediately by the school administration. Corrective action must always address the specific error and must not result in any adverse effect on the student. (Reference: BP350, Part II.D)
- In special circumstances, the Superintendent of Education shall have the authority to waive and replace certain courses provided that the student(s) achieve a minimum of 24 credits. Request for consideration under these circumstances may be made by the student, a parent, or school personnel and shall include background information, a proposed course of action and justification.

III. MINIMAL GRADE LEVEL DESIGNATION

Grade Level	Credits Earned
9th	0 – 5.5
10th	6.0 – 11.5
11th	12 – 17.5
12th	18 or more

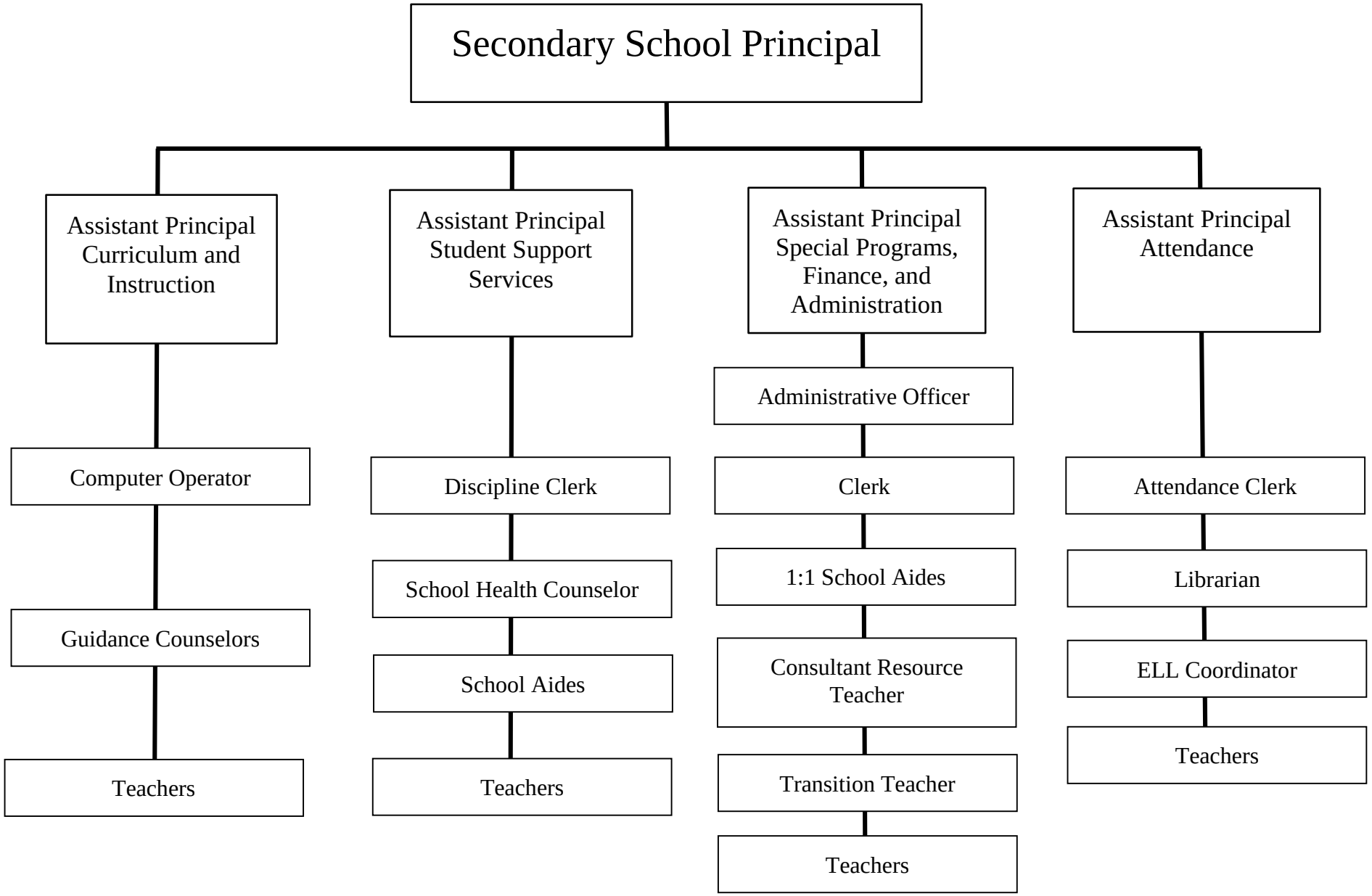
Amended 7/18/18

Counseling Office Programs & Activities

Counseling Services	School Programs	Assessments	College, Career, Academic Presentations	Academic/ Career Programs	Personal/ Social Outreach Programs	Scholarships	Meetings	Trainings/ Conferences
Career/ College Counseling	Career Day	ASVAB	UTI Automotive Institute Presentation	UOG ETS (Educational Talent Search)	AmeriCorps	DEAL Scholarship	Work Keys	DWA Training
Suicide/ Pregnancy Counseling	Military Recruitment Program	PSAT	UOG/ GCC/ Mainland College Presentations	GCC Reach for College	Sanctuary	Adkins Scholarship	Child Study	Sexual Violence/ Abuse Training
Transcript Evaluation/ Interpretation	Night & Summer School	SAT/ACT	UOG English Academy/ Summer Bridge Presentation	UOG Math Summer Camp	West Care	Asian Pacific Islander	Leadership Meetings	AP Conference
Course/ Credit/ Service Learning Check	Electives Fair	ACT Aspire	Reach for College	UOG English Academy	Peace Youth for Youth	Gates Millennium Scholarship	Faculty Meetings	Autism Training
IEP/ 504/ Child Study Coordinating	PTC Outreach Programs	AP Exams	UOG Educational Talent Search Presentation	UOG DUAL Enrollment	Island Girl Power	UOG Merit Scholarship	Department Meetings	Professional Development
Interpersonal/ Social/ Academic Counseling/ Peer Mediation	Career Technical Educational Program	SBA	GCC Financial Aid Presentation	GCC DEAL Enrollment	Department of Youth Affairs	SAME Scholarship	Monthly Counselors Meetings	Off-island Counselor Trainer School Visit Training
Individual/ Group Counseling	College, Military, Career Fair	Interest Inventory Assessment	Military Presentations	NIDDK (National Institute of Diabetes and Digestive and Kidney Diseases)	Healing Hearts	Robert C. Byrd Scholarship Program	Monthly Transition Meetings	UOG TRIO Program Luncheon
Teacher/ Admin/ Parent/ Student/ Nurse/ Medical Professionals Referral Counseling	Freshmen Academy	Practice ASVAB Testing	Grade Level English Presentations	REACH for College Project Aim GCC Summer Success program (TRIO)	Guam Coalition Against Sexual Assault & Family Violence (GCASAFV)	UB/ETS/USDA/ Educational Exchange Program	Accreditation Focus Group Meetings	Counselor Meetings/ Trainings
Attendance/ Truancy/ Discipline Counseling	College Presentations/ Fieldtrips	Work Keys	Course Selection Presentations	College Board	*Inafa'Maolek*	Soroptomist International of Guam	UOG Math Summer Camp Meeting	Powerschool District Training

Counseling Services	School Programs	College, Career, Academic Presentations	Academic/ Career Programs	Personal/ Social Outreach Programs	Scholarships	Meetings	Trainings/ Conferences
Course Selection & Scheduling	CTE Programs	NIDDK Guest Speaker Presentation	Asmuyao	PEACE/ Lifeline	Violet Richardson Award	Sanctuary Services Meeting	ASVAB Career Exploration Assessment Interpretation Training
Financial Aid & Scholarship Counseling	Making Proud Choices	CLYMER Program	J.P. Torres Success Academy	Child Protective Services	Military Academics	Counselor-Admin. Meeting	Service Learning Conference
Drug related referrals: Brief Intervention Referral/ Substance Abuse Intervention Program/ Sanctuary	Substance Abuse Interventio n Program	Get Smart About Credit Day Presentation		Guam Police Department	Core Tech Scholarship	SECTION 504	504 Training
Student Recommendation letters	Brief Tobacco Intervention Program	ASVAB Career Exploration Assessment Interpretation Presentation		Crime Stoppers Program	The Jackie Robinson Foundation	IEP	
Middle School Transition Placement and Preparation Presentations		Post- Secondary Preparation Presentations			AMDA		
		Military Information/ Booth Demostrations			Moda Ginos Scholarship		
		PTC Outreach Programs/ Informational Booths Demostrations			IFIT Scholarship (BOG)		

Organizational Chart



Daily Bell Schedule SY 2017-2018		
TIME	**BLOCK**	**DURATION**
7:15	WARNING BELL	---
7:20 to 9:00	FIRST	100 min.
9:00 to 9:15	BREAK	15 min.
9:15 to 9:20	TRANSITION	5 min.
9:20 to 11:15	SECOND/HOMEROOM	115 min.
11:15 to 12:30	LUNCH	75 min.
12:30 to 12:35	TRANSITION	5 min.
12:35 to 2:15	THIRD	100 min.

School Wide Intervention System Bell Schedule SY 2017-2018		**Every Wednesday**
TIME	**PERIOD**	**DURATION**
6:15 to 7:15	BREAKFAST	60 min.
7:15 to 7:20	PASSING TIME	5 min.
7:20 to 8:40	FIRST BLOCK	80 min.
8:40 to 8:55	BREAK	15 min.
8:55 to 9:00	PASSING TIME	5 min.
9:00 to 10:30	HOMEROOM/SECOND BLOCK	90 min.
10:30 to 11:45	LUNCH	75 min.
11:45 to 11:50	PASSING TIME	5 min.
11:50 to 1:10	THIRD BLOCK	80 min.
1:10 to 1:15	PASSING TIME	5 min.
1:15 to 2:15	SIS	60 min.
DISMISSAL		

Master Schedule - School Year By Teachers

Teacher	Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ABAD, BRENDA R. (ABAB4065: SS)	A	WORLD GEOGRAPHY SS201.158 29/30 Room H14 1(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1158 32/30 Room H14 1(A) Term: S2		WORLD GEOGRAPHY SS201.161 23/30 Room H14 3(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1161 22/30 Room H14 3(A) Term: S2	WORLD GEOGRAPHY HONORS A/B SS201H.7 28/30 Room H14 4(A) Term: S1 ---------- WORLD GEOGRAPHY HONORS A/B SS201H.1007 25/30 Room H14 4(A) Term: S2	WORLD GEOGRAPHY SS201.160 1/30 Room H14 5(A) Term: S1 ---------- WORLD GEOGRAPHY HONORS A/B SS201H.11 27/28 Room H14 5(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1160 1/30 Room H14 5(A) Term: S2 ---------- WORLD GEOGRAPHY HONORS A/B SS201H.12 28/28 Room H14 5(A) Term: S2	WORLD GEOGRAPHY SS201.167 20/30 Room H14 6(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1167 23/30 Room H14 6(A) Term: S2	
ACOSTA, CHARLES M (ACOC2	A			STW WORKPLACE READINESS STW401A.5 26/30 Room E108 3(A)	PSYCHOLOGY/SOCIOLOGY SSE201.21 25/30 Room E108 4(A)	PSYCHOLOGY/SOCIOLOGY SSE201.23 25/30 Room E108 5(A)	STW WORKPLACE READINESS STW401A.7 20/30 Room E108 6(A)	

518: SS)				Term: S1 --- STW WORKPLACE EXPERIENCE STW401B.3 13/30 Room E108 3(A) Term: S2	Term: S1 --- PSYCHOLOGY/SOCIOLOGY SSE201.1021 18/30 Room E108 4(A) Term: S2	Term: S1 --- PSYCHOLOGY/SOCIOLOGY SSE201.1023 26/30 Room E108 5(A) Term: S2	Term: S1 --- STW WORKPLACE EXPERIENCE STW401B.4 14/30 Room E108 6(A) Term: S2
ADDIE, HELEN L. (ADDH1958: SC)	A	PHYSICS SC302.19 29/30 Room F3 1(A) Term: S1 --- PHYSICS SC302.1019 25/30 Room F3 1(A) Term: S2	PRE-ENGINEERING SC413H.1 6/30 Room F3 2(A) Term: S1 --- PRE-ENGINEERING SC413H.1001 6/30 Room F3 2(A) Term: S2	GENETICS HONORS PILOT SC414HP.1 26/30 Room F3 3(A) Term: S1 --- GENETICS HONORS PILOT SC414HP.1001 25/30 Room F3 3(A) Term: S2	PHYSICS HONORS SC302H.18 29/30 Room F3 4(A) Term: S1 --- PHYSICS HONORS SC302H.1018 28/30 Room F3 4(A) Term: S2	PHYSICS HONORS SC302H.20 29/30 Room F3 5(A) Term: S1 --- PHYSICS HONORS SC302H.1020 26/30 Room F3 5(A) Term: S2	
AGUON, MARCIANA G. (AGUM7601: CH)	A		CHAMORRO LANGUAGE I WL101.241 30/30 Room H17 2(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1241 30/30 Room H17 2(A) Term: S2	CHAMORRO LANGUAGE I WL101.242 30/30 Room H17 3(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1242 31/30 Room H17 3(A) Term: S2	CHAMORRO LANGUAGE I WL101.243 32/30 Room H17 4(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1243 33/30 Room H17 4(A) Term: S2	CHAMORRO LANGUAGE I WL101.244 32/30 Room H17 5(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1244 32/30 Room H17 5(A) Term: S2	CHAMORRO LANGUAGE I WL101.245 30/30 Room H17 6(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1245 30/30 Room H17 6(A) Term: S2
AQUINO, DANIELS.	A	CHEMISTRY SC203.65 27/30 Room E113 1(A)	CHEMISTRY SC203.80 31/30 Room E113 2(A)	CHEMISTRY SC203.82 27/30 Room E113 3(A)	CHEMISTRY HONORS SC203H.84 31/30 Room E113	CHEMISTRY SC203.86 27/30 Room E113 5(A)	

