

*Western Association of Schools and Colleges*

*Visiting Committee Report*

*For*

***John F. Kennedy High School***

Barrigada, Guam

***Mr. Kenneth P. Chargualaf, Principal***

6-9 March 2011

**Visiting Committee**

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*Final Copy  
rec'd 3.28.2011*

## Chapter 1: Student/Community Profile

John F. Kennedy High School, in Barrigada, Guam, has weathered some storms, literally and figuratively, in the last ten years. Typhoon Pongsona, in December of 2002, blew the roof off one of its buildings, forcing the JFK students and staff to adopt a double session schedule on the George Washington High School campus for the balance of that school year. They moved back to the JFK campus for 2003-04, but in June of 2008, the school was notified by the Guam Department of Health and the office of the Guam Attorney General, that, due to a number of health and safety violations, they would have to move again. This was partially due to a lack of maintenance, exacerbated by deterioration typical of schools in tropical climates. This time, they were re-located from their original site in Tumon to George Washington HS – again. Again, they went to double session, with GW occupying the campus in the morning and JFK in the afternoon – for the entire school year. Both schools had student bodies of over 2000, so a large group of administrators and other staff from both schools was required to police the changing occupancy from morning to afternoon of one student body to the other. For 2009-2010, and continuing until the present time, JFK is situated on a facility in Tiyan, a former military barracks and offices. This is also the location of Core Tech International, a construction company.

Core Tech bid on the re-construction of JFK but was unfortunately not selected. Core Tech then approached the Guam DOE about a joint ten-year lease agreement on the property, but that was rejected in favor of a year-to-year arrangement. As a result of these two set-backs, Core Tech has provided only minimal support to the physical infrastructure of JFK's current campus. For example, a lightning storm in December of 2010 disabled the PA system, but Core Tech has refused to repair it. The JFK staff then created a manual system of bull-horn sirens and bells, set in motion at the beginning and end of each class period by the "official timekeeper". This person then notifies the 10 campus security aides who then use a bullhorn with a siren feature, followed by a whistle at the halfway point of the passing period. Between the bullhorn siren and whistles and the ten minutes between classes, enforced by the security aides and the administration, the VC observed very few students late for class. Further, the VC observed a very orderly campus, professionally-staffed, with respectful and friendly students.

The original JFK high school campus at Tumon is now being renovated and is scheduled for occupancy by the start of the 2011-2012 school year. A coalition of students, staff, and community members has been aggressively lobbying for three years for this renovation, keeping the issue at the top of the agenda of both the Guam Office of Education and the Office of the Governor of Guam. As a point of information, Guam has been a United States possession since 1898 and an unincorporated organized territory since 1950. The people of Guam are US citizens but, because Guam is not a state, they are not allowed to vote for the President of the United States. Guam does have a non-voting representative in the US Congress.

The JFKHS student body comes from a wide geographic area, from the far eastern end of Micronesia, the Marshall Islands, to China, Japan, South Korea, and the

Philippines to the west, and numbers about 2100 students as of March 2011. Chamorros, the indigenous people, and Filipinos make up about one third each of the student population, with the balance coming from other countries in Micronesia and Asia. There are slightly more boys than girls. Guam's economy is dominated by two entities: the US military and tourism. The US military presence is expected to increase substantially with the closing of the US Marine Corps air station on Okinawa and its re- location to Guam, probably in 2014. Tourism on Guam comes principally from Japan, China, the Philippines, and South Korea, with a smattering from the US and Europe. Approximately 13% of the students participate in the free or reduced lunch program. More are eligible but choose not complete the required paperwork.

The JFKHS Principal has been at the school for 2 ½ years. The bulk of the 127-member faculty, 82%, has been at the school less than 15 years. About half of the teachers have been at the school for their entire professional career with a number also being JFK alumni. There are 42 Chamorro teachers, 41 Filipino, 18 Caucasian, and the remainder a variety of other ethnicities. All but one is certificated in their teaching assignment. All five administrators hold administrative credentials. There are also 50 non-certificated staff members, with about a third being at the school for ten or more years. Thirty-six of the non-certificated staff members are aides, ten in campus security.

Due to the demands on the GOE bus system, the school day begins at 7:05 am and concludes at 1:20 pm. Altogether, the 29 buses have to transport students for three other schools. The block schedule is made up of a ten-minute homeroom period, three 95-minute instructional periods, a ten-minute mid-morning break, and a 50-minute lunch. Students typically take six classes, which meet every other day, on an "A-B" schedule. The temporary Tiyan campus has twelve buildings, with 94 classrooms, a media center, plus automotive and carpentry shops. Core Tech did a pretty good job preparing the abandoned barracks to be a school but, since losing the bid for the new JFK, has done little else. The media center can serve 70 students at a time and has internet access, but the classrooms do not. PE classes have access to outdoor tennis, basketball, and volleyball courts, a track, plus an indoor basketball court and a dance studio. Interscholastic athletic competition is held at both the original JFKHS campus and other venues around Guam. In short, the JFKHS students and staff have had to make do with a wide variety of academic, artistic, and athletic facilities and temporary arrangements for the past three years as their campus has shifted between locations.

Since the last midterm WASC visit and report in 2009, staff development at JFKHS has focused on the gathering, analysis, and use of data to target and drive instruction. Corollary activities have included the creation and refinement of both formative and summative assessment modalities, development and growth of the Freshman Academy program, re-constituting the ESLR's, re-writing the mission and vision statements, improved communication strategies between all stakeholders, and the beginning of Professional Learning Communities (PLC's). In addition to its facility challenges, the school has also been operating with budget uncertainties, as funding from the Guam Legislature has been steadily reduced in recent years. All of the above has coalesced into the development of the Kennedy Action Plan (KAP) – Academics,

Communication, and Environment. As a result of these efforts, JFKHS students have demonstrated steady improvement in reading, mathematics, language arts, spelling, science, and social science, although SAT 10 achievement has yet to rise above the 50<sup>th</sup> percentile. All stakeholders report that communication has improved, and the combined efforts of students, staff, parents, alumni, and other community members have kept the re-build and re-occupation of the original JFKHS campus in the forefront of activities and planning of both the Guam Department of Education and the government of Guam.

## Chapter II: Progress Report

*Briefly comment on the school's major changes and follow-up process since the last self-study.*

In 2008, the John F. Kennedy High School campus in Tumon was closed unexpectedly by order of the Attorney General. The campus was deemed to be structurally unsafe and irreparable. With two weeks to move out before the 2008-2009 school year, JFKHS relocated to GWHS in Mangilao for one year. Since GWHS is also a large school, JFKHS needed to carry out split sessions for the entire school year. The accreditation process continued during the year with embedded staff development for the Literacy Project, collection of student progress and ESLR rubric data, formulation of the Kennedy Action Plan, and regular focus group meetings in preparation for the spring 2009 WASC visit.

In the 2009-2010 school year, JFKHS left GWHS when it was provided a temporary facility in Tiyan, a nearby former Navy base, now owned by Core Tech. JFKHS will remain at this temporary facility until their new school is completed. The new school is scheduled to be completed in June, 2011.

*Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.*

### **WASC Recommendation #1 – Academic Achievement**

#### *1. Continue improvement on school wide implementation of ESLR rubric*

Since the last WASC self-study, the staff at JFKHS has developed a rubric to measure student accomplishments of the school ESLRs. Faculty and support staff members participated in a revision of the ESLR rubric as the former rubric was considered lengthy and unbalanced. Twenty per-cent of the student population is randomly evaluated by staff on the ESLRs once every semester using the ESLR Assessment Form. This new rubric became effective October 14, 2010. JFKHS also used student results from the SAT 10 Thinking Skills to measure the ESLR of "Problem Solver."

The school appears to have been very diligent in assessing student attainment of the ESLRs and studying the SAT 10 data regarding Thinking Skills. Data from the new ESLR Assessment form indicate that there has been a positive gain in ESLR achievement. Although the data for ESLR achievement can be considered a bit subjective, there is no question that the consistent random sampling of students and the uniform use of the ESLR Assessment form proves that students are making progress on ESLR achievement. The school needs to link ESLR attainment closely to classroom instruction in order to indicate the most effective school wide practices.

2. *Continue focus on addressing the academic needs of all students.*

Since the last self-study, JFKHS has implemented many new teaching strategies to help increase student achievement. Through an embedded staff development process, the faculty has implemented the Literacy Project, a composite of effective, research-based strategies that teachers can use in the classroom. There has also been a focus on implementation of formative assessments. SAT 10 data has shown very positive gains in achievement. However, students still score “unacceptable” for all math areas and “low” or “unacceptable” for Reading and Language which indicate that this is still a growth area for JFKHS.

### **WASC Recommendation #2 – Communication**

1. *Teacher absenteeism needs to be further reduced in order to ensure the highest quality of instruction possible.*

Teacher attendance has shown a steady increase of two percent over the last three years. The school has implemented Standard Operating Procedures to address teacher absenteeism. A teacher sign-in/sign-out log book is used in the main office. Teachers who show a pattern of absenteeism are required to produce a doctor’s certification note. Salary increments can be denied based on teacher attendance records and an unsatisfactory evaluation.

2. *While visibility of the administration on campus has increased, further progress in this area is needed.*

Administrators in uniform are visible throughout the campus from 6:30 AM to 3:00 PM. All administrative services are located in one central area for effective communication purposes. At least one administrator is present at all school meetings. Staff surveys indicate that administrator presence is not an issue. The Visiting Committee also observed that the visibility of administration on campus is no longer an issue.

3. *More timely communication with all stakeholders needs to occur related to the location of the extended year program, summer school, and JFKHS for the 2009-2010.*

The school has utilized many different formats to communicate to their stakeholders regarding the transition of the school program and location for the 2009-2010 school year. Besides using the traditional methods (*school bulletins, email, phone calls, home mail, rallies, meetings*) the school has also had media coverage. However, the school admits that home-to-school communication continues to be an area of need and has included this in the Kennedy Action Plan.

### **WASC Recommendation #3 – Environment**

1. *The Department of Public Works, Task Force and all stakeholders need to continue to advocate for the new building to be completed as soon as possible.*

Teachers, support staff, parents, and students were actively involved in the following strategies to advocate for the new JFKHS building: monthly protests, rallies, student/faculty WAVE, and distribution of fliers regarding the JFKHS rebuild activities. The JFKHS fence was filled with signs created by parents, students, and teachers. There was a strong JFKHS Rebuild presence at PTSA meetings, faculty meetings, DOE meetings, Government agency meetings, legislative hearings and meetings with the Governor. The school received media coverage and progress was reported on PDN and Kuam News. The final result is that groundbreaking for the new JFKHS occurred September 2, 2010, with completion scheduled for June, 2011.

In the meantime, JFKHS has been re-located to a temporary site owned by Core Tech. Core Tech has purchased equipment for the school and has provided maintenance and cleaning services for common areas on campus. The DOE has subcontracted Guam Cleaning Master to clean classrooms and offices.

2. *Teachers need to continue to be creative and resourceful in order to meet student educational needs while temporarily located at an alternative school site.*

When the school was re-located to the interim campus, each teacher was offered three desktop computers for their classroom, the Department Chair was offered a laptop, and each student was given a textbook for each subject to take home. However, the school still faces many challenges. The internet is not available to all staff at all times, and the intercom system is currently not working due to an electrical storm. Many teachers are using their own funds to help students receive internet access.

The Visiting Committee observed that school as a whole has been very creative and resourceful in order to meet student educational needs in their temporary “home.” Classrooms are well-furnished, classroom resources are provided, and facilities are very clean and well-kept. It is evident that the school has worked very hard to create a powerful learning environment for JFK students.

## WASC Recommendation #4 – School Improvement

1. *Data analysis and changes to instructional practices based upon student achievement data need to be sustained.*

The implementation of the Literacy Project is a school-wide effort to improve pre-writing and composing skills of all students. JFKHS students have always scored lowest in these two specific areas, and the school voted to concentrate on at least three and no more than five lowest scoring areas of the SAT 10 results. Each department is also encouraged to compare the local percentile score in relation to the national percentile score to determine specific growth areas. The Literacy Project has been very active in sharing common literacy strategies with staff and has created Literacy-to-Go Packets. Additionally, each teacher is encouraged to implement formative assessment strategies in the classroom.

Although SAT 10 results show that students have improved in the areas of pre-writing and composing skills, there is no systemic method for determining which strategies are most effective and where these strategies are being used. The staff is aware that there is a need to assess the effectiveness of the entire Literacy Project. The staff development team is currently gathering the data on the “use” of the Literacy Project. At this point, 87% of the staff regularly uses strategies from the Literacy Project. Once this data is complete, they will begin to assess the effectiveness of all strategies. They will then start to focus on other core areas such as math, science and social science.

At this time, data analysis is difficult for the staff at JFKHS. The DOE required all schools to utilize the Pearson School System. However, because the school does not have total access to the internet, many faculty are not able to review student achievement data on a regular basis.

2. *Increased teacher use of formative assessment is needed if increased student achievement is to occur.*

The Professional Development Committee prepares presentations of formative assessment strategies during faculty and staff development meetings, and then there are monthly follow-up meetings. In the 2009-10 school year, 15 common formative assessment strategies were shared. Then, each strategy was included in the Literacy-to-Go Packet and given to each teacher in the 2010-2011 school year. The school feels that the use of formative assessments over the last three years has resulted in an increase of student achievement in the areas of language, prewriting, and composing. Teacher surveys indicate that 30% of teachers are still in the “developing” (*or below*) stage of using formative assessments and 70% perceived their usage level at or above “Routine.” In order to make an impact on student achievement, formative assessments need to be used school-wide and on a continuous basis. With only 80 teachers responding to the

survey, it is apparent that formative assessments are not embedded into the school culture at this time.

3. *The faculty needs to transition to using standards-based, criterion-based assessment results to make decisions about the quality and effectiveness of the instructional program.*

JFKHS has made the transition to using standards- and criterion-based assessment results to make decisions about the instructional program. Using data analysis from the SAT 10 results has determined the schools' Professional Development focus. The district has initiated the Standards-Based Assessment Project which focuses on the development, validation, and implementation of criterion-based assessment tools in the core areas at the grade 10 level. JFKHS was well-represented at these meetings. Also, departments have updated the course description handbook and have sent representatives to meet with the DOE representatives.

