

NEW DEPARTMENT OF EDUCATION GOAL STATEMENTS

**Department of Education Goal
Statements: School Years
1989-1991**

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During the school years 1989-1991, the Department of Education will continue to work with the State Board of Education to develop and implement a comprehensive system of public education that will provide all students with a high quality education.

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GUAM DEPARTMENT OF EDUCATION GOAL STATEMENTS

School Years 1989-1991

Territorial Board of Education:
Lawrence Kasperbauer, Ph.D.
Chairperson
Rosa Salas Palomo
Director of Education, Acting
July 5, 1988

1.0 GOAL AREA: INSTRUCTION

GOAL 1.1 -TO CONTINUE TO STRIVE FOR EXCELLENCE IN BASIC ACADEMIC PURSUITS AND TO IMPROVE THE ACADEMIC ACHIEVEMENT OF STUDENTS AT ALL LEVELS BY ADDRESSING THE NEEDS OF THE WHOLE CHILD.

Good instruction is characterized by careful monitoring. School administrators must take the lead and be responsible for curriculum and instruction in the schools and spend a minimum of one-third of the school day in classrooms. Individual schools must continue to develop plans to improve student attendance and performance. These plans must continue to take into account

the cognitive, social, emotional, and physical needs of the child.

●Objective 1.1.1 *Beginning School Year 1988-89, site administrators will spend a minimum of one-third of the school day in classrooms monitoring curriculum implementation and instructional activities that support the curriculum.*

●Objective 1.1.2 *Beginning School Year 1988-89, each school will increase by 10% the number of students mastering 75% of the basic curriculum skills on the Guam Basic Skill Mastery Test (BSMT) at each grade level where testing occurs.*

●Objective 1.1.3 *Beginning School Year 1988-89, each school will decrease by 10% the number of students scoring below the fortieth percentile on the SRA achievement test at each grade level where testing occurs.*

●Objective 1.1.4 *Beginning School Year 1988-89, each school will develop an annual school Learning Improvement Plan (LIP) that must be approved by the Director of Education and the respective associate superintendent. Emphasis in this*

plan shall be placed on improving student achievement in reading, writing, mathematics, science and social studies while addressing the needs of the whole child.

GOAL 1.2 -TO ENSURE ACCESS TO EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS.

Schools must take additional steps to protect the instructional day from unwanted and unnecessary interruptions by monitoring interruptions and submitting a plan to reduce them to the appropriate associate superintendent.

There is a need to develop curricula that will enable students to plan for the next step of their tentative career plan. This curricula needs to be multi-pathed so a broad diversity of student may be accommodated. There is a need to upgrade the high school vocational education program offerings for handicapped and regular program students desiring a vocationally or technically oriented high school experience. There is a need to direct curriculum planning efforts towards designing, implementing and evaluating the Alternative Learning Path Curricula in the secondary schools.

The Department of Education must hire a vocational and technical education expert to assist the Department of Education and the ALPS developmental team to develop, pilot, implement and evaluate the integrated vocational education programs. The services of vocational instructors are required to implement the model vocational curricula.

Research has shown that preschool programs are effective in terms of increasing self esteem and result in decreased dropout rates in later years. These programs also result in lower referrals for special services. Systems that do not support preschool programs engender the creation of privately owned preschools; the result of this makes preschool education available only to those families who can afford it. The children of the economically disadvantaged, who need it the most, are not able to take advantage of preschool programs.

●Objective 1.2.1 -During the 1988-89 school year, individual school efforts will continue to protect classroom instructional time. Each school will monitor interruptions and submit a plan to reduce them to the appropriate associate superintendent by November 1988.

●Objective 1.2.2 -During School Year 1989-90, at least two of the five vocational education clusters (tourism/hospitality, business/clerical, health/recreation, trades or high technology) of the K-12 integrated curriculum will be implemented in the Guam school system.

●Objective 1.2.3 -Beginning School Year 1990-91, and each year thereafter, there will be a 10% increase in the number of children served in all the Department's pre-school programs for the disadvantaged.

●Objective 1.2.4 -By School Year 1990-91, the Alternative Learning Path developmental team will implement the remaining integrated vocational education programs.

●Objective 1.2.5 -By August 1991, the Alternative Learning Path Curriculum in the secondary schools will be fully implemented.