(AQUD8699: SC)		Term: S1 --- CHEMISTRY SC203.1065 28/30 Room E113 1(A) Term: S2	Term: S1 --- CHEMISTRY SC203.1080 27/30 Room E113 2(A) Term: S2	Term: S1 --- CHEMISTRY SC203.1082 26/30 Room E113 3(A) Term: S2	4(A) Term: S1 --- CHEMISTRY HONORS SC203H.1084 33/30 Room E113 4(A) Term: S2	Term: S1 --- CHEMISTRY SC203.1086 29/30 Room E113 5(A) Term: S2			
ARAOS, ZAIRA JANE F (ARAZ4482: MA)	A	APPLIED MATHEMATICS I MA103.62 25/30 Room E127 1(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1062 28/30 Room E127 1(A) Term: S2	APPLIED MATHEMATICS I MA103.64 29/30 Room E127 2(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1064 34/30 Room E127 2(A) Term: S2	APPLIED MATHEMATICS I MA103.66 29/30 Room E127 3(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1066 32/30 Room E127 3(A) Term: S2	APPLIED MATHEMATICS I MA103.69 30/30 Room E127 4(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1069 32/30 Room E127 4(A) Term: S2		GEOMETRY MA204.168 25/30 Room E127 6(A) Term: S1 --- GEOMETRY MA204.1168 24/30 Room E127 6(A) Term: S2		
AYDLETT, SHIRLEY E. (ESTS7670: EL)	A	JAPANESE I WL102.113 19/30 Room G10 1(A) Term: S1 --- JAPANESE I WL102.1113 19/30 Room G10 1(A) Term: S2	JAPANESE II WL202.25 8/30 Room G10 2(A) Term: S1 --- JAPANESE II WL202.1025 8/30 Room G10 2(A) Term: S2	JAPANESE III HONORS WL302H.7 4/30 Room G10 3(A) Term: S1 --- JAPANESE II WL202.26 14/30 Room G10 3(A) Term: S1 --- JAPANESE III HONORS WL302H.1007 4/30 Room G10	JAPANESE I WL102.115 9/30 Room G10 4(A) Term: S1 --- JAPANESE I WL102.1115 11/30 Room G10 4(A) Term: S2		JAPANESE I WL102.117 22/30 Room G10 6(A) Term: S1 --- JAPANESE I WL102.1117 14/30 Room G10 6(A) Term: S2	JAPANESE IV HONORS WL402H.131/5 Room G10 7(A) Term: S1 --- JAPANESE IV HONORS WL402H.141/5 Room G10 7(A) Term: S2	

				3(A) Term: S2 ---------- JAPANESE II WL202.1026 12/30 Room G10 3(A) Term: S2				
BAGRO, EVANGELINE C. (BAGE4561: MA)	A	PRE-ALGEBRA MA104.167 22/30 Room H6 1(A) Term: S1 ---------- PRE-ALGEBRA MA104.1167 22/30 Room H6 1(A) Term: S2	PRE-ALGEBRA MA104.169 21/30 Room H6 2(A) Term: S1 ---------- PRE-ALGEBRA MA104.1169 22/30 Room H6 2(A) Term: S2	ALGEBRA I MA201.178 29/30 Room H6 3(A) Term: S1 ---------- ALGEBRA I MA201.1178 31/30 Room H6 3(A) Term: S2		PRE-ALGEBRA MA104.171 20/30 Room H6 5(A) Term: S1 ---------- PRE-ALGEBRA MA104.1171 21/30 Room H6 5(A) Term: S2	PRE-ALGEBRA MA104.173 21/30 Room H6 6(A) Term: S1 ---------- PRE-ALGEBRA MA104.1173 21/30 Room H6 6(A) Term: S2
BARLONGO, MARLENE L. (BARM9286: LA)	A	ENGLISH 10 HONORS LA201H.25 25/30 Room D122 1(A) Term: S1 ---------- ENGLISH 10 HONORS LA201H.1025 25/30 Room D122 1(A) Term: S2		ENGLISH 10 HONORS LA201H.27 23/30 Room D122 3(A) Term: S1 ---------- ENGLISH 10 HONORS LA201H.1027 25/30 Room D122 3(A) Term: S2	ENGLISH 10 LA201.180 31/30 Room D122 4(A) Term: S1 ---------- ENGLISH 10 LA201.1180 33/30 Room D122 4(A) Term: S2	ENGLISH 10 LA201.183 30/30 Room D122 5(A) Term: S1 ---------- ENGLISH 10 LA201.1183 32/30 Room D122 5(A) Term: S2	ENGLISH 10 LA201.182 29/30 Room D122 6(A) Term: S1 ---------- ENGLISH 10 LA201.1182 29/30 Room D122 6(A) Term: S2
BINONDO, ART R. (OHBA1799: SC)	A	PHYSICAL SCIENCE SC102.157 24/30 Room F6 1(A)	BIOLOGY I SC103.173 32/30 Room F6 2(A) Term: S1	PHYSICAL SCIENCE SC102.143 23/30 Room F6 3(A)	PHYSICAL SCIENCE SC102.141 30/30 Room F6 4(A)		PHYSICAL SCIENCE SC102.145 21/30 Room F6 6(A)	

		Term: S1 --- PHYSICAL SCIENCE SC102.1157 24/30 Room F6 1(A) Term: S2	--- BIOLOGY I SC103.1173 32/30 Room F6 2(A) Term: S2	Term: S1 --- PHYSICAL SCIENCE SC102.1143 27/30 Room F6 3(A) Term: S2	Term: S1 --- PHYSICAL SCIENCE SC102.1141 30/30 Room F6 4(A) Term: S2			Term: S1 --- PHYSICAL SCIENCE SC102.1145 22/30 Room F6 6(A) Term: S2
BLANCO, FRANCISCA C. (BLAF5446: CH)	A	CHAMORRO LANGUAGE I WL101.208 29/30 Room H1 1(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1208 30/30 Room H1 1(A) Term: S2	CHAMORRO LANGUAGE I WL101.194 31/30 Room H1 2(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1194 31/30 Room H1 2(A) Term: S2		CHAMORRO LANGUAGE I WL101.212 33/30 Room H1 4(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1212 33/30 Room H1 4(A) Term: S2	CHAMORRO LANGUAGE I WL101.214 30/30 Room H1 5(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1214 32/30 Room H1 5(A) Term: S2	CHAMORRO LANGUAGE I WL101.216 27/30 Room H1 6(A) Term: S1 --- CHAMORRO LANGUAGE I WL101.1216 30/30 Room H1 6(A) Term: S2
CAGUIN, KATHERINE L (CAGK7129: MA)	A	ALGEBRA II MA203.104 24/30 Room D110 1(A) Term: S1 --- ALGEBRA II MA203.1104 21/30 Room D110 1(A) Term: S2	ALGEBRA II MA203.112 18/30 Room D110 2(A) Term: S1 --- ALGEBRA II MA203.1112 16/30 Room D110 2(A) Term: S2	ALGEBRA II MA203.114 27/30 Room D110 3(A) Term: S1 --- ALGEBRA II MA203.1114 23/30 Room D110 3(A) Term: S2	ALGEBRA II MA203.116 19/30 Room D110 4(A) Term: S1 --- ALGEBRA II MA203.1116 16/30 Room D110 4(A) Term: S2			ALGEBRA II MA203.117 15/30 Room D110 6(A) Term: S1 --- ALGEBRA II MA203.1117 14/30 Room D110 6(A) Term: S2
CAGUIN, ROBERT L (CAGR2028: SS)	A	US HISTORY SS301.180 28/30 Room E110 1(A) Term: S1 ---	AMERICAN GOVERNMENT SS401.45 27/30 Room E110 2(A) Term: S1	AMERICAN GOVERNMENT SS401.47 29/30 Room E110 3(A) Term: S1			AMERICAN GOVERNMENT SS401.49 27/30 Room E110 5(A) Term: S1	AMERICAN GOVERNMENT SS401.51 21/30 Room E110 6(A) Term: S1

		US HISTORY SS301.1180 29/30 Room E110 1(A) Term: S2	---------- AMERICAN GOVERNMENT SS401.1045 29/30 Room E110 2(A) Term: S2	---------- AMERICAN GOVERNMENT SS401.1047 26/30 Room E110 3(A) Term: S2			---------- AMERICAN GOVERNMENT SS401.1049 28/30 Room E110 5(A) Term: S2	---------- AMERICAN GOVERNMENT SS401.1051 19/30 Room E110 6(A) Term: S2
CALUGAY, ANGELM (CALA3261: SE)	A	SE SCIENCE II LSSC201.29 1/5 Room H4 1(A) Term: S1 ---------- SE SCIENCE I LSSC101.31 0/5 Room H4 1(A) Term: S1 ---------- SE SCIENCE I LSSC101.1031 0/5 Room H4 1(A) Term: S2 ---------- SE SCIENCE II LSSC201.1029 1/5 Room H4 1(A) Term: S2	SE BASIC LIFE SKILLS I LSSS101.48 0/12 Room H4 2(A) Term: S1 ---------- SE SCIENCE I LSSC101.77 4/12 Room H4 2(A) Term: S1 ---------- SE SCIENCE II LSSC201.49 1/5 Room H4 2(A) Term: S1 ---------- SE BASIC LIFE SKILLS I LSSS101.1048 0/12 Room H4 2(A) Term: S2 ---------- SE SCIENCE I LSSC101.65 4/12 Room H4 2(A) Term: S2 ---------- SE SCIENCE II			SE ENGLISH I LSLA101.91 1/5 Room H4 4(A) Term: S1 ---------- SE ENGLISH II LSLA201.91 0/5 Room H4 4(A) Term: S1 ---------- SE ENGLISH I LSLA101.92 1/5 Room H4 4(A) Term: S2 ---------- SE ENGLISH II LSLA201.92 0/5 Room H4 4(A) Term: S2	SE ENGLISH I LSLA101.93 1/5 Room H4 5(A) Term: S1 ---------- SE ENGLISH I LSLA101.94 1/5 Room H4 5(A) Term: S2	SE MATH I LSMA101.68 1/5 Room H4 6(A) Term: S1 ---------- SE MATH I LSMA101.69 1/5 Room H4 6(A) Term: S2

			LSSC201.52 1/5 Room H4 2(A) Term: S2				
CAMACHO, VALORIE ANN O. (ALIV6193: EL)	A	OFFICE AIDES BS402.568 3/2 Room COUNSELING 1(A) Term: S1 --- OFFICE AIDES BS402.567 0/2 Room COUNSELING 1(A) Term: S2	OFFICE AIDES BS402.569 1/2 Room COUNSELING 2(A) Term: S1 --- OFFICE AIDES BS402.570 2/2 Room COUNSELING 2(A) Term: S2	OFFICE AIDES BS402.571 3/2 Room COUNSELING 3(A) Term: S1 --- OFFICE AIDES BS402.572 4/2 Room COUNSELING 3(A) Term: S2	OFFICE AIDES BS402.573 1/2 Room COUNSELING 4(A) Term: S1 --- OFFICE AIDES BS402.574 0/2 Room COUNSELING 4(A) Term: S2	OFFICE AIDES BS402.575 2/2 Room COUNSELING 5(A) Term: S1 --- OFFICE AIDES BS402.576 2/2 Room COUNSELING 5(A) Term: S2	OFFICE AIDES BS402.577 1/2 Room COUNSELING 6(A) Term: S1 --- OFFICE AIDES BS402.578 4/2 Room COUNSELING 6(A) Term: S2
CAMAYA, MARLYN M (CAMM4517: SC)	A	CHEMISTRY SC203.84 27/30 Room F5 1(A) Term: S1 --- CHEMISTRY SC203.1084 27/30 Room F5 1(A) Term: S2		CHEMISTRY SC203.88 27/30 Room F5 3(A) Term: S1 --- CHEMISTRY SC203.1088 29/30 Room F5 3(A) Term: S2	CHEMISTRY SC203.90 30/30 Room F5 4(A) Term: S1 --- CHEMISTRY SC203.1090 29/30 Room F5 4(A) Term: S2	CHEMISTRY HONORS SC203H.15 34/30 Room F5 5(A) Term: S1 --- CHEMISTRY HONORS SC203H.1015 31/30 Room F5 5(A) Term: S2	CHEMISTRY SC203.91 28/30 Room F5 6(A) Term: S1 --- CHEMISTRY SC203.1091 25/30 Room F5 6(A) Term: S2
CHARGUALAF II, JOSEPH ANTHONY F. (CHAS3612: LA)	A		ENGLISH 10 HONORS LA201H.29 28/30 Room D126 2(A) Term: S1 --- ENGLISH 10	ENGLISH 10 HONORS LA201H.31 29/30 Room D126 3(A) Term: S1 --- ENGLISH 10	ENGLISH 10 LA201.186 29/30 Room D126 4(A) Term: S1 --- ENGLISH 10 LA201.1186 31/30	ENGLISH 10 LA201.188 29/30 Room D126 5(A) Term: S1 --- ENGLISH 10 LA201.1188 30/30	ENGLISH 10 LA201.190 31/30 Room D126 6(A) Term: S1 --- ENGLISH 10 LA201.1190 30/30

			HONORS LA201H.1029 27/30 Room D126 2(A) Term: S2	HONORS LA201H.1031 29/30 Room D126 3(A) Term: S2	Room D126 4(A) Term: S2	Room D126 5(A) Term: S2	Room D126 6(A) Term: S2	
CHARGUALAF, EMMELINE E. (FONE3026: MA)	A	GEOMETRY MA204.132 22/30 Room D112 1(A) Term: S1 ---------- GEOMETRY MA204.1132 22/30 Room D112 1(A) Term: S2		GEOMETRY MA204.134 25/30 Room D112 3(A) Term: S1 ---------- GEOMETRY MA204.1134 21/30 Room D112 3(A) Term: S2	GEOMETRY MA204.136 23/30 Room D112 4(A) Term: S1 ---------- GEOMETRY MA204.1136 23/30 Room D112 4(A) Term: S2	GEOMETRY MA204.143 22/30 Room D112 5(A) Term: S1 ---------- GEOMETRY MA204.1143 22/30 Room D112 5(A) Term: S2	GEOMETRY MA204.155 24/30 Room D112 6(A) Term: S1 ---------- GEOMETRY MA204.1155 19/30 Room D112 6(A) Term: S2	
CHARGUALAF, KATHERINE M. (CHAK1975: GCC)	A	MARKETING IA CTMK050.14 18/20 Room D115 1(A) Term: S1 ---------- MARKETING IA CTMK050.1014 17/20 Room D115 1(A) Term: S2	MARKETING III CTMK070.5 22/20 Room D115 2(A) Term: S1 ---------- MARKETING III CTMK070.1005 22/20 Room D115 2(A) Term: S2		MARKETING IA CTMK050.15 18/20 Room D115 4(A) Term: S1 ---------- MARKETING IA CTMK050.1015 18/20 Room D115 4(A) Term: S2	MARKETING IIA CTMK060.19 18/20 Room D115 5(A) Term: S1 ---------- MARKETING IIA CTMK060.1019 16/20 Room D115 5(A) Term: S2		MARKETING SALES & SERVICES LAB IIA CTMK062.1018/20 Room D115 7(A) Term: S1 ---------- MARKETING SALES & SERVICES LAB IIIA CTMK072.1121/20 Room D115 7(A) Term: S1 ---------- MARKETING SALES & SERVICES

