Outlook

Messages & Communications Doc. No. 38GL-26-3142 through 3147.

From 38th Committee On Rules <committeeonrules@guamlegislature.gov>
Date Fri 11/6/2026 10:24 AM
To Guam Legislature Clerks <clerks@guamlegislature.gov>
Cc Frank Blas Jr. <speakerblas@guamlegislature.gov>

4 attachments (20 MB)
11626COMM Doc. No. 38GL-26-3142.pdf; 11626COMM Doc. No. 38GL-26-3145.pdf; 11626COMM Doc. No. 38GL-26-3146.pdf; 11626COMM Doc. No. 38GL-26-3147.pdf;

Håfa Adai Clerks Office,
Please see attached, **Messages & Communications Doc. No. 38GL-26-3142 through 3147** for processing:

√	**38GL-26-3142**	Bureau of Budget and Management Research	Appropriation Reserve Report for the Quarter Ending September 30, 2026*
√	**38GL-26-3143**	Guahan Academy Charter School	FY2026 Charter Schools' Annual Report.
√	**38GL-26-3144**	Guam Department of Education	SY2025-2026 Annual State of the Public Education Report.
√	**38GL-26-3145**	A.B. Won Pat International Airport Authority	FY2026 4th Quarter Staffing Pattern*
√	**38GL-26-3146**	A.B. Won Pat International Airport Authority	FY2026 4th Quarter Travel Report*
√	**38GL-26-3147**	Public Defender Service Corporation - Government of Guam	FY2026 4th Quarter Staffing Pattern*

Please retrieve Doc. No. 38GL-26-3143 and 3144 from link below:

Messages & Communications Physical Scanned Copy - Google Drive

Kindly reply to this email.

Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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Messages and Communications 38GL-26-3144.

2 messages

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov> Thu, Nov 5, 2026 at 10:09 AM
To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>, Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Håfa adai,

Please see attached M&C Doc. No. 38GL-26-3144

38GL-26-3144	Guam Department of Education	SY2025-2026 Annual State of the Public Education Report.

Si Yu'os Ma'åse'

Bernice Rivera

Administrative Assistant

Office of Speaker Frank F. Blas, Jr.

I Mina'trentai Ocho na Liheslaturan Guåhan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456
speakerblas@guamlegislature.gov

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38GL-26-3144.pdf

38th Committee On Rules <committeeonrules@guamlegislature.gov> Thu, Nov 5, 2026 at 4:23 PM
To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

Håfa Adai,

Received, and thank you.

Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671)472-0462/300-1547•Fax: (671)472-5003
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38GL-26-3144
OFFICE OF THE SPEAKER
FRANK F. BLAS JR.
OCT 29 2026
Time: 3:44 pm
Received:

JUDITH T. WON PAT, Ed.D.
Superintendent of Education

October 29, 2026

Honorable Speaker Senator Frank Blas Jr.
Committee on Rules
Guam Congress Building
163 Chalan Santo Papa Hagatna, Guam 96910

Buenas yan Saluda Senator Blas:

I have the pleasure to transmit to your office the SY2025-26 Annual State of Public Education Report (ASPER) as required by P.L. 26-26. The ASPER is a comprehensive report on the demographic characteristics and achievement of students, a profile of the qualifications and certifications of various administrative and ancillary positions that help support school operations, and budget and expenditures as well as sources of revenue for the Department, both local and federal. A summary of the exemplary programs and achievements of each of the thirty-eight (38) public schools in Guam is also included in the report.

Thank you for your continued leadership, guidance, and support of public education in Guam.

Respectfully submitted,

Judith T. Won Pat, Ed.D.
Superintendent of Education
Guam Department of Education

cc: Guam Education Board
cc: Guam Department of Education Leadership Team
cc: Records and Archives Unit

38GL-26-3144
Messages and Communications
RECEIVED
COMMITTEE ON RULES
November 5, 2026
10:09 a.m.
Marie Crisostomo

GUAM DEPARTMENT OF EDUCATION

School Year

ASPER 25 26

Annual State of Public Education Report

Ripotten Såkkan i Estao Idukasion Pupbleko

October 2026

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GUAM EDUCATION BOARD



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(Elected)



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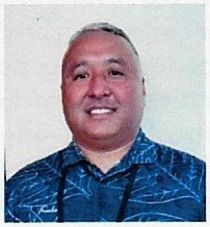

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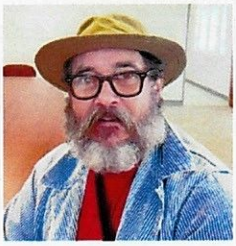

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GFT Representative



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Mayors Council of Guam (MCOG)
Representative



MICAELLA JEANETTE B. BEDERIO
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Governing Students (IBOGS)



Representative
DR. JUDITH T. WON PAT
Superintendent of Education
Board Executive Secretary



Dr. Judith Guthertz
Guam Education Board Chairperson

Message from the
Chairperson of the Guam Education Board

Strengthening Educational Governance, Accountability, and Shared Responsibility

The future of Guam rests upon the strength of its public education system. Our schools carry the profound responsibility of preparing young people not only for academic success, but also for productive citizenship, meaningful employment, and leadership in an increasingly complex world. Fulfilling this responsibility demands more than adequate resources and well-intentioned programs. It requires decisive leadership, sound educational policies, institutional accountability, and the collective commitment of our entire island community.

As the policymaking and governing body of Guam's public education system, the Guam Education Board recognizes its responsibility to establish clear expectations, provide effective policy oversight, and ensure that educational priorities translate into measurable improvements in student outcomes. Our commitment must extend beyond the adoption of policies to their consistent implementation, systematic evaluation, and continuous improvement.

Student success must remain the defining measure of our educational mission. The Board is committed to advancing policies that strengthen instructional quality, address persistent achievement gaps, promote educational equity, and ensure that every student is afforded meaningful opportunities to succeed.

Educational decisions must be guided by credible data, rigorous analysis, and evidence of what works. We must move beyond measuring educational progress to using those measurements to drive purposeful action and sustained improvement.

Equally important is our responsibility to address student discipline and attendance. A strong educational system requires an environment where learning is valued, expectations are clear, and students are supported in developing personal responsibility and respect for others. Chronic absenteeism, behavioral challenges, and disruptions to learning demand coordinated responses involving schools, families, and community partners. The Board must ensure that policies promote safe, orderly, inclusive, and supportive learning environments while maintaining fairness, accountability, and appropriate interventions.

The condition of our school facilities is likewise fundamental to educational quality. Safe, healthy, accessible, and adequately maintained schools are not privileges; they are essential conditions for effective teaching and learning. The Board will continue to advocate for comprehensive facility planning, preventive maintenance, timely infrastructure improvements, and sustained intergovernmental collaboration to ensure that our schools meet established standards and the needs of our students and educators.

"Fiscal responsibility is inseparable from educational accountability. Every dollar appropriated for public education represents an investment entrusted to us by the people of Guam."

Fiscal responsibility is inseparable from educational accountability. Every dollar appropriated for public education represents an investment entrusted to us by the people of Guam. The Board must promote transparent budgeting, responsible expenditure, equitable resource allocation, and the systematic evaluation of educational investments. Financial decisions must reflect clearly established priorities and demonstrate how public resources contribute to improved student achievement, operational effectiveness, and the long-term sustainability of our schools.

Central to all these priorities is the Board's responsibility to foster meaningful stakeholder engagement in educational policymaking. Students, parents, educators, school administrators, employees, government officials, business leaders, and community organizations must have opportunities to inform the policies that shape our schools. Public participation must be substantive, inclusive, and continuous—not merely procedural. Through constructive dialogue, transparent decision-making, and shared accountability, we can develop policies that reflect the realities of our schools and the aspirations of our community.

The challenges confronting public education are significant, but they are neither beyond our collective capacity nor beyond our responsibility to address. What is required is the discipline to establish priorities, the courage to make difficult policy decisions, and the resolve to measure our progress against meaningful results.

The Guam Education Board must be judged not simply by the policies it adopts, but by the improvements those policies bring to the educational experiences and outcomes of our students.

As we present this Annual State of Public Education Report, we reaffirm our commitment to principled governance, evidence-based policymaking, fiscal stewardship, and meaningful collaboration. We call upon every stakeholder to share in the responsibility of strengthening our schools and securing the educational future of Guam.

Our obligation is clear: to ensure that every policy we establish, every resource we oversee, and every decision we make advances the fundamental promise of public education—an opportunity for every child to learn, achieve, and succeed.

Judith Guthertz, DPA
Chairperson
Guam Education Board



Dr. Judith T. Won Pat
Superintendent of Education

Message from the **Superintendent of Education**

Excellence in education . Accountability in Leadership.
Opportunity for Every Child.

Education is the foundation of Guam's future. Every child deserves the opportunity to learn, grow, and succeed. The education we provide today will help shape the leader, workers and families of tomorrow

Throughout my years of public service, first as a teacher in Guam's public schools, then as Speaker of the Guam Legislature, and now as Superintendent of Education, I have always believed that every student deserves a quality education, every teacher deserves the support needed to succeed, and every school must be committed to helping students reach their full potential.

The Annual State of Public Education Report provides our community with an opportunity to see how our public schools are performing. It highlights our accomplishments, identifies areas that need improvement, and helps us make better decisions for our students. Most importantly, it reflects our responsibility to be open, honest, and accountable for the people of Guam.

We recognize that our public education system continues to face challenges, particularly in student academic performance. For many years, our students' scores on standardized tests have remained low. However, **one test score does not tell the whole story of what a student knows or can achieve**. It does not fully reflect the hard work of our teachers, school leaders, and support staff.

One important concern is whether the test given to our students truly measures what they are being taught in the classroom. To address this, I have directed our leadership team to seek an independent review of our students testing program. We must make sure that our assessments are fair, accurate, and aligned with what students are expected to learn . This will help us better understand student performance and identify where improvements are needed.

"Student success goes beyond test scores. It also means providing safe and welcoming schools, qualified teachers, learning opportunities for all students, and the support children need to succeed both in school and in life."

School Year 2025-2026 was successful completion of Department of Public Health inspections at our schools. This achievement reflects the dedication and teamwork of our school administrators, teacher support Staff, and Facilities and Maintenance employees, who worked tirelessly to prepare our schools and provide safe learning environments.

While academic achievement remains a priority, student success goes beyond test scores. It also means providing safe and welcoming schools, qualified teachers, learning opportunities for all students, and the support children need to succeed both in school and in life.

As Superintendent, I remain committed to strengthening accountability, improving student achievement, addressing school facility needs, and ensuring that our limited resources are used wisely. We must continue to identify what is working, address what needs improvement, and take meaningful action that benefits our students.

I sincerely thank our teachers, administrators, school staff, parents, families, government leaders, and community partners for their continued dedication to public education. Improving our schools is not the responsibility of one person or one organization. It requires all of us working together toward a common goal.

As we reflect on this year's accomplishments and challenges, let us remain focused in what matters most: **giving every child on Guam the opportunity to receive a quality education and build a brighter future.**

Our students are our purpose. Their success is our responsibility. Guam's future is our shared commitment.

Dr. Judith T. Won Pat
Superintendent of Education
Guam Department of Education

Guam Department of Education (GDOE) Leadership Team



In the photo: Franklin Leon Guerrero, Deputy Superintendent of Finance and Administrative Services; Jacqueline A. Quitugua, Deputy Superintendent of Educational Support and Community Learning; Dr. Judith T. Won Pat, Superintendent of Education; Dr. Rizalina Liwag, Deputy Superintendent of Curriculum and Instruction; Dr. Julie Ulloa-Heath, Deputy Superintendent of Assessment and Accountability



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Annual State of Public Education Report SY 25-26

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For More Information:
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501 Mariner Avenue,
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Tel: (671) 300-1547
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INTRODUCTION

The Guam Department of Education ("GDOE") presents this report in compliance with Guam Public Law ("P.L.") 26-26 that specifically requires the Department to report on the following information in the Annual State of Public Education Report ("ASPER"):

A. Demographic information on public school children in the community;

B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Guam Education Board (GEB);

C. Information pertaining to special program offerings;

D. Information pertaining to the characteristics of the schools and school staff, including certification and assignment of teachers and staff experience;

E. Budget information, including source and disposition of school operating funds and salary data; and

F. Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning.

Doc. No. 38GL-26-3144.*

DISTRICT PROFILE

ENROLLMENT

STUDENT DEMOGRAPHIC INFORMATION

In School Year (SY) 25-26, there were thirty-nine (39) public schools that provided educational services for 23,121 students. Twenty-four (24) elementary schools totaling 10,201 students in Grades K-5, eight (8) middle schools totaling 5,110 students in Grades 6-8, and seven (7) high schools totaling 7,810 students in Grades 9-12.

Table 1 provides a comparative analysis of student enrollment between School Year (SY) 2024–2025 and SY 2025–2026. Student enrollment declined by 292 students from SY 2024–2025. Enrollment increased in Pre-School, Grades 1, 4, 6, 7, 8, and 12, and at J.P. Torres Success Academy, while decreases were recorded in Kindergarten and Grades 2, 3, 5, 9, 10, and 11.

Table 1
GDOE Comparative Student Enrollment Distribution by Grade for SY 24–25 and SY 25–26

GRADE LEVEL	SY 24-25	SY 25-26	Comparative Difference
Head Start[1]	470	463	-7
Pre-School	162	185	23
Kindergarten	1,360	1,328	-32
Grade 1	1,542	1,565	23
Grade 2	1,649	1,590	-59
Grade 3	1,737	1,672	-65
Grade 4	1,664	1,715	51
Grade 5	1,756	1,683	-73
Grade 6	1,644	1,715	71
Grade 7	1,678	1,691	13
Grade 8	1,679	1,704	25
Grade 9	2,215	2,069	-146
Grade 10	2,116	1,973	-143
Grade 11	1,964	1,913	-51
Grade 12	1,604	1,677	73
Success Academy	173	178	5
Total Enrollment with Headstart & Pre-School	23,413	23,121	-292

1 *(Note: Students enrolled in the federally funded Head Start program are included in the total student population. However, participation in this program is limited to income-eligible families.)*

STUDENT ENROLLMENT IN SPECIAL PROGRAMS

Table 2 compares the Student Enrollment in Special Programs for SY 25-26.

Table 2 SY25-26 Student Enrollment In Special Programs

SPECIAL PROGRAMS[2]	SY 24-25	SY 25-26	+/-
GATE	122	595	+
SPED	1,800	2,015	+
ELL	10,708	6,496	-
Head Start	470	463	-
Eskuelan Puengi Fall and Spring Sessions	2,852	1,956	-
Faneyakan CHamoru (CHamoru Immersion)	29	56	+
TOTAL	15,681	11,581	-

2 *Source: Special Ed Division, GATE Program; SY25-26 ESL Program; SpEd Enrollment SY25-26 Official Student Enrollment SY25-26; Eskuelan Puengi Report from Project Director, Faneyakan Sinipok from CHLCS (Note: Numbers reflect students enrolled in more than one special program.)*

STUDENT ENROLLMENT DISTRIBUTION

Figure 1 SY 25-26 GDOE Student Population by Grade Levels

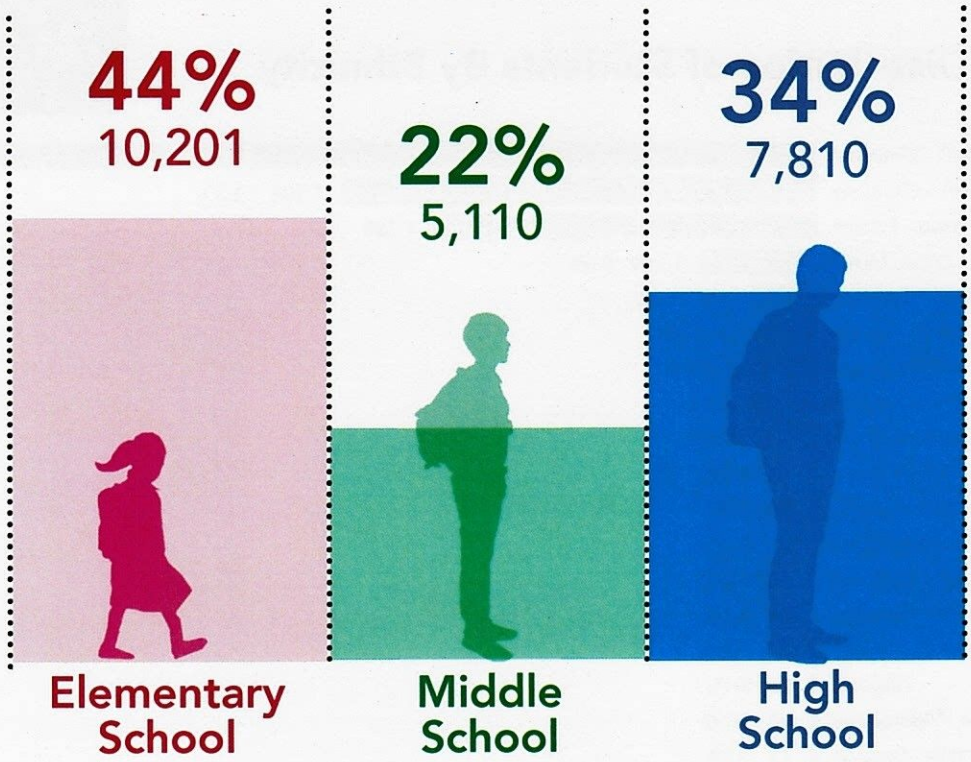


Figure 1 illustrates the elementary students accounted for the largest proportion, comprising 44% of the total enrollment, middle school students represented 22% of the student body, while high school students at 34%.

Figure 2 SY 25-26 Student Enrollment Distribution by Gender

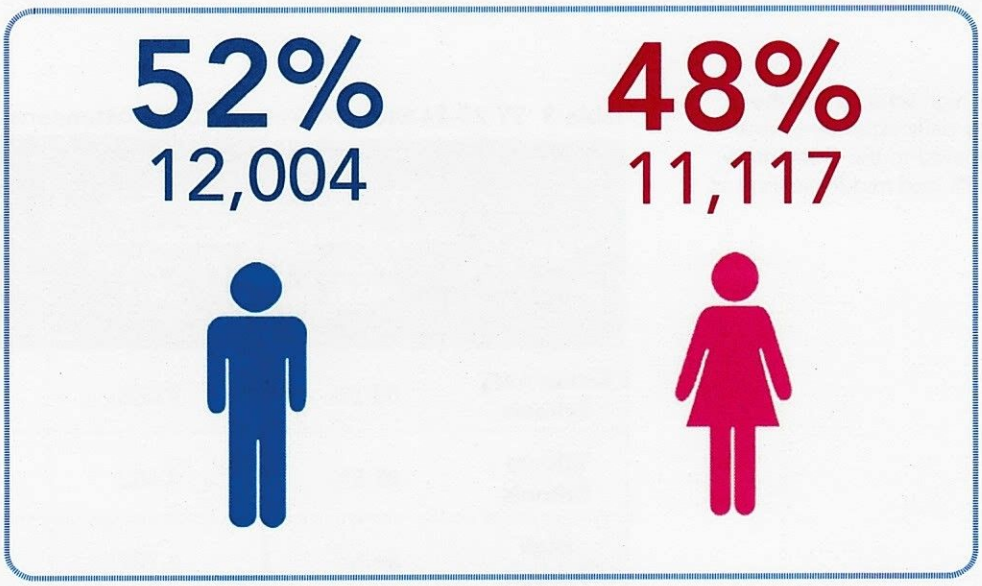


Figure 2 presents student enrollment by gender for SY 25-26. Male students comprise 52% of the total student population while female students comprise 48% of the student population.

Figure 3 SY 25-26 Distribution of Students by Ethnicity *(Aligned with EDFacts Categories)*

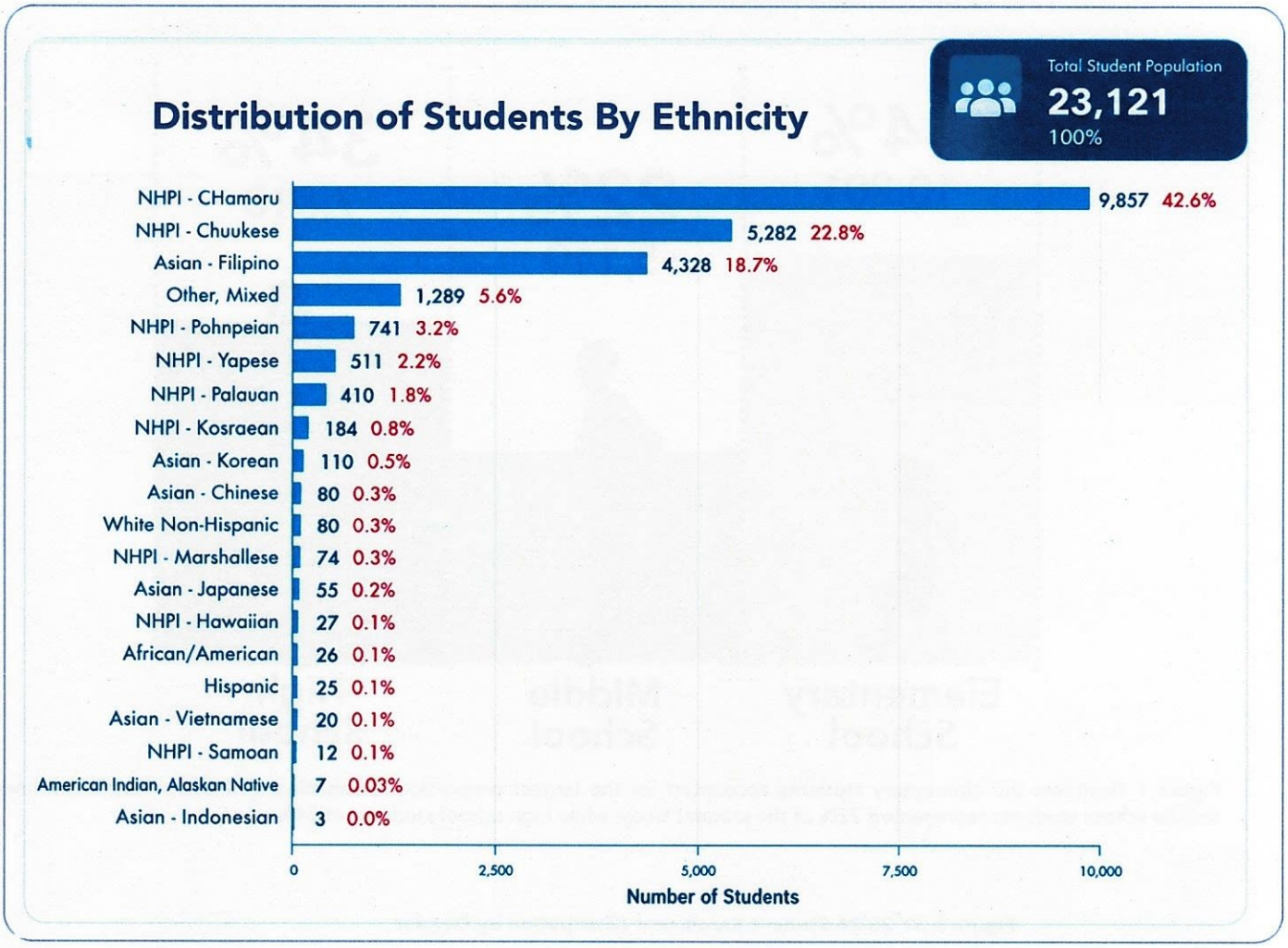


Table 3 shows high schools had the lowest average daily attendance rate at 86.6% compared to the elementary schools at 88.2% and middle schools at 88.8%..

Table 3 SY 25-26 Student Average Daily Attendance[3]

Level	SY 24-25 Average Daily Rate (ADR)	SY 25-26 Average Daily Attendance (ADA)	SY 25-26 Average Daily Rate (ADR)
Elementary Schools	88.2%	9,088	89.8%
Middle Schools	88.8%	4,482	88.5%
High Schools	86.6%	6,701	87.8%
TOTAL	87.8%	20,271	88.9%

3Table 3 excludes Alternative School ADA.

GRADUATION & DROPOUT RATES

SY 25-26 GRADUATION RATES

The graduation rate is the 9th grade cohort who finished high school and earned a diploma within four years of starting the 9th grade.

Table 4 Number of GDOE High School Graduates by School and Total District from SY 21-22 to SY 25-26

HIGH SCHOOL	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
GWHS	289	271	273	303	**267**
JFKHS	338	364	356	360	**334**
OHS	276	331	310	276	**351**
SSHS	266	291	262	317	**279**
SHS	242	221	205	216	**204**
THS	219	214	166	177	**227**
TOTAL	1,630	1,692	1,527	1,649	**1,662**
JPTSA completers	*42*	*47*	*43*	*44*	**80**

Table 4 represents the high school graduation count by schools and total district from SY 21-22 up to SY 25-26. It does not include JPTSA completers in the total graduation count.

Table 5 GDOE Comparative High School Graduation Rates for SY 21-22 to SY 25-26

SY 21-22	SY 22-23	SY 23 -24	SY 24-25	SY 25-26
90%	90.7%	91.3%	91.9%	**92.3%**

Table 5 represents GDOE Comparative graduation rates from SY 21-22 to SY 25-26. The graduation rate for SY 25-26 increased slightly to 92.3% compared with 91.9 % in SY 24-25.

Table 6 Pure Cohort Graduation Rate: SY 22-23 to SY 25-26

HIGH SCHOOL	SY 22-23 9TH GRADE OFFICIAL ENROLLMENT	PURE COHORT GRADUATION RATE
GWHS	**408**	**72.2%**
JFKHS	**631**	**79.9%**
OHS	**388**	**84.2%**
SSHS	**654**	**56.6%**
SHS	**304**	**53.3%**
THS	**289**	**68.7%**
TOTAL	**2,674**	**69.5%**

Table 6 shows the pure graduation rate tracks the 9th grade cohort in SY 22-23 and continues to each subsequent grade earning a diploma within four years.

Doc. No. 38GL-26-3144.*

Figure 4 SY 21-22 to SY 25-26 Student Graduation Rate



Figure 4 shows the graduation rates from SY 21-22 to SY 25-26. The graduation rate from SY 21-22 to SY 25-26 are as follows: SY 21 -22 - 90%; SY22-23 90.7%; SY23-24 91.3%; SY24-25 91.9%; SY 25-26 92.3%

SY 25-26 DROPOUT RATES

A "dropout", as defined by Board Policy 375, is a student who was enrolled in a GDOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade; or
- expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 7 SY 21-22 to SY 25-26 GDOE Comparative High School Dropout Count (DC) Dropout Rate (DR)

HIGH SCHOOL	SY 21-22		SY 23-22		SY 23-24		SY 24-25		SY 25-26	
	DC	DR	DC	DR	DC	DR	DC	DR	DC	DR
GWHS	16	1%	3	.2%	20	1.3%	10	0.7%	11	0.9%
JFKHS	81	4.4%	5	.3%	16	0.9%	9	0.5%	10	0.6%
SSHS	29	1.8%	0	0%	6	0.3%	7	0.5%	12	0.9%
OHS	117	6.8%	3	.2%	6	0.4%	9	0.5%	9	0.6%
SHS	29	2.2%	1	.1%	2	0.2%	12	1.1%	10	1.0%
TIYAN	50	4.5%	6	.6%	10	0.9%	5	0.5%	8	0.8%
JPTSA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	322	3.6%	18	.2%	60	0.7%	52	0.6%	60	0.8%

Table 7 below represents the dropout rates by school from SY 21-22 to SY 25-26 The dropout count and rate include students from Grades 9 to 12. The table shows an increase in the dropout number from 52 students in SY 24-25 to 60 students for SY 25-26.

ASSESSMENTS AND OUTCOMES

SMARTER BALANCED ASSESSMENT: BASED ON COMMON CORE STANDARDS

In SY 23-24 GDOE began the use of Smarter Balanced Assessment (SBA) in lieu of the ACT Aspire which was retired by the test developer. The SBA was administered in Spring 2025 to students in grades 3,4,5,6,7,8 and 11 in ELA and Math. SBA has developed content specifications in English language arts/ literacy (ELA) and Math to ensure that the assessments cover the range of knowledge and skills in the Common Core State Standards. The content specifications serve as the basis for the Smarter Balanced system of summative and interim assessments and formative assessment support for teachers.

TEST BLUEPRINT

Test Blueprints are composed of "claims" which are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessments related to a particular aspect of the academic standards.
Each subject includes four claims:

ELA/Literacy Claims

1. Reading
2. Writing
3. Listening
4. Research/Inquiry

Math Claims

1. Concepts and Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling/Data Analysis

SMARTER BALANCED: SUMMARY OF PROFICIENCY LEVELS

The Proficiency Level color codes below are used in the graphs shown in the next pages for ELA and Math district results:

Did Not Meet Standard

Met Standard

NUMBER OF STUDENTS TESTED BY GRADE LEVELS

Table 8 Students Tested in English Language Arts (ELA)

Grade	SY 23-24	SY 24-25	SY 25-26
3rd	1,576	1,621	1,554
4th	1,696	1,570	1,634
5th	1,723	1,665	1,613
6th	1,553	1,536	1,591
7th	1,500	1,525	1,526
8th	1,530	1,505	1,550
11th	1,560	1,414	1,332

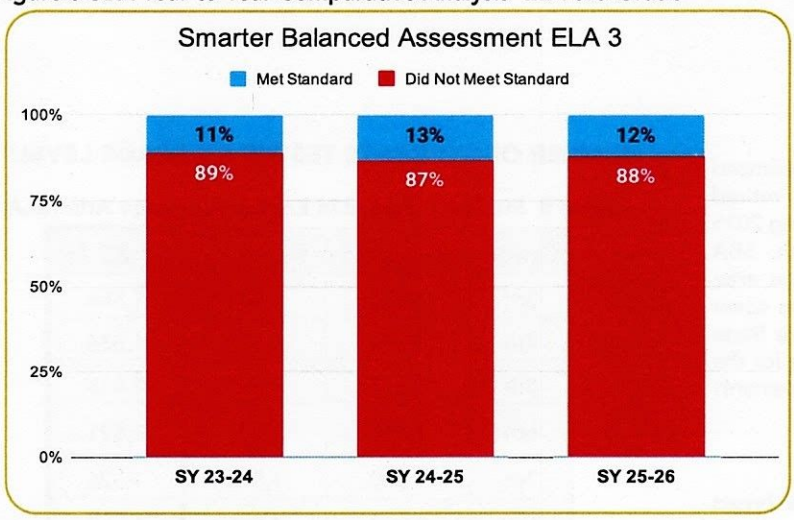
Table 9 Students Tested in Math

Grade	SY 23-24	SY24-25	SY25-26
3rd	1,606	1,665	1,598
4th	1,700	1,575	1,671
5th	1,735	1,684	1,625
6th	1,572	1,534	1,591
7th	1,530	1,524	1,557
8th	1,550	1,529	1,567
11th	1,566	1,428	1,364

Tables 8 and 9 present the number of students who participated in the Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics for School Years SY 23–24, SY 24–25, and SY 25–26.

Results for Elementary Schools English Language Arts (ELA) SY 23-24 to SY 25-26
YEAR TO YEAR COMPARATIVE ANALYSIS

Figure 5 SBA Year to Year Comparative Analysis ELA 3rd Grade



Figures 5-7 depict the Smarter Balanced Assessment results in English Language Arts (ELA) for Elementary Students (Grades 3-5) for SY 23-24, SY 24-25, & SY 25-26

Figure 5 shows the percentage of 3rd grade students who did not meet the ELA standard, which decreased from 89% in SY 23–24 to 87% in SY 24–25 before increasing slightly to 88% in SY 25–26. The percentage of students who met the standard increased from 11% to 13% before declining to 12% over the same period.

