



SCHOOL PERFORMANCE REPORT CARD SY 2017-2018

Pedro C. Lujan Elementary School
Superintendent of Education: Jon J.P. Fernandez
School Principal: Nancy W. Diaz



SCHOOL CHARACTERISTICS

ENROLLMENT	
Female: 172	367
Male: 195	
AVERAGE DAILY ATTENDANCE	361.30
AVERAGE DAILY MEMBERSHIP	361.71
AVERAGE DAILY RATES	99.9%

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5TH
54	62	63	56	64	68

STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION				ADDITIONAL DEMOGRAPHIC INFORMATION	
NHPI - Cham Guam, Rota, Tinian, Saipan	255	NHPI - Phonpeian	6	ENGLISH LEARNERS	34.06%
Asian- Filipino	26	NHPI - Chuukese	57		
White Non-Hispanic	6	NHPI - Yapese	2	STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES	9.81%
Asian- Japanese	1	NHPI - Palauan	4		
Asian- Chinese	2	Other Mixed Ethnicity	4		
NHPI - Kosraean	4	Total	367	STUDENT SUSPENSION RATE	Unduplicated 1.65% Incidences 1.65%

RESOURCES INFORMATION

School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATORS	1	1.47%
ADMINISTRATIVE SUPPORT STAFF	2	2.94%
TEACHERS	36	52.94%
HEALTH COUNSELOR	1	1.47%
GUIDANCE COUNSELOR	1	1.47%
INSTRUCTIONAL AIDES	23	33.82%
LIBRARIAN	1	1.47%
CUSTODIAL/ MAINTENANCE	1	1.47%
PROFESSIONAL/ANCILLARY	2	2.94%
TOTAL	68	100%

FROM THE PRINCIPAL

EXEMPLARY PROGRAMS	ACCOMPLISHMENTS
<p>❖ STANDARDS BASED GRADING A cadre of teachers (M. Ramos, E. Quitoriano, A. Trusso, J. Taitague), attended district trainings on Standards Based Grading (SBA) and coordinated work sessions to share information with the school community. Pedro C. Lujan Elementary School (PCLES) teachers (C. Villaverde, M. Ramos) served on the district Professional Development Planning team to coordinate/facilitate work sessions for the district.</p> <p>All teachers worked together with district teams to prioritize the standards that were to be taught for each quarter of the year. Teachers developed and used proficiency scales and common assessments to assess student progress. Math and Reading proficiency scales were posted on classroom walls throughout the school. Students benefited by having the scales readily available and in sight to gauge their progress on specific standards. Sessions were held to provide parent awareness on SBG practices.</p> <p>❖ PROFESSIONAL LEARNING COMMUNITIES / COLLABORATIVE LEARNING TEAMS The school implemented collaborative learning team sessions and Professional Learning Communities (PLC) to provide a framework for teachers to: review data, engage in dialogue, share insight and make decisions involving student academic progress and behavior. The school uses the CIAI model to ensure students are achieving and academic challenges are addressed through an ongoing Cycle of Improvement. Teachers met regularly and completed minutes and logs. Student assessment data was reviewed and used to make curricular decisions. SMART Goals, a vital component of the meetings, were developed to meet specific attainable goals related to student achievement.</p> <p>❖ POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS The school implemented Positive Behavioral Interventions & Supports (PBIS) to improve student discipline. A School Climate Cadre (SCC) of teachers, staff, and administrator was created. A district PBIS coach provided ongoing technical assistance to ensure the framework was properly carried out. Teachers developed lesson plans to teach expectations in all settings. SCC monthly meetings were held to address school issues related to student conduct in the bus and playground. The school coordinated Student of the Month ceremonies to recognize one student from each classroom for displaying proper behavior and demonstrating the ESLRs. Students were given certificates and prizes. The school has experienced a</p>	<p>❖ To address WASC Critical Area #1 (curriculum mapping and common assessments) – using the COI Model, teachers used collected data to analyze and discuss outcomes in PLCs within grade levels. Students who were on and above benchmark as well as below benchmark were identified. Teachers collaborated during work sessions and prioritized standards to be taught for each quarter of the year. In addition, teachers administered Common Formative Assessments, compiled the results, and prepared item analysis to focus on weak skills.</p> <p>❖ To address WASC Critical Area #2 (expanding technology curriculum and teacher training), teachers were trained on: Class Dojo, Using Technology with CITW, STEM 3D, and Printer Training. Teachers taught curriculum and administered teacher-made assessments aligned with GDOE technology standards. Class Dojo, a communication app that helps connect teachers, parents and students throughout the school day was used amongst teachers. Kindergarten teachers taught a year-round curriculum that included various lessons on ethical use of computers and internet safety.</p> <p>❖ To address WASC Critical Area #3 (positive, safe and healthy environment), a PBIS framework was implemented. Results have been positive with PCLES experiencing a less than 2% suspension rate for the year. Students also participated in Jump Rope for Heart to promote healthy lifestyle choices and raise funds.</p> <p>❖ To address WASC Critical Area #3 (positive, safe and healthy environment), a PBIS framework was implemented. Results have been positive with PCLES experiencing a less than 2% suspension rate for the year. Students also participated in Jump Rope for Heart to promote healthy lifestyle choices and raise funds.</p>