●Objective 1.2.6 -By Spring 1989, each high school handicapped student will have an Individualized Transition Plan (ITP) in addition to an Individualized Instructional Plan (IIP). This will allow the handicapped student to plan for his/her eventual transition into the community wherein work, leisure/recreation activities, and social activities occur.

●Objective 1.2.7 -By second semester of School Year 1988-189, a vocational education expert will have been identified to assist in the development, implementation and evaluation of the new vocationally oriented Alternative Learning Path curriculum.

GOAL 1.3 - TO PROVIDE STAFF DEVELOPMENT FOR TEACHERS, ADMINISTRATORS AND SCHOOL AIDS, GEARED TO THE IMPROVEMENT OF CLASSROOM INSTRUCTION.

Staff development and inservice must be based on the documented needs of teachers and administrators and include programs geared to weaknesses of both groups identified through the performance evaluation process. The Department of Education currently does not have an effective way to evaluate the performance of its administrators and teachers. Staff development programs are often not focused and are based solely on what the district perceives to be the needs of teachers and administrators. Evaluation systems must relate to professional growth and staff development and have as their goal the improvement of instruction. Private sector employers spend about 6% of their annual budgets on staff development. Money invested in improving staff means payoff in increased student performance only if these programs are based on assessed needs of professional employees. Teachers new to our system deserve special attention and careful scrutiny to help them adjust.

The Executive Planning Committee adopted the Mastery Teaching model for learning. Where appropriate, teachers and administrators need to be trained to use this model as well as other models of teaching. Assessment of student outcomes must be frequent and according to adopted expectations/curricular objectives.

- Objective 1.3.1 - *Beginning School Year 1988-89 annual performance evaluations of all probationary teachers will be conducted in the classroom using a three to four member team comprised of the immediate supervisor, a peer, a subject matter/grade level specialist (or mentor) and a certified ESL (English as a second language) instructor in cases where English language competency is questioned. These performance evaluation teams will receive training in clinical supervision techniques by January 1989.*

- Objective 1.3.2 - *By September 1988 a plan for the annual performance evaluation of all teachers and administrators must be developed. This plan must include provisions for clinical supervision, inservice training and assistance in the form of technical support for developing the leadership skills of district and school administrators.*

- Objective 1.3.3 - *By September 1988 a plan for training elementary teachers and elementary administrators on mastery teaching techniques and other models of teaching will have been developed and implemented. All school administrators will follow up training cycles with classroom observations, a minimum of 2 times per week. Procedures and staff development program plans must address upgrading the skills of all teachers in content areas, basic skill areas of English and mathematics and the various teaching models.*

- Objective 1.3.4 - *By September 1989, the Department of Education will complete a study of the feasibility of developing and implementing a career ladder for school aides that reviews the function of school aides, duties, costs and impact on the education of the children.*

- Objective 1.3.5 - *By June 1989, the Department of Education will plan and install an islandwide school staff development program.*

2.0 GOAL AREA: CURRICULUM

GOAL 2.1 - TO MAXIMIZE ARTICULATION BETWEEN GRADE LEVELS AND PROMOTE UNIFORMITY THROUGHOUT THE SCHOOL SYSTEM.

There is a need to develop curriculum that specifies the outcomes of instruction, the com-

petencies to be mastered, the content to be taught, and the suggested materials and methods of arriving at the outcomes. Schools (teachers and principals) must be held accountable for the specified outcomes and assisted in assessing outcomes. A variety of tools must be readily available to assess student performance (teacher and administrator evaluation, competency tests, differentiated high school diplomas, etc.) A learning continuum, or outcome based skills list, (similar to the K-12 Language Arts and Mathematics Curriculum Skill Lists) must be developed for each core area of the curriculum. Curriculum development must use "The Procedural Manual for Curriculum" published by the Department of Education. Priorities for School Year 1988-89 shall include Science, Social Studies, Chamorro Language, Foreign Languages and English as a Second Language. Curriculum committees in each subject area must convene and develop student outcomes for each area for grades 9-12 by June 1989. By February 1989 the outcomes for each area in grades K-8 will have been developed. The Board of Education must approve these outcomes by July 1989. Priorities for School Year 1989-90 will include the areas of Art and Music with a review of the Language Arts and Mathematics curriculum completed by May 1990 and approved by the Board of Education by July 1990.

Schools must integrate an economics related K-12 curriculum into the programs of the Department of Education that focuses on the economic impact of various industries for Guam. This curriculum must address job requirements and availability of various industries and how one goes about planning for a career in those industries. Our high schools must address careers in five major clusters: tourism/hospitality, trades, business and clerical, health/recreation, and high technology.