Figure 6 SBA Year to Year Comparative Analysis ELA 4th Grade

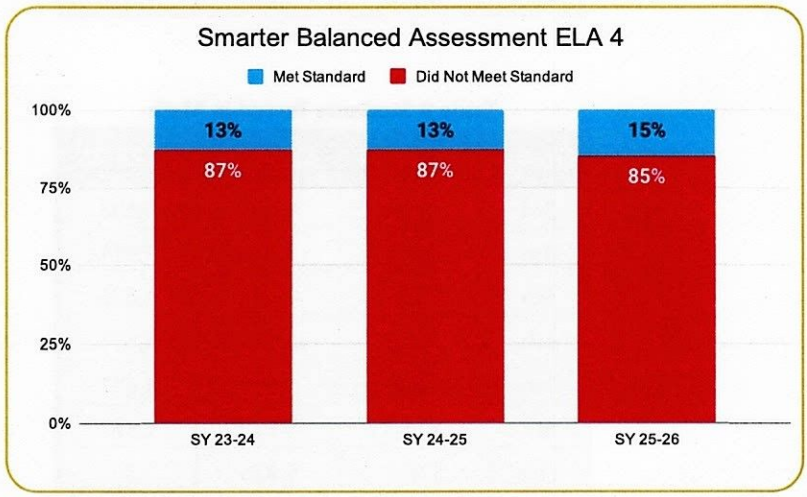


Figure 6 shows the percentage of 4th grade students who did not meet the ELA standard, which remained at 87% in SY 23–24 and SY 24–25 before decreasing to 85% in SY 25–26. The percentage of students who met the standard remained at 13% for the first two school years before increasing to 15% in SY 25–26.

Figure 7 SBA Year to Year Comparative Analysis ELA 5th Grade

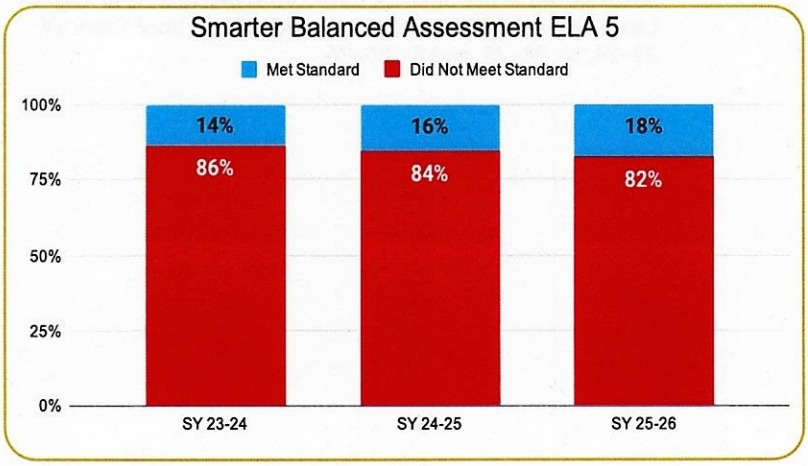
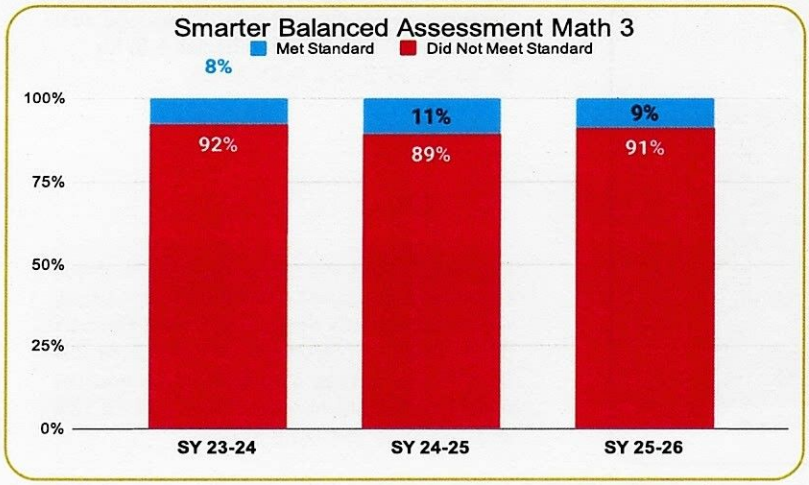


Figure 7 shows the percentage of 5th grade students who did not meet the ELA standard, which steadily decreased from 86% in SY 23–24 to 84% in SY 24–25 and 82% in SY 25–26. The percentage of students who met the standard consistently increased from 14% to 16% and 18% over the same period.

Smarter Balanced Assessment Results for Elementary Schools
Math SY 23-24 to SY 25-26
YEAR TO YEAR COMPARATIVE ANALYSIS

Figure 8 SBA Year to Year Comparative Analysis Math 3rd Grade



Figures 8-10. depict the Smarter Balanced Assessment results in Math for elementary students (Grades 3–5) for SY 23-24, SY 24-25, & SY 25-26

Figure 8 shows the percentage of 3rd grade students who did not meet the Mathematics standard, which decreased from 92% in SY 23–24 to 89% in SY 24–25 before increasing to 91% in SY 25–26. The percentage of students who met the standard increased from 8% to 11% before declining to 9% over the same period.

Figure 9 SBA Year to Year Comparative Analysis Math 4thGrade

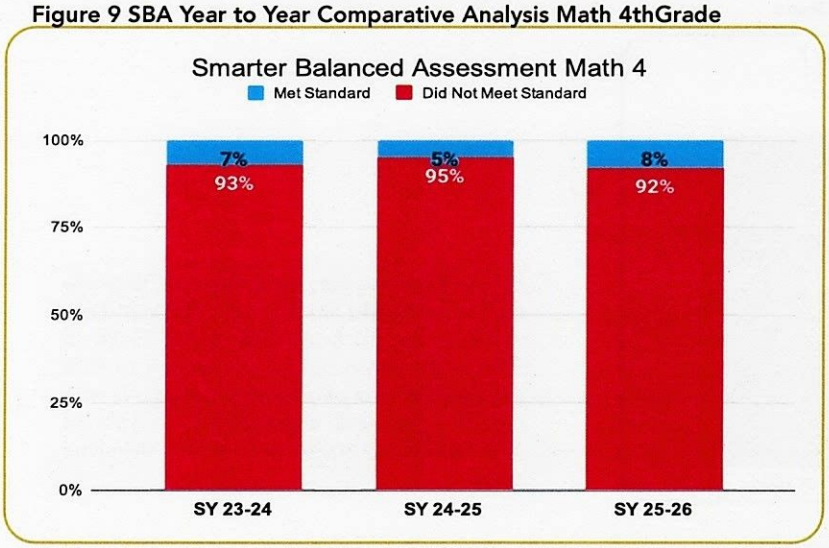


Figure 9 shows the percentage of 4th grade students who did not meet the Mathematics standard, which increased from 93% in SY 23–24 to 95% in SY 24–25 before decreasing to 92% in SY 25–26. The percentage of students who met the standard decreased from 7% to 5% before increasing to 8% over the same period.

Figure 10 SBA Year to Year Comparative Analysis Math 5thGrade

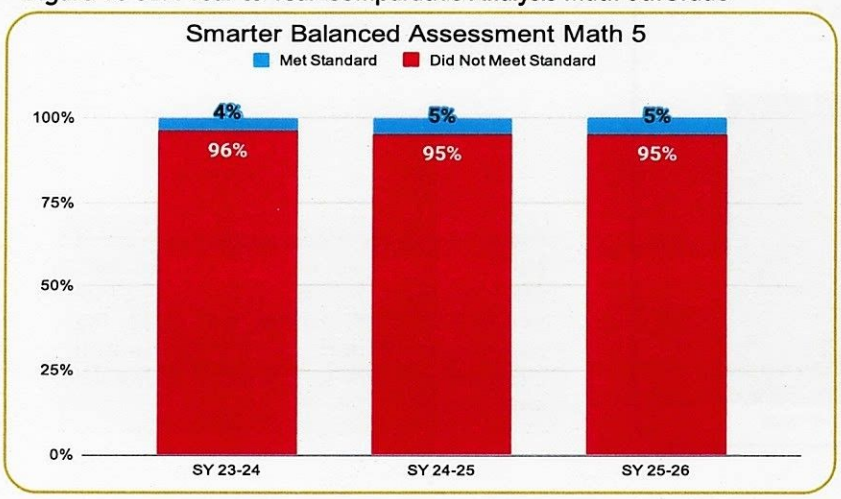
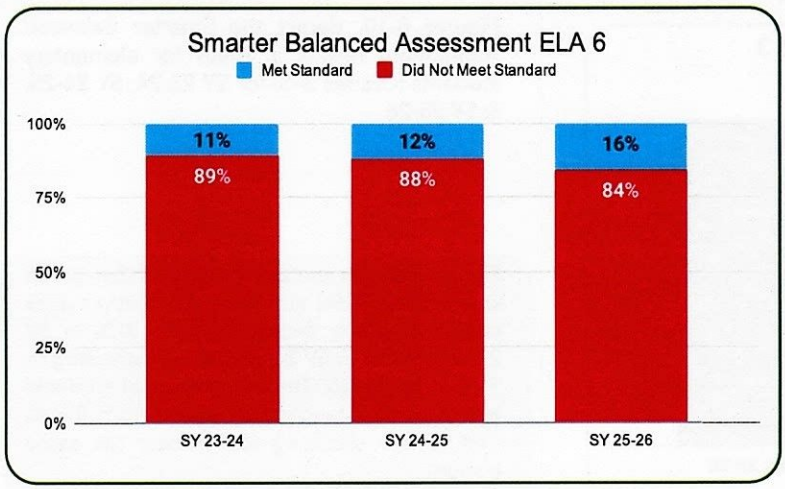


Figure 10 hows the percentage of 5th grade students who did not meet the Mathematics standard, which decreased from 96% in SY 23–24 to 95% in SY 24–25 and remained at 95% in SY 25–26. The percentage of students who met the standard increased from 4% to 5% and remained unchanged at 5% over the same period.

Smarter Balanced Assessment Results for Middle Schools English Language Arts (ELA) SY 23-24 to SY 25-26 YEAR TO YEAR ANALYSIS

Figure 11 SBA Year to Year Comparative Analysis ELA 6th Grade



Figures 11-13 depict the Smarter Balanced Assessment results in English Language Arts (ELA) for Middle School (Grades 6-8) for SY 23-24, SY 24-25, & SY 25-26.

Figure 11 shows the percentage of 6th grade students who did not meet the ELA standard, which consistently decreased from 89% in SY 23–24 to 88% in SY 24–25 and 84% in SY 25–26. The percentage of students who met the standard steadily increased from 11% to 12% and 16% over the same period.

Figure 12 SBA Year to Year Comparative Analysis ELA 7th Grade

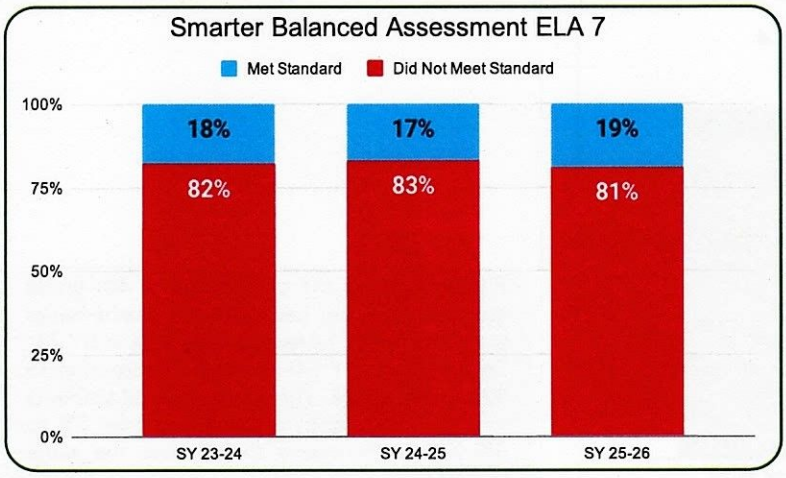


Figure 12 shows the percentage of 7th grade students who did not meet the ELA standard, which increased from 82% in SY 23–24 to 83% in SY 24–25 before decreasing to 81% in SY 25–26. The percentage of students who met the standard decreased from 18% to 17% before increasing to 19% over the same period.

Figure 13 SBA Year to Year Comparative Analysis ELA 8th Grade

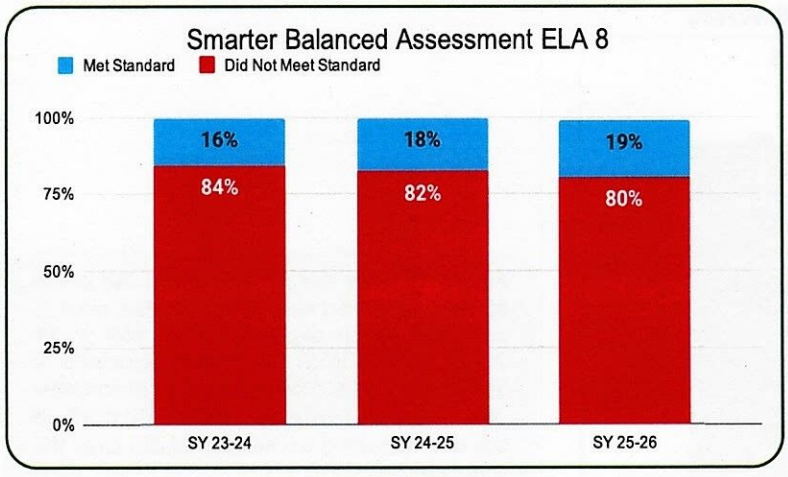
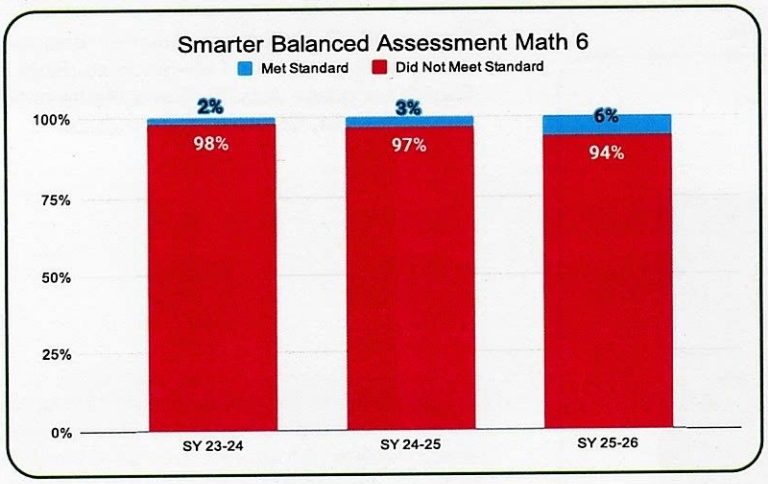


Figure 13 shows the percentage of 8th grade students who did not meet the ELA standard, which steadily decreased from 84% in SY 23–24 to 82% in SY 24–25 and 80% in SY 25–26. The percentage of students who met the standard increased from 16% to 18% and 19% over the same period.

Smarter Balanced Assessment Results for Middle Schools
Math SY 23-24 to SY 25-26
YEAR TO YEAR ANALYSIS

Figure 14 SBA Year to Year Comparative Analysis Math 6th Grade



Figures 14-16 depict the Smarter Balanced Assessment results in Math for Middle School (Grades 6-8) Math for SY 23-24, SY 24-25, & SY 25-26.

Figure 14 shows the percentage of 6th grade students who did not meet the Mathematics standard, which consistently decreased from 98% in SY 23–24 to 97% in SY 24–25 and 94% in SY 25–26. The percentage of students who met the standard steadily increased from 2% to 3% and 6% over the same period.

Figure 15 SBA Year to Year Comparative Analysis Math 7thGrade

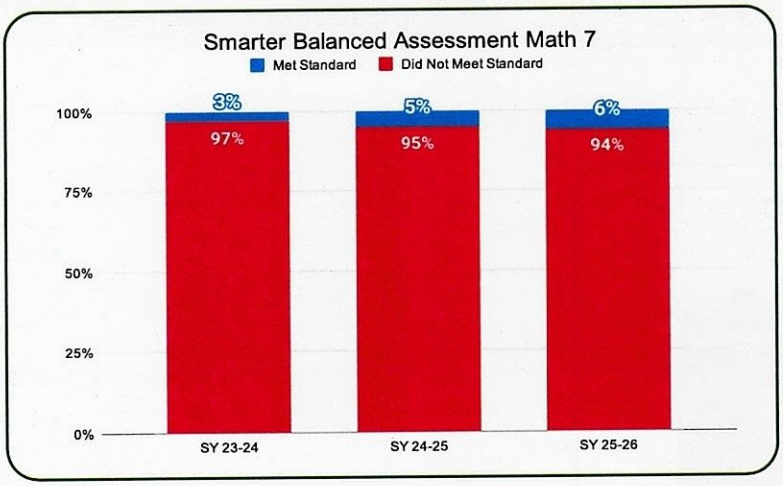


Figure 15 shows the percentage of 7th grade students who did not meet the Mathematics standard, which steadily decreased from 97% in SY 23–24 to 95% in SY 24–25 and 94% in SY 25–26. The percentage of students who met the standard consistently increased from 3% to 5% and 6% over the same period.

Figure 16 SBA Year to Year Comparative Analysis Math 8thGrade

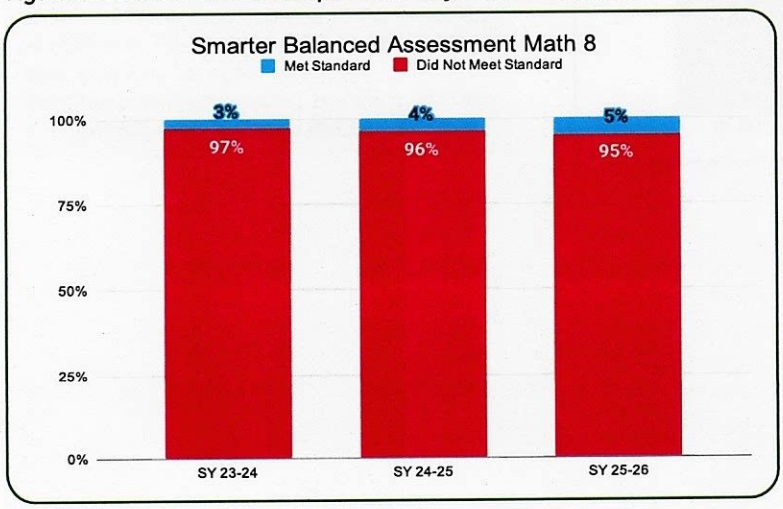
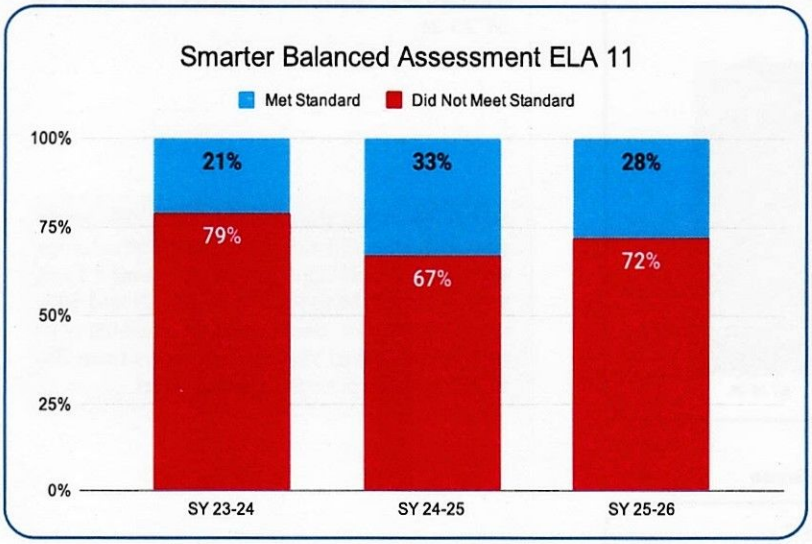


Figure 16 shows the percentage of 8th grade students who did not meet the Mathematics standard, which steadily decreased from 97% in SY 23–24 to 96% in SY 24–25 and 95% in SY 25–26. The percentage of students who met the standard consistently increased from 3% to 4% and 5% over the same period.

Smarter Balanced Assessment Results for High Schools
English Language Arts & Math SY 23-24 to SY 25-26
YEAR TO YEAR ANALYSIS

Figure 17 SBA Year to Year Comparative Analysis ELA 11th Grade



Figures 17-18 depict the Smarter Balanced Assessment results for 11th-grade students in English Language Arts (ELA) and Mathematics forfor SY 23-24, SY 24-25, and SY 25-26

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Figure 17 shows the percentage of 11th grade students who did not meet the ELA standard, which decreased from 79% in SY 23–24 to 67% in SY 24–25 before increasing to 72% in SY 25–26. The percentage of students who met the standard increased from 21% to 33% before declining to 28% over the same period.

Figure 18 SBA Year to Year Comparative Analysis Math 11th Grade

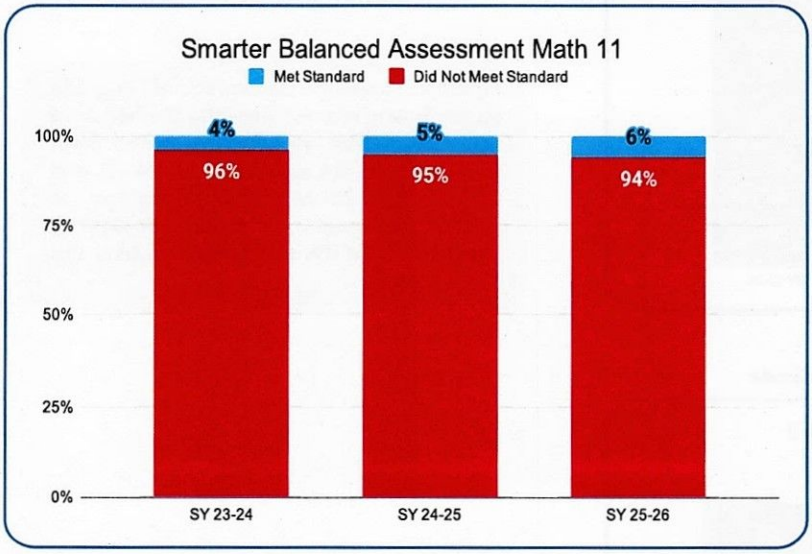


Figure 18 shows the percentage of 11th grade students who did not meet the Mathematics standard, which steadily decreased from 96% in SY 23–24 to 95% in SY 24–25 and 94% in SY 25–26. The percentage of students who met the standard consistently increased from 4% to 5% and 6% over the same period.

DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law require that all students with disabilities be included in the general statewide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. GDOE public school students in Grades 3 through 8 are assessed using the Smarter Balanced Assessment; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program ("IEP") teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the Smarter Balanced Assessment.

Table 10 SY 25-26 DISTRICT WIDE ASSESSMENT (DWA)
Total Number of Students Whose IEPs Stipulate Participation in DWA

GRADE	Number of Eligible Students Whose IEPs stipulate participation in DWA
3	122
4	126
5	133
6	153
7	139
8	139
HS	113
TOTAL	925

Tables 10 shows the total number of students in grade 3-8 and high school whose IEPs stipulate participation in the SY 25-26 DWA, with or withoput accomodations.

Doc. No. 38GL-26-3144.*

Tables 11 describe the performance levels of students with disabilities as they participated in the District-Wide Assessments in the areas of English Language Arts (ELA), Math and Science.

Table 11 SY 25-26 DWA Participation Results for Students with Disabilities in ELA, Math, and Science

GRADE 3-12	Number of Eligible Students Whose IEPs Stipulate Participation in DWA	Nearly Met	Percentage	Did Not Meet	Percentage
ELA	763	19	2%	744	98%
MATH	753	9	1%	746	99%
SCIENCE	291	15	5%	276	95%
TOTAL					

Assessment Accommodations and Alternate Assessments

Some students with disabilities need accommodations to take part in large-scale assessments. The purpose of accommodations is to minimize the influence of disabilities that are not relevant to the purpose of testing. According to the 1999 Standards for Education and Psychological Testing, "accommodation" is a general term that can refer to any departure from standard testing content, format or administration procedures.

Guam allows for accommodations that are justified and described in the IEP of a student with a disability. The test publisher has categorized accommodations as either "standard" or "non-standard," and the type of accommodations used may affect how the results are included in the reporting of school, district, and state assessment results.

A small number of students with disabilities, particularly those with more significant cognitive disabilities (estimated at 1% - 2% of the entire student population), cannot meaningfully participate in general large-scale assessments even with accommodations. Rather than being excluded from the district-wide assessment program altogether, IDEA requires the performance of these students to be tested via an alternate assessment aligned with the content standards. Including all students in the district's assessment program will create a more accurate picture of the education system's performance. It will also lead to greater accountability for the educational outcomes of all students.

Alternate assessment is best understood as a means of including all students in Guam's district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the "ultimate accommodation" because it allows for all students to be counted in the accountability system.

Guam fully implemented its newly developed "Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment" in SY 2004-2005, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate achievement standards (AA-AAS) during SY 25-26 are described in Table 12. It should be noted that for SY 25-26, students with disabilities participating in the alternate assessment based on alternate achievement standards in grades 3-8 and 11 were administered the online assessment through the Multi-State Alternate Assessment System. Students in grades 1, 2, 9, and 10 were not tested.

Table 12 SY 25-26 Total Number of Students Whose IEPs Stipulate Participation in the Alternate Assessment Aligned (AAA) based on Alternate Achievement Standards (AAS)

GRADE	Number of students whose IEPs determine participation in the AA-AAS	Number of students who tested in ELA	Number of students who tested in MATH	Number of students not tested in SCIENCE
3	18	16	16	Not Tested
4	16	14	14	Not Tested
5	27	24	23	23
6	28	23	22	Not Tested
7	19	16	15	Not Tested
8	24	24	24	24
High School	15	11	11	11
TOTAL	**147**	**128**	**125**	**58**

NOTE: Reasons for nonparticipation include absence during the testing period or application of the Early Stopping Rule (ESR) due to a lack of observable responses."

Table 12 depicts the number of students with significant cognitive and functional disabilities who participated in the Alternate Assessments Aligned to Alternate Achievement Standards (AA-AAS) in English Language Arts and Mathematics (Grades 3–8 and 11) and Science (Grades 5, 8, and 11).

ACT WorkKeys™

The GDOE partners with Guam Community College (GCC) to provide Career and Technical Education (CTE) courses to its high school population. The CTE training further extended to the Guam Trades Academy for Construction Trades.

CTE courses and career guidance can help to prepare all students for college and career opportunities. GDOE provides several locally-funded CTE courses, such as Business Education, Consumer Family Sciences, Agriculture, and Industrial Arts. With support from the Consolidated Grants, resources needed to run these programs as well as training of CTE teachers receive up-to-date training opportunities that enable them to provide instruction that meets the demands of today's job market. Project staff and consultants work with teachers to develop the knowledge and skills to implement a high-quality curriculum in the CTE courses. The federal funds enabled increased participation in CTE course offerings, update skills of CTE teachers, and increase CTE enrollment in support of the Guam District Goals.

ACT WorkKeys™ Assessments are used to gauge student ability to enter the workforce, and the WorkKeys™ Curriculum (formerly KeyTrain) helped in the areas of reading, mathematics, and locating information. A career assessment system, such as Choices360™ career planning software, was utilized to help students build meaningful plans in which to connect interests and skills with occupations, college majors, and school information.

The NCRC is awarded at four levels of achievement – Bronze, Silver, Gold, and Platinum – based on performance on three of ACT's WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information. Each level is an objective validation to employers anywhere in the U.S. that an individual has met or exceeded the necessary foundational skills for a percentage of the 16,000 occupations in the WorkKeys database.

- **Bronze Level** signifies an individual has scored at least a Level 3 on each of the three assessments.
- **Silver Level** signifies an individual has scored at least a Level 4 on each of the three assessments.
- **Gold Level** signifies an individual has scored at least a Level 5 on each of the three assessments and has the necessary skills for 93% of the jobs in the WorkKeys™ Job Pro database.
- **Platinum Level** signifies an individual has scored at least a Level 6 on each of the three assessments and has the necessary skills for 99% of the jobs in the WorkKeys™ Job Pro database.

For the purpose of awarding college credit, achievement of the Gold or Platinum NCRC represents a rigorous standard.

Figure 21
SY 25-26 ACT WorkKeys™ Chart

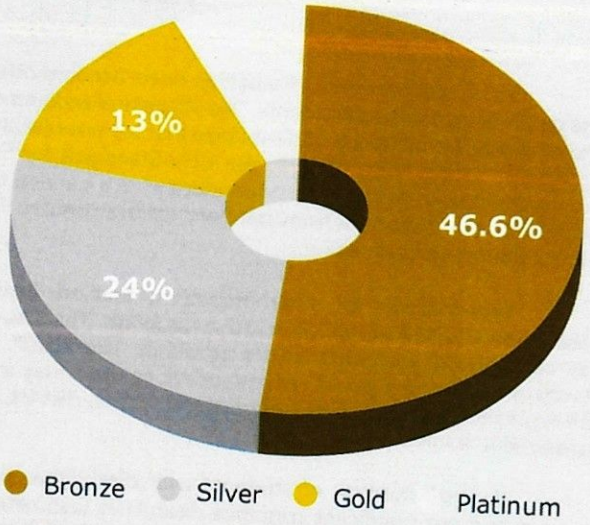


Figure 21 represents the ACT WorkKeys™ results for SY 25-26. It indicates 46.6% earned the bronze level, 24% of the students earned the silver level, 13% earned the gold level, and 6.9% of students earned the platinum level.

