

**Pohnpei State
Department of Education**

**Strategic Plan
2008 – 2012**



Developed by the Pohnpei Department of Education
with support of the
Pacific Regional Initiatives for the Delivery of basic Education (PRIDE)

December 2007



POHNPEI STATE GOVERNMENT

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The Pohnpei Education System's Strategic Plan 2008 – 2012 has been designed to be a practical guide to improving student learning and achievement over the next five years. Developed in cooperation and collaboration with key stakeholders, the plan is based on a shared understanding of where the education system is currently in. Its goals, objectives and strategies provides the direction we will take while the education indicators included in the plan will allow tracking and monitoring of progress as we improve learning and achievement of our students.

We are committed to continuing collaboration with all stakeholders to ensure that we can meet our mission:

The Pohnpei State educational system recognizes its shared participation with parents, extended family, and broader social structures in the intellectual, emotional, physical and social development of children. It will deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the state; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages; and collaborates with all sectors of the government and community to fully utilize available human and financial resources in developing the educational foundation required for sustainable economic growth and social development.

Our working relations within the Department of Education and with stakeholders will reflect the values identified in the Strategic Plan: Respect, Responsibility, Honesty, Knowledge, Achievement, Leadership and Health.

Working together, we will place students and learning at the center of our education system and provide the education our children need and deserve.

Churchill Edward
Lt. Governor

Spensin James
Chairman,
Board of Education

Albert Augustine
Acting Director

Table of Contents

Introduction	1
<i>Background.....</i>	<i>1</i>
<i>Purpose of the Plan</i>	<i>1</i>
Mission.....	1
Values	1
<i>Respect.....</i>	<i>2</i>
<i>Responsibility.....</i>	<i>2</i>
<i>Honesty</i>	<i>2</i>
<i>Knowledge</i>	<i>2</i>
<i>Achievement.....</i>	<i>2</i>
<i>Leadership</i>	<i>2</i>
<i>Health</i>	<i>2</i>
Location.....	2
Factors Affecting Planning and Implementation.....	4
<i>Education System.....</i>	<i>4</i>
<i>Enrollment</i>	<i>4</i>
<i>Student Learning and Achievement</i>	<i>5</i>
<i>Tradition, Culture and Language</i>	<i>6</i>
<i>Political Environment.....</i>	<i>6</i>
Implementing the Plan	6
Strategic Goals, Objectives, Strategies and Indicators.....	7
Appendix	21
<i>Appendix A: Guiding Principles for FSM Language Policy & Materials Development</i>	<i>22</i>
<i>Appendix B: Framework of Delivering Quality in Education Systems</i>	<i>25</i>
<i>Appendix C: PRIDE Pohnpei Strategic Plan Implementation Strategies.....</i>	<i>26</i>

Introduction

Background

Pohnpei State¹ is a small island developing state in the Northwestern Pacific. It's approximately 35,000 citizens represent 32% of the overall population of the Federated States of Micronesia (FSM).

Purpose of the Plan

This strategic plan is designed to set a framework for decision making and resource allocation (human and financial) for improving student learning and achievement over the period 2008 – 2012. The plan establishes priorities for the education system through its strategic goals, indicates major strategies for achieving the desired results, and provides education indicators to assist in tracking plan implementation and progress.

To assist with the development of this strategic plan the Pohnpei State Department of Education and Pacific Regional Initiatives for the Delivery of basic Education (PRIDE) hosted a Stakeholder Workshop on October 17, 18, & 19, 2007 at Misko Beach Resort. The workshop was designed to allow all elements of the education system and key stakeholders to develop a shared understanding of the status of the education system and set priorities that will lead to improved student learning and achievement. The results of that workshop provided the critical decisions for the development of this strategic plan. The report of the Stakeholder Workshop and its supporting documents should be considered an integral part of this strategic plan.

Mission

The Pohnpei State educational system recognizes its shared participation with parents, extended family, and broader social structures in the intellectual, emotional, physical and social development of children. It will deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the state; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages; and collaborates with all sectors of the government and community to fully utilize available human and financial resources in developing the educational foundation required for sustainable economic growth and social development.

Values

In order for us to achieve our mission and goals we agree to uphold the following core values and behaviors. We value:

¹

Respect

We live in a community where respect for each other, our traditions and cultures and our land and oceans environments are fundamental to our society and to their preservation and strengthening.

Responsibility

We are responsible as individuals and an education system for improving the learning environment and achievement of our students while preserving and strengthening our traditions and culture and assisting in the economic and social development of the state.

Honesty

We are committed to being honest in our individual and group activities. We recognize the current state of the education system is not providing the level of student learning and achievement desired and we are continually working for its improvement.

Knowledge

We recognize that the seeking and use of knowledge is a key attribute. We further understand that understanding what we know, what we do not know and what assumptions we make contribute to true knowledge.

Achievement

We recognize that to improve the education system, we must focus on both individual, group and system achievement.

Leadership

We recognize that leadership must be exhibited at all levels of the education system. Qualities of leadership must be present from the classroom to the director's office. Further, we are expected to model leadership qualities in our public and private lives.

Health

We are committed to developing the emotional and physical health in our students and staff as a foundation for the economic and social growth of the state.

Location

Pohnpei is a state in the Federated States of Micronesia, a small island developing nation in the northwestern Pacific.

Pohnpei State along with its three sister states (Chuuk, Kosrae and Yap) compose the Federated States of Micronesia (FSM).