Also, for the self-study, each department completed an Evidence Alignment Worksheet for each course taught. These worksheets indicate how each course is aligned to the school ESLRs, Essential Content Standards, formative strategies, and the Literacy Project. The school needs to continue efforts in this area to determine the quality and effectiveness of the school programs.

4. *Increased student access to and utilization of technology is necessary if students are able to successfully achieve the Expected School Wide Learning Result of being "Technologically Literate."*

In 2009-10 the school received 568 computers, 44 laptops, 45 TVs, and 45 VCRs. There is essentially a computer in every classroom. Unfortunately, the temporary school site does not have full internet access for students and staff. However, the staff has been very resourceful using personal resources to help students have access to the internet. All students enrolled in Business courses and Guam Community College courses have access to technology. Students are also encouraged to use the many community resources that are available.

Students are able to utilize the classroom computers for projects for all content area classes, such as portfolios and Power Point presentations. The return to the JFKHS Tumon campus is expected to increase access to internet in every classroom, thereby increasing student technological literacy.

### **Chapter III: Self-Study Process**

John F. Kennedy High School used the self-study process to foster school wide collaboration and reflect on student learning and school needs. They also used this process to refocus energy and resources on a common purpose: what are students doing and what are they learning? The school staff addressed the parameters of the Self-Study and used the process to build collaboration among all stakeholders; they also used the process to re-examine and revise the school mission statement. In addition, every certified staff member served on two groups: a home group and a focus group. Support staff members are equally represented among the four focus groups. Parent, student, and community groups were involved through work on parent and community committees and surveys. The self-study process was conducted in a systematic, collaborative manner to present an accurate reflection of the school's program for students. The school has presented an open and honest summary of facts, strengths, and challenges.

The self-study outlines the school's programs and the expectations for student achievement. The study also illustrates areas of growth the staff feels are not only necessary to sustain student achievement but also to reach school wide learner expectations. It is clear the stakeholders were concerned with conducting the study in an open and transparent manner. Information and data are shared among all members of the school community.

Strategies used to assess student learning depend heavily on SAT 10 data. Student learning is also aligned with the ESLRs, content standards, formative assessments, the Literacy Project, and SAT 10 objectives. Also, because SAT 10 results indicated student low achievement in pre-writing and composing skills, the school established the Literacy Project, with a goal of encouraging all teachers to practice research-based literacy strategies to improve student learning in the classroom.

The school wide action plan (SIP), which is updated annually, was drawn up by the school leadership team and includes responses and actions to former WASC recommendations. The school also incorporates a five-year plan that addresses school improvement and student achievement through staff professional development and monthly faculty meetings.

School leaders have accepted the role of ensuring the effectiveness of the self-study process. Through the implementation of common preparation periods for accreditation coordinators and focus group leaders and consistent communication with home groups, they have worked to implement the school improvement process. In addition, to establish adequate dialogue and rapport necessary for communication and collaboration, the JFKHS Accreditation Coordinators communicated twice a month with the WASC Chairman. Progress reports of the self-study, a calendar of school events, and updated information were e-mailed for his review.

To examine student achievement of school-wide learning expectations, the visiting committee met with school and community committees, reviewed student data, met with focus groups, and observed classroom instructional activities. Results of these activities provided a

sampling of student learning. The school needs to continue the development of systematic methods of collecting, analyzing, assessing, and using student performance data results to align the curriculum to improve student academic performance. Evaluation of programs should be in line with established standards and best practices to determine their effect on student learning. This will help establish collaboration across the curriculum and ensure alignment and uniformity with course learning expectations and outcomes.

## Chapter 4: Quality of the School's Program

### Part A-1: Organization for Student Learning

#### Response to School Purpose

The purpose of the school is defined by its Mission Statement:

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

The statement contains both clear and ambiguous language. It reminds the readers that schooling is developmental, that the school exists on an island and that the school community values high achievers. What is not clear at first glance is the definition of "globally primed".

Focus Group A said, "ESLRs are incorporated within the phrase 'globally primed'. Responsible Citizenship has expanded to include political, humanitarian, and ecological responsibility, Problem Solving to include thinking skills necessary that expand beyond the island of Guam and the United States, and Effective Communication and Technological Literacy so necessary in the age of the internet." (p. 14)

Members of the PTSA say the Mission Statement reflects their desire for the students to be "primed" or prepared with the knowledge and skills they need to be confident, competent where ever they go. Parents and teachers expressed their desire for students to be adaptable and competitive in the islands, the US mainland, and Asia.

The purpose of JFK is further defined by its Expected Schoolwide Learning Results (ESLRs):

#### **Responsible Citizens**

- Who demonstrate respect for others
- Who display appropriate behavior
- Who are productive with efforts, time, and resources

#### **Problem Solvers**

- Who follow directions
- Who produce correct results
- Who work to overcome obstacles

#### **Effective Communicators**

- Who adapt communication modes to context
- Who collaborate to achieve a common goal
- Who question for greater comprehension

#### **Technologically Literate**

- Who apply diverse technology to solve real world problems
- Who effectively utilize technology in research and production
- Who use technology to support and enhance learning

JFK has given high priority to schoolwide implementation of the ESLRs as evidenced by its ongoing efforts to clarify the meanings, to sample and assess student achievement of the ESLRs, and report the findings as trend data. The school's ESLRs can be seen in a real world application as evidenced by the persistent and public effort the faculty, staff, students and parents put into their goal of returning to a brand new school at their former Tumon campus site.

*Evidence: Self-Study Report, Guam television websites, Classroom observations, Construction schedule for JFK's new campus, ESLR Rubric*

## **A2: Response to Governance Criterion**

The governing authority of the DOE resides in the Guam Education Policy Board (GEB) that has general supervision and control of the DOE (Public Law 30-183), the District Office Superintendent (Department-wide statutory duties for daily operations) and School level administrators. The Guam Education Board (GEB) formulated Guiding Principles to meet students' educational and occupational needs. The principles are listed below (*with emphasis added by the Visiting Committee*):

### **I**

Each student should develop a philosophy of life that includes dignity and direction, thereby enabling him to cope with technological and ideological changes; therefore, the schools should employ every means available to help make each student more considerate of others and more capable of contributing to his fellow man.

### **II**

The schools should educate each student to develop human relationships that are relevant in the home, at school, on the job, and in the community.

### **III**

The schools should seek to instill in each student a sense of civic responsibility to the local community, to the Territorial government, to the Federal government, and to the world community.

### **IV**

The schools should assist each student to become a productive citizen, to develop economic independence and to become an efficient consumer.

### **V**

The school should provide opportunities for exploring the world of work and for developing career-consciousness in terms of occupation and higher education. As preparation for a life in which employment is a fundamental part, educational opportunities should be provided for students who wish to be trained in job-entry skills prior to entering the labor market.

### **VI**

The school should be cognizant of the increasing amount of leisure time and encourage students, through school activities, to use their time in ways that are constructive to themselves and to their society.

### **VII**

The educational system should encourage and maintain the highest degree of professionalism. This should be reflected by the attitudes and actions of the Guam Territorial Board of Education, the district administrators, the school administrators, the classroom teachers, the classified staff and parents.

