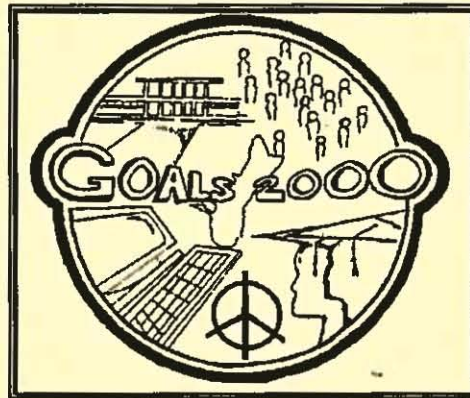


GUAM EDUCATION GOALS 2000



Comprehensive Education Improvement Plan

A community effort on behalf of Guam's children

TABLE OF CONTENTS

Topic	Page
Introduction	1
Department of Education	2
Developing the Guam CEIP	6
Bottom-up / System-wide Reform	8
Continuous Review, Monitoring, and Update	9
Integration of Existing Programs	9

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Vision & Mission	10
Goals and Objectives	11
Systemwide Reform	16
Governance and Accountability	22
Standards	26
School-to-Work/Vocational Education	71
Educational Technology	84
Parental/Community Involvement	95
Benchmarks, Timelines, Monitoring, Review, and Update	107
Alignment of Existing Programs and Services with Guam CEIP.....	114

APPENDICES

Appendix A: Covenant to Reinvent Education	
Appendix B: List of Goals 2000 Panel Members	
Appendix C: Guam Education Goals Indicators	
Appendix D: Recommendations / Comments	
Appendix E: Three Phases of the Development of the Guam CEIP: Task Timelines	

Bureau of Planning

Introduction

Guam lies at the southern end of the Mariana islands in the western Pacific, and is situated at 13 degrees north latitude, 144 degrees east longitude. It is the largest island in the Pacific Ocean between Hawaii and the Philippines and between Japan and New Guinea. The island of Guam is approximately 6,000 miles west of San Francisco, 3,340 miles from Hawaii, 1,500 miles east of the Philippines, and 1,300 miles north of Papua New Guinea. As the most developed island in Micronesia, Guam serves as the area's transportation hub.

Covering an area of approximately 212 square miles, the island is thirty miles long and ranges from four to twelve miles wide. The island is volcanic in origin, and is surrounded by a coral reef except for opening at harbors and river mouths. The northern end of the island is a high limestone plateau with rugged cliffs along the ocean. The southern end is volcanic with rolling hills and lovely bays often with fringing reefs. Our highest elevation, Mt. LamLam, is 1,334 ft. high. The island vegetation is tropical with coconut and betelnut palms, banyan, pandanus, breadfruit, mango, casuarina, and poinciana trees. Among our flowering plants are bougainvillea, hibiscus, plumeria and candlenut.

The daytime temperature is usually in the mid to high 80's. There are two seasons. The rainy season is from May to November and the dry season is from December to April.

One of the most enjoyable aspects of Guam is its multicultural population of approximately 140,000. The Chamorros, who are U.S. citizens, make up the majority of the population. In addition, there are many from the mainland U.S. and the Philippines. There are groups from the islands of Micronesia, Korea, Japan, Taiwan, Vietnam, Hong Kong and other Asian countries.

There are two official languages on Guam: Chamorro and English. Chamorro is the language of the indigenous people of Guam and the Northern Mariana Islands. Numerous other languages are spoken here. Although most radio and TV programs are in English, some are in Chamorro, Japanese, or Tagalog.

The indigenous Chamorro people of Guam had their first contact with Europeans when Spanish ships visited Guam in the 1500's. The island was made a Spanish Colony in the 17th century.

In 1898, following the Spanish-American War, Guam became a possession of the United States. The Japanese occupied Guam during World War II. In 1950 the people of Guam became U.S. citizens, but it was not until January 4, 1971, that the first elected Governor was inaugurated. Although we still do not vote for President of the United States, we do have one non-voting delegate in the U. S. House of Representatives. Guam has its own Governor and Legislature and through them manages its own internal affairs.

GUAM DEPARTMENT OF EDUCATION

The first public school laws in Guam were enacted by Guam's first Naval Governor Richard P. Leary in 1900 under General Order 12.

The Government of Guam, through the Department of Education, provides educational opportunities for all civilian and military dependents on Guam. Approximately 33,000 pupils attend the K-12 single school district public education system. In addition, the Guam Vocational-Technical High School, under the auspices of the Guam Community College, enrolls over one thousand students interested in vocational education.

The student learning environments range from modern two-story facility situated on twenty-five acres to wooden frame temporary facilities. Textbooks utilized in the schools are standard U.S. textbooks which are supplemented by a variety of other teaching materials. Guam schools can be described as comparable to or ahead of many in the United States. High schools are accredited by the Western Association of Schools and Colleges. The school system's structural plan includes pre-K-5 (elementary), 6-8 (middle school), and 9-12 (high school). Pre-school age youngsters may enroll in Head Start classes administered by the Department at 19 islandwide sites. Identified youngsters are also able to participate in the Pre-school Gifted and Talented Program. Kindergarten attendance for five-year old children is mandatory on Guam.

The Chief Executive Officer of the Public School System is the Director of Education, appointed by the Territorial Board of Education pursuant to Public Law 22-42. The Director's five-year term of office may be renewed at the option of the Board. The Director prepares and submits an annual budget to the Board for consideration and approval; hires employees in accordance with established criteria and assigns or transfers employees for efficient operations; enters into contracts on behalf of the Department in accordance with all applicable laws and regulations; reports to the Board, Governor and the Legislature annually on the state of public education on Guam and devotes full time and energy to providing administrative leadership as the Superintendent of the Department of Education.

The district office, in terms of organization, is similar to other U.S. school systems. The Director of Education is supported by various associate superintendents and administrators in the areas of curriculum, business operations, research and planning, elementary, secondary, personnel services, special education and pupil services. The district also features a modern Learning Resource Center which houses an extensive film library as well as media production facilities, the Teacher Center and the Staff Development Center.

Education Reform Efforts

Because our students are the most important asset for the future of Guam, our vision is to create a dynamic learning organization that empowers neighborhood schools to be readily responsive and constantly adaptive to student needs. We want to provide students with the knowledge and skills to take ownership, fully participate in, and contribute not only to the future of Guam and the United States, but also to the world community.

As with other school districts across the nation, the Guam Department of Education (GDOE) is challenged to meet the needs of a vastly diverse and complex student population. Examination of statistics related to student performance on criterion referenced and norm referenced tests, graduation rates, truancy, and student discipline, have raised serious questions about the effectiveness of educational practices throughout the public school system. While there are numerous factors external to the education department that affect the quality of services and overall efficiency of school operations, the hierarchical and centralized organizational model under which GDOE has operated for nearly 50 years, is among the most frequently cited factors adversely affecting the quality of education.

The following describes the major activities that have taken place to initiate and facilitate educational reform within the Guam Department of Education:

September 1986

In response to national and local reports indicating that student performance and achievement have fallen behind other countries, the Guam Department of Education formulated a task force made up of educators and community members to develop a vision, mission, and strategies for improving the quality of education on Guam. The task force produced the Blueprint for Excellence which was adopted by the Territorial Board of Education and endorsed by the Governor of Guam in 1986.

August 1993

Governor Joseph F. Ada formulated an education task force, composed of teachers, principals, parents, central office administrators, and staff members of the executive branch, to closely scrutinize the operational and structural conditions of schools. The task force inspected facilities at each school site and spoke with teachers and school principals to determine the effectiveness of operational practices in meeting educational needs. The task force found major problems with procurement, maintenance and personnel services provided by central office and made recommendations to decentralize operational decisions related to those areas.

December 1993

The Twenty-second Guam Legislature enacted P.L. 22-42, "An act to grant the people of Guam greater influence in the island's public educational system through the establishment of an elected Territorial Board of Education" by overriding Governor Ada's veto of Bill 351.

January 1994

Governor Joseph F. Ada calls for educational reform during his "State of the Territory" address. Reflective of the Governor's commitment to initiating bottom-up reform is the following excerpt from his address: "I want to free the schools from the chains that tie them down. And I want to free the schools from a system that makes it impossible to get things done. I want to take the power of decision making away from a central bureaucracy that cannot act efficiently and place it where it needs to be, where the action is, where education actually occurs. In the schools ..."

February 1994

A strategic planning workshop was conducted February 14-18, 1994 to develop strategies for affecting change throughout the Department of Education. Twenty-eight participants attended the workshop. The participants included principals, central office administrators and teachers. The workshop produced a list of initiatives and timelines for improving personnel, maintenance, and procurement.

March 1994

The Director of Education formulated a decentralization team, composed of teachers, school principals, central office administrators and parents. The team was designated to raise awareness about education reform issues and solicit input about ways to improve education on Guam from educators and the community at large. The decentralization team was later designated as the "transition team" that was to develop and implement a decentralization plan. Harmon Loop Elementary was "decentralized" to pilot test initiatives recommended by the strategic planning participants. The Harmon Loop school principal and management team were given the authority to make decisions pertaining to maintenance, procurement and personnel services.

March - June 1994

The Director of Education and members of the decentralization transition team conducted open forums and made presentations throughout the public school system and community. The presentations focused on issues related to the department's site-based decision making (management) plan and implications of bottom-up reform strategies to educators, parents and community members. Progress reports were presented regarding the decentralization effort, specifically with respect to Harmon Loop as the pilot test site. More than 50 presentations and open forums were conducted throughout the three month period. Presentations were also made to the Territorial Board of Education, Rotary Clubs and the Guam Chamber of Commerce.

In addition to newspaper articles and editorials focusing on decentralization strategies, the Director of Education was also a guest speaker on radio and television talk shows. Analysis of newspaper editorials and comments from participants in open forums clearly demonstrates that for the first time in Guam's history, the legislative branch, executive branch, business organizations, and community at large, are in full support of systemic education reform. The Elementary Principals' Council and Secondary Principals' Council were formulated to initiate the delegation of decision making authority from central office to the school sites.

September 1994

The planning grant application under Title III of the Goals 2000, Educate America Act was approved by the U.S. Department of Education. GDOE received \$47,500 to develop a System-wide education improvement plan. The planning grant enabled the Guam Department of Education to develop a comprehensive education improvement plan and support school level reform efforts. It is important to note that while steps have already been taken to promote bottom up reform, strategies have yet to be established for implementing System-wide improvements. The Guam Comprehensive Education Improvement Plan (CEIP) will hopefully provide a sense of direction (blueprint) for the numerous changes which have already been initiated in the Department of Education.

February 1995

The Territorial Board of Education passed a resolution to restructure Guam Department of Education.

April 1, 1995

The Guam Education Goals 2000 Panel meets for the first time for an orientation on Goals 2000 and to elect Panel leaders.

April 1995 - August 24, 1996

The Guam Education Goals 2000 Panel, through six working committees, develops the Guam Comprehensive Education Improvement Plan (CEIP).

September 6, 1996

The Guam Education Goals 2000 Panel presented the Guam Comprehensive Education Improvement Plan to the Guam Territorial Board of Education for approval.

Process For Developing The Guam CEIP

The Guam Comprehensive Education Improvement Plan was developed by the Guam Education Goals 2000 Panel in collaboration with the Governor of Guam, the Director of Education, the Territorial Board of Education, and the Guam Legislative Committee on Education. The Panel is comprised of 39 members, of which thirty (30) Panel members were appointed by the Governor of Guam and the Director of Education from a pool of applicants. In addition to educators, parents, and the community at large, the Panel also includes individuals who hold leadership positions in various government agencies and private organizations: Governor of Guam, Director of Education, Chairperson of the Territorial Board of Education, Chairperson of the Legislative Committee on Education, President of the Islandwide Parent Teacher Organization, President of the Guam Federation of Teachers, President of the Guam Chamber of Commerce, a Private School Representative, and representatives from the Navy and the Air Force.

The development of the Guam CEIP involved three phases: **Phase I: Training and Needs Assessment; Phase II: Plan Development; Phase III: Draft CEIP Review / Dissemination Draft Review / Completion.** Action steps within each phase were intended to provide the Panel with essential information to develop strategies as well as promote broad based participation in the planning processes. Activities that were accomplished within phase of development are described in Appendix E.

In compliance with the requirements for Goals~2000 Title III, section 306, working committees were formulated to develop strategies pertaining to the following topics:

- Teaching, learning, standards, and assessment
- Opportunity to Learn Standards
- Governance, Accountability, and Management
- Parental and community support and involvement
- Making improvements system-wide
- Dropout prevention strategies
- Promoting bottom-up Reform
- Coordination with School-to-Work programs
- Benchmarks and timelines
- Integrating academic and vocational instruction
- Monitoring progress
- Review and update of the CEIP

The committees were comprised of panel members, as well as other educators and members of the community. Each committee was chaired by a Panel member who was elected by respective committee members. In addition to the 12 essential elements of a Comprehensive Education Improvement Plan, prescribed by section 306, the Panel committees also developed strategies to meet the Guam Education Goals.

The following list of Panel working committees delineates the Guam Education Goals and section 306 elements addressed by each group:

- 1. Standards Committee**
 - Teaching, learning, standards, and assessment
 - Opportunity-to-learn standards
 - Professional Standards and Development
 - Guam Education Goal 3: Student Achievement and Citizenship
 - Guam Education Goal 4: Math and Science Achievement
 - Guam Education Goal 7: Professional Training and Development
- 2. Governance, Accountability, Management Committee**
 - Guam Education Goal 9: System-wide Reform / Organizational Governance
 - Making Improvements System-wide
- 3. System-wide Reform Committee**
 - Guam Education Goal 9: System-wide Reform / Organizational Governance
 - Making Improvements System-wide
- 4. Parental and Community Support and Involvement Committee**
 - Guam Education Goal 1: Readiness to Learn
 - Guam Education Goal 8: Parental and Community Support and Involvement
- 5. School-to-work / Dropout Prevention / Vocational Education**
 - Guam Education Goal 2: High School Completion
 - Guam Education Goal 5: Adult Literacy and Lifelong Learning
 - Guam Education Goal 6: Safe and Disciplined Schools
 - Coordination with School-to-Work Programs
 - Integrating academic and vocational instruction
 - Dropout Prevention Strategies
- 6. Educational Technology**
 - Guam Education Goal 9: System-wide Reform
 - Guam Education Goal 3: Student Achievement and Citizenship
 - Guam Education Goal 7: Professional Development
- 7. Benchmarks, timelines, review, monitoring, and update**
 - Benchmark and timelines
 - Monitoring progress
 - Review and update of the Guam CEIP

Commitment to Bottom-up / Systemwide Reform

What differentiates Goals 2000 from other reform movements from the past is the active participation of teachers, school administrators, school site personnel, parents, and community members in the development of the plan. To ensure broad-based participation in the development of the Guam CEIP, each Panel committee was required to develop strategies to promote bottom-up reform. Various strategies were also utilized by the Panel as a whole to encourage involvement from various groups of educators and community members. The following are among the Panel activities that promoted community awareness and bottom-up / system-wide reform:

- **orientation meetings for educators and community members**
- **media coverage of Panel bi-weekly meetings and activities**
- **speaking engagements with non-profit organizations**
- **signing of the Covenant to Reinvent Education by government and community leaders and members (Refer to Appendix A)**
- **distribution of Goals 2000 posters**
- **publication of the Goalsline Newsletter**

Input from the community at large, relative to the development of the draft CEIP, was obtained through Panel meetings in which community members were invited to participate in the process. The Panel conducted islandwide school-community meetings in May and November 1995, and August 1996. The islandwide meetings in 1995 were designed to provide an orientation on the proposed Guam Education Goals and obtain feedback concerning facilitating and potentially hindering forces in achieving the goals. Each public school was represented by a Goals School Team made up of the school principal, 2 teachers, parents, support staff, and village community representative. Four students from each high school also participated in the meetings. Community members included representatives from the private sector, Mayor's Council, parents, and other government agencies. Each meeting was attended by more than 200 people. Various Panel committees also conducted needs assessment surveys through written forms and small group discussions.

Draft action plans for each of the Guam Education Goals were developed by Panel committees based on input from educators and the community at large. The action plans include action steps, timelines, resources needed, agency/person responsible for the action step, and an evaluation criteria. The draft action plans were presented to the Panel by each committee for review and feedback on two cycles. The revised plan, as approved by the Panel was presented to the Board of Education for their review. The Board authorized the Panel to present the plan in draft form to all interested stakeholders. Subsequently, a school community forum was held on August 24, 1996, in which the draft Guam CEIP was presented to the Goals 2000 school teams, educational leaders, parents and other members of the community. Each committee presented and discussed with participants proposed action steps for meeting the Guam education goals and supporting objectives. School teams and other participants were

also provided the opportunity to critique the draft CEIP. Results of the review were compiled and used to finalize the action plans that are to be submitted to the U. S. Department of Education for further funding. (Refer to appendix D)

Commitment to Continuous Review, Monitoring, and Update

The Department of Education will monitor the implementation of the Guam CEIP through the following activities:

- 1. Measure of progress towards achieving Guam Education Goals through periodic collection of data pertinent to established indicators and benchmarks;**
- 2. Bi-annual reporting of implementation activities to the community of Guam;**
- 3. Annual school / community conference to report progress towards goals as well as review and update the Guam CEIP based on quantifiable data and feedback from educators, parents, and community members.**

A more detailed description of action steps relative to the review and update of the GuamCEIP is presented on page .

Integration of Existing Programs, Services, and Reform Plans

The successful implementation of the Guam Comprehensive Education Improvement Plan is largely dependent on the department's capacity to critically evaluate the extent to which existing programs, services, and reform initiatives support the achievement of the Guam Education Goals. Plans have been developed over the past couple of years that can facilitate the achievement of goals relative to system-wide reform, governance, and accountability. The Department has also initiated the development of draft content standards and student performance standards in SY 1995-1996.

A more in-depth evaluation will be conducted by the department to determine the extent to which existing programs and resources can be consolidated, modified, or strengthened to meet the Guam Education Goals. This effort will be undertaken by the department's implementation team.

A list of existing programs and services that are aligned with the Guam CEIP is included in this document. Copies of documents pertaining to the department's on-going work in site-based management, re-organization, standards and assessment development, and school to work / vocational education will be made available upon request.

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

VISION

Our vision is to create a dynamic and comprehensive education system that is dedicated to the pursuit of excellence for all Guam students and empowers neighborhood schools to be readily responsive and constantly adaptive to student needs.

MISSION

Our mission is to provide students with knowledge and skills to take ownership, fully participate, and contribute to the future of Guam, the United States, and the world community.

GUAM EDUCATION GOALS AND OBJECTIVES

SCHOOL READINESS

GOAL 1: All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full educational potential.

Objectives:

1. To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;
2. To motivate each parent of a preschool child to become actively involved in their child's education;
3. To provide parents with needed training and support services;
4. To ensure that each child receives proper nutrition, rest, physical activity experiences, and the health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn; and
5. To significantly reduce the number of low-birthweight babies through enhanced prenatal health systems.

SCHOOL COMPLETION

GOAL 2: The high school graduation rate will increase to 95% or better.

Objectives:

1. Guam will dramatically reduce its school drop out rate.
2. 75% of the students who drop out will return and successfully complete a high school degree or its equivalent.

3. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

GOAL 3: Guam students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter — including English, Chamorro, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objectives:

1. Guam DOE will develop world class content standards for all subject areas.
2. Guam DOE will develop student performance standards based on the world class content Standards for each grade level where appropriate.
3. Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.
4. Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.
5. The academic performance of all students will increase significantly in every reporting period, and the academic performance of minority students will more closely reflect the student population as a whole.
6. The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.
7. All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
8. All students will have access to physical and health education to ensure they are healthy and fit.
9. The percentage of all students who are competent in more than one language will substantially increase.
10. All Guam students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific islands, the Pacific Rim, and the world.
11. Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in the adopted content and performance standards.

12. Guam DOE will decrease student grade retention, and reduce students academic frustration and the need for constant review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

MATHEMATICS AND SCIENCE

GOAL 4: Guam students will be first in the world in mathematics and science achievement.

Objectives:

1. Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
2. Through a process of pre-service and in-service training, the number of Guam teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
3. The number of Guam high school graduates who complete undergraduate and graduate degrees in mathematics, science, and engineering, will increase by 50%. The number of women and minority graduates in these areas will increase by 50%.

ADULT LITERACY AND LIFELONG LEARNING

GOAL 5: Every adult on Guam will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

1. Every major business on Guam will be involved in strengthening the connection between education and work;
2. All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;
3. The number of quality programs, including our libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students, will increase substantially;
4. The proportion of the qualified Guam students, especially minorities, who enter college, who complete at least two years, and those who complete their degree programs, will increase substantially;
5. The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems, will increase substantially;

6. Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

GOAL 6: Every school on Guam will be free of drugs, alcohol, violence and firearms, and will offer a disciplined learning environment.

Objectives:

1. Guam DOE will implement a firm and fair policy regarding drugs and alcohol.
2. Parents, businesses, governmental, and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment that are safe havens for all children.
3. Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
4. Every local educational agency will develop a sequential and comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
5. Drug and alcohol curriculum will be taught as an integral part of sequential and comprehensive health education.
6. Community-based teams will be organized to provide students and teachers with needed support.
7. Every school will work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

GOAL 7: Guam teachers will have access to programs for the continued development of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objectives:

1. All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
2. All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

3. All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teachers, administrators, instructional aides, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
4. Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

GOAL 8: Every school will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional and academic growth of children.

Objectives:

1. Guam DOE will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who have special considerations;
2. Every school will actively engage parents and families in a partnership which supports the academic work of children at home, and shared educational decision making at school.
3. Parents and families will help to ensure that schools are adequately supported, and will hold schools and teachers to high standards of accountability.