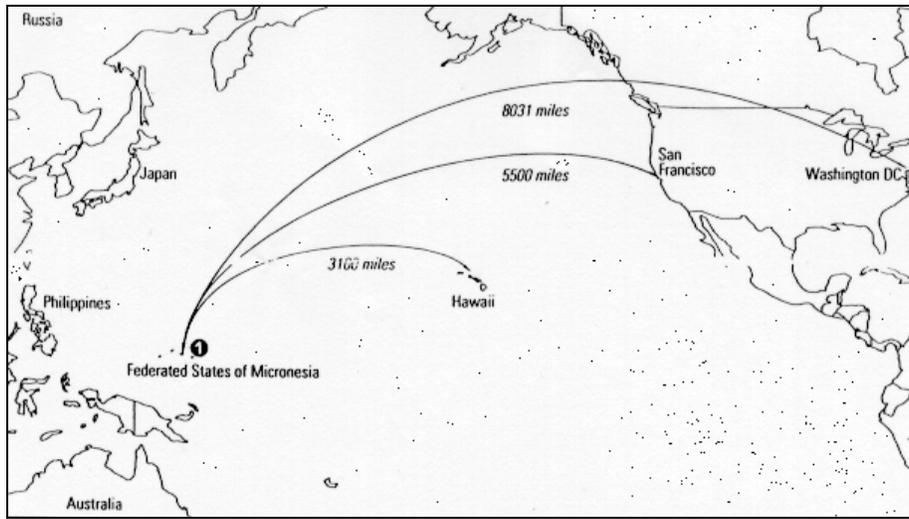


Figure 1 Map Location of the Federated States of Micronesia

Pohnpei state is composed of the high island of Pohnpei and major atolls of Mwoakilloa, Pingelap, Sapwuafik, Nukuro, and Kapingamaranga. Minor atolls include Oroluk, Pakin and Ant. Generally the island of Pohnpei are located from the equator to appropriately 7% north latitude.

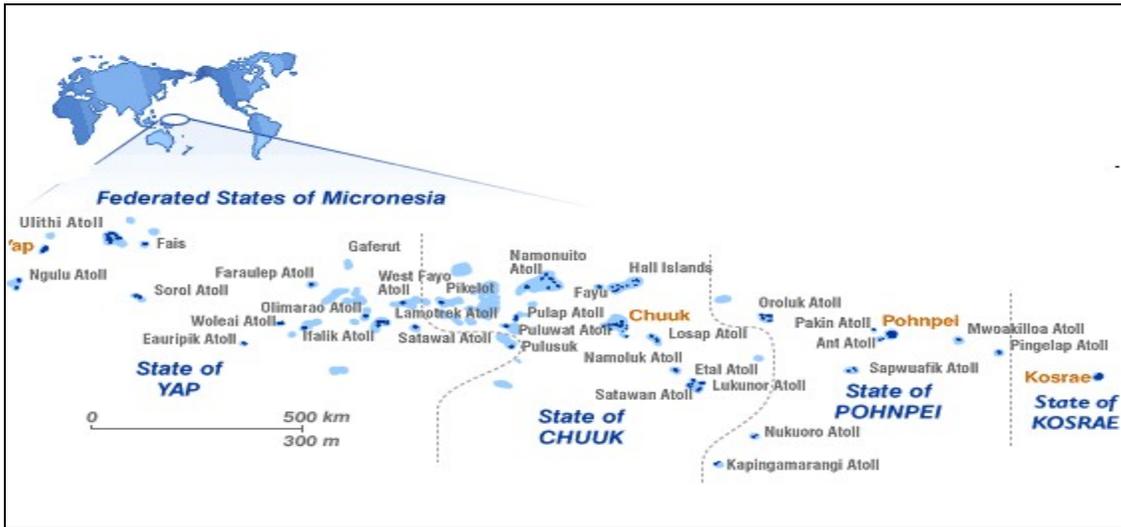


Figure 2 - Map of FSM and Pohnpei State

The main island of Pohnpei is 133.3 square kilometers. It receives one of the highest rainfalls in the world, from 180 inches per year on the coast to over 300 inches on its mountains.



Figure 3 Map of Pohnpei Island

Factors Affecting Planning and Implementation

Education System

Pohnpei runs an American style education system with free public education through age 15 or completion of the 8th grade. High School attendance is not assured. Pohnpei administers a high school entrance tests to 8th graders.

Enrollment

Pohnpei has seen a steady increase in student enrollment with 11,040 students in school year 2006/2007. Elementary enrollment was at 8,491 or 77% of the student population and secondary with 2,541 students or 23% of the student population. However, declining fertility rates and out migration is slowing the growth and student enrollment is expected to level off and begin an actual decline in the near future. The education system will be monitoring enrollment and population trends for impact on decision making regarding resource allocation.

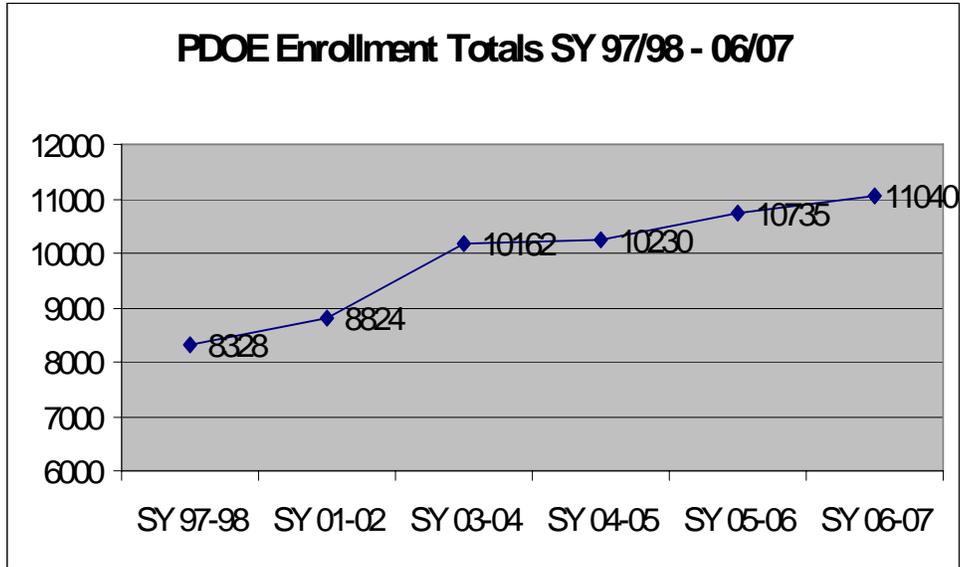


Figure 4 - PDOE Student Enrollment SY 97/08 - 06/07

Private school enrollment has seen a slight decrease in enrollment since SY 97/98 primarily at the secondary level.