							LAB IIA CTMK062.1010 16/20 Room D1157(A) Term: S2 --- MARKETING SALES & SERVICES LAB IIIA CTMK072.1011 22/20 Room D1157(A) Term: S2
COSICO, NARCISO H (COSN1029: GCC)	A	LODGING MANAGEMENT PROGRAM I CTTT054.16 18/20 Room E1151(A) Term: S1 --- LODGING MANAGEMENT PROGRAM I CTTT054.1016 18/20 Room E1151(A) Term: S2	LODGING MANAGEMENT PROGRAM I CTTT054.11 16/20 Room E1152(A) Term: S1 --- LODGING MANAGEMENT PROGRAM I CTTT054.1011 17/20 Room E1152(A) Term: S2		LODGING MANAGEMENT PROGRAM II CTTT064.13 13/20 Room E1154(A) Term: S1 --- LODGING MANAGEMENT PROGRAM II CTTT064.1013 13/20 Room E1154(A) Term: S2	LODGING MANAGEMENT PROGRAM III CTTT074.8 16/20 Room E1155(A) Term: S1 --- LODGING MANAGEMENT PROGRAM III CTTT074.1008 17/20 Room E1155(A) Term: S2	LODGING MANAGEMENT PROGRAM III CTTT074.18 14/20 Room E1156(A) Term: S1 --- LODGING MANAGEMENT PROGRAM III CTTT074.1018 13/20 Room E1156(A) Term: S2
CRUZ, KEVIN N (CRUK1865: PE)	A	INTERMEDIATE & ADVANCED SPORT HPERD201.28 22/30 Room GYM11(A)	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.182 24/30 Room GYM1		INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.206 30/30 Room GYM1	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.209 29/30 Room GYM1	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.263 18/30 Room GYM1

	Term: S1 ---------- INTERMEDIATE & ADVANCED SPORT HPERD201.1028 24/30 Room GYM1 1(A) Term: S2	2(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1182 24/30 Room GYM1 2(A) Term: S2	4(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1206 32/30 Room GYM1 4(A) Term: S2	5(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1209 29/30 Room GYM1 5(A) Term: S2	6(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.264 20/30 Room GYM1 6(A) Term: S2
DYDAS A CO, GENE G. (DYDG0203: SS)	AMERICAN GOVERNMENT SS401.41 32/30 Room D124 1(A) Term: S1 ---------- AMERICAN GOVERNMENT SS401.1041 31/30 Room D124 1(A) Term: S2	AP UNITED STATES GOVERNMENT AND POLITICS SS411AP.14 21/30 Room D124 2(A) Term: S1 ---------- AP UNITED STATES GOVERNMENT AND POLITICS SS411AP.1014 15/30 Room D124 2(A) Term: S2	AP UNITED STATES GOVERNMENT AND POLITICS SS411AP.12 30/30 Room D124 4(A) Term: S1 ---------- AP UNITED STATES GOVERNMENT AND POLITICS SS411AP.1012 20/30 Room D124 4(A) Term: S2		STUDENT GOVERNMENT SSE101.11 16/40 Room D124 6(A) Term: S1 ---------- SOCIAL STUDIES SEMINAR HONORS SSE401H.4 18/30 Room D124 6(A) Term: S1 ---------- STUDENT GOVERNMENT SSE101.1011 14/40 Room D124 6(A) Term: S2 ---------- SOCIAL STUDIES SEMINAR HONORS SSE401H.5 17/30 Room D124 6(A) Term: S2

ESCANO, MARIETA J (ESCM4510: MA)	A	GEOMETRY MA204.157 22/30 Room D106 1(A) Term: S1 ---------- GEOMETRY MA204.1157 26/30 Room D106 1(A) Term: S2	GEOMETRY MA204.159 24/30 Room D106 2(A) Term: S1 ---------- GEOMETRY MA204.1159 25/30 Room D106 2(A) Term: S2	GEOMETRY MA204.161 25/30 Room D106 3(A) Term: S1 ---------- GEOMETRY MA204.1161 26/30 Room D106 3(A) Term: S2		GEOMETRY MA204.164 24/30 Room D106 5(A) Term: S1 ---------- GEOMETRY MA204.1164 21/30 Room D106 5(A) Term: S2	GEOMETRY MA204.166 24/30 Room D106 6(A) Term: S1 ---------- GEOMETRY MA204.1166 23/30 Room D106 6(A) Term: S2
ESPERON, CHONAD (ESPC9756: PE)	A	FAMILY LIVING CFS104.30 27/30 Room G3 1(A) Term: S1 ---------- FAMILY LIVING CFS104.1030 27/30 Room G3 1(A) Term: S2	HEALTH EDUCATION HE201.277 28/30 Room G3 2(A) Term: S1 ---------- HEALTH EDUCATION HE201.1277 28/30 Room G3 2(A) Term: S2		HEALTH EDUCATION HE201.279 24/30 Room G3 4(A) Term: S1 ---------- HEALTH EDUCATION HE201.1279 22/30 Room G3 4(A) Term: S2	HEALTH EDUCATION HE201.280 27/30 Room G3 5(A) Term: S1 ---------- HEALTH EDUCATION HE201.1280 28/30 Room G3 5(A) Term: S2	HEALTH EDUCATION HE201.230 25/30 Room G3 6(A) Term: S1 ---------- HEALTH EDUCATION HE201.1230 27/30 Room G3 6(A) Term: S2
ESTEBAN, CHARLOTTE MARIET (ESTC9234: LA)	A	ENGLISH 11 LA301.119 27/30 Room E121 1(A) Term: S1 ---------- ENGLISH 11 LA301.1119 28/30 Room E121 1(A) Term: S2	ENGLISH 11 LA301.137 28/30 Room E121 2(A) Term: S1 ---------- ENGLISH 11 LA301.1137 32/30 Room E121 2(A) Term: S2	ENGLISH 12 LA401.124 29/30 Room E121 3(A) Term: S1 ---------- ENGLISH 12 LA401.1124 27/30 Room E121 3(A) Term: S2	ENGLISH 11 LA301.143 26/30 Room E121 4(A) Term: S1 ---------- ENGLISH 11 LA301.1143 30/30 Room E121 4(A) Term: S2	ENGLISH 11 LA301.145 25/30 Room E121 5(A) Term: S1 ---------- ENGLISH 11 LA301.1145 27/30 Room E121 5(A) Term: S2	
ESTOY, RUEL P (ESTR68	A	ENGLISH 11 LA301.148 29/30 Room E124	ENGLISH 11 LA301.154 30/30 Room E124	ENGLISH 11 LA301.156 29/30 Room E124		ENGLISH 11 LA301.167 26/30 Room E124	YEARBOOK I LAE202.20 12/15 Room E124

02: LA)	1(A) Term: S1 --- ENGLISH 11 LA301.1148 31/30 Room E124 1(A) Term: S2	2(A) Term: S1 --- ENGLISH 11 LA301.1154 29/30 Room E124 2(A) Term: S2	3(A) Term: S1 --- ENGLISH 11 LA301.1156 32/30 Room E124 3(A) Term: S2			5(A) Term: S1 --- ENGLISH 11 LA301.1167 27/30 Room E124 5(A) Term: S2	6(A) Term: S1 --- YEARBOOK II LAE302.9 9/30 Room E124 6(A) Term: S1 --- YEARBOOK II LAE302.1009 9/30 Room E124 6(A) Term: S2 --- YEARBOOK I LAE202.1020 11/15 Room E124 6(A) Term: S2	
FELISA A N, SAHLEE M (FELS5806: EL)	OFFICE AIDES BS402.220 0/2 Room COUNS. 1(A) Term: S1 --- OFFICE AIDES BS402.1220 1/2 Room COUNS. 1(A) Term: S2	OFFICE AIDES BS402.221 2/2 Room COUNS. 2(A) Term: S1 --- OFFICE AIDES BS402.1221 2/2 Room COUNS. 2(A) Term: S2	OFFICE AIDES BS402.222 3/2 Room COUNS. 3(A) Term: S1 --- OFFICE AIDES BS402.1222 3/2 Room COUNS. 3(A) Term: S2	OFFICE AIDES BS402.223 0/2 Room COUNS. 4(A) Term: S1 --- OFFICE AIDES BS402.1223 0/2 Room COUNS. 4(A) Term: S2	OFFICE AIDES BS402.224 1/2 Room COUNS. 5(A) Term: S1 --- OFFICE AIDES BS402.1224 1/2 Room COUNS. 5(A) Term: S2	OFFICE AIDES BS402.225 1/2 Room COUNS. 6(A) Term: S1 --- OFFICE AIDES BS402.1225 1/2 Room COUNS. 6(A) Term: S2	
FLORES A , RITA L.T. (FLOR8634: EL)	OFFICE AIDES BS402.238 6/5 Room A107 1(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 1	OFFICE AIDES BS402.239 2/5 Room A107 2(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 2	UNSCHEDULED CLASS PERIOD 3 L3.26 16/10 Room OFF CAMPUS 3(A) Term: S1 --- OFFICE AIDES	UNSCHEDULED CLASS PERIOD 4 L4.25 10/10 Room OFF CAMPUS 4(A) Term: S1 --- OFFICE AIDES	UNSCHEDULED CLASS PERIOD 5 L5.12 12/10 Room OFF CAMPUS 5(A) Term: S1 --- OFFICE AIDES	OFFICE AIDES BS402.243 5/5 Room A107 6(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 6	OFFICE AIDES BS402.705 1/3 Room MAIN OFFIC 7(A) Term: S1

	L1.24 2/10 Room OFF CAMPUS 1(A) Term: S1 --- OFFICE AIDES BS402.1238 5/5 Room A107 1(A) Term: S2 --- UNSCHEDULED CLASS PERIOD 1 L1.25 11/10 Room OFF CAMPUS 1(A) Term: S2	L2.25 0/10 Room OFF CAMPUS 2(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 2 L2.26 8/10 Room OFF CAMPUS 2(A) Term: S2 --- OFFICE AIDES BS402.1239 3/5 Room A107 2(A) Term: S2	BS402.240 8/5 Room A107 3(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 3 L3.27 33/10 Room OFF CAMPUS 3(A) Term: S2 --- OFFICE AIDES BS402.1240 7/5 Room A107 3(A) Term: S2	BS402.241 5/5 Room A107 4(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 4 L4.26 20/10 Room OFF CAMPUS 4(A) Term: S2 --- OFFICE AIDES BS402.1241 5/5 Room A107 4(A) Term: S2	BS402.242 4/5 Room A107 5(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 5 L5.13 18/10 Room OFF CAMPUS 5(A) Term: S2 --- OFFICE AIDES BS402.1242 6/5 Room A107 5(A) Term: S2	L6.11 11/10 Room OFF CAMPUS 6(A) Term: S1 --- UNSCHEDULED CLASS PERIOD 6 L6.13 23/10 Room OFF CAMPUS 6(A) Term: S2 --- OFFICE AIDES BS402.1243 9/5 Room A107 6(A) Term: S2	--- OFFICE AIDES BS402.706 2/3 Room MAIN OFFIC 7(A) Term: S2
FLORES A, TAMARA J. (FLO6543: SE)	SE ENGLISH IV LSLA401.59 1/3 Room H9 1(A) Term: S1 --- SE ENGLISH I LSLA101.54 5/5 Room H9 1(A) Term: S1 --- SE ENGLISH III LSLA301.58 2/3 Room H9 1(A) Term: S1 --- SE ENGLISH II LSLA201.57 1/3 Room H9		SE ENGLISH III LSLA301.56 3/5 Room H9 3(A) Term: S1 --- SE ENGLISH I LSLA101.58 6/3 Room H9 3(A) Term: S1 --- SE ENGLISH IV LSLA401.61 1/3 Room H9 3(A) Term: S1 --- SE ENGLISH II LSLA201.58 2/3 Room H9	SE ENGLISH III LSLA301.60 2/3 Room H9 4(A) Term: S1 --- SE ENGLISH II LSLA201.59 1/3 Room H9 4(A) Term: S1 --- SE ENGLISH IV LSLA401.62 3/3 Room H9 4(A) Term: S1 --- SE ENGLISH I LSLA101.56 6/5 Room H9	SE ENGLISH IV LSLA401.57 2/5 Room H9 5(A) Term: S1 --- SE ENGLISH I LSLA101.59 3/3 Room H9 5(A) Term: S1 --- SE ENGLISH II LSLA201.56 1/3 Room H9 5(A) Term: S1 --- SE ENGLISH III LSLA301.61 4/3 Room H9	SE ENGLISH IV LSLA401.63 1/3 Room H9 6(A) Term: S1 --- SE ENGLISH II LSLA201.54 3/5 Room H9 6(A) Term: S1 --- SE ENGLISH I LSLA101.60 4/3 Room H9 6(A) Term: S1 --- SE ENGLISH III LSLA301.62 1/3 Room H9	

	1(A) Term: S1 --- SE ENGLISH II LSLA201.1057 1/3 Room H9 1(A) Term: S2 --- SE ENGLISH IV LSLA401.1059 1/3 Room H9 1(A) Term: S2 --- SE ENGLISH I LSLA101.1054 5/5 Room H9 1(A) Term: S2 --- SE ENGLISH III LSLA301.1058 2/3 Room H9 1(A) Term: S2		3(A) Term: S1 --- SE ENGLISH III LSLA301.1056 3/5 Room H9 3(A) Term: S2 --- SE ENGLISH IV LSLA401.1061 1/3 Room H9 3(A) Term: S2 --- SE ENGLISH II LSLA201.1058 2/3 Room H9 3(A) Term: S2 --- SE ENGLISH I LSLA101.1058 6/3 Room H9 3(A) Term: S2	4(A) Term: S1 --- SE ENGLISH II LSLA201.1059 1/3 Room H9 4(A) Term: S2 --- SE ENGLISH III LSLA301.1060 2/3 Room H9 4(A) Term: S2 --- SE ENGLISH I LSLA101.1056 6/5 Room H9 4(A) Term: S2 --- SE ENGLISH IV LSLA401.1062 3/3 Room H9 4(A) Term: S2	5(A) Term: S1 --- SE ENGLISH III LSLA301.1061 4/3 Room H9 5(A) Term: S2 --- SE ENGLISH II LSLA201.1056 1/3 Room H9 5(A) Term: S2 --- SE ENGLISH I LSLA101.1059 3/3 Room H9 5(A) Term: S2 --- SE ENGLISH IV LSLA401.1057 2/5 Room H9 5(A) Term: S2	6(A) Term: S1 --- SE ENGLISH III LSLA301.1062 1/3 Room H9 6(A) Term: S2 --- SE ENGLISH II LSLA201.1054 3/5 Room H9 6(A) Term: S2 --- SE ENGLISH IV LSLA401.1063 1/3 Room H9 6(A) Term: S2 --- SE ENGLISH I LSLA101.1060 4/3 Room H9 6(A) Term: S2
FRANQUEZ, MICHELLE A.T. (FRAM0697: LA)	ADVANCE PLACEMENT LANGUAGE & COMPOSITIO LA411AP.7 10/30 Room E126 1(A) Term: S1 --- ADVANCE PLACEMENT LANGUAGE & COMPOSITIO LA411AP.1007 10/	ENGLISH 12 HONORS LA401H.10 23/30 Room E126 2(A) Term: S1 --- ENGLISH 12 HONORS LA401H.1010 29/30 Room E126 2(A) Term: S2		ENGLISH 11 LA301.158 25/30 Room E126 4(A) Term: S1 --- ENGLISH 11 LA301.1158 30/30 Room E126 4(A) Term: S2	ENGLISH 11 LA301.160 27/30 Room E126 5(A) Term: S1 --- ENGLISH 11 LA301.1160 29/30 Room E126 5(A) Term: S2	ENGLISH 11 LA301.162 24/30 Room E126 6(A) Term: S1 --- ENGLISH 11 LA301.1162 30/30 Room E126 6(A) Term: S2