Table 13 SY 21-22 through SY 25-26 ACT WorkKeys™

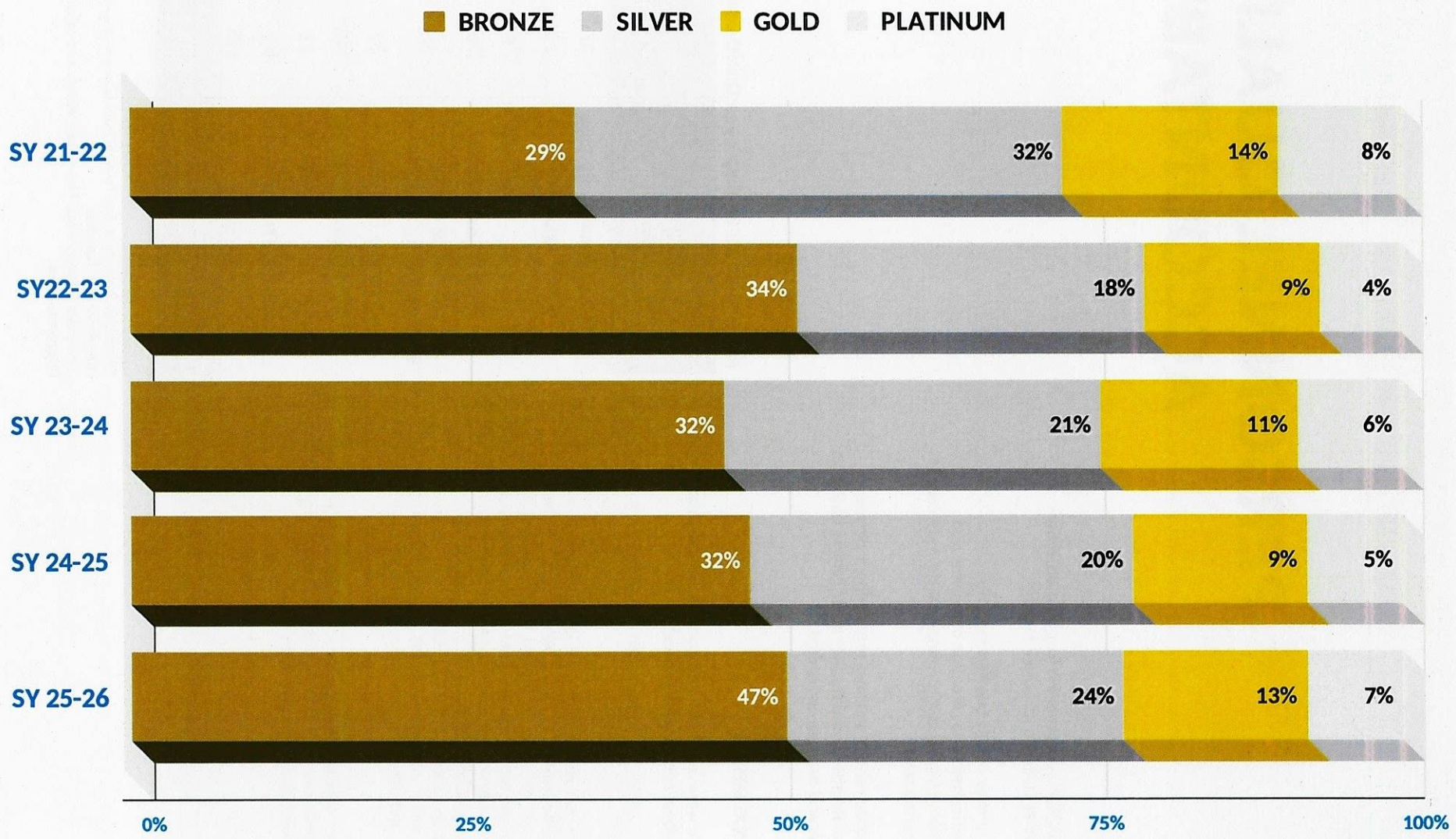
	BRONZE	SILVER	GOLD	PLATINUM	TOTAL RECEIVED
SY 21-22	170	186	84	45	485
TOTAL TESTED	583	583	583	583	583
	29%	32%	14%	8%	83%
SY22-23	1,048	549	275	128	2,000
TOTAL TESTED	3,054	3,054	3,054	3,054	3,054
	34.32%	17.98%	9%	4.19%	65.49%
SY23-24	619	395	204	109	1327
TOTAL TESTED	1,916	1,916	1,916	1,916	1,916
	32.3%	20.6%	10.6%	5.6%	69.2%
SY24-25	481	229	135	75	990
TOTAL TESTED	1,518	1,518	1,518	1,518	1,518
	31.7%	19.7%	8.9%	4.9%	65.2%
SY 25-26	633	326	176	93	1228
TOTAL TESTED	1,357	1,357	1,357	1,357	1,357
	46.6%	24%	13%	6.9%	90.5%

Table 13 shows the number of students who earned bronze, silver, gold, and platinum certificates from SY 21-22 to SY 25-26. The percentages are based on all students tested, including those who did not earn a certificate.

In SY 25-26, the number of students tested slightly decreased from 1,518 to 1,357 students tested. A total of 1,228 students or 90.5% of those tested received a certificate in SY 25-26.

Figure 22 ACT WorkKeys™ Assessment 5 Year Comparison

Figure 22 compares ACT WorkKeys™ Assessment results from SY 21–22 to SY 25–26.



PERSONNEL QUALITY & ACCOUNTABILITY

The GDOE Action Plan addresses the following objectives relative to Personnel Quality and Accountability:

To increase the number of fully certified teachers;
To implement recruitment and retention initiatives; and
To provide continuing high-quality professional development to teachers and administrators.

The following section reports statistics regarding employee demographic characteristics, and teacher qualifications based on certification levels and degrees completed.

EMPLOYEE DEMOGRAPHICS

In SY 25-26, there were 3,157 full- and part-time employees who provided instructional and support services.

Table 14 presents the distribution of 3,157 full- and part-time employees by position category for School Year 2025–2026. The teacher employment category accounted for 1,784 employees, or 56.5 percent of the workforce, followed by instructional aides with 695 employees, or 22 percent. Together, these categories represented approximately 79 percent of all employees. The teacher category includes substitutes, school counselors, and school librarians, while instructional aides include school aides, Head Start aides, and other community program aides.

Key Insights

- Workforce concentrated in instruction and support: The teacher employment category and instructional aides together represented approximately 79% of employees.

Table 14 SY 25-26 Employee Distribution By Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	87	2.8%
Central Administrators	23	0.7%
Teachers[1]	1784	56.5%
Professional/Ancillary	247	7.8%
School Health Counselors & Licensed Practical Nurse	40	1.3%
Allied Health Professional	39	1.2%
Central School Support	142	4.5%
Cafeteria	23	0.7%
Custodian/Maintenance	77	2.4%
Instructional Aides[2]	695	22%
TOTAL DOE EMPLOYEES	**3,157**	**100%**

1 Includes Substitute Teachers, School Counselors, and School Librarians categorized as Teachers.
2 Includes School Aides, Head Start Aides, and other Community Programs Aides.

Table 15 SY 25-26 GDOE Ethnic Distribution of Employees

	ETHNIC CATEGORIES	# of EES	%
1	A - Asian/Pacific Islander Not Listed	271	8.6%
2	B - African American	8	0.3%
3	C - Chamorro	1,768	56.0%
4	D - Chinese	5	0.2%
5	F- Filipino	845	26.8%
6	G - Palauan	31	1.0%
7	H - Hispanic	7	0.2%
8	I - American Indian/Alaskan Native	5	0.2%
9	J - Japanese	11	0.3%
10	K - Korean	11	0.3%
11	M - Marshallese	1	0.0%
12	N-Not listed	0	0.0%
13	O - Other	67	2.1%
14	P -Pohnpeian	9	0.3%
15	S - Carolinian	3	0.1%
16	T - Chuukese	44	1.4%
17	V - Vietnamese	4	0.1%
18	W - Caucasian	67	2.1%
	GRAND TOTAL:	**3,157**	**100 %**

Table 15 shows that employees under the CHamoru ethnic category total 1,768 of the total employee population (N= 3,157). Filipinos ranked second highest totaling 845 employees. Combined, Chamorro and Filipino employees represent over 82% of the total workforce tracked in this dataset. Employees identified as African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and other Asian had the lowest number of employees in those ethnic categories.

Figure 23
SY 25-26 GDOE Gender Distribution of Employees

Figure 23 shows that female employees, who comprise 72% (2,269) of the total population far outnumber the male employees at 28% (888).

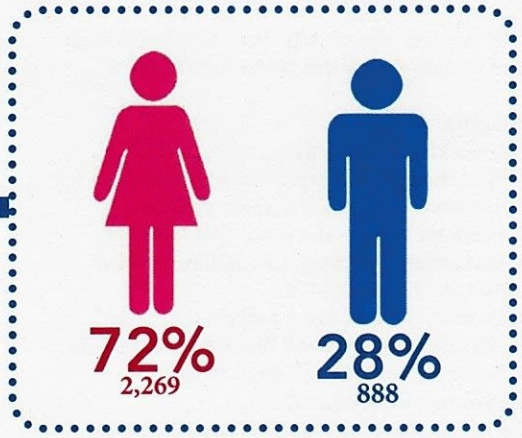


Table 16 SY 25-26 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 25-26 PERCENT OF TOTAL N = 3,157	SY 24-25 PERCENT OF TOTAL N = 3,210
18-24	106	3.3%	3.4%
25-34	681	21.5%	22.2%
35-44	700	22.1%	21.2%
45-54	903	28.6%	29.9%
55-64	575	18.2%	17.6%
65-70	122	3.8%	3.5%
71+	70	2.2%	1.9%
Total Employees	3,157	100%	100%

Table 16 represents the employee distribution by age group.

Key Insights:

- Peak Workforce: The 45–54 age bracket represents the largest single group, making up 28.60% of all employees.
- Mid-Career Concentration: Over 72% of the total workforce falls between the ages of 25 and 54, showing a mature and highly experienced core staff.
- Aging Workforce: Approximately 24.29% of the workforce is 55 or older, signaling a substantial portion of employees who may be approaching retirement eligibility within the next decade.

SCHOOL ADMINISTRATION & STAFF CERTIFICATION

Essential to increasing the number of fully certified school staff, implementing recruitment and retention initiatives, and providing high-quality professional development to teachers and administrators is the collection of data pertaining to certification obtained by teachers, administrators, and other school professional staff.

Table 17 represents the distribution of professional school administrator certification for SY 25-26. 100% of the active department school administrators hold full professional certification
(excluding any temporarily detailed personnel), with Master Administrator being the most common tier.

Key Insights:

- High Tier Leadership: Over 52% of all administrators (46 out of 87) have reached the highest tier of Master Administrator.
- Secondary Level Footprint: Secondary schools hold the largest portion of leadership staff with 52 total administrators, compared to 30 at the Elementary level and 5 at the Division level.
- Entry-Level Tracks: Only a small fraction of the workforce (11.5%) are operating on an Initial Administrator track (10 total), indicating a highly stable, deeply experienced administrative team.

Table 17 SY 25-26 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY 25-26 Certification			
	Elementary	Secondary	Division	TOTAL
Initial Administrator	2	8	0	**10**
Master Administrator	17	24	5	**46**
Professional Administrator	11	20	0	**31**
TOTAL	30	52	5	**87**

Table 18 depicts the distribution of instructional teachers by types of certification for SY 25-26.

Key Insights:

- The workforce is highly experienced: Over 82% of the certified teachers hold advanced credentials. Master Educators (679) and Professional Educators (646) dominate the school system, making up 1,325 out of the 1,615 total certified staff.
- Secondary schools have a slight majority: There are more certified teachers positioned in Secondary education (801) than in Elementary education (739).
- Elementary schools hold the most top-tier certifications: While Secondary schools have more teachers overall, Elementary schools have the highest concentration of top-tier educators, boasting 395 Master Educators compared to Secondary's 347.
- Low reliance on temporary tracks: Only 2.3% of the workforce (38 teachers) are on a Temporary Educator track (inclusive of Emergency, Provisional, and Conditional setups), indicating a highly stable, fully certified permanent staff.
- The uncertified support gap is small: Outside of the core 1,615 certified classroom teachers, the system relies on a relatively small footprint of 79 on-call substitutes and 15 JROTC instructors to round out its instructional staff.

Table 18 SY 25-26 Classroom Teacher Certification

TYPE OF CERTIFICATION	Elem	Secondary	Divisions	Expired[1]	TOTAL
Basic Educator	38	17	29	0	**84**
Initial Educator	59	69	2	1	**128**
Professional Educator	300	340	6	0	**646**
Master Educator	395	347	37	0	**679**
Master Equivalency	1	1	0	0	**2**
Reading Specialist	0	2	0	0	**2**
Pre Kinder Certificate (Head Start Div.)	36	0	0	0	**36**
Temporary Educator[2]	13	25	2	0	**38**
TOTAL	739	801	74	1	1,615

1 Expired represents teachers who once held valid Teacher Certification and whose certificates are expired.
2 Temporary Educator Certification indicates new class of certification as per change in policy (GEC Rule 29-73.10000.21, Adopted 02/17/09) inclusive of Emergency, Provisional, & Conditional Certification.

Table 19 presents the distribution of school health counselor and licensed practical nurse certification in SY 25-26. 100% of the 41 school health professionals are fully licensed to practice on Guam, with Registered Nurses (RNs) making up the vast majority of the medical support workforce.

Key Insights:

- Heavy RN Footprint: Registered Nurses operating as School Health Counselors (38) comprise 92.7% of the entire health staff footprint.
- Elementary Coverage Priority: Frontline health resources are concentrated heavily at the Elementary level with 23 personnel, compared to 13 at the Secondary level.
- Mobile Support Pool (2 LPNs): Kept at the Division level, ready to be dispatched immediately to any campus experiencing an RN shortage or leave of absence.
- System Leadership (1 Chief Nurse): Stationed at the Division level to oversee operations, scheduling, and city-wide health compliance.

Table 19 SY 25-26 School Health Counselor and Licensed Practical Nurses Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Division	TOTAL
Registered Nurses	23	13	2	**38**
Community Health & Nursing Services Administrator	0	0	1	**1**
Licensed Practical Nurses	0	0	2	**2**
TOTAL	**23**	**13**	**5**	**41**

Table 20 shows all 38 school librarians hold professional certifications, with none on introductory or temporary tracks.

Key Insights:

- Mastery: An incredible 84.2% of all librarians (32 out of 38) have achieved the highest possible Master Educator certification tier.
- Elementary Level Concentration: Elementary schools house the majority of the library talent footprint, accounting for 23 of the 38 total librarians (roughly 60.5%).
- Secondary Level Mastery Rate: Within the Secondary schools, the library staff is almost completely uniform, with 14 out of 15 librarians holding Master Educator status.

Table 20 SY 25-26 School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Master Educator	18	14	**32**
Professional Educator	5	1	**6**
TOTAL	**23**	**15**	**38**

Table 22 shows the distribution of School Guidance Counselor certification in SY 25-26. 100% of the 82 tracked School Counselors hold full certification, with the vast majority possessing mid-to-advanced tier credentials.

Key Insights:

- Secondary Focus: 42 out of 82 are stationed at the Secondary level, reflecting concentration of counseling resources in middle and high schools.
- Highly Qualified Workforce: Advanced professionals make up the bulk of the department. Professional Counselors (42) and Master Counselors (30) account for 87.8% of the entire counseling staff.
- Elementary Tier Symmetry: At the Elementary level, the counseling staff is overwhelmingly positioned at the Professional Counselor tier (20 out of 28), with very few entry-level (1) or master-level (7) counselors in place.

Table 21 SY 25-26 Guidance Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Initial Counselor	1	9	**10**
Professional Counselor	20	22	**42**
Master Counselor	7	23	**30**
TOTAL	**30**	**53**	**83**

Table 23 represents the distribution of school allied health professionals for SY 25-26. A total of 39 individuals held licenses and served in various allied health professions.

Key Insights:

- Employees in Social Work make up the clear majority of this workforce, accounting for 26 out of the 39 total professionals (approximately 66.7%).
- Licensure Requirements: The remaining positions (Psychologists, Clinicians, and Pathologists) explicitly operate under an Allied Health License issued by the Allied Health Board.
- Specialized Speech Services: Combined, the communication specialists (Speech/Language Clinicians and Pathologists) total 7 professionals, making up about 18% of the specialized support staff.

Table23 SY 25-26 Allied Health Professionals

ALLIED HEALTH PROFESSIONS	TYPE OF CERTIFICATION/ LICENSURE	TOTAL
Psychologist	Allied Health License	**6**
Social Workers	Allied Health Professionals	**26**
Speech/Language Clinician	Allied Health License	**4**
Speech/Language Pathologist	Allied Health License	**3**
	TOTAL COUNT ALLIED HEALTH	**39**

BUDGET & EXPENDITURES

Table 24 below depicts GDOE revenues by source category from FY 20 to FY 25. Local appropriations consist of General Fund and Special Funds.

Table 24 Appropriations from Various Categories for FY20 to FY25

CATEGORIES[1]	FY21	FY22	FY23	FY24[2]	FY25[3]
Local Appropriations	$ 230,345,992	$ 230,431,752	$ 264,114,018	$ 286,713,694	**$ 299,644,293**
Federal Contribution	115,868,681	158,058,484	112,018,039	186,685,629	**183,251,700**
Contributions from component units[4]	450,000	450,000	1,594,074	1,483,657	**1,661,970**
Cafeteria Sales	194	4,278	1,349	626	**178**
Fees and Other Program Receipts	409,583	1,882,352	102,286	200,251	**102,056.00**
Total Revenues	$ 347,074,450	$ 390,826,866	$ 377,829,766	$ 475,083,857	**$ 484,660,197.00**

1 *Local appropriations includes Federal indirect cost reimbursements*
2 *FY24-25 reflects the audited data*
3 *FY 25-26 reflects audited data*
4 *Data reflect school activities*

PER PUPIL COST

The per pupil cost (PPC) reported in the SY 25-26 will be updated when the final audit report from the Department's external auditor becomes available. The PPC for General Funds only is calculated by dividing the total local expenditures by the district average daily membership (see Table 4). The PPC for TOTAL Expenditure was the sum of the General fund plus the federal fund expenditures divided by the average daily membership.

Table 25 shows the per pupil cost based on local funds (or general funds) expenditure divided by the average daily membership. The total expenditures did not include the costs for student transportation provided by the Guam Department of Public Works.

Table 25 Comparative Expenditures and Per Pupil Cost from SY 22-23 to SY 25-26

	SY 22-23	SY 23-24[5]	SY 24-25[6]	SY 25-26[7]
General Fund	$ 222,661,034	$ 260,371,379	$ 225,835,608	**$ 302,007,849.00**
Federal Grants	$ 160,469,390	$ 116,306,077	$181,879,250	**$ 185,148,726.00**
TOTAL Expenditure	$ 383,130,424	$ 376,677,456	$ 407,714,858	**$ 487,156,575.00**
Student ADM	24,662	24,322	23,413	**23,121**
PPC (General Fund only)	$ 9,029	$ 10,705	$ 9,646	**$ 13,062**
PPC (TOTAL Expenditure)	$ 13,008	$ 15,535	$ 17,414	**$ 21,070**

5 *Data for SY 23-24, reflects the audited data*
6 *Data for SY 24-25 reflects the audited data*
7 *Data for SY 25-26 reflects audited data*

Note: The Financial Audit Report for FY25-26 has not been officially released.

SCHOOL EXEMPLARY PROGRAMS

ADACAO ELMENTARY SCHOOL

Exemplary Programs

14th National Elementary Honor Society

Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th-grade students for SY 2025- 2026. Our NEHS student members uphold the pillars of excellence in Responsibility, Scholarship, Leadership, and Service. This program is established through the National Association of Secondary School Principals.

13th Student Body Association

Our intermediate students develop citizenship, leadership, and character through the student association. It provides a democratic forum for students to address school-related issues that affect their lives and leadership training for their duties and responsibilities as good citizens. The SBA is nominated and elected by their peers through the voting process. This chapter maintains expectations as established by the American Student Government Association.

Noetic Math Learning

Our intermediate students develop citizenship, leadership, and character through the student association. It provides a democratic forum for students to address school-related issues that affect their lives and leadership training for their duties and responsibilities as good citizens. The SBA is nominated and elected by their peers through the voting process. This chapter maintains expectations as established by the American Student Government Association.

Accomplishments

- Weekly Progress Monitoring of student achievement through Aimsweb
- Hilitai of the Month: Hilitai of the Month awards are issued monthly and are a school-wide recognition program for outstanding students who have met the criteria that is aligned to our school mission and student-learner outcomes. Students from K-5th grade is recognized during Parent-Teacher Organization meetings.
- Passed the Department of Public Health and Social Services Inspection with "1" demerit in January 2026

Special Awards

- 1st Place in Coding for the First Lego League Robotics (FLL); Team Adabots 1
- 1st Place poster contest winner, Kiera Peredo; 5th grade for "Why the World needs Art" sponsored by Senator Shelly Calvo
- PBS Read-A-Thon: Victoria Mesa (teacher) placed in the Top 5 for Coordinator
- PBS Read-A-Thon: 1st grade class of Mrs. J. Mallada placed in the Top 5 for the Most Class Participants
- 2026 Scripps Spelling Bee School winner: Emma Hannah Libranda (3rd Grade)
- 2026 Noetic Math Top Students:
    - (2nd grade): Aerabella Iglesias, Micah Avery Obillo, Ikaika Salmon, Ailah Noelle Sangcayo
    - (3rd grade): Ellis Zakai Panganiban
    - (4th grade): Roxas Jace Blas
    - (5th grade): Penelope Ann Mendiola
- Special Olympics Guam winners:
- Jian Rabino- Gold 25 Meter Run and Gold Softball Throw
- Kholton Calara- Gold 100 Meter Run and Gold Softball Throw
- Lacail Meno- Gold 50 Meter Run and Gold Softball Throw
- Jaydence Meno- Gold 200 Meter Run and Silver Softball Throw
- Zayne Sangcayo- Gold Softball Throw
- Aydin Reyes- Gold Softball Throw and Bronze 200 Meter Run

AGANA HEIGHTS ELEMENTARY SCHOOL

Exemplary Programs

Positive Behavior Intervention and Support (PBIS)
AHES continues to implement Positive Behavioral Interventions and Supports (PBIS) to promote a safe, respectful, and positive learning environment. School-wide behavior expectations are explicitly taught and reinforced throughout the year through classroom instruction, recognition activities, and monthly assemblies. Students who consistently demonstrate expected behaviors are recognized as Bumblebee Ambassadors. PBIS has contributed to a positive school climate, as reflected in strong student and parent perception survey results.

Academic and Citizenship Excellence Recognition Program

AHES recognizes and celebrates student achievement through its Academic and Citizenship Excellence Recognition Program. During SY 2025–2026, 14 students earned the Principal's Award for outstanding academic performance. An additional 19 students received the Golden Un-BEE-lievable Bee Award for achieving high academic performance and Excellent Citizenship ratings in both semesters, while 34 students earned the Golden Builder Bee Award for demonstrating Excellent Citizenship throughout the school year. These recognitions promote a culture of academic excellence, responsibility, and positive character.

Early Bird Tutoring and ASPIRE Intervention Programs
The Early Bird Tutoring and ASPIRE Intervention Programs provided targeted support to students identified through the school's MTSS framework. These programs contributed to improved academic outcomes, including an increase in Reading Tier 1 performance from 59% to 70% and a decrease in Tier 3 students from 30% to 20%. Participating students demonstrated growth in both reading and mathematics through data-driven interventions, progress monitoring, and targeted instruction. The programs continue to play a key role in supporting student achievement and closing learning gaps.

Accomplishments

Reading Achievement: AIMSweb data highlight increased schoolwide reading proficiency, with Tier 1 students rising from 59% to 70% and Tier 3 students decreasing from 30% to 20%, reflecting strong growth in literacy achievement.

English Language Arts Achievement: AIMSweb data indicated ELA achievement improved across multiple grade levels, with more students meeting proficiency standards and fewer students performing below standard.

Successful Intervention Programs: Intervention programs demonstrated strong results, moving more students into on-track performance levels while reducing the number of students requiring intensive academic support.

Positive School Climate and Strong Family Engagement: Maintained a positive and supportive school environment, evidenced by strong attendance, high student satisfaction, and positive parent feedback regarding school culture, safety, and communication.

Student Leadership and Service: Agana Heights Elementary School continues to promote student leadership through the National Elementary Honor Society (NEHS), Student Body Association, and Student Council. During its 7th Annual NEHS Induction, 13 students were recognized for scholarship, leadership, responsibility, and service. NEHS members also led community service projects, including support for senior citizens, school fundraisers, BumbleFest, and the Kids Heart Challenge.

ASTUMBO ELEMENTARY SCHOOL

Exemplary Programs

Early Morning Tutoring and ASPIRE

The ASPIRE program together with the Early Morning Tutoring (formerly Early Bird Program) provide targeted intervention to Tier 3 and Tier 2 students in LARM. Homework assistance is also offered to students who participate in ASPIRE (After School). Progress Monitoring is conducted through a web-based program that tracks the student's progress through scores in completed modules and assessments. ASPIRE (After School) is conducted Monday through Thursday from 3:00-4:30pm. The Early morning tutoring program (formerly Early Bird Program) is held Monday through Thursday from 7:15 – 8:15 a.m. Students in this program focus on Reading and Math by completing modules and assessments in an intuitive web-based program.

T.I.M.E. (Together in Math & English)

ATES PBIS Program is geared towards promoting school safety and affirmative behavior. With the program in place in ATES, students are taught about behavior expectations, as well as providing students with strategies and coping skills to encourage constructive behaviors and responses. The Program has been a critical factor in lowering the number of office discipline referrals in ATES. Spearheaded by ATES' Counselor, the program has been instrumental in building our student's awareness of behavior and expectations of being safe, respectful and responsible. The Choose Kindness program also started for SY2023-2024.

Gifted and Talented Education (GATE) Program

The GATE Elementary program provides enrichment for identified GATE Academic students through a pull-out program. Public law 13-26, passed in 1975, mandates the gifted education program for Guam students. The GATE Resource Teacher also works closely with classroom teachers to discuss the needs and progress of each student and to assure a harmonious transition for the child from the classroom to the resource room. Curriculum emphasis for the K-5 program includes activities designed to promote independent learners. In order to accomplish this, students are provided with a variety of learning skills in the areas of problem-solving inquiry techniques, creativity, higher levels of thinking, and acceleration. Also integrated throughout this program are activities in the affective domain that involve feelings, values, social responsibilities and self-esteem. In addition to the instruction provided by the GATE program teacher, students also receive instruction from district GATE program teacher – GATE Theatre.

Accomplishments

Accreditation – AsTumbo Elementary School was granted an accreditation status from COGNIA. This is a culmination of the collaborative and cooperative working relationship of admin, staff, teachers, parents, and students at AsTumbo Elementary School. School-Wide Strengths mentioned were 1. Teachers demonstrated their professionalism by applying thier specialized knowledge, teaching experiences, self-directedness, and passion for ATES students. 2. Students love their school because of friendly and caring staff, safe/clean environment, and fun classes/activities and student behavior concerns are minor and resolved swiftly and effectively. 3. Parents have multiple avenues that can use to communicate with teachers. 4. ATES administration, faculty, and staff established structures that foster collaboration, communication and continued school improvement.

Department of Public Health School Inspection- AsTumbo Elementary School passed the health and safety inspection conducted by the Guam Department of Public Health and Social Services (DPHSS) from November 2025. Our school received a **(B)** rating.

National Elementary Honor Society – ATES officially established a National Elementary Honor Society (NEHS) Organization in the Spring of SY25-26. The organization consists of members of grade levels of 4th & 5th and meets the criteria of the NEHS pillars (Scholarship, Responsibility, Leadership, and Service). Their plans are to keep school community involved by planned activities and fundraisers.

Special Awards

- Jay'Noah Santos earning 2nd place in the Ivoted Sticker Contest in the Elementary School Division sponsored by Guam Election Commission.
- 73 - 5th Graders completed the GPD Drug Abuse Resistance Education (DARE) Program. Each received a certificate of completion.

- 6 students (Thomas Medler, Landen Medler, Adam Yilweg, Tanon'Rai Salas, Joseph Salas, and Mason Cruz) were champions for the Guam Football Association Be a Good Citizen Football 4 Schools Tournament.
- 70 participants from all grade levels participated in our Annual Science Fair.
- Amber Manzana 5th grade represented Astumbo Elementary School at the Islandwide Spelling Bee and Gian Comia being the Alternate.
- 5 students (Landen Medler, Kaley Pieper, Lovely Ecle, Nathalie Chavez, and Sterling Camacho) received Certificate of Participation at the Math Olympiad
- Jayvee Quejadas got State Rank #2 for Math Kangaroo. Gian Comia and Henry Uygioco are also Math Kangaroo Participants.
- 5th grade Rai Leeroy Kengin and Raina Dior Salas for winning 2026 Rai and Raina sponsored by ATES PTO & Merizo Mayors Office.
- 3rd Grader Xylar Jedidiah Pestanas won 3rd place builder in the NAWIC Guam Block Kids Building Competition.

B.P. CARBULLIDO
ELEMENTARY SCHOOL
Home of the Ko'ko's

B.P. CARBULLIDO ELEMENTARY SCHOOL

Exemplary Programs

CHamoru Language & Performance Arts Program

A CHamoru play written by Sinot Onedera titled, "I Ga'ga' Siha Yan I Duhendes "was performed entirely in CHamoru by all students, HeadStart through 5th grade with every student participating in the play.

Japanese Student Cultural Exchange Program

B.P. Carbullido hosted 15 students as part of a 3-day cultural exchange program in grades 1-5. In exchange, B.P. Carbullido Elementary School students (2 5th graders) visited Nagoya, Japan and attended day school while visiting.

A Focus on Vocabulary

An instructional focus on improving in the area of Vocabulary was a school-wide effort in SY2025-2026. A school goal was set with all teachers committed to focusing on vocabulary across subject areas. Teachers shared best practices during faculty meetings and incorporated strategies in their classrooms to teach vocabulary. At the end of the school year, the students' AIMSweb scores reflected an increase in Reading/Vocabulary.

Accomplishments

- With instructional goals set and regular professional learning community meeting engagement of teachers, student AIMSweb scores increased in the area of Math in 2nd, 4th, and 5th and Reading in 1st – 4th grade.
- SY 24-25, Smarter Balanced scores improved in English and Math.
- The school's Parent-Teacher Organization was officially established as a registered/non-profit organization and is active in supporting the school.
- The school in collaboration with GDOE Facilities & Maintenance Division addressed school demerits, resulting in a "B" rating on the school's Public Health and Social Services building sanitation inspection.

Special Awards

- Isla Art a Thon - Top fundraising student island-wide
- Special Olympics - Gold medalists
- Football for Schools - B.P. Carbullido Elementary School placed 2nd in the boys tournament

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development:

Parent Home Group Monthly Meetings

This initiative was established since 2020 to engage parents with teachers on school information, student academic progress, student attendance, student discipline, and home-school connections sharing best practices. The initiative was purposeful. The event was held once a month (after hours) between 5:30 PM- 6:00 PM via Zoom platform to meet the needs of working parents.

The reason for being unsuccessful and discontinued is there was evidence that parent attendance and participation decreased drastically therefore yielding ineffective impact.

As a result, the program was modified to be incorporated into the monthly Parent-Teacher Organization (PTO) hosted by individual grade level teams for SY 2026-2027 inclusive of in-person, hands-on learning activities for students and parents. Parent participation is being monitored.

C.L. TAITANO ELEMENTARY SCHOOL

Exemplary Programs

Be Heartfelt Meal Program

Students in need of extra meals are provided a food package with various food items to sustain them over the weekend. Working with the GDOE social worker, we ensure that the food packages are prepared. Students go home with these meals to help minimize weekend hunger

iRecycle Guam Program

CLTES students, faculty, and staff aggressively promote recycling at home and at school. Peggy Denny, from the iRecycle Guam program, works closely with school officials to maintain the school's recycling bin and periodically collect and transport aluminum for recycling.

Gifted and Talented Education Program

Students who passed a qualifying test were granted participation to the school's GATE program. Students gave in-school performances, utilized technology on a daily basis, and represented the school in various competitions.

Accomplishments

First Lego League Competition

Winners of the Core Values Awards.

Special Olympics

The school continues to consistently participate in the annual Special Olympics. The school supported our Olympians by preparing them through practices, providing resources and time to make the event a memorable one for them and their families who attend. Students develop self-worth and confidence through participation in the Special Olympics.

Scripps Spelling Bee

The top spellers from CLTES were selected to participate in the in-school spelling competition. Our school site champion speller advanced to the Island Wide spelling bee event competing against students from Guam and neighboring islands.

Math Olympiad

CLTES students participated in the Math Olympiad competition. They faced mathematical challenges and tested their problem-solving abilities.

Special Awards

- **GPD Fade Away from Drugs Annual Elementary School Kickball Tournament Champions**
- **Elementary Sports League** – Basketball, Overall Second Place
- **Elementary Sports League** – Volleyball, Overall Second Place
- **Guam Football Association's Football 4 Schools** – Overall Second Place for Girls Team
- **Math Olympiad** – Participation Award
- **PBS Reading** – Student and Teacher Awards

D.L. PEREZ ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Plan (SSIP)
Kindergarten-3rd grade implemented several Plan-Do-Study-Act (PDSA) Cycles as part of the State Systemic Improvement Plan (SSIP) throughout the school year to increase student achievement scores in the Reading-Early Literacy and Math AIMSweb Plus assessments. The program targets areas to focus on as a grade level looking at the AIMSweb Plus data.

Early Bird ASPIRE – Fanihi Intervention Time (FIT)
Students were given the opportunity to work with teachers in the morning to focus on subject areas in math and ELA. Throughout the school year, the program generated an increase of post-test scores from pre-test results.