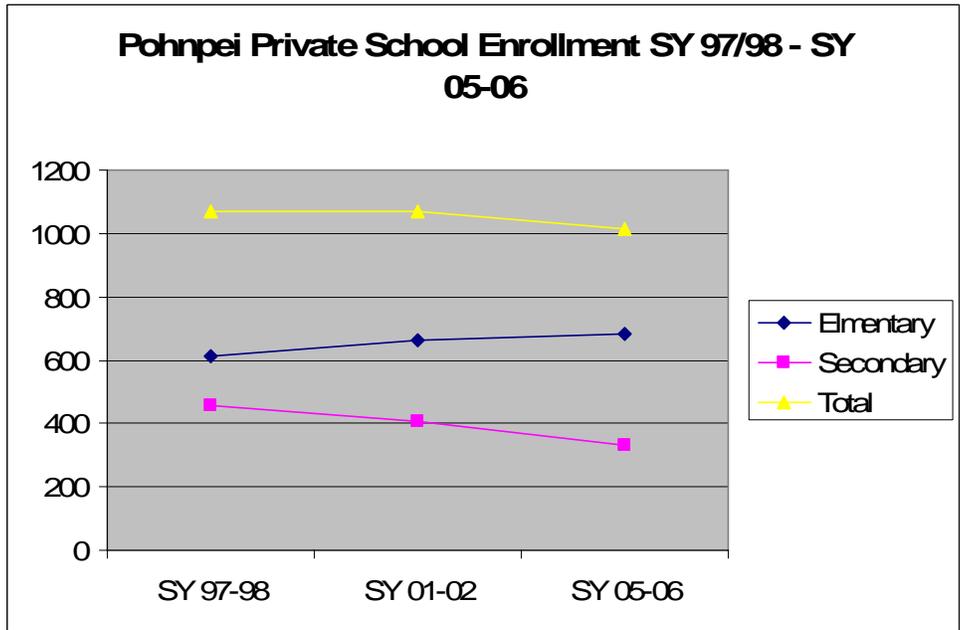


Figure 5 Private School Enrollment 97/98 to 05/06

Student Learning and Achievement

Student assessment data from the Pohnpei Department of Education, FSM National Division of Education and College of Micronesia – FSM indicate that on average students are not performing at desired levels. However, there is extensive assessment data that allows identification of student and system strengths and weaknesses and setting of improvement goals for the education system and individual schools and grade clusters.

Tradition, Culture and Language

Pohnpei has a strong cultural and traditional leadership system and a high desire to retain the best elements of its culture and traditions.

Pohnpeian and English are the official languages of Pohnpei State. Pohnpei is the language of the home while English is the primary means of communication among the citizens of the different states in the FSM and the language of government and business. However, less than two percent of students speak English as their first language. While Pohnpei State vernacular languages are part of the general Proto-Austronesian language structures they are spoken nowhere else in the world. In addition to Pohnpeian the following vernacular languages are spoken in Pohnpei: Pinglapese, Mwoakilese, (Mokilese), Sapwuafikese (Ngatikese), Nukuoroan, Kapingamarangian². Due to its status as the site of the National Government Offices, substantial percentages of all the FSM languages (Yapese, Ulithian, Woleian, Chuukese, Satalwalese, Mortlockese, Western, and Kosraean) are present in the school system and the work force.

To preserve the culture and traditions for its people and to prepare them for communication with the world at large, Pohnpei must develop a bilingual society. For Pohnpei, bilingualism (multilingualism) is a must and not just a desired goal.

Political Environment

Pohnpei, along with its sister states of Chuuk, Kosrae and Yap, comprise the Federated States of Micronesia (FSM). The FSM national capital is located in Pohnpei State.

The FSM has entered into a Compact of Free Association with the United States of American. The Compact sets forth a unique relationship between the FSM and the United States where financial and other assistance is made in exchange for certain defense related concerns. The Compact offers free access to the United States by FSM citizens for education or employment purposes. FSM citizens may also join the U.S. military.

The vast majority (98+%) of funding for the education system in the FSM and in Pohnpei state comes Compact sources. The Joint Economic Management Committee (JEMCO) composed of 3 U.S. and 2 FSM members make final decisions on the use of Compact funds.

Implementing the Plan

To implement its strategic plan, the Pohnpei Education System is committed to:

- Wide dissemination and education on the plan to the education community, students, parents, community and other key stakeholders.
- Development of yearly system priorities and implementation plans at system, division and schools.

² Nukoroan and Kapingamarangian are descended from the Polynesian language group.

- Commitment to continuous improvement of all aspects of the education system and its interaction with parents, community and other key stakeholders.
- Reporting on plan status and accomplishments on a quarterly and an annual basis.
- Matching resources (human and finances) to plan priorities.
- Assessing and evaluating the strategic plan and the education system.
- Providing quality³ in all aspects of the education system.

Specific recommendations and strategies for implementing the strategic plan are included in Appendix C.

Strategic Goals, Objectives, Strategies and Indicators

To assist in achieving our mission the following strategic goals, objectives and strategies provide direction to the education system over the next five years. The strategic goals, objectives and strategies will be reviewed and updated yearly. The education indicators allow us to monitor the condition of education, set improvement goals and determine if we are making adequate progress in improving student learning and achievement.

Strategic Goal 1: Revise curriculum and standards to allow the education system to support a strong and vibrant local culture while preparing students to participate in the global economy.

Strategic Goal 2: Enhance instructional programs and services to allow students to perform at grade level.

