



OKKODO HIGH SCHOOL PROGRESS REPORT

500 Mariner Avenue

Barrigada, Guam 96913-1608

Guam Department of Education

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Guam Department of Education

Our Vision

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

Mission Statement

Our Educational Community ...

Prepares all students for life ...

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

Promotes Excellence ...

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

Provides Support ...

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

Goals

1. All GDOE students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.
2. All GDOE students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.
3. All GDOE instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.
4. All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.
5. All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Okkodo High School Mission Statement

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

Schoolwide Learner Outcomes

Effectively Communicate with Others

Embrace Cultural Diversity

Excellence in Academics

Environmentally Respectful

I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students
- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

→ **Note:** *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*

Okkodo High School is a four year public high school in the Guam Department of Education. The school opened its doors in August of 2008. OHS occupies sixty-two acres of the island's most populated village, Dededo. The school has ninety-two classrooms with some of the rooms outfitted with science laboratories. Thirty-eight of the rooms are newly built. The school recently completed construction on a new wing that opened in August of this school year. The expansion includes the additional thirty-eight classrooms, a dining hall, and ten office spaces. The girl's locker room was expanded and an additional boy's locker room was constructed. The final part of the expansion includes a culinary arts classroom and laboratory that was constructed adjacent to the original facilities. The expansion increases the school's capacity by eight hundred students. Prior to this expansion, the school had a building capacity of 1,200 students, now the school can hold up to 2,000. The school also boasts outstanding sports facilities that include fields and courts for softball, baseball, soccer, football, basketball, volleyball and tennis. The track and field area was recently renovated to include a concession stand, restrooms, and updated rubberized surface for the track. Along with providing for the needs of the school's athletic program, the campus hosts sports competitions for other DOE schools and for notable community events such as the Special Olympics.

Okkodo High School has a diverse student population consisting of the indigenous Chamorros, students from the Philippines and various islands of Micronesia. More than half of the students speak or hear a language other than English at home. Many come from middle to low income households. The attendance boundaries include several low-income areas, agricultural zones, and a few middle to high-income neighborhoods.

The school serves the needs of both college and career path students. Okkodo High School offers rigorous Honors and Advance Placement courses for students in preparation for a four year degree. Okkodo works closely with the Guam Community College to provide courses in career technical fields such as electronics, computer networking, microcomputer business application, carpentry and automotive courses. GCC also offers the College Access Grant program that provides information and services to increase access to postsecondary education for underserved populations. The school also prepares students for the tourism industry, the main source of Guam's economy. The school has a competitive and highly successful tourism academy and marketing program, with both groups competing at national levels. This is the first year that the school is offering the Pro Start program from GCC. This program teaches students workplace skills to be successful in the food service industry. The newly built culinary arts room and lab

are used for this program. Okkodo High School also participates in various programs with the University of Guam such as dual enrollment, Upward Bound, and Educational Talent Search. In addition to college and career programs, Okkodo High School has a Marine Corps JROTC program that prepares students for a career in the military. It is the only MCJROTC program on island and has gained national recognition for its accomplishments.

As part of the faculty and staff's commitment to student success, the school provides a tremendous amount of support for students' personal and academic needs. In addition, the faculty is dedicated to being highly qualified in their content areas. The counselors manage an array of services for students that range from academic assistance to social and personal guidance. The school has a wide variety of student clubs and organizations, as well as an active athletic program.

The school's mission and learner outcomes reflect the learning needs of Okkodo High School students and the expectations of parents, students, and staff. The schoolwide learner outcomes encourage students to be self-directed learners by taking responsibility for their academic success. They help students to build social skills needed for life in a multicultural world. Finally, the expectations focus on community involvement. When students graduate from Okkodo High School, they will be well-prepared to succeed in the 21st century.

The learner outcomes and examples of each are announced daily through the school's intercom system. Teacher lesson plans address SLOs. Field trips and service learning projects are planned to help students achieve the outcomes.

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

Schoolwide Learner Outcomes:

E⁴ = Excellence by Choice

Effectively Communicate with Others: Students demonstrate this by writing English proficiently, successfully exchanging information through reading and listening skills, using nonverbal techniques to communicate accurately with others, and being aware of wider communication through use of technology. The school encourages students to use technology to increase communication skills, such usage is in compliance with board policy.

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

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

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

In school year 2011 -2012, the school identified three critical needs.

1. Increase student achievement in Language Arts and Mathematics
2. Identify weak skills and align curriculum strategies and assessments
3. Meet growth targets set by Guam Department of Education on state-wide assessments

On average, 26% of students fall below average or fail their ELA classes every semester. The percentage of students who fall below average or fail a math class each semester is 23%. The state-wide assessment results (formerly SAT-10) 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, from the district, offers the support teachers need to have a direct, positive impact on student achievement. At the school-level, Okkodo High School has aligned efforts with the district's SSP in order to increase student performance. The district moved into Common Core State Standards and provided training sessions for teachers to align GDOE standards with CCSS. The district has also provided curriculum documents that clearly show alignment, curriculum mapping with the standards, and sample lesson plans. The school's professional development sessions have included training teachers to use these documents at the classroom level.

The district has provided training in research-based instructional strategies such as *Classroom Instruction That Works*, Kuzmich's *Big 8 Strategies*, Sheltered Instruction Observation Protocol (SIOP), and STEM. Okkodo High School has planned the Professional Development schedule around these strategies and has based the Schoolwide Instructional Program on these research proven methods in an effort to increase student performance.

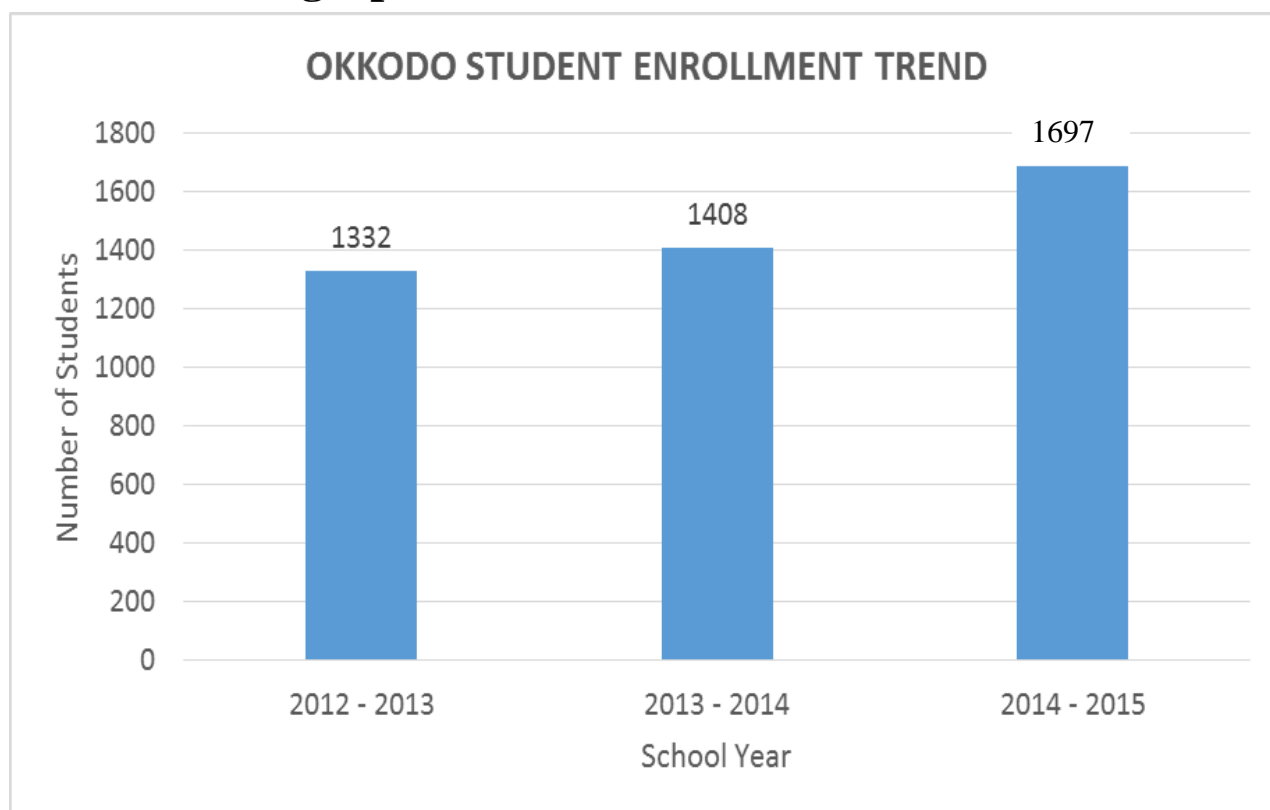
The district includes effective use of technology and teaching of 21st century skills in the SSP and Okkodo has followed their lead at the school-level. The school uses Promethean Interactive boards in lessons, Wi-Fi capabilities to access internet resources and 21st century skills are addressed in teachers' lesson plans and are emphasized in Guam Community College courses and Microcomputer/business classes.

The district has provided training to develop common formative assessments within content departments. The school has trained teachers in this and administers CFAs in the classrooms. Teachers meet in professional learning communities to discuss CFA development, results, and instructional practices.

The school has developed a Schoolwide Intervention System to scaffold learning for struggling learners, to extend classroom lessons and build attainment of Schoolwide Learner Outcomes through co-curricular activities. This is a significant development for the school and is described in detail in Section V of this report.

Semester marks have been analyzed to measure the impact of these efforts on student achievement. Comparisons have been made with previous marks and the results are looking favorable. This data is presented in this report. The school leadership is eager to see the results of the district assessments that will be administered at the end of the year.

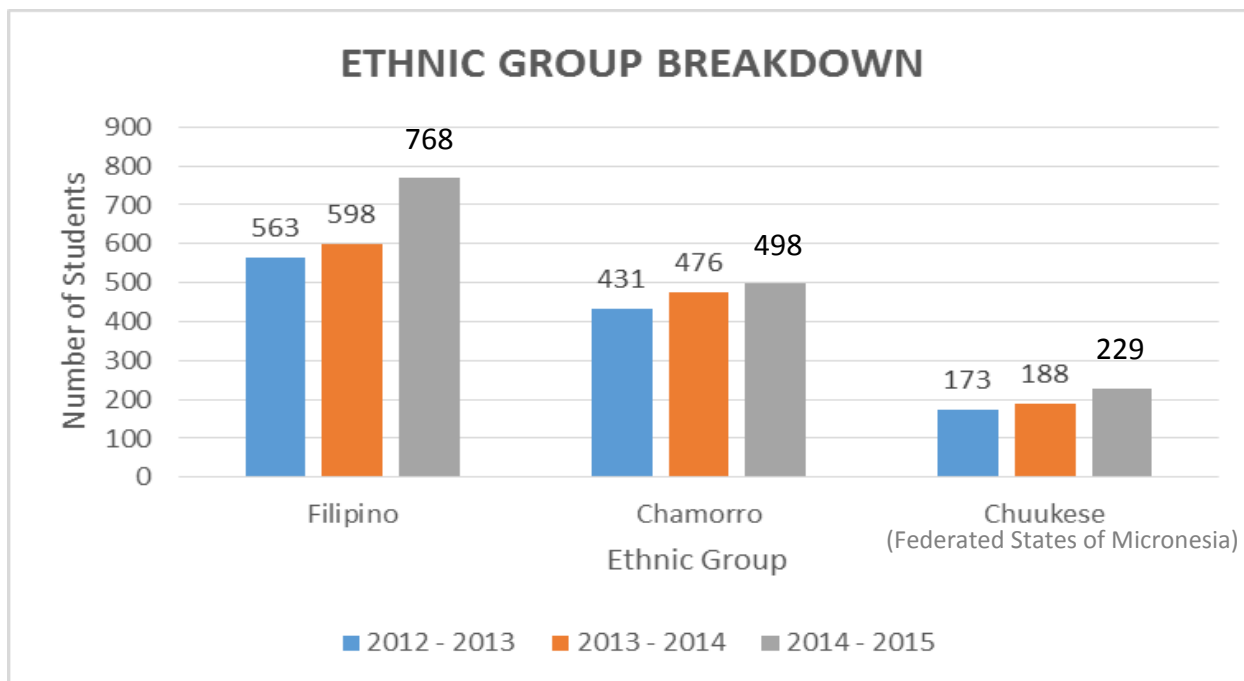
Student Demographics



Grade Level	SY 12-13	SY 13-14	SY 14-15
9th	393	410	585
10th	362	408	465
11th	304	322	371
12th	273	268	276
Total	1,332	1,408	1697

The expansion has increased the school capacity by eight hundred. Previously, the school's capacity was 1,200 students. Now, the school can safely accommodate 2,000 students. This year the population only increased by approximately three-hundred students leaving the school without an overcrowding problem. There is room to accommodate more students because of an anticipation of population growth in the near future.

The current increase stems from the opening of a new public high school and the resulting redistricting. Students in certain locations, being serviced by Okkodo High School, were transferred to the new school site and additional locations were added to Okkodo's district. The results of these changes increased the school population by approximately three-hundred students. The new building was constructed to accommodate this additional load, as well as address the overcrowding issues that existed. The school's previous student capacity was 1,200, with the additional building, the school can now safely accommodate 2,000 students. Okkodo High School's current population is 1,697 students.

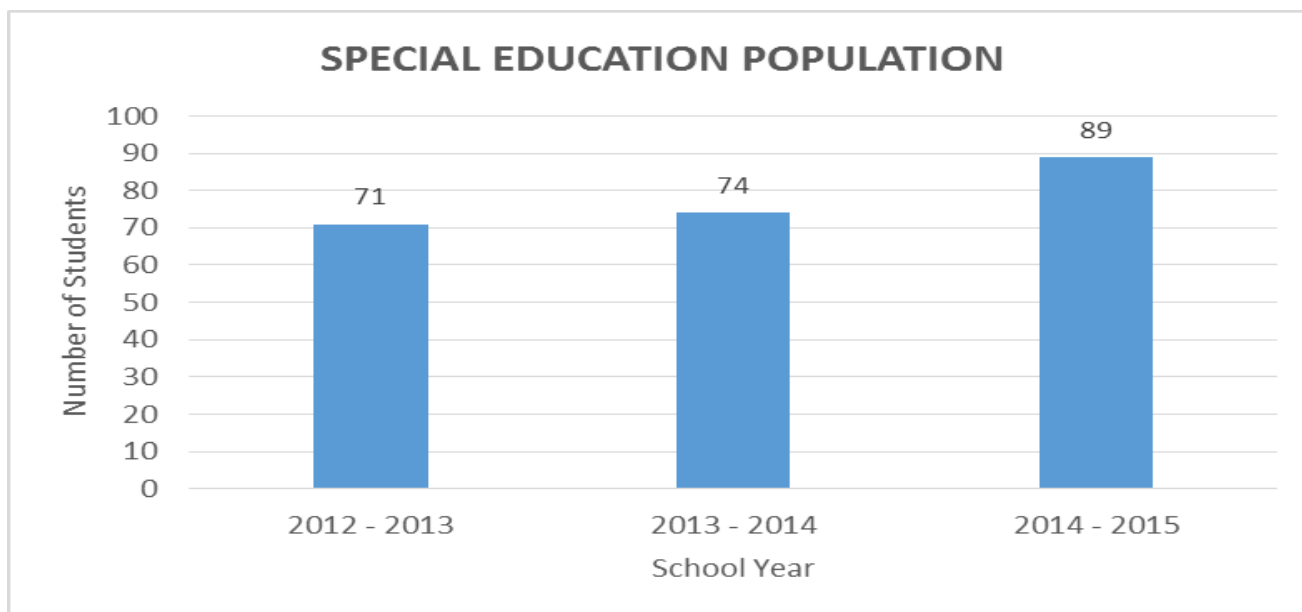


The three largest ethnic groups at Okkodo High School are Filipinos, Chamorus, and citizens from the Federated States of Micronesia (FSM). The island-states of Yap, Chuuk, Pohnpei, and Kosrae make up the FSM. Of these four states, Chuuk has the largest population. Though Okkodo High School has students from all four states, the Chuukese students make up the most from the FSM. The FSM, Palau, and the Marshall Islands currently participate in an agreement with the United States government that allows them to freely associate with US states and territories. Many of these citizens migrate to Guam because of the compact of free association.