### **VIII**

The Government of Guam should provide school plans and sites that provide the best possible instructional environment and should direct it toward increasing the quality of educational facilities. A continuous

construction program should be maintained that recognizes increased enrollment, technological change, safety and recreational facilities. (*Emphasis added*)

Additionally, the GEB has adopted Major Goals to encourage success in Guam public schools.

1. Graduate all students and prepare for post-secondary education and/or gainful employment
2. Students will progress from one level of schooling to another to successfully graduate from high school
3. DOE personnel will meet high standards of qualifications and strive for professional development
4. School facilities will meet high standards for health and safety and create a conducive learning environment
5. DOE operations will maximize critical use of limited resources and meet high standards of accountability. (*Emphasis added*)

The GEB's principles, especially philosophy of life, coping with change, relevant human relationships, civic responsibility, productive citizenry, and increasing the quality of educational facilities, are implemented at JFK as evidenced by its anticipated return to a renovated Tumon campus. The school has several programs that prepare students for the world of work and post-high school pursuits. A partnership with Guam Community College (GCC) supplements the academic programs and allows students to start earning college credits and work experience in the community while earning high school graduation credits. Converting all faculty meetings to professional development sessions and providing resources for off-campus and off-island training supports the teachers' learning; students say the majority of their teachers make learning interesting and fun; parents also commented on the caring professionalism of the administration, faculty, and support staff.

JFK's faculty is expected to implement GEB's policies, goals, curriculum standards and parameters; they are also encouraged to be innovative. JFK teachers use the ESLRs as a springboard to upgrade programs, e.g., the Literacy Project, Robotics activities, and the Air Force Junior Reserve Officers Training Corps (*AFJROTC*), with a global studies emphasis.

The principal delegates policy implementation to the professional staff through the members of the school's Leadership Team: Administrators, Department Chairpersons, Division Heads, and two Accreditation Coordinators. (p.111)

The Department Chairpersons are elected by the members of their department, and their roles can be found in the Collective Bargaining Agreements between the GFT, AFT Local 1581, AFL-CIO and the Guam Education Board for Guam Public School System Faculty & Staff. The larger departments (*English, Social Studies and Mathematics*) have two chairpersons.

The Focus Group's survey indicates 76% of teachers agree that the governing authority adopts policies that are consistent with the school purpose and support achievement of the ESLRs and 72% of teachers agree that the JFKHS governing authority delegates implementation of policies to the professional staff, that the policies are consistent with the school's purpose, and that they do support the achievement of the ESLRs.

Focus Group discussion and teacher interviews surfaced policy and procedural concerns about teacher absenteeism:

1. Insufficient substitute pool for the size of the faculty; District funds provide for six (6) substitutes but the average daily need is close to 12 due to a variety of

approved long-term leaves of absence, short term illnesses, attendance at off-campus professional development, etc.

2. Lesson plans provided but not implemented by aides who often substitute but lack sufficient training
3. Some teachers' late arrival, early departure and non-attendance at required meetings

The governing authority requires all schools to submit the GEB Monthly report that summarizes all instructional and operational activities relative to Public Education Goals. The schools are required to develop School Improvement Plans that support the District Action Plan. Annual School Report Cards include SAT10 results, school passing rates, graduation rates, dropout rates, discipline incidents, and attendance rates. The School Characteristics provides information on employee attendance and the school improvement plans. JFK's administration, faculty and staff analyze SAT10, ESLR, Learning Snapshot/Walkthrough, and Student Shadowing assessment data. The Focus Group's survey indicates 81% of teachers agree that program results are being monitored.

*Evidence: Self-Study Report, Focus Group session, Administrator meetings and teacher interviews*

### **A3: Response to School Leadership Criterion**

According to the Organization for Student Learning Survey results, 84% of all teachers say the administration makes decisions that focus on student achievement and the ESLR results. The teachers are required to incorporate the ESLRs in their lesson plans and daily activities. The schoolwide Literacy Project uses an "Analyzing Evidence" form that indicates the ESLRs addressed with each Literacy Project submission. The school leadership ensures that unit plans, lesson plans and student work samples are available. Colorful murals and bulletin boards focus attention on the ESLRs in the cafeteria, hallways, and other common areas.

The Professional Development Committee oversees the processes and status of schoolwide improvement programs. The Literacy Project and formative assessment strategies are teacher driven. The report says that teachers have organizational ownership of projects and direct interest in their results. According to the Organization for Student Learning Survey results, 59% of teachers agree that the administration empowers faculty. The administration is perceived as providing resources such as photocopying, equipment and logistical support.

The school leadership has taken several actions to increase commitment, participation and shared accountability for student learning. The campus is calm and business-like. Standard Operating Procedures (SOPs), Administrative and Support staff assistance, and professional development supports the teachers' commitment to helping the students learn. Focus group meetings, classroom observations and teacher interviews indicated that teachers are empowered to be instructional leaders and followers who can and do initiate schoolwide instructional improvements and higher levels of student achievement.

*Evidence: Self-Study Report, Focus Group meetings, classroom observations and teacher interviews*

#### **A4: Response to Staff Criterion**

All school administrators and teaching faculty hold certification credentials for their respective positions. The support staff (*custodians, school aides, clerical*) must have graduated from an accredited high school or earned a General Education Diploma (GED). Some support staff may be temporarily assigned to another classification of position in the case of a vacancy. The Effective Schools Survey Results SY 2010 indicates that the teachers rate academics and student achievement as their highest priority. Their highest area of concern is in the category of Positive Home School Relations, which school leadership and staff have tried to improve through electronic communication.

Several professional development training opportunities for faculty and support staff are listed in the Self-Study, but there is no summary data regarding the number of faculty and staff members who participated in the events, although sign-up sheets were available in the Accreditation Office. The report says "All substitute teachers were given mandatory training offered by the district office prior to employment." Training is a one-day session. There is shortage of substitute teachers due to funding cuts.

*Evidence: Self-Study Report, Administration meeting, District meeting*

#### **A5: Response to School Environment Criterion**

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

The JFKHS community is culturally diverse with students and teachers from 'hundreds of miles around the Marshall Islands to the Far East', with the majority of students coming from the Philippines and Micronesia. In addition to English, the school's mission statement and ESLRs have been translated into five additional languages: Marshallese, Palauan, Chuukese, Tagalog, and Chamorro.

Safety of the campus is enhanced by trained school aides; the campus is cleaned by Guam Cleaning Masters personnel, who also provide supervision to students who perform service as an alternative to being suspended from school. In November 2010, 72 % of 1,069 student respondents say they've never been bullied in school, and 67% of 996 respondents say they feel safe at school.

A Parent Family Community Outreach Program social worker assists the principal and assistant principal in providing parents with workshops relative to school policies, parent and student responsibilities, and general interest topics such as alcohol and drug prevention.

A variety of activities, clubs, and celebrations honor the cultures, interests, and talents of the students. There are a variety of sports and approximately 200 student athletes; the duties of an Athletic Director are assigned to a teacher who uses his preparation period and after school hours to coordinate the program. Similarly, the duties of a Student Activities Coordinator are assigned to a teacher.

