

## CHUUK EDUCATION REFORM

### Introduction

The need for reform in the Chuuk State Department of Education has been widely recognized. Student achievement, as measured in National Standardized Tests, has been consistently below the national average for the FSM. In 2010, for example, aggregated Grade 6 reading test results for Chuuk showed a pass rate of 17%, compared to 29% in FSM, 33% in Pohnpei, 34% in Yap and 47% in Kosrae.

Over the past ten years, a number of reform initiatives, strategic plans, school consolidation plans and JEMCO resolutions have failed to address systemic issues and bring about improvements in student academic performance.

Recent consultants' reports, including Levine<sup>1</sup> and Hadik<sup>2</sup>, have identified issues and made recommendations for reform.

This Education Reform Plan has been developed in compliance with JEMCO Resolution 2010 – 6 Special Grant Terms and Conditions (C), which states that; *'The Chuuk State Department of Education shall be required to develop a long-range reform plan for review and approval at the mid-term JEMCO meeting. FY 2011 Education Sector Grant funding for Chuuk State shall be made available for six months with the release of the remainder contingent upon the receipt, review and endorsement of the reform plan by JEMCO.'*

## CURRENT REFORM MEASURES

### Commitment to reform

The Department of Education began a process of reform in September 2010. The following activities demonstrate the Department's commitment to reform.

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<sup>1</sup> Federated States of Micronesia: Strengthening Public Sector Performance, Levine, V. 2010

<sup>2</sup> Federated States of Micronesia: Strengthening Public Sector Performance, Hadik, P. 2010

In order to streamline the operation of the Department of Education, a new organizational structure for the department was developed and implemented starting in FY 2011. Attached as (Appendix A) is a copy of the new organizational chart. In the new organizational structure or chart for the department, some existing functions were merged while some new ones were established.

Three (3) new sub-sections were established, namely (a) the Media, Communication and Data, (b) Warehousing and Transportation and (c) Facility Repair, Maintenance and Security. One of the major responsibilities of the newly created sub-section of Media, Communication and Data is the installation of communication systems (radios) in all the public schools throughout Chuuk State. So far, radios have been installed in all the schools in the outer islands and more will be installed in all the schools in the lagoon sometime this year, 2011. These radios are used to improve communication between the schools and the central office and also for the central office to monitor the attendance, through roll call of the teachers in all the schools. The monitoring of teachers' attendance through radio roll call has been implemented for all the schools in the outer islands and they` will be implemented for all the schools in the lagoon as soon as the radios are installed.

In addition, the Director of Education has taken steps to enforce correct procedures for the submission of employee timesheets. Payroll adjustments have been made and pay checks have been withheld in cases where timesheets are flawed. The Director of Education has met with the Chuuk State Attorney General with a view towards initiating legal action leading to prosecution for fraudulent submission of timesheets. The issue of absenteeism and the submission of timesheets has been discussed widely among principals, teachers, government leaders and non-government organizations with a view towards finding a sustainable solution. Related issues such as prolonged and un-authorized annual leave and sick leave have also been addressed.

For the new sub-section of Warehousing and Transportation, its primary responsibilities are to safeguard the tangible property of the department such as school supplies, equipment and furniture that are stored in the Education's warehouse and to improve the delivery of these items to all the schools in Chuuk State. In the past, there had been problem of lack of accountability of these items that were purchased and stored in the warehouse and their slow delivery to the schools which resulted in the shortage of the necessary supplies, equipment and furniture for the schools. To deal with the accountability problem, the department is conducting a more frequent inventory of the supplies, equipment and furniture in the warehouse and requiring that their issuance must be approved by the Director and verified by the Warehouse Manager and the Business Office on a form (10/17) developed by the department. To expedite the delivery of the supplies, equipment and furniture to the schools, the department has included in its FY 2011 budget \$200,000 for the chartering of boats. In addition, the department is using its 23-footer fiberglass boat to deliver the supplies, equipment and furniture to the schools in the lagoon on a more regular basis.

With regard to the new sub-section of Facility Repair, Maintenance and Security, one of its important responsibilities is to over-see the renovation of the school facilities throughout Chuuk State. Out of the 94 schools that are included in the Infrastructure Maintenance Plan for the Department of Education, 42 schools or 45% have been renovated. Two are in progress, three are pending resolution of land issues, and forty seven (47) await availability of funds.

In the FY 2011 budget for the department, a total of \$893,292 is earmarked for the renovation of the schools in Chuuk State. It is obvious that the amount budgeted for renovation is not sufficient to complete the renovation of the remaining schools. Therefore, it is important that an assessment be conducted to find out the total cost for their renovation so that other sources of funding can be identified.

In addition to the new sub-sections that are established under Administration, the functions of payroll and personnel are now merged under the Business Office. These two functions have been of major concern for the department due to the lack of proper skills and supervision of the staff. For the personnel function, a Personnel Specialist has been recruited to provide training to the existing staff, development of a personnel system or manual for the department, updating of the employee's job descriptions, and assisting in the implementation of the Reduction In Force (RIF) Program for the department. For the payroll

function, assistance has been provided to the staff by the Fiscal Management and Procurement Consultant from CFCC in the areas of timesheet verification, proper application of annual leave, sick leave, leave without pay, AWOL, and etc., the required supporting documents, the enforcement of the State Financial Management Regulations and State Public Service System Regulations, and others.

As part of the on-going effort to streamline the operation and management of the elementary schools in Chuuk State, four (4) schools were closed or merged which resulted in the reduction in the number of elementary schools from 83 to 79 in FY 2011. The reduction consists of the closing of the Epinup Annex and Tunnuk Annex on Weno, closing of Sapetiw Elementary School on Onei and the merging of Ta Annex with Ta Elementary School as far as management, budget and personnel listing are concerned.

Under the Secondary Division, the formerly known VEIP and WDST programs are merged into a new program called, "Adult Vocational Literacy Program." The major activities of this program in FY 2011 are as follows:

- A total of 36 students from Chuuk were sent to Guam to attend the Guam Trade Academy to enable them to possess the necessary vocational skills to participate in the Guam Military Gear-Up Program.
- As a pre-requisite for the students to enroll in the Guam Trade Academy, four (4) Instructors were hired to provide both basic and intermediate training in carpentry, mechanics, electrical, air conditioning and refrigeration.
- Five (5) CTE teachers will be hired and placed in 5 high schools to provide CTE classroom instruction and practical training to prepare and encourage the students to continue on at the post secondary institutions upon graduating from high schools.
- A Military Prep School will be established in Chuuk to enable the students and dropouts to pass the U.S. Military Entrance Exam. The school will concentrate on teaching the basic English, math and physical education courses which are important in order for the students to pass the exam.

Under the Curriculum and Instruction division, a new sub-section of Information Technology has been established to include technology instruction in the school curriculum. This will lead to the improvement in student learning in the schools. Also, the formerly known Education Improvement Program (EIP) and Staff Development are now merged under this division and a new sub-section of Staff Development is created to concentrate on improving the skills and knowledge of the teachers and staff.

In the new organizational structure, the Early Childhood Education (ECE) program and the federally funded Special Education Program which used to be operated independently are now included under the Division of special Services. This is necessary in order to improve the management and coordination of these two important educational programs.

Steps have been taken to reduce the number of employees based at the central office in Weno. About twenty two (22) central office employees have been reassigned to other duties including classroom teaching. Twenty four (24) central office employees are on the Reduction In Force (RIF) program. The personnel actions for their termination have been processed and their lump sum payments will be issued as soon as their personnel actions are approved and signed by the appropriate officials. In the FY 2011 budget for the department, an amount of \$250,000 is budgeted for the continued implementation of the RIF program.

The department was able to obligate or expend all its FY 2010 sector funds and FY 2009 SEG funds at the end of FY 2010. This is a major improvement comparing to the previous fiscal years in which the department had a lot of leftover funds. A Budget workshop was conducted by the Fiscal Management Consultant from CFCC for the Education staff on how to prepare and implement the annual budget for the department. A workshop on finance and procurement will be conducted by the same Consultant sometime during the current fiscal year. To improve the flow of documents within the department, a

routing procedure for purchase requisitions, Travel Authorizations (TAs), Contracts, personnel actions, request for fuel, and 10/17 forms was issued by the Director. A memorandum was issued by the Director in October, 2010 for the control of the issuance and use of gasoline by the department's personnel.

In order to deal with high rates of teacher absenteeism, the department is starting to conduct roll calls on the radio for the teachers in the elementary and secondary schools in the outer islands. At the same time, the department is conducting an assessment of the communication need for all the schools in the lagoon. The radios for the schools in the lagoon will be purchased and installed as soon as the assessment is completed. In the FY 2011 budget for the department, an amount of \$100,000 is budgeted for the purchase of communication equipment (radios) for all the schools in the lagoon. The radio operator at the Central Office is coordinating with the payroll personnel on the result of the roll calls conducted with the school principals/teachers in the outer islands.

A new position of Facility Manager has been established to oversee the ongoing renovation of the school facilities throughout Chuuk State. An amount of \$893,292 has been budgeted in the FY 2011 budget for the department for the renovation of the school facilities. The department is coordinating with the Division of Planning within the Department of Administrative Services for the final inspection of the school facilities that are completed before payment is made to the Contractors.

A new Warehouse Manager has been hired to oversee the operation of the warehouse including the supervision of the staff and the safeguarding of the supplies, materials, equipment and furniture for the department. In the FY 2011 budget for the department, \$200,000 has been budgeted for boat rental to transport the supplies, equipment, furniture and materials to the schools.

Further current activities include:

- ongoing discussion with principals regarding the need to make sure students receive the required amount of instruction each year
- empowerment of principals to make decisions
- enforcement of payroll policies and procedures
- provision of training for teachers and principals in understanding the standards and benchmarks and how to use textbooks and align with the curriculum, etc. at their schools to allow all teachers to participate.
- relocation of teachers to understaffed schools
- on-going assessment of school facilities, identification of a budget for the facility manager, purchase of renovation materials and renovation of schools
- restructuring ECE program by merging K5 in the elementary system
- reduction in force at the central office.