<p>significant decrease in discipline referrals since the adoption of PBIS.</p> <ul style="list-style-type: none"> ❖ RESPONSE TO INTERVENTION (RTI) PCLES implemented a Response to Intervention (RTI) framework during SY2017-2018. RTI is a research-based approach that has proven to be successful with addressing the weak skills of struggling students. AIMSWeb baseline data assisted with identifying students in need of additional academic support and guided teachers in making decisions in choosing interventions. AIMSWeb tools and teacher-developed common assessments were used to progress monitor student achievement. Data meetings were held by grade level teachers, administrator, instructional coach and teacher assistants to collaboratively review data and make curricular decisions. ❖ MULTICULTURAL FAMILY AND SCHOOL PARTNERSHIP English as a Second Language (ESL) family workshops were held to assist and provide resources to support families new to the island. Workshop notices were translated into Chuukese. PCLES implemented a school wide project and held a Multicultural Week to promote cultural awareness and appreciation of the different ethnic groups our students come from. Throughout the week, demonstrations and presentations from island groups and organizations allowed all students at PCLES to have a greater appreciation and respect for their counterparts. Chamorro teachers also presented to parents on the Chamorro content standards, activities and curriculum. 	<ul style="list-style-type: none"> ❖ Fifth Grade Student Council ❖ Spring Carnival ❖ Students presented a dance performance directed by the district GATE Performing Arts teacher, Czer Medina.
COMMUNITY PARTNERSHIPS	SPECIAL AWARDS
<ul style="list-style-type: none"> ❖ Mayor June Blas and Vice Mayor Jesse Bautista ❖ Inarajan Mayor's Office ❖ Sinajana Mayor's Office ❖ Micronesian Resource Center ❖ Department of Administration ❖ Bank of Hawaii ❖ University of Guam ❖ Johnny Cool ❖ I-Recycle 	<ul style="list-style-type: none"> ❖ Third Grade Student, Fermina Aldan won Third Place in the Newspapers in Education Art Contest. ❖ PCLES ESL Coordinator, Dr. Matilda Rivera was selected to present "Interactive ELA Activities for ESL Classrooms" at the 47th Annual National Association for Bilingual Education (NABE) Conference on March 2, 2018 in Albuquerque, New Mexico.

SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$1,974,580.65
	Benefits	708233.8
	Travel	\$0.00
	Contractual	\$193,586.43
	Supplies	\$11,728.56
	Text & Library Books	\$3,834.10
	Equipment	\$6,985.17
	Utilities	\$221,361.54
	Capital Outlay	\$0.00
	Other Expenditures	\$0.00
	TOTAL	\$3,120,310.25

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

AIMSWEB/COMMON ASSESSMENTS/RTI

The school administered AIMSWEB benchmark tests in reading and math to students three times throughout the year. Teacher developed common assessments were administered quarterly in Reading and Math. Student data was used to identify and monitor weak skills of students and identify interventions. After benchmark testing periods, data meetings were held. Data meetings included the administrator, grade level and support program teachers. SMART goals were created to improve progress of students in the areas of academic, attendance and discipline. Twice a month grade level teachers met in PLCs/CLTs to review data and make curricular decisions applicable to their students' present performance.