Strategic Goal 3: Design and implement systems that support and enhance the education system and improve system accountability.

Strategic Goal 4: Provide for safe and secure learning environments and facilities.

Strategic Goal 5: Establish mechanisms that enhance community involvement in instructional support and school operations.

Strategic Goal 6: Improve the quality and quantity of Pohnpeian and English instructional materials in core subjects.

³ See appendix B for a “Framework of Delivery Quality in Education Systems” from the Harvard Graduate School of Education for an overview of how the elements of the education system link together to provide quality in an education system.

Strategic Goal 1: Revise curriculum and standards to allow the education system to support a strong and vibrant local culture while preparing students to participate in the global economy.

Objectives	Strategies	Indicators
<p>1.1 Review and revise standards, curriculum and benchmarks for vernacular languages that support state and national language policies and support the values of respect, responsibility and honesty.</p>	<p>1.1.1 Implement the recommendations in the FSM National Language Policy for States including:</p> <ul style="list-style-type: none"> ▪ Promoting the establishment of a state language commission ▪ Viewing vernacular languages as a major resource for economic and social development ▪ Adopting the Guiding Principles of the FSM Language Policy and Principles of Materials Development⁴ to focus language improvement efforts on improvement of both vernacular and English language competence ▪ Committing to becoming a multilingual society with <u>high competence</u> (read, write and the ability to converse) in local languages, English, and other international languages ▪ Developing a comprehensive assessment/evaluation program for vernacular languages for students and staff ▪ Involvement of community and traditional leaders in vernacular and values education 	<ul style="list-style-type: none"> ▪ Net enrollment ratio ECE ▪ Net enrollment ration in the elementary (grades 1 – 8) grades by gender and location ▪ Per cent completion rate ECE ▪ Per cent completion rate elementary ▪ Net enrollment ratio secondary ▪ Per cent completion rate secondary ▪ Elementary school retention rate
<p>1.2 Review and revise standards, curriculum and benchmarks to reflect ESL/EFL approaches to English instruction.</p>	<p>1.2.1. Revise existing standards, benchmarks, curriculum and instructional programs to emphasis English as a Second Language (ESL)/English as a Foreign Language (EFL) approaches to English instruction</p> <p>1.2.2. Provide comprehensive training and monitoring programs to ESL/EFL instructional approaches in the classroom</p>	<ul style="list-style-type: none"> ▪ Elementary school drop out rate ▪ Secondary school retention rate ▪ Secondary school drop out rate

⁴ See Appendix A for a complete listing of the Guiding Principles and Principles of Materials Development from the FSM Language Policy..

Objectives	Strategies	Indicators
<p>1.3 Align standards, curriculum and benchmarks from ECE to second year college (COM-FSM) programs for core programs (including vocational and life skills) to improve participation, retention and graduation rates at each level (ECE, Elementary, Secondary, Transition to College)</p>	<p>1.3.1. Revise existing standards, curriculum and benchmarks for core programs that are developed in cooperation and collaboration with teachers and the community as needed to ensure smooth transition between grade levels with initial emphasis on:</p> <ul style="list-style-type: none"> ▪ ECE – 1st Grade ▪ 8th Grade to 9th Grade ▪ 12th to 1st Year College (in cooperation with the College of Micronesia – FSM) <p>1.3.2. Develop strategies to increase student participation in early childhood education programs and address transition issues both for students who participate in ECE programs and for students who do not participate in ECE programs as they enter into elementary school</p> <p>1.3.3. Provide students and parents with assessment/evaluation data as to their progress and status as they progress through the school system with initial emphasis on critical points identified in 1.3.1.</p> <p>1.3.4. Ensure that standards, curriculum and benchmark reflect the needs of disabled students</p> <p>1.3.5. Engage the community in the importance of non-formal education activities and parent/community support for effective student learning</p> <p>1.3.6. Ensure that appropriate values education is present in the curriculum and instructional programs that reflect the local culture and needs for developing the local, state and FSM economies</p> <p>1.3.7. Promote deep learning</p> <p>1.3.8. Provide an annual school report card</p>	

Objectives	Strategies	Indicators
<p>1.4 Incorporate workforce readiness and soft skills into standards, curriculum and benchmarks that support development of the local and participation in the global economy.</p>	<p>1.4.1. Revise existing curriculum to incorporate workforce readiness (SCANS & Employability 2000+) and soft skills (communications, teamwork, emotional intelligences, etc.)</p> <p>1.4.2. Involve the private sector and employers in identification of critical workforce readiness and soft skills</p> <p>1.4.3. Update assessment/evaluation strategies and reporting to reflect students workforce readiness and soft skills</p> <p>1.4.4. Develop an evaluation/monitoring plan to measure all staff against workforce readiness skills and qualities</p>	

Strategic Goal 2: Enhance instructional programs and services to allow students to perform at grade level.

Objectives	Strategies	Indicators
2.1 Promote bilingual instruction across the curriculum and grades.	2.1.1. Develop mechanisms to allow improvement of vernacular languages at all levels of the education system with initial emphasis on writing through grade 12 2.1.2. Provide instructional materials, training and monitoring to support appropriate teaching strategies that promote exclusive use of vernacular and/or English (no commingling of languages) during instruction 2.1.3. Include a vernacular component into secondary school entrance test	<ul style="list-style-type: none"> ▪ Per cent of students scoring at advanced or proficient at grade level on PDOE tests ▪ Per cent of students scoring at advance or proficient at grade level in Pohnpeian
2.2 Provide training, support and follow-up to enhance teachers' ability to provide quality instruction in vernacular (first language) and English (ESL/EFL).	2.2.1. Identify and provide training in appropriate teaching strategies (active, cooperative & collaborative instructional learning approaches) to support improved student learning and achievement in vernacular and English (using ESL/EFL approaches) 2.2.2. Provide training to enhance teacher competency in vernacular languages including improved use of vernacular for academic content 2.2.3. Use teacher training in vernacular to enhance and accelerate production of instructional materials	<ul style="list-style-type: none"> ▪ Per cent of teachers scoring proficient or advance in Pohnpeian ▪ Per cent of students passing high school entrance test ▪ Per cent of students at grade level scoring proficient or above on NST
2.3 Provide training that support workforce development needs.	2.3.1. Review state and national strategic development plans (SDP) and align curriculum and instructional programs as appropriate 2.3.2. Provide training, follow-up and monitoring activities that allow teachers and staff to model key workforce competences in the classroom and school system (see SCANS and Employability 2000+ for examples of workforce competences)	<ul style="list-style-type: none"> ▪ Per cent of 12th students accepted in degree program at College of Micronesia