		30 Room E126 1(A) Term: S2						
GEHRTS, BENNET J. (GEHB1608: MA)	A	APPLIED MATHEMATICS I MA103.55 22/30 Room E112 1(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1055 24/30 Room E112 1(A) Term: S2	APPLIED MATHEMATICS I MA103.58 21/30 Room E112 2(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1058 21/30 Room E112 2(A) Term: S2	APPLIED MATHEMATICS I MA103.60 29/30 Room E112 3(A) Term: S1 --- APPLIED MATHEMATICS I MA103.1060 28/30 Room E112 3(A) Term: S2		ALGEBRA I MA201.159 25/30 Room E112 5(A) Term: S1 --- ALGEBRA I MA201.1159 25/30 Room E112 5(A) Term: S2	ALGEBRA I MA201.162 27/30 Room E112 6(A) Term: S1 --- ALGEBRA I MA201.1162 26/30 Room E112 6(A) Term: S2	
GIANCHAND, CLINT B (GIAC1521: EL)	A		PERSONAL FINANCE MANAGEMENT (PILOT) BS310P.1 13/28 Room E101 2(A) Term: S1 --- PERSONAL FINANCE MANAGEMENT (PILOT) BS310P.1001 6/28 Room E101 2(A) Term: S2	KEYBOARDING APPLICATION BS108.60 22/28 Room E101 3(A) Term: S1 --- KEYBOARDING APPLICATION BS108.1060 22/28 Room E101 3(A) Term: S2	KEYBOARDING APPLICATION BS108.62 22/28 Room E101 4(A) Term: S1 --- KEYBOARDING APPLICATION BS108.1062 21/28 Room E101 4(A) Term: S2	KEYBOARDING APPLICATION BS108.64 25/28 Room E101 5(A) Term: S1 --- KEYBOARDING APPLICATION BS108.1064 23/28 Room E101 5(A) Term: S2		
GUMATAOTAO, NATIVIDAD I.	A	LANGUAGE ARTS 9 ESL LA100ESL.4 15/18 Room G11	LANGUAGE ARTS 10 ESL LA200ESL.3 14/18 Room G11	LANGUAGE ARTS 10 ESL LA200ESL.8 3/3 Room G11	LANGUAGE ARTS 12 ESL LA400ESL.2 9/18 Room G11		LANGUAGE ARTS 10 ESL LA200ESL.6 2/5 Room G11	

(GUMN2865: ESL)	1(A) Term: S1 ---------- LANGUAGE ARTS 9 ESL LA100ESL.1004 14/18 Room G11 1(A) Term: S2	2(A) Term: S1 ---------- LANGUAGE ARTS 10 ESL LA200ESL.1003 18/18 Room G11 2(A) Term: S2	3(A) Term: S1 ---------- LANGUAGE ARTS 11 ESL LA300ESL.4 10/18 Room G11 3(A) Term: S1 ---------- LANGUAGE ARTS 11 ESL LA300ESL.1004 9/18 Room G11 3(A) Term: S2 ---------- LANGUAGE ARTS 10 ESL LA200ESL.1008 2/3 Room G11 3(A) Term: S2	4(A) Term: S1 ---------- LANGUAGE ARTS 12 ESL LA400ESL.1002 10/18 Room G11 4(A) Term: S2	6(A) Term: S1 ---------- LANGUAGE ARTS 12 ESL LA400ESL.4 8/5 Room G11 6(A) Term: S1 ---------- LANGUAGE ARTS 9 ESL LA100ESL.6 2/5 Room G11 6(A) Term: S1 ---------- LANGUAGE ARTS 11 ESL LA300ESL.6 0/5 Room G11 6(A) Term: S1 ---------- LANGUAGE ARTS 9 ESL LA100ESL.1006 2/5 Room G11 6(A) Term: S2 ---------- LANGUAGE ARTS 10 ESL LA200ESL.1006 2/5 Room G11 6(A) Term: S2 ---------- LANGUAGE ARTS 11 ESL

					LA300ESL.1006 1/5 Room G11 6(A) Term: S2 ---------- LANGUAGE ARTS 12 ESL LA400ESL.1004 8/5 Room G11 6(A) Term: S2
HIDALGO, RODERICK Z (HIDR6549: PE)	PERSONAL FITNESS TRAINING HPERD301.12 26/30 Room GYM2 1(A) Term: S1 ---------- ADVANCED CONDITIONING HPERD304.15 30/30 Room GYM2 1(A) Term: S2	INDIVIDUAL SPORTS & LEISURE ACTS HPERD106.38 31/30 Room GYM2 2(A) Term: S1 ---------- INDIVIDUAL SPORTS & LEISURE ACTS HPERD106.1038 29/30 Room GYM2 2(A) Term: S2	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.177 30/30 Room GYM2 3(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1177 29/30 Room GYM2 3(A) Term: S2	INTERMEDIATE & ADVANCED SPORT HPERD201.24 29/30 Room GYM2 4(A) Term: S1 ---------- INTERMEDIATE & ADVANCED SPORT HPERD201.1024 26/30 Room GYM2 4(A) Term: S2	INDIVIDUAL SPORTS & LEISURE ACTS HPERD106.40 21/30 Room GYM2 5(A) Term: S1 ---------- INDIVIDUAL SPORTS & LEISURE ACTS HPERD106.1040 24/30 Room GYM2 5(A) Term: S2
IGLESIAS, THERESE P (IGLT7511: SS)	HISTORY OF GUAM SS105.213 25/30 Room E106 1(A) Term: S1 ---------- HISTORY OF GUAM	HISTORY OF GUAM SS105.215 27/30 Room E106 2(A) Term: S1 ---------- HISTORY OF GUAM		HISTORY OF GUAM SS105.219 30/30 Room E106 4(A) Term: S1 ---------- HISTORY OF GUAM	HISTORY OF GUAM SS105.221 25/30 Room E106 5(A) Term: S1 ---------- HISTORY OF GUAM

		SS105.1213 27/30 Room E106 1(A) Term: S2	SS105.1215 28/30 Room E106 2(A) Term: S2		SS105.1219 29/30 Room E106 4(A) Term: S2	SS105.1221 27/30 Room E106 5(A) Term: S2	
JANSSEN, BARBARA J.E. (JANB1679: SS)	A		US HISTORY SS301.163 24/30 Room E109 2(A) Term: S1 ---------- US HISTORY SS301.1163 27/30 Room E109 2(A) Term: S2	US HISTORY SS301.172 27/30 Room E109 3(A) Term: S1 ---------- US HISTORY SS301.1172 30/30 Room E109 3(A) Term: S2	US HISTORY SS301.174 26/30 Room E109 4(A) Term: S1 ---------- US HISTORY SS301.1174 30/30 Room E109 4(A) Term: S2	US HISTORY SS301.176 28/30 Room E109 5(A) Term: S1 ---------- US HISTORY SS301.1176 31/30 Room E109 5(A) Term: S2	US HISTORY SS301.178 27/30 Room E109 6(A) Term: S1 ---------- US HISTORY SS301.1178 28/30 Room E109 6(A) Term: S2
JASMIN, JULIE MARIE W. (JASJ3605: SS)	A	WORLD GEOGRAPHY SS201.181 24/30 Room H2 1(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1181 26/30 Room H2 1(A) Term: S2	WORLD GEOGRAPHY SS201.183 23/30 Room H2 2(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1183 28/30 Room H2 2(A) Term: S2	WORLD GEOGRAPHY SS201.185 28/30 Room H2 3(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1185 27/30 Room H2 3(A) Term: S2	WORLD GEOGRAPHY HONORS A/B SS201H.10 30/30 Room H2 4(A) Term: S1 ---------- WORLD GEOGRAPHY HONORS A/B SS201H.1010 29/30 Room H2 4(A) Term: S2		WORLD GEOGRAPHY SS201.165 20/30 Room H2 6(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1165 23/30 Room H2 6(A) Term: S2
JIMENEZ, ERNA D. (JIME2134: MA)	A	ALGEBRA I MA201.165 25/30 Room D108 1(A) Term: S1 ---------- ALGEBRA I MA201.1165 28/30	ALGEBRA I MA201.174 23/30 Room D108 2(A) Term: S1 ---------- ALGEBRA I MA201.1174 24/30		ALGEBRA II MA203.123 28/30 Room D108 4(A) Term: S1 ---------- ALGEBRA II MA203.1123 27/30	ALGEBRA II MA203.125 27/30 Room D108 5(A) Term: S1 ---------- ALGEBRA II MA203.1125 27/30	ALGEBRA I MA201.182 26/30 Room D108 6(A) Term: S1 ---------- ALGEBRA I MA201.1182 29/30

		Room D108 1(A) Term: S2	Room D108 2(A) Term: S2		Room D108 4(A) Term: S2	Room D108 5(A) Term: S2	Room D108 6(A) Term: S2	
JONES, KIRSTINE C (JONK4526: SS)	A	WORLD GEOGRAPHY SS201.169 17/30 Room H10 1(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1169 17/30 Room H10 1(A) Term: S2	WORLD GEOGRAPHY HONORS A/B SS201H.8 32/30 Room H10 2(A) Term: S1 ---------- WORLD GEOGRAPHY HONORS A/B SS201H.1008 32/30 Room H10 2(A) Term: S2	WORLD GEOGRAPHY SS201.177 28/30 Room H10 3(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1177 29/30 Room H10 3(A) Term: S2		WORLD GEOGRAPHY SS201.164 29/30 Room H10 5(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1164 29/30 Room H10 5(A) Term: S2	WORLD GEOGRAPHY SS201.179 29/30 Room H10 6(A) Term: S1 ---------- WORLD GEOGRAPHY SS201.1179 29/30 Room H10 6(A) Term: S2	
JURALBAL, HELENA C. (JURH7723: EL)	A	OFFICE AIDES BS402.591 4/4 Room LIBRARY 1(A) Term: S1 ---------- OFFICE AIDES BS402.592 4/4 Room LIBRARY 1(A) Term: S2	OFFICE AIDES BS402.595 3/3 Room LIBRARY 2(A) Term: S1 ---------- OFFICE AIDES BS402.596 3/3 Room LIBRARY 2(A) Term: S2		OFFICE AIDES BS402.593 3/4 Room LIBRARY 4(A) Term: S1 ---------- OFFICE AIDES BS402.594 3/4 Room LIBRARY 4(A) Term: S2	OFFICE AIDES BS402.597 2/3 Room LIBRARY 5(A) Term: S1 ---------- OFFICE AIDES BS402.598 2/3 Room LIBRARY 5(A) Term: S2		OFFICE AIDES BS402.703 8/5 Room LIBRARY 7(A) Term: S1 ---------- OFFICE AIDES BS402.704 9/5 Room LIBRARY 7(A) Term: S2
KADIASANG, JESSICA	A	ENGLISH 9 HONORS LA102H.5 35/30	ENGLISH 9 LA101.184 22/30 Room H12	ENGLISH 9 LA101.186 18/30 Room H12	ENGLISH 9 LA101.188 22/30 Room H12		ENGLISH 9 LA101.190 20/30 Room H12	

M. (KADJ1926: LA)	Room H12 1(A) Term: S1 ---------- ENGLISH 9 HONORS LA102H.1005 33/30 Room H12 1(A) Term: S2	2(A) Term: S1 ---------- ENGLISH 9 LA101.1184 24/30 Room H12 2(A) Term: S2	3(A) Term: S1 ---------- ENGLISH 9 LA101.1186 21/30 Room H12 3(A) Term: S2	4(A) Term: S1 ---------- ENGLISH 9 LA101.1188 24/30 Room H12 4(A) Term: S2		6(A) Term: S1 ---------- ENGLISH 9 LA101.1190 23/30 Room H12 6(A) Term: S2
LAWCOCK, DANILO J. (LAWD1965: GCC)	AUTO SERVICE BASIC I CTME050A.20 18/20 Room C106 1-2(A) Term: S1 ---------- AUTO SERVICE BASIC II CTME050B.20 17/20 Room C106 1-2(A) Term: S2	AUTO SERVICE BASIC I CTME050A.20 18/20 Room C106 1-2(A) Term: S1 ---------- AUTO SERVICE BASIC II CTME050B.20 17/20 Room C106 1-2(A) Term: S2	AUTO SERVICE BASIC I CTME050A.21 19/20 Room C106 3-4(A) Term: S1 ---------- AUTO SERVICE BASIC II CTME050B.21 18/20 Room C106 3-4(A) Term: S2	AUTO SERVICE BASIC I CTME050A.21 19/20 Room C106 3-4(A) Term: S1 ---------- AUTO SERVICE BASIC II CTME050B.21 18/20 Room C106 3-4(A) Term: S2	BRAKES CTME065.10 18/20 Room C106 5-6(A) Term: S1 ---------- SUSPENSION & STEERING CTME066.10 18/20 Room C106 5-6(A) Term: S2	BRAKES CTME065.10 18/20 Room C106 5-6(A) Term: S1 ---------- SUSPENSION & STEERING CTME066.10 18/20 Room C106 5-6(A) Term: S2
LEE, HEESUK (RACHEL) (LEEH1975: GCC)	ELECTRICITY I CTEE051A.15 19/20 Room D107 1(A) Term: S1 ---------- ELECTRICITY II CTEE051B.14 17/20 Room D107 1(A) Term: S2	ELECTRICITY I CTEE051A.16 20/20 Room D107 2(A) Term: S1 ---------- ELECTRICITY II CTEE051B.15 20/20 Room D107 2(A) Term: S2	IT ESSENTIALS I CTEE080.9 19/20 Room D107 3(A) Term: S1 ---------- IT ESSENTIALS II CTEE081.9 19/20 Room D107 3(A) Term: S2	IT ESSENTIALS I CTEE080.10 8/20 Room D107 4(A) Term: S1 ---------- IT ESSENTIALS II CTEE081.10 8/20 Room D107 4(A) Term: S2	COMPUTER NETWORKING I CTEE065.8 19/20 Room D107 5(A) Term: S1 ---------- COMPUTER NETWORKING II CTEE066.8 17/30 Room D107 5(A) Term: S2	