●Objective 2.1.1 - *By February 1989 student curriculum outcomes (mastery skills) in the areas of Social Studies, Science, Chamorro Language, Foreign Languages and English as a Second Language will be specified for grades K-8.*

●Objective 2.1.2 - *By June 1989 student curriculum outcomes (mastery skills) in the areas of Science, Social Studies, Chamorro Language, Foreign Languages and English as a Second Language will be specified for grades 9-12.*

●Objective 2.1.2 - *By July 1989 the Territorial Board of Education will adopt the student curricular outcomes in grades K-12 in the areas of Social Studies, Science, Chamorro Language, Foreign Languages and English as a Second Language.*

●Objective 2.1.4 - *By May 1990 student outcomes (mastery skills) in two vocational education clusters, high technology and tourism/hospitality, will be specified for grades 9-12.*

●Objective 2.1.5 - *Curriculum in these clusters that specify the outcomes and materials of instruction will be developed and presented to the Board of Education for approval at its July 1990 monthly meeting. Planning of this curriculum must involve representatives of the respective industry.*

●Objective 2.1.6 - *By May 1991 student outcomes (mastery skills) in the remaining vocational education clusters will be specified for grades 9-12.*

●Objective 2.1.7 - *Curriculum in these remaining clusters that specify outcomes and materials of instruction will be developed and presented to the Board of Education for approval at its July 1991 monthly meeting.*

●Objective 2.1.8 - *By May 1990 student outcomes (mastery skills) in the areas of Art and Music will be specified for grades K-12.*

●Objective 2.1.9 - *By July 1990 the Territorial Board of Education will have adopted the student curricular outcomes in grades K-12 in the areas of Art and Music.*

●Objective 2.1.10 - *By May 1990 a complete review/revision and evaluation of the Language Arts and Mathematics student curricular outcomes (mastery skills) will have been completed.*

●Objective 2.1.11 - *By July 1990 the Territorial Board of Education will have adopted the student curricular outcomes in grades K-12 in Language Arts and Mathematics.*

●Objective 2.1.12 - *By February 1989 the Division of Curriculum and Instruction will develop a curriculum evaluation and review calendar that interfaces with the textbook adoption schedule so skill lists may be used to inform the adoption process.*

3.0 GOAL AREA: OPERATIONS

GOAL 3.1 - TO ENSURE THAT ALL TEACHERS WILL BE APPROPRIATELY QUALIFIED TO PROVIDE INSTRUCTION IN THE CLASSES TO WHICH THEY ARE ASSIGNED.

The Department of Education must fund an expanded recruitment effort for the public schools while upgrading the skills of its incumbent teachers to meet the needs of expanded vocational programs, gifted and talented students and students requiring compensatory education services and in other content areas where shortages of qualified people have traditionally existed (math, science, physical education, music and industrial arts). Annual off-island recruitment efforts in areas where known populations of native Guamanians reside could pay off and encourage former residents to return to Guam to live and work. Offering special incentives (bonuses, transportation, etc.) could result in the return of local people to the teaching profession. Provisions need to be made in local law and Board of Education policy to review the salary structure of

educators so positions in education remain competitive with other similar professions.

●Objective 3.1.1 - *By March of each year, the Department of Education will conduct off-island recruitment interviews and testing of all prospective applicants for those teaching positions that are typically difficult to fill.*

●Objective 3.1.2 - *Each year, the Department of Education will continue to collaborate with the University of Guam's college of education to insure that the Department of Education's teacher needs are being met.*

●Objective 3.1.3 - *During School Year 1988-89 no more than 4% of the total number of classroom teachers shall be in the limited term category.*

GOAL 3.2 - TO INSURE AN AMPLE SUPPLY OF TEACHERS TO REPLACE THOSE RESIGNING, RETIRING OR LEAVING THE PROFESSION.

The Department of Education and the University of Guam need to actively communicate and identify ways of encouraging high school graduates to enter the teaching profession and implement teacher education programs based on student and community needs. There is a need to focus on monitoring and evaluating new off/on island teachers and University of Guam graduates to see if they are entering our school system with the competencies necessary for providing quality instruction in the classes to which they are assigned. The Department of Education and University of Guam need to fully cooperate and communicate to improve the quality of pre-service education and training.