SYSTEM-WIDE REFORM / ORGANIZATIONAL GOVERNANCE

GOAL 9: The Guam educational system will be organized to support the achievement of the education goals.

Objectives:

1. Design a reorganization of the Department of Education which will allow decision-making authority closer to those affected.
2. Identify and propose changes to Public Law, Territorial Board of Education Policy, Operating Instructions, and any other policies throughout the government that hinders the implementation of Objective 1.
3. Establish a system of accountability that holds employees to high standards of professional, moral and ethical conduct.
4. Develop a five-year Guam Department of Education Technology in Education Plan for submission to and approval by the Guam Territorial Board of Education.
5. Promote an active role for teachers in planning the use of instructional technology within their classrooms.

System-wide Reform

Goal 9: The educational system will be organized to support the achievement of the Guam Education Goals.

The Committee on System-wide Reform presents a plan which is essential to any truly comprehensive school improvement effort that will pave the way for schools and communities to work together as a system. Excellence cannot be remote controlled, it has to happen at all levels and within the communities. This plan will offer each school the flexibility, support, and assistance to make excellence happen in each school region.

The Committee recognizes that this plan is comprehensive and long-term. For this reason, the Committee does not expect immediate implementation governed by timeliness, but would, instead, prefer to work with the Committee on Governance and Accountability to create a task force to assist in delineating specific processes and functions at the three recommended levels. Our committee realizes that a community awareness program of the plan is essential for its success.

The System-wide Reform Committee recommends the following:

- An organizational structure that places learning and students at the center of all activities;
- An organizational structure that promotes collaborative decision-making processes;
- An organizational structure that ensures timely delivery of support services and products to teachers and students;
- An organizational structure that insures accountability and promotes effective communication among administrators, principals and the community at each level;
- An organizational structure that allows peer review, coaching and mentoring.

The System-wide Reform Committee recommends the following processes:

- Organize the schools into regions based on "feeder bands" and student population. Each region will consist of one or more high schools, middle schools and elementary schools;
- Regional levels shall be established to provide coordination and support services to the schools in the region;
- Regional levels shall be housed within the region at available staff housing in each of the regions;
- Change the organizational structure so that decision-making affecting students and teachers can occur at the school level;

- Decentralize some of DOE's central office services, responsibilities and authority to the regional level and individual schools;
- The newly created regions shall be streamlined as much as possible and provide for "accountability".

Functions and Services by Levels:

A. System-wide Level will provide coordination and support services to regions for:

- Legal compliance
- Standardization of curriculum
- Vocational skills standards and implementation
- Personnel administration
- Recruitment and record keeping
- Budget and financial administration and planning
- Dissemination of student testing and evaluation materials and results to all schools
- Maintenance support
- Motivational support
- Federal Programs and Special Education
- Procurement
- Island-wide Community Public Relations
- Determine criteria and guidelines for hiring process and certification
- System-wide level will accept and support regional administrator's and principal's recommendations in the hiring of school staff and principals.

B. Regional levels - provide consultation, support, and facilitate services to schools in the region for:

- Maintenance coordination for schools within the region
- Maintaining and updating a master list of supplies, equipment, and textbooks within the region
- Coordinating Special Education Programs
- Providing assistance and coordination to schools in preparation of individual school budgets
- Computer support and maintenance

- Coordinating training and support services
- Coordinating Curriculum support service
- Regional community public relations
- Personnel and budgetary support
- Recommend to DOE for hiring of principals after consulting with PTO and other principals in the region.

C. School level - decision making on matters affecting teachers, staff and students

- Schools/community in region screen and recommend selection of principals for schools in the region
- Curriculum development and input
- Budget preparation
- Budget control
- Maintenance control
- Regular evaluation of administration, faculty, and staff, and the development of continued employment policy
- Implement and administer testing and evaluation
- Procurement and supply - place orders with system-wide level
- Community relations - schools and region

D. Other recommendations:

- Impose book fees of \$5.00 per student for each school up to a maximum of \$20 per family to cover wear and tear. These fees along with any charges for lost books shall be placed in a revolving fund to be utilized at the Principal's discretion for the replacement of worn, damaged, or lost books. Legislation needs to be revised to ensure that the fund is available to each principal and not placed in the General Fund.
- Maintenance contracts
- Principals should be subject to a "Performance Contract" to include an annual evaluation
- Recommend that the Board study and act on a "buy back" plan whereby teachers who do not take all personal or remaining sick leave will receive a percentage of their salary for the unused days.
- Recommend that the Task Force conducts a study of DOE pay scale and job descriptions to support re-organization plan

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Director appoints Task Force	SY 1996 - 1997		Director of Education	Appointment of Task Force members approved and accepted
2. Task Force review Systemwide Reform & Governance / Accountability / Management recommendations	SY 1996 - 1997		Task Force	Review completed
3. Task Force aligns, revise, delete duplicity in both committees' recommendations	SY 1996 - 1997		Task Force	Recommended structure submitted
4. Task Force identifies and delineates functions & responsibilities at three (3) levels: Systemwide, Regional, School levels	SY 1996 - 1997		Task Force	Functions and responsibilities identified and described at 3 levels

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.

ACTION STEPS	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Task Force develops implementation strategies: a. Review existing administrative and support personnel that can best be implemented at three levels b. Write new position descriptions with Civil Service Commission c. Complete and submit final structure & implementation strategies to DOE	April 1997 June 1997 September 1997		Task Force Task Force Task Force	Personnel analysis completed New position descriptions in consultation with Civil Service completed Final reform structure and implementation strategies completed and submitted to DOE
6. Make inventory of existing legislation and make recommendations for revisions, deletions, additions where needed.	November 1997	• DOE • Legislative Committee on Education	Task Force	Inventory and analysis of existing legislation completed and submitted to DOE

Goals 2000 Goal #9: The educational system will be organized to support the achievement of the education goals.

ACTION STEPS	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Submit total reform package	January 1998		Director of Education Territorial Board of Education	TBOE acts on reform package
8. Implementation phases delineated / accepted	June 1998		Territorial Board of Education Director of Education	Implementation phases identified
9. Budget / reform package submitted to Legislature	September 1998	Legislature	Territorial Board of Education	Budget package submitted to Legislature
10. Public Hearing	September 1998		DOE / Legislature	Testimonies compiled; DOE budget mark up begins
11. Implementation begins	August 1999 - June 2000	budget package	Governor of Guam Legislature TBOE DOE	First phase of implementation begins

GOVERNANCE, ACCOUNTABILITY AND MANAGEMENT

Goal 9: The educational system will be organized to support the achievement of the Guam Education Goals.

The Committee on Governance, Accountability and Management was tasked with developing objectives for public education on Guam that would affect the policy and decision-making body (Governance), those empowered with overseeing, facilitating, and supporting the planning, evaluation, and operations (Management), and employee standards, fiscal responsibility and checks and balances (Accountability). In concert with realignment, the Committee is dedicated to site-based management, recognizing that by aligning responsibility, authority and accountability throughout the system, decisions regarding the means for achieving the content standards and student performance standards become closer to the learners. While committed to site-based management, the Committee also recognizes a need for maintaining certain central functions.

The Committee views the plan as a long-term process. Because of its comprehensive nature and the type and extent of changes that may be needed, the Committee also recognizes that progress may be slow and acknowledges the need for each school to feel confident and comfortable with accepting the responsibility and accountability that accompany the shift from central to local control. The Committee recognizes the need to coordinate efforts with the Committee on System Wide Reform.

In concert with recommendations made by the Goals 2000 CEIP, the following need to be reviewed, developed, or recommended for change:

- Public Law 22-42
- Territorial Board of Education Policies
- Guam Code Annotated ~ Laws affecting
- Organic Act
- Procurement Procedures
- Organizational Chart
- Curriculum Development
- Management and Financial Audit Reports
- Touche Ross Report
- Operating Procedures
- Personnel Rules and Regulations
- Job Descriptions
- Harmon Loop Review
- Evaluation Instruments
- Functional Chart
- Board of Education Goals
- Employee Discipline
- Student Discipline

- Public Laws Dealing with Parent Accountability
- Administrative Responsibilities
- Board/Union Contract
- Privatization Policies
- School Council Structure/Responsibilities/Authority

In an effort to fulfill Guam Education Goal 9, the Governance, Accountability, and Management Committee submit the following three objectives, each with appropriate action steps.

Goals 9: The educational System will be organized to support the achievement of the educational goals.				
Objective 1: Design a reorganization of the Department of Education which will allow decision-making authority closer to those affected.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop an implementation plan for school based management based on adopted TBOE policy and procedures and recommended action steps by Systemwide Reform Committee	SY 1996 - 1997			
2. Establish an Implementation Committee made up of all levels of the school community to review and recommend an organizational structure utilizing all previously developed and researched efforts by various committees and studies and coordinate with System Wide Reform Committee.	Committee to be identified by June 1996	Studies made available	Director and Deputy Director of Education DOE Realignment Task Force Implementation Committee	Director to submit reorganization plan to Territorial Board of Education for approval Territorial Board of Education submits plan to Guam Legislature for legislative action

Goals 9: The educational System will be organized to support the achievement of the educational goals

Objective 2: Identify and propose necessary changes to Public Law, Territorial Board of Education Policy, Operating Instructions, and any other such polices throughout the government that hinders the implementation of Objective 1.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The Implementation Committee will recommend the necessary changes to identified laws and policies for submission and approval to the appropriate body, i.e., Director of Education, and and/or TBOE, and/or Legislature.	December 1997	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to TBOE, submitted to Civil Service Commission promulgated by Governor.

Objective 3: Establish a system of accountability that holds employees to high standards of professional, moral, and ethical conduct.

1. In concert with the development of Objective 2, changes to existing Personnel Rules and Regulation to allow for the implementation Committee of performance standards will be recommended to the appropriate body, i.e. Director, TBOE, Civil Service Commission, Legislature and Governor.	June 1998	Legal Advisor hired to insure intent of recommendations is met.	Director of Education Implementation Committee	Proposed to Territorial Board of Education, submitted to Civil Service Commission, promulgated by Governor.
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STANDARDS

Teaching and learning is the foundation of systemic education reform and includes the development and implementation of challenging content and performance standards. High quality and challenging frameworks, instructional materials, and new assessments alone will not improve Guam schools unless teachers know and can teach with this new curriculum. Together, standards, assessment, and professional development, form and interlocking triad of reforms.

The Standards Committee has been given responsibility for the oversight, planning, and documentation of the Guam Goals 2000 Panel's efforts in achieving the following goals:

Goal 3: Student Achievement and Citizenship:

Guam students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter to include English, Chamorro, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning and productive employment in the world market place.

Goal 4: Math and Science

Guam students will be first in the world in Math and Science.

Goal 7: Teacher Education and Professional Development:

Guam's teachers will have access to pre-service and in-service programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam's students for the next century.

The Teaching and Learning, Standards and Assessments Planning Committee developed a plan to address the following areas:

- (A) Improve teaching and learning and students mastery of basic and advanced skills in core content areas, such as English, Chamorro, mathematics, science including physics, history, geography, foreign languages.
- (B) Institute a process for developing, adopting , and implementing Guam DOE content and performance standards for all students.

- (C) Institute a process for developing and implementing valid, nondiscriminatory and reliable Guam DOE student assessments.
- (D) Institute a process for aligning Guam DOE curricula, instructional materials, and district assessments.
- (E) Institute a process with familiarizing teachers with the Guam DOE content standards and student performance standards and developing the capability of teachers.

To determine the need for the development of challenging standards, complemented with aligned assessments, and corresponding changes in pre-service and in-service teacher education, the planning committee looked at current Guam activities in these areas as well as the achievement of students.

Longitudinal trends in Guam student achievement are difficult to assess due to changes in tests, the grades in which tests are administered, and the standards set for student performance.

ACTION: CHALLENGING CONTENT AND PERFORMANCE STANDARDS

Process and procedures will be developed to enable the district and school communities to assess the implementation of challenging content and performance standards. All course content standards will remain high.

Content and performance standards and assessment models/ideas will be developed in the core subjects. Representatives of administration, teaching, higher education, tech prep, and parents will be involved in the process.

1995-1997 Write performance standards and assessments.

Revise the Guam Mathematics Curriculum Framework in light of new National Council of Teachers of Mathematics - NCTM Curriculum Framework and the new assessment requirements of Title II.

1996-1999 Revise and develop curriculum frameworks including content standards, benchmarks and performance standards in social studies, health, science, and vocational technical areas.

1997-1999 Revise and develop curriculum frameworks for foreign languages and the arts.

The overall evaluation strategies will include formative processes if implementation, analysis of curriculum documents, assessment of students performance, and evaluation for all content area.

Evaluation of process:

- Development and distribution of curriculum framework documents.
- Pre-service and In-service training in the framework for teachers for all content areas.
- In-service training of school administrators, with emphasis on principals and Regional Directors on the framework.
- Principals and Regional Directors will monitor the implementation of the curriculum frameworks, inclusive of standards and benchmarks.

Evaluation analysis of the curriculum framework documents:

- Guam designed evaluation instruments will be used by administrators and DOE Curriculum and Instruction Division to rate the value of the curriculum framework documents at the Regional Level.

Evaluation of student performance:

- Student performance on appropriate assessment tools, check lists and rubrics will be used to note progress in achievement of basic skills.
- Student performance will be analyzed based upon performance on curriculum referenced instruments including teacher made classroom tests.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Guam students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter --- including English, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history, and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objective 1: Guam DOE will develop world class content standards for all subject areas.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review its current content standards to determine the extent to which they are "world class" and meet the needs of current and future students. Content standards will be developed in the following areas: the arts, civics and government, Chamorro, citizenship, English, economics, world languages, geography, history, mathematics, physical education and wellness, reading, science, and any other content area deemed necessary by the Territorial Board of Education.	Fall 1996 - Spring 1997	Guam's current content standards, stipends	Department of Education Goals 2000	Satisfactory review of current standards
2. Guam DOE will review current regionally developed standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996 - Spring 1997	Access to regional, national, and world standards.	Department of Education Goals 2000	Satisfactory review of regional standards.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 1: Guam DOE will develop world class content standards for all subject areas.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. Guam DOE will develop a draft set of proposed content standards for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the standards will also be conducted.	Spring 1996 - Spring 1997	Clerical support, media contacts, comm. group contacts meeting sites	Department of Education Goals 2000	Draft plan finished, community responds to grassroots meetings
4. Guam DOE will document feedback from the community review and address its inclusion or exclusion from the draft standards.	Spring 96 - Spring 97	Clerical support	Goals 2000	document produced
5. Guam DOE will submit revised content standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 96 - Spring 97	- contacts with the previous groups - clerical assistance	DOE Goals 2000	consensus reached
6. Guam DOE will develop a plan of continuous review of its content standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted content standards.	Sum 97	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 2: Guam DOE will develop student performance standards based on the world class content standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, curriculum and instruction specialists, and DOE/UOG personnel to create appropriate student performance standards based on the adopted content standards.	Fall 1996	meeting site volunteers	Department of Education Goals 2000	task force created and meeting regularly
2. The task force, or its designee, in collaboration with the Division of Curriculum and Instruction will review Guam's current performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996	access to Guam's current performance standards	Task Force Division of Curriculum and Instruction	task force satisfied with review
3. The task force, or its designee, in collaboration with Curriculum and Instruction, will review current regionally developed, national, and world performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Fall 1996	access to regional, national, and world performance standards	task force Curriculum and Instruction	task force satisfied with review

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 2: Guam DOE will develop student performance standards based on the world class content standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force, or its designee, will develop a draft set of proposed performance standards for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the performance standards will also be conducted.	on-going Sum 1997	- clerical support - media contacts - community group contacts - meeting sites	task force	draft standards developed
5. The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft performance standards.	Summer 1997	clerical support	Task force	document produced
6. Guam DOE will submit revised performance standards back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 1996 - Spring 1997	- contacts with the previous groups - clerical assistance	DOE/Goals 2000	consensus reached

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 2: Guam DOE will develop student performance standards based on the world class content standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Guam DOE will develop a plan of continuous review of its performance standards to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted performance standards.	Fall 1997	clerical support	DOE	plan developed
8. Guam DOE will submit student performance standards to the Territorial Board of Education for adoption.				

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force of at least two parents, two students, two teachers, and two school level administrators - to develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.	Spring 1998	volunteers cooperation	DOE/GOALS 2000	task force created and meeting regularly
2. The task force, or its designee, will review Guam's current assessment tools to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	access to Guam's current assessment tools and policies	task force	task force satisfied with review
3. The task force, or its designee, will review current regionally developed performance standards to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	access to regional, national, and world assessment tools	task force	task force satisfied with review.

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 3: Guam DOE will develop and implement valid, non-discriminatory, and reliable assessment tools aligned with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force, or its designee, will develop a draft set of proposed assessment developed tools for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the assessment tools will also be conducted.	Spring 1998 - 2000+	- clerical support - expert consultants - media contacts - community group contacts - meeting sites	Task Force	draft standards
5. The task force, or its designee, will document feedback from the community review and address its inclusion or exclusion from the draft assessment tools.	Spring 1998 - 2000+	- clerical support - expert consultants	Task Force	document produced
6. Guam DOE will submit revised assessment tools back to those community members who provided feedback and continue the revision-review process until a community consensus is reached.	Spring 1998 - 2000+	- contacts with the previous groups - clerical assistance	DOE/Goals 2000	consensus reached
7. Guam DOE will develop a plan of continuous review of its assessment tools to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted assessment tools.	Spring 1998 - 2000+	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, and school level administrators, and DOE/UOG personnel to achieve the task of aligning school curriculum, instructional materials, and assessment.	Fall 1996 - Spring 1997	volunteers cooperation	DOE/GOALS 2000	task force created and meeting regularly
2. The task force or its designee will review Guam's current alignment practices to determine the extent to which they are "world class" and meet the needs of current and future students.	Spring 1998	access to Guam's current alignment policies	task force	task force satisfied with review
3. The task force or its designee will develop a draft set of proposed alignment policies for review by students, parents, teachers, administrators, and supervisory agencies. Presentations, workshops, community meetings, and media campaigns to ensure grassroots community involvement in development of the assessment tools will also be conducted.	Spring 1998 - 2000+	- clerical support - expert consultants - media contacts - community group contacts - meeting sites	task force/GOALS 2000	draft standards developed, community responds to grassroots meeting

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 4: Guam DOE will align school curriculum, instructional materials, and assessments with the adopted content and performance standards.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force or its designee will document feedback from the community review and address its inclusion or exclusion from the draft alignment policies.	Spring 1998 - 2000+	- clerical support - expert consultants	task force	document produced
5. Guam DOE will submit revised alignment policies back to those community members who provide feedback and continue the revision-review until a community consensus is reached.	Spring 1998 - 2000+	- contacts with the previous groups - clerical assistance	DOE/GOALS 2000	consensus reached
6. Guam DOE will develop a plan of continuous review of its alignment policies to ensure that they are in fact achieving a "world class" education for Guam's children, and will develop a system for developing and incorporating any needed revisions into the adopted alignment policies.	Spring 1998 - 2000+	clerical support	DOE	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam will collect annual comprehensive student achievement data, from the adopted assessment tools, from all students at all schools.	Spring 1997, ongoing	clerical support	DOE	data collected
2. Guam DOE will develop a longitudinal islandwide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age grade, and school for all tests given.	Spring 1997, ongoing	- RP&E staffing - computer terminals and software - clerical support	DOE	database developed
3. Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles: by grade at each school; by gender and race/ethnicity, separately for students classified as Limited English Proficient and Fluent English Proficient; on a special report related to learning plans for special education students or other types of students at risk.	Fall 1997 - Spring 1998, ongoing	- RP&E staffing - computer terminals and software - clerical support	DOE	community responds to results and plans

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 5: The academic performance of all students will increase significantly in every reporting period, and the distribution of minority students will more closely reflect the population as a whole.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Each school site will develop an annual plan for increasing the academic performance of its students based on the needs identified by the quartile results.	Fall 1997 - Spring 1998, ongoing	- school teams - comp time - clerical support	School Principals	plans developed
5. Guam DOE will share annual quartile test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	Fall 1998, ongoing	- media contacts - community contacts - clerical support	DOE	
6. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	- school team comp time - clerical support	DOE, School Principals	
7. Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for or supporting activities of the above action steps.	Fall 1996	grant writer	DOE	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, write, and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will design and develop assessment tools to be used with all students at each grade and school that is designed to assess these higher order competencies.	Fall 1998	• RP&E staffing • expert consultation	DOE	assessment tool developed
2. Guam DOE will develop a longitudinal islandwide database of the results of the annual comprehensive student achievement data with a clear accounting of the results and test participation of every student, documenting student gender, race/ethnicity, age, grade, and school for all tests given.	Spring 1998, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	database developed
3. Guam DOE will analyze the test results from the annual testing for quartile results and presentation within quartiles: by grade at each school; by gender and race/ethnicity, separately for students classified as LEP and FEP; on a special report related to learning plans for special education students or other types of students at risk.	Spring 1998, ongoing	• RP&E staffing • computer terminals and software • clerical support	DOE	test results analyzed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Each school site will develop an annual plan for increasing the academic performance of it's students based on the needs identified by the criterion referenced test (CRT) results.	Fall 1998, ongoing	- school teams - comp time - clerical support	School Principals	
5. Guam DOE will share annual CRT test results and individual school improvement plans widely with parents, school personnel, DOE central office, UOG, GCC, the Legislature, the Governor's office, and the mass media.	Fall 1998, ongoing	- media contacts - community contacts - clerical support	DOE	
6. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resources needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	- school team comp time - clerical support	DOE, School Principals	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 6: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, think creatively, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. Guam DOE will develop a plan of continuous review of its student assessment program in these areas. DOE will develop a system for ensuring that any needed revisions are developed and incorporated.	Fall 1998	DOE staff	DOE	
8. Guam DOE will seek non-local funds to enhance local budgetary resources needed for supplementing funding for supporting activities of the above action steps.	Fall 1996	grant writer	DOE	

