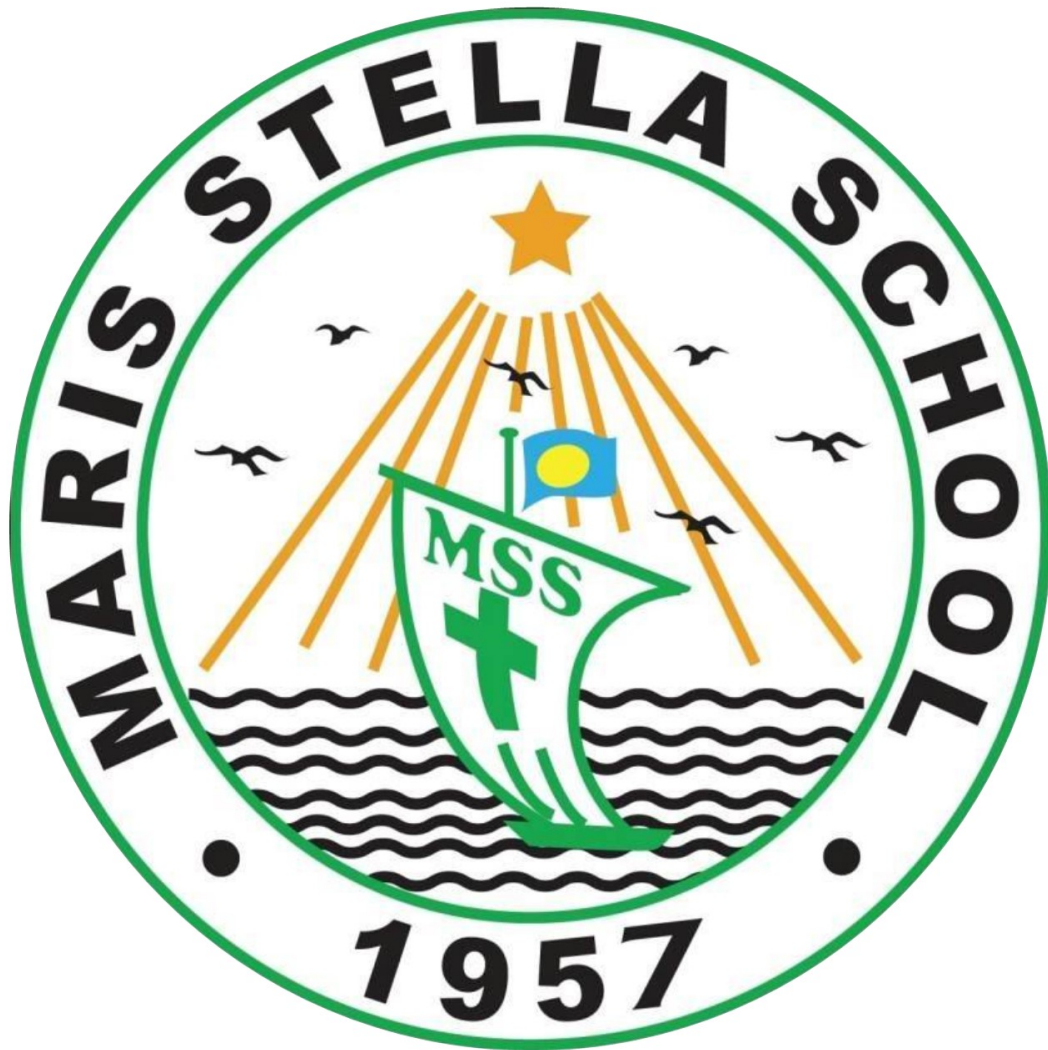


# **MARIS STELLA SCHOOL**

## **WASC ACCREDITATION**



**FOCUS ON LEARNING**

**Self-Study Report**

**Fall, 2020**

## TABLE OF CONTENTS

	Page
Key Abbreviations .....	ii
Organizational Chart .....	iii
Mission Statement of Maris Stella School. ....	iv
Philosophy of Maris Stella School.....	v
Maris Stella School’s ESLRs.....	vi
Preface .....	viii
Process.....	ix
Chapter 1: Student/Community Profile and Supporting Data.....	1
Chapter II: Progress Report.....	27
Chapter III: Student/Community Profile- Overall Summary from Analysis of Profile Data and Progress.....	32
Chapter IV: Self-Study Findings.....	35
Category A: Organization for Student Learning	
A1. School Purpose Criterion .....	37
A2. Governance Criterion .....	44
A3. School Leadership Criterion.....	48
A4. Staff Criterion.....	50
A5. School Environment Criterion.....	55
A6. Reporting Student Progress Criterion.....	58
A7. School Improvement Process Criterion.....	60
Category B: Curriculum and Instruction	
B1. What Students Learn Criterion .....	64
B2. How Students Learn Criterion.....	75
B3. How Assessment is Used Criterion.....	81
Category C: Support for Student Personal and Academic Growth	
C1. Student Connectedness Criterion.....	87
C2. Parent/Community Involvement Criterion .....	94
Category D: Resource Management and Development	
D1. Resources Criterion .....	97
D2. Resource Planning Criterion .....	107
Chapter V. Maris School’s School-wide Action Plans.....	112
Appendices:	
Appendix A: School Calendar.....	120
Appendix B: Maris Stella School’s Articles of Incorporation.....	133
Appendix C: Maris Stella School’s By-Laws .....	138
Appendix D: Maris Stella School Swimming Championship.....	146



**Key Abbreviations:**

**BoD:** Board of Directors – An advisory group to both the Principal and the Board of Members. The Board of Directors are given specific duties to carry out, as spelled out in the Board By-laws.

**BoM:** Board of Members – The highest-ranking authority of Catholic Mission Schools; The Board of Members of Catholic Mission Schools have certain reserved rights such as approving the Mission and philosophy of the schools, and the buying and selling of property.

**CMS:** Catholic Mission Schools

**JICA** – Japan International Cooperation Agency – The agency that handles and organizes Japanese volunteers – like a Japanese ‘Peace Corps’.

**MOE** – Palau Ministry of Education

**MOH** – Ministry of Health

**MSS** – Maris Stella School

**PEC** – Palau Education Conference – a 3-day conference every summer, sponsored by the Ministry of Education. Palau Coral Reef Research Center

**ROP** – Republic of Palau

**SGP** – Small Grants Program – Grants given under the United Nations Development Program.

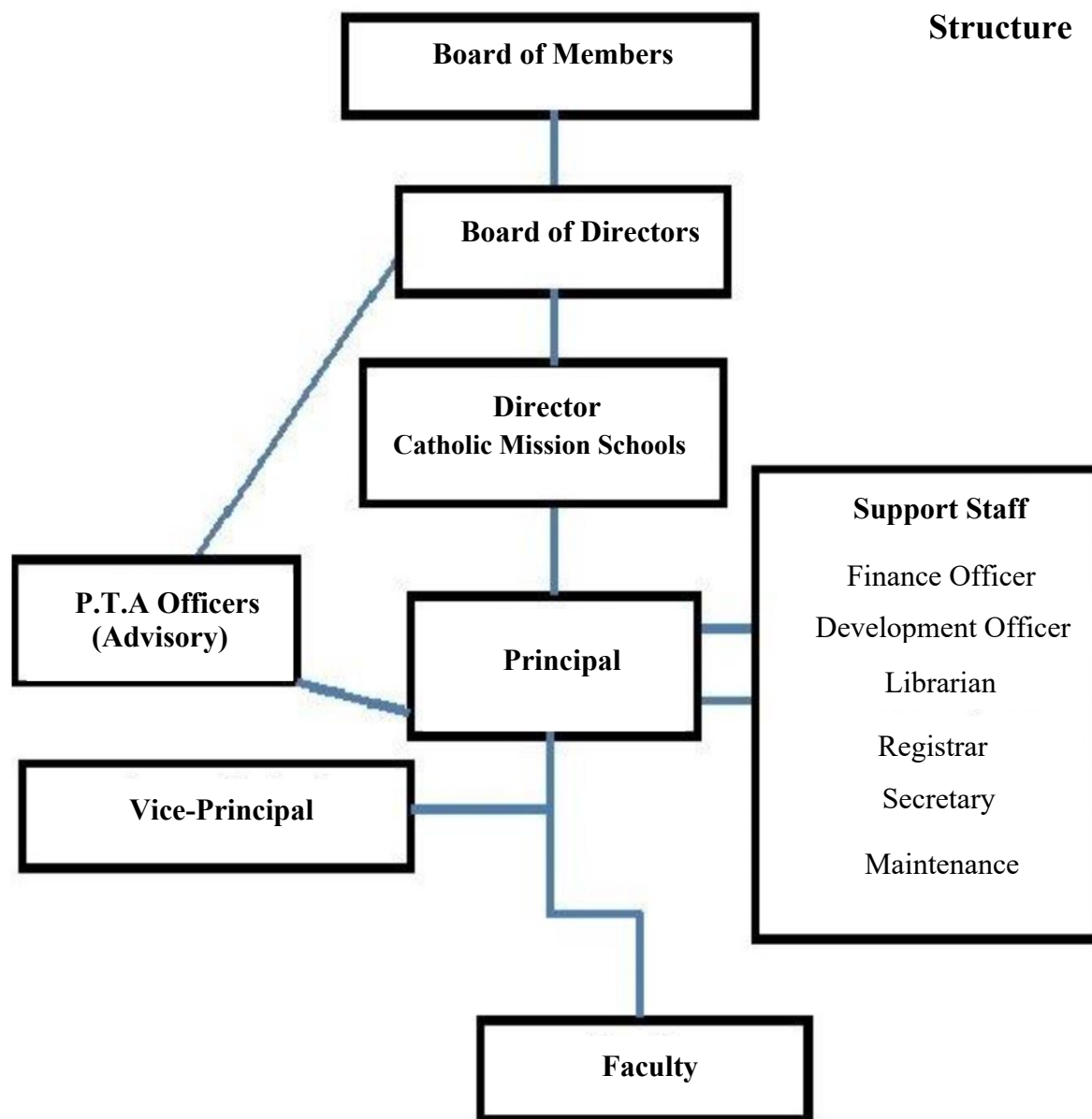
**TT** – Trust Territory – an abbreviated form of TTPI. TTPI – Trust Territory of the Pacific Islands. The Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau were part of the TTPI until they became independent nations.

**APAP** – After-school Physical Activity Program

**PIBA** – Pacific Island Bilingual Association

## Maris Stella School

### Organizational Structure



# **Mission Statement**

Believing that we are created in God's image,

**The mission of the Catholic Mission  
Schools of Palau is to nurture the  
development of our students  
spiritually, intellectually,  
morally, socially, and physically –  
in a Palauan Cultural context- so they  
may better live out their Catholic faith  
and answer the Christian  
call to service.**

### PHILOSOPHY OF PALAU CATHOLIC MISSION SCHOOLS

Palau Catholic Mission Schools (hereinafter called Catholic Mission Schools or CMS) are Christian schools in the Catholic tradition. We seek to provide quality education for qualified youth, especially, but not limited to, Catholics in the Republic of Palau. By qualified we mean academically qualified. We will do all in our power to keep Catholic Mission Schools tuitions affordable for families of modest means. Indeed we will strive to see that no student is denied an education at Catholic Mission Schools because of lack of financial means.

As stated in our Mission Statement, our primary objective is broader than providing academic knowledge and skills. Our primary objective is two-fold: (1) The formation of the whole human person; and (2) to instill in our students a willingness and desire to serve the local Palauan community by sharing with others the skills, talents, and values they have developed at Catholic Mission Schools.

By the formation of the whole human person we mean that, in addition to their intellectual and academic formation, Catholic Mission Schools' students will be challenged to grow spiritually, morally psychologically, socially, physically and emotionally.

More concretely, Catholic Mission Schools' students will develop leadership skills, by being challenged to grow in the areas of responsibility, concern for others, integrity, and respect. They will also be challenged to grow in their ability to reflect critically on the real life cultural, social, environmental, and personal situations they find themselves in.

This commitment to the formation of the whole human person entails, by necessity, that we extol, affirm, support and promote Palauan culture. While we are aware that western education is by its very nature "western", we at Catholic Mission Schools are convinced that only to the extent that we help our students understand and appreciate their own Palauan culture will they truly be able to reflect critically on the real life situations in which they find themselves, affirming what is good, and challenging what is bad.

Through growth in these areas, coupled with their academic and intellectual formation, and with all of this being done in light of the Gospel, we seek to form students who will understand and desire to use their training and skills, not primarily for their own personal advancement, but for the common good of their local communities, their country, and their Church. By doing so, Catholic Mission Schools' students will be most capable of fully living out the mission given them by their baptism – a continuing of Christ's mission here on earth, and particularly in the Republic of Palau.

Finally, it must be stated here in our Philosophy that Catholic Mission Schools affirms the role of parents as primary educators of their children and will, primarily through the help of parish structures, assist parents in understanding and fulfilling this role.

## **EXPECTED SCHOOLWIDE LEARNING RESULTS:**

The Maris Stella School ESLRs (SLOs) came out of our Mission Statement. The ESLRs were approved by the Board of Directors on October 16, 2016. A full review of the ESLR was conducted in SY 2017-2018 and are still appropriate and relevant to our mission.

The mission of Catholic Mission Schools is to

**“ Nurture the development of our students spiritually, intellectually, morally, and physically – in a Palauan cultural context – so they can better live out their Catholic faith and Christian call to service.”**

In light of our Mission, Maris Stella students, upon completion of 8<sup>th</sup> grade are:

### **I.Open to Growth**

By the time they are promoted from Maris Stella School, MSS students will, at a level appropriate to their age

- demonstrate an appropriate knowledge of their cultural heritage.
- understand the importance of good health, physical fitness and living a healthy lifestyle.
- develop an interest in learning and moving on to freshman year in high school.
- display the ability to make meaningful and responsible decision, and to explain his/her thinking and reasoning appropriately.
- recognize the importance of being an effective communicator.
- have the ability to relate well and collaborate with others.
- have developed an appreciation for his/her talents and limitations with a sense of humility and gratitude.

### **II. Intellectually Competent**

By the time they are promoted from Maris Stella School, MSS students will, at a level appropriate to their age

- have learned the basic academic skills required for beginning high school, including passing the Midszenty High School Entrance Exam.
- have the ability to gather together relevant ideas and to present them coherently.
- have an understanding of what they are learning and why they are learning it.
- understand that making mistakes is natural and part of the learning process.
- communicate effectively through appropriate listening and speaking.
- display the ability to apply learned strategies to real-life situations.
- develop the habit of meeting deadlines and classroom expectations.
- develop a sense of responsibility for the environment.
- use technology responsibly in accomplishing various task.



### **III. Religious/ Spiritual**

By the time they are promoted from Maris Stella School, MSS students will, at a level appropriate to their age

- are learning how to pray, worship, and participate in the mass and sacraments.
- can communicate and reflect on their faith.
- are connecting with the faith life of the Church.
- are learning to put their faith into action.
- are experiencing support from members of the school community.
- are learning to take into account and show respect for the feelings and opinions of others.
- are developing a sensitivity to God's creation and that she/he is a steward of His creation.
- is learning that the highest form of love comes from God through Jesus Christ.
- is learning the importance and centrality of the Eucharist to a vibrant Christian and Catholic community.
- is demonstrating a sense of self- discipline.

### **IV. Growing in awareness of Service**

By the time they are promoted from Maris Stella School, MSS students will, at a level appropriate to their age

- have a sense of how important is to make decisions based on Gospel values and is beginning to be capable choices accordingly.
- have demonstrated a sense of being a member of the school community, family, and society.
- have demonstrated spirit of love, respect, cooperation, compassion, generosity, and a willingness to use their abilities and talents for service to others.
- have learned how to support each other in the spirit of Christian family.
- have reached out in service to others through school activities, school projects, community outreach programs, and volunteer work.
- have participated in cultural programs that celebrate the uniqueness of the different cultures they represent in the midst of their school community.
- have engaged in activities related to environment and pride as good and contributing citizens of Belau.
- have begun to sense that sharing and practicing of Christian faith is a way of evangelizing.

## **Preface**

Maris Sella School received notification via a letter dated February 2, 2017, that the school met all the criteria and was granted Initial Accreditation Status through June 30, 2020.

The initial Self-Study Training, arranged by the Republic of Palau Ministry of Education was held on November 1, 2018, with Mr. Pat Lickiss. The entire administration, faculty and staff attended the one-day training. A second training was held on April 17, 2019, with Mr. Doug Paulson and the Maris Sella Leadership Team to further clarify the Self-Study Process. The WASC process has been a valuable learning experience; however it has been difficult for the small number of teachers to balance regular homeroom and classroom responsibilities while at the same time meeting to work on the report to meet the deadline.

## Process

The Covid-19 pandemic completely upset the schedule. Focus Groups continued to meet and work on their categories. While we were not able to follow exactly the prepared time-table, the groups and Leadership Team met and continued the work to produce an accurate report.

### MARIS STELLA SCHOOL - TASKS TO BE ACCOMPLISHED FOR WASC SY 2018-19

Task	Timeline	Person/Group Responsible
Create Focus Groups	By November 19 <sup>th</sup> , 2018	Self-Study Coordinator (Principal)
Create Home Groups	By November 19 <sup>th</sup> , 2018	Self-Study Coordinator (Principal)
Create Leadership Team	By November 23 <sup>rd</sup> , 2018	Self-Study Coordinator & Director
Create Goals for SY 2018-19	ASAP!	Principal & Leadership Team
Develop Plan for Addressing Critical Areas for Follow-up	ASAP	Principal & Leadership Team
ESLR Review Process	October – December, 2018 Present results – January 2019	Director of Catholic Mission Schools
Home Group Collects Data	November 19 <sup>th</sup> , 2018 – January 30 <sup>th</sup> , 2019	Home Group Leaders
Home Group Analyzes Data and Presents to Focus Groups and leadership Team	February 1 – February 28	Home Group & Leadership Team
Home Group completes Rough Draft of Chapter I: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA and FINDINGS	February 28, 2019	Home Group – supervised by Self-Study Coordinator and Leadership Group.
Home Group & Leadership Team complete rough draft of CHAPTER III: STUDENT/COMMUNITY PROFILE – Overall Summary from Analysis	March 29 <sup>th</sup> , 2019	Home Group (Supervised by Self-Study Coordinator)
Focus Group Work – Developing Findings & Evidence	March 1 – April 30, 2019	Focus Groups supervised by Leadership team
Rough Draft of Chapter IV: Area C: Support for Student Personal and Academic Growth	April 30, 2019	FOCUS GROUP C (supervised by Self-Study Coordinator & Reviewed by Leadership Team)
Rough Draft of Chapter IV: Area D: Resource Management & Development	April 30, 2019	FOCUS GROUP D (supervised by Self-Study Coordinator & Reviewed by Leadership Team)
Rough Draft of Chapter IV: Area A: Organization for Student Learning	May 15, 2019	FOCUS GROUP A (supervised by Self-Study Coordinator & Reviewed by Leadership Team)
Rough Draft of Chapter IV: Area B	May 15, 2019	FOCUS GROUP A (supervised by Self-Study Coordinator & Reviewed by Leadership Team)

**MARIS STELLA SCHOOL - TASKS TO BE ACCOMPLISHED FOR WASC  
SY 2019-20**

<b>Identify School-wide Strengths &amp; Critical Areas for Follow-up (Growth)</b>	<b>September, 2019</b>	<b>Leadership Team (Supervised by Self-Study Coordinator &amp; Reviewed by Director of CMS)</b>
<b>Complete Rough Draft of CHAPTER V: School-wide Action Plan</b>		<b>Leadership team – Reviewed by Director of CMS – And presented to all stakeholders for comments and suggestions</b>
<b>Preface – Final Copy</b>	<b>October, 2019</b>	<b>Director CMS &amp; Self-Study Coordinator</b>
<b>Chapter I: STUDENT/COMMUNITY PROFILE and SUPPORTING DATA and FINDINGS – Final Copy</b>	<b>October 30, 2019</b>	<b>Home Group, Self-Study Coordinator &amp; Self-Study Writer</b>
<b>Chapter III: STUDENT/COMMUNITY PROFILE – Overall Summary from Analysis – Final Copy</b>	<b>October 30, 2019</b>	<b>Home Group, Self-Study Coordinator, and Self-Study Writer</b>
<b>Chapter II: Progress Report</b>	<b>October 30, 2019</b>	<b>Leadership Team, Self-Study Coordinator, and Self-Study Writer</b>
<b>Chapter IV: SELF-STUDY FINDINGS</b> <b>Area A:</b> Organization for Student Learning <b>Area B:</b> Curriculum, Assessment, & Instruction <b>Area C:</b> Support for Student Personal and Academic Growth <b>Area D:</b> Resource Management & Development	<b>November, 2019</b>	<b>Presented by Self-Study Writer to Self-Study Coordinator &amp; Leadership Team</b>
<b>School-wide Action Plan – Final Copy – Presented to all stakeholders</b>	<b>January 28, 2020</b>	<b>Self-Study Coordinator &amp; Leadership Team</b>
<b>SELF-STUDY REPORT – FINAL COPY – Sent to WASC California – and VC Chair</b>	<b>February 5, 2020</b>	<b>Self-Study Coordinator</b>

## **Chapter 1**

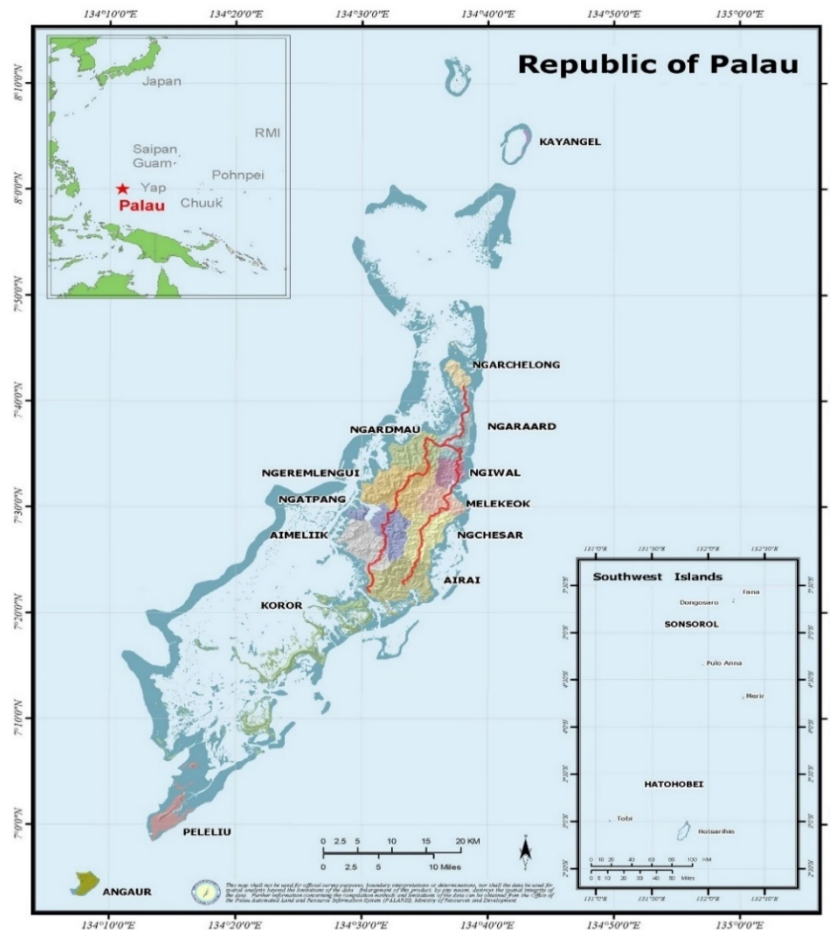
### **Student/ Community Profile and Supporting Data**



## Chapter I: Community, School, & Student Profile

### The Republic of Palau

The Republic of Palau (ROP) is a 325 mile-long archipelago (161.94 sq. miles of land) running on a northeast-southwest axis, comprised of some 300 islands located approximately 7° and 20 minutes North Latitude and 134° and 28 minutes East Longitude. It is the westernmost island group in Micronesia (Micronesia means “tiny islands.”) Palau’s main islands consist of Kayangel, Babeldaob, Koror, Peleliu, Angaur, and the Southwest Islands, namely, Sonsorol, Fana, Pulo Anna, Merrir, Hatohobei, and Helen Reef. The Southwest Islands are approximately 350 miles southwest of Koror. Babeldaob, the largest island of Palau is approximately 37 miles long and 14 miles wide. All the main islands of Palau and a few rock islands are inhabited except for the Southwest island of Helen Reef.



## **The Community**

### **History**

After World War II, Palau was administered by the United Nations Trusteeship Council for fifty years under the Strategic Trust Territory Administration of the United States. Despite efforts to unify all Micronesia Islands, Palau, in 1978, opted for independence rather than join the Federated States of Micronesia. Palau became the last strategic Trust Territory of the Pacific Islands in Micronesia to approve its Compact of Free Association with the United States of America. The Constitution of Palau required a 75% approval votes through a referendum to approve the Compact of Free Association since there were sections in the agreement that violated the nuclear free zone and eminent domain articles of the Palau Constitution. Although the United States President, Ronald Reagan, signed the 6<sup>th</sup> Compact of Free Association agreement and the US Senate ratified it in 1986, the 75% Palau constitutional requirement prevented the approval until an amendment was made. Finally, on October 1, 1994, Palau became an independent republic under the Compact of Free Association with the United States.

### **Demographics**

According to Palau 2015 Census of Population, the population was **17, 661** with male population at 9,433 and female at 8,228. Of the total population, 65% lives in Koror, 14% in Airai, and the remaining 21% is spread throughout the other states in Babeldaob and the outlying states. The age structure of the population shows that children under 5 years old account for 7% of the population, 5-14 years old at 14%, and those at 15-19 years old is at 7%. People aged 20-29 years is at 14%, 30-39 years old at 16%, 40-49 years old at 16%, 50-59 at 14%, while those aged 60 years old and over make up the remaining at 12%.

### **Language and Literacy**

Both Palauan and English are recognized as official languages of Palau. The Southwest Islands have a native tongue that is not related to Palauan language but the people are Palauan citizens. About 64.7% of the population speaks Palauan. Most Palauan elders speak both Palauan and Japanese as they grew up during the Japanese era. The rest of the population speaks their own native languages and English as a mode of communication amongst the different languages.

According to the Palau National Statistics office, literacy is defined as the ability of those between the ages of 15 and over to read and write. Based on this definition, literacy on the island remains very high at approximately 99%. This means that almost everyone at the age of 15 years and over can read and write either in Palauan or English or both languages.

The Republic of Palau Public Law (RPPL No. 8–55) mandates the instruction of Palauan language and culture from grades 1 to 12 in all schools in Palau. The law states that every school chartered in the Republic of Palau or funded by public funds must offer instruction in reading and writing of Palauan language consistent with the Palauan Orthography, as advanced by the Ministry of Education (MOE) and the Palau Language Commission.

## **Culture & Religion**

Palauan culture remains vibrant and widely practiced. It is still evident, especially during major cultural ceremonies like new birth, marriage, deaths and funerals, new homes, and obtaining a chiefly title. Palau's culture is unique and complex in that it takes years and years of practice to gain full knowledge and skills in order to take part, and to successfully fulfill the obligations and requirements of any given customary practices. To this end, the national government also requires that Palauan traditions, culture, and history be taught in both public and private schools.

The country is predominantly Christian, which is made up of mostly Roman Catholic and various Protestant denominations. There is also an indigenous religion called Modekngai. Forty-five percent (45%) of the population are Roman Catholic, 26% are Evangelical, 7% are Seventh Day Adventist, and 6% are Modekngai. Muslims or Hindus are at 7%. The remaining 10% profess to other denominations, or no religious affiliation.

## **Economy & Employment**

The economy of Palau continues to rely on foreign aid and local revenue generated from the tourism industry, agriculture, fishing, and income tax. There are other industries that are also important sources of local revenue for the country, but tourism and fishing industries generate the most revenue. In 2011, tourist arrivals, for the first time, reached over 100,000. Since then, the average number of tourist arrivals has been stabilized at approximately 128,000 each year. While this may seem positive, Palau is experiencing a decline in the number of tourist arrivals. According to Palau Visitors Authority (PVA), tourist arrivals reached its peak at 163,909 tourists in 2015. After that, in the last 3 consecutive years, it's been declining, posting an average negative growth at (-13.4%). Despite the decrease, PVA in its January 2019 report, indicated that the prospect of tourist arrivals is positive due to the recent opening of new direct flights to Palau and an increase in number of flights out of Taiwan to Palau.

Foreign-owned fishing industries export fish mainly to Japan and other countries. They contribute directly to Palau's revenue through fishing license fees and taxes. Agriculture, on the other hand, is still mainly subsistent. The national government and many states have taken the lead of pushing for industrial farming in providing food security and the health of the nation. Palau National Government remains the biggest single employer in the republic. It employs approximately 35% of the total Palau workforce. Tourism and the other private business sectors both account for half (52%) of the workforce. The unemployment rate according to the Palau National Statistics Office was 1.7% in 2015. According to the Ministry of State, there were 7,302 foreigners with valid work permits working in Palau during the year 2018.

Most of these workers are employed in private business sectors, and many of them come from the Philippines, China, South Korea, and Bangladesh. Together they make up 88% of the total foreign workers in Palau. For Palau to be self-sufficient, the national government should help develop private business sectors in order to alleviate its burden of providing most of the employment. It also needs to develop its local human resources to avoid having to bring in large numbers of foreign workers to the island to meet the demands for labor. In view of these important national needs, the government considers education as an essential aspect of its policy making process.

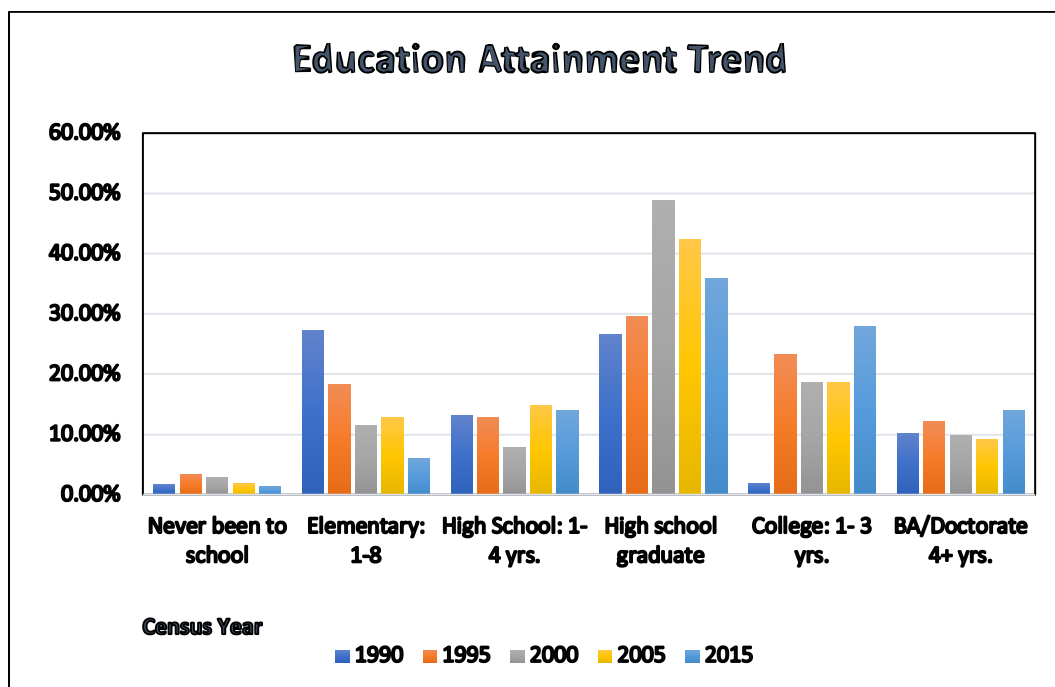
## **Education**

Historically, children received their first form of education in the home from immediate family members. They were taught Palauan core values focused on appropriate conduct and received lessons on the various roles and responsibilities for boys and girls. When boys reached the age of 18, they joined the village men's clubs to learn various arts, trade and warfare skills. At the age of 16, girls joined the village women's clubs and were taught the customary practices of taro farming, food production, dancing, chanting, etc. Palauan fundamental principles of respect, honor, integrity and community service were constantly reinforced in all aspects of their lives. For generations, Palauan society maintained a traditional education system through oral history (instruction) and customary practices (application).

