



# **OKKODO HIGH SCHOOL PROGRESS REPORT**

501 Mariner Avenue  
Barrigada, Guam 96921

Guam Department of Education

School Year 2020-2021

Accrediting Commission for Schools  
Western Association of Schools and Colleges

# 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 21<sup>st</sup> century.*

# GUAM EDUCATION BOARD

Mark Mendiola, Chairman  
Dr. Mary Okada, Vice Chairman  
Peter Alexxis Ada, Member  
Felicitas B. Angel, Member  
Lourdes M. Benavente, Member  
Karlyn RCG Borja, Member  
Robert Crisostomo, Member  
Maria A. Guterrez, Member  
Dr. Ronald L. McNinch, Member

## **(Non-Voting (Ex-Officio) Members**

Timothy Fedenko  
Guam Federation of Teachers Representative

The Honorable Melissa B. Savares  
Mayors Council of Guam Representative

Elyssa Cuevas  
IBOGS SY20-21 Representative

Jon J. P. Fernandez  
Superintendent of Education and Board Executive Secretary

# COMMUNITY LEADERS

Mayor Melissa B. Savares, Municipality of Dededo  
Vice Mayor Peter John S. Benavente, Municipality of Dededo

# GUAM DEPARTMENT OF EDUCATION

Jon J.P. Fernandez, GDOE Superintendent

## **DEPUTY SUPERINTENDENTS**

Joseph L.M. Sanchez, Deputy Superintendent of Curriculum and Instruction  
Dr. Zenaida Asuncion-Nace, Deputy Superintendent of Finance and Administrative Services  
Erika Cruz, Deputy Superintendent of  
Assessment and Accountability and Educational Support and Community Learning

## **DIVISION HEADS**

Rufina F. Mendiola, Administrator, Chamorro Studies  
Jon Quidachay, Manager, Facilities and Maintenance  
Igancio C. Santos, Administrator, Federal Programs Division  
Vincent Dela Cruz, Data Processing Manager, Financial, Student and Administrative Information  
System  
Anthony Sean Monforte, Administrator, Food and Nutrition Services  
Catherine M. Schroeder, Director, Head Start Program  
Leilani M. Keone, Administrator, Human Resources  
Franklin J.T. Cooper-Nurse, Chief Auditor, Internal Auditor Office  
Jesse Nasis, Legal Counsel  
Jacqueline Sanchez, Chief Payroll Officer, Payroll Division  
Dr. Zenaida N. Natividad, Administrator, Research, Planning, and Evaluation  
Yolanda S. Gabriel, Assistant Superintendent, Special Education  
Christopher Anderson, Administrator, Student Support Services Division  
Carmen Charfauros, Administrator, Supply Management Division

# OKKODO HIGH SCHOOL LEADERSHIP TEAM

## **ADMINISTRATORS**

Rita L. Flores, Principal  
Melissa Flores, Assistant Principal  
Ulric Mark, Assistant Principal  
Emily Meno, Assistant Principal  
Sarah Valencia, Assistant Principal  
Robert Garrido, Administrative Officer

## **DEPARTMENT CHAIRMEN**

Helen Addie, Science  
Joseph Chargualaf, English Language Arts  
Roland Eisel and Carlito Saber, MCJROTC  
Virginia Fejeran, Support Staff  
Clint Gianchand, Fine Arts, Business, World Language  
Therese Iglesias, Social Studies  
Helena Juralbal, Librarian  
Kennylyn Miranda, Guam Community College Programs  
Judy Naz, Mathematics  
Gabriel Posadas, Counseling  
Vicky Sablan, Special Programs  
Tom Terlaje, P.E./Health/CFS

## **ACCREDITATION LEADERSHIP TEAM**

### **Organization for Student Learning**

Brenda Abad and Jessica Kadiasang

### **Curriculum**

Helena Juralbal and Vann Libranda

### **Instruction**

Chuck Acosta and Kenneth Reyes

### **Assessment**

Judy Naz

### **School Climate and Support for Student Personal and Academic Growth**

Gene Dydasco and Sahlee Felisan

### **Parent Representative**

Andrina Palomo

### **Student Representatives**

Alvin Bacani  
Marshelly Borja  
Angelo Calingo  
Arden Crame  
Christine Elayda  
Nicole T. Guerrero  
Jadrian Juico  
Jerold Manansala  
Zekiya Mapilisan  
Jonathan Silvestre  
Nathan Vela

## **PROFILE COMMITTEE**

Lauren Agar  
Sahlee Felisan  
Ann Marie Flores  
Judy Naz  
Annie Palomares  
Gabriel Posadas  
Jennifer San Nicolas

## **PARENT-TEACHER-STUDENT ASSOCIATION**

Elizabeth Amaguin, President  
Brenda Manzana, Vice President  
Clarissa Patague, Secretary  
Mary Ann Bulala, Treasurer  
Amada Manzana, Public Relations Officer  
Maria Apuron, Sergeant-at-Arms  
Sarah Valencia, Administrative Advisor

## **STUDENT BODY ASSOCIATION**

President: Nicole G. Guerrero  
Vice President: Nathan Vela  
Secretary: Alvin Bacani  
Assistant Secretary: Christine Elayda  
Treasurer: Jerold Manansala

Assistant Treasurer: Angelo Calingo  
Public Relations Officer: Arden Crame  
IBOGS Representative: Marshelly Borja  
IBOGS Representative: Jadrian Juico

### **SY 2020-2021 Class Council Executive Officers**

#### Class of 2021

President: Alexis Edrosa  
Vice President: Khallia Fernandez  
Secretary: Genesis Aquino  
Treasurer: Aron Marquez  
Public Relations Officer: Ricamae Lagman  
Historian: Michelle Kalgren  
Sergeant at Arms: Albin Tinoso  
Parliamentarian: Shakira De Mesa

#### Class of 2022

President: Gerome Asuncion  
Vice President: Jessica Muyco  
Secretary: Kheila Lacson  
Assistant Secretary: Zekiya Mapilisan  
Treasurer: Nicholette Duenas  
Public Relations Officer: Andrea Carranza  
Historian: Trisha Rogers  
Sergeant at Arms: Nick Jr. Sablan  
Parliamentarian: Raven De Leon

#### Class of 2023

President: Amara Tyquiengco  
Vice President: Kaydence Cruz-Chargualaf  
Secretary: Maria Isabel Santos  
Treasurer: Keala Cruz  
Public Relations Officer: Maria Rosselle Ocampo  
Historian: Nicole Bernardo

#### Class of 2024

President: Briseis Oneitam  
Vice President: Ella Faye Escano  
Secretary: Leah Guiking  
Treasurer: Markel Fernando  
PRO: Ayva Claire Tamayo  
Sergeant At Arms: Shantelle Cortez  
Parliamentarian: Sillynn Joy Canlas

OHS FACULTY SY 2020-2021

<b>ELA (12)</b>	<b>MATH (11)</b>	<b>SCIENCE (11)</b>
Barlongo, Marlene	Berrer, Kai Lona	Addie, Helen
Chargualaf, Joseph	Caguin, Katherine	Aquino, Daniel
Esteban, Charlotte	Chargualaf, Emmeline	Borja, Vincent
Estoy, Ruel	Escano, Marieta	Camaya, Marlyn
Kadiasang, Jessica	Jimenez, Erna	Mattson, Virginia
Macaluso, David	Masangkay, Jacqueline	Nucum, Geraldine
Mad, Arleen	Naz, Judy	Roldan, John
Marbibi, Dina	Ngiramolau, Marcelina	Rondilla, Gregoria
Mercado, David Jr.	Reyes, Jim	San Nicolas, John
Mortes, Krischelle	Sevilla, Joan	Togawa, Tricia
Palomo, Andrina	Zamora, Myla	West, Dianne
Quintanilla, Joycelyn		
<b>SOCIAL STUDIES (14)</b>	<b>PE/HEALTH/CFS (10)</b>	<b>GCC INSTRUCTORS (7)</b>
Abad, Brenda	Camaya, John	Aguilar, Norman ( <i>LMP</i> )
Acosta, Charles	Carlos, Denise	Santos, Dave ( <i>Carpentry</i> )
Cabe, Jenice	Chargualaf, Leilani	Lawcock, Danilo ( <i>Automotive</i> )
Caguin, Robert	Cruz, Kevin	Manzana, Amada ( <i>Marketing</i> )
Concepcion, Andrew	Esperon, Chona	Marfega, Ronald ( <i>Electronics</i> )
Dydasco, Gene	Hidalgo, Roderick	Miranda, Kennylyn ( <i>ProStart</i> )
Fejeran, Laurenz	Mailloux, Christian	Vacant: GCC Counselor
Iglesias, Therese	Reyes, Lynn	
Jones, Kirstine	Terlaje, Thomas	<b>GUIDANCE COUNSELOR (5)</b>
Libranda, Vann	Treltas, Melonie	Agar, Lauren
Manibusan, Jerome		Felisan, Sahlee
Peters, Julie	<b>CHAMORRO (3)</b>	Palomares, Annie
Quintanilla, Nichole	Aguon, Marciana	Posadas, Gabriel
	Blanco, Francisca	San Nicolas, Jennifer
<b>WORLD LANGUAGE</b>	Sablan, Gregorio	
Paciente, Ceria		<b>FINE ARTS (4)</b>
<b>BUSINESS</b>	<b>MCJROTC (2)</b>	Dennis, Auston
Gianchand, Clint	Eisel, Roland	Pangelinan, Jessica
<b>LIBRARIAN</b>	Saber, Carlito	Siatong, Rachel
Juralbal, Helena	<b>CRT (2)</b>	Tindugan, Alfredo
<b>SCHOOL HEALTH COUNSELOR</b>	Gombar, Christopher	
Estremadura, Kathleen	Reyes, Kenneth	<b>SPECIAL EDUCATION (4)</b>
<b>ESL COORDINATOR</b>	<b>ESL (3)</b>	Calugay, Angel
Sablan, Vicky	Cruz, Donna	Flores, Tamara
<b>TRANSITION TEACHER</b>	Pangelinan-Mack, Krista	Leon Guerrero, Florence
Erickson, Anna	San Agustin, Roseanna	Torres, Susie

OHS SUPPORT STAFF SY 2020-2021

<b>ADMINISTRATORS (5)</b>	<b>MAIN OFFICE (6)</b>	<b>TEACHER ASSISTANTS (4)</b>
Flores, Rita ( <i>Principal</i> )	Garrido, Robert	Borbon, Emmalyn
Flores, Melissa ( <i>Assistant</i> )	Flores, Ann Marie	Rosario, Beatrice
Meno, Emily ( <i>Assistant</i> )	Crisostomo, Therese	San Nicolas, Simon
Ulric, Mark ( <i>Assistant</i> )	San Nicolas, Anita	Weger, Deanna
Valencia, Sarah ( <i>Assistant</i> )	San Nicolas, Valerie	
	Martinez, Chasidy	
<b>SCHOOL AIDES (13)</b>	<b>ONE-TO-ONE AIDES (19)</b>	<b>CAFETERIA STAFF (15)</b>
Blas, Frank	Benavente, Nicolas	Bamba, Florence
Cepeda, Margaret	Borbon, Venefredo	Benavente, Angie
Fejeran, Virginia	Busa Linda	Camacho-Gacgacao, Maria
Franquez, Richard	Cruz, Lydia	Cepeda, Stephanie
Jackson, Irene	Cruz, Shermane	Cruz, Edward
Munoz, Rhandy	Guerrero, Tiarah	Diaz, Susan
Pocaigne, Leilani	Hall, Ashley	Duenas, Anita
Quenga, Clarice	Lumbo, Andrew	Duenas, Lillian
Ragadio, Lorna	Pillias, Loschang	Negeskebei, Joshua
Sablan, Roschelle	Pingul, Arlene	Perez, Shanna
San Nicolas, Peter	Ramirez, Ren	Puello De Price, Maria
Santos, Scott	Reyes, Eugene	Quinata, Julia
VACANT	Rufes, Regina	San Nicolas, Paul
	Ulanday, Clifford	Teubert, Wilhermina
<b>ON-CALL SUBSTITUTES (2)</b>	Yanfag, Jessica	VACANT
Acosta, Victoria	VACANT	
Erickson, Ana	VACANT	
	VACANT	
	VACANT	

## I: Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
  - An updated summary with implications of the data and identified student learner needs.

➔ Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.

Okkodo High School (OHS) is a fairly new school; it opened in August of 2008. The school serves approximately 1,700 students in the northern village of Dededo. The attendance boundaries include several low-income areas, parts of Guam's industrial zone, and a few middle to high-income neighborhoods.

OHS offers several rigorous Honors and Advanced Placement courses for students preparing for four-year degrees. To prepare students for the workforce, OHS collaborates with the local community college to offer courses in career technical fields. 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.

The school offers a tremendous amount of support for students' personal and academic needs. 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.

OHS also provides support for students under the Special Education and English as a Second Language (ESL) programs. About seven percent (7%) of the school's population qualifies for special education services and an average of sixty-two (62%) percent of the school's population hears or speaks a language other than English at home. The district provides supplemental services for these federally funded education programs under the assistance of the Guam Department of Education Division of Special Education and the *ISLA Ayudante* Program.

The three dominant ethnicities at OHS 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.

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.

OHS 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 co-curricular activities for students.

**GDOE Vision Statement:**

The Guam Department of Education's (GDOE) vision for all public schools is to prepare "all students to be responsible, respectful, and ready for life". OHS's mission and school learner outcomes support this same vision.

**OHS School Mission Statement:**

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.

GDOE's vision and the school's mission and learner outcomes reflect the learning needs of OHS students and the expectations of the school and the community. 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 their post-secondary education or in their respective careers as twenty-first century adults.

**Schoolwide Learner Outcomes (SLOs):**

The schoolwide learner outcomes encourage students to be self-directed learners by taking responsibility for their academic success. They help students build social skills needed for life in a multicultural world. They prepare students to function in a technologically literate society and be proactive in respecting the environment.

This school year, 2020-2021, OHS decided to add a fifth SLO, a health and wellness SLO. OHS stakeholders decided there was a need to address students' mental, social, and emotional needs during these changing times and thereby began the process of gathering input from stakeholders. The fifth SLO is Exercise Total Wellness: Social-Emotional, Mental, and Physical.

OHS SLOs and examples are announced daily through the school's intercom and at the start of school events and meetings. The SLOs are also addressed in teacher lesson plans, field trip objectives, and service learning projects in an effort to help students achieve the outcomes. Students are able to demonstrate the SLOs through (but are not limited to) the following:

**Effectively Communicate with Others:** Students demonstrate this learner outcome when they write English proficiently and successfully exchange information through reading, writing, and listening skills, use nonverbal techniques to communicate accurately with others, and are aware of other communication platforms such as the use of technology. The school encourages students to use technology to enhance communication skills.

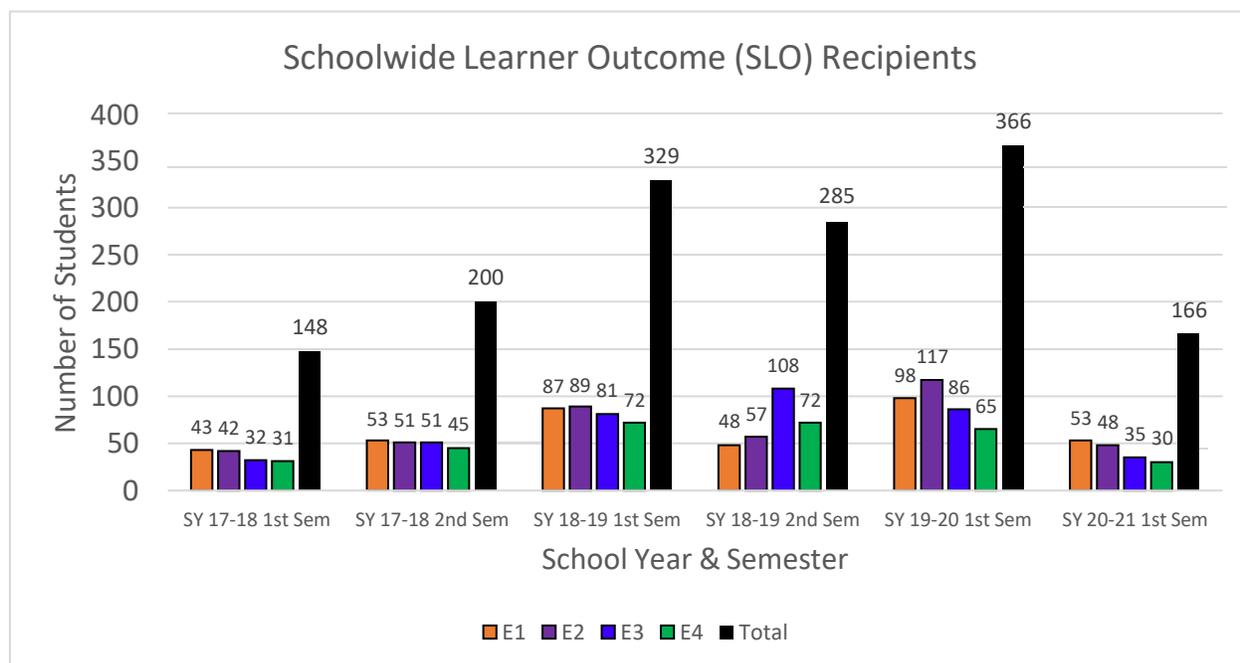
**Excellence in Academics:** Students demonstrate this learner outcome when they pass all their classes through hard work and initiative, take advantage of academic opportunities, solve problems using critical and creative thinking skills, and be independent learners.

**Embrace Cultural Diversity:** Students demonstrate this learner outcome when they interact with culturally diverse groups, respect cultural differences, seek opportunities to learn about other cultures, and interpret cultural experiences from more than one world view.

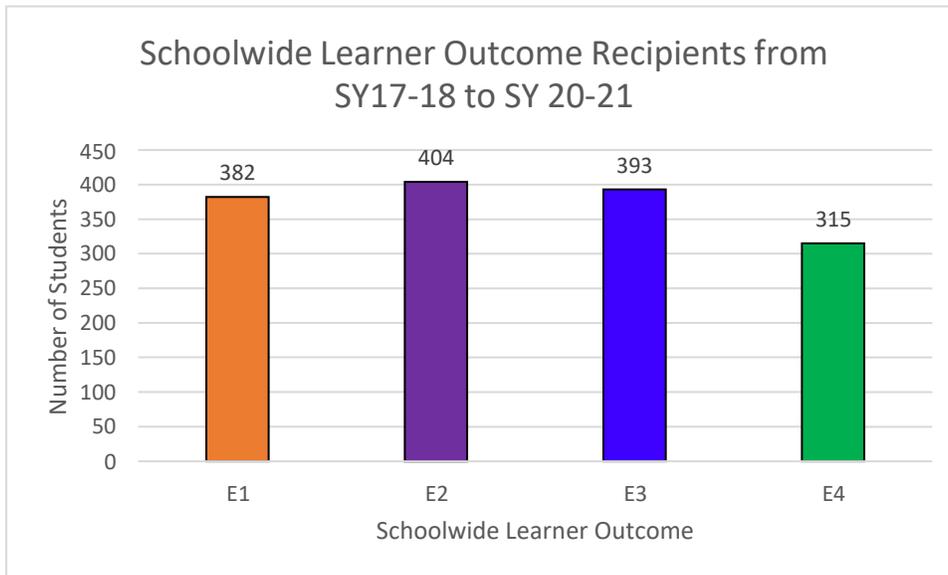
**Environmentally Respectful:** Students demonstrate this learner outcome when they participate in recycling efforts, join or initiate beautification projects, donate time or talent to community needs, and get involved in social and political issues.

**Exercise Total Wellness – Social-Emotional, Mental, and Physical:** Indicators for this SLO are currently in development.

Every semester, the school identifies and celebrates students who successfully achieve the SLOs. Using the SLO rubric, teachers select one student per SLO who has demonstrated the school learner outcome. These students are recognized at a schoolwide assembly, given certificates and incentives, and are celebrated in the presence of their peers, faculty, and staff. In SY 20-21, OHS had its first virtual SLO ceremony in January.

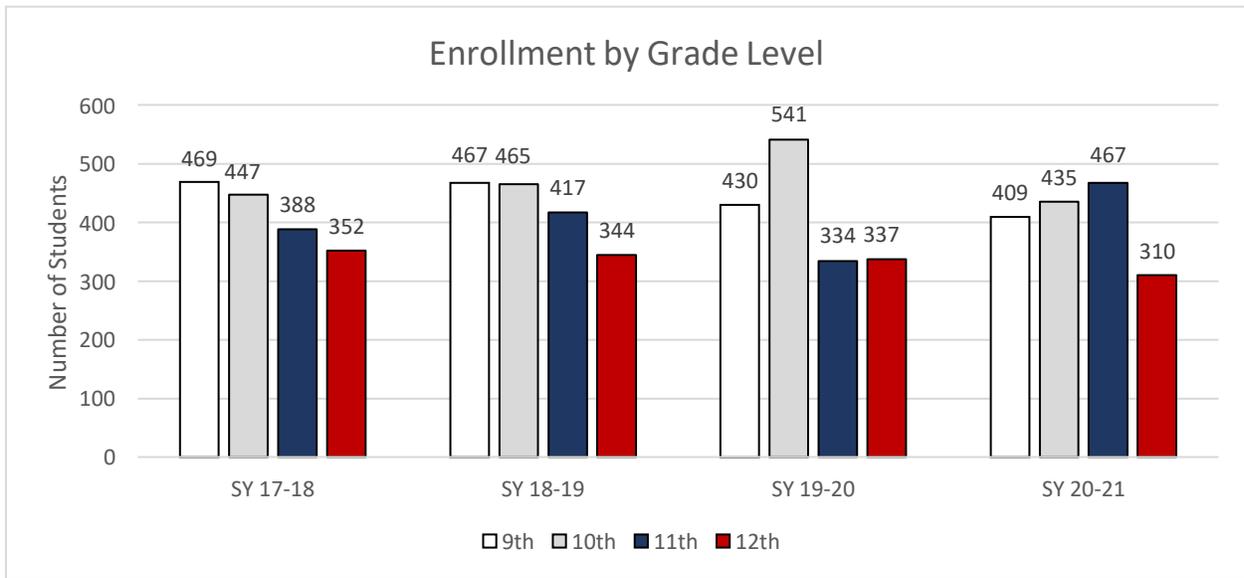
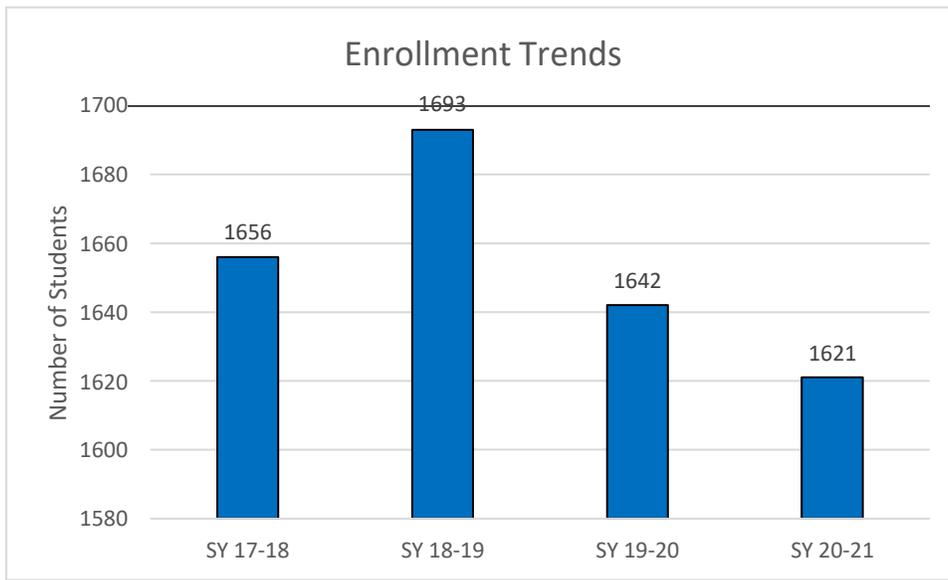


Schoolwide Learner Outcomes (SLO) Recipients								
	SY 17-18		SY 18-19		SY 19-2		SY 20-21	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
E1: Effectively Communicate with Others	43	53	87	48	98	Cancelled Due to Pandemic	(Virtual) 53	
E2: Excellence in Academics	42	51	89	57	117		48	
E3: Embrace Cultural Diversity	32	51	81	108	86		35	
E4: Environmentally Respectful	31	45	72	72	65		30	
Total SLO Recipients	148	200	329	285	366	0	166	



Since the visit, the number of SLO recipients increased. In SY 17-18 and SY 20-21, majority of the SLO recipients were awarded the *Effectively Communicate with Others* certificate. In SY 18-19, majority received the *Embrace Cultural Diversity* certificate, and in SY 19-20, a majority received the *Excellence in Academics* certificate. Since the visit, the highest number of SLO awardees were *Excellence in Academics* (404), followed by *Embrace Cultural Diversity* (393), *Effectively Communicate with Others* (382), and *Environmentally Respectful* (315). These numbers indicate that OHS students are excelling in not just one particular SLO, but all of them.

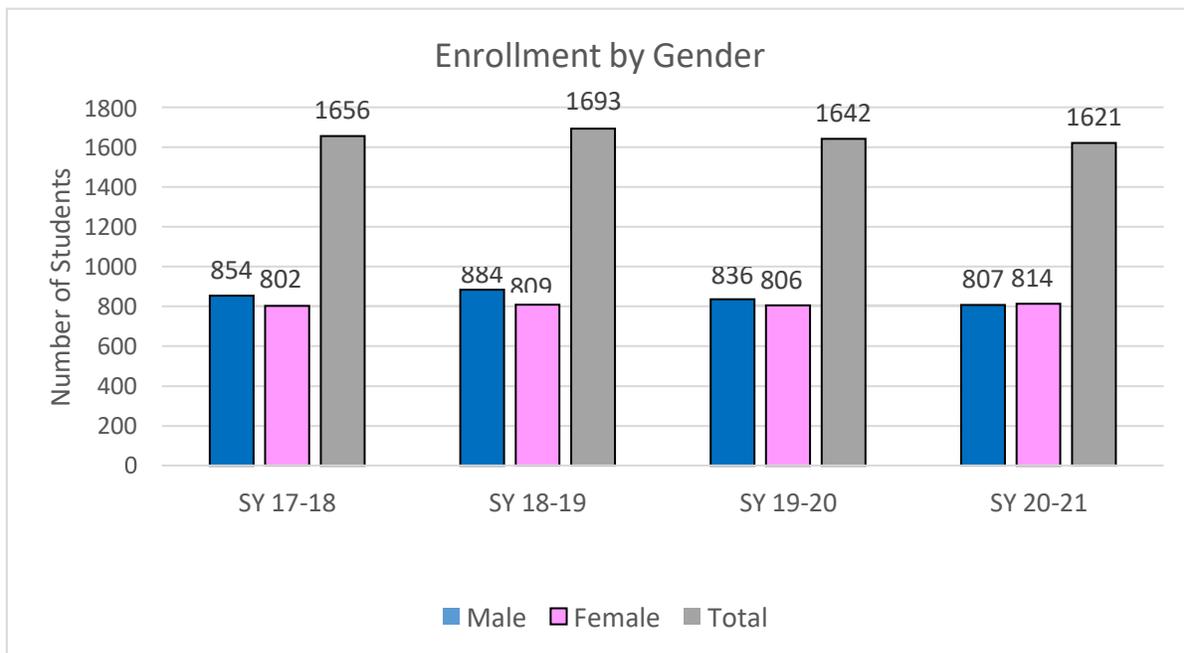
**Enrollment Trends:**



Student Enrollment (as of 9/30)				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21
9 <sup>th</sup>	469	467	430	409
10 <sup>th</sup>	447	465	541	435
11 <sup>th</sup>	388	417	334	467
12 <sup>th</sup>	352	344	337	310
<b>Total</b>	<b>1,656</b>	1,693	1,642	1,621

In the last three years, the school population has averaged between 1,600-1,700 students. Enrollment trends show a slight increase from SY17-18, then a decline in enrollment since then. The number of incoming freshmen and seniors has been steadily decreasing each year, while the number of sophomores and juniors has been fluctuating since SY 17-18.

Typically, the freshman class has the largest population. The current seniors Class of 20-21 started with four hundred sixty-nine (469) freshmen in SY 17-18. To date, the cohort is three hundred ten (310) students. The freshmen cohort in SY 17-18 dwindled by 34-percent or 134 students by senior year (SY 20-21). General factors that contribute to this decline include students transferring to other schools, moving off-island, or not meeting graduation requirements on time.