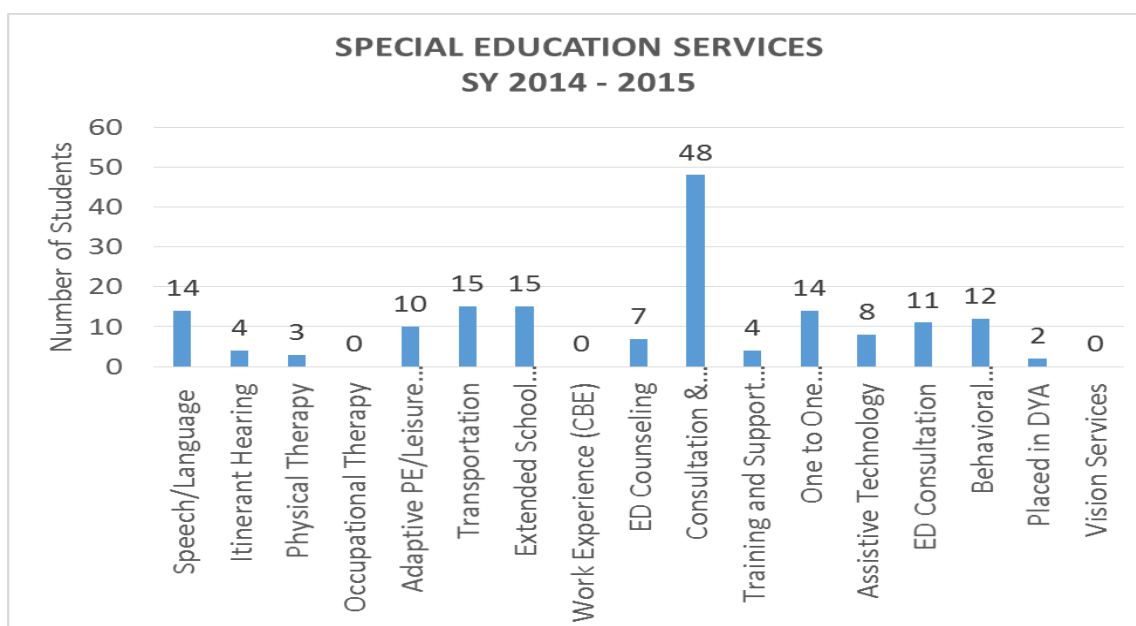
Socioeconomic Background

On average, more than half of the school 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. Okkodo will only have to collect and process school meal applications, record and track meal categories, and conduct verifications once every four years. Okkodo pays the difference between the cost of serving meals at no charge to all students and the federal reimbursement. This is done through the district.

Prior to the implementation of this program, less than one-hundred students ate breakfast at school. Since the program’s implementation, the school averages more than three-hundred students eating breakfast daily. The number of students eating a school lunch has dramatically increased. Prior to the program, less than three-hundred students were eating a school lunch. As a result of the program, there has been more than a two-fold increase in the lunch participation which now numbers above seven-hundred students eating lunch everyday. This has resulted in more students eating nutritious meals.



The special education population has steadily increased over the past few years. The increase in the number comes from student transfers or those who enter as freshmen. The increase also coincides with an increase in the overall student population. Information about services that Okkodo High School provides is shown in the graph below.

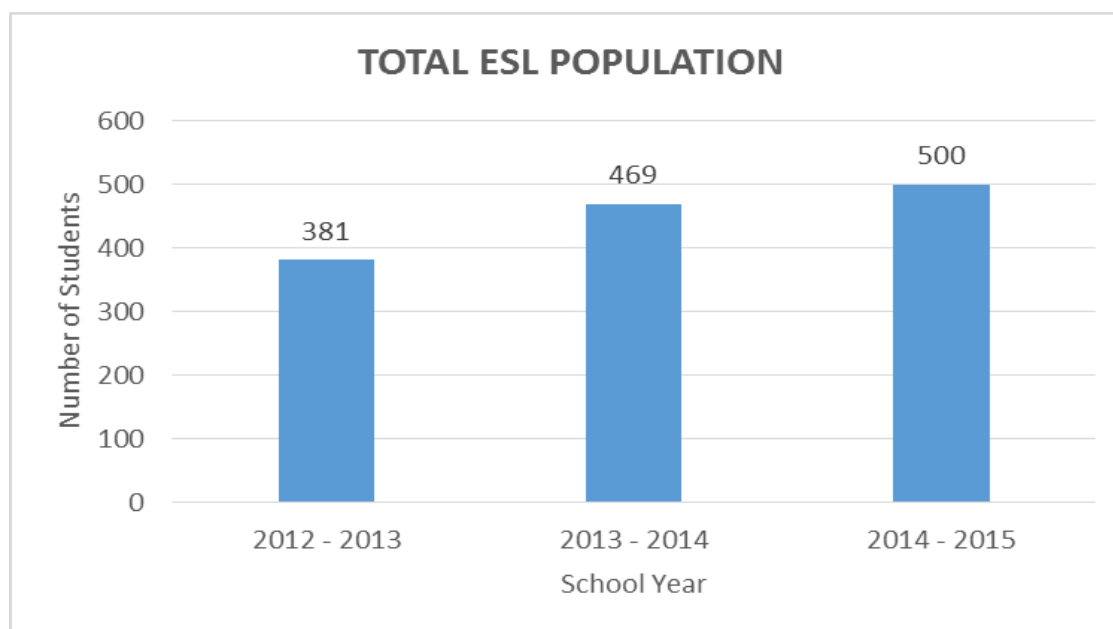


IDEA states that a person with a disability who turns 16 years of age is required to have a transition plan in place within the IEP; on Guam the age begins at 14 years. The process begins with the transition teacher interviewing the student, parent, teacher and sometimes the Para educator to find out about student's interest, hobbies, likes, dislikes, fears, barriers strengths etc.

A transition plan is developed with a set of activities and courses that are in place to guide the student's post-secondary goals which becomes the driving force of the IEP.

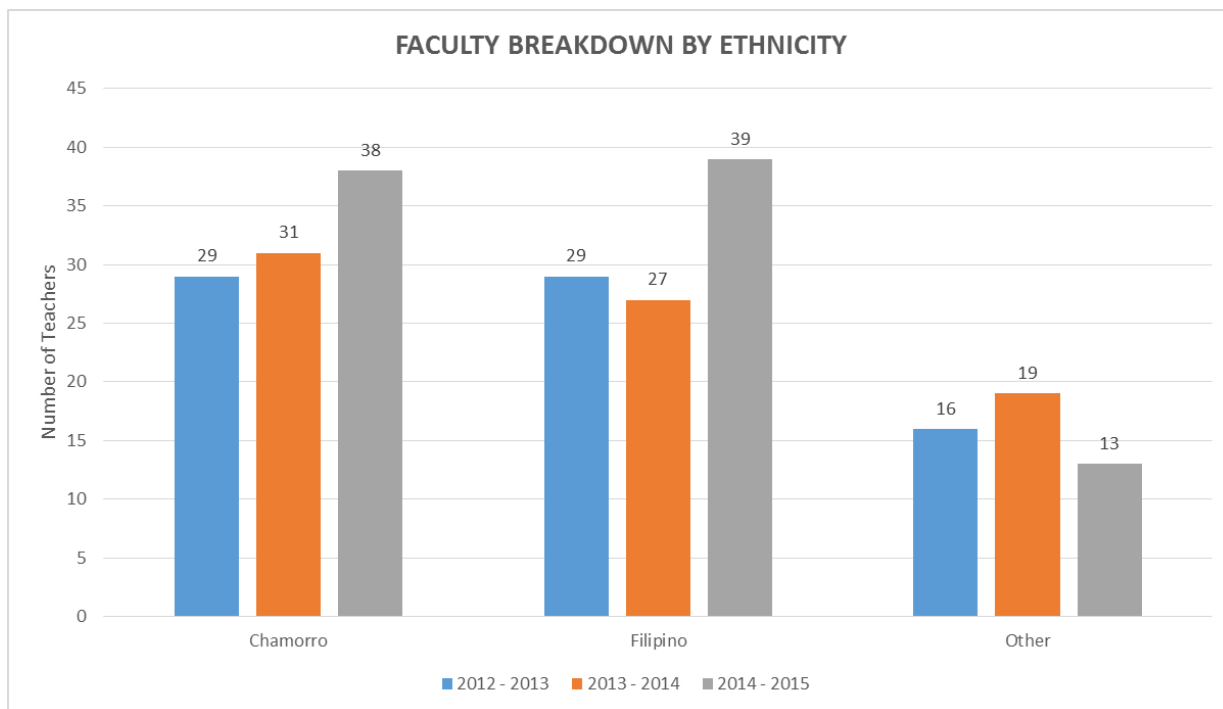
The Okkodo High School Transition Program takes a personalized approach that focuses on student's interests to create a set plan of activities in working towards their post-secondary goals. The Transition Program introduces, facilitates the referral process and provides information for students and parents to agencies outside of DOE such as the Department of Rehabilitation/DISID, ARHD and post-secondary institutions that can provide support and services once the student has graduated from high school. (Such activities that are provided are: DVR/DISID Orientation held on and off campus, introduction to the Office of Accommodations at post-secondary institutions, participation in Career Day fairs/activities etc.)

The Transition program also networks and job develops prospective job sites for students who will be placed out into the work environment for career exploration, general work experience and job shadowing in support of their post-secondary goal. In addition, support and guidance is provided to the student as well as the employer for a successful placement.



The number of students in the English as a Second Language program has increased. Again, the increase comes from transfer students and incoming freshmen. As noted earlier, over half of the school's population hears or speaks a language other than English at home. Most of the students in the ESL program, 86%, attend regular classes and receive consultative services. The remaining 14% of students are sheltered. Along with students from the three dominant ethnic groups, Okkodo's population includes students from China, Korea, Japan and several other countries in the region.

**Credentialed Staff
Data**



The two largest ethnic groups among the faculty, the Chamorros and Filipinos, match the two largest ethnic groups among the student population

Okkodo High School has seventy-four classroom teachers, two consulting resource teachers, and one transition teacher for a total of seventy-seven teachers. There are four counselors serving the academic, social, and college/career-planning needs of the students. There is one librarian and one health counselor. The Guam Community College provides six instructors and one counselor for our career path students. Altogether, there are ninety credentialed staff members. Okkodo High School teachers are classified according to the following table.

Classification	Minimum Experience and Training	Number Employed		
		12-13	13-14	14-15
Teacher I-A	30 Semester hours of college credit but less than a BA degree. Grade: H	0	0	0
Teacher I-B	60 Semester hours of college credit but less than a BA degree. Grade: HT	0	0	0
Teacher I-C	BA degree with less than 18 semester hours of professional education credits. Grade: IT	0	5	12
Teacher I-D	MA degree with less than 18 semester hours of professional education credits	0	0	2
Teacher II	BA degree including at least 18 semester hours of professional education credits. Grade K	21	17	18
Teacher III	BA degree including at least 18 semester hours of professional education credits, and at least 18 hours of college credits beyond the BA degree which must be upper division courses in the specialty area or graduate work. Neither of which was applied to the Bachelor's degree. Grade: L	11	17	16
Teacher IV	MA degree including at least 18 semester hours of professional education credits. Grade: LT	17	19	20
Teacher V	Graduation from a recognized college or university with a MA degree including 18 semester hours of professional education credits, and 30 semester hours of graduate credits beyond the Master's degree. Grade: M	2	8	8
Teacher VI	Graduation from a recognized college or university with a terminal degree including at least 18 semester hours of professional education credits. Grade: MT	0	0	0

Teacher Qualifications Guam Department of Education teacher qualifications are based on Guam Education Board Policy 1000.2 or the certification requirements established by the Guam Commission for Educator Certification (pursuant to Public Law 29-73.) This is not inclusive of Guam Community College instructors assigned to Okkodo High School. The MCJROTC instructor is not included in the classification.

Administrator Data

Position	Name	Education	Years at Okkodo High School	Total Administrative Experience	Prior Years Experience
Principal	Begona Flores	M.Ed	2	29	4 Teacher 29 Administrator
Assistant Principal	Rita Flores	M.Ed	7	7	7 Teacher 7 Administrator
Assistant Principal	Emily Meno	M.Ed.	7	3	15 Teacher 3 Administrator
Assistant Principal	Patricia Taitano	Ed.D.	5	13	6 Teacher 13 Administrator
Assistant Principal	Ulric Mark	M.Ed.	3	19	10 Teacher 19 Administrator

The school's administrators are highly qualified. Combined, they bring over sixty years of administrative experience to the school. Each has spent time in the classroom. Along with holding administrator certification, they also maintain their teaching certificates.

Support Staff

	Admin Assistants	Clerical	School Aides	One-to-One Aides	Cafeteria	Truant Officers	Social Workers	School Resource Officer
SY 12-13	1	6	12	14	18	1	2	1
SY 13-14	1	6	11	10	18	1	2	1
SY 14-15	1	4	12	9	13	1	2	2

Throughout the school year, workshops and training sessions are held for support staff to ensure that they are trained and capable of offering support services in their respective areas. The number of one-to-one school aides depends on student needs. The school is gradually filling positions that are needed such as cafeteria and clerical positions.

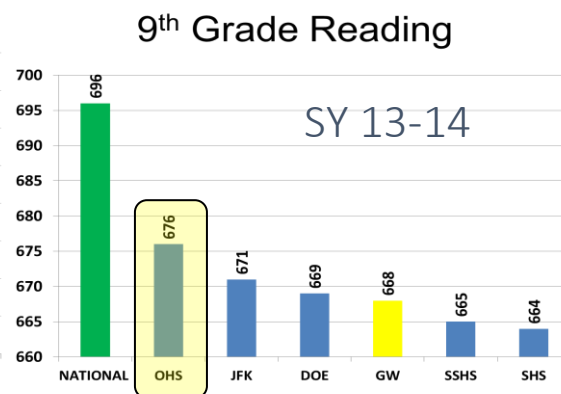
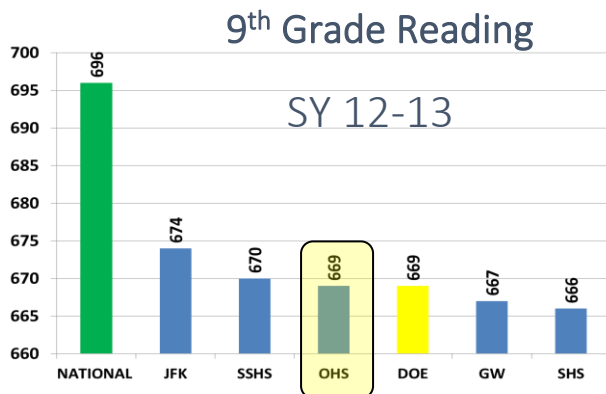
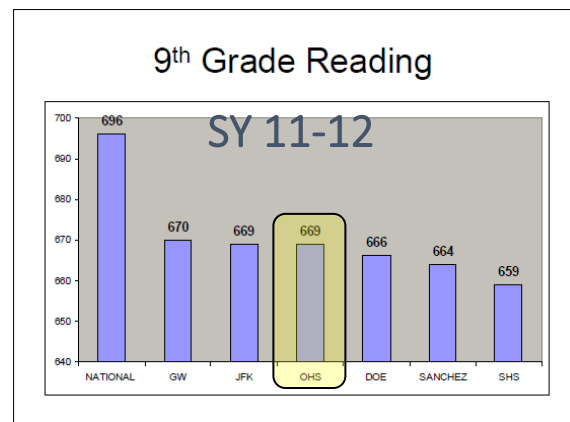
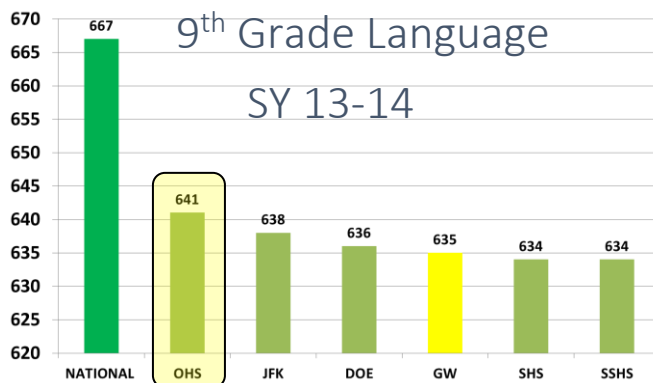
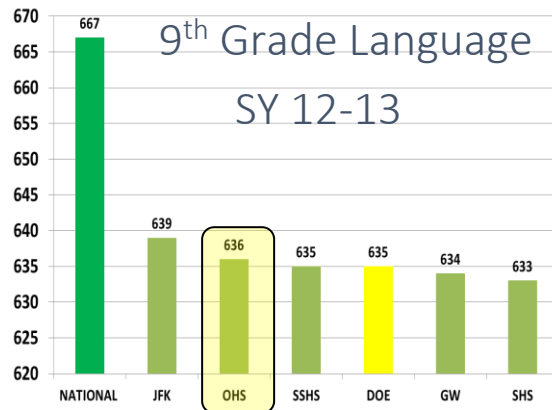
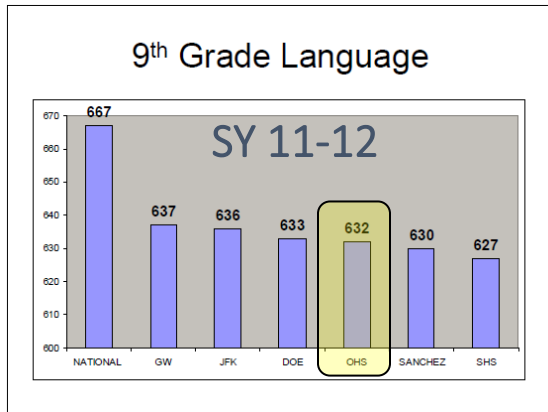
The Guam Department of Education measures student achievement through the Stanford Achievement Test, 10th Edition. The following tables show scaled scores of Okkodo High School students in Language, Reading, and Mathematics over the last three years. The number in parenthesis is the national score.