*Evidence: Self-Study Report, Focus Group meeting*

The school environment is characterized by a respect for differences and caring professionalism among the certificated, classified, and casual employees. When asked “What’s the best thing about this school?”, the students praise their teachers for making school interesting and fun. Although there are a few teachers who aren’t happy, the vast majority of the faculty and staff are energetic, cooperative, hopeful, and committed to the school’s mission for preparing students for life after high school. They perceive themselves as members of a family who work hard and can be counted on to help each other. Collaborative teamwork is evident in many Departments, in the Freshman Academy, and in the Guam Community College Academies.

The school Principal and Assistant Principals and Security Aides have worked hard to establish and maintain order, so the teachers can teach and the students can learn in a clean and safe environment, despite the huge challenges and daily irritations the school has endured the past three years. The WASC committee could see that the JFK high school community has overcome a crisis situation together, which is evidence of cohesiveness. The faculty and staff have the experience and momentum to move to the next level of supporting and achieving high expectations for increasing numbers of students.

*Evidence: Self-Study Report, Focus Group meetings, interviews with faculty and staff*

#### **A6: Response to Reporting Student Progress**

JFKHS submits monthly student progress reports to the District Office; each year it also submits a summative report “Annual School Report Card”, as mentioned earlier. Teachers give students mid-quarter progress reports with each student’s grades, attendance, and comments to be shared with the parents for acknowledgement. Some teachers issue progress reports every three weeks.

In addition to the School Report Card published by District, the school has a website that the community can access. Publicity about the new campus has helped maintain a high profile in the print and electronic media.

*Evidence: Administration meeting, District Office staff meeting, Accreditation evidence*

#### **A.7: Response to School Improvement Process**

The District Action Plan is the over-arching plan for student achievement in the district. The Luchan District Plan, which obtains funding from the American Recovery Reinvestment Act, identifies unique needs of the community. The JFKHS’s Five-year Plan and School Improvement Plan (SIP) complement the Luchan District plan with specific foci on student achievement grounded in research-based and best practices in teaching, learning, and leadership. The timeline is grounded in the Kennedy Action Plan (KAP).

In the past three years, the faculty, staff, and students were removed from the Tumon campus to a shared campus with George Washington High School in Mangilao, to a temporary facility in Tiyan. A public relations campaign involved parents, staff, alumni, and community members who won the battle for a high school on the Tumon site. The school leadership has had outstanding community support.

Concerns surfaced relative to whether the school leaders are effective in guiding the school. "School leadership" includes having authority and power to make school decisions; the Principal is responsible and accountable for effectively guiding the work of the school. He has delegated appropriate authority, power, responsibility, and accountability to his five (5) Assistant Principals. Collectively they are known as "Admin".

The school leadership team is primarily Department Chairpersons and the Administration. Teacher roles and duties are clearly outlined in the teachers' contract, but what is unclear is their role as decision-makers on matters that affect the members of their departments. For example, the Focus Group members expressed concerns about the Master Schedule process and decisions, the implementation of homerooms, scheduling of preparation periods that limit student access to courses, use of classrooms during non-teaching periods that impact teachers, etc. A chairperson explained, "Admin needs to clarify the decision-making parameters. If the role of a chairperson is to give input and Admin will make the decision, that's fine, but don't attribute the decision to "the leadership team". Clearly defined roles, freedoms, limits, and a process chart would help the school's teacher leaders more effectively guide the work of the school. Administration monitors and is accountable for school-wide action plans.

*Evidence: Self-Study Report, Focus Group meetings, Administrator Meetings, teacher interviews*

### **Areas of Strength**

- The school's Purpose, Vision, and Expected Schoolwide Learning Results are concise and relevant to the needs of students and guide the work of the school.
- The school management is enhanced by Standard Operating Procedures, meetings, communication efforts.
- All school personnel are highly dedicated to increasing student learning results and to providing a powerful and caring learning environment.
- Teacher leadership of school-wide professional improvement of research-based instructional strategies.
- Various avenues for disseminating information to the school community.
- Partnership with Guam Community College that supports the school's efforts toward students' career and college readiness.
- Smaller learning communities including Freshman Academy and Guam Community College's career-training programs.
- Students' academic effort, school involvement, and talents are an asset to the school.

## **Areas of Growth**

- Involve Department Chairpersons in creating a balanced master schedule that ensures adequate certified personnel to meet student course needs.
- Continue to define the decision-making roles, parameters and processes to support school and instructional improvement.
- Provide avenues for faculty and staff to express and resolve concerns.
- Increase the number of qualified, trained substitutes so that student learning is not interrupted by teachers' absences and attendance at professional development activities.
- Refine vertical articulation meetings with departments, feeder schools, and post-secondary institutions.
- Promote student participation and school activities that will highlight cultural diversity and awareness so students can become more culturally sensitive.

*Evidence: Self-Study, Focus Group meeting, Administrator meeting, faculty interviews*

## Chapter 4: Quality of the School's Program

### Part A-2: Curriculum, Instruction, and Assessment

*B1: To what extent does the school provide a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected school wide learning results through successful completion of any course of study offered?*

JFKHS students are provided with a rigorous, relevant, and coherent curriculum that supports the achievement of the ESLRs. One way that the DOE strives to improve these three aspects of the district-wide curriculum is by examining and revising the District Action Plan (DAP). Self-reporting data from faculty shows upward progress in all ESLRs at all grade levels. The school uses the SAT10 Thinking Skills scores to measure the Problem Solver ESLR. The Thinking Skills category has also shown modest but definite improvement for all grade levels over the past 5 years.

JFKHS attempts to acclimate freshmen into secondary level academics through its Freshman Academy (FA). All freshmen classes (*and only freshman classes*) are located in two adjacent buildings at one end of the campus. A typical freshman schedule includes a math class, a science class, a social studies class, and an English class out of a six-class schedule. FA appears to provide a safe, comfortable environment for 9<sup>th</sup> grade students to make the transition to high school. An area for focus needs to be in implementing a program to identify low-performing freshmen at an early stage and to intervene to reduce the high number of failing grades, particularly in math and English. Classes for upperclassmen include a good range of subjects. Some special courses include robotics, ballroom dancing, an excellent culinary program, carpentry and plumbing, auto mechanics, nursing, and science classes that allow students to dissect roosters (*the losers in a local, legal cock-fight*). In regular classes students participate in a large number of projects that are engaging and allow students to be creative. One area for continued growth is to increase the number of advanced core academic classes.

The school's effort to improve curriculum is embodied in a Five-Year Plan for professional development that includes the following components: Literacy Project, standard-based instruction, research and evidence-based instructional strategies, formative assessments, and the academy concept. There appears to be substantial professional development opportunities for faculty, but the Self-Study Report does not show exactly how many hours each teacher spends in professional training beyond the district-wide two days requirement. JFKHS attempts to maximize its professional development expenditures by having those faculty members who have received training share that information with other faculty.

*B2: To what extent does the professional staff a) use research-based knowledge about teaching and learning, and b) design and implement a variety of learning experiences that*

*actively engage students at a high level of learning consistent with the school's purpose and expected school wide learning results?*

The self study report indicates that the use of research-based knowledge comes from "Learning Snapshots" and "Student Shadowing." Learning Snapshots results reveal that students are most often engaged in receiving information, followed by engaging in class discussion, and working independently. This may be an indicator of passive learning rather than active learning. Classroom observations by the visiting team appear to have confirmed a degree of effective teaching, but top-down teaching seems to be the norm. However student engagement was high. Student Shadowing results also indicate that students are most likely to be engaged in listening, writing and reading respectively. The Student Shadowing Results attempt to tie in the ESLRs to faculty observations of the students. Observers report seeing students exhibit the characteristics of "Responsible Citizens" 81% of the time; "Problem Solvers" 77% of the time; and "Effective Communicators" 74% of the time. While this data is highly subjective, an examination of daily lesson plans shows a significant number displaying both the relevant Standard and/or Benchmark as well as the ESLR perceived as applicable to the daily class objective.