●Objective 3.2.1 - *Beginning School Year 1988-89 the Department of Education and University of Guam shall sponsor a Job Fair for prospective new teachers and a public information program designed to encourage students to consider teaching as a profession.*

●Objective 3.2.2 - *Beginning School Year 1988-89 there shall be a Future Teachers of America chapter in each Guam public high school.*

●Objective 3.2.3 - *Beginning School Year 1988-89, the Department of Education will initiate an educator's speakers bureau that will be available to speak to university classes and high school classes on becoming a teacher and what it means to be a teacher. Lists of these speakers will be disseminated for use by schools and other interested organizations.*

●Objective 3.2.4 - *Beginning School Year 1988-89, the Department of Education will begin a series of "Educator Profiles" that depict educators, their families and their careers for dissemination to the local print and electronic media.*

●Objective 3.2.5 - *By Summer 1990, the UOG and DOE will have a joint committee develop and implement a plan to review and make recommendations on the quality of UOG graduates after their first year of employment with DOE. This plan shall include the provision for an annual report to the Board of Education and the Board of Regents which summarizes the findings and recommendations.*

●Objective 3.2.6 - *By January 1989, a joint DOE-UOG-GFT committee will develop and implement a plan to encourage and recruit high school graduates and UOG students to enter the teaching profession.*

GOAL 3.3 - TO PROVIDE FOR THE ORDERLY IMPLEMENTATION OF BOTH SHORT AND LONG TERM CAPITAL IMPROVEMENT PROJECTS AND MAXIMIZE THE USE OF EXISTING FACILITIES.

An assessment of facilities to determine the collateral equipment and classroom requirements for expanded secondary vocational

programs needs to be undertaken. There are many students who would benefit from special program offerings (GATE, LAMP, etc). Many identified as requiring these special services are unable to participate due to lack of classroom spaces. Professional assistance is needed and required on a full time basis.

Funds for the construction of additional classroom/learning spaces and collateral equipment required to operationalize expanded vocational, special and all day kindergarten programs need to be identified.

School administrators need training in school plant utilization. This training should include concepts of scheduling, room utilization, staff scheduling, supervision and evaluation of non-certificated employees. There is a need to upgrade the skills of all custodial and maintenance staff. A plan needs to be developed that provides for inservice training of these personnel.

Existing schools need to be upgraded according to the Department of Education's long range Capital Improvement Project plans. Schools need to be maintained according to preset schedules and preventive maintenance programs. There needs to be adequate funding as well as planning for facility renovation, expansion and construction.

All of our schools need to be assessed with respect to their structural soundness. This is especially true of schools that are more than 25 years old and exhibit serious health and safety risks.

There is a need to identify and maintain an adequate central office for Chamorro Studies and Special Projects that will facilitate instructional materials development and teacher training.

●Objective 3.3.1 - *By the end of School Year 1988-89, the Department of Education will have developed a five year facilities improvement plan. This plan shall also contain cost estimates for additional classroom learning spaces, collateral equipment and projected timelines for completion of each project*

●**Objective 3.3.2** - *By December 1988 the Department of Education shall develop and implement a preventive maintenance plan for all of its facilities. The plan shall include provisions for training and re-training of all facilities personnel.*

●**Objective 3.3.3** - *By School Year 1988-89, the Department of Education shall request additional fundings to employ a full time classified facilities planner and structural engineer.*

●**Objective 3.3.4** - *By the end of School Year 1988-89, the Department of Education shall identify appropriate office space and relocate the Chamorro Studies and Special Projects Division so that classrooms at LBJ Elementary may be used for the all day kindergarten program.*

●**Objective 3.3.5** - *Each year, the Department of Education will decrease the repair and renovation assessment report by attending to at least 10% of the identified problems.*

●**Objective 3.3.6** - *By May of each school year, classroom and teacher utilization will be assessed in each school by a team of administrators headed by the respective Associate Superintendent and appropriately adjusted for the next school year.*

GOAL 3.4 - TO DEVELOP A COST EFFECTIVE, COMPREHENSIVE, DOCUMENTED DATA PROCESSING PLAN FOR HARDWARE, SOFTWARE AND PERSONNEL WHICH WILL ENSURE DELIVERY OF THE INFORMATION REQUIRED TO MAKE TIMELY AND RELEVANT OPERATIONAL AND INSTRUCTIONAL DECISIONS.