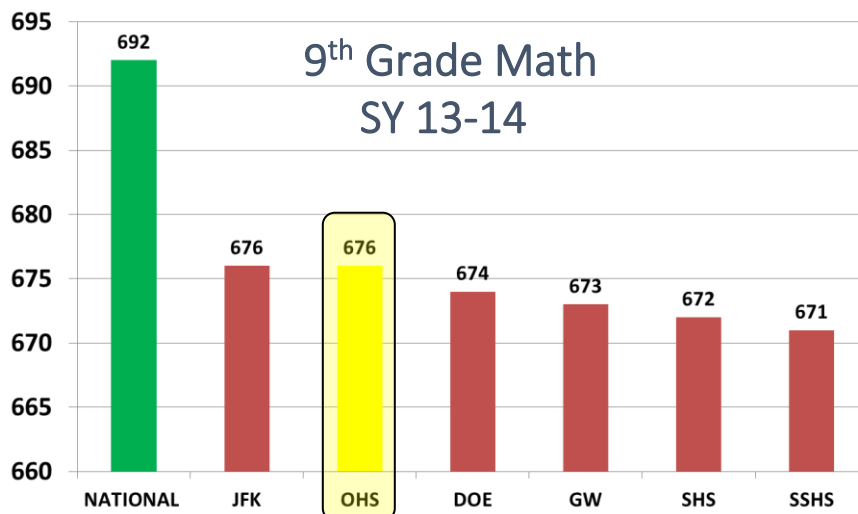
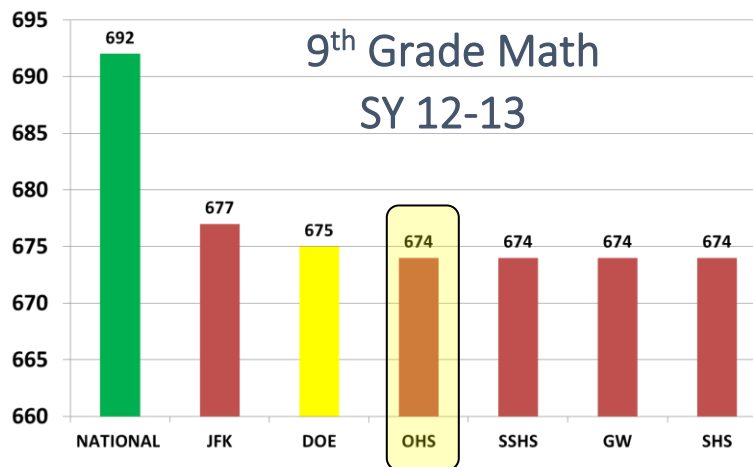
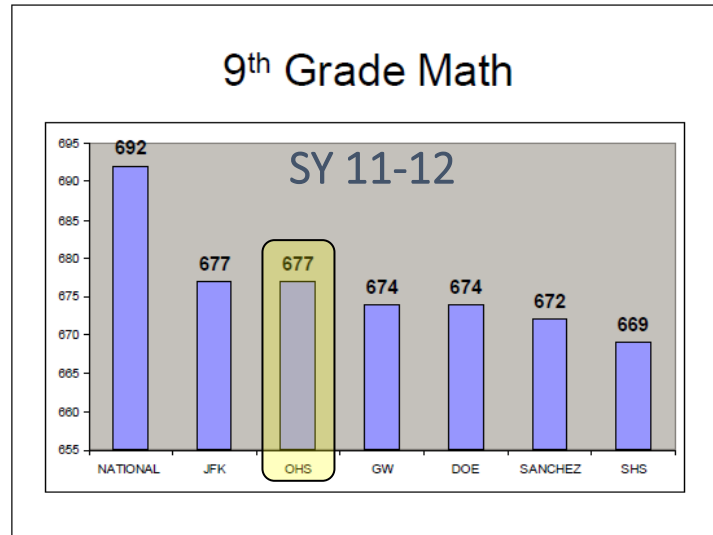
Language			
Grade Level	SY 11-12	SY 12-13	SY 13-14
9th	632 (667)	636 (667)	641 (667)
10th	640 (672)	644 (672)	640 (672)
11th	649 (675)	649 (675)	650 (675)
12th	653 (677)	655 (677)	650 (677)

Reading			
Grade Level	SY 11-12	SY 12-13	SY 13-14
9th	669 (696)	669 (696)	676 (696)
10th	676 (704)	678 (704)	674 (704)
11th	693 (712)	690 (712)	692 (712)
12th	696 (717)	696 (717)	692 (717)

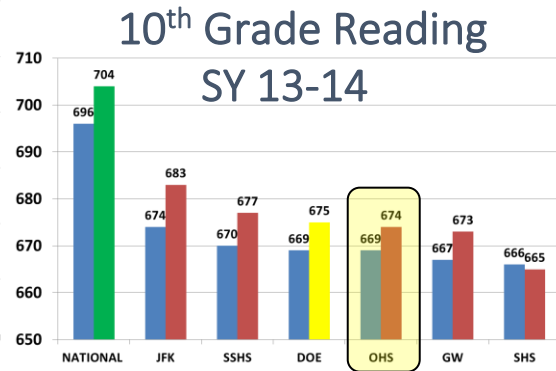
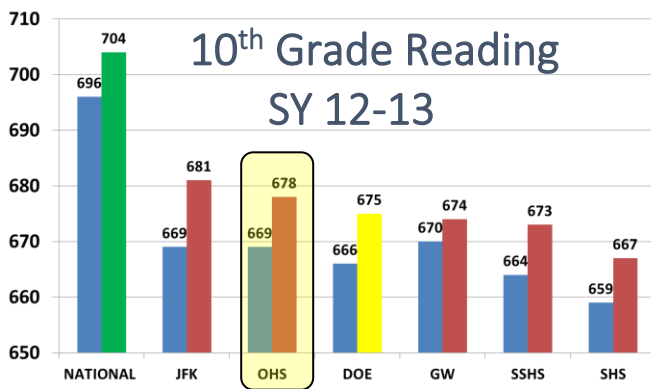
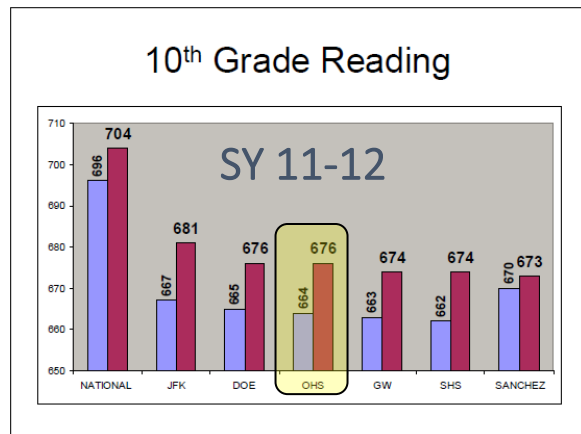
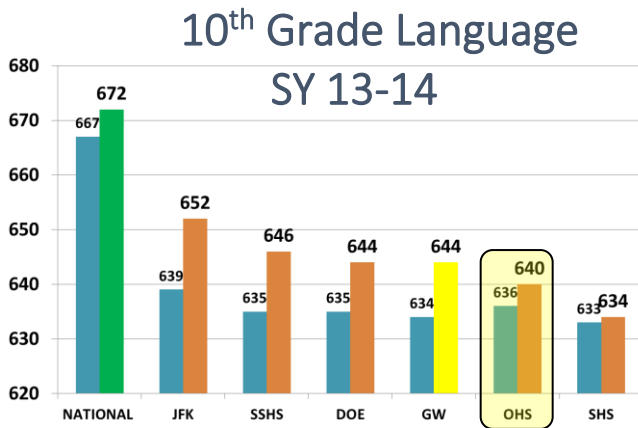
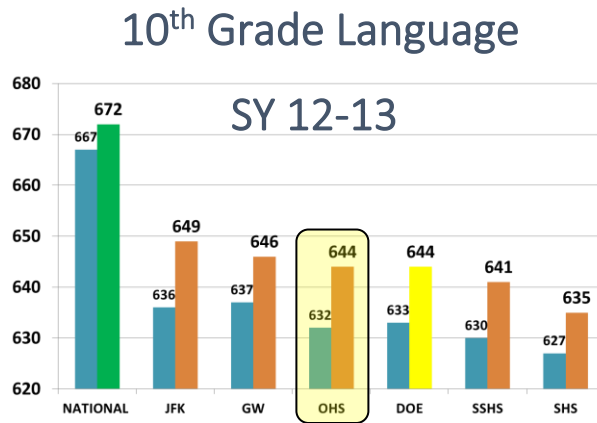
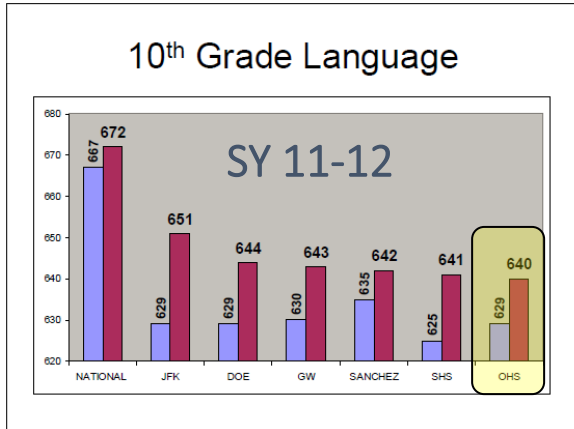
Mathematics			
Grade Level	SY 11-12	SY 12-13	SY 13-14
9th	677 (692)	674 (692)	676 (692)
10th	685 (702)	685 (702)	681 (702)
11th	694 (706)	694 (706)	694 (706)
12th	697 (708)	695 (708)	694 (708)

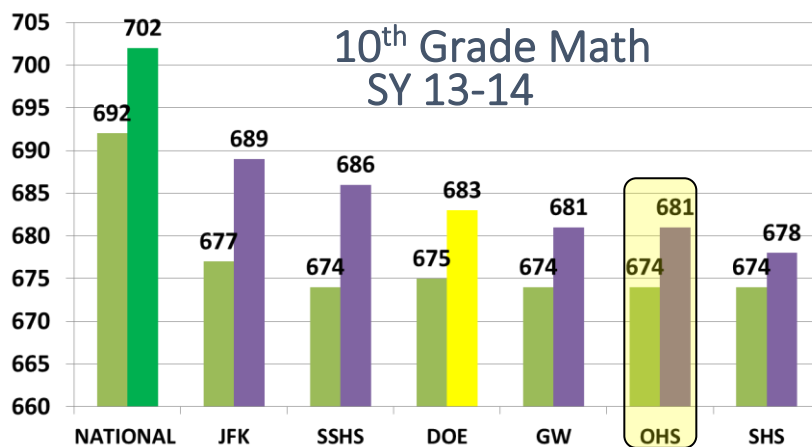
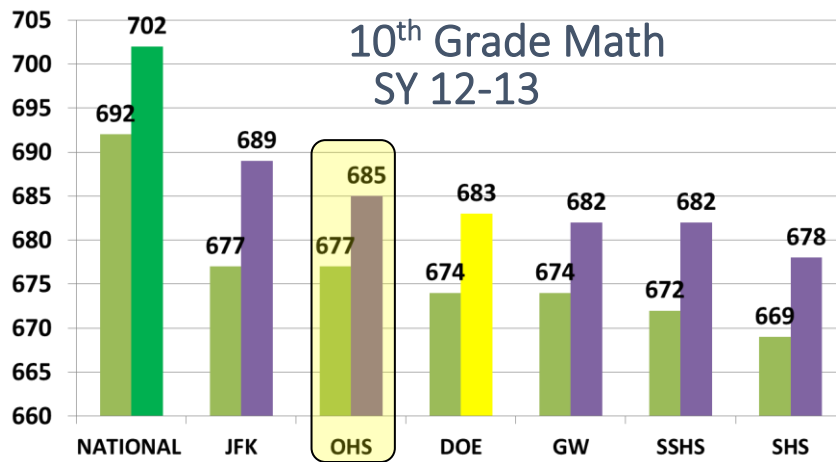
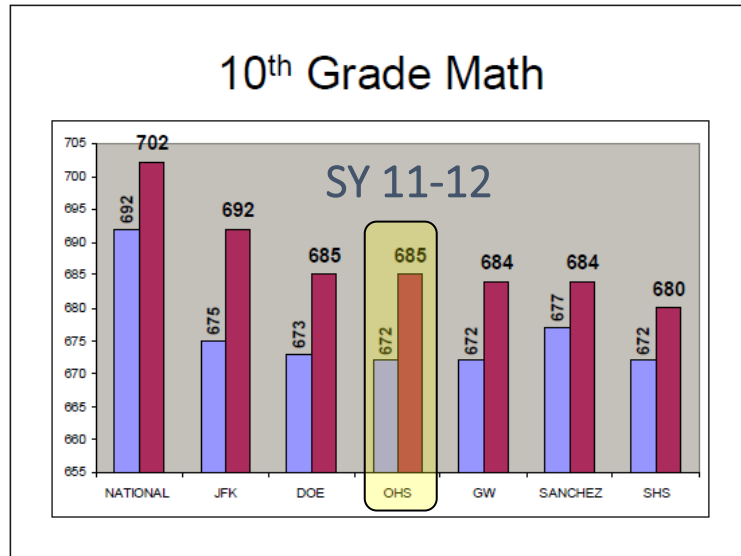
The following graphs show how Okkodo students performed in Language, Reading, and Math compared to the national average and to the GDOE average over the past three school years. The graphs also show how OHS students performed compared to students in other Guam public high schools. Cohort comparisons are shown, as well.

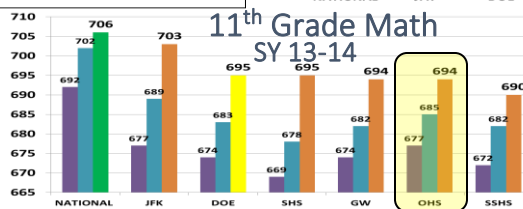
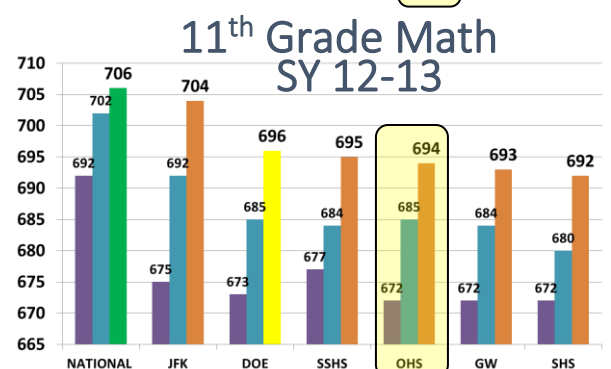
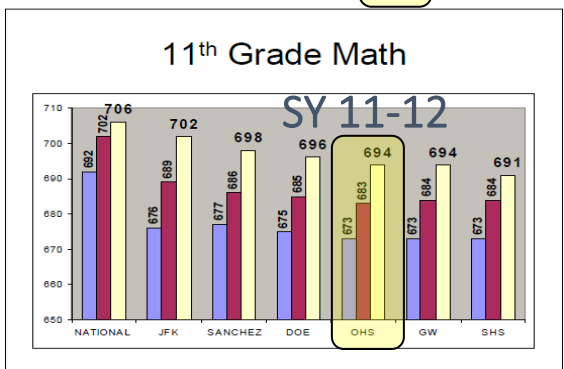
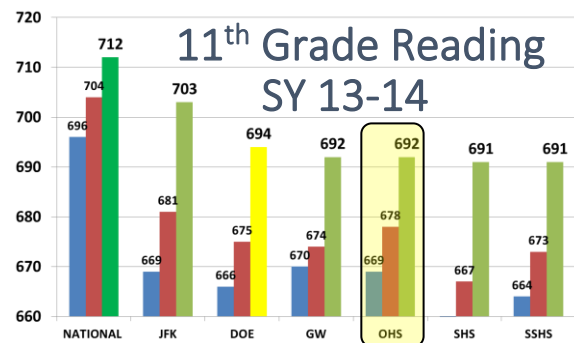
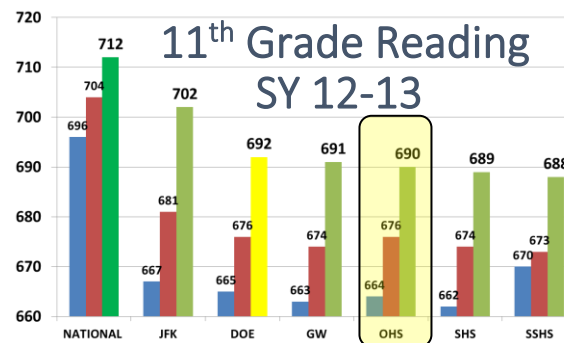
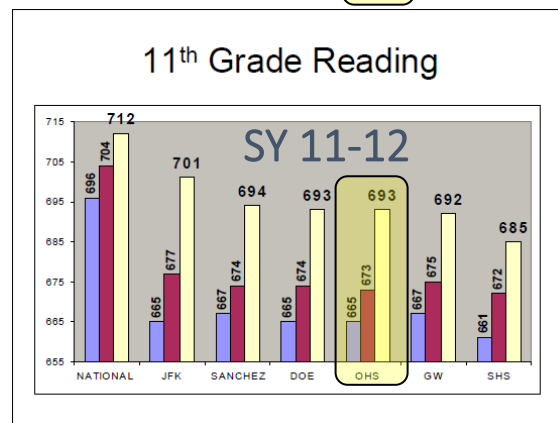
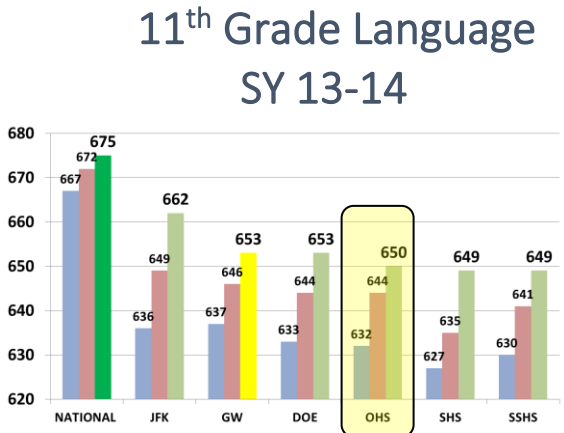
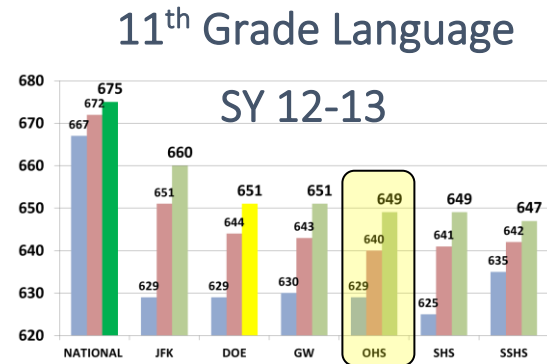
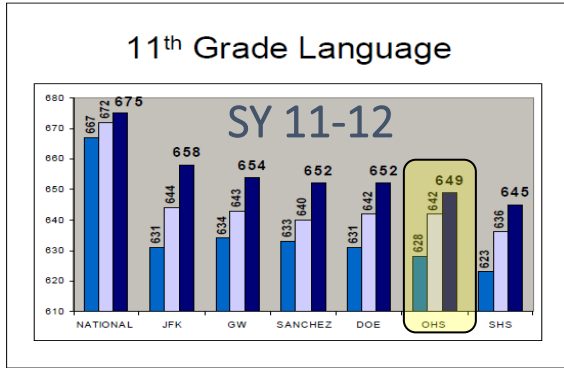




