Ministry of Education

Management Action Plan 2018

DRAFT V3

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Background

Mandate

1. Purpose of Education for the Republic of Palau

   The purposes of education for the Republic of Palau is "to increase citizen participation in economic and social development, unify the Republic by giving the people knowledge of their islands, economy, government and world, and provide citizens of the Republic with the knowledge and skills required for self-development and the development of the Republic. These skills include professional and vocational, as well as social and political, abilities." (Title 22 PNC)

2. Target Population

   The Palau Constitution mandates public education for citizens "shall be free from grades one (1) to twelve (12) and compulsory as prescribed by law".

3. Vision and mission of the Ministry of Education

   a. Vision Statement: "Our students will be successful in the Palauan society and the world."

   b. Mission Statement: "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."

Context

The purpose of the MOE is ensure student success. Student success can be defined as the preparedness of the student to succeed in post-secondary education or career.

The MOE achieves this by delivering effective curriculum and instruction.

The MOE facilitates the effectiveness of its instruction by leveraging partnerships, conducive learning environment, and other means.

To deliver on the above, the MOE expends about $10,000,000 in public funds per year to serve 3,000 students. The MOE is accountable for these funds and thus has a substantial operational side in addition to the above.

Students exit the MOE system at 12th grade after 12 years of schooling.

Palau High School (PHS) provides the final four years of student education culminating with graduation at 12th grade. PHS completion requirements are 17 core credits, 2 PE/Health credits, 6 Career Academy credits, and 2 elective credits intended to prepare the students for further career and education success.

Public Elementary Schools provide the initial 8 years of student education culminating with graduation at 8th grade. The completion requirements for grade 8 are to pass the five core subjects which prepares them to transition from elementary to high school.

System Indicators

System indicators aggregate from lower level indicators (eg., school level, program level, operations, etc) into a just the few general indicators that can provide an overview of how the ministry is progressing towards its mission and vision.

The sections below deal with system level indicators as appropriate for Management Action Plan or the Ten Year Master Plan. Lower level indicators should be addressed in the detailed implementation plan.

Ensuring Student Success - Impact of 12 years of Education

College Preparedness

The Palau College Access Challenge Grant Program (PCACGP) introduced two indicators that help measure the the impact of the grade 1-12 education effort on college success:

1. Percent of students who enroll in college within 1 year of graduating high school
2. Percent of students who complete college on time.

U.S. National Student Clearinghouse (NSC) data indicates that less than 10% of PHS graduates enroll in colleges or universities within 1 year of graduation, and about 2% graduate within 6 years of graduation. While Palau should not be compared to the U.S., it is informative to note that for high poverty schools in the U.S, 51% enroll within 1 year and 18% graduate within 6 years.

Enrolled within 1 year

Years late to graduate
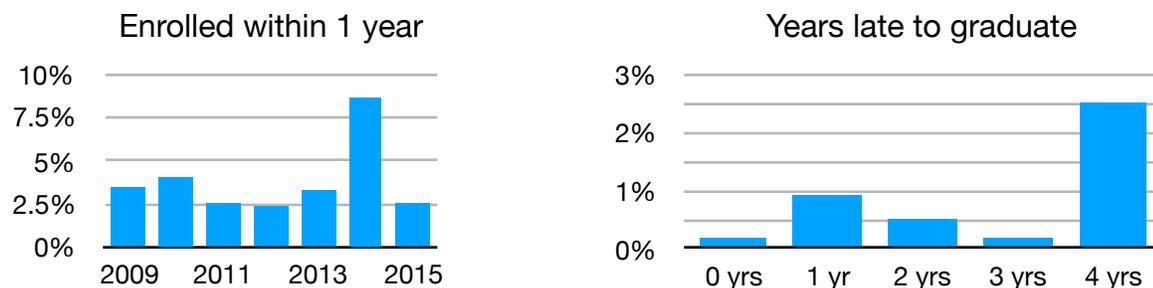
The NSC does include PCC and non-US colleges that are also destinations of PHS graduates.