LEON A GUERRERO, FLORENCE G. (LEOF7490: SE)	SE MATH II LSMA201.65 3/3 Room G4 1(A) Term: S1 ---------- SE MATH I LSMA101.56 4/3 Room G4 1(A) Term: S1 ---------- SE MATH III LSMA301.57 2/3 Room G4 1(A) Term: S1 ---------- SE MATH IV LSMA401.56 2/3 Room G4 1(A) Term: S1 ---------- SE MATH II LSMA201.1065 2/3 Room G4 1(A) Term: S2 ---------- SE MATH III LSMA301.1057 2/3 Room G4 1(A) Term: S2 ---------- SE MATH I LSMA101.1056 5/	SE MATH I LSMA101.58 6/3 Room G4 2(A) Term: S1 ---------- SE MATH IV LSMA401.58 1/3 Room G4 2(A) Term: S1 ---------- SE MATH III LSMA301.59 4/3 Room G4 2(A) Term: S1 ---------- SE MATH II LSMA201.61 3/3 Room G4 2(A) Term: S1 ---------- SE MATH I LSMA101.1058 6/3 Room G4 2(A) Term: S2 ---------- SE MATH II LSMA201.1061 3/3 Room G4 2(A) Term: S2 ---------- SE MATH IV LSMA401.1058 1/3 Room G4 2(A)	SE MATH III LSMA301.62 2/3 Room G4 3(A) Term: S1 ---------- SE MATH IV LSMA401.59 1/3 Room G4 3(A) Term: S1 ---------- SE MATH II LSMA201.67 2/3 Room G4 3(A) Term: S1 ---------- SE MATH I LSMA101.60 5/3 Room G4 3(A) Term: S1 ---------- SE MATH II LSMA201.1067 2/3 Room G4 3(A) Term: S2 ---------- SE MATH IV LSMA401.1059 1/3 Room G4 3(A) Term: S2 ---------- SE MATH I LSMA101.1060 5/3 Room G4 3(A)	SE MATH III LSMA301.64 2/3 Room G4 4(A) Term: S1 ---------- SE MATH IV LSMA401.62 1/3 Room G4 4(A) Term: S1 ---------- SE MATH I LSMA101.62 5/3 Room G4 4(A) Term: S1 ---------- SE MATH II LSMA201.69 2/3 Room G4 4(A) Term: S1 ---------- SE MATH IV LSMA401.1062 1/3 Room G4 4(A) Term: S2 ---------- SE MATH I LSMA101.1062 5/3 Room G4 4(A) Term: S2 ---------- SE MATH II LSMA201.1069 2/3 Room G4 4(A)	SE MATH IV LSMA401.64 1/3 Room G4 6(A) Term: S1 ---------- SE MATH I LSMA101.64 5/3 Room G4 6(A) Term: S1 ---------- SE MATH II LSMA201.71 2/3 Room G4 6(A) Term: S1 ---------- SE MATH III LSMA301.66 2/3 Room G4 6(A) Term: S1 ---------- SE MATH III LSMA301.1066 2/3 Room G4 6(A) Term: S2 ---------- SE MATH I LSMA101.1064 5/3 Room G4 6(A) Term: S2 ---------- SE MATH II LSMA201.1071 2/3 Room G4 6(A)

		3 Room G4 1(A) Term: S2 ---------- SE MATH IV LSMA401.1056 2/3 Room G4 1(A) Term: S2	Term: S2 ---------- SE MATH III LSMA301.1059 2/3 Room G4 2(A) Term: S2	Term: S2 ---------- SE MATH III LSMA301.1062 1/3 Room G4 3(A) Term: S2	Term: S2 ---------- SE MATH III LSMA301.1064 2/3 Room G4 4(A) Term: S2		Term: S2 ---------- SE MATH IV LSMA401.1064 1/3 Room G4 6(A) Term: S2	
LIBRANDA, VANN PETER (LIBV1062: SS)	A	US HISTORY SS301.182 25/30 Room D123 1(A) Term: S1 ---------- US HISTORY SS301.1182 29/30 Room D123 1(A) Term: S2	US HISTORY SS301.184 27/30 Room D123 2(A) Term: S1 ---------- US HISTORY SS301.1184 31/30 Room D123 2(A) Term: S2		ADVANCED PLACEMENT U.S. HISTORY SS410AP.12 30/30 Room D123 4(A) Term: S1 ---------- ADVANCED PLACEMENT U.S. HISTORY SS410AP.1012 15/30 Room D123 4(A) Term: S2	ADVANCED PLACEMENT U.S. HISTORY SS410AP.14 26/30 Room D123 5(A) Term: S1 ---------- ADVANCED PLACEMENT U.S. HISTORY SS410AP.1014 18/30 Room D123 5(A) Term: S2	ADVANCED PLACEMENT U.S. HISTORY SS410AP.15 22/30 Room D123 6(A) Term: S1 ---------- ADVANCED PLACEMENT U.S. HISTORY SS410AP.1015 17/30 Room D123 6(A) Term: S2	
MACALUSO, DAVID F (MACD239: LA)	A	ENGLISH 9 HONORS LA102H.8 30/30 Room H7 1(A) Term: S1 ---------- ENGLISH 9 HONORS LA102H.1008 30/30 Room H7 1(A)	ENGLISH 9 LA101.205 25/30 Room H7 2(A) Term: S1 ---------- ENGLISH 9 LA101.1205 26/30 Room H7 2(A) Term: S2	ENGLISH 9 HONORS LA102H.20 20/28 Room H7 3(A) Term: S1 ---------- ENGLISH 9 HONORS LA102H.21 20/28 Room H7 3(A) Term: S2		ENGLISH 9 LA101.209 28/30 Room H7 5(A) Term: S1 ---------- ENGLISH 9 LA101.1209 28/30 Room H7 5(A) Term: S2	ENGLISH 9 LA101.211 19/30 Room H7 6(A) Term: S1 ---------- ENGLISH 9 LA101.1211 21/30 Room H7 6(A) Term: S2	

		Term: S2					
MAD, ARLEEN K. (MADA6412: LA)	A	ENGLISH 9 HONORS LA102H.1 28/30 Room H13 1(A) Term: S1 ---------- ENGLISH 9 HONORS LA102H.1001 26/30 Room H13 1(A) Term: S2		ENGLISH 9 LA101.171 20/30 Room H13 3(A) Term: S1 ---------- ENGLISH 9 LA101.1171 26/30 Room H13 3(A) Term: S2	ENGLISH 9 LA101.180 27/30 Room H13 4(A) Term: S1 ---------- ENGLISH 9 LA101.1180 32/30 Room H13 4(A) Term: S2	ENGLISH 9 LA101.174 25/30 Room H13 5(A) Term: S1 ---------- ENGLISH 9 LA101.1174 24/30 Room H13 5(A) Term: S2	ENGLISH 9 HONORS LA102H.22 20/30 Room H13 6(A) Term: S1 ---------- ENGLISH 9 HONORS LA102H.23 20/30 Room H13 6(A) Term: S2
MAILLOUX, CHRISTIAN W. (MAIC2543: PE)	A	HEALTH EDUCATION HE201.251 28/30 Room G13 1(A) Term: S1 ---------- HEALTH EDUCATION HE201.1251 28/30 Room G13 1(A) Term: S2	HEALTH EDUCATION HE201.253 28/30 Room G13 2(A) Term: S1 ---------- HEALTH EDUCATION HE201.1253 29/30 Room G13 2(A) Term: S2	HEALTH EDUCATION HE201.255 29/30 Room G13 3(A) Term: S1 ---------- HEALTH EDUCATION HE201.1255 31/30 Room G13 3(A) Term: S2	HEALTH EDUCATION HE201.257 23/30 Room G13 4(A) Term: S1 ---------- HEALTH EDUCATION HE201.1257 28/30 Room G13 4(A) Term: S2		HEALTH EDUCATION HE201.259 25/30 Room G13 6(A) Term: S1 ---------- HEALTH EDUCATION HE201.1259 25/30 Room G13 6(A) Term: S2
MANIBUSAN, JEROME J. (MANJ0395: SS)	A		HISTORY OF GUAM SS105.229 27/30 Room D127 2(A) Term: S1 ---------- HISTORY OF GUAM SS105.1229 30/30	HISTORY OF GUAM SS105.231 28/30 Room D127 3(A) Term: S1 ---------- HISTORY OF GUAM SS105.1231 31/30	HISTORY OF GUAM SS105.233 28/30 Room D127 4(A) Term: S1 ---------- HISTORY OF GUAM SS105.1233 30/30	HISTORY OF GUAM SS105.237 19/30 Room D127 5(A) Term: S1 ---------- HISTORY OF GUAM SS105.1237 22/30	HISTORY OF GUAM SS105.243 28/30 Room D127 6(A) Term: S1 ---------- HISTORY OF GUAM SS105.1243 29/30

			Room D127 2(A) Term: S2	Room D127 3(A) Term: S2	Room D127 4(A) Term: S2	Room D127 5(A) Term: S2	Room D127 6(A) Term: S2
MATTSON, VIRGINIA GRACE (MATV0185: SC)	A	HUMAN ANATOMY & PHYSIOLOGY SC202.53 30/30 Room E118 1(A) Term: S1 --- HUMAN ANATOMY & PHYSIOLOGY SC202.1053 28/30 Room E118 1(A) Term: S2	HUMAN ANATOMY & PHYSIOLOGY SC202.61 31/30 Room E118 2(A) Term: S1 --- HUMAN ANATOMY & PHYSIOLOGY SC202.1061 29/30 Room E118 2(A) Term: S2		HUMAN ANATOMY & PHYSIOLOGY SC202.63 31/30 Room E118 4(A) Term: S1 --- HUMAN ANATOMY & PHYSIOLOGY SC202.1063 28/30 Room E118 4(A) Term: S2	HUMAN ANATOMY & PHYSIOLOGY SC202.65 31/30 Room E118 5(A) Term: S1 --- HUMAN ANATOMY & PHYSIOLOGY SC202.1065 29/30 Room E118 5(A) Term: S2	HUMAN ANATOMY/PHYSIOLOGY HONORS SC202H.17 32/30 Room E118 6(A) Term: S1 --- HUMAN ANATOMY/PHYSIOLOGY HONORS SC202H.1017 30/30 Room E118 6(A) Term: S2
MCCLESTER, JANINA MARIE M. (LESJ3860: MA)	A	PRE-ALGEBRA MA104.146 22/30 Room H3 1(A) Term: S1 --- PRE-ALGEBRA MA104.1146 22/30 Room H3 1(A) Term: S2		PRE-ALGEBRA MA104.148 28/30 Room H3 3(A) Term: S1 --- PRE-ALGEBRA MA104.1148 30/30 Room H3 3(A) Term: S2	ALGEBRA I MA201.188 10/30 Room H3 4(A) Term: S1 --- ALGEBRA I MA201.211 11/30 Room H3 4(A) Term: S2	ALGEBRA I MA201.148 29/30 Room H3 5(A) Term: S1 --- ALGEBRA I MA201.1148 30/30 Room H3 5(A) Term: S2	PRE-ALGEBRA MA104.165 26/30 Room H3 6(A) Term: S1 --- PRE-ALGEBRA MA104.1165 27/30 Room H3 6(A) Term: S2
MEEKS, ROSALIN F (MEER6343)	A	OFFICE AIDES BS402.579 2/2 Room COUNSELING 1(A) Term: S1 --- OFFICE AIDES BS402.580 2/2	OFFICE AIDES BS402.581 3/2 Room COUNSELING 2(A) Term: S1 --- OFFICE AIDES BS402.582 4/2 Room COUNSELING	OFFICE AIDES BS402.583 3/2 Room COUNSELING 3(A) Term: S1 --- OFFICE AIDES BS402.584 1/2 Room COUNSELING	OFFICE AIDES BS402.585 3/2 Room COUNSELING 4(A) Term: S1 --- OFFICE AIDES BS402.586 2/2 Room COUNSELING	OFFICE AIDES BS402.587 3/2 Room COUNSELING 5(A) Term: S1 --- OFFICE AIDES BS402.588 3/2 Room COUNSELING	OFFICE AIDES BS402.589 2/2 Room COUNSELING 6(A) Term: S1 --- OFFICE AIDES BS402.590 2/2 Room COUNSELING

		Room COUNSELING 1(A) Term: S2	2(A) Term: S2	3(A) Term: S2	4(A) Term: S2	5(A) Term: S2	6(A) Term: S2
MERCADO JR, DAVID Q. (MERD3010: LA)	A	ADV PLACEMENT LITERATURE AND COMPOSTION LA410AP.14 30/30 Room D125 1(A) Term: S1 ---------- ADV PLACEMENT LITERATURE AND COMPOSTION LA410AP.1014 28/30 Room D125 1(A) Term: S2	ADV PLACEMENT LITERATURE AND COMPOSTION LA410AP.12 29/30 Room D125 2(A) Term: S1 ---------- ADV PLACEMENT LITERATURE AND COMPOSTION LA410AP.1012 26/30 Room D125 2(A) Term: S2	ENGLISH 10 LA201.165 32/30 Room D125 3(A) Term: S1 ---------- ENGLISH 10 LA201.1165 31/30 Room D125 3(A) Term: S2		ENGLISH 10 LA201.171 30/30 Room D125 5(A) Term: S1 ---------- ENGLISH 10 LA201.1171 31/30 Room D125 5(A) Term: S2	ENGLISH 10 LA201.178 26/30 Room D125 6(A) Term: S1 ---------- ENGLISH 10 LA201.1178 28/30 Room D125 6(A) Term: S2
MIRANDA, KENNY LYN C (MIRK0592: GCC)	A	PRO START I CTTT055.15 19/20 Room CULINARY 1(A) Term: S1 ---------- PRO START I CTTT055.1015 19/20 Room CULINARY 1(A) Term: S2	PRO START I CTTT055.17 19/20 Room CULINARY 2(A) Term: S1 ---------- PRO START I CTTT055.1017 20/20 Room CULINARY 2(A) Term: S2		PRO START II CTTT065.10 21/20 Room CULINARY 4-5(A) Term: S1 ---------- PRO START II CTTT065.1010 22/20 Room CULINARY 4-5(A) Term: S2	PRO START II CTTT065.10 21/20 Room CULINARY 4-5(A) Term: S1 ---------- PRO START II CTTT065.1010 22/20 Room CULINARY 4-5(A) Term: S2	PRO START III CTTT075.10 16/20 Room CULINARY 6(A) Term: S1 ---------- PRO START III CTTT075.1010 16/20 Room CULINARY 6(A) Term: S2
NAKAYAMA,	A	GEOMETRY MA204.140 14/30	GEOMETRY MA204.188 10/30	GEOMETRY MA204.212 16/30	ALGEBRA I MA201.213 14/30		GEOMETRY MA204.191 18/30