## GOAL ONE

### Improving Personnel Management

The task of managing the human resources for optimum performance on behalf of the children of Chuuk continues to be a challenge for the Chuuk State School System. Among the most pressing issues that the Department of Education faces are; (a) unauthorized and unreported absence, (b) anomalies and inconsistencies in employee salary and benefits, (c) discrepancies between job functions, budget, and job descriptions, (d) the need for a data-driven, performance based system and (e) lack of full control over Department employees.

Unauthorized and unreported employee absence has been identified in a number of studies including that by Levine<sup>3</sup>. By one estimate, (FSM National JEMCO 2008-2009 Report) the average attendance for elementary and secondary schools at the time was 97% and 93%, respectively.

Anecdotal evidence and findings from analysis of records suggest that attendance data submitted to the DOE payroll department may be inaccurate, resulting in fraudulent payments to employees who are absent for long periods of time. Unauthorized and unreported employee absence appears to be endemic and of serious concern, as it may result in poor student academic performance<sup>4</sup>, undermining of professional standards and financial wastage.

Recent investigations of payroll and timesheet records identified 24 teachers who had been absent without leave for periods in excess of 15 days. According to public service guidelines, an employee who absents him or herself for a period of 15 days or longer has effectively abandoned and terminated their position. The Director of Education, in compliance with Chuuk Public Service Commission (CPSC) policy, issued letters of termination to these 24 teachers and sent termination actions to the CPSC. Unfortunately the termination actions appear to have been blocked or delayed by the CPSC. Enforcement of the employment conditions outlined in the CPSC policy guidelines is a problematic area that requires reform if employee absence is to be reduced.

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<sup>3</sup> Federated States of Micronesia: Strengthening Public Sector Performance, Levine, V. 2010

<sup>4</sup> <http://www.schoollibraryjournal.com/article/CA6533997.html?industryid=47052>

### Activity Planning Matrix

**Goal 1: To improve personnel management and supervision.**

**Objective 1.1 To improve employees' attendance and job performance so that by October of 2011 all unauthorized absences are effectively monitored, accounted for, and controlled.**

**Activities:**

1. Establish a system of monitoring and collecting data with procedures for the verification of all employees' daily attendance using a range of strategies including time clocks, sign in sheets, telephone, radio and internet; and provide associated training.
2. Develop an accountability system clarifying and formalizing the roles and responsibilities of principals, regional service center staff and communities with regard to monitoring and verifying employees' attendance.
3. Establish policies that outline the range of incentives to be made and the disciplinary actions to be taken based on employee's performance in general and on employees' attendance in specific.
4. Clarify, establish, disseminate and implement a consistent policy for addressing performance problems including the management of employees' sick leave and annual leave.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Establish a system of monitoring and collecting data with procedures for the verification of all employees' daily attendance using a range of strategies including time clocks, sign in sheets, telephone, radio and internet; provide associated training.</i>	<i>Budget for time clocks and power backups, data base system Assign duty officers to checking and verification File</i>	<i>Education Personnel Office, Data Personnel Business office</i>	<i>April 2011</i>	<i>August 2011</i>	<i>Equipment and supplies; Daily punch-cards; Bi-weekly attendance records; Database and monitoring system</i>	<i>Increased attendance Reduction in unauthorized absence; Data informed/ driven decisions</i>	<i>Monthly reports 6 month milestone report</i>
<i>Develop an accountability system clarifying and formalizing the roles and responsibilities of principals, regional office staff and communities with regard to monitoring and verifying</i>	<i>List of identified community groups and task-force; trainers; monitoring instrument;</i>	<i>Director Personnel officer; Administration; Chiefs; Area</i>	<i>April 2011</i>	<i>December 2011</i>	<i>Community relations established Responsibility clarified, accurate</i>	<i>Accurate data; Reduced falsification of records and unauthorized absences</i>	<i>Monthly, quarterly, and semi-annual reports</i>

<i>employees' attendance.</i>	<i>funding</i>	<i>Supervisor</i>			<i>data</i>		
<i>Establish policies that outline the range of incentives to be made and the disciplinary actions to be taken based on employee's performance in general and on employees' attendance in specific.</i>	<i>Discipline, termination, and grievance policy and procedures; Task force members</i>	<i>Board of Ed; Director; Chiefs; Principals; immediate supervisors</i>	<i>April</i>	<i>August 2011</i>	<i>Written policy completed and disseminated; disciplinary actions implemented</i>	<i>Improved attendance</i>	<i>Bi-weekly; Monthly and Quarterly reports</i>
<i>Clarify, establish, disseminate and implement a consistent policy for addressing performance problems including the management of employees' sick leave and annual leave.</i>	<i>Copies of existing policies and guidelines; Radio Program; HF/CB radios</i>	<i>Director, Principals, Media Staff, Personnel Specialist</i>	<i>May 2011</i>	<i>July 2011</i>	<i>Written policy and procedures clarified</i>	<i>Clear understanding of responsibilities and consequences</i>	<i>Daily records, Bi-weekly; Quarterly; and Annually</i>

**Activity Planning Matrix**

**Goal 1: To improve personnel management and supervision.**

**Objective 1.2 To promote a culture of honesty, a sense of duty and responsibility, and ethical behavior among all faculty and staff of the Department of Education.**

**Activities:**

1. Promulgate policies, rules and procedures governing standards of professional conduct or Code of Ethics for Chuuk State Educators.

<p>2. Develop program of encouraging and rewarding honesty in the face of other cultural imperatives.</p> <p>3. Publish, disseminate, and educate employees on Chuuk Educators' Code of Ethics.</p>							
<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Promulgate policies, rules and procedures governing standards of professional conduct or Code of Ethics for Chuuk State Educators.</i>	<i>Staff, committee members</i>	<i>Director; Personnel; Lawer Board of Ed.</i>	<i>June 2011</i>	<i>September 2011</i>	<i>Meetings; draft policies and procedures</i>	<i>Chuuk Educators Code of Ethics; standards of professional conduct</i>	<i>Board meeting minutes; Monthly reports</i>
<i>Develop a program of encouraging and rewarding honesty in the face of other cultural imperatives.</i>	<i>Staff, Committee members</i>	<i>Director; Personnel; Lawer Board of Ed;</i>	<i>June 2011</i>	<i>September 2011</i>	<i>Program</i>	<i>Safe environment of expression</i>	<i>Board meeting minutes; Monthly reports</i>
<i>Publish, disseminate, educate employees on Chuuk Educators' Code of Ethics.</i>	<i>Budget, supplies, Trainers</i>	<i>Personnel Sepcilst; All chiefs</i>	<i>October 2011</i>	<i>Dec. 2011</i>	<i>Workshops; Publications</i>	<i>Increased knowledge, improved knowledge and changed behavior</i>	<i>Monthly Progress Reports</i>

<b>Activity Planning Matrix</b>							
<b>Goal 1: To improve personnel management and supervision.</b>							
<b>Objective 1.3 To review, revise, standardize and re-align division functions, budgets, work-plans and job descriptions by September 2012.</b>							
<b>Activities:</b>							
<p>1. Assign the task of developing functional analyses to division chiefs with completion deadlines.</p> <p>2. Standardize division functions and job descriptions.</p> <p>3. Align 2013 budget and annual work plans with core functions of each division and department.</p>							
<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Assign the task of reviewing, revising and developing functional analyses to division chiefs with completion deadlines.</i>	<i>Job descriptions; Division functions and organization structure; Budget</i>	<i>Division Chiefs; Personnel Specialist</i>	<i>Sept. 2011</i>	<i>Dec. 2011</i>	<i>Working sessions; Work assignments Directive</i>	<i>Job Descriptions Work plans Division functions</i>	<i>Monthly Progress Report</i>

<i>Standardize division functions and job descriptions</i>	<i>Job descriptions; Division functions and organization structure; Budget</i>	<i>Division Chiefs; Personnel Specialist</i>	<i>Sept. 2011</i>	<i>Dec. 2011</i>	<i>Working sessions; Work assignments Directive</i>	<i>Standardized functions and job descriptions</i>	<i>Monthly Progress and Accomplishment report</i>
<i>Align 2013 budget and annual work plans with core functions of each division and department.</i>	<i>Job descriptions; Division functions and organization structure; Budget</i>	<i>Division Chiefs; Personnel Specialist</i>	<i>Sept. 2011</i>	<i>Dec. 2011</i>	<i>Directive Job Descriptions Work plans Division functions</i>	<i>Aligned job descriptions, work plans, division functions and budget</i>	<i>Monthly Progress and accomplishment report</i>

**Activity Planning Matrix**

**Goal 1: To improve personnel management and supervision.**

**Objective 1.4 To seek for legislative amendment exempting the autonomous Public School System from the Chuuk State Public Service System so that by 2012 the Department of Education may have full control and authority over its own employees.**

**Activities:**

1. Establish and assign a committee to identify the requirements needed for transferring authority over education personnel to the Department of Education.
2. Meet with Chuuk State leadership to discuss proposed legislative amendment designed to allow the Department of Education better manage, supervise and discipline its employees.
3. Draft proposed policy and legislative amendment for the Board of Education's approval before transmittal to the State Legislature.
4. Make preparations and adjustments at the Department as necessary depending on the action taken by the Legislature.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
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<i>Establish and assign a committee to identify requirements for the proposed transfer of full authority over education personnel to the Chuuk State School System.</i>	<i>Legal counsel; committee members, supplies</i>	<i>Director; Board; Chiefs; Personnel Specialist.</i>	<i>May 2011</i>	<i>July 2011</i>	<i>Committee formation; schedule of meetings; Written description of accomplished task.</i>	<i>Findings and recommendations; Challenges and requirements identified.</i>	<i>Monthly Progress Reports</i>
<i>Meet with Chuuk State leadership to discuss proposed legislative amendment designed to allow the Department of Education to better manage, supervise and discipline its employees.</i>	<i>Prepared position; Advocacy group</i>	<i>Board of Education; Director of Education; Advocacy Group</i>	<i>May 2011</i>	<i>July 2011</i>	<i>Meetings with leadership and stakeholders</i>	<i>State leadership understanding and possible support</i>	<i>Monthly Progress Reports</i>
<i>Draft proposed policy and legislative amendment for the Board of Education's approval before transmittal to the State Legislature</i>	<i>Supplies; legal counsel</i>	<i>Legal Counsel; Personnel Specialist; Committee</i>	<i>May 2011</i>	<i>July 2011</i>	<i>Draft policy/legislative amendment transmitted; Board of Education's concurrence</i>	<i>Board approved draft policy/legislative; changes; Sponsor at introduce proposed amendment at the Legislature</i>	<i>Monthly Progress Reports</i>
<i>Make preparations and adjustments at the Department as necessary depending on the action taken by the Legislature</i>	<i>Personnel</i>	<i>Personnel Specialist; Chiefs</i>	<i>May 2011</i>	<i>October 2011</i>	<i>Plan for necessary changes at the DOE Personnel Division</i>	<i>Plan implemented</i>	<i>Monthly Progress Reports</i>

## **GOAL TWO**

### **Decentralizing Education Services**

The islands that make up the State of Chuuk are divided into five (5) regions and spread across a vast expanse of ocean of approximately 750,000 square miles. As part of its mandate, the Chuuk State Department of Education established 94 elementary and secondary schools over the years to serve the educational needs of the children of Chuuk. Of the 94 schools, eighty six (86) or 91% are accessible only by boat or by ship. By nature of the “sea-highway” travelling by boat is susceptible to the weather, time consuming and cost intensive. In part, DOEs inability to effectively accomplish many of its core functions as Levin (February, 2010) and others observed has to do with lack of transportation and limited access to many schools. The noted factors underscore some of the challenges that the Department must mitigate or overcome to be able to provide and sustain adequate school support focusing on effecting improvement in teaching and student learning.