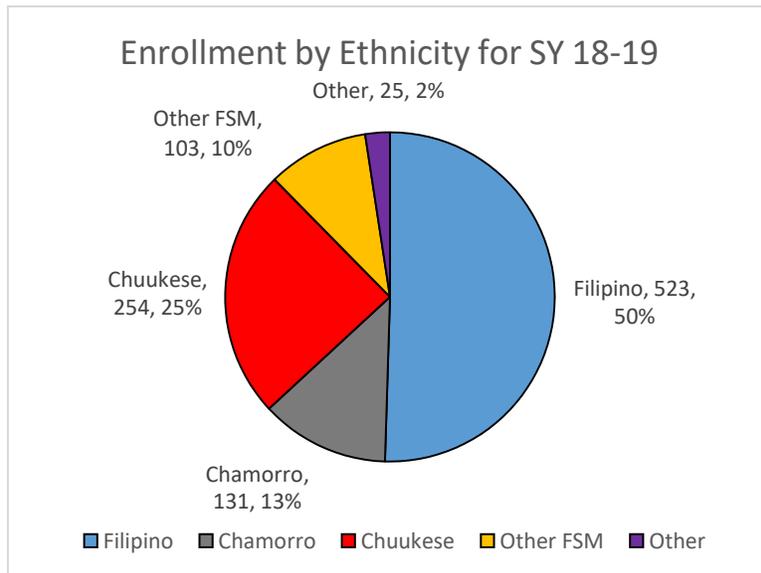
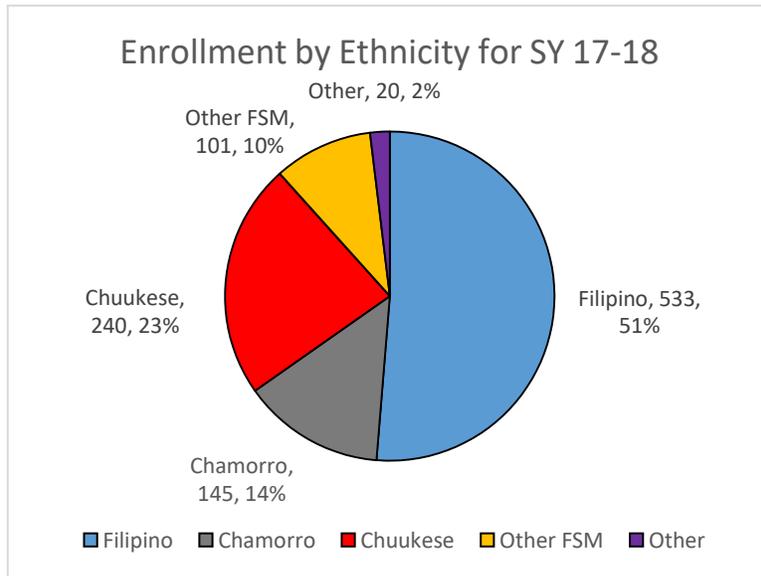


	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Male	854	884	836	807
Female	802	809	806	814
Total Enrollment	1,656	1,693	1,642	1,621

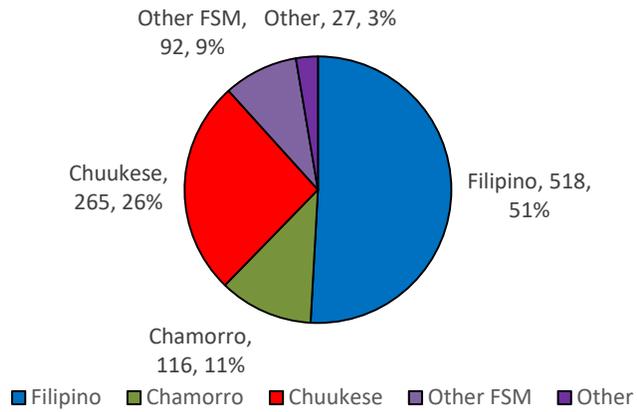
From SY 17-18 to SY 19-20 the number of male students was slightly higher than the number of female students. In SY 20-21, the number of female students slightly outnumbered the number of male students.

**Student Population:**

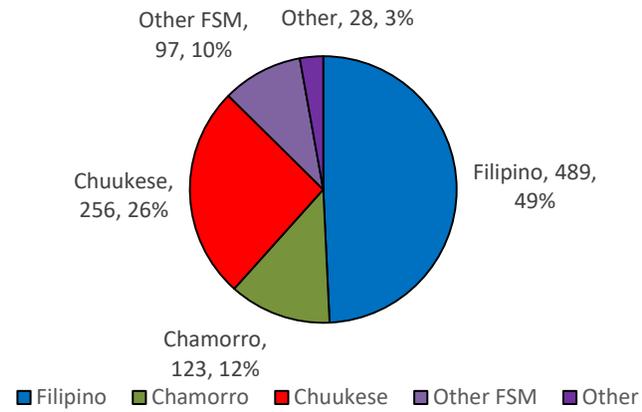
OHS has a diverse student population consisting of the indigenous Chamorros, students from the Philippines, and students from various islands of Micronesia. More than half of the student population, sixty-two percent (62%), speak or hear a language other than English at home.



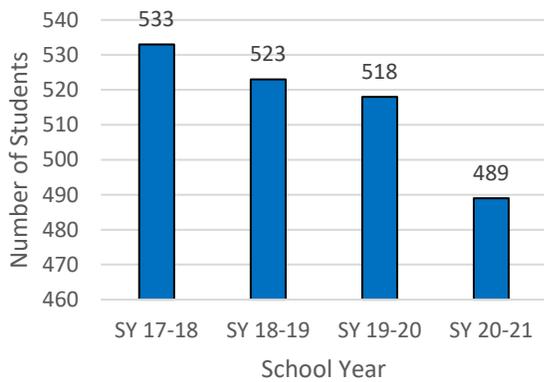
### Enrollment by Ethnicity for SY 19-20



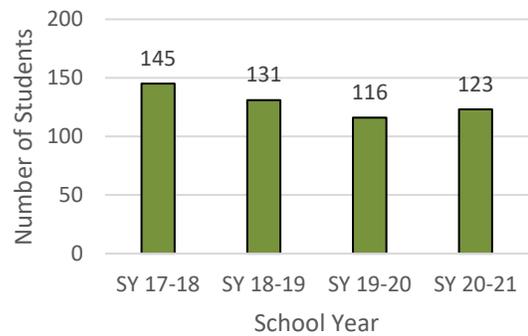
### Enrollment by Ethnicity for SY 20-21

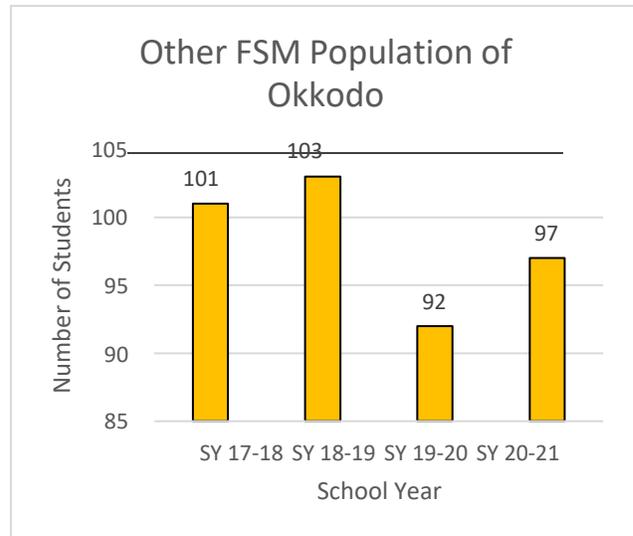
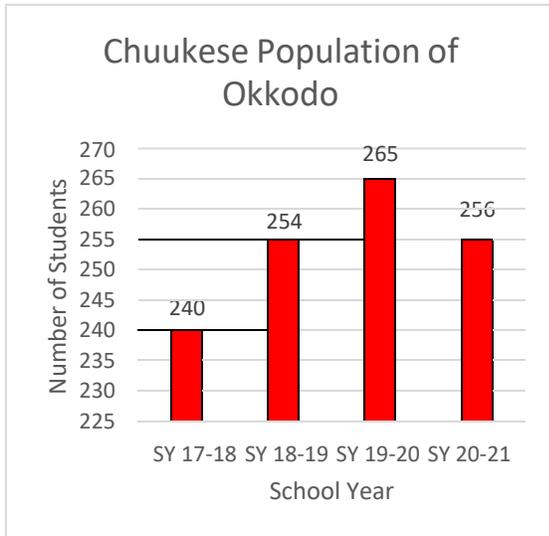


### Filipino Population of Okkodo



### Chamorro Population of Okkodo





Enrollment by Ethnicity (as of September 30)								
	SY 17-18		SY 18-19		SY 19-20		SY 20-21	
Filipino	32%	533	31%	523	32%	518	30%	489
Chuukese	15%	240	15%	254	16%	265	16%	256
Other FSM (Marshall, Palau, Pohnpei, Kosrae, Yap)	6%	101	6%	103	6%	92	6%	97
Chamorro	9%	145	8%	131	7%	116	8%	123
Other	1%	20	2%	25	1%	27	2%	28
Total Student Population	1,656		1,693		1,642		1,621	

The top three ethnicities at OHS for SY 20-21 are: Filipino - 30-percent, Chuukese – 16-percent, and Chamorros – 8-percent. The Federated States of Micronesia (FSM) is comprised of the islands Chuuk, Pohnpei, Kosrae, and Yap. Based on SY 20-21 student enrollment numbers, three hundred fifty-three (353) students identify with these islands. Together, this brings the FSM student population to twenty-two percent (22%).

There has been no change with the top three predominant student ethnicities in the past three years. However, there was a slight decline in the Filipino and Chamorro student populations since SY 17-18. Students of Filipino descent make up the largest ethnic group. Chuukese make up the second largest group. The third largest group is the Chamorro population, the indigenous inhabitants of Guam.

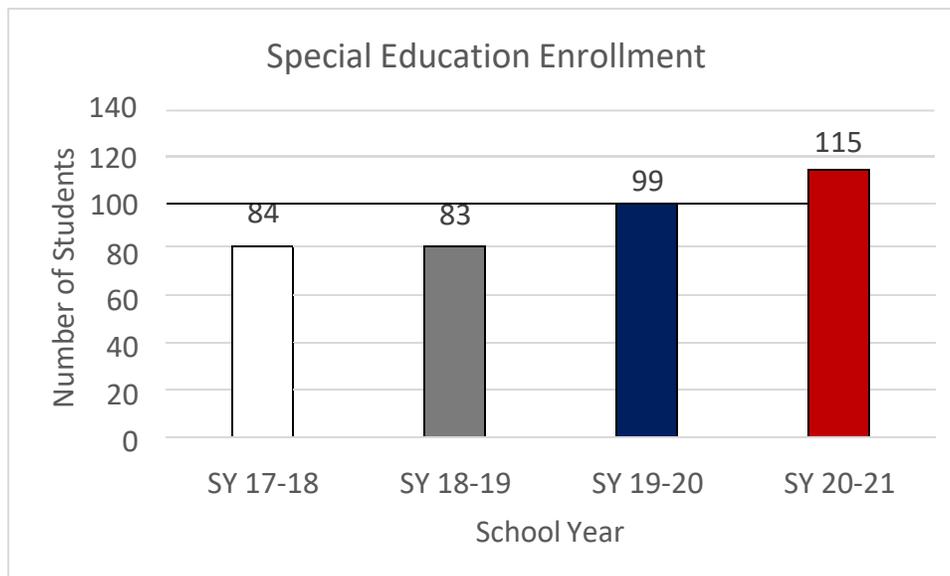
Citizens from the Philippines and neighboring Micronesian islands migrate to Guam for work, educational opportunities, and/or for social welfare programs. In the mid-1980s, the United States (U.S.) entered into an agreement with the people of the FSM to allow them to freely associate with the U.S. Through 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 to Guam increases steadily each year.

The number of students from Other FSM islands has been fluctuating since SY 17-18 and is also approaching the same number of Chamorro students.

**Special Populations:**

OHS provides Special Education (SPED) and English as a Second Language (ESL) services to students who are eligible for the program. As of SY 20-21, there are one hundred fifteen (115) SPED students with Individualized Education Program (IEP) plans and four hundred twenty (420) ESL students receiving direct services, either sheltered or consultation.

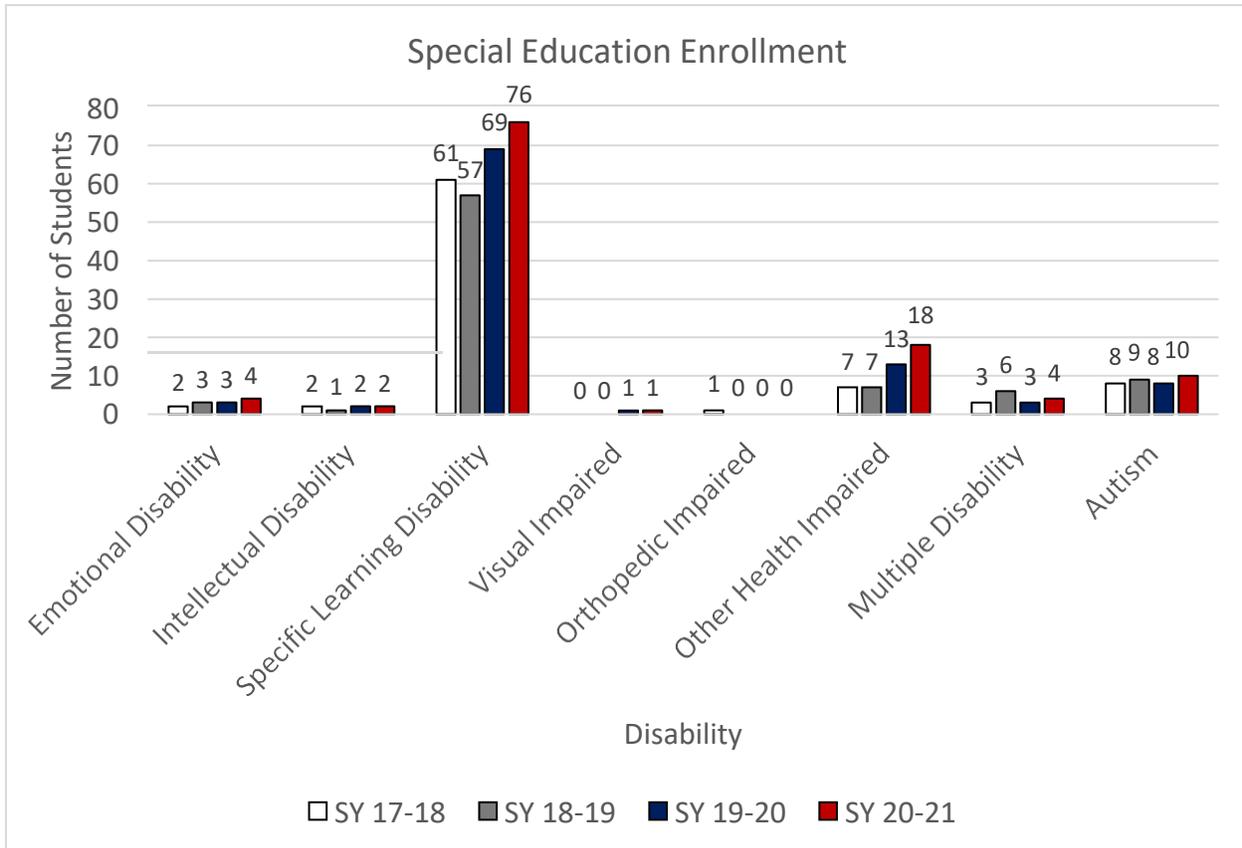
**Special Education:**



Since SY 18-19, there has been a significant increase in the number of SPED students identified at OHS; thirty-one (31) more students are currently being serviced compared to SY 17-18. A majority of students with disabilities have specific learning disabilities and health impairments. Overall, about seven percent (7%) of the school’s population qualifies for special education services.

OHS offers a wide array of support for students who are challenged with emotional, intellectual, and specific learning disabilities, to include multiple disabilities and autism. OHS also provides assistance for students with visual, hearing, and speech impairments. The GDOE Division of Special Education works collaboratively with the OHS SPED department to provide these

services. Since SY 17-18, one-hundred percent (100%) of students in the special education program have attended classes in general education settings. Most of them have hybrid schedules, attending both resource classes and general education classes, and some are completely mainstreamed.



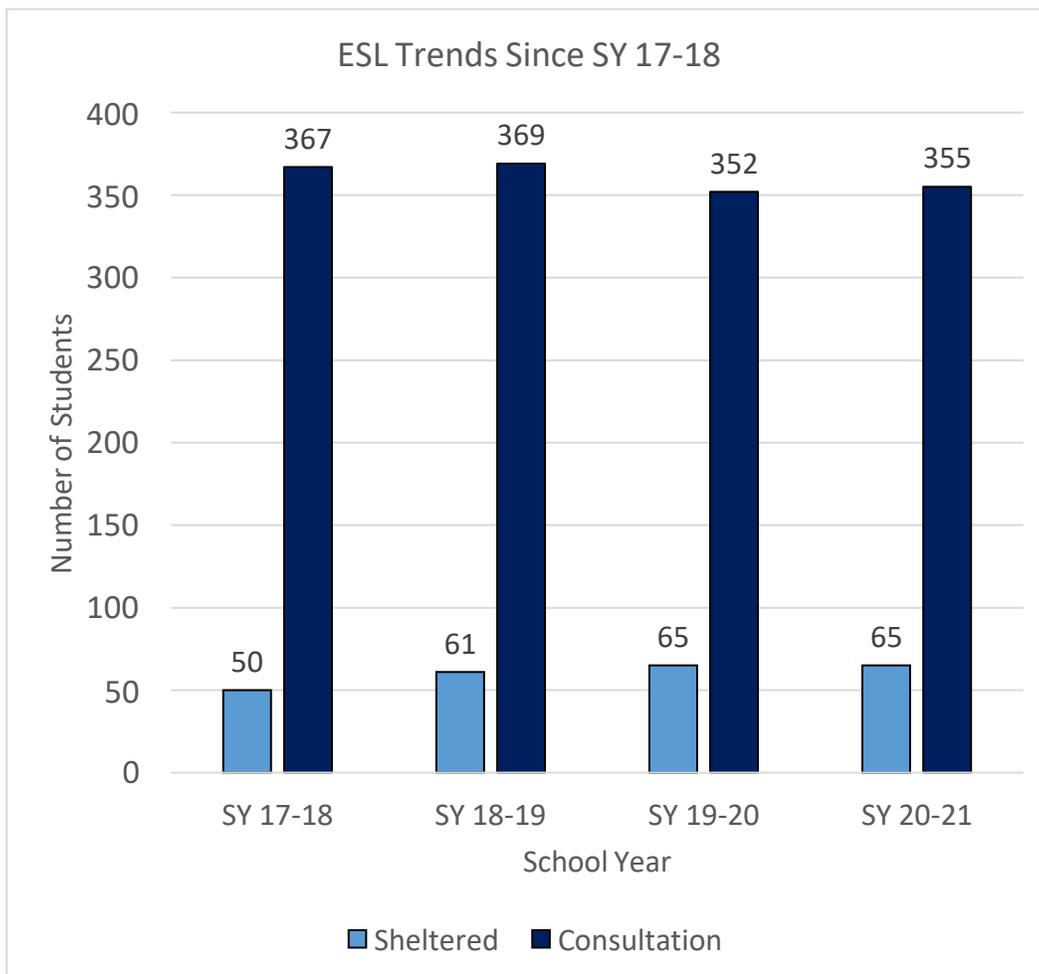
Special Education Enrollment					
CODE		SY 17-18	SY 18-19	SY 19-20	SY 20-21
2	Emotional Disability	2	3	3	4
3	Intellectual Disability	2	1	2	2
4	Specific Learning Disability	61	57	69	76
7	Visual Impaired	0	0	1	1
9	Orthopedic Impaired	1	0	0	0
10	Other Health Impaired	7	7	13	18
12	Multiple Disability	3	6	3	4
17	Autism	8	9	8	10
	Total	84	83	99	115

English as a Second Language (ESL):

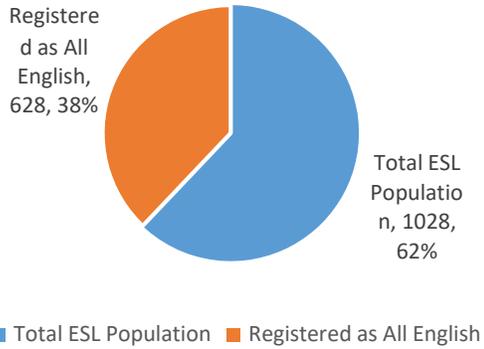
The ESL Program focuses on English language acquisition. This program is designed for English Language Learners (ELL) from beginning to proficient levels. The ESL program at

OHS is comprised of two programs: sheltered and consultation. Students are identified based on the language code indicated in the home language survey given to parents upon registration. Once a student is found eligible for the ESL program, they are tested and placed in the appropriate classes and services are provided to them immediately. The students are closely monitored until they are able to perform in the regular classroom successfully with modifications. Students are able to exit out of the program once all exit requirements have been met.

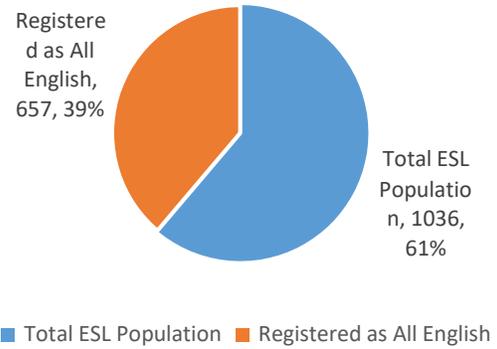
The sheltered program provides instruction for ELA, math, social studies (US History), and science (Physical Science and Biology). The sheltered classes allow teachers to work with the students in a small group setting and at their level of language ability. Students under the consultation program are mainstreamed in the regular classes. They receive modified lessons as needed by the teacher. More than half of the total school population hears or speaks a language other than English at home.



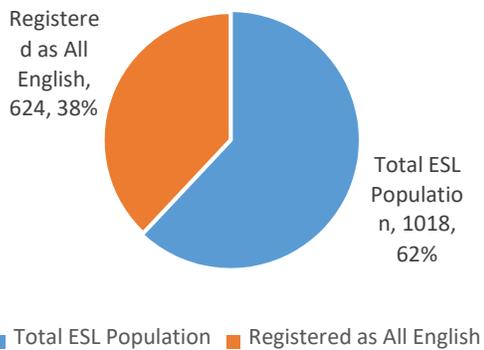
### ESL and All-English Enrollment for SY 17-18



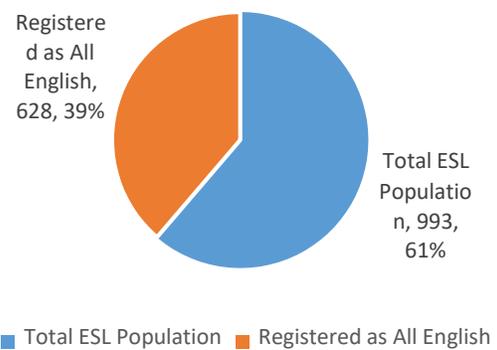
### ESL and All-English Enrollment for SY 18-19



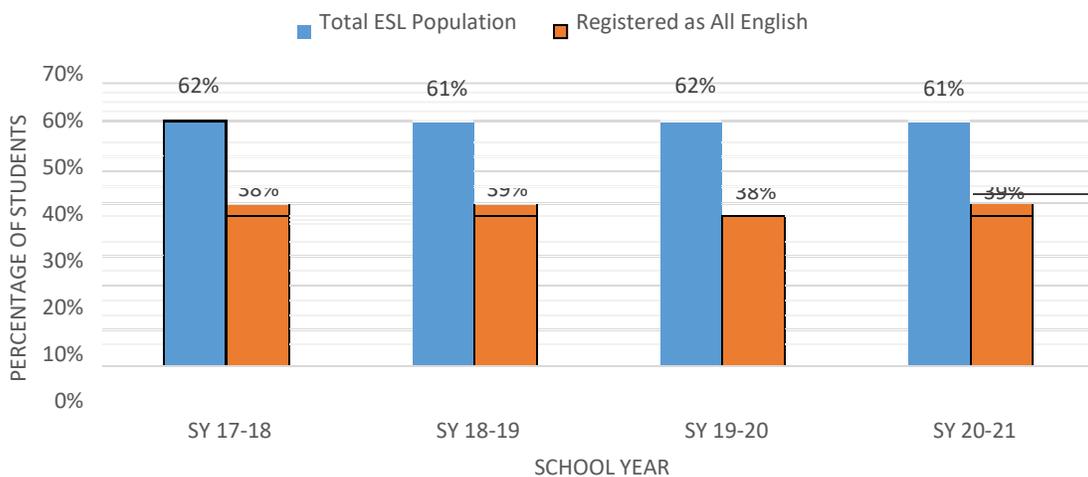
### ESL and All-English Enrollment for SY 19-20



### ESL and All-English Enrollment for SY 20-21



## Percentage of ESL and All-English Students

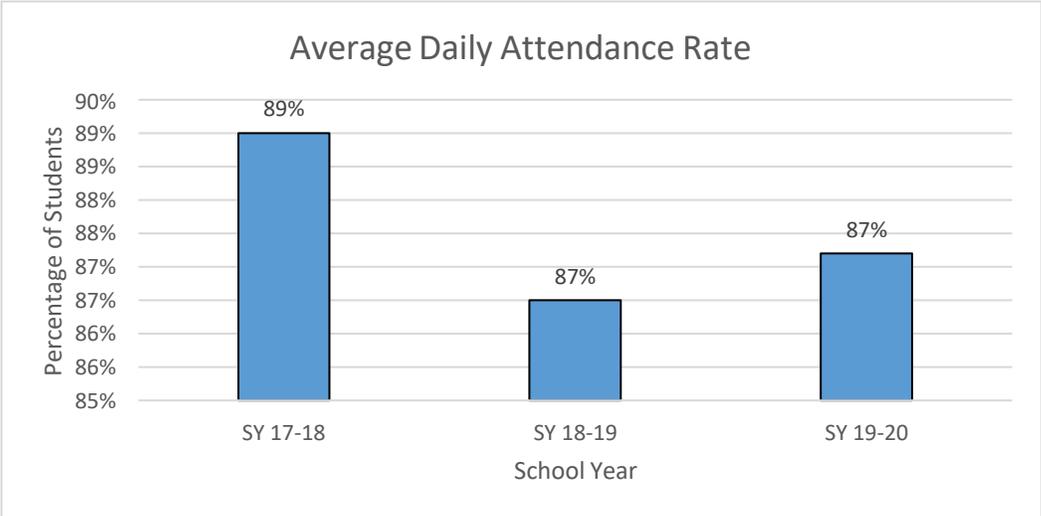


ESL Enrollment				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Sheltered Program	50	61	65	65
Consultation Program	367	369	352	355
Total Receiving Direct Services	417 (41%)	430 (42%)	417 (41%)	420 (42%)
Total ESL Population	1,028 (62%)	1,036 (61%)	1,018 (62%)	993 (61%)
Total Student Populations	1,656	1,693	1,642	1,621

Since SY 17-18, there has been a decrease in both the overall student population and the ESL population. However, there has been a gradual increase, in the number of ESL students who need sheltered instruction. The number of ESL students in the consultation program has been consistent over the last three years, more than three hundred fifty (350) students are mainstreamed in the regular classroom. The remaining number of ESL students have exited the program and are no longer receiving services.

It is important to note that students who registered in SY 20-21, who are eligible for the ESL program, have not been tested or placed in sheltered or consultation programs due to the closure of schools. Upon the reopening of all public schools, newly registered students will be tested and the number of students needing ESL services will most likely increase.

**Attendance and Graduation Rates:**



Average Daily Attendance Rate			
	<b>SY 17-18</b>	SY 18-19	SY 19-20
Student Population	<b>89%</b>	86.5%	87.2%

Since SY 17-18, at least 86.5-percent of the student population has been on campus daily. These numbers are generated through the district’s information system, PowerSchool.

Graduation and Retention Rates				
	<b>SY 17-18</b>	SY 18-19	SY 19-20	SY 20-21
9 <sup>th</sup> Grade Cohort	14-15 (451)	15-16 (454)	16-17 (466)	17-18 (498)
Graduates	337	330	332	
Summer Graduates	11	14	7	

**Discipline Data:**

Top			
Infraction	<b>SY 17-18 (as of 12/2017)</b>	SY18-19	SY19-20
Use/Possession of Tobacco Product	<b>161</b>	158	145
Defiance/Disrespect/Insubordination	<b>145</b>	205	236
Skipping	<b>146</b>	335	222

Use of possession of tobacco products has been one of the biggest discipline problems at OHS. The top three discipline infractions since SY 17-18 has been use/possession of tobacco products, defiance/disrespect/insubordination, and skipping.

**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. OHS has a cafeteria staff that prepares breakfast and lunch meals for students based on nutritional requirements.

**Credential Staff Data:**

OHS has seventy-four (74) classroom teachers, two Consultant Resource Teachers (CRTs), two MJROTC instructors, and one transition teacher. The local community college, GCC, provides six instructors and one transient counselor for career and technical education. This brings the total number of teachers to eighty-five (85). There are five counselors serving the academic and social needs of students and one from each of the following: librarian, health counselor, and ESL Coordinator.

**Teacher Qualifications:**

The Guam Department of Education teacher qualifications are based on the Guam Education Board Policy 1000 and the certification requirements established by the Guam Commission for Education Certification, aligned with local laws. The following classification chart includes information about teachers, counselors, MJROTC instructors, the librarian, and the ESL Coordinator.