Objectives	Strategies	Indicators
<p>2.4 Ensure that teachers meet certification requirements and teach in their areas of expertise.</p>	<p>2.4.1. Develop a teacher certification (personnel) data based that provides:</p> <ul style="list-style-type: none"> ▪ Academic background ▪ Prior teaching assignments including content and grade level information ▪ Training activities ▪ Evaluation/observation data ▪ Special skills/knowledge ▪ Certification status ▪ Individual teacher training plan <p>2.4.2 Provide a yearly report to the education system and community on schools and teachers against certification, academic background and area of expertise</p>	<p>– FSM</p> <ul style="list-style-type: none"> ▪ Per cent of teachers meeting certification requirements ▪ Per cent of teachers teaching in area of expertise ▪ Per cent of scores meeting standards on school report cards
<p>2.5 Review, revise, develop and implement of best practices in learning centered instruction.</p>	<p>2.5.1. Develop an instructional handbook that provides background and teaching strategies that best fit Pohnpeian students with sample lesson plans along with Internet resources</p> <p>2.5.2. Conduct action research with selected schools and teachers to develop localized expertise on best practices for student learning instruction</p> <p>2.5.3. Provide training on learning centered instruction versus teacher centered instruction</p> <p>2.5.4. Develop and report on a monitoring system that provides information on teaching strategies actually in use in classrooms</p> <p>2.5.5. Ensure that teachers and support staff have the necessary skills and instructional materials to provide quality instruction to disabled students</p>	

Strategic Goal 3: Design and implement systems that support and enhance the education system and improve system accountability.

Objectives	Strategies	Indicators
<p>3.1 Create an assessment/evaluation system/cycle that focuses on both in class formative and summative assessment and system wide assessments.</p>	<p>3.1.1. Review and revise existing assessment/evaluation activities to clarify roles and responsibilities for formative and summative activities</p> <p>3.1.2. Provide training in classroom for formative assessment to allow real time assessment of student strengths and weaknesses and mastery of instructional content to feed back into instructional activities</p> <p>3.1.3. Enhance summative assessment by:</p> <ul style="list-style-type: none"> ▪ Improve information dissemination status of students, schools and the education system ▪ Disseminate information to parents on their children ▪ Disseminate information on schools and the education system to the community and other key stakeholders ▪ Establish school based summative assessment data storage areas for easy access by teachers and approved personnel <p>3.1.4. Develop policy, process and procedures for periodic evaluation of:</p> <ul style="list-style-type: none"> ▪ Policies ▪ Programs (English language instruction, Vernacular Language instruction, Mathematics, Science, Social Studies, Special Education, Vocational, etc.) ▪ Offices (Administration, Assessment/evaluation, Transportation, etc.) ▪ Schools (annual report card) 	<ul style="list-style-type: none"> ▪ Per cent of schools receiving report cards ▪ Per cent of schools having on site access to student assessment/evaluation data ▪ Per cent of staff receiving training annually ▪ Per cent of schools having access to the Internet ▪ Ratio of students to computers at the school ▪ Distribution of instructional technology across schools ▪ Per cent of schools meeting facilities quality standards

Objectives	Strategies	Indicators
<p>3.2 Establish a professional development system that incorporates pre training, training, follow up and assessment elements and responds to individual and system needs.</p>	<p>3.2.1. Develop and implement policies and procedures that:</p> <ul style="list-style-type: none"> ▪ Identifies training needs in line with education system priorities ▪ Provides criteria for training participation ▪ Establishes quality criteria for delivery of training ▪ Monitors implementation of training at worksite ▪ Maximizes use of local resources and development of local training capacity ▪ Provides for evaluation of all training activities: <ul style="list-style-type: none"> ○ At conclusion of training ○ At periodic intervals after training ○ Summative evaluation of impact of training 	<ul style="list-style-type: none"> ▪ Per cent of schools having access to EMIS data and reports
<p>3.3 Enhance system, school and individual capacity for effective use of technology to support learning.</p>	<p>3.3.1. Develop and implement a technology plan for the education system that:</p> <ul style="list-style-type: none"> ▪ Identified instructional technologies to support increased student learning and instruction ▪ Identified administrative support technologies to improve data collection ▪ Provides a training component that provides for building critical capacity for use of instructional technologies and local support/technical assistance at the school and system levels ▪ Increases availability of in class instructional technologies ▪ Improves student and staff access to information ▪ Establishes a technology purchase, maintenance and upgrading plan 	

Objectives	Strategies	Indicators
3.4 Establish a data driven decision making process for the education system.	3.4.1. Enhance Education Management Information System (EMIS) to: <ul style="list-style-type: none"> ▪ Collection and report information against education indicators ▪ Provide real time or near real time data for decision making ▪ Upgrade technology aspects of the EMIS to allow access by appropriate staff at remote sites ▪ Provide for adequate staffing 3.4.2. Provide training in use of data for decision making for: <ul style="list-style-type: none"> ▪ Teachers ▪ Principals ▪ Specialists, Chiefs and Director of Education ▪ Board of Education ▪ Parents and community 	
3.5 Develop and implement a communications plan for the education system.	3.5.1. Develop and implement a communication plan that identifies process and procedures for: <ul style="list-style-type: none"> ▪ Collection and dissemination of critical education data ▪ Roles and responsibilities for information dissemination ▪ Communications pathways to maximize access to information ▪ Includes communications to and from the community and other key stakeholders 	
3.6 Ensure that secondary schools are accredited.	3.6.1. Conduct a review of state, FSM, regional and international accreditations system and determine criteria (standards) to use for accreditation of secondary schools in Pohnpei 3.6.2. Establish baseline data for current status for all secondary schools against accreditation standards 3.6.3. Develop school based plans for meeting accreditation criteria 3.6.4. Ensure that all public secondary schools are accredited by 2013	

