

**Self-Study Coordinator Visit Guidelines**  
**SY 2010-2011**  
**(September 10, 2010)**

In reference to the Self-Study Coordinator Visit Guidelines on page 127 in the *Focus on Learning Accreditation Manual*, the Self-Study Coordinator and Visiting Committee Chairperson will communicate the following information prior to the visit.

**1. How are the parameters of the self-study addressed in the self-study?**

**Parameter 1** – *The involvement and collaboration of stakeholders in the self-study*

-The Leadership Team is composed of the principal, four assistant principals, the school's Athletic Director, Accreditation Coordinator, Data Analyst, Professional Development Committee member, Guam Community College (GCC) counselor, and a Department Chairperson. Members of the Leadership Team serve as a liaison between their assigned departments and committees and the administration.

-Home Groups are organized by departments: English, Chamorro language, Math, Science, Social Studies, Business, World Language, Fine/Practical Arts, Physical Education, Health, Junior Reserve Officer Training Corps (JROTC), and Special Education (SPED)

-Focus Groups are evenly composed of the following constituencies: students, parents, all administrators, and instructional and support staff

Focus Group members in SY 2009-2010 will remain in the same Focus Group for SY 2010-2011. Members who are no longer employed at JFK will be replaced by newly hired staff and support staff members thereby maintaining a balance of members in each Focus Group.

-Every certified staff member is serving on two groups: a Home Group and a Focus Group. Support staff members are equally represented in the four Focus Groups.

**Parameter 2**- *Clarification of School's Purpose and Expected Schoolwide Learning Results*

-The School Purpose Committee studied the ESLRs and the school mission statement. While the topic of modifying the ESLRs is still open for discussion, it has not been deemed necessary that the ESLRs need any modifications at this time. However, the ESLR rubric used to assess students is currently under review by all departments.

-While the school's previous mission statement served its purpose for its era, the School Purpose Committee decided it was time for change. The old mission statement was too lengthy for practical use and the committee saw the need for a clearly defined and concise statement of purpose. A change to the mission statement from a lengthy paragraph to a single statement became effective on May 24, 2010. The change process began in October 2009.

-Last formal mission statement:

The mission of John F Kennedy High School is to educate students who will be responsible, caring citizens prepared for the 21<sup>st</sup> century. The student will learn self sufficiency and problem solving. Through their innovation and creativity, students will be able to adapt to the future and the changes in their lives and the global environment. Being able to function in and appreciate the multicultural community in and round the school. The student will become participatory members of society. Students will take steps toward personal success through the planning of their career paths for higher education and job opportunities. Quality education at JFKHS will continue through a collaborative effort of parents, community, administration, staff, teachers, and students.

-New mission statement:

“The mission of John F. Kennedy High School is to develop our island students to become globally primed high achievers”

### **Parameter 3 – Assessment of Program and Impact with Respect to Criteria**

-Each department aligns their appropriate curricular references and current educational thinking with the school’s mission and ESLRs. School ESLRs are incorporated in lesson plans, course syllabi, fieldtrips, formative and summative assessments and literacy project activities. Student learning objectives and ESLRs are also aligned with Guam Department of Education’s content standards and performance indicators for each content area.

-A schoolwide effort to increase pre-writing and composing is presented in the school’s literacy project. Each teacher is expected to practice research-based literacy strategies to improve student learning in the classroom, in all subject areas. Project findings are analyzed and presented to teachers in faculty meetings.

-Evidence of student work is accessible in the Accreditation office; student work can be reviewed and analyzed per department. Department portfolios incorporate the following:

- A copy of the SY 2008-2009 Action Plan
- A copy of the SY 2008-2009 WASC recommendation
- A copy of the *Literacy Project to Go! Packet*
- A copy of the SY 2008-2009 and SY 2009-2010 SAT 10 scores for their department
- Literacy Project samples applied in their subject area (SY 2009-2010 and 2009-2010)
- Student Shadowing Forms (completed)
- Learning Snapshot Forms (completed)
- Evidence Alignment Worksheets
  - Student evidence is aligned with ESLR, Essential Content Standard, Formative Question/Strategy, Literacy Project...some departments included SAT 10 objective and Process Cluster in their Evidence Alignment Worksheet

-ESLR rubrics are used to assess students once a semester and provide numeric semester grade for student aides.

**Parameter 4 – Schoolwide Action Plan and Integrated Subject Area/Program and Support Plans**

- Department chairpersons were given a copy of the school’s Five Year Plan diagram at the beginning of the year, followed by a copy of the SY 2008-2009 Schoolwide Action Plan at the beginning of the second semester. Departments were asked to provide a summary report of their on-going responses to the action plan and identify growth areas for their department at the end of the school year. Department summary reports were submitted on May 05, 2010. The 5 Year Plan is reviewed prior to monthly Faculty Meetings/Staff Development.