An apparent strength revealed in the observations and the curriculum focus group was the degree of cohesiveness and cooperation among the faculty. There appears to be a high degree of unity and cooperation among teachers in making adjustments in areas such as adopting formative assessments and implementing a horizontal alignment for department curriculum. This is being done not only to raise the overall level of achievement, but also helps to maintain a stability of educational expectations in an environment of fluid faculty assignments with respect to both existing and new personnel.

The types of summative assessments employed by JFKHS faculty include section, chapter and unit tests; projects; presentations; essays; research papers; and the SAT10. JFKHS provided an extensive and highly organized library of student work product evidencing application of each of assessment methods. Further evidence is posted on most classroom walls. The evidence supports the claim of a wide variety of assessments in use throughout the school.

*B3: To what extent a) is the teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessments results the basis for measurement of each student's progress toward the expected school wide learning results; c) are the assessment results the basis for evaluation and improvement of curriculum and instruction; d) are the assessment results the basis for the allocation of resources?*

The Self-Study Report reports that use of formative assessments was one of the greatest areas for needed improvements for freshman. Teachers in the curriculum focus group report that formative assessments have been incorporated into the JFKHS faculty culture so extensively that it is now a standard practice among teachers. The view of the focus group would tend to indicate

confirmation of the March 2010 and February 2011 self-surveys that most faculty members are using formative assessment strategies to improve performance. However, the two surveys had response rates of about 75-80%. It cannot be assumed that non-responding faculty employ formative assessments at the same rate as responders. Nonetheless, faculty members attribute improving SAT10 scores in part on the routine use of formative assessments to identify low-performing students in need of particular attention. JFKHS classes often are composed of students with a wide disparity of academic abilities. Teachers identify formative assessments as effective in identifying those disparities, and have allowed them to move on to shaping strategies to meet those diverse needs.

Most teacher lesson plans include the ESLRs and their place in the lesson objectives. Student samples supplied by the administration include "Analyzing Evidence" score sheets which appear to be the data used for Student Achievement data tables presented on pages 120-122. Self-evaluation of the data by JFKHS concludes their methods to be a success. Proof of that success comes in the SAT10 scores. With the exception of Language Arts, JFKHS students compare reasonably well against the national average.

Allocation of resources made in response to assessment results in the fields of prewriting and composing consists mostly of training provided in monthly faculty meetings and two self-financed trips abroad by teachers for professional training. A growth area for the school may be to reallocate funding for teacher training in the field of Language Arts and math.

#### **Areas of Strength:**

- Strong collaboration among professional staff
- Research-based instructional methods
- School wide emphasis on professional development focusing on improving student learning
- Literacy Project
- ESLR Rubric which was redesigned to be more effective
- Actively working toward greater implementation of formative assessments
- Motivation and work effort of the faculty

## **Areas of Growth**

- Increase the number and rigor of advanced core academic classes
- Separate the Literacy Plan and give it its own focus
- Develop and implement a process to assess the effectiveness of the strategies implemented from the Literacy Project

## Chapter 4: Quality of the School's Program

### Part A-4: Resource Management and Development

*To what extent are the resources available to the school sufficient to sustain the school's program and effectively carry out the school's purpose and student achievement?*

#### *Allocation*

John F. Kennedy High School administration allocates resources based on input from the Department Chairpersons (DC), who gather input from their respective department teachers. Several sources of data are referenced as being used to make allocation decisions; however, **how** they use the data to make decisions is not elaborated.

The discussion with the Focus group D confirmed that input from teachers is gathered by the DC when resources are purchased. However, teachers do not use data to decide what to request. Instead they rely on perceptions of what they need or want to teach the content. The Focus group D survey indicated that 48% teachers did not believe the allocations reflected the school's goals.

#### *Practices*

JFK has Standard Operating Procedures (SOP) to manage all resources, instructional or otherwise, for the campus. Training for SOPs occurs at orientation, where procedures and rationale are explained. There is also a quick-reference guide to all SOPs on campus. The textbook and instructional materials SOP is fairly new, beginning this school year in 2010, accomplishing a Kennedy Action Plan goal. The SOP to access student organization Non-Appropriated Funds (NAF) is very transparent; however, teachers surveyed felt it was too cumbersome. Not all organizations with NAFs keep their records up to date. SOPs are created by the district and by the school depending on the scope of the SOP. School created SOPs are teacher driven according to Focus group D.

#### *Facilities*

The JFK campus is under construction at this time, so facilities that house the school are temporary. Several government regulatory agencies are involved in assuring safety and functionality of the temporary campus with periodic inspections. There are several challenges with the temporary facility; however, the resilient staff has made the campus an effective learning environment despite these challenges. Some challenges include: substandard science laboratories, art studios and PE facilities; inadequate library space, non-existent internet connectivity across campus, lack of communication devices within the classrooms, and a broken

bell system. Most alarming is the lack of access for some students with disabilities in relation to mobility. The counseling office and media center ~~are~~ located on the second floor and are not available to students who have mobility issues. Counselors accommodate these students by meeting with them downstairs; however, no accommodation was mentioned regarding the use of the media center. There is a computer lab on the first floor in one of the buildings that students with mobility issues have access to, but internet is not available on this part of the campus. Despite a serious lack of adequate science facilities, student achievement in this area has not suffered; it has in fact grown.

The District shared its plan to purchase extensive technological resources and equipment for all schools in the next 3 to 5 years. The new JFK facilities will be equipped to utilize these resources. Maintenance and cleaning of the facilities are done by custodians on campus and with outside contracts. The external contracts are subject to suspension due to austerity; however this is not an issue at this time.

#### *Instructional materials*

Teachers maintain an active textbook inventory and turn it in quarterly for assessment and data in purchasing additional supplies to augment any loss. In order to preserve the functionality of the Xerox machines, teachers submit material to be copied at the Finance Operation and Administrative Services (FOAS) office. All teachers can submit requests for supplemental technology to assist in instruction such as: projectors, printers, TVs, VCRs, computers, and other electronic devices. However, the availability of this equipment is severely limited. Many teachers fundraise or use their own personal technological devices and internet service in order to supplement their teaching. Focus group D shared their need to acquire the technological equipment to supplement instruction with the use of technology in order to support their ESLR.

#### *Well-qualified staff*

All teaching and administration staff must hold certification credentials for their respective positions. Hiring is dependent on the school's budget. There is a formula applied to decide projected staffing patterns. Staff development and training is year round with the monthly Faculty meeting as a conduit for the professional development. This monthly staff meeting has transformed into a learning community for the school.

It is evident that most of the faculty is well-qualified as student achievement has not suffered despite the serious challenges this school has encountered over the last three years.