Education is one of the primary concerns of the National Government. Palau's Constitution provides for free and compulsory education from grades 1 to 12. Public Law (RPPL 5-2 § 7) states that children between the ages of 6 and 17 shall be required to attend school. The law further stipulates that parents of children not enrolled in school are in violation of RPPL 5-2 § 7 and must pay a fine of not more than \$100.00 or serve jail time. To this end the Ministry of Education (MOE) provides free education from grades 1 to 12 in public schools to all students.

## Trends on Educational Attainment

The following chart shows the educational trends based on percentage of the population aged 25 years and over, during 5 census years.



The percentage of the population 25 years and over that has attained 1-8 years of elementary school, and those that have attained high school diploma has decreased over a period of 10 years. On the other hand, those who have never been to school and those who attained 1-4 years of high school but did not graduate remain relatively the same throughout the 15-year period. Those who attained 1-3 years of college showed a significant increase in the year 2015. For the percentage of the population 25 years and over that have attained BA or doctorate degree has also increased in 2015 by 14%.

## Church History

The Palau Islands, part of the Western Caroline Islands, were governed by Spain from 1885 to 1899. The first missionaries, Spanish Capuchins were entrusted with the task of opening a mission in the Western Carolines in the last part of the 19<sup>th</sup> century. In April 1891, two Capuchin priests and two brothers arrived to open the first permanent mission. In 1892, a new church was built in Koror and dedicated to the Sacred Heart and in January 1892, the first mission school was opened. The Spanish Capuchins struggled to keep a stronghold in Palau, even though Germany had acquired possession of the Western Carolines in 1899.



During the German administration 1899-1914, the German Capuchins arrived in force in January 1907, soon after the departure of the Spanish missionaries. During the next several years a school for girls was erected. Three Franciscan sisters who arrived in 1909 were put in charge of the girls' school in Koror with an enrollment of 50 female day students. The school, which had always been the mainspring of church work, grew to an enrollment of about 100.

In October 1914 two Japanese warships arrived in Palau not long after the outbreak of World War I, to seize the islands in the name of Japan. The Capuchin missionaries, under trying circumstances continued their work for another year. Finally, in early October 1915, the German Capuchins were ordered to leave within a month, thus closing the schools and churches.

It was more than five years before missionaries returned to Palau. Under a mandate by the League of Nations, the islands came under Japanese control. On March 16, 1921, a Japanese steamship brought four Spanish Jesuits to Palau. Despite Japan's earlier hostility towards missionaries, the Japanese government in 1920 petitioned the Vatican for other Catholic missionaries to replace the German Capuchins they had evicted, but with the proviso that they be from a neutral nation. The Jesuits were not allowed to open a mission school, so most of their efforts at evangelization took the form of catechetical programs for students attending public school. Attendance was minimal, yet the Jesuits continued to believe that if they could somehow only open a Catholic school, despite restrictions imposed by the Japanese government, they might still save their young Catholics. A new cement church in Koror, Sacred Heart, which still serves today, was dedicated on Easter Sunday 1935. Already strained relations between the Japanese government and the missionaries took a turn for the worse when the war began. The six Jesuits in Palau continued doing what pastoral work they could with assistance from a few devoted Palauan families.

Following Japan's defeat in World War II, the Caroline Islands became part of the United Nations Trust Territories under U.S. administration, known as Trust Territory of the Pacific Islands (T.T.P.I.). In December 1946, two Spanish Jesuit missionaries arrived. The ensuing years saw rebuilding, using structures such as Quonset huts from military surplus that were used for catechism classes, choir practice and church meetings. The arrival of three American Maryknoll sisters in September 1948 meant that a Catholic school could be opened for the first time since 1915. A jumbo Quonset hut served as the first Mindszenty School initially for kindergarten and first grades. By the fall of 1950, the school had expanded to six full grades, and later, with the opening of Maris Stella School, became an intermediate school for grades 7-9.

Maris Stella School was opened in September 1957 for grades 1-6, boys and girls with an enrollment of 186. The first principal was Sister Katherine George Razwad, a Maryknoll sister from the United States. Six Palauan lay teachers, who had earned an intermediate school diploma comprised the teaching staff.

These students in grades 1-6 occupied part of the parish hall and the old Quonset hut, and later lower Maris Stella building, formerly used as Mindszenty School. Subjects taught were reading, spelling, math, Palauan social studies and religion.

Students whose families lived on other islands in the Palau district lived with relatives in Koror during the school year to enable them to receive a Catholic elementary education.

Beginning in 1960, the Mercedarian Sisters of Berriz, a Spanish order, took over the administration of the school. From 1960, with Sister Angelica Salaverria, MMB as the principal, other Mercedarian Sisters from Palau, Guam and the United States succeeded as school

administrators. In 1982, Mr. Felix Okabe became the first Palauan lay principal. Upon his retirement in May 2012, two Palauan lay women, Mrs. Thelma R. Ngirameketii and currently Ms. Lorenza Olkeriil succeeded as the school's administrators.

The first graduating class of 1958 was comprised of 29 students, 15 girls and 14 boys. School year 1963-64 saw the addition of 7<sup>th</sup> and 8<sup>th</sup> grades. At the first 8<sup>th</sup> grade graduation in 1965, there were 40 students, 23 girls and 17 boys receiving diplomas.

In 1960, a two-story concrete building, directly behind Sacred Heart Church, was completed to accommodate an increased enrollment. A one-story building was erected behind the concrete structure in 1995 to house kindergarten students. The large classroom space also housed its own indoor restroom and an indoor play space. The large play area was later renovated in 2001 to create the school library and office space for the registrar and finance officer.

In addition to Spanish, American and Micronesian Mercedarian Sisters, Palauan and Filipino lay teachers were also on the faculty in the early years. In November 1966, the first U.S. Peace Corps Volunteers in Palau district were assigned as teachers of English as a Second Language. PCV teachers at Maris Stella were followed by American Jesuit International Volunteers and occasionally American lay teachers who taught English and a variety of other subjects. The current faculty is comprised of Palauan, Filipino and American lay teachers, and two Micronesian Mercedarian Sisters from Chuuk, FSM.

### **Maris Stella Faculty and Support Staff Statistics**

The numbers of faculty and support staff have remained fairly consistent during the past three years. During school year 2016-2017, there were 20 on the teaching staff (11) 55% Palauan, (5) 25% Filipino, (3) 15% Federated States of Micronesia and (1) .05% American. The principal is a Palauan citizen and the seven members of the support staff are all Palauan citizens.

During the 2017-2018 school year there was a total of 19 on the teaching staff. Of these (12) 63% are Palauan, (3) 16% Filipino, (2) 11% Federated States of Micronesia, (1) .05% Japanese and (1) .05% American. The principal is a Palauan citizen and seven of the support staff are Palauans and 1 is Filipino.

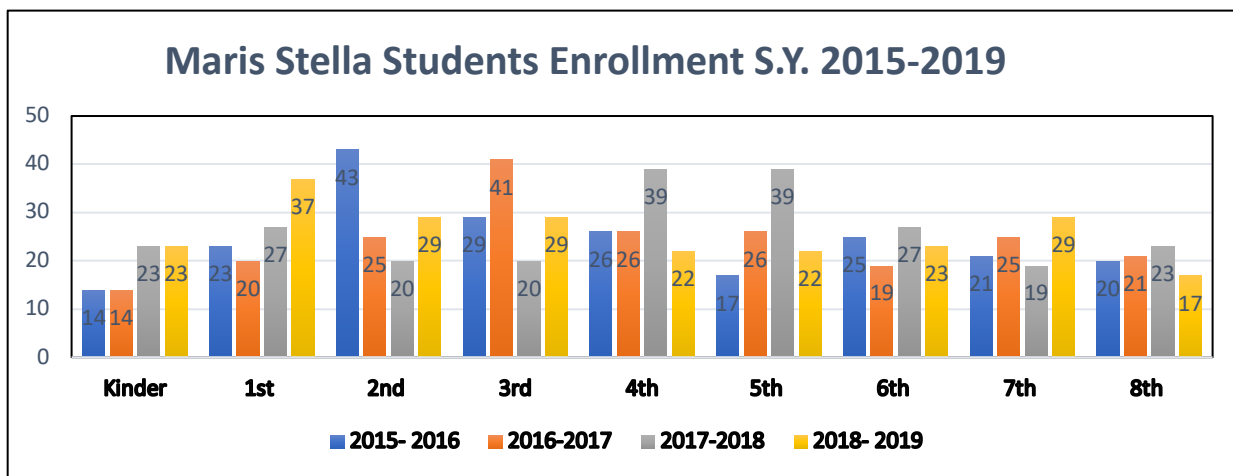
During the 2018-2019 school year there were 19 members of the faculty. (11) 58% Palauan, (4) 21% Filipino, (2) 11% Federated States of Micronesia, (1) .05% Japanese and (1) .05% American. Members of the support staff are seven Palauans and 1 Filipina.

### Maris Stella Student Statistics

The MSS total student population for school year 2016-2017 was 235: by ethnicity 91% Palauan, 6% Filipino, 2% FSM, 1% Japanese and other Asian. The total population in school year 2017-2018 was 222: by ethnicity 88% Palauan, 9% Filipino, 1% FSM and 1% Japanese. The total population in school year 2018-2019 was 237: 85% Palauan, 12% Filipino, 2% Japanese and 1% American or FSM. (chart--)

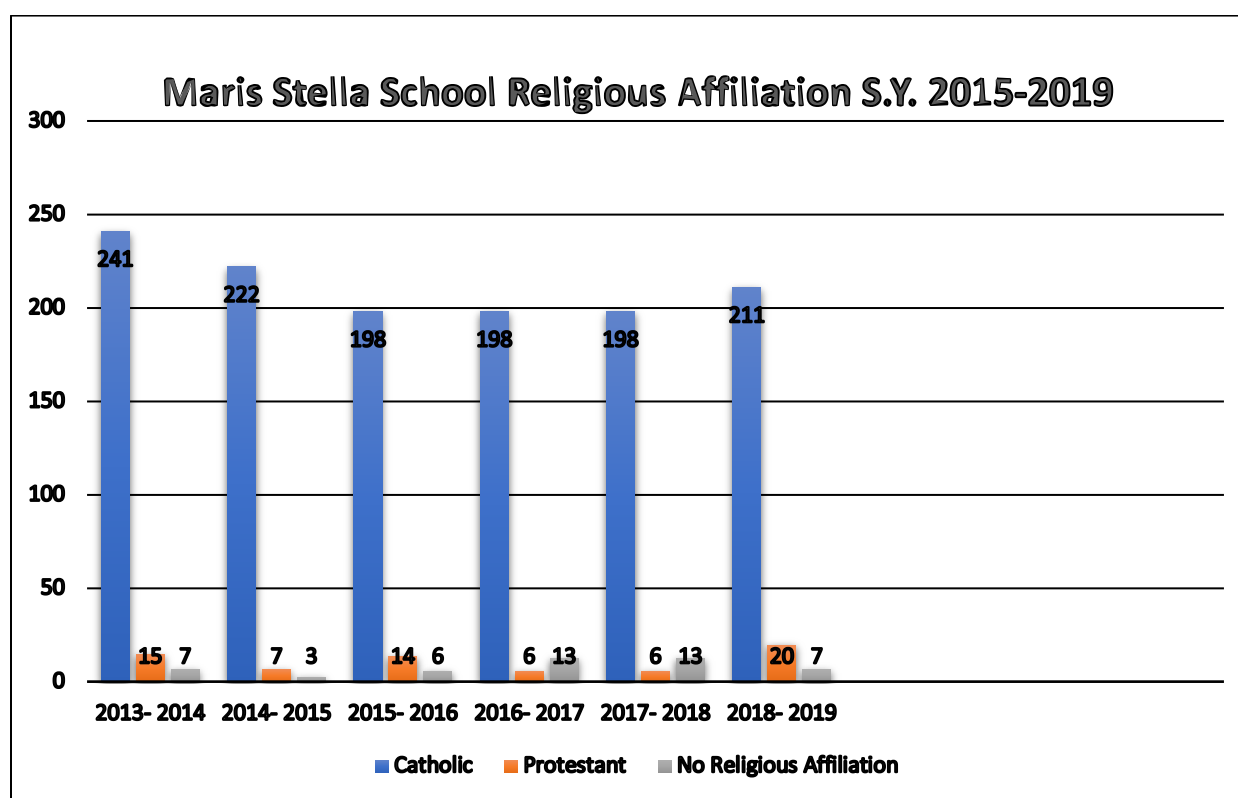
The Maris Stella student population for school year 2016-2017 identified themselves by religion background as follows: 92% Catholic, 2 % Protestant and 6% with no religious affiliation. In school year 2017-2018 91 % identified themselves as Catholic, 5% as Protestant and 4% with no religious affiliation. In school year 2018-2019 89% identified themselves as Catholic, 6% as Protestant, 3% with no religious affiliation, and 2% as Seventh-Day Adventist. (chart)

Maris Stella Students Enrollment				
	2015-16	2016-17	2017-18	2018-19
Kinder	14	14	23	23
1st	23	20	27	37
2nd	43	25	20	29
3rd	29	41	20	29
4th	26	26	39	22
5th	17	26	39	22
6th	25	19	27	23
7th	21	25	19	29
8th	20	21	23	17
	2015-2016	2016-2017	2017-2018	2018-2019
Total Enrollment	218	217	224	238



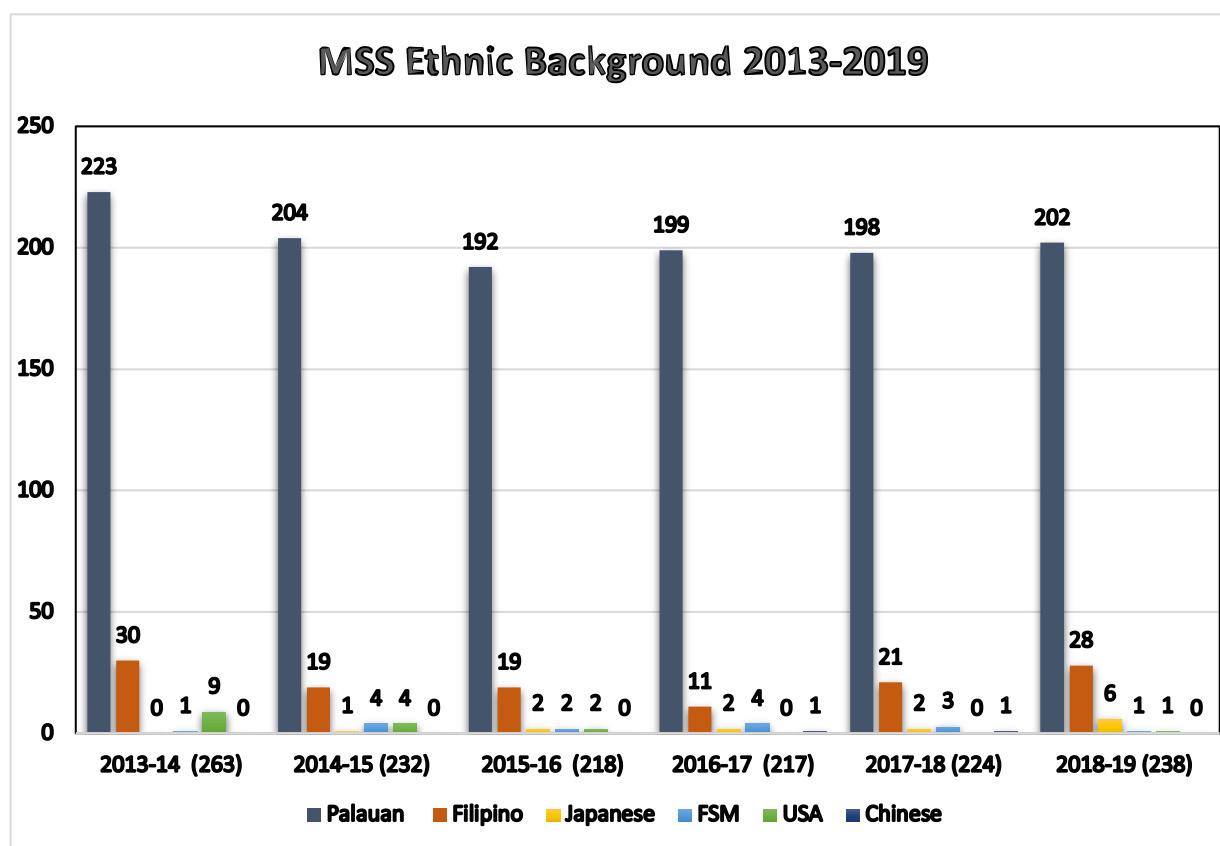
### Maris Stella School Religious Background 2013-2019

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	263	232	218	217	224	238
Catholic	241	222	198	198	203	211
Protestant	15	7	14	6	13	20
No Religion	7	3	6	13	8	7



### Maris Stella School Ethnic Background 2013-2019

	2013-2014 (263)	2014-2015 (232)	2015-2016 (218)	2016-2017 (217)	2017-2018 (224)	2018-2019 (238)
Palauan	223	204	192	199	198	202
Filipino	30	19	19	11	21	28
Japanese	0	1	2	2	2	6
FSM	1	4	2	4	3	1
USA	9	4	2	0	0	1
Chinese	0	0	0	1	1	0



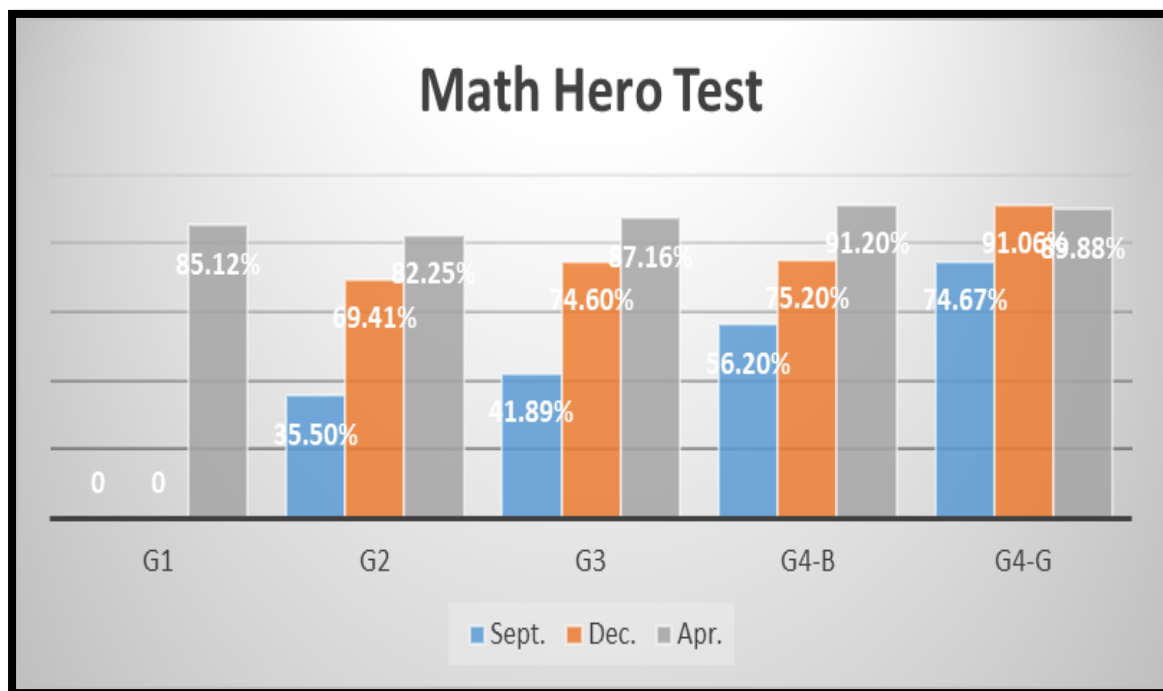


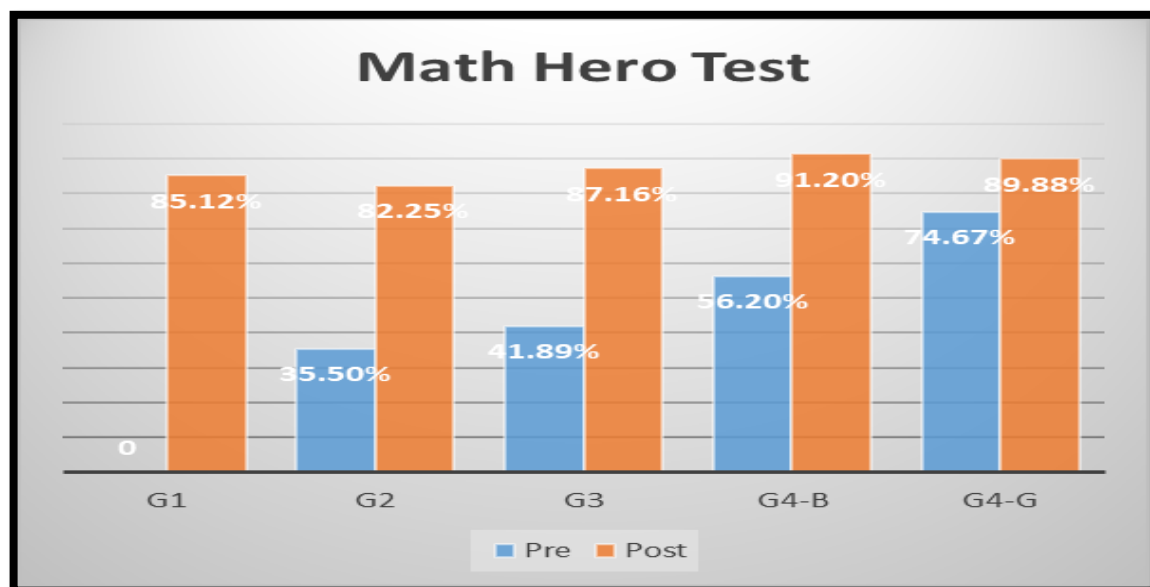
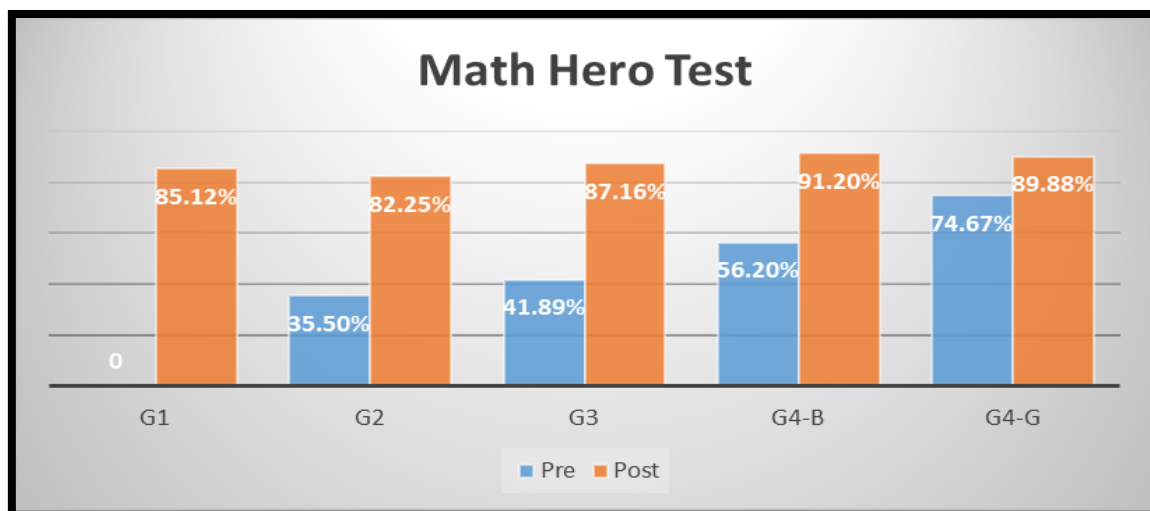
Following a recommendation from the Ministry of Education (MOE), Maris Stella School implemented Singapore Math instruction for grades 1-8 beginning in school year 2016-2017. A math specialist from MOE spoke to the Maris Stella School board members, recommending the school adopt Singapore Math. In school year 2017-2018, Ms. Moeri Mizutani, a Math Specialist with JICA (Japan International Cooperation Agency) was assigned to Maris Stella to teach Singapore Math to grades 1-4 as well as work with math instructors already at the school. The school administration decided to implement Singapore Math instruction for grades 1-8; grade 5-8 instructors continue to use existing books and supplementing with Singapore math materials. One- hour workshops for parents together with students in grades 1-4 were conducted in October and December 2017, to enable parents to understand the Singapore math process and thus better assist their children. A second JICA volunteer, Ms. Masako Kondo replaced Ms. Mizutani in school year 2018-2019.

Math Hero Activity drills were held daily, 3-5 minutes, at the beginning of the 45 minutes math period, to reinforce skills. Pre-Test and Final Test results show significant improvement at each grade level tested. (Charts)

### Math Hero Test Results

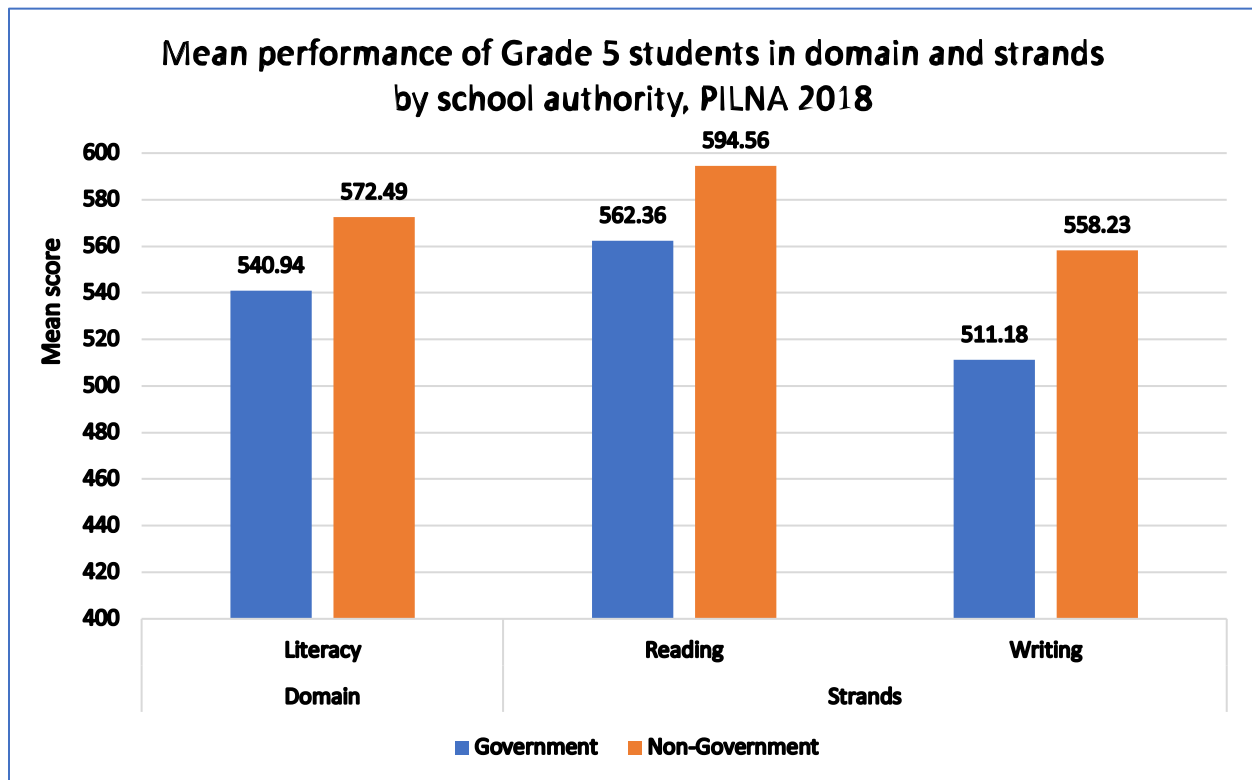
School Year 2017-2018

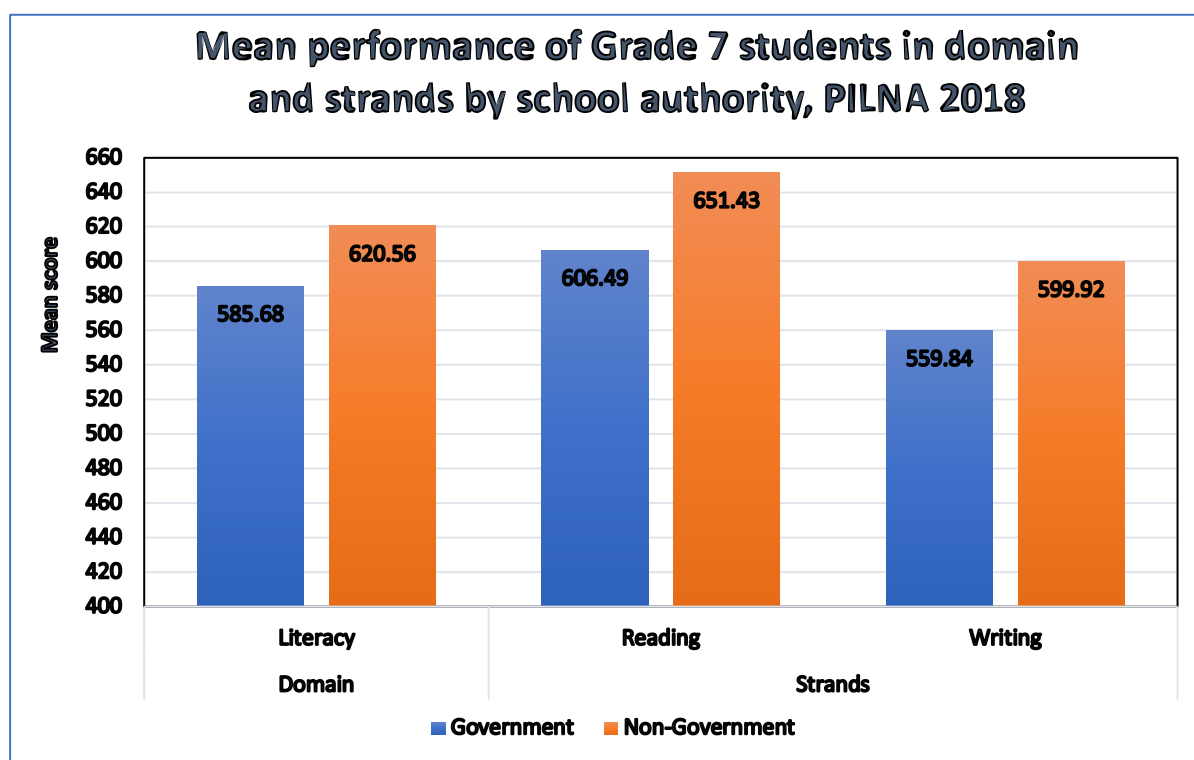
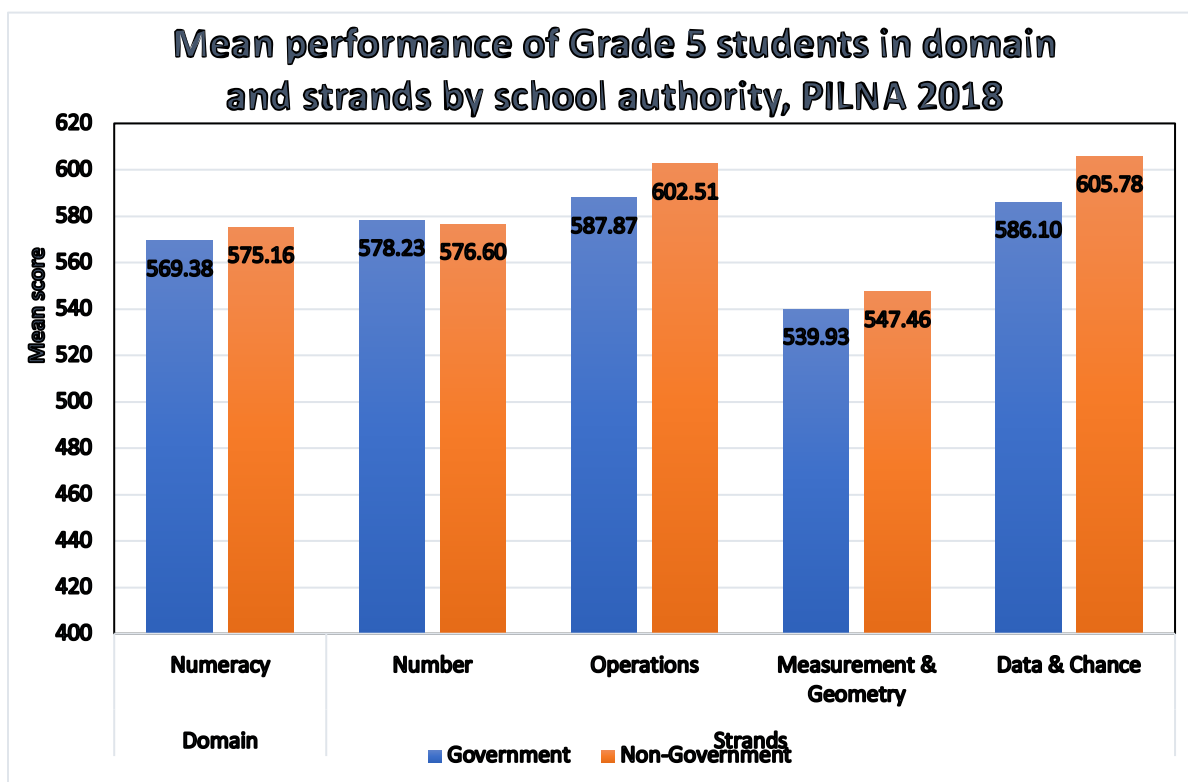