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will create a task force consisting of equal parts parents, teachers, school level administrators, and DOE/UOG personnel to review it's current academic standards to determine the extent that they promote good citizenship, good health, community service, and personal responsibility.	Fall 1996	- volunteers, cooperation - meeting site	DOE/GOALS 2000	task force created and meeting regularly
2. The task force will develop a plan to require a minimum number of hours of community service, with a minimum number of hours to be earned per year at each grade level, in order to graduate from high school (e.g., 1000 hours to graduate, 80 hours minimum/year).	Spring 1997	cooperation	task force	plan developed
3. The task force will develop a system of credits and/or rewards for those students who volunteer more than the minimum community service hours.	Spring 1997	cooperation	task force	plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. The task force will develop a system of academic credit for those students who demonstrate mastery of required skills while at work during non instructional hours.				
5. Each school site will develop an annual plan for every student to promote good citizenship, good health, community service, and personal responsibility.	Spring 1997, ongoing	school teams, comp time, clerical support	School Principals	plan developed
6. Each school site will provide annual documentation and description of the opportunities associated with this plan that are actually implemented at the site. Schools will give information on promising practices and examples of success, obstacles encountered and recommendations for resolving them in the next academic year.	Spring 1997, ongoing	school teams, comp time, clerical support	School Principals	documentation provided

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 7: All students will be involved in activities that promote, demonstrate, and maintain good citizenship, community service, and personal responsibility.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
7. DOE will share the annual results of the school site plans widely with all relevant stakeholders.	Spring 1997, ongoing	media contracts, comm. group contracts	DOE	community responds to shared results
8. The task force will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in the annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	cooperation	task force	results included
9. The task force will develop a plan of continuous review of its draft plan for citizenship to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Fall 1996, ongoing	cooperation, clerical support	task force	plan developed
10. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	Sum 1997, ongoing	grant writer	DOE	funds received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop a plan for every student to receive physical education and health education at every grade level to ensure that they are healthy and fit.	Spring 1997	volunteers, cooperation, clerical support	DOE/GOALS 2000	plan developed
2. Each school will annually document and describe the opportunities associated with this plan that are actually implemented at each school. School will give information on promising practices and examples of success, obstacles encountered, and recommendations for resolving them in the next academic year.	Spring 1997, ongoing	school team comp time, clerical support	School Principals	documents produced
3. DOE will share the annual results of the school plans widely with all relevant stakeholders.	Spring 1997, ongoing	media contracts, community contracts	DOE	community responds to shared plans

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 8: All students have access to physical and health education to ensure that they are healthy and fit.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide school organizational structures.	Fall 1996, ongoing	DOE staff, cooperation	DOE	needs identified and included
5. Guam DOE will develop a plan of continuous review of it's draft plan for health and fitness to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 1997, ongoing	volunteers, comp time, clerical support	DOE	plan developed
6. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for supporting activities of the above action steps.	Fall 1996, ongoing	grant writer	DOE	funds received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 9: The percentage of all students who are competent in more than one language will substantially increase.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review the current language assessment resources and systems for students with languages other than English in their home backgrounds, and for students enrolled in Chamorro language and other language courses throughout DOE. The department will develop a plan for increasing the percentage of students competent in more than one language.	Fall 1996 - Spring 1997	access to DOE statistics, clerical support, volunteers or assigned staff	DOE/GOALS 2000/Chamorro Lang. Commission.	plan developed
2. Guam DOE will require all students to study English and Chamorro at each elementary grade level, and English and at least one other language at each secondary grade level. Every student will be given the opportunity to study a third language at every grade level, using magnet schools, teacher flex time, low cost after school classes, 2-way bilingual programs, etc.	Fall 1997, ongoing	teaching staff and resources, DOE support	DOE Chamorro Lang. Commission.	students receive appropriate language instructions

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 9: The percentage of all students who are competent in more than one language will substantially increase.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. DOE will develop and implement a plan for annual progress reports on the percentage of all students who are enrolled in Chamoru language and other non-English languages at each grade and school.	Fall 1996, ongoing	school reports, staffing support, clerical support	DOE	reports received
4. Guam DOE will share the annual results of the annual reports widely with all relevant stakeholders.	Fall 1996, ongoing	media contracts, community contracts	DOE	community responds to share results
5. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 1996, ongoing	DOE staff support, school reports	DOE	results produced and included

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 9: The percentage of all students who are competent in more than one language will substantially increase.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
		•		
6. Guam DOE will develop a plan of continuous review of its draft plan for language instruction to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 1997	• volunteers or assigned staff, clerical support	DOE	plan developed
7. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funds for supporting activities of the above action steps.	Fall 1996, ongoing	• grant writers	DOE	funds received

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the other major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will review its current Territorial regional, and national cultural heritage programs, plans, and resources, including Chamorro and other Pacific and Asian cultures on Guam, to determine the extent to which they meet this objective.	Fall 96, ongoing	Volunteers or assigned staff, access to DOE documents.	DOE Chamorro Lang. Commission.	Review completed to volunteer's satisfaction.
2. Guam DOE will develop and implement a comprehensive enhanced plan for achieving this objective, including instruction at every grade level. This plan will include provisions for meeting the needs of Guam's transient student population.	Spring 96- Spring 97	Volunteers or assigned staff, clerical support, access to required documents.	DOE	Plan developed.
3. Guam DOE will develop and implement a plan for annual progress reports on the access of all students to these opportunities and the qualitative characteristics of these opportunities.	Fall 96- Spring 97	DOE staffing, schools reports, clerical support	DOE School Principals	Plan developed

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 10: All Guam's students will be knowledgeable about the cultural heritage of the indigenous Chamorro people and the outer major cultural groups of the island such as: Filipino, Anglo-American, other Micronesian, Chinese, Korean, Japanese, Vietnamese, and African-American. Guam's students will be able to demonstrate knowledge of the cultural heritage of Guam, the United States, other Pacific Islands, the Pacific Rim, and the world.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Guam DOE will share the annual results of these progress reports widely with all relevant stakeholders.	Fall 97	Media contacts , community contacts	DOE	Community responds to shared results.
5. Guam DOE will conduct an annual review of resources and systemic issues for supporting this objective; include these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	Volunteers or assigned staff, clerical support, access to required documents.	DOE	needs identified and included
6. Guam DOE will develop a plan of continuous review of its draft plan for cultural knowledge to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Spring 97	Volunteers or assigned staff, clerical support, access to required documents.	DOE Chamorro Lang. Commission.	Plan developed
7. Guam DOE will seek non-local funds to enhance local budgetary for supplementing funding for supporting activities of the above action steps.	Fall 96	Grant writer	DOE	Fund received

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 11: Guam will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop standards to ensure that every school and every student will have equal access to the academic resources needed to achieve world class performance. These may include: • implementing and monitoring equitable financial formulas between schools • coordinating equitable health and human services support to all students • providing equal access to curriculum materials, technology, and data development or selection of non-biased instructional materials and technology; and continuing assessment of bias in institutional and classroom practices, textbooks and educational materials; and assessment procedures and tools.	Spring 96 - Spring 97	• DOE financial documents, student health statistics, school lists of curriculum materials at schools; current Guam OTL policies	DOE	Standards developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 11: Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Guam DOE will develop standards to ensure that all students have access to high level, appropriate instruction designed to enable every student to achieve all content and performance standards. These may include: • providing a safe, orderly, drug free environment • providing district support for each student's equal access to their school's educational benefits, including compliance with IDEA • equal access to teacher professional development and training needed to achieve world class performance, including training of all educators and administrators in OTL compliance and teacher access to educational research and pedagogy information • equal student access by all students to all programs and facilities within DOE	Spring 96 - Spring 97	• Resources identified by GOALS 2000 Goal 3, • documents created by Guam's IDEA compliance review, resources identified by GOALS 2000 Goal 7, • DOE lists of available resources and programs.	DOE, GOALS 2000	Standards developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 11: Guam DOE will develop a plan to ensure all students have a fair opportunity to achieve the knowledge and skills as described in adopted content and performance standards.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. Guam DOE will develop standards to ensure that all schools have the physical resources needed to support the continued delivery of equal, quality instruction needed to achieve world class performance. These include: - establishing equal and adequate facilities, including play space, classroom space, libraries, science, laboratories, and fine and performing arts facilities; and establishing and maintaining equitable and appropriate size and quality of each school - ensuring that all facilities provide equal access to all students	Spring 96 - Spring 97	DOE surveys of existing facilities, DOE IDEA compliance reviews	DOE GOALS 2000	Standards developed
4. Guam DOE will create a Opportunity To Learn (OTL) Task Force that includes parents, teachers, school administrators, and DOE administration to ensure compliance with all OTL standards. OTL standards are to include equity and opportunity in issues related to gender, post secondary students, evaluations, non-English speaking, disadvantaged students, and parental rights.	Fall 96	Volunteers, copies of OTL standards, DOE cooperation, comp time	DOE GOALS 2000	Task force is created and meeting regularly
5. The Task Force will develop a plan of continuous review of its draft plan for opportunity to learn to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Fall 96 - Spring 97	Clerical support, requested documents	Task force	Plan developed

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will develop a plan to ensure that all students will leave each grade level having mastered the academic skills required at the grade level.	Fall 96 - Spring 97	Volunteers or assigned staff, clerical support, expert consultations.	DOE	Plan produced
2. During each quarter / semester, Guam Teachers will identify those students that are academically at risk utilizing assessment tools and check list correlated with adopted standards and curriculum of the Guam DOE	Spring 98 - 2000+	RP&E staffing, teacher training, adopted performance standards and assessment tools, clerical support, more record days	DOE and teachers	Mastery assessments developed
3. Guam DOE will develop a system of low cost after school, weekend and summer school tutoring for those students who fall below expectations during any quarter/ semester and reassess students upon request.	Spring 98 - 2000+	school teams, parents	Principals and teachers	Meeting held
4. School site administrators will ensure that meetings are held between parents, teachers and other appropriate staff to determine the unique learning needs of each identified student.	Spring 98 - 2000+	School teams, parents	Principals and teachers	Meetings held

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Each school site will develop individual instructional plans for students who do not meet grade level mastery expectations in any quarter.	Spring 98 - 2000+	School teams, expert consultation, DOE support	School principals	Individual plans developed
6. A referral will be made to the special education department when any student fails to meet expectations in two consecutive quarters, to determine if special supportive services are appropriate.	Spring 98 - 2000+	DOE support	DOE Principals	Referrals made
7. Each school site will develop an annual plan for increasing the percentage of students who meet quarterly expectations including student support services, teacher training and the acquisition of required resources.	Spring 98 - 2000+	School teams, clerical support and budget support	School principals	Plan developed
8. Each school site will share its annual plan with all its teachers. School administrators will share the plan and results with DOE and the media.	Spring 98 - 2000+	Media contacts and community contacts	DOE and school principals	Community responds to shared results

Goal 3: STUDENT ACHIEVEMENT AND CITIZENSHIP				
Objective 12: Guam DOE will decrease student grade retention, and reduce student academic frustration, and the need for constant classroom review by developing a plan for ensuring successful student acquisition of grade level academic content before they move to the next grade level.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
9. Guam DOE will work with each school site to provide the necessary resources to implement each school's corrective mastery plan.	Spring 98 - 2000+	Corrective plans	DOE and school principals	Resources provided
10. Guam DOE will develop a plan of continuous review of its draft plan for academic mastery to ensure that it is achieving a "world class" education for Guam's students, and recommend a system for developing and incorporating needed revisions.	Summer 97	Clerical support	DOE	Plan developed and results included
11. Guam DOE will seek non-local funds to enhance local budget resources for supplementing funds for supporting activities of the above action steps.	Fall 96 & ongoing	Grant writer	DOE	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.				
Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam DOE will substantially increase the amount of time spent studying math and science at each grade level.	Fall 98	Change in school hours or curriculum focus	DOE	Instructional time increases
2. Guam DOE will provide every public school science classroom teacher, at each grade level, with the materials, time, teacher training, and instructional leadership needed to provide relevant, challenging, interesting hands-on experimentation and instruction.	Fall 97, ongoing	Identification of funding sources, increased materials and facilities, training	DOE	Science teachers satisfied with available resources
3. Guam DOE will provide an appropriate set of math manipulative to every public school classroom where math is taught, and every teacher will be trained and accountable for their use.	Fall 97, ongoing	Identification of funding sources	DOE	Math teachers satisfied with available resources
4. Guam DOE will conduct an ongoing review of math and science standards and curriculum from other settings on a regional, national, and international level in order to identify formats, content, and approaches that are promising for use on Guam.	Fall 96 - Spring 97	DOE staffing	DOE	Material identified

Goal 4: Guam's students will be first in the world in Math and Science.				
Objective 1: Mathematics and Science instruction, including the metric system, will be strengthened throughout the school system, especially in the early grades.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Guam DOE will provide yearly teacher training based on the results of step 4	Fall 97, ongoing	• Training time, training resources	DOE	Information shared revisions made
6. Guam DOE will share the information obtained in Step 4 widely with all stakeholders; obtaining broad-based feedback, making revisions responsive to community-wide input while fully achieving the goal of providing challenging math and science education to all students in Guam's schools.	Spring 97, ongoing	• Clerical support • community contracts	DOE	Information shared revisions made
7. Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	• DOE staffing, school reports - clerical support	DOE , school principals	Review completed
8. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing of the above action steps.	Fall 96, ongoing	• Grant writer	DOE	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 2: Through a process of pre-service and inservice training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. A review will be conducted of the background characteristics of currently employed teachers, including appropriate evidence from teacher evaluations, teacher expressed needs and interests, transcripts, and interests in a wide array of professional development opportunity.	Fall 96, ongoing	DOE staffing, access to required DOE documents, clerical support	DOE	Review completed to satisfaction of reviewers
2. Based on the review in step 1, a comprehensive inservice training and professional development plan to increase the math and science background of Guam's teachers will be developed and implemented, with annual progress reports on the nature, success, and obstacles of activities.	Fall 96, ongoing	Review results, training resources, training time	DOE	Training occurs
3. Guam DOE's teacher certification requirements will reflect the need for most teachers to receive a substantive background in math and science, both for newly certified teachers and for recertification of currently certified teachers.	Fall 97 - Spring 98	Certification documents and statistics, available UOG resources	DOE, UOG	Math and science background increase

Goal 4: Guam's students will be first in the world in Math and Science.				
Objective 2: Through a process of pre-service and inservice training, the number of Guam's teachers with a substantive background in math and science, including the metric system, will increase by 50%.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. External and internal reviews will be conducted of the nature, quality, and improvement needs of the UOG teacher preparation program and related opportunities in mathematics and science education.	Spring 97 - Spring 98	requested documents, clerical support	UOG, DOE	review completed and documented
5. A comprehensive academic master plan will be developed and implemented for improving the pre-service teacher training programs of UOG, with measurable milestones in accountability for progress, and annual progress reports on the nature, success, and obstacles encountered as the implementation occurs.	Fall 98	Requested documents, clerical support	UOG, DOE	Plan developed and implemented
6. Guam DOE will conduct an annual review of systemic issues and resources for supporting these specific resource needs in annual DOE and school budgets, and in related policy work and system wide and school organizational structures.	Fall 96, ongoing	DOE and UOG reports, DOE and UOG staffing	DOE, UOG	Review occurs and is documented
7. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for or supporting activities of the above action steps.	Fall 96, ongoing	Grant writer	DOE, UOG	Funds received

Goal 4: Guam's students will be first in the world in Math and Science.				
Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam will create funded scholarship programs to be awarded to high school graduates who enter university programs in math, science, and engineering with special programs for women and minorities.	Fall 1997	development staff	UOG/DOE/Chamber of Commerce, and other Gov. agencies	scholarship funded
2. Guam DOE will improve student and family access to information on scholarships and other resources in math, science, engineering, and other technology fields.	Fall 1996, ongoing	DOE staff and training, computers, and other data resources	DOE	
3. Guam DOE will develop partnerships between local educational institutions and the local business community to identify present and future employment needs in math, science, engineering, and other technology related fields and how Guam's high school graduates can begin to fill those needs, and to add summer and post graduate internship opportunities for students and graduates in these fields of study.	Fall 1996, ongoing	DOE-community cooperation	DOE/GOALS 2000	partnerships formed and meeting regularly
4. Specific plans will be made, and grant writing and other extra mural fund acquisition will be undertaken to enlarge programmatic opportunities at UOG and GCC for degrees in math, science, engineering, and a variety of technology fields, and to achieve specific goals for increasing the number of Pacific Island and women degree holders in these fields.	Fall 1996, ongoing	as identified by UOG and GCC	UOG/GCC	number of Pacific Island and woman degree holders increases

Goal 4: Guam's students will be first in the world in Math and Science.

Objective 3: The number of Guam's high school graduates who complete under graduate and graduate degrees in mathematics, science, and engineering will increase by 50%. The number of woman and minority graduates in these areas will increase by 50%.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Guam DOE will provide opportunities for these new and expanded programs to be coordinated with Guam's elementary and secondary schools to enhance the visibility (e.g., career awareness) and technical support needed by the schools in these areas.	Fall 1996, ongoing	DOE support	DOE	visibility increases
6. Guam DOE will develop annual reports of progress in developing new professional resources in these fields, and of the community outreach and opportunity that they provide, will be shared widely with all stakeholders.	Spring 1997, ongoing	requested documents, community contracts, clerical support	DOE	reports produced and documented
7. Guam DOE will conduct an annual review of resources and systemic issues within UOG and GCC for supporting resource needs in annual UOG and GCC budgets, and in related policy work and institutional organizational structures.	Fall 1996	as identified by UOG and GCC	UOG/GCC	reviews completed
8. Guam DOE will seek non-local funds to enhance local budgetary resources for supplementing funding for or supporting activities of the above action steps.	Fall 1996, ongoing	grant writer	UOG/GCC	funds received

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 1: All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Pre-service teachers education programs at UOG will be reviewed and revised for breadth and depth of teachers knowledge and skill development needed to teach <u>diverse</u> student population with varying educational, health, and social needs.	Fall 1996; as program changes occur Fall 1996; according to the schedule for new program reviews Fall 1996 and ongoing with a firm schedule of these evaluation events	UOG Teacher Education Program Descriptions; UOG Program Reviews of Teacher Education Programs; DOE evaluations of teachers service to the diverse student population(e.g., evaluations of LOTE program models; promising practices reports on selected student issues); funding for or allocation of the staff for these evaluations.	Involvement of appropriate DOE C&I, Elementary or Secondary Administrative Services, Research, Planning, & Evaluation, Counseling, Special Education, or Compliance representation in the UOG program reviews. External review of UOG teacher education programs every five years by off-island scholars of reputation in the program areas.	Successive UOG Program Reviews and Program Descriptions; UOG pre-service teacher outcomes as assessed by UOG in accordance with WASC. Plans for implementing recommendations from UOG and DOE student outcome evaluations, UOG program review, DOE program reviews and evaluations, and reports on promising practices relative to student diversity issues.
2. Seek non-local funds to supplement funding for or for supporting activities 1.	Fall, 1996	Collaborative grant writing involving UOG COE and DOE.	Dean, COE/ UOG and DOE Director or designated representatives.	Funding proposals; proposal outcomes; reviewer comments.

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

- Goal 7:** Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.
- Objective 1:** All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
3. The DOE plan for in-service professional development activities for teachers will be reviewed and revised to insure; adequacy of needs assessment input from all teachers; quality of planning relative to student diversity in educational, health, and social needs; history of legal compliance; accessibility of all teachers to these professional development opportunities; support of school site and central administration for teacher participation and utilization of skills and knowledge gained.	Fall 1996; ongoing	Annual all-teacher needs assessment for professional development in student diversity service areas; Professional and parent-community groups to participate in the review and plan for teachers in-service in student diversity areas; Comprehensive in-service provider information on scope, format, availability, and cost of workshops, tutorials, or courses on needed student diversity areas.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education Compliance; In-service provider groups.	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.
4. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education Compliance; In-service provider groups.	Teacher outcomes documented by in-service providers (e.g., learning log; assessments; school implementation projects); Evidence of school site/classroom implementation by participating teachers.

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 2: All teachers will have access to continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and use emerging new methods, forms of assessment, and technologies.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The DOE plan for in-service professional development activities for teachers will be reviewed and revised to insure: adequacy of needs assessment input from all teachers; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility of all teachers to these professional development opportunities; support of school site and central administration and <u>utilization</u> of skills and knowledge gained.	Fall 1996; ongoing	Annual all-teacher needs assessment for professional development in challenging subject matter, emerging new methods, assessment, and technologies; Professional and parent-community groups to participate in the review and plan for teacher in-service in these areas; Comprehensive in-service provider information on scope, format, availability, tutorial, or courses on needed areas.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance. in-service provider groups	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.
2. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local (e.g., substitute teachers) and Federal (e.g., DOD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	School and teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance; in-service provider groups.	Teacher outcomes documented by in-service providers (e.g., learning log; assessments; school implementation projects); Evidence of school site/classroom implementation by participating teachers.

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. The DOE plan for in-service professional development for administrators and other educators will be reviewed and revised to insure: integrated coordination with the plan for teachers; adequacy of needs assessment input from all such educators; quality of planning relative to challenging subject matter, emerging new methods, assessment, and technologies; accessibility and actual participation of all such educators to these professional development opportunities; support of school site and central administration for administrator and other educator participation and <u>utilization</u> of skills and knowledge gained.	Fall 1996; ongoing	Annual administrator/ other educator needs assessment for professional development in challenging subject matter, emerging new methods, assessment, and technologies; Professional and parent-community groups to participate in the review and plan for administrator/ other educator in-service in these areas; Comprehensive in-service provider information on scope, format, availability, tutorial, or courses on needed areas.	School and central administration representation; teacher leadership representation; leadership from parents and community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; Compliance. in-service provider groups	Successive DOE in-service professional development plans that incorporate improvements cited in the plan reviews.