Positive Behavioral Intervention & Support (PBIS)
PBIS promotes safety and good behavior. PBIS recognizes and rewards students who display the three schoolwide behavior expectations: Be Safe, Be Respectful, Be Responsible. Students may earn Fanihi tickets that can be used to redeem prizes or be awarded a Fantastic Fanihi certificate (held monthly). Office Discipline Referral (ODR) data is reviewed monthly to evaluate the efficacy and impact of the program and ensure PBIS goals are being met.

Accomplishments

State Systemic Improvement Project:
Increased Reading and Math scores for AIMSWeb Plus for K-3

Early Bird ASPIRE:
Increased Scores in Reading and Math Pre and Post Tests

Project FANIHI WINGSPAN:
Increasing Reading Fluency from Tip To Tip (Gardening Project and Reading Resources)

Special Awards

- DPHSS Guam Food Safety Poster Contest - K/1st Category, 3rd Place Winner- Blake Jack
- Guam Soil and Water Conservation Districts' 2025 Island wide Poster Contest, Elementary 2nd-5th
- Grade Category, 3rd Place winner - Elijah Soto
- 2026 Guam Preservation Trust "Project Shop" Award Recipient - Ms. Meravelle S. P. Duran
- "I Voted" Sticker Design Contest Winner - 3rd Place, Elementary School Division - Tiffany Althea Legaspi
- 2026 Elementary Interscholastic Volleyball Champions
- Ralph Pelonio, 1st Grader, Highest number of usage minutes on the Raz-Plus Leveled Reading Program for the entire SY2025-2026
- Dr. Anne Corcoron is the 2026 Guam School Counselor of the Year -
- Mrs. Jheanna Marfega attained her Master of Library and Information Sciences degree.
- Four teachers attained their Master of Education in Reading degree: Carl Paulo S. Nucum, Maria Leah B. Pagdilao, Marika M. Sucgang, and Anika Yamada.

FINEGAYAN ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Project (SSIP)
Implemented in Finegayan Elementary School as a SSIP scale up school. University of Guam, Center for Excellence in Developmental Disabilities Education, Research & Service (CEDDERS) provided professional development, technical assistance and support in the implementation of school-level improvement of Science Basics in the areas of Reading to support core instruction, a form of Response to Intervention (RtI) and implementation of Explicit Instruction. CEDDERS provide teachers & administrators with technical assistance to include

facilitation of school-level leadership/ implementation meetings, reading resources, and implementation expert services.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Under the PBIS framework, Finegayan Elementary school responded and supported the students' social, emotional, and behavioral needs with the data supporting the accomplishments.

Early Bird Tutoring, ASPIRE and Summer School Programs

The Finegayan Elementary School Early Bird Tutoring Program, After School Program for Intervention, Remedial, and Enrichment (ASPIRE), and "Enchanting Fairy Tales" Summer School Program were designed to close the academic gaps and help improve students' Reading, Language Arts, and Math foundational skills.

Accomplishments

- Finegayan Elementary School has just been in a refurbishment phase for the last two years by CoreTech International. CoreTech has completed all the work related to the refurbishment project. The work that was done was renovate all restrooms, replace all exit doors, upgrade the electrical system, and build canopy covering all walk ways. These upgrades have made a significant impact on the look and function of the school.
- Finegayan Elementary School got an "A" rating from DPHSS with only 3 demerits. This is a vast improvement from last year's 29 demerit "C" rating. This could not have been done without the hard work and dedication of FES staff and GDOE F&M Team led by Dominic Orbe and his team. We have to acknowledge the guidance from GDOE Safety Office, specifically Mcret Castigador and Donovan Cabo. All this was accomplished without having to cordon off any rooms or areas on our campus.
- Guihan Learning Days (weekly) and Focus on Fin (monthly) were conducted consistently to promote Professional Learning Community (PLC). It is an opportunity for Faculty and Staff to collaborate and share expertise and best practices. It was also an opportunity to review and analyze data to improve teaching skills and the academic performance of students.
- TAE Project Teacher Mentorship Program helped strengthen the instructional practices of newly and effective certified teachers. This school year, three Finegayan Elementary School teachers completed the mentorship program.
- Finegayan Elementary School offers variety of opportunities for students to be part of extra-curricular activities such as being part of clubs and organization including but not limited to WAVE, Robotics, Ukelele, CHamoru, National Elementary Honor Society, Student Council, Art, Super Duper Guihan Readers and Athletics

Special Awards

- 2026 Inacha'igen Competition @ UOG Our students participated in the Koru (Choir) and Umestoria (Storytelling) Competitions. In the Koru Competition we were 2nd Place in K-2nd Category. We were 3rd Place in the 3rd-5th Category. In the Umestoria Competition Teddy Asuncion was 3rd Place in K-1st Category. Mark Cordova was 3rd Place in 2nd-3rd Category. Scarlett DelaRosa was 2nd Place in 4th-5th Category.
- 2025 World Architecture Day Art Contest. Shainna Magno was 1st Place and Marcus Santelices was 3rd Place.
- 2026 Isla Art-A-Thon, two of our students were 1st and 2nd Place. Sage Gutierrez was 1st Place. Javier Cruz was 2nd Place.
- Participated for the first time in the First Lego League Competition. Coaches were Jennifer and Jeffrey Malinao. Participants were 5th graders. They are Khian Cabuhat, Rafael Medina, Akari Macaalay, Mariano Samuel, John Naguit, Rayonna Blas, Marcus Santelices, Victor John Cruz, Logan Romo, Marc John Bumagat.
- Participated in the First GDOE Sling Competition. Coaches were Georgette Manglona, Doreen Teria, Rose Leon Guerrero, Charlene Arriola, Lucy Ignacio, and Melissa Hernandez. The school had a large team from different grade levels, both male and female participants.

HARRY S. TRUMAN ELEMENTARY SCHOOL

Exemplary Programs

Pen Pals Program

A program that is implemented at HSTES that encourages parents to be active partners in the learning process for their children. The Pen Pal Program is a newly implemented program for school year 2020-2021 and ongoing for SY 25-26. Teachers in grades Kindergarten through fifth present lessons on letter writing to their students. Students then write letters to their parents that focus on what they are currently learning in the classroom and how it is directly linked to the SLOs. Parents then write back to their children and provide input and feedback on how they are demonstrating the attainment of the SLOs at home and in the community.

The parent training and information on the Pen Pal Program was provided to parents during the parent meeting on April 15, 2024. Writing templates were made for the primary and intermediate grades. The data was shared with all classes and parents during the Parent Teacher Organization meeting.

After School ASPIRE Program

The overall goal of the ASPIRE program is to provide targeted support for Tier 2 students—those close to grade level but needing extra help, based on assessments, classroom data, and teacher observations. The program aims to close achievement gaps and increase the number of students performing at or above grade level. The Spring AIMSWeb data indicate that 57% of students are performing at or above grade level in reading, and 36% are performing at or above grade level in math. These results can be attributed to the consistency of the After-School Program, Early Bird Tutoring Program, and Summer School Program, which have been implemented over the past three to four years. The program goals have specifically targeted math and reading skills aligned with our School Action Plan. These successes were also reflected in the Smarter Balanced scores from SY 2024–2025, where Harry S. Truman Elementary School placed among the top five elementary schools districtwide.

The HSTES ASPIRE Program aims to continue this successful implementation and further increase the percentage of students performing at or above grade level. Another highlight is the measurable growth shown in students' pre- and post-assessments. In reading, 64% of students demonstrated a gain of 10 points or more, while in math, 73% of students showed a gain of 10 points or more. Additional strengths of the Harry S. Truman Elementary School After School Program include the integration of engaging and diverse activities that keep students active and motivated. This quarter's highlights included reading partnerships, technology integration, physical fitness and healthy lifestyle choices, as well as social-emotional learning.

Student Family Engagement/Spring Carnival/Lunch with a Loved One

School activities allowed student to experience fun and engaging activities other than academics in order to build a sense of reward and encouragement to meet student learning outcomes. A spring carnival and lunch with loved ones involved families in celebrating student accomplishments.

Accomplishments

- Facilities and Environment Safe and Healthy Improvement Grade: A
- Family Engagement
- Engage ALL Employees
- Professional Learning
- Improved Academic Achievement
- Meaningful Relationships w/our students and families
- Excellent Morale
- Volleyball Tournament Participation
- Spelling Bee
- Special Olympics
- GATE Fair
- Science Fair
- Implementation of Cooperative Learning Structures

- Participation in district sports

Special Awards

- 6 year Accreditation
  - 2021 – 2024 Initial Study
  - 2024 – 2025 6 years
- Basketball Champions

INARAJAN ELEMENTARY SCHOOL

Exemplary Programs

Guam Police Cadet and DARE Program

The Guam Police Department paired up with 5th grade students over a 10-week course that taught citizenship, drug awareness, and good decision-making processes. This program fits in line with the IES Positive Based Interventions System that teaches the students to be responsible for themselves and the school environment. We found that behavior directly affects student academic achievement and by focusing on behavior, students have the capacity to perform better academically.

Partnership with GPD and Guam National Guard.

The Guam Army National Guard through a partnership with the Guam Police Department visited the school during Red Ribbon Week to talk about a hero, Kiki who battled against drug dealers and drugs keeping citizens and students safe from its harmful effects. The interaction gave an awareness of the harmful effects of drug and drug use. On an island where use may be at a high, students made pledges to remain drug free.

National Elementary Honor Society

National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th-grade students for SY2024-2025. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in most of our school's ceremonies and assemblies.

Early Bird/ASPIRE

Students of IES participated in both the morning and afternoon tutoring programs that were designed to address areas of academic need. The programs, being product based, also assisted students with course work from their reading, language, and math classes. While some students made small steps, other students were able to demonstrate proficiency in reading. In addition, the school also used programs such as the Electric Company's grammar and reading skills. A second reading between the Lions was also used to further students' reading abilities.

Chief Patrol

With PBIS learned behaviors, selected 5th grade students are chosen to participate in the Chief Patrol. Cadets are responsible for helping ensure student safety. Students in the program practiced good citizenship and character becoming role models for students 4th through kindergarten.

Guardians of the Reef

5th grade students through the University of Guam learned the importance of the reef. Corals are the building blocks of the reef and support biodiversity of marine life. Without the reef this life that we depend on through our ecosystem would cause other life that is dependent on it to disappear.

STEM Gardening

First- and fifth-grade students through the University of Guam, were given materials to grow local produce, including okra and eggplant, on campus.

Accomplishments

Chief Day Carnival

Event sponsored by PTO to collaborate with community to raise funds for student incentives.

Special Awards

1. Science Fair Champions two placements
2. Chamorro oratorical Champions
3. Police Cadets
4. Participants in Guam Football League Association
5. Participants in Guam Youth Baseball Pony League
6. Participants in Guam Kickball League
7. Participation in Guam Soccer League
8. Participants in the staff DOE baseball tournament

9. Teacher of the Year Semi Finalist Participant
10. Participation in Math Olympiad
11. Participants in Cans for Humanity display competition

JUAN M. GUERRERO ELEMENTARY SCHOOL

Exemplary Programs

JMGES School Climate Cadre

The Juan M. Guerrero Elementary School (JMGES) School Climate Cadre strengthened positive school culture by increasing monthly student celebrations and support activities throughout the school year. These efforts were designed to recognize student achievement, encourage positive behavior, promote attendance, and foster a sense of belonging among all students.

Monthly celebrations included recognition of academic growth, positive citizenship, attendance milestones, leadership, and exemplary behavior aligned with the school's expectations. Students were acknowledged through certificates, classroom and school-wide announcements, assemblies, special events, and incentive programs that celebrated both individual and collective accomplishments.

In addition, the School Climate Cadre coordinated student support initiatives that focused on social-emotional well-being, relationship building, and student engagement. Activities included spirit days, character education lessons, kindness campaigns, mentoring opportunities, wellness activities, and classroom incentives that reinforced a positive learning environment.

These efforts contributed to improved student morale, increased participation in school activities, stronger connections between students and staff, and a more welcoming and supportive school climate. By consistently recognizing student successes and providing meaningful support, JMGES continued to foster a culture where every student feels valued, respected, and motivated to succeed.

PBIS Initiatives Increased Parent and Community Involvement

Through the implementation of Positive Behavioral Interventions and Supports (PBIS), Juan M. Guerrero Elementary School (JMGES) strengthened partnerships with parents, families, and community stakeholders to support student success and promote a positive school culture. PBIS initiatives provided meaningful opportunities for families and community members to actively participate in school activities, celebrations, and recognition programs.

Parents were invited to attend student recognition ceremonies, monthly celebrations, attendance awards, academic achievement events, and school-wide PBIS activities. Regular communication through newsletters, social media, parent meetings, phone calls, and school events helped families understand PBIS expectations and encouraged them to reinforce positive behaviors at home.

Community partners also played an important role by supporting student incentives, volunteering at school events, providing resources, and participating in special activities that recognized student accomplishments. These collaborations helped create a shared commitment to fostering respectful, responsible, and safe behaviors both in and out of school.

As a result, JMGES experienced increased family engagement, stronger school-community partnerships, and greater support for school initiatives. The enhanced involvement of parents and community members contributed to a more positive learning environment, improved student motivation, and a stronger sense of belonging among students and families. By working together, JMGES continued to build a supportive school

culture where students are encouraged to achieve academic, behavioral, and social success.

Increased Technology Use Across All Grade Levels

Juan M. Guerrero Elementary School (JMGES) expanded the integration of technology across all grade levels, Kindergarten through Grade 5, to enhance teaching and learning opportunities for students. Teachers incorporated a variety of digital tools, educational platforms, and technology-based resources into daily instruction to increase student engagement, support differentiated learning, and strengthen academic achievement.

Students regularly utilized computers, tablets, interactive displays, and online learning programs to develop skills in reading, mathematics, science, research, communication, and problem-solving. Technology was integrated into classroom lessons, small-group instruction, intervention programs, project-based learning activities, and assessments, providing students with multiple opportunities to apply their knowledge in meaningful and interactive ways.

Teachers leveraged digital resources to personalize instruction, monitor student progress, analyze assessment data, and provide targeted support based on individual student needs. Educational platforms such as learning management systems, literacy and mathematics programs, virtual libraries, and multimedia tools helped create engaging learning experiences that promoted critical thinking, creativity, collaboration, and digital literacy.

Technology integration also supported college and career readiness by helping students develop essential 21st-century skills, including responsible digital citizenship, effective communication, research skills, and the ability to use technology as a tool for learning and innovation. As a result, JMGES increased student engagement, expanded access to instructional resources, and enhanced opportunities for academic growth across all grade levels.

Accomplishments

Accommodated ALL students, including ELL, with IEP, low SES, etc.

Created a sense of belongingness, collaboration, self-realization & school spirit

Helped students/staff/teachers do their part in accomplishing the target achievement

Individual recognition received, yet school pride and recognition were also achieved

Encouraged other students/staff/teachers to do better because of the achievement

Validated the school's SSIP, the district's SSP, and related goals and objectives

Exemplified to students/staff/teachers that such an achievement is possible in spite lack of resources or other negative circumstances that may have negated the achievement

Decrease in Office Disciplinary Reports ODRs

With Positive Behavior Intervention and Support (PBIS) included with counseling classes and meetings, students were able to use suggested calming supports taught to them.

AIMSweb Plus Results (K-5)

Most grade levels had approximately 50% of students performing in the Average range. This indicates about 25% performing Above Average or Well Above Average, while about 25% performing Below Average or Well Below Average show there are Areas of Growth.

Dynamic Dolphins

Students receive a monthly award for keeping up with the school learner outcomes and keeping their citizenship to a level well above their peers. In addition, this keeps the school environment aligned with the 3 Dolphin Rules of being safe, respectful, and responsible.

Smarter Balance K-5 Assessment Results

An initial testing for smarter balance interim and annual smarter balance testing, students were able to increase in results for ELA, Math, and Science.

Teacher, Supports, and Staff Communication & Collaboration

Working alongside and finding solutions where and when there are problems, issues are brought up to create a better school atmosphere and learning environment. If needed, adjustments of assignment and locations are placed for the safety of all individuals.

Special Awards

- 1st Place (Elementary Division) for the I Vote Sticker Contest
  Janeiah Benavente, 5th Grade
  Sponsored by the Guam Election Division. 1st place winner will get her sticker design printed on stickers to be passed out on election day. She also won an apple ipad and a $50 apple gift card. School coordinator: Mrs. V. Ignacio
- 1st Place (2nd grade division) for the NAWIC Block Kids Competition
  Zane Villaverde, 2nd Grade (GATE Program)
  Sponsored by the National Association of Women in Construction. Zane won a Lego Box Trophy and prizes. School coordinator: Mrs. V. Ignacio
- 2nd Place (Elementary Division) for the 2026 Silibrasion Mes CHamoru Bailan Taotao Competition
  K-5 JMGES Students (Group)
- GPO Pumpkin Coloring Contest
  Rheiy Maramba, Kinder and Dan Caraig, 5th Grade, GATE Program
  Rheiy (Kindergartener) won the People's Choice and Dan (5th grade) won the scariest pumpkin. School Coordinator: Mrs. V. Ignacio
- School Spelling Bee Winners
  Kean Tan (1st place), 5th Grade and Rob Calilung (2nd place), 4th Grade
  Islandwide Spelling Bee was sponsored by the Guam Rotary Club. Kean Tan represented JMGES at the Islandwide Competition. The school spelling bee was coordinated by Ms. Amber Tajalle, Mrs. Kasaundra Penaflor, and Mrs. Valene Ignacio.
- "ESL Classroom: Learning to read and write outside the box"
  Rebecca Bidaure and Hannah Bidaure (ESL Teachers)
  ELL's in grades Kinder - 5th
  Sponsored by ILA (International Literacy Association)/ $500.00 Grant (purchased reading books for students in ESL classrooms).

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

While we celebrate our successes, we recognize that there is still important work ahead. Smarter Balanced assessment results indicate that many students continue to struggle in reading, mathematics, and science, particularly in the upper grades. These results remind us that we must continue to strengthen instructional practices, provide focused interventions, and ensure that all students receive the support they need to meet grade-level expectations.

In addition, our English Learner population continues to grow, requiring ongoing support in language development and academic achievement. We remain committed to meeting the needs of all learners through differentiated instruction and targeted services.

As principal, my focus for the coming year will be to: Improve and sustain early literacy achievement; Improve and sustain early numeracy achievement; Strengthen family engagement in literacy and learning; Increase the use of data-driven instruction; Expand intervention and enrichment opportunities; Continue building a positive school culture through PBIS and student supports; and Provide ongoing professional development and instructional coaching for teachers.

J.Q. San Miguel Elementary School

Exemplary Programs

D.A.R.E. Keepin It Real Program

During SY 2025-2026, JQSMES Fifth Graders participated in the "D.A.R.E. Keepin' it REAL" Program. The "D.A.R.E. Keepin' it REAL" elementary school program consists of ten 45-minute lessons that also include take home family talk activities. The curriculum, designed based on the Socio-Emotional Learning Theory (SEL), identifies fundamental, basic skills and developmental processes needed for healthy development including: (1) self-awareness and management, (2) responsible decision making, (3) understanding others, (4) relationship and communication skills, and (5) handling responsibilities and challenges.

The "D.A.R.E.: keepin' it REAL" elementary school program is delivered by certified D.A.R.E. officers with high fidelity and their delivery are engaging to students. It is effective and successful in the long-term reduction of alcohol, getting drunk, smoking cigarettes, and vaping. Students were recognized for completing the program during the DARE commencement ceremony.

JQSMES Early Bird/ASPIRE Program

JQSMES offers students comprehensive academic and social enrichment through its ASPIRE and Early Bird Programs, designed to provide both remediation and enrichment opportunities. These initiatives focus particularly on enhancing reading skills, utilizing districtwide pre- and post-tests such as IXL and AIMSWEB to assess and support student progress and achievement.

Manaotao Agila

Manaotao Ågila is a CHamoru cultural club that promotes the language, practices, and customs specific to the people from the Mariana islands through song, dance, and chant. The cultural group allows a chance for students to immerse themselves in the CHamoru culture through premier performances, and competitions throughout the school year.

Accomplishments

Spelling Bee-Students competed among their grade level peers. The top two students represented their grade level during the in-school competition.

JQSMES Science Fair 2026- Students competed in a school-wide competition to display their knowledge using the scientific method.

Sports Program-Students from grades third to fifth participated in GDOE intramural sports: basketball and volleyball. GPD Fade Away From Violence Kickball Tournament participation.

Early Bird/ASPIRE-Students were provided with additional time for instruction and support to raise academic performance in Reading and Math.

Special Awards

- Master's Degree in Library Science, Jodee Calvo, 2nd Grade
- 2026 Scripps National Spelling Bee, Princess Guzman, 5th Grade, School Representative
- GATE Math Meet 2026, Naomi Grapa and Cahrlie Valencia, 5th Grade, Competitors
- Public Affairs Specialist 3 Qualification US Coast Guard Auxiliary, Dr. Darlene Roberto, Principal
- Top School Representative Guam Council International Literacy Association Read-A-Thon "Camp Read-A-Lot" -2nd Place, Vanessa Garrido, School Librarian
- Top Islandwide Student Participant Guam Council International Literacy Association 2026 Read-A-Thon "Camp Read-A-Lot", 1st Place, Layla Rhaye Duenas, Kindergarten
- Registered Behavior Technicians, Terry Lynn F. Castro, Shauntay Aflleje, Kindergarten
- Airman 1st Class Tiana Chaco , Graduated from Services Apprentice Course, Fort Lee, VA, Kindergarten Teacher.

Liguan Elementary School

Exemplary Programs

Afterschool Program for Instructional Remediation & Enrichment-ASPIRE (CSAI)

The LES ASPIRE & Early Bird program implemented an intervention and enrichment program before and after-school. The ASPIRE program went for two hours a day four times a week to increase reading and math skills, research strategies, and hands-on activities. The Early Bird program went for one hour a day four times a week to increase math skills from kindergarten through 5th grade. Everyday these programs dedicated an instructional block for reading (D.E.A.R. time) and math (math fact review). Teachers who created and designed minicourses integrated literacy and math skills into their lessons/activities. Teams of certified teachers collaborated to ensure the implementation of the ASPIRE and Early Bird goals. They used GDOE standards, resources, textbooks, laptops and library books. Teacher Assistants (TAs) also provided additional support by helping out with homework

for 30 minutes each day. Fridays were used for Professional Learning Communities (PLC) to discuss best practices, intervention strategies, analyze data, and communicate with parents regularly about their child's progress and successes.

Sihek Super Reader Program

The program encourages students to read beyond the school day, to record and monitor progress using a reading log monthly. Developed by our former ESL Coordinator/teacher, Mrs. Cecilia Champion. This program was included in our School Action Plan to promote literacy and encourage parent and student involvement with students reading frequently to their parents and their classmates. At the end of the school year, students who participated were recognized and celebrated. The school will continue to encourage more students and parents to get involved to focus on reading and to celebrate student successes throughout the school year

Science, Technology, Engineering, and Mathematics (STEM) Program

LES implemented the Science, Technology, Engineering, and Mathematics program for students in 1st- 5th grade which offers hands-on, engaging learning experiences that foster problem solving skills, critical thinking, creativity and also helps students think outside the box and develop innovative solutions throughout the school year. The STEM committee, led by Catherine Tumanda, GATE teacher, encouraged students to identify problems, brainstorm solutions and test their ideas. Students focused on areas such as coding or robotics, while others focused on integrating multiple disciplines. Towards the end of the year, students showcased their projects where the other students and parents were invited to listen and witness their creations come to life.

Accomplishments

- Soaring Sihek assemblies recognize students who were caught doing good each month
- LES Youth Athletics Club (3rd, 4th, 5th) participated in various sports throughout the school year: kickball, volleyball, basketball, soccer
- LES Science Fair K-5 (2/11-2/12/25)
- Sihek Readers Fair K-5 (3/25-3/27/25)
- WASC Accreditation full self study visit (3/27-3/29/25)

Special Awards

- Rotary Club of Guam donation of books to the 1st grade students on May 15, 2025
- The Accrediting Commission for Schools, WASC grants Liguan Elementary School six-year accreditation status through June 30, 2031 with a mid-cycle report in SY27-28.
- Special Recognition for Cecilia Champion-Teacher V, for 32 years of service in the Department of Education on October 15, 2024.
- GATE Math Meet 2025 winner- Zander Olalia given on March 15, 2025.
- GATE Block kids 2025 winners- Zoe Diaz and Jassteven Ibay given April 5, 2025. Islandwide Science Fair 2025 3 rd place winners- Mandy Cabrera and Phillip Del Puerto given on April 28, 2025.
- GEB Special Recognition for Liguan Elementary School for receiving an A rating for the Public Health School Inspection given on February 18, 2025.

MARIA A. ULLOA ELEMENTARY SCHOOL

Exemplary Programs

Positive Behavior Interventions & Supports

Teachers and staff work together to implement the framework to foster a positive and safe school environment for all. The school-wide initiative was used throughout the school year and positively influenced academic achievement and student behavior. Cool Carabao Kids are selected and awarded each month for students that uphold the school wide expectations.

Annual Reading Fair

The Annual Reading fare is similar to that of a Science Fair but is a focus on increasing literacy campus-wide. As part of the fair, students read a book and create a trifold creatively illustrating their book. The culminating activity is a day of judging by community partners from the village mayor, University of Guam, active military personnel, and other special guests who are within the field of education.

Girls Exploring Many Skills Club

An extra-curricular opportunity for girls to explore many skills and introduce them to real-world experiences academically and socially. One activity was the engagement of Maria Ulloa students with the Japanese School Sunny Bunnies for cultural-exchange and sharing.

Accomplishments

SSIP

Scale-up School for State Systemic Improvement Plan (SSIP)- As an SSIP scale-up school the last 3 years we are focused on improving student performance in reading and math as measured by the AIMSWeb Plus Benchmark Assessments (Fall, Winter, and Spring). The goal of SSIP is to have students performing at the 35th percentile on Early Literacy and Early Numeracy measures in Kindergarten and 1st Grade. Students in 2nd and 3rd grade aim to reach the 45th percentile on Oral Reading Fluency and Reading Composite. As a school we have made progress and will continue to set goals to reach the expected outcomes. Teachers analyze student data weekly and implement interventions using the PDSA cycle (plan, do, study, act).

Special Awards

- **PBS Guam 30th Read-A-Thon** Top Class- 2nd grade Mrs. Ashley Cepeda
- 26th Annual Isla Art-A-Thon Exhibition- Amber Tongson- 3rd grade, Ryan Tagle- 3rd grade, Jayce Cepeda- 1st grade
- **Chamorro Yiyupåktu Winners:** CHamoru Slinging Competition-1st place team and Jayvin Rosario, Best Slinger Overall
- **2025 National Association of Women in Construction** (NAWIC) Block Kids Competition - 1st grade Aria Olivares (2nd place), 2nd grade Calvin Fernando (2nd place), 3rd grade Emelia Lavarias (3rd place), 3rd grade Emika Erne (1st place), 4th grade Aviary Weaver (2nd place), 5th grade Jeremiah Damian (3rd place), 5th grade Nathan Fernando (2nd place)
- **Raz-Plus reading program highest reader**- 2nd grade Enzo Sales

M.U. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

Reset to Re-Center: Schoolwide Instructional Framework

The Reset to Re-Center: Schoolwide Instructional Framework was implemented to strengthen Tier I instruction by establishing consistent instructional expectations across all grade levels. The framework aligned Academic Language and Concepts, Professional Learning Communities (PLCs), Collaborative Learning Teams (CLTs), progress monitoring, targeted intervention, and vertical articulation into a unified instructional system that supported data-informed decision making. Teachers collaboratively analyzed student performance, refined instructional practices, and implemented consistent instructional routines across grade levels. As a result, all five tested grade levels demonstrated measurable growth in Mathematics Concepts & Applications from Fall 2025 to Spring 2026 while instructional consistency

and professional collaboration improved schoolwide. The framework is sustainable, embedded within existing school structures, and readily replicable by other schools seeking to strengthen instructional coherence and student achievement.

Professional Learning Communities & Collaborative Learning Teams

Professional Learning Communities (PLCs) and Collaborative Learning Teams (CLTs) served as the school's continuous improvement process by engaging teachers in structured collaboration focused on student learning. Teachers regularly analyzed assessment data, identified instructional priorities, designed targeted instructional responses, monitored student progress, and reflected on instructional effectiveness. The collaborative process strengthened vertical alignment, increased instructional consistency, and fostered collective responsibility for student achievement. Ongoing collaboration-built teacher capacity, promoted data-informed decision making, and supported measurable improvements in student learning. The PLC/CLT process is sustainable and provides a replicable model for continuous school improvement.

Title I Family Literacy & Engagement Program

The Title I Family Literacy & Engagement Program strengthened partnerships between home and school by providing literacy workshops, family learning activities, make-and-take events, and instructional resources that empowered families to support student learning at home. Parents actively participated in learning experiences aligned with the School Improvement Plan while receiving practical strategies to reinforce literacy development beyond the classroom. The program expanded meaningful family engagement, strengthened communication, and reinforced shared responsibility for student success. Increased family participation and stronger collaboration among families, staff, and community partners reflected the program's positive impact. The Title I Family Literacy & Engagement Program provides a sustainable and replicable framework for strengthening family engagement in support of student achievement.

Accomplishments

Achieved Schoolwide Growth in Mathematics Concepts & Applications

All five tested grade levels demonstrated measurable growth in Mathematics Concepts & Applications from Fall 2025 to Spring 2026, reflecting the impact of targeted instruction, collaborative planning, progress monitoring, and systematic intervention.

Successfully Implemented the Reset to Re-Center Instructional Framework

The school implemented a unified instructional framework that aligned Academic Language and Concepts, PLCs, CLTs, intervention, progress monitoring, and vertical articulation, resulting in greater instructional consistency across classrooms and grade levels.

Expanded Family Engagement in Student Learning

Through Title I initiatives, the school increased meaningful parent participation by providing literacy workshops, family learning opportunities, and home learning resources that strengthened partnerships between families and the school while supporting student achievement.

Maintained a Safe, Supportive, and Resilient Learning Environment

The school-maintained continuity of learning while strengthening emergency preparedness, safety procedures, incident response, and operational readiness through coordinated planning, emergency drills, and collaborative response efforts throughout the school year.

Expanded Student Leadership, Recognition, and Enrichment Opportunities

Students demonstrated excellence through academic, cultural, athletic, and leadership opportunities including the National Elementary Honor Society, Noetic Learning Mathematics Competition, the Island-Wide Spelling Bee, Isla Art-A-Thon, CHamoru competitions, and interscholastic athletics, promoting scholarship, leadership, creativity, service, and school pride.

Special Awards

- University of Guam Annual I Fino' CHamoru – Umestoria Competition (1st Place, Ma'lak Division): Malak LG Dunn, Grade 2 Student, recognized by the University of Guam.
- 2026 Guam Teacher of the Year Semi-Finalist: Loretta Cruz, CHamoru Teacher, recognized by the Guam Department of Education and the Foundation for Public Education.
- SSIP Schools Raz-Plus Reading Recognition: Maraquita Fegurgur, Grade 3 Teacher, and Alexander Ignacio, Grade 3 Student, recognized by the Guam Department of Education School Systemic Improvement Plan (SSIP).
- National Elementary Honor Society (NEHS) Induction: Annialet Babau, Jerico Barcin, Saveasi Eseroma, Catalena Garcia, Zyleah Lizama, Jayce Pablo, Greyson Quitaro, Khayden Refugia, Khallen Refugia, and Brianne Torres were inducted into the National Elementary Honor Society in recognition of scholarship, leadership, service, responsibility, and character.
- 27th ISLA Art-A-Thon (2nd Place): Joseph Lopez, Student, recognized by the University of Guam.
- GPD Fade Away from Violence Kickball Tournament (Finalist): M.U. Lujan Elementary School Co-Ed Kickball Team, recognized by the Guam Police Department (GPD).
- Elementary Volleyball Tournament (3rd Place): Dragons Volleyball Team, Elementary Interscholastics
- GDOE Elementary Interscholastic Basketball Tournament (3rd Place): M.U. Lujan Elementary School Boys' Basketball Team, recognized by the Guam Department of Education Elementary Interscholastic Program for participation and achievement in the Elementary Interscholastic Basketball Tournament

MACHANANAO ELEMENTARY SCHOOL

Exemplary Programs

National Elementary Honor Society (NEHS)

NEHS was stablished in 2008 by the National Association of Secondary School Principals (NASSP) in cooperation with the National Association of Elementary School Principals (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. MES National Elementary Honor Society completed the 14th induction in school year 2025-2026. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by NEHS, must be highly recommended by his/her teacher, and meet school NEHS criteria. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership. Twelve new members were inducted on January 16, 2026.