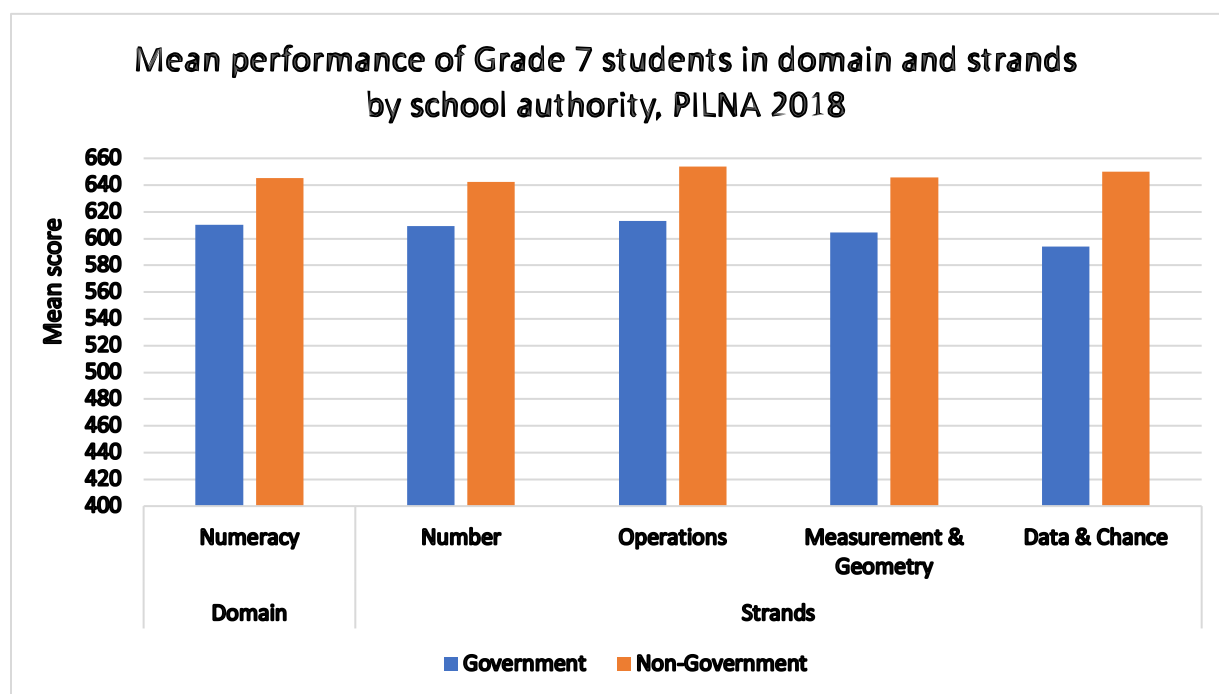


The Pacific islands Literacy and Numeracy Assessment (PILNA) is a measurement of regional standards based on a common scale; it is a regional collaborative model administered in fifteen countries. The assessment is administered every two years to Maris Stella students in grades 5 and 7. Maris Stella School participated in SY 2016-2017 and SY 2018-2019. Results from the assessment administered in October 2018 show that in all strands of the Numeracy component, with the exception of the number strand, non-government schools in Palau, of which Maris Stella is one of two, scored significantly higher than the government schools. The same is also shown in the Literacy component. The results of all 5<sup>th</sup> grade students' performance showed 99.7% of them performing at or above expected proficiency level for numeracy. 98.1% of Grade 7 students performed at or above the expected minimum proficiency level.

Operation strand had the highest performance when compared to the other strands (number, measurement & geometry and data & chance.) Grade 7 students in non-government schools performed better than those in government schools in the numeracy domain and strands. Grade 7 students in urban schools performed better than those in non-urban schools in the numeracy domain and strands. Numeracy performance is better than the region and Small Island States (SIS). Results show an increase in the level of student performance in numeracy over the period 2012 to 2018. Results in Literacy performance show students in Grade 5 scored 95.7% at or above the expected minimum proficiency level. 98.2% of Grade 7 students performed at or above the expected minimum proficiency level. Reading strand had a higher performance when compared to the writing strand. Girls demonstrated higher levels of literacy achievement than boys. and 95.9% performing at or above for literacy. Students in non-government school performed better than students in government schools in the literacy domain and strands. Students in urban school performed better than students in non-urban schools in literacy domain and strands. Literacy performance is better than the region and Small Island States (SIS). Results show an increase in the levels of student performance in literacy over the period 2012 to 2018.

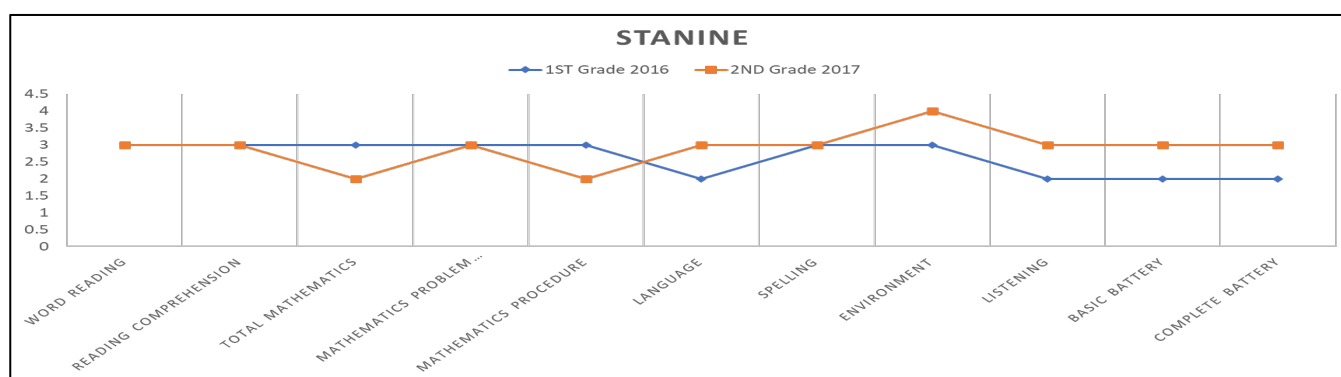






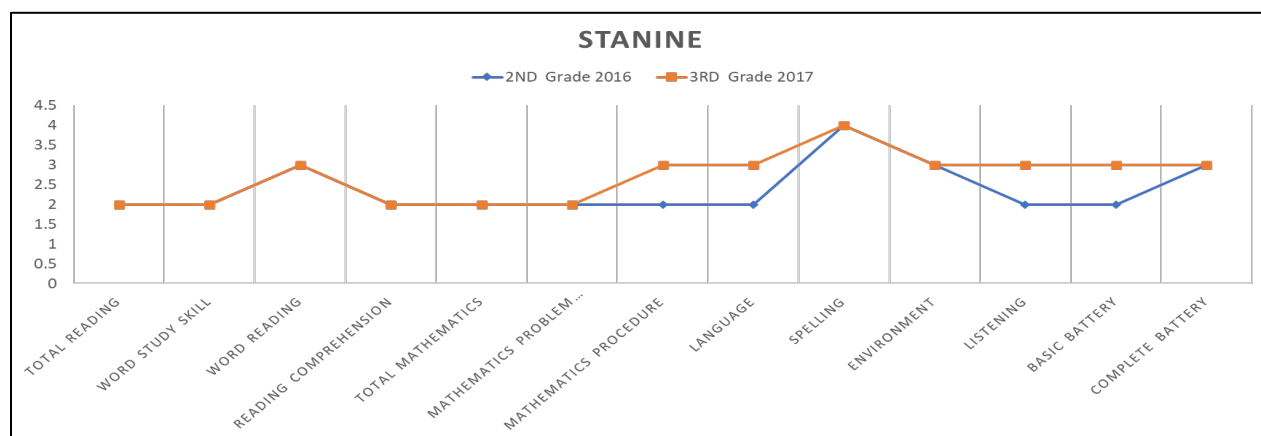
The SAT 10 was administered to grades 1-8 in SY 2016-2017. This assessment was undertaken under the guidance of the Ministry of Education to all public and non-public schools in Palau. Beginning in SY 2017-2018, the Ministry of Education determined another assessment would better serve their needs for specific information to improve curriculum instruction for grades 3-12 to public and non-public schools. The Iowa Assessments were administered to grades 3-8 at Maris Stella in SY 2017-18 and SY 2018-19. Results indicate (add assessment dialog).

**MSS STUDENTS' STANDING RELATIVE TO THE  
2007 U.S. NATIONAL NORM GROUP  
SAT 10 COMPARATIVE PERFORMANCE**



1<sup>st</sup> Grade 2016 - **Strength:** Above Average (None)  
**Weaknesses:** All Strands are Below Average

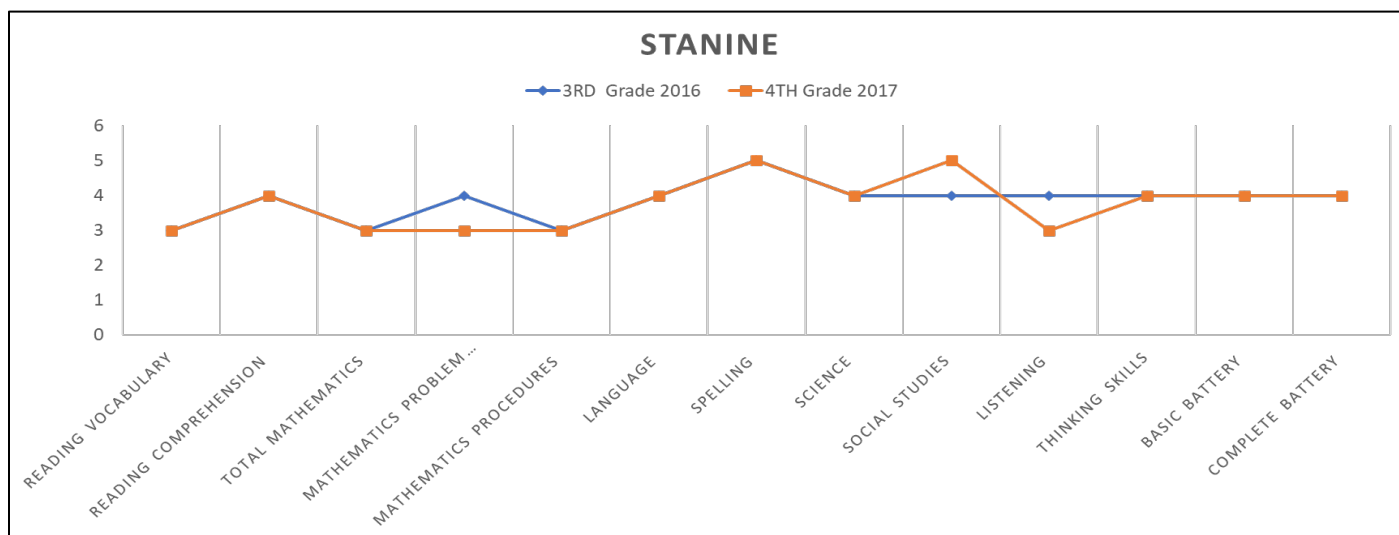
2<sup>nd</sup> Grade 2017 - **Strength:** Above Average (None)  
**Weaknesses:** -All Strands are Below Average



2<sup>nd</sup> Grade 2016 - **Strength:** Above Average (None)  
**Weaknesses:** All Strands are Below Average

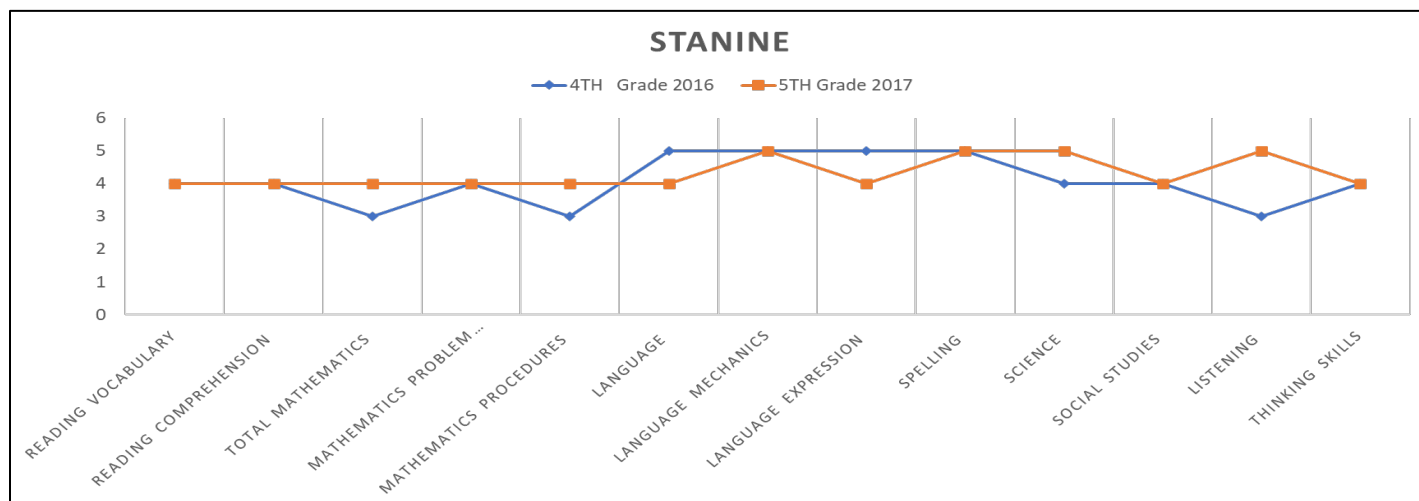
3<sup>rd</sup> Grade 2017 – **Strength:** Above Average (None)  
**Weaknesses:** -All Strands are Below Average

**MSS STUDENTS' STANDING RELATIVE TO THE  
 2007 U.S. NATIONAL NORM GROUP  
 SAT 10 COMPARATIVE PERFORMANCE**



3<sup>rd</sup> Grade 2016 - **Strength:** Above Average (None)  
**Weaknesses:** Below Average: Reading Vocabulary, Total Math, Math Procedures

4<sup>th</sup> Grade 2017 – **Strength:** Above Average (None)  
**Weaknesses:** Below Average: Word Study Skills, Reading Vocabulary,  
 Total Mathematics, Math Problem Solving, Math Procedures, and Listening.

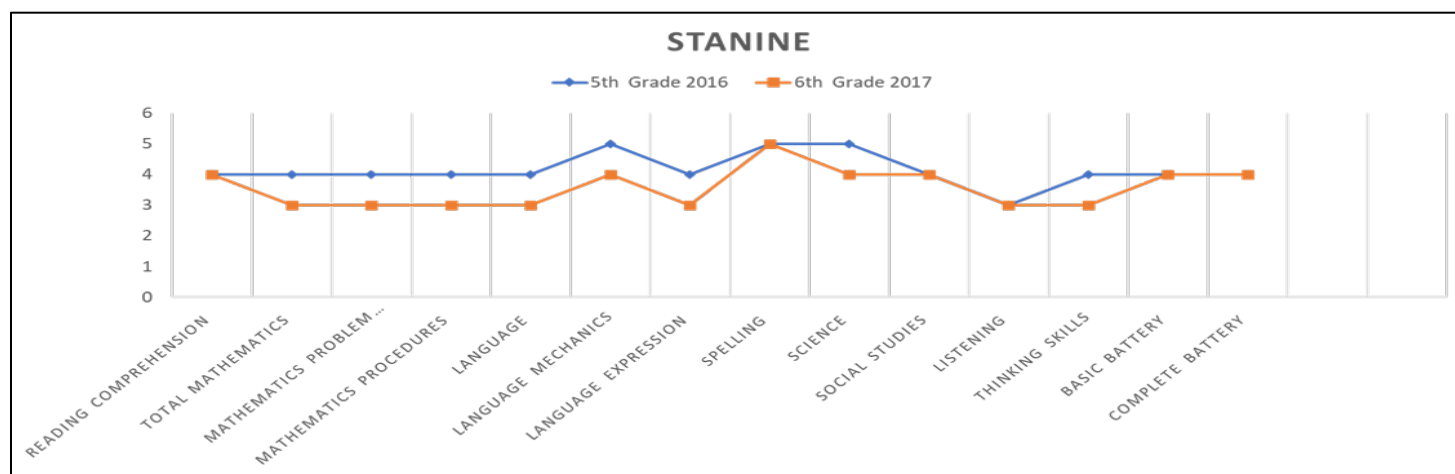


4th Grade 2016: **Strength** – Above Average (None)

**Weaknesses** – Below Average: Total Mathematics, Math Procedures, and Listening

5<sup>th</sup> Grade 2017: **All Strands are average.**

**MSS STUDENTS' STANDING RELATIVE TO THE  
2007 U.S. NATIONAL NORM GROUP  
SAT 10 COMPARATIVE PERFORMANCE**



5th Grade 2016: **Strength** – Above Average (None)

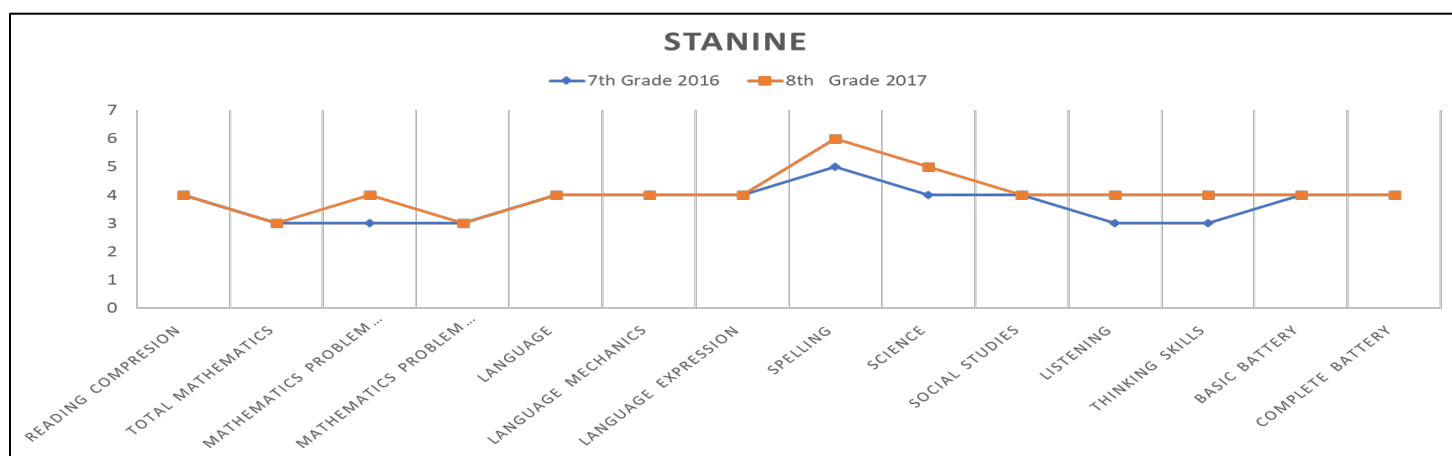
**Weaknesses** – Below Average: Total Reading, Reading Comprehension, Listening, Thinking Skills

6<sup>th</sup> Grade 2017: **Strength** – Above Average (None)

Mathematics Problem Solving, Language Expression, Listening, Thinking Skills



### MSS STUDENTS' STANDING RELATIVE TO THE 2007 U.S. NATIONAL NORM GROUP SAT 10 COMPARATIVE PERFORMANCE

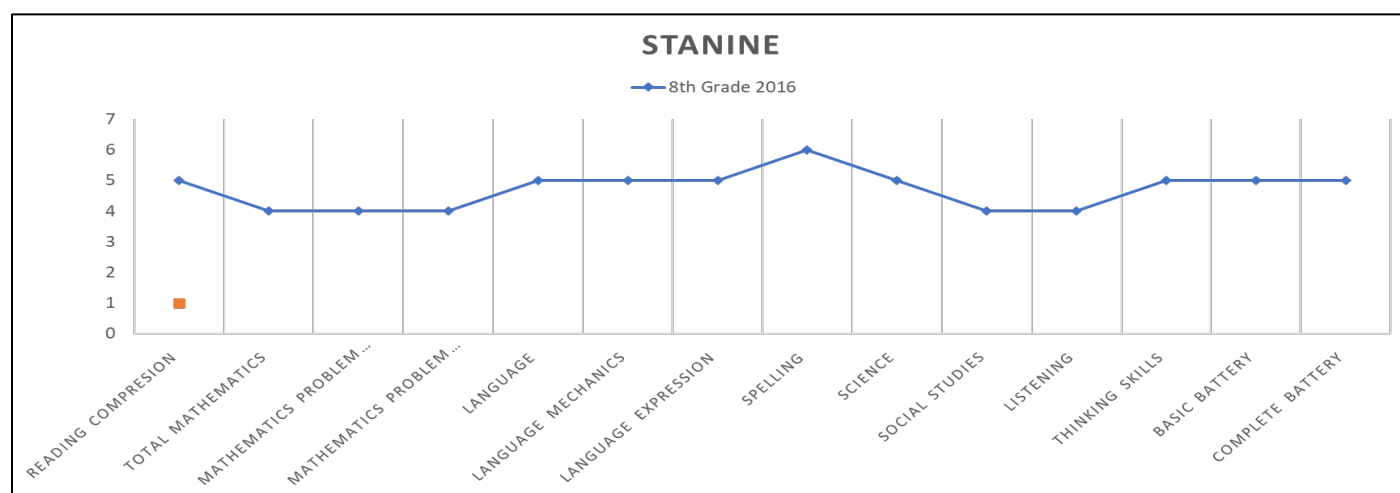


7th Grade 2016: **Strength** – Above Average (None)

**Weaknesses** – Below Average: Total Mathematics, Mathematics Procedures, Listening, Thinking Skills

8th Grade 2017: **Strength** – Above Average (None)

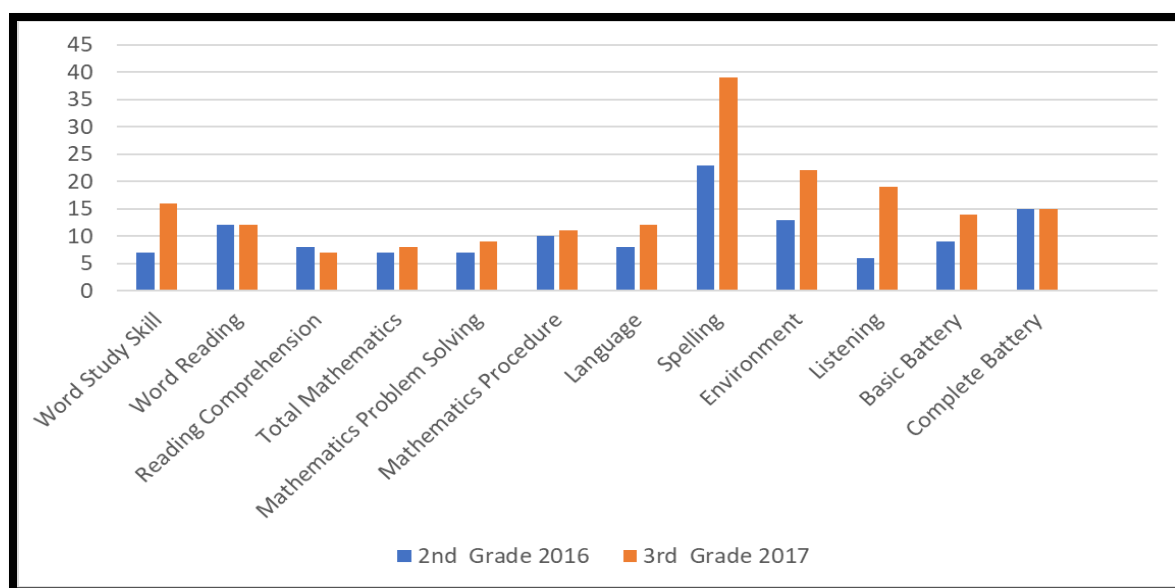
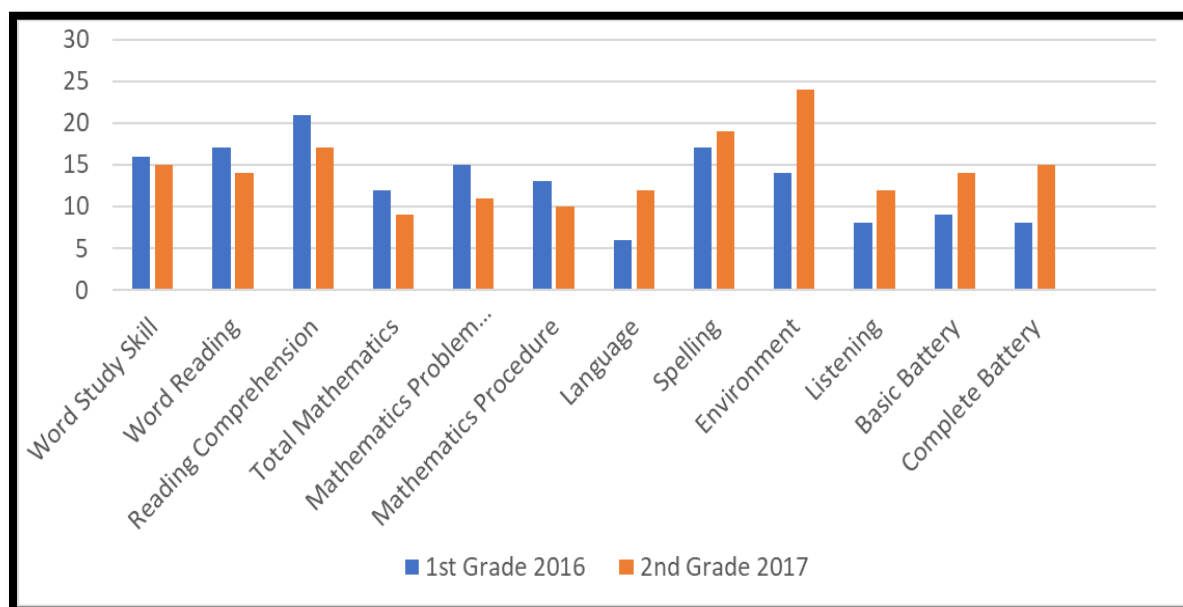
**Weaknesses** – Below Average: Total Mathematics, Mathematics Procedures



8th Grade 2016: **No Strengths (Above Average) or Weaknesses (Below Average)**

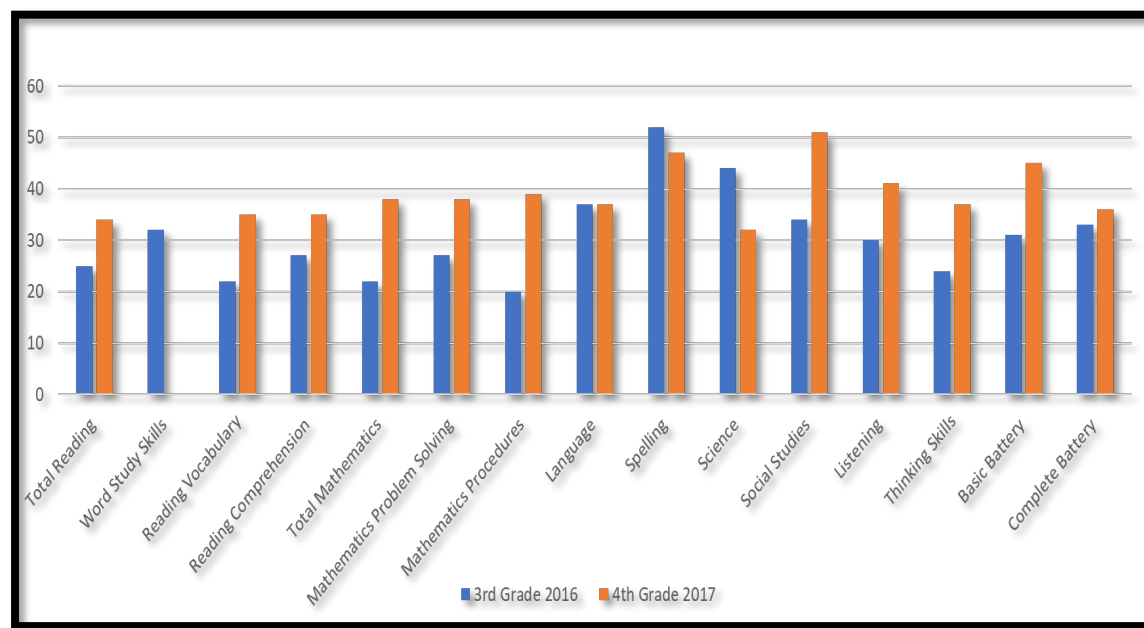
## MSS STUDENTS' STANDING RELATIVE TO THE 2007 U.S. NATIONAL NORM GROUP SAT 10 COMPARATIVE PERFORMANCE

