

**Ministry of Education**

**Republic of Palau**



**Annual Work Plan**

**FY 2020-2021**

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## **Acknowledgement**

In developing this FY2021 Annual Work Plan, the MOE Management Team members reviewed the Education Master Plan 2017-2026, particularly its goals, strategic objectives, major activities, intended outcomes, and timeframes. Then, individually, the Management Team members developed unit work plans for the Division of School Management to compile. The draft annual work plan was subsequently circulated to Management Team members for them to review and make necessary revisions before it was finalized.

The following MOE Management Team members are acknowledged for their work in drafting, revising, and finalizing this FY2021 Annual Work Plan.

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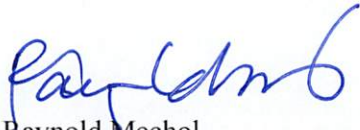
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## Foreword

This MOE FY 2021 Annual Work Plan aims to implement activities toward achievement of the goals and objectives of the *Education Master Plan 2017 - 2026*. The FY 2021 Annual Work Plan identifies specific goals and objectives of the *Education Master Plan 2017 - 2026*, MOE vision and mission statements, priority and critical achievement areas for the MOE, unit work plans, and monitoring and evaluation strategies for the Annual Work Plan. The Annual Work Plan further identifies the performance measures and managers and offices responsible for each of the activities.

The MOE unit managers will take the lead in implementing the unit work plans, but they cannot fully implement the activities by themselves. Everyone's support, assistance, and cooperation – from principals, specialists, teachers, other instructional staff, and support staff to parents, students, employers, state governments, and community leaders – are needed for successful implementation of this FY 2021 Annual Work Plan.



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## **FY 2021 Annual Work Plan**

### **Introduction**

This FY 2021 Annual Work Plan for the Palau Ministry of Education is derived from the *Education Master Plan 2017-2026* for the Republic of Palau. The Annual Work Plan aims to provide direction for implementation of activities toward achievement of the strategic goals and objectives in the *Education Master Plan 2017-2026*. The activities proposed in this Annual Work Plan include new activities for FY 2021 and continuation of previous FY 2020 activities yet to be fully implemented.

### **Palauan Values and Beliefs**

Education in Palau must uphold Palauan values and beliefs in order for it to be relevant to the Palauan children. Such values and beliefs are stated in the *Palau 2000 Master Plan for Educational Improvement* (1994) as follows:

- Respect
- Sharing and cooperation
- Participation in community activities and decisions
- Work
- Knowledge and acceptance of our cultural heritage and practicing one's culture
- Responsibility and self-reliance
- Spiritual values
- Humility

### **MOE Vision**

Our students will be successful in the Palauan society and the world.

### **MOE Mission**

The mission of the Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure student success through effective curriculum and instruction in a conducive learning environment.

## **Priority and Critical Achievement Areas**

The priority and critical achievement areas for the Ministry of Education are as follows:

- *Student-Centered Learning*: Ensure student readiness to enter post-secondary education, training, and the world of work.
- *Educational and Instructional Leadership*: Empower principals and teachers to strengthen student learning in their schools and classrooms.
- *Curriculum Enhancement*: Ensure that students are college ready and career ready (academic and vocational/technical) through an effective and challenging curriculum.
- *MOE Resource Support*: Provide a strong and effective system of supports that promote a positive learning environment for students and the smooth operation of schools.
- *Partnership Supports*: Work with family, community, employers, NGOs, government ministries, development partners and the public to support students in schools and in their community.

## **Assignment of Goals and Objectives**

The goals and objectives of the *Education Master Plan 2017-2026* are assigned to the appropriate units within the Ministry of Education. The unit managers are the ones responsible for implementing, monitoring, and evaluating the activities assigned to their units. Some activities will require collaboration of two or more-unit managers.

## **Monitoring and Evaluation**

It is important that activities in this FY 2021 Annual Work Plan are monitored and evaluated periodically to ensure progress of activities and resolutions of problems encountered. To that end, unit managers responsible for the unit plans are similarly responsible for monitoring and evaluating activities in the unit plans.

To monitor unit activities, the unit managers need to do the following:

- Conduct initial meeting and periodic meetings with unit staff and others to discuss the unit work plan so everyone involved understands the unit objectives and activities.
- Assign as necessary specific tasks to appropriate staff to handle and to report to the unit managers periodically.
- Monitor progress in implementing respective activities as stated in this work plan.

- Report activity progress or lack of progress and problems encountered in monthly reports and, as necessary, in Management Team meetings and principals' forums.
- Revise as necessary, or recommend changes in, activities and strategies in order to make progress toward achievement of the objectives.
- Conduct continuous awareness program for the public and MOE staff to keep attention and commitment focused on the work plan and its activities.
- Conduct summative evaluation at the end of the fiscal year to assess accomplishments and prepare for development of another annual work plan for the next fiscal year.



## Education Master Plan Goals and Objectives

The master goal of *the Education Master Plan 2017 – 2026* is to educate the whole child – mind, body and heart (develop academic and career readiness, character, health, wellness, and the arts). The goals and objectives of the *Education Master Plan 2017 - 2026* are as follows:

Priority Area 1: <b>Student Centered Learning</b>	
Primary Goal 1: Ensure student readiness to enter post-secondary education, training, and the world of work.	
Strategic Goals	Objectives
1.1 Strengthen and enhance classroom instruction with a focus on enrichment and skill reinforcement.	1.1.1 Implement differentiated instructional strategies that engage students in their learning
	1.1.2 Establish after school programs with dedicated staffing
	1.1.3 Develop additional ways to strengthen and expand the transition plan from 8 <sup>th</sup> through 9 <sup>th</sup> grades
	1.1.4 Provide skill-intensive intervention programs to better prepare students for grade promotion and school level transitions (Elementary-Secondary-Post-secondary)
1.2 Provide alternative education options to better meet the needs of students.	1.2.1 Identify at-risk and drop out students clearly.
	1.2.2 Establish a learning center for alternative studies
	1.2.3 Undertake early identification and intervention for at-risk youth.
	1.2.4 Initiate early college readiness identification and remediation
	1.2.5 Establish a vocational/technical center.

1.3 Give every child the opportunity to attend public kindergarten.	1.3.1 Provide developmentally appropriate, public kindergarten.
	1.3.2 Strengthen the transition process between Head Start and the public school system.
1.4 Strengthen Special Education Program to better accommodate students with special needs.	1.4.1 Strengthen Child Study Teams (CST) process to facilitate intervention and referral as appropriate.
	1.4.2 Expand training to coordinate services between special education and general education.
	1.4.3 Strengthen inclusion of special needs students within the classroom.
	1.4.4 Provide occupational and life-skill training for students with disabilities transitioning through the program.
<b>Priority Area 2: Educational and Instructional Leadership</b>	
Primary Goal 2: Empower principals and teachers to strengthen student learning in their schools and classrooms.	
<b>Strategic Goals</b>	<b>Objectives</b>
2.1 Strengthen the effectiveness and the professionalism of teachers.	2.1.1 Establish a classroom-focused training initiative to include: <ul style="list-style-type: none"> <li>a. Individualized, coaching support for teachers</li> <li>b. Short, intensive entry level workshop for new teachers</li> <li>c. On-going targeted training in content and in instructional practice</li> </ul>
	2.1.2 Maximize effective class preparation and use of instructional time by minimizing structural/organizational mandates.