School Appreciation Celebrations

The school recognizes and celebrates the efforts and contributions of the administration, staff and faculty. Workplace recognition motivates, provides a sense of accomplishment and makes employees feel valued for their work and students feel proud of their school. These celebrations have lifted school morale and have encouraged employees of Machananao Elementary School to keep on performing their jobs well. This school year MES prepared special activities/events for Boss' Day, Administrative Professional Day, Counselors Appreciation Week, Staff Appreciation Week, Librarians Appreciation Week, Teachers Appreciation Week, and Nurses Appreciation Week. Presentations and banners from parents and students have been done to show the community's deep appreciation for our Machananao Elementary School employees.

Marvelous Marlin of Month

The Marvelous Marlin of the Month program recognizes students who consistently demonstrate the values and characteristics that make Machananao Elementary School an outstanding

learning community. Each month, teachers nominate students who exemplify positive behavior, academic effort, leadership, responsibility, respect, kindness, and perseverance. Marvelous Marlins serve as role models by demonstrating our school motto: Motivated, Effective, Successful. These students show a commitment to learning, make positive contributions to their classrooms and school community, and inspire others through their actions and attitude. Students selected as Marvelous Marlins of the Month are celebrated for their achievements through school recognition and are encouraged to continue striving for excellence both academically and socially. This program reinforces our belief that every student has the potential to succeed and make a positive impact on our school community.

Accomplishments

- Reading and Math Engagement (RAME) – Machananao Elementary School provides engaging reading and math activities that strengthen students' academic skills through hands-on learning, interactive games, and collaborative experiences. These activities encourage student participation, build confidence, and reinforce key literacy and numeracy concepts while fostering a love for learning.
- Marvelous Marlin Tales (Monthly School Newsletter) – A monthly newsletter that keeps families informed about grade-level learning standards, classroom activities, upcoming events, important school announcements, and educational resources. Each edition also includes a monthly calendar to help families stay connected and engaged with school activities.
- School Improvement Plan (Progress Updates) – Provides the school community with regular updates on the implementation and completion of School Improvement Plan goals and activities. These updates help monitor progress, ensure accountability, and support preparation for Accreditation.
- Professional Learning Communities (PLCs) – Machananao Elementary School's PLCs support student achievement through teacher collaboration with the instructional coach to analyze data, plan targeted instruction, and share best practices. This ongoing teamwork has improved student performance, especially in reading, while strengthening instructional consistency and professional growth across grade levels.
- Intervention Block – Provides targeted support for students who need additional assistance in mastering grade-level skills. Teachers use assessment data to deliver focused, small-group instruction. This dedicated time helps close learning gaps, supports academic growth, and promotes student success.

Special Awards

- "I Voted" Sticker Contest: 1st Place, Arabella Arriola -5th Grade, 2nd Place - Ava Joy Pan, Kindergarten, 3rd Place- Emellie Villanueva- 3rd Grade
- National Elementary Honor Society New Members – Miurin Aichem, Kelsy Arriola, Gregoria Adriano Deon Carandang, Stella Mariano, Inina San Nicolas, Gioni George Waki, Jayjean Batac, Jaxon Cruz, Khloe Palsis, Alyzah Hernandez
- School-Wide Spelling Bee Champion – Alessandra Rosales 4th Grade
- Science Fair Winners: 1st Place – Deon Carandang, 2nd Place – Zayn Khaled Paguio, 3rd Place – Jaren Salud Batac

MARCIAL SABLAN ELEMENTARY SCHOOL

MARCIAL SABLAN ELEMENTARY SCHOOL

Exemplary Programs

Rising Stars (Early Bird Program)

The program provides tutoring services to students who need improvement in reading, language arts, and mathematics skills. The teachers develop individualized lesson plans and provide differentiated instruction to meet the specific needs of the students. The students are also in small groups focused on individualized skills for academic growth. The students' data indicated growth in grade level skills.

Talk Like a Star

The program was established, after analyzing the data, to increase students Vocabulary and Oral Reading Fluency. Students were provided additional Dolch or Fry Sight Words with their Journeys vocabulary. The students were also given 15 minutes daily to practice reading (choral, echo, or paired) uninterrupted. Parents/Guardians were given the vocabulary words to assist at home and in improving student achievement.

Sports and GetFitGetFit 11th Anniversary

The program has been promoting a healthy and active lifestyle for the past 11 years. On Fridays, the students have coordinated physical activities, used the Sparks Physical Education Curriculum, and are encouraged to participate in interscholastic sports. It has decreased students' behavioral problems, built their character, and social skills. It has also promoted team building and sportsmanship.

Accomplishments

The **National Elementary Honor Society** conducted a Disaster Relief and Donation Drive entitled "Island Love, Kindness, and Hope: Helping Our Neighbors" with the assistance of the Hagat Mayor's Office. The students were able to provide boxes of food, clothing, toiletries, money, and other items to our neighboring islands Saipan, Tinian, and Rota after Super Typhoon Sinlaku.

Star of the Month was a monthly student recognition ceremony. Teachers nominated one student from their class each month that followed school-wide expectations, modeled the four behavioral expectations, had a positive attitude toward learning and tried their best with assignments, participation, and attendance. Family members were invited, highly encouraged to attend and celebrated the recognition with the entire school population.

The **Farm to School** is a program implemented by the Gifted and Talented Education students in 1st to 5th grades. Students were provided education in school gardens and cooking lessons. They planted a vegetable garden, networked with other student and local farmers, and promoted healthy eating habits.

Special Awards

- 53rd GRC Marathon and Ekiden (Team Relay): Tina Buendicho, 5th Place in a Division
- The National Association of Women in Construction: Guam 2026 Block Kids Building Competition, 1st Place – Elias Xavier Aquino, 1st Grade
- Math Kangaroo Competition: 3rd Place – Xzai'ja Blas, 1st Grade, 3rd Place – Kairos Donato, 2nd Grade
- Math Meet Competition: 7th Place – Kaivan Susuico, 5th Grade
- Noetic Learning Math Contest Spring 2026 Grade Level Team Winners: Jayvin Lujan, 2nd Grade, Stayvia Metek, 3rd Grade, Zoey Fernandez, 4th Grade, and Kaivan Susuico, 5th Grade
- Guam Election Commission's 2026 "I Voted" Sticker Design Contest: Honorable Mention – Arabella Eber, 3rd Grade
- Isla 27th Art-A-Thon: 3rd Place - Xzai'ja Blas, 1st Grade

MERIZO MARTYRS MEMORIAL ELEMENTARY SCHOOL

Exemplary Programs

State Systemic Improvement Plan - CEDDARS (SSIP)

The MMMS community is committed to our School Action Plan under the Consolidated Grant program to improve student achievement in Reading. MMMS has an ongoing partnership with the University of Guam CEDDERS to implement the State Systemic Improvement Plan to improve students' reading proficiency by 3rd grade. This program is designed to provide technical assistance and training for Kindergarten through third-grade, and Special Education teachers in evidence-based reading practices and a continuous improvement process focused on the Science of Reading approach. Through this partnership, the school has been able to leverage resources to develop teacher capacity. This is done through a targeted focus on core reading instruction for all students. The coherent improvement strategies used to achieve the SSIP goal include evidence-based practices, coaching, professional learning, family engagement, and the continuous improvement process.

Early Dolphin (Tutoring)

The Early Dolphin (Tutoring) program provides services to students identified as at-risk in English and Language Arts (ELA) based on their interim assessments throughout the school year and teacher recommendation. The program is designed to serve students before the start of the school day in tiered small groups that provide targeted, skill-based academic support for early intervention in foundational literacy, promoting academic progress. Teachers collaborate, discuss, and develop individualized learning plans and differentiated instruction to meet the specific needs of personalized learning. Data has shown that students who actively participated in the program, with parental support, have strengthened their grade-level skills and boosted academic confidence in their regular classroom setting.

Soaring Dolphins (Recognition)

The Soaring Dolphins Recognition Program honors students who achieve Tier 1 (Benchmark/At Grade Level) in both English Language Arts (ELA) and Mathematics on the aimswebPlus Benchmark Assessments. This recognition was established to promote academic excellence, encourage students to strive for grade-level proficiency, celebrate academic growth and achievement, and foster a culture of high expectations and lifelong learning. By recognizing students who demonstrate strong performance across core academic areas, the program reinforces the importance of consistent effort, perseverance, and commitment to learning, while motivating all students to reach their fullest potential.

The Super Soaring Dolphin Award recognizes students who achieve Tier 1 in both ELA and Math on all Fall, Winter, and Spring aimswebPlus benchmark assessments. This award celebrates sustained academic excellence, consistent achievement, continued growth, and a commitment to learning throughout the school year.

Accomplishments

Focus on Literacy: This school year, MMMS implemented a focus on literacy approach as part of the School Action Plan goals and activities. The school community was committed to an uninterrupted reading block, the implementation of various tutorial programs and approaches to focus on literacy skills, and the reimplementation of Drop Everything And Read (D.E.A.R.) with an emphasis on read-aloud and classroom libraries. As part of a whole-school approach, literacy skills were integrated into other content areas, lessons, and activities throughout the school day.

Self-Cleaning School Initiative: MMMS implements a family concept of cleaning and maintaining the school campus. The faculty, staff, students, and community members ensure that the campus is clean, safe, and conducive to learning by upkeeping the campus facilities and grounds with daily cleaning routines and weekly school beautification projects. The school community maintains the area of use, adopts an area around the school, promotes reduce-reuse-recycle concepts, and ensures that the campus is clean, orderly, and well-maintained.

This initiative encourages the idea of **C**lean-up **A**fter ourselves, **R**educe-reuse-recycle, and **E**veryone helps (CARE) in ensuring that each stakeholder takes ownership of maintaining a clean and safe campus.

Dynamic Dolphins Recognition: Dynamic Dolphin recognition ceremonies are held monthly to recognize and celebrate students who follow all schoolwide expectations, model proficiency of the school's learning outcomes, and/or demonstrate improvement in academics, behavior, and social-emotional growth. Teachers nominate one student from their class each month and the students are recognized during an assembly in front of the school community. Parents, grandparents, and family members are invited with an invitation and are highly encouraged to attend.

Fun Fit Dolphins Fitness Program: The Fun Fit Dolphins program is designed to promote physical health and overall well-being among our students, faculty, and staff. A coordinated set of health-related activities, including routine exercises, tests, and physical checks, takes place on Fridays. Fun Fit Fridays consist of weekly thirty-minute Zumba sessions for faculty, staff, and students that incorporate cardiovascular exercise and also address body mass index (BMI) for students. Other Fun Fit Dolphin activities include Red Ribbon Week, Drug and Alcohol Prevention Awareness, participation in the GPD D.A.R.E. program, monitoring of BMI data, extracurricular sports, and a commitment to the 5-2-1-Almost None lifestyle.

Extracurricular Sports: Students in 3rd through 5th grade participated in sports activities during the current school year. There was an increase in student participation in kickball and soccer. These sports activities instill pride among our students and community as they learn leadership, teamwork, communication, problem-solving, time management, adaptability, resilience, discipline, responsibility, and self-confidence.

DPHSS School Inspection "A" Rating:
MMMS is proud to have earned an "A" rating in this year's annual inspection conducted by the Guam Department of Public Health and Social Services (DPHSS). The purpose of the annual inspection is to ensure that schools maintain safe, healthy, and sanitary environments that support student learning and well-being. Inspectors evaluate facilities, grounds, cleanliness, sanitation practices, food service operations, and overall compliance with public health standards.

This achievement reflects MMMS's ongoing commitment to maintaining a clean, safe, and welcoming learning environment for all students, staff, and visitors. As a self-cleaning school, MMMS fosters a culture of responsibility in which students and staff take pride in caring for their campus. Through daily practices that promote our CARE initiative, **C**lean up **A**fter ourselves, **R**educe-reuse-recyle, **E**veryone helps, the school community understands that everyone plays a role in maintaining a positive learning environment. The school's success is also a testament to the collective efforts and partnerships that support our campus. MMMS extends appreciation to GDOE Facilities and Maintenance, our community partners at Guam National Guard (GUNG)/Military Affairs, our Partners in Education at the U.S. Coast Guard Guam, and our village mayors and their staff for their continued support and dedication. Together, through teamwork, shared responsibility, and community collaboration, great things can be accomplished for the benefit of our students and school community.

Special Awards

- Cognia Accredited
- iRecycle Guam-Recycle Club
- GPD Say No to Drugs Kickball Tournament -3rd to 5th grade participation
- Footballs for Schools Robbie Webber Youth Jamboree -3rd to 5th grade participation
- GATE-Fairy Tale Mock Trial
- GATE-Math Olympiad -4th and 5th grade participation
- GPD Drug Abuse Resistance Education (DARE) -5th Grade
- Inacha'igen Yiyupakto Competition -3rd to 5th Grade
- Script Howard Spelling Bee Competition
- PBIS and Guam IRA Read-a-Thon

Programs/Initiatives Identified for Continuous

Improvement or with Areas for Further Development

Cognia Data Collection

During SY 2025–2026, MMMS implemented several programs and projects to support student learning and stakeholder engagement. The Cognia stakeholder survey did not yield the expected response rate because families and staff were adjusting to a new platform, and the school could not effectively monitor completion. As a result, the survey data may not have fully represented stakeholder perceptions.

MMMS will modify the survey process by providing multiple access options, clear instructions, scheduled completion opportunities, reminders, and regular monitoring of responses.

Family Learning Activities

During SY 2025–2026, some MMMS family-learning activities did not reach the expected number or variety of families. Participation may have been affected by work schedules, transportation difficulties, limited technology access, language needs, and insufficient advance notice. To improve participation, MMMS will provide flexible school-based, digital, take-home, and recorded learning opportunities as discussed by the school team.

MMMS will survey families to identify their preferred times, formats, communication methods, and support needs. Participation and feedback data will be reviewed regularly to guide improvements and ensure that family-learning opportunities are accessible, relevant, and responsive to the needs of all families.

ORDOT-CHALAN PAGO ELEMENTARY SCHOOL

ORDOT-CHALAN PAGO ELEMENTARY SCHOOL

Exemplary Programs

Guam Cancer Care – Kids for the Cure Program
Grades Served: 3rd–5th Grade

OCPES partnered with Guam Cancer Care and Strides for the Cure Foundation to implement the Kids for the Cure Program, an eight-week cancer education, prevention, and physical wellness program offered to all students in grades 3–5. The program promoted early development of healthy lifestyle choices through a combination of classroom instruction and structured physical activity.

The educational component incorporated age-appropriate curriculum and resources developed by St. Jude Children's Research Hospital. Students learned about cells, cancer, healthy living, emotional support for individuals affected by cancer, sun protection, good nutrition, physical activity, and avoiding tobacco. Students participated in reading, videos, hands-on learning activities, and collaborative group activities.

The physical fitness component, developed by Strides for the Cure, provided students opportunities to assess and improve their fitness through structured exercises. Coaches from Custom Fitness worked with participating teachers and students to reinforce proper exercise techniques and encourage improvement in physical fitness.

Through this school-community partnership, students connected health education, cancer prevention, nutrition, physical activity, and healthy decision-making with practical experiences that encouraged lifelong wellness.

Bank Pacific – Teach Children to Save Program
Grade Served: 3rd Grade

OCPES partnered with Bank Pacific to provide the Teach Children to Save Program to all third-grade students. The financial literacy outreach introduced elementary students to foundational concepts designed to help them develop responsible financial habits at an early age. Bank Pacific representatives provided age-appropriate instruction addressing the importance of saving money, establishing financial goals, basic money management, distinguishing between needs and wants, and understanding how banks serve individuals and communities.

The program provided students with a practical connection between classroom learning and real-world financial decision-making. Through direct interaction with community banking professionals, students developed greater awareness of saving, responsible spending, goal setting, and the importance of making informed financial choices.

Guam Police Department – D.A.R.E. Program
Grade Served: 5th Grade

OCPES partnered with the Guam Police Department (GPD) to provide the Drug Abuse Resistance Education (D.A.R.E.) Program to fifth-grade students. The prevention-education program provided students with developmentally appropriate instruction designed to strengthen safe and responsible decision-making.

Through lessons facilitated by trained law-enforcement personnel, students developed skills related to positive decision-making, recognizing and responding to peer pressure, refusal strategies, communication, and substance-use prevention, including awareness of the risks associated with vaping/e-cigarettes and other harmful substances.

The program supported students in developing the knowledge and skills needed to make healthy and responsible choices while also providing opportunities for positive interaction between students and members of law enforcement. The D.A.R.E. partnership complemented OCPES's efforts to promote student safety, healthy choices, responsible citizenship, and prevention education.

Accomplishments

National Elementary Honor Society (NEHS) – Student Leadership and Achievement

The OCPES Inesgaihon Famagu'on Chapter of the National Elementary Honor Society (NEHS) continued to strengthen student leadership, scholarship, responsibility, and service among 4th and 5th grade students. On February 26, 2026, OCPES held its NEHS Induction Ceremony and welcomed 25 new members—10 fourth-grade students and 15 fifth-grade students. The continued implementation of the chapter provides students opportunities to demonstrate and develop the four NEHS pillars of Scholarship, Responsibility, Service, and Leadership.

Student Body Association (SBA) – Student Leadership and School Safety Patrol

OCPES strengthened student leadership and responsibility through its Student Body Association (SBA). Intermediate students participated in the annual election of student officers, providing opportunities to experience the democratic process, develop leadership skills, and contribute to school improvement. During SY 2025–2026, SBA officers also implemented a School Safety Patrol to support a safe and orderly campus. Student leaders assisted younger students, encouraged safe movement through hallways and walkways, helped monitor designated areas, and modeled expected school behaviors.

ASPIRE Early Bird Tutoring – Targeted Academic Intervention

OCPES implemented the ASPIRE Early Bird Tutoring Program to provide additional academic intervention for K–5 students performing below grade level, identified within Tier 2 or Tier 3 through Aims Web Reading and Mathematics data, and/or considered at risk of not meeting expectations in core content areas. Tutoring was provided Monday through Thursday from 7:30–8:00 a.m. with a focus on Reading, English Language Arts, and Mathematics. Individualized Tutoring Plans identified student instructional targets, goals, and success criteria, strengthening the school's systematic approach to targeted intervention and individualized academic support.

Positive Behavioral Interventions and Supports (PBIS) – Positive School Climate

OCPES continued its schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior and maintain a safe and supportive learning environment. Students demonstrating expected behaviors in classrooms and throughout the campus earned Ant Tickets, which could be redeemed through the OCPES Ant Store. Monthly assemblies further strengthened positive

recognition by honoring a Student of the Month from each Homeroom and Specials class and recognizing one primary and one intermediate classroom as Classes of the Month. These systematic recognition practices reinforced positive behavior, student responsibility, and school pride throughout the year.

Monthly Fitness Fridays – Schoolwide Health and Wellness

OCPES strengthened its commitment to student health and wellness through Monthly Fitness Fridays, coordinated by School Health Counselor Ms. Leah Landstrom and School Aide Mr. Christian Limtiaco. Students from all grade levels participated together in organized physical activities throughout the school year. The initiative expanded opportunities for physical activity beyond regular Physical Education classes and outside sports programs while reinforcing healthy lifestyles, physical fitness, school participation, and the connection between nutrition and overall wellness.

Special Awards

OCPES Facility Improvement

A. DPHSS "A" Sanitation Rating Recognition

Recipient(s):Ordot-Chalan Pago Elementary School (OCPES). Special Grant/Group: Department of Public Health and Social Services (DPHSS). On May 15, 2026, Ordot-Chalan Pago Elementary School earned an "A" Sanitation Rating during its Department of Public Health and Social Services (DPHSS) school inspection, improving from the previous year's "B" rating. This achievement reflects the collective efforts of OCPES teachers and staff, students, parents and families, PTSA, community volunteers, the Ordot-Chalan Pago Mayor's Office under Mayor Wayne Santos, and the Guam Department of Education Facilities and Maintenance Division under the leadership of Michael Cruz and his team. Their collaborative efforts contributed to maintaining a safe, clean, healthy, and welcoming school environment for students, employees, families, and the community.

Completion of GDOE School Refurbishment Project

Recipient(s): Ordot-Chalan Pago Elementary School (OCPES)
Special Grant/Group:
GDOE Multi-School Refurbishment Initiative / American Rescue Plan (ARP) Funded / Core Tech International Corporation. During SY 2025–2026, OCPES completed major facility improvements through GDOE's multi-school refurbishment initiative. Improvements included exterior door replacement, restroom and plumbing upgrades, crack and spall repairs, and new canopies/awnings.

The completed improvements enhanced the safety, functionality, sanitation, appearance, and overall learning environment of the OCPES campus. Together with the school's continued maintenance and community partnership efforts, the refurbishment contributed to OCPES's ongoing commitment to providing students and employees with a safe and supportive educational environment.

Guam Preservation Trust P.R.O.J.E.C.T. S.H.O.P. Award

Recipient: Dr. Matilda Rivera, ESL Teacher/Coordinator. Dr. Matilda Rivera was selected as one of 25 teachers to receive a $500 award supporting a heritage-oriented educational project.

U.S. Coast Guard Auxiliary – Auxiliarist of the Year, Oceania District

Recipient: Dr. Matilda Rivera, ESL Teacher/Coordinator. Dr. Rivera received the Auxiliarist of the Year recognition for the Oceania District, along with eight awards and three challenge coins in recognition of her service and accomplishments.

International Reading Association Classroom Literacy Grant

Recipient: Ms. Anjoelais Mendiola, 1st Grade Teacher. Ms. Mendiola received a $500 literacy grant to support the development of classroom literacy activities, projects, and instructional supplies.

48th Annual Guam Island Wide Science Fair – OCPES Student Representation

Recipient: Amias Roberto, 4th Grade. Amias Roberto represented OCPES at the 48th Annual

Guam Island Wide Science Fair after being selected as the OCPES Science Fair Champion for his project, "Purple Power."

2026 Guam Regional Scripps Spelling Bee – OCPES Representatives

Recognition: Wisdom Kotoku Jr., 5th Grade – OCPES Spelling Bee Champion/School Representative; Jolie Ada, 3rd Grade – Alternate Representative. OCPES was represented in the 2026 Guam Regional Scripps Spelling Bee by school champion Wisdom Kotoku Jr., with Jolie Ada selected as the school's alternate representative.

Guam Election Commission 2026 "I Voted" Sticker Design Contest – Student Representation

Recipients: Logan Timothy, 5th Grade; I'Napu San Nicolas, 4th Grade; Braeson Babac, 5th Grade. Three OCPES students submitted original designs to the Guam Election Commission's inaugural 2026 "I Voted" Sticker Design Contest, representing the school in the island wide civic-engagement competition.

Guam Football Association – 2026 Football for Schools Program

Recipient: OCPES Student Soccer Teams, Grades 3–5. OCPES participated in the 2026 Football for Schools Program, forming two student soccer teams for grades 3–5. Students participated in practices, games, and a culminating jamboree from January through May 2026. Coaches were Ms. Sheena Tudela, Librarian; Ms. Jaemari Meeks, 4th Grade Teacher; and Ms. Shirley Fergurgur, School Aide.

USDA Farm to School State Formula Grant – OCPES Ant Farm Partnership

Recipient: OCPES Ant Farm Program, Grades 1–5. OCPES continued its Ant Farm partnership with GDOE Food & Nutrition Services Management Division through USDA Farm to School grant-supported activities. Students participated in gardening, agriculture and nutrition education, campus beautification, teamwork, and farm-to-school learning experiences. OCPES staff supporting the program included Ms. Mercedes Rosario, Ms. Rhonda Mantanona, Ms. Alexis Taitano, Ms. Gemari Crisostomo, Ms. Angela Camacho, and Ms. Irene Acfalle.

Inesgaihon Famagu'on After-School CHamoru Dance Program – Community Cultural Representation

Recipient: OCPES Inesgaihon Famagu'on Dance Group. Program Lead: Ms. Suemalee Quinata and Supporting Teachers: Ms. Rosie Howser and Ms. Chriselle Muna, CHamoru Teachers. The OCPES Inesgaihon Famagu'on After-School Dance Program provided students opportunities to represent the school through CHamoru cultural and language activities and performances at school and community events. The program promoted cultural awareness, teamwork, positive behavior, leadership, and community engagement.

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

Family Engagement and PTSA Participation Initiative

During SY 2025–2026, Ordot-Chalan Pago Elementary School continued efforts to strengthen family and community engagement through the Parent Student Teacher Association (PTSA), monthly meetings, school activities and events, parent-teacher conferences, and daily school routines. Although opportunities for family participation were provided throughout the school year, the initiative did not achieve the level of consistent and sustained parent and guardian involvement anticipated by the school.

Parents and guardians demonstrated strong support of the school, particularly during morning arrival and afternoon dismissal transitions. Families consistently supported established procedures and worked cooperatively with school personnel to promote the safe and orderly arrival and dismissal of students. Parents and guardians also participated in various student-centered school events and activities throughout the year. These areas demonstrate that OCPES has an existing foundation of family support that can be further developed and expanded into other areas of school involvement.

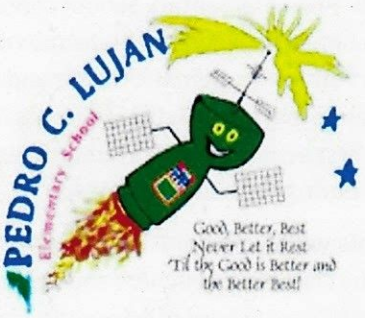
Despite these strengths, PTSA membership and attendance at monthly meetings remained limited. In addition, the PTSA's process of obtaining or restoring its nonprofit certification remained unresolved for more than two years and continued to be in progress. Parent participation was also inconsistent during

parent-teacher conferences and other opportunities focused on academic progress, school planning, and family involvement.

The school recognizes that the challenge is not an absence of family support, but rather the need to expand existing parent and guardian involvement beyond daily transitions and selected school events into more consistent participation in PTSA, parent-teacher conferences, academic activities, and school decision-making opportunities.

Lessons Learned and Next Steps:
Moving forward, OCPES will build upon the strong family support already demonstrated during arrival, dismissal, and school activities. The school will focus on increasing PTSA membership and meeting participation, supporting completion of the nonprofit certification process, strengthening communication and outreach, and exploring more accessible opportunities for families to participate.

OCPES will also seek parent and guardian feedback to better understand barriers to participation and identify meeting times, communication methods, activities, and engagement opportunities that are responsive to family needs. The goal is to transform the existing support of parents and guardians into broader, sustained, and meaningful family engagement throughout the school community.



P.C. LUJAN ELEMENTARY SCHOOL

Exemplary Programs

Early Bird/ASPIRE Tutoring

PCLES tutoring programs focuses on individual academic support students need. Morning tutoring (Early Bird) and after school tutoring (ASIPRE) allowed students the opportunity to engage in extended learning opportunities. The use of data, varied teaching strategies and the use of technology are used to help support student learners. These tutorial programs aim to boost student academic skills, confidence and self-esteem.

GCC Young Author's Project

Satellites partnered with Guam Community College in participating in "The Young Author's Project. Student engaged in writing lessons and activities which allowed them to create their own book to showcase to the public. This project strengthened their writing skills, challenged their critical thinking skills, enhanced their creativity, further developed their communication skills and fostered self-independence.

Satellite Extended Math Time

Teachers extended math instructional time throughout the week to increase math skill building opportunities for all students beyond the required minutes.

Faneyakan CHamoru Medium/Immersion Program

Since its inception in 2019, the Faneyåkan CHamoru Medium/Immersion Program has aimed to restore, preserve, and promote the indigenous language of the Marianas by integrating CHamoru as the primary language of instruction. The program offers kindergarten to sixth grade with plans to expand in SY 26-27 to offer 7th grade.

Accomplishments

Cognia accreditation status and continued WASC accreditation status.

Student of the Month: Students are recognized when they demonstrate excellence in modeling the school's School Wide Learner Outcomes (SLOs), School Wide Rules and earns a 3 or 4 in Citizenship and Life Skills. PCLES aims to provide a safe learning environment for all students.

End of the Year Awards (Soaring, Stellar & Rising Satellite): Recognizing student's academic achievement provides students with the motivation, self-esteem and sense of acknowledgement for their hard work. Priority Skills, Standards & Topics (PSSTs), Instruction and Assessment help guide our teachers in providing

our Satellites with the best possible educational opportunities.

Community Connections: PCLES continues to collaboratively connect with various government, private, military and nonprofit organizations in supporting the school's annual events to include; the Satellites Back to School Assembly, Career Day, Field Day and Cultural Day to name a few. Partners include; GPD, GFD, PBS Guam, GCC and Andersen Airforce Personnel. These connections are a valuable source for providing a well-rounded educational experience for our Satellites.

Professional Development/PLCs/CLTs: PCLES principal, faculty and staff continue to engage in professional development opportunities to ensure we are current with best practices in education. Professional Learning Communities and Collaborative Learning Teams are committed in enhancing their teaching skills, creating and building supportive communities to help their students which will lead to positive student outcomes.

Special Awards

- Lauriz Roque 5th grade earned 5th place in the Island wide Spelling Bee competition.
- Maia Lubrani, 2nd grade was the 1st place island wide winner for PBS Read A Thon.
- Xayne Guerrero, 5th grade & Aria Barcinas were recognized by Isla Art-A-Thon's as PCLES top supporters.
- The following students' art work were selected by Isla Art A Thon to be exhibited at their annual showcase: Annaleah Cruz-5th grade, Sophia Santos-5th grade and Guinifi Mendiola-3rd grade.
- Ashley Lordios, Kindergarten Teacher is the recipient of a $500 grant from the Guam Preservation Trust "*Supplies for Heritage Oriented Project*" which supports educators in increasing cultural knowledge in the classroom.

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

SPED Program

Was the funding an issue? Were the expected resources not made available at the time of implementation? Was the training sufficient and satisfactory? Were the program guidance and protocols clear? Was the participation low, and why was it low? Other reasons.

-Some services were not delivered to students due to funding issues.

CAPTAIN HENRY B. PRICE ELEMENTARY SCHOOL

Exemplary Programs

Family Literacy and Mathematics Nights

Captain H.B. Price Elementary School continued to strengthen family engagement and student learning through its Family Mathematics Night and Family Literacy Night programs. Mathematics Night was held during the first semester, while Literacy Night was conducted during the second semester.

These events were collaboratively planned and facilitated by classroom teachers and students from the University of Guam School of Education. Together, they created interactive learning stations that provided students and their families with opportunities to practice and reinforce essential academic skills in a fun and engaging environment.

During Literacy Night, students and parents participated in activities such as Cup-a-Word, literacy-based karaoke, and the Adopt-a-Book station, which encouraged reading at home and fostered a love of literacy. Mathematics Night featured hands-on activities including pattern completion using noodles, dice games

requiring addition and multiplication skills, and a mock convenience store where students applied real-world mathematics concepts.