### NATIONAL PERCENTILE RANK

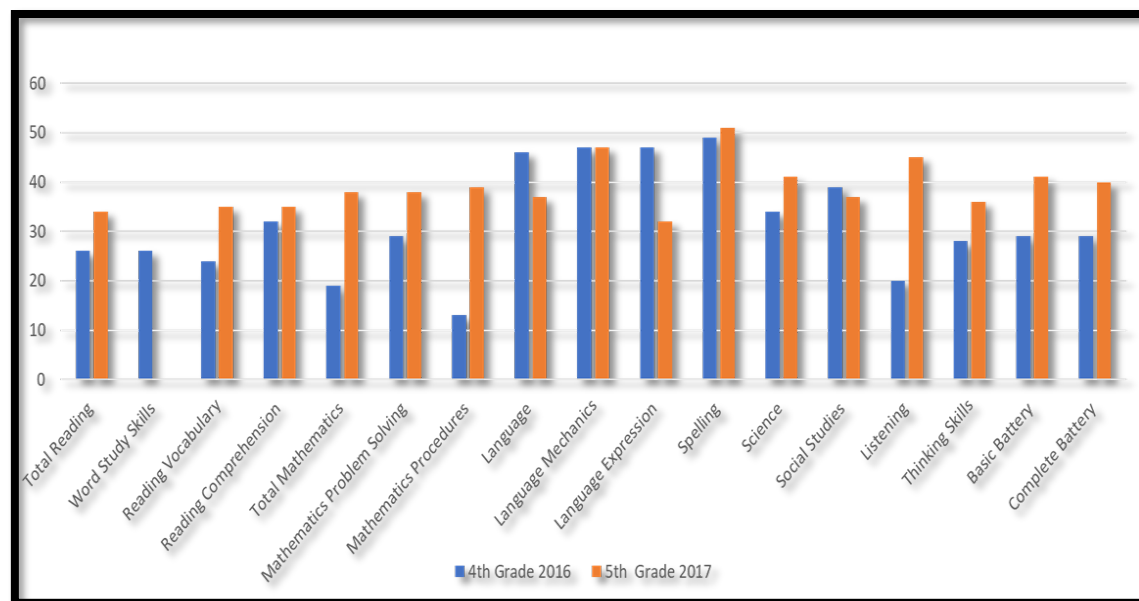


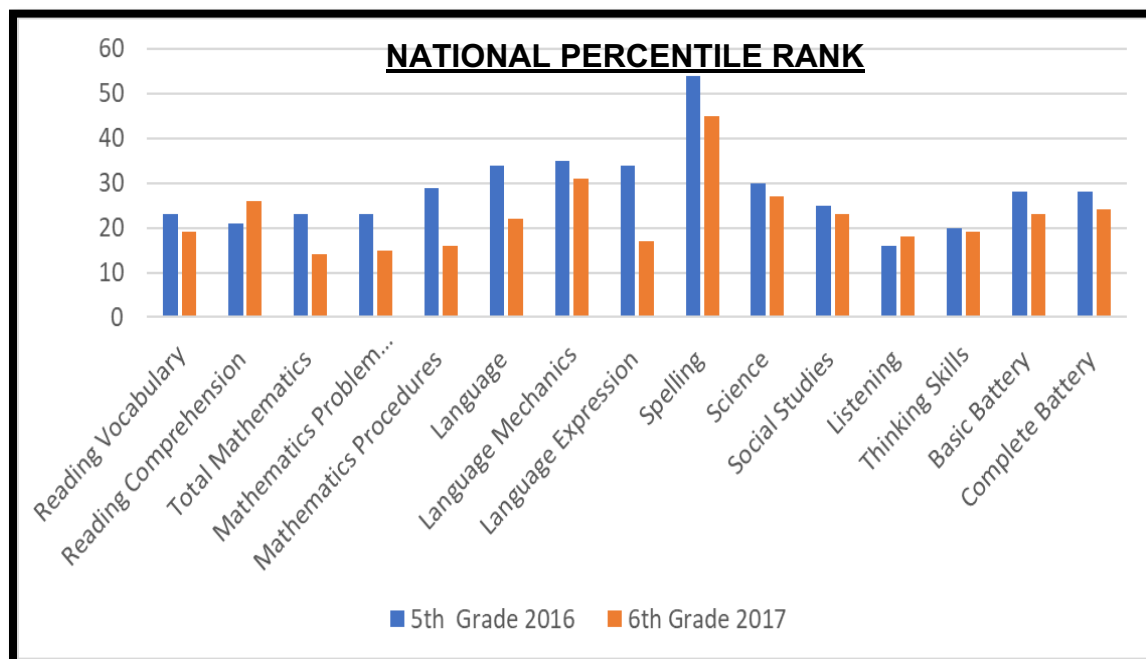
# **MSS STUDENTS' STANDING RELATIVE TO THE 2007 U.S. NATIONAL NORM GROUP SAT 10 COMPARATIVE PERFORMANCE**

## **NATIONAL PERCENTILE RANK**

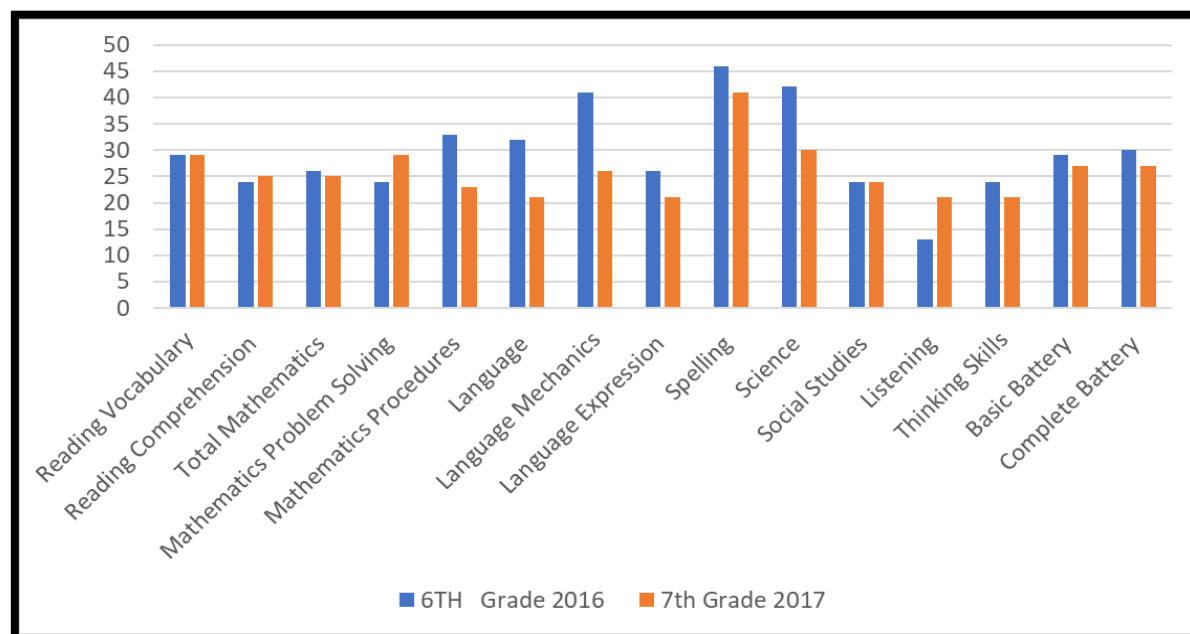


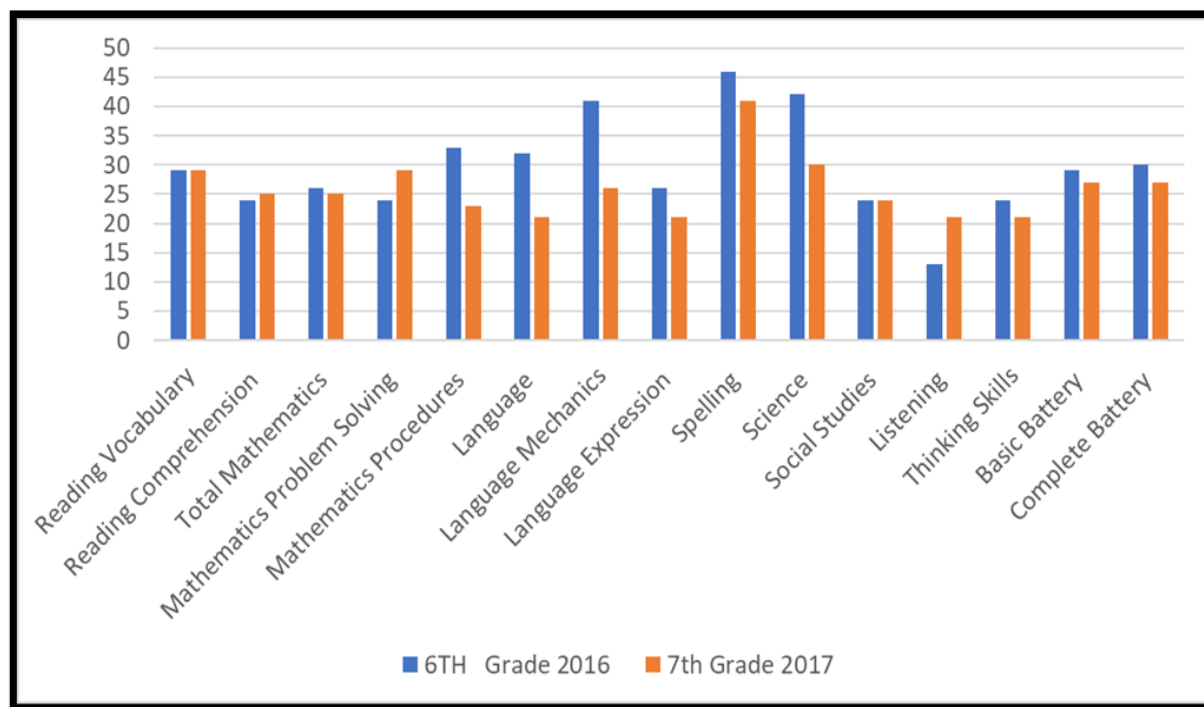
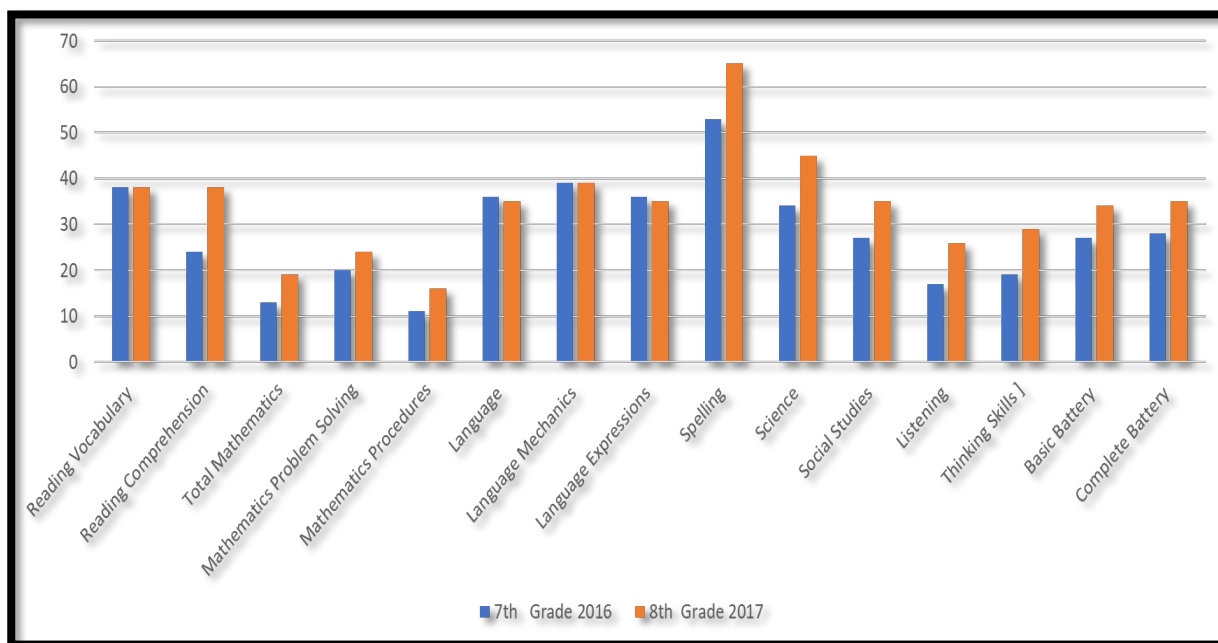
# **2007 U.S. NATIONAL NORM GROUP SAT 10 COMPARATIVE PERFORMANCE**

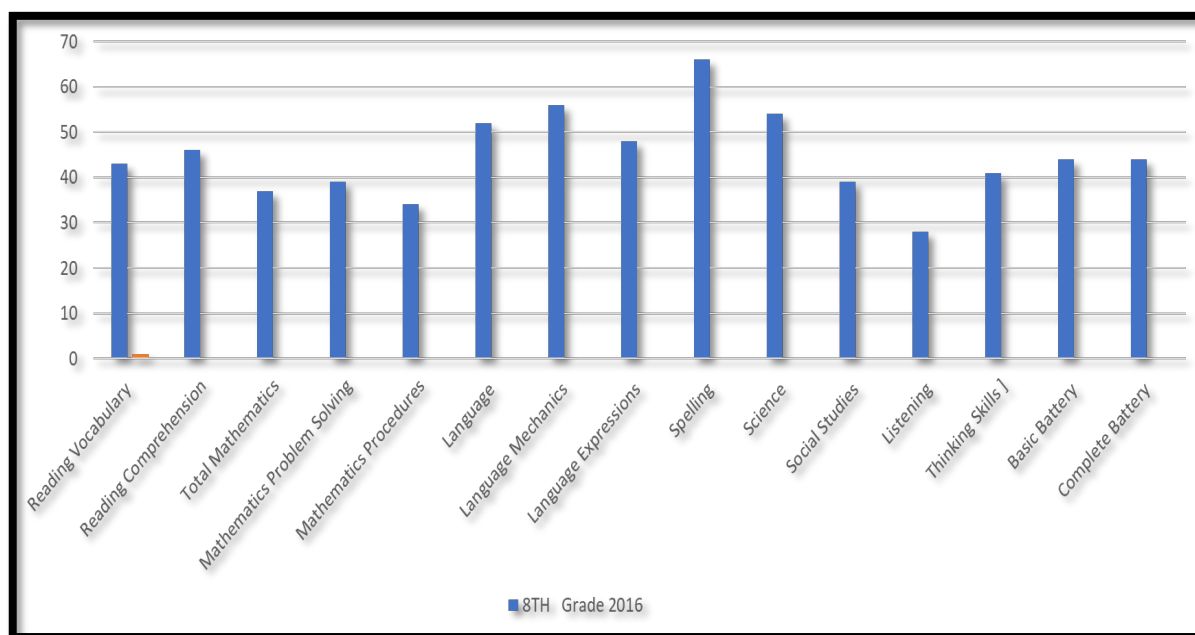




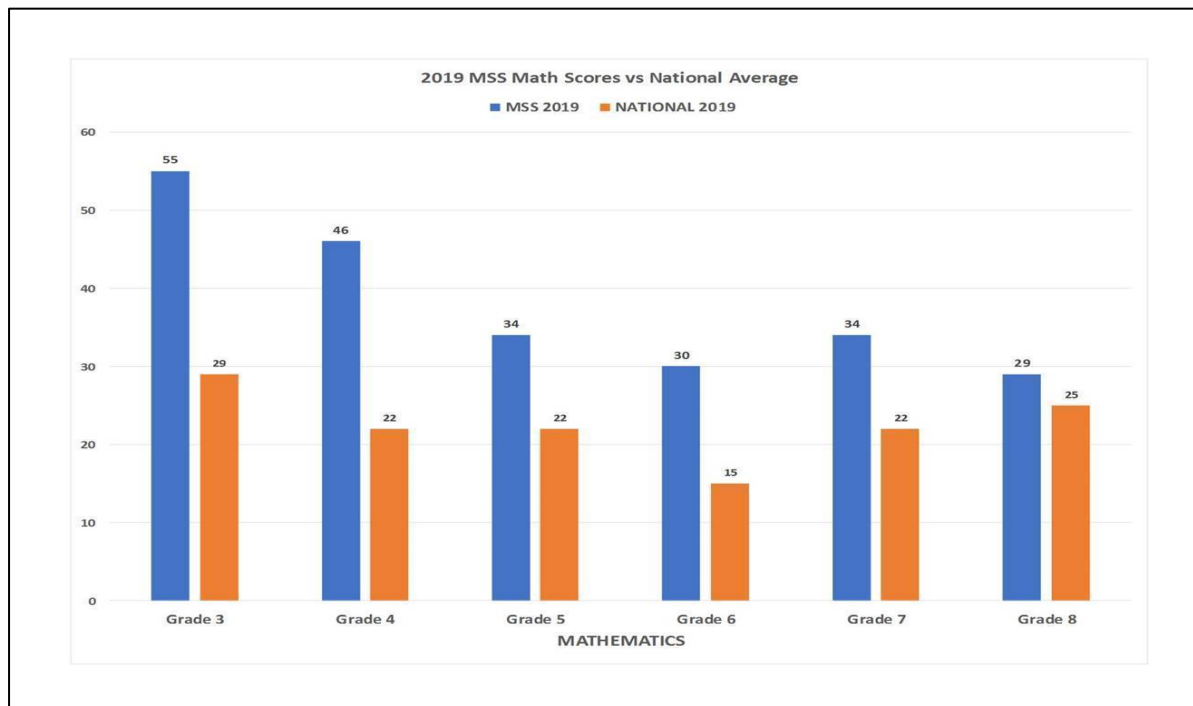
**MSS STUDENTS' STANDING RELATIVE TO THE  
2007 U.S. NATIONAL NORM GROUP  
SAT 10 COMPARATIVE PERFORMANCE  
NATIONAL PERCENTILE RANK**



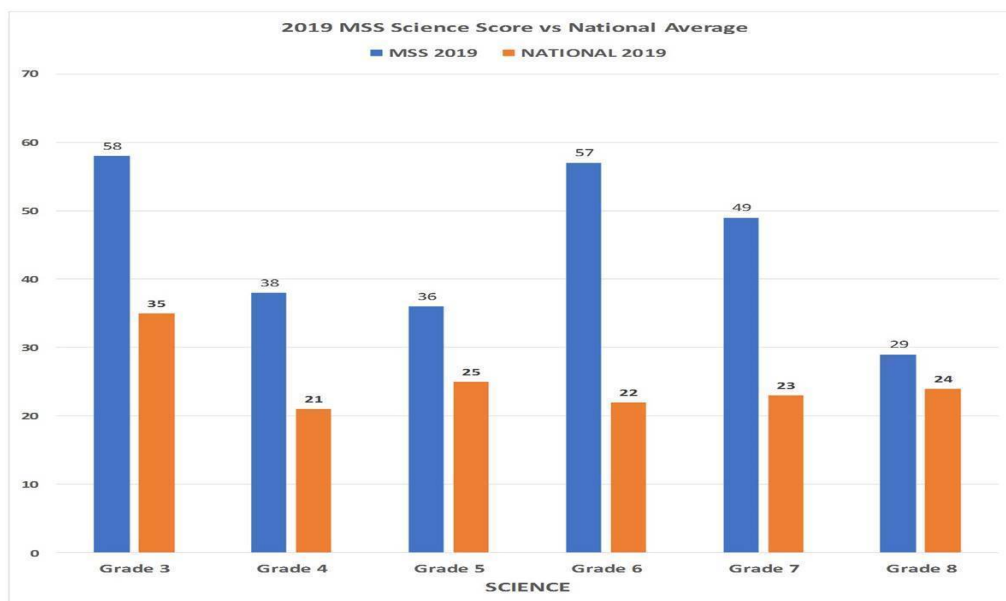




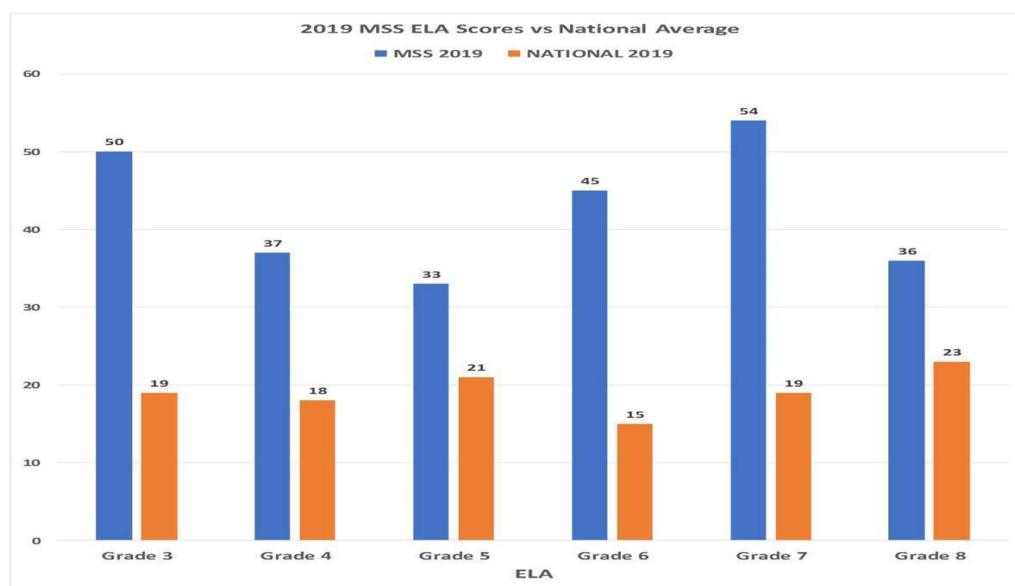
### Maris Stella School – IOWA Assessments Math Scores v. National Average



### Maris Stella School - IOWA Assessments Science Scores v. National Average

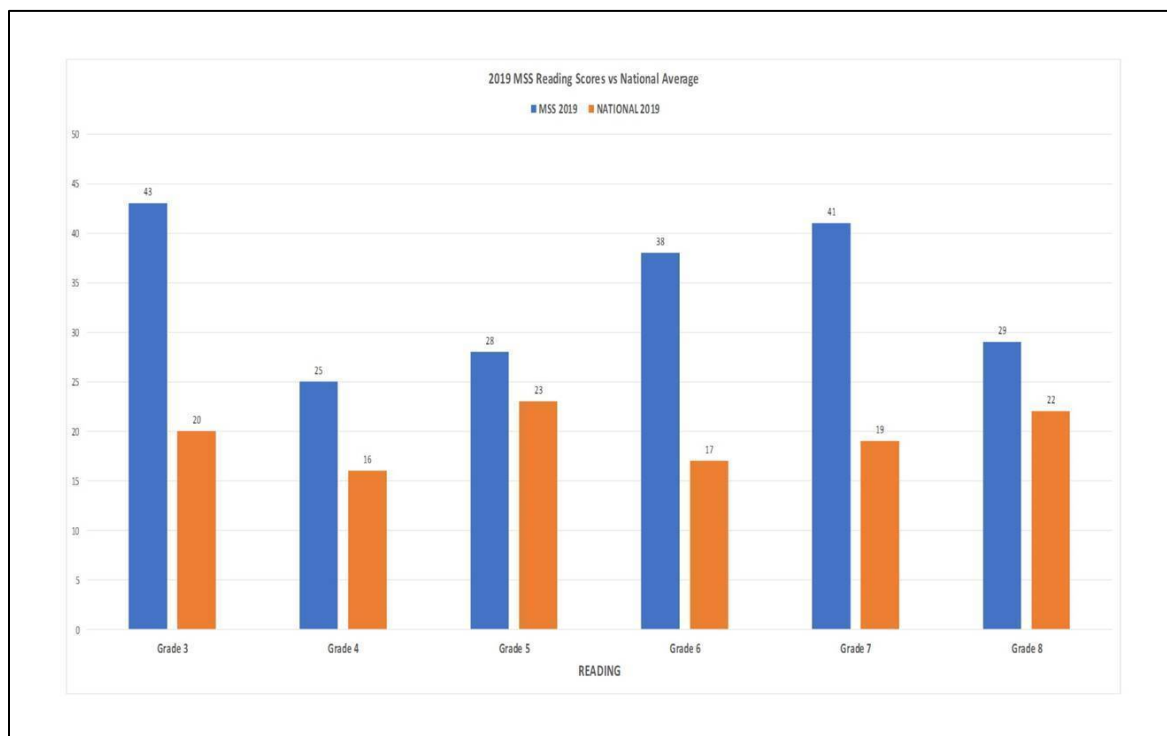


### Maris Stella School - IOWA Assessments ELA Scores v. National Average

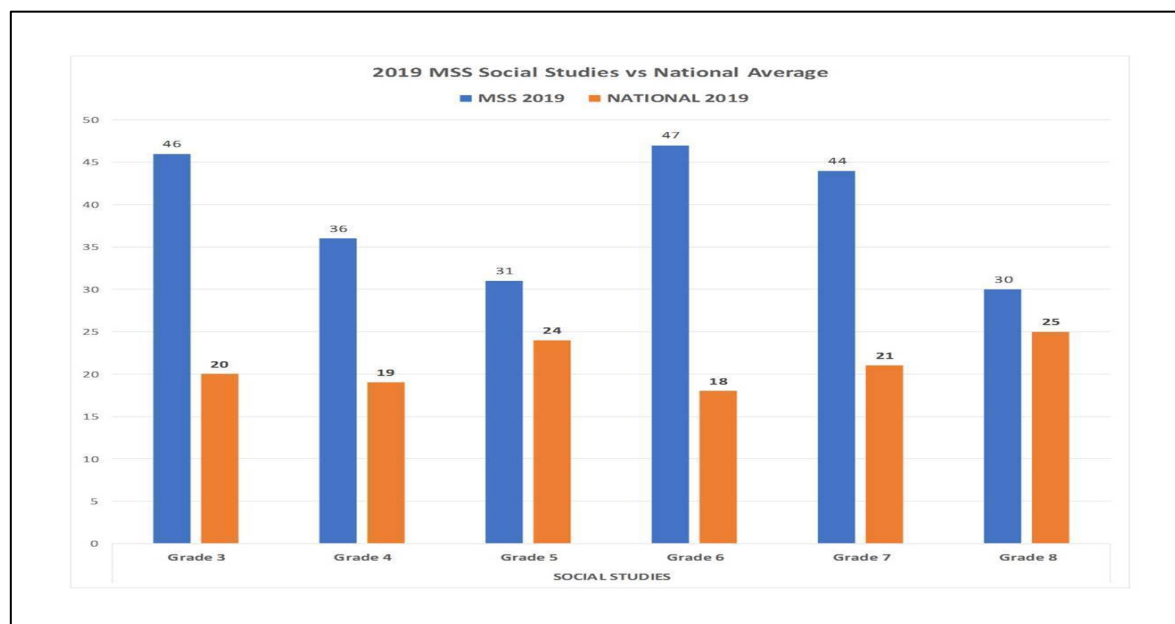




## Maris Stella School - IOWA Assessments Reading Scores v. National Average



## Maris Stella School - IOWA Assessments Social Studies Scores v. National Average



## **Chapter II**

### **Progress Report**

## **CRITICAL AREAS FOR FOLLOW-UP FROM WASC INITIAL VISIT**

### **1. Develop a strategic plan to identify goals designed to provide the best possible education for all Maris Stella students.**

#### **a. Is there a written curriculum based on Catholic identity guidelines? How is it reviewed and updated?**

The written curriculum guidelines were prepared by a curriculum specialist working with teachers during the summer of 2015. This curriculum was implemented beginning SY 2015-2016 and is still followed. Teachers review the curriculum at the beginning of each school year and found it still effective without changes. Ordering new textbooks, workbooks and supplemental materials and resources will depend on available financial resources.

Newly hired teachers meet with the principal one to one. They are given copies of yearly plans, quarterly plans, school handbook and other relevant information. New teachers are partnered with another teacher who acts as a mentor.

#### **b. What structures and programs are in place to assure that all the students will succeed academically?**

Maris Stella offers seven core subjects: English, reading, mathematics, science, social studies, Palauan language, culture and government, and religion. These subjects are taught daily in 45-minute periods. The extra-curricular program requires all students to participate 3 days a week. Selected students may play competitive sports on a team. Such sports are boys, girls or coed basketball, volleyball, softball and swimming. Swimming classes are provided at the Palau national swimming pool. Students also compete in various swimming events throughout the year.

Beginning in SY 2018-2019, students in grades 1-4 participate in After School Physical Activity Program for one-hour Mondays through Thursdays. Students may join APAP with parental permission. APAP activities include: Samoan dance, flag football, circuit exercise, fun games and athletics, basketball, dodgeball, volleyball, Palauan dance, Zumba for kids, baseball and Chuukese dance.

Choir for students in grades 3-8 meets every Tuesday. This choir sings at the weekly 6 P.M. English Mass at Sacred Heart Church.

Interested students from grades 1-4 may join the weekly Story Time (3-4 P.M.) at the Koror Public Library. Members of the Civic Action Teams read stories and children are encouraged to check out books to read at home.

Educational Talent Search, which meets Mondays through Thursdays, is open to qualified Palauan students in grades 6-8. The program is sponsored by Palau Community College.

Some teachers work with selected students from their class offering specialized tutoring every afternoon.

The Computer lab offered computer literacy classes for grades K-8 on a weekly basis.

During the summer of 2017, a month-long math class for students entering 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades the incoming year prepared them for the coming year. The program offered review of basic skills and preparation for the next level. Some of the students were identified by teachers in need of the program. Others joined due to their interest.

In the summer of 2018, two teachers worked with selected students who needed extra help with math skills. This group met every day for one month.

In the summer of 2019, a four-week program, that was extended another two weeks at parents' request met daily from 8 A.M. to 5 P.M. offering instruction in reading, math, guitar, ukulele, sports, first-aid training, a field trip clean up in Peleliu state, craft/cooking, survival training, a field trip to PICRC aquarium, a field trip to Dolphins Pacific, a field trip for a farm tour and canoe sailing.

Students entering grades 3-8 in the upcoming year are encouraged to enroll in the Summer Program held at Palau Community College. Courses in Palauan language, English reading, English writing, Mathematics are offered.

#### **How is student success measured?**

Assessment of the seven core subjects is accomplished with quizzes, tests and quarterly exams, classwork, homework, research, written reports, projects, and presentations. The school uses a Mid-quarter Progress Report, sent home with each student that is signed and returned to school. Parents are encouraged to contact teachers for specific concerns.

- c. How do Maris Stella students perform on National Standardized Tests? Are areas of concern based on the results of these tests? Information available in Chapter 1.**
- d. How does the school maintain an appropriately safe and orderly environment conducive to learning? What are the action steps necessary for improving an orderly learning environment?**

Maris Stella School students follow the school's policies regarding safe conduct on campus. Each classroom posts daily routines, rules and procedures to follow. There are written consequences posted in the classrooms. Serious offences are brought to the attention of the Dean of Students or Vice-Principal for disciplinary action consequences. Refer to page 15 of Maris Stella School Handbook.