	2.1.3 Implement a teacher specific evaluation system.
2.2 Strengthen the leadership and professionalism of principals.	2.2.1 Implement a program initiative to provide principals with: <ul style="list-style-type: none"> <li>a. a short, intensive entry level workshop for new principals</li> <li>b. On-going targeted training</li> <li>c. Support and mentorship</li> <li>d. a principal certificate upon completion of coursework and reflective internship</li> </ul>
2.3 Create a robust teacher recruitment and retention program.	2.3.1 Develop a recruitment campaign with media outreach.
	2.3.2 Strengthen the Teachers Academy to create a substitute teacher pool.
	2.3.3 Provide incentives to attract degreed and experienced teachers.
2.4 Develop a path to hire trained and qualified teachers and principals.	2.4.1 Ensure that all teachers have a minimum of an Associate Degree in five years (2022) <ul style="list-style-type: none"> <li>a. Hire only teachers who have at least an Associate Degree starting with the 2017-18 school year</li> <li>b. Establish Associate Cohorts in partnership with Palau Community College to assist current teachers in attaining their degree within 5 years</li> </ul>
	2.4.2 Ensure that 50% of all teachers have a Bachelor Degree in ten years (2026). <ul style="list-style-type: none"> <li>a. Strengthen Bachelor Cohort program opportunities</li> <li>b. Establish a 4-year Bachelors in Education program (2+2)</li> </ul>
	2.4.3 Hire contract teachers to enable MOE teachers to attend school full time for content mastery.

	2.4.4 Implement teacher and principal licensure and certification systems.
<b>Priority Area 3: Curriculum Enhancement</b>	
Primary Goal 3: Ensure that students are college ready and career ready (academic and vocational/technical) through an effective and challenging curriculum.	
Strategic Goals	Objectives
3.1 Align the curriculum with the learning needs of students.	3.1.1 Establish a scheduled cycle for reviewing, revising, and aligning the curriculum (K) 1-12.
	3.1.2 Fully implement the career guidance and college readiness efforts (K)1-12.
	3.1.3 Provide curricular flexibility to better meet the needs of students.
	3.1.4 Create a developmentally appropriate kindergarten curriculum.
3.2 Ensure the local relevance of resources, materials, and curriculum content.	3.2.1 Implement a curriculum review committee to ensure relevancy.
	3.2.2 Strengthen Palauan language and culture in instruction and practice across subjects.
	3.2.3 Develop an instructional language protocol that will meet the needs of diverse learners.
	3.2.4 Develop locally produced curricular materials and activities.
	3.2.5 Train teachers in the use of local resources including community individuals and agencies.

3.3 Strengthen the effectiveness and use of instructional time.	3.3.1 Provide teacher training in classroom management and other teaching strategies.
	3.3.2 Provide training in the integration of technology tools to enhance learning.
	3.3.3 Align curriculum learning targets with available instructional days and time.
	3.3.4 Consider increasing learning times for Language and Math.
3.4 Review and revise the Assessment System to be effective and informative.	3.4.1 Identify the actual purpose(s) for assessment and design assessments accordingly.
	3.4.2 Review the make-up and validity of assessments and their questions.
	3.4.3 Involve teachers and principals in providing feedback on the effectiveness of assessments identifying student learning proficiencies.
	3.4.4 Ensure that individual student and group assessment results are given to the relevant stakeholders in a timely manner.
<b>Priority Area 4: MOE Resource Support</b>	
Primary Goal 4: Provide a strong and effective system of support that promotes a positive learning environment for students and the smooth operation of schools.	
<b>Strategic Goals</b>	<b>Objectives</b>
4.1 Strengthen the Student Data and Education Management	4.1.1 Clearly define the needed statistics to best inform decisions for school support and classroom direction.

Information Systems to facilitate school and Ministry effectiveness.	4.1.2 Establish an integrated system of information that provides information to the Ministry and between schools.
	4.1.3 Establish an integrated school-based information system.
4.2 Establish technology as an integrated teaching and learning tool to better meet instructional needs.	4.2.1 Adopt a Technology Use Policy for staff and students.
	4.2.2 Ensure that each school has strong internet capability and access to the world-wide web.
	4.2.3 Ensure that each school has the technical (hardware and software) tools for learning with established standards for each classroom/school.
	4.2.4 Establish a distance delivery system for teacher and student instruction (e.g., webinars, digital courses).
	4.2.5 Provide instructional technology training.
	4.2.6 Provide technicians to maintain and promote technology equipment and systems.
4.3 Promote teaching as a desirable profession and recruit accordingly.	4.3.1 Undertake a media campaign to highlight school and teacher successes.
	4.3.2 Institute “Teacher Appreciation Week”, or similar recognition, to raise the profile of teachers within the community.
	4.3.3 Highlight the successes and strengths of students and teachers to reinforce the importance and satisfaction of being an educator.
	4.4.1 Provide on-going training to MOE Central Office staff to directly support school instruction.

4.4 Establish a coordinated and focused system for training and follow-up to support school instruction.	4.4.2 Establish an effective follow-up support mechanism for each training workshop.
	4.4.3 Establish an effective and efficient system for selecting technical assistance, training, conferences and grants in alignment with identified goals, needs and on-going initiatives.
4.5 Strengthen MOE Support Services to the Schools.	4.5.1 Fully implement the counseling and career guidance program.
	4.5.2 Provide teacher aides to selected classrooms to address size and other considerations as needed.
	4.5.3 Provide professional development for school-based support staff.
	4.5.4 Improve support services efficiency and cost effectiveness by adopting and implementing best practices and standards-based operations.
	4.5.5 Update personnel procedures, policies and licensure relevant to education.
<b>Priority Area 5: Partnership Supports</b>	
Primary Goal 5: Work with family, community, employers, NGOs, government ministries, development partners and the public to support students in schools and in their community.	
<b>Strategic Goals</b>	<b>Objectives</b>
5.1 Establish interagency programs to support students in schools.	5.1.1 Develop comprehensive service support with MOH.
	5.1.2 Develop an MOE/MOJ partnership for educating incarcerated youth.
	5.1.3 Work with PCC to facilitate degree attainment and to earn credits through continuing education options for teachers.

	5.1.4 Work with the Ministry of Finance to streamline and expedite the hiring process for teachers.
	5.1.5 Work with OEK to pass legislation for the betterment of education.
	5.1.6 Work with employers to expand and enrich student internship opportunities.
5.2 Strengthen the partnership with family and community to support their children and to be engaged in their education.	5.2.1 Implement an annual Parent Opinion Survey.
	5.2.2 Implement individualized Parent Teacher Conferences twice a year.
	5.2.3 Establish a parent portal for information and resources on the MOE website.
	5.2.4 Broaden communications to parents via social media.
	5.2.5 Ensure that parents receive their child’s assessment/testing results and report cards in a timely manner.



## FY 2021 Annual Work Plan

Priority Area 1: Student Centered Learning

Primary Goal 1: Ensure student readiness to enter post-secondary education, training, and the world of work.

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 1.1 Strengthen and enhance classroom instruction with a focus on enrichment and skill reinforcement.</b>				
1.1.1 Implement differentiated instructional strategies that engage students in their learning.	1.1.1.1 Develop Differentiated Instruction handbook and instructional manual.	<ul style="list-style-type: none"> <li>Differentiated Instruction Handbook and Implementation Manual</li> </ul>	DIITT DCIMD	Developed in May 2018 & June 2020
	1.1.1.2 Phase I: Differentiated Instruction Training a. October 2020 - Multi-grade schools and SSIP target schools	<ul style="list-style-type: none"> <li>Training agenda</li> <li>Participant list</li> <li>Classroom observation</li> <li>Coaching data</li> </ul>		July 2021
	1.1.1.3 Implement Achieve 3000 (Differentiated Online Reading Program) in Grades 4-6	<ul style="list-style-type: none"> <li>Level set assessment</li> <li>Students' weekly performance</li> <li>Lexile Level</li> </ul>		Ongoing
	1.1.1.4 Lesson Study/Open Class	<ul style="list-style-type: none"> <li>Technical Assistance Request</li> <li>PLC Minutes</li> <li>Activity Report</li> </ul>		Ongoing
1.1.2 Establish after school programs with dedicated staffing.	1.1.2.1 After School Handbook developed 1.1.2.1.a. Review and revise to integrate extra-curricular (physical, cultural) activities into the After School Handbook	<ul style="list-style-type: none"> <li>Handbook completed</li> <li>NCD After School Program Report</li> </ul>	DSM DCIMD	Completed in July 2020  July 2021 (review)
	1.1.2.2 Palau Community College Talent Search program	<ul style="list-style-type: none"> <li>Program Schedule</li> <li>Participants List</li> </ul>		Ongoing