Classification	Minimum Experience and Training	Number Employed		
		18-19	19-20	20-21
Teacher I-A (EDIA)	30 Semester hours of college credit but less than a Bachelor's degree	1	1	0
Teacher I-B (EDIB)	60 Semester hours of college credit but less than a Bachelor's degree.	0	0	0
Teacher I-C (EDIC)	Bachelor's degree with less than 18 semester hours of professional education credits.	6	5	7
Teacher I-D (EDID)	Master's degree with less than 18 semester hours of professional education credits.	0	1	0
Teacher II (ED2)	Bachelor's degree including at least 18 semester hours of professional education credits.	15	17	13
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.	18	18	20
Teacher IV (ED4)	Master's degree including at least 18 semester hours of professional education credits.	30	28	32
Teacher V (ED5)	Graduation from a recognized college or university with a Master's degree including 18 semester hours of professional education credits beyond the Master's degree.	9	10	10

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	1	1
JROTC Instructor II	JROTC United States Marine Corps	1	1	1
JROTC SR Instructor	JROTC United States Marine Corps	1	1	1
Total		83	83	85

**Administrator Data:**

Position	Name	Education	Total Years Experienced	Total Years Administrative Experience	Years at Okkodo
Principal	Rita Flores	M.Ed.	22	13	10
Assistant Principal	Melissa Flores	M.Ed.	21	3	10
Assistant Principal	Ulric Mark	M.Ed.	35	25	5
Assistant Principal	Emily Meno	M.Ed.	24	8	13
Assistant Principal	Sarah Valencia	M.Ed.	21	10	5

**Support Staff:**

	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Administrative Officer	1	0	1	1
Computer Operator	1	1	1	1
Clerk Typist	4	3	4	4
School Aides	12	11	13	12
One-to-One Aides	12	11	13	15
Cafeteria Staff	15	14	14	15
Truant Officer	1	1	1	1

SROs	1	1	1	1
Instructional Program Aides`	2	3	4	4
Total	49	45	52	54

OHS shares the following support staff with other schools in the district: truant officers, social workers, and School Resource Officers (SROs). They are on campus intermittently throughout the school year.

### **Post-Secondary and Career Related Preparatory Programs:**

OHS serves the needs of students preparing to go to college, enter the workforce, or enlist in the military.

For students preparing for a four-year college degree, the school offers several rigorous Honors and Advanced Placement courses. OHS collaborates with the island’s community college, GCC, and the only four-year college institution, the University of Guam (UOG). UOG offers various college preparatory programs to high school students such as the UOG Dual Enrollment, Upward Bound, and the Educational Talent Search (ETS).

The UOG Dual Enrollment program is an agreement between UOG and GCC that allows high school students to enroll in college courses and receive both high school credit(s) and college credit(s) for the courses they successfully complete. UOG’s federally funded Upward Bound program is a national college preparation program that aims to reinforce the skills and motivation necessary for college-bound, low-income or first-generation students who will successfully complete high school and enroll into college. ETS is another federally funded US Department of Education college preparatory program that assists first generation college students, who come from a low-income background, and are in grades 8-12.

Student Enrollment in UOG Preparatory Programs				
	<b>SY 17-18</b>	SY 18-19	SY 19-20	SY 20-21
Dual Enrollment	<b>5</b>	4	2	0
Upward Bound	<b>23</b>	23	27	16
Educational Talent Search (ETS)	<b>105</b>	106	129	119
Total	<b>133</b>	133	158	135

Data shows a steady increase of participants in the Upward Bound and ETS programs from SY 17-18 to SY 19-20 and a decrease in the number of students participating in the UOG’s Dual

Enrollment program. On average, more than a hundred students take advantage of these college preparatory programs.

To prepare students for the workforce, OHS collaborates with the local community college, GCC, to offer courses in Career and Technical Education (CTE) fields such as automotive, electronics and computer networking, and carpentry. CTE classes provide students with knowledge and technical skills necessary to succeed in future careers. CTE courses count as an elective towards a high school diploma.

After completing the CTE course, students receive one of two certificates: Certificate of Completion or Certificate of Mastery. Students receive a Certificate of Completion after successfully completing the course with a C average or better and without work experience. Students receive a Certificate of Mastery after successfully completing the course with a B average or better and attained work related experience.

Career and Technical Education (CTE) Student Enrollment				
	Received Certificate of Completion		Received Certificate of Mastery	
	# of Students	% of Students	# of Students	% of Students
SY 17-18	46	51%	44	49%
SY 18-19	14	30%	32	70%
SY 19-20	47	52%	44	48%
Overall Total	107	47%	120	53%

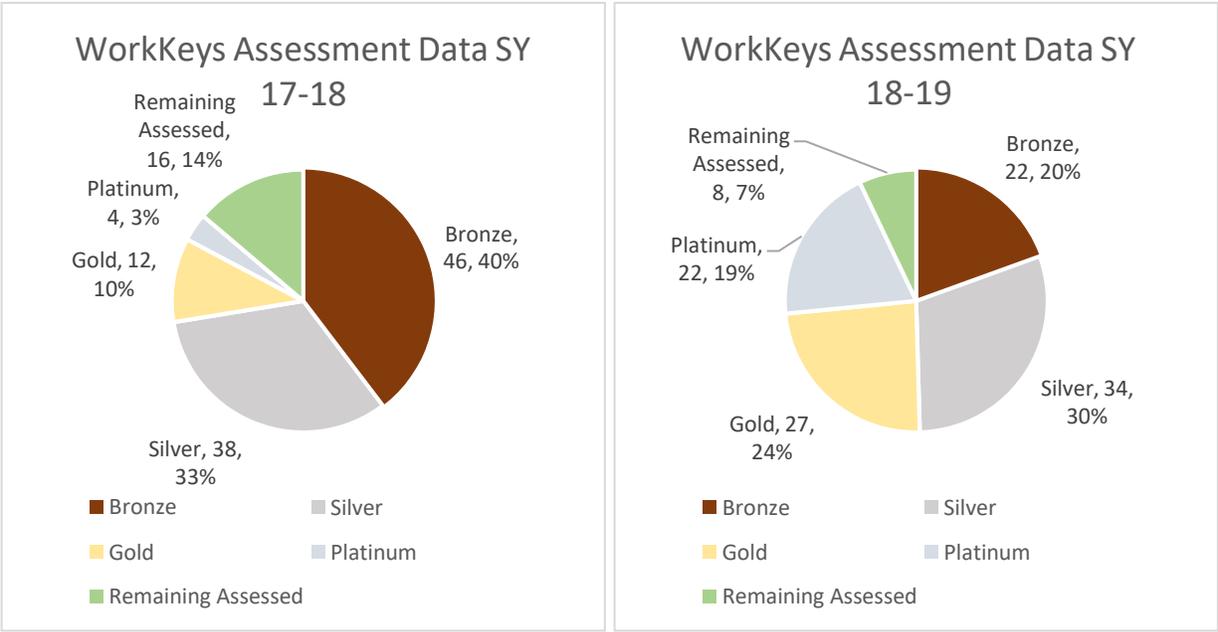
The number of students who received a Certificate of Completion since SY 17-18 has fluctuated between 14 to 47, while the number of students who received a Certificate of Mastery has fluctuated between 32 and 44. Of the 227 students who completed a CTE course/program, 47-percent of students received a Certificate of Completion while 53-percent of students received a Certificate of Mastery.

The GCC Program prepares students for the island’s second largest industry, tourism. The school has a highly successful and competitive tourism academy, marketing program, and culinary program. All three programs participate in community events and compete at the local and national level, when the opportunity arises.

	Competitions	Events
Marketing Program	Guam DECA State Competition, GCC (2/2019)	LIFE Teen Expo, Agana Shopping Center, Service Learning (9/17) Guam DECA Leadership Conference, Pacific Star Hotel (12/17) Guam DECA Seniors Awards (5/18) Health Certificate Workshop, OHS (9/19) Bank of Guam Fall Economic Outlook Forum, Service Learning (10/18) LIFE Teen Expo, Skinner Plaza, Service Learning (11/18)

	Guam DECA State Competition, GCC (2/2020)	Guam DECA Leadership Conference, Pacific Star (11/18) Salvation Army Red Kettle Campaign Bell Ringing, Micronesia Mall, Community Service (12/18) Guam DECA Awards Banquet, Pacific Star Hotel (2/19) Guam DECA Seniors Awards Banquet, Pacific Star Hotel (5/19) LIFE Teen Expo, Agana Shopping Center, Service Learning (10/19) Health Certificate Workshop, OHS (10/19) Guam DECA Leadership Conference, Pacific Star Hotel (11/19) Donation Drive for Guma San Jose Homeless Shelter, Community Service (12/19) Salvation Army Red Kettle Campaign Bell Ringing, Micronesia Mall, Community Service (12/19) Guam DECA Leadership Conference, Virtual (12/20)
Culinary Program	Micronesian Chefs Association Salon Culinaire Annual Competition held at GCC: -OHS students wins 1 <sup>st</sup> place (10/2017). -OHS students win 1 <sup>st</sup> place (9/2018). -OHS students win 1 <sup>st</sup> place (9/2019).	American Culinary Federation Guam Chapter Excellence in Culinary Arts & Restaurants Awards GALA (5/18) Guam Community College Hospitality & Foodservice Convocation (1/19) Guam Community College Career & Technical Education Summit (3/19) American Culinary Federation Guam Chapter Excellence in Culinary Arts & Restaurants Awards GALA (4/19) Hyatt Regency Hotel - Eat Your Heritage Event 2020 35 Students Servsafe COVID Certified: ServSafe promoted a free COVID related training for foodservice professionals. Students were able to review video training that emphasized necessary measures to safeguard students and foodservice professionals to ensure food safety needs. (2020)
Tourism Academy	None	None

GCC also encourages all students to take the WorkKeys Assessment. This skills assessment system helps students obtain *the necessary skill level education* required for various jobs and earn a National Career Readiness Certificate (NCRC) that is recognized by many private and Government of Guam agencies. Both the GCC and OHS counselors work together to administer the WorkKeys Assessment to students.



WorkKeys Assessment			
	SY 17-18	SY 18-19	SY 19-20
Bronze	46	22	N/A due to pandemic
Silver	38	34	
Gold	12	27	
Platinum	4	22	
Total Certificates Earned	100	105	
Total number of assessed	116	113	

Ninety percent (90%) of students who had taken the WorkKeys Assessment were able to receive a National Career Readiness Certificate. Students were not able to take the assessment in SY 19-20 due to the pandemic.

Additionally, OHS has a School-to-Work program that offers students an opportunity to earn up to 2.0 elective credits towards graduation. In this program, students get hands on experience earning credit hours while working in the private sector. The student must have a minimum of 16.0 credits in order to register for the class.

School-to-Work Enrollment				
	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Number of students	45	49	75	32

Data shows an increase in student enrollment in SY 18-19 and SY 19-20. However, there was a significant decrease in enrollment in SY 19-20, due in part to the onset of distance learning and the unfortunate impact COVID-19 caused all businesses.

For students interested in a career in the military, either immediately after high school or after college, OHS has a Marine Corps Junior Reserve Officer Training Corps (MCJROTC) program that prepares students for both the military and college. It is the only MCJROTC program on island. Students in this program develop knowledge and skills needed to succeed in college and in the military. Counselors also bring in guest speakers from the different military branches to speak to students and schedule ASVAB testing dates throughout the school year.

ASVAB TESTING (1 <sup>st</sup> Semester)				
School Year	<b>SY 17-18</b>	SY18-19	SY 19-20	SY 20-21
Date of Exam	<b>10/13/2017</b>	9/26/2018	9/27/2019	11/20/2020
Percentage who passed	<b>40%</b>	48%	42%	54%
Total students who passed to enlist	<b>32</b>	30	19	31
Total students who took ASAVB	<b>81</b>	62	45	57

Data shows more than forty (40) students take the ASVAB exam during the first semester and approximately forty-six percent (46%) of those tested meet the requirements to enlist.

### Student Support:

The school offers a tremendous amount of support for students' personal and academic needs. 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. Teachers also serve as class advisors and coaches to various clubs and organizations and sports teams. They are mentors for students in and out of the classroom. Below is a list clubs and organizations that formally organized themselves in the last three years and the school's athletics program:

<b>SY 2018-2019</b>	<b>SY 2019-2020</b>	<b>SY 2020-2021</b>
<ol style="list-style-type: none"> <li>1. Student Body Association</li> <li>2. Island-wide Board of Governing Students (IBOGS)</li> <li>3. Youth Congress Representatives</li> <li>4. Class of 2019</li> <li>5. Class of 2020</li> <li>6. Class of 2021</li> <li>7. Class of 2022</li> <li>8. Automotive Club</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Body Association</li> <li>2. Island-wide Board of Governing Students (IBOGS)</li> <li>3. Youth Congress Representatives</li> <li>4. Class of 2020</li> <li>5. Class of 2021</li> <li>6. Class of 2022</li> <li>7. Class of 2023</li> <li>8. Asian Fusion Club</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Body Association</li> <li>2. Island-wide Board of Governing Students (IBOGS)</li> <li>3. Class of 2021</li> <li>4. Class of 2022</li> <li>5. Class of 2023</li> <li>6. Class of 2024</li> <li>7. Animal Care Club</li> <li>8. Asian Fusion Club</li> </ol>

<p>9. Basketball Club- Girls</p> <p>10. Basketball Club- Boys</p> <p>11. Chamorro Club</p> <p>12. Close-Up Club</p> <p>13. College Kids</p> <p>14. DECA</p> <p>15. Electronics Club</p> <p>16. EMT Club</p> <p>17. Engineering Society</p> <p>18. Everything is possible with Christ (EPIC)</p> <p>19. Filipino Diversity Club</p> <p>20. Fish Bowl Society</p> <p>21. HEROES - Helping to Educate Regarding Orientation and Equality in Society</p> <p>22. Hospitality And Tourism Society(HOSTS)</p> <p>23. How Young People Entertain (HYPE)</p> <p>24. Korean Fever Club</p> <p>25. Lend Earth A Friend (LEAF)</p> <p>26. Marine Corps Jr. Reserve Officer Training Course (MCJROTC)</p> <p>27. Mathematics Honor Society</p> <p>28. National Honor Society</p> <p>29. National Technical Honor Society</p> <p>30. Paddling Club of OHS</p> <p>31. Prostart Club (PSC)</p> <p>32. Running Club</p> <p>33. Students Helping Students (SHS) Club</p> <p>34. TRI-M Music Honor Society</p> <p>35. United Nesians of Okkodo</p> <p>36. Volleyball Club</p> <p>37. Yearbook Club</p> <p>38. Youth for Youth Club</p>	<p>9. Aquademics</p> <p>10. Basketball Club- Girls</p> <p>11. Basketball Club- Boys</p> <p>12. Chamorro Club</p> <p>13. DECA</p> <p>14. Electronics Club</p> <p>15. Engineering Society</p> <p>16. Girls Soccer Club</p> <p>17. How Young People Entertain (HYPE)</p> <p>18. Lend Earth A Friend (LEAF)</p> <p>19. Magnifico</p> <p>20. Marine Corps Jr. Reserve Officer Training Course (MCJROTC)</p> <p>21. Mock Trial Club</p> <p>22. Mu Alpha Theta Math Honor Society</p> <p>23. National Honor Society</p> <p>24. National Technical Honor Society</p> <p>25. Prostart Club (PSC)</p> <p>26. Running Club</p> <p>27. Senior Trip Club</p> <p>28. Students Helping Students (SHS) Club</p> <p>29. Tourism Awareness Group (TAG)</p> <p>30. TRI-M Music Honor Society</p> <p>31. United Nesians of Okkodo Vision Extreme Bible Club</p> <p>32. Volleyball Club</p> <p>33. Yearbook Club</p> <p>34. Youth for Youth Club</p>	<p>9. Basketball Club- Girls</p> <p>10. Basketball Club- Boys</p> <p>11. DECA</p> <p>12. Electronics Club</p> <p>13. Engineering Society</p> <p>14. Health-Oriented Program for Everyone (HOPE) Club</p> <p>15. How Young People Entertain (HYPE)</p> <p>16. Lend Earth A Friend (LEAF)</p> <p>17. Magnifico</p> <p>18. Marine Corps Jr. Reserve Officer Training Course (MCJROTC)</p> <p>19. Mock Trial Club</p> <p>20. Mu Alpha Theta Math Honor Society</p> <p>21. National Honor Society</p> <p>22. National Technical Honor Society</p> <p>23. Prostart Club (PSC)</p> <p>24. Prove Our Vision (POV) Club</p> <p>25. Robotics Club</p> <p>26. Running Club</p> <p>27. Soccer Club (Boys)</p> <p>28. Soccer Club (Girls)</p> <p>29. Students Helping Students (SHS) Club</p> <p>30. Tourism Awareness Group (TAG)</p> <p>31. TRI-M Music Honor Society</p> <p>32. Volleyball Club</p> <p>33. Yearbook Club</p> <p>34. Youth for Youth Club</p>
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OHS Athletics Program			
1 <sup>st</sup> Quarter Sports	2 <sup>nd</sup> Quarter Sports	3 <sup>rd</sup> Quarter Sports	4 <sup>th</sup> Quarter Sports
Boys' Football Girls' Volleyball Boys' and Girls' Cross Country Boys' and Girls' Golf	Boys' Soccer Boys' Baseball Girls' Basketball Boys' and Girls' Wrestling	Boys' Basketball Girls' Softball Boys' and Girls' Tennis Boys' and Girls' Rugby	Boys' Volleyball Girls' Soccer Boys' and Girls' Track and Field Boys' and Girls' Paddling

### Advanced Placement Data:

Advanced Placement (AP) 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 SY17-8, the number of students enrolled in AP courses has fluctuated. Enrollment in AP Literature, AP Government & Politics, and AP US History has significantly decreased since SY 17-18. Enrollment in AP Language has significantly increased by 59 students since SY 17-18, and the number of students in AP Calculus AB been between 7 and 11.

Course Offerings & Student Enrollment			
	SY 17-18	SY 18-19	SY 19-20
AP Literature	<b>59</b>	16	24
AP Language	<b>10</b>	19	69
AP Calculus AB	<b>11</b>	7	11
AP Government & Politics	<b>51</b>	21	24
AP US History	<b>78</b>	42	38
Total AP Enrollment	<b>209</b>	105	166

Percentage of Students Who Take the AP Exam			
	SY 17-18	SY 18-19	SY 19-20
AP Literature	<b>69%</b>	19%	79%
AP Language	<b>30%</b>	32%	26%
AP Calculus AB	<b>21%</b>	100%	45%
AP Government & Politics	<b>24%</b>	10%	54%
AP US History	<b>1%</b>	67%	32%

The percentage of students taking the AP exam varies by course and from year-to-year. The traditional AP Exam for all courses was administered in SY 17-18 and SY 18-19, while students who decided to sit for the AP Exams in SY 19-20 took it online. Exam fees were covered by the district's College Pathway Program.

AP Literature Exam Scores			
	SY 17-18	SY 18-19	SY 19-20
5	0	0	0
4	0	0	0
3	1	2	5
2	15	1	10
1	25	0	4
Total	41	3	19
Average Score	1.41	2.67	2.05

The number of students taking the AP Literature Exam since SY 17-18 changed from year-to-year, and the average exam score has been above 2.00.

AP Language Exam Scores			
	SY 17-18	SY 18-19	SY 19-20
5	0	0	0
4	2	0	2
3	1	2	3
2	0	4	5
1	0	0	8
Total	3	6	18
Average Score	3.67	2.33	1.94

The number of students taking the AP Language Exam increased since SY 17-18. The number of students who scored a 3 or 4 steadily increased, but the average exam score has been decreasing since SY 17-18.

AP Calculus AB Scores			
	SY 17-18	SY 18-19	SY 19-20
5	0	0	2
4	0	1	1
3	0	0	0
2	0	4	2
1	2	2	0
Total	2	7	5
Average Score	1.00	2.00	3.60

Since SY 17-18, the number of students taking the AP Calculus AB exam increased. The average exam score has been steadily increasing since SY 17-18, with four students earning a 4 or 5 and credit for introductory calculus in college.

AP US History Scores			
	<b>SY 17-18</b>	SY 18-19	SY 19-20
5	<b>0</b>	0	1
4	<b>3</b>	1	1
3	<b>6</b>	3	0
2	<b>8</b>	14	4
1	<b>4</b>	10	6
Total	<b>21</b>	28	12
Average Score	<b>2.38</b>	1.82	1.92

The number of students taking the AP US History Exam varied since SY 17-18. The average exam score fluctuated year-to-year, and six students were able to earn a score of 4 or 5 to earn credit in college US History.

AP US Government and Politics Scores			
	<b>SY 17-18</b>	SY 18-19	SY 19-20
5	<b>0</b>	0	1
4	<b>0</b>	0	1
3	<b>3</b>	1	2
2	<b>3</b>	0	3
1	<b>6</b>	1	6
Total	<b>12</b>	2	13
Average Score	<b>1.75</b>	2.00	2.08

The number of students taking the AP Government and Politics exam changed from year to year, and the average exam score has been increasing since SY 17-18. In the last three years, two students were able to earn a score of 4 or 5 and college credit in US Government and Politics or its equivalent.

AP Physics and AP World History Modern SY 2017-2018 only			
	AP Physics 1	World History: Modern	
5	0	0	
4	0	0	
3	0	1	
2	0	0	
1	1	0	
Total	1	1	

Okkodo High School did not offer AP Physics 1 or AP World History: Modern in SY 17-18, but at least one student had the initiative to study and register for those AP exams, demonstrating the SLO, *Excellence in Academics*.

#### **Student Achievement Data (SEMESTER MARKS):**

OHS tracks the numbers of students who fall below average or fail one or more of their courses. Teachers employ research-based strategies such as McReL’s Classroom Instruction That Works (CITW), Thinking Maps (TMs), and Sheltered Instruction Observation Protocol (SIOP). Teachers recently began implementing standards-based grading and using 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 co-curricular activities for students.

#### **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, 250-350 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.

In SY 18-19, all four content areas (ELA, math, science, social studies) provided tutoring for students who did not meet the sixty-five percent (65%) acceptable benchmark.

In SY17-18 Report: The test results for OHS 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.

**Districtwide Assessments:**

The school analyzes student performance using two district-wide assessments: ACT Aspire and Standards Based Assessment.

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 is a district decision to administer the ACT Aspire to ninth and tenth graders only. The subtests include English, reading, and mathematics.

ACT Aspire – Grade 9 (ELA, math)			
	SY 17-18	SY 18-19	SY 19-20
Grade 9 ELA	Exceeding - 80 (20%) Ready - 87 (22%) Close - 106 (27%) Need Support - 126 (32%)  (399 tested)	Exceeding - 81 (21%) Ready - 90 (24%) Close - 106 (28%) Need Support - 126 (32%)  (381 tested)	N/A DWA canceled due to pandemic
Grade 9 Reading	Exceeding - 17 (4%) Ready - 69 (16%) Close - 126 (30%) Need Support - 213 (50%)  (425 tested)	Exceeding - 11 (3%) Ready - 65 (16%) Close - 127 (31%) Need Support - 211 (51%)  (414 tested)	N/A DWA canceled due to pandemic

\*\*50% of ninth (9<sup>th</sup>) graders need support in reading for both SY 17-18 and SY 18-19.

ACT Aspire – Grade 10 (ELA, math)			
	SY 17-18	SY 18-19	SY 19-20
Grade 10 ELA	Exceeding - 69 (24%) Ready - 74 (26%) Close - 79 (28%) Need Support - 62 (22%)  (284 tested)	Exceeding - 73 (23%) Ready - 84 (26%) Close - 87 (27%) Need Support - 77 (24%)  (321 tested)	N/A DWA canceled due to pandemic
Grade 10 Reading	Exceeding - 4 (1%) Ready - 55 (19%) Close - 73 (25%) Need Support - 156 (54%)  (288 tested)	Exceeding - 10 (3%) Ready - 60 (18%) Close - 95 (29%) Need Support - 162 (50%)  (327 tested)	N/A DWA canceled due to pandemic

\*\*50% of tenth (10<sup>th</sup>) graders need support in reading for both SY 17-18 and SY 18-19.

ACT Aspire – Grade 9 and 10 Math			
	SY 17-18	SY 18-19	SY 19-20
Grade 9 Math	Exceeding - 2 (0%) Ready - 20 (5%) Close - 42 (10%) Need Support - 364 (85%)  (428 tested)	Exceeding - 6 (1%) Ready - 14 (3%) Close - 57 (13%) Need Support - 345 (81%)  (425 tested)	N/A  DWA Canceled due to pandemic
Grade 10 Math	Exceeding - 4 (1%) Ready - 6 (2%) Close - 24 (8%) Need Support - 264 (89%)  (298 tested)	Exceeding - 3 (1%) Ready - 17 (5%) Close - 16 (5%) Need Support - 288 (89%)  (324 tested)	N/A  DWA canceled due to pandemic

\*\*Both ninth (9<sup>th</sup>) and tenth (10<sup>th</sup>) graders need support in math for both SY 17-18 and SY 18-19.

OHS ACT Results in Comparison to Other Guam Public High Schools SY 17-18			
	English	Reading	Math
Grade 9	OHS Placed 1 <sup>st</sup> and performed above district level	OHS Placed 1 <sup>st</sup> and performed above district level	OHS Placed 2 <sup>nd</sup> and performed at the district level
Grade 10	OHS Placed 2 <sup>nd</sup> and performed above district level	OHS Placed 2 <sup>nd</sup> and performed above district level	OHS Placed 2 <sup>nd</sup> and performed above district level

**ACT DATA:**

SUBJECT	# TESTED	EXCEEDING	READY	CLOSE	NEED SUPPORT
2018-2019 Gr 9 ELA ACT ASPIRE	381	21% (81/381)	24% (90/381)	28% (106/381)	27% (104/381)
2017-2018 Gr 9 ELA ACT ASPIRE	399	20% (80/399)	22% (87/399)	27% (106/399)	32% (126/399)
2018-2019 Gr 9 ELA ACT ASPIRE Reading	414	3% (11/414)	16% (65/414)	31% (127/414)	51% (211/414)
2017-2018 Gr 9 ELA ACT ASPIRE Reading	425	4% (17/425)	16% (69/425)	30% (126/425)	50% (213/425)

2018-2019 Gr 10 ELA ACT ASPIRE	321	23% (73/321)	26% (84/321)	27% (87/321)	24% (77/321)
2017-2018 Gr 10 ELA ACT ASPIRE	284	24% (69/284)	26% (74/284)	28% (79/284)	22% (62/284)
2018-2019 Gr 10 ELA ACT ASPIRE Reading	327	3% (10/327)	18% (60/327)	29% (95/327)	50% (162/327)
2017-2018 Gr 10 ELA ACT ASPIRE Reading	288	1% (4/288)	19% (55/288)	25% (73/288)	54% (156/288)

2018-2019 Gr 10 Math ACT ASPIRE	324	1% (3/324)	5% (17/324)	5% (16/324)	89% (288/324)
2017-2018 Gr 10 Math ACT ASPIRE	298	1% (4/298)	2% (6/298)	8% (24/298)	89% (264/298)
2018-2019 Gr 9 Math ACT ASPIRE	425	1% (6/425)	3% (14/425)	13% (57/425)	82% (345/425)
2017-2018 Gr 9 Math ACT ASPIRE	428	0% (2/428)	5% (20/428)	10% (42/428)	85% (364/428)

**Standards-Based Assessment (SBA):**

SBA is a districtwide assessment used to measure students’ progress in specific content areas. The 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.

In SY 17-18 Report: 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.)

OHS SBA Results – SY 17-18	OHS SBA Results – SY 18-19
<p><u>65 students placed at the Advanced Level:</u>            Physical Science: 1            English 11: 11            English 12: 7            World Geography: 21            Guam History: 16            US History: 7            US Government: 2</p> <p><u>580 students placed at the Proficient Level:</u>            Physical Science: 11            Biology: 58            Anatomy &amp; Physiology: 10            Chemistry: 5            English 11: 106            English 12: 105            World Geography: 89            Guam History: 108            US History: 58            US Government: 30</p>	<p><u>94 students placed at the Advanced Level:</u>            Physical Science: 1            Biology: 2            Anatomy &amp; Physiology: 1            Chemistry: 1            English 11: 23            English 12: 9            World Geography: 28            Guam History: 24            US History: 3            US Government: 2</p> <p><u>637 students placed at the Proficient Level:</u>            Physical Science: 47            Biology: 45            Anatomy &amp; Physiology: 8            Chemistry: 21            English 11: 89            English 12: 103            World Geography: 105            Guam History: 119            US History: 65            US Government: 35</p>

## STANDARDS-BASED ASSESSMENTS

**TEST DATE: MAY 2018**

SUBJECT	# TESTED	ADVANCED		PROFICIENT		BASIC		BELOW BASIC	
		#	%	#	%	#	%	#	%
Physical Science	263	1	0	11	4	133	51	118	45
Biology	438	0	0	58	13	203	46	177	438
Anatomy & Physiology	188	0	0	10	5	100	53	8	41
Chemistry	264	0	0	5	2	71	27	188	71
English 10	2*	0	0	0	0	1	50	1	50
English 11	339	11	3	106	31	166	49	56	17
English 12	312	7	2	105	34	162	52	38	12
World Geography	362	21	6	89	25	154	43	98	27
Guam History	327	16	5	108	33	139	43	64	20
US History	373	7	2	58	16	148	40	160	43
US Government	137	2	1	30	22	67	49	38	28
Algebra 1	21*	0	0	0	0	6	29	15	71
Geometry	127*	0	0	0	0	9	7	118	93
Algebra 2	153	0	0	0	0	45	29	108	71

## STANDARDS-BASED ASSESSMENTS

**TEST DATE: MAY 2019**

SUBJECT	# TESTED	ADVANCED		PROFICIENT		BASIC		BELOW BASIC	
		#	%	#	%	#	%	#	%
Physical Science	309	1	0	47	15	162	52	99	32
Biology	325	2	1	45	14	173	53	105	32
Anatomy & Physiology	138	1	1	8	6	62	45	67	49
Chemistry	320	1	0	21	7	141	44	157	49
English 10	11*	0	0	0	0	5	45	6	55
English 11	333	23	7	89	27	149	45	72	22
English 12	307	9	3	103	34	158	51	37	12
World Geography	404	28	7	105	26	160	40	111	27
Guam History	361	24	7	119	33	146	40	72	20
US History	399	3	1	65	16	180	45	151	38
US Government	163	2	1	35	21	75	46	51	31
World History	32	0	0	0	0	5	16	27	84
Algebra 1	58*	0	0	0	0	6	10	52	90
Geometry	169*	0	0	0	0	8	5	161	95
Algebra 2	159	0	0	0	0	59	37	100	63

In school year 2017-2018, the school identified three areas of critical need in the school's schoolwide action plan.