Computers and other forms of technology offer much for the Department of Education. Well run and managed schools, like businesses, depend on accurate and timely information for making decisions. The quality of information is directly related to the quality of decisions being made. If

schools are to make good instructional, business, planning and budgeting decisions, then state of the art information capture, storage, and retrieval systems must be installed, appropriately maintained and staffed for the future. The instructional uses of computers should also be planned, however this cannot take place until educators decide on important curricular outcomes. Once outcomes are determined then it becomes a rather straight forward activity to identify educational software and the necessary hardware to supplement teacher classroom instruction.

Teachers also would benefit from assistance from computer technology as they begin to become more diagnostic and prescriptive in their instructional planning. Systems to keep track of pupil performance and areas of weakness and strength could greatly assist the classroom teacher design appropriate strategies to address student deficiencies.

Information storage and retrieval systems must be developed to assist Department decision-makers obtain relevant budget information necessary to make forecasts and to monitor their own expenditures.

●**Objective 3.4.1** - *By the end of School Year 1988-89, the Department of Education shall have developed a plan to upgrade current hardware and software to meet the current and future needs of the Department. The plan must address student, personnel, financial and other programmatic information needs of the Department of Education and insure integration of all data processing functions.*

●**Objective 3.4.2** - *By the end of School Year 1989-90, the Department of Education shall have computerized all five high schools relative to student demographic information, scheduling, attendance, grade reporting, discipline records, etc.*

●**Objective 3.4.3** - *By the end of School Year 1990-91, the Department of Education shall have computerized all middle schools relative to student demographic informa-*

tion, scheduling, attendance, grade reporting, discipline records, etc.

●Objective 3.4.4 - *By the end of School Year 1991-92, the Department of Education shall have installed at least two computer terminals in each of the elementary schools.*

●Objective 3.4.5 - *By the end of School Year 1989-90, the Department of Education will have developed a plan for the instructional use of computers K-12 that shall include plans for remediation, simulation and outcomes/goal statements for instructional use of computers.*

GOAL 3.5 - TO DEVELOP A MORE RESPONSIVE AND INFORMATION INTENSIVE SYSTEM OF BUDGETING FOR EDUCATION ON GUAM, TAKING FULL ADVANTAGE OF TECHNOLOGY AND INFORMATION SYSTEMS AND PROGRAM BUDGETING TECHNIQUES.

Current computer technology offers many advantages and methods for managing resources in the Department of Education. Information systems designed to answer questions about costs detailed to each instructional program would help educators to be more responsive to community needs and student outcomes. Aligning the Department's budget cycle with the school year instead of the Fiscal Year could eliminate problems associated with beginning a fiscal year budget cycle after school has already begun. School funding for the ensuing year must be finalized by April of each year.

●Objective 3.5.1 - *By August 1989 the Department of Education will have completed a study designed to determine the feasibility of aligning its budget cycle with the school year instead of the fiscal year.*

●Objective 3.5.2 - *By the end of School Year 1988-89, the Department of Education will have developed the necessary program structure to implement an internal system of budgeting that is consistent with Program*

Planning Budgeting, and Evaluation Systems (PPBES) concepts and U.S.D.O.E. Handbook II-Revised.

GOAL 3.6 - TO EXPLORE ALTERNATIVE WAYS TO FINANCE PUBLIC EDUCATION AND WHERE POSSIBLE SEEK THE NECESSARY LEGISLATIVE ACTION VIA THE GOVERNOR OF GUAM AND GUAM LEGISLATURE TO IMPLEMENT THESE ALTERNATIVES.

A source of revenue must be identified for education and funding stabilized before the year 2000 or children born in the 1990's and beyond could end up being short changed and unable to compete in an ever changing world.

●Objective 3.6.1 - *By July 1991 the Department of Education will have completed a study of alternative means for financing public education and present the results to the Board of Education during its July meeting.*

GOAL 3.7 - TO REORGANIZE THE DEPARTMENT OF EDUCATION SO THE FOCUS OF ALL ACTIVITY WILL BE ON CURRICULAR DEVELOPMENT AND REVISION AND INSTRUCTIONAL OUTCOMES.

Education for too many years has focused solely on the operational aspects of running a school system. The reasons for this are not totally clear, although a case could be made that operational outcomes (maintenance, fiscal planning, supply ordering, cafeteria operations, etc.) are easily quantified, measured and highly visible, thus they tend to provide focus and supply the indicators that something is happening in the Department of Education. If excellence in education is to become a reality, the children we teach and the education programs and their outcomes need to be the primary target of all our efforts.