	1.1.2.3 Palau Community College Upward Bound Program	<ul style="list-style-type: none"> <li>• Program Schedule</li> <li>• Participants List</li> </ul>		Ongoing
	1.1.2.4 Koror State Youth Program	<ul style="list-style-type: none"> <li>• Program Schedule</li> <li>• Participants List</li> </ul>		Ongoing
	1.1.2.5 Seek alternative ways to compensate staffing for after school programs.	<ul style="list-style-type: none"> <li>• Funding Source for After School Program</li> </ul>		Ongoing
1.1.3 Develop additional ways to strengthen and expand the transition plan from 8 <sup>th</sup> through 9 <sup>th</sup> grades.	1.1.3.1 8th Grade Transition Workshop	<ul style="list-style-type: none"> <li>• Participants' evaluations</li> </ul>	DSM	Third week of April
	1.1.3.2 High School Tours	<ul style="list-style-type: none"> <li>• Tour Schedule</li> </ul>		April 2021
	1.1.3.3 PCC CTE Awareness Week	<ul style="list-style-type: none"> <li>• Agenda &amp; Sign-up sheets</li> </ul>		March 2021
	1.1.3.4 College Night (HS)	<ul style="list-style-type: none"> <li>• Program</li> <li>• Attendance Sheets</li> </ul>		March 2021
	1.1.3.5 Include Grade level competencies in student portfolios and forward to receiving high schools	<ul style="list-style-type: none"> <li>• Student Portfolios</li> </ul>		June/July
1.1.4 Provide skill-intensive intervention programs to better prepare students for grade promotion and school level transitions (Elementary-Secondary-Post Secondary)	1.1.4.1 Work with principals to develop skill intensive intervention programs based on student needs to tie in with the Focus of Concern Program.	<ul style="list-style-type: none"> <li>• Focus of Concern Documentation</li> <li>• List of participants</li> </ul>	DSM DCIMD	Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 1.2 Provide alternative education options to better meet the needs of students.</b>				
1.2.1 Identify at-risk and drop out students clearly.	1.2.1.1 Review and revise End of School Year Annual Survey to collect at-risk and drop out student data.	<ul style="list-style-type: none"> <li>Revised End of School Year Annual Survey</li> </ul>	DRE	March 2021
	1.2.1.2 Implement End of School Year Annual Survey in public and private schools.	<ul style="list-style-type: none"> <li>Completed End of School Year Annual Survey</li> <li>List of at-risk and drop out students</li> </ul>		June 2021
1.2.2 Establish a learning center for alternative studies.	1.2.2.1 Explore alternate learning options (i.e., informal and non-formal education options).	<ul style="list-style-type: none"> <li>Models of alternate learning options</li> </ul>	BEA DSM	August 2021
	1.2.2.2 Propose alternate learning options for the MOE Management Team to consider.	<ul style="list-style-type: none"> <li>Concept note on possible alternate learning options</li> </ul>		September 2021
1.2.3 Undertake early identification and intervention for at-risk youth.	1.2.3.1 Conduct a survey on which schools utilize the Focus of Concern Program or other intervention programs.	<ul style="list-style-type: none"> <li>Survey Form</li> <li>Survey Results</li> </ul>	DSM DRE	May 2021
	1.2.3.2 Based on the survey, conduct Focus of Concern refresher training for principals.	<ul style="list-style-type: none"> <li>Training Agenda</li> <li>Attendance Sheet</li> </ul>		July 2021
	1.2.3.3 Ensure implementation of the Focus of Concern program or other intervention program is initiated and continued in schools.	<ul style="list-style-type: none"> <li>Focus of Concern Documentation</li> </ul>		August 2021
1.2.4 Initiate early college readiness identification and remediation.	1.2.4.1 PCC Dual Enrollment Program - Increase the number of 11th and 12th grade students taking at least one college math and English course at PCC every year.	<ul style="list-style-type: none"> <li>List of enrolled students</li> <li>Progress Report</li> <li>List of students that completed the program</li> </ul>	DSM	August 2021

	1.2.4.2 PCC CTE Awareness Week - 95% of 8th and 12th graders will tour PCC/CTE campus and learn about its CTE programs.	<ul style="list-style-type: none"> <li>List of participants</li> </ul>		March 2021
1.2.5 Establish a vocational/technical center.	1.2.5.1 Maintain school resource centers in elementary schools.	<ul style="list-style-type: none"> <li>List of schools with active resource centers.</li> </ul>	DSM	Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 1.3 Give every child the opportunity to attend public kindergarten.</b>				
1.3.1 Provide developmentally appropriate, public kindergarten.	1.3.1.1 Currently, kindergarten exists in the outlying schools (PJF Kayangel, Angaur, Hatohobei, Sonsorol, Pulo Anna Elementary Schools) and 5 head start centers (Peleliu, Melekeok, Ngaraard, Ngarchelong, Ngeremlengui)	<ul style="list-style-type: none"> <li>List of students</li> </ul>	DCIMD DSM	June 2021
	1.3.1.2 Avail spaces for Kindergarten with age appropriate and conducive learning environment.	<ul style="list-style-type: none"> <li>Work Order requests for kindergarten classrooms</li> </ul>		July 2021
1.3.2 Strengthen the transition process between Head Start and the public school system.	1.3.2.1 Evaluate the current transition program to determine what could be done to improve the transition process.	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>Attendance Sheet</li> <li>Recommendations</li> </ul>	DSM	July 2021
	1.3.2.2 Implement recommendations determined in the meeting.	<ul style="list-style-type: none"> <li>Action Plan</li> </ul>		August 2021

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 1.4 Strengthen Special Education Program to better accommodate students with special needs.</b>				
1.4.1 Strengthen Child Study Teams (CST) process to facilitate intervention and referral as appropriate.	1.4.1.1 Provide education specialists/CRTs as support for school administrators and teachers.	<ul style="list-style-type: none"> <li>Assigned CRT for each school</li> </ul>	SPED	Completed August 2020

1.4.2 Expand training to coordinate services between Special Education and General Education.	1.4.2.1 Plan and schedule off-island Technical Assistance on autism and vision impairments for CRTs and school IEP teams to address challenging child specific needs.	<ul style="list-style-type: none"> <li>• Participation in scheduled virtual sessions</li> <li>• Student file/IEP</li> </ul>	SPED	September 2021
	1.4.2.2 In collaboration with DIITT continue to refine and implement SSIP teacher training at the target school with intent to scale out to other schools.	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Attendance Sheet</li> </ul>	SPED DIITT	Ongoing
1.4.3 Strengthen inclusion of special needs students within the classroom.	1.4.3.1 Education specialists/CRTs continue to support school administrators and teachers in the provision of special ed. services.	<ul style="list-style-type: none"> <li>• List of assigned CRTs for each school</li> <li>• Technical Assistance Documentation</li> </ul>	SPED	Ongoing
	1.4.3.2 Plan and schedule off-island TAs on autism and vision impairments for CRTs and school IEP teams to address challenging child specific needs.	<ul style="list-style-type: none"> <li>• Participation in scheduled virtual sessions</li> <li>• Student file/IEP</li> </ul>		September 2021
	1.4.3.3 Plan and schedule off-island Technical Assistance for related service providers (Physical Therapist Assistant & speech service providers) to strengthen their knowledge and skills in their specialized area.	<ul style="list-style-type: none"> <li>• Participation in scheduled virtual sessions</li> <li>• Training Program</li> <li>• Attendance List</li> <li>• Evaluation</li> <li>• Training Report</li> </ul>		September 2021
1.4.4 Provide occupational and life-skill training for SPED students transitioning through the program.	1.4.4.1 Continue to implement IEP post-secondary transition services to address needs in the area of employment, higher education, and daily living skills.	<ul style="list-style-type: none"> <li>• Student file/IEP</li> </ul>	SPED School IEP Team	Ongoing
	1.4.4.2 Explore potential technical assistance to support schools in addressing transition service needs of	<ul style="list-style-type: none"> <li>• Communications with Technical Assistance providers</li> </ul>	SPED	

	students with disabilities leaving high school.			
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Priority Area 2: Educational and Instructional Leadership

Primary Goal 2: Empower principals and teachers to strengthen student learning in their schools and classrooms.