1. Continue to improve student 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.
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.
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.

Since SY17-18 Report: On average, 26% of students fall below average or fail their ELA classes every semester. The percentage of student who fall below average or fail a math class each semester is 23%. The district-wide assessment results show that an average of 61% of students test at the below basic level in reading and language, and 89% of students test at the below basic level in mathematics.

The State Strategic Plan (SSP), from the district, offers the support teachers need to have a direct positive impact on student achievement. The strategic plan outlines the department's vision, mission, goals, and objectives. The plan focuses on ensuring that all GDOE staff are providing quality standards of service, schools are safe and supportive, and that all resources are maximized to meet high standards of accountability.

The district has provided training in research-based instructional strategies such as Classroom Instruction that Works (CITW) framework, Sheltered Instruction Observation Protocol (SIOP), Singapore math, and STEM. OHS has planned the professional development schedule around these strategies and the implementation of SBG. OHS has based the Schoolwide Instructional Program on these research-proven methods in an effort to increase student performance. The district provides training for Standards-based Grading, Professional Learning Communities (PLCs), proficiency scales, and Priority State Standards and Topics (PSSTs).

At the school level, OHS has aligned efforts with the district's SSP, in order to increase student performance. The district moved into Common Core State Standards (CCSS) and provided training sessions for teachers to align GDOE standards with CCSS. The CCSS is a set of high quality academic standards that identifies what students should know and can do in ELA and math from grades 1 to 12. These standards are designed to prepare students for success after high school. The district also provided curriculum documents that clearly show alignment, curriculum mapping with the standards, and sample lesson plans. The school's professional development sessions have focused on training teachers to use the documents at the classroom level.

The school continues to use the Schoolwide Intervention System (SIS) to scaffold learning for struggling learners, to extend classroom lessons, and to achieve the SLOs through co-curricular activities. This is a significant part of the school's Schoolwide Instructional Program and is described in detail in Section V of this report.

## II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

There have been significant changes and developments since the last visit. Okkodo had changes in leadership, curriculum, and student support programs.

Due to the early closure of schools relative to the COVID-19 pandemic in SY 19-20, there were new developments in the delivery of instruction, grading of students, and the start of distance learning. There were changes in the traditional graduation ceremony, Eskuelan Puengi (night school), summer school, and student lunch programs. All student clubs, organizations, class activities, school events, and sports programs were canceled for the remaining of the school year.

School year 20-21 brought unforeseen changes as well. The district required all schools to plan for three models of learning: online, hard copy, and face-to-face. However, due to the rising number of COVID-19 cases, full implementation of only online and hard copy learning occurred at the onset of the school year. Each school was tasked to create their bell schedule and develop an action plan to provide online and hard copy instruction. Teachers and staff had to attend various training sessions over the summer to include the use of online learning management systems and COVID-19 safety training for all employees.

Recent changes were added to the school schedule on January 8, 2021. This change was done in anticipation of the reopening of schools on January 19, 2021. To accommodate all three models of learning, the district decided that all public schools follow the GDOE Weekly Model of Learning Schedule:

Monday and Tuesday – Online classes

Wednesday and Thursday – Face-to-face classes

Fridays - Hard Copy packet distribution, meal distribution, and intervention day

The overall effects of the pandemic restructured the traditional way of learning. It affected all stakeholders mentally, socially, academically, and financially. Adjusting to the different models of learning was a significant change to the entire school community. See COVID-19 Impact on Teaching and Learning at Okkodo High School starting on page 24.

### **Leadership:**

The school's leadership team has changed since the last visit. Mrs. Begona Flores was the principal during SY 17-18. She has recently retired. Mr. Angelo Barcinas, assistant principal at the time, resigned and relocated off-island shortly after the visit.

The superintendent periodically reassigns administrators based on district needs. As a result, in SY 18-19, one assistant principal, Ms. Rita Flores, was transferred to another school, leaving the position vacant. OHS has had three assistant principals for two years, of the three, two remained at OHS since the last visit, Mrs. Emily Meno and Mrs. Sarah Valencia. The third assistant principal, Mr. Kin Fernandez, stepped down and went back into the classroom, and a new assistant principal, Mr. Ulric Mark, was assigned to OHS.

The current administrative team has a new principal and four assistant principals. The school's current principal is Ms. Rita Flores. She was a former teacher as well as a former assistant principal here at OHS. The newest assistant principal, Ms. Melissa Flores, was also a former teacher at OHS.

Regardless of the change in leadership within the past three years, the administrative team continues to work closely with faculty and staff to meet students' needs. The transition of administrators, in and out of OHS, was seamless.

### **Curriculum:**

Okkodo continues to align curriculum, instruction, and assessment with the Common Core State Standards in ELA and math, along with the GDOE content standards and performance indicators. Since the last visit, the district has placed great emphasis for all schools to undergo training to fully implement standards-based grading and identify priority standards for each content area. Additionally, there were changes in the school's bell schedule, attendance procedures, SLOs, Eskuelan Puengi (night school) and summer school program as well as the loss of professional development days.

### **Standards-Based Grading (SBG):**

One goal of GDOE is to have districtwide implementation of SBG by 2020. In SY 19-20, professional development days and one emergency faculty meeting at OHS was used for SBG training. SBG is a system used to measure and assess student progress relative to specific learning standards. SBG has two components: power standards and proficiency scales. Throughout the school year, teachers worked together to identify power standards for each quarter, develop proficiency scales, and begin the transition from the traditional grading system to SBG. The purpose of SBG is to have a clearer focus on students' achievement of specific standards. This movement is not only significant to OHS but to all GDOE schools in SY 19-20.

In support of this goal, the Deputy Superintendent of Curriculum and Instruction, organized a special working session for secondary schools to work together on Priority Standards, Skills, and Topics (PSSTs) from January 21-24, 2020. Secondary schools were asked to send a representative from ELA, math, and social studies departments to review, refine, and solidify the PSSTs for SY 20-21.

These sessions helped to establish vertical alignment conversations with feeder schools. Teachers used this opportunity to plan and discuss learning targets for students from grades 8-12. Teacher representatives were then tasked to share the proposed PSSTs with their colleagues and finalize the PSSTs for the then upcoming school year, 2020-2021.

It is important to note that OHS was one of the schools selected by the district to pilot the implementation of SBG. Unfortunately, the early closure of schools in March 2020 affected the steady progress OHS was making to fully implement SBG.

**Daily Bell Schedule:**

Since the last visit, OHS made a slight change to the daily bell schedule. This slight change, however, had the biggest impact to curb a discipline concern at the school- skipping. Skipping was the second highest discipline infraction in SY 18-19.

With the SY 17-18 bell schedule, students had thirty-five (35) minutes of non-instructional, free time clumped together. This included fifteen (15) minutes of break time, five (5) minutes of passing time, and fifteen (15) minutes of homeroom. Students were to be in their second block classes for homeroom. Homeroom time was used for the national anthem, Guam hymn, and bulletin announcements which was said over the intercom. However, students took advantage of this non-instructional time and lounged in the hallways for those thirty-five (35) minutes until the bell rang for second block to start.

OHS Bell Schedule – SY 2017-2018		
TIME	PERIOD	DURATION
7:20-9:00AM	1 <sup>st</sup> Block (Period 1/4)	100 min
<b>9:00-9:15AM</b>	<b>Break</b>	<b>15 min</b>
<b>9:15-9:20AM</b>	<b>Passing Time</b>	<b>5 min</b>
<b>9:20-9:35AM</b>	<b>Homeroom</b>	<b>15 min</b>
9:35-11:15AM	2 <sup>nd</sup> Block (Period 2/5)	100 min
11:15-12:30PM	Lunch	75 min
12:30-12:35PM	Passing Time	5 min
12:35-2:15PM	3 <sup>rd</sup> Block (Period 3/6)	100 min
2:15PM	Dismissal	

To address this discipline concern, the school implemented a plan to get students to class on time. It was called student lockouts. After the tardy bell rang, teachers were instructed to lock their classroom doors. Students who did not make it to class on time had to go to the office and get a lockout pass to return to class. Three lockout infractions equated to lunch detail. The

school found this difficult to manage because there was an average of one hundred (100) students “locked out” during this block. Another concern was the loss of additional instructional time as students lined up to get their lockout passes.

To lessen the number of students locked out, the leadership team then decided to change the bell schedule and switch homeroom announcements to the end of second block instead of at the beginning. This change had a positive impact. There were more students that reported to class on time and less students were turned in for skipping. This change is reflected on the SY 18-19 bell schedule.

OHS Bell Schedule SY 2018-2019 and SY 2019-2020		
TIME	PERIOD	DURATION
7:20-9:00AM	1 <sup>st</sup> Block (Period 1/4)	100 min
9:00-9:15AM	Break	15 min
9:15-9:20AM	Passing Time	5 min
<b>9:20-11:15AM</b>	<b>2<sup>nd</sup> Block (Period 2/5)</b> <b>Homeroom</b>	<b>100 min</b> <b>15 min</b>
11:15-12:30PM	Lunch	75 min
12:30-12:35PM	Passing Time	5 min
12:35-2:15PM	3 <sup>rd</sup> Block (Period 3/6)	100 min
2:15PM	Dismissal	

In SY 20-21, there were changes to the bell schedule again. The bell schedule changed from block scheduling to traditional. This change was done to accommodate the three models of learning: online, hard copy, and face-to-face.

The bell schedule changed from three (3) periods per day at 100 minutes per class, to seven (7) periods per day at fifty (50) minutes per class. Students were placed in A, B, C cohort groupings to ensure that all face-to-face students had the same amount of class time during the week. The breakdown of the A, B, C cohort grouping was the division of one class period into three smaller classes that were labeled A, B, and C. This was done to minimize the number of students per class as required by the district.

Other concerns in the bell scheduling process was the concern for safety. Based on the six (6) feet distance standard of precaution and the size of the classroom, each class was able to accommodate no more than fourteen (14) students per period. The administration also had to consider the times students are in common areas for breakfast, lunch, break time, and passing

time. Therefore, the bell schedule changed from six periods to seven periods. This additional period was factored in because the school had to divide the lunch period into two, to ensure there weren't too many students in one common area at the same time.

Due to the rising numbers of COVID-19 cases on island, GDOE decided to withdraw from having face-to-face instruction during first semester and only allow for online and hard copy learning. Students who originally signed up to have face-to-face instruction were asked to change their model of learning to online or hard copy.

Below is the bell schedule for first semester of SY 20-21. Monday to Thursdays, students meet with their teacher online during their assigned period at least once a week, but no more than three times in the week. Hard copy learners pick up and drop off their learning packets every other Thursday. Fridays are reserved for (but are not limited to) school meetings, synchronous lessons, parent-teacher communication, and student interventions - SIS.

OHS Bell Schedule – SY 2020-2021 (Monday-Thursday)			
Period	Time	Cohort Groups A, B, C	Minutes
1 <sup>st</sup> Period	7:15-8:05AM	Periods: 1, 9, 17	50 min
2 <sup>nd</sup> Period	8:10-9:00AM	Periods: 2, 10, 18	50 min
Homeroom	9:00-9:15AM	Homeroom	15 min
Break	9:15-9:30AM	Break	15 min
3 <sup>rd</sup> Period	9:35-10:25AM	Periods: 3, 11, 19	50 min
4 <sup>th</sup> Period	10:30-11:20AM / Lunch	Periods: 4, 12, 20	50 min
5 <sup>th</sup> Period	11:25-12:15 / Lunch	Periods: 5, 13, 21	50 min
6 <sup>th</sup> Period	12:20-1:10PM	Periods: 6, 14, 22	50 min
7 <sup>th</sup> Period	1:15-2:05PM	Periods: 7, 15, 23	50 min

OHS Bell Schedule – SY 2020-2021 (Friday) Intervention and Communication Day	
7:30-9:00AM	Meetings: Faculty, PD, Accreditation, PLC
Synchronous Lessons and SIS Intervention	
9:00-9:30AM	CHamoru

9:30-10:00AM	Social Studies
10:00-10:30AM	ELA
10:30-11:00AM	Science
11:00-11:30AM	Math
11:30-12:00 Noon	PE/Health
12Noon – 1:00PM	Lunch
1:00-2:00PM	Electives

Below is this bell schedule for second semester of SY 20-21.

On Mondays and Tuesdays, teachers meet with their online students. Wednesdays and Thursdays, teachers meet with their face-to-face students. However, due to the amount of students on face-to-face instruction, instead of having A, B, and C cohorts Fridays,

**Standard Operating Procedures (SOP) for Attendance:**

Since the last visit, there were a few changes to the standard operating procedures for attendance. Changes made to attendance procedures are reflected in Board Policy 411.

In SY 17-18, the SOP for taking attendance was simple. The teacher marks a student present, tardy, or absent. A student is considered present (P) if they show up to class on time. A student is considered tardy (T) if they report to class after the tardy bell but before the first fifteen (15) minutes of instructional time has expired. A student is considered absent (A) if they did not report to class at all.

In SY 18-19, the term “Technical Absence” (TA) was added to the attendance procedures. If a student reports to class after the first fifteen (15) minutes of class has expired, but is present for at least half of the regularly scheduled contact hour(s), then he or she is given a (TA). This change gave students an opportunity to submit work and avoid being counted as absent. Students that showed up to class less than one half of the regular scheduled hour was considered absent (A).

In SY 20-21, additional changes were made to the attendance procedures. This was done to accommodate the three different models of learning (online, hard copy, and face-to-face) upon the reopening of schools in January 2021:

SY 2020-2021 Attendance Guidelines (as of Aug. 2020) Reference: SOP 1200-018					
Code Type	Code	SY18-19 SY19-20	Online	Hard Copy	Face-to-Face
Absent	A	Does not show up to class	Does not participate in	Does not submit assignments on	Does not show up to class

			synchronous live sessions	scheduled day of return following the last distribution	
Absent-Excused	AE	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student
Absent-Doctor note	AD	Provides note from a doctor/clinic	Provides note from a doctor/clinic	Provides note from a doctor/clinic	Provides note from a doctor/clinic
Tardy	T	Arrives within 15 minutes after class begins	Arrives within 8 minutes after class begins	NA	Arrives within 8 minutes after class begins
Tardy-Excused	TE	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student	NA	Provides an acceptable excuse from parent/student
Technical Absence	TA	Arrives within 15 minutes after the tardy time but is present for one-half of the contact hour.	Arrives within 8 minutes after the tardy time	NA	Arrives within 8 minutes after the tardy time

As the district prepares for the reopening of schools in January 2021, a refined set of attendance procedures was again updated at the start of second quarter in November 2020:

- Online learners: Attendance will be taken once per week, per subject, and reported on Fridays. Synchronous online classes are scheduled by the teacher.
- Hard copy learners: Attendance will be taken once every other week, per subject.
- Face-to-Face learners: Attendance will be marked in each class on the student’s designated scheduled day.

SY 2020-2021 Attendance Guidelines (update Nov. 2020) Reference: SOP 1200-018					
Code Type	Code	SY18-19 SY19-20	Online	Hard Copy	Face-to-Face
Absent	A	Does not show up to class	Does not show up in all scheduled online sessions for a subject, for that week	Does not pick up the learning packet on the scheduled distribution day	Does not attend class on their scheduled day. (A,B,C cohort day)
Absent-Excused	AE	Provides an acceptable excuse from parent/student	Does not attend at least one of the scheduled online synchronous classes for that subject, and the parent communicated with	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student

			the teacher with a valid excuse		
Absent-Doctor note	AD	Provides note from a doctor/clinic	Provides note from a doctor/clinic	Provides note from a doctor/clinic	Provides note from a doctor/clinic
Tardy	T	Arrives within 15 min after class begins	Arrives within 8 minutes after class begins	NA	Arrives within 8 min after class begins
Tardy-Excused	TE	Provides an acceptable excuse from parent/student	Provides an acceptable excuse from parent/student	NA	Provides an acceptable excuse from parent/student
Technical Absence	TA	Misses 15 min of class or more but is present for one-half of the contact hour.	Misses 15 min or more of a class	NA	Misses 15 min or more of a class

**Professional Development Days:**

In SY 18-19, all professional development days were canceled due to typhoons Mangkhut, Yutu, and Wutip. These days were used as make-up days. Nonetheless, teachers continued to work and collaborate through faculty meetings, PLCs, teacher prep sessions, department meetings, leadership team meetings, virtual meetings, and meetings before and after school hours. There are nine days in every school year reserved for professional development.

Professional development days for SY 19-20 focused on meeting the district’s goal to implement standards-based grading, identify priority standards, and create proficiency scales and common formative assessments. However, due to the early closure of schools relative to the pandemic in March 2020, OHS lost the four remaining professional development days in SY 19-20.

These changes are significant to OHS because the school was in the beginning stages of addressing the district’s goal to have all schools implement SBG. Teachers were in the early stages of creating PSSTs, proficiency scales, and formative assessments.

**Student Support Programs:**

There were several changes and developments made to student support programs since the last visit. There were changes in the compulsory age, OHS’s Schoolwide Intervention (SIS), and the ceasing of all school related events, sports, and activities in fourth quarter of SY 19-20 due to the COVID-19 pandemic. There were also changes in the Eskuelan Puengi (night school) and summer school programs.

**New Compulsory Law:**

To assist students with credit recovery, the legislature passed the New Compulsory Law, PL34-104 on May 24, 2018. This law requires students to remain in school until the age of eighteen

(18). Prior to this law, students who accumulated more than twenty-five (25) absences and were sixteen (16) years of age or older may be dropped from school for the balance of the academic year. This new compulsory law was created to encourage students to stay in school. Students who previously dropped out of school and were in the age range, were mandated to come back and register.

### **Schoolwide Intervention System (SIS) Program:**

The school's intervention program, SIS, offers students an extra hour each week with their teachers for tutoring in the four content areas (ELA, math, science, social studies). SIS began in SY 14-15 to cut the potential number of failing grades each semester. Students are placed in tutoring classes if they earn a sixty-four percent (64%) or lower in their first quarter final grade and/or third quarter progress report grade. Students are assigned to SIS tutoring classes up until the end of the semester. If students are struggling in more than one subject area, their ELA or math classes take priority. Students who pass all their classes with a sixty-five percent (65%) or above, are placed in a co-curricular class of their choice.

Since the last visit, the SIS program at OHS had a few significant changes. There were changes in the assigned days for SIS, the number of tutoring classes offered, change in student performance benchmark, and change in the monitoring, implementation, and scheduling processes.

SIS days were moved from Fridays to Wednesdays. This change was done to help students receive the tutoring they need to help prepare for quizzes and final exams which were usually held at the end of the week.

Another change that occurred with the SIS program was the offering of tutoring classes for all four content areas- ELA, math, science and social studies. Prior to the visit, students received tutoring for ELA and math only.

In SY 19-20, the school decided to change the sixty-five percent (65%) acceptable benchmark to seventy percent (70%). This was done to match the SBG proficiency scale that indicates seventy percent (70%) as passing or a 2.0 on the proficiency scale.

To better monitor the effectiveness of the SIS program, an SIS committee was created to help analyze student data, administer student and teacher surveys, and prepare the SIS calendar and timeline. The SIS committee also created a uniform statement regarding SIS. The purpose of the SIS statement was to inform students and parents about the school's intervention program and was to be placed in all teacher syllabi at the beginning of SY 20-21.

Lastly, the biggest change in the SIS program occurred in SY 18-19, a better system was put in place to monitor the effectiveness of SIS in increasing student achievement. SIS scheduling, attendance, and accountability for students are now monitored in PowerSchool. Students,

teachers, counselors, and parents are able to view SIS classes (tutoring and co-curricular) on PowerSchool. Prior to this change, the SIS scheduling was done manually. Teachers sent a list of students not meeting benchmark to the counselors. The counselors created tutoring and co-curricular rosters and posted it around campus. Students waited for lunch time to see their SIS schedule posted on the wall and SIS teacher rosters were passed out to teachers on the same day. This caused much chaos as some teachers submitted their student names late, some students did not have an SIS class, some SIS schedules were duplicated, and teacher rosters were constantly changing. These issues are no longer a challenge for OHS as SIS scheduling is done completely in PowerSchool.

This change made the intervention program more effective and the school was able to meet the goal stated in the Schoolwide Action Plan of SY18-19: *Effectively implement SIS- scheduling, attendance, and accountability monitoring by incorporating PowerSchool scheduling.*

### **Early Closure of Schools in SY 19-20 and the Start of Distance Learning:**

On March 16, 2020, the Governor of Guam signed the Executive Order 2020-04 relative to responding to confirmed cases of the novel corona virus, COVID-19. This executive order closed all non-essential Government of Guam (GovGuam) offices, all public and private schools, and prohibited large gatherings. This executive order remained in effect until the end of SY 19-20. All school related activities and sports events were canceled.

### **Eskuelan Puengi (night school) Program:**

The early closure of schools affected the Eskuelan Puengi program; there was a loss of three instructional days. The Eskuelan Puengi program was scheduled to run from February 4 to March 20, 2020. Teachers had to communicate with students online to provide instruction and allow for students to submit assignments to make up the three days. Due to the early stages of the pandemic and the uncertainty of the status of the virus, no one was allowed on campus and therefore only online instruction was offered. This was challenging for many teachers because some students were difficult to reach. They either did not have a computer device, access to the internet, or a working number to reach them. This was the first time OHS implemented distance learning.

### **Distance Learning – SY 19-20:**

With the uncertainty of the reopening of schools, teachers continued to find creative ways to communicate with students and keep them motivated to learn. For safety reasons, teachers were not allowed to conduct face-to-face instruction. Teachers were only able to communicate with students who had access to the internet, a phone or computer device, and a GDOE student e-mail account. Teachers transitioned from face-to-face instruction to solely using online applications, email, classroom websites, and the use of educational online learning management systems such as Edmodo, Zoom, Google Classroom, and Google Meet. Below are some of the creative ways the different departments addressed this sudden change of instruction during fourth quarter - distance learning:

#### English Language Arts (ELA) Department:

The ELA teachers offered enrichment activities online and encouraged students to email them and request for enrichment activities.

Teachers disseminated information and assigned activities on Edmodo, posted activities on their teacher-made class websites, and some created assignments on Google Classroom. Teachers also used resources such as NewsELA, Khan Academy, Quill, My AP, WorkKeys, Google Meets, and Zoom to provide assignments and facilitate discussion. The department decided to assign seven major literary works: Titles include *The Tragedy of Romeo and Juliet*, *Alice in Wonderland*, *Dracula*, *The Odyssey*, *The Tragedy of Julius Caesar*, *The Great Gatsby*, and *The Crucible*.

#### Social Studies Department:

Teachers in the social studies department communicated with their students through email, class webpages, and class chats. They provided enrichment activities such as supplemental readings, video links, handouts in Google Docs & Quizlet. All teachers offered enrichment activities to their students. Some teachers conducted one-on-one instruction online with students who requested or needed it.

The social studies AP teachers conducted online instruction with AP students, helped facilitate online district training for AP teachers, attended College Board webinars, and shared information with students and the district.

#### Science Department:

Teachers in the science department communicated with students through email. Teachers disseminated assignments, answered questions, provided worksheets with an answer sheet to check for understanding, and provided a study guide that covered fourth quarter standards that teachers were not able to deliver instructions for.

#### Counseling Department:

The counseling department utilized social media and the counseling website to get information out to students and parents. The department also created an informational brochure for parents. All counselors communicated with students regarding their academic needs through email. Information was also sent out through the following social media outlets: Twitter: [@OkkodoIsLit](https://twitter.com/OkkodoIsLit) and Weebly page: [Okkodocounseling@weebly.com](http://Okkodocounseling.weebly.com).

#### Special Programs Department:

The Special Programs department is composed of ESL, SPED, and CHamoru language teachers. ESL teachers communicated with students through email. They sent enrichment activities through Khan Academy (math and English), ixl, Quill, Amazon

stories, and shared various links to math and language websites to enhance students' English language learning.

Special Education teachers and CRTs continued to conduct IEP meetings online and coordinated with students and the school's speech-language and occupational therapist to provide special education related services via tele-therapy.

CHamoru language teachers communicated with their students through class chats, email, and the use of websites to continue learning the CHamoru language.

Marine Junior Reserve Officer Training Corps (MJROTC) Department:

Class instructors in the MJROTC department used email and program chat groups to communicate with students. Students were required to complete questions on United States Marine Corps (USMC) history, ceremony, and traditions. Cadets were instructed to clean and prepare their uniforms for return. Students were also encouraged and invited to conduct short research papers (about 2,000 words) on any naval service related topic or family veteran interview and write a reflection. Cadets also provided a school year reflection (after action agenda) that included their evaluations and suggestions for improvements for next school year.

Physical Education (PE) and Health Department:

Teachers in the PE and Health department connected with students via email, WhatsApp, and Facebook/messenger. Teachers provided students with assignments, make-up work, enrichment activities, and links to videos of different workouts they could do at home. Some teachers requested for written assignments and videos of their workout and fitness tests to be sent online.

The Family Living teacher connected with students through Google Classroom and email. The teacher gave students enrichment activities on basic hand sewing through the use of video and website links.

The Parenting teacher communicated with students via email. The teacher provided assignments, counseling support, guidance, and encouraged students to stay home and care for their parents and family members.

Math Department:

Teachers in the math department communicated with students through email, class websites, Google Classroom, AP Classroom, and teacher-made video lessons.

Teachers provided lists of skills and concepts that would have been covered during fourth quarter and gave links to the following online outlets: Online version of currently used math textbooks, Khan Academy, CK-12, and Brilliant.org. Teachers also uploaded relevant video links and suggested practice problems for students to review.

For the math honors classes, teachers conducted online meetings using Zoom (Zoom.us). Teachers went over lessons and had students take an assessment synchronously. Since the format of the AP Exam changed this year from being pencil-paper to online, some of the AP Calculus students requested to have online meetings on weekdays. Students were able to learn material that was not covered before the pandemic, practice Free Response Questions (FRQs), and received updates on what they would need and what to expect when taking the online exam. These online sessions carried on until the early hours of their exam day, May 13, 2020.

Some of the challenges of distance learning in SY 19-20 included limited student access to reliable internet, a decline of student motivation and commitment, valid working numbers of parents, and the difficulty students experienced having to focus on school with the distractions from home. Contacting students was very challenging, especially those who were failing or at the borderline of failing.

At the start of distance learning, students seemed interested in doing enrichment activities online. It was a new kind of learning experience. However, once students realized the work being assigned would not affect their academic grades, students slowly stopped participating or asking questions. Their third quarter grade became their final grade for the semester, a directive from the Guam Board of Education.

Overall, the teachers at OHS did their best to accommodate student learning needs, keep students motivated to learn, and adjust to distance learning.

#### **New Grade set up for SY 19-20 - Fourth Quarter:**

It was decided by the Guam Education Board (GEB) to roll over students' third quarter grades to fourth quarter and waive Service Learning hours for graduating seniors. Below was the directive of the board to calculate student grades for second semester:

“Establish the grade set-up in PowerSchool with a weight of 100% for 3<sup>rd</sup> quarter and 0% (note: this is not a 0% for the grade, but does not hold a weight for the semester) for 4<sup>th</sup> quarter, which would record the semester grade as a reflection of the 3<sup>rd</sup> quarter grade (There will be no 4<sup>th</sup> quarter grade).” –GEB

#### **School Events Canceled for SY 19-20:**

Listed below are some of the events sponsored by the OHS clubs and organizations that were approved by the administration to take place in the latter part of SY 19-20. However, due to the pandemic and closure of the schools, all events were canceled. Additionally, there were school-wide events that were canceled such as Gupot Chamoru, Special Olympics, fourth quarter spirit week and pep rally, and the SLO ceremony for second semester.