●Objective 3.7.1 - *The 1989-90 Fiscal Year budget submission shall contain provisions for reorganizing the Department of Education so that functions of curriculum and in-*

struction are central to the Department's operations.

GOAL 3.8 - TO INSTITUTIONALIZE A PROCESS FOR SHORT TERM AND LONG RANGE EDUCATIONAL PLANNING AND EVALUATION THAT IS INFORMATION INTENSIVE AND TAKES INTO CONSIDERATION THE ISLAND'S GROWING ECONOMY AND THE NEEDS OF CHILDREN.

The Territorial Board of Education must take a more active role in setting goals for the education system. Annual goals for the current school year need to be established by September of each school year. These goals need to be reviewed periodically and revised annually by September of each year and be consistent with long range plans. A long range planning and evaluation function, complete with the necessary staff, must be added to the central office administrative responsibility for school year 1989-90.

- Objective 3.8.1 - *By July of each year the Board of Education shall officially adopt annual goals and objectives for education.*
- Objective 3.8.2 - *By July of each year the Board of Education shall update long range goals and objectives and publish annual goals, short term goals and long range goals for education.*
- Objective 3.8.3 - *The Fiscal Year 1990 budget request shall contain provisions for additional personnel in the area of program planning and evaluation along with the necessary support personnel.*

GOAL 3.9 - TO IMPROVE THE INTER/INTRA DEPARTMENTAL AND COMMUNITY COMMUNICATIONS.

- Objective 3.9.1 - *Beginning School Year 1988-89 there will be a quarterly employee newsletter published by the Department that outlines activities, benefit changes and services for employees.*

**4.0 GOAL AREA:
INSTRUCTIONAL
SUPPORT**

GOAL 4.1 - TO ENSURE CHILDREN IN THE PUBLIC SCHOOLS ARE PROVIDED WITH COMPREHENSIVE GUIDANCE AND COUNSELING, HEALTH, PSYCHOLOGICAL AND SOCIAL WORK SERVICES IN AN EDUCATIONAL ENVIRONMENT WHICH IS CONDUCTIVE TO LEARNING.

Elementary, middle and high school students must be assured of guidance, counseling and health services on a continuous basis that includes career guidance, group and individual counseling, health services, and health status assessments and interventions. Counseling and health professionals must be provided with the necessary clerical and administrative support and staff development to enable them to reduce the amount of paper work associated with their jobs. These professionals must work with students, parents and other school officials in developing the best possible plan of education that addresses academic, vocational, social and emotional, physical and wellness aspects of the child's school years.

Adequate numbers of psychological and social work personnel must be employed to provide these types of support services when on-site school personnel are not able to meet the emotional needs of students.

Students must also be provided with an environment which minimizes disruptions caused by student misbehavior. School disciplinary practices must also maximize student attendance.

- Objective 4.1.1 - *By December 1988 in conjunction with the Division of Pupil Personnel Service, each middle and high school will develop an assured guidance program plan for students. Parents and students will be informed of the District's assured guidance plan and of additional ser-*

vices provided by individual schools. This plan will include provisions for the academic, vocational, social and emotional needs of children in these age groups.

●Objective 4.1.2 - By December 1988 the Elementary, Secondary and Pupil Personnel Services Divisions will develop a comprehensive plan for upgrading the skills of guidance counselors and staff in the middle and high schools. This plan will include training on office management for clerical staff, a provision for developing standard district wide policies and procedures for the counseling office and the necessary technological (computerized access to college catalogs; job requirements, career guidance, etc.) support to meet the needs of all children. The plan shall address the development of uniform job performance standards for middle and high school guidance counselors, such that guidance counseling services will be uniformly available to students among all middle and high schools.

●Objective 4.1.3 - During School Year 1988-89, each public school will employ a licensed Registered Nurse (RN) as a social health counselor.

●Objective 4.1.4 - During School Year 1988-89 an additional psychologist and a social worker will be hired within the Pupil Personnel Services Division.

●Objective 4.1.5 - Each school, as part of its Learning Improvement Plan, will develop and implement a plan to improve student attendance, behavior, and discipline and will submit them to the Director of Education by September 1989.