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 2.1 Strengthen the effectiveness and the professionalism of teachers.</b>				
2.1.1 Establish a classroom-focused training initiative to include: <ul style="list-style-type: none"> <li>a. Individualized, coaching support for teachers.</li> <li>b. Short, intensive entry level workshop for new teachers.</li> <li>c. On-going targeted training in content and in instructional practice.</li> </ul>	2.1.1.1a Specialists assigned to schools <ul style="list-style-type: none"> <li>● Classroom Observation/Coaching</li> <li>● Mentoring Program</li> <li>● Open class/lesson study</li> </ul>	<ul style="list-style-type: none"> <li>● TA requests based on needs/BCI classroom observation schedules</li> <li>● Pre &amp; post observation tools</li> </ul>	DIITT/DCIMD	Ongoing
	2.1.1.1b Mentoring/Induction program/Crash Course Education	<ul style="list-style-type: none"> <li>● Agenda</li> <li>● Participant list</li> <li>● Certificate of Completion</li> </ul>	DPM/DIITT/DCIMD	
	2.1.1.1c Instructional Practice Trainings <ul style="list-style-type: none"> <li>● Technical assistance Request</li> <li>● Content strategy training</li> <li>● Content training</li> <li>● Data driven content- focused training</li> </ul>	<ul style="list-style-type: none"> <li>● TA requests based on needs/BCI classroom observation schedules</li> </ul>	DIITT/DCIMD	
2.1.2 Maximize effective class preparation and use of instructional time by minimizing structural/ organizational mandates.	2.1.2.1 Streamline administrative tasks (supplies requests, field trip requests, etc.)	<ul style="list-style-type: none"> <li>● SOPs for administrative tasks</li> </ul>	DSM	June 2021
	2.1.2.2 Work with school principals to develop a school culture where instructional time is not disrupted.	<ul style="list-style-type: none"> <li>● Meeting agenda</li> <li>● Meeting Minutes</li> </ul>		DSM
2.1.3 Implement a teacher specific evaluation system.	2.1.3.1 Develop a separate teacher performance evaluation form to align with teaching competencies and practices.	<ul style="list-style-type: none"> <li>● Teacher Performance Evaluation Form</li> </ul>	DPM DIITT	May 2021

	2.1.3.2 Work with the Bureau of Public Service System to adopt the Teacher Performance Evaluation Form.	<ul style="list-style-type: none"> <li>Approved Teacher Performance Evaluation Form</li> </ul>		June 2021
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Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 2.2 Strengthen the leadership and professionalism of principals.</b>				
2.2.1 Implement a program initiative to provide principals with: <ol style="list-style-type: none"> <li>A short, intensive entry level workshop for new principals.</li> <li>On-going targeted training.</li> <li>Support and mentorship</li> <li>A principal certificate upon completion of coursework and reflective internship.</li> </ol>	2.2.1.1 Conduct research on different models of principal induction programs.	<ul style="list-style-type: none"> <li>Models of principal induction programs</li> </ul>	DSM BEA BCI	June 2021
	2.2.1.2 Propose a Principal Induction Program for MOE management team and school principals for consideration.	<ul style="list-style-type: none"> <li>Program design</li> </ul>		September 2021
	2.2.1.3 Continue to implement “Balanced Leadership” training for school principals and vice principals to strengthen school leadership.	<ul style="list-style-type: none"> <li>Training schedule and materials</li> </ul>		Ongoing
2.2.2 Implement a principal specific evaluation system.	2.2.2.1 Develop a separate principal specific performance evaluation form.	<ul style="list-style-type: none"> <li>Principal Performance Evaluation Form</li> </ul>	DPM DSM	June 2021
	2.2.2.2 Work with the Bureau of Public Service System to adopt the Principals’ Performance Evaluation Form.	<ul style="list-style-type: none"> <li>Approved Principal Performance Evaluation Form</li> </ul>		July 2021



Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 2.3 Create a robust teacher recruitment and retention program.</b>				
2.3.1 Develop a recruitment campaign with media outreach.	2.3.1.1 Recruitment and job vacancy announcement through radio talk show, MOE Facebook Page and other media outlets.	<ul style="list-style-type: none"> <li>Number of applicants to be received</li> </ul>	DPM	March 22, 2021
	2.3.1.2 Produce a promotional video with Teacher of the Year and students to be aired on local TV stations	<ul style="list-style-type: none"> <li>Video of Teacher of the Year</li> </ul>		July 2021
	2.3.1.3 Radio interview with selected teachers and students to promote the teaching profession	<ul style="list-style-type: none"> <li>Radio Interview</li> </ul>		April 2021
	2.3.1.4 Participate in Job Fairs to recruit teachers	<ul style="list-style-type: none"> <li>Number of applicants</li> </ul>		July 2021
	2.3.1.5 Conduct school outreach program to promote teaching profession	<ul style="list-style-type: none"> <li>Outreach Schedule and Report</li> </ul>		Ongoing
2.3.2 Strengthen the Teachers Academy to create a substitute teacher pool.	2.3.2.1 Work with Palau Community College to develop a Teachers Academy.	<ul style="list-style-type: none"> <li>Concept Note</li> <li>Meeting Minutes</li> </ul>	DIITT DPM DSM	June 2021
	2.3.2.2 Create teacher-pathway at Palau High School and PCC	<ul style="list-style-type: none"> <li>Interest Survey</li> </ul>		Ongoing
2.3.3 Provide incentives to attract degreed and experienced teachers.	2.3.3.1 Implement teacher certification with increased salary for degreed and experienced teachers.	<ul style="list-style-type: none"> <li>Implementation of Teacher Certification</li> </ul>	DPM	September 2021

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 2.4 Develop a path to hire trained and qualified teachers and principals.</b>				
<p>2.4.1 Ensure that all teachers have a minimum of an Associate’s Degree in five years (2023).</p> <p>a. Hire only teachers who have at least an Associate Degree starting with the 2017-18 school year.</p> <p>b. Establish an Associate Cohort program with Palau Community College to assist current teachers in attaining their degree within 5 years.</p>	2.4.1.1 Consider only applicants with Associate Degrees for teaching positions	<ul style="list-style-type: none"> <li>Employee Application Forms</li> </ul>	DPM	Ongoing
	2.4.1.2 Implement memorandum of understanding between MOE & PCC regarding teachers’ cohort	<ul style="list-style-type: none"> <li>List of teachers enrolled at PCC</li> </ul>		
	2.4.1.3 Regularly update list of teachers pursuing a higher degree	<ul style="list-style-type: none"> <li>Copies of class schedules and report cards</li> </ul>		
	2.4.1.4 Ensure supervisors actively monitor teachers to enroll and receive needed support from MOE & PCC	<ul style="list-style-type: none"> <li>Reallocation Action for teachers with Associate Degrees</li> </ul>		
<p>2.4.2 Ensure that 50% of all teachers have a Bachelor’s Degree in ten years (2026).</p> <p>a. Strengthen Bachelor Cohort program opportunities</p> <p>b. Establish a 4-year Bachelor’s in Education program (2+2)</p>	2.4.2.1a Generate and maintain list of teachers working on their Bachelor’s Degree including teachers who have Associate Degrees	<ul style="list-style-type: none"> <li>List of Bachelor degree teachers from 2016-2026</li> </ul>	DPM DSM	March 2021
	2.4.2.2a Work with PCC to develop a proposal for Bachelor’s and Master’s Program to run simultaneously.	<ul style="list-style-type: none"> <li>Proposal</li> </ul>		June 2021
	2.4.2.3a Seek funding for program support.	<ul style="list-style-type: none"> <li>Funding Request</li> </ul>		July 2021
	2.4.2.4a Ensure supervisors actively monitor teachers to enroll and receive needed support from MOE & PCC	<ul style="list-style-type: none"> <li>Reallocation Action for teachers with</li> </ul>		Ongoing

