
Improving Student Achievement in Alaska

**Alaska Goals 2000 Annual Report
1996-97**



Alaska Department of Education
801 W. 10th St., Suite 200
Juneau, AK 99801

Contents

Alaska State Board of Education	4
Guiding Vision for Education in Alaska	5
Alaska Quality Schools Initiative	6
State Level Activities.....	7
School District Activities.....	14
Funds Awarded, by School District	38
Alaska Goals 2000 Planning Panel.....	40

Alaska State Board of Education

Abbe Hensley, Chair

Roy Nageak, First Vice-Chair

Marilyn Webb, Second Vice-Chair

Robert Gottstein

Stowell R. Johnstone

Susan Stitham

Michael P. Williams

Roger O. Jarvis, Military Advisor

Jessica Worrell, Student Advisor

Commissioner of Education

Shirley J. Holloway, Ph.D.

June 30, 1997

Guiding Vision for Public Education in Alaska

Alaskans envision a public school system controlled by the public that will graduate world-class students who will:

- communicate effectively,
- think logically and critically,
- discover and nurture their own creative talents,
- possess essential vocational and technological skills,
- be responsible citizens,
- be committed to their own health and fitness, and
- accept personal responsibility for sustaining themselves economically.

*1994 Alaska Education Regulations
Title 4, Chapter 4, Section 020*

ALASKA QUALITY SCHOOLS INITIATIVE

I
n
t
e
g
r
a
t
e

U
s
e

O
f

T
e
c
h
n
o
l
o
g
y

High Student Academic Standards & Assessment

- ★ School districts develop and adopt standards and assessments
- ★ State supports school districts by developing
 - content standards in ten core subject areas
 - student benchmarks and performance standards for basic skills
 - curriculum frameworks
- ★ State supports school districts through statewide assessment of standards
 - California Achievement Test: reading, mathematics, language arts
 - Direct writing assessment
 - National Assessment of Educational Progress

Quality Professional Standards

- ★ Standards-based licensure
 - Meet state standards for initial preparation
 - Professional development for continuing licensure
 - National board certified
- ★ University preparation becomes standard based
- ★ Performance-based evaluation at district level

Family, School and Community Network

- ★ Research-based family, school and community partnerships
- ★ Collaborations among education organizations and parent organizations
- ★ Facilitating student transitions throughout their schooling
- ★ Business, agency, community partnerships

School Excellence Standards

- ★ State school accreditation
 - State standards for successful schools
 - School profiling process
 - Northwest Association of Schools and Colleges partnership
 - Distinguished school recognition
- ★ Network of distinguished schools and educators to provide technical assistance for school improvement

Shirley J. Holloway, Ph.D., Commissioner of Education
801 W. 10th Street, Suite 200, Juneau, Alaska 99801-1894
Phone: (907) 465-2800 www.educ.state.ak.us



Alaska
GOALS 2000

State Level Activities

July 1, 1996 - June 30, 1997



Improving Student Achievement in Alaska

Activities under the Alaska Goals 2000 state improvement plan were an important part of education reform in Alaska during fiscal year 1997. In conjunction with the Alaska Quality Schools Initiative, federal Goals 2000 funding supported a wide range of reform efforts that will develop higher standards for students and shape Alaska's education system to help students meet those standards. The goal of standards-based education reform is to raise the achievement of all Alaska students and prepare them to lead healthy, productive lives.

During 1996-97, Alaska's allocation for state and local education reform under the Goals 2000 program was \$1,437,615. Ninety percent of the allocation (\$1,293,886) was used to fund grants to local school districts. (See table at back of this report.) Ten percent of the allocation (\$143,729) was used to fund state-level activities through the Alaska Department of Education.

Thousands of people including parents, business leaders, community members, and educators are moving Alaska education reform forward at the state and local levels. The achievements described in this report are victories for all of them as Alaskans work together to build a bright future for young people in all parts of the state.

1996 Alaska Education Summit

On October 3 and 4, 1996, 250 Alaskans met in Girdwood, south of Anchorage, to rededicate themselves to improving the academic achievement of students in Alaska public schools. They were brought together by three Alaska leaders—Governor Tony Knowles, ARCO Alaska, Inc. President Ken Thompson, and Commissioner of Education Shirley Holloway. The three had joined governors and leaders from many other states at the National Education Summit the previous spring. When they returned they initiated Alaska's own Education Summit and invited mayors, school board members, businesspeople, parents, teachers, school administrators, and other community members from every school district in the state. Working in teams, Summit participants forged action plans to improve education in their communities in five areas: student academic standards; assessment of student standards; professional standards; accountability; and family involvement in student learning and community, school and business partnerships. Their strategic planning and enthusiasm will be reflected in communities throughout the state for years to come.



High Student Academic Standards and Assessment

During 1996-97 curriculum frameworks and related resource kits to guide teachers were completed for English/language arts, social studies, world languages, and the arts. Performance standards—describing what students should know and be able to do—were drafted for reading, writing, and math. These three subject areas received special attention this year in response to an Alaska legislative initiative mandating a qualifying exam in reading, writing, and

math for Alaska public high school graduation beginning in 2002. In pursuing plans to expand educators' ability to conduct high quality assessments of student performance, the Department of Education joined the State Collaborative on Assessment of Student Standards (SCASS), coordinated by the Council of Chief State School Officers.

In addition, employability standards for students were drafted through the federally funded Alaska School-to-Work Initiative. Members of local School-to-Work partnerships participated in local education summits to reinforce how School-to-Work promotes high academic standards.



Quality Professional Standards

The State Board of Education accepted the recommendations of the Professional Licensure Task Force for reform of teacher preparation, and directed the department to develop plans for implementing the task force recommendations. This will include development of a new system for improving the capacity of education professionals through a tiered system of educator licensure:

- *Initial certification* will require that teachers meet entry level Alaska or Council of Chief State School Officers (CCSSO) standards.
- *Continuing certification* will require a portfolio demonstration meeting the next level of Alaska standards.
- *Advance certification* will be available in 1999 for those who achieve National Board Certification.

Plans for teacher licensure and certification included:

- adoption of tests for certification, beginning with the Praxis I tests in reading, writing, and math skills as qualifying exams for initial teacher certification beginning in 1998, and the School Leader Licensure Assessment for administrators beginning in 1999;
- development of standards for mentor training;
- introduction of an induction period upon initial certification;
- adoption of a portfolio assessment for movement to continuing certification;
- movement from renewal by six semester hours of any coursework in a five-year period, to a Professional Development Plan tied to standards and reported with reflection annually;
- district inservice days tied to standards;
- required endorsement in areas in which teachers are assigned to teach;
- development of additional ways for teachers to demonstrate their qualifications to teach specific content areas;

- endorsements based on degrees in content areas; and
- content area testing.

These provisions would qualify educators in addition to the currently accepted institutional recommendation based on completion of an education program approved as meeting national standards.

The department also developed a Professional Evaluation Handbook to help school districts meet the requirements of HB465 that evaluations of educators be based on the state teacher standards and include parent and student input.

Alaska Goals 2000 and the Quality Schools Initiative emphasize the importance of professional development to school reform efforts, and the belief that successful professional development should show measurable effects on students' abilities to meet standards. During 1996-97 the department initiated or supported a wide variety of professional development activities to help educators keep pace with developments in learning theory and effective teaching practice, and to provide opportunities for teachers to broaden and deepen their knowledge in specific subject areas.

The department continued to promote the training and support of teachers who would serve as state leaders in their content areas. In 1996-97 special emphasis was given to training cadres of teachers in math, science, and health education.