-Focus Group Leaders were also given a copy of the SY 2008-2009 Schoolwide Action Plan to share and review with their focus group members at the beginning of the second semester.

-Additionally, the School Improvement Plan (SIP) was revised in May 2010. Progress for each action step was updated with the assistance of the administration, the SIP committee, and input from teachers via email. The SIP committee is composed of a total of six teachers and the administrative team. WASC recommendations for SY 2008-2009 were incorporated and addressed in the SY 2010-2011 School Improvement Plan.

-Based on this school year’s Accreditation calendar of events, the Leadership Team will review and analyze the growth areas from the previous action plan, WASC recommendations, and responses from Focus and Home Groups in respect to the criteria.

-10/05/2010 to 11/05/2010	Leadership Team	Task 7 Create a Schoolwide Action Plan
- 11/15/2010 to 11/30/2010	Leadership Team	Task 9 Establish Follow-up Process to monitor implementation an accomplishment of plan

**Parameter 5 – Development and Implementation of Accountability System for the Schoolwide Action Plans**

**In what ways have the school leaders modified the model self-study process to accommodate the school community?**

Accommodating the school community:

-The school leaders have been instrumental in the self-study process. The principal and assistant principals made several accommodations for accreditation coordinators, focus group leaders, and data analysts to meet, plan, and work together. The Profile Committee works as a Focus Group to gather, analyze, and compose the school profile.

-Accreditation Coordinators and Focus Group Leaders have the same class prep to ensure communication and planning is on-going. Additionally, to acknowledge responsibility and accountability concerns, the administration has agreed to apply the accreditation workload as a two year Professional Growth goal for both Accreditation coordinators and focus group leaders.

-To maintain consistent communication with Home Groups, the Leadership Team meets bi-weekly to discuss Accreditation matters dealing with both Home and Focus Group concerns.

Communication with the school community:

-Accreditation and Staff Development days are announced in the Pacific Daily Newspaper, the school's bulletin, website (pending updates/revisions by jfkhs webmaster), and marquee, and through parent bulletins and parent letters prior to Accreditation and Staff Development meeting dates.

-Accreditation days are purposely set to accommodate the busy schedule of teachers, avoiding dates when progress reports and quarter grades are due. In addition, students, parents, and community leaders are invited to attend focus group meetings.

**2. How is the school developing or clarifying expected schoolwide learning result for the school?**

-Based on a report from the School Purpose Committee, no modifications on the ESLRs have been made this year. To provide an accurate measurement of the current ESLRs, students were randomly selected and assessed by teachers using the ESLR rubrics once every semester since December 2008. The faculty continues to incorporate the ESLRs in lesson planning, progress reports, and grading. Although no changes were made to our ESLRs, change to our school's mission statement became effective May 24, 2010. ESLR rubrics are currently being reviewed by departments.

-The School Purpose Committee took the initiative to create a new JFK mission statement because the previous mission statement was somewhat lengthy and was becoming a liability by its datedness. A full length PowerPoint presentation on the mission statement plan was given on our First Teacher Development Day and at a Parent Teacher Students Association Meeting. Stakeholders and faculty were invited to participate by submitting proposed mission statement ideas to the committee. Without preconceptions, the committee assembled all input from departments, students, and teachers and combined the material into a prototype that was delivered to the principal.

-Subsequent to teacher, staff, students, and parent input, the principal, as a JFK community member, provided additional suggestions to the refinement of the mission statement. After the School Purpose Committee reached a version that had full committee agreement, a revised version of the mission statement was established and announced to all stakeholders during a Staff Development meeting on February 15, 2010.

**3. What is the plan for involving all staff members and representatives of the other stakeholders in reviewing the instructional program with respect to the criteria and the expected schoolwide learning results?**

-The Leadership team is composed of the administrative team and representatives from each department and committee. Important information regarding management, finances, operations, administrative services and accreditation matters are discussed and disseminated during these weekly meetings. In addition to weekly departments meetings, departments are able to showcase instructional events occurring in their respective departments through the school's website, weekly bulletins (Tuesday and Thursdays), teachers' syllabi, and the student planners.

- To review and address the instructional program with respect to the criteria and the ESLRs, each Focus Group is composed of the following stakeholder: certified staff members, support staff, parents, and students. Focus Group members were assigned into the four different focus groups by department chairs and a staff representative.