		Bachelor's Degrees		
	2.4.2.1b Initiate consultation with PCC on the establishment of a four-year education program	<ul style="list-style-type: none"> <li>Meeting Minutes</li> </ul>		August 2021
2.4.3 Hire contract teachers to enable MOE teachers to attend school full time for content mastery.	2.4.3.1 Conduct assessment to determine number of contract teachers needed.	<ul style="list-style-type: none"> <li>Needs Assessment Report</li> </ul>	DPM	June 2021
	2.4.3.2 Communicate with PCC to accommodate teachers to take classes	<ul style="list-style-type: none"> <li>Meeting Minutes</li> </ul>		July 2021
	2.4.3.3 Propose a plan to run the program	<ul style="list-style-type: none"> <li>Program Plan</li> </ul>		August 2021
2.4.4 Implement teacher and principal licensure and certification systems.	2.4.4.1 Finalize the Teacher Certification System	<ul style="list-style-type: none"> <li>MOE Management Review and Approval</li> </ul>	DPM	April 2021
	2.4.4.2 Develop Regulations for the implementation of the Teacher Certification System	<ul style="list-style-type: none"> <li>Teacher Certification Regulations</li> </ul>		August 2021
	2.4.4.3 Submit Teacher Certification System to OEK for endorsement	<ul style="list-style-type: none"> <li>Submittal of Teacher Certification System</li> </ul>		September 2021

Priority Area 3: Curriculum Enhancement

Primary Goal 3: Ensure that students are college ready and career ready (academic and vocational/technical) through an effective and challenging curriculum.

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 3.1 Align the curriculum with the learning needs of students.</b>				
3.1.1 Establish a scheduled cycle for reviewing, revising, and aligning the curriculum (K) 1-12.	3.1.1.1 Schedule Curriculum for review every 7 years  <u>Years of Revision</u> Kindergarten - 2017 English - 2017 Math - 2012 Science - 2016 Social - 2010 P.E. – 2003 Palauan – 2017 Health – 2017  1st Cycle: P.E. and Social Studies  2nd Cycle: Science, Math  3rd Cycle: English, Health, Palauan 3.1.1.1a Year 1 - 2 Review, Revise, and Align 3.1.1.1b Year 3 - 7 Implementation	<ul style="list-style-type: none"> <li>• Copy of Scheduled Cycle for reviewing, revising, aligning, and implementation</li> </ul>	DCIMD DIIT	April 2021
3.1.2 Fully implement the career guidance and college readiness efforts (K) 1-12.	3.1.2.1 Implement Career Guidance curriculum for one class period once a week following the curriculum matrix. Teachers use and modify pre-written lesson plans for ongoing improvement.  3.1.2.2 Guidance counselors provide activities for students in support of the Career Guidance curriculum.	<ul style="list-style-type: none"> <li>• Schedule of Career Guidance Classes</li> <li>• Student Portfolios</li> <li>• Calendar of activities</li> </ul>	DSM	Ongoing

	3.1.2.3 PHS School Counselors provide activities to students in support of the CTE Curriculum Framework.	<ul style="list-style-type: none"> <li>• Calendar of activities</li> </ul>		
	3.1.2.4 Classroom observations and compile Career Guidance teachers' feedback on pre-written lesson plans.	<ul style="list-style-type: none"> <li>• Revised and updated Curriculum Matrix</li> </ul>		
	3.1.2.5 Survey and assess students about knowledge and attitude towards college and work.	<ul style="list-style-type: none"> <li>• Results of survey and assessments</li> </ul>		
	3.1.2.6 Counselors workshop to align activities with the Career Guidance Curriculum.	<ul style="list-style-type: none"> <li>• Workshop agenda</li> <li>• Attendance sheet</li> </ul>		
3.1.3 Provide curricular flexibility to better meet the needs of students.	3.1.3.1 Implement differentiated instruction.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom observations</li> </ul>	DCIMD DIIT	Ongoing
	3.1.3.2 Engage guest speakers to supplement instruction on specialized topics.	<ul style="list-style-type: none"> <li>• List of Guest Speakers</li> </ul>		
	3.1.3.3 Integrate technology to enhance classroom instruction.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Technology Usage Survey and Reports</li> </ul>		
	3.1.3.4 Provide support for student field trips to reinforce classroom instruction.	<ul style="list-style-type: none"> <li>• Field trip requests forms</li> <li>• Lesson Plans</li> </ul>		
	3.1.3.5 Provide opportunities for outdoor classrooms to promote hands-on learning.	<ul style="list-style-type: none"> <li>• Field trip requests forms</li> <li>• Field trip reports</li> </ul>		
	3.1.3.6 Strengthen partnerships with NGOs and government agencies to support student learning.	<ul style="list-style-type: none"> <li>• MOU</li> <li>• NGO partnership directory per Content Area</li> </ul>		

3.1.4 Create a developmentally appropriate kindergarten curriculum.	3.1.4.1 Develop Kindergarten Curriculum and train teachers.	<ul style="list-style-type: none"> <li>• Approved Kindergarten Curriculum</li> <li>• Instructional Materials and Resources</li> <li>• Training Report</li> </ul>	DCIMD DIIT	Completed in 2017
	3.1.4.2 Implement Kindergarten Curriculum.	<ul style="list-style-type: none"> <li>• Class Schedules</li> <li>• Teacher Assignments</li> </ul>		Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 3.2 Ensure the local relevance of resources, materials, and curriculum content.</b>				
3.2.1 Implement a curriculum review committee to ensure relevancy.	3.2.1.1 Develop guidelines for curriculum review committee membership	<ul style="list-style-type: none"> <li>• Copy of developed curriculum review committee membership guidelines</li> </ul>	DCIMD	May 2021
	3.2.1.2 Create curriculum review committees	<ul style="list-style-type: none"> <li>• Committee membership listing</li> </ul>		August 2021
	3.2.1.3 Appoint curriculum review committee members	<ul style="list-style-type: none"> <li>• Letters of appointments</li> </ul>		August 2021
3.2.2 Strengthen Palauan language and culture in instruction and practice across subjects.	3.2.2.1 Select and create Palauan Studies translation committee	<ul style="list-style-type: none"> <li>• Copy of approved list Palauan studies translation committee members</li> </ul>	DCIMD DIIT	April 2021
	3.2.2.2 Translate Palauan Studies curriculum into Palauan language	<ul style="list-style-type: none"> <li>• Copy of translated Palauan Curriculum</li> </ul>		September 2021
	3.2.2.3 Require teachers to teach and write Palauan Studies lesson plans in Palauan language	<ul style="list-style-type: none"> <li>• Sample of lesson plans written in Palauan</li> </ul>		September 2021

	a. Lesson Planning using Palauan orthography			
	3.2.2.4 Strengthen Palauan language and culture across subjects – integrated into lessons	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom Observation</li> </ul>		Ongoing
	3.2.2.5 Provide Palauan Studies trainings and coaching <ul style="list-style-type: none"> <li>a. Train Specialists on Palauan Orthography and culture</li> <li>b. Train Teachers on Palauan orthography, language and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Participant List</li> <li>• Training Report</li> <li>• Training Evaluations</li> </ul>		Ongoing
3.2.3 Develop an instructional language protocol that will meet the needs of diverse learners.	3.2.3.1 Implement medium of instruction as set forth in the MOE School Handbook.	<ul style="list-style-type: none"> <li>• MOE School Handbook, page 11</li> </ul>	DCIMD DIITT	Ongoing
	3.2.3.2 Provide support for teachers to use English language during English class and Palauan language in Palauan class.	<ul style="list-style-type: none"> <li>• RPPL 4-57</li> <li>• Classroom Observation</li> </ul>		
3.2.4 Develop locally produced curricular materials and activities.	3.2.4.1 Develop and promote the use of locally produced curricular materials and activities to enhance student learning.	<ul style="list-style-type: none"> <li>• Locally produced materials</li> </ul>	DCIMD	Ongoing
	3.2.4.1 Develop supplemental instructional materials in Palauan language for Social Studies, Science, Math, and English.	<ul style="list-style-type: none"> <li>• Locally produced materials</li> </ul>		September 2021
3.2.5 Train teachers in the use of local resources	3.2.5.1 Conduct Trainings/Workshops on the newly completed local resources	<ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Report</li> <li>• Participant list</li> </ul>	DIITT DCIMD	Ongoing