GOAL 4.2 - TO ENSURE THAT THE LIBRARY MATERIALS LEARNING RESOURCES AND INSTRUCTIONAL TECHNOLOGY USED TO SUPPORT INSTRUCTION IN THE CLASSROOM ARE KEPT UP TO DATE.

Instruction must be supported by appropriate library resources, learning materials and instructional technology. Technological advancement in the fields of library information systems (cataloging, circulation, on-line data bases, etc.) has advanced far beyond the manual hardcopy 3x5 inch card catalog. Educational films are rapidly being replaced by VHS format media. The school system must move now to upgrade both its media and film collection and make sure the new formats are included in coming year's budget requests.

●Objective 4.2.1 - Beginning School Year 1988-89, library materials for all levels of students (Special Education, Head Start, etc.) will be ordered.

●Objective 4.2.2 - Beginning School Year 1988-89 a plan for the replacement of all film media with VHS (video) format materials will be completed and implemented over a three year period.

5.0 GOAL AREA: SCHOOL COMMUNITY RELATIONS

GOAL 5.1 - TO IMPROVE COMMUNICATION BETWEEN THE SCHOOL AND HOME AND COMMUNITY AT LARGE.

Timely communication about the school's programs as well as district programs is critical to building a supportive relationship between the community, home and school. Schools must develop effective ways to involve parents and the community in school academic activities. Programs designed to emphasize values, communication, and an increase in the opportunities to be involved in volunteer programs must be developed. Parent involvement activities need to be coordinated district-wide. The schools must develop ways parents can assist with their child's education; tutorial packages and instructional activities that would involve parents and siblings need to be developed and tested. Many fine ac-

tivities are conducted in the schools, especially at the elementary level, that involve large numbers of parents and teachers. Schools, especially at the secondary level, need to explore ways in which to obtain more parental involvement in the schools. The entire staff of the school, counselors, teachers, custodians, cafeteria workers, secretaries and others need to work with the school principal to increase involvement of parents in the schools.

School programs need to schedule more parent activities on weekends and in the evenings so more parents can attend.

- Objective 5.1.1 - *By January 1989 each school will develop a plan for implementing a program of informal community meetings sponsored by the PTA in homes, community centers and schools with parents, community leaders, school principals, teachers and the Director of Education.*
- Objective 5.1.2 - *Beginning School Year 1988-89 each school principal will become involved in at least one community project as a part of a program of personal development. This could include a presentation to a service group, business organization or others regarding the school's educational goals, programs, and plans.*
- Objective 5.1.3 - *Beginning School Year 1988-89 all schools will publish a one page school news bulletin that highlights activities in the school for the month.*
- Objective 5.1.4 - *Beginning School Year 1988-89 there will be a series of scheduled meetings with the Director of Education between business leaders designed to plan a District/Business cooperative effort*

GOAL 5.2 - TO DEVELOP A MORE EFFECTIVE AND RESPONSIVE PROGRAM OF

PLANNED PARENT INVOLVEMENT IN THE SCHOOLS.

Parents, if provided opportunities, want to be involved in their children's education. The schools must establish active programs that are interesting and informative for parents and address topics and concerns central to parenting concepts. Parent involvement in a school does not happen by accident; it must be planned for and arranged such that it fits the lifestyle of a variety of families.

- Objective 5.2.1 - *By January 1989 each school will have an active PTA/PTO group.*
- Objective 5.2.2 - *Beginning School Year 1988-89 each school will host at least one parent open house prior to the ending of the first and fourth quarter of the school year.*
- Objective 5.2.3 - *By the end of School Year 1989-90 there will be a 20% increase in the number of parents attending parent-teacher conferences district wide.*
- Objective 5.2.4 - *Beginning School Year 1988-89 each school will submit and implement a plan that will increase the number of parent volunteers in the classroom.*
- Objective 5.2.5 - *Beginning School Year 1988-89, there shall be an island-wide PTA/PTO organization that meets monthly to address school/community concerns and to assist in the sponsorship and planning of an island-wide Parent Conference.*

Members of the Territorial Board of Education include Dr. Lawrence Kasperbauer, Chairperson; Dr. Jose Leon Guerrero, Vice Chairperson; Peter Alexis Ada, Ignacio Tainatongo, Bernie Taitague, Ester Yanza and Jessie San Nicolas. Ex-Officio members include Lt. Col. Randy Prier 9USAF), Frederic Leon Guerrero (Non-public schools), Lon Bottcher (GFT) and Lt. Cmdr. John Alexander (USN).