*To what extent do the governing authority and the school execute responsible resource planning for the future?*

#### *Master Resource Plan*

The school maintains inventories of fixed assets, textbooks and supplies and materials. However, there is no actual plan. This is supported by the survey results that 48% of teachers do not believe the allocations reflect the school goals.

#### *Use of Research and Information*

The report listed several types of references used to guide decisions, however it was not detailed how they use this information to guide decision making.

#### *Involvement of Stakeholders*

There are some mechanisms in place for input to be gathered from stakeholders and to disseminate information to stakeholders. Department chairs gather input from their content area teachers to give to the leadership team for deciding on instructional equipment and supplies.

There is a deep split in perception of input being used in making these decisions, with 42% agreeing and 44% disagreeing that their input was taken for the Master Resource Plan. The Focus group explained that this particular survey question was worded in a way that confused people as to what was being asked, which may account for the split. Additionally, they do not have a Master Resource Plan to have given input for. Students were not asked for their input regarding the master resource plan. About 73% of teachers agree they were involved in some way with assuring the campus was built at the original JFK site. However, only 40% agreed that their input was used in selecting collateral equipment for the new campus.

#### *Informing*

The school utilizes several modes of communication through the school's bulletin, websites, notes home, faculty emails, memos, the media and more. Teachers in Focus group D shared how this administration communicates extensively through email. They receive electronic copies of all documents and are solicited for input on resource purchasing such as textbooks and supplies. The school holds very public budget meetings using the local television media as a conduit to inform stakeholders of any major developments or financial needs. The meetings are publicized in advance through the newspaper and notes home to students. The school website has up-to-date information on meetings, activities and announcements for any stakeholder to access. The school also has a popular Facebook page dedicated to the rebuild

project. JFK is able to sustain and support the school's purpose and student achievement through the commitment and collective efficacy of the teachers and staff.

**Areas of strength:**

- Collective efficacy of all stakeholders
- Effective use of intangible resources, such as utilizing teachers as instructional leaders
- Resilient staff making do with what they have
- Positive growth in student achievement despite challenges of lack of resources and facilities
- Established Standard Operating Procedures to facilitate processes
- Teacher leaders mentor and provide professional development for the whole faculty

**Areas of growth:**

- Data-driven decision making for resource and equipment procurement
- Creation of a Master Resource Plan
- Comprehensive stakeholder input
- School goals should be reflected in the plan for purchasing resources
- Repair of the bell and intercom systems

## Chapter 4: Quality of the School's Program

### Part A – 3: Support for Student Personal and Academic Growth

#### C1: Student Connectedness

*To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results?*

JFKHS provides a wide range of curricular and co-curricular programs that provide services for the students. In addition to the basic academic curriculum, the school provides services that extend beyond the classroom. Such services include a Nursing Office that addresses medical and health issues, an athletic program that monitors academic/attendance of student athletes, the Freshmen Academy program, and the Counseling department, which primarily addresses academic and vocational planning. Other programs include the Tourism Academy, Student Government, the University of Guam AmeriCorps, Upward Bound program and National Honor Society which provide student tutorial services during lunch and after school. Designated tutorial areas have been identified in addition to tutoring offered by teachers during lunch. The school also has a staff that volunteers to open and supervise the media center for students in the early morning before classes, which provides a place for students to complete homework assignments.

The school's Special Education department works collaboratively with teachers to meet the educational needs of students with special needs. Sheltered (*Language Other Than English*) classes are provided for students with limited proficiency in written and/or oral language skills. Additionally, the school has an English as a Second Language (ESL) program composed of Freshmen Academy teachers, SPED, Curriculum Resource Teachers, and classroom teachers, which provides tutoring for non-English speakers during break and after school. The school has implemented a host of school programs that provide services to its students that support academic growth. As a complement to academics, the school also provides programs that address social and personal growth (*which includes Inafa'maolek, a peer mediation program*).

PTSA meetings are held monthly and provide opportunities to share recommendations to improve student performance. A social worker assigned to the school functions as the Parent Family Community Outreach Program coordinator to conduct visits to student homes when communication attempts by the school are unsuccessful. The social worker functions as a liaison between the school and the home for ESL/ELL students, teenage pregnancy, and various other student issues requiring further interventions.

Standard operating procedures exist for student behavior and attendance referrals via the school's handbooks, student planners, and the school's website address. Academic and attendance contracts are also available for students as a form of intervention when the need arises. Students with discipline or attendance issues are referred to either a Truant Officer or placed on discipline and attendance contracts. Inafa'maolek or Peer Mediation is used to complement the discipline procedures of the school. Feedback from the administration regarding mediation helps improve the discipline process. Repeat offenders, for whom intervention at the school fails, are referred to an alternative school.

JFKHS has implemented strategies for student growth and development. Such programs include the Guam Community College (GCC) and School To Work (STW) programs, the display of the

Behavior Matrix which is prevalent around campus, a mentorship program with UOG professors, the Literacy Project, Freshmen Academy, and a great deal of additional programs that address both academics and career and personal growth.

There is an ongoing collaboration with GCC to offer courses that separate the educational track from an academic track to a vocational track beginning in the sophomore year. Contingency plans exist for students who opt out of the GCC track or are at-risk of not graduating via night/summer school or Eskuelan Puengi for credit restoration. Additionally, students also have the STW program that provides them the opportunity to earn fieldwork experience and class credits. STW provides an additional option for students who are not involved in the academies, as well as the GCC program. The Tourism Academy is another opportunity for students to experience aspects of the Hotel industry (food preparation, presentation, etc.).

The Freshmen Academy, as well as the other school initiatives such as the Literacy Project, high light the school's accomplishments. However, the data indicates there has been a significant increase in Freshmen Academy failure rates from the Class of 2010 to the Class of 2012. Although intervention programs are being implemented in the school, more rigorous programs may be needed to increase student academic achievement. Also, vertical articulation with the school's feeder schools is in progress and can be a positive impact on student achievement.

With at least 17 chartered student organizations, all with three or more staff advisors, students are given a variety of opportunities to address the school ESLRs. Additionally, sports programs are scheduled quarterly to maximize student participation. It seems to be the general perception of both students and parents via the Support for Student Personal and Academic Growth Survey, that the school has been providing the necessary student personal and academic services to meet the school's ESLRs.

## **C2: Parent/Community Involvement**

*To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

Parents have indicated through a survey that the school provides assistance when parents come to the school. Mediums of communication from the school to the parents include the typical communication methods, plus a Marquee, emails, school bulletins and the Professional Development Education page. School bulletins are also posted on the school's webpage within a 24 hour period by an assistant principal. Hard-to-reach parents are communicated with by a social worker that is assigned to the school. Although a high percentage of teachers agree that the school encourages parents to come to school and encourages parental involvement at home, the Effective Schools Survey indicates that the Positive Home School Relations still remains a lead concern for faculty and parents.

JFKHS's community involvement extends beyond presentations and speakers coming to address students. Career days, the STW and Passport-to-Career programs involving government agencies and private businesses, and the GCC program have all been great additions to the curriculum/co-curricular programs of the school.

The overall variety and diversity of the programs at JFKHS provides the support and services that allows the students to grow academically and personally while addressing the schools purpose and ESLRs.