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 3: All schools and programs will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teacher, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. The revised DOE in-service professional development plan will be implemented.	Spring, 1997; ongoing	Local and Federal (e.g., DoD, PREL, SLIPs, SEA Bilingual) funding, and coordination of these funds to fulfill the plan.	Central and school administrator, teacher, other educators leadership representation; leadership from parents and Community; RP & E; C&I; LOTE; Chamorro Language Program; Special Education; compliance; in-service provider groups.	Participant outcomes documented by in-service providers(e.g., learning logs; assessments; school implementation projects); Evidence of central / school site/ classroom implementation by participants; participant research results.
3. DOE will develop and implement professional standards of conduct for teachers, administrators, other educators, and support staff.				
4. Department of Education will develop a systematic method of accountability for action step 3.				

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

Goal 7: Guam teachers will have access to programs for the continued improvement of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all Guam students for the next century.

Objective 4: Partnerships will be established, where ever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

ACTION STEPS	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Organize a professional developing council consisting of Goals 2000 Panel Member, additional Institute of Higher Learning, Central and School site educators, and parent-community leaders to review, revise, and monitor professional development needs assessments, plans training implementation, and <u>actual use</u> of new skills/ knowledge for addressing student diversity and challenging instruction.	Fall 1996	Volunteer IHE, DOE, GFT, and community representatives; honorariums; Council supplies and copying.	DOE-TBOE, UOG, GCC, GFT, Goals 2000 Panel	Twice annual Council conclusions and recommendations.
2. Develop a plan between UOG and DOE for aligning in-service and pre-service training programs with adopted student and professional performance standards. The plan should include procedures for communicating results of student assessment and professional performance evaluation.	Fall 1996	Staff Support Civil Service Commission Consulting Services on Personnel Matters	Department of Education Territorial Board of Education University of Guam	Plan developed and implemented

School - To - Work/ Vocational Education / Dropout Prevention

The School - To - Work/ Vocational Education Planning Committee developed a plan to address:

- (A) processes for incorporating Guam's school to work program into it's reform effort, specifically how secondary schools will be modified in order to provide career guidance, the integration of academic and vocational education, and work- based learning:
- (B) development of strategies for coordinating the integration of academic and vocational instruction and Applied Technology Education Act:
- (C) development of strategies for enabling Guam public schools to:
 - a) meet the needs of school-aged children who have dropped out of school;
 - b) bring such children into the education system; and
 - c) help such students meet the adopted content standards and student performance standards.
 - d) help students to develop the character to become citizens that ensure safe communities, economic well-being and promote education to its fullest.

The following are the major steps taken to meet Goal #2, 5, and 6.

- A) High schools are modeled after the university environment
- B) Teachers act as academic and vocational advisors for all students. Academic advisors are awarded incentives if the student they advise graduates. Vocational advisors are awarded incentives for students who get permanent jobs.
- C) Encourage alternative schools and programs to compliment DOE.
- D) Students have the same teacher for at least three consecutive years.
- E) Students can get credit towards graduation by working in the private sector as apprentices helping to operate business and government (Community Based Education)

- F) Design a program to advance workers through alternative methods of creating expansion of programs for professional growth.
- G) Develop affective Education Curriculum to be implemented at all grade levels.
- H) Develop a pilot program to establish Cooperation nurseries on high school campuses to help young parents stay in school.
- I) Implement mandatory school uniforms for all grade levels (K - 12)

A detailed description of the action plan for achieving Guam Education Goals 2, 5, and 6 are included in the appendices.

Goal 2: SCHOOL COMPLETION

The High School graduation rate will increase to 100%.

Objective 1: The island must dramatically reduce its school dropout rate, and 75% of the students who drop out will successfully complete a high school degree or its equivalent. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Enrollment date for kindergarten cutoff date changes from 5 th year birthdays by Dec. 31 st to Aug. 31 st .	Year 1 Quarter 1	Money for announcements	Legislature DOE Territorial Board of Education	Individual schools show change in enrollment
2. High schools are modeled after the university environment.	Year 1 Quarter 1	Money for education of students toward their responsibilities	DOE Territorial Board of Education	Surveys of students on change of environment
3. Teachers act as academic advisors for all students.	Year 1 Quarter 1	Money for successful advisors	DOE Territorial Board of Education	Documented graduation and awards delivered
4. Strategies, procedures, and policies will be developed for empowerment of teachers relative to student attendance and performance.	Year 1 Quarter 1	Money for teacher announcements.	DOE Territorial Board of Education	Survey of teachers on new responsibilities and their agreement to the change

Goal 2: SCHOOL COMPLETION

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Objective 1: The island must dramatically reduce its school dropout rate, and 75% of the students who drop out will successfully complete a high school degree or its equivalent. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
5. Counselors are assigned to student s for their high school years. Counselors monitor emotional growth and assist advisors.	Year 1 Quarter 1	Money for announcements	DOE Territorial Board of Education	Survey of counselors and students concerning new direction
6. The 6-year completion deadline is removed so students can return to the high school campus when they are able, if they have to take a leave of absence. It is called a stop out	Year 1 Quarter 1	N/A	Legislature DOE Territorial Board of Education	Record keeping to monitor students progress
7. The high schools are open 7:00 A.M. to 10:00 P.M.	Year 1 Quarter 1	Money for 15 hour operation	DOE Territorial Board of Education	Survey of teachers and students at extended day.
8. Test students for interest and develop magnet schools (single purpose)	Year 1 Quarter 1	money to develop test and build schools	DOE TBOE Legislature	Monitor success

Goal 2: SCHOOL COMPLETION

The High School graduation rate will increase to 100%.

Objective 1: The island must dramatically reduce its school dropout rate, and 75% of the students who drop out will successfully complete a high school degree or its equivalent. The gap in high school graduation rates between island students from minority backgrounds and their non-minority counterparts will be eliminated.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
9. Encourage alternative schools and programs to compliment DOE	Year 1 Quarter 1	N/A	N/A	Reports from schools
10. Stop social promotion. Use exit tests for vocational placement to continue education with curriculum interest	Year 1 Quarter 1	Money to develop curriculum	Department of Education Territorial Board of Education	Success Monitored promotion
11. Early intervention of "at risk students" using methods of productivity through affective education	Year 1 Quarter 1	Money to develop affective education curriculum	Department of Education Territorial Board of Education	Dropout or stopout decline
12. Greater diversity of course offerings to keep interest.	Year 1 Quarter 1	Money to hire teachers and build classrooms.	Department of Education TBOE Legislature	Monitor students' interest change.
13. Students will have the same teacher for at least 3 consecutive years in high school	Year 1 Quarter 1	Money to hire teachers and build classrooms.	Department of Education Territorial Board of Education Legislature	Monitor students' interest change.
14. Implement competency based education at the high school level (no grade level and advanced placement when standards are met)	Year 1 Quarter 1	Money for time spent to record standards met	Department of Education Territorial Board of Education	Monitor students' advancement and record

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship

Objective 1: Every major island business will be involved in strengthening the connection between education and work.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Gov. create a task force on school to work represented mostly by island businesses	Year 1 Qtr. 1	N/A	Governor	Attendance Creation of opportunities
2. Students can get credit towards graduation by working in the private sector as apprentices helping to operate businesses. (Community Based Education)	Year 1 Qtr. 1	Money for announcements of positions.	Department of Education Chamber of Commerce Board of Education	School monitors performance for credit
3. Teachers will act as vocational advisors . Vocational advisors are awarded incentives for students (they advise) who get an after school job, summer job, or job upon graduation and get a permanent position.	Year 1 Qtr. 1	Money for awards	Department of Education Territorial Board of Education	School monitor students' accomplishments

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 2: All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical needed to adopt to emerging new technologies, work methods; and markets through public and private educational, vocational, technical, workplace or other programs.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Every adult employee can get credit from accredited universities through correspondence courses facilitated by a local educational institution.	Year 1 Qtr. 1	Money for publication of opportunities.	Educational Institutions	Degrees earned recorded and technical knowledge certified
2. Design a program to advance workers through alternative methods of creating expansion of programs for professional growth.				

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 3: The number of quality programs including those at libraries that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Adult employees may earn credit from accredited universities through correspondence courses facilitated by on- island institutions.	Year 1 Quarter 1	Money for publication of opportunities	Library Educational Institutions	Degrees earned should be recorded.
2. All work places will be encouraged to have on-line internet access to employees during their off hours.	Year 1 Quarter 1	Money for equipment and on line service	Chamber of Commerce	Identify businesses that comply
3. Tax incentives for businesses complying with providing computer access to employees at work sites		Money for applications of tax incentive.	Legislature	Identify business that comply.

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 4: The proportion of the qualified students, especially students of need, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Implement business adoption programs for students who need and assist these students through their graduation.	Year 1 Quarter 1	Money for Surveys	Chamber of Commerce University of Guam Guam Community College	Surveys to identify students and monitor students progress.
2. Design jointly developed programs (e.g. UOG-GCC-DOE and the business community) that provide assistance and incentives for students to complete their college education.	Year 1 Quarter 1	Money for program designers and planners	Chamber of Commerce University of Guam Guam Community College DOE	College graduation rate

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 5: The proportion of college students who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Initiate the identification of advanced students and encourage their growth through various incentives.	Year 1 Quarter 1	Money to gather information on students	Chamber of Commerce University of Guam Guam Community School	Data supply accomplishments to be given to businesses at a resource pool.
2. Regularly assess these skills and develop instructional improvement plans accordingly	Year 1 Quarter 1	Money for assessing skills	GCC UOG	Report of student gains
3. Chamber of Commerce, UOG, and GCC will develop a plan interfacing w/ the Territorial Economic Development.	Year 1 Quarter 1	Money to pay planners	UOG GCC Guam Chamber of Comm.	Data of actual needs met relative to the Territorial Economic Dev't Plan

Goal 5: ADULT LITERACY AND LIFELONG LEARNING

Every adult on Guam will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.

Objective 6: Schools in implementing comprehensive parent involvement programs will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents work and home life.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Home intervention and family involvement programs will be developed and implemented. (Also refer to parental community involvement strategies)	Year 1 Quarter 1	Money to fund trainers in the communities Personnel Mentors	DOE Territorial Board of Education Government Agencies (e.g. Public Health Non-profit organizations)	Parents survey before and after intervention

Goal 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Every school on Guam will be free of drugs, alcohol, violence and firearms and will offer a disciplined learning environment

Objective 1: Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol;

Objective 2: Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

Objective 3: Every local educational agency will develop a sequential comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Community based intervention and support programs will be made available to all students	ASAP	Interagency efforts such as DOE, Public Health, etc.	Department of Education	Drug testing random for all offenders.
2. Develop policies and procedures to comply with existing Public Laws: "Drug Free School Zone".	ASAP	Communication directly with Guam Police and school campus	Department of Education Guam Police Department	DOE documents all results
3. Develop Affective Education Curriculum to be implemented at all grade levels	ASAP	Photocopy existing curriculum materials	Curriculum and Instruction Department of Education	Affective Education measurement tools are present in the curriculum.
4. Establish standards for maximum school building and classroom student capacity that are conducive to learning	year 2000	Money to build more schools	Department of Education Territorial Board of Education Legislature	Increased student achievement and graduation rate; decreased dropout rates

Goal 6: SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

Every school on Guam will be free of drugs, alcohol, violence and firearms and will offer a disciplined learning environment

Objective 4: Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment And are a safe haven for children;

Objective 5: Every local education agency will develop and implement a policy to insure that all schools are free of violence and the unauthorized presence of weapons;

Objective 6: Community based teams should be organized to provide students and teachers with needed support.

ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop a pilot program to establish Cooperative Nurseries on high school campuses to help young parents stay in school	Fall 1996	Available rooms and equipment	Public Health School Nurse	Monitor population of students with children
2. Encourage schools to implement school uniforms for all grade levels (k-12)	Fall 1996	Parents Fund-raisers Business Adoption of Schools	DOE Parents	Trend at the drop in violence act.

The Role of Technology Within Our Schools

Our vision focuses on the ways technology can support the instructional program in the school. Rather than focus on the teaching of technology, our emphasis is on the use of technological innovations as tools which help us complete the tasks we set before ourselves. We see technology as an agent of change. Therefore, in order to integrate it successfully, several things must take place.

The more students become competent in the use of technology, the less they require from the traditional emphasis on instruction. Increasingly critical to student and faculty success is a learning context in which students practice assessing, applying, and synthesizing the mass of information available -- literally -- at their fingertips. Adults, uniformly awed at the ease with which students and faculty are able to locate and print information from reference sources, recall the chore of locating information for a project. Locating usable information has always been, and will be a necessary skill. But in the equation of instructional time and student outcomes, the balance tips even more heavily to examining the purpose for using the information.

Shift from learning as a "school -based" activity

Our students are acquiring their own electronic pathways for exploring topics of personal interest, and those pathways are often beyond the borders of the traditional concept of "school." Motivated learners never have been restricted to the confines of a physical location (a school building) or a particular day or time for learning to occur. But access to resources, i.e. materials, experts and mentors, has been limited by time or place. Students working at home, or in a public library, or at any location with a computer and modem, can quickly access an incredible array of resources at any time of the day. This kind of access will only increase as the number of home computers becomes more prevalent.

Shift from static learning activities

As we restructure our curriculum with emerging Outcome-Based curriculum, increased emphasis is placed on using authentic learning tasks. Evaluating student outcomes with performance-based assessments more realistically approximate real-user expectations. When technology functions as a tool, its use is open-ended. The user evaluates the task in order to decide how best to use the range of options provided by the technology. The dynamic nature of the learning is greatly increased by the degree of individual control of the process.

Shift in the role of teachers

The traditional model of "teacher as dispenser of knowledge" is one with which most people are familiar. However, in a period of rapid change, few teachers can claim to master the wide variety of technologies available today. The important issue becomes the degree to which a teacher is willing to take on a "teacher-as-learner" role serve as extremely effective models by modeling strategies for acquiring knowledge, solving problems, and dealing with ambiguity.

Shift to viewing school facilities as a community resource

Technologically-advanced schools view themselves as an extension of the parent, business and neighborhood communities. These schools are the center for a variety of activities which are available throughout the year. Evening adult education classes through GCC, DOE sponsored weekend workshops for teachers, and summer classes for students, are all examples of the kinds of technology resources that will continue to expand.

Objective 1 Develop a five-year Guam Department of Education Technology in Education Plan for submission to and approval by the Guam Territorial Board of Education.

Action Steps:

- Institute a standing Technology in Education Committee
- Develop specific technology implementation guidelines for schools
- Develop district-wide timelines
- Develop district-assessment benchmarks
- Research and develop a district-wide acceptable use policy

Objective 2:. Promote an active role for teachers in planning the use of instructional technology within their classrooms.

Action Steps:

- Publish goals, timetables and review dates of the Technology in Education Plan
- Provide opportunities for teachers to attend professional development opportunities on national and international level

Objective 3:. Increase equipment access for teachers and students

- Establish a partnership committee to investigate developing a long-term business partner interested in committing major resources to help guide our technology development
- Investigate the future establishment of a lend lease computer program to put computers in the hands of teachers paycheck interest free over a two year period. At the end of the two year period the computer would become the property of the teacher
- Establish a plan for a "best use" policy for equipment, software use and upgrades, and donations

- Investigate leasing computer equipment instead of purchasing it
- Establish a strong and purposeful partnership with the Guam Public Library working together to bring public access to the Information Superhighway to all of Guam's people
- Encourage individual schools to include a technology segment in their school level improvement plans

Objective 4: Improve teacher awareness and staff development training

Action Steps:

- Develop and adopt standards for teacher and staff education technology proficiencies
- Survey teachers, administrators, students and parents as to technology awareness, comfort level and current use in order to establish a baseline and measure future progress.
- Develop an in-service training program for teachers and media specialist
- In the area of teacher certification, develop and phase in an educational technology requirement for all teachers and administrators

Objective 5: Upgrade school facilities for the use of electronic equipment

Action Steps:

- Rewire schools to the limit to handle data, voice and video transmissions and additional phone lines
- Assess school needs concerning security, electrical outlets, air conditioned storage areas

Objective 6: Provide technical support for school communities in implementing their technology plans.

Action Steps:

- Develop needs assessment for on and off site service contract and routine maintenance work
- Develop a routine maintenance schedule
- Establish the position (teacher) of a Media Specialist who will work in concert with the school librarian. This person will assist in coordinating and implementing their school's technology plan. In addition he/she will assist teachers in using technology in the classroom and act as a troubleshooter for minor maintenance problems

Objective 7: Continue to develop and review student performance and content standards in the area of technology.

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 1: Develop and implement a five-year Guam Department of Education Technology in Education Plan for submission and approval by the TBOE.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Institute a standing Technology in Education Committee	Present - September 1996	Committee description listing of responsibilities	Director of Education Board of Education	Formation of committee Selection of Chairman
2. Develop specific technology implementation guidelines for schools	Present - Jan. '97 and on-going	equipment inventories current Ed tech research descriptions of successful local programs funding	Technology in Education Committee	Plan written and approved by Board of Education
3. Develop district-wide timelines	Present - June '97	school technology plans district technology plan	Committee Schools - School Improvement Committees	Timelines written and published
4. Develop district-wide assessment benchmarks	January '97 - ongoing	district and school technology plans current research	Technology in Education Committee	Benchmarks published
5. Research and develop district-wide acceptable use policy (AUP)	September 1996	Current Research Other AUP's Legal Opinions	Technology in Education Committee	AUP published and adopted by Board of Education

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 2: Promote an active role of teachers in planning the use of instructional technology within their classroom.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Publish goals, timetables and review dates of the Technology in Education Action Plan	September 1996 - ongoing	district and school technology plans current research	Technology in Education Committee	copy of publication that has been disseminated
2. Provide opportunities for teachers to attend ed. tech conferences at the national level	January 1997 - ongoing	Schedule of National Conferences Funding	Committee Director of Education	Number of teachers who attended ed tech conferences Training / Briefing provided by teachers attending conferences

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 3: Increase equipment access for teachers and students.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Establish a partnership committee to investigate developing a long term business partner interested in committing major resources.	present - January 1997 - - and ongoing	Models of school / community partnerships for the enhancement of educational technology	Governor Director of Education Board of Education Technology in Education Committee	Partnership Committee Formed
2. Establish a "lend-lease" computer program to get computers to teachers	present - December '97 and ongoing	funding corporate sponsorship model "lend-lease programs"	Board of Education Director of Education	Establishment of "lend- lease" Program Computers in hands of teachers
3. Establish a "best-use" policy for equipment, software use, upgrades and donations	Present - January 1997	Equipment Inventory	Director of Education Board of Education Technology in Education Committee	"Best-use" policy published and approved by Board of Education

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 3: Increase equipment access for teachers and students.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Investigate leasing computer equipment instead of purchasing it (expensive pieces)	Present - January 1997 and ongoing	equipment inventory district-wide and school technology plans leasing proposals from businesses	Director of Education Board of Education	Report published by Department of Education
5. Establish a strong working relationship with the Guam Public Library to bring public access to Information Super Highway to Public	Present - ongoing	Funding	Governor's Office Board of Education University of Guam	Publish Cooperative Working Guide Increased Usage Statistics
6. Encourage individual schools to include a technology segment in their school level Improvement Plans (SLIP)	Present - ongoing	Individual school improvement plans current research	Federal Programs School Level Improvement Plans (SLIP)	Technology segments are included in individual school (SLIP) plans

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 4: Upgrade and improve school facilities for use of electronic equipment

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Rewire schools to the limit to handle data, voice and video transmissions and additional phone lines	present - December '99 and ongoing	funding input from experts including building engineers	Governor / Public Works Board of Education Director of Education	Publish upgrade plan, include timelines
2. Assess school needs re: security, electrical outlets, air-conditioned storage areas	present - December 1997 and ongoing	funding school technology plans inventories input from building engineers	Director of Education Associate Superintendent Administrative Services School Principals	Publish needs assessment Upgrades underway

Goal 9: The Guam educational system will be organized to support the achievement of the Guam Education Goals.

Objective 5: Provide technical support to schools and teachers.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop needs assessment for on and off site service contracts and routine maintenance work	present - December 1996 and ongoing	equipment inventory school technology plans funding proposals form contractors	Director of Education Technology Program Coordinator	Service Contract specifications are published, bids are accepted
2. Develop and implement a routine maintenance schedule	September 1996 - ongoing	Equipment Inventory Personnel	Director of Education Principals	Decrease in the length of equipment downtime
3. Establish the position of "Media Specialist Teaching Position" Goal is 1 per school	October 1996 - ongoing	funding job description	Director of Education	positions established qualified people hired

Goal 3: Guam students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter -- including English, mathematics, science, foreign languages, civics and government, economics, the arts, technology, history and geography. They will leave school prepared for responsible citizenship, further learning, and productive employment.

Objective 2: The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, use appropriate technology, and write and communicate effectively will increase substantially.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop list of student performance standards in technology.	present - December 1996	current research current curriculum teacher input	Director of Education Technology in Education Committee	Student Performance Standards Published
2. Phase in performance standards	December 1996 - ongoing	student performance standards school technology plans assessment plan teacher input	School Committees School principals	report from school principals
3. Develop and update computer science curriculum	present - December 1996 and ongoing	performance standards existing computer curriculum current research	Director of Education	Computer technology curriculum published

Goal 7: Guam teachers will have access to preservice teacher education and continuing professional development of their professional skills, and the opportunity to acquire the knowledge and skills, including new methods in computer technology, needed to instruct and prepare all American students for the next century.