This needs to be strengthened by including data from PCC and non-U.S. colleges.

Career Preparedness

Centralized sources for this don't seem to exist yet. In the U.S., expensive surveys or research are the common means for providing data.

The MOE may have to look into conducting surveys or research to get a sense of its impact on students' career success.

Delivering Effective Curriculum and Instruction

In the U.S., many school systems use performance levels on standardized tests for Mathematics and English Language Arts to indicate the effectiveness of its curriculum and instruction. The New York State Education Department (NYSED, see www.nysed.gov) is a good model because it exhibits high quality and ease of use.

The MOE has its own test, the Palau Achievement Test (PAT). The graph below shows the past 7 years for PAT English and Math, using the grading system to determine proficiency levels.

Proficiency Rates PAT English and Math 2010-2017

Note: 2012 data is missing.
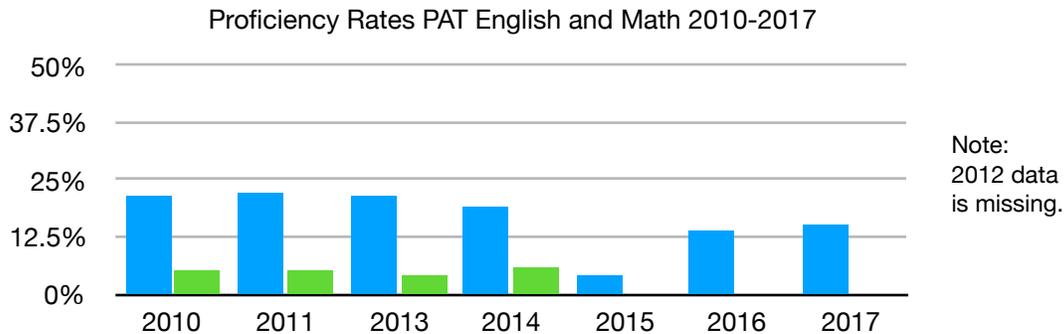
These PAT results indicate that a lot of work needs to be done to improve the effectiveness of the MOE's curricula and instruction. For comparision, NYSED reports 38-40% proficiency on their tests.

It must be emphasized that standardized tests used for this purpose must be of very high quality (relevant, reliable, and valid). If PAT is to be used so, it must pass the quality test.

U.S. schools also use and report SAT10 and the National Assessment of Education Progress (NAEP) results for self-assessment and for nationwide comparisons.

The MOE has also administered SAT10 but has not used the NAEP. The MOE also can use the Pacific Islands Literacy and Numeracy Assessment (PILNA) to see how it compares to like entities within the region. The 2015 PILNA results place Palau at the 80-90th percentile.

For career preparedness, there is much less clarity on how U.S. schools measure curriculum and instruction effectiveness. But there is a lot of activity and development in this area with many school systems already using tests such as the Parternship for College and Career Readiness Assessment (PCCRA) and ACT Workkeys, and skill certificates such as industrial certification, individual state CTE certifications and the like.

The MOE may have to look into these tests and certificates as a way to assess the effectiveness of its curriclum and instruction in regard to career preparedness.

Establishing Partnerships and Conducive Learning Environment

These are program or operational level functions. The related indicators will be discussed in the detailed implementation plan.

Efficient and Effective Operations

Improving the efficiency of the education system is one of the needs identifed in UNESCO's review of the MOE's previous ten year master plan. It is also a key mandate of the president's platform (Section V. Containing the Cost of Government), calling for cost reduction, productivity and efficiency improvement, and ensuring accountability in government. There is more specific guidance available through the MTDS/MTDG budget planning process.

Trend lines for MOE annual budget, public school enrollment, and PAT test suggest that there efficiency and effectiveness needs attention. The charts below show budgets increasing, enrollment decreasing, while student achievement is stagnant or decreasing.