STANDARDS BASED GRADING (SBG)

Teachers revised curriculum maps, created proficiency scales and administered common assessments with their students. The cadre of teacher leaders served as coaches to support implementation of the initiative. Presentation on SBG was made to parents to provide awareness of the SBG practices.

TEACHER PROFESSIONAL DEVELOPMENT: PCLES teachers, administrator and staff were facilitators and provided workshops/trainings. Topics and presenters were:

- Accreditation-K. Torres, C. Villaverde
- CCSS Prioritization/Curriculum Mapping- C. Villaverde
- ESL Strategies – Dr. M. Rivera
- SpEd Compliance & Strategies – E. Umagat, M. Taitano
- DHH Program Procedures – E. Acfalle, M. Kobayashi
- Chamorro Curriculum & Activities – A. Leon Guerrero, C. Cepeda, J. Aguon
- AIMSWEB – C. Evaristo
- Standards Based Grading-A. Trusso, J. Taitague, M. Ramos, E. Quitariano

ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS, TEACHERS, & FAMILIES?

- ❖ **POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS** The school implemented PBIS to improve student discipline. A cadre which consist of a guidance counselor, teachers, staff, a PBIS coach and, an administrator was created. The district provided training and support. Teachers taught expectations in all settings (bus, cafeteria, and hallway). The school held monthly assemblies to recognize one student from each homeroom class. These students were awarded based on displaying proper behavior and demonstrating the school's ESLRs. Students were given certificates and prizes. The school has experienced a significant decrease in discipline referrals since the adoption of PBIS.
- ❖ **COLLABORATIVE LEARNING TEAMS /PROFESSINAL LEARNING COMMUNITIES:** The school implemented team sessions to provide a framework for teachers to: review data, engage in dialogue, share insight and make decisions involving student academic progress and behavior. A calendar with all grade level meetings was put together to serve as a guide and plan for upcoming team meetings. Agendas were developed to ensure student assessment data was being reviewed and used to make curricular decisions. Teachers met regularly and prepared minutes. SMART Goals, a vital component of the meetings, were developed to meet specific attainable goals related to student achievement.

OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

SBA Performance: Based on May 2018 SBA results, first grade students showed increases in the Proficient and Advanced levels of 19% in Social Studies, of 25% in Reading, and 19% increase in Math compared to May 2017 results.

AIMSWEB PHONEMIC SEGMENTATION: Spring benchmark data showed that 60% of students in Kindergarten were at **average or above** levels in Phonemic Segmentation, an increase of 60% compared to Fall results.

AIMSWEB Oral Fluency: Spring benchmark data showed that 82% of students in First Grade scored at **average or above** in Oral Reading Fluency, an increase of 30% compared to Fall results.

AIMSWEB READING MAZE: Spring benchmark data showed that 84% of students in First Grade were at **average or above** levels in comprehension, an increase of 27% compared to Fall results.

AIMSWEB MATH CONCEPTS & APPLICATION: Spring benchmark data showed 82% of students in fifth grade scored at **average or above** levels in Math Concepts and Application, an increase of 39% compared to Fall results.