The Alaska School-to-Work Initiative provided training for members of local partnerships in topics such as gender equity, creating work-based experiences, and providing safe, healthy, and legal workplace experiences. School-to-Work conferences, classes, and workshops helped potential participants understand how to take part in the initiative.



Family, School, Business, and Community Network

In conjunction with the National Network of Partnership 2000 Schools the Department of Education collaborated with the Alaska Parent-Teacher Association (PTA), the Association of Alaska School Boards, and the Alaska National Education Association to train schools and school districts to strengthen their connections with parents, families, businesses, and community members. This work was in pursuit of several goals that are part of the Alaska Quality Schools Initiative and the Alaska Goals 2000 Comprehensive State Improvement Plan.

- Seven school districts numbering 64 schools were formally trained in Dr. Joyce Epstein's Model of Family Involvement. The model was also presented at 21 other locations. The department supported schools in other locations who chose to work with three other family/community involvement models: Alaska Onward to Excellence, Future Search, and Positive Youth Development, Building Assets.

The ***Epstein Family Involvement Model*** includes:

1. Basic obligations of families
2. Basic obligations of schools for communication
3. Involvement at school
4. Involvement in learning activities at home
5. Involvement in decision-making, governance, and advocacy
6. Collaboration and exchange with community organizations

- To promote the establishment of parental information and resource centers, the department supported eligible applicants for federal funding by sharing information, writing letters, and agreeing to serve on a board of directors of the successful grant recipient. The department also participated in the Community Partnerships for Access, Solutions, and Success (COMPASS) Institute together with 13 communities in all parts of the state. Department staff served as mentors, or “barrier busters,” for these communities’ follow-up efforts.
- The State Board endorsed the National PTA standards for schools and families, and the department will use them along with other guidelines for workshop training in developing family, school, community, and business networks.
- The department supported the family involvement video *Families and Schools: Caring for the Children We Share*.
- The department will share successful practices through the National Network of Partnership 2000 schools.
- Many of the partnership training pilot sites devoted considerable attention to practices among families, schools, and communities that strengthen cross-cultural connections, another goal of the Alaska Goals 2000 state improvement plan.

During the 1996-97 school year four School-to-Work partnerships were involved in planning, and 25 other partnerships worked to implement their plans. More than one in four Alaska secondary students participated in work-based learning, including job shadowing, service learning, cooperative education, mentorship, and apprenticeship. Nearly one in five of Alaska’s employers participated in local School-to-Work partnerships by serving on advisory committees and/or offering work-based learning opportunities for students and teachers.

Twenty-two local partnerships made connections with public or private postsecondary institutions to help students move more smoothly from school to work, further training, and lifelong learning. Career and employability standards were drafted to connect School-to-Work and career development with the Alaska content standards for students. Also completed were a menu of options for

employer involvement in School-to-Work; an Alaska School-to-Work Employer Handbook outlining laws, regulations, and strategies for participating in School-to-Work; and a compilation of Alaska School-to-Work success stories.

Local School-to-Work coordinators received training on how to measure and evaluate School-to-Work successes in an effort to promote accountability among community members.



School Excellence Standards

During 1996-97 a draft of 20 research-based standards for school accreditation, including a scoring rubric, was completed. These standards were sent out for extended public comment.

The 1996-67 Alaska Report Card presented information on enrollment, transience rates, attendance, dropout rates, graduation rates, promotion, and standardized test results in Alaska schools. The Report Card will contribute to the development of a uniform system of performance indicators throughout the state.

Through a grant from the U.S. Department of Education the department assisted with planning and implementation of a number of charter schools that expand the choices in schooling available to Alaska students. This year 12 more charter schools were approved by the State Board of Education. Operated as public schools within school districts, charter schools are designed by community members, parents, and teachers for particular purposes and groups of students. Among those approved this year were schools focused on emphasizing technology, creating mixed-age, family-centered environments, and using a thematic approach to learning that involves the arts, the environment, and culture.

Integrated Use of Technology

Leaders at the October 1996 Alaska Education Summit emphasized the importance of technology resources and training in preparing Alaska students for the 21st century. The Alaska Quality Schools Initiative and Alaska's Goals 2000 state improvement plan also recognize the importance of integrating technology across all curriculum areas, providing teacher training, and giving students access to appropriate networks and technologies.

The department continued to allow districts to apply for funding under several grant programs, including Goals 2000, to acquire hardware and technology services, acknowledging that some districts consider this one of their most critical needs for school reform.

A number of Alaska schools continued to expand the courses available to their students by participating in the federally funded Pacific Northwest Star Schools Partnership.

The State Library Electronic Doorway (SLED) continued to give Alaskans using public and school libraries access to the catalog listings of major library collections and a variety of periodical indexes. Many libraries provided access to the Internet and training in how to use it. The University of Alaska Distance

Learning program offered one-way audio/two-way video courses to learners in remote locations throughout the state.

Progress continued in developing the On-Line Alaska School Information System (OASIS), which will connect the department with all district offices for electronic record keeping and data exchange. The department worked with a pilot group of six school districts to create a database encompassing all student-level information reported by schools (other categories in the system will include data on staff, programs, and finance). This system coordinated within a single space a variety of information formerly reported on separate forms.

The department continued to work with other government agencies such as the Governor's Telecommunication Information Council to support technology planning in communities and to help establish stable funding sources for educational technology.

In 1998 the department will begin working with the University of Alaska Southeast to provide a program in educational technology.

Alaska
GOALS 2000

School District Activities

July 1, 1996 - June 30, 1997



Goals 2000 legislation specifies that at least 90 percent of the funds received by each state must be used for competitive subgrants to local school districts. Alaska's Goals 2000 Comprehensive State Improvement Plan also states as one of its guiding principles that "school districts, with support from the state, must chart their own path to excellence."

For school year 1996-97 the department used a competitive grant process to award subgrants to school districts in three areas: planning and implementation of local education reform, professional development, and preservice teacher education. Fund awards were capped at \$100,000 for the first year that a district received funding and \$75,000 for the second or third year that a district receives funding. To allow time for advance planning and implementation of plans, funds awarded under a grant for any year could be spent over a period of two years.

The 1997 year-end report asked districts to report on their progress in meeting the goals in their Goals 2000 local improvement plans and in increasing student learning. Districts were asked to report on progress in the five areas related to the Quality Schools Initiative. Their reports included both activities funded by Goals 2000 and projects supported by other means.

The following highlights are selected from school district reports for fiscal year 1996-97.

Alaska Gateway School District

Funds expended \$28,745

Student Academic Standards and Assessment

A committee of elementary teachers and technology experts developed local performance benchmarks based on the Alaska Content Standards for: grades 7-8 in science, math, language arts, and technology; and grades kindergarten through 6 in geography, government and citizenship, history, and skills for a healthy life. Teachers who piloted the benchmarks have been asked publicly for input on the program, with favorable results. Presentations have been given to local and regional school boards to gain their support in all areas of Goals 2000. Benchmarks will make it easier for students to transfer from one school to another in the district, and will enable teachers to inform parents of what their children are expected to learn.

Quality Professional Standards and Evaluation

The district provided the local Head Start program with special education services and weekly technical support. New job evaluation formats were developed for every position in the district. They include parent, community, and student input based on HB 465, the law promoting excellence in the classroom, fairness to school employees, and accountability to the public. Committees continually monitor the effectiveness of the new evaluation process, changing and revamping the system in accordance with HB 465 where appropriate.