While more study is needed, Increasing budget and decreasing enrollment indicate that more money is available to MOE. However, the additional funds does not seem to translate to better student achievement.

Budget	Elem Enroll	PAT 6th Gr
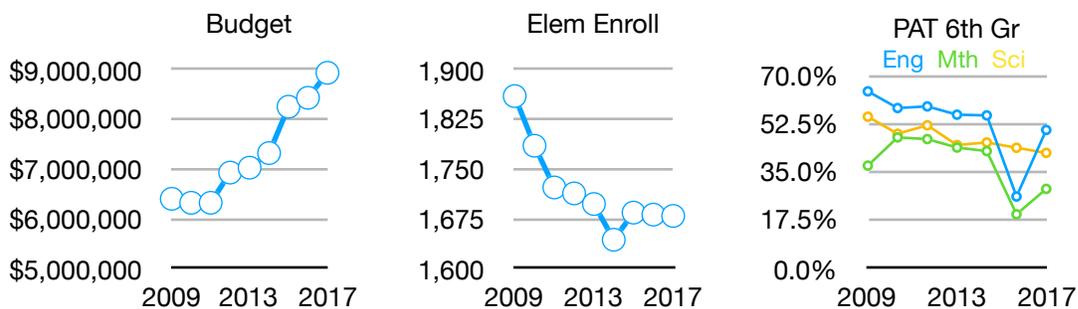
While PAT 6th grade is used as an example here, the trends are similar in other grade levels.

Need

The need areas are known to the MOE and are being addressed by the MOE's many programs and initiatives.

The above however does the identify need for improvement in the basic school curricula and instruction and college and career preparation. Further, more attention needs to by paid to how the MOE allocates funds for the best impact.

For this Management Action Plan 2018, the MOE will undertake a measured and structured approach, concentrating on a few key initiatives at this initial stage and focusing more on outcomes rather than outputs.

Management Action Plan

The below reflects a "more outcome oriented" approach, meaning that we are looking at what happens to the students instead of looking at what the MOE does.

A career oriented item needs to be developed but that will probably take a couple of years to do. It is therefore not included here.

Everything in the master plan and MAP plans submitted by the units logically flow into and support these items. The Annual Implementation Plan section covers those.

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
1	Improve math and english performance by 4.5%	3 years -- 0%	PAT and PERA Student Proficiency Rates 2018: 0% (baseline) 2019: 1.5% increase 2020: 3.0% increase	2018 activities are mostly planning, preparation and assessment improvement.
2	Improve student achievement by 5%.	3 years -- 0%	IOWA Test Achievement 2018: 0% (baseline) 2019: 2.5% increase 2020: 2.5% increase	
3	Improve student college success significantly	3 years -- 0%	%age entry into college within 1 year %age complete college within 2 years (AS) or 4 years (BA) 2020: significant increase	This requires at least 2 years to to set up and also depends on the results of #1 and #2. 2020 is the earliest we can start looking for impact.
4	Improve efficiency and effectiveness by 50%.	3 years -- 0%	Budget KPI's [1] Operations KPI's [2] Effectiveness KPI's [3] KPI = Key Performance Indicator	Baseline is FY2017. 50% improvement can be achieved because we are basically starting from scratch.

1. Budget
   a. Percentage of unexpended budget at end of year (lower the better)
   b. Adequacy of budget for MOE priorities (requested vs funded)
   c. Per pupil cost, compared with other educational systems similar to MOE
2. Operations
   a. Facilities: cost per square foot, classroom utilization rate
   b. IT: Uptime rates, cost per service, cost per person, customer satisfaction
   c. Transportation: cost per student, percent of students transported, bus utilization rate
3. Effectiveness
   a. Percentage of expenditures for student centered learning (should be high)
   b. Percentage of expenditures for teacher quality improvement (should be adequate)
   c. Percentage of expenditures for curriculum improvement (should be adequate)
   e. Percentage of expenditures for overhead vs direct student services (to be determined)
   f. Percentage of expenditures for indirect vs direct student services (to be determined)