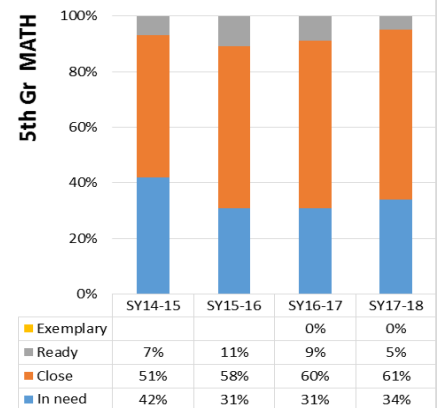
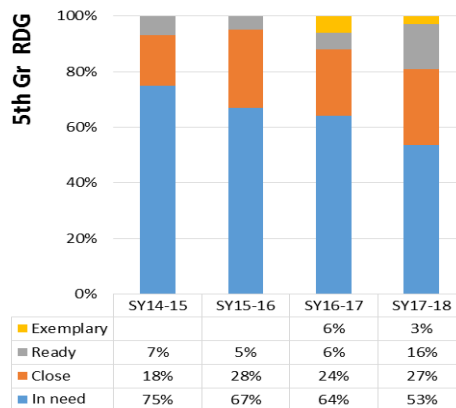
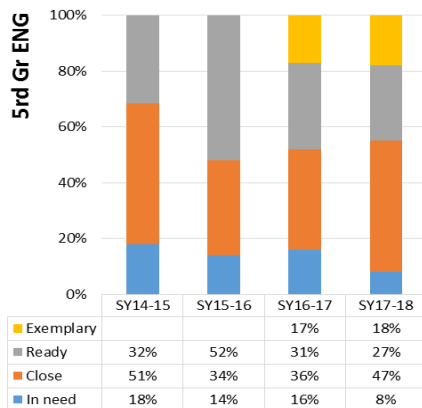
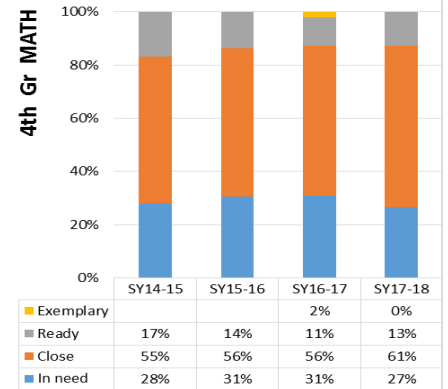
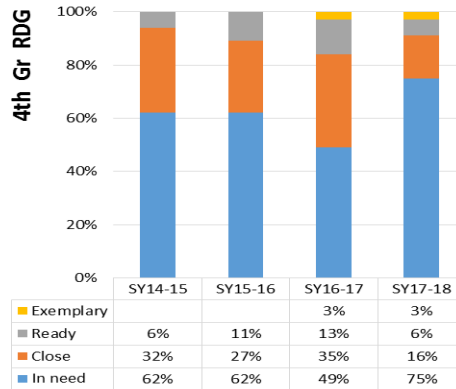
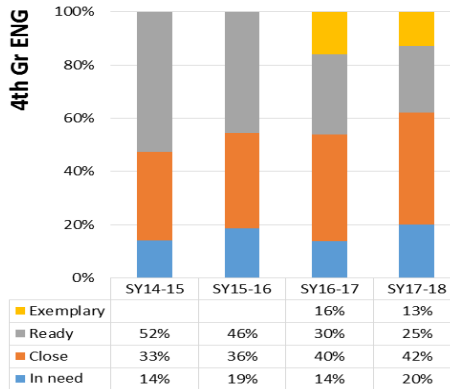
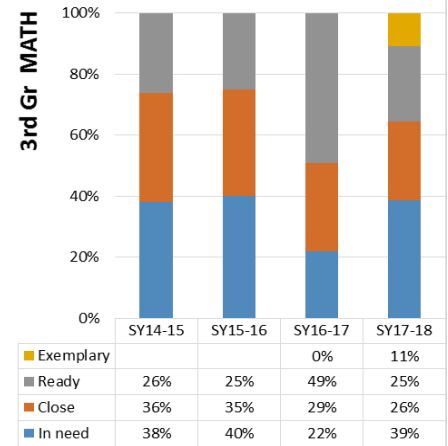
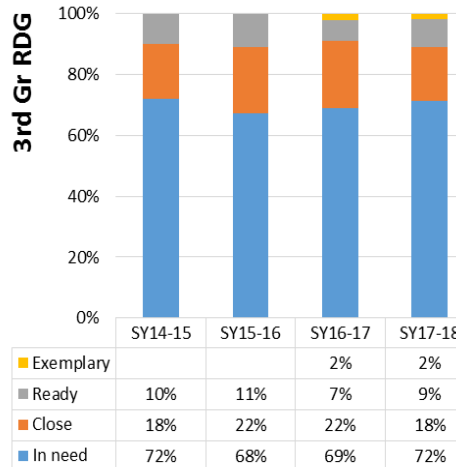
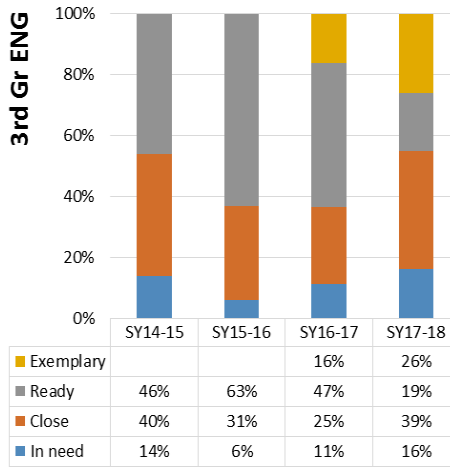
AimswEB Interim Benchmark Assessment Outcomes SY17-18 % Proficient (Average, Above Average, Well Above Average)						
	Kinder	1 st	2 nd	3 rd	4 th	5 th
Reading	Letter Sound	Oral Fluency	Oral Fluency	Oral Fluency	Oral Fluency	Oral Fluency
<i>Fall</i>	39%	52%	40%	64%	63%	74%
<i>Winter</i>	42%	56%	57%	83%	62%	86%
<i>Spring</i>	49%	82%	59%	72%	67%	88%
Reading	Phonemic Seg.	Comp.	Comp.	Comp.	Comp.	Comp.
<i>Fall</i>	0%	57%	61%	81%	73%	78%
<i>Winter</i>	63%	74%	67%	81%	69%	76%
<i>Spring</i>	60%	84%	57%	72%	77%	75%