Family, School, Business, and Community Network

The district's collaboration with the Head Start early childhood program provides services in pre-school education, nutrition and health, and child development. Even Start provides adult education and GED classes, home visits, and family nights to improve the educational level of parents in the community. A committee formed at the Valdez Mini-Summit will address parent/community involvement and business partnership teams. Part of this committee was involved in setting up parent-teacher resource rooms in each school, and funding was secured to order new materials for all the resource centers.

School Excellence Standards

Our goal was to continue the Northwest Association of Schools and Colleges accreditation process in Tok and Eagle schools, and to explore paths by which other schools in the district can meet state expectations for accreditation. Special education monitoring has enabled the district to focus on new areas to improve learning for students designated as handicapped. In follow-up to a vocational education review, we will rewrite our vocational education program to encompass more work skills and work study opportunities.

Integrated Use of Technology

A grant from British Petroleum allowed the school district to receive and set up 50 new computers for a teacher/training exploration center. The district arranged to receive free Internet services at the center for three months. Funds have also been acquired to purchase supplies to wire schools via satellite to the Internet, and to purchase and install new memory boards for the Macintosh computers we now have. Training in technology was offered in a districtwide inservice and several mini-inservices, and a computer program that was developed and piloted will help teachers assess student skills according to state standards and benchmarks. A technology plan was developed that identifies and prioritizes districtwide goals, and a technology satisfaction/improvement questionnaire was given to all teachers and made available to parents and community members. Progress in this and other goals is also monitored by the level of support that local and regional school boards give to various initiatives.

Goals 2000 funds provided for contracted services with Head Start, and program support.

Alyeska Central School

Funds expended \$40,575

This was the second year of a two-year grant award.

Annette Island Schools

All Goals 2000 funds were expended in the previous year

Student Academic Standards and Assessment

The local school board adopted the Alaska Content Standards, and we will be mapping our existing performance standards with the Alaska Framework Model.

Continued tests prepared by teachers will be given to assess students' achievement of the performance standards.

Quality Professional Standards and Evaluation

The local board of education has adopted the intent of HB 465 through policy. New teachers hired will be certified.

School Excellence Standards

Accreditation reports are filed annually, and we monitor them through self-evaluation and Northwest Accreditation Association reviews. We have applied to the state for capital improvement money to improve facilities that are below standards.

Family, School, Business, and Community Network

Hiring part-time aides and using volunteers has brought parental input to the elementary grades. While parents aid and assist teachers, they observe and learn a variety of skills that will enforce successful learning and behavior both at home and at school (skills such as monitoring, listening, reinforcement, time on task, time and anger management, sharing, peer tutoring, and peer role modeling). This has been our most successful attempt at parent involvement in the last four years. We have had continued involvement from several key committees involving parents, community, school, and businesses.

Bering Strait Schools

Funds expended \$28,350

Student Academic Standards and Assessment

Each site in our district went through a strategic planning process that ended in a plan for improvement for each school. These plans contained a mission, objectives, and tactics to implement for the coming year. The specific purpose was to improve student achievement. Each site was also given \$900 to spend on materials to help implement the plans.

We provide training in the Mastery Learning Process each year before school starts. Mastery Learning I was provided for all new teachers. Mastery Learning II was offered voluntarily to all returning teachers and principals. All teachers were expected to implement this model in at least their math classes. We plan to implement it in other content areas as soon as training permits. The biggest challenge is training the influx of new teachers each year.

Graduation outcomes were developed and put in place. Performance assessments were developed for grades kindergarten through 2 in the core areas of reading, language arts, math, science, and social studies. They were to be fully implemented beginning with this year's kindergarten class.

Quality Professional Standards and Evaluation

A committee of teachers, principals, district office administrators, and advisory education members reviewed the new state statute and draft evaluation instruments, and sent them out for public review and comment. The committee

studied responses, made revisions, and sent out a second draft for public comment. Final documents were then sent to the local school board, which approved them on June 1. The main challenge was in developing documents that everyone was comfortable with. We are pleased by our process and feel that the documents produced meet the state statute and are workable for all groups within our district.

School Excellence Standards

Our district had developed standards before this fiscal year using materials and guidelines from the MCREL Institute in Aurora, Colorado. A team made up of one member from each school and the district office developed benchmarks in the core areas of reading, language arts, math, science, and social studies for four levels: Level I (grades kindergarten - 2), Level II (grades 3-5), Level III (grades 6-8), and Level IV (grades 9-12). We overcame the challenge of taking staff away from school time by having staff come in the week after school was over to finish the benchmarks. We have just begun dealing with our goal of recording and reporting student achievement. The new technology coordinator was to develop a database over the summer to track benchmark achievement for each student in the district.

Family, School, Business, and Community Network

A local school board policy for public communication had been developed prior to this fiscal year. This year parent liaisons from each site received training from Derek Peterson with the Association of Alaska School Boards. Each of the liaisons then went back to her/his site and provided parent workshops. We still have not found the key to bringing in parents who are satisfied with the school to find out what is going on. We are trying to use computers to get parents to school by offering a parent corner where parents can use the computer with their children.

Integrated Use of Technology

A technology steering team was established, and guidelines for purchasing software and hardware were developed. With the help of a federal grant, we began wiring all 15 schools in the district, with plans for the infrastructure to be in place by fall. The technology coordinator began developing a database to hold student grades. MacSchool is already in place to keep track of grades and attendance. All media holdings at each site were also catalogued using MacSchool. The problem, of course, is that every teacher and staff member who uses these programs has to be trained.

Chugach Schools

Funds expended \$4,500

Student Academic Standards and Assessment

Student performance standards have been developed and implemented districtwide in all content areas. Our next challenges are (1) to develop instructional materials and delivery strategies that align with the benchmarks of each performance standard in a developmental sequence; and (2) to develop

authentic and alternative forms of assessment to measure students' real progress.

Quality Professional Standards and Evaluation

A team of teachers, principals, parents, community members, and business partners was formed to develop desired performance standards for all teachers and administrators. The local board of education approved the new Professional Standards Evaluation System in May 1997. Our next step will be to provide all staff with inservice training on using the new system.

School Excellence Standards

As part of the Alaska Onward to Excellence process, each school and community has developed an action plan that identifies their priority for student learning goals for the next year. Each plan delineates the roles and responsibilities of parents, students, teachers, community, and school district; and each has a timeline and a method to measure progress toward the plan goal. Our next steps will be to provide support and training to all stakeholders on roles, responsibilities, and assessment.

Family, School, Business, and Community Network

The Alaska Onward to Excellence process has led to a network of business partnerships that have been instrumental in our School-to-Work and life skills transition programs.

Integrated Use of Technology

We continue to use the Chugach Instructional Model, which integrates technology across the curriculum and identifies student performance standards. Our next steps will be providing several days of staff training on using and implementing the model, incorporating assessment, and tracking progress within the model.

Goals 2000 funding supported five days of intensive work by a team of 12 people. The team revised and clarified each benchmark in all content areas of the student performance standards. That included standards in 12 content areas and 121 benchmarks.

Copper River Schools

Funds expended \$72,538

Student Academic Standards and Assessment

The district science curriculum for grades kindergarten through 12 was revised to meet the state content standards and performance standards. The district vocational education plan was revised for 1997-2000 and addressed the continuing need to prepare students for the future. A career/guidance counselor was hired to meet the needs of students throughout the district and to focus on school-to-work activities.

Quality Professional Standards and Evaluation

An evaluation committee has been meeting regularly to develop a districtwide evaluation document that meets state requirements and incorporates quality professional standards. After completion of the document, it will be presented to all staff in an inservice, and staff development will be offered to all staff on effective teaching techniques.