MOE Annual Implementation Plan

Bureau of Curriculum and Instruction

STRENGTHEN AND ENHANCE CLASSROOM INSTRUCTION WITH A FOCUS ON ENRICHMENT AND SKILL REINFORCEMENT

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Implement differentiated instructional strategies that engage students in their learning Year 1: Develop a module for differentiated instructional strategies, and initiate training. Year 2: Implement and follow up.	on-going 25% baseline	Year 1: Modules on differentiated instructional strategies Year 2: Percentage of teachers trained	DIITT: Training will be on-going due to personnel turn over
	Establish after school programs with dedicated staffing DIITT: Identify and define the teachers skills needed, and develop training modules and strategy	0%	Training Modules and number of teachers trained	Pending policy development and funding by BEA

STRENGTHEN SPECIAL EDUCATION PROGRAM TO BETTER ACCOMMODATE STUDENTS WITH SPECIAL NEEDS

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Strengthen Child Study Teams (CST) process to facilitate intervention and referral as appropriate	on-going	Student Files	CST at the school site addresses unique issues regarding individual students (i.e. activate focus of concern/ intervention plans)
	Expand training to coordinate services between Special Education and General Education SSIP: Piloted in KES (SY 2015-2016) with plans to scale up Program to all primary grades in public schools.	on-going	Pre and Post PERA at the target schools (KES)	State Systemic Improvement Plans (SSIP): Assessment Results
	Strengthen inclusion of special needs students within the classroom	on-going	Least Restrictive Environment (LRE)	Teachers to accept and accommodate educational needs of any students with or without disabilities.
	Provide occupational and life-skill training for SPED students transitioning through the program	on-going	Individualized Educational Program, List of student in WIOA Program	Integrated with general education curriculums (career guidance) and with partner agencies (WIOA)

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STRENGTHEN THE EFFECTIVENESS AND THE PROFESSIONALISM OF TEACHERS

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Establish a classroom-focused training initiative to include: (a) Individualized, coaching support for teachers; (b) Short, intensive entry-level workshop for new teachers; and (c) On-going targeted training in content and in instructional practice.	on-going	a) List of Teacher Mentors and Mentees b) Number and type of workshops/ trainings c) List of teachers trained	DIITT: work closely with DPM to identify newly hired teachers DIITT (b): Provide short intensive entry-level training within 90-days period/scheduled quarterly trainings for principals and newly hired teachers

STRENGTHEN THE LEADERSHIP AND PROFESSIONALISM OF PRINCIPALS

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Implement a program initiative to provide principals with: (a) a short, intensive entry level workshop for new principals; (b) On-going targeted training; (c) Support and mentorship; (d) a principal certificate upon completion of coursework and reflective internship	on-going	a) List of Teacher Mentors and Mentees b) Number and type of workshops/ trainings c) List of teachers trained	DIITT: work closely with DPM to identify newly hired teachers DIITT (b): Provide short intensive entry-level training within 90-days period/scheduled quarterly trainings for principals and newly hired teachers

ALIGN THE CURRICULUM WITH THE LEARNING NEEDS OF STUDENTS

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Establish a scheduled cycle for reviewing, revising, and aligning the curriculum (K) 1-12 DCIMD: establish and develop a working schedule to review, align, and revise content curriculums.	Every 5 years Year 1: Develop & implement schedule of review/ revision. Align Math, English, & Science Year 2: Align Social Studies, Health, Palauan Studies, & PE	Report	DCIMD: Review, align, and revise content curriculums Develop alternating schedule of curriculum reviews/revision per year. Note each content review/revision membership
	Provide curricular flexibility to better meet the needs of students	on-going	lesson plans & resources	Teacher have the flexibility based on students needs

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No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Create a developmentally appropriate kindergarten curriculum DCIMD: Year 1: Identify content areas and develop curriculum framework for kindergarten. Pilot curriculum framework. Year 2: Review and revise curriculum framework. Year 3-5: Scale up implementation to include 5 schools	Year 1: 100% Year 2: Pilot Year 3: Implementation	Percentage of completion of curriculum framework	DCIMD: Pilot and make necessary revisions.