To that end, under this priority, the Department of Education plans to improve efficiency and effectiveness of the Chuuk State School system through decentralization of education support services and empowerment of stakeholders. Decentralization would allow for more efficient delivery of support services to schools, including mentoring and in-service training, facilitate resource delivery and maintenance, strengthen the monitoring and supervisory role of the department and provide opportunities for meaningful community involvement in the affairs of their schools.

To facilitate flow of essential support services for the schools, DOE will:

- Conduct functional analysis to better align work plans with job responsibilities and official function; thereby contributing to efficiency and effectiveness.
- Establish Regional Service Centers or Accountability Service Centers with adequate support staff as a means to bring services closer to the heart of schools, for effective management and greater effect on teachers, principals and students.
- Help develop a sense of community ownership. Define roles and responsibilities for schools and communities; provide guidelines and parameters for shared governance, for community involvement.

Decentralization seeks to right size the central administration office, eliminates unnecessary administrative layers where possible and links greater percentages of fiscal and human resources directly with children at the school-site level. Accordingly, DOE envisions establishment of five Regional Services Centers as recommended in the Chuuk Strategic Education Plan, 2001 and as recent Audits suggests.

The specific regions and islands to be served are listed below, (see Appendices C & D) for number of schools and enrollment by island and region.

1. Northern Namoneas: consisting of Weno, Fono, and Piis-Panewu,
2. Southern Namoneas: consisting of Tonoas, Etten, Fefen, Parem, Siis, Totiw, and Uman,
3. Faichuk: consisting of Udot, Eot, Ramanum, Fanapanges, Polle, Paata, Wonei, and Tol,
4. Mortlocks: consisting of Nema, Losap, and Piis-Emmwar, Namoluk, Ettal, Moch, Kuttu, Ta, Satowan, Lukunoch, and Oneop,
5. Northwest Islands: consisting of Nomwin, Fananu, Ruo, Murilo, Onoun, Makur, Onou, Unanu, Piherarh, Houk, Polowat, Tamatam, and Pollap.

The table below shows how each decentralized office would be staffed.

Regional Service Centers	Supervisor/ Team Leader	Elementary Mentor Teachers/Curriculum Specialist	ECE Mentor Teacher/Special Education Specialist	Accreditation Specialist/	Administrative Asst./ Data/ Assessment Specialist	Total	Proposed Starting Date
1. Northern Namoneas	1	2	1	1	1	6	Fall 2011
2. Southern Namoneas	1	2	1	1	1	6	Fall 2013
3. Faichuk	2	2	1	1	1	7	Fall 2011
4. Mortlocks	2	2	1	1	1	7	Fall 2013
5. Northwest Islands	3	3	1	1	1	9	Fall 2012
TOTAL	9	11	5	5	5	35	

### Activity Planning Matrix

**Goal 2 To improve efficiency and effectiveness of the Chuuk State School system through decentralization of education support services and empowerment of stakeholders.**

**Objective: 2.1 Ensure that a system of supporting, monitoring and managing local schools are situated and sustained closer to the points of**

**learning service**

**Activities:**

1. Define and finalize the specific functions and roles and support to be decentralized to onsite schools
2. Educate communities and schools on established monitoring system.
3. Secure office space for decentralized offices and living accommodation for personnel
4. Mobilize office supplies and needed equipment to respective Regional Service Centers
5. Develop infrastructure for ensuring ongoing communication and exchange between Regional Service Centers and Central office
6. Begin operation of the new Regional Service Centers according to schedule of implementation

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Define and finalize the specific functions and roles and support to be decentralized to onsite schools</i>	<i>Division's statement of goals and objectives staff</i>	<i>Division Chiefs Director/deputy director of Education</i>	<i>March 2011</i>	<i>May 2011</i>	<i>Meeting minutes</i>	<i>Written description of functions, roles, jobs, duties and responsibilities completed</i>	<i>Monthly progress report</i>
<i>Educate communities and schools on established monitoring system.</i>	<i>Staff Funding</i>	<i>Division Chiefs Director/deputy of Education</i>	<i>May 2011</i>	<i>October 2011</i>	<i>Travel and Meeting Reports Radio Program Participation sign in sheets</i>	<i>Communities are informed</i>	<i>Monthly progress reports</i>
<i>Secure office space for decentralized offices and living accommodation for personnel</i>	<i>Staff Funding</i>	<i>Division Chiefs Director/Deputy director of Education</i>	<i>May 2011</i>	<i>October 2011</i>	<i>Draft Agreement Meeting Reports MOU Agreement</i>	<i>Office set up and ready for use Living accommodations ready</i>	<i>Monthly progress reports</i>
<i>Recruit and/or transfer the needed personnel for Regional Service Centers</i>	<i>Funding Staff</i>	<i>Personnel Manager/ Personnel Screening Committee Division Chiefs Director/deputy director of Education</i>	<i>May 2011</i>	<i>October 2011</i>	<i>Position advertisements Job descriptions Processed Personnel Actions/Personnel Service Contracts</i>	<i>Needed personnel identified/hired and oriented</i>	<i>Monthly, Quarterly, Progress reports</i>
<i>Mobilize office supplies and needed equipment to respective</i>	<i>Funding Supplies and</i>	<i>Administrative Officer</i>	<i>May 2011</i>	<i>August 2011</i>	<i>Bill of Lading Signed Receipt</i>	<i>Office adequately equipped</i>	<i>Monthly Report</i>

<i>Regional Service Centers</i>	<i>Equipment</i>	<i>Director/Deputy Director of Education</i>					
<i>Develop infrastructure for ensuring ongoing communication and exchange between Regional Service Centers and Central office</i>	<i>Funding Equipment</i>	<i>Administrative Officer Media Coordinator</i>	<i>May 2011</i>	<i>August 2011</i>	<i>Requisition</i>	<i>Radio and Internet Connectivity installed where appropriate</i>	<i>Monthly Progress Report</i>
<i>Begin operation of the new Regional Service Centers according to schedule of implementation</i>	<i>Funding Staff Office Supplies Transportation</i>	<i>Director of Education/Deputy Director Administrator for Regional office</i>	<i>August 2011</i>	<i>Ongoing</i>	<i>Schedule of implementation Budget and resource allocation documents Travel documents Training sign in sheets Work Plans, Schedule of activities, Meeting and monitoring minutes</i>	<i>Increased effectiveness and efficiency in the delivery supervisory, mentoring, curriculum development or special services support days to each school in each region.</i>	<i>Monthly, Quarterly and Annual Progress Reports Evaluation and Monitoring records</i>

<b>Activity Planning Matrix</b>
<b>Goal 2 - To improve efficiency and effectiveness of the Chuuk State School system through decentralization of education support services and empowerment of stakeholders.</b>
<b>Objective: 2.2 - Upgrade the capability of principals, teachers, school staff and communities through increased mentoring and training opportunities.</b>
<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Complete annual work plans and schedule of activities with assigned responsibilities.</li> <li>2. Secure funding for contracts, transportation, training, mentoring, assessment, and for associated logistical support.</li> <li>3. Implement work plans for each area of support at each school, curriculum and instructions, leadership and management, assessment, school</li> </ol>

accreditation and community involvement							
Activities	Inputs	Tasked to	Start	End	Outputs	Outcomes	Monitoring
Complete annual work plans and schedule of activities with assigned responsibilities	Staff supplies	Regional Service Center Personnel (RSC)	June 2011	August 2011	Work plans and schedule of activities	Completed annual work plans and schedule of activities for each employee	Monthly progress report
Secure funding for contracts transportation, training, mentoring monitoring, assessment and for associated logistical support	Budget Supplies Staff	RSC Personnel Chiefs	June 2011	August 2011	Training Plans Funding Requisitions Contracts	Increased number of school visits and timely response to school based needs	Monthly progress report
Implement work plans for each area of support at each school: Curriculum and instructions, leadership and management, assessment, school accreditation and community involvement	Staff Budget Guidelines Curriculum Data Policies	Chiefs Regional Office Personnel	Sept. 2011	Ongoing	Workshops; Mentoring/coaching sessions Assessment results Data collection Number of visits	Effective and efficient delivery of support services Increased training opportunities Improved capacity of principals, teachers, staff, PTAs and school communities	Monthly and quarterly progress report

Activity Planning Matrix							
<b>Goal 2: To improve efficiency and effectiveness of the Chuuk State School system through decentralization of education support services and empowerment of stakeholders.</b>							
<b>Objectives: 2.3 To strengthen community involvement in the schools.</b>							
<b>Activities:</b>							
1. Develop guidelines for involving community members and stakeholders in the schools.							
2. Provide training on guidelines for community involvement.							
3. Establish school councils involving principals, teachers, parents, community leaders and other interest groups.							
Activities	Inputs	Tasked to	Start	End	Outputs	Outcomes	Monitoring
Develop guidelines for involving community members and stakeholders in the schools.	Budget Developer Committee	Regional SIP Trainers	May 2011	July 2011	Draft Guidelines	Final Guidelines	Monthly Progress Reports

	<i>members</i>						
<i>Provide training on guidelines for community involvement.</i>	<i>Budget Trainer Participants</i>	<i>Regional SIP Trainers</i>	<i>July 2011</i>	<i>August 2011</i>	<i>Training accomplished</i>	<i>Community fully involved in schools</i>	<i>Monthly Progress Reports</i>
<i>Establish school councils involving principals, teachers, parents, community leaders and other interest groups</i>	<i>Budget Trainer Participants</i>	<i>Regional SIP Trainers</i>	<i>September</i>	<i>December 2011</i>	<i>School Councils Established</i>	<i>Community fully participated</i>	<i>Monthly Progress Reports</i>

### **GOAL 3**

#### **Improve quality and effectiveness of teachers and principals**

Student achievement data from the 2010 National Minimum Competency Test for Grade 6 Reading indicates that the combined performance level at Competent and Minimally Competent was 17%. This compares to the FSM national rate of 29% and is well below Pohnpei (33%), Yap (34%) and Kosrae (47%).