Objective 2: All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and to use emerging new methods, forms of assessment, and technologies.

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Develop and adopt standards for teacher and staff education technology proficiencies	present - December 1996	- current research - teacher technology survey	Technology in Education Committee Director of education	Teacher/staff proficiencies published
2. Survey teachers to establish a baseline in order to measure future progress	present - January 1997	- Survey questions that will give the information we want - Personnel to administer and tabulate results	Director of Education Research, Planning, and Evaluation	Survey published results published given to Board of Education and Technology in Education Committee
3. Develop an inservice training program for teachers and media specialists.	present - January 1997	- funding - current research on ed tech professional develop programs	Director C & I	Inservice Plan implemented
4. Develop and implement educational technology certification requirement for teachers and administrators	present - January 1998	- courses developed by University of Guam - teacher proficiency list	Board of Education Director of Education Certification Officer	technology certification requirement implemented

Parental and Community Support and Involvement

This Committee is responsible for developing strategies involving parents and other community representatives in planning and implementing Guam's Comprehensive Educational Improvement Plan (CEIP), including strategies such as:

- a. focusing public and private community resources and public school resources on prevention and early intervention to address the needs of all students by identifying and removing unnecessary regulations and obstacles to coordination; and
- b. Increasing the access of all students to social services, health care, nutrition, related services, and child care services, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to provide "one-stop shopping" for parents and students.

In the committee's vision, all children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential. It is our hope to:

- (a) ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- (b) motivate each parent of a preschool child to become actively involved in their child's education.
- (c) provide parents with needed training and support.
- (d) ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.
- (e) reduce the number of low-birth weight babies through enhanced prenatal health systems.

To this end, it our intention to:

- Improve daycare and preschool programs.
- Expand present preschool and daycare programs.
- Establish a program to assist parents with preschool level learning in the home.
- Provide high school students with parenting information and training.

In addition, we also hope that every school on Guam will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional, and academic growth of children. We hope to accomplish this by:

- (a) Encouraging schools to identify the responsibilities of the teacher, the parents, and the student, and to develop contracts outlining these responsibilities to be signed by all concerned.
- (b) Encouraging greater parent participation in the activities of the school and seeking parent and community assistance with literacy program, classroom projects and activities, and to serve as guest speakers.
- (c) Expanding the extra-curricular programs to provide after school opportunities that stimulate positive activity for children who are now unsupervised between the end of the school day and when parents arrive home from work.
- (d) Create avenues for improving the flow of information between the school, the home, and the community to assure that parents are informed of the services and programs that are available to them.

Goal 1: All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential.				
Objective 1: To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.				
Objective 2: To motivate each parent of a preschool child to become actively involved in their child's education.				
Objective 3: To provide parents with access needed training and support.				
Objective 4: To ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.				
Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems.				
*It should be noted that the Department of Education cannot assume the responsibility for all of these activities. It can bring together all of the stakeholders and together they can better utilize the resources we have to better serve the needs of all children.				
*The Parent Community Group supports having the cut off date for school enrollment be changed to August 31st, but recommends that provisions for testing be made for those parents who feel that their child is ready to begin school and who would have to wait another year because of the August 31 cut off date.				
PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS				
Action Step	Timeline	Resources Needed	Accountability	Evaluation
1. Bring together representatives of the various groups and organizations providing day care and other services to preschool age children (a) to determine what services are now available. (b) to determine what regulations and standards guide policies of the various groups and organizations that serve preschool age children. and (c) to provide opportunities for the various stakeholders to network in order to provide better service to preschool age children and their parents.	Begin SY 96-97	• Lists of organizations, day care providers, preschools, etc. • Representatives of government agencies providing services to preschool age children. • Documents containing regulations and standards to be reviewed.	DOE - Elementary Division, Headstart, SPC Early Childhood	Files containing lists, invitations to send representatives, meeting notices and minutes of meetings. Documents containing regulations and standards to be reviewed

Goal 1: All children on Guam will start school ready to learn. Every child will be guaranteed equal opportunities to reach their full potential. Objective 1: To ensure that all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school. Objective 2: To motivate each parent of a preschool child to become actively involved in their child's education. Objective 3: To provide parents with access needed training and support. Objective 4: To ensure that each child receives the proper nutrition, rest, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn. Objective 5: To reduce the number of low-birth weight babies will be significantly through enhanced prenatal health systems. *It should be noted that the Department of Education cannot assume the responsibility for all of these activities. It can bring together all of the stakeholders and together they can better utilize the resources we have to better serve the needs of all children. *The Parent Community Group supports having the cut off date for school enrollment be changed to August 31st, but recommends that provisions for testing be made for those parents who feel that their child is ready to begin school and who would have to wait another year because of the August 31 cut off date.				
PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Review the current regulations and standards paying particular attention to those that concern the health, nutrition, and education of young children and their parents.	Spring 1997	Documents to be reviewed	DOE, Headstart, Public Health, Daycare providers, organizations representing young children	Written recommendations signed by reviewing group, evidence of meetings with those in charge of making needing changes in policies and or regulations, copies of revised policies and regulations now in effect.
3. Make written and oral recommendations for any changes that may be needed, and work to have those changes implemented.	Fall 1997	- Copies of policies governing the changes - Lists of procedures to be followed - Lists of contact people and offices that must be consulted	Group recommending the changes	Copies of documents containing proposed changes, letters to appropriate agencies recommending changes, minutes of meetings, and evidence of enforcement.

PROPOSAL A: IMPROVE DAYCARE AND PRESCHOOL PROGRAMS				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Publish and/or disseminate information concerning the regulations, standards and policies concerning the health, nutrition and education of young children and make the information available to service providers, to parents of young children, and to those agencies responsible for licensing, regulating, and inspecting providers of services to young children. Whenever possible, the information should be provided in the families first language.	Begin SY 1996-97 - on-going	Pamphlets, check lists, booklets, handouts that can be given to parents.	DOE, Public Health, the Library, the medical community, businesses that supply goods and services to young children and their parents. The consulates and offices providing help and services to our multi-cultural population.	Copies of materials on file, in all schools and in places accessible to parents. Lists of materials available, their location, announcements of dates and places of dissemination, lists of those receiving materials
5. Encourage the development of a parental participation program with daycare and preschool centers that is similar to present Headstart Parents Contracts.		Copies of Headstart contract, lists of daycare organizations,	DOE, Headstart, Preschools and Daycare providers	Programs in preschools and daycare centers. Copies of the contracts on file.

PROPOSAL B: EXPAND PRESENT PRESCHOOL AND DAYCARE PROGRAMS				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Create avenues to provide services to the large group of children not now being served by Headstart or private daycare or preschool providers by: (a) expanding the Headstart Program. (b) utilizing community programs. (c) encouraging businesses and government agencies to provide day care for the children of employees.	SY 97-98	Lists of existing programs and policies guiding the number of students served. Information concerning funding and cost of operation.	DOE, public health, community organizations, preschool and daycare providers.	The number of students being served will increase. There will be an increase in the number of daycare facilities available.

PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRESCHOOL LEVEL LEARNING IN THE HOME				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Provide all parents of new born and preschool age children with needed information and services by: (a) providing a packet of materials concerning infant care to all parents of newborns before they leave the hospital. (b) providing additional packets through public health, medical community, clinics, and doctors' offices, community outreach programs and the library as the child grows (c) providing parents of special needs children with support from birth by linking the resources of the Department of Education, the hospital, and public health. (d) gathering and disseminating materials for parents of young children to provide multi-cultural pre-literacy activities for preschool children .	Begin SY 1996-97 - on-going	- Copies of information now available, - Addresses of organizations providing information - Sources of funding to purchase pamphlets and for printing	DOE, (special education, Headstart, Early Childhood,) public health, community organizations, UOG, GCC, GMH	Copies of packets, lists of locations, lists of those receiving and or disseminating materials Increase in the number of children with special needs being served.

PROPOSAL C: ESTABLISH A PROGRAM TO ASSIST PARENTS WITH PRESCHOOL LEVEL LEARNING IN THE HOME				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Encourage Parent-Teacher Organizations to include the parents of preschool age children in meetings to provide teachers and parents with information concerning the care and education of young children. Preschool PTO - for 2, 3, 4 yr old.	SY 96-97 and on-going	- Meeting places - Equipment as needed - Volunteer facilitators for special workshops and presentations.	Parent Teacher Organizations in schools and pre schools. JPTAP	Direct communication with participants, meeting notices, sign-in lists, programs etc. Lists of possible presenters and successful programs
3. Encourage schools, preschools, and daycare providers to work with organizations and agencies that provide services to young children to conduct workshops and conferences to provide a variety of presentations for their age group and area. Sample topics will be nutrition, parenting skills, stress management, parent forums for problem solving, creative discipline, etc.	Fall 1996 and on-going	Meeting place Volunteer facilitators Support of schools Parents Parent Teacher Organization (PTO)	DOE, Parent Teacher Organizations, Organizations serving young children and their parents	Lists of workshops, places, times, programs Evaluation forms from workshops Lists of successful presenters and workshops on file

PROPOSAL D: PROVIDE HIGH SCHOOL STUDENTS WITH PARENTING INFORMATION AND TRAINING.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Integrate information about parenting skills (should include, but not be limited to, general health, birth control, nutrition at all ages, discipline methods, stress management, abuse prevention, preschool teaching skills, and the realities and importance of the parental role) into existing health and parenting classes, and strengthen existing parenting programs that provide early intervention and education and care for sexually active, and pregnant teens.	On going	Materials from public health, and other public agencies that can be used to supplement adopted curricular materials.	DOE (Curriculum and Instruction, Secondary Associates, Principals, and teachers.)	Long term feedback will show better educated, and therefore, prepared parents, a reduction of teenage pregnancies, fewer low birth-weight babies, and healthier children.

Goal 8:	Every school will develop family and community partnerships that will increase parental involvement and participation in promoting the social, cultural, emotional, and academic growth of children.
Objective 1:	Each school will develop policies to assist the school and educational agencies establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
Objective 2:	Every school will actively engage parents and families in a partnership which supports the academic work and co-curricular activities of children at home and shared educational decision making at school.
Objective 3:	Parent and families will help to insure that school standards are adequately supported and will hold schools and teachers to high standards of accountability.

PROPOSAL E: ESTABLISH A PARENT, TEACHER, STUDENT CONTRACT

ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Encourage school teams to identify the responsibilities of the teacher, the parent, and the student, and to develop contracts outlining these responsibilities to be signed by all concerned.	At the beginning of each school year.	Meeting place Community input	Principals, school teams and PTOs Parents, teachers, and students must be responsible to hold each other to the points of the contract	Signed contracts in files

Proposal F: PARENTS IN THE SCHOOLS PROGRAM

1. Revitalize and/or restructure PTO to encourage greater parent participation and support of the school by forming a group of parent volunteers to promote literacy, assisting with the reading program, assisting in the library and classrooms, and serving as guest speakers in the classroom.	immediate and on-going	Community Involvement Sharing information concerning successful programs already in place Parent training in Academic areas Training for parent and community volunteers.	Schools and present PTO membership	Greater participation of parents in PTOs and support of PTO programs. Lists of volunteers at school. Sign in sheets for participants. Descriptions of services offered by school
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Proposal F: PARENTS IN THE SCHOOLS PROGRAM				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
2. Implement present FAST (Families and Schools Together) programs island wide. All schools should have FAST trained staff and should actively pursue the implementation of this program.	Present and on-going	FAST teams and supplies at each school Principal GPTAC	DOE Curriculum and Instruction, DOD, Parent Organizations, UOG, GCC, Current F.A.S.T. teams at each school Principals JPTAP	Increased homework quality, retention, and better parent/student interaction. Evidence of workshops being given and attended by parents.
Proposal G: COMMUNITY IN THE SCHOOLS				
1. Encourage joint ventures between the offices of the village mayors and the schools to expand services, programs, and facilities .	Present and ongoing	Information concerning the present programs and facilities Information concerning needs not being met by present system	Mayors, Principals, DOE, Parks and Recreation	Calendar of activities Increased use of facilities Increase in the number of students participating in the programs.
2. Encourage community involvement to utilize the human resources available to assist in the schools.	Present and ongoing	Survey of parents to determine skills that may be utilized Information concerning the business community and services they offer	Individual teachers, schools and programs	Increased number of parents and community members who assist with programs in the school as evidenced by lists of programs and participants
3. Network high schools and feeder schools	Present and ongoing	Students, teachers and schools willing to take part	Schools, principals, teachers	Increased interaction between feeder schools Transition between elementary, middle and high school eased - because students are aware of expectations. Placement of students in classes and programs to meet their needs.

PROPOSAL H: EXPAND EXTRA-CURRICULAR PROGRAMS TO PROVIDE AFTER SCHOOL OPPORTUNITIES THAT STIMULATE POSITIVE ACTIVITY AND ROLE MODELS, ESPECIALLY FOR CHILDREN IN HOMES THAT ARE UNSUPERVISED BETWEEN THE END OF THE SCHOOL DAY AND PARENTS RETURN HOME FROM WORK.				
ACTION STEP	TIMELINE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Survey children of all levels to determine areas of interest, such as clubs, choirs, dance groups, scouting, sports, debate, drama, etc.	Fall 1996	- Survey forms school cooperation - Recruit adult advisors, coaches, facilitators, for groups. - Provide meeting space in schools.	Principals and PTO	Survey results Calendar of activities Lists of students and adults participating
2. Provide activity busing for children staying after school for extra-curricular activities.	Spring 1997	Creative bus scheduling, and some extra funding for busing. (Perhaps finding some way to merge services of school buses and public transportation buses.)	PWC / DOE, Mayors Council	Activity busing in place
PROPOSAL I: INCREASE PUBLIC AWARENESS OF SERVICES AVAILABLE				
1. Increase the number of news releases concerning programs in the schools	Present and ongoing	Information from the schools	Principals, DOE Public Information Office	Copies of press releases and news stories
2. Increase information to the community being served by each school	Present and ongoing	paper, photographer, photo equipment, lists of people and places that need to receive the information	School principals, teachers, parent organizations	Copies of newsletters, newspaper articles, letters home, pamphlets, etc.

PROJECTED TIMELINES & BENCHMARKS, ACCOUNTABILITY, REVIEW, & UPDATE

The Department of Education is committed to conducting continuous quality improvement of services provided to students and teachers. To the extent that the Guam CEIP is the blueprint for improving education, Guam DOE will develop and implement a self-monitoring system relative to the achievement of the Guam Education Goals. The internal evaluation system will involve the following major components:

1. **Monitoring of progress through established indicators and benchmarks for each of the Guam Education Goals;**
2. **Periodic progress report to the community of Guam relative to the implementation of the Guam CEIP and its impact on student achievement and performance;**
3. **Annual conference involving Guam educators and community members to review and update the Guam CEIP.**

The following timeline describes action steps relative to promoting bottom-up systemic reform as well as steps for developing benchmarks, monitoring, reviewing, and updating the Guam CEIP.

Objective 1: To gather input from educators and business/community leaders & develop the draft Comprehensive Education Improvement Plan

Feb 1995	Solicit nominations for the Guam Goals 2000 Panel Members from the community at large
Mar 1995	Governor of Guam and Director of the Department of Education appoint Goals 2000 panel
Apr 1995	Launch Guam Goals 2000 during a huge school-community meeting at the Top O' The Mar; elect Goals 2000 Panel Chairs and Vice-Chairs for the various committees
May 1995	Signing of the Covenant to Reinvent Education by key Government of Guam officials, educators, community and business leaders, various organizations
May 1995-	Various Goals 2000 Committees conduct weekly meetings and workshops with the public, held July 1996 several television and radio talk shows, published and disseminated Goalsline Newsletter
May 1995-	Set guidelines and criteria, solicit, review & approve applications and grant funding for LEA June 1995 planning subgrants from the 1st Year Planning Grant

Oct 1995	Conduct islandwide survey to solicit input on Guam education standards & public school system
Nov 1995	Organize, orient, and create linkage with 6-member Goals 2000 School Team at each school site
Nov 1995	School-community education rally and islandwide Goals 2000 Logo Competition among students
Jan 1996	Governor of Guam adopts Goals 2000 as the education component of the Guam Vision 2001
Feb 1996	Northern Schools Coalition Goals 2000 launch 'Families & Schools: A Workshop for Parents'
May 1996	Write Goals 2000 proposal for second year funding and have Board of Education review proposal
Jun 1996	Submit Goals 2000 proposal to the U.S. Department of Education for 2nd Year funding
Aug 1996	Various Goals Committees complete the first draft of the Goals 2000 Guam CEIP
Aug, 3, 1996	Guam Dept of Education key officials review the draft CEIP using the U.S. DOE criteria
Aug 9, 1996	Territorial Board of Education conducts work session and adopts the draft Comprehensive Education Improvement Plan
Objective2:	To gather feedback from educators, business, and community leaders, and the general public on the Guam Comprehensive Education Improvement Plan
July 1996	Receive Goals 2000 2nd Year funding approval from the U.S. Department of Education
Aug 17, 1996	Hold a Goals 2000 Panel meeting to finalize plans for convening school teams and community
Aug 21, 1996	Islandwide media campaign to invite the public to the school-community workshop and to solicit feedback from the public regarding strategies incorporated in the Guam Goals 2000 CEIP
Aug 24, 1996	Hold a school-community workshop to obtain feedback on the draft CEIP from Government of Guam officials, business/community leaders, education officials, PTO's and all 35 school teams
Aug 29, 1996	Submit the final Guam Comprehensive Education Improvement Plan to the U.S. Dept of Education

Objective 3: To implement the strategies specified in the Guam Goals 2000 Comprehensive Education Improvement Plan

Sep 1996 The timeline for the implementation of each Goals 2000 strategy is specified in the attached Comprehensive Education Improvement Plan. Please refer to the attached plan.

Nov 1996 Develop criteria, solicit, review, and approve applications for LEA 2nd Year subgrants

Objective 4: To conduct regular review for the continuing monitoring, update, and improvement of Guam goals 2000 CEIP strategies

May 1996 Align Guam indicators with the national benchmark indicators for each goal in the Guam CEIP

Aug 1996 Disseminate the results of the districtwide student Comprehensive Testing Program

Sep 1996 Organize a professional development council consisting of Goals 2000 Panel members, institutions of higher education, DOE staff, parent and community leaders to review, revise, and monitor professional development needs assessment, plans, training implementation, and actual use of new skills/knowledge for addressing student diversity and challenging instruction

Sep 1996- Continue the development of qualitative and quantitative indicators for each of the goals and Sep 1997 objectives of the Goals 2000 CEIP and benchmark these indicators with the national indicators

Nov 1996 Publish the district school report card incorporating baseline Goals 2000 indicators

Dec 1996 Publish the school report cards incorporating baseline Goals 2000 indicators relevant to LEA

Jan 1997 Train a member of each school team how to continuously collect data for relevant Goals 2000 indicators and how to prepare the individual school report card

Apr 1997 Collect data to monitor progress towards each goal & compare with local & national benchmark

NOTE: This activity will be conducted every year in April; this activity will also take care of monitoring and collecting data for the activities outlined in the LEA 2nd Year subgrant

Jun 1997 Develop & implement a plan for the continuous review of content and performance standards, opportunity-to-learn standards, curriculum and instructional materials alignment, and assessment & reporting of student achievement to ensure 'world class' education for Guam students

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| Dec 1997 | Develop a plan to review the proposed department's structural system if it allows for improved governance and accountability that enables students to perform at high levels |
| Sep 1998 | Develop & implement a plan for the continuous review of the Guam public schools citizenship program, language and culture instruction programs, academic mastery programs, after-school tutorial programs, school readiness programs, technology in education programs, and other on-going education programs designed to improve student achievement |
| Apr 2000 | Guam students reach full potential and achieve the goals and standards set by the Goals Panel |

Objective 5: To develop indicators and benchmarks for the Nine Guam Education Goals

Following are the major activities that will be conducted by the Department in collaboration with the community of Guam and other GovGuam entities:

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| May 1996 | Align Guam indicators with the national benchmark indicators for each goal in the Guam CEIP |
| Sept 1996-
Sept 1997 | Continue the development of qualitative and quantitative indicators for each of the goals and objectives of the Goals 2000 CEIP and benchmark these indicators with national indicators |
| Apr 1997 | Collect data to monitor progress towards each goal & compare with local & national benchmark NOTE: This activity will be conducted every year in April; this activity will also take care of monitoring and collecting data for the activities outlined in the LEA 2nd Year subgrant |

In May 1996, the Guam Dept of Education Data Coordination Task Force convened to discuss the various issues regarding all district level data collection activities. The benchmark data for Guam in the various national Goals indicators were presented and initially discussed. The attached form (Attachment I) lists the benchmarks that have been set to date as well as those that need to be developed yet.

It should be noted that the benchmarks that have been identified are quantitative in nature. Qualitative benchmarks will be developed at both the district as well as the school level. Such benchmarks as implementing a pilot year-round school, increasing the number of school days at a specific school year, etc. will be identified during the next fiscal year.

Objective 6: To measure student progress in achieving the Guam Education Goals (Comprehensive Testing Program)

The following lists on-going activities as well as action steps that will be implemented by the Department in relation to monitoring student achievement.

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|-----------------------|---|
| Aug. 1996 | Disseminate the results of the districtwide student Comprehensive Testing Program |
| Aug 1996 | Adopt the improved version of the Stanford Achievement Test |
| April 1997 | Administer the SAT9 to replace the SAT8 and Goals tests |
| Sep 1996-
Sep 1997 | Develop the new criterion-referenced test |

The Board of Education has recently adopted the new edition of the Stanford Achievement Test (SAT9) which is an improved version of the SAT8 and the Goals tests. This new version will enable the department to add its own locally developed test items and also features performance based test items similar to those in the Goals test. The department is working on the development of the new criterion-referenced test which will replace the Basic Skills Mastery Test (BSMT). The BSMT was used by the Guam DOE for the last 10 years until last school year when the Board of Education decided to put a moratorium on the administration of this test. Guam is also using the NAEP results as another indicator of student achievement level.