ENSURE THE LOCAL RELEVANCE OF RESOURCES, MATERIALS, AND CURRICULUM CONTENT

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Implement a curriculum review committee to ensure relevancy DCIMD: Year 1: Create curriculum review committees for all content areas.	0%	Membership list & review committee report	DCIMD: Committee membership to include relevant agency experts, community members, teachers, principals, headed by content area specialists.
	Strengthen Palauan language and culture in instruction and practice across subjects DCIMD: Develop and collect materials and resources. DIITT: Train teachers in using materials and resources.	0%	List of materials and resources, type of trainings, and teachers trained	
	Develop an instructional language protocol that will meet the needs of diverse learners Grade K-3: Medium of instruction is Palauan language. Grade 4-8: Medium of instruction is both English & Palauan. Grade 9-12: Medium of instruction is in English.	on-going	Copy of school policy	Note: English must be taught using the English language, and Palauan must be taught using the Palauan language.

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Develop locally produced curricular materials and activities	on-going	book inventory	DCIMD and partner agencies (UNESCO Funding)
	Train teachers in the use of local resources including community individuals and agencies	25%	List of training participants	DIITT and partner agencies

STRENGTHEN THE EFFECTIVENESS AND USE OF INSTRUCTIONAL TIME

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Provide teacher training in classroom management and other teaching strategies	on-going	List of teachers trained and type of trainings	DIITT
	Provide training in the integration of technology tools to enhance learning	on-going	List of teachers trained	
	Align curriculum learning targets with available instructional days and time DCIMD: Review and align content curriculum frameworks into quarterly learning targets to match available instructional days and time. DIITT: Developed lesson plans to be used by teachers for all quarters.	50%	Quarterly Assessments Data	

REVIEW AND REVISE THE ASSESSMENT SYSTEM TO BE EFFECTIVE AND INFORMATIVE

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Review the make-up and validity of assessments and their questions	100% (PERA) 50% (QAT)	PERA Assessment, QAT Assessment	DCIMD: PERA is updated. QAT needs to be reviewed.

ESTABLISH TECHNOLOGY AS AN INTEGRATED TEACHING AND LEARNING TOOL TO BETTER MEET INSTRUCTIONAL NEEDS

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Adopt a Technology Use Policy for staff and students	50%	***School Mobile Technology Policies & Guidelines Handbook***	Technology Specialist: Draft was reviewed by Management Team in August 2015. Needs to submit revised draft for final review before piloting.
	Ensure that each school has the technical (hard ware and software) tools for learning with established standards for each classroom/school	75%	Number of Tablets, and accessories	Tablet shortage still exists as school enrollment fluctuate each school year.
	Provide instructional technology training	on-going	List of teachers trained	Technology Specialist & DIITT specialists: Use of Assistive Devices, Parent Awareness, Digital Citizenship, Technology Integration in Teaching & Student Activities...

ESTABLISH A COORDINATED AND FOCUSED SYSTEM FOR TRAINING AND FOLLOW-UP TO SUPPORT SCHOOL INSTRUCTION

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
	Establish an effective follow-up support mechanism for each training workshop	on-going	Quarterly schedule of trainings and follow up support	Chief of DIITT and specialists