**Approved Activities for the Months of March-May 2020 that were Canceled**

	<b>Activity:</b>	<b>Sponsored by:</b>	<b>Date(s):</b>	<b>Time:</b>	<b>Location:</b>	<b>Advisor:</b>
1	After School Food & Bev Sales	SHS	1-31 Mar	2:15-3pm	Main Cafe	K. Reyes
2	Electronics Student Store	Electronics	1-31 Mar	Open	Open	A. Mina
3	Dance Team Practice	HYPE	1-31 Mar	2:30-5:30pm	A117	R. Estoy
4	Unity T-shirts	2020	17-29 Feb	Open	Open	J. Chargualaf
5	Rugby Home Game Sales	Girls Soccer	1-20 Mar	Open	OHS Field	J. Manibusan
6	Night School Food Sales	Senior Trip	1-27 Mar	3-5:30pm	Main Cafe	J. Chagualaf
7	Soccer Clinics	Girls Soccer	1 Mar	3:30-5:30pm	Baseball Field	J. Manibusan
8	Kelaguen Grams	ProStart	6 Mar	Open	Open	K. Miranda
9	MCJROTC Power Point Briefing	MJROTC	6 Mar	2-3pm	BMS/ Astumbo	R. Eisel
10	Gupot Chamoru Grams	Chamorro	9-23 Mar	Open	Open	G. Sablan
11	MCJROTC Power Point Briefing	MJROTC	13 Mar	2-3pm	BMS/ Astumbo	R. Eisel
12	MCJROTC Flag Raising Practice/ Event	MJROTC	13-16 Mar	3-4pm	Congress Bldg	R. Eisel
13	Special Olympics Traffic Control	MJROTC	14 Mar	5am-2pm	OHS Parking	R. Eisel
14	Mini Haunted House	2022	14 Mar	6:30-10pm	Main Campus	J. Manibusan
15	Panda Express Fundraiser	NHS	14 Mar	10am- 9pm	Panda Ex, Mall	J. Quintanilla
16	Chuck E Cheese	2020	14 Mar	10am-1pm	CEC GPO	J. Chargualaf
17	Volleyball Tournament	Bball	15 Mar	7am-8pm	Gym	A. Mad
18	Pizza Hut Fundraiser Night	NHS	16 Mar	11am-10pm	All Pizza Huts	J. Quintanilla
19	Pageant Coaching	2021	16, 23 Mar	4-6pm	Main Cafe	Z. Araos
20	Island Fiesta Luncheon	ProStart	19 Mar	11:15am- 12:15pm	ProStart	K. Miranda
21	Movie Night	2022	20 Mar	5:30-9:30pm	A wing	J. Manibusan
22	Lunch Plates Fundraiser	Hype	20 Mar	Open	Open	R. Estoy
23	Dance Workshop	Hype	21 Mar	4-7pm	A117	R. Estoy
24	PTC Food Sales	AFC	23 Mar	6am-12pm	Main Cafe	C. Santos
25	PTC Food Sales	2022	23 Mar	6:30am-12pm	Main Cafe	J. Manibusan
26	Lunch Plates Fundraiser	Mock Trial	24 Mar	Open	Open	M. Barlongo
27	Game Tournament	Electronics	27 Mar	4-10pm	Main Cafe	A. Mina
28	Lunch Plates Fundraiser	DECA	27 Mar	Open	Open	A. Manzana

29	Mr. and Ms. Okkodo	2021	28 Mar	5-10pm	Gym	E. Jimenez
30	Carwash	UNO	28 Mar	8am-4pm	Wendy's Barr	G. Sablan
31	Chuck E Cheese Fundraiser	Hype	29 Mar	6-9pm	CEC GPO	R. Estoy
32	Pieology Fundraiser	Hype	31 Mar	10am-10pm	Dededo Pieology	R. Estoy
33	Pieology Fundraiser	DECA	30 Mar	11am-10pm	Dededo Pieology	A. Manzana
34	After School Food & Bev Sales	SHS	1-30 Apr	2:15-3pm	Main Cafe	K. Reyes
35	Electronics Student Store	Electronics	1-30 Apr	Open	Open	A. Mina
36	Dance Team Practice	HYPE	1-24 Apr	2:30-5:30pm	A117	R. Estoy
37	Gupot Chamoru Grams Delivery	Chamorro	2-3 Apr	After 3rd block	Open	G. Sablan
38	2K/5K Run	2020	04 Apr	5-9am	GPO	J. Chargualaf
39	theatre Production	Drama	08-09 Apr	7-9 pm	Caf	Mr. Dennis
40	Write Out Loud! Poetry Festival	2022	18 Apr	6-9:30pm	Gym	J. Manibusan
41	Pep Rally	SBA	24 Apr	Activity Bell Sch	Gym	A. Palomo
42	Junior Prom	2021	25 Apr	6-11pm	Nikko	Z. Araos
43	Electronics Student Store	Electronics	1-22 May	Open	Open	A. Mina
44	DECA Bonding	DECA	01 May	11:15am-1:30pm	F1	Manzana
45	Senior Production	2020	2 May	6-9pm	Gym	J. Chargualaf
46	Faculty/ Staff Appreciation Lunch	DECA	08 May	11:15am-12:30pm	F1	Manzana
47	Theater Production	Theater Class	8-9 May	2:15pm-8pm	Main Cafe	A. Dennis
48	Senior Prom	2020	16 May	6-11:30pm	Dusit Thani	J. Chargualaf
49	Senior Brunch	2020	23 May	10am-2pm	Lotte Hotel	J. Chargualaf

In addition to the cancelation of school events, some classes were sadly affected. Students in the Personal Finance Management class were unable to complete the Financial Literacy course and unfortunately lost an educational opportunity to receive a Financial Literacy Certificate.

In SY 19-20, Guam was recognized at a conference in New York, along with participating states, for joining the financial literacy initiative. This Financial Literacy Certification program is offered by *Working in Support of Education* (WISE), a nationally recognized nonprofit organization, with groundbreaking innovation in financial education for high school students. The goal of the program is to help high school students become financially responsible after graduating from high school. Students can take this class as an elective or a math credit.

OHS was the first Guam public high school to be given the opportunity to give students a Financial Literacy Certificate upon passing the certification test. Unfortunately, the school year ended early and students were not able to take the test.

### **GDOE “Grab-N-Go” School Meal Program:**

Although schools were closed for the entire fourth quarter, GDOE launched a Grab-N-Go school meal distribution program that began Monday, March 23, 2020. The school meal distribution program remained operational for the remainder of the school year. The schools offered Grab-N-Go lunches at no cost; it was limited to one meal per child.

GDOE worked to offer this Grab-N-Go school meal program throughout the island-wide school closer to ensure students continued to receive nutritious meals daily and to help alleviate the stress of students and families.

The Grab-N-Go school meal program was made possible through a waiver received by the United States Department of Agriculture (USDA). Participants were asked to pick up meals through a drive-thru system at the school site. GDOE and Sodexo staff assisted with the Grab-N-Go school meal distribution.

In SY 20-21, the Grab-N-Go lunch program continued on a weekly basis. Lunch distribution at OHS was every Thursday from 11A.M.-1P.M. and then changed to Fridays at the start of face-to-face instruction on January 19, 2021.

### **Class of 2020 “Grad-N-Go” Commencement Ceremony:**

The OHS Class of 2020 “Grad and Go” Commencement Ceremony was held on Tuesday, June 2, 2020 from 8:00 A.M. to 11:00 A.M. on the campus grounds. The graduating class consisted of three hundred thirty-two (332) members, and of that total, approximately two hundred eighty (280) students, or eighty-four percent (84%), participated in the ceremony.

The graduation was a drive-through ceremony, which involved one vehicle for each graduate. The family members drove onto campus with the graduate. The graduate exited the vehicle and walked on the stage. The graduate received the diploma from the school principal, snapped a photo on stage, and received a class gift from the senior council. Then, the graduate returned to the family vehicle and exited the campus grounds.

Due to the health emergency pandemic, the planning for the graduation ceremony began in May 2020. The school administration suggested that the senior council and advisors draft a thorough plan for the ceremony. By doing so, the school administration allowed the students to pitch their ideas for their last high school event. Other members of the planning committee included the school administrative officer and one school counselor. Both members assisted in planning the logistics of the event.

One major challenge for the ceremony included planning a large-scale event that adheres to the safety and health restrictions. At the time of the graduation, the governor’s executive order required six (6) feet physical distancing, no gatherings of more than ten (10) people, and facial

coverings when in public. Another challenge was ensuring that the graduation ceremony was timed perfectly and that every participant (graduates, family members, or volunteers) knew exactly where to go and what to do. As a solution, the senior council and advisors held virtual graduation meetings via Google Meet to thoroughly explain the plan for the day of graduation.

Major differences between the “Grad and Go” ceremony and a traditional commencement ceremony were the physical presence of the dignitaries, the speeches and presentations from elected leaders and postsecondary institutions, and the class song performance. The recognition of the Top 10 students and the speeches from the class valedictorian, class salutatorian, class president, and major school officials (school principal, superintendent of education, and chairwoman of the education board) were recorded and televised.

Of the six public high schools on Guam, OHS was the first high school to have a “Grad-N-Go” graduation ceremony.

### **Summer School Program:**

There were also changes in the OHS summer school program. The GDOE Summer School Program ran from June 15 to July 23, 2020. Teachers had to prepare instruction for both online and hard copy learners. Both models of learning were made available to attending students because the campus was opened only for minimum occupancy. Teachers were allowed on campus to prepare hard copy learning packets. For students that did not have access to a phone or a computer device and or reliable internet, hard copy packets were made and a pick up and drop off schedule was created. This was the first time OHS offered both online and hard copy instruction.

OHS seniors, who completed the summer school program to graduate, attended the GDOE’s drive-thru Rainbow Grad-N-Go Graduation ceremony held at Southern High School on July 29, 2020. OHS had seven (7) summer graduates.

### **GDOE Summer Preparation for SY 20-21 Distance Learning:**

To better equip teachers with the delivery of distance learning, the Division of Curriculum and Instruction offered many virtual trainings in Curriculum and Distance Learning from July 20-29, 2020. The trainings included seven educational modules that aimed to help teachers with the application of technology and interactive strategies, the use of different online platforms to help with diverse learners, and the use of online learning management systems in secondary schools. Below is a list trainings that were offered:

1. Microsoft Apps Basic (Word, Excel, PowerPoint)
2. Google Classrooms & Using Online Apps
3. Working with Diverse Learners (ESL, SPED, GATE)
4. Family Support for Distance Learning
5. Priority Skills Standards & Topics (PSST) Process, Proficiency Scales, and Strategies for Assessing Student Learning
6. Moodle (Secondary Schools Only)

## 7. Online Course Management System (Secondary Schools Only)

The district also provided COVID-19 safety training for all employees:

1. eProtect Respiratory Infections (EN) <https://bit.ly/GDOETRN1>
2. COVID-19: How to put on and remove personal protective equipment (PPE)  
- <https://bit.ly/GDOETRN3>
3. Standard precautions: Environmental cleaning and disinfection  
- <https://bit.ly/GDOETRN4>

### **The Addition of a New SLO – a Health and Wellness SLO:**

In SY 20-21, OHS stakeholders felt the need to address the social, mental, and emotional well-being of students, especially during the pandemic. Many families were, in one way or another, affected by the pandemic: some families experienced the loss of jobs, some had to care for family members who were sick, some lost loved ones to the COVID 19 virus, some didn't know how to address the fear, anxiety, and stress brought upon by COVID 19 restrictions and social distancing. The reality of this unfortunate, worldwide circumstance was that no one was prepared to deal with the enormous impact the pandemic would have on our lives.

To assist with this situation, the faculty decided to address the health and wellness of students, as a whole. Teachers are aware that a student's home environment directly affects learning in the classroom. With this in mind, teachers adjusted their lessons to work at the pace of their students who were adjusting to the effects of the pandemic and their new learning environment – distance learning. It is important to be considerate, patient, and understanding of the challenges students were facing at home.

Based on perception surveys sent out on Nov. 6, 2020, a majority of OHS stakeholders believe this was the right time to add a health and wellness SLO:

- More than sixty-five percent (65%) of stakeholders feel there is a need to add a health and wellness SLO.
- More than sixty percent (60%) feel this is the right time to add a health and wellness SLO.
- More than seventy percent (70%) of stakeholders see a need to support students in developing strong overall-wellness and coping skills.

	Teachers - 80	Parents - 184 Total		Students - 403 Total	
		Online (57)	Hard Copy (127)	Online (198)	Hard Copy (205)
Do you think there is a need to add a health and wellness SLO?	<b>82% Yes</b> 18% No	<b>81% Yes</b> 25% No	<b>67% Yes</b> 25% No	<b>80% Yes</b> 24% No	<b>70% Yes</b> 24% No
Do you think this the right time to add a health and wellness expectation?	<b>76% Yes</b> 24% No	<b>82% Yes</b> 30% No	<b>63% Yes</b> 30% No	<b>83% Yes</b> 21% No	<b>73% Yes</b> 21% No
Do you see a need to support students in developing strong overall, wellness and coping skills?	<b>96% Yes</b> 4% No	<b>82% Yes</b> 21% No	<b>72% Yes</b> 21% No	<b>88% Yes</b> 11% No	<b>83% Yes</b> 11% No

The following stakeholders were involved in the addition of a health and wellness SLO:

- Step one, teachers discussed the need to add a health and wellness SLO based on their personal observations and feedback from students and parents.
- Step two, the Accreditation Leadership Team, which consists of student, parent, and teacher representatives, created a survey to get input from all stakeholders regarding distance learning and how the effect of the pandemic has had on education.
- Step three, all stakeholders submitted SLO proposals relevant to health and wellness.
- Step four, the Accreditation Leadership Team collected the responses and narrowed it down to the top three.
- The faculty voted on the final SLO at the faculty meeting held on Friday, January 22, 2021.

Additionally, OHS was among three schools chosen by the district to participate in WestCare’s services based on the rate of disciplinary referrals in relation to the other high schools on island. WestCare takes care of the intake and counseling process once a referral form is submitted.

WestCare Pacific Islands (WPI) is part of a family of non-profit organizations providing vital behavioral health services to the most vulnerable populations of the communities. *Ma’lak na Ha’ân i*, or Bright Futures, operates under WPI’s services for youth ages 11-17. This grant, awarded from April 30, 2020 to October 29, 2021, provides evidence-based treatment to address trauma, such as anxiety, depression, and PTSD. Bright Futures implements the following approaches for its program delivery: Support for Students Exposed to Trauma (SSET), Screening, Brief Intervention, and Referral to Treatment (SBIRT), Cognitive-Behavioral Therapy (CBT), Cognitive-Behavioral Intervention for Trauma in Schools (CBITS), and Motivational Interviewing (MI).

During this uncharted area of online learning, many students have been experiencing depression, anxiety, and especially grief, brought on by the onset of the COVID-19 pandemic. Students have reached out to teachers expressing these thoughts/feelings and the teacher would channel the information to the student's respective counselor and administrator. The counselor would then talk to the student to observe if the mental triggers manifests (in relation to reports of what the teacher/personnel described) in which the counselor will administer a GDOE-issued screener to determine the severity of the symptom.

GDOE's Student Support Services has issued various screeners to counselors to determine the severity of various mental symptoms. These screeners include the Center for Epidemiological Studies Depression Scale for Children (CES-DSC), the Brief Grief screener, the Screen for Child Anxiety Related Disorders (SCARED), and the UCLA Brief COVID-19 Screen for Child/Adolescent PTSD. These screeners are designed to measure the severity of depression, grief, anxiety, and PTSD from COVID, respectively.

After the counselor administers one or more of the screeners to the student, the results are then tallied to determine a referral to WestCare. Many of the GDOE-issued screeners have score benchmarks to measure the severity of the symptom. A student who ranks low in any of the screeners would warrant 1-3 counseling sessions with their respective counselor, with updates given to their teachers and administrator, with respect to confidentiality. A student who ranks medium to high would warrant a referral to WestCare. Recent talks in the referral process took place on December 2020, where counselors who refer to WestCare do not have to use GDOE's "SOP1200-019 Students in need of Behavioral Health Services" form and instead use WestCare's Consent for Referral form. Verbal consent will need to be given by the parents of the student before WestCare can take over the rest of the referral process.

Once the referral to WestCare is complete, they have their own assessments to better pair the student with the services they provide. Counselors and providers at WestCare are not licensed therapists. Instead, the personnel are trained in certain mental manifestations to include, but not limited to: anxiety, depression, suicide, and grief. Should a student have suicide ideation while under WestCare's supervision, WestCare may refer out to Guam Behavior Health Wellness Center (GBHWC). WestCare is also responsible for giving monthly updates to the OHS Counseling department, as well as the administrators, on the students receiving services and their progress in the program.

### **The Reopening of Schools and the Start of Face-to-Face Instruction in January 2021:**

On December 20, 2020, the Guam Education Board approved GDOE's plan to reopen schools in January 2021. Based on the recent decline of COVID-19 cases on the island and the recommendations by the District School Readiness Task Force and the authorization of the Governor and the Superintendent of Education, a new weekly schedule of classes was to take effect on January 19, 2021. Teachers will provide online synchronous lessons on Mondays and Tuesdays, face-to-face lessons on Wednesdays and Thursdays, and prepare hard copy packets for distribution on Fridays. Fridays are also used for communication and intervention.

The GDOE defined the three models of learning as follows:

1. Home Learning Online Instruction (Online Learning): This model of instruction and attendance is 100% online home learning. Students participate in classes online and are required to have a computer or tablet, and reliable internet access. Additionally, though not necessarily required, access to a printer and scanner is beneficial.
2. Home Learning Hard Copies (Paper Based/Hard Copy Curriculum): This model of instruction and attendance is for students who would like to do 100% distance learning but do not have the equipment to support 100% online work. This would be a home learning model supported by a paper-based or hard copy based curriculum.
3. Traditional (Face-to-Face): This model of instruction and attendance will be for students who will be participating in traditional face-to-face classes in school. Due to safety and physical distancing considerations, the Guam Education Board has approved the District School Readiness Task Force recommendation of using an A-B-C alternating schedule, where 1/3 of students attend classes on any given school day. The A-B-C alternating schedule entails the following:
  - Students are divided up into equally sized alphabetical cohorts (A, B, C). Efforts will be made to align schedules of siblings in the same or multiple schools.
  - Cohorts will alternate days for physical attendance on campus.
  - On days when students are not physically on campus, they will have assignments, projects or activities to complete and submit when they return. These assignments, projects, or activities can be provided and completed electronically or through hard copy depending on students' access to equipment and the internet.
  - Alternating days will follow the same order and adjust accordingly for holidays.
  - Fridays will be designated as student interventions and parent support days.

The daily bell schedule at OHS will not be affected by the start of face-to-face instruction. The school will continue to use the traditional bell schedule prepared for SY 20-21 and follow all safety measures of social distancing while on campus.

OHS Bell Schedule – SY 20-21 (Monday-Thursday)			
Period	Time	Cohort Groups A, B, C	Minutes
1 <sup>st</sup> Period	7:15-8:05AM	Periods: 1, 9, 17	50 min
2 <sup>nd</sup> Period	8:10-9:00AM	Periods: 2, 10, 18	50 min
Homeroom	9:00-9:15AM	Homeroom	15 min
Break	9:15-9:30AM	Break	15 min
3 <sup>rd</sup> Period	9:35-10:25AM	Periods: 3, 11, 19	50 min
4 <sup>th</sup> Period	10:30-11:20AM / Lunch	Periods: 4, 12, 20	50 min
5 <sup>th</sup> Period	11:25-12:15 / Lunch	Periods: 5, 13, 21	50 min
6 <sup>th</sup> Period	12:20-1:10PM	Periods: 6, 14, 22	50 min
7 <sup>th</sup> Period	1:15-2:05PM	Periods: 7, 15, 23	50 min

OHS Bell Schedule – SY 20-21 (Friday)		
Hard Copy Packet Distribution, Communication, and Intervention		
7:30-9:00AM	PD, Accreditation, Faculty Meetings	Intervention Offered
9:00-9:30AM	<i>CHamoru</i>	Each department is doing one or more of the following:  Individual or small group tutoring via videoconferencing using Google Meets, FaceTime, WhatsApp, and Zoom.  Parent-teacher conferences via phone calls, emails or video conferencing.  Synchronous make-up lessons for students who missed sessions during the week.  Q&A sessions, clarification, HC feedback through GDOE email threads or text messaging via Google Classroom feature, SMS, and WhatsApp.  Individual or small group tutoring via video conferencing using Google Meets, FaceTime, WhatsApp, and Zoom.  Individual tutoring via phone conversations.
9:30-10:00AM	Social Studies	
10:00-10:30AM	ELA	
10:30-11:00AM	Science	
11:00-11:30AM	Math	
11:30-12:00 Noon	PE/Health	
12Noon – 1:00PM	Lunch	
1:00-2:00PM	Electives	

**Chart Summary of Significant Changes since SY 17-18:**

SY 18-19	SY 19-20	SY 20-21
Change in leadership within a three year span	Early closure of schools due to the COVID-19 pandemic on March 16, 2020.	To accommodate all three models of Learning: online, hard copy, and face-to-face:  -New bell schedule (block scheduling to traditional)  -New SOP for attendance  -New SOP for hard copy learners  -New SOP for campus occupancy  -Pick-up and drop off schedule for hard copy students
Implementation of SBG and PBIS	Eskuelan Puengi: -start of distance learning (online only) -Feb. 4 to March 20, 2020	
New SOP for attendance: -the addition of Technical Absence (TA)	Fourth Quarter: -start of distance learning (online only) -March 16 to May 2020	
New bell schedule to address discipline concern – skipping -homeroom time switched	Grab-N-Go School Meal Program begins -March 23 to May 2021	
Loss of professional development days -due to typhoons	Class of 2020 “Grad-N-Go” Commencement Ceremony -June 2, 2020	Addition of a new SLO -Health and Wellness
New Compulsory Law	Summer School: -distance learning (online and hard copy) June 15 to July 23, 2020	Start of virtual events: -NHS Induction -SLO Ceremony -Virtual College Fair
Scheduling of SIS in PowerSchool	New SOP for social distancing measures (islandwide)	New weekly schedule for the reopening of schools effective Jan. 19, 2021.
	Cancelation of all school events and activities such as: -SLO ceremony -DWA testing -Gupot CHamoru -WorkKeys Assessment -ASVAB testing -Fourth Quarter Sports -Senior Awards Ceremony -Special Olympics	Virtual Training for Teachers: -Curriculum -Distance Learning -COVID 19 Safety -Online Management Systems -Coping with fear, anxiety, and stress training
	New SOP to input grades -fourth quarter only	Start of student sports -Third quarter
	Start of virtual meetings: -Faculty, DC, PLCs, Touching Base	

## **COVID-19 Impact on Teaching and Learning at Okkodo High School**

### **Background**

School year 2020-2021 had many challenges. Teachers were required to teach in new ways. Students had to become accustomed to new models of learning (MOL). District leaders established three MOLs for teachers and students. All Guam DOE schools offered academic packets or hardcopy learning, online learning, and in-person learning (also referred to as face-to-face learning). Although leadership at both the district level and at the school site offered opportunities for educational technology training, many teachers started the year without being proficient in these tools. Despite this new approach to teaching and learning, the Okkodo High School community did their best to continue the education process in the face of a pandemic.

In August of 2020, OHS was ready to open the school year offering all three MOLs for students. The typical six-period schedule the school was using before the pandemic could no longer be utilized. Prior to SY 2020-2021, students attended three, one-hundred-minute blocks each day. Periods one through three on one day and periods four through six the next. The schedule continued to alternate each day. This was no longer possible because the Department of Public Health issued requirements to have everyone maintain six feet of distance between each other while on campus.

The district instructed the schools to break down the student population into cohorts. Each cohort would take turns coming to school for in-person instruction. The school's computer operator took the usual six classes and split each one into three different periods so that a smaller number of students could attend class each day. For example, she took an English 9 first period class of twenty-eight students and divided it up into three separate classes. So the first hour on Monday would consist of ten students, the first hour on Tuesday would have another ten students, and the first hour on Wednesday would have eight students. If the three classes were combined, for a total of twenty-eight students, that would be one English 9 first period class.

The bell schedule now consists of seven classes each day. First through seventh on Monday, periods nine through fifteen on Tuesday, and seventeen to twenty-three on Wednesday. This means that if a teacher combines their first, ninth, and seventeenth periods that would be equivalent to their first period class. If they combine their second, tenth, and eighteenth periods that would equate to their second period class and so on.

Offering in-person learning was put on hold when the island community saw a spike in the number of people who tested positive for COVID-19. Right before the start of the school year, the governor issued a Stay-at-Home Order. The school could not offer in-person learning. Students only had the option of two MOLs – online learning or hardcopy learning. This remained in effect for all of first semester.

In January 2021, when second semester started, the governor eased some restrictions and authorized in-person learning to take place in schools but again strict safety protocols had to be enforced. This meant that the school still could not accommodate its entire population of approximately 1,600 students. Parents had the option to have their children remain in hardcopy learning or online learning. The option was now made available for in-person learning for parents who felt it was safe enough to send their children to school.

### **Models of Learning**

The school had to figure out a way to offer three different MOLs for students. Content teachers tried to assign one teacher to each MOL but that process did not work out. There are several courses with only one teacher. In subjects that have three teachers, the number of students who opted for each MOL did not balance out. It would have caused some teachers to have a heavier workload than others. Ultimately, teachers agreed to teach using all three MOLs.

## **Hardcopy Learning**

At the start of the school year, there were a little more than six-hundred students who were hardcopy learners. That number has currently decreased to approximately four-hundred students. Each teacher prepares an academic learning packet for their hardcopy students. It is printed out at the school site and then teachers place their packet in each student's envelope. In each student's envelope there is an academic packet from all of their teachers.

Parents come to the school every other Friday between 9am and 1pm to submit the previous packet and pick-up the new one. Parents do not get out of their cars for this process. A drive-through service is set-up in a portion of the school's parking lot. Support staff meet parents at their vehicles to receive and distribute packets.

## **Online Learning**

There are roughly nine-hundred students who have opted for online learning. The school district provides employees and students with Google Workspace accounts. Google Classroom is the learning management system that the school uses for online learning. Students must use their Guam DOE issued email account to join the Google Classrooms and communicate with their teachers. The district has also provided teachers with Zoom accounts. Teachers use Google Meet or Zoom to conduct synchronous lessons.

Teachers have been given the direction to conduct at least one synchronous lesson a week and do not exceed three per class each week. District leadership does not want to overwhelm students with too much screen time. Since the school opened up for in-person instruction, online synchronous lessons have been delegated to Mondays and Tuesdays. The rest of the week teachers post material and assignments and student submit work but the live lessons occur on Mondays and Tuesdays.

With guidance from district leadership, the school's supply of student laptops are being issued to students for home use. Students who have reliable internet service at home have been given priority. Students who need internet service have been issued laptops and have filled out applications for portable Wi-Fi devices. When the devices are available they will be contacted to pick them up. There are Community Learning Centers that have been established at various school sites where students can go to access the internet and charge their devices.

## **In-person Instruction**

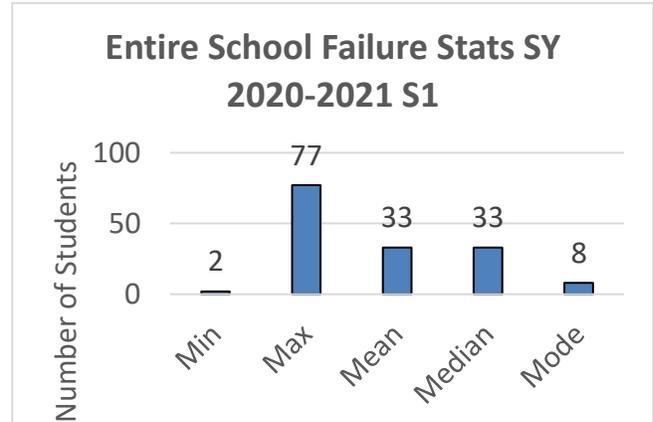
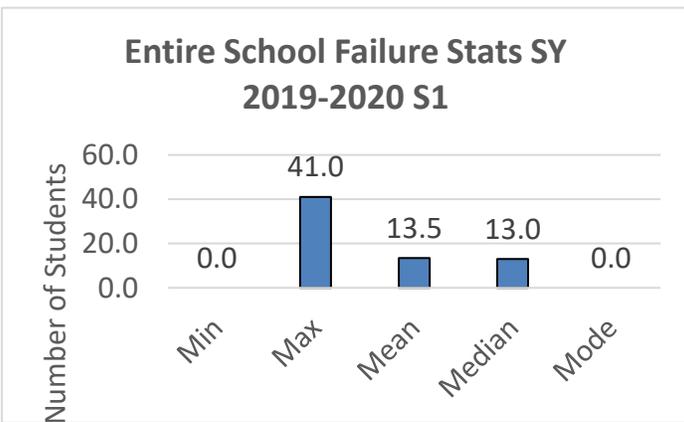
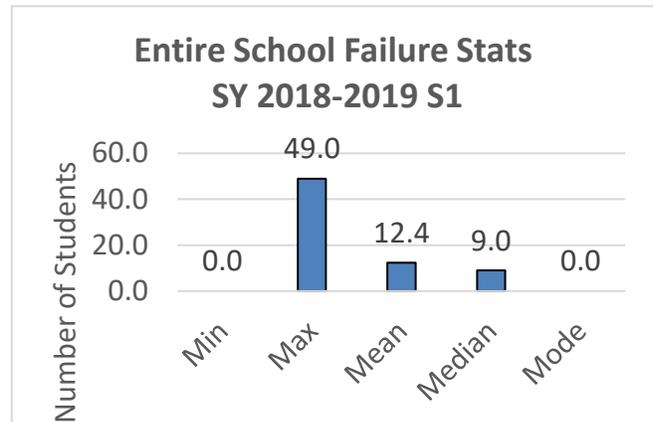
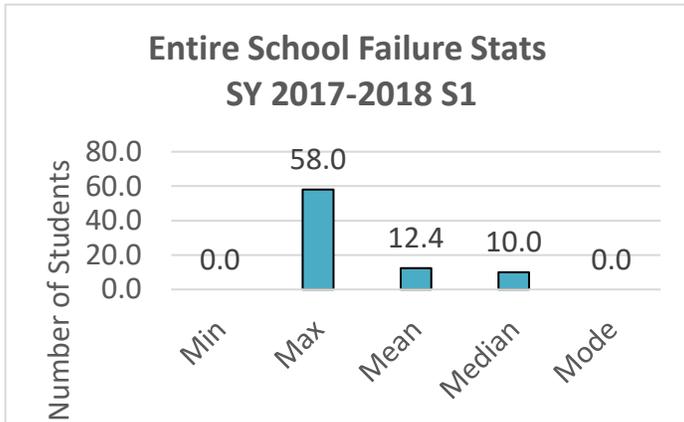
Currently only approximately four-hundred students have registered for in-person instruction. In January, when the option was first presented at the start of third quarter, only about two-hundred and sixty students opted for this. We again offered the parents the option to return to campus for quarter four. Almost one-hundred and fifty more students will be returning for fourth quarter. This number is small and manageable with the safety guidelines that are being implemented.