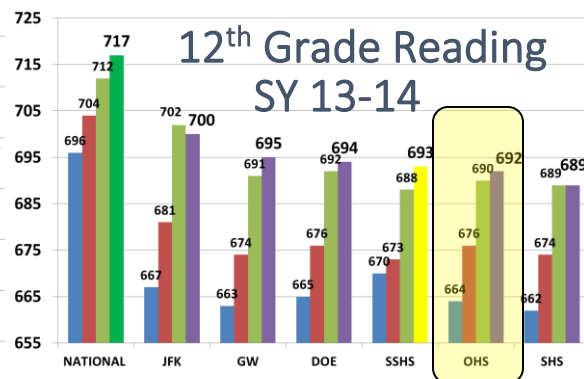
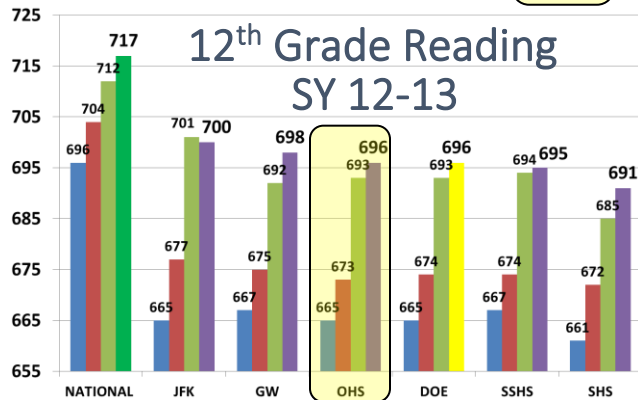
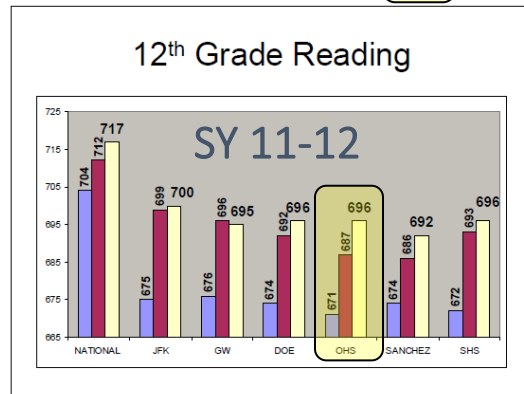
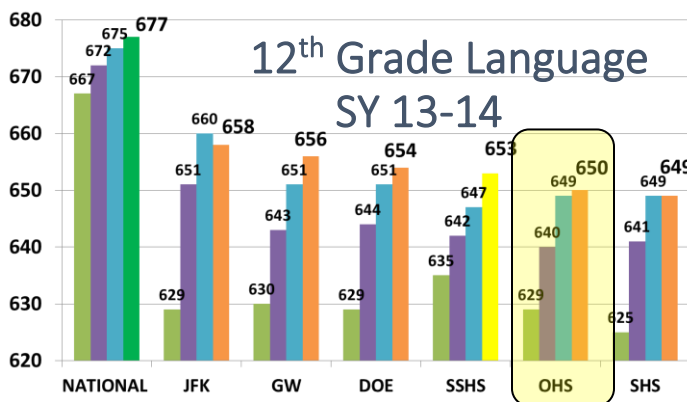
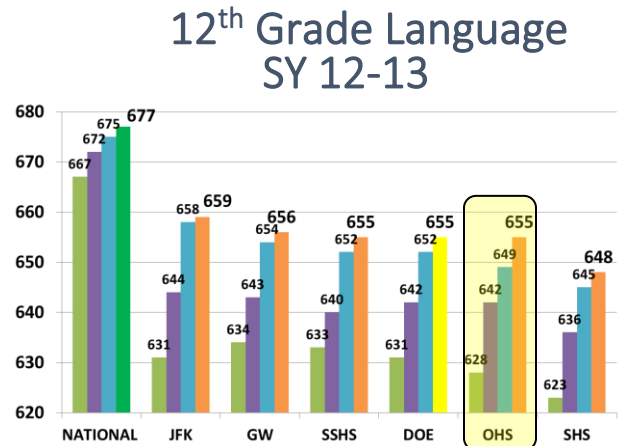
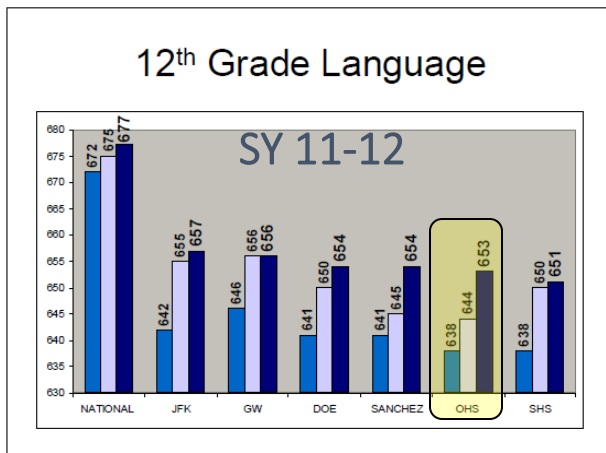
There has been a consistent increase in student performance in Reading and Language for freshmen. Math performance has fluctuated. There was a decrease in math performance from SY 11-12 to SY 12-13. Performance increased from SY 12-13 compared to SY 13-14.

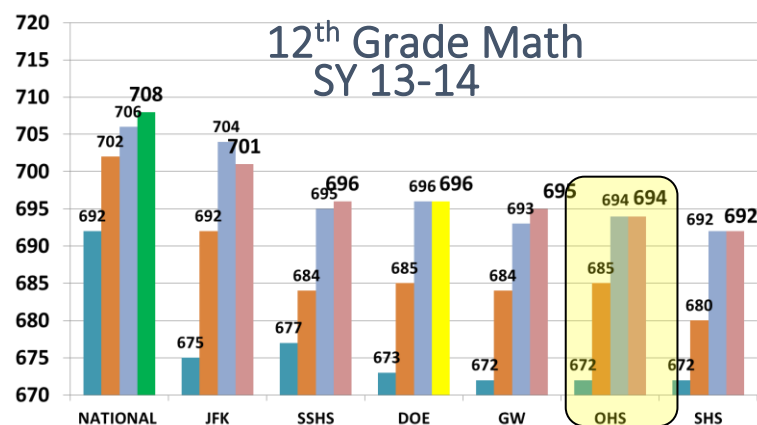
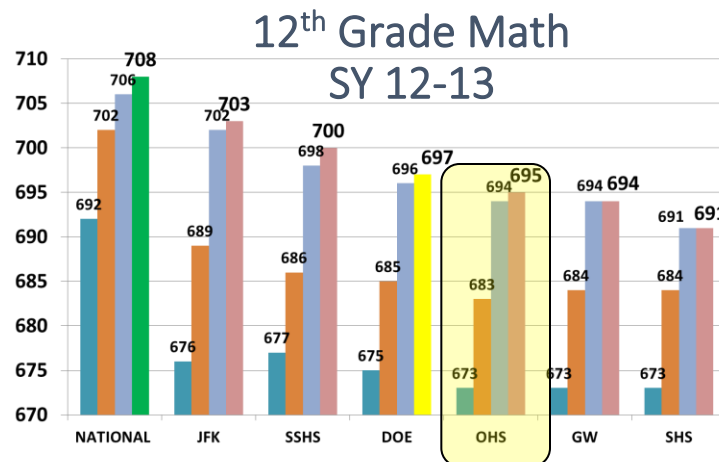
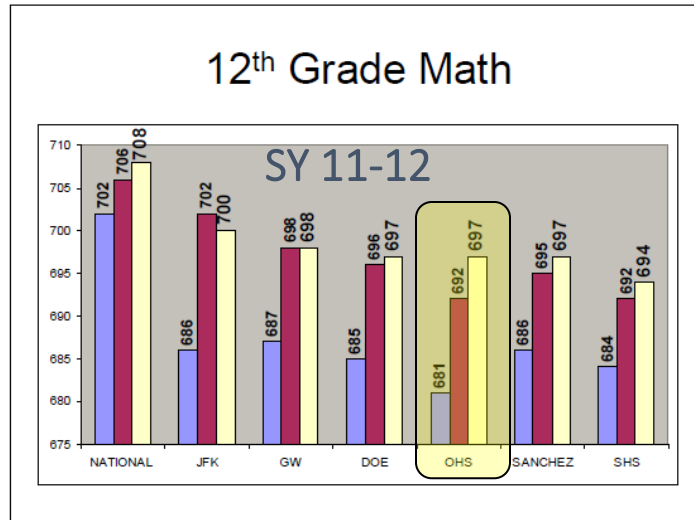




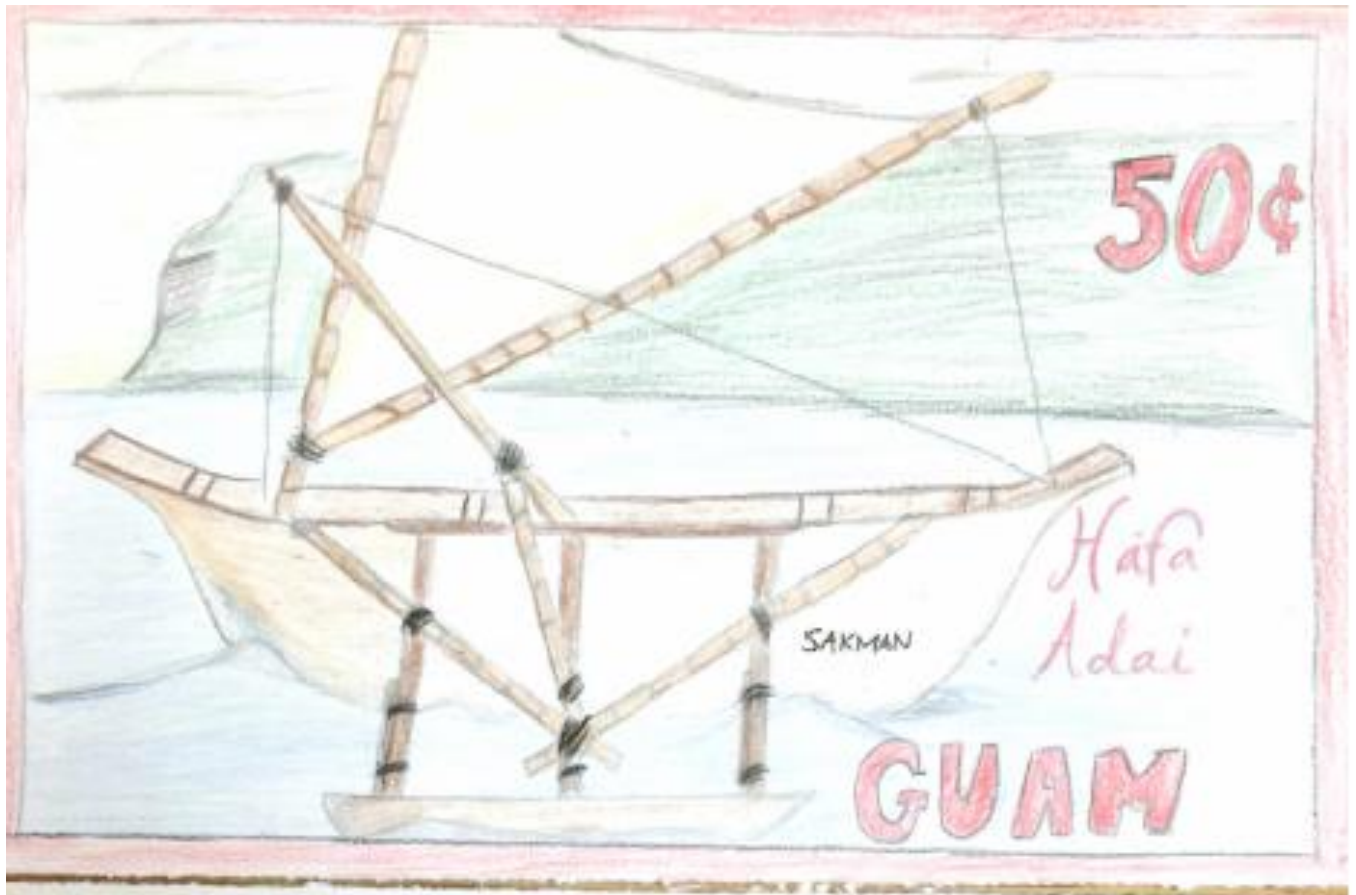


The previous page depicts that there have been minimal changes in student performance for eleventh graders in all three areas, Reading, Language, and Math. Changes include a one or two point difference except for Math. In Math, there has been no change in performance in the last three years.





Meeting the national average is a persistent problem for all of Guam’s high schools. The Guam Department of Education will administer standards-based assessments for science and social studies at the end of this school year to replace the SAT-10 as the territory-wide assessment instrument. Common Core State Standards (CCSS) assessment tool, ACT Aspire will be used, for ELA and math .



II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Leadership

Leadership of the school has changed since the last visit. The principal during the visit in school year 11-12 has since retired. One of the assistant principals, stepped in as acting principal for three quarters of the 12-13 school year. The superintendent periodically reassigns administrators based on district needs. As a result, one assistant principal was transferred to another school, leaving the position vacant. Last school year, a permanent principal was put in place and the assistant principal vacancy was filled. The current administrative team has been in place for two consecutive school years now.

Curriculum

The school continues to implement its instructional program. The program consists of Thinking Maps (TM), Kuzmich's Big 8 Literacy Strategies, and Classroom Instruction That Works (CITW). CITW and "The Big 8" are highly encouraged by the district. To ensure the instructional program is implemented, teachers are required to reflect them in their Professional Teacher Evaluation Program (PTEP). Professional Development sessions offer opportunities for training and follow-up on the instructional program.

District-level training in Sheltered Instruction Observation Protocol (SIOP) was offered to two teachers and one administrator. They will in-turn train the rest of the faculty in implementing this instructional framework to help prepare all students, especially English learners, to be ready for college or the work force. Training will begin on February 25th and will continue monthly, until the end of the school year.

Math and science teachers have also attended district-sponsored training in Science, Technology, Engineering, and Math or STEM. These teachers will train other faculty members in March of this year.

In the Micro Computer Business Application class, students are taught work readiness preparation. They participate in authentic career exploration. Students also learn about personal finance management through a financial literacy program and entrepreneurship is studied.

As stated in chapter one, Okkodo High School now has a ProStart program. The program is offered in conjunction with the Guam Community College. The students now have an opportunity to join this career-building program that teaches students both the art of cooking as well as how to manage a restaurant.

The district developed curriculum documents with the assistance of Cambium consultants. These documents include district-level curriculum maps, curriculum guides, and sample lesson plans for English Language Arts, Mathematics, Social Studies, and Science. Content teachers have been using the district-level documents to guide school-level curriculum maps and common formative assessments. All content areas regularly update their curriculum documents. Time in Professional Development and PLC meetings is allocated for this work.