The Reform Plan aims to address low student achievement through a number of measures including focusing on the quality of teachers and principals. A growing body of evidence (Waters and Marzano, 2005) confirms that teachers and leaders are the two most significant school-based factors in improving student achievement. This is particularly true for low performing schools. Furthermore, research commissioned by The Wallace Foundation in 2004 also suggests that there are virtually no documented instances of schools being turned around without strong leaders (and effective teachers). Leadership undoubtedly is a catalyst to school improvement. Effective leadership is the main reason teachers are attracted to and remain in the most challenged schools.

Under this priority Chuuk Department of Education will invest in the continuing development of teachers and principals in order that teachers and principals receive high quality standard based professional development which will translate into high student achievement.

**Activity Planning Matrix**

**Goal 3: To improve the quality of learning through effective teaching and leadership at all schools.**

**Objective: 3.1 Ensure that all teachers and principals meet minimum certification requirements and satisfy accreditation standards of good teaching and leadership by 2015.**

**Activities:**

1. Identify all unqualified teachers and principals through availability of IDPs (individual degree plan).
2. Provide opportunities for teachers to complete degree requirements and pass NSTT by 2015

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Identify all unqualified teachers and principals through availability of IDPS</i>	<i>Budget Reviewer</i>	<i>Staff Development</i>	<i>Ongoing</i>	<i>August 2011</i>	<i>Unqualified list</i>	<i>Unqualified teaches and principles identified</i>	<i>Monthly Progress Report</i>
<i>Provide opportunities for teachers to complete degree requirements and NSTT</i>	<i>Budget</i>	<i>Staff Development</i>	<i>Ongoing</i>	<i>Sept. 2015</i>	<i>Teachers pursuing degree</i>	<i>Degree attainment list</i>	<i>Monthly Progress Report</i>

**Activity Planning Matrix**

**Goal 3: To improve the quality of learning through effective teaching and leadership at all schools.**

**Objective: 3.2 Ensure that teachers and principals are well prepared for their respective responsibilities.**

**Activities:**

1. Assess training needs and provide targeted ongoing professional development program for both teachers and principals.
2. Develop and implement in-house training programs for new teachers and principals.
3. Provide evaluation and monitoring tool to assess teachers' performance.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Assess training needs and provide targeted ongoing professional development program for both teachers and principals.</i>	<i>Budget Staff</i>	<i>Staff Develop- ment Office</i>	<i>Ongoing</i>	<i>Sept. 2015</i>	<i>Training needs identified</i>	<i>Improve quality of teaching and leadership</i>	<i>Monthly Progress Report</i>
<i>Develop and implement in-house training programs for new teachers and principals</i>	<i>Budget Staff Supplies Trainers</i>	<i>Staff Development Office</i>	<i>June 2011</i>	<i>Sept. 2015</i>	<i>Training Program</i>	<i>Effective teachers and principals</i>	<i>Procurement database</i>

**Activity Planning Matrix**

**Goal 3: To improve the quality of learning through effective teaching and leadership at all schools.**

**Objective: 3.3 Increase the number of school days from 180 to 200 a year by September 2012.**

**Activities:**

1. Review and approve policy on the minimum number of school days and instructional hours.
2. Inform all school staff and communities on the establishment of new policy.
3. Implement academic calendar in accordance with established policy.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Review and approve policy on the minimum number of school days and instructional hours</i>	<i>Current policies and regulations</i>	<i>Chiefs</i>	<i>October 2011</i>	<i>Dec. 2011</i>	<i>New policies</i>	<i>Number of school days changed</i>	<i>Monthly Progress Report</i>
<i>Inform all school staff and communities on the establishment of new policy</i>	<i>Public notice</i>	<i>Chiefs</i>	<i>October 2011</i>	<i>December 2011</i>	<i>Information disseminated</i>	<i>Staff and community are informed</i>	<i>Monthly Progress Report</i>
<i>Implement academic calendar in accordance with established policy.</i>	<i>Budget Staff</i>	<i>Principals</i>	<i>Sept. 2012</i>	<i>Ongoing</i>	<i>New academic calendar</i>	<i>Increased number of school days and instructional hours</i>	<i>Monthly Progress Report</i>

**GOAL 4**

**Improving quality of schools**

The elements that contribute to effective and quality schools are; (a) teaching and learning; (b) leadership; (c) job-embedded professional development; (d) resources and data management; (e) safe and effective learning environment; and (d) family and community engagement . Under the FSM School Accreditation System, all of the noted elements of effective schools are being addressed with comprehensive plans for systematic implementation throughout the nation.

Chuuk DOE fully endorses the system and is prepared to expend a major portion of its energy and resources to implement these standards for improved learning and student outcomes.

Under this priority, CDOE plans to:

- (a) Introduce the FSM Accreditation System in all the 95 schools throughout Chuuk State
- (b) Ensure that at least 10 schools meet accreditation standards each year
- (c) Strengthen the process of school improvement planning at all schools
- (d) Enlist community support and involvement (as indicated in Goal 2)

<b>Activity Planning Matrix</b>
<b>Goal 4: To ensure that all schools in Chuuk meet FSM School Accreditation Standards.</b>
<b>Objective 4.1 To introduce the FSM School Accreditation System so that by 2015, 50% of schools meet or exceed accreditation standards.</b>
<b>Activities:</b>
<ol style="list-style-type: none"> <li>1. Establish an Accreditation Committee by June 2011.</li> <li>2. Secure trainers, identify trainees, and facilitate training.</li> </ol>

3. Conduct training for administrators and principals In the FSM School Accreditation System by June 2011.

4. Conduct Stage 1 School Accreditation visits to all schools by December 15, 2011.

5. Conduct Stage 2 School Accreditation visits to all schools by March 15th 2012.

6. Take appropriate action to turn around schools that fail to achieve accreditation standards.

7. To establish public autonomous schools in place of those not meeting accreditation standards.

8. Collect, analyze and publish school accreditation data July 2011, and annually thereafter.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Establish an Accreditation Committee by June 2011</i>	<i>Committee Members</i>	<i>Director</i>	<i>April 2011</i>	<i>June 2011</i>	<i>Directive</i>	<i>Committee established and organized</i>	<i>Monthly Progress Report</i>
<i>Secure trainers, Identify trainees and facilitate training</i>	<i>Budget Trainers Facilities</i>	<i>Director</i>	<i>July 2011</i>	<i>August 2011</i>	<i>Training Program and schedule</i>	<i>Trainers identified</i>	<i>Monthly Progress Reports</i>
<i>Conduct training in FSM's school accreditation system by September 2011 for administrators and principals.</i>	<i>Trainer Budget</i>	<i>NDOE Trainers</i>	<i>August 2011</i>	<i>September 2011</i>	<i>Training Accomplished</i>	<i>Skills and knowledge gained</i>	<i>Training Attendance Sheets Training Completion Report</i>
<i>Conduct Stage 1 School Accreditation visits to all schools by December 2011.</i>	<i>Budget Accreditation Teams</i>	<i>Director, Chairperson Accreditation Committee</i>	<i>October 2011</i>	<i>December 2011</i>	<i>Itinerary; List of schools to visit</i>	<i>School Visits for Stage 1 completed</i>	<i>Monthly Reports; School Status Reports</i>
<i>Conduct Stage 2 School Accreditation visits to all schools by March 2012</i>	<i>Budget Accreditation Teams</i>	<i>Director, Chairperson Accreditation Committee</i>	<i>January 2011</i>	<i>March 2011</i>	<i>Itinerary; List of schools to visit</i>	<i>School Visits for Stage 2 completed</i>	<i>Monthly Reports; School Status Reports</i>
<i>To establish public autonomous schools in place of those not meeting accreditation standards.</i>	<i>Budget Policy</i>	<i>Board of Education/ Director</i>	<i>January 2012</i>	<i>March 2012</i>	<i>Policies and procedures developed</i>	<i>Policy for establishment of public autonomous</i>	<i>Monthly Progress Reports</i>

						<i>schools approved</i>	
<i>Take appropriate action to turn around schools that fail to achieve accreditation standards.</i>	<i>Reports/recommend-ations</i>	<i>Director, Board of Education</i>	<i>April 2011</i>	<i>June 2011</i>	<i>Recommend-ations</i>	<i>Action Taken</i>	<i>Monthly Progress Reports</i>

<b>Activity Planning Matrix</b>							
<b>Goal 4: To ensure that all schools in Chuuk meet FSM School Accreditation Standards.</b>							
<b>Objective: 4.2 To ensure that at least 5 to 10 schools in Chuuk meet FSM School Accreditation Standards each year.</b>							
<b>Activities:</b>							
1. Conduct community awareness for FSM School Accreditation Standards initiative.							
2. Conduct workshops on FSM Accreditation Standard System Procedures Manual.							
3. Ensure schools prepare for accreditation visits.							
4. Assist schools address recommendation(s) by visiting team.							
<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Conduct community awareness for FSM School Accreditation Standards initiative.</i>	<i>Budget Training Materials</i>	<i>Accreditation Committee</i>	<i>August 2011</i>	<i>October 2011</i>	<i>Community awareness</i>	<i>Increased understanding/com munity aware of standards</i>	<i>Monthly progress report</i>
<i>Conduct workshops on FSM School Accreditation System Procedures Manual.</i>	<i>Budget Workshop Training</i>	<i>Accreditation Committee</i>	<i>August 2011</i>	<i>October 2011</i>	<i>Workshops conducted</i>	<i>Increased Knowledge of Procedures Manual</i>	<i>Attendance sheets Monthly</i>