We prepared for three cohorts of students to be on campus for in-person learning but because only a small number of students chose to return, we adjusted to planning for only two cohorts. We divided the total number of about 400 students by two. This results in close to 200 students reporting to campus on Wednesdays and the other 200 students reporting on Thursdays. Teachers conduct online lessons on Mondays and Tuesdays and teach in-person learners on Wednesdays and Thursdays. Hardcopy learners pick up academic packets every other Friday and interventions take place on Friday, as well.

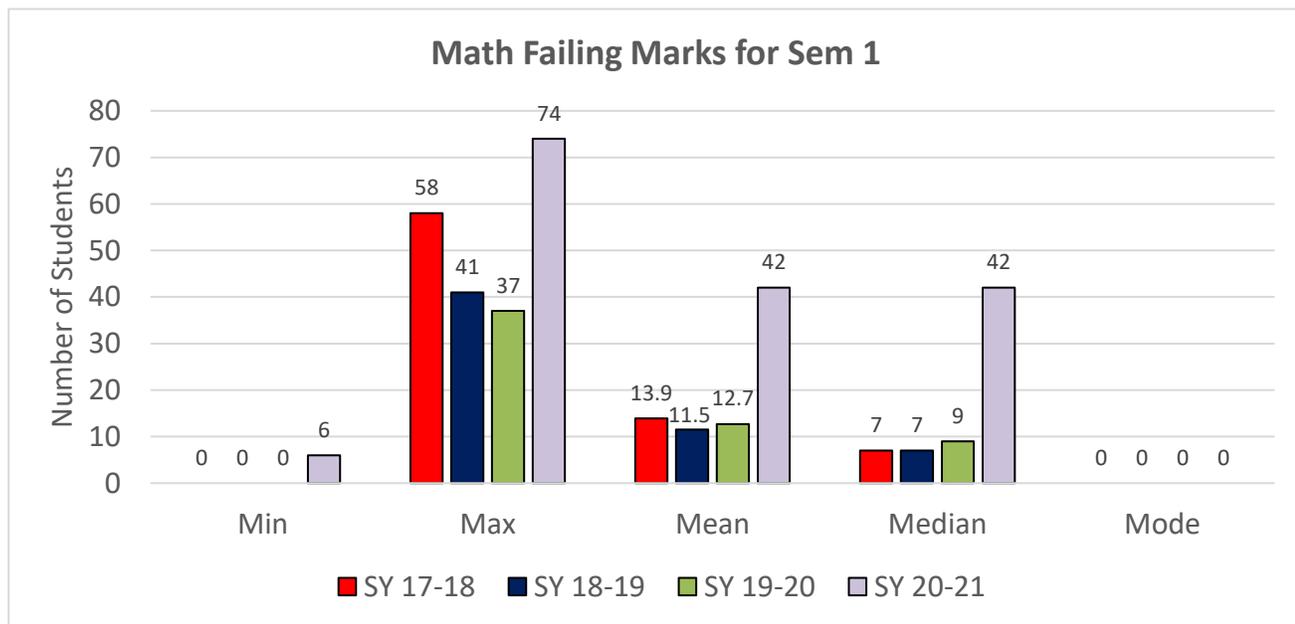
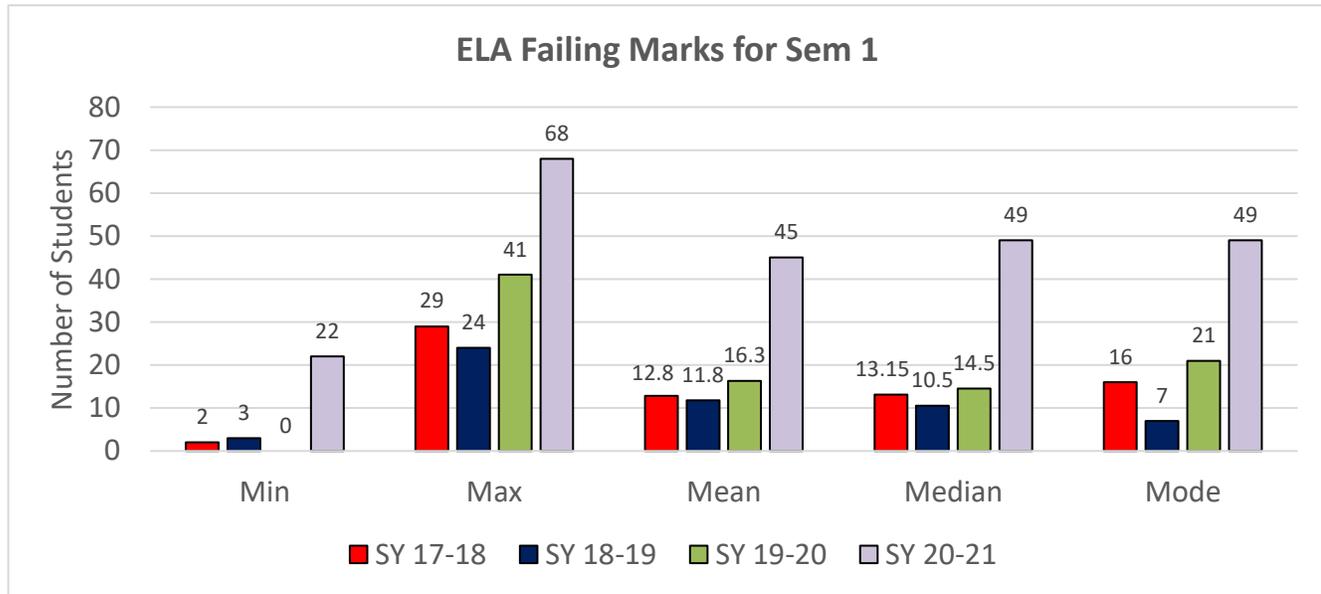
## Learning

An analysis of first semester marks was conducted. The amount of failing students per teacher was three times higher than first semester of the previous three school years. The average median number of failing students per teacher was ten. For first semester of this school year, the median number of failing students per teacher was thirty-three. There were almost two-hundred students who failed all of their classes.

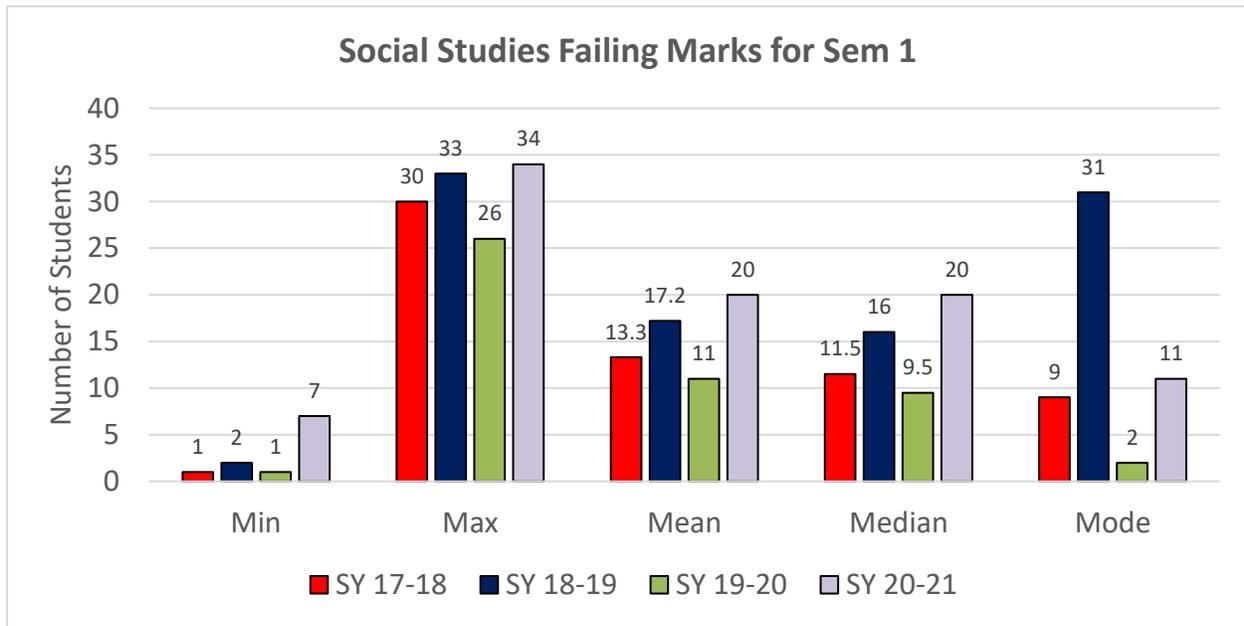
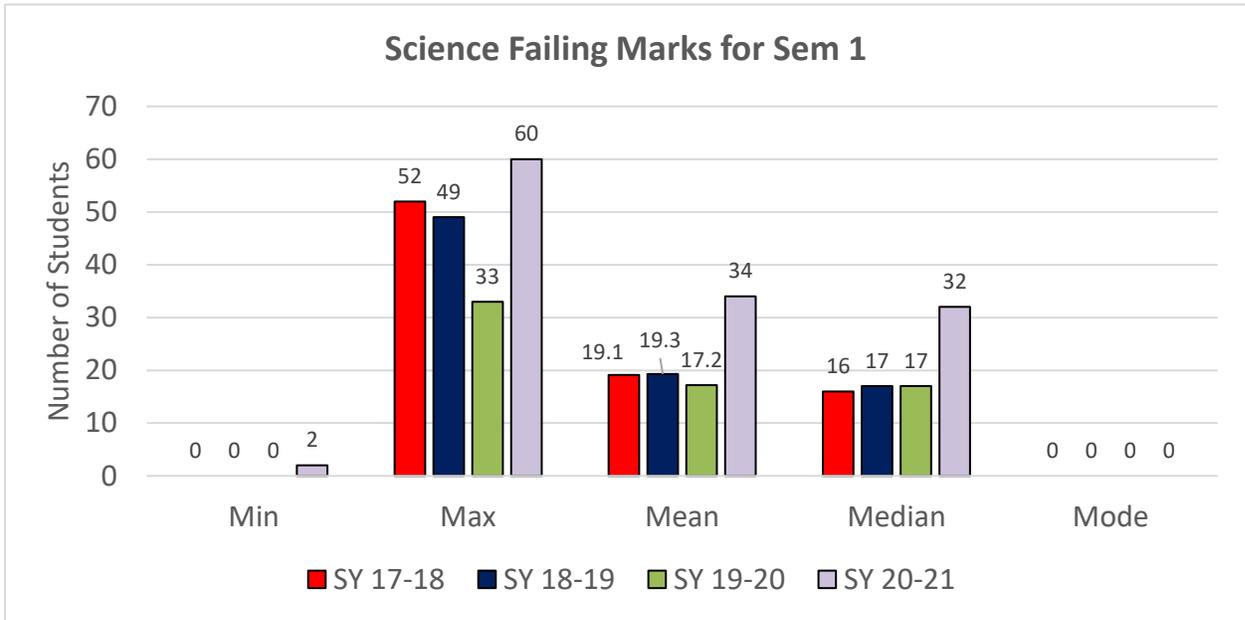
A visual breakdown of the number of failing students per teacher is below. The bars that depict the maximum and minimum represent the highest number of failing students for one teacher and the lowest number of failing students for one teacher, respectively. Where the mode is not applicable, it is depicted as zero.



A breakdown of failing rates in the four core content areas over the last three years compared to this year is below.



The two areas OHS students struggle in the most are English Language Arts and Math. This is a persistent struggle even outside of the challenges created by a pandemic. The school’s intervention system and action plan focus on improving student achievement in these two areas.



The MOL with the most number of failing students was hardcopy learning. This comes as no surprise as teachers have the least amount of contact with students in this MOL compared to online learning. Many of the hardcopy students who struggled in first semester selected to return for in-person instruction in second semester but not all of them did. Some parents recognize the need for the students to be on campus but they do not feel safe to send their children in for instruction.

## Teaching

Teachers have expressed many reasons for the high failing rate. We have acknowledged that some things are beyond our control at the school site due to conditions created by the pandemic and some things we can work on to try to decrease the number of failing students for second semester. Discussions are ongoing in department meetings and faculty meetings regarding what can be done to help decrease the numbers.

Teachers identified some reasons students are failing:

1. Sickness or death in the family due to the virus
2. Stress, anxiety, or depression due to conditions related to the virus
3. Taking on more responsibilities at home such as babysitting or being a
4. Caregiver for family members
5. Forced to work to help support family due to parent losing job or decreased hours
6. Little to no support from parents to complete assignments
7. Not familiar with how to use technology
8. Parents have no transportation to pick-up and drop-off learning packets
9. Poor communication between parent and teachers or between students and teachers despite teacher efforts
10. Some families have no means of communication – no phone nor email account
11. Hardcopy material not very user friendly for students to learn on their own
12. Apathy
13. Assignment fatigue
14. No motivation
15. No effort, no attempt to complete work
16. Need teacher's encouragement and affirmation

Teachers continue to meet in professional learning communities to offer suggestions to reduce the failing rate. A few teachers requested embedding time in the school day for PLC meetings to take place. The administrative team is committed to creating a master schedule next school year that would accommodate this. Some teachers mentioned that having access to more resources that are student friendly and lend themselves well to students learning information on their own through their hardcopy packets would help them reach students. District leadership has allotted \$1,000 per teacher to purchase classroom supplies along with other available grants for teaching materials. They asked us to compile lists of resources that teachers could use to assist them with all three MOLs. The lists have been submitted. Teachers of the same content share their resources. Those who do not have a teacher counterpart, within the school, reach out to common content teachers in other schools for support.

Teachers mentioned doing small things such as adding a parent signature block to hardcopy packets with a statement that reads, "I have reviewed my child's work in this academic packet." This has helped some students to complete their packets. A few teachers write motivational notes and messages of hope and perseverance to their students. They place these notes in their learning packets or post them in their Google Classrooms. Other teachers have submitted referrals for DOE's outreach team to do home visits to discuss student progress, communication, and attendance with parents. Teachers are referring students to the school's counselors when they show signs of depression, anxiety, or stress or when they share that they lost a family member due to the virus. District leadership and teachers have created numerous video tutorials showing parents and students how to navigate the Google Classroom, use their email accounts, upload documents, sign

documents electronically, etc. A group of tech savvy teachers have created a tech support group to provide training and guidance to those who need it. They call themselves The Tech Republic.

### **Insights**

The work of teachers in trying to reach the students where they are and reduce the failing rate is continuous. The district office has played a major role in providing support and guidance throughout this difficult school year. Some teachers have gleaned valuable insights about teaching and learning throughout this year. They expressed these thoughts during department meetings. They are finding that students who were failing first semester but have returned for in-person instruction have been thriving. They reported that teaching is about relationships. It is social. When that social connection is removed from the process, it makes the goal of education difficult to accomplish. They shared that students need teachers to offer motivation, encouragement, and support through the relationship that is built in the classroom. In-person learning allows teachers to inspire them, provide them with affirmation, and hold them accountable. The goal of Okkodo High School teachers is to be able to provide this for students.

### **III: Engagement of Stakeholders in Ongoing School Improvement**

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**
  - **How were stakeholders involved in developing the schoolwide action plan?**
  - **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**
  - **How were stakeholders involved in the preparation of the progress report?**

Since the last visit, various meetings were held to discuss the progress of the schoolwide action plan. The school's leadership team, focus group leaders, and accreditation team leaders worked collaboratively to ensure that all stakeholders were involved in the development and implementation of the schoolwide action plan and progress report.

#### **How were stakeholders involved in developing the schoolwide action plan?**

As part of the full self-study process in SY 17-18, the school's administration, faculty, and staff signed-up to be in one of four focus groups: Organization for Student Learning, Curriculum Instruction and Assessment, Support for Student Personal and Academic Growth, and Resource Management and Development. Each focus group had at least one administrator, one staff member, and one teacher representative from the different departments. The goal of each focus group was to address the implications of each critical learner need and the related schoolwide learner outcome. And based on those criteria, determine what can be done to improve student achievement.

The school's action plan was centered on critical learner needs and the recommendations made by the visiting committee. The accreditation coordinator and the focus group leaders were responsible for monitoring and updating the schoolwide action plan. Several faculty meetings and professional development days were dedicated to reviewing and revising the schoolwide action plan. The school's leadership team met weekly to discuss the progress of school improvement efforts. Department chairpersons met with their respective teachers to address critical areas of concern and get feedback. Final review of the schoolwide action plan was made with the entire faculty present.

Since the last visit, the school's accreditation leadership team continues to focus on the critical learner needs and recommendations made by the visiting committee. The accreditation leadership team reviews the progress being made and periodically shares updates with stakeholders.

### **How were the stakeholders involved in implementing the schoolwide action plan?**

In SY 18-19, an accreditation leadership team was formed to monitor and ensure that the schoolwide action plan goals and recommendations from WASC were addressed throughout the school year.

The accreditation leadership team consists of all the administrators, the accreditation coordinator, two representatives from each focus group, and student and parent representatives (included in SY 20-21). The team decided to meet at the start of every school year and every semester. The team meets to discuss the progress of meeting the goals of the schoolwide action plan, ways to gather and report updates, and plan for the dissemination of pertinent data. Evidence of progress report discussions can be found in leadership meeting agendas.

In addition to the accreditation leadership team, the OHS leadership team, which includes the administrators and the department chairs, meet bi-weekly to discuss progress of school improvement efforts. The department chairperson is responsible for sharing recommendations with department members and get teacher feedback regarding progress. Evidence of progress report discussions can be found in leadership team meeting agendas.

The progress of the schoolwide action plan is presented at several professional development meetings, faculty meetings, and department meetings. After every presentation, teachers are emailed and given a hard copy of the updated progress of the schoolwide action plan. Input from stakeholders (students, parents, teachers, and staff) are also shared at various meetings and channeled through SBA student leaders and advisors, PTSA officers, and grade level class officers, representatives, and advisors.

OHS's 2018-2019 schoolwide action plan has three smart goals:

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, SPED, and address possible test apathy among all grade levels.
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.
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.

Smart 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, SPED, and address possible test apathy among all grade levels.

The following stakeholders were involved in the implementation of goal one in the schoolwide action plan: administrators, teachers, counselors, staff, and students.

**Improve student achievement in core curricular areas:**

To improve student achievement in core curricular areas, the school's administrative team supports the school's Schoolwide Intervention System (SIS). This intervention system is designed to provide tutoring once a week for students who are at risk of failing the semester in the four core subject areas (ELA, math, science, social studies). The administrative team provided the following support measures: created an SIS committee to oversee the tutoring/co-curricular program, to include the preparation of the SIS timeline, SIS data, scheduling on PowerSchool, SIS bell schedule, and SIS information for teacher syllabi.

Teachers assisted in the implementation of SIS. They took part in ensuring that students were placed in tutoring classes if they did not meet the sixty-five percent (65%) acceptable benchmark, provided lessons to teachers who were tutoring their students, and offered to be a tutor or co-curricular teacher for their department during SIS.

Counselors spoke with students prior to the start of SIS and encouraged them to do well in all their classes. Counselors were responsible for placing students in a tutoring or co-curricular class during SIS, based on their first quarter final grade and their third quarter progress report grade. Counselors also spoke with parents who had concerns regarding their child's progress and their SIS placement.

Staff members assisted students who needed help finding their SIS classes, covered teachers who were absent, and helped with the distribution and collection of SIS surveys.

Both students and teachers provided feedback about the SIS program through perception surveys.

In addition to the SIS program, teachers incorporate various researched-based strategies to improve student academic achievement, such as SIOP, CITW, and the Big 8. These strategies are especially helpful for struggling students, second language learners, and students with learning disabilities.

These school improvement efforts address critical areas #1, #3, #9 and #12 in the schoolwide action plan and are described in detail in Chapter 4.

**Improve student achievement to meet the SLOs:**

To encourage students to do well in school and to meet the SLOs, the administrative team provided the following support measures: created a SLO committee to oversee the selection process of SLO achievers, to include the planning of the SLO ceremony each semester, the distribution of the SLO rubric to all teachers, posting of rubrics around the campus, the preparation of certificates and incentives for SLO recipients, and review of the SLO ceremony activity bell schedule.

The SLO ceremony is a way to acknowledge and celebrate students who achieved the SLOs. Using the SLO rubric, teachers identify students who show great progress in or exemplary performance of the SLOs. Teachers select one student per SLO every semester. Teachers are responsible for reviewing the SLO rubric with their students. The SLO rubric is posted all around the campus and is reinforced by school staff. At the ceremony, students receive a certificate and other incentives from the school and are celebrated in the presence of their peers, faculty, and staff.

Students are also involved in the implementation of this goal. All student-led events such as, pep rallies, Gupot CHamoru, and Bulldog Day begin with the announcement of the school's mission and SLOs. SBA students are involved in the reading of the daily bulletin over the intercom which includes an example of each SLO. SLO examples that are read over the intercom are student generated.

Another school event used to assess and recognize the achievement of SLOs, is the school's annual Bulldog Day. In SY 18-19, OHS had its first "Bulldog Day". For the past two years, OHS reserves one day of the year to showcase student work and the achievement of SLOs. Students, teachers, parents, and staff, come out to the Micronesian Mall to see live performances from the different clubs, organizations, and grade level performances.

Each department showcases student work and projects. Several clubs and organizations have a booth displaying the organization's mission and club activities. Students come out and earn service learning hours for participating in the annual event and interact with the community. The ESL, Special Education, and counseling program prepare information booths for students, parents, and the community. The school's PTSA members also come out to support this event.

Another school event that OHS students participate in to show achievement of the SLOs is the annual GDOE Special Olympics. Students go out and support their fellow peers who are competing. Students create motivational posters, cheer at the different meets, provide donations of food or water, or assist with the competition, traffic control, and clean-up. It is an opportunity for OHS students to be directly involved in the event because it is usually held on the campus every year.

In SY 18-19, OHS decided to embrace the achievement of the SLOs at the faculty and staff level. The school had its first ever Teacher/Staff Recognition of SLOs included in the ceremony. There were twelve (12) recipients. Faculty and staff members were able to vote for one of their coworkers who showed achievement of the SLOs. These school improvement efforts address critical area #4 and is described in detail in Chapter 4.

**Improve student achievement to meet GDOE common core standards and growth targets:**

To improve student achievement to meet GDOE common core standards and growth targets, teachers are in the process of using standards-based grading, creating proficiency scales, and aligning the GDOE common core standards with their common formative assessments. Teachers also attended professional development trainings to improve learning strategies in the classroom to include the use of technology. Lastly, teachers used their PLCs to discuss and analyze student performance data, review content standards, share instructional strategies, and monitor student progress and mastery of grade level standards.

The SLO ceremony is also a way to build a school culture that values test results. Students who scored well in the Districtwide Assessments: ACT and SBA, and who participated in the National Career Readiness WorkKeys Program are acknowledged and recognized at the SLO ceremony. Students receive a certificate and other incentives from the school and are celebrated in the presence of their peers, faculty, and staff. To showcase students who scored at or above the district level or placed at advance or proficient levels, the school also posts their names on the school's bulletin board in front of the main office.

Overall, the SLO ceremony is used to highlight and celebrate students who achieved the SLOs and who performed exceptionally well on the districtwide assessments and the WorkKeys Assessment. The SLO ceremony is held twice a year, thus giving all students an opportunity to do well all year long.

These school improvement efforts address critical areas #5, #8, and #10 and are described in detail in Chapter 4.

Smart 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.

The following stakeholders were involved in the implementation of goal two in the schoolwide action plan: GDOE's Student Support Services Division and OHS faculty, staff, and students.

PBIS is a proactive framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions that enhance academic and social behavior outcomes for all students. In SY 18-19, the accreditation leadership team worked with the district to begin the implementation of the PBIS program at OHS. Two focus group leaders took the initiative to spearhead this goal. Based on teacher surveys and disciplinary infractions at OHS, it was decided that OHS's behavioral data will be presented at monthly faculty meetings to keep teachers informed and updated.

Students were involved in the implementation of this goal as well. SBA representatives did skit presentations at pep rallies displaying positive behaviors that reflected the SLOs and positive ways to respond to negative influences. Students also provided feedback about school safety concerns through perception surveys – School Resource Survey and Safety School Survey. Students from the art class and the National Honor Society teamed up to create slogans preventing the use of tobacco and posted it around campus. This was done to address one of the leading disciplinary infractions in SY 18-19 - the use/possession of tobacco products.

In SY 19-20, OHS was at the beginning stage of implementing Tier Two of the PBIS Program. The school developed a positive behavior rubric and were in the process of discussing the development of incentive programs to address improvement of student behavior in the classroom as well as outside of the classroom. The faculty decided on a few suggested incentive programs; however, due to the closure of schools relative to COVID-19, a plan has not been formally drafted.

These school improvement efforts address critical areas #6 and #7 and are described in detail in Chapter 4.

Smart 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.

The following stakeholders were involved in the implementation of goal three in the schoolwide action plan: GDOE’s Curriculum and Instruction Improvement Division and OHS administration and faculty.

To better inform instruction and assessment, the district emphasized the need for all schools to fully implement SBG and to identify the priority standards for each content area. To support this goal, the district organized training sessions for secondary schools to identify Priority Standards, Skills, and Topics (PSSTs). The district’s support to provide training for high schools and their feeder schools to identify and align priority standards has helped to address our schoolwide action plan goal- *to analyze student performance to inform instruction*. These meeting sessions are crucial in closing the achievement gap of students not performing at grade level upon entry into high school, especially in the areas of ELA and math.

At the school level, OHS collects and uses a variety of data to analyze student performance to inform instruction and assessment. OHS analyzes ELA and math placement test scores, semester marks analysis, districtwide assessment data, LAS Links Assessment scores of ESL students, IEP Goals of students with special needs, AP scores, SIS data, graduation rates, and Eskuelan Puengi and summer school data.

Teachers work in their PLCs to align Common Core State Standards (CCST) with their Common Formative Assessments (CFAs) and discuss the instructional program which is part of the school’s action plan. In the classroom, teachers continue to implement the use of Thinking Maps, SIOP, CITW, and Big 8 strategies with focus on effectiveness and impact on student performance. It is also important to note that since the visit, there has been an increase in the number of teachers sent on training by the district. The district sends out PD training announcements through GDOE email. These trainings has helped teachers find various ways to teach content standards, incorporate technology, and effectively assess students. The school also reviews student feedback through various surveys such as SIS, school safety, SRO, and effective school student surveys.

In SY 19-20, emphasis was placed on training teachers to use SBG, proficiency scales, identify priority standards, and incorporate research-based strategies for assessing student learning. Since the visit, teachers have received training in the following programs:

<p>Ace Digital Learning Academy          Ace Digital Online Learning Singapore          Adolescent Pregnancy Prevention          Advanced Placement (AP)          Classroom Instruction that Works (CITW)</p>	<p>Priority, Skills, Standards, &amp; Topics (PSST)          Safety Marksmanship Training Robotics          Standards Based Grading (SBG) Support          Sheltered Instruction Operation Protocol (SIOP)          Striving Readers Comprehensive Literacy (SRCL)</p>
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Curriculum Leadership Deep Sea Exploration DWA Revision Next Generation Science Standards (NGSS)	Special Curriculum Trainings Thinking Maps (TM)
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These school improvement efforts address critical areas #2, #3, #10 and #11 and are described in detail in Chapter 4.

**How were stakeholders involved in the preparation of the progress report?**

At the beginning of SY 20-21, all OHS faculty and staff were made aware of the school’s current accreditation status and upcoming WASC visit set in April. The accreditation leadership team met in October to prepare a timeline for the progress report, the refinement of the schoolwide action plan, and discuss the process for involving stakeholders in the preparation of the progress report. The team discussed ways to gather and disseminate surveys to stakeholders regarding the school’s current status in relation to the pandemic and distance learning. The accreditation coordinator and one assistant principal attended the WASC training by Dr. George on November 13, 2020. This training was provided for Guam schools who were expected to have a mid-cycle visit in SY 20-21.

In addition to having monthly faculty meetings, and weekly faculty “Touching Base” zoom meetings, the team decided to have monthly accreditation leadership team meetings and monthly home group department meetings to review, discuss, and prepare the progress report and schoolwide action plan. The goal was to have the final draft of the progress report completed by the end of February in preparation for the Board of Education to review. After approval from the board, the progress report will be sent to the WASC visiting team chair for review.

To gather input from students and parents, the accreditation leadership team sent out a survey on November 6, 2020. The team also decided to include parent and student representatives in monthly accreditation leadership team meetings.

## **IV: Progress on the Implementation of the Schoolwide Action Plan**

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan.
  - Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.
  - Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.
- **Note: If any recommended growth areas were not included in the school's schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Since the visit, Okkodo has been working diligently to address the critical areas identified by the WASC committee. The team identified eight (8) critical areas for improvement:

1. The school administration and teachers continue to collect, analyze, and disaggregate assessment data to evaluate the effectiveness of the schoolwide program and drive the improvement process.
2. The school administration and teachers should review the professional learning community (PLC) process to assure that the processes include interdisciplinary collaboration to improve student achievement.
3. The school administration and teachers explore ways that students are more successful on summative assessments and consider ways that formative assessments can be used to demonstrate student achievement and provide information to design intervention opportunities.
4. The GEPB, GDOE, administration and faculty examine the lines of communication in order to ensure that all constituents feel that they have a voice in the future of the school.
5. The school administration and teachers increase parent participation on school surveys in order to assist a complete understanding of parent input.
6. The GDOE office share test results data with the schools as early as possible in order to assist the school in making curricular decisions at the school site.
7. The school administration and teachers continue the full implementation of PBIS to support student behavior in the classroom as well as outside the classroom.
8. The school administration and staff jointly review the administrative support system so that it identifies and meets the needs of all stakeholders.