BRENDA (NAKB3877: MA)		Room G7 1(A) Term: S1 --- GEOMETRY MA204.187 14/30 Room G7 1(A) Term: S2	Room G7 2(A) Term: S1 --- GEOMETRY MA204.189 10/30 Room G7 2(A) Term: S2	Room G7 3(A) Term: S1 --- GEOMETRY MA204.190 18/30 Room G7 3(A) Term: S2	Room G7 4(A) Term: S1 --- ALGEBRA I MA201.214 16/30 Room G7 4(A) Term: S2			Room G7 6(A) Term: S1 --- GEOMETRY MA204.192 16/30 Room G7 6(A) Term: S2
NAZ, JUDY N (NAZJ0659: MA)	A		ADVANCED PLACEMENT CALCULUS MA410AP.7 11/30 Room D111 2(A) Term: S1 --- ADVANCED PLACEMENT CALCULUS MA410AP.1007 10/30 Room D111 2(A) Term: S2	ELEMENTARY FUNCTIONS HONORS MA401H.5 18/30 Room D111 3(A) Term: S1 --- ELEMENTARY FUNCTIONS HONORS MA401H.1005 10/30 Room D111 3(A) Term: S2	ELEMENTARY FUNCTIONS HONORS MA401H.6 22/30 Room D111 4(A) Term: S1 --- ELEMENTARY FUNCTIONS HONORS MA401H.1006 23/30 Room D111 4(A) Term: S2	PRE-CALCULUS HONORS MA405H.7 30/30 Room D111 5(A) Term: S1 --- PRE-CALCULUS HONORS MA405H.1007 31/30 Room D111 5(A) Term: S2	
NUCUM, GERALDINE V (NUCG9470: SC)	A	MARINE BIOLOGY SC301.69 25/30 Room D113 1(A) Term: S1 --- MARINE BIOLOGY SC301.1069 24/30 Room D113 1(A) Term: S2	MARINE BIOLOGY SC301.72 26/30 Room D113 2(A) Term: S1 --- MARINE BIOLOGY SC301.1072 24/30 Room D113 2(A) Term: S2		MARINE BIOLOGY SC301.74 23/30 Room D113 4(A) Term: S1 --- MARINE BIOLOGY SC301.1074 21/30 Room D113 4(A) Term: S2	BIOLOGY I SC103.237 28/30 Room D113 5(A) Term: S1 --- BIOLOGY I SC103.1237 28/30 Room D113 5(A) Term: S2	BIOLOGY I SC103.172 29/30 Room D113 6(A) Term: S1 --- BIOLOGY I SC103.1172 31/30 Room D113 6(A) Term: S2

PALOMARES, ANNIE W (PALA9630: EL)	A	OFFICE AIDES BS402.226 4/2 Room COUNS. 1(A) Term: S1 --- OFFICE AIDES BS402.1226 3/2 Room COUNS. 1(A) Term: S2	OFFICE AIDES BS402.227 2/2 Room COUNS. 2(A) Term: S1 --- OFFICE AIDES BS402.1227 2/2 Room COUNS. 2(A) Term: S2	OFFICE AIDES BS402.228 5/2 Room COUNS. 3(A) Term: S1 --- OFFICE AIDES BS402.1228 4/2 Room COUNS. 3(A) Term: S2	OFFICE AIDES BS402.229 2/2 Room COUNS. 4(A) Term: S1 --- OFFICE AIDES BS402.1229 2/2 Room COUNS. 4(A) Term: S2	OFFICE AIDES BS402.230 3/2 Room COUNS. 5(A) Term: S1 --- OFFICE AIDES BS402.1230 4/2 Room COUNS. 5(A) Term: S2	OFFICE AIDES BS402.231 3/2 Room COUNS. 6(A) Term: S1 --- OFFICE AIDES BS402.1231 2/2 Room COUNS. 6(A) Term: S2
PALOMO, ANDRINA S. (PALA2175: LA)	A	ENGLISH 11 HONORS LA301H.19 23/30 Room E122 1(A) Term: S1 --- ENGLISH 11 HONORS LA301H.1019 23/30 Room E122 1(A) Term: S2	ENGLISH 11 HONORS LA301H.21 29/30 Room E122 2(A) Term: S1 --- ENGLISH 11 HONORS LA301H.1021 29/30 Room E122 2(A) Term: S2	ENGLISH 11 HONORS LA301H.25 28/30 Room E122 3(A) Term: S1 --- ENGLISH 11 HONORS LA301H.1025 28/30 Room E122 3(A) Term: S2	ENGLISH 10 LA201.154 30/30 Room E122 4(A) Term: S1 --- ENGLISH 10 LA201.1154 31/30 Room E122 4(A) Term: S2		ENGLISH 10 LA201.163 29/30 Room E122 6(A) Term: S1 --- ENGLISH 10 LA201.1163 29/30 Room E122 6(A) Term: S2
PEREZ, KENNETH C (PERK0684: EL)	A	OFFICE AIDES BS402.646 2/2 Room B102 1(A) Term: S1 --- OFFICE AIDES BS402.647 2/2 Room B102 1(A) Term: S2	OFFICE AIDES BS402.648 2/2 Room B102 2(A) Term: S1 --- OFFICE AIDES BS402.649 2/2 Room B102 2(A) Term: S2	OFFICE AIDES BS402.650 2/2 Room B102 3(A) Term: S1 --- OFFICE AIDES BS402.651 2/2 Room B102 3(A) Term: S2	OFFICE AIDES BS402.652 2/2 Room B102 4(A) Term: S1 --- OFFICE AIDES BS402.653 2/2 Room B102 4(A) Term: S2	OFFICE AIDES BS402.654 2/2 Room B102 5(A) Term: S1 --- OFFICE AIDES BS402.655 1/2 Room B102 5(A) Term: S2	OFFICE AIDES BS402.656 2/2 Room B102 6(A) Term: S1 --- OFFICE AIDES BS402.657 2/2 Room B102 6(A) Term: S2
QUINTANILLA,	A	ENGLISH 12 LA401.134 31/30		ENGLISH 12 LA401.136 31/30	ENGLISH 12 LA401.141 26/30	ENGLISH 12 LA401.142 22/30	ENGLISH 12 LA401.144 25/30

JOYCELYN V (QUIJ9947: LA)		Room E125 1(A) Term: S1 ---------- ENGLISH 12 LA401.1134 31/30 Room E125 1(A) Term: S2		Room E125 3(A) Term: S1 ---------- ENGLISH 12 LA401.1136 29/30 Room E125 3(A) Term: S2	Room E125 4(A) Term: S1 ---------- ENGLISH 12 LA401.1141 30/30 Room E125 4(A) Term: S2	Room E125 5(A) Term: S1 ---------- ENGLISH 12 LA401.1142 24/30 Room E125 5(A) Term: S2	Room E125 6(A) Term: S1 ---------- ENGLISH 12 LA401.1144 25/30 Room E125 6(A) Term: S2
QUINTANILLA, NICHOLE R. (OHQN1943: SS)	A		US HISTORY SS301.173 28/30 Room G9 2(A) Term: S1 ---------- US HISTORY SS301.1173 30/30 Room G9 2(A) Term: S2	US HISTORY SS301.175 29/30 Room G9 3(A) Term: S1 ---------- US HISTORY SS301.1175 29/30 Room G9 3(A) Term: S2	US HISTORY SS301.164 25/30 Room G9 4(A) Term: S1 ---------- US HISTORY SS301.1164 32/30 Room G9 4(A) Term: S2	US HISTORY SS301.177 26/30 Room G9 5(A) Term: S1 ---------- US HISTORY SS301.1177 31/30 Room G9 5(A) Term: S2	US HISTORY SS301.179 27/30 Room G9 6(A) Term: S1 ---------- US HISTORY SS301.1179 30/30 Room G9 6(A) Term: S2
REYES, LYNN PEREZ (PERL4571: PE)	A	PARENTING CFS103.52 30/30 Room G2 1(A) Term: S1 ---------- PARENTING CFS103.1052 30/30 Room G2 1(A) Term: S2	PARENTING CFS103.54 26/30 Room G2 2(A) Term: S1 ---------- PARENTING CFS103.1054 25/30 Room G2 2(A) Term: S2	PARENTING CFS103.56 32/30 Room G2 3(A) Term: S1 ---------- PARENTING CFS103.1056 30/30 Room G2 3(A) Term: S2		PARENTING CFS103.58 29/30 Room G2 5(A) Term: S1 ---------- PARENTING CFS103.1058 27/30 Room G2 5(A) Term: S2	PARENTING CFS103.60 29/30 Room G2 6(A) Term: S1 ---------- PARENTING CFS103.1060 30/30 Room G2 6(A) Term: S2
ROLDAN, JOHNT (ROLJ7281: SC)	A	PHYSICAL SCIENCE SC102.128 15/30 Room F7 1(A) Term: S1		BIOLOGY I SC103.235 26/30 Room F7 3(A) Term: S1 ----------	PHYSICAL SCIENCE SC102.134 25/30 Room F7 4(A) Term: S1	PHYSICAL SCIENCE SC102.136 29/30 Room F7 5(A) Term: S1	BIOLOGY I SC103.139 31/30 Room F7 6(A) Term: S1 ----------

	---------- PHYSICAL SCIENCE SC102.1128 16/30 Room F7 1(A) Term: S2		BIOLOGY I SC103.239 27/30 Room F7 3(A) Term: S2	---------- PHYSICAL SCIENCE SC102.1134 25/30 Room F7 4(A) Term: S2	---------- PHYSICAL SCIENCE SC102.1136 30/30 Room F7 5(A) Term: S2	BIOLOGY I SC103.1139 30/30 Room F7 6(A) Term: S2	
RONDILLA, GREGORIA G (RONG4370: SC)	BIOLOGY I SC103.174 29/30 Room D118 1(A) Term: S1 ---------- BIOLOGY I SC103.1174 30/30 Room D118 1(A) Term: S2	BIOLOGY I SC103.187 28/30 Room D118 2(A) Term: S1 ---------- BIOLOGY I SC103.1187 29/30 Room D118 2(A) Term: S2	BIOLOGY I SC103.176 28/30 Room D118 3(A) Term: S1 ---------- BIOLOGY I SC103.1176 30/30 Room D118 3(A) Term: S2		HUMAN ANATOMY/PHYSIOLOGY HONORS SC202H.67 34/30 Room D118 5(A) Term: S1 ---------- HUMAN ANATOMY/PHYSIOLOGY HONORS SC202H.1067 31/30 Room D118 5(A) Term: S2	HUMAN ANATOMY & PHYSIOLOGY SC202.67 33/30 Room D118 6(A) Term: S1 ---------- HUMAN ANATOMY & PHYSIOLOGY SC202.1067 29/30 Room D118 6(A) Term: S2	
RONQUILLO JR., MAXIMO P. (RONM8412: FA)	BEGINNING BAND HS MU104.20 25/30 Room A120 1(A) Term: S1 ---------- BEGINNING BAND HS MU104.1020 24/30 Room A120 1(A) Term: S2	BEGINNING BAND HS MU104.22 29/30 Room A120 2(A) Term: S1 ---------- BEGINNING BAND HS MU104.1022 25/30 Room A120 2(A) Term: S2		BEGINNING BAND HS MU104.24 32/30 Room A120 4(A) Term: S1 ---------- BEGINNING BAND HS MU104.1024 26/30 Room A120 4(A) Term: S2	BEGINNING BAND HS MU104.26 29/30 Room A120 5(A) Term: S1 ---------- BEGINNING BAND HS MU104.1026 31/30 Room A120 5(A) Term: S2	INTERMEDIATE BAND HS MU201.8 11/15 Room A120 6(A) Term: S1 ---------- CONCERT BAND MU401.5 14/30 Room A120 6(A) Term: S1 ---------- CONCERT BAND MU401.1005 13/30 Room A120 6(A)	GENERAL MUSIC MU103.32 24/20 Room A120 7(A) Term: S1 ---------- ADVANCED BAND HS MU301.8 18/20 Room A120 7(A) Term: S1 ---------- MUSIC

Term: S2

INTERMEDIATE BAND HS
MU201.1008 9/15
Room A120
6(A)
Term: S2

APPRECIATION
MU100.34 2 2/20
Room A120
7(A)
Term: S1

VOCATIONAL BAND
MU407.5 5/20
Room A120
7(A)
Term: S1

GENERAL MUSIC
MU103.33 1 9/20
Room A120
7(A)
Term: S2

ADVANCED BAND HS
MU301.11 1 7/20
Room A120
7(A)
Term: S2

MUSIC APPRECIATION
MU100.35 1 5/20
Room A120
7(A)
Term: S2

								---------- VOCATIONAL BAND MU407.6 3/20 Room A1207(A) Term: S2
ROSARIO, RICHARD J. (ROSR4612: MA)	A		ALGEBRA I MA201.142 26/30 Room E111 2(A) Term: S1 ---------- ALGEBRA I MA201.1142 27/30 Room E111 2(A) Term: S2	ALGEBRA I MA201.147 30/30 Room E111 3(A) Term: S1 ---------- ALGEBRA I MA201.1147 30/30 Room E111 3(A) Term: S2	ALGEBRA I MA201.152 24/30 Room E111 4(A) Term: S1 ---------- ALGEBRA I MA201.1152 27/30 Room E111 4(A) Term: S2	ALGEBRA I MA201.160 23/30 Room E111 5(A) Term: S1 ---------- ALGEBRA I MA201.1160 26/30 Room E111 5(A) Term: S2	ALGEBRA I MA201.163 24/30 Room E111 6(A) Term: S1 ---------- ALGEBRA I MA201.1163 24/30 Room E111 6(A) Term: S2	
SABLAN, GREGORIO C. (SABG1123: CH)	A	CHAMORRO LANGUAGE I WL101.193 28/30 Room H16 1(A) Term: S1 ---------- CHAMORRO LANGUAGE I WL101.1193 30/30 Room H16 1(A) Term: S2	CHAMORRO LANGUAGE I WL101.195 32/30 Room H16 2(A) Term: S1 ---------- CHAMORRO LANGUAGE I WL101.1195 32/30 Room H16 2(A) Term: S2	CHAMORRO LANGUAGE I WL101.197 33/30 Room H16 3(A) Term: S1 ---------- CHAMORRO LANGUAGE I WL101.1197 32/30 Room H16 3(A) Term: S2	CHAMORRO LANGUAGE I WL101.199 34/30 Room H16 4(A) Term: S1 ---------- CHAMORRO LANGUAGE I WL101.1199 36/30 Room H16 4(A) Term: S2		CHAMORRO LANGUAGE I WL101.206 28/30 Room H16 6(A) Term: S1 ---------- CHAMORRO LANGUAGE I WL101.1206 30/30 Room H16 6(A) Term: S2	
SABLAN, LEILANI (SABL1430: PE)	A		INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.226 23/30	ADAPTIVE PE PE110.11 5/15 Room GYM5 3(A) Term: S1 ----------	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.230 27/30	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.228 27/30	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.224 19/30	