	<i>Materials</i>						<i>reports</i>
<i>Ensure schools prepare for accreditation visits.</i>	<i>FSM Accreditation System Procedures Manual</i>	<i>Accreditation Committee/ School Principals/ Communities</i>	<i>January 2012</i>	<i>March 2012</i>	<i>School Accreditation Committee Established/ SIP</i>	<i>Schools are ready for visits</i>	<i>Monthly Progress Reports</i>
<i>Assist schools address recommendation(s) by visiting team</i>	<i>Recommendation by State Accreditation team</i>	<i>School Accreditation Committee/ Principals/ Communities</i>	<i>March 2012</i>	<i>May 2012</i>	<i>Corrective Measures Identified</i>	<i>Corrective Measures implemented</i>	<i>Monthly Progress Reports</i>

### Activity Planning Matrix

**Goal 4: To ensure that all schools in Chuuk meet FSM School Accreditation Standards.**

**Objective: 4.3 Strengthen the process of school improvement planning so that by September 2015, all schools will have a School Improvement Plan that meets National Standards and has been developed with community participation.**

**Activities:**

1. Train school principals, teachers, parents, and all stakeholders on the importance of making school improvement plans.
2. Assist school principals, teachers, parents, and all stakeholders on the development and write up of their school improvement plans.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Train principals, teachers, parents, and all stakeholders on the importance of making school improvement plans.</i>	<i>Budget Training materials Trainers</i>	<i>SIP Regional Office Trainers</i>	<i>April 2011</i>	<i>September 2011</i>	<i>Training conducted</i>	<i>Participants aware of importance of SIP</i>	<i>Attendance records, Monthly Progress Reports</i>
<i>Assist school principals, teachers, parents, and all stakeholders on the</i>	<i>Budget Training materials Trainers</i>	<i>SIP Regional Office Trainers</i>	<i>April 2011</i>	<i>September 2011</i>	<i>Training conducted</i>	<i>SIP Completed</i>	<i>Attendance records, Monthly Progress Reports</i>

<i>development and write up of their school improvement plans</i>							
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**GOAL FIVE**

**Expanding Curricular Offerings**

Ultimately, the goal of education is to help the individual become a competent , responsible, contributing member of his/her society. Education in a sense is the means by which the society makes a person. It is the process of renewing society’s most precious resources—its own people, as a matter of perpetuating its values and culture; in short, as a matter of survival. It is important that the curricular offering that serves as the foundation for preparing the present and future generation of Chuukese be relevant to local situations and applicable to the world at large.

Under this initiative DOE attempts to provide a well rounded education experience by expanding its course offering so that the Chuukese child may develop knowledge, skills and character necessary to become a fully functioning and responsible member of society.

In line with the proposed curricular expansion, Chuuk DOE plans to accomplish the following:

- (a) Improve and diversify course offerings under the Career and Technical Education Program at all high schools;
- (b) Develop and implement a Cultural Life Skills Program at all grade levels;
- (c) Implement a special elective program of learning designed to prepare high school students who wish to enter military service as a career path
- (d) Put in place a Character Education Development Program from K to 12;
- (e) Upgrade departmental capability for distance learning;
- (f) Integrate the use of technology into the classroom; and
- (g) Forge partnership with institutions of higher education and other service providers to help accomplish the above.

**Activity Planning Matrix**

**Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and military preparation.**

**Objective: 5.1 Improve and diversify course offered under the Career and Technical Education Program for implementation by September of 2012**

**Activities:**

1. Review, modify, align, and integrate existing Career and Technical Education Standards for high schools.
2. Secure instructional materials, tools and equipment.
3. Train teachers, specialists, and principals on CTE Curriculum Standards.
4. Recruit qualified instructors.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review, modify, align, and integrate existing Career and Technical Education Standards for high schools	<i>Budget Reviewers Consultant</i>	<i>All Chiefs</i>	<i>June 2011</i>	<i>August 2011</i>	<i>CTE Standards adopted</i>	<i>Aligned CTE Standards</i>	<i>Monthly Progress Report</i>
Secure instructional materials and equipment.	<i>Budget</i>	<i>Administrator</i>	<i>October 2011</i>	<i>December, 2011</i>	<i>Equipment Instructional Materials</i>	<i>Available supplies and materials/equipment for delivery of instructions</i>	<i>Procurement data</i>
Recruit qualified instructors	<i>Budget</i>	<i>Personnel Specialist</i>	<i>October 2011</i>	<i>December 2011</i>	<i>Position Advertisement</i>	<i>Position Filled</i>	<i>Copy of advertisement and personnel action</i>
Train teachers, specialists, and principals on CTE Curriculum Standards	<i>Trainer Budget CTE Curriculum Standards</i>	<i>All Chiefs</i>	<i>January 2012</i>	<i>March 2012</i>	<i>Training Accomplished</i>	<i>Vocational skills and knowledge gained</i>	<i>Training Attendance Sheets</i>

**Activity Planning Matrix**

**Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and**

military preparation.

**Objective: 5.2 To establish a Cultural Life Skills Program for all grade levels for implementation by September of 2012**

**Activities:**

1. Review, modify, align, and integrate existing Chuukese Cultural Studies Curriculum to FSM Social Studies Standards.
2. Train teachers, specialists, principals, and communities on use and implementation of approved Cultural Life Skills Program.
3. Develop local instructional materials at appropriate grade level.
4. Identify/recruit resource persons, instructors and staff.

Activities	Inputs	Tasked to	Start	End	Outputs	Outcomes	Monitoring
<i>Review, modify, align, and integrate existing Chuukese Cultural Studies Curriculum to FSM Social Studies Standards involving stakeholders.</i>	<i>Copy of Cultural Studies Curriculum; FSM Social Studies standards; Staff, stakeholders</i>	<i>C&amp;I; Community Resource Specialist</i>	<i>July 2011</i>	<i>August 2012</i>	<i>Revised curriculum</i>	<i>Increased understanding Cultural preservation Available resource material</i>	<i>Monthly progress report</i>
<i>Train teachers, specialists, principals, and communities on use and implementation of approved Life Skills Program.</i>	<i>Budget Trainer Trainees Materials, supplies Facility</i>	<i>C&amp;I</i>	<i>June 2012</i>	<i>August 2012</i>	<i>Lesson plans Learning expectations Training schedule</i>	<i>Teachers and community trained and equipped Cultural knowledge and skills developed/acquired Increased cultural proficiency</i>	<i>Attendance sheets Trainers report Data compiled</i>
<i>Develop local instructional materials at appropriate grade level</i>	<i>Budget Materials and supplies Standards Informant</i>	<i>C&amp;I, Cultural Resource/Expertise</i>	<i>August 2011</i>	<i>Ongoing</i>	<i>Available grade level appropriate instructional materials</i>	<i>Life Skills development enriched Increase knowledge and skills</i>	<i>Number of materials published and made available for each school Inventory List</i>
<i>Identify, recruit resource persons,</i>	<i>Budget</i>	<i>Personnel</i>	<i>April</i>	<i>June</i>	<i>Position</i>	<i>Position Filled</i>	<i>Copy of</i>

<i>instructors and staff.</i>		<i>Specialist</i>	<i>2012</i>	<i>2012</i>	<i>advertisement</i>		<i>advertisement and personnel action</i>
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<b>Activity Planning Matrix</b>
<b>Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and military preparation.</b>
<b>Objective: 5.3 To establish a K-12 Character Education Development Program for implementation by September of 2012</b>
<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Develop K-12 Curriculum and prepare grade-level instructional materials on character development as a means of instilling values, good manners and right conduct.</li> <li>2. Train teachers, principals, specialists, and communities on the use of the Curriculum and on using research based instructional strategies and effective practices.</li> </ol>

3. Provide community awareness to enlist support and foster meaningful involvement of individuals, families, government agencies, churches and NGOs.							
Activities	Inputs	Tasked to	Start	End	Outputs	Outcomes	Monitoring
Develop K-12 Curriculum and prepare grade-level appropriate instructional materials on character development as a means of instilling values, good manners and right conduct.	Budget	C&I, All chiefs	July 2011	August 2012	Completed curriculum	Increased understanding Available resource material	Monthly progress report
Train teachers, principals, specialists, and communities on the use of the Curriculum and on using research based instructional strategies and effective practices.	Budget; Trainer; Materials, supplies; Facility	C&I, All chiefs	June 2012	August 2012	Lesson plans Learning expectations Training schedule	Increased Knowledge and skills	Attendance sheets Trainers report Data compiled
Provide community awareness to enlist support and foster meaningful involvement of individuals, families, government agencies, churches and NGOs.	Budget Materials and supplies Standards Informant	All Chiefs	August 2011	On-going	Available grade level appropriate instructional materials	Increased knowledge of roles Increased community awareness, interest and involvement	Number and level of community involvement

#### Activity Planning Matrix

**Goal 5: To expand curricular program offerings to include career and technical education, cultural life skills, character building, and military preparation.**

**Objective: 5.4 To develop and implement a special elective program of learning designed to prepare high school students who wish to enter military service as a career path by September, 2013.**

**Activities:**

1. Develop a special elective program to improve math skills, English competency, and physical discipline.
2. Identify and assign instructors, tutors and staff.
3. Explore possibility of establishing a booth camp.