These events allowed students to showcase their literacy and mathematical abilities while actively involving parents in the learning process. Participation was strong, and feedback from students and families was overwhelmingly positive. Both program nights successfully promoted academic achievement, family engagement, and meaningful school-community partnerships, making them exemplary programs that support the school's mission of student success.

State Systemic Improvement Project (SSIP)

Captain H.B. Price Elementary School continues to implement the State Systemic Improvement Plan (SSIP) to improve student achievement in Reading/Language Arts and Mathematics. The guiding philosophy of the SSIP is that improving Tier I instruction for all students will lead to increased academic success for every learner, including students with disabilities and other special needs.

To support this initiative, the school has adopted the Plan-Do-Study-Act (PDSA) continuous improvement model. Grade-level teams use the PDSA process to establish ambitious academic goals, develop and implement targeted instructional strategies, analyze student performance data, and refine instructional practices based on evidence of student learning. This continuous improvement cycle promotes data-driven decision-making and accountability while fostering collaboration among educators.

Professional learning has been a key component of the school's implementation efforts. Teachers participated in training facilitated by Dr. Alicia Aguon, focusing on effective mathematics problem-solving strategies. The training emphasized the use of manipulatives and the Concrete-Pictorial-Abstract (CPA) instructional approach, enabling students to build conceptual understanding before progressing to abstract mathematical thinking. These evidence-based instructional practices have strengthened mathematics instruction across grade levels.

Additionally, following each aimswebPlus benchmark assessment period, teachers collaboratively review Reading and Mathematics data to identify student strengths and areas of need, monitor progress toward school improvement goals, and plan targeted interventions and differentiated instruction. This systematic use of assessment data ensures that instructional decisions are responsive to student needs and supports continuous academic growth.

Through the implementation of the SSIP, ongoing professional development, collaborative data analysis, and evidence-based instructional practices, Captain H.B. Price Elementary School continues to strengthen teaching and learning, resulting in improved outcomes for all students.

Positive Behavior Interventions & Supports (PBIS)

Captain H.B. Price Elementary School continues to implement the Positive Behavioral Interventions and Supports (PBIS) framework to promote positive student behavior, foster a safe and supportive school climate, and reduce problem behaviors. PBIS provides a proactive, schoolwide approach to establishing clear behavioral expectations while teaching students the social and behavioral skills necessary for success in the classroom and beyond.

Using a Multi-Tiered System of Supports (MTSS) approach, students receive interventions based on their individual behavioral needs. Universal supports are provided to all students, while targeted and intensive interventions are implemented for students requiring additional assistance. The PBIS team continuously monitors the effectiveness of these interventions and uses data to make informed adjustments that improve student outcomes.

Accomplishments

AimswebPlus Student Achievement

Captain H.B. Price Elementary School demonstrated strong academic growth across all grade levels as measured by the aimswebPlus benchmark assessments. Students in Kindergarten through Grade 5 made significant progress from the Fall to the Spring benchmark assessments in both Reading and Mathematics, reflecting the school's continued commitment to high-quality instruction and data-driven decision-making.

In Reading, Kindergarten through fifth-grade students achieved Spring benchmark scores ranging from 63% to 72%, substantially exceeding the Platinum Status

benchmark of 45%. These results indicate that students are performing well above the highest performance threshold established by the Guam Department of Education and demonstrate continued growth in foundational reading skills, fluency, and comprehension.

Similarly, in Mathematics, Kindergarten through fifth-grade students achieved Spring benchmark scores ranging from 48% to 72%, with every grade level exceeding the Platinum Status benchmark of 45%. These results reflect significant gains in mathematical understanding and problem-solving skills across the school.

The positive outcomes are attributed to the school's ongoing implementation of evidence-based instructional practices, regular analysis of aimswebPlus data through collaborative Professional Learning Community (PLC) meetings, targeted interventions for students requiring additional support, and continuous progress monitoring. The substantial growth from Fall to Spring demonstrates the effectiveness of these instructional efforts and the dedication of teachers, students, and families in supporting academic success.

Captain H.B. Price Elementary School remains committed to maintaining these high levels of achievement while continuing to strengthen instruction to ensure all students experience academic growth and reach proficiency.

Career Fair

Captain H.B. Price Elementary School hosted a schoolwide Career Fair as part of its comprehensive career awareness and counseling program. All students participated in this engaging event, which was designed to expose them to a wide variety of career opportunities and encourage them to begin thinking about their future educational and career goals.

Representatives from government agencies, private businesses, and community organizations volunteered their time to share information about their professions. Presenters discussed their job responsibilities, educational pathways, personal experiences, and the skills needed to succeed in their respective careers. Many participants also provided hands-on, interactive activities that allowed students to experience aspects of their professions in an engaging and age-appropriate manner.

Featured careers included representatives from U.S. Customs and Quarantine, the Guam Fire Department, a professional artist, a Zumba instructor, a senator, and professionals from several other career fields. The diversity of presenters provided students with meaningful exposure to careers in public service, government, the arts, health and wellness, and other industries.

The Career Fair successfully broadened students' awareness of the many career pathways available to them while reinforcing the importance of education, goal setting, and lifelong learning. Through meaningful interactions with professionals from the community, students gained valuable insights into the world of work and were inspired to explore future possibilities for their own educational and career aspirations

Communication and Stakeholder Engagement

Captain H.B. Price Elementary School remains committed to maintaining open, transparent, and consistent communication with its stakeholders. Throughout the school year, the administration and staff worked diligently to keep students, parents, families, and the community informed about school programs, student achievements, upcoming events, and important announcements.

To strengthen communication, the school published monthly newsletters highlighting instructional initiatives, academic accomplishments, school events, and reminders for families. In addition, the school's Instagram page was regularly updated with photos and information celebrating student learning, recognizing accomplishments, and showcasing school activities. The school also ensured that its website remained current by posting timely announcements, calendars, forms, and other resources that families could easily access.

These multiple communication platforms have increased stakeholder awareness and engagement by providing consistent, accurate, and accessible information throughout the school year. By keeping families informed and connected, Captain H.B. Price Elementary School continues to strengthen partnerships between home and school, fostering a collaborative environment that supports student success.

TALOFOFO ELEMENTARY SCHOOL

Exemplary Programs

Fresh Fruits and Vegetables Program

Through a grant from our Food and Nutrition Division, all students received fresh fruits daily. Our grant proposal focused on providing healthy choices for students who too often arrive with snacks lacking the minimum nutritional value. This program also helped our demographic who often come to school with no snacks. Throughout the program, students enjoyed apples, oranges, strawberries, cantaloupe, and honey dew.

Be Heartfelt Meal Pack Program

Partnering with a local non-profit, Be Heartfelt provided meal packs to 20% of our school population. These meal packs were sent home every week and included canned goods, snacks and drinks.

Department of War: Skillbridge Program

Working with our federal organizations, the Skillbridge Program provided military personnel the opportunity to learn new skills as they transition into the civilian workforce. Opportunities included student teaching practicum as well as teacher's assistant duties. This program was mutually beneficial for the military member as well as our students and staff.

Accomplishments

GATE: After being vacant, our students were tested and began focusing their instruction on STEAM producing school-wide bulletin announcements through CANVA and participating in the island-wide GATE Day which featured Lego-coding robots.

GPD: DARE Curriculum – all Fifth-grade students completed and "graduated" from GPD's DARE curriculum, held once a week, led by Sgt Paul Tapao and Officer Eian Leon Guerrero. The culminating event was tied in with the celebration of GPD's Police Week with our students being recognized.

GFA: Football For Schools – 3rd-5th grade girls and boys participated in a Futsal league with home and away games. After securing the #2 seed in the island-wide jamboree, our boys' team fell in the playoffs.

Guahan Sustainable Culture – Our school garden club featured various workshops and activities with our community partners, culminating with a field trip to the Food Resiliency Hub (formerly Hamamoto Garden).

Special Awards

- Guam Spelling Bee – School winner: Alamea Olinger, Runner Up/Alternate: Riley Untalan
- Talofofo Elementary – Recognition for contributing to the International Gift of the Hand 2025 Project.

TAMUNING ELEMENTARY SCHOOL

Exemplary Programs

National Elementary Honor Society (NEHS)

The National Elementary Honor Society (NEHS) was established in 2008 by the National Association of Secondary School Principals (NASSP) in cooperation with the National Association of Elementary School Principals (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the

school and community, and to develop essential leadership skills in the students of elementary schools. Tamuning Elementary school implemented its first chapter of NEHS in SY2023-2024. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student was expected to demonstrate all four pillars, as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership. 9 students were inducted to NEHS at Tamuning Elementary's NEHS Induction Ceremony on February 5, 2026.

Visual Performing Arts Program with Mrs. Gisela Guile

Students in grades Kinder through 5th grade had the opportunity to showcase their artistic abilities through a three-week program taught by Mrs. Gisela Guile. At the end of the program, the students' artwork was showcased at Guam Premium Outlets for the community to enjoy.

Student Council

Tamuning Elementary School Student Council gave students the opportunity to develop leadership by organizing and carrying out school activities and service projects. Members were elected by the student body. The council had absolute influence by working in partnership with the school community. Student Council provided opportunities for students to engage in a structured partnership with administration, teachers, and their peers. The activities improved academic standards and reduced inappropriate behaviors in our school. It also created a sense of ownership and pride among the student population.

Accomplishments

Positive Behavioral Intervention and Supports (PBIS) Program - The school revived its PBIS program to promote positive student behavior and improve school climate.

Public Health Inspection Improvement - The school was able to improve its Public Health Inspection score from 27/C to 18/B, reflecting significant gains in campus cleanliness, safety, and health practices through collaboration among staff, parents, community partners, and the GDOE.

WASC Accreditation - Earned a three-year accreditation extension from the Western Association of Schools and Colleges (WASC), reflecting continued compliance with school improvement standards.

National Elementary Honor Society - Our Tamuning Chapter recognized outstanding students for scholarship, leadership, responsibility and service through an induction ceremony that was held on.

SIFA FIRST® LEGO® League Pacific Robotics - The Robotics Explore Competition Team Whalebots participated in the SIFA First Lego League Explore Unearthed competition on March 7th, 2026. Our Whalebots were awarded the Team Poster Award, Judge's Choice and People's Choice Team.

Special Awards

- Hajin Yeon, 4th Grade, placed in the Top 7 for the Island Wide Regional Spelling Bee Competition
- Joseph Choi, 1st Grade, placed 1st Place in the Physical Science Division I and was the Overall Winner for the Division I Island Wide Science Fair Competition
- Sora Carey, 2nd Grade, placed 2nd Place in the Energy Inventions Division I category for the Island Wide Science Fair Com in the Island Wide Science Fair Competition
- Guillermo Aydlett, 2nd Grade, won 2nd Place in the Chemistry Division II category in the Island Wide Science Fair Competition
- Seijin Yeon, 4th Grade, won 2nd Place in the Chemistry Division 2 category for the Island Wide Science Fair Competition
- Bjorn Stortro, 5th Grade, won 3rd Place in the Energy Inventions Division 2 category for the Island Wide Science Fair Competition
- Ethan No, 5th Grade, won 1st Place in Ecology Division 2 category for the Island Wide Science

Fair Competition

- Our Whales Girls Soccer team, comprised of students in grades 3rd - 5th, took 1st Place in the Football 4 Schools tournament sponsored by the Guam Football Association.
- Our school placed 2nd place overall in the island wide Team Rounds Math Olympiad competition; Students Hajin Yeon and Sejin Yeon, both 4th grade, placed 4th and 5th place respectively in the individual round.
- Hajin Yeon and Sejin Yeon, both 4th grade, placed 1st and 2nd place respectively in the island wide Math Counts competition

UPI ELEMENTARY SCHOOL

Exemplary Programs

Early Bird Tutoring

As part of our continuous efforts to address learning loss, the Early Bird Tutoring assists with academic growth for our struggling students. The goal of this initiative is to increase fluency in the subjects of reading and math. The AimswebPlus district-wide assessment are used to measure growth, as well as different reading or math activities geared towards each student.

Literacy School Wide Initiative

The need to increase the love of reading for all students. In addition, schoolwide literacy supports will continue to include oral reading fluency development, vocabulary instruction, progress monitoring, and targeted interventions to support student growth across grade levels. Data trends from SY 2025–2026 suggest that students demonstrated **positive growth** in fluency-related literacy skills across multiple grade levels, while comprehension remains an important area for continued instructional focus moving forward.

Accomplishments

The implementation of the Early Bird Tutoring continues to support students with interventions needed to succeed.

Increase communication from school-to-home communications to assist in understanding the importance of providing quality education for all students via phone, emails, Outreach support, and face-to-face meetings.

The decrease of truancy and absenteeism via the assistance of Truant Officers and face-to-face meetings with parents.

Supporting teachers with training and professional development to increase the need to analyze data to determine interventions to address students' needs to achieve success in areas of reading and math.

STUDENT OF THE MONTH recognition of all students' accomplishment in following the school-wide behavior expectations.

Special Awards

- Special Olympics: 100M Run: Finnick Teora (Gold), Raven Ignacio (Silver), Liam Paulino (Bronze), Raiden Retuyan (Bronze)
- Standing Long Jump: Finnick Teora (Gold) Liam Paulino (Gold), Raiden Retuyan (Gold), Raven Ignacio (Silver)
- Science Fair (In-House): Primary - Zellie Mendiola-1st Place/Gaddao Meno-2nd Place/Joshua Lordioa-3rd Place
- Intermediate: Lorelei Bukikosa-1st Place/Ahrissa Etpison-2nd Place/Hannel Mercer-3rd Place
- Noetic Math (GATE): National Honorable Mentiions: Jernald Garcia, Nolan Salinas, Liam Edralinda, Davina Hall, Joshlynne Lordios, Leah Hanniel Mercer.
- "I Voted Sticker" Contest: Top 3: Joshlynne Lordios, Lialexis Wheeler, Marfin Plasis.
- Spelling Bee Rep. Islandwide: Jernald Garcia (Placed 6th Overall)
- GATE Math Meet Island-Wide: 3rd Place: Leah Hanniel Mercer, 6th Place: John Bansil
- GATE VPA Dancers: 4th grade: 15 participants, 5th grade: 8 Participants Participation in the Island-wide Read-a-thon to promote school wide Literacy Initiative

WETTENGEL ELEMENTARY SCHOOL

Exemplary Programs

Positive Binadu in School (PBIS)

PBIS School Climate Cadre: The PBIS School Climate Cadre successfully implemented the monthly Positive Binådu program to teach and reinforce school-wide behavior expectations. Monthly grade-level student assemblies provided direct instruction on positive behaviors, while recognition and reward activities celebrated students who consistently demonstrated our school values. These efforts strengthened a safe, respectful, and supportive school climate while promoting positive student behavior across all grade levels.

AIMSWeb Progress Monitoring

Academic Achievement: The school successfully implemented a systematic AIMSweb progress monitoring process to track student growth and inform instruction. Regular data reviews helped teachers adjust interventions, monitor student progress across MTSS tiers, and increase the number of students demonstrating sufficient growth to move to lower levels of support while improving overall academic achievement.

Breathe for Change

Student & Staff Wellness: The school counselor successfully implemented a weekly Breathe For Change wellness program for students and staff through Google Meet. School-wide participation in Mindful Monday, Choose Tuesday, Wellness Wednesday, and Thankful Thursday activities promoted mindfulness, emotional regulation, stress management, healthy habits, gratitude, and positive decision-making. The program strengthened a positive school culture while supporting the social-emotional wellness and overall well-being of both students and staff.

Accomplishments

PBIS School Climate – Positive Binådu Program

The PBIS School Climate Cadre successfully implemented the monthly Positive Binådu program to teach and reinforce school-wide behavior expectations. Grade-level student assemblies provided direct instruction on positive behaviors, while recognition and reward activities celebrated students who consistently demonstrated the school's core values. This systematic approach strengthened a safe, respectful, and supportive learning environment while improving school climate.

AIMSweb Progress Monitoring & MTSS Implementation

The school implemented a systematic AIMSweb progress monitoring process to monitor student growth and guide instructional decisions. Regular data reviews enabled teachers to adjust interventions, monitor student progress across MTSS tiers, and increase the number of students demonstrating sufficient academic growth to transition to lower levels of support. This data-driven approach strengthened instructional practices and improved student achievement.

Breathe For Change School-Wide Wellness Program

The school counselor successfully implemented the Breathe For Change wellness program for students and staff through weekly Google Meet sessions. School-wide participation in Mindful Monday, Choose Tuesday, Wellness Wednesday, and Thankful Thursday promoted mindfulness, emotional regulation, healthy habits, gratitude, and positive decision-making. The program fostered a positive school culture while supporting the social-emotional well-being of both students and staff.

Special Awards

- **FIRST LEGO LEAGUE Unearthed Festival**
  Best Mission Model Award - Team:
  Binadu Bot Explorers
  Third Grade:
  Kaylie Chargualaf, Zelda Mortera, Kayli Barcinas,
  Luke Villanueva, Serene Varghese,
  Amelia Casas, Mikhel Noriel, Ashton Galvez,
  Coaches: Maria Mafnas and Janine Mortera
- **First LEGO League Unearthed Regional Championship**
  Robot Design Award - Team: WES EngiDeers

Fourth and Fifth Grade:
Javion Soriano, Liam Christian, Makaelyn Javelosa, Merlino Noriel, Alex Gumataotao, Riley Mortera,
Coaches: Maria Mafnas and Janine Mortera

- **Isla-Art-a-thon Exhibitors**
  Ameila Casas, Third Grade, Felysse Muna, Third Grade, Scarlett Advincula, Kindergarten
  Advisor: Maria Mafnas

- **Sodexo's Future Chef Challenge**
  Second Place Winner – Spaghetti
  Fifth Grade: Mekoa Meluat
  Third Place Winner - Chicken Penang Recipe
  Fifth Grade: HaileyRay Blas

AGUEDA I. JOHNSTON MIDDLE SCHOOL

Exemplary Programs

Volare Honor Choir, Advanced Course

This Year-long course provides interested and talented students with the opportunity to develop creatively, expressively, and aesthetically. It enabled students to develop basic individual skills in music and emphasis will be placed on healthy singing techniques, interpretation of rhythmic/melodic notation, and a critical and aesthetic response to music. Through performance, students can enhance self-concept, a sense of responsibility, commitment, discipline, and growth through music! The program entails a series of events of contests, performances, and a retreat.

Extra-curricular Program

School offers clubs and organization for students to expand on their inner strengths with the guidance of teacher advisors. Student clubs and organizations include: National Junior Honor Society (NJHS), Student Body Association (SBA), the Micronesian Youth Club (MYC), the Craft and Collect Club, Sports Club, and Cultural Arts Club. Throughout the school year, the SBA officers and senators planned and executed student friendly activities to help boost student morale.

Counseling Program

The AIJMS counselors collaborated with different outside organizations and government agencies that were able to further advocate for academic, career, and social/emotional needs such as the Office of the Attorney General. Programs included the WestCare (PREP Pathways and I Lina'la-Hu); and UOG TRIO Educational Talent Search Program. Counselors provided faculty and staff presentations on mindfulness, relieving stress, social and emotional learning, etc. at professional development and faculty meetings. Furthermore, the AIJMS School Counselors conducted weekly classroom lessons to address teenagers matters such as social and emotional learning, character education, drug awareness, etc.

Accomplishments

- Smarter-Balance Consortium Assessment (SBAC) Student Data Results Increase.
- Completed the Full Self-Study for Accreditation. School accredited for 2026-2032.
- Received an "A" rating for the Department of Public Health and Social Services.
- Agueda I. Johnston Commemoration Golden Years
- Physical Inventory Audit – Received Exemplary Rating

Special Awards

- Red Ribbon Wall Contest - 1st Place
- Lions Club Peace Poster Art Contest - 1st Place, Jenna Tudela
- Middle School Category 2025 Island-wide Poster Contest Soil Conservation – 1st Place, Khloe Bautista
- Middle School Girls Basketball Champions – 1st Place
- Middle School Girls Softball Champions – 1st Place
- Grant Funding Recipient – Michelle Balajadia, Teacher
- Received an "A" rating for the Department of Public Health and Social Services -School-wide.
- Middle School Girls Soccer – 3rd Place
- Middle School Girls Volleyball – 2nd Place
- Island-wide Dance Competition – 3rd Place Solo Category, Aleksandra Samoilova; 4th Place Duo Category, Shaelea T. and Yiruwor G.

ASTUMBO MIDDLE SCHOOL

Exemplary Programs

Positive Behavioral Interventions and Supports (PBIS)

PBIS is implemented schoolwide to improve school climate, develop the school culture and decrease student discipline. The School Climate Cadre developed School Wide Behavior Expectations and Lesson Plans to teach the identified positive behaviors; students learn to be empathetic and how to resolve conflict. Students have a chance to redeem monthly prizes with *Caught Being Good Tickets*, which are rewarded when meeting one of the three behavior expectations—be safe, be respectful, be responsible. Students have the opportunity to earn Dragon Bucks, which are incentives for positive behavior that can be spent in the Dragon Thrift Store. Students are recognized as the Student of the Month for their display of the three Behavior Expectations. Additionally, students/classes who receive no referrals during the month, have the opportunity to win additional rewards. Monthly assemblies lead by grade level team teachers and students are held to address the main discipline concern for the month. The school adopts monthly themes for the community to center on and support through character education lesson, guest speakers, and PBIS assemblies. During PBIS assemblies, outstanding faculty and staff are recognized as Master Dragons and Master Dragon Allies by the school community for their hard work and going above and beyond for our students.

Literacy Cadre

The AMS Literacy Cadre expanded the school literacy project this year as a means to carry out the District and School's vision to support for the incorporation of literacy strategies in all content areas. The Literacy Cadre wrote an ongoing story featuring the students, teachers and staff themselves enforcing vocabulary, sentence structure and grammar skills and featuring PBIS goals and lessons.

Representatives discussed the use of thinking maps throughout the school, "Word of the Week," and our WOW Literacy Essay Contest "Forged in Fire" encouraged students to think creatively and express themselves. Teachers incorporated the strategies and WOW in their content lesson plans and during Team Time discussions. A school-wide writing rubric was adopted for all grades and content areas.

The Quote of the Week was introduced this year and read daily on the intercom to inspire students. Once a month during team time, every Homebase teacher hosts a Read & Roar lesson to enhance and instill inference skills and comprehension. Next year, we aim to expand our literacy project into a math project.

STEM Program

The AMS STEM Cadre worked as a team to build upon student-led strategic problem-solving and foster innovation, resilience, STEM/CTE skills and technical precision. Math, Science, Coding/Robotics teachers teamed up to collaborate and support the AMS Robotics team, incorporating team-based projects to prepare for competitive events – culminating in the Komodo Dragon LEGO Robotics Team sweeping the local LEGO Robotics League competition and winning the Peer Award at the Texas Regional LEGO Robotics League.

Accomplishments

Strength & Conditioning Pilot Course & Kick the Fat 2026 Mini-Grant: The AMS Physical Education Department developed and created a pilot Strength & Conditioning class for School Year 2025-2026 to help students develop strength and mobility training utilizing free weights, weight machines and other gym equipment. The AMS PTO was awarded a Kick the Fat (KTF) 2026 Mini-Grant of $4999 by the Pay-Less Markets Community Foundation. Astumbo Middle School PTO was recognized for its commitment to student wellness and for advancing health-focused programs that benefit the school community. The mini-grant will support initiatives tied to the school's Strength and Conditioning

Course, which promotes physical fitness, injury prevention, and lifelong wellness habits among students.

The AMS Dragon Thrift Store: Expanded to a larger, dedicated classroom - offering students clothing, shoes, bags, toys and more for purchase with "Dragon Bucks" – which students earned for good behavior or were rewarded with during class. The Thrift Store is very popular with students and is opened once a month or as needed before big events for students to shop for formal clothing and footwear. The store is stocked with donations from teachers, staff and community partners. AMS believes in a positive school culture that welcomes all and helps those in need or experiencing hardship; the Dragon Thrift Store was born as an incentive and means to support this foundation.

Cultural Arts Carving & Guam Preservation Trust SHOP Grant: The AMS Cultural Arts Program added Traditional Carving to its curriculum this year. Students created handmade jewelry with spondylus, clam and other shells using hand tools, blending traditional and modern techniques and style.

Students sold their jewelry during Mes CHamoru to raise funds for Kotturan CHamoru Club. To develop the program, AMS CHamoru teachers were awarded a $500 SHOP grant from the Guam Preservation Trust.

Be Heartfelt Meal Packs: AMS's partnership with Be Heartfelt Inc. continued this year with great success. The program provides meals to feed students over the weekend. A strong need to assist our students beyond academics does exist. We are aware of families who struggle with providing food and basic necessities beyond those given through the school. From the Heart: A Community Care Event, a collaboration with Be Heartfelt and DJ Lezeah, provided free physicals, haircuts, games, and refreshments to the students of AES and AMS.

WAVE Club Community Partnership: A student-led initiative to clean up community bus stops in partnership with WAVE (Welcome All Visitors Enthusiastically) Club and National Junior Honor Society to enhance positive school culture or pride in our school. Clean and safe bus stops show village pride with project-based learning and addresses CTE skills tied in with hospitality and island beautification.

Special Awards

AMS Kotturan CHamoru Club

- University of Guam Inacha'igen Fino' CHamoru 2026; First Place, March 13, 2026; First Place, Kånta, Lålai yan Baila (singing, chanting, and dance); 7th and 8th grade students
- GDOE CHamoru Studies and Special Projects Division 2026 Silibrasion Mes CHamoru Bailan Taotao Tåno' Competition, May 17, 2026; Overall Champion shared with GWHS; First Place Middle School Division; 6th-8th grade
- $500 grant from the 2026 Guam Preservation Trust SHOP grant for AMS Cultural Arts Carving class; 7th & 8th Grade
- Invitation to the 2026 Yilan International Folklore & Folkgame Festival in Yilan, Taiwan; 6th-8th grade

AMS Dance Team

- First Place Winner for the Middle School K-Pop Dance Competition hosted by the Korea Freedom Federation on 2/14/26; 7th Grade Students; $1,000 Cash Prize
- First Place Winner for the Open Large Category at the Island-wide Dance Competition on 5/9/26; 7th-8th Grade Students; First Place Trophy
- Third Place Winner for the Duo Hip-hop Category at the Island wide Dance Competition on 5/2/26; 7th Grade Students; Third Place Trophy

AMS Robotics Team: Komodo Dragons

- FIRST LEGO League Regional Championships: Peer Award - Core Values and Gracious Professionalism; Robot Performance Award - highest points in game; Innovation Project Award - creative, well researched project communicated effectively; 8th grade students; Regional Championships First Place
- FIRST LEGO League World Festival in Houston, TX; Peer Award - Core Values and Gracious Professionalism

AMS Robotics Team: AMS Excavators

- FIRST LEGO League Regional Championships: Robot Design Award - develop, design and explain purpose, engineering and strategy for robot to

perform; Core Values Award - teamwork, spirit, and demonstration of FIRST LEGO League Core Values; 8th grade students; Second Place Regional Championship

Sports Awards

- Boys Cross Country - Second Place; Boys Volleyball - Third Place; Boys Track & Field - Second Place

F.B. LEON GUERRERO MIDDLE SCHOOL

Exemplary Programs

Character Education Program

Our Character Education has had a positive impact on our students. It develops positive caring members of our school, respectful, good behavior and responsible students. The program prepares students to become productive. It improved academic performance by instilling responsibility and self-discipline. It replaces anti-social behaviors with respectful and caring behaviors.

School Climate Cadre (SCC)

Our School Climate Cadre is composed of teachers representing the grade level teams, the school counselors' representative, the administrators' representative, and the students' representatives. The FBLG SCC promotes positive behaviors and character development. It strengthens positive behavior and character development. It increases students' sense of belonging and school pride. Overall, it supports students' social and emotional wellbeing.

Some of the activities created by and overseen by the SCC included: Character Education lessons, student recognition assemblies, cultural appreciation celebrations, and School Spirit campaigns. The SCC relied on the PBIS framework to create the Character Education lessons and activities.

The Fine Arts Program

The FBLG Fine Arts program is composed of the Band, the Art, and the Choir classes. The students in the Choir and the Band classes had put on performance in school for students, faculty and staff, and parents. In addition, they performed in the Agana Shopping Center and the Micronesia Mall. The students exhibited their art work in school and participated in the one-week Public Middle School Art Expo in the Agana Shopping Center. The performances for the Choir and the Band classes and the Middle School Art Expo and the art exhibition provided the students an opportunity to showcase their skills, build confidence, and public exposure.

Accomplishments

- Return to Home Campus
- PBIS—Character Education implemented as an integral part of the curriculum.
- Improvement of the Robotics Program and participation in the Middle School island-wide Robotics completion.
- Fine Arts in school and mall expos.
- Department showcase nights.

Special Awards

Interscholastic Sports Association (ISA) Sports Awards for SY 25-26:
1ST Quarter Sports: Girls Volleyball 3rd place, Boys Soccer 3rd place, Girls Rugby 1st place
2nd Quarter Sports: Cross Country 2nd place, Boys Volleyball 2nd place
3rd Quarter Sports: Boys Basketball 2nd place
4th Quarter Sports: Girls Track and Field 1st place, Girls Basketball 2nd place

8th Island Wide Science Fair:
Isabella Taitano, Biology 3rd place winner, Ethan Dizon, Physical Science 2nd place winner, Rian Ocampo, Ecology 3rd place winner

Lions Internation Peace Poster Contest - Althea Alanzo, 3rd place winner.

Hip Hop Competition - FBLG placed 3rd place

Tara Lubrani, an 8th grade Social Studies teacher was awarded a **Guam Preservation Trust S.H.O P** grant.

INALÅHAN MIDDLE SCHOOL

Exemplary Programs

Annual Focus on the Future College, Career, & Health Fair

Inalåhan Middle School hosted its annual Focus on the Future: College, Career, and Health Fair to expose students to postsecondary education, career pathways, health services, and workforce opportunities. The program targeted all IMS students and featured over 40 community partners from both the public and private sectors.

Through interactive exhibits, presentations, and direct engagement with professionals, students explored a variety of educational and career options aligned with their interests and future goals. The event helped students develop a greater understanding of the skills, education, and preparation needed for future success. As a result, students increased their awareness of available opportunities and strengthened their college and career readiness.

Robotics

The Inalåhan Middle School Robotics Program provides students with opportunities to develop STEM skills, critical thinking, problem-solving, teamwork, and engineering design through hands-on learning experiences. The program targets middle school students interested in robotics and technology and prepares them for competitive STEM events. Students participated in the SIFA FIRST LEGO League for Secondary Schools, where they designed, built, and programmed robotic solutions while working collaboratively as a team.

Under the guidance of coaches Joshua Reyes and Brandon Cruz, students dedicated themselves to practice and competition, resulting in IMS earning the Rising All-Star Award. The experience increased students' technical skills, teamwork, and understanding of the expectations required for success in future robotics competitions.

Science Expo

The Inalåhan Middle School Science Expo was designed to promote scientific inquiry, critical thinking, and student engagement through hands-on learning experiences. The program targeted middle school students and involved 135 participants who developed and presented science projects, demonstrations, and informational displays. Guided by the science department, students planned, prepared, and showcased their work while sharing their knowledge with peers and visitors. Attendees had the opportunity to observe experiments, ask questions, and explore a variety of scientific concepts through interactive presentations. The event successfully increased student interest in science and provided a meaningful platform for students to demonstrate their learning and communication skills.

Accomplishments

Continued Progress Toward WASC Accreditation

IMS continued its work toward maintaining accreditation by implementing and monitoring its Schoolwide Action Plan. Teachers regularly participated in Professional Learning Communities (PLCs) where they analyzed student data, identified areas of need, and developed instructional strategies aligned with school goals. Through the use of SMART Goals, teachers monitored student progress, adjusted instruction, and collaborated to improve student outcomes across content areas.