**4. How are the staff members and other stakeholders taking an in-depth look at the program for all students: access to and participation in the core curriculum, support, and attainment of the expected schoolwide learning results?**

Stakeholders' participation in the attainment of the ESLRs:

- Staff: Focus group member, bathroom monitoring, substituting classes, fieldtrip chaperone. Schools aides were involved with monitoring the number of students per school wing who were released to use bathrooms, once a week. A graph of this monitoring was shared at the beginning of the school year.
- Parents: Focus group member, attend monthly PTSA meetings, social and sport events, and public hearings, assist their child with homework, school projects, and out-of-campus activities, PTSA officers/representatives, Focus group member
- Teachers: Focus group member, incorporate ESLRs in lesson planning, literacy project activities, formative and summative assessments, grading requirements such as Powerpoint projects, behavior charts
- Students: Focus group member, each grade level has their own Class Council

**What methods are they using? (e.g., observing and examining what students are doing, interviewing students and others, examining pertinent student and other data)**

Method:

- Staff: Observing students, hallway monitor sheet, interviewing students, (**Suggestion: Have school aides use ESLR rubrics???**)
- Parents: Representation through the PTSA council
- Teachers: ESLR rubrics, interviewing students, observing students, examining literacy strategies, formative assessments, alignment worksheets, fieldtrip forms, lesson planning, course requirements, examining student work, and completing projects/products
- Students: Observing students and literacy work samples

**5. Is the schoolwide action plan based on findings of the Schoolwide Focus Groups and is it realistic, specific, and meaningful with respect to the expected schoolwide learning results?**

-Yes, the schoolwide action plan was based on findings of the Schoolwide Focus Groups, issues and concerns from the SY 2008-2009 Visiting Committee Report and SAT10 data analysis.

Action Plan Concern SY 2008-2009	Action Taken SY 2009-2010	Action Taken SY 2010-2011
<p>Low SAT 10 scores in Pre-writing and Composing</p> <p>Review ESLR assessment rubric initiated in SY 06-07 but administered for the 1<sup>st</sup> time in December 2008.</p> <p>ESLR rubric to be fully implemented (as noted by the department chairpersons in SY 06-07).</p>	<p>Continue implementation of schoolwide “Literacy Project”</p> <p>Administered rubrics: (students were randomly selected using a randomized sample size using 20 percent of student enrollment per class)</p> <p>Assessment results must be completed by May 2010 <b>(on-going)</b></p>	

**How has the school provided a “feedback loop” to all stakeholders regarding the action plan?**

**Home Group Communication:**

Jan. 07, 2010 Action Plan copy given to (DCs) Home Groups  
 Feb. 03, 2010 1<sup>st</sup> semester feedback due from Home Groups  
 April 29, 2010 2<sup>nd</sup> semester feedback due from Home Groups  
 June 03, 2010 Department Portfolio due

**Focus Group Communication:**

Jan. 14, 2010 Action Plan given to Focus Group Leaders  
 Jan. 15, 2010 Accreditation ½ day Focus Groups addressed recommendations and Action Plan  
 Feb. 12, 2010 Feedback due from Focus Groups  
 June 03, 2010 Focus Group Binder due

**Leadership Team Communication:**

(Bi-weekly meetings)  
 10/22/2009 12/17/2009 02/03/2010 04/22/2010 06/03/2010  
 11/05/2009 12/23/2009 03/04/2010 05/12/2010

**Can the action steps be implemented immediately within existing resources?**

-Yes, the school's resources, the Professional Development Committee and other teachers and administrator who attend training, conduct workshops within the faculty meeting venue.

**6. How will the schedule for the visit permit adequate dialogue with the Leadership Team and Schoolwide Focus Groups regarding self-study findings, thereby building the trust and rapport necessary for communication and collaboration?**

-To establish adequate dialogue and rapport necessary for communication and collaboration, the Visiting Committee will meet with the Leadership Team and the Schoolwide Focus Groups during the following times:

-The Leadership Team will meet with the Visiting Committee during their common designated 6<sup>th</sup> period prep.

-The Focus Group members will be requested to stay after school to meet with the Visiting Committee in their assigned Focus Group classrooms. The focus of this meeting is to discuss their participation, experiences, and success that led support to the schoolwide findings.

-School leaders, Accreditation coordinators, and the Visiting Committee will meet daily in the Accreditation work room. This work room and exhibit area contains department portfolios, Focus Group binders, Literacy Project samples, and student work.

-Attached is a copy of a proposed schedule for the full self-study 3-day visit.

**7. How will the Leadership Team ensure that there is a workable follow-up process to implement and monitor the action plan?**

-The Leadership Team is organized into three follow-up committees: Program, Process, and Evaluation Committees to assist in the follow-up process to implement and monitor the action plan.

Committee Responsibilities:

Program Committee: The program committee provides a list of curricular and co-curricular programs existing in the school. The committee also provides goals and objectives for each of these programs.

Process Committee: The process committee monitors the implementation of action plans for each curricular and co-curricular program.

Evaluation Committee: The evaluation committee reviews and examines data to determine the effectiveness of both curricular and co-curricular programs. The committee also determines if a change is needed based on data received by the Process committee.

-The development of JFKHS Schoolwide Improvement Plan on May 20, 2010 included the WASC recommendations as well.