Activities	Inputs	Tasked to	Start	End	Outputs	Outcomes	Monitoring
Develop a special elective program	Program developer	C&I	June	August	Special Program	Special Elective	Monthly Progress

to improve math skills, English competency, and physical discipline	<i>Budget</i>	<i>Secondary Chief</i>	<i>2011</i>	<i>2012</i>	<i>of improving math, English and physical ed.</i>	<i>Program is institutionalized</i>	<i>Report</i>
Identify and assign instructors, tutors and staff.	<i>Budget</i>	<i>Personnel Specialist</i>	<i>June 2011</i>	<i>August 2012</i>	<i>Available instructors, tutors and staff</i>	Academic skills and knowledge improved; Fit physically and mentally	Monthly Progress Report
Explore possibility of establishing a booth camp	<i>Staff Budget Facility Possible Sites</i>	<i>Administration and Designee</i>	<i>June 2012</i>	<i>June 2015</i>	<i>Result of exploration</i>	<i>Possible establishment of a booth camp</i>	<i>Quarterly Progress Report</i>

**Activity Planning Matrix**

**Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and military preparation.**

**Objective: 5.5 To upgrade departmental capability for distance learning**

**Activities:**

1. Explore feasibility of establishing a distance education program to serve the learning needs of remote schools and submit recommendations for appropriate action.
2. Based on the direction of the department, secure needed funding, personnel, equipment, and space for delivering instructions by distance education.
3. Train teachers, principals, mentors, and technical staff.
4. Implement distance education program.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
Explore feasibility of establishing a distance education program to serve the learning needs of remote schools and submit recommendations for appropriate action	<i>Committee members</i>	<i>ICT Coordinator</i>	<i>May 2011</i>	<i>August 2011</i>	<i>Committee organized</i>	<i>Recommendations</i>	<i>Monthly Progress Report</i>

Based on the direction of the department, secure needed funding, personnel, equipment, and space for delivering instructions by distance education	<i>Budget</i>	<i>Administration</i>	<i>September 2011</i>	<i>January 2012</i>	<i>Budget proposal</i>	<i>Budget secured</i>	<i>Monthly Progress Report</i>
Train teachers, principals, mentors, and technical staff.	<i>Budget Trainer</i>	<i>C&amp;I, ICT, Personnel Specialist, SDP Coordinator</i>	<i>October 2013</i>	<i>September 2015</i>	<i>Training completed</i>	<i>Trained trainers</i>	<i>Monthly &amp; Quarterly Reports</i>
Implement distance education program	<i>Budget Trainers</i>	<i>C&amp;I, ICT, Personnel Specialist, SDP</i>	<i>October 2013</i>	<i>September 2015</i>	<i>Distance Education Program available</i>	<i>Instructional delivery improved</i>	<i>Monthly &amp; Quarterly Progress Reports</i>

**Activity Planning Matrix**

**Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and military preparation.**

**Objective: 5.6 To develop a program for integrating technology into the classroom following an approved schedule of implementation starting in September of 2012.**

**Activities:**

1. Establish a Committee to review FSM's Technology Plan and make recommendation for possible modification and/or adoption.
2. Based on adopted plans, identify fiscal and human resources needed to implement Plan.
3. Train teachers to integrate technology into their classrooms.

<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Establish a Committee to review FSM's Technology Plan and make recommendation for possible modification and/or adoption</i>	<i>Committee members FSM Technology Plan</i>	<i>Technology Coordinator; C&amp;I</i>	<i>May 2011</i>	<i>September 2011</i>	<i>Committee established</i>	<i>Recommendation Transmitted</i>	<i>Monthly Progress Report</i>
<i>Based on adopted Plan identify fiscal and human resources needed to implement Plan</i>	<i>Budget Equipment</i>	<i>Technology Coordinator; C&amp;I</i>	<i>October 2011</i>	<i>October 2015</i>	<i>Technology Plan</i>	<i>Technology integrated into classrooms</i>	<i>Monthly Progress Reports; semi-annual reports</i>
<i>Train teachers to integrate</i>	<i>Budget</i>	<i>Technology</i>	<i>October</i>	<i>October</i>	<i>Technology</i>	<i>Technology</i>	<i>Monthly Progress</i>

technology into their classrooms.	<i>Equipment</i>	<i>Coordinator; C&amp;I</i>	<i>2011</i>	<i>2015</i>	<i>Plan</i>	<i>integrated into classrooms</i>	<i>Reports; semi- annual reports</i>
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**Activity Planning Matrix**

**Goal 5: To expand curricular program offerings to include career and technical education, cultural and life skills, character development, and military preparation.**

**Objective: 5.7 To form partnership with institutions of higher education and other service providers In training our youth**

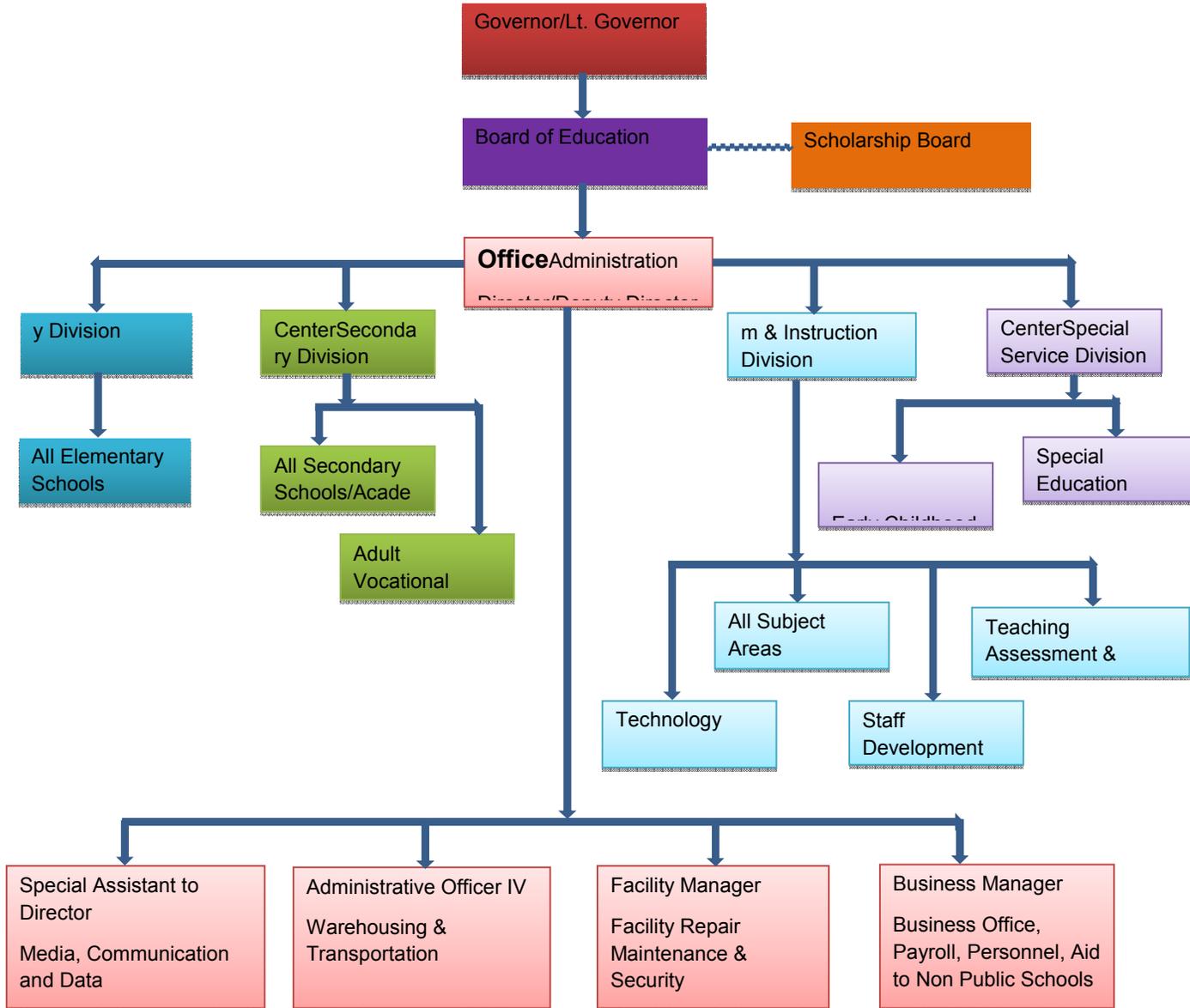
**Activities:**

1. Establish committee to identify partners in higher education and other service providers
2. Contact potential service providers and formalize relationship by way of Memorandum of Agreements specifying roles and responsibilities.
3. Implement Memorandum of Agreements with service providers.