Math	Quantity Discrim.	Math Comp	Math Comp	Math Comp	Math Comp	Math Comp
Fall	61%	77%	64%	78%	78%	69%
Winter	53%	76%	67%	71%	75%	89%
Spring	65%	62%	60%	68%	67%	81%
Math	Missing Number	Quantity Discrimination	Problem Solving	Problem Solving	Problem Solving	Problem Solving
Fall	41%	73%	48%	41%	56%	43%
Winter	49%	83%	70%	73%	64%	87%
Spring	67%	84%	70%	72%	70%	82%

ACT Aspire Performance Levels

In Need of Support
Close
Ready

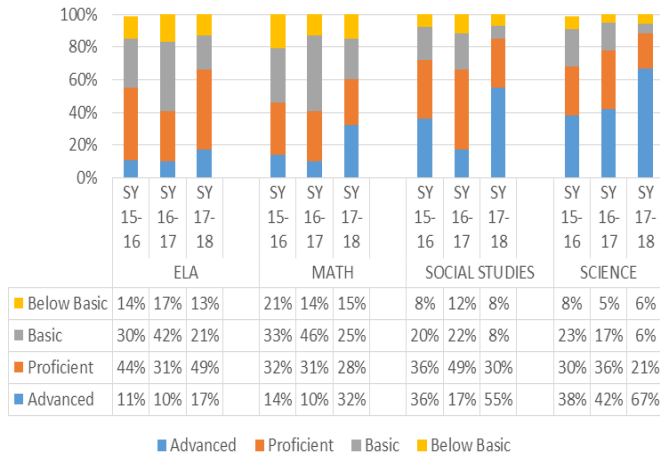
Students scored substantially below the ACT Readiness Benchmark
Students scored below but near the ACT Readiness Benchmark
Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11



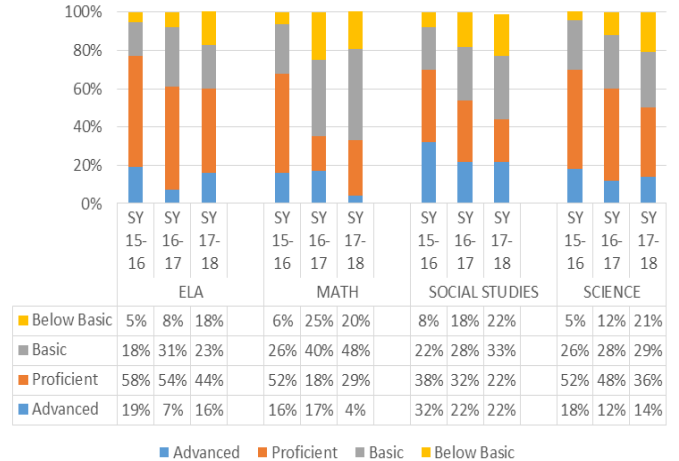
Standards Based Assessment (SBA) Performance Levels

- Below Basic** Indicates little or no mastery of fundamental knowledge and skills
- Basic** Indicates partial mastery or the knowledge and skills fundamental for satisfactory work
- Proficient** Represents solid academic performance indicating students are prepared for the next grade
- Advanced** Signifies superior performance beyond grade-level mastery