School Excellence Standards

Graduation requirements have been updated, and the local board of education is in the process of requiring additional credits in math, science, and technology. All students are now required also to take at least one vocationally oriented course during their high school career, and a career exploration class during junior high or high school.

A districtwide committee also reviewed and updated the science curriculum and began the process to bring it into alignment with state education standards. The districtwide technology plan has been approved and is being implemented. Interviews are being held for a districtwide technology coordinator.

Family, School, Business, and Community Network

School-to-Work partnerships have been strengthened with the following agencies: Prince William Sound Community College, the Economic Development Council, Copper River Native Association, Ahtna Inc., National Park Service, Alaska Department of Fish and Game, U.S. Bureau of Land Management, and Alaska Department of Natural Resources. An early childhood partnership has been developed between the school district, Head Start, and the local Infant Learning program. An Interagency Networking Group partnership was formed to address the issues of substance abuse and violence.

Communications between parents, teachers, and students are ongoing and have been reported as excellent by most schools in the district. Instructional television is used regularly for instruction between small schools and to link rural sites with the monthly board of education meetings. A number of special activities were offered by schools for all to enjoy, and a districtwide newsletter including news from all sites is being distributed to every boxholder in the area.

Integrated Use of Technology

A comprehensive technology plan has been developed and includes funds for staff development. The Goals 2000 grant has been approved to establish a network among district schools for interactive television, Internet, and Intranet. An inservice day was held with sessions on Internet Access, HyperStudio, computerized individual education plans, and technology for special education students.

Cordova City Schools

Funds expended \$7,544

Student Academic Standards and Assessment

A district technology curriculum committee has been formed and is scheduled to begin meeting in the 1997-98 school year. The committee will explore using computers for assessment in an "electronic portfolio." A Native Alaska Institute is planned beginning in fall 1997, and a technology fair for students will be scheduled for the 1997-98 school year. Fiber optic cable has been purchased, and a local area network supporting Internet access for students, parents, teachers, and community members was scheduled to be hooked up during summer 1997. Computers purchased through various loans will be used for a home loan program for students.

Quality Professional Standards and Evaluation

A summer institute was scheduled to address the "how to's" of using a computer, and use of computers to enhance all parts of the curriculum. Continuing support in use of computers and computer technology will be planned for teachers and parents.

School Excellence Standards

Activities planned through Goals 2000 funding support numerous opportunities for all students to learn. These include the computer home loan program, the technology fair, computer inservice programs open to parents and community members, and use of the Internet and the School-to-Work program.

Family, School, Business, and Community Network

The district's community council has been organized and has met several times to generate the district's local improvement plan. Membership on the council includes parents, community members, business leaders, teachers, and administrators. In addition to the goals generated under Goals 2000, the local improvement plan includes the following four goals:

- Establish a comprehensive staff development plan to enhance teaching and learning.
- Establish a 5-year plan for the district's physical plant.
- Design and implement a district support system that will provide structure for a volunteer program, fund raising, and provision for the district's fine arts program.
- Establish a program for students supporting planning for their future.

Integrated Use of Technology

A five-year technology plan has been developed and put into motion. A district School-to-Work committee will begin meeting in the 1997-98 school year. The technology fair and plans for an "electronic portfolio" are part of the integrated use of technology to support student learning.

Goals 2000 funds were used for consultant fees and the purchase of cable, wiring, etc. for a local area network.

Delta-Greely School District

No federal Goals 2000 funds were expended this year.

Student Academic Standards and Assessment

The goal is to develop student standards and align them with the curriculum. Work is due to start in FY 98.

Quality Professional Standards and Evaluation

The goal is to develop professional standards and an evaluation instrument. A committee has been formed, and was due to complete these during strategic planning in August 1997.

Denali Borough Schools

Funds expended \$5,000

Student Academic Standards and Assessment

One school in the district has local remote access dial-in to the school network and direct access to the Internet. This allows students to connect with their work in progress, communicate with teachers, and do research from their home computers. The other two schools have access only through long distance telephone lines. Next steps are to upgrade the telecommunications links between existing school sites, and provide access to the wide area network and the Internet for all students.

Two days of teacher inservice were used to review all curriculum areas and to begin aligning them with Alaska state content standards, establishing benchmarks, and determining assessment criteria. The health curriculum was modified in depth. A School-to-Work initiative was launched, with monthly committee meetings that will design the program plan. The plan will include career and work standards at all grade levels throughout the curriculum. The local school board defined the district's mission statement and adopted policies that outline essential skills for graduates. Students developed "electronic portfolios" on CDs to demonstrate their mastery of the new Alaska content standards and the district's own essential skills for graduates. These portfolios will be used by graduates in the working world as a record of their many successes.

Quality Professional Standards and Evaluation

Staff development activities covered national certification standards for teachers. The district developed new evaluation procedures for teachers, and they were adopted by the school board. Tenured teachers formalized an annual individual professional growth plan. All student teachers in our schools are required to spend 20-25% of their time working with students and the district's technology specialist in the computer lab. We will continue to recruit new teachers who have knowledge and expertise in using technology in the classroom to act as mentors for other staff.

School Excellence Standards

Our goals are to provide strong leadership, quality educational facilities, and school environments that promote learning with safety, civility, and respect.

Family, School, Business, and Community Network

We provide ongoing training for parents and volunteers to assist their children both at home and in class. A local education technology summit invited local businesses to demonstrate how they use technology in their businesses, and students demonstrated how they are using technology in school. The School-to-Work Initiative has tentatively established several school-business partnerships. Future plans include developing a data bank of "resident experts" who are willing to come into classrooms to share their unique knowledge, skills, and abilities with students.

Integrated Use of Technology

Student learning time has been extended with the home/school remote access dial-in capabilities. All teachers use a local Internet network to communicate with other staff, and most teachers have an Internet address. Technical support is provided districtwide by one full-time technology specialist, who is a certified teacher. In addition, maintenance personnel have been trained in computer repair and troubleshooting. Optional staff development has been provided to assist teachers with integrating technology in the classroom across curriculum areas. Next steps will include offering multimedia courses throughout the K-12 curriculum to ensure that all students, regardless of their length of stay in our district, have an opportunity to infuse technology with their learning in an active and meaningful manner. We will also continue to promote collaboration so that parents, community members, and businesses can become involved in the children's learning.

Goals 2000 funds were used toward payment of a consultant to design a computer-based wide area network.

Fairbanks North Star Borough Schools

No federal Goals 2000 funds were expended this year.

Student Academic Standards and Assessment

This district maintained the smallest class size of any urban district in Alaska. We held focus group discussions with key high school teachers on granting performance-based credit; reviewed high school course syllabi for standards and student assessments; and began revision of the language arts curriculum to integrate the Alaska English/Language Arts Standards. We also supported a pilot high school project (ThinkTech) that integrates four subject areas, is based on Alaska Content Standards, and uses performance assessments.

Quality Professional Standards and Evaluation

The board of education adopted state professional standards for teachers. The district developed a draft form for parent input into teacher evaluations and began creation of a teacher evaluation instrument that is standards-based. One of our

next steps will be to develop an administrative evaluation form based on administrator standards.

School Excellence Standards

We developed plans for tying Quality Schools Standards to the accreditation process at four high schools, and used Quality Schools Standards to help design our re-engineered alternative school, Howard Luke Academy.

