

GDOE/ACS WASC SCHOOLWIDE CRITERIA FOCUS ON LEARNING

B. ORGANIZATION

Vision, Mission, and Schoolwide Learner Outcomes

2. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student. The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels.

Guided by the GDOE State Strategic Plan and supported by tri-level leadership (state, district, school), the school's vision and mission are defined further by academic standards, schoolwide learner outcomes, and the school's schoolwide action plan.

Governance

2. The school's program and operations are in alignment with a) the Guam Board of Education's policies and b) the Guam Department of Education's rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the professional staff and monitors results regularly and approves the GDOE State Strategic Plan.

Leadership and Staff — Data-Informed Decision-Making

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

Leadership and Staff — Schoolwide Organization For Student Achievement

4. The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

Leadership and Staff Criterion — Research and Professional Development

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

Resources

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

Over

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Curriculum — Student Participation in a Standards-based Curriculum

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

Curriculum — Planning and Monitoring Student Learning Plans

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

Curriculum — Meeting All Curricular Requirements

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

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Instruction — Student Access to Learning

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

Instruction — Rigorous and Relevant Instruction

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

D. STANDARDS-BASED LEARNING: ASSESSMENT AND ACCOUNTABILITY

Assessment and Accountability — Reporting and Accountability Process

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

Assessment and Accountability — Classroom Assessment Strategies

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

Over

E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Parent and Community Engagement

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

School Culture

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

Student Support — Personalization

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

Student Support — Accessibility

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