Robotics Club Recognition – Rising All-Star Award

IMS students participated in the SIFA FIRST LEGO League for Secondary Schools under the guidance of coaches Joshua Reyes and Brandon Cruz. Through dedication, teamwork, and commitment to STEM learning, the team earned the prestigious Rising All-Star Award, recognizing the program's growth, potential, and outstanding participation.

Success in Inacha'igen Yiyupaktu Slingstone Competition

IMS students proudly represented the school in the Inacha'igen Yiyupaktu Slingstone Throwing Competition, demonstrating skill, sportsmanship, and an appreciation for Chamorro cultural traditions. The IMS team earned Second Place in its division, highlighting student dedication and cultural engagement.

Restoration and Use of Athletic Facilities

Significant improvements were made to the school's athletic facilities, including repairs to the gym floor and maintenance of the soccer field. For the first time in several years, IMS students were able to utilize the soccer field for home athletic competitions, providing student-athletes with a safe and functional space for practices and games. Continued use of the gymnasium also enhanced opportunities for physical education and extracurricular activities.

School Beautification and Student Ownership

IMS students and staff continued to take pride in maintaining and beautifying the campus. As one of the few schools that actively engages students in schoolwide cleaning and campus upkeep, IMS promotes responsibility, stewardship, and pride in the learning environment. Through these efforts, students develop a sense of ownership and contribute to creating a clean, welcoming, and positive school climate.

Special Awards

- **ISA Middle School Boys Soccer Championship – 2nd Place Recipient:** Inalåhan Middle School Boys Soccer Team
  Grade Level: Grades 6–8
  Recognition: Earned Second Place in the Interscholastic Sports Association (ISA) Middle School Boys Soccer Championship.
- **ISA Middle School Boys Rugby Championship – Champions Recipient:** Inalåhan Middle School Boys Rugby Team
  Grade Level: Grades 6–8
  Recognition: Won the ISA Middle School Boys Rugby Championship title.
- **Inacha'igen Yiyupaktu Slingstone Competition**
  2nd Place Recipient: Inalåhan Middle School Slingstone Team
  Grade Level: Grades 6–8
  Recognition: Earned Second Place in the Inacha'igen Yiyupaktu Slingstone Throwing Competition.
- **FIRST LEGO League Rising All-Star Award**
  Recipient: Inalåhan Middle School Robotics Team **Grade Level:** Grades 6–8
  Recognition: Received the **Rising All-Star Award** during the SIFA FIRST LEGO League for Secondary Schools, recognizing the team's growth, collaboration, and potential in STEM education.
- **Guam Allied Dance Force Island-Wide Dance Competition – Solo Performance Recognition**
  Recipient: Xoie (IMS Student)
  Grade Level: Middle School Student
  Recognition: Selected for a solo dance special performance at the Guam Allied Dance Force Island-Wide Dance Competition.
- **All-Island Spelling Bee Representative**
  Recipient: Yan Dong
  Grade Level: Middle School Student
  Recognition: Represented Inalåhan Middle School at the Guam All-Island Spelling Bee Competition
- **Special Olympics Guam Medalists**
  Recipient: Inalåhan Middle School Special Olympics Athlete
  Grade Level: Grades 6–8
  Recognition: Students earned multiple **Gold and Silver Medals** while representing IMS at Special Olympics Guam events.
- **World Read Aloud Day Literacy Collaboration**
  Recognition Recipient: IMS Eighth Grade students
  Grade Level: Grades 8
  Recognition: Participated in a community literacy initiative with Inalåhan Elementary School during World Read Aloud Day, promoting literacy and strengthening school-community partnerships.
- **Public Health Inspection Achievement -** Inalåhan Middle School
  Recognition: Successfully passed the

2025–2026 Public Health Inspection with a rating of 18/B, a significant improvement from the previous year's rating of 32/C, reflecting the school's commitment to maintaining a safe and healthy learning environment.

- **Community Performance Donations and Recognition**
  Recipient: Warriors Sound Check (School Choir/Music Group) **Grade Level:** Grades 6-8
- **Recognition:** Received community donations and recognition for performances at the Inalåhan Fiesta and Hågat Christmas Event, supporting the growth and sustainability of the school's music program.

JOSE L.G. RIOS MIDDLE SCHOOL

Exemplary Programs

ROBOTICS AND STEM

The **JRMS Robotics and Science Fair** provides students with meaningful opportunities to engage in hands-on, inquiry-based learning through Science, Technology, Engineering, and Mathematics (STEM). The program is designed to strengthen critical thinking, problem-solving, creativity, collaboration, communication, and perseverance while allowing students to apply classroom learning to authentic tasks and real-world challenges. Through the JRMS Robotics Program, students design, build, test, and refine robots while working collaboratively to solve problems and improve performance. This process encourages students to think critically, learn from trial and error, communicate effectively with team members, and apply engineering and technology concepts in a practical setting. Participation in the SIFA FIRST LEGO League Pacific Robotics competition further extends student learning beyond the classroom by providing students with an opportunity to demonstrate their skills, represent JRMS, and engage with peers from other schools.
The school's annual Science Fair complements the Robotics Program by providing students with a platform to showcase scientific investigations, experiments, research, and innovative projects. Students are encouraged to develop questions, apply the scientific process, analyze information, draw conclusions, and communicate their findings to an authentic audience.

A significant component of the Science Fair is the involvement of judges and representatives from various community organizations. Through these interactions, students practice explaining their research, responding to questions, receiving feedback, and building confidence in presenting their learning. Community participation also strengthens school-community partnerships and helps students recognize connections between their academic experiences and future educational and career opportunities.

The Robotics and Science Expo exemplifies JRMS's commitment to providing student-centered, rigorous, and relevant learning experiences that extend beyond traditional classroom instruction. The program supports the school's continuous improvement efforts by promoting student voice and ownership, strengthening STEM literacy, encouraging collaboration, and providing multiple opportunities for students to demonstrate their learning through authentic performance-based experiences. Through continued participation, reflection, and refinement of these STEM opportunities, JRMS seeks to increase student engagement, strengthen college and career readiness, and ensure that students develop the knowledge and skills necessary to become confident, innovative, and productive learners.

COMMUNITY AWARENESS RESOURCES FOR EDUCATIONAL SUCCESS (C.A.R.E.S.)

Jose L.G. Rios Middle School held its **Third Annual Community, Awareness & Resources for Educational Success (C.A.R.E.S.)** event on May 2, 2026, at the Agana Shopping Center. The event served as an example of JRMS's continued commitment to strengthening partnerships among the school, families, and community organizations in support of student achievement and well-being. The primary goal of C.A.R.E.S. was to provide students and families with greater access to educational, social, financial, and community-based resources that can help remove barriers to student success. By bringing multiple agencies together in one accessible community setting, JRMS created opportunities for families to connect directly with organizations that provide services related to education, attendance, family support, health and wellness, and community assistance. The event was coordinated by JRMS student support personnel and the Student Support Team, with Mrs. AnnMarie Toves, ESL Coordinator, serving as the event lead. Participating community partners included the Judiciary of Guam Probation Office, Todu Guam, University of Guam, Guam Energy Office, Department of Youth Affairs, Guam Community College, and several Guam Department of Education programs, including Special Education, Early Intervention, the Student Attendance Office, and Parent Outreach. JRMS reading teachers also distributed free books to encourage family literacy and promote reading beyond the classroom. C.A.R.E.S. supports JRMS's continuous improvement efforts by increasing family engagement, strengthening community partnerships, and connecting stakeholders with resources that contribute to student success. The event also demonstrates the school's responsiveness to the diverse needs of its students and families and its commitment to creating an inclusive and supportive learning community. As JRMS continues its accreditation and school improvement efforts, initiatives such as C.A.R.E.S. provide evidence of meaningful stakeholder involvement, collaborative leadership, and purposeful partnerships that extend student support beyond the school campus.

School Connection through PASTAGUMA KITT CULTURAL DANCE

The JRMS Cultural Dance Program, under the guidance of Saina Maxine Bigler, has grown into one of the school's most established and exemplary programs. What began as a cultural dance club later transitioned into a formal class in 2018, reflecting increased student interest and the school's commitment to preserving and promoting Chamoru culture through meaningful educational experiences.

Since its transition into the academic program, student participation has continued to grow, allowing JRMS to develop a sustainable program that now includes both beginner and advanced cultural dance classes. Through these courses, students develop knowledge and appreciation of Chamoru traditions while strengthening confidence, discipline, collaboration, leadership, and performance skills. The program provides students with authentic opportunities to connect classroom learning with their cultural identity and community.

JRMS Cultural Dancers have earned recognition through several competitions and performances, including second place award at the Baila Competition sponsored by the Guam Department of Education Chamoru Studies Program. The group has also been invited to participate in significant community events, including performing during the opening of the Agana Heights Coconut Festival. These experiences allow students to demonstrate their learning before authentic audiences while proudly representing JRMS and Guam's cultural heritage.

The program extends beyond dance by engaging students in traditional cultural practices such as

slinging and weaving. With the leadership of Sinot Roman Duenas, Sinot Pete Toves, Sinora Kimberly Mendiola and Saina Maxine Bigler, JRMS students have taken on leadership roles as cultural mentors by teaching the foundations of traditional Chamoru slinging to elementary students from M.U. Lujan Elementary School. Through this peer-teaching experience, students reinforce their own cultural knowledge while developing communication, leadership, responsibility, and mentoring skills. The students competed in the Slinging Competition sponsored by Guam Department of Education and placed 1st in their division.

Students have also served as cultural ambassadors during exchanges with Japanese students from Chikujo Town, Japan. JRMS students taught the visiting exchange students traditional Chamoru dancing and slinging traditions, providing hands-on opportunities for cultural exchange and mutual learning. These experiences allow students to share Guam's heritage with an international audience while strengthening intercultural understanding, confidence, and pride in their identity.

Service to neighboring schools remains another important component of the program. JRMS Cultural Dancers continue to support elementary school Chamoru Month celebrations, including performances at Tamuning Elementary School, and Agana Heights Elementary School. Through these outreach opportunities, students strengthen relationships with feeder schools and help younger students develop an appreciation for Chamoru language, customs, and traditions. The continued growth and sustainability of the JRMS Cultural Dance Program demonstrate the school's commitment **to** culturally responsive education, student leadership, authentic learning, community engagement, and cultural preservation. Students are not only learning cultural traditions, but are also being empowered to teach, perform, mentor, and share those traditions with younger students, community members, and international visitors. As an exemplary program, JRMS Cultural Dance provides strong evidence of the school's continuous improvement efforts by demonstrating how student interest has developed into a sustainable instructional program that promotes student voice, cultural identity, leadership, community partnerships, and meaningful learning beyond the classroom.

Accomplishments

Community Awareness Resources for Educational Success (JRMS C.A.R.E.S.): To help connect our families with important resources in our community that will help in the success of their children and provide them with resources, JRMS reached out to various community partners to support our families with over 22 Community Partners and a waiting list of presenters. Community resources supported health and wellness, education, social emotional needs and information on services to support our families. This partnership and event help bring our families together with the support of our community. Additionally, island businesses supported over 100 raffle prizes for our families.

Just Raise My Scores: Reading and Math Intervention: Through our JRMS Time our students and teachers spend additional time on math and reading. This is a school wide goal in hopes to increase literacy across the curriculum, a love for reading and math, and improving our math scores.

PASTA J.R.M.S. Thrift Store: Our school understands the importance of home and school connection. Our JRMS Parent Administrators Student Teacher Association has been revamped with content teachers hosting the events with their students. Family and school engagement have increased, and our PASTA has been very active in supporting our school. Additionally, we offer a free thrift store with donation of items from our community, the US Naval Base Navy-Marine Corp Relief Society and our school community. Also, we have a team-based thrift store available for students during lunch spearheaded by Mrs. Elianna Castro. At the end of the school year, all items are donated to our Community Outreach Program to be shared with our community efforts through the School Climate Culture and Engagement Program.

Special Awards

Community Awareness & Resources for Educational Success (JRMS C.A.R.E.S.): To help connect our families with important resources in our community that will help in the success of their children and provide them with resources, JRMS reached out to various community partners to support our families with over 22 Community Partners and a waiting list of presenters. Community resources supported health and wellness, education, social emotional needs and information on services to support our families. This partnership and event helps bring our families together with the support of our community. Additionally, island businesses supported with over 100 raffle prizes for our families.

Annual Career Fair: Continues to serve as an important college and career readiness initiative that connects students with professionals, businesses, government agencies, and community organizations throughout Guam. The purpose of the Career Fair is to increase student awareness and interest in a wide range of career pathways while helping students understand the education, skills, training, and personal qualities needed to pursue their future goals. By providing students with direct access to community professionals, the event allows them to explore careers beyond the traditional classroom setting and make meaningful connections between their current education and future opportunities. The Career Fair also supports JRMS's broader efforts to promote college and career readiness, student engagement, goal setting, and informed decision-making. Students are provided opportunities to connect academic learning with real-world careers and gain a better understanding of how the choices they make in middle school can influence future educational and career pathways. As an annual schoolwide initiative, the JRMS Career Fair demonstrates the school's commitment to providing relevant, student-centered learning experiences and meaningful stakeholder engagement. Through continued collaboration with community partners, JRMS is able to expand students' knowledge of career opportunities, encourage future planning, and strengthen the connection between the school, families, and the broader Guam community.

PASTA & J.R.M.S. Thrift Store: Jose L.G. Rios Middle School recognizes that strong partnerships between the home, school, and community are essential to student success. To strengthen these connections, the school revitalized its Parent Administrators Student Teacher Association (PASTA) by creating more meaningful opportunities for families, teachers, students, and administrators to engage with one another. As part of this renewed approach, content-area teachers and their students help host PASTA events, allowing families to become more directly involved in the learning experiences taking place at JRMS. This structure has helped strengthen communication between home and school, increase family participation, and provide parents and guardians with greater insight into student learning and school programs. PASTA has also become an active partner in supporting school initiatives and activities.

JRMS further demonstrates its commitment to supporting the whole child through its free community thrift store, which provides students and families with access to donated clothing and other essential items. Donations are received through partnerships with members of the community, the Navy-Marine Corps Relief Society at U.S. Naval Base Guam, Macy's Guam, and the JRMS school community. This initiative helps address student and family needs while promoting dignity, accessibility, and equitable access to resources.

L.P. UNTALAN MIDDLE SCHOOL

Exemplary Programs

WeREAD, Literacy Program

The WeRead. Literacy Program is a schoolwide literacy initiative developed by an LPUMS teacher and supported through the Comprehensive Literacy State Development (CLSD) Grant. Designed to strengthen reading achievement and cultivate a culture of literacy, the program engages students, families, faculty, and staff through a shared reading experience, schoolwide literacy events, and increased access to high-quality books and instructional resources.

By creating meaningful opportunities to read, discuss, and celebrate books together, WeRead. has contributed to measurable improvements in student reading achievement, including 2 consecutive years of schoolwide growth in AIMSweb reading performance. The program has also strengthened connections among the school, families, and the community while fostering a lifelong appreciation for reading.

Career Day

A yearly School-Wide event led by the School Faculty where students have the opportunity to explore different careers by listening to guest speakers, trying hands-on activities, to include student-presenter inquiry to conclude career made choices.

Robotics Program

The Robotics Program at LPUMS is a STEM elective that introduces students to designing, building, and programming robots through the engineering design and problem-solving process. As the first middle school in the GDOE to officially offer Robotics as an elective course, LPUMS has provided students with hands-on STEM learning since 2011. The program offers Intermediate Robotics for Grades 6–7 and Advanced Robotics for Grades 7–8, equipping students with skills in engineering, coding, critical thinking, collaboration, and innovation while preparing them for future STEM education and careers. Students also have opportunities to represent LPUMS in local and regional robotics competitions, showcasing the knowledge and skills developed through the program.

Accomplishments

- 2 consecutive years of schoolwide growth in AIMSweb reading performance.
- School-Wide Science Fair.

Special Awards

National History Day Guam Competition Student Awardees by Category:

Research Paper

- 1st Place: Mirando Morato

Individual Website

- 1st Place: Aubreale Charfauros
- 2nd Place: Jhaneia Nebres
- Special Awards: Environmental & Historic History; Local–Federal Government Relations

Group Website

- 1st Place: Kekoa Godoy & Gabriel Bacani
- 2nd Place: Gabby Simon & Isaac Crelencia
- 3rd Place: Glenn Eding Jr. & Ocean Palakiko

Individual Exhibit

- 2nd Place: Nathan Sebastian
- 3rd Place: Azylaea Babauta

Group Exhibit

- 1st Place: Cydnie Meno & Kaliana Smau
- 2nd Place: Randi Retuyan & Katherine Serisola
- 3rd Place: Erica Paulino & Olivia Tareyama

Special Awards:

- Erica Paulino & Olivia Tareyama — Spanish Era
- Randi Retuyan & Katherine Serisola — Asian Influence

Individual Documentary

- 3rd Place: Hawon Lee

Group Documentary

- 1st Place: Recksanne Ceasar & Myanna Yalolmar (back-to-back champions)
- 2nd Place: Noah De Guzman & Kevin Zhi

Academic Challenge Bowl - LPUMS won 2nd Place against both private, public, and charter schools.

Island-wide 48th Science Fair

Hawon Lee-1st Plant & Animal
Ava Canos-2nd Energy and Inventions
Olivia Tareyama- 2nd Ecology
Xylah Limtuaco-3rd Human & Medical

School-Wide Science Fair

Energy Sustainability

- 1st: Ayanah Dulaney, Maryanne Maligaya
- 2nd: Miranda Morato
- 3rd: Gabriel Morales

Chemistry

- 1st: Mattingan Leon Guerrero Dunn

- 2nd: Erabella Garrido
- 3rd: Eilina Cruz, Julianna Gajo

Ecology/Earth Science
- 1st: Iris Taitano
- 2nd: Trinity Miller
- 3rd: Erica Paulino

Biology/Medical
- 1st: Sofiya Quichocho
- 2nd: Shane Pangelinan
- 3rd: Athan Borja

Physics/Math
- 1st: Jasmine Cabrera
- 2nd: Amelia Borja
- 3rd: Ameira Asuncion & Bailey Malaca

Engineering/Invention
- 1st: Ronin Delgado
- 2nd: Zenaiyah Agulto
- 3rd: Gabby Simon

Sports
- Averian Reyes

Gold Shot Put & Discus
Track & Field; 3rd place overall
- Xylah Limtuatco

Silver in 1500m
Silver in 800m

- Amelia Asuncion., Terah Dela Cruz, Randi Ratuyan, Isabella Yugmag
  Silver in 4x100m Relay
- Ameira Asuncion, Lin'isa Munoz, Theiah Chaco, Xlah Limtuatco
  Bronze in 4x400m Relay
- Reon Acabado
  Silver in 60m
- Zeke Aguon, Rylan Ratuyan, Jayvahn Benavente, & Jacob La Torre
  Bronze in 4x400m Relay

- 1st qtr. Rugby Boys 2nd place, Girls 3rd place
- 2nd qtr. Boys Cross Country returning Champions, Girls 3rd place
- 4th qtr. Girls Track & Field 3rd place

Tumon Bay Festival Competition: LPUMS Concert Band won Gold.

Guam Teacher of the Year (GTOY) Finalist: Madrid Borja

SIFA FIRST LEGO League Regional Robotics Competition (March 2026)
- 8th-grade CyberCats: Robot Design award.
- 6th/7th-grade RoboPaws: Robot Design and Motivate awards.

ISA ADF Island-wide Dance Competition (May 2026)
- The Fierce Dance Team: Earned the ultimate title of Overall Middle School Grand Champions.
- 1st place Solo Hip Hop: Xeleah Aldan
- 1st place Solo Jazz Contemporary : Ryan Cruz
- 1st place Duo Hip Hop: Xeleah Aldan & Jaeanna Perez
- 1st place Duo Jazz Contemporary : Mishayla Mathews & Kailayah Cruz
- 2nd place Small Group Hip Hop
- 2nd Place (Silver):
  - Small Group category
  - Large Group category

Robotics Program
Placement in the Robotics Program Competition which concluded a Legislative Resolution recognizing students and the instructors.

Academic Challenge Bowl
Students placed 2nd place district-wide.

2026 LPUMS Spelling Bee Competition:
Champion - Erica Paulino
Alternate - Alexa Mendiola
Champion, Erica Paulino, competed in the Guam Regional Spelling Bee Competition at Hyatt Regency on March 29, 2026. She made it to the 2nd round.

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

PBIS/Behavior SMART Goals Implementation

The expected outcome of the PBIS/Behavior SMART Goals initiative was to establish a consistent schoolwide system for reinforcing positive behavior, reducing disciplinary referrals and repeated referrals, and using behavior data to identify and support students requiring Tier 2 and Tier 3 interventions. Although LPUMS continued to provide PBIS-related training, behavior lessons, positive intervention strategies, PAW$ incentives, and team-based Behavior SMART Goals, the initiative did not fully produce the expected schoolwide impact. Accreditation evidence identified increases in undesirable student behaviors and the continued need for a more consistent process for evaluating the effectiveness of behavior interventions. Implementation was also affected by the need for greater consistency among staff, more systematic use of behavior data, and stronger monitoring of team SMART Goals. The primary lesson learned is that providing PBIS resources and

professional development alone is not sufficient; the school needs clearly defined implementation expectations, consistent staff practices, regular data review, and ongoing monitoring of intervention effectiveness. This finding has informed LPUMS's current focus on strengthening PBIS implementation through school climate data, student voice, fidelity measures, and data-driven decision-making.

Schoolwide technology/data-driven instructional implementation

LPUMS continued expanding the use of digital tools, assessment platforms, and data systems such as IXL, AIMSweb, DWA, and PowerSchool to support instruction, monitor student progress, and inform instructional decisions. However, the intended level of consistent technology-supported, data-driven instruction was not fully achieved schoolwide. A major challenge was the overall lack of funding needed to repair, replace, and upgrade aging or broken devices and classroom technology, as well as to maintain and regularly update instructional programs and software. Some classrooms continued to lack adequate laptops, projectors, Smart TVs, and other essential technology. Staffing limitations and the time required to manage multiple data systems also affected consistent implementation.

The experience demonstrated that access to technology and data systems alone does not ensure consistent data-driven practice. Moving forward, LPUMS will continue advocating for adequate funding and resources to maintain and modernize technology, while strengthening professional learning, collaborative data analysis, and ongoing support so that available technology and assessment data can more consistently inform instruction and improve student outcomes.

OCEANVIEW MIDDLE SCHOOL

Exemplary Programs

Pre-AP Program

The Pre-AP Program continued school-wide in SY25-26, enrolling approximately 86 students (27.2% of total enrollment) across all three grade levels. The program offers on-grade-level coursework intentionally differentiated by pace, depth, breadth, and complexity, engaging students in analytical, independent work aligned to Common Core and GDOE benchmarks. Pre-AP continues to build academic habits that prepare students for AP and honors-level coursework in high school.

- Pace: The curriculum progresses at an accelerated rate, emphasizing compacted instruction and assessment through projects and performance tasks that ensure mastery of essential knowledge.
- Depth: Students are encouraged to move beyond surface-level understanding by analyzing underlying principles, drawing generalizations, and examining abstract concepts and ethical considerations within the content.
- Breadth: Learners engage in higher order thinking through guided inquiry, interdisciplinary connections, and varied instructional strategies that promote expansive learning.
- Complexity: The program promotes critical exploration across disciplines by addressing themes, real-world problems, and contemporary issues that require synthesis, evaluation, and creative problem-solving. This program is designed to support students in building strong academic habits while fostering a mindset prepared for future Advanced Placement and honor-level coursework.

Reading Lab

Launched school-wide in SY25-26, Reading Lab targets students who have performed BELOW STANDARD on the Smarter Balanced Assessment and High Risk on the AIMSWeb assessment. The format is a pull-out program for identified students with 25-30 minutes of direct instruction on vocabulary and reading comprehension skills. 30% (6 out of 20 students) of sixth grade students tested on the SY25-26 Smarter Balanced Assessment as Standard Nearly Met or Standard Met. 52% (15 of 29) of seventh grade students tested at Standard Nearly Met or Standard Met on the SY25-26

Smarter Balanced Assessment. 20% of eighth grade students tested at Standard Nearly Met or Standard Met on the summative Smarter Balanced Assessment. These results show that the program is providing needed supports to struggling students and helping them perform closer to grade-level expectations. Teachers are revising their instructional strategies to strengthen practices used in Reading Lab to further increase student achievement in the coming school year.

OMS Career Fair

The annual Career Fair Expo connects students directly with professionals across a wide range of industries, with guest speakers sharing required skills, education pathways, salary ranges, and working conditions. Over 40 businesses and agencies participated in the SY25-26 Career Expo. Students use a "Passport to Careers" booklet to document their learning and engage presenters in guided conversation. The program continues to support OMS's commitment to college and career readiness by connecting academic experience to real-world possibility.

Accomplishments

Guam Department of Public Health and Human Services "A" Facility Rating - OMS improved to 10 demerits from 21 in SY24-25 to earn an A safety and health inspection rating. This improvement was due to facility refurbishment and the extremely active participation of the administration, students, and community stakeholders in cleaning and organizing our entire campus. Students reported feeling more pride in their campus after the refurbishment and improved inspection rating.

Cross-District Assessment Collaboration - Content-area teachers met with Haya district middle school teachers to update proficiency scales and build tiered assessment banks aligned to each standard, and met with all Haya schools to vertically align instruction, strengthening assessment consistency across the district. Based on this training, OMS implemented a Word of the Week (WoW) program to help students learn and master tier 2 vocabulary commonly found on standardized assessments.

RACE Writing Strategy - Schoolwide Implementation - All faculty were trained on the RACE writing strategy (Restate, Answer, Cite, Explain), and consistent use was implemented across all content areas campus-wide in SY25-26, building a shared, schoolwide approach to performance-task writing in support of Smarter Balanced proficiency.

WASC Mid-Cycle Visit and Accreditation Reaffirmed through SY28-29 - Oceanview teachers, staff, students, administrators, and community stakeholders worked together to compile a mid-cycle report on progress since our last full self-study in 2023. The school action plan was revised from five goals to three, removing goals that were already completed and to align better with the District's action plan objectives. The WASC visiting committee commended the entire school community for their hard work and dedication, and reaffirmed full accreditation through 2029. OMS was also granted initial accreditation from Cognia International.

Smarter Balanced Proficiency Gains - Above District Average SY24-25 and continued growth in SY25-26 - OMS moved from below to above the GDOE district average on Smarter Balanced scaled scores in both ELA and Math, across all grades with available data, in a single school year, with notable gains including Grade 8 ELA proficiency rising from 20% to 34% (+14 points) and Grade 6 Math proficiency rising from 3% to 10% (+7 points).

Special Awards

- ISA Boys Middle School Soccer — 1st Place including ISA All Island MVP - Jessiah Quimbao
- ISA Girls Middle School Soccer — 2nd Place Including ISA All island Team Selections for Riley Aflague and Dillen Sanchez
- ISA Girls Softball Middle School — 2nd Place Including ISA All island Team Selection for Hanaka Lokeijak
- ISA Track & Field Middle School — Aaron Meno, 400m 2nd Place, ISA All island Team Selection for Aaron Meno and Chance Lacdoo
- ISA Cross Country Middle School - Isabella Wada, 7th place; Chance Lacdoo, 10th place

- Spelling representative Joseph Afituk advanced to the 2nd round of the Regional Spelling Competition
- Lovely Sejalbo - Master's of Education in Reading. Conferred by the University of Guam, December 2026.
- Kristin Taianao - Master's of Education in Counseling. Conferred by the University of Guam, December 2026.
- PreAP science teacher Elizabeth Valencia, under the Consolidated Grants Life Readiness Project, received a grant to attend a national science conference off-island at the 2026 National Conference on Science Education in Anaheim, CA.
- Oceanview Middle School Certificate of Participation in the First LEGO League Competition for Code Crusaders and Elite Knight teams.

VICENTE S. A. BENAVENTE MIDDLE SCHOOL

Exemplary Programs

Literacy and Numeracy Intervention

Our school's literacy and numeracy intervention program are designed to provide targeted support and enrichment to help all students achieve academic success. Through the Roadrunner Leap students receive tutoring to strengthen essential reading and mathematics skills. During the XL period, teachers implement the Ahh Read Read monthly lessons, which integrate reading, math, and character education to promote both academic growth and positive student development. Teachers also collaborate to provide team-wide interventions and tutorials during the XL period, ensuring that students receive timely support based on their individual learning needs. Together, these coordinated efforts create a comprehensive system of support that fosters confidence, improves achievement, and empowers students to reach their full potential.

Roadrunner Writing Rubric

The development of the Roadrunner Writing Rubric was a collaborative effort involving teachers across grade levels and content areas, as well as valuable input from students to ensure the rubric reflected clear and meaningful expectations for writing. The process spanned more than a school year, with educators working together to create a practical and equitable assessment tool that remains open to ongoing refinement as needs evolve. Once implemented, the rubric will be used by all teachers, regardless of subject area, to assess student writing using a common set of criteria. This shared approach reduces inconsistencies in scoring and establishes a standard expectation for writing performance across all grades and disciplines. To support effective implementation, calibration sessions are conducted with teachers to practice applying the rubric, deepen understanding of its components, and gather feedback for continuous improvement.

CTE Citizenship and Life Readiness

The school's Career Technical Education (CTE) Citizenship and Life Readiness Cadre attended a CTE summit covering career technical soft skills and career readiness. After the summit, the cadre bridged high school pathways to the middle school through soft skills. The two areas of focus were: 1) citizenship and life readiness and 2) career readiness interest and exposure.

The school created a rubric that was developed through collaboration and input from faculty members and the CTE Cadre to align the assessment of citizenship with the schoolwide learner outcomes. To create a purposeful progression of student development, the learner outcomes were divided among grade levels so that students build and strengthen essential citizenship and workplace skills as they advance through middle school. Sixth-grade students focus on demonstrating how they "value their community" and "succeed academically", while seventh-grade students are assessed on their ability to "adapt to changing times" and "behave appropriately." Eighth-grade students concentrate on learning to "make positive choices" and "strive for a better tomorrow", reinforcing the skills needed for future success. Teachers intentionally develop and assess

these grade-level CTE soft skills during the Advisor-Advisee Period (AAP), ensuring that students receive consistent guidance, reflection opportunities, and support in becoming responsible and productive citizens.
The second area of focus resulted in a student interest survey and exposure to different careers and pathways. Career interest surveys are conducted three times a school year and based on the results, guest speakers are invited to share information about the career. Additionally, the survey results assist students to identify the high school pathways of interest.

Accomplishments

- Supporting faculty and staff with training and professional development to address students' needs, such as instructional strategies/best practices, literacy and numeracy in the content areas, social-emotional support/services, and other support, as needed.
- Development of the school's Roadrunner Writing Rubric.
- Development of the school's Career Technical Education Citizenship and Life Readiness program.
- Family Festive Night was a successful after-school event that promoted family engagement and strengthened school-community relationships by providing students and their families with opportunities to participate in enjoyable and meaningful activities together.
- VSABMS athletic program support led to 1st place for Boys and Girls Volleyball, Girls Soccer, Boys Basketball, VSABMS Dance Team Small Open and Jazz, and Boys All Island Track and Field.