Family, School, Business, and Community Network

The district adopted Partnership 2000 frameworks as the basis for family-community involvement programs. We are working on Partnership 2000 plans at eight schools, and are conducting extensive awareness activities at 20 other schools and in the community. The School-to-Work program expanded to eight additional schools, and we continue to add business to our school/business partnership programs. Community and family response to being included in the education of their children has been overwhelmingly positive.

Integrated Use of Technology

This district continues to be a leader in the use of technology in education, and in technical support of networked systems. We offered more than 50 technology trainings for teachers, and developed curriculum frameworks for each subject area and grade level that integrate technology into instruction. We added four full-time technicians to install and maintain school networks. All new schools and renovated old schools are connected to the local area network and wide area network.

Hydaburg City Schools

Funds expended \$3,852

Instructional Staff Training

Because of unexpected staff turnover, plans for extensive training on integrated thematic instruction were moved forward to the 1997-98 school year. Staff training plans for 1997-98 will be revised to meet the needs and strengths of a staff 40% new. Directly linking appropriate authentic assessment to each benchmark is a priority for the 1997-98 school year. An assessment portfolio will be constructed for each student, containing exemplary work as each benchmark is passed. Students will be expected to do presentations and create documents indicating what they have learned and what level of performance has been achieved.

Writing and Adoption of Content Standards and Benchmarks

Staff received release time and University credit to work two to four hours per week in a class on curriculum development. The main work of the class was writing content standards, benchmarks, and instructional units. About 70% of the content taught at the school was addressed through this inservice program. In 1997-98 we plan to complete standards for all instructional areas, including art, physical education, and music. The standards, once adopted, are to be a

dynamic document, capable of being modified to meet the changing needs of students.

Implementation of Integrated Thematic Instruction in the Classroom

Next school year each teacher will be expected to use integrated thematic instructional units for a part of each day by the end of the first semester. The use of thematic instruction will be monitored through the teacher evaluation process. The need at Hydaburg is to make education relate to the real world. Integrating instruction does that by treating issues or themes in a multidisciplinary manner. This is how thinking people examine issues in their own lives, by drawing upon all of their learning to make the best possible decision or gain the best possible understanding at any particular time.

Creation of an Experiential School at the Secondary Level

In the 1997-98 school year, one teacher will open an experiential learning program, a hands-on approach to learning academics. Projects, including outdoor survival, boat maintenance, job readiness, and other skills, will be used as a means of delivering math, English, science, and social studies to students. Students participating in the program will be expected to be willing to work hard, participate in many activities, and provide service to the school and the community. The benefit to students will be the opportunity to be actively engaged in their learning, much as the real world operates. Real life situations and the environment will be the lessons and classrooms.

Goals 2000 funds were used to hire a consultant for the experiential school and to purchase two laptop computers expressly for work on curriculum development and Goals 2000.

Juneau Borough Schools

Funds expended \$33,294

Student Academic Standards and Assessment

A districtwide "High Impact" staff development team, with representatives from all schools, identified standards and assessments as the top priority for staff development and participated in several full-day inservices that prepared them to provide training in their buildings. At Juneau's Education Summit one sectional that focused on standards and assessments provided community members and parents with an overview of national, state, and local standards, and district progress in establishing benchmark assessments. In one school the Montessori teacher completed a revision of all student evaluation forms, including self-assessments and goal setting, in order to be consistent with state standards and district goals. When one middle school hosted a standards and assessment retreat for all site council and PTA members, participant evaluations indicated it was very worthwhile and informative. Among our next steps will be completing the drafting of benchmark assessments in math and language arts for grades 3, 5, 8, and 12, as well as completing a continuum of performance to be used across all grades.

The board of education voted to mandate that all 10th graders must pass a locally developed and adopted mathematics assessment beginning in 1998. With Eisenhower Title II and district funding, a database of student performance on open-ended math problems was created and used for reporting and planning in grades 4-5, 6, 8, and 9. Next steps will include developing a web site for mathematics that will include student performance data, samples of performance assessments, criteria by which students will be evaluated, and exemplars of student performance at varying levels.

High school students attending the Phoenix programs presented electronic portfolios that are entirely standards-based reflections and summaries of their work. This work was presented publicly at the Alaska Education Summit, the Local Education Summit, and the Com Tech Conference. The district's portfolio process and products were the featured front page article in the Northwest Regional Education Lab's fall publication. In addition, one elementary school's spelling initiative resulted in much more emphasis on writing schoolwide and a more consistent assessment of students' ability to use correct spelling in their writing.

Quality Professional Standards and Evaluation

The teacher evaluation system and accompanying forms, which include input from students, peers, parents, and administrators, were piloted with 47 teachers, revised, and adopted by the local board of education. Parallel processes and forms were developed and implemented for administrators and will be piloted in 1997-98 for librarians, special education teachers, and child care staff. Next steps will include extending the process to classified employees and all other administrators.

School Excellence Standards

One of our three goals in this category was to create a safe, nonviolent environment both in and outside of school. Several schools provided conflict resolution and peer mediation training to staff, students, and parents to improve school climate throughout the day and after school. Schools also developed, revised, and committed to consistent, building-wide codes of conduct.

Teachers used professional release time to do peer observations; attend national, state, and regional conferences; and participate in Book Talks, Kids 2000, and Skills 2000 courses. As Juneau-Douglas High School heads toward re-accreditation, we will include Quality Schools indicators directly in the process.

Family, School, Business, and Community Network

Board policy requires each school in the district to complete a parent involvement plan, and individual schools sponsored family nights, parents' activities, and parenting classes. Administrators, parents, and staff from each school participated in a one-day training on the Epstein Model of Family Involvement. Parenting resources were added to school libraries, and a database of community volunteers was compiled and put online for easy access. Six schools created new, formal partnerships with local businesses; and through a Schools

2000 class, 5th grade teachers developed business partners and mentors to help students solve real-life math problems.

Kenai Peninsula Borough School District

Funds expended \$2,460

This was the first year of a two-year grant award.

Klawock City Schools

Funds expended \$15,961

Student Academic Standards and Assessment

During FY97 Klawock City School District has focused its efforts toward aligning language arts and math curriculum with state and national standards. During inservice sessions in FY98, teachers are to develop benchmarks for language arts and math and align them for grades kindergarten through 12. Next, they will develop assessment tools to accurately measure student performance.

Quality Professional Standards and Evaluation

The district's work to produce a teacher evaluation plan in conjunction with community members, parents, and staff members was underway when the state mandate for evaluation and review was passed by the legislature. A final plan has been submitted. Ongoing review of the plan and the development of administrative evaluations are expected. A plan was developed for FY98 inservices to work on performance-based assessment, benchmark development, establishing performance-based classrooms, and increasing parent and community involvement in education.

School Excellence Standards

With the establishment of benchmarks and performance standards in each of the curricular areas, students will be required to provide evidence of learning and will become more actively involved in fulfilling higher expectations. Once state-mandated testing for high school graduation begins with the class of 2002, students will be held accountable for basic skills retention in order to receive a diploma. The district is beginning to deal with the additional structure and support needed for students who might have difficulty in passing the required assessment.

Family, School, Business, and Community Network

The Alaska Onward to Excellence program and other outreach activities have increased the amount of support and interaction between the school and the community. The community looks at the school as theirs and supports it in many ways. Efforts will continue to communicate our needs and successes to various groups.

Integrated Use of Technology

Technology has been a major focus in the district. The student/computer ratio is currently approaching 3 to 1, and students in every classroom have access to

computers. They use them for assignments, gathering information, data processing, and word processing. Klawock School also is a member of a consortium in the process of developing a technology plan to procure funding for technology projects and provide staff development in use of computers and computer technology in the classroom.