Objectives	Strategies	Indicators
<p>3.7 Explore models of education and financing education in developing countries and small island devaluing nations for that can impact increased student learning, provide alternate means for school governance and enhance revenue streams.</p>	<p>3.7.1. Establish a working group to examine models of education and financial education in developing counties and small island developing states that can be used to enhance student learning, governance systems and revenue streams</p> <p>3.7.2. Request FSM, PRIDE and other external assistance in the review of external systems (non U.S.) for ways to enhance student learning and make the education system more sustainable and responsive to community and stakeholder needs</p>	

Strategic Goal 4: Provide for safe and secure learning environments and facilities.

Objectives	Strategies	Indicators
4.1 Establish standards for facilities and facilities maintenance that incorporate the needs of special needs students.	4.1.1. In cooperation with appropriate state and national offices, recommend criteria for Pohnpeian classrooms and support infrastructure that supports learning centered school environments 4.1.2. Determine maintenance needs for schools and the education system and establish timelines and sequence of activities 4.1.3. Establish an in-house maintenance and monitoring system	<ul style="list-style-type: none"> ▪ Per cent of schools meeting facilities quality standards ▪ Percent of schools meeting safety and sanitation criteria and opening on time at beginning of school year ▪ Per cent of schools meeting quality standards for libraries
4.2 Ensure that schools meet safety and sanitation requirements.	4.2.1. Establish criteria for schools safety and sanitation needs 4.2.2. Establish a monitoring plan to measure and report school safety and sanitation 4.2.3. Establish and implement a special identification and meditation plan for school safety and sanitation needs for August beginning of school	
4.3 Expand library and physical education facilities.	4.3.1. Develop criteria that identifies basic requires for library and physical education facilities at schools 4.3.2. Develop and implement an improvement plan for school library and physical education facilities	

Strategic Goal 5: Establish mechanisms that enhance community involvement in instructional support and school operations.

Objectives	Strategies	Indicators
5.1 Develop and implement school based plans for increased community involvement in improving the school and system learning environment.	5.1.1. Develop education system guidelines for community involvement in curriculum, instructional delivery, policy development, implementation and evaluation 5.1.2. Develop individual school community involvement plans that are: <ul style="list-style-type: none"> ▪ Developed in coordination with key stakeholders in the community ▪ Identifies specific roles and responsibilities for the school, parents and communities in improving student learning ▪ Makes effective use of community resources in instructional programs with emphasis on traditions and values, workforce readiness and soft skills 	<ul style="list-style-type: none"> ▪ Per cent of schools having a community involvement plan ▪ Per cent of schools making adequate progress in implementing community involvement plans ▪ Per cent of school showing adequate progress on community involvement indicators ▪ Number and extent of instructional programs implemented in coordinator with traditional leaders, NGOs and other community groups
5.2 Increase community involvement in support of vernacular/cultural and life skills programs.	5.2.1. In coordination with 5.1 develop education indicators that measure community involvement in schools 5.2.2. Provide a school report card that include measure of community involvement	
5.3 Expand instructional programs in concert with traditional leaders, NGO and other local organizations.	5.3.1. Revising and implementing in cooperation with the Department of Public Safety a crime/drug prevention program at the elementary level 5.3.2. Revising and implementing in cooperation with traditional leaders and local organizations a character education program that promotes the values and traditions of the state and promotes students ability to participate in the local and global economy and society	

Strategic Goal 6: Improve the quality and quantity of Pohnpeian and English instructional materials in core subjects.

Objectives	Strategies	Indicators
<p>6.1 Provide English textbooks and instructional support materials for all core subjects at appropriate grade levels.</p>	<p>6.1.1. Review and revise textbook review criteria to reflect:</p> <ul style="list-style-type: none"> ▪ ESL/EFL approaches ▪ Relation to traditional and education system values ▪ Relation to workforce development needs of the local, state and FSM economies ▪ Reflect active, cooperative and collaborative learning strategies <p>6.1.2. Expand area of review of English textbooks to include:</p> <ul style="list-style-type: none"> ▪ Other Pacific island education system textbooks ▪ Textbooks designed for developing countries and/or small island state developing economies ▪ Nations and areas who support multilingual communities <p>6.1.3. Increase use of Internet to provide instructional materials (also textbook substitutes) that:</p> <ul style="list-style-type: none"> ▪ Fit the small island developing nature of the FSM ▪ Of high interest to Pohnpeian children ▪ At appropriate reading level ▪ Reflect traditional and education system values <p>6.1.4. Increase use of Internet to provide samples (handbooks) of lesson plans at all grade levels, content areas and different (multi-intelligences) instructional approaches</p> <p>6.1.5. Develop strategies for sharing of instructional approaches and instructional materials among teachers at the same school across grade levels at different schools</p> <p>6.1.4. Modify current textbook purchase plan as appropriate</p> <p>6.1.5. Ensure that materials developed or purchased are in line with the Principles of Materials Development from the FSM Language Policy</p>	<ul style="list-style-type: none"> ▪ Per cent of classrooms having sufficient textbooks in core subjects ▪ Number, type, subject and grade level of vernacular materials ▪ Number, type, subject and grade level of locally developed English materials ▪ Per cent of textbooks meeting quality standards ▪ Per cent of materials developed following Principles of Materials Development