Objective 7: To report progress towards achieving the Goals (District and School Report Card)

In addition to reporting student achievement, Guam will also report district and school indicators through the district report card and the individual school report cards. The following activities will be conducted.

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| Nov 1996 | Publish the district school report card incorporating baseline Goals 2000 indicators |
| Dec 1996 | Publish the school report cards incorporating baseline Goals 2000 indicators relevant to LEA |
| Jan 1997 | Train a member of each school team how to continuously collect data for relevant Goals 2000 indicators and how to prepare the individual school report card |

Guam Department of Education will build the capability at the school level to (1) collect data accurately and efficiently and in a timely manner and (2) to aggregate and process the data so that each school can prepare its own school report card. The district will provide technical assistance and training to the school staff to lessen the burden of coordination as well as to give schools the flexibility to develop their style and format while following standard information elements that would connect the school report card to the district report card.

Objective 8: To provide quality professional development in achieving the Goals (Review Plans and Professional Development)

Guam will not only place effective systems to make things happen for the children so that they can reach their maximum potential; Guam will also ensure that education staff, specially the teaching staff, perform at high levels. Towards this end, Guam will organize a professional development council whose functions are to review, revise, and monitor professional development needs assessment, plans, training implementation, and actual use of new skills/knowledge for addressing student diversity and challenging instruction.

Sep 1996 Organize a professional development council consisting of Goals 2000 Panel members, institutions of higher education, DOE staff, parent and community leaders

Objective 9: To conduct continuous review, update and improvement of the strategies: Various Plans

In keeping with the true spirit of grassroots planning, implementation, and continuous improvement of our education strategies, the Goals 2000 Panel in collaboration with the Guam Department of Education will develop and implement plans incorporating procedures that will enable the continuing review of our strategies. The Department will conduct research and program evaluation studies and will learn from the experience of other states in the nation ways to improve our system. The following activities will be conducted to achieve this objective:

June 1997 Develop & implement a plan for the continuous review of content and performance standards, opportunity-to-learn standards, curriculum and instructional materials alignment, and assessment and reporting of student achievement to ensure 'world class' education for Guam students

DEC 1997 Develop a plan to review the proposed department's structural system if it allows for improved governance and accountability that enables students to perform at high levels.

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| Sep 1998 | Develop & implement a plan for the continuous review of the Guam public schools citizenship program, language and culture instruction programs, academic mastery programs, after -school tutorial programs, school readiness programs, technology in education programs, and other on-going education programs designed to improve student achievement |
| Annual | School Community Conference to review progress towards achieving the Guam Education Goals and update the Guam CEIP |

GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN

**EXISTING PROGRAMS OF THE GUAM DEPARTMENT OF EDUCATION
THAT MEET THE REQUIREMENTS OF TITLE III, SECT. 306**

Goals 2000, Title III, Sec. 306 requirements	GUAM DOE Pre-existing Programs/Projects that meet the specific Sec 306 requirement
Broad Based Participation	Site-Based Management Program Plan; Re-Alignment To Reorganization: A Case For Change
State Content & Performance Standards; Section 306 (c)	Content Standards/Curriculum Cluster Reviews; Performance Standards Development: Chamorro Language & Culture Program, Bilingual-Bicultural Education Program, PACE. GATE Program, Special Education Programs & Services, VPA Program.
Aligned, Multiple Measures/ Assessments; Section 306 (c), (1) (B)	Different Aptitude Test (DAT). My Career Portfolio. Sensuran Fino' Haya, PTEP, Comprehensive Testing Program, Participation in NAEP
Aligned Curricula & Instructional Materials; Section 306 (c), (1) (C)	Guam DOE Home Plan 1995-2000 (PREL/Math/Science Regional Consortium). K-3 Integrated Curriculum; K-12 LOTE Curriculum Guide; Head Start Curriculum; K-12 Comprehensive Career Development curriculum;; Credit Evaluation Policy; Fin'o Chamorro; Programan Kalupal
Professional Development; Section 306 (c), (1) (E)	National Diffusion Network (NDN); Professional Teacher Evaluation Program (PTEP); Christa McAuliffe Fellowship Program Visions and Dreams Project (PREL Math/Science Regional Consortium).Phase II Library Automation. Various Staff Development Projects and Workshops
Opportunity-to-Learn Strategies & Standards; Section 306 (c), (1) (d)	Alternative Learning Paths (ALPs); Languages Other Than English (LOTE); Student Exposure Projects; PACE, GATE, Robert Byrd Scholarship; Pre-School Program; Infant Toddler Early Intervention; Child Study Team ; Education For All ; Student-of-the Month ; Clay for Kids; Schoolwide Discipline Project; GOTCHA!
Governance, Mgmt & Accountability Strategies; Section 306 (c), (1) (e)	Board of Education Resolution to Re-Align the Guam Department of Education: Site-Based Management Plan; Re-Alignment To Reorganization: A Case For Change
Parental & Community Support & Involvement; Section 306 (c), (1) (f)	Families and Schools Together (FAST); School-Home-Community Partnership Activities; Ceramics in the Sixties MultiGenerational Program; Community Sponsored School Contests and Shows; Community-School District Consortia; Inetnon Manaina Ma'estra gi Inestudion Chamorro; Parent-Family Community Outreach; Effective Schools Program; Art Head Start Parental Involvement Programs; Summer Program and Community Enrichment (SPACE); Students Helping Out (SHOUT); Parents Helping Out (PROUD)
Making Improvement Systemwide; Section 306 (c), (1) (g)	Effective Schools Program, Board of Education Resolution to Re-Align the Guam Department of Education: Site-Based Management Plan; Re-Alignment To Reorganization: A Case For Change; ALPS
Promoting Bottom Up Reform Section 306 (c), (1) (h)	Re-Alignment To Reorganization: A Case For Change; Site-Based Management Plan
Drop-Out Strategies: Section 306 (c), (1) (i)	ALPS Program; The New Guidance: A Systems Approach to Pupil Personnel Programs; School-To-Work Development Grant - Federal initiative signed May 1994
School-to-Work Coordination; Section 306 (c), (1) (j)	ALPS Program; Bank Teller School. Marketing Laboratory Store Guidelines. School-To-Work. Development Grant - Federal initiative signed May 1994. Driver Education. GCC Programs
Benchmarks & Timelines; Section 306 (c), (1) (k)	Comprehensive Testing Program, PTEP; District Report Card; Effective Schools Program
Coordinating Strategies w/Perkins, Section 306 (c), (1) (l)	Vocational/Technical Education Program; School-To-Work Transition Program
Program Improvement & Accountability; Section 306 (c), (1) (m)	Professional Teacher Evaluation Program (PTEP); Comprehensive Testing Program; School Level Improvement Plans (SLIPS) Languages Other Than English (LOTE); Effective Schools Program ; District Report Card; School Report Card.
Regular Review	District Report Card; School Report Card

EXISTING PROGRAMS OF THE GUAM DEPARTMENT OF EDUCATION THAT MEET THE REQUIREMENTS OF TITLE III, SECT. 306

ADOPT A STUDENT/CLASS PROGRAM* (asterisked programs such as these are school initiated) Volunteers from the four military commands on Guam (PWC/OICC) Navy Legal Service Office, Detachment Civic Action Team (DETCAT) and Naval Mobile Construction Battalion (NMCB) provide tutorial and counseling advice to students and also help classroom teachers correct schoolwork and organize learning materials, lead small group instructions, and supervise classroom activities.

ALTERNATIVE LEARNING PATHS (ALPs): is Guam's School-To-Work Transition plan developed by a consortium of community representatives and representatives from the educational institutions to provide learning opportunities for students interested in joining the work force immediately upon high school graduation. Students choose high school paths and are provided learning opportunities relative to their choices and are involved in applied courses that are practical and relevant, and emphasize hands-on learning.

BANK TELLER SCHOOL PROGRAM High school students are provided exposure to the process of reviewing, evaluating, and transacting regular bank transactions. This program is sponsored by the Bank of Hawaii.

BILINGUAL-BICULTURAL EDUCATION PROGRAM (BEEP): Volunteer regular classroom teachers extend Chamorro language instruction into the content areas and in their classroom management. Students are taught totally in Chamorro and through other bilingual techniques.

CERAMICS IN THE SWEET SIXTIES* is a joint project with the elderly citizens (manamkos) of the island from the southern villages where educational exchanges between students and these senior citizens occur. This "intergenerational ceramics class" aims to teach the manamkos the art of ceramic making while students are exposed to cultural values from these manamkos.

CHAMORRO LANGUAGE AND CULTURE PROGRAM (CLCP): P. L. 21-34, P.L. 14-53, P.L. 15-9, and P.L. 21-34 mandated the teaching of Chamorro language to all students in K-5; mandated all middle school students to take one-year course in Chamorro language instruction. Board Policy 346 directs instructional time for K-5 students.

CHAMORRO MANDATE PROGRAM-SECONDARY (CHAMPS): All middle school students must take one-credit course in Chamoru instruction and mandated all high school students to take one-year course in Chamorro language instruction prior to graduation.

CHILD STUDY TEAM Project* is an effort to provide all possible help and intervention for students who have special needs without being referred to special education program. The program provides added support for the teachers without the child going into SPED. It also provides teachers with resources which will increase their effectiveness in working with students who display unique needs.

CHRISTA MCAULIFFE FELLOWSHIP program provide fellowships to outstanding teachers to enable them to continue their education; to develop innovative educational programs; and to engage in other educational activities that will improve the knowledge and skills of teachers and the education of students. The fellow is selected by a seven-member panel appointed by the Governor in consultation with the Director of Education.

CLAY FOR KIDS* is an art enrichment and development program for students who work with clay as medium of art expression. A \$25,000 grant was awarded to the school for art supplies. Students sometimes sell their art work products.

CLIMB: Coordinated Learning Integrated Middle Basics: A plan to align all skills students need to acquire & master in mathematics, language arts; Part of the ESP Project.

CLOSE-UP INTERNATIONAL PROGRAM takes students behind the scenes in Washington D.C. to see the U.S. political process in action.

COMMUNITY BASED EDUCATION (CBE) is an instructional strategy program used with students who learn to apply their skills in the community settings rather than just practiced in a classroom. At the elementary level, this may involve learning how to order or make choices at a fast food restaurant or purchase items with correct money. At the middle and high school levels, community training is expanded to vocational skills and actual on-the-job training.

COMMUNITY SPONSORED SCHOOL CONTESTS AND SHOWS: Facilitated various contests throughout the district for various causes SHELL Guam, Inc. Calendar Contest - Guam, Saipan, Palau. The Nut Cracker Poster Contest (Body Arts Ballet Studio) - 80 high school students entered pieces. Goodwill Industries Poster Contest. GOALS 2000 Logo Contest - 25 students entered pieces. Firefighters Poster Contest. Civil Defense Poster Contest. My Schools Olympic Flag - Guam Olympics. Mother's Day Poetry Contest (Chamorro Village Vendor's Association) - 357 students from various schools; ART Shows at the Palace Hotel & the Guam Gallery of Arts.

COMMUNITY-SCHOOL DISTRICT CONSORTIA Multi Media Communications Center at GWHS Assisted in the planning and renovation stages. GWHS Nursing Assistant Programs Facilitated collaboration between GWHS and GCC. Oceania Basketball Confederation Programs Clinics and/or workshops were facilitated for 14 schools. Aussie Sports Youth Sports Program Organization Issue addressed in preparation for implementation September 1996. Amateur Athletic Federation Clinics and/or workshops for schools.

COMPREHENSIVE CAREER DEVELOPMENT CURRICULUM PROGRAM: A program for K-12 career development initiated with teachers and counselors from various schools.

COMPREHENSIVE TESTING PROGRAM is designed to provide educators, parents, students, and the community with different measures to assess student academic achievement. The Department of Education is currently revising its locally developed criterion-referenced test and has just adopted the latest version of the Stanford Achievement Test (SAT) which is the district's norm-referenced test.

CONTENT STANDARDS REVIEW: A core group of 91 educators reviewed and rendered recommendations of the currently adopted content standards incorporating discussions about world class standards and addressing cultural diversity.

CURRICULUM CLUSTER REVIEW A review of course requirements and/or recommendations is being facilitated for each of the alternative Learning Paths Vocational Technical options: Tourism/Hospitality, Technology, Business/Marketing, Agriculture / Science, Consumer Family Science, Trade and Industry, Technical Education, Health Recreation Physical Education Dance. Credit Evaluation Policy. Guidelines for the review and application of earned credits for graduation requirements have been developed by teachers, administrators, and guidance counselors.

CURRICULUM DEVELOPMENT for all grade levels, content areas, and special need areas: K-3 Integrated Curriculum, K-12 LOTE Curriculum Guide, Head Start Curriculum development with Head Start staff.

DIFFERENTIAL APTITUDE TEST (DAT) administered to all 8th graders of which results, combined with course likes/dislikes, teacher/parent/counselor recommendations, student preference helped students determine path choice for high school.

DISTRICT REPORT CARD: Is a brief but comprehensive assessment of the various aspects of school district operation, including student achievement, program implementation, financial status, management operations, staffing profile, and facilities and learning resources.

DRIVER'S EDUCATION PROGRAM 103 students completed "In-Car" training at GWHS and JFK. Tiyan access for student driver training, specifically the REV/TAX parallel parking test site. Networked with GCC in securing slots for 70 students for driver education.

EDUCATION FOR ALL (EFA)* is a project that applies the concept of equal access for all students. Every grade level at the school implementing this project has an EFA classroom composed of high ability, average ability, and students with special needs. In this classroom, the special education teacher co-teaches with the general education teacher in a general education environment to provide modeling for each student the kinds and types of real-life environment and to teach them how to cope and live in a real-life setting.

EFFECTIVE SCHOOLS PROGRAM is the school district's effort to encourage site-based management with the goal of developing school level improvement plans or SLIPs. The SLIPs address student academic achievement, professional development, positive school climate and parental involvement.

FAMILIES AND SCHOOLS TOGETHER (F.A.S.T.) Workshop and School-Home-Community Partnership Activities participated in by 32 (of 35) schools on Guam. Each participating school developed a preliminary plan to implement a comprehensive School-Home-Community Partnership Program. Experienced teams of presenters are currently available as resources

FINO' CHAMORRO is a regular column in the most popular local newspaper on Guam which features articles in the Chamorro language, including fables, stories, poems, etc.

GIFTED AND TALENTED EDUCATION (GATE) is a program designed to meet the unique needs of preschool through high school, through an enrichment program based on a qualitatively differentiated curriculum in identified process skill areas. *Freedom to Soar Beyond All Barriers*, the vision of the **GATE Academic Program**, provides the framework for organizing activities in computer science, technology, communications and economics, Academic Challenge Bowl, and the Math Olympiad competitions, High School Debate, and Math Counts. **GATE Visual Performing Arts (VPA)** provide a program for gifted visual and performing arts students which stimulates creativity, provides motivation, and instills self-discipline. Music, theater arts, and visual arts programs are offered at all grade levels. Theater productions and music concerts provide the opportunity for these gifted students to perform and display their creative talents, as well as learn the skills of their craft and the skills involved with production and display.

GUAM COMMUNITY COLLEGE PROGRAMS (1) The Driver Training program trained high school students to drive safely and defensively. All the participating students completed these classes, meeting the standards for driving competency (2) The Technology Education program enhanced instruction in vocational programs in the public high schools that included the practical application of skills required for success in the world of work.

GUAM DOE HOME PLAN 1995-2000 The Pacific Math and Science Consortium in collaboration with the Mathematics and Science Leadership Team works with educational leaders from each entity of the region to identify direct service activities that both meet the established criteria and priorities of the Consortium to provide and support Math and Science improvement services tailored to local need and circumstances.

HEAD START PARENT INVOLVEMENT COMPONENT: involves parents in parent education, program planning and operative activities. The Guam Head Start Policy Council consists of elected representatives selected by the parents of each center and representatives from the community. The Council is responsible for approving or disapproving the program plan and budget, the hiring and terminating of staff, and any changes in local program policy.

HEAD START HEALTH PROGRAM COMPONENT: Head Start emphasizes the importance of prevention and early identification of health problems. All children are required to have eye and dental examinations, and physical examinations including up-to-date immunizations and blood tests prior to entering Head Start. Vision screening, as well as height and weight screening, is done during the school year. Continuing health education is provided for children and parents.

HEAD START DISABILITIES SERVICE COMPONENT: Head Start is mandated by law that a minimum of ten percent (10%) of its total enrollment each year be disabled children. Head Start works closely with the Department of Public Health and Social Services, and private sector service providers. Appropriate placement and services are provided during the Head Start year and as they transition into kindergarten.

HEAD START EDUCATION COMPONENT: The Head Start education program is designed to meet the needs of each child. Learning experiences which foster physical, social-emotional, and intellectual development are provided. The program strives to build the child's ethnic pride while respecting the cultural backgrounds of others. The curriculum is designed with the concept that children learn through play.

HEAD START HOME VISITS: A minimum of two (2) home visits a year by the teaching staff per child are required by the Head Start Performance standards. Parents are notified before each visit. The teacher and aide will be making introductory visits in September to get acquainted with each child and his/her family. The first required Home Visit should be done by the end of April. The third, fourth, fifth, etc., will be in accordance to the families needs.

HOMEBOUND AND HOME TUTORING is a program whereby students, who for medical reasons, as referred by a physician as being unable to attend school for one or more months are provided instruction in their home.

HOME-SCHOOL PARTNERSHIP* program is the school's effort to get parents involved in classroom activities under the supervision of the teacher. A Literacy Day and Parent Workshops are organized by the school to obtain maximum participation and assistance from the parents

INETNON MANAINA MA'ESTRA/TRO gi ESTUDION CHAMORRO (IMMECHA): This is a joint effort between the Chamorro Language Division and parents of students taking Chamorro language instruction where parents assist DOE in reviewing instructional materials and proposed grants and also obtain instruction in Chamorro language

INFANT/TODDLER EARLY INTERVENTION Family centered early intervention to children ages birth through two years of age who have disabilities, developmentally delayed, or who are at risk for disabilities. **Pediatric Evaluation Developmental Services (PEDS)** provides for the initial identification of children ages birth through two. **Guma' Nene** provides home visits, special instruction, service coordination, social work, speech, occupational and physical therapy to children and their parents. Diagnostics, family counseling, parent support and training are additional services provided to infants and toddlers and their families.

INETNON MANAINA MA'ESTRA/TRO gi ESTUDION CHAMORRO (IMMECHA): This is a joint effort between the Chamorro Language Division and parents of students taking Chamorro language instruction where parents assist DOE in reviewing instructional materials and proposed grants and also obtain instruction in Chamorro language.

INTERGENERATIONAL PROGRAM is a local Close-Up program aimed at helping manamkos (senior citizens) and manhoben (youth) become more aware of all civic issues and more connected to the world around them. All public high schools and private schools and the Guam Community College participate in this program.

KIDS ON THE BLOCK is one of the most successful awareness programs where puppets perform scripted skits that demonstrate interactions among "puppet-people" with disabilities and without disabilities. The purpose of this dynamic program is to bring awareness to school children about the different disabilities and how it feels to have a disability. Puppets share their feelings with the audience and relate how there are just as many similarities as differences in people with disabilities.

LANGUAGES OTHER THAN ENGLISH (LOTE) is Guam's ESL program implemented to identify, assess, and provide appropriate educational services to all students who have limited proficiency in the English language. Founded on the principle that every student has the right to education regardless of his/her home language or background, the LOTE program is designed to meet federal requirements for the elimination of discriminatory educational practices, as set forth in the federal and local laws.

LEISURE EDUCATION program enables special education students to participate to the fullest extent of their ability in integrated activities at school, home and in their community as an accepted member by their peers and adults. Professional work in cooperation with parents, teachers, peers and the student to provide the appropriate instructional methods and follow-up

LIHENG FAMAGU'ON is a separate day school for incarcerated youths, with or without disabilities. Teachers work hand in hand with school counselors and consulting resource teachers to provide appropriate education to these students.

MARKETING LABORATORY STORE: as required by the Memorandum of Agreement between DOE and GCC, the GCC-DOE Committee for Vocational Education Coordination jointly agreed upon guidelines for SY 1996-1997, is a marketing laboratory that provides opportunities for students to apply business knowledge and skills learned in the classroom.

MY CAREER PORTFOLIO is a program where portfolios for career planning for high schools students are developed as a part of the Alternative Learning Paths program in high school. Advanced Placement Exam 209 high schools students from the 5 public schools took AP exams in English, Calculus, Government, U.S. History, Economics, Physics, Biology, and Computer.

MOCK TRIAL PROGRAM involves all public & private schools and the Guam Community College. Through the study of challenging case materials and participation in a simulated trial, students acquire a better understanding and appreciation of our system of justice.

NATIONAL ASSESSMENT IN EDUCATIONAL PROGRESS (NAEP): Guam volunteered to participate in the NAEP to monitor its progress in the various subject areas that NAEP covers such as Math, Science, Reading, etc. The NAEP proficiency scores will be used as one of the benchmarks of Guam student progress. Guam DOE will also utilize the NAEP database to conduct secondary analysis of Guam students' performance in light of the NAEP background variables.

NATIONAL VOCATIONAL TECHNICAL HONOR SOCIETY is a student organization that aims to (1) reward student achievement (2) encourage scholastic excellence, skill development, honesty, services leadership, citizenship, and individual responsibility (3) assist the membership in reaching their educational and career goals (4) help member schools build and maintain effective partnerships with local business and industry and (5) cultivate and champion a stronger, more positive image for occupational, technical, and vocational education in Guam. All five high schools have active memberships with Chapter Advisors.