A proper channel for Parent-Teacher communication is established. The School Emergency Management plan is in a folder, given to each teacher to have in the classroom. Included in the folder is a map indicating where each class should go during an emergency. Information is updated at the beginning of each year. Teachers are required to renew their CPR certification annually and their First Aid certification every two years. The certification is done through the Palau Red Cross Society.

Selected students from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades were trained to perform First Aid in SY2018-2019. The School Child Protection Policy for Catholic Mission Schools was implemented in SY 2016-2017.

**2. Investigate ways to refine the ESLRs so as to ensure ownership of the process to improve teaching and learning for all students.**

Revision of the schools' Expected School-wide Learning Results were completed in SY 2018-2019. The ESLRs were found still relevant to the philosophy and goals of the school. Monthly faculty meetings are held to discuss ESLR performance for each grade level. Teachers share challenges and methods to deal with them. They also share effective teaching strategies.

At the beginning of each school year, subject area teachers meet to review the curriculum and decide specific content areas that need further emphasis in the upcoming year.

**3. Investigate Professional Development opportunities, identified by staff as areas of need to improve the teaching skills of their staff.**

**a. How do teachers receive support from the school regarding professional development? What action steps are necessary to help teachers update their skills and knowledge in the field of teaching?**

- Workshops: within Maris Stella School and Ministry of Education sponsored Workshops
- Fundraising activities to finance participation in off-island workshops and professional development enhancement
- Class observations, mentoring, collaboration

**4. Investigate methods of formalizing benefits through staff evaluation to support the advancement and/or retention of staff.**

Refer to Action Plan #3 Investigate Professional Development opportunities, identified by staff as areas of need to improve the teaching skills of their staff.

**5. Develop methods to involve all the stakeholders in the accreditation process and development of their next self-study.**

In SY 2018-2019, a meeting was held with a select group of parents who were divided into 4 focus groups to solicit their input on the ESLRs. This is an area that needs improvement. More frequent meetings, involving more parents are needed to ensure they understand all aspects of the accreditation process.

In the context of the Palauan culture, many parents defer to the administration and teachers to know more and expect them to make decisions on what is best for the students.

**6. Investigate ways to provide a finance plan to support the action plans as well as short- and long-term goals for sustaining school operations.**

Refer to Action Plan #4 Investigate ways to provide a finance plan to support the action plans as well as short and long-term goals for sustaining operations.

# **Chapter III**

## **Overall Summary from Analysis of Profile Data and Progress**



### Chapter 3: Student/Community Profile – overall Summary from Analysis of Profile Data and Progress

**SAT 10 (Stanford Achievement Test 10)**, conducted annually until SY2016-2017 is a norm-referenced achievement test designed to measure student's achievement in reading, language spelling, study skills, listening, mathematics, science and social studies. This test was mandated by Palau Community College to all private schools on the island.

**Iowa Assessments** replaced SAT 10 as an official assessment for Palau beginning in SY 2017-2018. The Iowa Assessments measures student's achievement in reading, written expression, convention of writing, vocabulary, word analysis, listening, mathematics, computation, social studies, and science. This assessment was administered to grades 3 to 8. An analysis prepared by the Ministry of Education Research and Evaluation Division indicates that when compared with the Palau national average percentile ranks Maris Stella students scored well above the national average in both the 2018 and 2019 assessments. Looking at 4<sup>th</sup> through 8<sup>th</sup> grade scores in both the 2018 and 2019 assessments, the predominant strand with the lowest score is mathematics. Some math teachers feel Singapore Math book are lacking in background information in the teachers' edition and student's textbook. For example, word problems are not specific. The U.S. textbook series that was used before implementing Singapore Math gives more information on basic skills and problem-solving strategies. Some math teachers see Singapore Math as a shortcut. It is good in teaching computation strategies or "mental math", but word problem strategies are limited with practice problems. Some math teachers refer to the original U.S. textbooks for more in-depth information, especially with word problems. The U.S. textbooks are correlated more to the Iowa Assessments standardized tests whereas Singapore Math is not.

Some teachers see performance is good in the computation strand but not with problem solving strands. Singapore Math emphasizes more on "drills" and "practices" for computation rather than problem solving. Teachers see a correlation between low scores in problem solving and low scores in reading comprehension. Teachers see a need to focus more on analytical skills which have a connection to reading comprehension. U.S. math textbooks offer more problem-solving strategies. Singapore Math "strategies" are limited. Examples include working backwards, drawing diagrams, tree diagrams, math vocabulary, and using data such as charts. The math teachers recommend the development of scope and sequence for 1<sup>st</sup> to 8<sup>th</sup> grades. IOWA Assessments scores indicate students do well in computation utilizing strategies in Singapore Math which emphasizes "mental math".

The **Pacific Islands Literacy and Numeracy Assessment (PILNA)** is a measurement of regional standards based on a common scale; it is a regional collaborative model administered in fifteen countries. The assessment is administered every two years to Maris Stella students in grades 5 and 7. Maris Stella School participated in SY 2016-2017 and SY 2018-2019.

Results from the assessment administered in October 2018 show that in all strands of the Numeracy component, with the exception of the number strand, the non-government schools in Palau, of which Maris Stella is one of two, scored significantly higher than the government schools. The same is also shown in the Literacy component. The results of all 5<sup>th</sup> grade students' performance showed 99.7% of them performing at or above expected proficiency level for numeracy and 95.9% performing at or above for literacy. In comparison, the Pacific regional students' performance results were 83.3% for numeracy and 52.7% for literacy, while Small Island States sub-regional group results were 75.1% for numeracy and 57.2% for literacy.

## **Chapter IV: Self- Study Findings**

**Category A:**  
**Organization for Student Learning**

## Category A: Organization for Student Learning

**Beliefs and Philosophy**

**A1.1 Indicator:** The written mission and vision (purpose) reflects the beliefs and Philosophy of school and its constituency.

**A1.1. Prompt:** Evaluate the written purpose in relationship to the beliefs and Philosophy of the school and its constituency served.

Findings	Evidence
<p>The Mission Statement and the Philosophy for Maris Stella School reflect clearly the objectives and the beliefs that are the essential elements of Catholic education. The Catholic Mission Schools Board of Members reviewed, revised the organizational structure, established a clear vision and mission of the institution.</p> <p>The goals and policies of the Catholic Mission Schools were written after discussion between administration, faculty and parents of the students.</p> <p>The Catholic Mission School's Statement was first written in English and translated into Palauan in 2018. The School Handbook was developed and revised over the years. As situations change and learning from experience, the handbook is subject for continued review, evaluation and revision.</p> <p>The Mission Statement has two dynamics: the first portion is "to nurture the development of our students spiritually, intellectually, morally, and physically – in a Palauan cultural context; the last portion is the school vision "so they may better live out their Catholic faith and answer the Christian call to service".</p>	<ul style="list-style-type: none"> <li>• School Handbook</li> <li>• School's Yearly Calendar</li> <li>• Mission Statement Philosophy</li> </ul>

**Achievements:**

- Development of a Philosophy of Catholic Mission Schools that clearly articulates Catholic values
- Development of a Mission Statement for Catholic Mission Schools, which clearly and succinctly states the core values of Catholic education, and from which all decisions are made regarding Maris Stella School and Catholic Mission Schools
- Development of Maris Stella ESLRs which flow from the Mission Statement
- Faculty, staff and administration are consistent and pro-active in promoting the Mission as the guiding principle for the school

- The ESLRs have become the fabric of the school, guiding all stakeholders as a means of assessing the school program

Areas for Improvement:

- There needs to be more stakeholders' input. Parents and guardians, many of whom send their children to Maris Stella School because it is Catholic, are reluctant to think they may have something to say or add to what is already stated.

**Purpose, School wide Learner Outcomes, and Profile Data**

**A1.2 Indicator:** The student/community profile data has impacted the development of the students' vision and mission and schoolwide learner outcomes.

**A1.2 Prompt:** Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data.

Findings	Evidence
The school wide student goals and outcomes state that the school provides programs and services aligned with the mission to enrich the academic program and support the development of student life. The mission also provides opportunities outside the classroom for students to learn about and experience nature and its importance.	<ul style="list-style-type: none"> <li>• Maris Stella School Handbook</li> <li>• Yearly Programs and activities</li> <li>• Tests results</li> <li>• Field Trips</li> <li>• Subject Areas Assessments</li> <li>• SAT10 and IOWA Assessments</li> </ul>
Maris Stella School has a governing body which recognizes and respects the roles of the appropriate and legitimate authorities, and exercises responsible decision making (consultative, advisory) in collaboration with leadership team for development and oversight of the school's fidelity to mission academic excellence, and operational vitality. The school also has qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.	<ul style="list-style-type: none"> <li>• School Handbook</li> <li>• Teachers profile data</li> </ul>

**Achievements:**

- The revised MSS handbook states a clear structure to the governing board and duties and responsibilities are clearly laid out.
- The Board of Directors understand its fiduciary responsibilities for the school.
- There is a good working relationship between the board and the administration of Maris Stella School,
- There is good communication between the administration and the PTA of Maris Stella School.
- The communication process between the board and other stakeholders has improved.

**Areas for Improvement:**

- Stakeholders need to better understand the role of CMS Board of Members.

**Involvement of All**

**A1.3. Indicator:** The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision and schoolwide learner outcomes.

**A1.3. Prompt:** Evaluate the process 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes and 2) to determine their effectiveness.

Findings	Evidence
<p>Parents Workshop for Math to help their children at home.</p> <p>MOE Workshop Programs for parents/guardians provide opportunities for parents /guardians to partner with the school to enhance the educational experiences for the school community.</p> <p>The school leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.</p> <p>The Principal is responsible for the development and oversight of personnel, including recruitment, professional growth, and formal assessment of faculty and staff.</p> <p>The school sends information or communicates with parents, community, government agencies by means of radio, letters, memorandum, telephone, Facebook and school website.</p> <p>Individual teachers use various ways to communicate with parents</p>	<ul style="list-style-type: none"> <li>• Parents Signup Sheet</li> <li>• Performance information and data</li> <li>• Staff/faculty meetings, board meetings, workshops, PTA meeting</li> <li>• Stakeholders' participation and support</li> <li>• PEC</li> <li>• Parents contact numbers and addresses</li> <li>• Math Workshop by MOE</li> <li>• <a href="https://marisstellapalau.org">https://marisstellapalau.org</a></li> </ul>



Findings	Evidence
<p>Parents Workshop for Math to help their children at home. MOE Workshop Programs for parents/guardians provide opportunities for parents /guardians to partner with the school to enhance the educational experiences for the school community.</p> <p>The school leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.</p> <p>The Principal is responsible for the development and oversight of personnel, including recruitment, professional growth, and formal assessment of faculty and staff.</p> <p>The school sends information or communicates with parents, community, government agencies by means of radio, letters, memorandum, telephone, Facebook and school website.</p> <p>Individual teachers use various ways to communicate with parents</p>	<ul style="list-style-type: none"> <li>• Parents Signup Sheet</li> <li>• Performance information and data</li> <li>• Staff/faculty meetings, board meetings, workshops, PTA meeting</li> <li>• Stakeholders’ participation and support</li> <li>• PEC</li>   <li>• Parents contact numbers and addresses</li> <li>• Math Workshop by MOE</li> <li>• <a href="https://marisstellapalau.org">https://marisstellapalau.org</a></li> </ul>

#### Achievements:

- The MSS leadership has a wide variety of experience
- The MSS leadership work and support the promotion of the Mission and ESLRs.
- The MSS school leadership works hard at creating an “open-door” policy with faculty and staff members
- MSS leadership capitalizes in individuals’ skills
- The MSS Handbook clearly lays out roles and responsibilities
- The leadership team is committed to finding ways of enhancing our limited resources and using them for the promotion of student learning.

#### Areas for Improvement:

- There is always room for growth in communication between MSS administration and faculty/staff; between faculty/staff and parents
- There is a need to help the faculty, staff and students to internalize the Mission of Catholic Mission Schools – and the ESLRs.

## Consistency of Purpose, Schoolwide Learner Outcomes, and Programs

**A1.4 Indicator:** There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school programs.

**A1.4 Prompt:** Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent

Findings	Evidence
The Mission Statement and the Philosophy of Maris Stella School express clearly the vision of the school for the students.	<ul style="list-style-type: none"> <li>• Students of the month</li> <li>• (SLOs) Schoolwide Learner Outcomes</li> <li>• Philosophy, Mission Statement</li> <li>• Spiritual Oriented Programs throughout the year</li> <li>• Field trips related to classroom instruction</li> <li>• Palau International Coral Reef Center</li> </ul>

### Achievements:

- MSS leadership and staff are qualified and committed to the school's mission.
- MSS leadership and staff have a good working relationship with each other.
- MSS leadership and staff look for new opportunities for professional development.
- MSS leadership conducts summer workshops with the faculty and staff, and are engaged in on-going professional development through courses at Palau Community College, workshops, seminars, and days of reflection, both throughout the school year and during the summer.
- MSS leadership and staff see what they are doing at Maris Stella as a vocation, rather than as a job.
- Two teachers received Bachelor of Arts in Liberal Arts and Sciences while teaching.
- Two continue working towards Master's Degrees in Education, one in Public Administration
- One currently working on A.S. degree in Elementary Education.
- Principal regularly observes teachers and gives immediate feedback. Students complete an evaluation questionnaire as part of this feedback.

### Areas for Improvement:

- MSS needs to find new sources of funding, as many of our gifted teachers, as they receive their proper credentials, are wooed away from Maris Stella School, either with higher paying jobs in the public school sector, or in higher paying and glamorous jobs in the government sector.

- Continuing education is still need with our faculty.
- MSS needs more professional development opportunities.
- MSS needs to formalize policies for Benefits and Promotion for faculty and staff.

### **Communication about Vision, Mission, and Schoolwide Learner Outcomes**

**A1.5. Indicator:** The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents and other members of the school community.

**A1.5. Prompt:** Examine the effectiveness of the means to publicize the purpose and the schoolwide learner out comes to the students, parent and other members of the school community.

<b>Findings</b>	<b>Evidence</b>
Both buildings (Upper Maris Stella and Lower Maris Stella) have display signs. The school's website Students recite the Mission Statement in English and Palauan during weekly morning assembly	<ul style="list-style-type: none"> <li>• School Board Sign</li> <li>• Yearly Calendar</li> <li>• Handbook</li> <li>• Maris Stella website &amp; Facebook</li> <li>• School Assemblies</li> </ul>

### **Achievements:**

- The MSS Handbook is clear about the need for a clean, healthy and safe environment, relate it to the mission and core values of the school, and spells out procedures, and consequences for not following the procedures.
- The school provides opportunities for students to develop knowledge, attitudes, and practices necessary for wellness and a healthy lifestyle.
- The school develops working relationships with local authorities and health service providers.
- Safe drinking water is available throughout the day for the students and staff.
- The school has a caring, esteem-building, and concerned staff with high expectations for students.
- Dedicated and committed staff and faculty members
- Generous and supportive parents/guardians, and local and national governments
- An effective system for proctoring and monitoring students while on campus, particularly during recess, lunch hour, and after school has been developed and put into practice.
- MSS has clearly written policies to ensure safety and security of the students in case of an accident or illness, both on campus and at school functions and field trips off campus.
- Increased space for student physical education activities, that will be safe and conducive to the activities has been accomplished.

- Emergency plans are practiced at the beginning of each school year.

Areas for Improvement:

- There needs to be ongoing maintenance in order to make sure older buildings are still safe and conducive to learning.

### Regular Review/Revision

**A1.6. Indicator:** The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global

**A1.6. Prompt:** Evaluation the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.

Findings	Evidence
<p>The Handbook was developed and revised over the years. As situation change and learning from experience, the handbook is subject for continual review, evaluation and revision</p> <p>Translation of the Mission Statement from English to Palauan.</p> <p>Revision of subjects taught</p> <p>Revision of the Progressive Report.</p> <p>Revision of Grading System</p>	<ul style="list-style-type: none"> <li>• Faculty/Staff meeting agenda</li> <li>• Revision of the Mission Statement by based on the previous vision and credo.</li> <li>• School Handbook</li> </ul>

Achievements:

- Catholic Mission Schools has developed a CMS computerized grade book, which includes a wide range of testing categories that accurately assess student performance at both Maris Stella School and Mindszenty High School.
- As a school, Maris Stella was one of two non-government elementary school that scored highest on the Pacific Island Literacy and Numeracy Assessment, given to more than 45,000 Year 5 and Year 7 (elementary school age) students from around 700 schools across 13 countries.
- Maris Stella uses a Mid-Quarter Progress Report to meet parents' requests for information on a students' progress mid-quarter.

**CATEGORY A: ORGANIZATION FOR STUDENT LEARNING****A 2. GOVERNANCE CRITERION**

The governing authority (a) adopts policies which are consistent with the school's vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

**Clear Policies and Procedures**

**A 2.1. Indicator:** There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

**A 2.1. Prompt:** Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

FINDINGS	EVIDENCE
<p>There are clear policies and procedures for the selection, composition and specific duties of the governing authority.</p> <p>There are clear specific duties of the governing authority: Board of Directors</p> <p>There are policies and procedures in selecting the governing authority.</p>	<ul style="list-style-type: none"> <li>• CMS Board By-Laws and Guidelines</li> <li>• Handbook, Maris Stella School pages 6,7,8</li> </ul>

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**Pretraining of Potential Board Members**

**A 2.2 Indicator:** Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

**A 2.2 Prompt:** Evaluate the effectiveness of the training that is offered to prospective or new school board members.

FINDINGS	EVIDENCE
<p>The board members have training in the principles and skills to the effectiveness of the school board.</p> <p>The qualification documents of the Board of Members and the Board of Directors are in the office file.</p> <p>The Board Members meet annually in April to approve the budget for the next school year.</p>	<ul style="list-style-type: none"> <li>• Minutes of Board members' meetings</li> </ul>

**Relationship of Policies**

**A 2.3 Indicator:** The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

**A 2.3 Prompt:** Evaluate the adequacy of the policies to support the school's vision, mission and schoolwide learner outcomes through its program and operations.

FINDINGS	EVIDENCE
The governing authority's policies are directly connected to the school's mission and schoolwide learner outcomes.	<ul style="list-style-type: none"> <li>MSS Handbook p. 7 and 8.</li> </ul>

#### Involvement of Governing Authority

**A 2.4. Indicator:** The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**A 2.4. Prompt:** Evaluate the processes for the involvement of the governing board in the regular review and refinement of school's vision, mission, and schoolwide learner outcomes.

FINDINGS	EVIDENCE
The governing authority meet annually in April.	<ul style="list-style-type: none"> <li>Minutes of the Board of Members meetings</li> <li>Minutes of the Board of Directors meetings</li> </ul>

#### School Community Understanding

**A 2.5. Indicator.** The school community understands the governing authority's role.

**A 2.5. Prompt:** to what degree does the school community understand the governing authority's role?

FINDINGS	EVIDENCE
The school community understands the governing authority's role.	<ul style="list-style-type: none"> <li>Minutes of the MSS PTA meetings</li> <li>MSS Handbook</li> </ul>

#### Relationship to Professional Staff

**A 2.6. Indicator:** There is a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

**A 2.6. Prompt:** Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

FINDINGS	EVIDENCE
There is a clear understanding of the relationship between the governing authority and the responsibilities of the professional staff. Board of Members approve the appointment of the Director of CMS. Board of Directors evaluate the Director's performance of his/her duties. Director imparts his vision for the school to the school community. Principal plans and conducts orientation and continuing staff development for the teachers.	<ul style="list-style-type: none"> <li>MSS Faculty Handbook</li> <li>Minutes of MSS teachers' meetings</li> </ul>

#### Board's Evaluation/Monitoring Procedures

**A 2.7. Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

**A 2.7. Prompt:** Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

FINDINGS	EVIDENCE
The Governing Board/MSS School Board of Directors' evaluates and monitors student's performance, overall school programs and operations, and fiscal health of the school based on the information reported by Principal at annual meetings. The Board receives regular reports on students' progress and needs in order to evaluate the quality of education.	<ul style="list-style-type: none"> <li>Minutes of annual School Board meetings</li> <li>Guidelines for Catholic School Board: role of the Principal; Foundations of a strong team</li> </ul>

#### Complaint and Conflict Resolution Procedures



**A 2.8. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.8. Prompt:** Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.

FINDINGS	EVIDENCE
An ongoing two-way communication between the governing board and the school has shown effectiveness of the complaint and conflict resolution procedures as they apply to school stakeholders.	<ul style="list-style-type: none"> <li>• MSS Board meeting minutes</li> <li>• In a conversation with the Principal, the established governing board and the school complaint and conflict resolution procedures have been effective.</li> </ul>

#### Evaluation Procedures

**A2.9. Indicator:** The governing authority carries out clearly defined evaluation procedures.

**A2.9. Prompt:** Comment on the clarity of the evaluation procedures carried out by the governing authority.

FINDINGS	EVIDENCE
The process of evaluation by the school governing authority is clearly defined.	<ul style="list-style-type: none"> <li>• MSS Governance Policies and procedures</li> </ul>

#### Evaluation of Governing Authority

**A2.10. Indicator:** There is a process for evaluating the governing authority.

**A2.10. Prompt:** Review and assess the process for evaluating the governing authority

FINDINGS	EVIDENCE
There is no existing procedure for evaluating the governing authority.	<ul style="list-style-type: none"> <li>• Policies of Governing Authority</li> </ul>

### A 3. SCHOOL LEADERSHIP CRITERION

The school leadership

- makes decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes
- empowers the staff and
- encourages commitment, participation and shared accountability for student learning.

#### Defined Responsibilities, Practices.

**A 3.1. Indicator:** The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.



**A 3.1. Prompt:** Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and the faculty.

FINDINGS	EVIDENCE
<p>MSS Administration holds regular meetings with Teachers and Staff to discuss and receive feedback regarding decisions that need to be made. These issues include school policies, students' achievements, and Church policy. The MSS administration and faculty have monthly scheduled meetings with parents and guardians (PTA) to discuss and decide relevant matters. The MSS Faculty Handbook contains all school policies. The MSS administration evaluates with the CMS curriculum coordinator and makes teaching assignments according to student progress.</p>	<ul style="list-style-type: none"> <li>Minutes of MSS Board Meetings 2016-17, 2017-18.</li> <li>Minutes of MSS Board Meetings 2018-19</li> <li>Minutes of Teachers' meetings</li> <li>Minutes of PTA meetings 2016-17, 2017-18</li> <li>MSS Handbook</li> <li>MSS End-of-Year Inventory</li> <li>MSS End- of-Year Evaluations</li> </ul>

#### Existing Structures

**A 3.2. Indicator:** The school has existing structures for internal communication, planning and resolving differences.

**A 3.2. Prompt:** How effective are the existing structures for internal communication, planning and resolving differences?

FINDINGS	EVIDENCE
<p>The MSS leadership has a wide variety of experiences. The MSS leadership works to support the promotion of the Mission and Student Learning Outcomes. The MSS school leadership works hard at creating an "open-door" policy with faculty and staff members. MSS leadership capitalizes on individual's skills. The MSS handbook clearly lays out roles and responsibilities. The leadership team is committed to finding ways of enhancing our limited resources and using them for the promotion of student learning.</p>	<ul style="list-style-type: none"> <li>MSS Organizational Chart</li> <li>MSS Governance profile: degrees, credentials, and work experiences</li> <li>MSS Handbook</li> <li>Homeroom PTA meetings</li> </ul>

#### Involvement of Staff

**A3.3. Indicator:** The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that support student learning.

**A3.3. Prompt:** How effective are the processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning?

FINDINGS	EVIDENCE
<p>The school leadership has been very effective in involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that support student learning.</p> <p>The MSS leadership works to support the promotion of the School Mission Statement and Student Learning Outcome.</p> <p>The MSS school leadership works hard at creating an “open-door” policy with faculty and staff members.</p>	<ul style="list-style-type: none"> <li>• MSS Student Learning Outcome</li> <li>• MSS Handbook</li> <li>• MSS Faculty and Staff Professional Development Records (check MSS files)</li> <li>• MSS school Faculty and Staff Professional Development in the last three years includes (PEC) Pacific Educational Convention every two years, Yearly Palau Educational Convention (MOE), Diversity Intelligence Advantage (MOE), P.E./Health (MOE), (PIBBA) Yearly Pacific Islands Bilingual Bicultural Association Convention, Planning &amp; Preparation for School Year 2016-17(CMS Curriculum), Workshop for New Teachers (CMS Curriculum), McGraw-Hill Mastery Reading Training,</li> <li>• WASC Workshop - November 1, 2018</li> </ul>

#### Evaluation of Existing Processes

**A 3.4. Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**A 3.4. Prompt:** To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

FINDINGS	EVIDENCE
<p>The MSS leadership regularly works and supports the promotion of the Mission Statement and Student Learning Outcomes.</p> <p>The leadership team is committed to finding ways of enhancing our limited resources and using them for the promotion of student learning.</p> <p>MSS students participate in MOE programs.</p> <p>MSS students participate in community activities/services.</p>	<ul style="list-style-type: none"> <li>• Monthly MSS teachers’ meetings</li> <li>• MSS Subject Department meetings</li> <li>• MSS quarterly report card</li> <li>• MSS quarterly honor rolls</li> <li>• MSS Students’ of the Month awards</li> <li>• MSS leadership and teachers involves the students in MOE programs, such as: art , essay , poem contests, Didil Belau Spelling Bee, MOE Science Fair</li> <li>• Through Ebiil Society an NGO agency, MSS students have participated on fieldtrips for environmental awareness programs</li> <li>• During Catholic Schools Week students did coastal clean-up and visited the elderly</li> </ul>

#### A 4. STAFF CRITERION

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

#### Employment Policies/Practices

**A 4.1. Indicator:** The school has clear employment policies/practices related to qualification requirements of staff.

**A 4.1. Prompt:** Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs.

FINDINGS	EVIDENCE
The school has clear employment policies/practices related to qualification requirements of staff.	<ul style="list-style-type: none"> <li>MSS Handbook</li> </ul>

#### Qualification of Staff

**A 4.2. Indicator:** The school reviews all information regarding staff background, training, and preparation.

**A 4.2. Prompt:** Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

FINDINGS	EVIDENCE
The principal reviews all information regarding staff background, qualification, and any teaching experiences.	<ul style="list-style-type: none"> <li>MSS office records provide the qualifications of all school personnel</li> </ul>

#### Maximum Use of Staff Expertise

**A4.3. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments.

**A4.3. Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared on their responsibilities.

FINDINGS	EVIDENCE
The process in which the school uses to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared on their responsibility is effective and well organized.	<ul style="list-style-type: none"> <li>Minutes of MSS teachers/staff meetings</li> <li>Principals' record of assignment based on qualification and experience of personnel</li> </ul>

#### Defining and Understanding Practices/Relationships

**A 4.4. Indicator:** The school has a clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A 4.4. Prompt:** Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes and relationships of leaders and staff. Determine the degree of clarity and understanding of these administration and faculty.

FINDINGS	EVIDENCE
<p>There is a clear understanding between the administration and staff on written policies which define the responsibilities, operational practices, decision-making process, and relationships of leaders and staff. The MSS administration holds regular meetings to discuss and receive feedback from faculty and staff regarding decisions that need to be made. At appropriate times, and in appropriate circumstances, decisions will be left to individual class teachers.</p> <p>MSS has regular Teachers' and Staff meetings to discuss any issues pertaining to the school, students, and Church policy and practices.</p> <p>The MSS administration and faculty have monthly scheduled meetings with parents and guardians (PTA) to discuss and decide relevant matters;</p> <p>The MSS administration evaluates, with the CMS curriculum coordinator, and makes teaching assignment according to student progress.</p>	<ul style="list-style-type: none"> <li>• MSS Handbook</li> <li>• Minutes of MSS Board Meetings</li> <li>• Homeroom PTA meetings</li> <li>• Minutes of Teachers' meetings</li> <li>• Minutes of PTA meetings</li> <li>• MSS End-of-Year Inventory</li> <li>• MSS End- of-Year Evaluations</li> </ul>

**A 4.5. Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

**A 4.5. Prompt:** How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

FINDINGS	EVIDENCE
The processes and procedures for involvement of staff in shared responsibilities is extremely effective. The impact on students from the following school events has made the difference in students learning. Teachers shares their students activities during staff meetings. Representative examples are: Thanksgiving Outreach program, Christmas program, Catholic Schools Week activities, National contests, MOE Science Fair, Cultural fieldtrips, Church prayer reflections and worship. MSS added extra-curricular activities such as: sewing, gardening, flower arrangement, arts (portrait drawing), cultural activities, sports, and music.	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• Office files for all events</li> <li>• School calendar</li> </ul>

#### Support of Professional Development

**A 4.6. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

**A 4.6. Prompt:** How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.

FINDINGS	EVIDENCE
The School Administration support for the professional development is very effective. MSS faculty have attended a variety of workshops in the past three years:	<ul style="list-style-type: none"> <li>• MSS Individual Personal folder</li> <li>• MOE/PEC convention and other workshops:</li> <li>• 30th Pacific Educational Conference, July 2017 (Palau)</li> <li>• Palauan Language/Studies (MOE-PEC)</li> <li>• 22<sup>nd</sup> Annual Palau Education Convention (MOE)</li> <li>• </li> <li>• Workshops which help the MSS teachers/staff in their professional development:</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Bridging the knowledge gap: effective content area for lifelong learning</li> <li>➤ Making learning come alive through integrated curriculum</li> <li>➤ Hands on strategies for increasing reading</li> <li>➤ Effective classroom management</li> <li>➤ Math games that teach Math concepts</li> <li>➤ Fostering Self-Determination in early childhood</li> <li>➤ Climate change and Health</li> <li>➤ Managing classroom with limited resources</li> <li>➤ Infusing local environmental studies to reinforce classroom studies</li> <li>➤ Parent and Family involvement</li> <li>➤ Preservation and sustaining of Palauan language and culture through practices</li> <li>➤ Teaching Literacy for every Student</li> </ul> <ul style="list-style-type: none"> <li>• P. E. and Health Workshop (MOE)</li> <li>• Planning &amp; Preparation for School Year 2016-2017, 2017-2018, 2018-2019 (CMS Curriculum)</li> <li>• Workshop for New Teachers (CMS Curriculum)</li> <li>• McGraw-Hill Literacy Reading Mastery</li> <li>• MOE PIBBA WORKSHOP ( June 17,18,19, 2019)</li> <li>• CMS/MSS Retreats/Prayer days and workshops</li> <li>• MSS has its monthly teachers/staff reflections and sharing.</li> <li>• MSS has its weekly Tuesday evening masses with the MSS choir</li> <li>• MSS has its First Friday Mass</li> <li>• MSS has its Advent and Lent grade by grade prayers and recollections</li> <li>• MSS has practiced the devotions to Mary in the month of October and May</li> </ul>
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	<ul style="list-style-type: none"> <li>MSS has beginning of the year and end of year teachers' retreats.</li> </ul>
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### Supervision and Evaluation

**A 4.7. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A 4.7. Prompt:** How effective are the school's supervision and evaluation procedures in order to promote professional growth of staff in all area such as their technological training?

FINDINGS	EVIDENCE
The school implements effective supervision and evaluation procedures in order to promote growth of staff by training the teachers to use technology in the classroom. MSS currently has WIFI services and technological equipment for teachers.	<ul style="list-style-type: none"> <li>Summer Technology Workshop</li> <li>MSS WIFI</li> <li>MSS teachers' laptops, printers, and projectors, computers for all teachers</li> <li>MSS computer lab for students</li> </ul>

### Measurable Effect of Professional Development

**A 4.8. Indicator:** There are effective operating processes that determine the measureable effect of professional development, coaching, and mentoring on student performance.