			Room GYM5 2(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1226 23/30 Room GYM5 2(A) Term: S2	ADAPTIVE PE PE110.1011 5/15 Room GYM5 3(A) Term: S2	Room GYM5 4(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1230 28/30 Room GYM5 4(A) Term: S2	Room GYM5 5(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1228 29/30 Room GYM5 5(A) Term: S2	Room GYM5 6(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1224 19/30 Room GYM5 6(A) Term: S2
SAN AGUSTIN, ROSEANNA A. (SANR5761: ESL)	A		GENERAL MATH I MA101.3 12/18 Room G5 2(A) Term: S1 ---------- GENERAL MATH I MA101.1003 13/18 Room G5 2(A) Term: S2	GENERAL MATH I MA101.5 7/18 Room G5 3(A) Term: S1 ---------- GENERAL MATH I MA101.1005 10/18 Room G5 3(A) Term: S2	PRE-ALGEBRA MA104.143 9/18 Room G5 4(A) Term: S1 ---------- GENERAL MATH I MA101.13 1/2 Room G5 4(A) Term: S1 ---------- PRE-ALGEBRA MA104.1143 9/18 Room G5 4(A) Term: S2 ---------- GENERAL MATH I MA101.14 1/2 Room G5 4(A) Term: S2	PRE-ALGEBRA MA104.145 12/18 Room G5 5(A) Term: S1 ---------- PRE-ALGEBRA MA104.1145 11/18 Room G5 5(A) Term: S2	PRE-ALGEBRA MA104.147 8/18 Room G5 6(A) Term: S1 ---------- PRE-ALGEBRA MA104.1147 6/18 Room G5 6(A) Term: S2
SAN NICOLAS,	A	OFFICE AIDES BS402.232 6/2 Room COUNS.	OFFICE AIDES BS402.233 3/2 Room COUNS.	OFFICE AIDES BS402.234 7/2 Room COUNS.	OFFICE AIDES BS402.235 3/2 Room COUNS.	OFFICE AIDES BS402.236 4/2 Room COUNS.	OFFICE AIDES BS402.237 2/2 Room COUNS.

JENNIFER C (SANJ8886: EL)		1(A) Term: S1 --- OFFICE AIDES BS402.1232 6/2 Room COUNS. 1(A) Term: S2	2(A) Term: S1 --- OFFICE AIDES BS402.1233 4/2 Room COUNS. 2(A) Term: S2	3(A) Term: S1 --- OFFICE AIDES BS402.1234 6/2 Room COUNS. 3(A) Term: S2	4(A) Term: S1 --- OFFICE AIDES BS402.1235 3/2 Room COUNS. 4(A) Term: S2	5(A) Term: S1 --- OFFICE AIDES BS402.1236 2/2 Room COUNS. 5(A) Term: S2	6(A) Term: S1 --- OFFICE AIDES BS402.1237 6/2 Room COUNS. 6(A) Term: S2
SAN NICOLAS, JOHN JOE GUERRERO (SAN0139: SC)	A	PHYSICAL SCIENCE SC102.119 22/30 Room F4 1(A) Term: S1 --- PHYSICAL SCIENCE SC102.1119 22/30 Room F4 1(A) Term: S2	PHYSICAL SCIENCE SC102.121 23/30 Room F4 2(A) Term: S1 --- PHYSICAL SCIENCE SC102.1121 26/30 Room F4 2(A) Term: S2	PHYSICAL SCIENCE SC102.123 32/30 Room F4 3(A) Term: S1 --- PHYSICAL SCIENCE SC102.1123 32/30 Room F4 3(A) Term: S2		PHYSICAL SCIENCE SC102.124 26/30 Room F4 5(A) Term: S1 --- PHYSICAL SCIENCE SC102.1124 28/30 Room F4 5(A) Term: S2	BIOLOGY I SC103.157 31/30 Room F4 6(A) Term: S1 --- BIOLOGY I SC103.1157 32/30 Room F4 6(A) Term: S2
SANTOS, CARMEN C (SANC3912: SS)	A	HISTORY OF GUAM SS105.235 28/30 Room E123 1(A) Term: S1 --- HISTORY OF GUAM SS105.1235 27/30 Room E123 1(A) Term: S2	HISTORY OF GUAM SS105.247 29/30 Room E123 2(A) Term: S1 --- HISTORY OF GUAM SS105.1247 27/30 Room E123 2(A) Term: S2	HISTORY OF GUAM SS105.239 27/30 Room E123 3(A) Term: S1 --- HISTORY OF GUAM SS105.1239 29/30 Room E123 3(A) Term: S2	HISTORY OF GUAM SS105.241 26/30 Room E123 4(A) Term: S1 --- HISTORY OF GUAM SS105.1241 28/30 Room E123 4(A) Term: S2		HISTORY OF GUAM SS105.245 27/30 Room E123 6(A) Term: S1 --- HISTORY OF GUAM SS105.1245 29/30 Room E123 6(A) Term: S2
SANTOS, CERIAC (SANC9	A	JAPANESE I WL102.103 19/30 Room G8 1(A)	JAPANESE I WL102.105 18/30 Room G8 2(A)	JAPANESE I WL102.107 28/30 Room G8 3(A)	JAPANESE I WL102.109 14/30 Room G8 4(A)	JAPANESE I WL102.111 21/30 Room G8 5(A)	

837: EL)		Term: S1 --- JAPANESE I WL102.1103 17/30 Room G8 1(A) Term: S2	Term: S1 --- JAPANESE I WL102.1105 17/30 Room G8 2(A) Term: S2	Term: S1 --- JAPANESE I WL102.1107 29/30 Room G8 3(A) Term: S2	Term: S1 --- JAPANESE I WL102.1109 13/30 Room G8 4(A) Term: S2	Term: S1 --- JAPANESE I WL102.1111 14/30 Room G8 5(A) Term: S2	
SANTOS, DAVID T. (SAND1965: GCC)	A	INTRO TO CARPENTRY IA CTCT053A.12 16/20 Room C105 1(A) 4(A) Term: S1 --- INTRO TO CARPENTRY IB CTCT053B.13 16/20 Room C105 1(A) 4(A) Term: S2	INTRO TO CARPENTRY IA CTCT053A.13 15/20 Room C105 2(A) 5(A) Term: S1 --- INTRO TO CARPENTRY IB CTCT053B.14 14/20 Room C105 2(A) 5(A) Term: S2	CARPENTRY IIA/IIB CTCT073.10 20/20 Room C105 3(A) 6(A) Term: S1 --- CARPENTRY IIA/IIB CTCT073.1010 19/20 Room C105 3(A) 6(A) Term: S2	INTRO TO CARPENTRY IA CTCT053A.12 16/20 Room C105 1(A) 4(A) Term: S1 --- INTRO TO CARPENTRY IB CTCT053B.13 16/20 Room C105 1(A) 4(A) Term: S2	INTRO TO CARPENTRY IA CTCT053A.13 15/20 Room C105 2(A) 5(A) Term: S1 --- INTRO TO CARPENTRY IB CTCT053B.14 14/20 Room C105 2(A) 5(A) Term: S2	CARPENTRY IIA/IIB CTCT073.10 20/20 Room C105 3(A) 6(A) Term: S1 --- CARPENTRY IIA/IIB CTCT073.1010 19/20 Room C105 3(A) 6(A) Term: S2
SANTOS, DINA M (SAND9512: LA)	A	ENGLISH 12 LA401.123 30/30 Room E132 1(A) Term: S1 --- ENGLISH 12 LA401.1123 30/30 Room E132 1(A) Term: S2	ENGLISH 12 LA401.125 27/30 Room E132 2(A) Term: S1 --- ENGLISH 12 LA401.1125 31/30 Room E132 2(A) Term: S2		ENGLISH 12 LA401.130 27/30 Room E132 4(A) Term: S1 --- ENGLISH 12 LA401.1130 27/30 Room E132 4(A) Term: S2	ENGLISH 12 LA401.132 23/30 Room E132 5(A) Term: S1 --- ENGLISH 12 LA401.1132 24/30 Room E132 5(A) Term: S2	
SEVILLA, JOAN L.A. (SEVJ8566: MA)	A	TRIG/ANALYTICAL GEOMETRY HONORS MA301H.15 19/30 Room D121	TRIG/ANALYTICAL GEOMETRY HONORS MA301H.17 19/30 Room D121		TRIG/ANALYTICAL GEOMETRY MA301.15 29/30 Room D121 4(A)	ALGEBRA II MA203.7 21/30 Room D121 5(A) Term: S1	ALGEBRA II MA203.120 30/30 Room D121 6(A) Term: S1

		1(A) Term: S1 ---------- TRIG/ANALYTICAL GEOMETRY HONORS MA301H.1015 18/30 Room D121 1(A) Term: S2	2(A) Term: S1 ---------- TRIG/ANALYTICAL GEOMETRY HONORS MA301H.1017 17/30 Room D121 2(A) Term: S2		Term: S1 ---------- TRIG/ANALYTICAL GEOMETRY MA301.1015 28/30 Room D121 4(A) Term: S2	---------- ALGEBRA II MA203.1007 20/30 Room D121 5(A) Term: S2	---------- ALGEBRA II MA203.1120 30/30 Room D121 6(A) Term: S2
SGAMBELLURI, CHIARA R. (SGAC3305: EL)	A	THEATER PRODUCTION TH200.13 24/30 Room F10 1(A) Term: S1 ---------- THEATER PRODUCTION TH200.1013 28/30 Room F10 1(A) Term: S2	THEATER PRODUCTION TH200.15 26/30 Room F10 2(A) Term: S1 ---------- DRAMA LAE104.17 1/5 Room F10 2(A) Term: S1 ---------- THEATER PRODUCTION TH200.1015 23/30 Room F10 2(A) Term: S2 ---------- SPEECH LAE106.12 0/5 Room F10 2(A) Term: S2	THEATER PRODUCTION TH200.17 26/30 Room F10 3(A) Term: S1 ---------- DRAMA LAE104.16 0/30 Room F10 3(A) Term: S1 ---------- THEATER PRODUCTION TH200.1017 32/30 Room F10 3(A) Term: S2 ---------- SPEECH LAE106.11 0/5 Room F10 3(A) Term: S2		THEATER PRODUCTION TH200.19 19/30 Room F10 5(A) Term: S1 ---------- THEATER PRODUCTION TH200.1019 18/30 Room F10 5(A) Term: S2	THEATER PRODUCTION TH200.21 26/30 Room F10 6(A) Term: S1 ---------- THEATER PRODUCTION TH200.1021 31/30 Room F10 6(A) Term: S2
SIATONG, RACHE	A	ART I AR101.130 26/28 Room A117	ART I AR101.133 25/28 Room A117	ART I AR101.135 25/28 Room A117	ART I AR101.137 28/28 Room A117		ART I AR101.142 24/28 Room A117	

L P (SIAR8294: EL)		1(A) Term: S1 ---------- ART I AR101.1130 24/28 Room A117 1(A) Term: S2	2(A) Term: S1 ---------- ART I AR101.1133 27/28 Room A117 2(A) Term: S2	3(A) Term: S1 ---------- ART I AR101.1135 28/28 Room A117 3(A) Term: S2	4(A) Term: S1 ---------- ART I AR101.1137 29/28 Room A117 4(A) Term: S2			6(A) Term: S1 ---------- ART I AR101.1142 27/28 Room A117 6(A) Term: S2
TAIMANGLO, TRISTINE M (TAIT4333: PE)	A		FASHION CONSTRUCTION I CFS102.16 20/30 Room G6 2(A) Term: S1 ---------- FASHION CONSTRUCTION I CFS102.1016 17/30 Room G6 2(A) Term: S2	FASHION CONSTRUCTION I CFS102.18 30/30 Room G6 3(A) Term: S1 ---------- FASHION CONSTRUCTION I CFS102.1018 29/30 Room G6 3(A) Term: S2	FAMILY LIVING CFS104.24 26/30 Room G6 4(A) Term: S1 ---------- FAMILY LIVING CFS104.1024 25/30 Room G6 4(A) Term: S2	FAMILY LIVING CFS104.25 23/30 Room G6 5(A) Term: S1 ---------- FAMILY LIVING CFS104.1025 16/30 Room G6 5(A) Term: S2	FAMILY LIVING CFS104.26 25/30 Room G6 6(A) Term: S1 ---------- FAMILY LIVING CFS104.1026 24/30 Room G6 6(A) Term: S2
TERLAJE, THOMAS F (TERT4573: PE)	A	INTRO PHY FITNESS,SPORTS, RHYTHMS&LEISURE HPERD101.216 20/30 Room GYM4 1(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS, RHYTHMS&LEISURE HPERD101.1216 21/30 Room GYM4 1(A)	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.217 22/30 Room GYM4 2(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1217 21/30 Room GYM4 2(A)		INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.220 30/30 Room GYM4 4(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1220 30/30 Room GYM4 4(A)	INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.222 28/30 Room GYM4 5(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1222 30/30 Room GYM4 5(A)	