including community individuals and agencies.		<ul style="list-style-type: none"> <li>• Follow-up observations</li> </ul>		
	3.2.5.2 Provide trainings for teachers with partner agencies (Science and Palauan)	<ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Attendance Sheet</li> <li>• How Do I Feel Survey</li> <li>• Training Report</li> </ul>		Ongoing
	3.2.5.3 Update directory of local experts and resources	<ul style="list-style-type: none"> <li>• Directory of Local Experts and Resources</li> </ul>		May 2021
	3.2.5.4 Distribute directory of local experts and resources to all teachers	<ul style="list-style-type: none"> <li>• Distribution List</li> </ul>		July 2021

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 3.3 Strengthen the effectiveness and use of instructional time.</b>				
3.3.1 Provide teacher training in classroom management and other teaching strategies.	3.3.1.1 Conduct training on Classroom Management based on school requests and classroom observations. <ul style="list-style-type: none"> <li>a. Mandate teachers to create a management plan using the Handbook</li> <li>b. Conscious Discipline Training</li> </ul>	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Attendance Sheet</li> <li>• Training Reports</li> <li>• Training Evaluation</li> </ul>	DIITT DCIMD	Ongoing
	3.3.1.2 Conduct training on effective teaching strategies for enhancing student engagement.	<ul style="list-style-type: none"> <li>• List of effective strategies</li> <li>• Training Schedule</li> <li>• Attendance Sheet</li> <li>• Training Reports</li> <li>• Training Evaluation</li> </ul>		Ongoing
	3.3.1.3 Incorporate and model Conscious Discipline strategies in all trainings	<ul style="list-style-type: none"> <li>• Conscious Discipline Training Guideline</li> </ul>		September 2021



3.3.2 Provide training in the integration of technology tools to enhance learning.	3.3.2.1 Provide training in technology integration for teachers and school principals based on requests and classroom observations.	<ul style="list-style-type: none"> <li>• Technical Assistance Requests</li> <li>• Training Schedule</li> <li>• Attendance Sheet</li> <li>• Training Reports</li> <li>• Training Evaluation</li> </ul>	DIITT DCIMD	Ongoing
3.3.3 Align curriculum learning targets with available instructional days and time.	3.3.3.1 Review and align quarterly learning targets to school calendar	<ul style="list-style-type: none"> <li>• Allocation of quarterly learning targets for the school year</li> </ul>	DCIMD DIITT	June 2021
	3.3.3.2 Provide support to teachers to develop quarterly instructional plans to ensure full coverage of quarterly learning targets.	<ul style="list-style-type: none"> <li>• Quarterly Instructional Plans</li> </ul>		July 2021
3.3.4 Consider increasing learning times for Language and Math.	3.3.4.1 Implement 90-minute literacy and numeracy classes on Fridays for elementary schools	<ul style="list-style-type: none"> <li>• Class Schedules</li> <li>• Classroom Observations</li> </ul>	BEA BCI	Implemented SY 2019-2020 Ongoing
	3.3.4.2 Monitor and evaluate the impact of increased learning times for literacy and numeracy.	<ul style="list-style-type: none"> <li>• Report on student performance and feedback from teachers and school principals</li> <li>• Classroom Observations</li> </ul>		September 2021 Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 3.4 Review and revise the Assessment system to be effective and informative.</b>				
3.4.1 Identify the actual purpose(s) for assessment and design assessments accordingly.	3.4.1.1 Develop Palau National Assessment Policy Framework	<ul style="list-style-type: none"> <li>Palau National Assessment Policy Framework</li> </ul>	DRE DCIMD	Completed 2019
3.4.2 Review the make-up and validity of assessments and their questions.	3.4.2.1 Review and update formative assessment booklet.	<ul style="list-style-type: none"> <li>Complete Formative Assessment Booklet</li> </ul>	DRE DCIMD DIITT	May 2021
	3.4.2.2 Provide training to teachers on the development of classroom assessments.	<ul style="list-style-type: none"> <li>Assessments</li> <li>Training Schedule</li> <li>Attendance Sheet</li> <li>Training Report</li> <li>Training Evaluation</li> </ul>		July 2021
	3.4.2.3 Distribute Formative Assessment Booklet to teachers	<ul style="list-style-type: none"> <li>Distribution List</li> </ul>		July 2021
3.4.3 Involve teachers and principals in providing feedback on the effectiveness of assessments identifying student learning proficiencies.	3.4.3.1 Design a template for teachers and principals to provide feedback on the effectiveness of assessments.	<ul style="list-style-type: none"> <li>Feedback Template</li> <li>Assessment Feedback</li> </ul>	DRE DCIMD	June 2021
3.4.4 Ensure that individual students and group assessment results are given to the relevant stakeholders in a timely manner.	3.4.4.1 Provide report cards and assessment results to all stakeholders in a timely manner.	<ul style="list-style-type: none"> <li>Mid Quarter Progress Reports</li> <li>Quarterly Report Cards</li> <li>Quarterly Assessment Results</li> <li>Iowa Results</li> <li>PERA Results</li> </ul>	DRE	Ongoing

		<ul style="list-style-type: none"><li>• PAT Results</li><li>• PILNA Results</li></ul>		
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Priority Area 4: MOE Resource Support

Primary Goal 4: Provide a strong and effective system of supports that promote a positive learning environment for students and the smooth operation of schools.

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 4.1 Strengthen the Student Data and Education Management Information Systems to facilitate school and Ministry effectiveness.</b>				
4.1.1 Clearly define the needed statistics to best inform decisions for school support and classroom direction.	4.1.1.1 Determine key indicators for reporting school and student performance.	<ul style="list-style-type: none"> <li>List of key indicators</li> </ul>	DRE DIITT DSM	April 2021
	4.1.1.2 Develop matrix for collecting and reporting key indicators.	<ul style="list-style-type: none"> <li>Reporting schedule</li> </ul>		May 2021
	4.1.1.3 Generate reports of key indicators.	<ul style="list-style-type: none"> <li>Data Reports</li> <li>MOE Annual Statistical Yearbook</li> </ul>		July 2021
4.1.2 Establish an integrated system of information that provides information to the Ministry and between schools.	4.1.2.1 Identify school personnel and provide technical assistance to help them input data into the Student Information System.	<ul style="list-style-type: none"> <li>List of school personnel</li> <li>Technical assistance requests</li> <li>Training Agenda</li> <li>Attendance Sheet</li> </ul>	DRE	Ongoing
4.1.3 Establish an integrated school-based information system (SIS).	4.1.3.2 Review existing school-based information system and propose capacity increase to include all school-based data needs.	<ul style="list-style-type: none"> <li>Comprehensive school-based information system</li> </ul>	DRE	September 2021