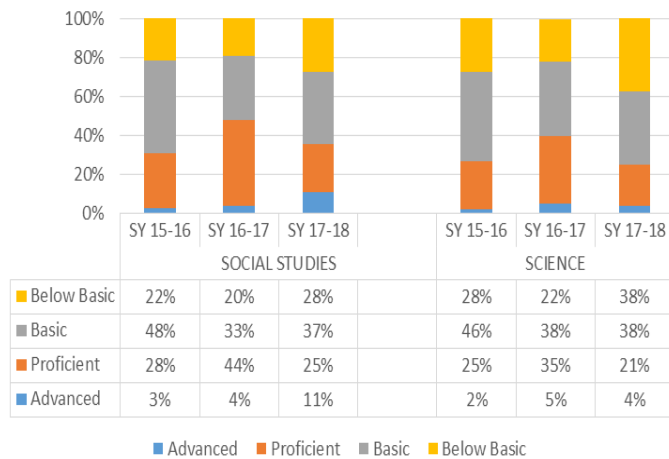
PC LUJAN - GRADE 1



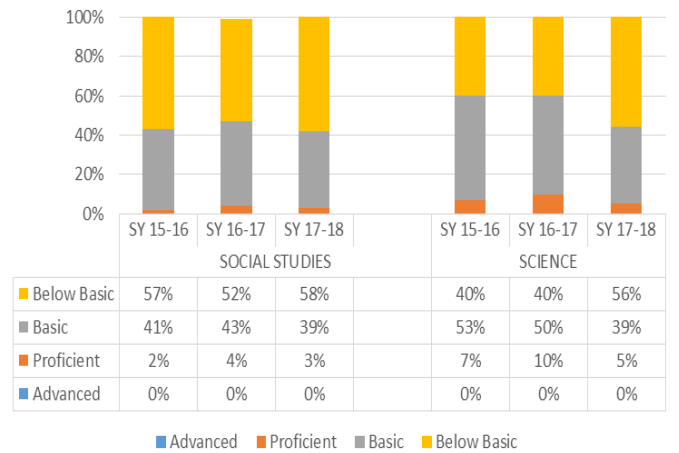
PC LUJAN - GRADE 2



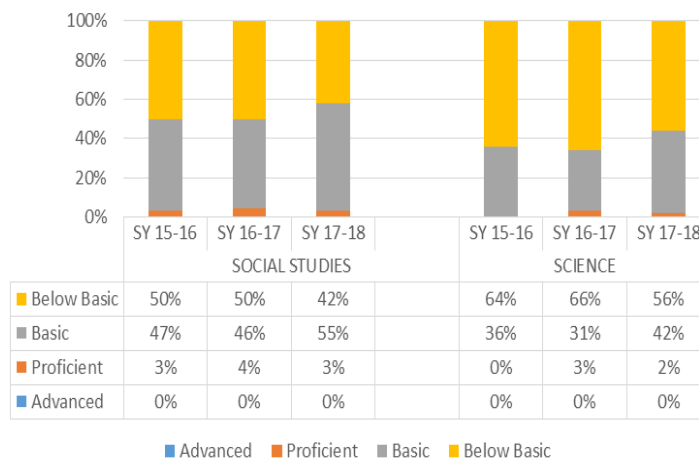
PC LUJAN - GRADE 3



PC LUJAN - GRADE 4



PC LUJAN - GRADE 5



School Administrator	
Principal	Nancy W. Diaz

PTO Officers	
President	Connie Evaristo
Vice President	Kollin Dudkiewicz
Secretary	Melissa Merfalen
Treasurer	Ursula Guerrero
Sergeant at Arms	Cathy Tarusan
PIO	Floriza Sermonia
Teacher Liaison	Cecilia Villaverde

At PC Lujan Elementary School, we have a shared commitment to ensure that every child is equipped with essential qualities and the necessary career ready skills in order to be a life-long learner and constructive contributor in a technologically driven society of the 21st century.

Pedro C. Lujan Elementary School
 387 East Route 8
 Barrigada, Guam 96913
 Tel: (671) 734-3971/2



Accreditation:	
WASC granted PC Lujan Elementary School a six-year accreditation term until June 30, 2021.	
School Colors: Green & Gold	Mascot: Satellites