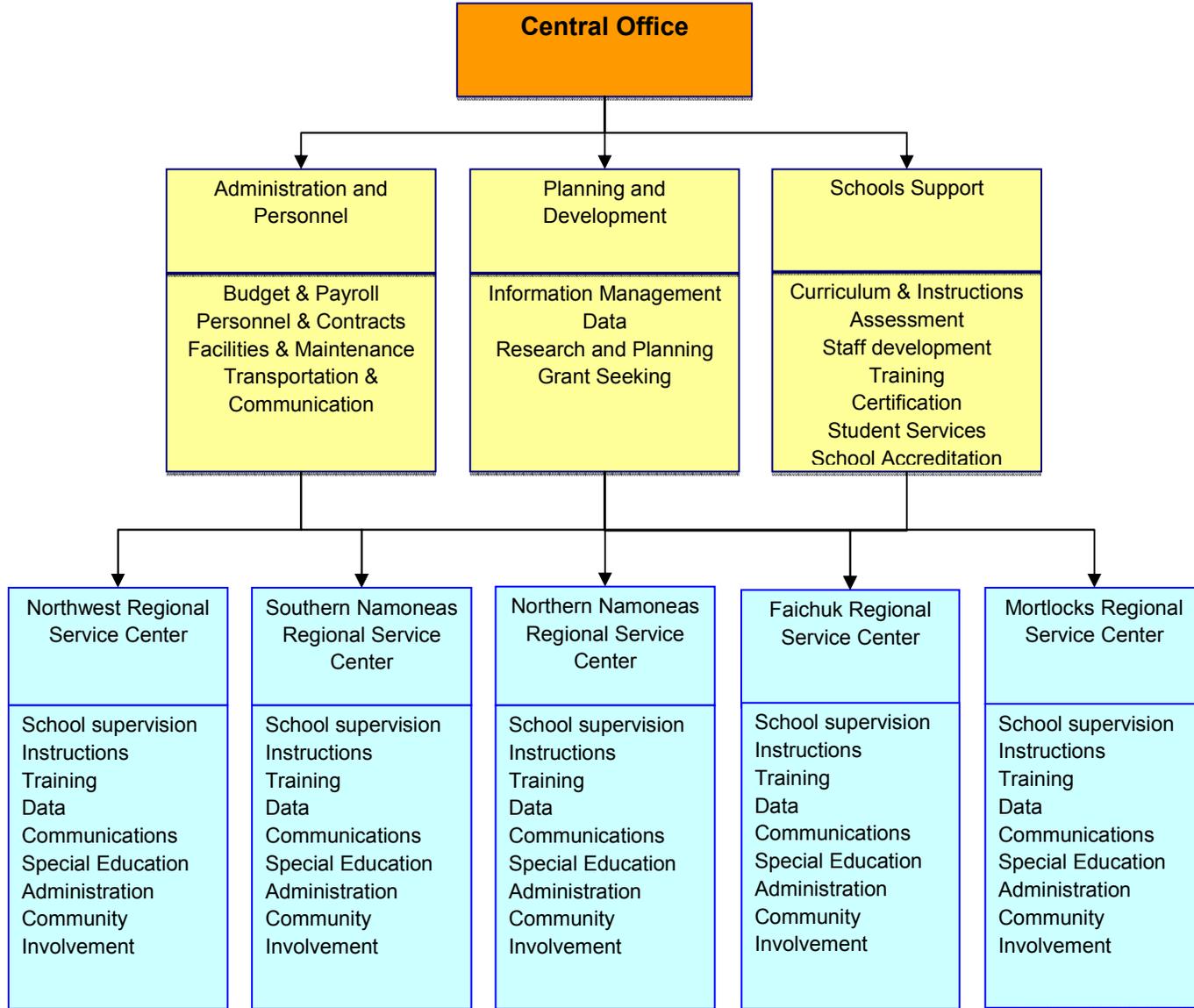
<b>Activities</b>	<b>Inputs</b>	<b>Tasked to</b>	<b>Start</b>	<b>End</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Monitoring</b>
<i>Establish committee to identify partners in higher education and other service providers</i>	<i>Committee members</i>	<i>Administration</i>	<i>June 2011</i>	<i>August 2011</i>	<i>List of potential partners</i>	<i>Partners identified</i>	<i>Monthly Progress Report</i>
<i>Contact potential service providers and formalize relationship by way of Memorandum of Agreements specifying roles and responsibilities</i>	<i>Budget</i>	<i>Administration</i>	<i>September 2011</i>	<i>December 2011</i>	<i>Meetings with service providers</i>	<i>MOAs signed</i>	<i>Monthly Progress Report</i>
<i>Implement Memorandum of Agreements with service providers</i>	<i>Budget</i>	<i>C&amp;I</i>	<i>June 2012</i>	<i>August 2015</i>	<i>Career and Technical Education classes</i>	<i>CTE Knowledge and Skills increased</i>	<i>Monthly and Quarterly Progress Reports</i>



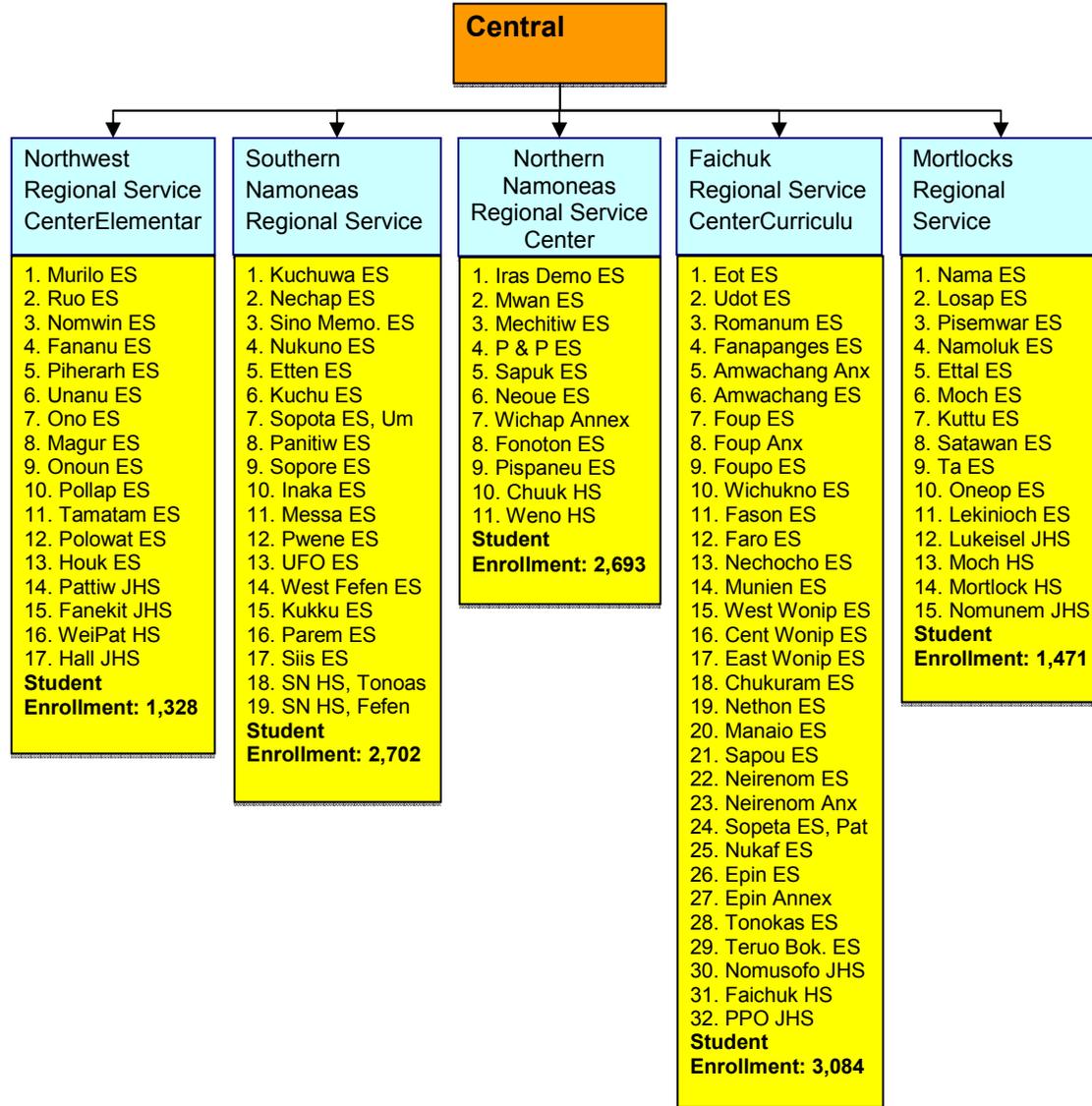
# Appendix A – Current Department of Education Organizational Chart



**Appendix B – Proposed Functional Organization Chart**



# Appendix C – Schools by Region



**APPENDIX D – NUMBER OF SCHOOLS AND STUDENT ENROLLMENT BY REGION**

**SCHOOLS BY REGION, ISLAND AND STUDENT ENROLLMENT  
CHUUK DEPARTMENT OF EDUCATION  
As of February 24, 2011**

	<b>NN NAMONEAS REGION</b>			<b>SN NAMONEAS REGION</b>	
ISLAND/MUNICIPALITY	Number of Schools	Enrollment		ISLAND/MUNICIPALITY	Number of Schools
1. Weno	9	2,516		1. Tonoas	5
2. Fonoton	1	87		2. Etten	1
3. Piis-Paneu	1	90		3. Fefen	8
				4. Parem	1
				5. Siis	1
				6. Uman	3
TOTAL	11	2693		TOTAL	19
					2702

	<b>FAICHUK REGION</b>			<b>MORTLOCKS REGION</b>	
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ISLAND/MUNICIPALITY	Number of Schools	Enrollment	ISLAND/MUNICIPALITY	Number of Schools	Enrollment
1. Udot	2	293	1. Nama	2	221
2. Eot	1	84	2. Losap	1	41
3. Ramanum	1	191	3. Piis-Emwar	1	69
4. Fanapanges	1	94	4. Namoluk	1	96
5. Pwene	7	607	5. Ettal	1	62
6. Paata	4	369	6. Moch	2	270
7. Onei	2	210	7. Kuttu	1	135
8. Tol	14	1236	8. Ta	2	95
			9. Satowan	2	217
			10. Lukunoch	2	172
			11. Oneop	1	93
	<b>33</b>	<b>3084</b>		<b>16</b>	<b>1471</b>

NORTHWEST REGION		
ISLAND/MUNICIPALITY	Number of Schools	Enrollment
1. Nomwin	1	99
2. Fananu	2	117
3. Murilo	1	88

4. Ruo	1	83
5. Makur	1	31
6. Onou	1	46
7. Unanu	1	44
8. Onoun	2	369
9. Piherarh	1	71
10. Houk	1	116
11. Polowat	2	153
12. Tamatam	1	90
13. Pollap	2	164
	17	1328

Source: Telly, Data Office. Chuuk Department of Education. Weno, Chuuk. February 24, 2011

## APPENDIX E – STAFF PROJECTION PROCESS

### School staff projections and teacher assignment 2010 – 2015

Key							
P	Principal			HT	Head Teacher		
AP	Acting Principal			CT	Classroom Teacher		
TA	Teacher Assistant			LR	Local Revenue		
IDP	Individual Degree Plan			U	Unqualified		
Recommended teacher assignment and school bands							
Band	Enrolment	Head tchr w/ teaching role	Principal w/o teaching role	Vice principal w/ teaching role	Vice principal w/o teaching role	Number of teachers	Maximum average teacher student ratio
1	0-39	1				3	9.75
2	40-59	1				3	14.75
3	60-79	1				3	19.75

4	80-99	1				3	24.75
5	100-119	1				4	23.8
6	120-139		1			6	19.85
7	140-159		1			6	22.7
8	160-179		1			6	25.5
9	180-199		1			8	24.8
10	200-219		1			8	24.3
11	220-239		1			8	26.5
12	240-259		1			10	25.9
13	260-279		1			12	21.4
14	280-299		1			12	23.0
15	300-319		1			12	24.5
16	320-339		1			12	26.0
17	340-359		1			12	27.6
18	360-379		1	1		15	22.2
19	380-399		1	1		15	23.4
20	400-419		1	1		15	24.6
21	420-439		1	1	1	15	25.8
22	440-459		1	1	1	15	27
23	460-479		1	1	1	20	21.7
24	480-499		1	1	1	20	22.6