Bureau of Education Administration

Office of the Director, BEA

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
1	Establish comprehensive and accurate financial metrics: Year 1: Develop transaction database, enter 2017 and 2018 data, and generate report. Year 2: Implement a financial system that will capture financial data at transaction and fulfillment.	2 years 0%	Year 1: Report by school, purpose, and program. Year 2: Updated report can be generated at on click at any time.	Enable monitoring of President's Educational priority #1, #2, and #3. Provide data for financial statistics for Stat Yearbook and UIS.
2	Continue developing comprehensive operations metrics for fuel use, electricity and utilities, student busing, facility services, and it services.	2 years 20%	Each of the operations areas will report their performance using metrics in March and September.	Enables MOE leadership to improve efficiency and effectiveness. Enables monitoring of President's Priority V, Containing the Cost of Government.
3	Continue establishing clear unit functions and employee job descriptions that align to the MOE vision and mission	3 years 10%	Each unit will have a function description that clarifies how it contributes to the vision and mission. Each employee will have a job description that clarifies how it contributions to the unit function. DRE, DPM, Support Services will have operations manuals.	Enables the unit to focus on and carry out the vision and mission and the ten year master plan. Enables carrying out of President's Priority V, Containing the Cost of Government (particularly improving productivity).

Division of School Management

No	Description	Timeframe and Baseline/Status	Indicator	Remarks
1	Continue with accreditation of Palau High School and the five largest elementary schools.	4 years 20%	Individual School accreditation	Establishes an effective process for improving school quality. PHS is accredited. Koror, GBH, Meyuns, Airai, and Melekeok are starting.
2	Establish formal preschool services for all preschool age children. At this initial stage, will conduct a pilot and Angaur and Kayangel and evaluate at the end of one year.	1 year 0%	One year operation of pre-school at the pilot locations; completion of 1 year assessment report.	The intention is to target all pre-school children. After the 1 year pilot, plans will be finalized for adding more schools. *From 10yr Master Plan.*
3	Continue development of educational and career paths for high school students through articulation and other efforts with Palau Community College.	4 years 30%	Each career academy will have clear standards and articulation with PCC. PHS students will have clear options to attend PCC while in high school.	Health Academy is completed. The 6 others are underway. Career guidance and integration continue to be worked on.
4	Continue the development of CG and CTE, and its integration with Academics to ensure students are ready for each stage of their education of career.	4 years 50%	College enrollment statistics; Commercial certification statistics; Impact research.	The structure has been established and personnel assigned. Teacher training and integration need work.
5	Enhance After-school programs at public elementary schools. Initiate pilot programs at Koror, GBH, and Meyuns in Year 1.	4 years 20%	Number of students in the programs; Program activities; No of partner agencies	After school programs will focus on tutoring services and physical activities for students.

Division of Personnel Management

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
1	Teachers Certification	-	-	This has been inactive for many years, but is specifically referenced by Master Plan activities.
2	Principals Certification	-	-	This has been inactive for many years, but is specifically referenced by Master Plan activities.
3	Develop and deploy a human resources management system software that can track personnel time and expenditure.	1 years 0%	Instantly available detailed personnel expenditures	Enable monitoring of President's Educational priority #1 and #3. Provide data for financial statistics for Stat Yrbk and UIS.
4	Establish and implement hiring and training policy to improve teacher quality.	4 years 0%	Teacher quality improvement rate	Various objectives from the 10 year master plan. *From 10yr Master Plan*
5	Establish a procedure manual that clarifies employee orientation, basic work obligations, and exit processes.	1 year	Adoption of procedure into policy manual or operations handbook	This is a necessary work quality component that would support basic teacher quality trainings.

Division of Research and Evaluation

No	Description	Timeframe and Baseline/ Status	Indicator	Remarks
1	Implementation of unit operational plan	1 year	Desk audit; operations audit	The unit profile has been completed. Job descriptions for two key staff are done. Work and reporting flows for database, stats, and assessment are in pilot.
2	Establish and comply with reporting calendar	1 year	Reporting calendar compliance rate	
3	Conduct the research studies on approaches, costs, and feasability of learning center for alternative studies and for a vocational/technical center	1 years 0%	Research reports	Enable President's Educational priority #5. *From 10yr Master Plan*
4	Conduct a pilot EMIS program	1 years 0%	End of year report from the EMIS	Has a large contribution to existing programs and to master plan objectives. *While not specifically from 10yr Master Plan, it provides data and assessment for many of its objectives*