To assist students with credit recovery, elective classes are being offered during lunch time. Teachers work with the counselors to ensure that students who are at risk of not graduating have an opportunity to attend classes during lunch to gain the credit that is needed. This is the school's intramural program. In addition to the lunch time opportunities for credit recovery, the school provides *Eskuelan Puengi* (Night School) and Summer School classes. Over the past three years, these after school programs have assisted an average of three-hundred students per year or approximately 23% of the student population.

Under the guidance of the Division of Curriculum and Instructional Improvement and the Department of Health and Human Services, Okkodo launched a program entitled, Safer Choices in the Health, PE, and Consumer Family Science classes. This program is designed to encourage positive youth development. It has been incorporated into the current H/PE/CFS curriculum.

This is the first year that a Freshman Academy is being fully implemented at Okkodo High School. The program is intended to offer transition support for incoming freshmen and to provide them with a foundation for success. The expansion to the school facilities allows the freshmen to be apart from the rest of the school population. Classrooms and a dining area are designated for freshmen only. The students are divided into teams to increase support and monitoring from teachers. A Freshman Advisory Program (FAP) was implemented in December of 2014, as a component of the Schoolwide Intervention System (SIS).

Details of Okkodo High School's SIS can be found in Section V of this report. This system is a significant development for the school and is being carried out according to the action plan with adjustments being made as needed. An explanation about why this program is needed and the impact that it has on student achievement is explained in Section V.

To provide more academic support for students in ELA and math, the school leadership is considering mandatory schoolwide reading and math time in all content areas. This plan is currently being developed and has not been implemented as of this school year.

Student Support

Okkodo High School has taken the lead in piloting a program to address tobacco or nicotine use among students. GDOE, in conjunction with the Department of Public Health and Social Services and the Guam Behavioral Health and Wellness Center, offers the Brief Tobacco Intervention (BTI) Program. When a student is found to be guilty of using, possessing, or distributing tobacco or nicotine he or she could choose to participate in the Brief Tobacco Intervention Program in lieu of suspension. The program is currently in its first year of

implementation. The intention of the BTI program is to put students on a path to tobacco cessation and get to the root cause of nicotine use while minimizing the number of days students are out of school due to suspensions.

The counselors continue to offer numerous support services that include academic and personal guidance. Some of the support services they offer include: anti-bullying and anti-drug campaigns, Crime Stoppers presentations, and academic recognition ceremonies. They put together the annual Career Day activities to expose students to work options and pique their interests. Additionally, the counselors work closely with the University of Guam and Guam Community College to ensure college access grants are available for Okkodo students to meet their post-secondary goals.

To support the FSM student population, a nonprofit organization called, Team Youth Micronesia was invited to speak to students. The goal of this group is to encourage positive behavior among teens from the neighboring islands. They do this through building students' performing arts talents and showcasing them on a local television station. The organization also spreads the message that drugs and alcohol are not good and that students should be promoting positive attributes of their cultures such as song and dance.

This year the school leadership has launched a new club named Students Helping Students. The goal of this club is to fund student support services that are currently underfunded and provide basic educational supplies to students in need.

The implementation of the Schoolwide Intervention System (SIS) is offering academic support for students who are falling below average in their classes. It also supports students in co-curricular activities and has a Freshman Advisory Program to support incoming ninth graders. A detailed explanation of SIS is discussed in Section V.



III: Process for the Development of the Progress Report

- Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

Various meetings were held throughout the school year to address one or more portions of the progress report. The school's leadership team met regularly to discuss these issues. Several faculty meetings were dedicated to reviewing and revising the Schoolwide Action Plan. Department meetings addressed critical areas of concern. Teachers met weekly in Professional Learning Communities (PLCs) to discuss the implementation of the school's instructional program which is a part of the school's action plan.

The leadership team met weekly to discuss progress of school improvement efforts. Recommendations were made regarding progress. The department chairmen brought the recommendations to their department teachers for endorsement. Based on teacher feedback, changes were made as needed. Evidence of progress report discussions can be found in leadership meeting agendas.

Faculty meetings were held monthly to discuss progress. School improvement was the focus of every meeting. This year, several meetings were dedicated to planning and implementing the Schoolwide Intervention System. Evidence of this can be found in faculty meeting agendas. Working documents were produced by the faculty, as well. Teachers and staff members were made aware of the school's profile and demographic changes. They provided feedback about the implications of a growing population. Discussions regarding teaching and learning for a multicultural population, based on student demographics, continue to take place.

Students, through their Student Body Association representatives, were given a draft of the progress report. Student representatives met with the focus groups during working sessions and provided input. They met with accreditation leaders, as well, to discuss the contents of the report. Parent input and comments were included when preparing the final progress report. This progress report is available on the school's website, along with the full self-study and last year's progress report.

Okkodo High School is required by the Guam Department of Education to submit this report to the Superintendent who reports the school's progress to the Guam Education Board.



IV: Critical Areas for Follow-up Progress

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.
 - ➔ Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

The following is a list of critical areas for follow-up that the Visiting Committee identified in the last full self-study visit:

Schoolwide Critical Areas for Follow-Up

There is a need to:

1. Collaborate with the district office to acquire a system of gathering and disseminating student performance data that will enable school leadership and staff to make schoolwide and classroom specific curricular and instructional decisions that will improve performance of all student groups.
2. Revision of the School Action Plan to more specifically identify growth targets in student learning, tasks to accomplish goals linked to a specific timeline, and means to assess improvement.
3. Develop of a comprehensive, focused, long-range Professional Development Plan, involving the Staff Development Committee, that provides for staff collaboration and training in areas including utilization of data to improve instruction, instructional application of differentiated instruction, practices that promote higher order/critical thinking skills, and other school and district identified needs. In addition, the School and DOE need to work together to schedule more time for Professional Development Activities during the year.
4. Acquire resources that address the need of all students to have personal copies of key textbooks and the need for transportation for school programs such as night school, summer school, after school tutoring, sports events, and other extracurricular activities
5. Expand access to technology for instruction and learning, including infrastructure of the school in order to enable teachers to use technology to increase student achievement.
6. Continue efforts to align curriculum vertically with feeder schools, and horizontally within the departments in the areas of common rubrics, formative assessment, and disaggregation of pre- and post-testing data.

The school's action plan is made up of two goals and includes a plan to implement the school's instructional program. The six critical areas are addressed within the goals and the Schoolwide Instructional Program. A narrative and tables that clearly state progress and evidence is provided in the following pages.

Action Plan	Critical Area
Goal 1: Develop a comprehensive English Language Arts (ELA) and Math system that has structures in place to help students to learn to read and write at grade level standards.	1,2,3,4,5, and 6
Goal 2: Continue working toward meeting growth targets set by Guam Department of Education on state-assessments.	1 and 6
Schoolwide Instructional Program Plan	3, 5, and 6

Goal one of the action plan calls for the school to develop a comprehensive language arts and math system that has structures in place to help students learn to read and write at grade level standards. Annual tests, administered by the English and Math Departments, show that a majority of students begin high school without the skills necessary to perform at grade level. The high number of students who fail or perform below average in their math and English classes each semester illustrates this. Growth targets, for Goal 1 of the school’s action plan, are based on students’ semester marks.

To accomplish this goal, the faculty developed a Schoolwide Intervention System (SIS). SIS requires interventions to automatically go into effect when students do not reach identified benchmarks. It also consists of supports intended to motivate students to be successful. SIS was fully implemented this year. **Critical area number two** is being addressed here.

The Schoolwide Instructional Program, which consists of Thinking Maps (TM), Kuzmich’s Big 8 Literacy Strategies, Edivation (PD360) and Classroom Instruction That Works, has been selected precisely with goal one in mind. The school leadership is committed to raising student performance to grade level standards and beyond. *Thinking Maps* and “The Big 8” offer research-based approaches to increase reading, writing, and mathematics. Use of Classroom Instruction That Works (CITW) and “The Big 8” are both district initiatives to improve teaching and learning.

Student performance in their classes provides the leadership team and the faculty with a good indication about where the students are relative to their grade level expectations. Their semester marks also show the impact of the school’s instructional program on student achievement. Using performance data to inform PD decisions for improving instruction is a **critical area** stated in **number three**.

Student performance data from first semester of this school year compared to data from last year shows a decrease in the number of students who scored below average or failed an ELA or math class. For the most part, student achievement has improved. The implementation of the Schoolwide Instructional Program has contributed to this.

The district provides the school with a student information system, PowerSchool from Pearson Assessment and Information Group, to gather performance data and has offered more training for school personnel to access it. The district has increased its outreach to schools to improve student information sharing. Faculty meetings have included on-site training for more effective use of the system. This program provides pertinent information on student achievement that

enables school officials to make the best curricular decisions possible to offer support in necessary growth areas for students. This addresses concerns in **critical area number one**.

The following tables show progress that the school has made in the first three critical areas.

1. Collaborate with the district office to acquire a system of gathering and disseminating student performance data that will enable school leadership and staff to make schoolwide and classroom specific curricular and instructional decisions that will improve performance of all student groups.

Progress	Evidence
Implementation of PowerSchool student information system, more training sessions for teachers, parents, and students, use of additional features	Student information printouts: Progress Reports, Quarterly Report Cards, Semester Marks Training session sign-in sheets
District office makes Pearson's Ready Results (system for scoring and reporting SAT-10 results) accessible to administrators- something similar will be made available for the new assessments	Item Analysis Individual student reports
Student performance data have been used to make decisions about Schoolwide Instructional Program	PD Plan for the implementation, training, and follow-up of Instructional Program: Thinking Maps, Classroom Instruction That Works, Edviation, and Kuzmich's Big 8 Literacy Strategies
Data have been used to develop Schoolwide Intervention System	SIS procedures Freshman Advisory Program procedures SIS List of co-curricular activities FAP List of activities Rosters

2. Revision of the School Action Plan to more specifically identify growth targets in student learning, tasks to accomplish goals linked to a specific timeline, and means to assess improvement.

Progress	Evidence
Revised Action Plan was developed with the guidance of the previous Visiting Committee Chairman and submitted to WASC a week after the visit	Revised Action Plan of SY 11-12
School Action Plan is regularly reviewed and revised as needed	Action Plan SY 12-13 Action Plan SY 13-14 Action Plan SY 14-15

3. Develop a comprehensive, focused, long-range Professional Development Plan, involving the Staff Development Committee, that provides for staff collaboration and training in areas including utilization of data to improve instruction, instructional application of differentiated instruction, practices that promote higher order/critical thinking skills, and other school and district identified needs. In addition, the School and DOE need to work together to schedule more time for Professional Development Activities during the year.

Progress	Evidence
PD Plan has been developed and is reviewed and revised regularly.	Professional Development Plan PD Committee Planning Meetings PD Handouts and Exit tickets
District Office has created a calendar that embeds PD Activities in the school day	School Calendar PD Agendas Sign-in Sheets
Monthly Faculty Meetings are used for PD activities	Agendas Sign-in sheets
Use of Edviation (PD360) (An online, on-demand PD system that provides access to PD videos of best practices, research, and collaboration groups from teachers across the nation)	Edviation Reports: Log-in, Journals, Reflections

The school continues to provide support for students performing below grade level standards. Home-school connections are continuously made. Okkodo High has increased the use of technology for this purpose. This part of the action plan addresses **critical area number five**. The school's website www.okkodohighschool.com has been running for two years and is regularly updated. The website is a great way for stakeholders to be informed about school events and programs. It offers an easy way for parents to contact school personnel and has information about the Parent-Teacher-Student Association. A link to a parent portal is also available on the website. The parent portal is a feature of PowerSchool. Parents can view their child's progress and attendance in all their classes through this portal. The parent portal also offers an easy way for parents to contact their child's teacher directly through email. The website has been a valuable tool for supporting student achievement and has had more than thirty-thousand hits since it was launched.

Along with giving parents and students on-demand access to student grades, PowerSchool includes a feature that automatically contacts parents through phone recordings or emails to inform them about student attendance. This feature was activated this school year.

Goal one of the action plan and the Professional Development Plan, both address concerns stated in **critical area number five**. Along with a school website, OHS has made great strides in using technology to enhance instruction and learning. The school's infrastructure was upgraded when one wing was outfitted with a Wi-Fi connection. As more funding becomes available the other wings will be able to use this wireless connection, as well. For now, the rest of the school depends on a broadband connection through cat-5 cables. Training has been conducted several times throughout the year for teachers to learn how to make the most use of district-provided,

interactive Promethean Boards. Six classrooms and the library have boards available for lessons. The library houses five mobile computer labs. Each lab has thirty lap tops and a wireless router to provide an internet connection to each computer. The mobile labs are used between five and seven times each month by teachers. The lab has also been used by teachers during PD. Edivation (PD360) is available for teachers. The newly recruited teachers will be trained in using Edivation.

A comprehensive and long-range professional development plan has been created to include training in the school's instructional program. This part of the action plan addresses the concerns of the visiting committee as stated in **critical area number three**. Evidence of the work of the Professional Development Committee (PD Committee) can be seen in agendas from PD sessions and the committee's binder of events, training sessions, and planning designs.

Members of the PD Committee have been trained by the district (the PD Committee then trained the rest of the faculty) to use curriculum documents for pacing, alignment, lesson planning, and common formative assessments. GDOE's Division of Curriculum and Instructional Improvement developed Curriculum Alignment documents that ensure vertical alignment of curriculum from one grade level to the next. This is the first year that Guam DOE has fully implemented Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics. The document also aligns Guam DOE content standards with CCSS literacy standards.

Another curriculum document that has been developed is a District-wide Curriculum Map for each core content. This document helps teachers to pace their lessons so that the same standards are being addressed during the same part of the year. Weak skills and priority standards are emphasized. The maps ensure the least amount of learning interruptions for students who transfer from school to school during the year. It also assists teachers of the same subject with horizontal alignment. Both of these curriculum documents have supported the work of the school when addressing **critical area number six** identified by the visiting committee.

The school continues to meet with feeder schools during district-sponsored PD throughout the year. Teacher cadres have been established from each school. These cadres meet throughout the year and provide opportunities for middle school teachers to collaborate with high school teachers on curriculum issues.

Credit recovery programs such as *Eskuelan Puengi* (Night School) and Summer School offer students an opportunity to recover credit for graduation. Math and English classes are prioritized for these programs. The programs give students a more individualized approach to learning skills that were difficult for them to master during the regular school year. A difficulty with these programs, as identified in **critical area number four**, has been providing transportation for students to and from the school. The school has requested for transportation in project applications for these programs but each time the requests have been denied due to budgetary constraints. The Agency for Human Resources and Development offers grants to qualified students to pay for a community-based credit recovery school. This opportunity allows for more flexibility for students to coordinate transportation with their class times.

Key textbooks such as English and math books have been acquired for students. Class sets are available for core subjects. This was also a concern in **critical area number four**. The district

is encouraging teachers to think beyond the textbook and gather appropriate resources to effectively teach content standards.

Goal two of the action plan calls for the school to continue working towards meeting growth targets set by the Guam Department of Education on SAT-10 tests in language arts, reading, and math (reading is included in language arts for high schools). With collaboration from the district office, the school's Assistant Principal of Curriculum presented disaggregated SAT-10 scores to the faculty and staff. This action addresses concerns in **critical area number one**. Evidence of this can be found in sign-in sheets and agendas from meetings. Okkodo High Schools shares SAT-10 results with parents and students during Parent-Teacher-Student Association meetings. Agendas and sign-in sheets can be found with the PTSA president.

This will be the final report to include SAT-10 data. This assessment will no longer be used to measure student performance. The district has made the decision to move away from the SAT-10 and use ACT Aspire and SBAs instead. This decision better aligns content that is being taught with content that is being assessed.

The following tables show progress that the school has made in the last three critical areas.

4. Acquire resources that address the need of all students to have personal copies of key textbooks and the need for transportation for school programs such as night school, summer school, after school tutoring, sports events, and other extracurricular activities

Progress	Evidence
All subject areas have class sets of textbooks. Teachers provide supplemental material (internet resources, handouts, teacher-made notes) needed to address specific standards. Teachers also allow students to access internet resources on their personal devices.	Textbook inventory Teacher materials Lesson plans
Funding for after school credit recovery programs is not provided for the high schools because it is geared toward seniors, whom the district anticipates are also drivers.	Project applications Title 5A Consolidated Grant

5. Expand access to technology for instruction and learning, including infrastructure of the school in order to enable teachers to use technology to increase student achievement.

Progress	Evidence
Wi-Fi access in Library and E-wing, other wings are scheduled to be outfitted within this fiscal year	Wi-Fi Hardware Lesson Plans Acceptable Use Policy Returns
Five mobile computer labs, with 30 lap tops per lab, are available for classroom use	Mobile Labs Sign-out Sheets Lesson plans
Six classrooms and the library are outfitted with Promethean boards (interactive, white boards)	Promethean Board Hardware Lesson Plans List of teachers who attended Promethean training
Science and math teachers were issued elmos and multimedia projectors through a grant from the STEM program, ELA teachers were issued multimedia projectors from the district office	Elmos and multimedia projectors issued to math and science teachers List of teachers who attended STEM training
Gateway to Success Grant made lap tops available for every teacher	Lap tops List of teachers who attended training to receive lap tops Lesson Plans
School website has a link to PowerSchool for students and parents to access grades, attendance records, and teachers' comments, it also keeps stakeholders informed about school events	okkodohighschool.com website Site counter
Weebly Sites (individual teacher sites)	List of teacher websites and URLs Counters

6. Continue efforts to align curriculum vertically with feeder schools, and horizontally within the departments in the areas of common rubrics, formative assessment, and disaggregation of pre- and post-testing data.