Objectives	Strategies	Indicators
<p>6.2 Develop vernacular and English language instructional materials for ECE – grade 3.</p>	<p>6.2.1. Develop a vernacular instructional materials development plan that makes effective use of multiple authors (including students as authors)</p> <p>6.2.2. Develop an English instructional materials development for ECE – grade 3 plan that reflect:</p> <ul style="list-style-type: none"> ▪ Traditional and local values ▪ Reflect workforce readiness and soft skills ▪ Support values reflected to the productive sectors (agriculture, marine/fisheries and tourism) identified in the state and national SDP ▪ Follows Principles of Materials Development from the FSM Language Policy ▪ Reflect deep learning approaches to education <p>6.2.3.. Ensure that materials developed or purchased are in line with the Principles of Materials Development from the FSM Language Policy</p>	
<p>6.3 Establish quality standards for matching textbooks and instructional materials to standards and curriculum and development of vernacular and English instructional materials.</p>	<p>6.3.1. Develop quality standards (checklists) that ensure linkage of:</p> <ul style="list-style-type: none"> ▪ Instructional approaches (especially those promoting deep learning) ▪ Instructional strategies of disabled children ▪ Meeting benchmarks at grade level or grade cluster ▪ Promote traditional and education system values ▪ Support local, state and FSM workforce development needs 	

Appendix

Appendix A: Guiding Principles for FSM Language Policy & Materials Development

Guiding Principles for FSM Language Policy⁵

The following are general guidelines for design and implementation of the FSM Language Policy.

- a Micronesia will become a multilingual society with high competence (read, write and the ability to converse) in local languages, English, and other international languages.
- b Our languages convey our values, cultures and traditions.
- c Our languages areas still strong [however there are trends which indicate language shift and loss], but they must expand and grow if they are to remain strong.
 - 1) Students should have an opportunity to study and improve upon their local language at elementary, secondary, and postsecondary levels of education in the FSM.
 - 2) All local languages need reference grammars and dictionaries.
 - 3) Student grammars and dictionaries must be developed at appropriate grade levels.
 - 4) Local languages must expand to allow new concepts and thoughts to be expressed.
 - 5) Baseline indicators must be established to measure language competence and improvement.
 - 6) Assessment instruments and evaluation processes must be established for local languages.
 - 7) Instructional materials, general reading and content specific information should be available in local languages and convey information important to economic and social development of the Nation.
- d Local language should be the foundation for developing thinking and learning skills. Acquisition of English and other languages should build upon the basic (reading, writing, arithmetic & mathematics) and thinking skills learning in the primary language of the student. Note that research shows that a solid foundation in the primary language improves academic achievement in a second language.
- e Competence in the primary State language should be an entry requirement into high school and should be incorporated into high school entrance tests. Major FSM languages should be offered for study at the College of Micronesia - Federated States of Micronesia.
- f Students should be introduced to English through materials which are relevant to Micronesia students and convey content information important to the economic and social development of the Nation. The materials might be locally developed, adapted from newspapers and magazines, South Pacific materials, government or private pamphlets and reports, or other materials which are relevant to the economic, political, and social development of the FSM.
- g Valid assessment instruments and evaluation processes for English and other international languages must be developed or adopted and the results be the basis for instructional program design, implementation and planning activities.
- h English and other international languages are used as international languages, second languages, and foreign languages in the FSM. Instructional strategies and materials should be appropriate to the language needs and usage of students. Note: while English is the official language of the Federated States of Micronesia it is the first language of less than 1% of FSM citizens.

⁵ FSM Language Policy, 2002

- i The primary language of the community should be both the medium and object of instruction in the elementary school. If the local language is not the primary state language, the primary State language should be taught in the school as a second language. Transition into English should be based on cognitive skills developed in students primary and/or State language.
- j Instruction in second, third and other languages should be based on standards and curriculum frameworks which follow sound research on language acquisition and set a basis for assessments and reporting.
- k Language maintenance and expansion cannot be addressed only by the school system. The school system must work in partnership with the community, other government departments and sectors, and traditional systems in the maintenance and expansion of local languages and developing high competence in English and other international languages. Public education must address the issues of language acquisition and the link between language and economic growth and language, culture and traditions and social problems and development.
- l Other governmental agencies, community organizations, and businesses should be encouraged to help build a body of knowledge in print, video, & oral medium in local languages and in English appropriate for the FSM.
- m Teaching staff should be provided training in and demonstrate competence in the language being taught [local languages, English, Japanese, Chinese, etc.) and be provided with training in appropriate teaching strategies and methods for first and second language acquisition.

Principles of Materials Development

The following are recommended as Principles for Materials Development and usage in the FSM:

- a Reference grammars and dictionaries should be available in local languages.
- b Instructional dictionaries and grammars should be available in local languages for use at appropriate grade levels. Initial emphasis is recommended to be placed on development of dictionaries.
- c Children should have materials in their local languages for study in school.
- d Children’s introduction to English and other international languages should be through materials which are appropriate for students age, cultural setting, and in line with economic and social realities in the FSM.
- e Materials should be developed in local languages and English to:
 - 1) promote Micronesian customs, beliefs, and values,
 - 2) promote the development of community role models,
 - 3) provide content information on the productive sectors (agriculture, marine, and tourism), and,
 - 4) promote development of National and State identifies.
 - 5) give age appropriate materials for students instructional use.
 - 6) ensure provision of quality teaching instructions and training for use of materials be considered part of the materials development process.
 - 7) provide content related materials (science, social studies, mathematics) and thematic materials related to agriculture, marine & fisheries, and tourism.
- f Materials should be developed in high quality, attractive formats. Innovative use of information technology might also allow use of “Print on Demand” whereby materials could be printed at the

- school or classroom level as needed. This approach could also allow adaptation of materials to fit local community conditions or to use local pictures and examples in a State or Nation based text.
- g Materials can be print media, audio/visual, computer based or other means of transferring information.
 - h Innovative processes should be used for materials development. Students, teachers, other government agencies, and COM-FSM Students should all be considered as potential writers and materials developers. The FSM NDOE, NLCI and State DOE's should develop processes for rapid development of high qualities material appropriate to local conditions.
 - i Exchange of locally developed materials should be the norm. This would include local language materials for use in other States and English materials developed in any State as use throughout the FSM.
 - j Materials should be copyrighted by the organization developing the materials, but for acknowledgment purposes only, not for restricted use.
 - k Materials developed by other government agencies, such as R&D, the private sector, religious organizations should be considered for use in the school system with editing and development of teacher materials as needed. Maximum use should be made of newspaper and magazine articles, government and business pamphlets and reports, and other "real world" reading materials as the basis of instructional materials.
 - l Textbooks and other materials used in schools should be reviewed for their appropriateness not only in skills development, but for values and content information.