Special Awards

- **Guam Soil and Water Conservation Districts' 2025 Islandwide Poster Contest (IPC)** Anthony Duenas, 7th Grade, "Home is Where the Habitat Is" ("I Gima' Nai Gaige Linåhyan"), 3rd Place
- **Guam Soil and Water Conservation Districts' 2025 Islandwide Poster Contest (IPC)** Rafaella Santelices, 7th Grade, "Home is Where the Habitat Is" ("I Gima' Nai Gaige Linåhyan"), 2nd Place
- **ISA Girls Volleyball** 6th -8th Grades, ISA 2025 Middle School Girls Volleyball, 1st Place
- **ISA** Boys Volleyball 6-8th Grade, ISA Middle School Boys Volleyball, 1st Place
- **Guam Football Association supported by the Japan Football Association** VSABMS Girls Soccer, 6-8th grade, 17th Annual Sugar and Spice Middle School Girls Festival, 1st Place
- **ISA** VSABMS Girls Soccer, 6-8th Grade, ISA Middle School Girls Soccer, 1st Place
- **ISA** VSABMS Boys Basketball, 6-8th Grade, ISA Middle School Boys Basketball, 1st Place
- **ISA** VSABMS Dance Team, 8th Grade, SMALL OPEN, 1st Place
- **ISA** VSABMS Dance Team, 8th Grade, SMALL JAZZ, 1st Place
- **Haiku Poem Contest hosted by JAL,** Rafaella Santelices, 7th grade, Japan Airline (JAL) 2025-2026 Haiku Contest, Grand Prize
- **ISA** Boys All Island Track and Field, 6-8th grade, ISA All Island Track and Field, 1st Place
- **48th Islandwide Science Fair,** Cassandra David, 8th Grade, Chemistry Division 3, 1st Place

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

Roadrunner Leap

The Roadrunner Leap is an intervention that was implemented to help support students who are at risk with literacy and numeracy. However, last school year, the Roadrunner Leap was not as successful due to low participation. Although data was used to identify students who are at risk with literacy or numeracy proficiency, the students did not attend Roadrunner Leap sessions as scheduled. Previous attempts to award students with BAE tickets and incentives helped to increase participation rates. A lack of resources and supplies to replenish participation incentives is noted as a reason for lack of participation. Some students had some growth, however, there could have been more growth if more students participated regularly in the Roadrunner Leap.

GEORGE WASHINGTON HIGH SCHOOL

Exemplary Programs

Freshman Academy

GWHS continues to implement the Freshman Academy, adapted from the original Johns Hopkins Talent Development Program (JHTD). The Freshman Academy assists in the acclamation of the freshman population into the high school environment. The vision of this program is to serve the most vulnerable students so they have access to an education which develops their unique strengths and talents; builds their academic and socio-emotional competencies; engages them in relevant and exciting learning opportunities; supports them so they can succeed; and prepares them for post-secondary education and the 21st century world of work. Teachers have been effective advocates for their students as they work in the teaming concept, identifying students' areas of strengths and areas of growth; thus, providing opportunities for intervention or enrichment.

Cross Enrollment with Guam Community College

The GDOE/GCC Cross-Enrolled program has been on-going for more than a decade. This unique program allows GWHS students to attend classes offered by GCC such as Marketing, Hospitality and Tourism, Health Careers and Science, Carpentry, Automotive, Electronics, Early Childhood, Visual Communication, and Pro Start. Some classes are taught at GWHS while the others are at the GCC campus. By the end of their senior year, students are given Mastery certificates which allows them to be certified with a particular skill and also receive 15 credits that can be transferrable to the University of their choosing should they pursue post-secondary education.

ACT WorkKeys

The ACT WorkKeys assessment is designed to measure essential workplace skills and assess students' readiness for a range of careers. It awards career readiness certificates at four levels—bronze, silver, gold, and platinum—based on performance. GW's continued commitment to career readiness and student success is reflected in the push to have students (all seniors) take the ACT WorkKeys Assessment. The increase was made possible by administering the assessment during the school day, with English teachers providing time and support to ensure students could complete the tests.

Accomplishments

All teachers in across all content areas engaged in **Professional Learning Communities**, using Common Formative Assessments data to drive discussion and decisions. Teachers met often in their respective grade-levels as well as monthly with school administrators to discuss progress and student outcomes as well as to reflect as professional adult learners. Error analysis data and PLC learning logs submitted monthly by content and grade level.

The number of students earning **WorkKeys credentials** increased from **153** in 2024 to **175** in 2026, while the percentage of graduates earning credentials rose from **60%** to **70%** over the three-year period. This reflects a **10-percentage-point increase** in the credential attainment rate and demonstrates sustained growth in student workforce readiness.

The **Guam Community College Cross-Enrollment Program** continued to demonstrate strong growth in 2026. A total of **92 students earned a Certificate of Completion**, an increase of **19 students (26%)** from the **73 certificates awarded in 2025**. Significant increases were seen across several career pathways:

- **Autobody:** 7 → **26** (+19)
- **Early Childhood Education:** 4 → **12** (+8)
- **Visual Communications:** 2 → **10** (+8)
- **Carpentry:** 1 → **5** (+4)

- **Health Careers and Science:** 12 → **14** (+2)
- **AutoCAD:** 5 → **6** (+1)
- **Auto Services:** 2 → **4** (+2)
- **ProStart:** 7 → **9** (+2)

Hospitality and Tourism Management remained steady at **6** certificates, while Marketing decreased slightly from **7 to 6**. Information Technology, which awarded **14 Certificates of Completion in 2025**, did not have any reported completers in the 2026 graduating class. The number of students earning a **Certificate of Mastery** also increased from **11 in 2025 to 13 in 2026**, representing an **18% increase**. Growth was driven by:

- **Early Childhood Education:** 1 → **5**
- **Marketing:** 2 → **3**
- **Visual Communications:** 0 → **2** (new in 2026)
- Health Careers and Science remained consistent with **3 Certificates of Mastery**.
- No Certificates of Mastery were awarded in Autobody, Hospitality and Tourism Management, or ProStart in 2026, compared to previous years.

Overall, the 2026 graduating class showed **continued expansion in industry-recognized credential attainment**, particularly in skilled trades and career and technical education pathways, reflecting increased student participation and successful program completion across multiple fields.

The **Army JROTC program** continued to provide students with leadership, service, and career readiness opportunities during the 2025–2026 school year. Cadets participated in the Wreaths Across America Service Learning Project, competed in both the Brigade Robotics Championship and, for the first time in school history, the Army JROTC National Robotics Championship. Cadets also participated in multiple Japanese cultural exchange visits. The program achieved notable success at the West Coast National Golden Bear Drill Competition in California, earning multiple medals and reclaiming the overall championship title for the first time since 2018.

In addition, the program supported students' post-secondary goals, with graduating cadets committing to multiple branches of the United States Armed Forces.

Special Awards

- 12th grader, Janessa Alerre, receives full scholarship to Princeton University, and will pursue studies in biological and chemical engineering
- Rugby Scholarship recipients - 12th graders Christin Mafnas commits to Mount Saint Mary's University in Emmitsburg, Maryland and Jeremiah Sablan commit to Thomas College's Division III program in Waterville, Maine
- Army JROTC Successes: Warrior Battalion competed in Los Angeles, CA, placed in multiple events and took home the Golden Bear Westcoast National Championship; JROTC Robotics Team competed in Robotics Brigade Championship in San Diego, California and finished in Final 16 and competed again in the VEX V5 Robotics National Competition in Sandusky, Ohio, and reached semi-finals
- 9th grader, Inatan Leon Guerrero-Dunn publishes "Ambitions as a Writer"
- 9th grader, Brielle Brandon earned top honors at both her school-level and island-wide Poetry Out Loud competitions, securing her place as Guam's representative at the 2026 National Poetry Out Loud Competition in Washington, D.C.
- I Mañe'lu-Guåli'ek competed in the 2026 Silibrasion Mes CHamoru Bailan Taotao Tåno' Competition - Overall (shared) Champions
- ISA Championships - ISA Football Champions (breaking Father Duenas streak and reclaiming the championship) and the ISA Boys Tennis Champions
- Retirement of GWHS Football Jersey, #28 Rayn Rios
- CHamoru teacher, Siñot Luke Tedtaotao among the GDOE Teacher of the Year semifinalists for 2nd year in a row.
- Thrive Media's Senior Class Lip Dub Challenge - 1st Place Winners (3 consecutive years)

JOHN F. KENNEDY HIGH SCHOOL

Exemplary Programs

Air Force Junior Reserves Officer Training Corps

The Air Force JROTC program continues to excel at the highest levels, earning a 100% Annual Unit Evaluation and an "Exceeds Standards with Merit" rating, along with the prestigious Distinguished Unit Award with Merit, placing JFKHS among the top units worldwide. The program's collective achievements reflect strong cadet leadership, disciplined teamwork, and a shared commitment to fulfilling the AFJROTC mission and goals, resulting in notable group and individual honors that exemplify excellence across the unit.

Fine Arts Program

The Fine Arts achievements in visual and performing arts at JFKHS continue to thrive as a dynamic and visible force within the school and the broader community, showcasing student creativity, talent, and collaboration throughout the year. Through a full calendar of performances, exhibitions, and community engagements, our students consistently demonstrate artistic excellence and a strong commitment to service and cultural enrichment. From major public showcases and seasonal celebrations to districtwide festivals, campus events, and partnerships with local organizations, the program reflects a vibrant arts community that elevates school spirit, strengthens student voice, and reinforces the essential role of the arts in a well-rounded education.

Interscholastic Sports Program

The Interscholastic Sports Program at JFKHS continues to demonstrate exceptional depth, competitiveness, and school pride, with student-athletes excelling across multiple sports throughout all four quarters of the year. Our teams consistently earned championship titles, secured top placements, and represented the Islander spirit with discipline, resilience, and teamwork. Across the board, athletes distinguished themselves through strong performances, leadership, and sportsmanship, contributing to a robust program that is active, visible, and highly respected within the league. Their achievements reflect a thriving sports culture that strengthens school identity, fosters student growth, and upholds JFKHS's tradition of excellence.

Accomplishments

- **The Kennedy Project for Literacy NOW (PLAN)** – under the Comprehensive Literacy State Development (CLSD) Program for school-based literacy – is a consolidated-grant-funded award totaling over $100,000 over a period of four years (2024 – 2028) to implement a literacy plan to significantly increase the number of students scoring proficient or advanced on summative ELA assessments. We completed our 2nd year of implementation.

  PROJECT GOAL: JFKHS will provide reliable literacy assessments, professional development in current literacy pedagogy, and online literacy programs to help teachers plan and differentiate instruction and address students' learning needs.

- **The 5th NASA TechRise Challenge** – Team JFKHS, consisting of 11 Pre-Engineering students and teacher/advisor Ms. Colette Beausoliel, was among 60 winners nationwide. A total of 370 students participated in the competition, representing 52 states and territories. As one of the winning TechRise teams, NASA is supporting the development and demonstration of the JFKHS payload, including a test flight in July on a high-altitude balloon operated by World View Enterprises.
- National Career Readiness Certificates (NCRC) – The JFKHS Class of 2026 demonstrated strong workforce readiness, with 81%, or 262, of graduates earning this nationally recognized credential. Of the 322 seniors, 17 achieved Platinum, 29 earned Gold, 80 earned Silver, and 136 earned Bronze, reflecting verified skills in applied math, workplace documents, and graphic literacy. These results show that a significant majority of JFKHS students are leaving with a credential that strengthens their employability, supports placement into apprenticeships and Guam Community College (GCC) programs, and aligns with the workforce needs of Guam's growing industries.
- Interscholastic Sports – The JFKHS community proudly celebrated an outstanding year of athletic excellence, as our Islanders brought home championships in Boys Bowling, Boys Soccer, Girls Tennis, Girls Soccer, Girls

Track and Field, and Boys Basketball. All-Island Selections further highlighted our success, with Islanders earning numerous first-team honors and Most Valuable Player recognitions, showcasing the exceptional skill, discipline, and competitive strength of our student-athletes across the league.

- **The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC)** reaffirmed JFKHS's progress for the next three years of our six-year accreditation term, recognizing the school's continued commitment to improvement, student learning, and institutional effectiveness. Through the collaborative efforts of our faculty, administration, staff, parents, and students, JFKHS continues to advance its mission and strengthen the learning environment for all Islanders.

Special Awards

- Guam Teacher of the Year – Ms. Carolyn Haruo, science teacher, was selected as the Guam 2027 Teacher of the Year, a recognition that reflects her exemplary instruction, leadership, and dedication to student success.
- Girls Soccer Champions – The Girls Soccer Team continued its remarkable legacy, earning the championship title for the sixth consecutive year, demonstrating consistency, discipline, and excellence. Kudos to Coach Eladio Manansala, JFKHS PE teacher.
- AFJROTC Annual Unit Evaluation – The AFJROTC program earned a 100% Annual Unit Evaluation and an "Exceeded Standards with Merit" rating, recognizing strong cadet leadership, high participation, and sustained commitment to community service.
- Distinguished Unit Award with Merit – The program also received the Distinguished Unit Award with Merit, honoring cadet growth, instructor mentorship, and community support. Among 812 units worldwide, JFKHS stands among the very best. Instructors are Major Josephine Blas, SMSgt. Victor Rosario, and MSgt. Joe Mafnas.
- USAFA Prep School Nomination – AFJROTC Cadet Stephan Medrano, Class of 2026, accepted a nomination to the United States Air Force Academy Prep School, a prestigious pathway toward military leadership.
- AFJROTC Flight Academy – Cadets Jelli-Bean Perez and Christopher Mantanona, both juniors, were selected for the highly competitive Flight Academy Program, joining only 92 students nationwide chosen for this elite aviation opportunity.
- Most Valuable Player recognition was awarded to Destiny Tangadik (Girls Softball) and Aubrey Ibanez (Girls Soccer) for their outstanding athletic performance and leadership.
- JROTC Local Competition Wins – JROTC cadets earned top honors locally, including first place in the Annual JROTC Fitness Challenge (hosted by JFKHS), first place Color Guard at the Okkodo High School Drill Competition, and three-time Top Gun Marksmanship Champion Cadet McBella Park, Class of 2026.
- Choral Program – Under the leadership of teacher Aileen Sablan, the Vivace and Voce Nuevo choral groups performed at numerous school-sponsored events, including the 3rd Annual Island Echoes of Christmas Concert with the JFK Concert and Jazz Band, the Annual Sing for a Cause Choir Concert benefiting Guam Cancer Care, and the Beyond – Choral Spring Concert Finale.
- Band Program – Led by teacher Amanda Bateman, the Rock Band, Jazz Band, and Concert Band showcased their musical talents in several events, including the GDOE Rock Show and the Tumon Bay Festival, and hosted the *Heroes to Remember Spring Concert*.
- Art Program – Guided by teachers Ben Quinata **and** Francis Labrador, the Art Program participated in the Guahan Fine Arts Festival and the GDOE Fine Arts Exhibit, and proudly hosted the JFKHS Art Exhibit.
- Drama Production – Under the direction of teacher Andrea Quitoriano-Dunna, the Drama Class staged its first-ever musical, The Problem with the Spring Musical: The Musical, marking an exciting milestone for the program.
- UOG Math Day – During the University of Guam's 15th Annual Math Day on Pi Day, several JFKHS

students participated and represented the school with pride. Kristie Kim, junior, earned first place in the Pre-Calculus and Calculus category, an outstanding achievement in a highly competitive field. The team was guided by teacher Floraine San Pablo, whose leadership, along with other math teachers, supported the students' success.

- Ninth Circuit Civics Contest – The JFKHS team placed in the Top 12 across the entire Ninth Circuit, a region that includes California, Oregon, Washington, Alaska, Hawaii, Montana, Idaho, Nevada, Arizona, Guam, and the CNMI. From this highly competitive field, the video created by sophomores Ryan Kong and Reine Sangcap ultimately earned first place in the video category, standing out among entries from across all participating states and territories. Their work, centered on the theme "Life, Liberty, and the Pursuit of Happiness," reflects exceptional creativity and civic understanding. The students were guided by teachers Angelo Andres and Antonio Whatley, whose mentorship supported this outstanding achievement.

Programs/Initiatives Identified for Continuous Improvement or with Areas for Further Development

The Kennedy Project for Literacy NOW (PLAN) – under the Comprehensive Literacy State Development (CLSD) Program for school-based literacy

JFKHS's final year of PLAN implementation showed that most setbacks were caused by system-level procurement delays rather than school-level actions, but it also highlighted several lessons: starting procurement forecasting earlier, holding regular cross-department check-ins, engaging vendors sooner, and documenting barriers more consistently would help reduce delays; meanwhile, building stronger internal contingency plans and literacy leadership capacity ensures instructional continuity even when external processes slow down. These insights will strengthen future federally funded literacy initiatives and improve overall project resilience.

Positive Behavioral Interventions and Supports

PBIS did not reach full implementation because the foundational structures required for the framework were not solidly in place. Although PBIS is not new to GDOE, JFKHS lacked a consistently functioning PBIS core team to lead the work, monitor fidelity, and ensure schoolwide alignment. Additionally, data—central to PBIS decision-making—was not used systematically for analysis, tier identification, or intervention planning. Without a strong core team and disciplined data routines, PBIS could not meaningfully influence student outcomes in attendance, behavior, or academics. The key lesson learned is that PBIS success depends on a stable leadership team, clear roles and responsibilities, and consistent use of data to drive decisions; without these foundational elements, even established frameworks cannot produce the intended results.

Special Education Division's ABA Training & Certification Center (ATCC)

This behavioral training initiative was not fully completed because JFKHS was unable to maintain the required number of trained staff. The two designated JFKHS teachers completed the 40-hour training; however, one of the teachers resigned from GDOE towards the middle of the second semester leaving JFKHS with just one trained Behavior Support Technician to begin implementation preparation for the following school year. Without two fully trained staff members, JFKHS could not build the intended level of on-site behavioral capacity or reduce reliance on external supports. The key lesson learned is that successful implementation requires timely staff selection, contingency planning for personnel changes, and ongoing coordination with SPED personnel to ensure fidelity, continuity, and adequate support for students with significant behavioral needs

OKKODO HIGH SCHOOL

Exemplary Programs

Schoolwide CTE Skills Integration and SIS Program

Students are engaged in over forty clubs and organizations designed to promote personal development, cultivate leadership and teamwork skills, enhance academic engagement, foster social connections, encourage civic and community involvement, support college and career readiness, and celebrate diversity and inclusion. The clubs and organizations received distinguished recognitions,

including island-wide championships, placements ranging from first to third in various competitions, as well as monetary and other donations to charitable organizations, demonstrating their commitment to significant community causes.

Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) Naval Honors School Designation

In August 2025, Okkodo High School received the Naval Honors School Designation. This recognition highlights institutions that prioritize leadership, character development, citizenship, professionalism, and discipline among the top 20% of programs nationwide. Okkodo's MCJROTC program demonstrated performance, dedication, and adherence to the core Marine Corps values, upholding the highest standards of excellence, and fostering a culture of leadership and achievement among cadets.

Career & Job Fair

Okkodo High School hosted its Career & Job Fair on Friday, May 15, 2026, bringing together representatives from government agencies, private businesses, educational institutions, military organizations, and community partners to support students as they prepare for life after high school. Guided by the theme, *"Your Future. Your Choice."* the event highlighted the "3E's" — Employed, Enrolled, and Enlisted — providing students with opportunities to explore career pathways, higher education options, military service, and workforce readiness. The Career & Job Fair featured a variety of interactive experiences, including career expos, job fair booths, and in-class presentations. Seniors had the opportunity to apply and interview for jobs, while students in grades 9 through 11 engaged with professionals and learned about diverse career fields and industries. Community partners shared valuable insights into career preparation, employment qualifications, educational opportunities, and real-world experiences. Participants showcased equipment, tools, demonstrations, and hands-on activities to inspire students and encourage future career exploration.

Accomplishments

- The Student Intervention and Support (SIS) Program was maintained as a dedicated structure for academic intervention, CTE and WorkKeys skills, Choices360 activities, social-emotional learning, and student support. End-of-year survey results showed that 92.3% of responding teachers implemented SIS lessons all the time
- The Comprehensive Literacy State Development (CLSD) grant work continued with the use of online programs, CommonLit Pro and Quill Pro. English Language Arts teachers used standards-aligned reading, writing, grammar, and mechanics assessments to identify learning gaps and monitor growth. The SY 25-26 data reflected gains across multiple reading informational standards and writing skills, including notable improvement in capitalization, possessive nouns, pronoun usage, and other language conventions. The program supported data-informed instruction and targeted intervention across grades 9-12.
- OHS expanded student engagement and leadership opportunities to more than 50 clubs and organizations, with 51 clubs and organizations identified for continued support. Student groups participated in academic, athletic, service, leadership, and off-island activities that strengthened school pride and community involvement.
- Students and school programs earned significant recognition, including two QuestBridge Scholars, acceptances to the United States Naval Academy and United States Air Force Academy, full-ride scholarships to top universities, Naval Honors School designation, the Legion of Valor Bronze Cross for Achievement, and a third consecutive HYPE dance championship.
- The school completed important facilities improvements, including ongoing installation of a new gym floor and upgrades to concession stands, while continuing to provide strong support for teachers and students and strengthening a collaborative, collegial school culture.

Special Awards

- QuestBridge Scholar Recognition - Two Okkodo High School students were recognized as QuestBridge Scholars- Myka Imbat & Jordan Calimlim.
- United States Naval Academy Appointment/Acceptance - Okkodo High School student recognition for admission to the U.S. Naval Academy- Robielle Carlos.
- United States Air Force Academy Appointment/Acceptance - Okkodo High School student recognition for admission to the U.S. Air Force Academy- Robielle Carlos.
- Naval Honors School Designation - Okkodo High School MCJROTC received recognition as a Naval Honors School.
- Top Universities full ride scholarships- Colleen Concepcion (Rice University)
- Legion of Valor Bronze Cross for Achievement - Okkodo High School MCJROTC cadet recognition for outstanding achievement- Robielle Carlos.
- HYPE Dance Team Championship - Okkodo High School How Young People Entertain (HYPE) earned its third consecutive dance team championship.
- GDOE Teacher of the Year (TOY) Semi-Finalist- Joseph Chargualaf, faculty member earned this distinction.
- 2026 MCJROTC Instructor of the Year- Sergeant Major Vincent Santiago earned this distinction. OHS National Forensic League (NFL) Team members represented Guam at the National competition in Richmond, Virginia.

SIMON A. SANCHEZ HIGH SCHOOL

Exemplary Programs

SSHS-GCC DECA Club / Marketing

The Simon Sanchez High School DECA/Marketing Program led several meaningful school-community partnership efforts, including the 2025 RISE Teen Expo, which connected teens across the island with important services and resources, and the Sharks Day at the Mall, a showcase that highlighted our school. Their students exemplify professionalism and the skills that will help them thrive in life after high school.

Army JROTC

The SSHS JROTC Program has achieved numerous accomplishments and continues to serve as an essential and highly respected part of the Simon Sanchez High School community. The program's cadets have earned awards in marksmanship, drill team, and color guard, competing successfully both on island and at events as far as Denver, Colorado. Their cadets are rigorously trained in all the Army core values—loyalty, duty, respect, selfless service, honor, integrity, and personal courage—ensuring they develop the character and discipline needed for future success.

SAM (Student Advocate & Mentoring) and BOOST (Bridging Outlying Opportunities for Students) Programs

The SAM and BOOST Programs provide critical mentoring and support for at-risk students through advocacy, guidance, and structured opportunities to recover lost credits and remain motivated to graduate from high school. More than 75 members of the Simon Sanchez High School Class of 2026 participated in one or both programs during their time at SSHS.

Accomplishments

- ELA Achievement (Smarter Balanced District Wide Assessment)
- WorkKeys Performance: 87% of CO 2026 Graduates obtained a bronze certificate or higher
- Interscholastic Athletics Participation: 445 total students participated in one or more interscholastic sport
- Career Exploration: Established Career Academy Advisory Board, Career Day included more than 100 presenters, 62 of whom were SSHS alumni.

Special Awards

2. 2027 Guam Teacher of the Year Finalist: Ms. Jonnavie Abaya (ELA)
3. 2026 Guam History Day Competition: 1st Place Documentary Category, Mia Rosales 10th grade
4. 2026 Western Governors' Art Competition: 1st Place Isaiah Vela 11th grade
5. 2026 Islandwide JROTC Drill Team Competition (Guam): Champions, SSHS Army JROTC Drill Teams and Color Guard
6. 2026 Rocky Mountain Classic Drill Team Competition (Denver, CO): 2nd Place Overall, SSHS Army JROTC Drill Teams and Color Guard
7. 2026 National Merit Scholarship Finalist: Evan Dean Toves 12th grade
8. 2026 Shieh Su Ying Scholarship: Lyrwana Mugol 12th grade, Phaedra Taijeron 12th grade
9. 2026 Leadership, Resiliency, and Drug Prevention Awareness Art Contest: 1st Place Mikayla Guzman 12th grade; 2nd Place Liam Sarangay 12th grade
10. 2025 MidwayUSA Foundation Grant Recipient: $500.00 in support of the SSHS Army JROTC Marksmanship Program, LTC (Retired) Kevin J. Yatar
11. Fall 2025 All Island JROTC Air Rifle arksmanship Competition: 1st Place Gold Medal & Top Team, SSHS Army JROTC Marksmanship Team

SOUTHERN HIGH SCHOOL

Exemplary Programs

Expansion of Student Support Programs

Graduation Plan- Every Southern High School student develops a graduation plan throughout their high school years. In freshman year, students work with their counselor and the 9th Grade Team to explore career interests using Choice360 and select courses and activities that support their goals. Counselors and cohort administrators regularly review students' academic progress, attendance, and behavior to help them stay on track for graduation and prepare for life after high school.

Freshmen Academy- Southern High School provides transitional support for freshmen by placing students into teams and assessing them for appropriate placement in honors or support classes. Freshman teams regularly review student progress and risk indicators to provide timely support. Two lead teachers assist with progress monitoring while also mentoring academy teachers through professional development and academic support.

Math Tutoring- Math teachers regularly review student data and collaborate during PLC meetings to identify trends and discuss support for at-risk students. Students who are struggling due to attendance issues or learning gaps are enrolled in a tutoring program to help them catch up academically. Teacher assistants, trained by the Math Department Chair and supported with teacher-prepared materials, provide targeted tutoring. Students exit the program once they have demonstrated sufficient academic progress.

Student Recovery and Acceleration Programs: Asmuyao, BOOST, SAM, UOG Upward Bound are ran by the counselors at Southern High School. Before enrolling in credit recovery or acceleration programs, students meet with their counselors to review their graduation plans and determine which options best support their goals. Throughout the program, students are monitored by their assigned counselor and teacher mentor to ensure they remain on track and successfully earn their credits.

Guam Community College Program

Programs are in the areas of Marketing, Automotive, Autobody, Nursing, Tourism, IT, and Prostart. These programs provide students with opportunities to explore potential careers based on their interests. Students participate in rigorous coursework that emphasizes real-world applications and career readiness. Upon completion of the required coursework, students earn a Certificate of Completion. Students who complete the coursework and an internship earn a Certificate of Mastery. Internships may be completed through industry placements or student-directed opportunities, allowing students to gain valuable hands-on experience in their chosen career fields

SHS JROTC

The JROTC program prepares students for military studies, careers, and future leadership opportunities. Students engage in coursework focused on leadership, citizenship, and practical applications while participating in physical training activities.

STEM Robotics

In collaboration with the Science Department, JROTC has expanded its offerings to include Principles of Technology courses with a focus on robotics. Students also compete in academic and physical competitions sponsored by the U.S. Army. Through leadership roles overseeing platoons, students develop teamwork, communication, and leadership skills while mentoring and collaborating with their peers.

Accomplishments

- Surge of students being inducted to the National Honor Society and National Technical Honor Society.
- Expansion of the school tutoring program in mathematics to English classes.
- Southern High School collaborated with feeder schools on horizontal and vertical curriculum alignment to strengthen instructional practices and improve student learning outcomes.
- Continued surge of students participating in WorKeys assessment and earning platinum, gold, silver, and bronze certificates.
- Implementation of Peer Support class.

Special Awards

- 1st Place Hyatt Guam Dinache Competition- SHS Prostart Class, Ansianu Perez, Kekoa Duenas, Shayna-Lynn Balajadia, and Norbet Castro with instructor Chef Karen.
- People's Choice Place Hyatt Guam Mocktail Challenge- SHS HTMP with instructor David Dingcong
- 2nd Place in Unarmed Regulation Drill at an Unarmed Drill Competition held in Daytona, Florida- SHS JROTC Knights. Instructors LTC. Carl Cruz, MSG. Clifford Duenas, and SGT. Juan King. Special recognition for Sgt. Juan King for preparation of drill team.
- 12th Overall in the Combined Standings for the Unarmed Division.
- Acceptance to University of Hawai'i Step Up Program, Daryn Grace Olivo, Instructor Dr. Miriam Piana.
- All Island Girls Bowling Team: Cyrish Abad, Crystal Abad, Emriel Salantin, Lynneia Quitugua, Amira Madrelino.
- Rotary eClub Essay Competition Top 3 finalists- Lana Quinata and Dylan Santiago, instructor Mrs. Patricia Duenas.
- Philippine Youth Dreamers 8th International Basketball Challenge Best Players of the Game-Noah Taitague and Matthew Quinata Coach and SHS Teacher Anthony Taianao.
- 2nd Place Poetry Out Loud Competition- Daryn Grace Olivo, Instructor Mrs. Patricia Duenas.

TIYAN HIGH SCHOOL

Exemplary Programs

Expanding Workforce Development

Tiyan High School's three Model Career Academies—Business, Arts & Information Technology (BAIT), Health & Human Services (HHS), and Transportation, Logistics & Construction (TLC)—prepare students for success in postsecondary education and the workforce. Organized around ten Career and Technical Education pathways, the academies offer real-world experiences, hands-on learning, industry certifications, and work-based learning that equip students with the knowledge and readiness needed for college and careers.

Tiyan High School continues to collaborate with Nikko Hotel, Pitstop, Guam Power Authority, Guam Department of Labor, Bank of Guam and military recruiters from the Army National Guard, Marines and Navy. Collaboration involves creating pathways for student success, internships and job shadowing, and preparation for industry certification assessments.

THS Model Career Academy Boot Camps

Tiyan High School's Career Academy Boot Camps provide students with meaningful exposure to a wide range of career pathways. With the support of industry and community partners, students participate in interactive presentations and hands-on demonstrations aligned with their academy interests. The boot camps exemplify the strength of community-school partnerships and the school's commitment to preparing students for their future careers. Boot camps held during the school year:

- **Transportation, Logistics & Construction Model Career Academy Boot Camp** – *January 22, 2026– 20* community partners offered hands-on learning tied to Guam's growing infrastructure and trade industries.
- **Health & Human Services Model Career Academy Boot Camp** – *February 20, 2026 – 20* community partners shared expertise and experiences in health, education, and public service careers.
- **Business, Arts & Information Technology Model Career AcademyBoot Camp** – *March 26, 2026 – 20* community partners engaged students in exploring careers across business, media arts, and information technology.

AF JROTC GU-20171 Leadership and Citizenship Development

The Tiyan High School Air Force Junior Reserve Officer Training Corps (AFJROTC), Unit GU-20171, develops high school students into responsible citizens and future leaders through a structured curriculum centered on leadership, character development, community service, and academic achievement. The program serves students interested in building life skills, civic responsibility, and career pathways in military or public service.

For Academic Year 2025-2026, the unit earned the Distinguished Unit Award with Merit, recognizing top-performing units among more than 828 Air Force and Space Force JROTC programs worldwide, along with national Outstanding Instructor Awards for Colonel Frank Flores and Master Sergeant Ronald Taitague. This national recognition affirms the unit's commitment to excellence and acknowledges the cadets' meaningful contributions to their school, community, and future roles in service and leadership.

Accomplishments

- **School-wide events aligned to the School-wide Action Plan.** Strategically scheduled events—Freshman Academy Pathway Tours, United Nations Day, the student-led Health Fair, Lit Fair, and PI Day—advanced the school's mission by fostering inclusivity, cultural awareness, and active student engagement.
- **Leadership in career academy practice at the regional and national level.** THS faculty and administrators presented at the NCAC Annual Conference (Chicago, Nov. 2024) and delivered three sessions at the 2025 Guam ACTE Summit, sharing the school's early warning/MTSS integration and work-based learning practices with educators across Guam and the nation.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