Progress	Evidence
District curriculum maps vertically align standards from K-12	District-level curriculum maps Classroom-level curriculum maps
Departments are horizontally aligned through fidelity to curriculum maps	District-level curriculum maps Classroom-level maps CFAs in each content area Content rubrics
PLC discussions on standards and pacing	PLC agendas PLC Sign-in sheets

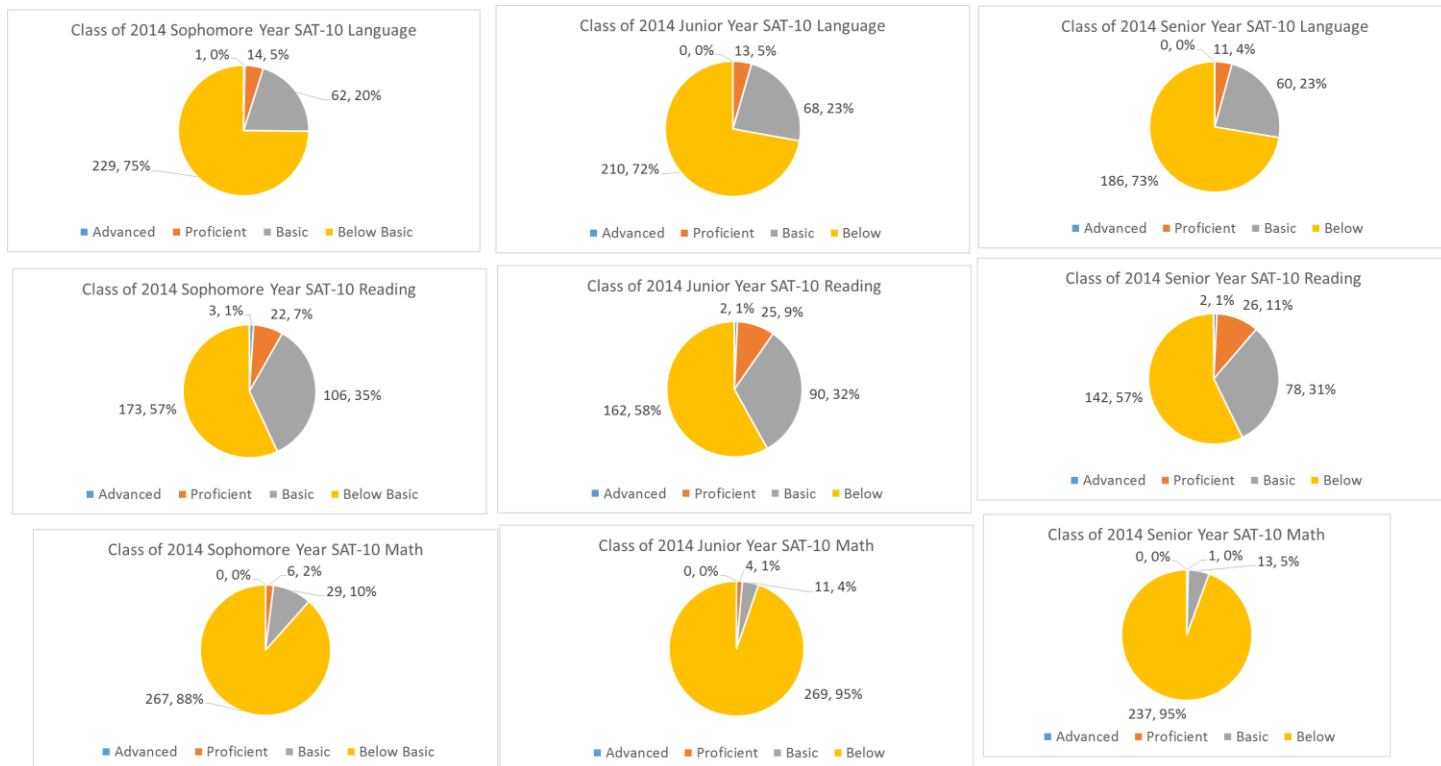
Goal two of the action plan also addresses **critical area number six**. The visiting committee recommended for the school to make efforts to align curriculum with feeder schools. The district has taken the lead on this. As stated earlier, curriculum documents have been created for the core subjects in all grade levels from kindergarten to twelfth grade. This is the districts attempt to align curriculum vertically. Each teacher has a Curriculum Guide and a Curriculum Map that provides guidance for teachers to pace lessons so that skills and standards are covered at the appropriate grade levels. Teachers can use the documents to build from the prior year's knowledge and prepare students with skills necessary to be successful in the next grade. Each teacher has a Curriculum Alignment document that aligns GDOE content standards with Common Core State Standards.

The growth targets for this goal call for a 5% increase in the number of students who reach level three (proficiency) in Language, Reading, and Math from year to year. The following information compares cohort performance as student move up in grade level.

The goal to increase the number of students who reach level three in Language, Reading, and Math by 5% was not met. This problem is not unique to Okkodo High School. The other high schools in the district, struggle to meet this goal, also. However, minimal gains were made in some areas.

The following pie charts illustrate student performance on SAT-10 in Language, Reading, and Math. All levels are shown: Below Basic (Level 1), Basic (Level 2), Proficient (Level 3), and Advance (Level 4). Goal 2 of the action plan calls for an increase in students moving into the Proficient (Level 3) category.

This is the last report to include SAT-10 data. The action plan will be revised to reflect student performance on District Standards-Based Assessments and ACT Aspire.

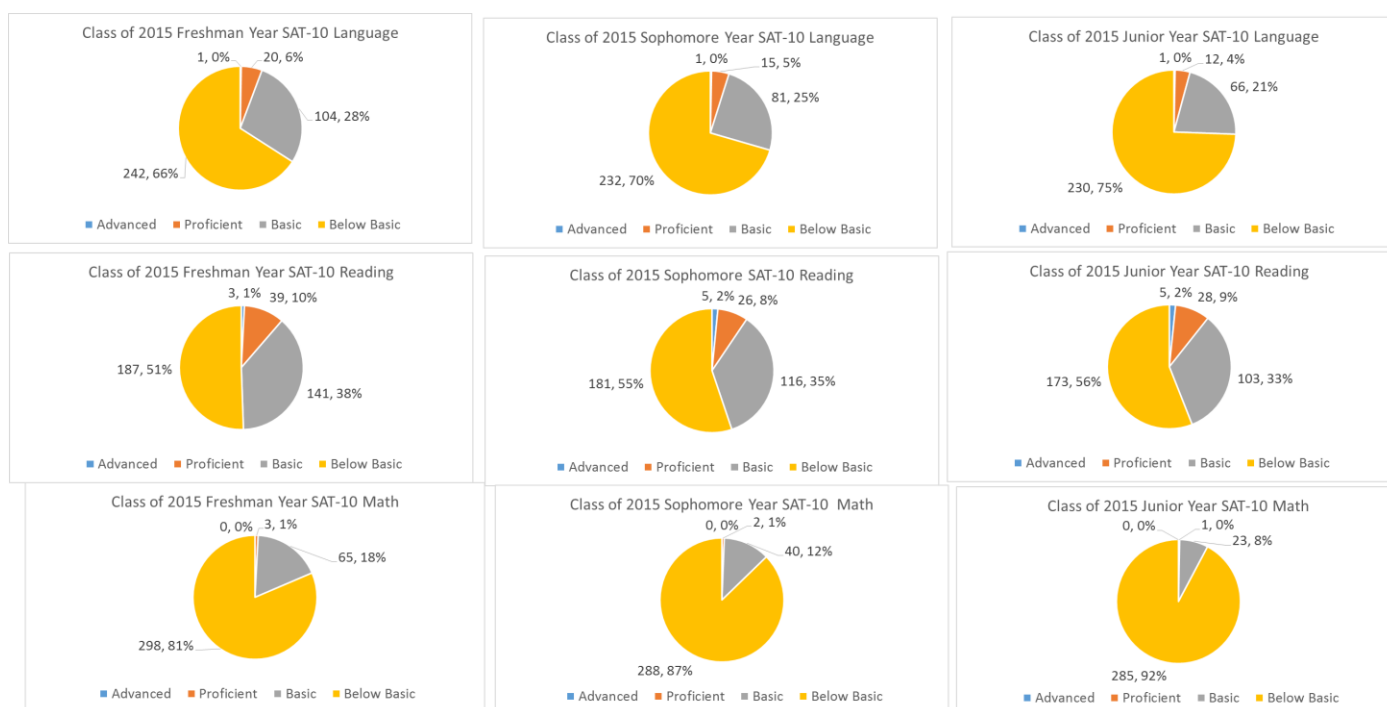


The graphs above illustrate the performance of students in the Class of 2014, as measured by the SAT-10. They indicate that as the students moved up in grade level they did slightly better in Language. Their performance stayed about the same in Reading. In Math, student achievement decreased from sophomore year to junior year and no significant gains were made by the end of senior year. This information is also stated in the table below.

Class of 2014 Language				
	Advanced	Proficient	Basic	Below Basic
Sophomore Year	1%	5%	20%	75%
Junior Year	0%	5%	23%	72%
Senior Year	1%	11%	31%	57%

Class of 2014 Reading				
	Advanced	Proficient	Basic	Below Basic
Sophomore Year	1%	7%	35%	57%
Junior Year	1%	9%	32%	58%
Senior Year	0%	4%	23%	73%

Class of 2014 Math				
	Advanced	Proficient	Basic	Below Basic
Sophomore Year	0%	2%	10%	88%
Junior Year	0%	1%	4%	95%
Senior Year	0%	0%	5%	95%

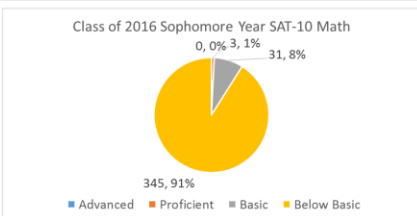
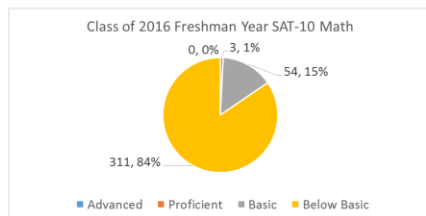
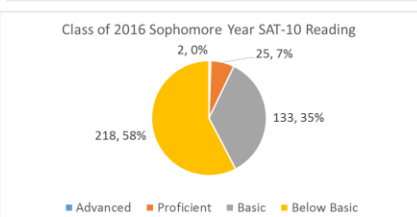
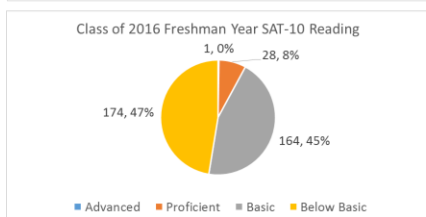
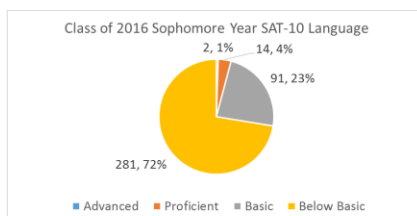
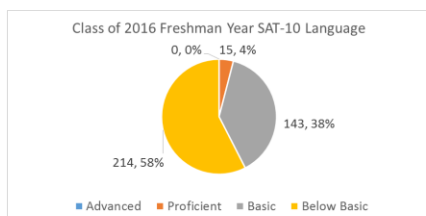


The current senior class has consistently decreased in student performance as they moved from one grade level to the next. The percentage of students who fall below basic in Language, Reading, and Math is higher than sixty-six throughout their three years at Okkodo. They average an increase of 4% more students falling into below basic compared to the prior year. It is this type of data that is driving the school leadership to employ measures such as the Schoolwide Intervention System and teacher training in a common instructional program. This information is stated in the following tables.

Class of 2015 Language				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	0%	6%	28%	66%
Sophomore Year	0%	5%	25%	70%
Junior Year	0%	4%	21%	75%

Class of 2015 Reading				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	1%	10%	38%	51%
Sophomore Year	2%	8%	35%	55%
Junior Year	2%	9%	33%	56%

Class of 2015 Math				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	0%	1%	18%	81%
Sophomore Year	0%	1%	12%	87%
Junior Year	0%	0%	8%	92%

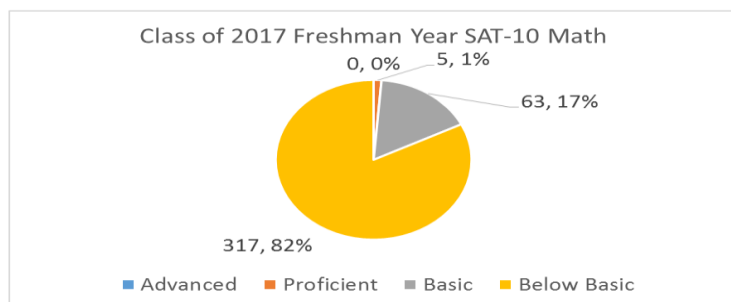
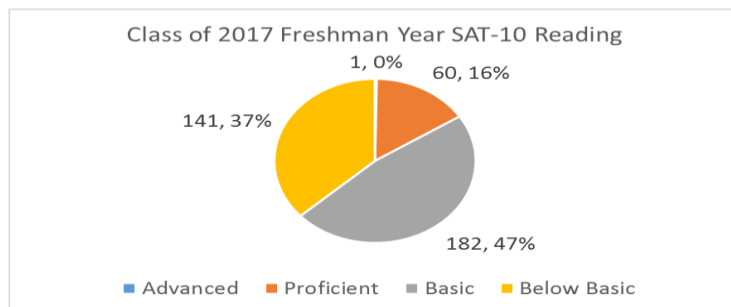
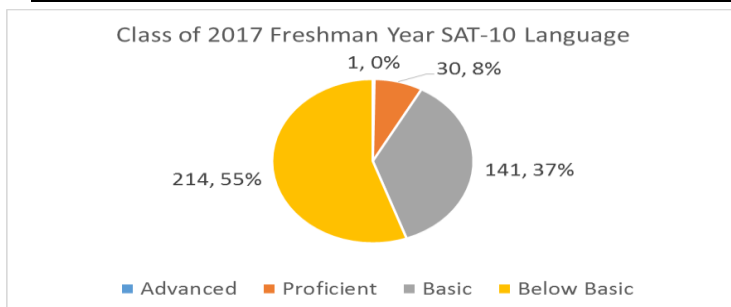


The graphs, to the left, illustrate the same pattern of decreased performance with the current junior class. Between their freshman year and sophomore year, the number of students who fell in the below basic range increased by an average of 10%. This information is also stated in the following tables.

Class of 2016 Language				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	0%	4%	38%	58%
Sophomore Year	1%	4%	23%	72%

Class of 2016 Reading				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	0%	8%	45%	47%
Sophomore Year	0%	7%	35%	58%

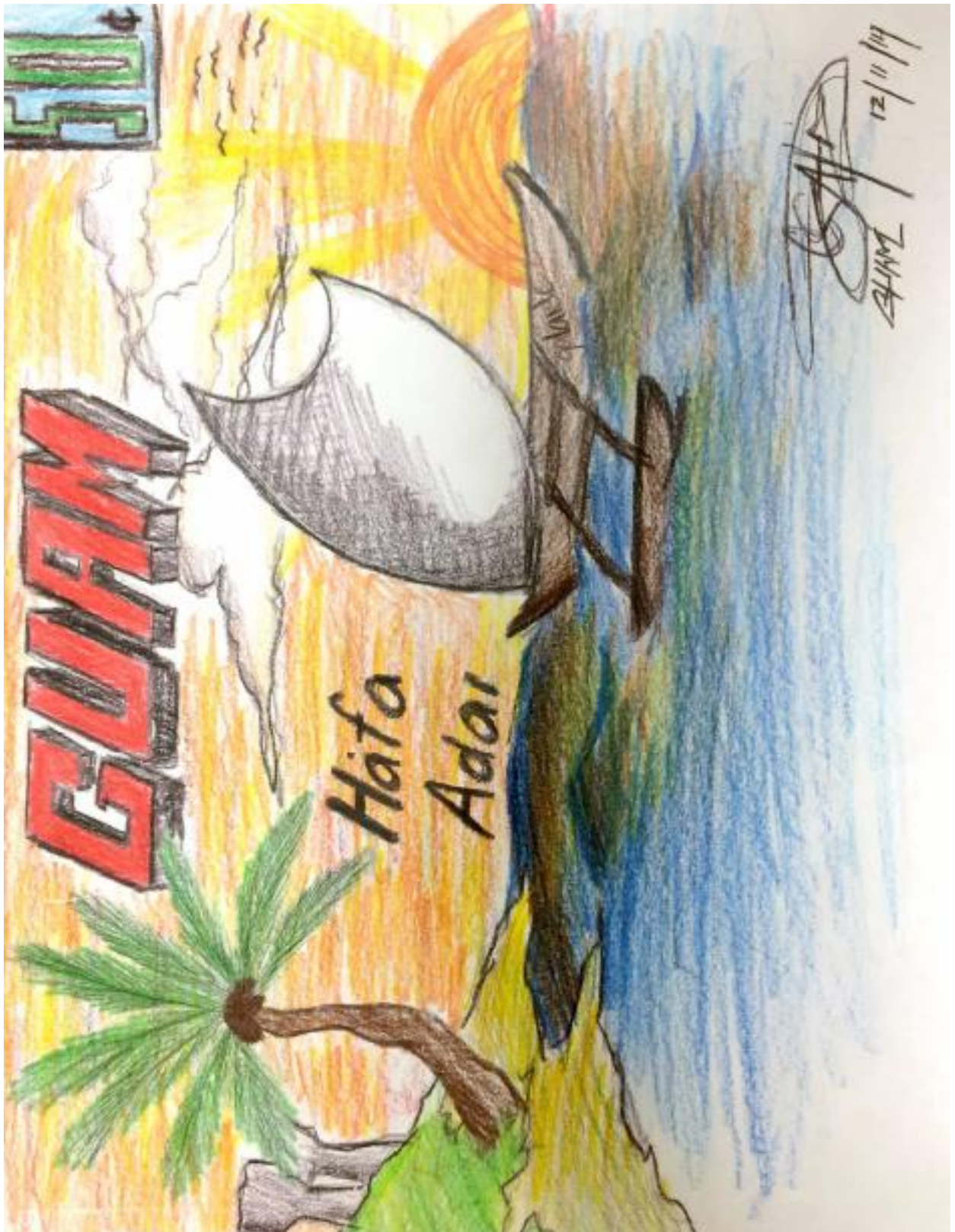
Class of 2016 Math				
	Advanced	Proficient	Basic	Below Basic
Freshman Year	0%	1%	15%	84%
Sophomore Year	0%	1%	8%	91%



The graphs to the left show the performance of the current sophomore class. When they ended their freshmen year, the graphs illustrate, 55% of students were below basic in Language, 37% were below basic in reading, and 82% were below basic in math.