Appendix B: Framework of Delivering Quality in Education Systems

	<i>Concepts - Issues - Skill</i>
<p><i>Defining Quality</i></p> <p>Knowing what we mean by 'quality'. Knowing what quality we hope to acquire.</p>	<ul style="list-style-type: none"> • Vision. • Core values. • Goals and objectives. • Backward mapping. • Skills, knowledge, attitudes, & beliefs. • Systems dynamics. • Mental models.
<p><i>Measuring Quality</i></p> <p>Knowing systems behavior and health. Knowing management of planning.</p>	<ul style="list-style-type: none"> • Appropriate measures. • Key Performance Indicators. • Integrated data systems • Validity and reliability • Knowledge, attitudes & behavior • Relationships among elements of education system
<p><i>Organizing for Quality</i></p> <p>Knowing institutional requirements. Knowing management requirements. Knowing resources requirements.</p>	<ul style="list-style-type: none"> • Governance systems. • Institutional structures and processes. • Stakeholder analysis. • Planning, budgeting and implementation. • Quality assurance programs and incentives • Financing & resource allocation. • Accountability & accreditation. • Professional development. • Learning organizations. • Systems thinking. • Strategies of implementation
<p><i>Monitoring & Evaluating Quality</i></p> <p>Knowing "current status". Knowing the culture of making decisions based on data and information.</p>	<ul style="list-style-type: none"> • Benchmarking. • Education Management Information Systems (EMIS). • Development of educational indicators • Models of policy impact (or effect). • Feedback systems. • Assessment tools (internal / external).
<p><i>Analysis of Efforts to Strengthen Quality</i></p> <p>Knowing what relates to quality. Knowing what impacts quality.</p>	<ul style="list-style-type: none"> • Policy research and analysis. • Value of sharing vision and information. • Presentation and dissemination. • Nurturing culture of managing with data and information

Cutting across all these are: ***Historical Perspectives, International Perspectives, Stakeholder Perspectives, Classroom vs. School vs. System Perspectives***

Appendix C: PRIDE Pohnpei Strategic Plan Implementation Strategies

- Implementation plans – system
 - Yearly implementation plan
 - Establish specific priorities for year
 - Specific objectives (SMART)
 - Task assignments to individuals and groups
 - Time bound
 - Use project management software
 - Develop specific indicators to track improvement
 - Develop baseline indicators
 - Track progress and include in regularly monthly, quarterly and yearly reports
- Implementation plans – divisions & schools
 - Yearly implementation plan
 - Establish specific priorities for year
 - Specific objectives (SMART)
 - Task assignments to individuals and groups
 - Time bound
 - Use project management software
 - Develop specific indicators to track improvement
 - Develop baseline indicators
 - Track progress and include in regularly monthly, quarterly and yearly reports
- Decision making
 - Establish formal decision making processes and procedures
 - Consider use of a process such as “Thinking in Time”
 - Evaluate decisions against priorities
- Reporting
 - Report major accomplishments against plan goals and objective at each level: System, school, office, division
 - Monthly
 - Quarterly
 - Yearly
 - Disseminate reports and/or summaries to key stakeholders
 - Ensure that reports:
 - Include information that the stakeholders are interested in
 - Is in the appropriate format for different major stakeholder groups
 - Specifically monitor and report on progress against goals and objectives
 - Report against education indicators
 - For reporting period
 - Cumulative showing trends
 - Use the reporting to reflect on progress being made

- Assessment Evaluation
 - Formative assessment
 - Assessment yearly if the plan elements are being implemented as stated
 - Take corrective action if plan elements are not being implemented
 - Summative assessment
 - Assess progress made against agreed upon indicators or baseline data
 - Ensure that key stakeholders are included in the summative evaluation process
 - Ensure that the evaluation process takes into account stakeholder concerns
 - Update and upgrade strategic plan based on assessment/evaluation data
- Change Management
 - Develop understanding of the change process
 - Use tools and techniques for quality implementation
 - Training
- Time Management
 - Develop time management skills
 - Use plan priorities to establish quarterly, monthly, weekly and daily work activities against strategic plan
 - Develop reflection skills for individuals and groups
 - Training
- Meetings
 - Structure meetings around progress on plan and discussion of priorities
 - Have a brief formal presentation on a plan element at each meeting
 - Provide short trainings to support plan implementation – see section on professional development
 - Report progress on plan in cabinet meetings and in meetings with legislative and community bodies
 - Ensure discussions in meeting are based on evidence
- Public Information
 - Disseminate information on the plan in a timely fashion
 - Disseminate information on implementation progress in a timely manner
 - Disseminate information on education indicators in a timely manner
 - Disseminate information in a format appropriate to the different key stakeholder groups
- Culture of Evidence
 - Develop a culture of evidence to ensure quality discussions, dialogue and decisions are based on evidence
 - Continually evaluate:
 - What do we know?
 - What do we not know?
 - What do we assume? – continually test assumptions

- Professional Development to support the implementation process
 - Develop and implement a training program that supports increasing knowledge and skills that support:
 - Systems thinking
 - Personal mastery
 - Mental models
 - Shared vision
 - Team learning