**A 4.8 Prompt:** Comment on the effectiveness of the processes in determining the measureable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

FINDINGS	EVIDENCE
There are effective operating processes that determine measurable effect of professional development, coaching, and mentoring on student performance.	<ul style="list-style-type: none"> <li>MSS Handbook</li> <li>Curriculum guidelines</li> <li>Yearly Plans</li> <li>Quarterly Plans</li> <li>Daily Lesson Plans</li> <li>Grade books for every grade level: Kinder through Eight grade</li> <li>Report Cards</li> <li>SAT 10 Assessment results (2016-2017)</li> <li>IOWA Assessment results (2017-2018, 2018-2019)</li> </ul>

	<ul style="list-style-type: none"> <li>PILNA Assessment results ( 2017-2018)</li> </ul>
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## A 5. SCHOOL ENVIRONMENT CRITERION

The school has a safe, healthy, nurturing environment that reflects the school's purpose and it is characterized by respect for differences, trust, caring, professionalism, and high expectations for each student.

### Indicators and Prompts

#### Caring, Concern, High Expectations

**A 5.1. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**A 5.1. Prompt:** To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

FINDINGS	EVIDENCE
<p>The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences. MSS students pray in their classrooms every day. MSS students practice the virtue of forgiveness in the classroom and on the campus. MSS students practice sportsmanship during P.E. and other sports related activities. MSS students respect each other, follow classroom rules and school policies such as: staying in the classroom during break time, refraining from any sugary food and drinks. Saying "sorry" to each other when another student is hurt.</p> <p>MSS has monthly Eucharistic celebrations and Devotions to the Blessed Virgin Mary in October and May.</p> <p>MSS has Advent and Lenten prayer and recollection services.</p> <p>MSS has classroom rules and school policies, a grading system to help student achieve high academic and behavioral excellence.</p> <p>Upper MSS campus has a playground area with slides, swings, and monkey bars.</p> <p>Both MSS campuses have one each goal rim basketball court.</p> <p>MSS has P.E. programs three times a week.</p> <p>MSS has after school programs: Educational Talent Search and different sports.</p> <p>MSS Dean of Students enforces school policies.</p> <p>MSS community prays regularly for all students.</p>	<ul style="list-style-type: none"> <li>MSS Handbook</li> <li>MSS Religion Department Programs, school years: 2016-2017, 2017-2018, 2018-2019</li> <li>MSS Homeroom teacher's classroom rules are posted on bulletin boards</li> <li>Minutes of MSS Faculty/Staff meetings</li> <li>MSS PTA minutes</li> <li>MSS Dean's Office records</li> </ul>



<b>Recommendations for development:</b> MSS needs day time security guards, one for lower campus and one for upper campus It is suggested that MSS upper and lower campuses be fenced for students' safety.	
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### Student Self-Esteem

**A 5.2. Indicator:** The school fosters student self-esteem through high expectation for each student and recognition of successes.

**A 5.2. Prompt:** To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

FINDINGS	EVIDENCE
The school fosters student self-esteem through high expectations for each student and recognition of successes. MSS teachers recognize the Students of the Month (School Year 2018-2019) MSS has monthly themes and virtues practiced by the school community MSS teachers assign daily student cleaners in the classroom and outside as well. During Catholic Schools Week all MSS students, parents, teachers are involved in different activities and programs to foster students' self-esteem. MSS students are expected to follow classroom rules and school policies in order to build good character. MSS has a Dean of Students to help students with behavior problems by offering spiritual guidance.	<ul style="list-style-type: none"> <li>• MSS Handbook</li> <li>• MSS grade level Students of the month</li> <li>• CSW activities</li> <li>• MSS Dean of Students guidelines</li> </ul>

### Mutual Respect and Communication

**A 5.3. Indicator:** Mutual respect and effective communication among and between staff, students, and parent is evident

**A 5.3. Prompt:** What evidence supports mutual respect and effective communication among and between staff, students, and parents?

FINDINGS	EVIDENCE
Faculty, staff, students, and parents have mutual respect and effective communication. Homeroom Teachers send weekly/monthly reports regarding students' academic accomplishments, effort and behavior. Teachers communicate with parents when students are ill, injured, or when there are repeated bullying incidences.	<ul style="list-style-type: none"> <li>Teachers, Parents, and Students Conferences</li> <li>Contacting Parents for students' concerns</li> <li>Homeroom PTA meetings</li> <li>Dean of Students' intervention records</li> <li>Some homeroom teachers report weekly to parents</li> <li>MSS mid-quarter progress report</li> </ul>

### Teacher Support and Encouragement

**A 5.4. Indicator:** There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**A 5.4. Prompt:** How effective is the level support and encouragement for teachers to use innovative approaches to enhance student learning?

FINDINGS	EVIDENCE
There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning. Homeroom teachers are provided with Lap tops, projectors, and printers for classroom use. Students research topics from the internet using their cell phones with teacher supervision on a particular subject. MSS has Teachers appreciation day from parents and students during Catholic Schools Week. MSS has Thanksgiving Eucharistic Celebration/Mass for teachers/staff, parents, and students.	<ul style="list-style-type: none"> <li>MSS has its own WIFI connection</li> <li>MSS Handbook policy regarding cell phones on school campus</li> <li>MSS has Computer Lab for Students</li> <li>MSS received donation of Lap tops, projectors and printers from the government of India through the Office of the President of the Republic of Palau</li> <li>Plaque of Appreciation to teachers from parents and students SY 2018-2019</li> <li>PTA officers provided appreciation luncheons and dinners for teachers and staff</li> <li>MSS teachers unused "leave" is paid at the end of the school year</li> <li>MSS has an incentive plan to upgrade teacher salaries</li> <li>MSS is discussing the process for implementing a pension plan for the teachers and staff</li> </ul>

### Safe, Clean, and Orderly Environment

**A 5.5. Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

**A 5.5. Prompt:** Comment on your analysis of the effectiveness of

- a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning, and  
b) all the aspects of the school with the respect to safety regulations including effective operating procedures for internet safety.

FINDINGS	EVIDENCE
<p>The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.</p> <p>MSS maintenance staff clean the school campuses daily.</p> <p>MSS maintenance staff maintain both campuses and repair school property.</p> <p>MSS has fire extinguishers in buildings.</p> <p>MSS conducts emergency drills with the Palau Fire Department's guidance.</p>	<ul style="list-style-type: none"> <li>• MSS Handbook policy for the use of electronics in the classroom</li> <li>• MSS WIFI firewall protection</li> <li>• MSS WIFI technician</li> <li>• MSS fire extinguishers</li> <li>• MSS emergency drills on both campuses in SY 2016-2017, 2017-2018, 2018-2019</li> </ul>

**A6. Reporting Student Progress Criterion**

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report student's progress to the rest of the school community.

**Reporting Student Progress**

**A 6.1. Indicator:** There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

**A 6.1. Prompt:** Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students and parents) about student achievement of the academic standards and the schoolwide learner outcomes.

FINDINGS	EVIDENCE
<p>There are effective processes to keep the board and parents informed of student progress toward achieving the academic standards and the schoolwide learner outcomes.</p> <p>MSS principal reports to the PTA regarding the students' progress.</p> <p>MSS PTA reports to the board regarding students' progress.</p> <p>MSS Dean of Students informs parents regarding students with academic or behavior issues.</p> <p>Homeroom teachers report weekly regarding students' academic and behavior progress.</p> <p>Homeroom teachers give out mid quarter progress report to the parents/guardians.</p> <p>Homeroom teachers give out quarterly report card to the parents/guardians.</p>	<ul style="list-style-type: none"> <li>• MSS Handbook</li> <li>• Board meeting minutes</li> <li>• MSS Dean of Students</li> <li>• MSS Homeroom's weekly report</li> <li>• MSS Mid quarter progress report</li> <li>• MSS quarterly report card</li> </ul>

**Monitoring of Student Growth**

**A 6.2. Indicator:** The school has an effective system to monitor all student's progress toward meeting the academics standards and schoolwide learner outcomes.

**A 6.2. Prompt:** Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

FINDINGS	EVIDENCE
<p>The school has an effective system to monitor all student's progress toward meeting the academics standards and schoolwide learner outcomes.</p> <p>MSS teachers are monitoring all student's progress through classwork, homework, quizzes, projects, groupwork, research, reports, fieldtrips, tests, and exams.</p> <p>MSS teachers report to the Dean of Students regarding their students' behavior in the classroom.</p>	<ul style="list-style-type: none"> <li>• MSS Handbook</li> <li>• MSS Dean of Students' files</li> <li>• MSS Office grading files and transcripts</li> </ul>

#### Modifications Based on Assessment Results

**A 6.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a result-driven continuous process.

**A 6.3. Prompt:** Provide examples of how assessment results have caused changes in the school program, professional development activities, and/or allocations demonstrating a results-driven continuous process.

FINDINGS	EVIDENCE
<p>The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a result-driven continuous process.</p> <p>MSS P.E. programs were modified from once a week to three times a week schedule. MSS has cultural activities such as: coconut husking, coconut grinding, coconut frond weaving, building fish traps, making bamboo clips, making jump rope out of local vines (kebeas ). These are integrated into Math, English/Palauan Language, Science, Social Studies to develop health and students creativity skills.</p>	<ul style="list-style-type: none"> <li>• MSS office files for exams</li> <li>• SAT 10 assessments results</li> <li>• IOWA assessments results</li> <li>• PILNA assessments results</li> </ul>

#### A 7. School Improvement Process Criterion

The school leadership facilitates school improvement which  
(a) is driven by plans of action that will enhance quality learning for all students,

- (b) has school community support and involvement,
- (c) effectively guides the work of the school, and
- (d) provides for accountability through monitoring of the schoolwide action plan.

#### Broad-Based and Collaborative

**A 7.1. Indicator:** The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

**A 7.1. Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the faculty and staff, students, and parents.

FINDINGS	EVIDENCE
<p>The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the faculty and staff, students, and parents.</p> <p>The students' performance shows how effective is the school's planning process that is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.</p>	<ul style="list-style-type: none"> <li>• All stake holders are following the MSS Handbook</li> <li>• MSS students are learning; the parents are supporting their children by participating in school activities, and the teachers are dedicated.</li> <li>• Teacher's meetings recap on workshop techniques</li> <li>• Annual Palau Educational Convention workshops: <ul style="list-style-type: none"> <li>➤ Teaching literacy for every student</li> <li>➤ Bridging the knowledge gap: effective content area for lifelong learning</li> <li>➤ Making learning come alive through integrated curriculum</li> <li>➤ Hands on strategies for increasing reading</li> <li>➤ Effective classroom management</li> <li>➤ Math games that teach Math concepts</li> <li>➤ Fostering Self- Determination in early childhood</li> <li>➤ Managing classroom with limited resources</li> <li>➤ Infusing local environmental studies to reinforce classroom studies</li> </ul> </li> </ul>

#### School Plan Correlated to Student Learning

**A 7.2. Indicator:** The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.



**A 7.2. Prompt:** How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?

FINDINGS	EVIDENCE
<p>The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.</p> <p>MSS teachers are implementing their job descriptions.</p> <p>MSS helps the special/critical students through the Special Education programs, Educational Talent Search Program, after school tutoring and the summer school tutoring.</p>	<ul style="list-style-type: none"> <li>• MSS Educational Talent Search</li> <li>• MSS after school tutoring</li> <li>• MSS summer school tutoring</li> </ul>

### System Alignment

**A 7.3. Indicator:** Within the school there is evidence of system alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

**A 7.3. Prompt:** What evidence supports the system alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

FINDINGS	EVIDENCE
<p>Within the school there is evidence of system alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.</p> <p>MSS has school calendars that contain the activities for school year: 2016-2017, 2017-2018, 2018-2019.</p> <p>MOE calendar has activities that help MSS students with their physical and health developments.</p> <p>MSS has yearly teacher evaluations to improve their teaching methods and instructional strategies.</p> <p>MOE calendar provides the schedule for health screening and inter scholastic sports activities.</p>	<ul style="list-style-type: none"> <li>• MSS School Calendar</li> <li>• MOE Calendar</li> <li>• MSS End of Year Evaluations</li> </ul>

### Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

**A 7.4. Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring and accomplishing of the schoolwide action plan.

**A 7.4. Prompt:** Examine and evaluate the degree to which the allocation of time/fiscal/personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan

FINDINGS	EVIDENCE
<p>There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring and accomplishing of the schoolwide action plan. MSS is managing with its limited resources to accomplish what is required in the curriculum.</p> <p>MSS is managing its limited financial resources to meet the school basic needs.</p> <p>MSS yearly activities involve all stakeholders.</p>	<ul style="list-style-type: none"> <li>• MSS Teachers meeting minutes</li> <li>• MSS End of year inventory</li> <li>• Financial report from MSS finance officer</li> <li>• Annual budget prepared by Board of Directors</li> <li>• MSS Principal's classroom observations and evaluations of teacher's performance.</li> <li>• Local government support: MSS received donations of Lap tops, projectors and printers from the government of India through the Office of the President of the Republic of Palau</li> <li>• MSS yearly school calendar</li> </ul>

#### Achievements:

- Completion of past school projects, including the major project of paving both Upper and Lower Maris Stella parking lots.
- Successfully completing the annual MSS Carnival fundraisers
- Finding partners in the community who are willing to help fund MSS projects.
- 60<sup>th</sup> Anniversary Gala fundraiser
- Koror State Government funded a play area on Upper MSS campus
- Koror State Government funded basketball courts at Upper and Lower MSS parking lots
- Grant from India through ROP president's office funded bank instruments and renovation of a room for band practice
- Grant purchased a laptop and portable projector for each classroom
- Roof over Kindergarten classroom repaired
- An unused classroom converted and remodeled into two office spaces: one for Development Office and secretary, the other space for Dean of Students/Vice-principal
- New physical education equipment acquired through donations

#### Areas for Improvement:

- A concerted effort must be made at both the administrative level, and the board level, to find funding sources
- A strategic, comprehensive action plan, including short-term and long-term goals, and led at the board policy level, needs to be done

**Category B:**  
**Curriculum and Instruction**



## Category B: Curriculum, Instruction, and Assessment

### B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

### Indicators with Prompts

#### Current Educational Research and Thinking

**B1.1 Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

**B1.1 Prompt:** *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Evidence
<p>The school has made a great effort to provide research-based professional development for its teachers. Some examples include</p> <p>Fr. Francis X. Hezel S.J., a social scientist expert on Micronesian education, conducted workshops/retreat for faculty and staff.</p> <p>Teachers have taken Education courses at the local community college to upgrade their knowledge.</p>	<p>Retreat</p> <p>Workshop Schedule</p> <p>Coursework at Palau Community College</p>
<p>Student learning is a top priority. The curriculum follows a yearly plan that is reviewed and revised when necessary. The teachers' yearly plan for each course dictates what is being taught.</p> <ul style="list-style-type: none"> <li>• Reading classes were cut out of the curriculum at one time as a separate subject so classes focusing on the English Language Arts were limited to 45 minutes. Later, Reading was put back in as a separate subject from English grammar.</li> <li>• The courses offered are the courses required by Palau law RPPL 4-57. Classes are divided into 45- minute periods each day.</li> <li>• Electives are offered on Mondays, Wednesdays and Fridays. Examples of electives offered in the past</li> </ul>	<p>Yearly Plans over the past five years</p> <p>Schedule of after school programs</p> <p>Pictures of after school programs</p> <p>Class Schedules</p> <p>After school schedules</p>

are choir, gardening, drawing, sewing, carving, making fish traps. Currently, electives are offered through after school programs in the form of dancing or sports under the management of our PE counselors. Programs are continued depending on the popularity.	
With the help of our director, Fr. Richard McAuliff, S.J., our handbook and policies were revised to fit the current situation of our children. Some of the updates address the problems of obesity in Pacific Islanders. Maris Stella students are not allowed drinks other than water in school and personal electronics at school are not allowed without permission from teachers.	Maris Stella Handbook
In School Year 2016, Maris Stella School changed its math program to follow Singapore Math's curriculum. The Japan International Cooperation Agency volunteers taught Singapore Math in Grades 1-4 and worked with teachers and parents to help understand the different Singapore math methods.	Parent Workshops Teacher Workshops
JICA volunteer teachers also introduced the Math Hero Challenge. Math Hero is a daily activity to reinforce math skills. Students have pre-tests and post-tests to monitor progress. 2018 Pre-tests and Post-Tests in the third grade showed an 85% improvement. 2019 pretests and post-tests show improvements in grade 1 by 27%, 2 <sup>nd</sup> grade by 50%, 3 <sup>rd</sup> grade by 71% and 4 <sup>th</sup> grade by 30%.	Math Hero Workbooks Math Hero Pre-test and Post-test MATH Hero results for 3 <sup>rd</sup> Grade SY2017-2018
Health is not a core subject (meaning it is not mandated by school policy) and therefore is integrated into Science as well as PE to accommodate more time needed for core subjects.	Conversation with veteran teachers.

**Academic Standards for Each Area**

**B1.2. Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

**B1.2. Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Evidence
The school’s curriculum consists of the yearly plan for each grade for each subject. Lesson Plans with objectives and assessment plans are created with these yearly plans in mind. The lesson plans are connected to the yearly plans which serve as our curriculum map.	Teacher Lesson Plans Yearly Plan Books
Singapore Math textbooks have been adopted. The techniques and materials continue to be a challenge for students, teachers and parents.  Other books, although outdated, still provide exercises that are relevant to learning at similar elementary levels.	Singapore Math books Math books
JICA volunteers are helping us with math. They have observed classes, given critical feedback, led discussions about the strengths and weaknesses of our math program and initiated plans to improve the math skills of students. Currently, we are using the Math Hero quizzes along with Singapore math techniques.	Singapore Math Summer math workshop Teacher’s evaluation sheet Math Hero books
Palauan teachers follow the yearly plan, using all available resources to address the needs of the students. Some resources are the MOE curriculum, Palauan Grammar Book, Palauan Custom books, storybooks and legends. They also rely on historical site field trips to emphasize a Palauan concept.	Conversation with Palauan teacher Palauan Yearly Plan MOE curriculum framework Palauan Studies Palauan Grammar Book Palauan Rechuodel Volume 1 and 2. Palauan lesson plan example
Textbooks for Social Studies are mostly about social elements of the United States of America. Teachers relate the lessons to what students need to learn about Palau.	Social Studies Yearly Plan  Social Studies books K-8

<p>1<sup>st</sup> Grade to 6<sup>th</sup> Grade Social Studies have a series that they follow. The Social Studies books are already connected through a curriculum strand that has a common core standard that is comprehensive, coherent and articulated from Grades 1 to 6.</p> <p>Geography and Civics are taught in the 7<sup>th</sup> and 8<sup>th</sup> Grade for Social Studies.</p>	
The Yearly Plan is revised when needed by the Religion teachers. New consumable books are purchased every year.	Religion Yearly Plan
<p>Teachers teach according to the Common Core Standards. Objectives found in the Teacher's edition for Literature. Books dictate the sequence of studies and yearly plans. The school relies on the resourcefulness of the teacher to provide updated information or to apply the lessons to current situations.</p> <p>Books are sequenced for each grade so there is a consistent idea in the progression of student learning.</p> <p>Second, Third, Fourth and Fifth are using HBJ for Grammar and Signatures for Reading Program.</p> <p>Some of our books are outdated but they still provide relevant learning exercises.</p>	<p>Yearly Plans</p> <p>Inventory List</p> <p>Literature Books</p> <p>Grammar Books</p>

### Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Evidence
There is congruence between actual concepts and skills taught, the academic standards and the expected schoolwide learning results. Through the ESLR process, the teachers present agreed that all the school wide learning results were being placed into consideration or were expected to be demonstrated in all the subjects and extra-curricular programs.	<p>Teacher's Lesson Plan</p> <p>Sample Exam</p> <p>Yearly Plan</p>
In preparing lesson plans, teachers take into consideration the objectives and the assessment of the concepts and that the skills taught are aligned.	<p>Teacher's Lesson Plans</p> <p>Classroom Observations</p> <p>Sample Tests</p>

Maris Stella School evaluates students on Behavior and Effort criteria quarterly. The behaviors expected include being obedient, honest, respectful, responsible, cooperative, and practices self-control. Behaviors that show effort are listed as attentive, industrious, takes initiative, punctual, perseverance. Students are graded quarterly separate from the academic grades. At the end of the year, students are awarded for Behavior, Effort, Leadership which fulfills the expected schoolwide learning results.	Handbook Report Cards Permanent records
The Star of the Sea Award is an award given to a graduating student who has shown exemplary achievements in academics and other behavior throughout their nine years at Maris Stella School.	Parent/Student Handbook
The first Monday of every month, students are recognized who have shown achievement in their behavior, effort, science, social studies, mathematics, English, Literature, and Palauan. This encourages students to be aware of their progress academically as well as socially. This fulfills ESLR “Open to Growth”	List of Students of the Month.
Catholic Schools Week is a full week of academics, outreach programs and cultural events. All events are related to children demonstrating their knowledge of their culture.	Catholic Schools Week schedule

### Student Work — Engagement in Learning

**B1.4. Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**B1.4. Prompt:** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Evidence
The exams given by teachers test skills that the yearly plan listed for the quarter.	Exams and Yearly Plans Evaluation form
Observations of colleagues	Teacher Evaluation form
Math Jugyokenkyuu (Study of Classroom teaching) Teacher observations and feedback evaluates engagement of student in learning as well as the effectiveness of the lessons.	Teacher Evaluation form

<p>Catholic School's Week has a mixture of events that include writing essays, poetry, cultural performances, outreach programs, academic challenges and sports challenges. Each day is planned according to a certain theme. The activities fulfill objectives such as having appropriate knowledge of one's culture, serving the community, communicating through writing, participating in and appreciating one's Faith. Math, Social Studies and Science concepts are also demonstrated during the academic challenges. Children participate in sports that encourages and promotes physical activity. At the end of the week, students, usually in third grade or older, receive the Holy Sacrament of the Eucharist and Reconciliation.</p>	<p>Catholic School's Week plans Snapshots Essay sample</p>
<p>Students participate in sports through nationwide competitions and after-school programs. Their participation is evidence that students are physically active which helps them with their mental well-being. In the past year, their attitude during nationwide competitions was acknowledged with the Sportsmanship Award.</p>	<p>Sportsmanship Trophies Pictures of afterschool programs and nationwide competitions.</p>
<p>Schoolwide Science Fair is evidence of implementation of a standards-based curriculum and school wide learning results. Students create science projects as results of what they learned in Science. They portray different concepts that are objectives in the curriculum, use communication skills and display behavioral attitudes that are expected in the ESLRs.</p>	<p>Certificates of participation Snapshots of Science Fair</p>
<p>Students write essays or poetry or draw pictures to participate in nationwide competitions such as the Palau International Coral Reef Arts and Tide Calendar, Earth Day, Palau Pledge, and other Ministry of Health competitions. Their results show proficiency in English and Arts.</p>	<p>Sample Essays Arts and Tide</p>
<p>Grades 6-8 have a Prayer Day every year. During seasons of Advent and Lent, the students participate in outreach programs such as visiting elders or providing food to the needy. This is implementation of a standards-based curriculum in religion.</p>	<p>Pictures of activities</p>

### Accessibility of All Students to Curriculum

**B.1.5 Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**B.1.5 Prompt:** *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for special needs students.*

Findings	Evidence
The school coordinates with Ministry of Education's Special Education Program. With the cooperation of all teachers, an Individual Student Learning Objective is created for children diagnosed with special needs. The teachers adjust lessons to fulfill the objectives of these plans.	Individual Student Learning Objective sample.

### Acceptable Student Achievement

**B1.6 Indicator:** The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

**B1.6 Prompt:** *What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?*

Findings	Evidence
The discussions on ESLR's and the measurement of the achievement of each learning result shows that the school have defined performance indicators that will demonstrate achievement of the academic standards and the schoolwide learner outcomes.	ESLR performance indicators.
The school's handbook lists the criteria for achievement in academics, behavior and effort. Academics are graded using a 0 and 100 scale to show level of performance, while behavior and effort are given numbers 1-4. Behavior and effort have performance indicators that are clear, reasonable and comprehensible.	School Handbook Report card

### Integration Among Disciplines

**B1.7 Indicator:** There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

**B1.7 Prompt:** *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.*

Findings	Evidence
Teachers attempt to integrate all subjects when they go on field trips. This ensures that when they go out in the field, they are able to emphasize learning objectives in multiple in subjects.	Field Trips' Lesson Plans
Catholic School's Week has activities that fulfill almost all subjects' objectives. Essay or poem writing fulfills Literature and Grammar objectives. Cultural performances fulfill Palauan and Social Studies objectives. Academic challenges fulfill all subjects' objectives. Sports or Field Day fulfills Physical Education objectives.	Catholic Schools Week's plans. English and Palauan essay examples
Literature and Grammar are usually integrated through writing projects.	Writing examples.
Outsourcing curriculum materials: Palauan teachers are outsourcing curriculum materials to meet the needs of students.	Compilation of sources

### Curricular Review, Revision, and Evaluation

**B1.8 Indicator:** The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**B1.8 Prompt:** *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Evidence
Curriculum guidelines are the basis for yearly plans. Yearly plans and quarterly plans dictate each area's instruction. Teachers are responsible to review, evaluate and modify processes for each program area. ESLR goals serve as standards for school learner outcomes.	Curriculum guidelines for each subject Teachers Yearly and quarterly Plan Lesson plans



	ESLR goals
Summer workshops facilitated by the principal review the handbook policies along with lesson plans. Evaluation, reviewing and suggestions for improvements are discussed during this period. A conclusive plan is created and implemented during the school year and re-evaluated during the summer.	Teachers' meetings minutes Workshop notes. Conversation with teachers
Effectiveness of the school's curriculum review, evaluation and review processes for each program area depends on the effectiveness of the teacher.	Lesson Plans
Subject area teachers are divided into departments. Each department head ensures that teachers of each department have all the necessities for the school year such as books and workbooks. They must also find ways to improve the departments.	Departments: religion, math, English/Literature, science, social studies and Palauan

### Collaborative Work

**B1.9 Indicator:** The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

**B1.9 Prompt:** *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Findings	Evidence
Department Heads work with teachers to examine curriculum design, student work, refine lessons, units, and/or courses.	List of departments
Teachers in the Religion department work together for Advent events, Christmas play, Lent activities, First Friday Masses, Retreats and other events related to our Faith. The events are refined each year using experiences from the year before.	Advent Activities, Retreats, Christmas Play, Lenten Activities
Before school starts, teachers meet to discuss challenges during the last school year and how to overcome those challenges.	Summer schedule
At the annual Pacific of Educational Convention, (PEC) teachers learn from other teachers. They share and adopt ideas and methods from other teachers to enhance their teaching techniques.	Pictures PEC schedules

### Policies — Rigorous, Relevant, Coherent Curriculum

**B1.10 Indicator:** The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**B1.10 Prompt:** *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Evidence
During the summer, policies in the handbook are reviewed and updated on a yearly basis among teachers, communicated to PTA and School Board. The school assesses policies regarding course completion, credits, grading policies, homework, and use of technology. In the past three years, some policies have changed to meet the needs of current situations. For example, the failing grade has been changed from 70-65 to be consistent with MOE's policies.	School Handbook
Teachers review policies regarding course completion, communicate their effectiveness and share methods they have used and how they produced positive results. The consistent evaluation certifies its relevancy.	Student Handbook
Report cards are distributed quarterly. They are an effective way to communicate with parents about how the school assesses their children's progress in fulfilling the requirements of the school.	Report Cards School calendar
Summer Courses are provided for children who received below 65% and will need remedial classes to be promoted to the next level.	Summer School schedule Summer school enrollment list School Handbook
School Board of Directors received updated information on school happenings.	School Board of Directors meeting minutes

### Articulation and Follow-up Studies

**B1.11. Indicator:** The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

**B1.11.Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

## B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

### Indicators with Prompts

#### Research-based Knowledge

**B2.1 Indicator:** The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**B2.1 Prompt:** *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

#### Planning Processes

**B2.2 Indicator:** The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

**B2.2 Prompt:** *Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Evidence
IOWA Assessments replaced the SAT 10 tests in SY 2017-2018. Teachers use this assessment to evaluate student's learning and modify their yearly plans and lessons accordingly. The IOWA Assessment is consistent with objectives of the yearly plans.	IOWA Assessments results
Formative Assessments are created by teachers to match the lessons that are taught to students within a given amount of time. They are used to evaluate how much knowledge the students have attained and enable teachers to decide whether students need more time on a concept or if they can move on.	Copies of Teachers' Formative Assessments
Mid-Quarter Progress Reports and report cards identify students who are struggling, helps the teachers pinpoint the problem, find solutions and implement them in their lesson plans.	Mid Quarter Progress Reports Quarterly Report Cards

### Professional Collaboration

**B2.3 Indicator:** Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**B2.3 Prompt:** *Comment on how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Evidence
In Math, many teachers use the demonstration, modeling and the constructivist approach. With this approach, students follow the teacher's demonstration, and try to solve problems until they get it right.	Lesson Plans
Power Point presentations are some projects teachers have students create. They compare the ongoing lessons with other teachers' similar lessons and refine their lessons.	Lesson Plans Photos
Maris Stella School spends a week for orientation at the beginning of the school year. During this week, teachers go over the School Handbook, familiarizing students with routines and procedures.	School Calendar Teachers' meetings minutes
Teachers from 6 <sup>th</sup> – 8 <sup>th</sup> grade teach different classes in each grade. They communicate with each other to understand where students are and how they address their learning needs. This helps with consistency between teachers and with students which improves learning and teaching in the classroom.	Observation of 6 <sup>th</sup> -8 <sup>th</sup> grade teachers.
During SY2017-2018 and SY 2018-2019, when students fall short of the requirements of the school, they are referred to the Dean of Students. The dean has a procedure where each child identifies the problem, the reason for the problem, and suggests solutions to the defined problem. They are then asked to pray for divine intervention. This demonstrates critical thinking, problem solving, knowledge and application. When results do not show suitable progress, parents, teachers, and students meet to discuss development.	Dean's Report sample

Students diagnosed with special needs are referred to a Special Education teacher from the Ministry of Education for thorough evaluation. The Special Education teacher then works with the grade level teachers to address those needs.	Special Education Independent Study Learning Needs form.
Educational Talent Search Program with Palau Community College is offered for students who need more time or extra tutoring after school. The program is offered from 3:30 P.M. to 5:00 P.M.. The Educational Talent Search tutor communicates with the homeroom teachers about the needs of the students who receive tutoring.	Educational Talent Search
For students who are learning English as a second language, lesson plans are created at a different level to meet their needs. Collaboration between the Palauan teachers and English teachers is necessary for progress of these students in English and Palauan.	Students' work samples

### Professional Development

**B2.4 Indicator:** The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

**B2.4 Prompt:** *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Evidence
Annual Ministry of Education Convention	MOE Educational Convention packet
JICA Volunteer teachers update progress of students using Math Hero and other teaching strategies. They also have classroom observation of teachers and give critical feedback. Math Hero and Singapore Math strategies have been integrated to improve learning and teaching.	Math Hero Singapore Math books Photos of observations
MSS teachers retreat. Teachers have a religious retreat every year to evaluate their spiritual growth and the effect they have on students. This helps improve learning and teaching.	Photos
Other professional development opportunities are offered by Ministry of Education during the school year.	School Calendar

### Challenging and Varied Instructional Strategies

**B2.5. Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

**B2.5. Prompt:** *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge and application and the development of a wide range of technological skills.*