Achieving proficiency in the district mandated test, the SAT-10, was a perennial problem, district-wide. Guam DOE and The Guam Board of Education has adopted a state assessment to replace SAT-10 with ACT Aspire and Standards-Based Assessments (SBAs). Beginning this school year, District SBAs will be administered. Growth targets will be set based on the results. Goal two of the Revised Action Plan for school year 14 - 15 reflects this change.

Support provided by SIS and the full implementation of the school's Instructional Program will help students to meet standards-based expectations. These programs, in the Revised Action Plan, will have direct, positive impacts on student learning. The school leadership, faculty, and staff of Okkodo High School are committed to improving student achievement.



V: Updated Schoolwide Action Plan

- **Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment on the integration of plans into one single schoolwide action plan.**
- **Include a copy of the school's latest updated schoolwide action plan.**

In school year 2011 -2012, the school identified three areas of critical need in the school's profile.

4. Increase student achievement in Language Arts and Mathematics
5. Identify weak skills and align curriculum strategies and assessments
6. Continue working toward meeting growth targets set by Guam Department of Education on SAT-10 tests (NOW REVISED TO REFLECT CHANGE IN STATE ASSESSMENTS)

The action plan originally called for three goals with each goal matching a critical need. It has since been revised to two goals with a Professional Development Plan. All three critical areas are still being addressed.

Since its opening in 2008 - 2009, the school has been studying the best way to assess the needs of learners, and what to do with the findings. Goal one in the original action plan (it is the same goal in the revised plan) is to develop a comprehensive Language Arts and Math system that has structures in place to help students to learn to read and write at grade level standards. It called for growth targets to be based on grade level standards based test results. After working with these assessments for a couple of years, the Language Arts and Math department chairmen expressed their opinion that the tests may not be the most effective way to measure student performance. The leadership team and faculty decided to keep the goal the same but change the growth targets from grade level standards based test results to student performance in their classes each semester by looking at marks analysis. This change is reflected in the Revised Action Plan.

This goal calls for a comprehensive Language Arts and Math system that has structures in place to help students meet grade level standards. The faculty agreed that a schoolwide intervention system (SIS) would provide the structure needed to assist students. SIS provides a systematic way to implement many of the interventions that are currently in place. The first step in SIS requires students to take placement tests for Mathematics courses. This is to ensure that students are properly placed. All incoming freshmen are automatically placed in English 9 classes, despite ability. After placement, if a student's grade falls below the acceptable benchmark by mid-term, the next step of the system is initiated. This step involves teachers recommending students for tutoring. Students know, under SIS, if their progress report or quarter grade falls below the identified benchmark (65%), they are automatically mandated to attend tutoring. If there is still no significant improvement in student performance, the next step in SIS will start. In this step, the teacher issue reports every three weeks to keep the student and parents informed about their progress. Once the student is able to meet the standards with acceptable marks, he or

she will no longer need the intervention. The faculty is also developing a step that includes counselor watch for students who need more help after these two steps have been exhausted. This step will go into effect in second semester of this school year.

There are two more components to SIS. One calls for a Freshman Advisory Program (FAP) and the other requires students to participate in Co-Curricular Activities (CCA). These components are intended to develop a sense of belonging with their peers, build pride in their work and boost school spirit. The FAP breaks freshmen up into manageable groups that meet weekly in forty minute sessions. During this time, the teacher creates an environment where students relax, get to know one another, and have their questions answered. Counselors participate and student leaders act as mentors for freshmen.

Participation in CCA supports the academic achievement and personal growth of students. Students were placed in CCA this year. Next year, the activities coordinator will develop and administer interest surveys, develop a handbook or brochure with the description and expectations of each club or organization, and organize CCA fairs, twice a year. This will begin in SY 15-16.

The purpose of CCA is to extend the learning taking place in the classroom and provide learning opportunities for students to meet the schoolwide learner outcomes. A description of the activities offered for SIS is below.

1. **Sci-Fi Writing:** This Co-Curricular activity supplements learning done in the science classes and applies it to story writing (ELA).
 - **Effectively communicate with other:** students collaborate to improve their writing through the revision process.
 - **Excellence in Academics:** Showcases combining information learned in Science with the writing skills learned in the English class.

2. **Fish Bowl:** This **Co-Curricular** is an extension of the Marine Biology course. Students train for an annual competition; students who do not wish to compete show interest in learning more through this game practice.
 - **Effectively communicate with other:** students collaborate to improve their knowledge to selected questions.
 - **Excellence in Academics:** Increasing their knowledge in Marine Biology information.

3. **Computer Work Stations:** This **Co-Curricular** activity further reinforces computer skills learned in the MicroComp/Business class.
 - **Effectively communicate with others:** students collaborate to improve their writing through the revision process.
 - **Excellence in Academics:** Showcases combining information learned in different subject areas with the writing skills learned in the English class.

- **Embrace Cultural Diversity:** Understand acceptable behavior expressed through the internet.
 - **Environmentally Friendly:** Embracing the “Go-Green” effort of paper-less activities.
4. **Study Hall (3): A Co-Curricular activity** that is designed to provide quiet, focused time for students to concentrate on class assignments
- **Excellence in Academics:** gives students opportunities to work on current tasks to get ahead or get caught up with daily assignments.
5. **SBA Activities:** This **Co-Curricular** activity extends the Social Studies class (Student Government).
- **Effectively communicate with others:** School and Class council officers collaborate on school events and matters.
 - **Embrace Cultural Diversity:** work together with different personalities towards successful planning of events.
6. **Class of 2016 Council Activities** This **Co-Curricular** activity extends the Social Studies class (Student Government). *Specifically with the class council.*
- **Effectively communicate with others:** Class council officers collaborate on class events and matters.
 - **Embrace Cultural Diversity:** work together with different personalities towards successful planning of events.
 -
7. **NHS and Student Tutors:** *Students helping Students.* Students in this activity visit various tutoring classes to assist in helping classmates.
- **Effectively communicate with others:** Conversing with each other in a respectful manner to assist in the learning.
 - **Excellence in Academics:** Showcases combining information learned in Science with the writing skills learned in the English class.
8. **Hip Hop Dance:** This **Co-Curricular** activity extends the show choir class.
- **Effectively communicate with others:** Work with other members in the class to learn and execute a routine choreography.
 - **Excellence in Academics:** Enhance their knowledge of dance steps and choreography outside of the regular show choir class period.
9. **Out of 2nes (Glee Club):** This activity is an extension to the fine arts classes offered.
- **Effectively communicate with others:** Learn harmonies, work on pitch, learn lyrics to various songs
 - **Excellence in Academics:** Enhance their knowledge in understanding music.

10. Guitar Club: This activity is an extension of the fine arts classes offered.
- **Effectively communicate with others:** Practice guitar skills
 - **Excellence in Academics:** Enhance their knowledge in understanding music.
11. Open Mic: This activity is an extension of the fine arts classes offered.
- **Effectively communicate with others:** poetry slams, expression through performing arts
 - **Excellence in Academics:** practice different forms of expression
12. ACB/Trivia Club: This **Co-curricular** encompasses all subject areas
- **Effectively communicate with others:** students collaborate to improve their knowledge to selected questions.
 - **Excellence in Academics:** Increasing their knowledge with information in various subjects.
13. Book Café: This **Co-Curricular** reinforces a love for reading encouraged in the English classes.
- **Excellence in Academics:** Discovering different genres of books.
14. Sewing and Crafts: This extension activity highlights the skill of sewing and crafting various items.
- **Effectively communicate with others:** Working together with the sewing machines and craft tools to make expected products.
 - **Excellence in Academics:** Learning fine arts skills that can last a lifetime.
 - **Environmentally Friendly:** By using left over material donated by the activity teacher, they use “Every yard” of material they receive.
15. Origami: This **Co-curricular** activity is an extension of the Japanese Language Classes.
- **Effectively communicate with others:** Working together to produce various types
 - **Excellence in Academics:** Learning fine arts skills from the type of Japanese art.
16. Baseball: This **Co-Curricular** reinforces rules, skills, and practice of a specific sport in connection with the Physical Education class.
- **Effectively communicate with other:** Encouraging teamwork while learning about the sport.
 - **Excellence in Academics:** Learning crucial skills in the sport.
17. Open Gym Activities: This **Co-Curricular** reinforces rules, skills, and practice of various sports in connection with the Physical Education class.
- **Effectively communicate with others:** Encouraging teamwork when using the gym.
 - **Excellence in Academics:** Learning crucial skills in various sports.

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18. **Cooking Club:** This **Co-Curricular** activity is a connection to the new Pro-Start culinary class.
- **Effectively communicate with others:** Students learn various cooking terms appropriate for a recipe.
 - **Excellence in Academics:** Enhancing skills needed for the cooking industry.
19. **Korean Language and Culture:** This activity is an extension to Foreign Language.
- **Effectively communicate with other:** Speaking to each other in another language.
 - **Excellence in Academics:** Enhancing their language and writing skills in the Korean language.
 - **Embrace Cultural Diversity:** Appreciating a different culture from another country.
20. **Once Upon a Time:** This **Co-Curricular** activity encourages analytical skills in a show adaptation of fairytale stories.
- **Excellence in Academics:** Enhancing analyzing theme and various literary devices from each episode.
21. **Short film & Foreign Films Forum:** This **Co-Curricular** activity encourages analytical skills in various types of films.
- **Excellence in Academics:** Enhancing analyzing theme and various literary devices from each film.
22. **Close-Up Club:** This **Co-Curricular** activity extends from the Social Studies class (Government).
- **Effectively communicate with other:** Officers and members collaborate with Close Up events and information.
 - **Embrace Cultural Diversity:** work together with different personalities towards successful planning of events for Close-Up.
23. **Ambassadors Club:** This **Co-Curricular** activity extends from the Japanese Language class.
- **Effectively communicate with other:** Club members and officers collaborate for club events.
 - **Embrace Cultural Diversity:** work together with different personalities towards successful planning for the club.
24. **Kitchen Safety:** This **Co-Curricular** activity is a connection to the new GCC's Pro-Start culinary class.
- **Effectively communicate with other:** Students learn various rules and regulation for appropriate behavior in the class.
 - **Excellence in Academics:** Enhancing skills needed for the cooking industry.

25. Tourism Activities: This **Co-Curricular** activity extends from the GCC's Tourism Awareness Group (TAG) class.

- **Effectively communicate with other:** Working with TAG students on upcoming events and competition for the class/club.
- **Excellence in Academics:** Enhancing their knowledge and skills needed for the Tourism program.

26. DECA Competition Prep: This **Co-Curricular** activity extends from the GCC's Marketing Class (Distributed Educators Club of America; DECA).

- **Effectively communicate with other:** Working with DECA students on upcoming events and competition for the class/club.
- **Excellence in Academics:** Enhancing their knowledge and skills needed for the Marketing program.

27. Automotive Enthusiasts: This **Co-Curricular** activity extends from the GCC's Automotive Class.

- **Effectively communicate with other:** Working with Automotive students and enthusiasts enforce teamwork when working on the car.
- **Excellence in Academics:** Enhancing their knowledge and skills in vehicles and other automotive genres..

28. Electronics and Networking: This **Co-Curricular** activity extends from the GCC's Electronics Class.

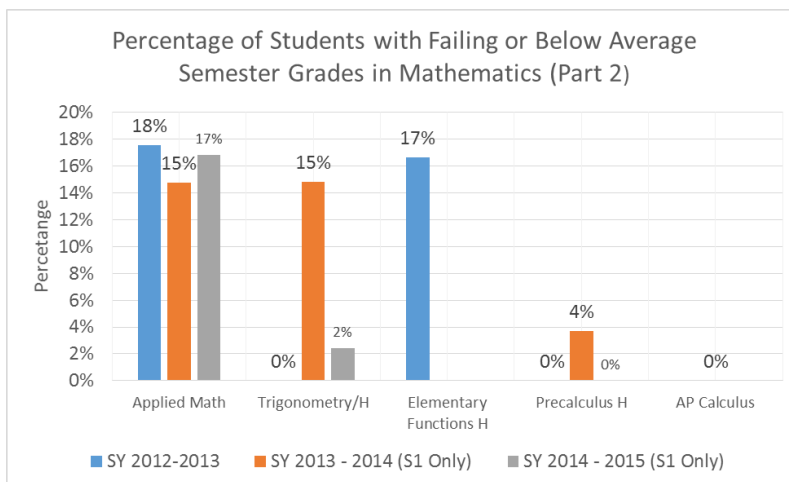
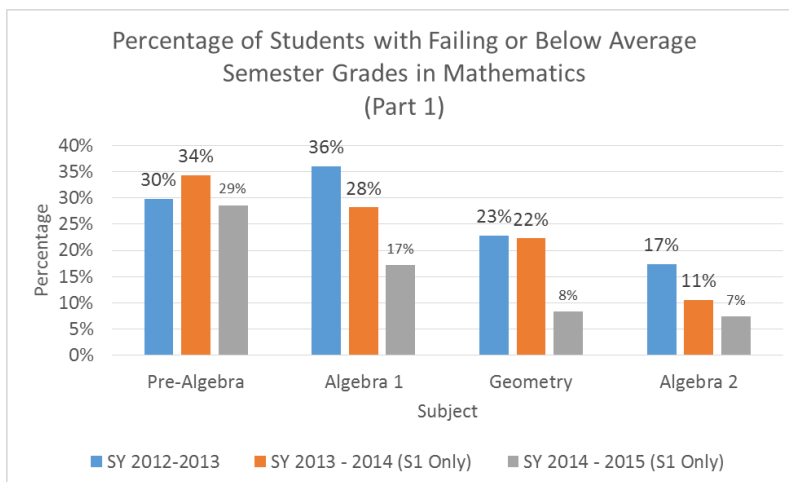
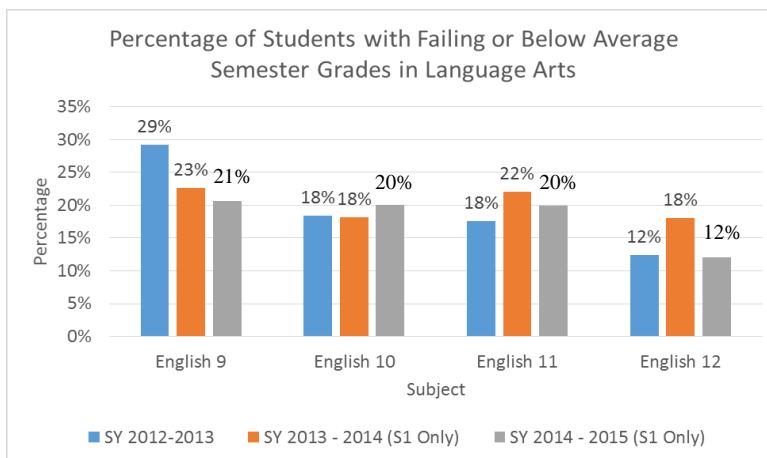
- **Effectively communicate with other:** Working with Electronic students on upcoming events and competition for the class/club.
- **Excellence in Academics:** Enhancing their knowledge and skills needed for the Electronics program.

The components of SIS are intended to support students with meeting grade level standards. This task, to include SIS, has been added to the action plan. Some tasks from the previous action plan identified to meet this goal have been retained. The tasks that deal with grade level standards based tests have been removed.