## Critical Area #1

The school administration and teachers continue to collect, analyze, and disaggregate assessment data to evaluate the effectiveness of the schoolwide program and drive the improvement process.

OHS has a systemized process in place to collect, analyze, and disaggregate data. Step one of the process begins with the administration of assessments. The ELA and math teachers administer the following assessments at the beginning of the school year to help with student placements. ELA teachers administer the Gates-MacGinitie and Reading for Understanding (RFU) placement test. The math teachers administer teacher-made assessments. The Freshman Academy and ESL math teacher administer the WRAT test. Other content area teachers administer pretests and posttests to gauge the performance levels of their students before and after the quarter or semester. The ESL coordinator administers the Las Links test to all incoming students who have identified that English is their second language and updates students' test scores who are currently in the ESL program.

Step two of the process is the analysis of these assessments to help in the appropriate placement of students in regular, honors, ESL, and Special Education classes. The districtwide assessments –ACT and SBA, the WorkKeys Assessment, ASVAB test scores, semester marks analysis, AP scores, and SIS reports are other data that the school uses to evaluate the effectiveness of the schoolwide program and drive the improvement process. These assessments are indicators used to identify where students are relative to grade level expectations.

**ACT- Common Core Summative Assessment ACT Aspire (ELA, math: 3<sup>rd</sup>-10<sup>th</sup> Grade):**

The ACT Aspire is a standards-based assessment tool with both summative and formative components. This test is designed to measure students' progress in English, reading, math, science and writing toward for college and career readiness from grades 3 to 10. Students in non-tested grades for ELA and math take Guam Standards Based Assessment in the content areas of social studies and science.

**SBA- Standards Based Assessment (ELA, math, science, and social studies):**

The Guam Standards Based Assessment is administered to students who are in the (1) non-tested grades of the ACT Aspire in ELA and math, as well as students in grades 1 to 12 for content areas of science and social studies. In ELA and math, the assessments are aligned to the Common Core State Standards. In the areas of science and social studies, test questions are aligned to GDOE standards.

**WorkKeys Assessment System:**

The WorkKeys Assessment system measures “real world” skills that employers have deemed critical to job success. Test questions are based on situations in the workplace but more importantly, students and potential employers understand students' skill levels in the areas tested. Upon successful completion of the tests, students have the

opportunity to obtain a National Career Readiness Certificate that is recognized, both locally and nationally, by various employers.

Armed Services Vocational Aptitude Battery (ASVAB) test:

The ASVAB test is a career aptitude test that is administered by the Department of Defense. It assesses students' arithmetic reasoning, mathematics knowledge, paragraph comprehension, and word knowledge. Scores are used to determine enlistment eligibility into the military and are indicators of students' skill level.

The third step of the process is the alignment of the GDOE and Common Core State Standards to common formative assessments. Once students are placed in the appropriate classes, teachers ensure that students are meeting grade level standards. All teachers plan their lessons and school activities around the GDOE content standards and performance indicators and the Common Core State Standards. Every department has identified their priority standards and work to align their standards with common formative assessments to address student learner needs.

Since the last visit, the district has emphasized the need for all of Guam's public schools to implement proficiency scales and move toward standards-based grading. Standards-based grading and proficiency scales are used by teachers to determine students' mastery of grade level standards. A proficiency scale is a table used by teachers and students to determine the student's current level of progress toward meeting the standard. This ensures that student evaluations are standards-based and grade appropriate and students are better aware of what is expected of them.

The district prepared training sessions for core subject teachers to attend training. The training was focused on developing proficiency scales, identifying Priority Standards, Skills, and Topics (PSSTs), and implementing standards-based grading. Teachers who attended the training presented the information they learned to the faculty and further discussed it in their respective PLCs.

Based on teacher perception surveys, there was a slight increase of teachers moving from traditional grading to standards-based grading and those using proficiency scales:

- There were thirty-four percent (34%) of teachers that used SBG (only) in SY 18-19 and thirty-nine percent (39%) in SY 19-20.
- There were forty-three percent (43%) of teachers that used proficiency scales in SY 18-19 and forty-six percent (46%) in SY 19-20.
- There were sixty-six percent (66%) of teachers in SY 18-19 that continue to use a traditional grading system and fifty-nine percent (59%) in SY 19-20.
- There were forty percent (40%) of teachers in SY 18-19 that used both traditional and SBG and thirty-six percent (36%) of teachers in SY 19-20.

These survey results indicate that although there was a slight increase in the number of teachers using SBG, teachers still need more time to fully transition from traditional grading to SBG.

The fourth step of the process to collect, analyze, and disaggregate data occurs in teacher PLCs. PLCs are used to analyze student assessment data to monitor student progress, review curriculum maps and PSSTs, share effective instructional strategies, and determine needed interventions. To offer intervention support, OHS has a schoolwide intervention program in place.

Based on teacher perception surveys for both SY 18-19 and SY 19-20:

- Forty percent (40%) of teachers used PLCs to analyze student data in SY 18-19.
- Fifty percent (50%) of teachers used PLCs to analyze student data in SY 19-20.

Annual ELA and math placement scores and DWA results show that the majority of students begin high school without the skills necessary to perform at grade level, especially in the areas of ELA and math. To address this critical learner need in our schoolwide program, OHS established a Schoolwide Intervention System (SIS) that provides tutoring for students who do not meet the sixty-five percent (65%) acceptable benchmark in the four content areas (ELA, math, science, and social studies). Students who meet benchmark and pass all their classes are placed in a co-curricular class of their choice during SIS.

As noted in the school's SY 17-18 Self-Study Report, approximately two hundred fifty (250) to three hundred fifty (350) students were tutored in ELA, math, and science. Students were able to cut the potential number of failing grades by half each semester. Approximately two hundred (200) tenth and eleventh graders were placed in SIS math tutoring sessions and 100 students were placed in the SIS ELA tutoring sessions. Data shows about half of the students who attended the tutoring sessions met or exceeded the district goal of sixty-five percent (65%). OHS's SIS program made a big impact on student learning.

Since SY 18-19, a better system has been in place to monitor the effectiveness of SIS in increasing student achievement. SIS scheduling, attendance, and accountability for students are now monitored in PowerSchool. Counselors are responsible for scheduling upperclassmen in their SIS classes and the computer operator is responsible for scheduling freshmen. SIS days are incorporated in the OHS Bulldog calendar at the beginning of every school year. There are six SIS classes per semester. SIS classes are scheduled on Wednesdays, during the last hour of the school day. Students, teachers, counselors, and parents are able to view SIS scheduled classes every second and fourth quarter on PowerSchool. Details of the school's SIS program are shared during student orientation, PTSA meetings, Parent Teacher Conferences (PTC), counseling presentations, and by teachers in the classroom. Prior to this, SIS scheduling was done manually and tutoring was initially offered only for ELA and math.

In SY 18-19, an SIS committee was created to help analyze student data, oversee the SIS calendar and timeline, and create and administer student and teacher surveys. To better inform parents and students about this intervention program, the SIS committee created a uniform statement regarding SIS in SY 19-20. This SIS statement was to be placed in all teacher syllabi beginning SY 20-21. However, due to the pandemic and the uncertainty of when schools were going to reopen, the SIS statement was not included.

SIS data for SY 19-20 showed students who scored below benchmark and did not have SIS for a core class (math, ELA, science or social studies) were twice as likely to fail the first semester of the course than the students who had SIS. Students who took SIS for math and ELA were more likely to pass first semester than students who did not have SIS. However, students below benchmark in science and social studies were just as likely to pass first semester without SIS compared to students with SIS.

In SY 20-21, there were changes made to the SIS program. Due to the closure of schools relative to the COVID-19 pandemic and based on the new bell schedule to accommodate distance learning, SIS is now offered every Friday to all students. Teachers make arrangements with students to receive online tutoring or assistance over the phone for hard copy learners. Fridays are reserved for, but are not limited to, synchronous lessons, home communication, and interventions.

In consideration of the many challenges students faced adjusting to distance learning, the district mandated that all student grades for first quarter were calculated as a Pass (P), Fail (F), or No Grade (NG). First and second quarter grades were averaged as one grading period and stored as the semester grade. Teachers offered interventions for all students regardless of the sixty-five percent (65%) benchmark. SIS continues to be offered weekly to all students throughout the school year.

Based on SIS reports, PowerSchool data, and student and teacher perception surveys, the SIS program has had a positive effect on student achievement. Student perception surveys in SY 18-19 show:

SIS Tutoring – Freshmen Responses	SIS Tutoring – Upperclassmen Responses
59% feel SIS is important. 58% agree SIS helps improve their grade. 52% use their SIS time wisely. 72% agree their SIS teacher provides the help they need. 59% agree their SIS teachers use different strategies to help them learn. 68% agree we should have SIS next school year. 64% were in tutoring class for both semesters	76% feel SIS is important. 80% agree SIS helps improve their grade. 64% use their SIS time wisely. 88% agree their SIS teacher provides the help they need. 53% agree their SIS teachers use different strategies to help them learn. 70% agree we should have SIS next school year. 60% were in tutoring class for both semesters

#### SIS Co-curricular Classes

81% agree that their co-curricular SIS class is one of their top 5 choices.

88% agree that the title of their SIS class matches the activities they do in SIS class.

70% agree that they've learned a lot in their co-curricular SIS class.

83% agree that they use their SIS time wisely.

77% agree that their SIS teacher uses different strategies to help them learn.

86% agree they should have SIS next school year.

Overall, OHS has a systemized process in place to collect, analyze, and disaggregate data to ensure that the schoolwide program is effective. To collect data, OHS uses a variety of assessments to gather and review the performance level of students. To analyze and disaggregate data, teachers work in their PLCs to address student scores and develop a plan to improve instruction and assessment. Teachers use standards-based grading to effectively identify the performance level of students and to create common formative assessments to match the standards being observed and evaluated. The performance results of DWA, WorkKeys Assessment, ASVAB testing, AP exam scores, semester marks analysis, and teacher-made tests guide the schoolwide program and drives the improvement process. Furthermore, the GDOE and the OHS administration provide support to teachers in meeting the goals of the schoolwide action plan by sending teachers to trainings that will help improve the delivery of instruction and assessment in their classes.

Critical Area #1		
The school administration and teachers continue to collect, analyze, and disaggregate assessment data to evaluate the effectiveness of the schoolwide program and drive the improvement process.		
Progress Made	Impact on Student Learning	Supporting Evidence
<p>-Every year, the following assessment data are collected and analyzed: DWA, ELA and math placements, AP Exam scores, ESL Las Links, WorkKeys Assessments, ASVAB scores</p> <p>-More teachers are using PLCs to discuss student performance data.</p> <p>-Teachers are transitioning from traditional grading to standards-based grading.</p> <p>-The school’s intervention system program, SIS, scheduling is now monitored in PowerSchool.</p> <p>-SIS committee was created.</p> <p>-All four content areas offer tutoring.</p> <p>-SIS days are incorporated in the OHS Bulldog Calendar every year.</p> <p>-A description of the SIS program was prepared by the SIS committee to be placed in teacher syllabi.</p> <p>-Each department has identified their PSSTs for each quarter.</p> <p><u>Distance Learning SY 20-21:</u></p> <p>-Beginning Jan. 19, 2020, ESL students will be given the LAS Links assessments.</p> <p>-No confirmation of DWA testing for SY 20-21</p> <p>-SIS is offered weekly to all students to accommodate for online and hard copy learners.</p>	<p>-Test results of supporting evidence guide teacher instruction, assessment, and student placement.</p> <p>-SBG provides a better understanding of students’ mastery of the standards.</p> <p>-Teachers continue to use PLCs to discuss student progress.</p> <p>-All students are given a copy of their ACT results from the previous year to review.</p> <p>-More than half of the students placed in tutoring classes pass the semester.</p> <p>-80% of students feel SIS helps them improve their grade.</p> <p>-SIS helps students to achieve the SLOs.</p> <p>-SIS helps at-risk students pass their classes.</p> <p>-In SY 19-20, DWA was cancelled due to the COVID 19 pandemic.</p> <p><u>Distance Learning SY 20-21:</u></p> <p>-Students are able to receive tutoring on a weekly basis from all their teachers, not just their content area teachers.</p> <p>-The counselor reviews the ASVAB scores with students and helps them become aware of their skill level strengths and weaknesses.</p>	<p>-ELA and math placement scores</p> <p>-DWA results</p> <p>-WorkKeys assessment</p> <p>-ESL Las Links assessment</p> <p>-Priority Standards Skills &amp; Topics (PSSTs)</p> <p>-Department PLC agendas</p> <p>-SIS perception surveys</p> <p>-PowerSchool data</p> <p>-Student report cards</p> <p>-Marks analysis</p> <p>-OHS Bulldog calendar</p> <p>-SIS statement for syllabus</p> <p>-SIS Friday intervention bell schedule (SY 20-21)</p>

## Critical Area #2.

The school's administration and teachers should review the professional learning community (PLC) process to assure that the processes include interdisciplinary collaboration to improve student achievement.

OHS's administration continues to support and provide training for the PLC process to improve student achievement. PLCs are used to discuss priority standards, curriculum, instruction, assessment data, and create curriculum maps and common formative assessments. During professional development days, a session is always reserved for teachers to reconvene in their PLCs to plan and discuss how they can relate what they have just learned to student progress and achievement. A standard PLC log sheet is used to guide PLC discussions.

Based on teacher perception surveys, there was an increase of teachers using PLCs to analyze student data:

- Forty percent (40%) of teachers used PLC meetings to analyze student data in SY 18-19 and fifty percent (50%) of teachers used it in SY 19-20.

Survey results also revealed there was an increase of teachers sent on training:

- Thirty-five percent (35%) of teachers attended training in SY 18-19 and eighty percent (80%) of them attended training in SY 19-20. These teachers, in turn, came back and shared what they learned with in their PLCs and/or the entire faculty.
- In SY 19-20, all PDs were used for SBG training that required teachers to meet in their PLCs to identify, review, and solidify PSSTs for their content areas.

With the assistance of the district, the Deputy Superintendent of Curriculum and Instruction, organized a special working session for middle and high schools to work on Priority Standards, Skills, and Topics (PSSTs) on January 21-24, 2020. Each school was asked to send a representative from the ELA, math, and social studies department to review, refine, and solidify the PSSTs for the then upcoming SY 20-21.

These sessions helped to establish vertical alignment and interdisciplinary conversations among high schools and their feeder schools. OHS teachers were able to plan and discuss learning targets for their students. The department chairpersons shared the proposed PSSTs with their colleagues and began the process to finalize the PSSTs for the upcoming school year. This vertical alignment, interdisciplinary effort between middle and high schools was a starting point for closing the gap of the number of students not meeting grade level benchmarks upon entry into high school. The district also organizes monthly meetings with middle school and high school ESL coordinators to plan and discuss strategies to help second language learners perform better in all their classes.

To assure that the PLC processes includes interdisciplinary collaboration to improve student achievement, the school’s ESL department and Freshman Academy teachers meet in their interdisciplinary teams to discuss and plan for student achievement in the four content areas (ELA, math, science, and social studies). The Freshman Academy program helps ninth graders transition from middle to high school. The team concept of the program allows teachers to work in interdisciplinary teams and provide personalized interventions for students, in not just one subject area, but in all their subjects. Teachers in the ESL department use their PLCs to collaborate and discuss ways to align instruction, when possible, giving a clearer picture of what students are learning and making connections between content areas.

Critical Area #2		
The school’s administration and teachers should review the professional learning community (PLC) process to assure that the processes include interdisciplinary collaboration to improve student achievement.		
Progress Made	Impact on Student Learning	Supporting Evidence
<p>Teacher surveys show:</p> <ul style="list-style-type: none"> <li>-More teachers are using PLCs to analyze student data.</li> <li>-More teachers attended professional development training to improve learning strategies in the classroom.</li> <li>-The district held a session in January for ELA, math, and social studies secondary teachers to review, refine and solidify PSSTs.</li> <li>-In SY 19-20, teacher PLCs focused on fully implementing SBG</li> </ul>	<ul style="list-style-type: none"> <li>-Due to the increase number of trainings teachers attended, students are learning new strategies in the classroom.</li> <li>-PLC meetings and SBG trainings have helped teachers focus on preparing students to master specific standards, thereby helping them perform better in DWA and teacher made tests.</li> </ul>	<ul style="list-style-type: none"> <li>-Department PLC agendas</li> <li>-PLC meeting log sheet</li> <li>-SBG training agendas</li> <li>-OHS teacher surveys</li> <li>-PSSTS training agendas</li> </ul>

Critical Area #3.

The school administration and teachers explore ways that students are more successful on summative assessments and consider ways that formative assessments can be used to demonstrate student achievement and provide information to design intervention opportunities.

To bring greater awareness of the importance of doing well in summative assessments and to encourage students to perform well in districtwide assessments, OHS recognizes students at the schoolwide SLO ceremony. The SLO ceremony is done every semester to recognize and celebrate students who achieved the SLOs and who have done well in the districtwide assessments- ACT and SBA, and who have participated in the National Career Readiness WorkKeys Program. The ACT Aspire and Standards-Based Assessment can be used to track progress toward college readiness benchmarks. The ACT benchmarks are categorized as *exceeding, ready, close, and in need of support*. The SBA benchmarks are categorized as *advanced, proficient, basic, and below basic*. Test scores indicate if a student is prepared to take college courses.

Every year, teachers prepare students to do well in the districtwide assessments. Lessons are centered on achieving PSSTs. Students who are categorized as *exceeding* in the ACT *Aspire* test and *proficient or advanced* in the SBA test, are given a certificate and other incentives from the school and are celebrated in the presence of their peers, faculty, and staff. Student names of those who scored well in the DWA are also posted up on the school’s bulletin board in the main office.

Based on the ACT results in SY 17-18 and SY 18-19....scores were very similar.

ACT Aspire – Grade 10 (ELA and Reading)			
	SY 17-18	SY 18-19	SY 19-20
Grade 9 ELA	Exceeding - 80 (20%) Ready - 87 (22%) Close - 106 (27%) Need Support - 126 (32%)  (399 tested)	Exceeding - 81 (21%) Ready - 87 (22%) Close - 106 (27%) Need Support - 126 (32%)  (381 tested)	N/A  DWA Canceled due to pandemic
Grade 9 Reading	Exceeding - 17 (4%) Ready - 69 (16%) Close - 126 (30%) Need Support - 213 (50%)  (425 tested)	Exceeding - 11 (3%) Ready - 65 (16%) Close - 127 (31%) Need Support - 211 (51%)  (414 tested)	-

ACT Aspire – Grade 10 (ELA, math)			
	SY 17-18	SY 18-19	SY 19-20
Grade 10 ELA	Exceeding - 69 (24%) Ready - 74 (26%) Close - 79 (28%) Need Support - 62 (22%)  (284 tested)	Exceeding - 73 (23%) Ready - 84 (26%) Close - 87 (27%) Need Support - 77 (24%)  (321 tested)	N/A  DWA Canceled due to pandemic
Grade 10 Reading	Exceeding - 4 (1%) Ready - 55 (19%) Close - 73 (25%) Need Support - 156 (54%)  (288 tested)	Exceeding - 10 (3%) Ready - 60 (18%) Close - 95 (29%) Need Support - 162 (50%)  (327 tested)	-

ACT Aspire – Grade 9 and 10 Math			
	SY 17-18	SY 18-19	SY 19-20
Grade 9 Math	Exceeding - 2 (0%) Ready - 20 (5%) Close - 42 (10%) Need Support - 364 (85%)  (428 tested)	Exceeding - 6 (1%) Ready - 14 (3%) Close - 57 (13%) Need Support - 345 (82%)  (425 tested)	N/A  DWA Canceled due to pandemic
Grade 10 Math	Exceeding - 4 (1%) Ready - 6 (2%) Close - 24 (8%) Need Support - 264 (89%)  (298 tested)	Exceeding - 3 (1%) Ready - 17 (5%) Close - 16 (5%) Need Support - 288 (89%)  (324 tested)	N/A  DWA Canceled due to pandemic

Based on the SBA results in SY 17-18 and SY 18-19, there was an increase in the number of students scoring in the *Advanced* and *Proficient* levels and an increase in the number of content areas.

OHS SBA Results – SY17-18	OHS SBA Results – SY18-19
<u>65 students placed at the <i>Advanced</i> level:</u> Physical Science: 1 English 11: 11 English 12: 7 World Geography: 21 Guam History: 16 US History: 7 US Government: 2	<u>94 students placed at the <i>Advanced</i> level:</u> Physical Science: 1 English 11: 23 English 12: 9 World Geography: 28 Guam History: 24 US History: 3 US Government: 2 Biology: 2 Anatomy & Physiology: 1 Chemistry: 1
<u>580 students placed at the <i>Proficient</i> level:</u> Physical Science: 11 Biology: 58 Anatomy & Physiology: 10 Chemistry: 5 English 11: 106 English 12: 105 World Geography: 89 Guam History: 108 US History: 58 US Government: 30	<u>637 students placed at the <i>Proficient</i> level:</u> Physical Science: 47 Biology: 45 Anatomy & Physiology: 8 Chemistry: 21 English 11: 89 English 12: 103 World Geography: 105 Guam History: 119 US History: 65 US Government: 35

Having instruction based on the GDOE content standards and Common Core State Standards, as well as, holding a schoolwide assembly to recognize students for performing well on districtwide assessments, career readiness , and for being productive members of the school community has a positive impact on student achievement. Students feel appreciated for their hard work and good moral character.

To improve student achievement, the school administration sent teachers on various trainings. Most of the trainings focused on researched-based strategies and the formation and implementation of formative assessments. Teachers attended the following PD trainings:

Ace Digital Learning Academy	Next Generation Science Standards
Ace Digital Online Learning Singapore Math	Priority, Skills, Standards, & Topics
Adolescent Pregnancy Prevention	Safety Marksmanship Training Robotics
Advanced Placement	Standards Based Grading Support
Classroom Instruction that Works (CITW)	Sheltered Instruction Observation Protocol (SIOP)
Curriculum Leadership	Striving Readers Comprehensive Literacy (SRCL)
Deep Sea Exploration	Special Education (SPED)
DWA Revision	Special Curriculum Trainings
	Thinking Maps

Student achievement of skills can be identified through various formative assessments such as, but not limited to, Exit Tickets, KWLs, impromptu quizzes, think-pair-share activities, one minute papers, and small and large group discussions. Formative assessments help teachers monitor student learning and uses student feedback to improve instruction. Formative assessments provide immediate student feedback, which is helpful for both students and teachers.

Based on teacher perception surveys, teachers continue to incorporate the following research-based strategies to gather student feedback and to adjust instruction in the classroom:

- Fifty-three percent (53%) of teachers used Thinking Maps in SY 18-19 and fifty-nine percent (59%) in SY 19-20.
- Fifty-one percent (51%) of teachers used SIOP strategies in SY 18-19 and fifty-two percent (52%) in SY 19-20.
- Fifty-nine percent (59%) of teachers used CITW in SY 18-19 and fifty-four percent (54%) in SY 19-20.

Since the visit, there has been an increase in the number of teachers sent on professional development trainings, to include the use of technology in the classroom. One benefit of these trainings is the opportunity to learn new strategies and to incorporate a variety of formative assessments in the classroom to get student feedback. Teachers who attend the trainings share what they learned with the faculty at professional development meetings.

- Thirty-five percent (35%) of teachers attended PD training in SY 18-19 and eighty percent (80%) in SY 19-20.

In addition to the school’s SIS tutoring program, some teachers offer the following intervention opportunities in the classroom such as peer tutoring, one-to-one tutoring, and tutoring during break or lunch time. Teachers, counselors, administrators and the ESL coordinator, also call out students to discuss and monitor their academic progress. In some cases, parents or guardians are called to further discuss the need for intervention.

To address the different modes of learning in SY 20-21, intervention was also offered through phone calls, email, and Google Meet sessions. As encouraged by the administration, each teacher is required to submit an intervention/communication log sheet once a week.

Critical Area #3		
The school administration and teachers explore ways that students are more successful on summative assessments and consider ways that formative assessments can be used to demonstrate student achievement and provide information to design intervention opportunities.		
Progress Made	Impact on Student Learning	Supporting Evidence
<p>-The district provided a special training session for middle and high schools to vertically align PSSTs for SY 20-21.</p> <p>-The district sets monthly meetings for ESL coordinators to address the specific needs of English Language Learners.</p> <p>-The school’s SIS program continues to address this critical learner need.</p> <p>-OHS has ELA and math placements for incoming freshmen.</p> <p>-The Freshman Academy at OHS helps students transition from middle to high school.</p> <p><u>Distance Learning SY 20-21:</u></p> <p>-The school took a step back to help students cope with the mental, social, emotional, and economic changes occurring at home.</p> <p>-Based on survey results, OHS stakeholders felt a need to address the overall health and wellness of students at this time and is in the process of finalizing a new SLO.</p>	<p>-Middle school and high school teachers are closing the gap of the number of students not meeting grade level benchmarks.</p> <p>-With the alignment of PSSTs, students are able to continue the learning of progressive skills from middle to high school.</p> <p><u>Distance Learning SY 20-21:</u></p> <p>-Time set to address PSSTs per quarter, per semester were adjusted to meet learner needs.</p>	<p>-ELA and math ninth grade placements</p> <p>-Report card grades</p> <p>-IEP goal progress</p> <p>-ESL assessments</p> <p>-DWA results</p> <p>-Secondary special training sessions for PSST agenda</p> <p>-Monthly ESL secondary school meeting agendas</p> <p>-PSSTs</p> <p>-Freshman Academy PLC Team meeting agendas</p> <p>-ESL and Counseling sign-in sheets</p> <p>-Intervention Log sheet</p>

#### Critical Area #4.

The school GEPB, GDOE, administration and faculty examine the lines of communication in order that all constituents feel that they have a voice in the future of the school.

The Guam Board of Education has a website and invites all stakeholders to meetings.

<https://sites.google.com/a/gdoe.net/guam-education-board/home>

GDOE also has a website for all stakeholders to view.

Schools can send information to be included in the Quarterly Newsletter, GDOE twitter account and GDOE Facebook page. [www.gdoe.net](http://www.gdoe.net)

OHS administration and faculty encourage all stakeholders to be a part of the decision making process of the school. The lines of communication between all stakeholders are welcomed and channeled through many levels. There is a scaffolding of leadership roles. Administrators survey teachers for their input about supplies and how money should be spent.

Parents are welcomed to communicate and voice their concerns to all administrators and teachers through email, on the phone, by appointment, or at student orientations and PTSA and PTC meetings. Parents also take part in school surveys. The school has a website for stakeholders to access information. [www.okkodohighschool.net](http://www.okkodohighschool.net)

At the teacher level, every department has a Department Chairman who represents them in the OHS leadership team. The OHS leadership team meets weekly to discuss school improvement. It is through the DCs that teachers are able to ask questions, and share ideas and concerns.

Teachers may also share concerns directly with administrators. Administrators acknowledge and address concerns.

At the student level, students are represented in Board meetings by two representatives who are chosen to be on Island-wide Board of Governing Students or IBOGS. They bring student issues before the board. The students also have school representatives through the Student Government program. Students are able to bring up issues from their classmates during Student Government meetings.

Critical Area #5.

The school administration and teachers increase parent participation on school surveys in order to assist a complete understanding of parent input.

This year has presented a unique opportunity for administrators and teachers to gather input from parents. It seems that communication has increased dramatically compared to previous years because of the pandemic. Every teacher has a virtual classroom set-up that allows them to post announcements and surveys. Hundreds of parents come to the school every other Friday to pick up learning packets. This gives administrators and teachers another way to get information and surveys out to the parents.

One of the many surveys that went out to parents can be found below.