Findings	Evidence
Students use the computer lab to do research for projects such as writing informational texts and analyzing poetry. They also create power point presentations to present their findings to the class. When students are involved with computers and researching for materials that they are interested in, they are engaged at a high level of learning.	Samples of writing and power point presentations.
Students are actively engaged to achieve academic standards and school-wide learning outcomes when they are exposed to different school and community activities such as Catholic School's Week, the Christmas Pageant, Earth Day Week, Independence Day.	Photos Program of Activities
In addition to regular homework, classwork, quizzes and tests, students are asked to work in groups and to do a project in all classes every quarter. This strengthens collaborative learning, peer communication and engages students at a high level of learning.	Handbook Conversations with teachers
During the morning assembly, students pray, sing the national anthem, recite the Catholic Mission Statement and listen to or make announcements.	Observation
Class Officers have responsibilities in the classroom. Some of them require leading the class in the right direction, protecting people in the class, keeping track of schedules for the class and keeping track of the class finances. The class officers also have had opportunities to add ideas to the Catholic School's Week plans. This is a form of higher learning.	List of Class Officers

### Technological Integration

**B2.6. Indicator:** Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**B2.6. Prompt:** *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Evidence
<p>Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.</p> <p>Since the installment of internet and Wi-Fi, teachers have been using the internet to teach students, to have students apply their knowledge, to research information for writing. Teachers also use the internet to stay updated with current trends in education.</p>	<p><a href="http://www.tekinged.com">www.tekinged.com</a> google algebraic expression <a href="http://www.khanacademic.org">www.khanacademic.org</a></p>
<p>Donation of computers, printers, and projectors to Math and Science teachers enabled the teachers to relay information via technology. It has proven to be easier and more effective than writing on a blackboard. The use of online materials complements digital age children's capacity to immerse themselves in digital information.</p>	<p>Teacher conversations</p>
<p>Students are asked to bring their flash drives to school for writing projects. The projects they work on at the computer lab are then saved to their flash drives. With this flash drive, they can continue to work at different computers at different times. The externality of this class requirement is that students consequently learn how to use the keyboard, save, copy, open documents in Microsoft word or power point. They also learn how to use search engines for research.</p>	<p>Teacher Conversation</p>
<p>Teachers have reserved time in the computer lab. This gives them an opportunity to integrate technology into their lesson plans. If she is not teaching a class, the computer lab manager may also give typing lessons or computer software lessons.</p>	<p>Computer Lab Schedule</p>

### Evidence of Results based upon Challenging Learning Experiences

**B2.7. Indicator:** Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**B2.7. Prompt:** *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Evidence
Students in the 6 <sup>th</sup> grade write biographies, personal narratives, informational texts and poetry. Then they vote for work that was most interesting, most well written, best illustration and funniest. This involves critical thinking which involves students to make judgments of other people's work according to a measurement. The work in itself requires creative thinking for they have to write according to a standard and yet be interesting enough for their audience.	Writing Samples Certificates
Students work in math demonstrates critical thinking, problem solving, knowledge attainment and application skills.	Students Math work sample
Students participation in nationwide sports demonstrates problem solving and application skills.	Sporting Events Photos
Students participation in the school wide science fair demonstrates critical thinking, creative thinking, problem solving, knowledge attainment and application skills.	Photos of Science Fair
Students are asked to work in groups and do projects every quarter. Teachers plan criteria for standard performance in these groups and projects. Students are expected to fulfill the conditions. Some examples for projects are that they are neat and organized and everyone in the group contributed something to the groupwork. The groupwork and projects require critical and creative thinking skills, problem solving skills, knowledge attainment and application skills.	Example of groupwork Example of project Example of rubric



When students are referred to the Dean, the dean practices a procedure where students define the problem, explain the reasons for the problem, and offer solutions for the problem. They are then asked to pray for divine intervention and expected to apply what they have learned from this procedure. Results demonstrate critical and creative thinking skills, problem solving skills, knowledge attainment skills and application skills.	Dean's report
Participation in nationwide competitions have standards that are consistent with academic objectives in the classroom. Students are expected to use critical and creative thinking skills, problem solving skills, knowledge attainment skills to apply in these competitions.	List of winners

### Student Understanding of Learning Expectations

**B2.8 Indicator:** The students know the standards/expected performance levels for each area of study.

**B2.8 Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

Findings	Evidence
At the beginning of each year, teachers spend a week helping students understand expectations of behavior and academics for the year.	Teachers Lesson Plans at the beginning of the year
The school has a Homeroom Parent Teacher's meeting where teachers impart important information for parents to know about what their children have to know before school begins.	School calendar
At the beginning of each lesson, teachers are expected to ensure that students understand what they are learning, how they are going to learn it, and the expected standards at which they are to perform.	Sample Lesson Plan? Evaluation of an effective teacher

### Student Needs

**B2.10 Indicator:** Teachers address student needs through the instructional approaches used.

**B2.10 Prompt:** *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Evidence
Special Education Teachers are offered through Ministry of Education. There is a process that teachers and students have to go through before being accepted into the program. When accepted, the special education teachers observe and evaluate the needs of the student, create a plan and share it with teachers involved with the student.	Plans for Special Needs Students

### Student Use of Resources

**B2.11 Indicator:** Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

**B2.11 Prompt:** *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Evidence
Field Trips involve governmental agencies, environmental agencies and various other institutions who support the nation in different fields. Exposing the children to these agencies educates the students on different community resources available for them.	Field Trip Objectives
Computers are available for student use after school. They are available in the computer lab and the library. Some classes have a personal computer in their classroom. Students use them to finish projects or researches.	Computer Lab Schedule
The library is open until 5:00 pm. It is available for students' use. The students check out books for book reports. They also use the library to study or watch movies.	Library schedule
Outreach programs show students how institutions such as hospitals, the jail, and the Old Age Center serve the nation. Community elders are shown respect when children participate in outreach programs that requires them to visit and pray with them. Children use these programs to learn how to help those organizations.	Outreach programs
Retreats allow students to use parish churches for spiritual growth activities.	Retreat schedules Religion schedules

### B3. How Assessment is Used Criterion

#### Indicators with Prompts

##### Appropriate Assessment Strategies

**B3.1 Indicator:** The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

**B3.1 Prompt:** *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills based? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
IOWA Assessments are used to measure student progress toward acquiring understanding of a specific body of knowledge or skills in English, Math, science and social studies. Strengths and weaknesses are identified.  During the Iowa testing, teachers will be assigned to take over classes.	IOWA Assessments
Formative Assessments- Tests after chapters  Do not use proctors to administer regular tests. Teachers administer their own tests.  Security system for test documents relies on teachers and their own discernment.	Teacher's tests  Conversation with teachers
Summative Assessments- Exams	Teacher's exams
PILNA the Pacific Islands Literacy and Numeracy Assessments are given to 5 <sup>th</sup> and 7 <sup>th</sup> grade every two years. They are used to measure growth in acquiring understanding of math and English. Results for 2018 will be available in October 2019.	PILNA results
Quizzes	Examples of quizzes
Mid quarter reports	Mid-Quarter Progress Report
Quarterly Report cards measure academic growth, behavior and effort for each subject as well as evaluating integrity, responsibility, respect and concern for others	Report Cards

**Basis for Determination of Performance Levels**

**B3.2 Indicator:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**B3.2 Prompt:** *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Evidence
<p>-The basis for students' report card grades:</p> <p>30% of the average for all classwork, homework, quizzes, groupwork, projects.</p> <p>70% of average of all tests.</p> <p>These two numbers are added and then the 85% of the sum is added to 15% of the grades of the Exams.</p> <p>85% of Classroom Activities + 15% of Exams=</p> <p>Final Average</p>	Report cards
<p>-Checklist for Mid quarter Progress Report, effective to the extent that students and their parents are aware of their performances. If they are not satisfied, they have the option to speak with the teacher.</p>	Mid-quarter Progress Report

**Achievements:**

- Participating and placing in  
National Spelling Bee Championship  
Stem Science Fair  
National Drawing Contest  
PICRC Arts and Tide Calendar art competition  
Extra-curricular and sports competitions  
Placed second in Palau in a First Aid/CPR competition
- Teachers' use of multiple teaching strategies and multiple assessments as teaching tools

**Areas for Improvement:**

- A process needs to be developed for teachers to evaluate their own teaching
- Library resources need to be upgraded
- Maris Stella needs to invest in i-Classroom and e-Tablets to better prepare our students for the future, and to better deliver educational programs

**Demonstration of Student Achievement**

**B3.3 Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**B3.3 Prompt:** *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Evidence
Teacher's record show range of students' work and other assessments.	Teachers record book

**Correlation**

**B3.4 Indicator:** The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

**B3.4 Prompt:** *Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.*

Findings	Evidence
Teachers discussed the correlation of schoolwide learner outcomes to academic standards, course competencies and instructional approaches and found that they complement each other.	ESLR results
The handbook policy also shows a correlation between schoolwide learner outcomes academic standards and course competencies in its description of grading policies and behavior and effort expectations.	Handbook

### Modifications/Decisions based on Assessment Data

**B3.5 Indicator:** Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

**B3.5 Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Evidence
SAT 10, IOWA Assessments PILNA	Results from SAT 10, Iowa Assessments and PILNA at different grade levels and years of assessments
Quarterly report cards	Report cards

### Student Feedback

**Indicator:** Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

**Prompt:** *To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?*

Findings	Evidence
Students are given evaluation form for teachers.	Teacher evaluation sheets

### Teacher Monitoring

**B3.7 Indicator:** Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

**B3.7 Prompt:** *Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.*

Findings	Evidence
Mid quarter Progress Reports are effective ways to observe progress in children. It gives the teacher time to look at students' current standing and discern difficulties and contemplate strategies.	Mid-Quarter Progress Report
Report cards are sent out quarterly. Teachers use this to monitor students' current standing after three months.	Report Cards

The Star of the Sea Award requires a majority of teachers to approve an 8 <sup>th</sup> grade student being considered for this award. Teachers look over the students' growth throughout his or her nine years at the school. Teachers who taught the student from K-8 <sup>th</sup> grade view permanent records and talk about the students' progress.	Star of the Sea Award
Permanent Records on file	Permanent Records

#### Achievements:

- Workshops made available by Ministry of Education or others to address issues of teachers and students
- MSS students do well on national and regional assessments
- Students have opportunities to develop more than just academically
- Teachers have received training on different assessment tools and how to use appropriate assessment as teaching/learning tools

#### Areas for Improvement:

- Improve academic programs tailored to our Palauan situation and context

**Category C:**

**Support for Student Personal  
And  
Academic Growth**



## Support for Student Personal and Academic Growth

**C1. Student Connectedness:** Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the school wide learner outcomes.

Findings	Evidence
<p>Maris Stella School demonstrates commitment to the school's mission and core beliefs. It acknowledges each student as a unique creation of God and endeavors to provide each student with direction to fulfill the Lord's will for his or her life. The school provides opportunities for students to develop knowledge, attitudes, and practices necessary for wellness and a healthy lifestyle. It offers a system of support services for its curricular and co-curricular programs that enhances student learning and allows students to explore and discover their full potential and talents. Curricular Programs include Educational Talent Search for Palauan students from 6<sup>th</sup> to 8<sup>th</sup> grade, Special Education, after school tutorial, Peer Tutoring, and "Study Buddies". Summer School Program was offered for SY 2017-2018 which aimed to enhance Math skills for interested incoming 2<sup>nd</sup> graders to 5<sup>th</sup> graders.</p>	<ul style="list-style-type: none"> <li>• School's Vision/Mission Statement</li> <li>• Faculty Handbook</li> <li>• Student Handbook</li> <li>• Curriculum Guide for each subject area</li> <li>• Yearly Plans for each subject area</li> <li>• Daily Lesson Plans for each subject area</li> <li>• Palau Catholic Mission Schools Child Protection Policy</li> <li>• Some upper grades (5<sup>th</sup>-8<sup>th</sup>) have class officers</li> <li>• All grades have daily and weekly class leaders for prayer, clean-up, and group work</li> <li>• Summer School Program Class Schedule for SY 2017-2018 and SY 2018-2019</li> <li>• Photos of Co-Curricular Events</li> </ul>

<p>For SY 2018-2019, Summer School Program included Reading, Math, First Aid Training, and Team Sports such as football, softball, basketball, and volleyball for interested 1<sup>st</sup> - 8<sup>th</sup> grade students. Co-curricular Programs for 1<sup>st</sup>-4<sup>th</sup> grade students include traditional dances such as Chuukese, Samoan, and Palauan dances; team sports such as dodge ball, football, softball, and swimming were offered as well. Co-curricular Programs for 5<sup>th</sup>-8<sup>th</sup> grade students included sewing, weaving, flower arrangement, gardening, music such as guitar and ukulele, coconut husking/grinding on Tuesdays and Thursdays. Parents and guardians came in to teach these skills. Written curriculum guides, Yearly Plans, and Daily Lesson Plans are current, functional, available, and used by teachers. The guides define the scope and sequence and objectives of the educational program. Some grade levels have class officers and daily leaders to empower responsibility and leadership among students.</p>	
<p>In the classroom, teachers implement a wide array of teaching strategies appropriate to students' learning styles. These strategies include differentiated instruction, games, projects (individual or group project), research, class presentation, cooperative</p>	<ul style="list-style-type: none"> <li>• Curriculum guide for each subject area</li> <li>• Daily Lesson Plans for each subject area</li> <li>• Photos of classroom activities posted in the classroom</li> </ul>

<p>learning, “Study Buddies”, Written or Oral Book Report, “Show and Tell”, singing, and dancing. Therefore, the students have an abundance of opportunities to demonstrate their potential and talents through a curriculum that stresses the attainment of the school’s expected school wide learning results. Students experience a variety of group learning settings (individual, small group, and large group).</p>	
<p>The school has a dean/guidance counselor. Administrators, teachers, and other staff also share responsibility for providing guidance and support to individual students. Though limited in teaching staff, the school follows procedures to identify and address students with special needs or refers families to appropriate services to meet those needs under the Ministry of Health’s School Health Program. Students who are observed to have special needs are referred by the homeroom teacher to the principal to notify parents or guardians about their academic needs. An IEP document is drawn up and the IEP team composed of parents/guardians and administrators reviews and confirms the need for special services. The school also offers after school tutoring to address different</p>	<ul style="list-style-type: none"> <li>• Referral forms Special Education/Counseling</li> <li>• Educational Talent Search registration form</li> <li>• Educational Talent Search Program Student Lists for SY 2016-2017, SY 2017-2018, SY 2018-2019, SY 2019-2020</li> <li>• Educational Talent Search Program Activities</li> <li>• Photos of Educational Talent Search Field Trips/Activities SY 2016-2017, SY 2017-2018, and SY 2018-2019</li> <li>• Student Disciplinary Form</li> <li>• Copy of School Emergency Management Plan</li> <li>• Mid-Quarter Progress Report form</li> <li>• IEP- Education Plan</li> </ul>

<p>students' needs at all grade levels. In addition, Palauan students from 6<sup>th</sup> to 8<sup>th</sup> grade may apply for Educational Talent Search Program. Weekly student folder/portfolio and Mid-Quarter Progress Reports are sent out to keep parents/guardians updated with their child's class performance. These reports may result in meetings between the student, teacher, administration, and parents/guardians. The school also has a schoolwide Emergency Management Plan to follow.</p>	
<p>The school provides access to student activities that are age, and developmentally appropriate to supplement the academic curriculum. Activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. These activities enhance social interaction, leadership, career awareness, healthy recreation, self-discipline, self-confidence and development of student interests. Students are often involved in plays, presentations, contests, choir, altar servers, and science fairs that aid in self-esteem, give courage, and a feeling of success. In addition, we have extra-curricular activities such as sewing, weaving, flower</p>	<ul style="list-style-type: none"> <li>• Videos of school programs/activities</li> <li>• Photos of Science Fair, Catholic Schools Week (CSW), Thanksgiving, Advent, and Lenten Activities such as Stations of the Cross, Retreats, Community Service</li> <li>• Photos of Math Hero Speed Challenge</li> <li>• Photos of Extra-curricular activities</li> <li>• Photos of class field trips/activities</li> <li>• School Yearbook SY 2017-2018</li> <li>• School Calendar SY 2016-2017, SY 2017-2018, and SY 2018-2019</li> <li>• Circle of Life (COL) List for SY 2017-2018</li> <li>• Trophies/Certificates</li> </ul>

<p>arrangement, gardening, music (guitar and ukulele), coconut husking/grinding on Tuesdays and Thursdays for 5<sup>th</sup> to 8<sup>th</sup> grade students. Traditional dances such as Chuukese, Samoan, and Palauan dances and team sports such as dodge ball, football, softball, and swimming are offered to 1<sup>st</sup> to 4<sup>th</sup> grade students. All student activities are adequately supervised and are managed by school governance and leadership. Teachers, faculty and staff members, parents and guardians participate in student activities. The school recognizes student accomplishments and contributions in meaningful ways. The students are recognized monthly during General Assembly and quarterly in terms of academic performance, behavior, and perfect attendance.</p> <p>Groups of students representing all grade levels meet with their assigned faculty and staff members carrying out activities with a theme to promote unity, cooperation, sharing, and responsibility as a member of a larger school community.</p>	<ul style="list-style-type: none"> <li>• Class Schedule SY 2014-2017</li> <li>• Photos of Students- of- the Month</li> </ul>
<p>The school has a means of assessing Christian character and academic development as stated in the Student</p>	<ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Mid-Quarter Progress Report Form</li> <li>• Quarterly Report Card</li> <li>• Year-end Award Ceremony</li> </ul>

<p>Handbook on a regular basis. Teachers for each grade level collaborate to decide for the Student-of-the Month which is recognized every first Monday of the month during General Assembly and End-of-the Year Awards based on academic and behavior grades. Quarterly Honor Roll and Perfect Attendance are posted regularly each quarter. Star of The Sea Award is given to an eighth grader who has shown superior growth and development in the understanding of Christian faith, intellectual achievement, and service to the school and wider community throughout eight years at Maris Stella with the majority approval of the teachers and the Principal. It has established procedures to inform parents of the student's character, conduct, and academic performance during and at the end of a grading period. Students learn and perform at expected levels or interventions occur so that progress is made toward expected levels of performance.</p>	
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Achievements:

- The school's Christian identity is clearly articulated in the mission statement.
- Curriculum and instruction reflect the school's mission.
- Community service programs reflect the school's commitment to Christian values.
- Dedicated and committed faculty and staff members
- After school tutoring program
- Generous and supportive parents/guardian, stakeholders, and local government
- An increased awareness by many teachers of the variety of student learning styles
- A caring, esteem building, and concerned faculty and staff members with high expectations for students
- Teachers demonstrate creativity and initiative and use a variety of resources in the delivery of instructional programs.
- Each classroom is equipped with laptop, projector, and printer and is connected to Wi-Fi.
- Sewing, weaving, flower arrangement, gardening, music, coconut husking/grinding on Tuesdays and Thursdays were added as part of the extra-curricular activities for 5<sup>th</sup> -8<sup>th</sup> graders.
- School wide weekly folder/portfolio-uniform MQPR
- Teachers and students were trained and certified to assist with emergency situations.
- A uniform Mid-Quarter Progress Report Form for the whole school
- Increased participation of teachers in staff development that is sustained over time
- A more organized and systematic way of filing all school documents; safely maintained; archived created
- More resources and effective use of technology in the classroom to support student achievement
- A uniform Mid-Quarter Progress Report Form for the whole school has been developed and implemented
- Gardening is part of the extra-curricular activities or after school program
- The instructional staff has developed clearly articulated benchmarks for student performance that are linked to the academic standards and school wide learner outcomes.
- Students, faculty, and staff members to be trained to assist with emergency situations

Areas for Improvement:

- More student involvement during Parent Teacher Association meeting

## Support for Student Personal and Academic Growth

**C2. Parent/Community Involvement Criterion:** The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Findings	Evidence
<p>The PTA is a registered non-profit organization that provides another means to connect the school to outside resources.</p> <p>Individuals, corporations, and businesses are able to claim a tax-deductible refund on a yearly basis for any donation made to the school.</p> <p>IN SY 2016-2017 and SY 2017-2018, the PTA held regularly scheduled meetings to attend to school matters. Committee members were formed to plan and carry out activities to support the school. The PTA Programs Committee addresses programs and events such as Catholic Schools Week, school Masses, and outreach programs. In SY 2017-2018 a Development Officer was hired to organize and hold an Annual Maris Stella Carnival as a means of fundraising for the school. The Development Officer is also responsible for grant writing proposals and creates a yearbook.</p> <p>Low attendance at PTA meetings led to the decision to discontinue quarterly meetings. Individual grade level parents elected class representatives to plan and carry out activities on behalf of their children. These smaller class PTA groups have been more effective with parents' and guardians' participation. Each grade level group of parents elects 2 Representatives who contact parents to plan and carry out activities, working with grade-level teachers.</p>	<ul style="list-style-type: none"> <li>• List of PTA Officers</li> <li>• Minutes of PTA meetings</li> <li>• Annual School Carnival</li> <li>• Programs Committee</li> <li>• Fundraising Committee</li> <li>• School Yearbook</li> <li>• Class reps organize field trips, Third Graders' First Holy Communion, Carnival events, CSW events, Thanksgiving Outreach, and Christmas Program</li> </ul>



<p>The school receives many free services from the Ministry of Health, Ministry of Education, and Ministry of Justice targeting schools and students. These are services like Health Screening Immunization and Oral Health Outreach. Bureau of Public Safety Officers direct the traffic on the main road in front of the school in the morning. Another use of community resources comes from the private businesses and elected public servants when solicited for various assistance such as financial support or to give talks at school events. In many instances, people from the community come in as speakers or the students go out to visit them as enrichment or extension on the topic or lesson that the students are learning about in the classroom. For example, people from Bank of Hawaii (BOH) come to 5<sup>th</sup> graders to talk about the Importance of Saving Money for their future. Also, people from Palau International Coral Reef Center (PICRC) visit all grade levels to talk about the Importance of Coral Reefs to Palau's Ecosystem.</p>	<ul style="list-style-type: none"> <li>• Yearly Health Screening Immunization and Oral Health Outreach are in the school calendar</li> <li>• Photos/Videos of Field Trips and Guest Speakers</li> </ul>
<p>Parents select MSS to be their child's school because of the school's purpose and academic standards. The school attempts to remind and involve parents and community members to promote the school's purpose and academic standards by posting the information at visible locations around the school and including them in discussions during school meetings or gatherings.</p>	<ul style="list-style-type: none"> <li>• Copy of Mission Statement</li> <li>• Copy of ESLR's</li> <li>• Minutes of school meetings with class representatives</li> <li>• Photos/videos of school events: Masses, Thanksgiving Outreach, Homebound Visitation, Field Trips, Christmas Program, CSW, Lenten Prayer Day</li> </ul>
<p>Parents have ready access to school personnel. Teachers provide their personal contact information so that parents or students can reach them outside school hours. The non Palauan teachers stay in campus apartments so they are readily accessible.</p>	<ul style="list-style-type: none"> <li>• List of personnel contact numbers/e-mail address</li> <li>• Photo of campus apartment</li> </ul>

#### Achievements

- Regularity of annual events such as Carnival fundraising, Thanksgiving outreach, Advent prayer services, Catholic Schools Week, Lenten Prayer Days
- Means of communication between school and home

#### Areas for Improvement:

- Increasing parent support in school activities

**Category D:**  
**Resource Management and Development**

## D: Resources Management and Development

### D1. Resource Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the school wide learner outcomes.

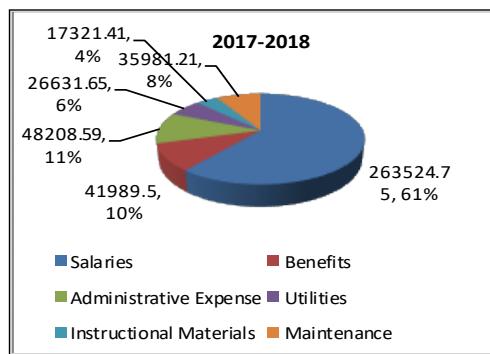
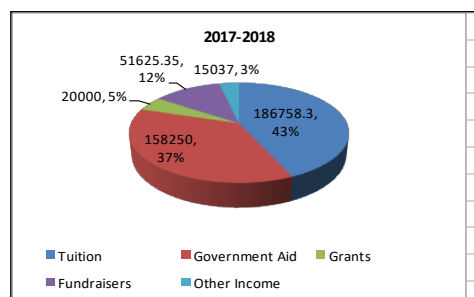
#### Indicator and Prompts

#### Allocation Decisions

**D1.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the school wide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**D1.1. Prompt:** To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the school wide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

#### Allocation Decisions

Findings	Evidence																																							
<p>The school resources are allocated to ensure that that the school’s goals are aligned and support our vision, mission, the academic standards, critical learner needs, and school wide learner outcomes by having the salaries of an adequate number of teachers, benefit costs, text books for the students, instructional supply needs of the staff, expected enrollment, facilities, and school’s general operations are sufficient to sustain the school’s goals.</p> <p>Maintaining and recruiting a well-qualified staff continues to be a high priority as Maris Stella School works to produce students of the highest quality in both academic excellence and spiritual development.</p> <p>The principal and the financial officer prepare the budget (allocation of funds) based on the needs and plans of the teachers and staff of the school. After the budget is prepared, then submitted to the Board of Directors for their review and approval.</p>	<p><b>Breakdown of Allocation of Resources</b></p>  <table><caption>Breakdown of Allocation of Resources (2017-2018)</caption><thead><tr><th>Category</th><th>Amount</th><th>Percentage</th></tr></thead><tbody><tr><td>Salaries</td><td>263524.7</td><td>51%</td></tr><tr><td>Benefits</td><td>41989.5</td><td>10%</td></tr><tr><td>Administrative Expense</td><td>48208.59</td><td>11%</td></tr><tr><td>Utilities</td><td>26631.65</td><td>6%</td></tr><tr><td>Instructional Materials</td><td>35981.21</td><td>8%</td></tr><tr><td>Maintenance</td><td>17321.41</td><td>4%</td></tr></tbody></table> <p><b>Breakdown of Revenue Resources</b></p>  <table><caption>Breakdown of Revenue Resources (2017-2018)</caption><thead><tr><th>Category</th><th>Amount</th><th>Percentage</th></tr></thead><tbody><tr><td>Tuition</td><td>186758.3</td><td>43%</td></tr><tr><td>Government Aid</td><td>158250</td><td>37%</td></tr><tr><td>Grants</td><td>51625.35</td><td>12%</td></tr><tr><td>Fundraisers</td><td>20000</td><td>5%</td></tr><tr><td>Other Income</td><td>15037</td><td>3%</td></tr></tbody></table>	Category	Amount	Percentage	Salaries	263524.7	51%	Benefits	41989.5	10%	Administrative Expense	48208.59	11%	Utilities	26631.65	6%	Instructional Materials	35981.21	8%	Maintenance	17321.41	4%	Category	Amount	Percentage	Tuition	186758.3	43%	Government Aid	158250	37%	Grants	51625.35	12%	Fundraisers	20000	5%	Other Income	15037	3%
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Sound financial planning and responsible fiscal management allow resources to sustain a quality educational program. The general financial condition of the school is solid and the operating budget has been moving towards the positive over the previous three years with increased enrollment. The budget is designed to ensure a quality Catholic education for the students.

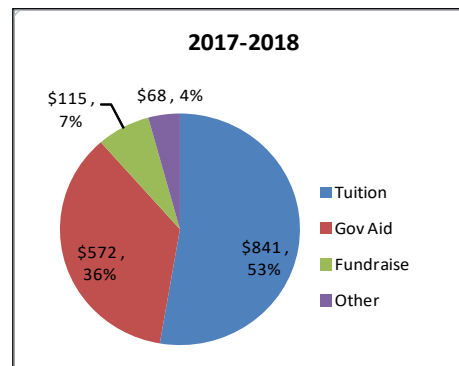
A budget is prepared annually with monthly monitoring of actual expenditures versus budget allocations. Maris Stella School benefits from sound budgeting and business practices which allows the school to be affordable to Catholic families.

The school with the parents support have worked together in raising funds to increase revenues to provide more technology resources such as computers in the classrooms, raise teachers' salaries and benefits, and upgrade our instructional materials. In 2017, the school received a grant of \$10,000 to purchase computers for classroom teachers from Kinder to 8<sup>th</sup> grade.

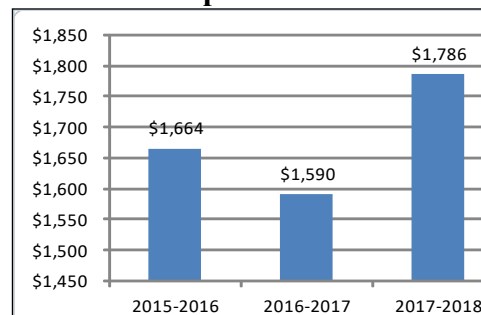
Maris Stella School employs proper bookkeeping and accounting procedures to create, implement and monitor the financial position of the school. The financial officer handles the school's accounting on Quick Book Accounting System. The Financial Officer advises the principal on financial matters on a biweekly basis with a cash flow report.

The principal reviews and approves all spending of funds. A staff member submits a request for purchases of items needed to the financial officer for certification of availability of funds. The principal authorizes the expenditures.

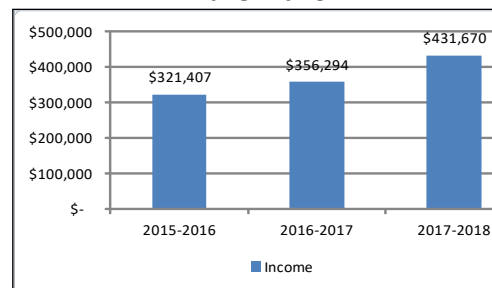
### Distribution of Source of Income Per Student



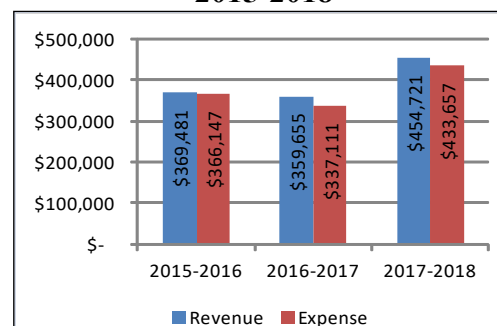
### Cost per Student



### Revenue Resources Last Three Years 2015-2018



### Revenue & Expenses Last Three Years 2015-2018



## Practices

**D1.2. Indicator:** The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protection against mishandling of institutional funds.

**D1.2. Prompt:** Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protection against mishandling of institutional funds.

## Practices

Findings	Evidence
<p><b>Annual Budget</b> A budget proposal is prepared by the financial officer and the principal based on the needs of the current school year. The budget is then reviewed and approved by the Board of Directors of the school. The financial year runs from July 1 to June 30.</p> <p>The three main resources of the school's operations are:</p> <ol style="list-style-type: none"> <li>1. Tuition is the school's primary source of income (43%).</li> <li>2. Government Aid to Private Schools (37%).</li> <li>3. Fundraisings, registration fees, and other small fees are additional source of income (20%).</li> </ol> <p>Parent Teacher Association (PTA) is formed for the purpose of increasing revenue through fundraisers by increased parent involvement.</p> <p><b>Business and Accounting Practices</b> The finance officer is responsible for the accounting of the school's funds: (1) keeping records of all deposits and expenditures; and (2) ensuring that funds are available for any spending. The principal reviews and approves all requests for spending.</p> <p>All funds are deposited in the bank on a weekly basis.</p>	<p>Monthly Financial Reports – Finance Office.</p> <p>Brochure gives rates for tuition, registration fees; and other additional fees – Finance Office</p> <p>Tuition Receipts – Finance Office</p> <p>Quarterly reminder to parents for late tuition payments – Finance Office</p> <p>Posting copy of all checks – Finance Office</p> <p>Small fees include auditorium rental, transcript fees, rental of classrooms.</p> <p>Endowment disbursement policy.</p>

To avoid any mishandling of funds, cash receipts are deposited in the bank on a weekly basis. If for any reason, the monies cannot be deposited, then the monies are kept in a secured, safe place.