Goal two of the action plan requires the school to work toward meeting growth targets set by Guam DOE on SAT-10 tests in Language Arts and Math. This goal was revised based on the new district-wide assessments.

The Professional Development Plan includes training in the school's instructional program. The program consists of: Thinking Maps (TM), Classroom Instruction That Works (CITW), Kuzmich's Big 8 Literacy Strategies, and Edviation. The plan was refined to include district mandated programs – CITW and Big 8 Strategies that were in use this school year after district level training occurred. The district-provided training in the Big 8 was very limited this year. The school's Professional Development Committee continues to offer intensive training in the school's instructional program.

An analysis of first semester marks from last school year compared to first semester of this school year show that there was a decrease in the number of students who failed or performed below average in all ELA classes with the exception of English 10. The analysis showed the same results for all math classes except for Applied Math. Elementary Functions and AP Calculus were not offered this year, therefore no comparisons were made. The following graphs illustrate this.



The school met its goal of decreasing below average and failing scores by at least two percent in all ELA and math classes with the exception of English 10 and Applied Math. Overall, there has been an increase in student achievement. This could be attributed to teacher training and implementation of the Schoolwide Instructional Program, the scaffolds provided to students in the Schoolwide Intervention System, and the support of incoming freshmen in the newly formed Freshman Academy. The Department Chairmen and the Assistant Principal of Curriculum are working to provide more assistance in the two areas that did not meet the action plan goals.

On behalf of the school community of Okkodo High School, we have participated, reviewed, and supported this Accreditation Progress Report.

Faculty

Addie, Helen	Hidalgo, Roderick	Reyes, Kenneth
Aquino, Daniel	Iglesias, Therese	Rivera, Cabrini
Bagro, Evangeline	Janssen, Barbara	Rivera, Regina
Balajadia, Leonora	Jimenez, Erna	Roldan, John
Barlongo, Marlene	Jones, Kristine	Rondilla, Gregoria
Bilibei, Valerie	Juralbal, Helena	Rosario, Richard
Blanco, Francisca	Labrador, Ronald	Sablan, Greg
Blaz, Maria	Lawcock, Daniel	Sablan, Leilani
Borja, Sheena	Lee, Rachel	Sablan, Vicky
Caguin, Katherine	Libranda, Vann	San Nicolas, John
Caguin, Robert	Lujan, James	San Nicolas, Jennifer
Calugay, Angel	Luzano, Melissa	Santa Maria, Ervin
Camaya, Marlyn	Mailloux, Christian	Santos, Carmen
Chargualaf, Joseph	Manibusan, Jerome	Santos, Ceria
Chargualaf, Kathy	Mattson, Virginia	Santos, Dave
Cordova, April	Mercado, David	Santos, Dina
Cruz, Kevin	Miranda, Kennylyn	Sevilla, Joan
Dimalanta, Abigail	Montenegro, Juan	Sgambelluri, Chiara
Dydasco, Gene	Muna, Brian	Siaotong, Rachel
Esperon, Chona	Naz, Judy	Soll, Eamonn
Esteban, Charlotte	Nolte, Mary	Song, Annie
Estoy, Ruel	Nucum, Geraldine	Taitano, Peter
Estoy, Shirley	Palomares, Annie	Terlaje, Thomas
Felisan, Sahlee	Palomo, Andrina	Tindugan, Alfredo
Flemming, Misty	Pangelinan, Daniel	Torres, Susie
Flores, Melissa	Perez, Kenneth	Turner, Ernest
Fontanilla, Emmeline	Perez, Lynn	West, Diane
Franquez, Michelle	Perez, Michelle	Wong, Yvonne
Gehrts, Benet	Quintanilla, Joycelyn	
Gianchand, Clint	Quintanilla, Melonie	

On behalf of the school community of Okkodo High School, we have participated, reviewed, and supported this Accreditation Progress Report.

Administrators and Staff

	Flores, Begona S., Principal	<i>B. Flores</i>
	Flores, Rita, Assistant Principal	<i>R. Flores</i>
	Mark, Ulric, Assistant Principal	<i>U. Mark</i>
	Meno, Emily, Assistant Principal	<i>E. Meno</i>
	Taitano, Patricia, Assistant Principal	<i>P. Taitano</i>
Acosta, Victoria	<i>V. Acosta</i>	Kauaihilo-Flores, Diana
Arriola, Thelma	<i>Thelma Arriola</i>	Lujan, Christine
Blas, Frank	<i>F. Blas</i>	Mafnas, Celina
Blas, Victor	<i>Victor Blas</i>	Mendiola, Juan
Cabarles, Charles	<i>C. Cabarles</i>	Mitchell, Anita
Capili, Sally		Natividad, Gloria
Cepeda, Antonia		Ngirangesil, Jonica
Cheguina, Lillian		Palomo, Maria
Cruz, Daryll	<i>D. Cruz</i>	Papelera, Leon
Deguzman, Mariano	<i>M. Deguzman</i>	Pelena, Nelly
Diaz, Susan	<i>S. Diaz</i>	Perez-Guzman, Kishon
Duenas, Anita	<i>Anita Duenas</i>	Pocaigue, Leilani
Duenas, Lillian	<i>L. Duenas</i>	Price, Maria
Esposo, Jayna		Ragadio, Lorna
Fabrienne, Lucero		Rivera, Dean
Fejeran, Virginia		Sablan, Jude
Flores, Ann Marie	<i>Ann Marie Flores</i>	Salas, Rosita
Flores, Peter	<i>Peter Flores</i>	Salas, Stella
Franco, Stella	<i>Stella Franco</i>	San Nicolas, Anita
Jackson, Irene	<i>Irene Jackson</i>	San Nicolas, Brian
Jesus, Carmen	<i>Carmen Jesus</i>	San Nicolas, Peter
Jun, Daniel	<i>Daniel Jun</i>	Santos, Anthony

Updated Action Plan SY14-15 Okkodo High School

Mission Statement

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

Schoolwide Learner Outcomes:

Effectively communicate with others
Embrace cultural diversity

Excellence in academics
Environmentally respectful

Goals:

- 1. Increase student achievement in English Language Arts and Mathematics through developing comprehensive Mathematic and Language Arts systems that have structures in place to help students learn to problem solve and demonstrate grade level standards.**
- 2. Continue working toward meeting growth targets set by Guam Department of Education on State-wide tests.**

Goal 1: Develop a comprehensive English Language Arts (ELA) and Math system that has structures in place to help students to learn to read and write at grade level standards.

Rationale: Critical Need: Annual placement tests, administered by the ELA and Math Departments, show that a majority of students begin high school without the skills necessary to perform at grade level. The high number of students who fail their math and ELA classes each semester illustrates this.

Supporting Data: Marks Analysis for SY 12-13 reveals:

9th Grade: 29% of students scored below average or failed an ELA class
30% of students scored below average or failed a Math course (Pre-Alg)

10th Grade: 18% of students scored below average or failed an ELA class
36% of students scored below average or failed a Math class (Algebra 1)

11th Grade: 18% of students scored below average or failed an ELA class
23% of students scored below average or failed a Math class (Geometry)

12th Grade: 12% of students scored below average or failed an ELA class
17% of students scored below average or failed a Math class (Algebra 2)

Growth Target:

2013-2014: There will be a 2% decrease in the number of students earning a below average or failing semester grade in ELA or Math courses.

2014-2015: Same Target

2015-2016: Same Target

2016-2017: Same Target

Schoolwide Learner Outcomes Addressed: Effectively communicate with others, Excellence in Academics

Impact of student learning of academic standards: Direct, positive impact with steady progress on student learning

Tasks	Responsible Persons	Activities/Resources	Means to Assess Improvement	Timeline	Reporting
A. Schoolwide Intervention System (SIS)	Faculty and staff Counselors Activities Coordinator Administrators	Placement Tests for ELA and Math Freshman Advisory Program (FAP) Co-Curricular Activities (CCA) Mandatory Tutoring Extra Progress Reports Counselor Watch	SIS Reports Marks Analysis Summative Assessments: Standards Based Assessments (SBA), CCSS Assessments	Quarterly Reports Semester Marks Summative Assessment Results	ELA and Math DCs will report quarterly to Leadership Council Activities Coordinator will report quarterly to Leadership Council
B. Use student performance data to make classroom specific curricular and instructional decisions	Administrators ELA and Math teachers Leadership Council Professional Development (PD) Committee	Semester Marks Summative Assessment Results	Disaggregated test results	Every semester Annually	Department chairmen will report to the Leadership Council
C. Continue Home-School Connection	ELA and Math teachers Grade level counselors School webmaster PD Committee	Department meetings to discuss student progress PD Committee to offer Home-School connection strategies	Marks Analysis Communication logs: PowerSchool views, website hits PD Agendas	Quarterly Progress Reports Monthly Reports	Teachers will report results to parents Signed progress reports, Marks analysis

Goal 2: Continue working toward meeting growth targets set by Guam Department of Education on SAT-10 tests in Language Arts, Reading*, and Math. THIS IS NOW REVISED TO MEET TARGETS ESTABLISHED BY STANDARDS-BASED ASSESSMENTS AND ACT ASPIRE RESULTS.

Rationale: Critical Need: The Guam Department of Education annually grades schools on their performance in Language Arts, Reading, and Math. Okkodo High School students consistently rank below the national average based on the previous state-test, the SAT-10. The new assessment tools will assess growth in these areas.

Supporting Data: Scaled scores for Language Arts, Reading, and Math for Okkodo High School

Growth Target: (District mandated tests will change from SAT-10 to ACT Aspire and SBAs at the end of this school year)

2013-2014: 5% more students will score at level 3 or higher in each grade level in Language Arts and Math

2014-2015: Targets will be based on new assessment tool, District SBAs and ACT Aspire results

2015-2016: Targets will be based on new assessment tool, District SBAs and ACT Aspire results

2016-2017: Targets will be based on new assessment tool, District SBAs and ACT Aspire results

*Reading is included in Language Arts for high schools

Schoolwide Learner Outcomes Addressed: Effectively communicate with others, Excellence in Academics

Impact of student learning of academic standards: Direct, positive impact with steady progress on student learning

Tasks	Responsible Persons	Activities/Resources	Means to Assess Improvement	Timeline	Reporting
A. Discuss assessment results from the previous year and targets for the upcoming year with the school community	Principal Assistant Principals Department Chairmen	District Office to provide results and item analysis	School community sign-in sheets and agenda	Annually in August	Presentation on results will be given during faculty meetings, staff development day, PTSA meetings, and in classrooms
B. Prioritize and address weakest skill areas in ELA and Math following the District Curriculum Alignment document	ELA and Math teachers	Teacher training in use of Curriculum Documents: Guide, Alignment, Map, and Sample Lesson Plans SLOs, Textbooks	Department meeting binder, inclusive of agenda, minutes, and attendance Collection of student work Test Item Analysis	Beginning SY13-14 Annually	Monthly discussions at department and Leadership Team meetings, Teachers will share and teach priority skills to students
C. Collect and disaggregate test results and share information with stakeholders	ELA and Math teachers Curriculum and Instructional Support Division	ELA and Math department chairmen will coordinate disaggregated data	Item analysis Priority Skills list completed	Annually 1 st Quarter (dependent on the release of test results)	ELA and Math teachers will report assessment data within their content, Leadership Team, faculty meeting, PTSA
D. Use student performance data to make classroom specific curricular and instructional decisions	Principal Assistant Principals ELA and Math teachers Leadership Team Curriculum and Instruction Division	Test results Item Analysis	Disaggregated test results Professional Development Plan	Annually 1 st Quarter (dependent on the release of test results from the district)	Department Chairmen for ELA and Math will report to the Leadership Team and to the Curriculum and Instructional Support Division

Tasks	Responsible Persons	Activities/Resources	Means to Assess Improvement	Timeline	Reporting
E. Coordinate with PD Committee for skills and other assessments	PD Committee Department Chairmen Administrators Curriculum and Instructional Support Division	Professional Development Plan	Evaluation of PD on student learning	Each semester	Faculty and staff meetings ELA and Math Department Chairmen will share effectiveness of PD training with school community and PD committee

Action Plan for Schoolwide Instructional Program: Thinking Maps(TM), PD360 (now Edivation), Classroom Instruction That Works (CITW), and Kuzmich’s Big 8 Literacy Strategies

Objective	Activities	Timeline	Roles and Responsibilities	Evaluation of Objective
School leaders will prepare for proper implementation of TM as a schoolwide program with PD support from Edivation	Administrator and teacher-leaders will attend training for trainers PD Committee will create a plan to maximize use of Edivation for viewing real teachers’ implementation of instructional program and other best practices	June 2013 January 2014 Annually until SY 15-16	Thinking Maps consultants will conduct training for trainers, district appointed trainers will train school leaders in CITW and Big 8 strategies School administrators and teacher-leaders will attend training and in turn will train the faculty PD Committee will plan and execute use of Edivation	Attendance at training sessions Edivation Reports
OHS faculty will be trained in schoolwide use of TM, Edivation, CITW, and Big 8 for use in lessons	Administrator and teacher-leaders will conduct training sessions for faculty and staff PD Committee will demonstrate use of Edivation for support in implementing the school’s program	Teacher orientation for SY 13-14, 14-15, and 15-16 and half days for PD pending school calendars	Administrator and teacher-leaders who attended training will conduct training for OHS faculty. They will also provide appropriate learning materials to the trainees. PD Committee will provide Edivation training. Faculty will attend the training sessions.	Attendance at training sessions Training evaluation forms Edivation Reports
Schoolwide implementation of Instructional Program	Teachers will engage in intensive training where they will spend time planning lessons using the instructional program. Dept. meetings will be used to follow-up with implementation – what worked, what didn’t work, how to improve, what impact is it having on teaching and learning. Teachers will continue to implement the program in their lessons. Complete monthly evaluation reports. Administrators will conduct classroom walkthroughs using Observation360 and provide support, meaningful feedback for teachers, and follow-ups from Edivation. Follow-up on specific student goals set by each department, discuss if TM program is helping students meet performance goals. Evaluate student work. Report findings to PD Committee.	September to November pending SY 13-14 calendar Dept. meetings in Nov or Dec 2013. Oct or Nov SY 14-15 and SY 15-16 As often as possible beginning in Jan 2014 and continuing with the next two school years Follow-up with goals at the end of first semester and then quarterly	Department chairmen will facilitate follow-up discussions Administrators will be trained to know what to look for when observing classes Teachers will provide feedback about effectiveness of program on student achievement The PD Committee will maintain data about the instructional program and will report to principal and other stakeholders. The PD committee will offer teacher support when necessary	Lesson plans Department meeting minutes Department goals Student work Various assessment results Evaluation reports PD Committee reports

Objective	Activities	Timeline	Roles and Responsibilities	Evaluation of Objective
<p>Students will increase performance by 5% (This will be updated to included new growth targets based on assessment results)</p>	<p>Teachers will target weakest areas in test results and will reinforce cognitive skills through the use of instructional program and other best practices in their daily lessons.</p> <p>An assessments checklist will be filled out by each teacher to ensure that priority skills are being addressed.</p> <p>Marks analysis will be reviewed quarterly to measure growth.</p> <p>Assessments will be administered and comparisons will be made between SY 12-13 and SY 13-14, and subsequent school years to measure gains.</p>	<p>September 2013 to May 2014</p> <p>Monthly starting in Sept 2013 until SY15-16</p> <p>Quarterly starting SY13-14</p> <p>Assessments in May 2014, 2015, and 2016</p> <p>Comparisons will be made as soon as results are released usually in Sept or Oct of the following school year</p>	<p>Teachers will meet in departments to identify weaknesses and to discuss TM implementation</p> <p>Teachers will turn in their checklists to their DCs. DCs will report to Leadership Team.</p> <p>Results will be turned into DCs. DCs will report to Leadership Team. Data will be collected by PD Committee for analysis and record keeping. Reports will be turned into the principal.</p> <p>Administrators will report results to the faculty and staff.</p>	<p>Assessment results</p> <p>Comparative Reports</p>
<p>Instructional program will be used to address Common Core State Standards</p>	<p><i>Thinking Maps and the Common Core</i> training for trainers will be attended by teacher-leaders and administrators.</p> <p>Attendance of training sessions for CITW, Edivation, and Kuzmich's Big 8 Strategies as often as the district holds them.</p> <p>Core content teachers will be trained in using the program for CCSS.</p> <p>As the department moves toward implementing CCSS, assessments and other evaluation tools will be used to measure student mastery. Teachers will also use formative assessments to gauge student ability and turn in monthly evaluation reports.</p>	<p>May or June 2014</p> <p>Teacher orientation day for SY14-15 and SY15-16 or two half</p>	<p>Administrator and teacher-leaders who attended training from the TM consultants and others will conduct training for OHS core content teachers. They will also provide appropriate learning materials to the trainees.</p> <p>Core Content Teachers will attend training and implement Instructional Program when addressing CCSS in their classrooms and will assess students' proficiency.</p> <p>Teachers will turn in evaluation reports to DCs.</p> <p>Program director will maintain data and report to principal and other stakeholders.</p>	<p>Attendance at training sessions</p> <p>Lesson plans</p> <p>Student work</p> <p>Various assessments</p> <p>Evaluation reports from teachers</p> <p>PD Reports</p>