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 4.2 Establish technology as an integrated teaching and learning tool to better meet instructional needs.</b>				
4.2.1 Adopt a Technology Use Policy for staff and students.	4.2.1.1 Develop technology use policy for students and staff. (Refer to MOE School Handbook pg.7)	<ul style="list-style-type: none"> <li>Technology Use Policy</li> </ul>	BCI DCIMD	Completed in SY2019
	4.2.1.2 Implement technology use guidelines to enhance student learning and promote good practices to strengthen appropriate etiquette.	<ul style="list-style-type: none"> <li>MOE Technology Resources and Guidelines Handbook (2018)</li> <li>Practice digital citizenship and etiquette</li> <li>Guide to Digital Citizenship (2020)</li> <li>Remote Learning Guides for Parents (2020)</li> </ul>	DCIMD DIITT	Ongoing
4.2.2 Ensure that each school has a strong internet capability and access to the world wide web.	4.2.2.1 Work with PNCC to conduct Internet network surveys in the central schools.	<ul style="list-style-type: none"> <li>Survey report</li> </ul>	DSM	Completed November 2020
	4.2.2.2 Upgrade Internet networks in the central schools.	<ul style="list-style-type: none"> <li>Proposals for upgrading Internet networks</li> <li>Increased Internet speed and coverage</li> </ul>	DSM	May 2021
4.2.3 Ensure that each school has the technical (hardware and software) tools for learning with established standards for each classroom/school.	4.2.3.1 Provide laptops for teachers and school principals, and tablets for students to support classroom instruction.	<ul style="list-style-type: none"> <li>Review of procurement action</li> <li>Distribution lists</li> </ul>	DSM BCI	Completed in SY 2020

	4.2.3.2 Provide technical support for ensuring that laptops and tablets are in good working condition.	<ul style="list-style-type: none"> <li>• School requests</li> <li>• Technical support report</li> </ul>		Ongoing
4.2.4 Establish a distance learning delivery system for teachers and students.	4.2.4.1 Determine and acquire major remote learning platforms for teachers and students.	<ul style="list-style-type: none"> <li>• Check-In Survey data</li> <li>• Zoom</li> <li>• Edmodo</li> </ul>	DCIMD DIITT	Completed in SY 2020
	4.2.4.2 Provide training and technology support to enhance usage of remote learning platforms.	<ul style="list-style-type: none"> <li>• Lesson Plan (teacher's Edmodo classrooms)</li> </ul>	DCIMD DIITT	Ongoing
4.2.5 Provide instructional technology training.	4.2.5.1 Conduct teacher survey on instructional technology integration.	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Sign in logs</li> </ul>	BCI DIITT	Completed in SY 2020
	4.2.5.2 Group teachers and conduct training based on survey results to ensure that training contents align with different technology skill levels.	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Training Agenda</li> <li>• Participants lists</li> <li>• Training report</li> <li>• Training evaluation</li> </ul>	DCIMD	Ongoing
	4.2.5.3 Conduct classroom observations and provide coaching on technology integration across content areas.	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Coaching reports</li> </ul>		Ongoing
4.2.6 Provide technicians to maintain and promote technology equipment and systems.	4.2.6.1 Provide technical support for maintaining technology equipment and systems.	<ul style="list-style-type: none"> <li>• Job orders fulfilled</li> </ul>	BEA	Ongoing
	4.2.6.2 Provide training opportunities for technicians to enhance skills.	<ul style="list-style-type: none"> <li>• Training Details</li> <li>• Agenda</li> <li>• Attendance Sheets</li> </ul>		Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 4.3 Promote teaching as a desirable profession and recruit accordingly.</b>				
4.3.1 Undertake a media campaign to highlight school and teacher successes.	4.3.1.1 Produce a promotional video of school highlights and teacher successes.	<ul style="list-style-type: none"> <li>Promotional video</li> </ul>	DPM DSM	July 2021
	4.3.1.2 Conduct radio talk shows to recognize and highlight school and teacher successes.	<ul style="list-style-type: none"> <li>Radio talk show program</li> </ul>		April 2021
	4.3.1.3 Regularly publicize school highlights and teacher successes in social media.	<ul style="list-style-type: none"> <li>MOE Facebook page</li> <li>School Facebook pages</li> </ul>		Ongoing
4.3.2 Institute “Teacher Appreciation Week”, or similar recognition, to raise the profile of teachers within the community.	4.3.2.1 Declare Teacher Appreciation Day/Week with corresponding activities to recognize teachers and promote the teaching profession.	<ul style="list-style-type: none"> <li>Declaration</li> <li>“TAW” Banner</li> <li>Schedule Activities</li> <li>Public Media recognition and promotion for teachers</li> </ul>	DPM DIITT	September 2021
	4.3.2.2 Continue to recognize and award teachers completing the Teacher Mentor Mentee Program.	<ul style="list-style-type: none"> <li>Certificate of Completion</li> </ul>		May 2021
	4.3.2.3 Ensure that certificates are awarded to teachers for every training completed.	<ul style="list-style-type: none"> <li>Certificate of Completion</li> <li>List of training participants</li> <li>Training report</li> </ul>		Ongoing
4.3.3 Highlight the successes and strengths of students and teachers	4.3.1 Produce a video of school highlights and student/teacher successes.	<ul style="list-style-type: none"> <li>Promotional video</li> </ul>	DPM	July 2021

to reinforce the importance and satisfaction of being an educator.	4.3.1.2 Conduct radio talk shows to recognize and highlight school and student/teacher successes.	<ul style="list-style-type: none"> <li>• Radio talk show program</li> </ul>		April 2021
	4.3.1.3 Regularly publicize school highlights and student/teacher successes in social media.	<ul style="list-style-type: none"> <li>• MOE Facebook page</li> <li>• School Facebook pages</li> </ul>		Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 4.4 Establish a coordinated and focused system for training and follow up to support school instruction.</b>				
4.4.1 Provide ongoing training to MOE Central Office staff (program specialists) to directly support school instruction.	4.4.1.1 Continue to provide training for education specialists and other central office staff to enhance skills and focus support for classroom instruction.	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Training agenda</li> <li>• Attendance Sheet</li> <li>• Training Evaluation</li> <li>• Training Report</li> </ul>	BEA BCI	Ongoing
4.4.2 Establish an effective follow-up support mechanism for each training workshop.	4.4.2.1 Provide technical assistance in response to school requests as well as scheduled classroom observations and coaching.	<ul style="list-style-type: none"> <li>• Records of technical assistance requests fulfilled</li> <li>• Classroom observation and coaching reports</li> </ul>	BCI DIITT DCIMD	Ongoing
	4.4.2.2 Conduct lesson study and coaching.	<ul style="list-style-type: none"> <li>• Lesson study and coaching schedule</li> <li>• Lesson Study Evaluation</li> </ul>		
4.4.3 Establish an effective and efficient system for selecting technical assistance, training, conferences and	4.4.3.1 Propose guidelines for developing/selecting technical assistance, training, conferences and grants.	<ul style="list-style-type: none"> <li>• Proposed guidelines</li> </ul>	BCI BEA	September 2021



grants in alignment with identified goals, needs, and ongoing initiatives.				
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Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 4.5 Strengthen MOE Support Services to the Schools</b>				
4.5.1 Fully implement the counseling and career guidance program.	4.5.1.1 Work with school guidance counselors to ensure that Career Guidance Curriculum is implemented with fidelity.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Calendar of activities</li> <li>• Sample student work</li> </ul>	DSM	Ongoing
	4.5.1.2 Ensure that all elementary schools have a guidance counselor.	<ul style="list-style-type: none"> <li>• List of guidance counselors</li> </ul>		Ongoing
	4.5.1.3 Establish Guidance Counselor certification and work to train and certify school guidance counselors.	<ul style="list-style-type: none"> <li>• Guidance Counselor Certification Manual</li> <li>• Training Support</li> </ul>		July 2021
4.5.2 Provide teacher aides to selected classrooms to address size and other considerations needed.	4.5.2.1 Conduct needs assessment for classrooms requiring teacher aides.	<ul style="list-style-type: none"> <li>• Needs assessment report</li> </ul>	BEA DSM	June 2021
	4.5.2.2 Propose a strategy for providing teacher aides based on school needs.	<ul style="list-style-type: none"> <li>• Concept note for providing teacher aides</li> </ul>		July 2021
4.5.3 Provide professional development for school-based support staff.	4.5.3.1 Design training for school-based support staff for supporting teaching and learning including good customer service.	<ul style="list-style-type: none"> <li>• Training Program</li> </ul>	BEA DSM	May 2021
	4.5.3.2 Conduct training for school-based support staff.	<ul style="list-style-type: none"> <li>• Training Schedule</li> <li>• Training agenda</li> <li>• Attendance Sheet</li> <li>• Evaluation</li> <li>• Training Report</li> </ul>		July 2021