Goals 2000 funding allowed us to hire consultants, send staff to planning meetings, and purchase materials for the Goals 2000 project.

Kodiak Island Borough School District

Funds expended \$23,361

Student Academic Standards and Assessment

The district completed a review and update of its math curriculum, aligning it with the national and state math standards. Our next steps will be to review other curriculum for alignment with Alaska Content Standards and school district graduation requirements and to align the district student assessment program with state standards.

Quality Professional Standards and Evaluation

A new Certificated Evaluation Committee comprised of community members, students, teachers, and administrators, produced draft evaluation guidelines and a document to ensure compliance with the new Alaska standards for teachers and administrators. The new plan is scheduled for implementation in the 1997-98 school year.

School Excellence Standards

Based on newly revised professional evaluation guidelines for administrators, we began planning to develop site-based school improvement plans.

Family, School, Business, and Community Network

The district completed the first year of a School-to-Work Initiative implementation grant. Emphasis was on development of school, community, and business partnerships. Using grant and district funds, we also continued a variety of parent and community involvement activities, including use of volunteers in the classroom, parent facilitators, family computer sessions, curriculum coordination with Kodiak College, and a local Education Summit meeting.

Integrated Use of Technology

The district technology committee, comprised of teachers, administrators, parents, other community members and students, produced a technology plan, technology standards, and a scope and sequence for technology in the district. Grant funds were used to provide instructional technology support for classroom teachers. Our next steps will include wiring each school with a local area network, and preparing village school buildings for Internet access.

Goals 2000 funds supported implementation of the district writing assessment, training for effective parent involvement in the schools, and professional development.

Lower Kuskokwim School District

Funds expended \$27,611

This was the second year of a two-year grant award.

Lower Yukon Schools

Funds expended \$35,000

Student Academic Standards and Assessment

To date, two schools in the district have received full accreditation, a second has received "accreditation with comment," and the remaining schools have begun the accreditation process. The Formula Three Reading, Spelling, Learning Project continued and achieved substantial gains among students, as evidenced by scores on the California Achievement Test.

Quality Professional Standards and Evaluation

As part of the accreditation process, up to six days has been devoted to professional development in each school. Five candidates are participating in the Rural Educator Preparation Partnership (REPP) at Hooper Bay Schools, and a certified teacher has been assigned as mentor. REPP allows candidates to pursue teaching degrees while maintaining important ties to village life. We will continue to support current participants, and to recruit and train additional Native teacher candidates.

School Excellence Standards

A major part of school reform activities and the accreditation process has been an extensive evaluation and upgrade of school libraries and management.

Family, School, Business, and Community Network

The parent education committee has been active. Home-school coordinators provide liaison, tutoring, and counseling. Local newsletters inform parents and promote activities in the school. Participation of elders and local business owners in school activities has increased.

Integrated Use of Technology

Funding from the Alaska Science and Technology Foundation, Carl Perkins, and other sources were used to begin the "Net Day" project. This effort will provide all district schools with access to the Internet. Staff training in technology, with an emphasis on effective integration across the curriculum, is ongoing.

Goals 2000 funds supported improvement of library collections and management, preservice teacher education, and professional development.

Mt. Edgecumbe High School

Funds expended \$6,907

Student Academic Standards and Assessment

We developed a scope and sequence that aligns our science curriculum with Alaska Content Standards in Science. Upon the science team's recommendation, an additional course, Science Exploration, will be offered in the 1997-98 school year to help students meet the standards. The science team also designed a performance assessment using the Science Inquiry scoring guide from the Alaska Frameworks to be given to students in fall 1997. It is our intention to give a similar assessment at the end of the 1997-98 school year to measure the growth in student learning.

We also developed a scope and sequence that aligns our language arts curriculum with Alaska Content Standards in Language Arts. The language arts team identified students' reading skills as a barrier to success, and we have addressed this issue by surveying teachers and working toward a schoolwide reading program. Work also continued on using portfolios for assessing growth in student learning. Next year we plan to work with math, technology, social science, and world languages, and continue to design benchmarks and performance standards that lead to the development of our "certificate of literacy."

Quality Professional Standards and Evaluation

School staff worked with recognized experts in standards and assessment and broadened their knowledge of the standards and how our curriculum might be modified to help students better meet them. We contracted with the Sitka Teen Resource Center to train our residential dormitory staff in helping students achieve overall wellness and enhanced academic performance.

School Excellence Standards

Our work with assessment will allow us to monitor students' progress toward meeting standards, and to work toward building or remediating their skills. Aligning our curriculum with state standards and assessment should help promote positive, research-based instructional practices.

Family, School, Business, and Community Network

Our greatest challenge is the long-distance relationship we have with our families, and trying to make meaningful connections with them as we design educational programs. We will continue to train our staff in ways to insure student success and effectively communicate student progress to parents. We hope to have a number of our students engage in job shadowing and exploring careers in partnership with local businesses, and we will strive to increase parent communication in order to receive feedback on our Goals 2000 efforts. We will also continue to emphasize the importance of building relationships with other districts and state agencies in working with standards.

Integrated Use of Technology

Technology is a strong, guiding force within our school. All content areas are using technology, including but not limited to computer technology, to improve

student learning. We have sent our science and math teachers to practicing businesses and innovative schools to see how they have applied technology in the workplace and in learning environments. Our staff has also made great progress in designing student portfolios. Many of our students have posted their electronic portfolios on our web page, which continues to expand rapidly. One of our next steps will be to contract with students to post our Goals 2000 reform efforts on the Mt. Edgecumbe High School web page.

Goals 2000 funds allowed us to hire recognized experts and use technology to facilitate Goals 2000 efforts, and to hire substitute teachers to provide professional development time for staff.

Nome City Schools

Funds expended \$8,083

Student Academic Standards and Assessment

As part of our goal of having most students ready for kindergarten, Nome Child Care Center has been open for 18 months. Nome Public Schools, Head Start, and Nome Kindergarten all use Dial-R for regular screenings. California Achievement Tests show increased academic achievement in children who attended on a regular basis. We have had increased attendance of children in kindergarten and more parental involvement.

Quality Professional Standards and Evaluation

We increased Nome Preschool staff and continued professional inservice training. The Northwest Campus of the University of Alaska Fairbanks is providing courses leading to an early childhood associate degree focusing on preschool and readiness programs. Day care providers attend classes, workshops, and inservices to fulfill licensing requirements.

School Excellence Standards

The district provided inservice training for staff to comply with new curriculum, provided ongoing support for teacher education, and complied with state regulations for accreditation.

Family, School, Business, and Community Network

More parents are volunteering time to their children's programs, and we have had more parental participation in our Thursday lunch parenting classes. When Goals 2000 funding ended, the local Rotary Club paid for our luncheons, and the project director paid out of her pocket for a child care provider so parents could attend. Local businesses donated money for toys, the Nome city council funded playground equipment, and volunteers installed it.

The Healthy Nations project director facilitated a five-session series entitled "Taking Care of Our Children." This curriculum was developed in Nome to promote the rekindling of traditional parenting skills, along with modern techniques and skills for today's families. The project director also held a two-day parenting conference in collaboration with Norton Sound Hospital.

We successfully became a COMPASS community, one of nine out of 49 who applied. Alaska Meeting Place, for families with disabilities, donated a computer and an 800 number for information access. Staff from Nome Community Center provided drug and alcohol prevention programs, and the post office supplied safe equipment for all students for Halloween. We hold potlucks and cultural events to which we invite elders and preschool children from Nome who have alternative child care. Our two local newspapers give us positive coverage of events at Nome Child Care Center. We are in the process of setting up a parent resource center funded through our COMPASS grant.