<p>Parent Responses – Hard Copy</p> <p>My child is in the:  <u>(18)</u> 9<sup>th</sup> Grade    <u>(13)</u> 11<sup>th</sup> Grade  <u>(10)</u> 10<sup>th</sup> Grade    <u>(11)</u> 12<sup>th</sup> Grade</p>	<p>My child is currently:  12% <u>(7)</u> - an Online Student.  86% <u>(49)</u> - a Hard Copy Student.</p>	<p>I prefer to have:  5% <u>3</u> - Online Instruction  58% <u>33</u> - Hard Copy Instruction  35% <u>20</u> - Face-to-Face Instruction</p>
<p>Parent Responses - Online</p> <p>My child is in the:  <u>(53)</u> 9<sup>th</sup> Grade    <u>(28)</u> 11<sup>th</sup> Grade  <u>(47)</u> 10<sup>th</sup> Grade    <u>(30)</u> 12<sup>th</sup> Grade</p>	<p>My child is currently:  99% <u>(127)</u> - an Online Student.  4% <u>(5)</u> - a Hard Copy Student.</p>	<p>I prefer to have:  80% <u>102</u> - Online Instruction  3% <u>4</u> - Hard Copy Instruction  28% <u>36</u> - Face-to-Face Instruction</p>

	Teachers	Hard Copy Parents (57)	Online Parents (128)
Do you think there is a need to add a health and wellness SLO?	<b>82% Yes,</b> 18% No	<b>81% Yes,</b> 25% No	<b>80% Yes,</b> 20% No
Do you think this the right time to add a health and wellness expectation?	<b>76% Yes,</b> 24% No	<b>82% Yes,</b> 30% No	<b>81% Yes,</b> 19% No
Do you see a need to support students in developing strong overall wellness and coping skills.	<b>96% Yes,</b> 4% No	<b>82% Yes,</b> 21% No	<b>82% Yes,</b> 18% No

Survey (11/05/20)	Parent – Hard Copy		Parent - Online	
1. I believe the school has all the necessary resources to provide for distance learning.	<b>54%</b> 26% 19%	<b>Agree/SA</b> Neutral Disagree/SD	<b>68%</b> 26% 0%	<b>Agree/SA</b> Neutral Disagree/SD
2. I believe the online/hard copy learning structure is more accommodating than the traditional, everyday instructional format.	32% 23% <b>47%</b>	Agree/SA Neutral <b>Disagree/SD</b>	61% 28% <b>9%</b>	Agree/SA Neutral <b>Disagree/SD</b>
3. I believe the mandated contact hours for online/hard copy learning is flexible enough to meet my (child's) needs.	<b>53%</b> 33% 16%	<b>Agree/SA</b> Neutral Disagree/SD	<b>70%</b> 23% 0%	<b>Agree/SA</b> Neutral Disagree/SD
4. I believe the teachers allow me (my child) an appropriate amount of time to complete course assignments.	<b>65%</b> 26% 9%	<b>Agree/SA</b> Neutral Disagree/SD	<b>69%</b> 21% 10%	<b>Agree/SA</b> Neutral Disagree/SD
5. The workload that teachers give is mostly manageable.	<b>46%</b> 37% 18%	<b>Agree/SA</b> Neutral Disagree/SD	<b>64%</b> 33% 8%	<b>Agree/SA</b> Neutral Disagree/SD
6. I feel teachers are understanding, flexible, and accommodating to my (child's) mode of learning.	<b>47%</b> 40% 14%	<b>Agree/SA</b> Neutral Disagree/SD	<b>72%</b> 23% 0%	<b>Agree/SA</b> Neutral Disagree/SD
7. I believe teachers effectively communicate with me on an "as needed basis to discuss my (child's) progress.	<b>44%</b> 35% 23%	<b>Agree/SA</b> Neutral Disagree/SD	<b>64%</b> 30% 0%	<b>Agree/SA</b> Neutral Disagree/SD
8. I feel it is safe to have Face-to-Face instruction next semester.	<b>37%</b> 25% <b>37%</b>	<b>Agree/SA</b> Neutral <b>Disagree/SD</b>	12% 32% <b>52%</b>	Agree/SA Neutral <b>Disagree/SD</b>
9. How would you rate the overall effectiveness of the school's online/hard copy instruction?	12% <b>37%</b> 18% 11% 12%	Outstanding <b>Satisfactory</b> Needs Improvement Unsatisfactory Unsure	12% <b>63%</b> 22% 0% 10%	Outstanding <b>Satisfactory</b> Needs Improvement Unsatisfactory Unsure

#### Critical Area #6.

The GDOE office share test results data with the schools as early as possible in order to assist the school in making curricular decisions at the school site.

In previous years, test results from district-wide assessments have been shared by the end of the first quarter. An overview of results from all the schools in the district is shared through a slide presentation with graphs and charts. The district office, particularly the Division of Curriculum, Instruction, Assessment, and Accountability, shares this information with the island community through press releases and community presentations.

Due to the shut-down in March of 2020, assessments were not administered last school year. Teachers are being guided by assessment data from the previous year and more importantly, by the formative assessments that they conduct in their classes now. It appears that district-wide-assessments will continue this school year. The district office has notified the school that the ACT Aspire must be conducted online. It cannot be taken remotely so the online students will not be able to take the test online at home. The hardcopy learners will not be able to take them either. The school is limited to offering the test to in-person students. The district is meeting the minimal federal requirements for testing. That includes only testing one grade in high school. It was decided by the district to test freshmen only. The school currently has 105 freshmen attending in-person instruction. The results may not be very significant to guide curricular decisions for next school year.

#### Critical Area #7.

The school administration and teachers continue the full implementation of PBIS to support student behavior in the classroom, as well as outside the classroom.

PBIS is an evidenced based three-tier framework that promotes a positive school climate; it focuses on preventing, reducing, and replacing problem behaviors. Tier one of the program focuses on providing universal supports to all students -teaching them to be successful and to practice positive behaviors. Tier two of the program focuses on at-risk students who are have behaviorally challenged, truant, and those with attendance issues. Tier two supports help students develop the skills they need to make better decisions about their behavior. Interventions include small group counseling and special efforts to “catch them doing well” to reinforce that behavior. It’s a team effort between teachers, counselors, administrators, and staff. Tier three supports are more intensive. They focus on providing individualized academic and behavioral plans for students. Interventions include therapy from mental health professionals and family group counseling.

As noted in OHS’s Self-Study Report in SY 17-18, eighty-seven percent (87%) of students who were caught with tobacco products came from neighboring Micronesian islands. A cultural trait of people from these islands is to chew tobacco with betel nut. With the help of the district office, OHS has implemented two programs:

1. 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.
2. 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 in SY 17-18.

At that time, OHS was in the early stage of implementing PBIS. This system assisted the school with addressing the highest major infraction – tobacco use. OHS is currently in tier two of the PBIS program. Teachers are made aware of recurring discipline issues as data is presented at monthly faculty meetings. The PBIS Coordinator may be looking into other behavior intervention programs that may work better for the OHS student body. That work is in its infancy stage and will continue to be explored.

Below is a chart indicating the highest discipline infractions in the last three years:

Top			
Infraction	<b>SY 17-18</b> (as of 12/2017)	SY18-19	SY19-20
Use/Possession of Tobacco Product	<b>161</b>	158	145
Defiance/Disrespect/Insubordination	<b>145</b>	205	236
Skipping	<b>146</b>	335	222

Use of possession of tobacco products has been one of the biggest discipline problems at OHS. The top three discipline infractions since SY 17-18 has been use/possession of tobacco products, defiance/disrespect/insubordination, and skipping.

In SY 18-19, OHS began the process to fully implement the PBIS program and has maintained monthly data collections and meetings with faculty. The school was in tier two of the program when schools closed down in March of 2020 due to the COVID-19 pandemic. OHS was in the process of creating an incentive program to promote positive behavior and to decrease the number of infractions on campus, particularly in the areas of tobacco use, defiance/disrespect/insubordination, skipping, intoxication, and student tardiness. These were the top discipline infractions within the last three years.

Discussions focused on recognizing and rewarding students who were habitually sent to the office but have changed their ways and improved their behavior. Below are some of the ideas for the incentive program.

- ✓ Students earn an “Early Lunch” pass after showing improvement in behavior.
- ✓ Students receive a “Recognition Award” from the discipline principal.
- ✓ Students get a pass to “Eat Lunch with the Principal”.
- ✓ Students earn food coupons from teachers after showing improvement in behavior in the classroom. These coupons can be used to purchase a snack after school at the school bake sale.

To measure the effectiveness of the PBIS program, students participated in the School Safety and School Resource survey. These surveys focused on the school’s ability to provide a safe, positive, and supportive environment. Additionally, the students were able to demonstrate what they learned about positive behavior through grade level skits performed at the SLO ceremony. Students also created slogans to deter the use of tobacco and posted anti-tobacco posters around campus. Additionally, a “uniform” Expected Behavior rubric was created in SY 18-19 to improve student behavior on and off campus.

To decrease the number of students skipping, which is one of the top three discipline infraction, the leadership team decided to have homeroom during the last fifteen (15) minutes of second block instead during the first fifteen (15) minutes. Prior to this change, students had thirty-five (35) minutes of non-instructional time clumped together – fifteen (15) minutes of break time, five (5) minutes of passing time, and fifteen (15) minutes of homeroom. This change had the biggest impact in curbing skipping.

To address the highest discipline infraction in SY 19-20, intoxication, teachers were told to keep an eye out for bottles of water and/or tea being passed around among students and to check students’ hydro flasks for any alcohol. If at any time a teacher suspects that a student has an alcoholic beverage, they are to request for a random search from the main office. Teachers were also asked to help monitor the hallways during passing time to deter any unacceptable behaviors.

Since the start of the pandemic in March 2020, students were not allowed to go on campus. Therefore, OHS had no behavioral concerns at the school site.

Schools reopened on January 19, 2021. Upon the reopening of schools, OHS remains committed to providing a safe environment on campus, identifying necessary interventions, developing incentive programs, and continuing to assess the effectiveness of the PBIS program.

Critical Area #7		
The school administration and teachers continue the full implementation of PBIS to support student behavior in the classroom as well as outside the classroom		
Progress Made	Impact on Student Learning	Supporting Evidence
<ul style="list-style-type: none"> <li>-Monthly updates of student behavior is shared at every faculty meeting.</li> <li>-An Expected Behavior rubric was created.</li> <li>-The number of students skipping during second block decreased with the change in the new bell schedule.</li> <li>-OHS was in tier two of</li> </ul>	<ul style="list-style-type: none"> <li>-Students are made aware that student behaviors, in and out of the classroom, have a direct impact on their student record, academic progress, and ability to participate in sports or school events</li> <li>-Based on the slogan posters posted around campus, skit presentations at the pep rallies, and the expected behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty meeting agendas</li> <li>-Expected Behavior rubric</li> <li>-Bell schedule</li> <li>-Tobacco slogan</li> <li>-Anti-tobacco posters</li> <li>-PowerSchool data</li> <li>-Pep rally recordings and photos</li> </ul>

<p>implementing PBIS when schools were closed in March of 2020.</p> <p><u>Distance Learning SY 20-21:</u></p> <p>-Upon the reopening of schools on Jan. 19, 2021, OHS will continue to address tier two of the PBIS program.</p>	<p>rubric, students are aware of acceptable, positive behavior.</p>	
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Critical Area #8.

The school administration and staff jointly review the administrative support system so that it identifies and meets the needs of all stakeholders.

At the beginning of every school year, the administrative team introduces themselves and explains their role to the faculty and staff and what he or she oversees. There is one principal and four assistant principals. The areas covered by each assistant principal include: one AP for Attendance and the ESL program, one AP for Curriculum, Instruction, and Assessment, one for Discipline, and finally one to oversee Business, Facilities, and the Special Education Program. Each administrator is also responsible for evaluating assigned faculty and staff members using the Guam Professional Teacher Evaluation Program (PTEP) and Performance Evaluation tool supplied by the Human Resource Division.

This year, with new leadership, the school community has seen more administrative support. At the start of the school year, teachers expressed a need to meet regularly with administrators in order to be updated about school situations relative to the pandemic. The administrative team promptly responded to this need and began meeting with faculty every Friday morning. These meetings became known as Touching Base meetings. When it started, everyone was teleworking under the Stay-at-Home Order so it offered teachers and administrators a way to connect with one another.

Each week, before the Touching Base meetings, department chairmen from each of the school's content areas meet with administrators. Administrators provide updated information regarding curriculum and operations to the group. The DCs, in turn, relay important information and have discussions with their department teachers. Administrators use this meeting time to offer the DCs an opportunity to bring teacher concerns to the forefront. Concerns are discussed and addressed at these meetings.

## **V: Schoolwide Action Plan Refinements**

- **Comment on the refinements made to the single schoolwide action plan since the last visit to reflect schoolwide progress and or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

In SY 17-18, the school identified three areas of critical need in the school's schoolwide action plan.

1. Continue to improve student 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.
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.
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.

Goal one of the schoolwide action plan calls for the school to continue to improve student achievement in core curricular areas, to meet SLOs and GDOE standards and growth targets. To monitor student achievement, the school reviews student performance each semester by looking at semester marks analysis, districtwide assessment results, ELA and math placements, Eskuelan Puengi and summer school programs, graduation rates, and SIS reports.

The school's intervention system (SIS), provides a structure to assist students. The SIS program establishes a systematic way to provide intervention measures for those who are not meeting the acceptable benchmark in the four content areas (ELA, math, science and social studies). The goal of SIS is to offer students the tutoring they need by mid-term to pass the semester.

The first step is reviewing students' first quarter progress report grades and third quarter mid-quarter progress report grades to place students in SIS classes.

The second step is placing students in SIS tutoring classes and or SIS co-curricular classes based on the 65% acceptable benchmark:

Students who have a 64% and below, in any of their four content area classes, are placed in tutoring until the end of the semester. Students in tutoring classes receive work from their respective content area teacher to take to their SIS tutoring class.

Students with a 65% and above, in all of their four content area classes, are placed in co-curricular classes. Students in co-curricular classes participate in class activities that address the school's SLOs.

The third step of intervention is provided by the school's counselors and the ESL coordinator. The counselors and ESL coordinator meet with students who are in SIS tutoring classes. They discuss ways to improve their grades and communicate with their teachers to do extra work or

place them in the summer school or Eskuelan Puengi Program. In some instances, parents are notified of their child's credit status, if necessary.

Since the last visit, OHS has developed a more effective way of implementing the SIS program. The school's information data base, PowerSchool, is now used to schedule SIS classes and monitor student attendance and accountability. This ensures that students are properly placed and that the school has a record of interventions provided. Parents, teachers, students, and counselors, can all view SIS classes on PowerSchool. The components of the SIS program are intended to support students with meeting GDOE standards and growth targets and the school's SLOs.

To improve student achievement in core curricular areas to meet the SLOs, the school's SLO rubric continues to be used to evaluate students. The SLO ceremony, held each semester, is used to recognize students who have achieved the SLOs and who have scored well on the WorkKeys Assessments and districtwide assessments. The school acknowledges the success of students by providing certificates of recognition and incentives at the SLO ceremony. Overall, the school will continue to use the SLO ceremony to build a school culture that values test results and develop incentive programs to address test apathy among all grade levels.

However, there is still a need to address the critical learner need that - *a majority of students begin high school without the skills necessary to perform at grade level*. The working session set by the district for middle and high schools to work on Priority Standards, Skills, and Topics (PSSTs) in January of 2020, is the first step in addressing this critical learner need. This vertical alignment effort between middle and high schools is a starting point for closing the gap of the number of students not meeting grade level benchmarks in math and English upon entry into high school.

It is also important to note that the delivery of the SIS program has changed in SY 20-21 to accommodate the three models of learning. Interventions are provided weekly to all students, in all content areas. A communication/intervention log sheet has been created to log down all interventions made throughout the week. Although Fridays are reserved for communication and interventions, teachers are able to provide interventions anytime throughout the week.

No revisions for this goal are necessary at this time.

Goal two of the schoolwide action plan encourages the school to fully implement PBIS. PBIS is an evidenced based three-tier framework that promotes a positive school climate; it focuses on preventing, reducing, and replacing problem behaviors.

Tier one of the program focuses on providing universal supports to all students. Teaching them to be successful and to practice positive behaviors. Tier two of the program focuses on at-risk students who have behavior management problems in class, truancy, and attendance issues. Tier two supports helps students develop the skills they need to make better decisions about their behavior. Interventions include small group counseling and special efforts to “catch them doing well” and reinforce that behavior. It’s a team effort between teachers, counselors, administrators, and staff. Tier three supports are more intensive. They focus on providing an individualized academic and behavior plan for students. Interventions include therapy from mental health professionals and family group counseling.

In SY 18-19, OHS began the process to fully implement the PBIS program and has maintained monthly data collections and meetings with faculty. The school was in tier two of the program when schools closed down in March of 2020 due to the COVID-19 pandemic. OHS was in the process of creating an incentive program to promote positive behavior and to decrease the number of infractions on campus, particularly in the areas of tobacco use, defiance/disrespect/insubordination, skipping, intoxication, and student tardiness. These were the top discipline infractions within the last three years.

Discussions focused on recognizing students who were habitually sent to the office but have changed ways and reward them for improved behavior. Below are some of the ideas for the incentive program.

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- ✓ Students earn food coupons from teachers after showing improvement in behavior in the classroom. These coupons can be used to purchase a snack after school at the school bake sale.

To measure the effectiveness of the PBIS program, students participated in the School Safety and School Resource survey. These surveys focused on the school’s ability to provide a safe, positive, and supportive environment. Additionally, the students were able to demonstrate what they learned about positive behavior through grade level skits performed at the SLO ceremony.

Since the start of the pandemic in March of 2020, students were not allowed to go on campus. Therefore, OHS had no behavioral concerns with student behavior at the school site.

Schools are set to reopen on January 19, 2021. Upon the reopening of schools, OHS will continue to provide a safe environment on campus, identify interventions based on behavioral data, develop incentive programs, and continue to assess the effectiveness of the PBIS program.

No revisions for this goal are necessary at this time.

Goal three of the schoolwide action plan calls for OHS to maintain the capacity of faculty and staff to collect and use data to analyze student performance to inform and guide instruction and assessment. In SY 17-18, it was noted there was a need to increase the number of teachers, in PLCs, who regularly review student performance data and plan instruction accordingly.

Since the visit, OHS has met the growth target for the following areas of growth:

SY 17-18 – Growth Target	SY 19-20
25% of teachers will implement standards-based grading and proficiency scales,	More than 35% of teachers are using standards-based grading and 46% of teachers are using proficiency scales
25% of teachers will use PLC meetings to review student performance data and plan instruction and assessment based on analysis, and	50% of teachers use PLC meetings to analyze student data
100% of teachers will regularly use researched-based strategies, i.e. CITW, SIOP, and TMs.	More than 50% of teachers incorporated different teaching strategies in the classroom,

With the support of the district, OHS was able to send teachers to professional development trainings ranging in topics such as PLCs, standards-based grading, proficiency scales, and research-based teaching strategies. About 80% of teachers received professional development training in SY19-20 in comparison to 35% in SY 18-19. After each training, teachers returned and shared what they learned with the faculty.

The addition of a new SLO has been requested by stakeholders. Based on perception surveys OHS stakeholders felt there was a need to add a health and wellness expectation to our SLOs in order to address the social, mental, and emotional needs of our students during these changing times. This change is reflected in the Revised Schoolwide Action Plan for SY 20-21.

Based on student, parent, and teacher perception surveys sent out on November 6, 2020, majority of OHS stakeholders believe this is the right time to add a health and wellness SLO:

- More than sixty-five percent (65%) of stakeholders feel there is a need to add a health and wellness SLO.
- More than sixty percent (60%) feel this is the right time to add a health and wellness SLO.
- More than seventy percent (70%) of stakeholders see a need to support students in developing strong overall-wellness and coping skills.

	Teachers - 80	Parents - 184 Total		Students - 403 Total	
		Online (57)	Hard Copy (127)	Online (198)	Hard Copy (205)
Do you think there is a need to add a health and wellness SLO?	<b>82% Yes</b> 18% No	<b>81% Yes</b> 25% No	<b>67% Yes</b> 25% No	<b>80% Yes</b> 24% No	<b>70% Yes</b> 24% No
Do you think this the right time to add a health and wellness expectation?	<b>76% Yes</b> 24% No	<b>82% Yes</b> 30% No	<b>63% Yes</b> 30% No	<b>83% Yes</b> 21% No	<b>73% Yes</b> 21% No
Do you see a need to support students in developing strong overall, wellness and coping skills?	<b>96% Yes</b> 4% No	<b>82% Yes</b> 21% No	<b>72% Yes</b> 21% No	<b>88% Yes</b> 11% No	<b>83% Yes</b> 11% No

# OKKODO HIGH SCHOOL

## REVISED SCHOOLWIDE ACTION PLAN SY 21-22

### Mission Statement

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

### Schoolwide Learner Outcomes

Effectively communicate with others

Excellence in academics

Embrace cultural diversity

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 21-22

**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.

**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 higher number of students who do not perform well in their ELA and Math illustrates this. The table below shows the percentage of students who fell below average or failed an English and Math class.

	English 9	English 10	English 11	English 12
<b>SY 16-17</b>	14%	28%	25%	6%
<b>SY 17-18</b>	16%	21%	22%	5%
<b>SY 18-19</b>	16%	21%	24%	5%
<b>SY 19-20</b>	24%	18%	29%	7%

	Pre-Algebra	Algebra 1	Geometry	Algebra 2
<b>SY 16-17</b>	24%	33%	32%	16%
<b>SY 17-18</b>	25%	29%	31%	13%
<b>SY 18-19</b>	24%	30%	33%	16%
<b>SY 19-20</b>	23%	29%	34%	15%

## Growth Targets:

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**

**SY 22-23: Same Target**

See narrative for information about meeting the growth targets.

# REVISED SCHOOLWIDE ACTION PLAN SY 21-22

District Goal(s)	<p>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.</p> <p>2. All GDOE students will successfully progress from grade to grade and form one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.</p>				
SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Distance Learning
<p>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.</p>	<p>A. Effectively implement SIS- scheduling, attendance, and accountability monitoring by incorporating PowerSchool scheduling</p> <p>B. Along with DWA results, classroom assessment data from ELA and Math courses, and marks analysis, will be used to gauge ELL and SPED</p> <p>C. Assess student achievement of SLOs using common rubric and continue to recognize exemplary students</p> <p>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.</p>	<p>SIS Administrator Counselors Faculty &amp; Staff SIS Committee</p> <p>Special Population Administrator Counselors ESL Coordinator CRT Teachers</p> <p>Discipline Administrator Teachers SLO Committee Students</p> <p>Curriculum Administrator Counselors SLO Committee Teachers</p>	<p>Quarterly Semesterly Annually</p> <p>Quarterly Semesterly Annually</p> <p>Quarterly Semester Recognition</p> <p>1<sup>st</sup> Semester following school year (annually)</p>	<p>SIS Reports Marks Analysis SBA Results DWA Results PowerSchool</p> <p>Report card grades IEP goal progress ELA and Math Assessments DWA Results ESL Las Links Scores</p> <p>Quarterly reports Student-Self-Assessment Teacher Tracking Sheets Student Recipients in ceremony</p> <p>Summative Test Scores Number of students earning incentives</p>	<p>SIS is every Friday for all students, all subjects No Power School scheduling needed</p> <p>DWA cancelled in 2019 due to pandemic DWA undetermined for 2020-2021</p> <p>New SLO rubric sent out 12/2/20</p> <p>Virtual SLO ceremony 12/18</p>

# REVISED SCHOOLWIDE ACTION PLAN SY 21-22

**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.

**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.

Infraction	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Defiance, Disrespect, and Insubordination	69%	22%	22%	25%
Skipping	8%	23%	30%	18%
Tobacco	34%	16%	15%	5%

## 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

**SY 22-23:** Same target

See narrative for information about meeting the growth targets.

# REVISED SCHOOLWIDE ACTION PLAN SY 21-22

District Goal(s)	<p>4. All members of the GDOE community will establish and sustain a safe, positive and supportive environment.</p> <p>5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.</p>				
SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Distance Learning
<p>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.</p>	<p>A. Identify interventions needed based on behavioral data</p> <p>B. Develop Incentive Programs</p> <p>C. On-going Assessments of program to measure effectiveness</p>	<p>School Climate Cadre: teachers, students, administrator</p> <p>SCC Students Helping Students Club</p> <p>SCC</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	<p>Monthly data collection Meeting Agendas</p> <p>List of Incentives Recipient Lists</p> <p>Tiered Fidelity Inventory Manual After-Action Reports Assessment Tools School Safety Perception Survey Self-Assessment Student Surveys School Resource Officers (SSO) Surveys</p>	

# REVISED SCHOOLWIDE ACTION PLAN SY 21-22

**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:**

In 2017-2018, 87% of teachers use research-based methods to teach content, i.e. Classroom Instruction That Works (CITW), Sheltered Instruction Observation Protocol (SIOP), and Thinking Maps (TMs). This year, 6% of teachers are implementing Standards-Based Grading (SBG) 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% (35%) of teachers will implement standards-based grading and (46%) proficiency scales.

25% (50%) of teachers will use PLC meetings to review student performance data and plan instruction and assessment based on analysis.

100% (50%) 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 strategies

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

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

**SY 22-23:** Same target for SBGs and proficiency scales, same target for PLC work, maintain target for research-based strategies

# REVISED SCHOOLWIDE ACTION PLAN SY 21-22

District Goal(s)	<p>3. All GDOE instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for al assigned responsibilities</p> <p>5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.</p>				
SMART GOAL	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Distance Learning
<p>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.</p>	<p>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.</p> <p>B. Increase number of teachers using standards-based grading and proficiency scales that align with CFAs</p> <p>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.</p>	<p>District Office Curriculum Administrator Counselors Teachers</p> <p>Curriculum Leadership Team (CLT) Teachers Curriculum Administrator</p> <p>Professional Development Committee CLT PLCs</p>	<p>Beginning of first semester PLC meetings once every two weeks</p> <p>Continued teacher training during Q1 and Q2 Proficiency Scales implementation has been placed on hold per district office due to pandemic.</p> <p>Quarterly</p>	<p>Item Analysis Progress Reports Quarter Grades Teacher Lesson Plans PowerSchool Historical Grades DWA results PTEP</p> <p>Proficiency Scales CFAs PD Agendas and Sign-in Sheets</p> <p>PD Agendas and Sign-in Sheets Student Work Samples Marks Analysis DWA Results Surveys</p>	<p>PTEP waived in 2019 PTEP pending 2020</p> <p>DWA cancelled 2019 DWA pending 2020</p> <p>2019-2020 3rd quarter grade carried over as semester grade</p> <p>2020-2021 Quarter Grade: Pass/Fail/No Grade</p> <p>Teacher trainings focused on Online Management Systems (COVID Safety, Google Classroom, Zoom)</p>

## Schoolwide Action Plan Narrative SY 20-21

The growth targets outlined in the School Action Plan call for a 2% decrease in the number of students earning a below average or failing grade (69% or below) in ELA and Mathematics courses. This same target has been in place for each subsequent year. The table below shows the percent of students who scored below average or failed an ELA or math class starting with SY 16-17 as a baseline.

	English 9	English 10	English 11	English 12
<b>16-17</b>	14%	28%	25%	6%
<b>17-18</b>	16%	21%	22%	5%
<b>18-19</b>	16%	21%	24%	5%
<b>19-20</b>	24%	18%	29%	7%

English 9 saw an increase in the number of students who scored below average or failed from SY 16-17 to 17-18. The number remained steady from SY 17-18 to 18-19. The number increased by 8% by the end of SY 19-20. This could possibly be due to the school being shut down in the last quarter of the school year due to the COVID-19 pandemic.

There was a significant decrease in the number of students who failed or scored below average in English 10 after SY 16-17. Beginning in SY 17-18, there were consistent, certified teachers who filled English Language Arts positions. Prior to this, the Guam Department of Education struggled to recruit fully certified teachers. Since this change has taken place, the growth target was met in English 10 each year with the exception of SY 18-19 where the number was consistent with the previous year. Despite the shutdown, the target was still reached in SY 19-20.

In English 11, the target was reached in SY 17-18 however, SY 18-19 saw the reverse. The number of students who scored below average or failed English 11 in SY 18-19 was 2% higher than the previous year. There was some movement with English 11 teachers during this school year. The school lost one teacher and another teacher was moved into the English 11 position in the middle of the year. This could possibly account for the increase. There was a significant increase in SY 19-20 possibly because of the pandemic-related shutdown.

English 12 had consistent numbers from SY 17-18 to SY 18-19 and only saw a 1% decrease after SY 16-17. There was a 2% increase in SY 19-20 when the school shutdown in the middle of second semester.

	<b>Pre-Algebra</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>
<b>16-17</b>	24%	33%	32%	16%
<b>17-18</b>	25%	29%	31%	13%
<b>18-19</b>	24%	30%	33%	16%
<b>19-20</b>	23%	29%	34%	15%

In Pre-Algebra, the number of students who fall below average or fail has been steady between 23% and 25%. There was a 1% decrease in the number from the prior year in SY 19-20. Algebra 1 has seen a decrease from 33% to 29% over the last few years. The number has never been as high as it was in SY 16-17. The growth target was met in SY 17-18. The number increased by 1% in SY 18-19 and went back down to 29% in SY 19-20. Geometry is the math subject that students struggle with the most. Math teachers believe this could be because of unfamiliar terms and spatial reasoning being introduced to students. Algebra 2 met the growth target in SY 17-18 but there was a 3% increase the following year. Despite the shutdown in SY 19-20, there was a 1% decrease in the number of students who scored below average or failed Algebra 2.

For both subjects, ELA and Math, the school's intervention program (SIS) has helped. SIS is offered to all students who fall below the identified benchmark however, only two to five percent of students make it above the growth target's below average mark (69%) at the end of the semester. There have been more students in need of SIS than teachers available. School leadership is working on making improvements to the intervention system to meet the needs of the students.

<b>Infraction</b>	<b>SY 16-17</b>	<b>SY 17-18</b>	<b>SY 18-19</b>	<b>SY 19-20</b>
<b>Defiance, Disrespect, and Insubordination</b>	69%	22%	22%	25%
<b>Skipping</b>	8%	23%	30%	18%
<b>Tobacco</b>	34%	16%	15%	5%
<b>Total Overall Infractions</b>	578	545	876	1141

Every year since SY 17-18, Okkodo High School has had a different discipline administrator. However, from SY 19-20 to the current school year, there has been a consistent discipline administrator with a dedicated clerk for inputting infractions. The different discipline teams could account for the difference in the total number of infractions that were counted from year to year. However, the top three infractions have remained the same.

Although the school's leadership team is developing implementation of the Positive Behavioral Intervention System or PBIS, they are also looking into other possible intervention programs that could be more successful in curbing behavioral infractions for Okkodo High School students, particularly addressing defiance, skipping, and tobacco or nicotine use.