	4.5.3.3 Provide training on Standard Operating Procedures for school-based bus drivers, maintenance and cooks.	<ul style="list-style-type: none"> <li>• Training Schedule</li> <li>• Training agenda</li> <li>• Attendance Sheet</li> <li>• Evaluation</li> <li>• Training Report</li> </ul>		July 2021
4.5.4 Improve support services efficiency and cost effectiveness by adopting and implementing best practices and standards-based operations.	4.5.4.1 Review current work procedures and develop standard operating procedures (SOPs) for all support services (facilities and maintenance, transportation, media, archive, inventory, budget, food services, etc.)	<ul style="list-style-type: none"> <li>• Standard Operating Procedures for each unit</li> </ul>	BEA DSM	July 2021
	4.5.4.2 Train personnel on standard operating procedures for their respective areas of work.	<ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Attendance Sheets</li> </ul>		December 2021
	4.5.4.3 Implement SOPs, review, and revise as necessary.	<ul style="list-style-type: none"> <li>• Standard Operating Procedures</li> </ul>		December 2021
4.5.5 Update personnel procedures, policies and licensure relevant to education.	4.5.5.1 Review personnel procedures and policies for teachers, counselors, vice principals, and school principals.	<ul style="list-style-type: none"> <li>• Review report</li> </ul>	BEA DPM	June 2021
	4.5.5.2 Propose improvements of current personnel procedures and policies for teachers, counselors, vice principals, and school principals.	<ul style="list-style-type: none"> <li>• Proposed improvements</li> </ul>		July 2021

Priority Area 5: Partnership Supports

Primary Goal 5: Work with family, community, employers, NGOs, government ministries, development partners and the public to support students in schools and in their community.

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 5.1 Establish interagency programs to support students in schools.</b>				
5.1.1 Develop comprehensive service supports with MOH.	5.1.1.1 Renew Memorandum of Understanding between MOE and MOH	<ul style="list-style-type: none"> <li>• Copy of MOU</li> </ul>	DSM DCIMD	Renewed on February 2021 for 6 years
	5.1.1.2 Implement terms of MOU	<ul style="list-style-type: none"> <li>• List of joint activities</li> </ul>		Ongoing
5.1.2 Develop an MOE/ MOJ partnership for educating incarcerated youth.	5.1.2.1 Explore strategies for providing educational opportunity (HiSET) to incarcerated youth.	<ul style="list-style-type: none"> <li>• HiSET records</li> </ul>	BEA	May 2021
5.1.3 Work with PCC to facilitate degree attainment and to earn credits through continuing education options for teachers.	5.1.3.1 Form teacher cohorts for PCC EDEE AA program.	<ul style="list-style-type: none"> <li>• Cohort list</li> <li>• Class schedules</li> </ul>	DPM DIITT	August 2021
	5.1.3.2 Create cohort for Palauan Studies teachers into the PCC Palauan Studies Program to earn AS degree	<ul style="list-style-type: none"> <li>• Cohort list</li> <li>• Class schedules</li> </ul>		August 2021
	5.1.3.3 Secure funding support for the teacher cohort programs.	<ul style="list-style-type: none"> <li>• Allocation in MOE Budget or PNSB scholarships</li> </ul>		July 2021
5.1.4 Work with the Ministry of Finance to streamline and expedite the hiring process for teachers.	5.1.4.1 Consult with BPSS and Budget Office to explore ways for streamlining and expediting the hiring process.	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>	DPM	May 2021
	5.1.4.2 Consistently follow up pending personnel actions with BPSS & Budget Office by phone calls and in person visits on a weekly basis.	<ul style="list-style-type: none"> <li>• Follow Up Log Sheet</li> <li>• Follow up report</li> </ul>		Ongoing
5.1.5 Work with OEK to pass legislation for the betterment of education.	5.1.5.1 Finalize regulations for the implementation of the Teacher Certification System and work with OEK to secure endorsement.	<ul style="list-style-type: none"> <li>• OEK endorsement</li> </ul>	BEA BCI	June 2021

	5.1.5.2 Include in MOE budget: <ul style="list-style-type: none"> <li>• STEM Fair</li> <li>• Education Awareness Week</li> <li>• Annual Education Convention</li> <li>• Funding for professional development and teacher training</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation in MOE Budget</li> </ul>		July 2021
	5.1.5.3 Solicit local funding and grant opportunities for Palauan Studies resources and materials including training	<ul style="list-style-type: none"> <li>• Local Budget</li> <li>• Grant Funding</li> </ul>	BCI	Ongoing
5.1.6 Work with employers to expand and enrich student internship opportunities.	5.1.6.1 Strengthen partnership with Belau Employers and Educators Alliance.	<ul style="list-style-type: none"> <li>• BEEA Conference Program</li> <li>• Records of work-based learning opportunities for students</li> </ul>	DSM	Ongoing
	5.1.6.2 Strengthen partnership with NGOs and community to provide work-based activities and improve curriculum developments.	<ul style="list-style-type: none"> <li>• Records of work-based learning opportunities for students</li> </ul>	DSM	Ongoing

Objectives	Activities	Measures	Persons Responsible	Timeline
<b>Master Plan Strategic Goal 5.2 Strengthen the partnership with family and community to support their children and to be engaged in their education.</b>				
5.2.1 Implement an annual Parent Opinion Survey. (School Perception Survey)	5.2.1.1 Implement school perception surveys for all schools.	<ul style="list-style-type: none"> <li>• School Perception Survey Results</li> </ul>	DSM	Completed in November 2020
	5.2.1.2 Conduct school perception surveys for all schools on a biennial basis.	<ul style="list-style-type: none"> <li>• Survey reports to all schools</li> </ul>	DRE	Ongoing

5.2.2 Implement individualized Parent Teacher Conferences twice a year.	5.2.2.1 Conduct individualized Parent Teacher Conferences four times a year.	<ul style="list-style-type: none"> <li>Parent/Teacher Conference schedule for each school</li> </ul>	DSM DRE	Ongoing
5.2.3 Establish a parent portal for information and resources on the MOE website.	5.2.3.1 Utilize MOE and school Facebook Pages to disseminate information to parents and the community.	<ul style="list-style-type: none"> <li>MOE Facebook Page</li> <li>School Facebook Pages</li> </ul>	BEA DSM	Ongoing
	5.2.3.2 Create a parent portal on the MOE website for parents to access school and student information.	<ul style="list-style-type: none"> <li>Parent portal on MOE website</li> </ul>	BEA	September 2021
5.2.4 Broaden communications to parents via social media.	5.2.4.1 Work with schools to determine protocols for establishing and managing school Facebook accounts.	<ul style="list-style-type: none"> <li>SOPs for school Facebook pages</li> </ul>	DSM	August 2021
	5.2.4.2 Schools create Facebook pages as a means to disseminate information to parents and various stakeholders.	<ul style="list-style-type: none"> <li>School Facebook pages</li> </ul>	DSM All public schools	Ongoing
5.2.5 Ensure that parents receive their child's assessment/testing results and report cards in a timely manner.	5.2.5.1 Work with DRE to create a calendar on when parents should receive student achievement results.	<ul style="list-style-type: none"> <li>Student Achievement Results Calendar</li> </ul>	DSM DRE	Ongoing
	5.2.5.2 Insert dates in the school calendar to ensure parents receive student achievement results in a timely manner.	<ul style="list-style-type: none"> <li>School Calendar</li> </ul>	DSM	Ongoing
	5.2.5.3 Provide assessment results and report card to parents	<ul style="list-style-type: none"> <li>Assessment results and report cards are provided every quarter</li> </ul>	DSM DRE	Ongoing