Petersburg City Schools

Funds expended \$77,305

Student Academic Standards and Assessment

During this school year we worked on rewriting our language arts, fine arts, science and technology curriculums to align with the state standards. All teachers are concentrating on developing alternative methods of assessment in their classrooms. The elementary school has begun grading on a continuum rather than using letter grades and the high school will begin implementing an electronic portfolio and a voluntary honors portfolio next year. Eight faculty members were sent to Anchorage for training in electronic portfolios. They and other experts will give inservice training to staff next fall.

Quality Professional Standards and Evaluation

We are modifying our evaluation procedure to be more in line with HB 465 and a more worthwhile learning experience. A new evaluation form, based on input from teachers, administrators, parents, students, and the high school counselor, is in a continuum format that will evaluate more accurately and help demonstrate progress. It is scheduled to be implemented in the 1997-98 school year.

School Excellence Standards

Probably one of our most productive steps toward overall school improvement was the hiring of two excellent administrators, who we hope will provide consistent, innovative leadership. A School-to-Work grant will help less academically-oriented students learn hands-on skills including accounting, advertising, bookkeeping, and carpentry.

Family, School, Business, and Community Network

We have made significant advances in this area in the last academic year. Our active School-to-Work program initiated an 8th grade, 10th grade, and teacher job shadow program, and we are currently seeking to implement a school-run local theater. Our COMPASS grant led to numerous steps toward community involvement, including a parent resource fair, several relevant surveys, and volunteer home-based support. We initiated parent-led conferences in which parents bring a shoe box full of their children's favorite things to the elementary school and use them to introduce their children to their teachers. The COMPASS grant focuses on increasing the comfort level of reluctant parents in several other ways.

Integrated Use of Technology

We have wired the high school computer lab for Internet, and have ordered the materials necessary to wire the entire district for both Internet and Intranet. Both our computer instructors will receive special training, and we have dedicated a portion of our integrated grant toward training for the majority of the faculty next school year. As indicated above, we have also begun training faculty in use of electronic portfolios.

Sitka Borough Schools

Funds expended \$61,671

Student Academic Standards and Assessment

The district adopted the Alaska Content Standards, and staff developed benchmarks and assessment strategies in reading, math, and technology. As part of participation in the state math assessment pilot project, we discovered specific areas in which our students need improvement, and we will emphasize them during the 1997-98 school year. Evidence of the need for improvement in use of language mechanics was also reflected in our students' products in the state writing assessment. District staff developed rubrics for assessing oral presentations and writing, which students, parents, and teachers can use to help improve students' language arts skills.

Student scores on the California Achievement Tests, which we have conducted in grades 2 through 12 for the past two years, reveal improvement in all areas of higher order thinking skills, including reading comprehension, social studies, math problem-solving, and science.

We are in the process of aligning local curriculum with the Alaska Content Standards and frameworks.

Quality Professional Standards and Evaluation

A committee of teachers and administrators has completed a draft of performance standards in a rubric format, along with guidelines for teacher portfolios to be used with the teacher evaluation process. A draft of the process for administrator evaluation is being designed using the Juneau prototype.

School Excellence Standards

Major efforts under our first two Goals 2000 grants have been related to needs of districtwide scope, focusing on improving student and teacher skills in reading and technology. After annual reviews of our local strategic plans in 1995 and 1996, it is apparent that each building site must now develop its own strategic plan, with businesses, the community, parents, students, and staff involved in planning and implementation. Now that we have longitudinal assessment results of several kinds, we have ample information at each building on which to base instructional goals and planning. We also have results of a major survey of students, parents, community members, and staff that will provide each site with further information on which to base its site improvement plan.

Family, School, Business, and Community Network

Major efforts to date have been through the strategic planning process and local parent advisory committees. Special efforts have also been made toward more active involvement with the Sitka Tribe of Alaska and its affiliates. Key members of our community and staff also participated in the Governor's Education Summit.

Integrated Use of Technology

A comprehensive technology plan has been developed, and we have had some staff development. In each building, a person with the necessary skills has been identified to assist staff on a limited basis in their learning to use technology. Recently, a person was hired to supervise installation and maintenance of computers and other technology, which is in itself a full-time job.

Goals 2000 funds supported three main projects: summer school for students in grades 2 through 5 who were having difficulty in reading; training for 23 teachers, parents, paraprofessionals, and substitute teachers in the Lindamood-Bell Learning Process for vocabulary and reading comprehension; and aligning local curriculum with state standards and designing benchmarks in language arts, math, science, and technology.

Valdez City Schools

Funds expended \$6,575

Student Academic Standards and Assessment

The district established a Student Standards and Assessment Committee and provided teacher training in a variety of areas including the Internet, curriculum development, interdisciplinary teaming and cross-curricular instruction, student standards and assessment, and integrating technology to standards.

Quality Professional Standards and Evaluation

A committee was formed for implementation of HB 465 teacher and administrator evaluation procedures.

School Excellence Standards

An educational mini-summit was held involving parents, community members, and business owners in efforts to align curriculum with national and state standards.

Family, School, Business, and Community Network

The parent resource center has provided more resources for learners at risk, increased parent training, and extended our outreach to hard-to-reach parents. New partnerships formed with local businesses supported innovative programs, including the Employed Parents Volunteer Program and Homework Hotline. A monthly newsletter informed all district families about special programs and activities.

Integrated Use of Technology

A technology coordinator was hired, and a training lab was established at the junior high school in collaboration with a British Petroleum Exploration grant that provided equipment.

Wrangell City Schools

Funds expended \$70,705

Student Academic Standards and Assessment

We have made excellent progress in making certain all students have a fair opportunity to meet state standards. Fewer than 10 students in our district will have any incompletes by the end of the year. This means almost all students are performing at the C level or better. Each school now has learning outcomes in every subject at every grade level, and we have used seven of 10 days of inservice to make certain our teachers know how to do good assessments. Teachers work with students to assure that they know what is expected of them in all areas. We back up our commitment to learning by providing Saturday School, Night School, Summer School, and learning centers. Since we do not have enough incompletes to justify even a small summer school, we are going to teach some of our students higher order thinking skills and learning strategies that will help them achieve at the highest possible level.

Quality Professional Standards and Evaluation

We have adopted and adapted all of the state standards for professionals, and a new evaluation process and evaluation instruments for all teachers. We have adopted a Form C evaluation instrument and process by which all members of our community can have input into our system. We are clearly aligned with the Alaska Quality Schools Initiative.

School Excellence Standards

We have met the goal of having all our schools accredited by the Northwest Accreditation Association. A next step is to make certain that our accreditation standards are equal to or better than the Northwest standards.

Family, School, Business, and Community Network

We have worked to involve parents in each of our schools by appointing them to committees for staff selection, budgeting and setting goals, and evaluation. Parents have worked well in all these areas. We have developed all of the infrastructure for a joint Internet system that is used by businesses, families, schools, and community members. We have identified 53 businesses in our small community that are willing to be involved in our School-to-Work program.

Integrated Use of Technology

We now have two high speed computers in almost all classrooms. A communitywide network with high speed access to the Information Highway should be on line for fall 1997. The school district is a full partner in the community information network. Next steps will be to make certain each

computer has a first-rate computer-assisted instruction program, and to make certain our Internet access is focused on appropriate instruction activities.

Yukon/Koyukuk School District

No federal Goals 2000 funds were expended this year.