School		Mechitiw Elementary School							
Current Enrollment			179		Projected enrollment in 2015			179	
Current staffing:			14		Projected staffing in 2015 using formula:			7	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size	
Katrino Dawe	aP	AA		Katrino D	AP	2002		1	
Merlen Jessy	CT-2	AS		Merlen J	CT-2	1978		2	
Ansie Matthew	CT-1	AS		Ansie M	CT-1	1995		3	
Enrita Shotaro	CT-4	AS	2015	Enrita Shotaro	CT-4			4	
Belinda Aritoz	CT-1	AS		Belinda A	CT-1	1998	Transfer	0	
Ima Hasser	CT-1	AS		Ima H	CT-1	1991		5	
Merlyn Ham Marcus	CT-2	AS		Merlyn M	CT-2	2003	Transfer	0	
Kansita Kan	CT-2	AS		Kansita K	CT-2	2005	Transfer	0	
Arlin Walter	CT-1	AS		Arlin W	CT-1	2006	Transfer	0	
Manyer Manyer	CT-1	AA		Manyer M	CT-1	2008	Transfer	0	
Yasuchro Asor	CT-1	IDP		Yasuchro A	CT-1	1992		6	
Asiena Esengur	CT-1	U		Asiena E	LR				
Danpina Manyer	CT-1	AS		Danpina M	CT-1	2010	Transfer	0	
Ansine Dawe	CT-2	AS		Ansine D	CT-2	1998		7	

6 teachers available for transfer.

School		Iras Demo School						
Current Enrollment		396		Projected enrollment in 2015			396	
Current staffing:		27		Projected staffing in 2015 using formula:			17	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size
Martha Rano	aP	AS		Martha R.	P	1992		1
Serly Sony	CT-1	AS	2015	Serly Sony	CT-1	-	-	2
Sinia Sealast	CT-1	AS		Sinia S.	CT-1	2006		3
Siorina Niro Simion	CT-1	AS		Siorina S.	CT-1	2004		4
Yurie Dawny	CT-1	AS		Yurie D.	CT-1	2001		5
Meriam Harper	CT-2	AS	2015	Meriam Har	CT-2		-	6
Lourdes Innocenty	CT-4	BS	2014	-	-	-	-	0
Rine Manuel	CT-1	AS	2015	-	-	-	-	0
McCarter Sananap	CT-2	AS		McCarter S.	CT-2	2000		7
Junior Airam	CT-2	AS		Junior A.	CT-2	1978		8
Luke Shirai	CT-1	AS		Luke S.	CT-1	2009		9
Veronica Shirai	CT-2	AS	2013	-	-	-	-	0
Fitipas Fiti	CT-1	AS		Fitipas F.	CT-1	2006		10
Fancy Nethon	CT-2	AS		Fancy N.	CT-2	1982		11
William A. Bisalen	CT-1	AS		William B.	CT-1	2004		12
Josealyn Eria	CT-1	AA		Josealyn E.	CT-1	2010	Transfer	0
Benjamin Rochon	CT-1	IDP		Benjamin R.	CT-1	1989		13
Mack Sos	CT -2	IDP	2012	-	-	-	-	0

Joana Walter	CT-1	IDP	2014	-	-	-	-	0
Alvina Berry	CT-1	?						?
Andrew Ray	CT	AS	2011	-	-	-	-	0
Lona reuney	CT-1	AS		Lona R.	CT-1	2010	Transfer	0
Evagelin Tok	CT	U		Evangelin T.	TA	-	-	-
Wilma Williander	CT-3	AS		Wilma W.	CT-3	2005		14
Telephy Paul	CT-1	AS		Telephy P.	CT-1	1994		15
Keepon Dawe	CT-1	AS		Keepon D.	CT-1	2007		16
RS Shotaro	CT-1	AA		RS Shotaro	CT-1	2008		17

School	Neauo Elementary School							
Current Enrollment	308			Projected enrollment in 2015			308	
Current staffing:	10			Projected staffing in 2015 using formula:			13	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size
Christian Sowas	AP	AS	2015	Christian Sowas	AP			1
Cartina William	CT-1	AS	2038	Cartina W	CT-1	2005		2
Mairinta Cornelio	CT-1	AS	2036	Mairinta C	CT-1	2008		3
Seth William	CT-1	U	2020	Seth William	LR			0
JM Sowas	CT-1	AS	2041	JM S	CT-1	2005		4
Kartenia Tosie	CT	AA	2038	Kartenia T	CT	2004		5
Leon Yar	CT-1	U	2015	Leon Yar	LR			0
Sander Flaisek	CT-1	AS	2015	Sander Flaisek	CT-1			6
Rikarto Fabian	CT	AS	2024	Rikarto F	CT	2010		7
Tatania Rain	CT	AS	2045	Tatania R	CT	2010		8
2 teachers required immediately and 2 in 2015								

School	Neauo Annex(Wichap)							
Current Enrollment	124			Projected enrollment in 2015			124	
Current staffing:	5			Projected staffing in 2015 using formula:			7	
Name	Position	Degree, IDP or unqualified	Retirement date (up to 2015)	Name	Position	Date recruited	Last recruited	Final staff size
Maiury Fabian	HT	AS	2033	Maiury F	P	2003		1

Santamaria Fabian	CT-2	AS	2021	Santamaria F	CT-2	1990		2
PoolryPer Emanuel	CT-1	AA	2046	PoorlyPer E	CT-1	2010		3
Minorita Sipinif	CT	U	2029	Minorita S	LR	1990		0
Marino Atin	CT-1	AS	2030	Marino A	CT-1	2005		4
3 teachers required immediately								

School		Piis Paneu Elementary School						
Current Enrollment		86		Projected enrollment in 2015			86	
Current staffing:		3		Projected staffing in 2015 using formula:			4	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size
Pasiente Robert	P-1	IDP	2014	Pasiente Robert	P			1
Akech Salvador	CT-1	IDP	2022	Akech S	CT-1	1982		2
Junior Ray	CT-1	IDP	2038	Junior R	CT-1	2004		3
One teacher required immediately and 1 principal required in 2014								

School		Sapuk Elementary School						
Current Enrollment		182		Projected enrollment in 2015			182	
Current staffing:		6		Projected staffing in 2015 using formula:			7	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size
Stephen Defang	AP	U	2012	Stephen Defang	LR			0
Ema Rain	CT-4	BA	2017	Ema R	CT-4	1980		1
Darleen Joshua	CT-1	AS	2039	Darleen J	CT-1	2006		2
Gina Defang	CT-1	AS	2044	Gina D	CT-1	2009		3
Eichei Nachu	CT-1	U	2015	Eichei Nachu	LR			0
Christina Katsura	CT-1	IDP	2017	Christina K	CT-1	1982		4
1 principal and 2 teachers required immediately								

School		Fonoton Elementary School							
Current Enrollment		87			Projected enrollment in 2015			87	
Current staffing: 8					Projected staffing in 2015 using formula:			4	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size	
Wersit Ysicar	P-1	AS	2015	Wersit Ysicar	P			1	
Joanes Suda	CT-2	AS	2035	Joanes S	CT-2	1998		2	
Kayme Cheipat	CT-1	AA	2045	Kayme C	CT-1	2009		3	
Wait Rochom	CT-1	IDP	2014	Wait Rochom	CT-1			4	
Sikine Ranik	CT-1	U	2023	Sikine Ranik	LR			0	
Riomy Walter	CT-1	U	2032	Riomy Walter	LR			0	
Maryann Ysicar	CT-1	U	2038	Maryann Ysicar	LR			0	
Sarita Tataichy	CT-1	U	2038	Sarita Tataichy	LR			0	
1 teacher required in 2014 and 1 principal in 2015									

School		Mwan Elementary School							
Current Enrollment		383			Projected enrollment in 2015			383	
Current staffing:		12			Projected staffing in 2015 using formula:			16	
Name	Position	Degree, IDP or	Date of	Name	Position	Date	Last	Final	

		unqualified	retirement (up to 2015)			recruited	recruited for transfer	teaching staff size
Mesewin Sonis	AP	AS	2013	Mesewin Sonis	AP			1
Marlyn Ernist	CT-2	AA	2025	Marlyn E	CT-2	1998		2
Rejoice Maisan	CT-2	AS	2037	Rejoice M	CT-2	2003		3
Carol Petro	CT-1	AS	2040	Carol P	CT-1	2004		4
Atline Sommit	CT-1	AS	2040	Atline S	CT-1	2004		5
Albaira Maipi	CT-3	BA	2042	Albaira M	CT-3	2005		6
Maggie Cholymay	CT-1	AS	2024	Maggie C	CT-1	2006		7
Polycarp Peter Maipi	CT-1	AS	2036	Polycarp M	CT-1	2004		8
Robert Mailo	CT-1	AS	2040	Robert M	CT-1	2009		9
Aneria Meter	CT-1	U	2025	Aneria M	LR	1992		0
Linus Setik	CT-1	IDP	2020	Linus S	CT-1	2004		10
Sondy Souleng	CT	Unclear	2017	Sondy Souleng				?
5 or 6 teachers required immediately								

School	P&P Elementary School							
Current Enrollment	200			Projected enrollment in 2015			200	
Current staffing:	6			Projected staffing in 2015 using formula:			9	
Name	Position	Degree, IDP or unqualified	Date of retirement (up to 2015)	Name	Position	Date recruited	Last recruited for transfer	Final teaching staff size
Sincerely Sos	P	AS	2012	Sincerely Sos	P			1
Mikaichy Rudolph	CT-2	AS	2033	Mikaichy R	CT-2	2006		2
Rickson Sipia	CT-2	AS	2036	Rickson S	CT-2	2002		3
Jina Kalson	CT-1	AS	2036	Jina K	CT-1	2003		4

Pamela James	CT-1	U	2036		Pamela J	LR	2005		0
Agatha Robert	CT-1	AS	2044		Agatha R	CT-1	2007		5
4 teachers required immediately. 1 principal required in 2012									