### **Areas of Strength:**

- Freshman Academy counselors are visibly involved in classroom presentations in addition to the academic and vocational guidance they provide for their grade level.
- Resiliency of the school community and the strength of the JFKHS is complemented by a family-oriented atmosphere that drives the operations of the school.
- The incorporation of Inafa'maolek Peer Mediation with student discipline provides practical application taught in the program while increasing the effectiveness of student discipline.
- Positive student behavior can be seen on the school campus and is reinforced by the prevalence of the Behavior Matrix throughout the campus and the support of the staff and school aides.
- Parental involvement in school programs is present.
- Continual community involvement via private/government businesses have been critical components of the success of many of the school's programs.

**Areas of Growth:**

- There exists a need for increased involvement and visibility of counselors in other grade levels in the classrooms via group and classroom presentations.
- Further disaggregation and analysis of student data needs to occur to effectively implement of intervention programs. Intervention programs need to be targeted more effectively to increase student academic achievement.
- The support services in the Freshmen Academy needs to be replicated for all grade levels to increase student academic achievement.
- Increase recognition of student successes to the school community and stakeholders.

## Chapter 4, part B: School-wide Strengths and Critical Areas for Follow-up

“Resiliency” is the word that probably best describes the current state of mind of the students and staff of John F. Kennedy High School in Guam. This word, or synonyms of it, plus numerous examples, came up time and again in Visiting Committee conversations with individual students, staff, and parents, in addition to focus group meetings. The school has moved three times since December 2002, and twice in the last three years. It has been forced to share the campus of another high school twice, being forced into double session each time. Financial support from the Guam DOE has steadily declined. Administration has changed frequently, until the December 2008 appointment of its current Principal. The student population has been reduced by about 500 students since 2002. Students and staff have had to continually adapt to new classrooms, offices, playing fields, cafeterias, media centers, libraries, and campuses, yet the resolve to do the best they can with they have has not wavered. Being in the same place now for two years has added a temporary degree of comfort. Further, the co-operation of the many stakeholders in the JFK community – students, staff, alumni, parents, and community – to successfully lobby the Guam DOE, the Guam Legislature, and the office of the Governor of Guam to renovate and re-open JFKHS on its original site cannot be overestimated. This concerted effort has been a unifying force that will serve the JFK community well as it transitions back to its home base. However, the JFK community will have to cultivate a new outlet for its collective energies, starting in the 2011-12 school year.

Since the 2009 WASC Mid-Term Report, JFKHS has enthusiastically engaged in the process of addressing the 2009 VC’s noted areas of growth. This has included revision of the ESLR’s, developing an ESLR rubric, and aligning the ESLR’s with its SAT 10 scores, Guam DOE standards, and various assessment strategies, especially literacy. Further, tutoring services have been expanded, counselors have developed academic contracts for seniors to better insure their completion of graduation of requirements, special education IEP’s have been made current, the Guam Tourism Academy has been established, student attendance has improved, administrator visibility has increased, communication between stakeholders has been enhanced, use of data to inform instruction has increased, professional learning communities (PLC’s) have begun, and use of both formative and summative assessment has increased.

### Areas of strength:

1. Resilient staff and students
2. Creative solutions by staff to sub-standard instructional environments
3. Re-constituted ESLR’s aligned with test scores, Guam DOE standards, discipline, attendance, and literacy
4. Expanded tutoring opportunities
5. Enhanced communication between all JFK stakeholders

6. Faculty collaboration
7. Supportive alumni
8. Increased co-curricular and extra-curricular activities
9. Making professional development an integral part of faculty meetings
10. Increased partnerships with Guam Community College and the University of Guam
11. Strengthening the Freshman Academy program
12. Establishing the Guam Tourism Academy
13. Positive attitude of students and staff
14. Consistent direction, assessment, and accountability of administration
15. Improved SAT 10 scores
16. Student recognition at monthly PTSA meetings
17. Friendly, positive attitude of students
18. Positive, nurturing, and proactive campus security aides

**Critical Areas for Follow-up:**

1. Develop more rigor and relevance in core academic courses
2. Reduce drop-out rate
3. Increase parental involvement with more outreach
4. Continue improvements in communication
5. Maintain administrative support
6. Convert energy used for JFK renovation to collectively-determined new goals
7. Increase translations of school information for parents and community
8. Broaden action plans to include specifics for literacy, governance, and coordination
9. Continue development of PLC's
10. Add internet access to every classroom and office
11. Strengthen process of identification and support of struggling students
12. Improve alignment of ESLR's with curriculum and instruction

## Chapter 5: Ongoing School Improvement

The John F. Kennedy High School Action Plan was developed through a comprehensive process that began after the last WASC visit in the spring of 2009. The plan was re-visited in both department and all-faculty meetings, reviewed by the school leadership team, and then divided into three elements: Academics, Communication, and Environment. The 2011 WASC Visiting Committee, after numerous conversations with the JFK staff as well as amongst itself, feels that the JFK Action Plan could be more clearly defined in addition to being expanded. The VC feels that such revisions to the JFK Action Plan are well within the JFK community's resources and, if implemented, will enhance student learning.

### *Additional Areas of Growth Identified by the Visiting Team:*

1. Separate the Literacy Plan and give it its own focus.
2. Develop and implement a process to assess the effectiveness of the Literacy Project strategies.
3. Disaggregate student data in order to develop and target individual intervention programs toward low achievers.
4. Reduce drop-out rate
5. Increase the number and rigor of advanced core academic classes.
6. Develop a structured six-year academic plan that is aligned with JFK's feeder schools and includes regularly scheduled counseling sessions at all grade levels to cultivate a culture of college readiness.
7. Develop a program to publicly celebrate both student and staff improvement and achievement during the school day on a regular basis.
8. Continue efforts to improve communication.
9. Insure internet access to every classroom and office.
10. Continue efforts to align benchmarks, curriculum core standards, and ESLR's with assessment tools designed to help to identify students' specific educational needs.
11. Continue development of Professional Learning Communities
12. Increase administration visibility in classrooms to generate both formal and informal data that can be used to increase student achievement and support teacher effectiveness.
13. Consider creating separate Athletic Director and Activity Director positions with appropriate resources of funds and time.
14. Increase translations of school information in relevant languages for parents and community.
15. Strengthen the Homeroom Program with additional collaborative training for faculty and administration.
16. As time, funds, and other resources permit, expand the academy program
17. To the degree possible, develop common planning time for each department.

The JFK Action Plan, as it presently exists is a “user-friendly” school-wide document that will be strengthened by the inclusion of the above-noted suggestions and is feasible within existing school resources. The VC further believes that there is more than sufficient commitment to an enhanced action plan, both school-wide and system-wide.

**Existing Factors That Will Support School Improvement:**

1. An empowered faculty
2. Administrative leadership
3. Supportive parents, students, alumni, and general community
4. An emergent atmosphere of shared leadership and responsibility
5. The monthly inclusion of professional development in faculty meetings
6. A strong and growing commitment to professional development
7. A wealth of positive energy developed for the re-build of JFKHS
8. An energetic and motivated student body
9. A strong faculty commitment to effective classroom instruction

**Impediments to Improvement That the School Will Need to Overcome:**

1. Not capitalizing on the new school energy to support student achievement
2. Not recognizing the willingness of staff to be part of the solution to whatever problems may develop in the transition to the newly renovated school
3. A lack of commitment to effective collaborative leadership