	Term: S2	Term: S2		Term: S2	Term: S2		
TINDUGAN, ALFREDO M. (TINA3664: FA)	BEGINNING CHORUS MU102.37 32/30 Room A119 1(A) Term: S1 ---------- BEGINNING CHORUS MU102.1037 32/30 Room A119 1(A) Term: S2	BEGINNING CHORUS MU102.44 39/30 Room A119 2(A) Term: S1 ---------- BEGINNING CHORUS MU102.1044 35/30 Room A119 2(A) Term: S2	BEGINNING CHORUS MU102.46 40/30 Room A119 3(A) Term: S1 ---------- BEGINNING CHORUS MU102.1046 41/30 Room A119 3(A) Term: S2		BEGINNING CHORUS MU102.48 37/30 Room A119 5(A) Term: S1 ---------- BEGINNING CHORUS MU102.1048 34/30 Room A119 5(A) Term: S2	SHOW CHOIR MU105.12 1/30 Room A119 6(A) Term: S1 ---------- HONORS SELECT CHORUS MU408H.6 40/15 Room A119 6(A) Term: S1 ---------- SHOW CHOIR MU105.1012 5/30 Room A119 6(A) Term: S2 ---------- HONORS SELECT CHORUS MU408H.7 41/10 Room A119 6(A) Term: S2	SHOW CHOIR MU105.14 144/20 Room A119 7(A) Term: S1 ---------- CONCERT CHOIR MU404.2 123/20 Room A119 7(A) Term: S1 ---------- SHOW CHOIR MU105.15 134/20 Room A119 7(A) Term: S2 ---------- CONCERT CHOIR MU404.3 130/20 Room A119 7(A) Term: S2
TOGAWA, TRICIA MAE C (CART3591: SC)		BIOLOGY I SC103.227 26/30 Room F8 2(A) Term: S1 ---------- BIOLOGY I	BIOLOGY I SC103.228 29/30 Room F8 3(A) Term: S1 ---------- BIOLOGY I	BIOLOGY I SC103.229 31/30 Room F8 4(A) Term: S1 ---------- BIOLOGY I	BIOLOGY I SC103.230 27/30 Room F8 5(A) Term: S1 ---------- BIOLOGY I	CHEMISTRY SC203.97 26/30 Room F8 6(A) Term: S1 ---------- CHEMISTRY	

			SC103.1227 26/30 Room F8 2(A) Term: S2	SC103.1228 30/30 Room F8 3(A) Term: S2	SC103.1229 30/30 Room F8 4(A) Term: S2	SC103.1230 31/30 Room F8 5(A) Term: S2	SC203.1097 25/30 Room F8 6(A) Term: S2	
TORRES A , SUSIE A. (TORS4743: SE)			SE BASIC LIFE SKILLS IV LSSS401.46 0/12 Room H5 2(A) Term: S1 --- SE BASIC LIFE SKILLS I LSSS101.52 0/5 Room H5 2(A) Term: S1 --- SE BASIC LIFE SKILLS IV LSSS401.1046 0/12 Room H5 2(A) Term: S2 --- SE BASIC LIFE SKILLS I LSSS101.64 0/5 Room H5 2(A) Term: S2 --- SE BASIC LIFE SKILLS III LSSS301.69 1/2 Room H5 2(A) Term: S2	SE BASIC LIFE SKILLS III LSSS301.47 2/12 Room H5 3(A) Term: S1 --- SE BASIC LIFE SKILLS I LSSS101.65 0/30 Room H5 3(A) Term: S1 --- SE BASIC LIFE SKILLS III LSSS301.1047 1/12 Room H5 3(A) Term: S2 --- SE BASIC LIFE SKILLS I LSSS101.66 0/3 Room H5 3(A) Term: S2	SE BASIC LIFE SKILLS II LSSS201.50 3/12 Room H5 4(A) Term: S1 --- SE BASIC LIFE SKILLS I LSSS101.69 1/3 Room H5 4(A) Term: S1 --- SE BASIC LIFE SKILLS II LSSS201.1050 3/12 Room H5 4(A) Term: S2 --- SE BASIC LIFE SKILLS I LSSS101.76 0/5 Room H5 4(A) Term: S2	SE BASIC LIFE SKILLS I LSSS101.50 2/12 Room H5 5(A) Term: S1 --- SE BASIC LIFE SKILLS I LSSS101.1050 2/12 Room H5 5(A) Term: S2	SE BASIC LIFE SKILLS IV LSSS401.48 4/12 Room H5 6(A) Term: S1 --- SE BASIC LIFE SKILLS I LSSS101.67 0/3 Room H5 6(A) Term: S1 --- SE BASIC LIFE SKILLS IV LSSS401.1048 4/12 Room H5 6(A) Term: S2 --- SE BASIC LIFE SKILLS I LSSS101.68 0/3 Room H5 6(A) Term: S2	
TRELTA A	INTRO PHY	INTRO PHY				INTERMEDIATE &	INTRO PHY	INTRAMUR

S, MELONIE Q. (QUIM1275: PE)	FITNESS,SPORTS, RHYTHMS&LEISURE HPERD101.210 25/30 Room GYM3 1(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS, RHYTHMS&LEISURE HPERD101.1210 24/30 Room GYM3 1(A) Term: S2	FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.212 23/30 Room GYM3 2(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1212 23/30 Room GYM3 2(A) Term: S2			ADVANCED SPORT HPERD201.30 19/30 Room GYM3 5(A) Term: S1 ---------- INTERMEDIATE & ADVANCED SPORT HPERD201.1030 18/30 Room GYM3 5(A) Term: S2	FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.214 19/30 Room GYM3 6(A) Term: S1 ---------- INTRO PHY FITNESS,SPORTS,RHYTHMS&LEISURE HPERD101.1214 19/30 Room GYM3 6(A) Term: S2	AL PLANNING HPERD300.12 16/20 Room GYM3 7(A) Term: S1 ---------- INTRAMURAL PLANNING HPERD300.1012 19/20 Room GYM3 7(A) Term: S2
TURNER, ERNESTE A (TURE1059: ROTC)	ROTC 101 MARINE CORP RC101MC.12 10/15 Room D101 1(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.38 4/5 Room D101 1(A) Term: S1 ---------- ROTC 401 MARINE CORP RC401MC.41 1/5 Room D101 1(A) Term: S1 ----------	ROTC 201 MARINE CORP RC201MC.12 12/15 Room D101 2(A) Term: S1 ---------- ROTC 101 MARINE CORP RC101MC.20 6/15 Room D101 2(A) Term: S1 ---------- ROTC 401 MARINE CORP RC401MC.43 1/5 Room D101 2(A) Term: S1 ---------- ROTC 201 MARINE	ROTC 101 MARINE CORP RC101MC.13 10/15 Room D101 3(A) Term: S1 ---------- ROTC 401 MARINE CORP RC401MC.45 0/5 Room D101 3(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.13 7/15 Room D101 3(A) Term: S1 ---------- ROTC 201 MARINE	ROTC 101 MARINE CORP RC101MC.22 11/15 Room D101 4(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.11 4/15 Room D101 4(A) Term: S1 ---------- ROTC 401 MARINE CORP RC401MC.47 3/5 Room D101 4(A) Term: S1 ---------- ROTC 301 MARINE	ROTC 401 MARINE CORP RC401MC.49 0/5 Room D101 5(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.18 5/15 Room D101 5(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.32 3/5 Room D101 5(A) Term: S1 ---------- ROTC 101 MARINE	

	ROTC 301 MARINE CORP RC301MC.7 5/15 Room D101 1(A) Term: S1 ---------- ROTC 401 MARINE CORP RC401MC.42 0/5 Room D101 1(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1012 10/15 Room D101 1(A) Term: S2 ---------- ROTC 301 MARINE CORP RC301MC.1007 5/15 Room D101 1(A) Term: S2 ---------- ROTC 201 MARINE CORP RC201MC.39 4/5 Room D101 1(A) Term: S2	CORP RC201MC.1012 10/15 Room D101 2(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1020 6/15 Room D101 2(A) Term: S2 ---------- ROTC 401 MARINE CORP RC401MC.44 1/5 Room D101 2(A) Term: S2	CORP RC201MC.16 8/15 Room D101 3(A) Term: S1 ---------- ROTC 101 MARINE CORP RC101MC.1013 9/15 Room D101 3(A) Term: S2 ---------- ROTC 401 MARINE CORP RC401MC.46 0/5 Room D101 3(A) Term: S2 ---------- ROTC 201 MARINE CORP RC201MC.1016 6/15 Room D101 3(A) Term: S2 ---------- ROTC 301 MARINE CORP RC301MC.1013 4/15 Room D101 3(A) Term: S2	CORP RC301MC.1011 6/15 Room D101 4(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1022 10/15 Room D101 4(A) Term: S2 ---------- ROTC 401 MARINE CORP RC401MC.48 2/5 Room D101 4(A) Term: S2	CORP RC101MC.24 7/15 Room D101 5(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.1018 4/15 Room D101 5(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1024 7/15 Room D101 5(A) Term: S2 ---------- ROTC 301 MARINE CORP RC301MC.33 3/5 Room D101 5(A) Term: S2 ---------- ROTC 401 MARINE CORP RC401MC.50 0/5 Room D101 5(A) Term: S2
VACANT, TEACH 14 OHS	A	ROTC 201 MARINE CORP RC201MC.20 6/15 Room D102	ROTC 101 MARINE CORP RC101MC.21 3/10 Room D102	ROTC 101 MARINE CORP RC101MC.28 9/15 Room D102	ROTC 101 MARINE CORP RC101MC.23 2/10 Room D102			ROTC 101 MARINE CORP RC101MC.30 5/15 Room D102

(VAC_T 14OHS: ROTC)	1(A) Term: S1 ---------- ROTC 101 MARINE CORP RC101MC.26 3/15 Room D102 1(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.1020 5/15 Room D102 1(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1026 3/15 Room D102 1(A) Term: S2	2(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.22 4/15 Room D102 2(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.15 6/15 Room D102 2(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.1015 7/15 Room D102 2(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1021 3/10 Room D102 2(A) Term: S2 ---------- ROTC 201 MARINE CORP RC201MC.1022 3/15 Room D102 2(A) Term: S2	3(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.24 10/15 Room D102 3(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.1024 9/15 Room D102 3(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1028 8/15 Room D102 3(A) Term: S2	4(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.26 1/5 Room D102 4(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.17 2/15 Room D102 4(A) Term: S1 ---------- ROTC 201 MARINE CORP RC201MC.1026 2/5 Room D102 4(A) Term: S2 ---------- ROTC 301 MARINE CORP RC301MC.1017 2/15 Room D102 4(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1023 2/10 Room D102 4(A) Term: S2		6(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.19 8/15 Room D102 6(A) Term: S1 ---------- ROTC 301 MARINE CORP RC301MC.1019 7/15 Room D102 6(A) Term: S2 ---------- ROTC 101 MARINE CORP RC101MC.1030 5/15 Room D102 6(A) Term: S2
WEST, A DIANNE HOPE T.	BIOLOGY I SC103.175 27/30 Room F2		BIOLOGY I SC103.179 32/30 Room F2	BIOLOGY I SC103.178 27/30 Room F2	BIOLOGY I SC103.185 26/30 Room F2	PHYSICS SC302.14 25/30 Room F2

(WESD3 210: SC)		1(A) Term: S1 ---------- BIOLOGY I SC103.1175 29/30 Room F2 1(A) Term: S2		3(A) Term: S1 ---------- BIOLOGY I SC103.1179 31/30 Room F2 3(A) Term: S2	4(A) Term: S1 ---------- BIOLOGY I SC103.1178 29/30 Room F2 4(A) Term: S2	5(A) Term: S1 ---------- BIOLOGY I SC103.1185 27/30 Room F2 5(A) Term: S2	6(A) Term: S1 ---------- PHYSICS SC302.1014 17/30 Room F2 6(A) Term: S2
ZAMOR A, MYLA T. (ZAMM 2351: MA)	A	PRE-ALGEBRA MA104.175 22/30 Room H11 1(A) Term: S1 ---------- PRE-ALGEBRA MA104.1175 21/30 Room H11 1(A) Term: S2	PRE-ALGEBRA MA104.177 19/30 Room H11 2(A) Term: S1 ---------- PRE-ALGEBRA MA104.1177 19/30 Room H11 2(A) Term: S2	ALGEBRA I MA201.145 31/30 Room H11 3(A) Term: S1 ---------- ALGEBRA I MA201.1145 31/30 Room H11 3(A) Term: S2	PRE-ALGEBRA MA104.181 21/30 Room H11 4(A) Term: S1 ---------- PRE-ALGEBRA MA104.1181 23/30 Room H11 4(A) Term: S2		PRE-ALGEBRA MA104.144 16/30 Room H11 6(A) Term: S1 ---------- PRE-ALGEBRA MA104.1144 18/30 Room H11 6(A) Term: S2
ZAPAN TA, JOHNM YRE T (ZAPJ71 19: PE)	A	HEALTH EDUCATION HE201.229 30/30 Room G12 1(A) Term: S1 ---------- HEALTH EDUCATION HE201.1229 30/30 Room G12 1(A) Term: S2		HEALTH EDUCATION HE201.235 28/30 Room G12 3(A) Term: S1 ---------- HEALTH EDUCATION HE201.1235 30/30 Room G12 3(A) Term: S2	HEALTH EDUCATION HE201.245 27/30 Room G12 4(A) Term: S1 ---------- HEALTH EDUCATION HE201.1245 28/30 Room G12 4(A) Term: S2	HEALTH EDUCATION HE201.247 25/30 Room G12 5(A) Term: S1 ---------- HEALTH EDUCATION HE201.1247 29/30 Room G12 5(A) Term: S2	HEALTH EDUCATION HE201.249 23/30 Room G12 6(A) Term: S1 ---------- HEALTH EDUCATION HE201.1249 23/30 Room G12 6(A) Term: S2

FOOTBALL FIELD (STAGE AREA 1)

LEGEND		Pull Station		Fire Extinguishers	
	ADULT R/R	Short E	1	Short E	3
	STORAGES	Long E	2	Long E	3
	MAIN OFFICE	Short D	1	Short D	3
	OFFICES	Long D	2	Long D	3
	CAFE/COMMON AREAS	C-Wing	1	C-Wing	4
	LOUNGE	B-Wing	2	B-Wing	4
	SCIENCE ROOMS	GYM	4	GYM	3
	SCC ROOMS	Main Office	1	Main Office	2
	DC/PROMETHEON ROOM	Main Café	1	Main Café	3
	BOYS/GIRLS RESTROOM	A-Wing	2	A-Wing	5
	Locker Rooms	H-WING	1	H-WING	4
	Fire Extinguisher	ANNEX MAIN	3	ANNEX MAIN	3
	Pull Out Stations	Annex Café	4	Annex Café	5
		G-WING	1	G-WING	3
		F-WING	3	F-WING	12