PACIFIC W.A.V.E. Club provides awareness activities on the social and economic effects of the tourism industry on Guam. During the Conference, 100 students from HLES, DMS, and SSSH examined the impact of tourism on Guam's social and economic livelihood.

PARENT-FAMILY COMMUNITY OUTREACH Based on input from principals and teachers, this program was designed to address the needs of the rapid influx of students from the Freely

Associated States (FAS) of Chuuk, Yap, Kosrae, Pohnpei and Marshalls. Participating schools were provided with the necessary support to meet the varied needs of these students and their families. School-family teams, each consisting of a social worker and community program aide, are assigned to schools with high concentrations of FAS students.

PARENTS REACHING OUT & DETERMINED (PROUD)* is a parent award program given to the parents of this school who meet the following criteria: (1) demonstrates exceptional parental responsibility such as meeting child's daily needs (food, clothing, health & hygiene) (2) supports child's educational needs such as ensuring child is in school on time daily, providing school supplies, and supports classroom assignments and activities daily (3) volunteering for field trips, class presentations, PTA conferences, etc.

PERFORMANCE STANDARDS DEVELOPMENT: Concurrently, performance standards for the content standards were drafted and disseminated to teachers throughout the island for review and feedback. Throughout the Fall Semester (SY 1996-97), teacher feedback and community feedback will be further facilitated before a formal presentation is made to the Director and Territorial Board of Education, the GOALS 2000 Panel, & the Guam Parent Teacher Congress.

PLANNED ALTERNATIVE CENTER FOR EDUCATION (PACE) program provides a viable alternative school environment and instructional approach to students at risk of school failure. PACE has a single site at Oceanview High School and receives students referred by middle and high schools for behavior adjustment.

PRE-SCHOOL PROGRAMS Provide developmentally appropriate services to children with disabilities ages three (3) through five (5) years. With parents and school or early intervention personnel, planning and implementing transitions from the Infant/Toddler Program to Preschool and from Preschool to Headstart or Kindergarten.

PROFESSIONAL TEACHER EVALUATION PROGRAM (PTEP): is Guam's teacher evaluation system designed primarily to provide (1) a process that allows and encourages supervisors and teachers to work together to cultivate and enhance classroom instructional practices (2) a process for bringing structured assistance to marginal teachers (3) a basis for making more informed judgments about teacher performance and (4) information for determining the extent of implementation of knowledge and skills gained during staff development activities

PROGRAMAN KATUPAT is a public educational television program which provides Chamorro language and culture instruction to the general public.

REALIGNMENT TO REORGANIZATION: A CASE FOR CHANGE is a plan to streamline the processes and procedures of the Department of Education to better provide support to schools in their effort to help improve student achievement. Issues relative to realignment, transition, and reorganization are discussed in the plan. The Board of Education endorsed the plan during the FY 1996 budget preparation.

ROBERT C. BYRD SCHOLARSHIP program is federally funded, state administered program that recognizes exceptionally able high school seniors who show promise of continued excellence in postsecondary education.

SCHOOL REPORT CARD a brief but comprehensive report of the various aspects of school-level operations including the school's overall level of achievement, school facilities and resources, school teaching and non-teaching staff, school philosophy, performance in norm-referenced and criterion referenced testing programs, and student demographics

SCHOOL-TO-WORK TRANSITION Grant - Federal initiative signed May 1994 Executive Order 95-28 established the Governor's task force on School-To-Work. This Group (DOE, UOG, GCC, AHRD, DYA, Labor, GEDA, Chamber of Commerce, GHRA, Guam Contractors ASSN, Western

ASSN of Human Resources) is tasked to develop an action plan that will facilitate School-To-Work activities across the island.

SCHOOLWIDE DISCIPLINE PLAN* is a program to provide a safe learning environment for all the school's students. The program is based on the philosophy 'Discipline with Dignity' and teaches academically appropriate and socially acceptable and safe behavior and utilizes positive reinforcement when the child displays the desired behavior.

SENSURAN FINO' HAYA is a local Chamorro language assessment program designed to assess students' oral Chamorro language proficiency. The program also envisions to develop instruments to assess students' reading and writing competence.

SITE-BASED MANAGEMENT: POLICY AND GUIDELINES and Constructive Thoughts On Site-Based Management are working documents prepared and reviewed by over 500 educators, administrators, the Guam Parent Teacher Congress, and various community groups that describes what needs to be done to facilitate and support site-based management.

SPECIAL EDUCATION ELEMENTARY & SECONDARY PROGRAMS Provide specialized instruction to students with disabilities in the elementary and secondary schools. The type of services provided depend upon the unique needs of the individual, which range from consultation services to the general education classroom to direct services in a resource or general education classroom. **Consulting Resource Teachers (CRTs)** assist schools in complying with the federal and local laws regarding the provision of a **Free and Appropriate Public Education (FAPE)** for children with disabilities.

STAFF DEVELOPMENT PROGRAMS Teaching Physical Education; American Sport Education Program - First Aid and Coaching Principles; Racquetball Clinics; Sexual Harassment; Integration of Math and Science; Peer Coach Meetings; Inquiry Learning Workshop; Phase II Library Automation; Outcomes Based Education; Art Methods at UOG; Formula for the Future Workshop; ALPs/STW, workforce developed and cooperative education; Civic Education Workshop

STANDING TALL PROJECT is a K-12 character education program that teaches children "to care, to be responsible, and to have the courage to "Stand Tall" and put these values into action. The program is structured so that students hear stories about real heroes, called "Giraffes". Next, students identify and tell stories "Giraffes" from their studies and communities. Finally, students become "Giraffes" by designing and carrying out their own service projects. Navy volunteers and teacher instructor teams were trained to implement the curriculum in schools and youth programs.

STUDENTS HELPING OUT (SHOUT)* program is sponsored by the Bank of Hawaii and participated in the by the members of the National Junior Honor Society (NJHS) of the school, their parents, and advisors. The program aims to sharpen the leadership skills of the students as they are involved in the beautification projects of the four southern villages in Guam.

STUDENT-OF-THE-MONTH* Students who display exceptional behavior are identified every last Friday of each month and are given awards during a schoolwide assembly. Awards consist of a certificate and merchant coupons (e.g. fast food). The students' names also appear in the school main bulletin board and published in the widely read local newspaper.

SUMMER PROGRAM AND COMMUNITY ENRICHMENT (SPACE)* is a program mainly for kids who are receiving federal assistance (Free Reduced Lunch). Kids are provided exposure to various activities in the community. Kids develop questions prior to the visit. The vocabulary & writing activities of these kids are then are based on those experiences.

THE NEW GUIDANCE: A Systems Approach to Pupil Personnel Programs: Guam School Counselors developed a comprehensive, competence-based guidance program. A guidance

manual entitled A BLUEPRINT FOR EXCELLENCE IN GUIDANCE has been developed by all counselors and administrators.

VISIONS AND DREAMS Project This program aims to provide support for teachers, schools, and communities to carry out projects for the improvement of mathematics and science education in a manner consistent with the Pacific standards and local initiatives. Projects vary in nature but should focus on implementing exemplary mathematics and science instructional practices, increasing school-level access to training and technical assistance, the effective use of technology to support instruction, increasing student participation in mathematics and science, and linking with parents and community to improve mathematics and science achievement.

APPENDICES

- A: Covenant to Reinvent Education**
- B: List of Goals 2000 Panel Members**
- C: Guam Education Goals Indicators**
- D: Results of CEIP Review: Comments / Recommendations**
- E: Three Phases of the Development of the Guam CEIP**

COVENANT TO REINVENT EDUCATION ON GUAM

We, the undersigned, commend the effort by the Guam Education Goals 2000 Panel, Support Team, and Resource Team, to open the process of developing the *Guam Comprehensive Education Improvement Plan* to educators and island community at large.

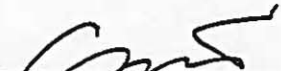
Reiterating our commitment to put education first, we solemnly promise to:

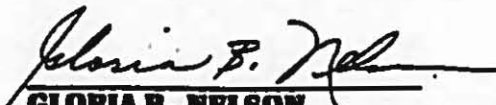
1. *put children first*, in making decisions that directly or indirectly affect education. Such decisions include, but are not limited to instructional, financial, operational, and organizational matters;
2. *support the development of Guam's Comprehensive Education Improvement Plan* by the Guam Education Goals 2000 Panel by:
 - a. actively participating in the development and/or review of the draft *Guam Comprehensive Education Improvement Plan* or delegating a member of my staff to represent me in Guam Education Goals 2000 Panel and/or Committee meetings that I am unable to attend due to circumstances beyond my control;
 - b. providing resources to support the development of the *Guam Comprehensive Education Improvement Plan* within the legal parameters of my position; and
 - c. encouraging constituents, members of organizations we represent, and employees of the Government of Guam to participate in the development of the *Guam Comprehensive Education Improvement Plan*;
3. *implement the Guam Comprehensive Education Improvement Plan* developed by the Guam Education Goals 2000 Panel, given that the community of Guam has been provided opportunities to participate in the development of the plan and/or provide input concerning the proposed strategies.

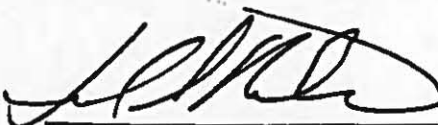
COVENANT TO REINVENT EDUCATION ON GUAM

We further solemnly promise to make every effort to *enhance confidence in Guam's education system and promote positive relationships among educators and our island community by making decisions in a spirit of openness and collaboration with each other*, the Territorial Board of Education, other leaders in education and different branches of the Government of Guam, the United States Military, private industry, and the community at large.

Signed, this 13th day of May 1995, as witnessed by the Guam Education Goals 2000 Panel, educators, parents, students and members of the community of Guam:


CARL T.C. GUTIERREZ
Governor of Guam

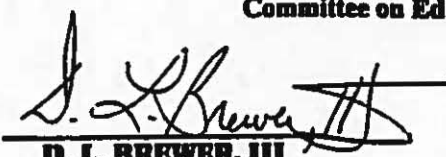

GLORIA B. NELSON
Chairperson
Territorial Board of Education


TED S. NELSON
Acting Speaker
Twenty-Third Guam Legislature


JUDITH WON-PAT BORJA
Chairperson
Legislative Committee on
Education

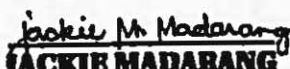

FRANCISCO N. LIZAMA
President
Mayor's Council


EDWARD CALVO ARTERO
Chairperson, Mayor's Council's
Committee on Education


D. L. BREWER, III
Commander in Chief
U.S. Pacific Command Representative


MARY GUTIERREZ
President
Parent Teacher Organization Congress


PAT PEXA
President
Guam Federation of Teachers


JACKIE MADARANG
President
Islandwide Student Governing Board

APPENDIX B: GUAM EDUCATION GOALS 2000 PANEL

NAME	COMMITTEE	PERIOD
Aguon, Katherine (Dr.)***	Systemwide Reform, Chair	2/96 - Present
Ahlgren, Max	Systemwide Reform	4/95 - 6/95
Anderson, Charleen***	Parental Community	3/96 - Present
Artero, Eddie (Mayor)	Parental Community	3/95 - Present
Bailey, David (Major)	Parental Community	6/96 - Present
Barnhart, James	Parental Community	4/95 - 6/95
Bellis, Kirk (M.D.)	Parental Community	4/95 - 7/95
Blas, Maria	Parental Community	4/95 - Present
Boyd, Lourdes	Parental Community	4/95 - Present
Borja-Won Pat, Judi (Senator)	Governance	4/95 - Present
Coffman, Randy	School-to-Work/Voc.Ed.	2/96 - Present
Cristobal, Hope A. (Senator)	Governance	4/95 - Present
Cruz, Ernestina	Governance	4/95 - 6/95
DE ORO, ART	PANEL CO-CHAIR	5/96 - 3/96
DIAZ, ARLINE	PANEL CO-CHAIR	4/95 - 5/95
Diaz, Maria***	School-to-Work / Voc. Ed.	4/95 - 6/95
Delos Santos, Hermie (Dr.)	Systemwide Reform	4/95 - 6/95
Duenas, Debra***	Parental Community	3/96 - Present
Feeley, Ed***	Standards	4/95 - Present
FORTIER, ED	PANEL CO-CHAIR	3/96 - Present
Gilman, Barbara***	Governance	4/95 - Present
Gutierrez, Mary	Governance (TBOE Representative)	4/95 - Present
Harvey, Royce (Chief)	Standards (U.S. Navy Representative)	7/96 - Present
Hendricks, Gayle (Dr.)*	Governance	3/96 - Present
Inay, Averil***	Systemwide Reform	4/95 - 6/95
Johnson, Elwood (Lt.Col.)	Parental Community (U.S. Air Force Representative)	4/95 - 7/96
Ledbetter, Josh	Standards	4/95 - 10/95
Martin, Amy***	Educational Technology	4/95 - Present
Mendoza, Karen	Standards	4/95 - 6/95
MERFALEN, VINCE	PANEL CO-CHAIR	4/95 - 2/96
Miller, Leslie (Dr.)	Standards	4/95 - 11/95
Nelson, Gloria	Governance (TBOE Chairperson)	4/95 - Present

NAME	COMMITTEE	PERIOD
O'Connor, Karen (Sr. Chief)	Parental Community (U.S. Navy Representative)	4/95 - 7/96
PALOMO, ROSA**	PANEL CHAIR	3/96 - Present
Perez, Vicente	Governance	4/95 - Present
Pexa, Pat	Governance	4/95 - 9/95
Rymer, Kaye*	Standards	3/96 - Present
Sablan, Ann Marie	Systemwide Reform	2/96 - Present
Sablan, David	Systemwide Reform	2/96 - Present
Sablan, Velma (Dr.)	Parental Community	8/95 - Present
Sachuo, Sweetter (Dr.)	Standards	4/95 - Present
San Nicolas, Anna	Systemwide Reform	2/96 - Present
San Nicolas, Heidi (Dr.)	Governance	4/95 - 11/95
San Nicolas, Patricia	Parental Community	3/96 - Present
Scott-Smith, Christine	Educational Technology	4/95 - 10/95
Shimizu, David (Dr.)	Systemwide Reform	2/96 - Present
Spencer, Mary (Dr.)*	Standards	3/96 - Present
Suba, Paul	Parental Community	4/95 - 11/95
Sukola, Anita	Systemwide Reform	2/96 - Present
TEEHAN, MARIA**	PANEL CO-CHAIR	4/95 - 6/95
Torres, Mary***	Timelines, Review, Update	4/95 - 6/95
Torres, Jesus	Governance	4/95 - 6/95
Van Dox-Santos, Freddy	Systemwide Reform	2/96 - Present
Wheeler, Marylou	Systemwide Reform (Governor's Representative)	2/96 - Present
Wolf, Ione (Dr.)	Governance (TBOE Representative)	4/95 - Present

GDOE CONSULTING / SUPPORT TEAM

NERISSA BRETANIA-SHAFFER, Ph.D.	Guam Goals 2000 Project Director	4/95 - Present
Zenaida Napa-Natividad, Ph.D.	Benchmarks, Update, Review, Program Alignment	4/95 - Present
Prudenciana Cruz	Administrative Support	4/95 - Present
Marie Cruz	Secretarial Support	3/96 - Present
Mary Cruz	Logistical Support	4/95 - Present
Tony Diaz	Public Information	4/95 - Present

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

GUAM EDUCATION GOALS	Baseline Data	Most Recent Update	Possible Sources of Data
GOAL 1: Ready To Learn			
Direct Measures of the Objectives: Children's Health and Nutrition			
• Number of infants (per 1,000) born at low birthweight (below 5.5 lbs.) (1990, 1992)	72	77	Vital Statistics - DPHSS
• Number of mothers (per 1, 000) receiving early (first trimester) prenatal care (1990, 1992)	669	609	Vital Statistics - DPHSS
• Percentage of infants born in the state with one or more health risks (1990, 1992)	35%	48%	Vital Statistics - DPHSS
• Percentage of 2-year-olds who have been fully immunized against Preventable childhood diseases (1994)	—	—	DPHSS
Direct Measure of the Objectives: Preschool Programs			
• Number of children with disabilities in preschool (per 1,000 3-to-5-year-olds; 1991, 1994)	—	—	Guam DOE / Div. of Special Education
Additional indicators			
GOAL 2: School Completion			
Direct Measure of the Goal: School Completion			
• Percentage of all 18-to-24-year-olds who have a high school credential (1990, 1993)	—	—	Guam DOE / Guam Community College
Direct Measure of the Objectives: School Dropouts			
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)	—	—	DOE Research, Planning, & Evaluation / Guam Community College
Additional indicators:			
	Baseline Data	Most Recent Update	Possible Sources of Data
GUAM COMPREHENSIVE EDUCATION IMPROVEMENT PLAN Goals Indicators			

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

GOALS 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:

Guam DOE RP & E

- Grade 4 (1992, 1994)

6%

6%

NAEP / Guam DOE RP & E

- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:

- Grade 4 (1992)

5%

- Grade 8 (1990, 1992)

5%

7%^{ns}

NAEP / Guam DOE / RPE

NAEP / Guam DOE / RPE

Additional Indicators

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1992, 1995):

- English
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Fine arts
- History

—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—

Guam Department of Education

Additional Indicators

Baseline Data	Most Recent Update	Possible Sources of Data
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GOAL 4: Teacher Education and Professional Development

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

Direct Measure of the Goal: Teacher Education

- Percentage of public elementary and secondary school teachers who held (1992, 1994):
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

— —
— —

FSAIS, Human Mgmt. System
FSAIS, Human Mgmt. System

Additional Indicators

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment

— —
— —
— —
— —

RPE, conduct teacher survey
RPE, conduct teacher survey
RPE, conduct teacher survey
RPE, conduct teacher survey

Additional Indicators

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient student(1994)

— —

RPE, conduct teacher survey

Additional Indicators

Direct Measure of the Objective: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)

— —

RPE, conduct teacher survey

Additional Indicators

Baseline Data	Most Recent Update	Possible Sources of Data
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GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):

7%

—

Intl. Assessment of Educ Progress. NAEP

Taiwan=41%

Korea=37%

Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):

a) whose teachers reported that they do these activities in mathematics class:

- work in small groups at least once a week

33%

38%

NCES NAEP Data Compendium / DOE's

RPE/C & I

- work with measuring instruments or geometric solids at least once a week (1992)

1%

—

NCES NAEP Data Compendium/DOE RPE/C&I

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

37%

28%

NCES NAEP Data Compendium/DOE RPE/C&I

15%

37%

NCES NAEP Data Compendium/DOE RPE/C&I

19%

43%

c) who have computers available in their mathematics classroom

13%

<1%

d) who use calculators in mathematics class at least once a week

22%

26%

NCES NAEP Data Compendium/DOE RPE/C&I

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):

University of Guam

- all students

26%

14%

- minorities (Blacks, Hispanics, American Indians)

0%

33%

- females

24%

17%

Additional Indicators

Baseline
Data

Most
Recent
Update

Possible
Sources
of Data

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above level 3 (of 5 levels) in Prose literacy (1992)

—

—

DOE can conduct
the State Adult Literacy Survey

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

conducted by 12 other states

Additional Indicators

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):
 - registered to vote
 - voting

— —

Guam Election Commission
Guam Election Commission

Additional Indicators

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)

51% —

DOE - Follow-up Studies
University of Guam & Guam Community
College Admission Office

Additional Indicators

Baseline Data	Most Recent Update	Possible Sources of Data
------------------	--------------------------	--------------------------------

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol-and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):
 - alcohol
 - marijuana

— —

Secondary Schools / C & I / Student Personnel
Secondary Schools / C & I / Student Personnel

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993) | — | — | Secondary Schools / C&I / Student Personnel |
|--|---|---|---|

Overall

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> Percentage of public high school students who reported (1990, 1993): <ul style="list-style-type: none"> a) Using the following at least once during the past 30 days: <ul style="list-style-type: none"> - marijuana - cocaine b) Having five or more drinks in a row during the past 30 days | — | — | Secondary Schools / C&I / Student Personnel |
| | — | — | Secondary Schools / C&I / Student Personnel |
| | — | — | Secondary Schools / C&I / Student Personnel |

Direct Measures of the Goal: Schools Free of Violence and Crime

- | | | | |
|---|---|---|-------------------|
| <ul style="list-style-type: none"> Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): <ul style="list-style-type: none"> a) Carried a weapon such as gun, knife, or club on school property b) Did not go to school because student did not feel safe Percentage of public high school who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993) | — | — | Secondary Schools |
| | — | — | Secondary Schools |
| | — | — | Secondary Schools |

	Baseline Data	Most Recent Update	Possible Sources of Data
Percentage of public school students who reported that they were in a physical fight on school property at least once during the past 12 months	—	—	Secondary Schools
Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 month (1994)	—	—	Secondary Schools

Additional indicators:

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

APPENDIX C: GUAM EDUCATION GOALS INDICATORS

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)

— —

Secondary Schools

Additional Indicators

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994)

- public school teachers
- public school principals

— —
— —

NCES Schools & Staffing
NCES, RPE can survey also

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994)

— —

NCES, RPE can survey also

- establishing curriculum
- hiring new full-time teachers
- setting discipline policy

— —
— —
— —

NCES, RPE can survey also
NCES, RPE
NCES, RPE

Additional Indicators

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
1. The plan holds reasonable promise of helping all students achieve at the high levels called for in the GOALS 2000; Educate America Act	21	3	0	• set goal at 91% or 92% • This is terrific w/ some fine tuning / policy guidelines • plan has high expectations without reasonable steps to achieve goals. • disseminate the plan to parents/ community and implement ASAP • follow through/ up • but with certain revisions to certain parts, suggestions need to be taken seriously • undecided-system wide follow up- parents / governance- to change policies • don't "task-force" this to death. PLEASE • recommend continuous review and revision • keep goal at 100 percent graduation rate, but plan will not accomplish it • although not (certainly) at the high levels called for: we need to establish OUR starting (beginning) level and our distance from the GOAL • it's a good start there's a long road to take • 100% goal of all students graduating from high school is not realistic

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
2. The plan reflects a clear analysis of Guam's needs related to improved teaching and learning	18	5	1	• specific goals must be realistic- too general (goals) • very good • teachers should be well informed, new philosophies discussed to address the needs of children • cover all aspects • as long as people are given opportunity to improve • more address of lang. art development • the goals were designed for the mainland • standards have to be clearly set and consistent • definitions of some terms need to be clarified. parental concern of being able to ride the bus to assist at any time • No systematic form of effective communication

APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
3. The plan manifests a compelling vision of what schools must do in order for all children to attain Guam's challenging standards to be prepared for further learning, work, and productive citizenship	19	2	3	• needs specificity concerning organizational structure, bureaucracy, etc. • plan does not outline steps • omit term "compelling" • not compelling in further learning, work, and productive citizenship / needs improvement • workout specifics need Grass Roots minimize bureaucracy • still not too clear- vague and generalized • but, some are still developing • take word compelling out • goals are clearly sated throughout the schools system • this vision should be related to the multicultural population of Guam. support should be given to parents to understand in their language • address multi-lingual students in assessments • ... the children <u>are</u> ready and willing to learn, continue to learn, and be productive citizens in their community.