Ten school communities developed action plans for implementing parent involvement and school improvement plans. Ten school communities developed designs for improving their Improving America's Schools Act Federal Programs. Ten school communities were involved in curriculum development and assessment through the science curriculum survey completed by 154 parents, students, staff, and community members.

Professional staff cooperatively developed a teacher evaluation document at a districtwide meeting in April, and staff were to redesign the primary student assessment instrument, the old "report card." The science curriculum was revised, and 15 student performance standards were developed in congruence with the Alaska Content Standards.

Remoteness of sites, variability of telecommunications equipment, and distance from technical expertise prevented achievement of only one of our goals: final installation of 10 school Ethernet CAT 5 level networks.

Yupiit School District

Funds expended \$14,838

Student Academic Standards and Assessment

A core curriculum has been developed with indicators, and we have begun a process to integrate the district's cultural curriculum into the core curriculum. With the district's focus on reading, assessment has also focused in this area. We participated in the statewide writing assessment for grades 5, 7, and 10. This was the district's first exposure to a districtwide approach to the writing process. We also administered the President's physical fitness tests to our students at the end of the year. Our hope is that the fitness tests will help everyone to understand the value of using assessments to improve on a yearly basis. All of this assessment information is being collected in a computer database to provide a longitudinal report for each student over the years of his or her schooling. Next year we plan to begin training our staff more specifically on performance assessments.

Quality Professional Standards and Evaluation

An evaluation handbook for certificated personnel has been developed and adopted by the district board of education. This handbook aligns our evaluation process with the state's professional standards. Two teachers from each school site participated in a training session on action research and curriculum development for a week following the end of the school year. These teachers will serve as trainers for remaining staff to introduce action research methodology. A course with university credit will be offered to teachers willing to continue at a more in-depth level, and the University of Alaska Fairbanks, Bristol Bay Campus

will continue to work with staff on implementing research plans related to student learning.

School Excellence Standards

We have begun to meet with representatives from the Indian Reorganization Act (IRA) councils and local Native corporations. This formal recognition of their participation and increasing role in school improvement planning will be a great benefit to renewing our Onward to Excellence plan next school year. Site and district leadership teams have also begun discussions to focus on student learning. Each community has developed plans for a single student learning goal in support of the district's Onward to Excellence plan. Through involvement of each community in this planning process, an overall emphasis on the improvement of reading has been established.

The district is also participating in the Rural Systemic Initiative and Annenberg grant project with the University of Alaska and the Alaska Federation of Natives. We are conducting a case study of the Onward to Excellence process in one of our villages. The research team being trained through this grant is also training teams at other schools to become involved and assist the leadership teams in their improvement planning.

Family, School, Business, and Community Network

A meeting of the school, each village IRA council, and village corporations established each group's participation in future planning efforts and looked at how each group could help with implementation of our School-to-Work plan. Parent training sessions have been held using the MegaSkills program, and staff have noted more participation by parents and support for this kind of training.

We have established partnerships with Lower Kuskokwim and Chugach school districts. These have helped us expand our student learning into more performance-based curriculum activities. Partnership with the University of Alaska Rural Educator Preparation Partnership will help us develop a training plan for our teacher aides and establish a Future Teachers program for our students. We hope to develop a partnership with the Kuskokwim Campus in Bethel to join the Consortium Library and provide our library aides with training.

Integrated Use of Technology

We are taking steps to integrate technology into our curriculum development process. A grant from the Alaska Science and Technology Foundation will help assist us in providing Internet access to our schools.

A l a s k a
GOALS 2000

Subgrant Funds Awarded to School Districts

Fiscal Year 1997

Dollar figures in the preceding school district narratives show the amount of federal Goals 2000 funds each district *expended* during this fiscal year. Dollar amounts in the following chart show the amount of funds each participating school district was *awarded* this year. Since school districts may spend Goals 2000 grant funds over a period of two years, only the amount of funds *awarded* to districts will add up to the total dollars allocated for subgrants to school districts this year.

FY 97 SCHOOL DISTRICT	FUNDS AWARDED
Alaska Gateway Borough Contact: Woody Wilson	\$70,000
Annette Island Contact: Marilyn Pratt	\$70,000
Bering Strait Contact: Harry E. Martin	\$93,029
Chugach Contact: Roger Sampson	\$71,785
Copper River Contact: Laura Rud	\$90,000
Cordova Contact: LeRoy Key	\$95,000
Delta-Greely Contact: Pam Rule	\$35,000
Denali Borough Contact: John Metsa	\$70,000
Fairbanks North Star Contact: Doug Crevensten	\$74,722
Hydaburg Contact: Robert Robertson	\$80,000
Juneau Contact: Annie Calkins	\$75,000
Kenai Contact: Diane Borgman	\$100,000

Klawock Contact: Karen Cleary	\$40,000
Kodiak Island Contact: Larry LeDoux	\$75,000
Lower Kuskokwim Contact: Elinora Hernandez	\$75,000
Lower Yukon Contact: Pamela VanWechel	\$35,000
Mt. Edgecumbe High School Contact: Hal Spackman	\$60,000
Nome Contact: LaVerne Smith	\$70,000
Petersburg Contact: Carrie Enge	\$95,000
Sitka Contact: Jan Roan	\$70,000
Valdez Contact: Mark Hiratsuka	\$95,000
Wrangell Contact: Ell Sorenson	\$95,000
Yukon/Koyukuk Contact: Niki McCurry	\$70,000
Yupiit Contact: John Weise	\$100,000

Alaska Goals 2000 Planning Panel, 1996-97

Barbara Angaiak, Kilbuck School, Bethel
Louise Ashmun, Matanuska-Susitna School District, Wasilla
Mary Bristol, Anchorage School District, Anchorage
Nancy Buell, Alaska Department of Education, Juneau
Mardene Collins, Colony Middle School, Palmer
Delissa Culpepper, Community Health Education, Anchorage
Bettye Davis, Alaska State Legislature, Anchorage
Leland Dishman, North Slope Borough Schools, Barrow
Tom Gallager, BP Exploration, Anchorage
Harry Gamble, Alaska Department of Education, Juneau
Janice Gullickson, Anchorage School District, Anchorage
Abbe Hensley, Alaska State Board of Education, Anchorage
Shirley Holloway, Alaska Department of Education, Juneau
Carole Huntington, Association of Alaska School Boards, Galena
Jacqueline Imle, Sears Elementary School, Kenai
Bruce Johnson, Mt. Edgecumbe High School, Sitka
Stowell Johnstone, Alaska State Board of Education, Anchorage
Marshall Lind, University of Alaska Southeast, Juneau
Jody Marcello, Blatchley Middle School, Sitka
Terry McDermott, Alaska Parent Teacher Association, Anchorage
Nancy Norman, Finger Lake Elementary School, Palmer
Karen Perdue, Alaska Department of Health and Social Services, Juneau
Nita Reardon, Lower Kuskokwim School District, Bethel
David Rees, Alyeska Pipeline Service, Eagle River
Kathy Roberts, Kodiak Island School District, Kodiak
Carl Rose, Association of Alaska School Boards, Juneau
Sally Sandler, Alaska Department of Education, Juneau
Eil Sorenson, Wrangell City Schools, Wrangell
Mark Standley, Apple Computer, Inc., Eagle River
Sandy Stephens, Anchorage School District, Anchorage
Fred Stofflet, Anchorage School District, Anchorage
Betty Walters, Kodiak Island School District, Kodiak
Sue Wilken, Fairbanks Board of Education, Fairbanks