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
4. The plan evidences a coherent step-by-step set of strategies for realizing the vision	15	8	2	• somewhat disjointed / need integration of all committees • strategies are indicated however support is questionable • omit "coherent step by step" use objectives • not yet, specifically in layout structure, deadlines, etc. • but, schools should be able to implement as needed • coherent-? • but only in certain areas of the plan • this is good, but not incisive of step by step • some steps need elaboration • broad- too general • if the steps are followed, the objectives will be met • just gives ideas, no indication of how "ideas" will be implemented

APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
5. The plan provides a process for developing or adopting content and student performance standards for all students on Guam including economically disadvantaged students; students with limited English, proficiency, disabilities, or other special needs; and gifted and talented students	21	3	0	• IEP's for all students should be prepared to show each child's personal growth • performance stand. are currently being worked on • but again needs to address lang. arts instruction more effectively and comprehensively • too much academics gardener's seven intelligence (8) • process are provided, we need specific standards and measures to be WELL established • LOTE student needs must be taken into account. such as schools communicating in home language • goals covers all levels • PTEP is good; however, GATE , resource, etc. needs are not now being addressed • more attention needs to be given to the special needs of disabled students • performance standards should be developed by representatives for each of the following groups • we must ensure that we are not limiting our focus to "poor or problem children", but to ALL children this process, however, is already in place • make a strong definite statement ALL STUDENTS

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
6. The plan provides a process for developing systems of standards and measures that are coordinated with the standards under section 115 of the Carl D. Perkins Vocational and Applied Technology Education Act	14	1	9	• members are not familiar with this Act. it wasn't discussed during the sessions • unfamiliar with Perkins Act • ??? • not pertaining to elementary level • ? • one of the best parts • we are not cleared with what this is • we're focusing on elementary school needs • not knowledgeable in this area • no attendance of team members • not familiar w/ Carl D. Perkins • not covered • set up a standard measuring tool to see how students are progressing the areas of technology. • need more information on Carl D. Perkins Act.

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
7. The plan provides for a process for developing strategies aimed at improving teaching and learning and students' mastery of basic and advanced skills in core content areas, such as English, mathematics, science, history, geography, foreign languages, the arts, civics and government, and economics	20	3	1	- financial assistance MUST be available to all students w/ all capabilities - incomplete needs other tools to compliment traditional testing materials - the "task force" concept should be revisited - where's technology? it should be included - re-visit action steps for stud. not meeting mastery - need the content standards - need the teacher training now! - maybe we and establish a standardized test to measure the grade level of achievement in there areas of study

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
8. Are aligned with Guam's content standards	16	5	4	- education is for all, equality - dept. DOE must be included more - assessment is ON GOING: beginning, middle and ending assessment - Guam has yet determine a content standard/s (pending) - we're still relying heavily on pre-made tests. the LAS-LOTE tests are very biased - need good content standards does group (task-force) have the skill and knowledge to develop the assessment obj#1

APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
9. involve multiple measures of student performance	16	5	2	• need to have writing performance rubrics • language-based assessment should be done (their own language) kinesthetic, another observations can also be developed • identify content standards first and standards may differ from school to school • hint: standard testing tend to be biased against Guam's students • no check list, portfolios, rubrics • not available • rubrics check list, etc suggested by IMS • needs to be clear statement on "multiple measures"
10. provide for the participation in assessments of all students with diverse learning needs, with the adaptations and accommodations necessary to permit such participation	14	3	6	• assessment instruments should be relevant to Guam culture • assessment of students is addressed but not specifically how it will be done • need to provide attentive school for disruptive students • adaptations are not noted • very general • include all grouping • no checklist, portfolios, rubrics / too much academics • PTEP is good; however, Gate, resource, etc. needs are not now being addressed

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
11. are consistent with relevant, nationally recognized professional and technical standards for such assessments	14	4	7	• but mandate that information gets out to parents, teachers, students • develop local writing rubric, use national as reference • very general • we hope it does. we need more time to look at the plans • unclear • not consistent! • develop assessment devices with relevant local standards to equal others (SAT, SRA) • not evident from what we saw • we do not know for sure about consistency • continued attention to issues of relevancy • we don't know this • the dept. still needs to look into these standards. computer tech should be intro. to elementary level and all other levels of schools

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
12. are capable of providing coherent information about student attainments relative to Guam's content standards	18	1	4	• need content standards for each sub. and grade level • we don't know enough information to comment • very general • provide pertained information, however what is student • must insure that this happens in high schools as well
13. support effective curriculum instruction	19	1	4	• no information on the HOW • partially • attainments relative to Guam • very general
14. include a process for monitoring the implementation of such assessments and the impact of them on improved instruction for all students	18	3	3	• parent involvement important in the process. helpful in the parents assisting in the achievement of the students • accountability for teachers, aides, etc • needs much more monitoring • very important. the department has come up w/ so many plans that were never implemented • make readily available to parents and community officials • annual treating has yet to be developed

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
15. the plan incorporates a mechanism for aligning Guam's curricula, instructional materials, and district assessments with Guam's content and student performance standards	17	3	4	• don't know. have not reviewed this yet • unclear- questions • this was not developed. it seems that the Task Force is suggested as the mechanism, which is not sufficient • still unsure due to dev. of performance. standards • addressed • work together and all involved are inclusive to subject • this is one area that would be "centralized" as opposed to "decentralized"
16. the plan provides a process for familiarizing teachers with Guam's content and performance standards	17	4	3	• inservice in math and science addressed but not lang. arts • no orientation indicated for incoming teachers • time needs to be set aside to further educate teacher though staff development • very much so • training for teachers needed to culturalized new teachers to Guam and its uniqueness

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
17. the plan provides a process for developing the capacity of teachers to provide high quality instruction within Guam's content areas	18	1	5	• more inservice? • must follow though to ensure long activities are congruent of content and performance standards • staff development for and teachers (new and current)
18. the plan provides a process for ensuring that all students receive a fair opportunity to achieve the knowledge and skills described in Guam's content and student performance standards	21	0	3	• this was not developed • not sure • process started • how is "fair opportunity" defined?
19. the plan describes a process(es) for developing strategies to assist local education agencies (schools) reach the challenging district standards	18	2	4	• need refining, such as reviewing educational laws. once again senators need to be present not sure • yet to be developed • we hope that the GOALS 2000 contain. and PLAN THE MEETING • need a plan to build a new school at least every two years 1. need mandate to have principals in place months before the opening day of school. 2. teachers contracts s/b signed earlier 3. teachers must know next year's teaching assignments far enough in advance to order equipment, books, supplies • mandate these and we can have our supplies and books before school starts. this year I learned my assignment the day before school started, and my DC had not provided adequate books and materials.

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
20. the plan provides processes for developing strategies for improving governance, accountability, and management of Guam's education system to help all students perform at high levels	17	1	6	• plan needs accountability at all levels of education from administrator down to students • need to plan more- site base • governance needs to addressed first • money issue! as usual! • strings are being tied together • accountability needs to be improved in regards to procedures • "strategies" need more precise thinking and development • taken into account made from the group and our team's remarks • need clarifications on certain increase, i.e. property taxes,, govt. receipt tax to DOE
21. the strategies contained in the plan are effectively integrated to help all children learn high standards and meet Guam's education goals	20	2	2	• need to work out some specifics • you're one step ahead "strategies" • need more information. • need to work on specifics

APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
22. the plan has strategies for incorporating Guam's School-To-Work Opportunities system in Goals 2000 reform effort	18	1	4	• ? • you're one step ahead "strategies" • this is already being done • no information- (we had no representative) • 100% graduation is unrealistic. . . be sure we CAN reach this goal • not enough time to get input from members of the break-out sessions • early identification of these students critical in order to get them into these opportunities before they can begin to help
23. the membership of the panel which developed the plan included broad-base representation reflective of the diversity of Guam's population with regard to race, ethnicity, gender, and disability characteristics	3	18	3	• no disabled representation on the panel • as far as we have observed • we don't know this • no outer islands members • need a senator involved in this area! laws need to be changed! • should include. app. representation of the various ethnic groups. to strengthen communication and understanding • more "grass- roots" parents would be nice

APPENDIX D: Recommendations and Comments **GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
24. the panel contained a sufficient number of members with expertise of background in educational needs assessment	20	0	4	• we don't know • too traditional introduce rubrics and portfolios and check lists • but too traditional
25. the plan has strategies for involving parents and other community representatives in the development and implementation of the plan	22	1	1	• could always do more • more parental involvement needed-and should increase awareness and communication via various media forms • limited strategies for parental involvement. there are strategies for pre-school programs but not enough strategies for school age children/ multi-age children • more plans should be drawn to get not only the PARENTS involved but also the rest of the community. the schools NEED the community in order to succeed. they need to share their expertise of the community. more emphasis in collaborative efforts w/ other community agencies is needed. esp. in line w/ drugs/ teenage pregnancies etc. • no strategies, just goals. re-identify parent involvement Parent-child involvement parent teacher involvement; parent school involvement; parent community involvement.

**APPENDIX D: Recommendations and Comments
GUAM CEIP RESULTS OF REVIEW**

Criterion	Yes (School Teams)	No (School Teams)	N/A (School Teams)	Comments
26. there is evidence of broad-based and enduring support for the proposed plan, including demonstrations of support from the various Gov. Guam entities and agencies	17	2	5	• more autonomy needed at school level- more control of our finances • no mention of support from other agencies. except involvement of the comm. on education from 23rd Legislature • extremely limited • we don't know this • keep community informed of meeting dates and times • truly need it from ALL areas: legislative departmental, and governmental • include business community
27. the plan provides for a process for developing effective strategies for assisting, coordinating, and facilitating the building of local capacity for comprehensive, bottom-up reform in communities and schools	16	4	4	• no specific strategies • more emphasis needs to be given to secondary education • they must do this • building larger schools is not a solution, it's a problem. need smaller schools to help facilitate one on one with students. • unclear- too broad • not yet
28. the plan lends itself to effective adaptation to the needs and circumstances of communities and schools	8	2	4	• not "grass roots" enough yet- still "top down" • address multi-lingual students in assessments • need specifics and keep community inform at all levels. too traditional. conduct not working keep grass roots • hard to tell • "site-based" needs to be revisited

APPENDIX D: Recommendations and Comments GUAM CEIP RESULTS OF REVIEW

OTHER COMMENTS

- Plans are good, however we are concerned about strategies for implementation
- Plans are not presented in a uniform manner
- Task forces – need to respect members; needs to continue jobs in educational department and to their own parent involvement (child school community)
- More time for review
- More input from school site community
- Need to delineate specific and achievable goals
- Rationale for objectives not clear enough to draw conclusions from
- Evaluate the goals and objectives of this plan in reference to expected community events, e.g. base closures, outer island immigration, the new welfare law, etc.
- Thorough review by all stake holders
- Content and performance standards are not available
- Standard assessments not included or delineated
- No needs assessment
- Geographical and ethnic differences need to be addressed
- No continuity in program development and implementation
- Let's not go for just the money. submit a plan that has well-defined goals (?) and measurable outcomes
- Longer school day

APPENDIX D: Recommendations and Comments

GUAM CEIP RESULTS OF REVIEW

- Administrators should at least teach one class. in this way they will be aware of the students need.
- Within the accountability process, for all who work in the D.O.E. and also the territorial board the panel should consist of every aspect of the educational realm.
- Other languages such, as Micronesian language need information published in their own language.
- Some system wide functions are moved to region, but that does not free principal's time. What administrative tasks presently required of principals will be "rained" to regional level so that principals can be able to act as mentors and educational leader?
- Inclusion of elementary, middle and high schools in one region should encourage and support articulation, a desirable result
- Will yet another signature be required on PO's? keeping procurement centralized allows quantity discounts but does not facilitate speed or meeting particular needs. The unanswered question continues to be, what actual DECISIONS can be made totally at individual schools?
- 50% buyback of annual leave already in law.(?) Doesn't have much effect. Should buyback 100% Can't buyback sick leave without change in law.
- None of this is radical from education point of view. But nothing will happen until schools get their own source of funding. (Discussion on Organic Act, Governor's fiscal authority.)
- GFT - Can't wait for commonwealth - Can do some changes now and OFT supports that.
- Every 10 years hire efficiency experts and get Government, and legislature to support the study. (Dr. Aguon supports this but sometimes effort is lost.
- Likes regions, breakdown. Also too many students per school. Disagrees that Organic Act prohibits change in financial status. (Submits written remarks.)
- This concept seems to be like state agency special districts, etc. (Dr. Aguon - no, not really like that).
- Organizational Chart? Where is it? This concept is not streamlined. Where is the Board of Education? Where is the budget? Can't make The Department bigger. (Dr. Aguon explains - no increase in personnel - need task force for specifics).
- Study pay scale for administrators also and put in deposits for textbooks instead of \$5 book fee 100 % return of unused personnel leave - I want to put in the budget.

APPENDIX D: Recommendations and Comments GUAM CEIP RESULTS OF REVIEW

- Teachers use sick leave because they are sick. Exposed to a lot of illnesses. Teachers are stressed. Need physical enhancements, lowering of stress, for teachers. Air Quality - schools without windows.
- I feel everyone should be evaluated. Teachers should be evaluated by students, teachers evaluate administrators.
- Concerned about discipline. Teacher asses back to Administrator. Teacher should discipline the student . I discipline my kids at home. Also custodians, streamline school system and schools.
- population. Board-Union contract. Schools lost control when Board-Union contract came in. Now, teachers are not responsible for child from when they came in to when they leave. Teachers ignore what is in the halls. Let aides due it.
- I took advantage of the 50% payback. You can work at school level for discipline.
- I was at CSC during Hay Study. If you don't fill out the forms right, your pay will be affected and scale will be the same. Administrator pay does not entice people to undergo the headaches.
- Need to reexamine roles. There are some districts that do not have school aides. We were struck that there were no teachers in cafeteria at lunch. No teachers on the playground. Systemwide reform must examine all critical roles in the school
- GFT: People forget how exhausting teaching is Board-Union contract is a living document.
- Who does discipline in the science class?
- Try to do it in class; then refer child to who is designated, if that is the system. Can't discipline too much now, fine line, parents get upset.
- Contact Mr. Mark and Mr. Chargualaf at Inarajan for discipline model. Also, Aides are very important Congratulates Dr. Aguon on the Systemwide Reform concept. (We don't have the structure yet).
- Like teachers working long hours, being parents to the students. But schools are too large now. Private schools and smaller school are doing well. We need smaller schools. We need accountability. We can have money. Remember school books which were dumped. That is not accountability. Budget should be based on population. Voucher system can be used. Need good PTO in the schools. This is a requirement.

APPENDIX D: Recommendations and Comments GUAM CEIP RESULTS OF REVIEW

- Like to see community public relations is in the plan. Communication or mismanagement of it bogs us down in our roles. Good in the region. Shouldn't be in the hands of one person, central office. People within regions and schools need to be identified to be charge of communicating correct information.
- Good, need not dispel rumors.
- Want to examine role of College of Education at U.O.G and the DOE. Want a formal structure not dependent upon personalities. Want to use local talent.
- What about establishing cultural dancing throughout the system, which is now part of curriculum in Inarajan
- Suggest put in TQM "Total Quality Management." Need a means of finding talent and exporting it throughout the system.
- What about students who do not go to college. We need to insert lifetime skills. Kids need to be able to work.
- What about voc. ed. programs?
- 1. DCT programs: 1/2 day school and 1/2 day work
 2. Inroads program: high achievers- every summer work for large corporation starting with junior year.
- Systemwide implementation is difficult.
- Do you have implementation strategy maintenance contracts- if you spread out to different contracts, get different standards and pay more. Should use one contract to be cheaper.
- Likes distributing schools into the neighborhoods rather than large high schools.
- Federal programs at systemwide should be put to lower level. they won't go after \$1- 2000 in grants. Should be at regional or other level.
- Teachers with ideas- is there money for it. Local/ federal/ private foundation.

APPENDIX E

PHASE I: PUBLIC AWARENESS AND NEEDS ASSESSMENT				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Provide orientation to the Panel, DOE Staff, Governor, and Legislature re: Goals 2000 and U.S. Education Reform Effort	August 1994 - present	Goals 2000 information packets from the U.S. DOE Training facility Office supplies: paper, folders, chart paper, etc.	Nerissa Bretania-Shafer, Guam Education Goals 2000 Project Director	Active participation in the development of the Guam CEIP
2. Provide training in team building, collaborative decision making, organizational development processes, planning strategies	April 1, 1995 - present	Training Funds Facilitators Training materials & supplies	Guam Education Goals 2000 Project Director	Goals 2000 Committee Draft Action Plans
3. Conduct formal and informal needs assessment activities with public awareness campaign	May 1995 - on-going	Facilitators Survey materials and supplies Facilities for community meetings DOE Documents: reviews, audits, accreditation, etc.	Guam Education Goals 2000 Project Director Research, Planning & Evaluation Division Tony Diaz, PIO Committee Chairs	Analysis of: • Student Performance • Student Demographic • Community Survey • DOE Report Card • TBOE Goals

APPENDIX E

PHASE II: COMPREHENSIVE EDUCATION IMPROVEMENT PLAN DEVELOPMENT				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Guam Education Goals 2000 Panel formulates working committees based on the twelve prescribed elements of the CEIP	April 1, 1995	DOE Support Staff to facilitate and provide logistical support to working committees	Director of Education Goals 2000 Project Director	List of members for each working committee: • Standards • School-To-Work • Governance • Parental/Community • Systemwide Reform • Monitoring, Benchmarks, review, & Update
2. Integrate work of Department of Education internal committees/task forces with Goals 2000 Committee work and Vision 2001 Task Forces	April 1 1995 - on-going	Written description of DOE task force objectives and Goals 2000 committee function	Goals 2000 Project Director Director of Education	Plan of Action describing the processes for integrating reform effort of the following groups: DOE task forces, Goals 2000, & Vision 2001 Task Forces (Integrative Planning)
3. Develop timeline for CEIP development and completion	April 16, 1995 March 18, 1996	Update Reports from Committees	Goals 2000 Committee Chairs with Project Director	CEIP Timeline

APPENDIX E

PHASE II. COMPREHENSIVE EDUCATION IMPROVEMENT PLAN DEVELOPMENT				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
4. Develop draft CEIP based on committee progress reports and products	April 1995 - until completion	Administrative support Duplicating supplies & materials	Goals 2000 Project Director	Draft Guam Goals 2000 CEIP
5. Develop strategies for getting feedback from educators, the Territorial Board of Education, Government leaders and community at large	April 1995 - September 1995	Meeting facility	Goals 2000 Panel Committee chairs: • Barbara Gilman • Ed Feeley • Debra Duenas • Ana San Nicolas • Amy Martin • Randy Coffman • Ed Fortier (Panel Vice Chair)	Document describing strategies for bottom-up systemwide reform
6. Research funding sources for the implementation of the Guam CEIP: local and federal; align funding sources with ed. goals	April 1996	List of education program and related government agency funding sources; local and federal	Director of Education Vice Arriola, Director, Bureau of Planning	List of Funding Sources for each CEIP Action Step

APPENDIX E

PHASE III: COMMUNITY REVIEW/COMPLETION AND ADOPTION				
ACTION STEP	TIME TABLE	RESOURCES NEEDED	ACCOUNTABILITY	EVALUATION
1. Formulate School Goals 2000 Team comprised of administrator, teachers, support staff members, parents, and students	May 1995 - May 1996	Office supplies and materials Administrative support staff	Director of Education Goals 2000 Project Director	List of members of Goals 2000 School Teams from each public school
2. Develop community outreach strategies: include PTOs, non-profit organizations, educational institutions, religious groups, etc., for review and critique of Draft CEIP	May 1995 - May 1996	Funds for media campaign	Tony Diaz DOE Public Information Tyrone Taitano Governor's Communications Office	Islandwide participation in review and update of CEIP
3. Aggregate comments from educators and community members and revise for final review	June - August 1996	Administrative Support	Goals 2000 Project Director Goals 2000 Chairman Goals 2000 Vice Chair	Guam Comprehensive Education Improvement Plan - Final Version
4. Present GUAM CEIP to Territorial Board of Education	August 1996		TBOE Director of Education	Guam CEIP adopted by TBOE for implementation