### **Accounts Receivable**

There are different plans of tuitions payments:

- Payment in full with a discount at registration;
- Monthly payments;
- Direct deposits (payroll allotments).

Tuition payments are posted in the accounting system when the payments are received to ensure that tuition billings are up to date at all times.

A reminder notice is sent out to families on a quarterly basis for any late tuition payment, ensuring that tuition payments are collected on a timely basis. Delinquency has not been a significant problem.

### **Fundraising**

School's fundraising monies are handled by the accounting staff ensuring that they are deposited in the bank. School's fundraising monies are used for the school's general operations. Donation monies designated for any specific projects are held in the general account but restricted for that specific project.

### **Accounts Payable**

The financial officer handles all accounts payable. The principal signs all checks. Checks are in duplicate: the check and posting copy. All accounts payable records are filed in the finance office. The posting copy, receipts, invoices, requisition forms are all filed in numerical order.

In collaboration with the Development Officer and Parent Teachers Association (PTA) the school reviews and establishes third party

<p>income to supplement tuition. Success in this area comes from grants, annual school fund drive, corporate donations, and school endowments.</p> <p><b>Annual Audit</b> An independent auditor will audit the school's finances in School Year 2018-2019. This is to ensure that the school's accounting practices are in compliance with the standard accounting principles.</p>	
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## Facilities

**D1.3 Indicator:** The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

**D1.3 Prompt:** Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals and education program.

## Facilities

Findings	Evidence
<p><b>Maintenance of Facilities</b></p> <p>The buildings and grounds of the school are maintained on a daily basis by the school's grounds and maintenance staff. The principal works closely with the maintenance staff to make sure that grass are cut, plants and trees are trimmed, and school's grounds are cleaned and maintained on a regular basis. In 2017, the school buildings were fully painted.</p> <p>The classrooms are cleaned by the students on daily basis. Each class has a cleaning schedule assigned by the teachers for students to throw trash, sweep and mop the floor.</p> <p>During summer break, the teachers paint their own classroom walls, decorate the classrooms to create a conducive learning environment. The teachers also make sure that all furnishings are in good conditions.</p> <p>In school year 2017-2018, the kindergarten building was renovated. The renovation included repair of the roof, ceiling, interior and exterior walls, furniture, and restrooms. This was to ensure a safe and conducive learning environment for the students and staff.</p> <p>A grant of \$10,000 from to the Government of India through the Office of the President (Palau) was awarded to Maris Stella School to repair and renovate the Kindergarten</p>	<p>In school year 2017-2018, a grant of \$10,000 from the Government of India through the Office of the President (Palau) was awarded to Maris Stella School to renovate and repair Kindergarten Building.</p>



<p>building for the safety of the students and staff.</p> <p><b>School Safety</b></p> <ul style="list-style-type: none"> <li>• Teachers monitor and supervise students between 8:00 am to 3:15 pm.</li> <li>• Teachers will ask an assistance from another teacher or office staff in the event they cannot monitor their classes.</li> <li>• In the event of a student injury or illness, the following procedures is followed: <ul style="list-style-type: none"> <li>▪ All ambulatory students report to the Office of Dean for evaluation and contact parents, if needed or desired by the student.</li> <li>▪ Parents are notified about all head and any serious injuries.</li> <li>▪ Minor injuries (bumps, scratches, and cuts) are treated on site by the student washing and applying a band-aid.</li> <li>▪ An accident report is filed in the Dean's Office and is available to the parents upon request.</li> </ul> </li> </ul>	
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## Instructional Materials and Equipment

**D1.4 Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulative, and laboratory materials are effective.

**D1.4 Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulative, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

## Instructional Materials and Equipment

Findings	Document
<p>After receipt of the projected enrollment of students, student needs are evaluated to provide the adequate textbooks and instructional materials and equipment for the following school year.</p> <p>Instructional materials are purchased on an as-needed basis. In 2015-2016, the school purchased Singapore Math for grades 1 to 8. Teachers recommend instructional materials that are approved by the principal before purchase requests.</p> <p>Instructional materials and equipment are made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.</p> <p>At the end of the school year, inventory of textbooks and all instructional materials including computers are prepared by all teachers and submitted to administration. The inventory will be used to plan for the level of textbooks and all instructional materials required for the following school year.</p>	<p>Observations</p> <p>Conversations with administration and faculty</p> <p>Inventory List</p>

## Well-Qualified Staff

D1.5. Indicator: Resources area available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college courses and career development.

D1.5. Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college courses and career development.

## Well-Qualified Staff

Findings	Evidence
<p>Hiring of a well-qualified staff is a high priority as Maris Stella School works to produce students of the highest quality in both academic excellence and spiritual development. The school ensures that adequate funds are available and sufficient before the process of hiring a new teacher.</p> <p>The school current average education level for the teachers are 71% Bachelor Degree, 25% Master Degree, 3% Associate Degree, 3% High School Diploma with Experience. The school is well managed with good management thereby the turnover is very low.</p> <p>A comprehensive salary schedule was developed based on experience and education. The school's salary schedule provides sufficient salary and benefits to meet the staff basic needs.</p> <p>All teachers are encouraged to attend workshops to improve their teaching skills with the Ministry of Education at the beginning of the school year. In the past three years, the staff attended workshops such as PE &amp; Health Workshop, Technology Integration, Ministry of Education Educational Convention, and CPR Training.</p> <p>The school provides teachers and all staff 80 hours sick days per year. If these days are not taken, they are paid cash out for any unused</p>	<p>Teachers and Staff are eligible for a tuition discount.</p>

<p>days at the end of the year. 48 hours compassionate leave and 8 hours of personal leave are also given. If unused, there is a cash payout at the end of the school year.</p> <p>In 2018-2019 the school is offering a retirement plan for all teachers and staff. The school personnel will contribute to the retirement account with personal funds and the school contributes toward the retirement account.</p>	
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### Areas to analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- The relationship of decisions about resource allocations to the school's purpose and assessment of the school wide learner outcome
- The degree of involvement of leadership and staff in resource allocation
- The annual budget
- The most recent audit
- Protection against mishandling of institutional funds
- The business and accounting practices
- The adequacies of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- The procedures of acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials and library/media resources
- The resources available for hiring and nurturing a well-qualified staff
- Advisory committee minutes, if appropriate
- Additional evidence identified by the school

### Conclusion

Maris Stella School management policies have been effective in meeting the school's mission, vision and student goals. Meeting student needs is a top priority in the allocation of available resources.

## D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

## Indicator and Prompts

## Long Range Resource Plan

D2.1. Indicator: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

D2.1. Prompt: Evaluate the process of regular examination of the long-range resource plan to ensure the continuation of appropriate resources that support the school's vision, mission and student learning.

Findings	Evidence
<p>The school practices year to year planning. At the beginning of the school year, the principal and the staff review the resources of the school and determine what areas need repair, upgrade, and any improvements.</p> <p>The administration short-term plans for the school 2019-2020:</p> <ol style="list-style-type: none"> <li>1. Starting a music instrumentals education program. Grant proposal of \$10,000 to purchase music instruments and \$10,000 to construction a music classroom.</li> <li>2. Install solar power system for the school. Grant proposal of \$50,000 to purchase the solar power system.</li> <li>3. Repair all water tanks and install a rainwater catchment system to the existing tanks. The water catchment system will be connected to the restrooms as a cost savings for the school.</li> </ol> <p>The review and update of the plans are presented to the Board of Directors, PTA, and the administration meeting for action.</p>	<p>Faculty and Staff Meetings</p> <p>Grant proposal for Music Instrumental Education Program</p> <p>Grant proposal for Solar Power System</p>

D2.2. Indicator: The school uses research and information to form the master resource plan.

D2.2. Prompt: To what extent does the school leadership and staff use research and information to develop the long-range plan?

Findings	Evidence
The school uses information gathered from faculty and staff, parents, and students to develop long-range plans. Comments, concerns and suggestions are used to form the school's long-range plans.	Conversations with parents, faculty and staff, and students

### Involvement of Stakeholders

D2.3 Indicator: Stakeholders are involved in the future planning.

D2.3. Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

Findings	Evidence
<p>Maris Stella School is a Catholic educational institution of the Catholic Church. The overall direction and planning of the school is with the Catholic Church leadership in Palau.</p> <p>Faculty and staff offer formal and informal recommendations and suggestions for the school planning and improvements. The school has regular staff meetings.</p> <p>Parents have regular meetings with teachers to help with school activities, planning, and any improvements. Parents are encouraged to participate and volunteer in school's activities and events.</p> <p>Parents are actively involved in the school's annual fundraiser events. They are actively involved with their children's class field trips, class activities. Parents participate in class fundraiser for their own child's class specific project. Each class has two class reps who are the contact persons for the class. They are responsible to contact parents for any class meetings, activities, and events</p>	<p>PTA and Administration meetings</p> <p>Class Reps and Parents meetings with Classroom Teachers</p>

D2.4 Indicator: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities regarding the financial needs of the organization.

D2.4 Prompt: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Evidence
<p>The school regularly communicates with the government on the financial needs of the school. The school receives \$572.00 for each student at Maris Stella School from the government's Aid to Private School, a total amount of \$127,000 a year. This annual aid from the government makes up 37% of the school's total revenue which helps the school to stay afloat.</p> <p>The school has an annual fundraising (Back to School Carnival). The school sends out solicitation letters to private individuals, businesses, and government officials for donations. Parents, alumni, and friends of the school are involved in this annual fundraising with their donations and selling raffle tickets.</p> <p>This annual fundraising event is announced in the local newspapers, radio stations, and television, informing the general public, requesting their support and donations.</p>	<p>Announcement in local newspapers, radio stations, television, school website, Facebook page and email account.</p> <p>Solicitation letters to businesses, private individuals, and government officials</p> <p>Solicitation letters to parents, alumni and friends.</p>

## Marketing Strategies

D2.5. Indicator: The school has marketing strategies to support the implementation of the developmental program.

D2.5. Prompt: How effective are the marketing strategies to support the implementation of the developmental program?

Findings	Evidence
<p>The marketing strategies for Maris Stella School has been very effective in promoting the developmental programs for our school.</p> <p>Maris Stella School advertises all our fundraiser events in the Island Times and Tia Belau newspapers, radio stations, including posting of flyers in public areas, posting of all fundraiser events in the Facebook, the school's website, and emails to parents, alumni and friends.</p> <p>In SY 2016-2017 and 2017-2018, we had our annual back to school fundraisers and they were successful. We were able to raise \$35,000 in each year. In 2017-2018, we celebrated the school's 60<sup>th</sup> Anniversary with a Dinner Gala Fundraiser. At the 60<sup>th</sup> Anniversary Gala, we recognized our first three Distinguished Alumni with all alumni invited. The Gala Dinner Fundraiser was another successful event. We raised \$31,000.</p> <p>The marketing strategies used to promote these events were sending solicit letters to parents, alumni, friends, businesses, and government officials. School's staff, board members, and alumni helped with our developmental</p>	<p>Maris Stella School website address: <a href="https://www.marisstellapalau.org/">https://www.marisstellapalau.org/</a></p> <p>Maris Stella School Facebook address: <a href="https://www.facebook.com/MarisStellaSchoolPalau/">https://www.facebook.com/MarisStellaSchoolPalau/</a></p> <p>Maris Stella School email address: <a href="mailto:seastar@palaunet.com">seastar@palaunet.com</a></p> <p>School Calendar</p> <p>Email communications</p> <p>Local newspapers (Island Times and Tia Belau)</p> <p>Radio Stations (WAVE and Eco Paradise)</p>



<p>program with talk shows on the radios advertising the school's programs as well as fundraiser events.</p> <p>In 2017-2018 the school's applied for two grants from the Government of India through the Office of the President. The two grants were for computers in the classrooms of \$10,000 and renovation of the kindergarten building of \$10,000.</p> <p>In 2018-2019 a grant in the amount \$90,000 from the Embassy of Japan was approved for two school buses for the school.</p>	
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### Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- A master resource plan.
- A procedure to regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and learning results

Focus on Learning: The accreditation Manual

- The marketing strategies used to support the implementation of the developmental program
- The research and information used to form the resource plan
- The involvement of stakeholders in the future planning
- Governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- Additional evidence identified by the school.

### Category D. Resource Management and Development: Areas of Strength

- Maris Stella School has a strong stakeholder commitment.
- MSS parents and alumni, businesses and government very supportive to the school's fundraisers

### Category D. Resource Management and Development: Areas of Growth

- Develop School Wide Master Plan. Develop an Action Plan for Master Plan.
- Update School Handbook
- Develop emergency action plan include map and placement of fire extinguishers

## **Chapter V.**

### **Maris Stella School's School-wide Action Plans**

**Action Plan # 1** Develop a plan to identify goals designed to provide the best possible education for all Maris Stella students.

**Growth Target:** Maris Stella School will develop a school-wide culture that promotes academic excellence and Catholic values in the next five years.

Task	Person (s) Responsible	Resources	Assessment of Progress	Timeline	Methods of Reporting Progress
Develop and implement a plan to increase student performance in areas of relative weakness as determined by academic and standardized assessments and other relevant data.	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders
Develop and implement a peer tutoring program.	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students in 5<sup>th</sup>-8<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Teachers report to Principal
Develop and implement an after school tutoring program for grades 1 <sup>st</sup> – 8 <sup>th</sup> .	<ul style="list-style-type: none"> <li>Teachers</li> <li>Parents/ Guardians</li> <li>Students in 1<sup>st</sup> -8<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Teachers report to Principal and parents/guardians
Develop and implement a plan to ensure that faculty and staff have access to appropriate and necessary resources.	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders

**Action Plan # 2:** Communicate to the wider community of students, parents, guardians, and teachers, the ESLRs, so as to ensure ownership that will lead to improved teaching and learning.

**Growth Target:** Maris Stella School will focus on finding ways to share the ESLRs with all stakeholders in the next five years.

Task	Person (s) Responsible	Resources	Assessment of Progress	Timeline	Methods of Reporting Progress
Provide written and electronic copies of the ESLRs in Palauan and English to all stakeholders.	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Teachers report to principal
Develop ways to evaluate all stakeholders' awareness and understanding of Maris Stella school's ESLRs.	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Self-evaluations by students, teachers, parents/ guardians, and teachers.

**Action Plan # 3.** Investigate Professional Development opportunities, identified by staff as areas of need to improve the teaching skills of their staff.

**Growth Target:** Maris Stella School will develop and implement a strategy to recruit and retain best teachers and school staff in the next five years.

Task	Person (s) Responsible	Resources	Assessment of Progress	Timeline	Methods of Reporting Progress
Provide regular opportunities for comprehensive and relevant professional development.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> <li>Ministry of Education conferences and workshops</li> </ul>	* Principal  *Teachers' self-assessment	S.Y. 2020-2025	Principal reports to all stakeholders

Develop and implement a plan for faculty and staff appreciation events.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders
Conduct regular faculty and staff evaluations and provide feedback and assistance to improve performance.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders
Develop and implement a plan to ensure that faculty and staff have access to appropriate and necessary resources.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders

**Action Plan # 4:** Investigate ways to provide a finance plan to support the action plans as well as short and long-term goals for sustaining operations.

**Growth Target:** Develop financial plans that keep Maris Stella School fiscally responsible in the next five years.

Task	Person (s) Responsible	Resources	Assessment of Progress	Timeline	Methods of Reporting Progress
Provide regular opportunities for comprehensive and relevant professional development.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> <li>Ministry of Education conferences and workshops</li> </ul>	<ul style="list-style-type: none"> <li>* Principal</li> <li>*Teachers' self-assessment</li> </ul>	S.Y. 2020-2025	Principal reports to all stakeholders

Develop and implement a plan for faculty and staff appreciation events.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders
Conduct regular faculty and staff evaluations and provide feedback and assistance to improve performance.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders
Develop and implement a plan to ensure that faculty and staff have access to appropriate and necessary resources.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Development Officer</li> <li>Parents/ Guardians</li> </ul>	Principal	S.Y. 2020-2025	Principal reports to all stakeholders

**Action Plan # 5:** Plan and implement ways to manage instruction when face-to-face learning is not possible.

**Growth Target:** Maris Stella School will develop and implement guidelines for reopening of school following the Directive No.04-20 from the Ministry of Education.

Task	Person (s) Responsible	Resources	Assessment of Progress	Timeline	Methods of Reporting Progress
Develop and implement a scenario for in-person learning for all students that creates as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/ Guardians</li> </ul>	Began S.Y. 2019-2020	Faculty/Staff report to Principal  Principal reports to all stakeholders

Activities and extra-curricular programming should continue to follow the COVID-19 Preventive Measures.					
Develop and implement a plan for remote or online teaching and learning strategies.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/Guardians</li> </ul>	Began S.Y. 2019-2020	Faculty/Staff report to Principal  Principal reports to all stakeholders
Develop and implement ways to familiarize students and parents with remote or online teaching and learning strategies.	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Parents/Guardians</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/Guardians</li> </ul>	Began S.Y. 2019-2020	Faculty/Staff report to Principal  Principal reports to all stakeholders
Promote the following COVID-19 Preventive Measures: <ul style="list-style-type: none"> <li>Frequent hand washing with soap and water or 70% alcohol-based sanitizers.</li> <li>Practice respiratory etiquette. Cover cough and sneeze with clean tissue or shirtsleeve.</li> <li>Require students, teachers, and school staff who are sick to stay at home.</li> <li>Measure body temperature using body infrared thermometers when needed.</li> <li>Regularly clean and maintain school facilities and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Parents/Guardians</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/Guardians</li> </ul>	Began S.Y. 2019-2020	Faculty/Staff report to Principal  Principal reports to all stakeholders

<ul style="list-style-type: none"> <li>Implement UNICEF recommended preventive measures and control in response to COVID-19.</li> <li>Disseminate the Ministry of Health COVID-19 daily situation reports.</li> </ul>					
<p>Develop and implement a scenario for distance learning only, in the event a COVID-19 case occurs, or any other National Health Emergency during the school year or with the direction from the National Emergency Committee and the Ministry of Health. The following measures will be implemented in school:</p> <ul style="list-style-type: none"> <li>Immediately close school.</li> <li>Students, Teachers, and school's staff are to remain at home.</li> <li>Activate school emergency communication protocols.</li> <li>Implement remote or online teaching and learning strategies.</li> <li>Cancel all school-wide assessments.</li> <li>Postpone all teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> <li>Parents/Guardians</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parents/Guardians</li> </ul>	Began S.Y. 2019-2020	<p>Faculty/Staff report to Principal</p> <p>Principal reports to all stakeholders</p>



**Appendices:**

**Appendix A: School Calendar**

**Appendix B: Maris Stella School's Articles of Incorporation**

**Appendix C: Maris Stella School's By-Laws**

**Appendix D: Maris Stella School Swimming Championship**

# Appendix A: School Calendar

## June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Summer Schools Begins	4 ←	5 WASC	6 →	7	8
9	10 ←	11 →	12 WASC	13 →	14	15
16	17 ←	18 →	19 PIBA Conference	20 →	21	22
23	24 ←	25 WASC	26 →	27 PE/HEALTH	28 →	29
30					SUMMER CLASS END	

# July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Teachers' Training ←	2 →	3 Summer Break	4 →	5 →	6 →
7	8 Constitution Day ← *Charlotte	9 →	10 Summer Break	11 →	12 →	13 →
14	15 Report to work Collaboration activities	16 →	17 →	18 →	19 →	20 →
21	22 Report to work Collaboration cont..	23 M →	24 Education Convention	25 →	26 Report to work Collaboration cont.	27 →
28	29 Workshop w/ Marge UPPER MSS Teachers' Bn.	30 →	31 Preparation for New SY 2019 - 2020	→	→	→

# August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				\$1 Prep for new SY 2019-2020 Faculty & Staff Meeting 10:00 a.m. Agenda: Homeroom PTA	2 Teachers Meeting 9:00 Agenda: School Calendar	3
4	5 Homeroom PTA'S	6	7 Mass of the Holy Spirit (MHS in charge) School begins Religion Schedule	8 ESLRS, Philosophy/Foundation Handbook review, Library, Computer lab Class Routines theme of the month, guest speakers	9	10
11	12 Formal Instruction Begins General Assembly Upper 8 <sup>th</sup> grade, Lower 4 <sup>th</sup> grade	13	14	\$15 Holyday of obligation School mass (no class) (MSS in Charge)	16	17
18	19 General Assembly Upper 7 <sup>th</sup> grade Lower 3 <sup>rd</sup> grade	20	21	22 2 <sup>nd</sup> Gr. Field Trip- Public & PCC Library	23	24
25	26 General Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> grade	27	28	\$29 CO grades 5,6,7, & 8 3 <sup>rd</sup> Gr. Field Trip- Public & PCC Library	30	31



# Month of Our Lady of Sorrows – Perseverance ( Duch el reng) **September 2019**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day Holiday	3	4	5	6 1 <sup>st</sup> Friday Mass (MHS in charge) Short period- 40 Min. Faculty & Staff Meeting Agenda: Progress Report	7
8	9 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade Mid-Qtr Progress Report	10	11	12	13 4 <sup>th</sup> Gr. Field Trip- Museum	14 MSS CARNIVAL
15	16 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade	17	18	19	20	21
22	23 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade	24 Our Lady Of Mercy Ngiwal Church	25	26	27	28
29	30 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> grade	31	32	33	34 5 <sup>th</sup> Gr. Field Trip – agriculture (Aimeliik)	35

# Month of the Most Holy Rosary- Prayerfulness October 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Independence Day	2	3 5 <sup>th</sup> Gr. Field Trip – Ebil Ngerchiealong	4 1 <sup>st</sup> Friday Mass (MHS in charge) Short period 40 min Department chairs Meeting Religion Schedule	5
6	7 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade	8	9 Exam	10 \$10 Days 1 <sup>st</sup> Qtr. Ends * Principal Lorenza	11 Teachers Day Teachers Meeting Agenda: 1 <sup>st</sup> Qtr Feedback	12
13	14 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade Begins 2 <sup>nd</sup> Qtr	15	16	17	18 Report Card Day	19
20	21 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade	22 Our Lady Of Mercy Ngwal Church	23	24 National Holiday U N Day	25 6 <sup>th</sup> Gr. Field Trip – Ngardok, Melekeok	26 *Rosalie
27	28 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade	29	30	31 MSS Girls Basketball- National Gym		

# Month of the Holy Souls- Obedience November 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 All Saints Day Holiday (MHS in charge) Mass & Dismissal	2 All Souls Day
3	4 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade	5 CO grade 1, 2, 3, & 4	6 TC grade 1, 2, 3, & 4	\$7	8 Faculty and Staff Meeting Agenda: Thanksgiving/Progress Report  Short Period-40 min	9
10	11 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade	12 CO grade 5, 6, 7, & 8	13 TC grade 5, 6, 7, & 8	14 Mid-Qtr Progress Report	15	16
17	18 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade	19 *Susan	20	21 \$21	22 *Myron 3 <sup>rd</sup> Gr. Field Trip- Ebiil (Ngarchelong)	23
24	25 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade 6 <sup>th</sup> Gr. Field Trip- PICRC Rubak Bai, Koror	26 MSS Boys Basketball- National Gym	27	28 Thanksgiving Mass (MSS in charge) Mass & Dismissal Outreach Activities *Jenilee	29 Family Day No school	30
	30	31	32		33	

# Month of the Divine Infancy – Humility December 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade 34	3 35	4 *Francisco 36	5 8 <sup>th</sup> Gr. Field Trip- Visit Historical site (Ngeremlengui, Ngchesar) 37	6 1 <sup>st</sup> Friday Mass (MHS in charge) Religion Schedule Teachers Meeting Agenda: X-Mas Program Short Period 40 min 38	7
8	9 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade 39	10 40	11 41	12 42	13 7 <sup>th</sup> Gr. Field Trip to BadelulchauNgerchelong 43	14
15 *Ricardo	16 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade 44	17 45	18 Exam Days 2 <sup>nd</sup> Qtr. Ends 46	19 \$19 47	20 Christmas Program 48	21
22	23 Christmas Break 44	24 45	25 46	26 47	27 48	28
29	30 Christmas Break 44	31 45				



# Month of the Holy Name – Respect January 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Submission of WASC Self-Study Report		1 Solemnity of Mary Mother of God Cont. Christmas Break	\$2	3 3 <sup>rd</sup> Quarter Begins 1 <sup>st</sup> Friday Mass (MSS in charge) Dismissal Faculty & Staff meeting Agenda: CSW (short Period 40 min.)	4
5	6 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade	7 <b>Report Card Day</b>	8	9	10 6 <sup>th</sup> Gr. Field Trip – Melekeok Conservation	11 MHS Entrance Exam
12	13 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade	14	15	\$16	17 7 <sup>th</sup> Gr. Field Trip – Bai er a Airai	18 Xavier Entrance Exam
19	20 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade <i>Prayer Day</i>	21 * V.P. Thelma	22	23	24 Boys softball-Asahi Field Faculty & Staff Meeting Short Period 40 min. Agenda: CSW	25
26	27	28	29	\$30	31 *Enita	
Catholic Schools Week						
	17	18 * Sr. Brenda	19	20	21	

# Month of the Passion of Our Lord – Selflessness February 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Diocese Day Catholic Schools Week Ends 1 <sup>st</sup> Holy Communion
2	3 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade	4 Class Visits	5 Mid-QTR Progress Report	6 Class Visits	7 1 <sup>st</sup> Friday Mass (MSS in charge) Short period 40 min Faculty and Staff Meeting Agenda: Progress Report & Ash Wednesday Religion Schedule	8
9	10 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade	11 Swimming Class- Meyuns	12	\$13	14 Softball Tournament- Meyuns	15
16	17 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade	18 Swimming Class- Meyuns	19	20	21	22
23	24 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> grade	25 Swimming Class- Meyuns	26 Ash Wednesday Lent Begins School Wide Mass (MSS in charge) Religion Schedule 8:30 am	27 \$27	28 *Camilla	29

## Month of Saint Joseph – Responsibility March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade	3 Swimming Class-Meyuns	4 <b>Exam Days</b>	5 <b>Exam Days</b>	6 1 <sup>st</sup> Friday Mass & Dismissal (MHS in charge) Teachers Day/ Staff meetings. Agenda: Holy Week	7
8	9 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade Begins 4 <sup>th</sup> QTR	10 Swimming Class-Meyuns	11	12 \$12	13 <b>Report Card</b>	14
15	16 Youth Day (No Classes)	17 Swimming Class-Meyuns	18	19	20	21
22	23 Morning Assembly Upper Grade 7 <sup>th</sup> Grade Lower Grade 3 <sup>rd</sup> Grade	24 Swimming Class-Meyuns	25	26 \$26	27 Soccer Tournament – Emmaus	28
29	30 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade	31				



# Month of the Holy Eucharist- Unity/Community April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		WASC Accreditation Team Visit	1 8 <sup>th</sup> & 4 <sup>th</sup> Gr - Day of Prayer, Alrai	2	3 1 <sup>st</sup> Friday Mass (MSS in charge) Religion Schedule	4
5 Palm Sunday Holy week Begins	6 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade	7	8	9 Easter Triduum Begins Holy Thursday	10 Good Friday	11 Holy Saturday
12 Easter Sunday	13 Easter Break	14 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade	15 IOWA Assessment 3 <sup>rd</sup> - 8 <sup>th</sup> Grade	16	17 Mid-Qtr Progress Report	18
19	20 Morning Assembly Upper 7 <sup>th</sup> Grade Lower 3 <sup>rd</sup> Grade	21	22	23	24	25
26	27 Morning Assembly Upper 6 <sup>th</sup> Grade Lower 2 <sup>nd</sup> Grade	28	29	30	31	

# Month of Our Lady – Integrity May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 1 <sup>st</sup> Friday Mass (MSS in charge) Short Period (40 min) Teachers Meeting Agenda: Promotional day 36 Religion schedule	2
3	4 Morning Assembly Upper 5 <sup>th</sup> Grade Lower 1 <sup>st</sup> Grade 37	5	6	\$7	8	9
10	11 Morning Assembly Upper 8 <sup>th</sup> Grade Lower 4 <sup>th</sup> Grade 42	12	13	14 Final Exam	15	16
17	18	19 Grades Due by Noon	20 Return Text Books Clean up the classrooms	\$21 Promotional Day Set up	22 Promotional Day	23
24	25 Teachers Meeting Inventory Permanent Record Evaluation Summer Activities	26	27	28	29	30
31						



## June 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	<div>Summer Break/ Summer School</div> <div>*Blandina</div> <div>*Sr. Cisca</div>					
7	8	9	10	\$11	12	13
	<div>Summer Break/ Summer School</div>					
14	15	16	17	18	19	20
	<div>Training / Workshops</div>					
21	22	23	24	\$25	26	27
	<div>Training / Workshops</div>					
28	29	30				
	<div>Training / Workshops</div>					

## Appendix B

**NEWLY AMENDED AND REVISED ARTICLES OF INCORPORATION  
OF  
MARIS STELLA SCHOOL  
A NON-PROFIT CORPORATION  
Idid, Koror  
Republic of Palau 96940**

We the undersigned, being 18 years or more of age, do hereby associate ourselves together for the purpose of forming a non-profit corporation under the statutes of the Republic of Palau.

**ARTICLE I  
NAME**

The name of the organization is Maris Stella School.

**ARTICLE II  
PRINCIPLE OFFICE**

The principle office of the corporation shall be in Idid, Koror State, in the Republic of Palau. The corporation may establish and maintain other offices elsewhere within the Republic of Palau by action of the Board of Directors.

**ARTICLE III  
DURATION**

The period of duration of the corporation shall be perpetual unless sooner dissolved in accordance with the law.

**ARTICLE IV  
PURPOSES AND POWERS**

The purposes for which the corporation is organized are:

1. To conduct Maris Stella School as a Roman Catholic School offering quality education, spiritual, intellectual, moral and physical – in a Palauan cultural context - to selected young people of the Republic of Palau.
2. To receive and accept, in a manner permitted by law, contributions, gifts and grants from any person, firm, association or corporation, or any municipality, body politic, or governmental agency or authority, given to the corporation.

## **ARTICLE V LIMITATIONS**

The corporation shall operate within the following limitations:

1. The corporation shall not seek pecuniary gain or profit and will not issue any stock, and no part of the assets, earnings, or income shall inure to the benefit of any member, director, or individual, with the exception of the payment of reasonable compensation for services actually rendered to the corporation, and except upon liquidation of its property in case of corporate dissolution.
2. This corporation shall not own or hold more real property (or leases of real property) than is reasonably necessary to carry out its purpose; nor shall it engage in any activity, directly or indirectly, for profit.
3. No director, officer, member or employees of this corporation shall discriminate against any applicant for employment with the corporation because of race, creed, color, religion, nation, state or sex, except as required by law.
4. No persons shall be denied access to the services of the corporation solely on the ground of the family's financial situation.

## **ARTICLE VI MEMBERSHIP AND EXEMPTION FROM DEBT;**

This corporation shall issue no capital stock and shall be composed of members rather than stockholders. The membership of this corporation shall be appointed and may be removed solely by the Bishop of the Diocese of the Caroline Islands or his successor. There shall be a minimum of 3 members and a maximum 7. The private property of members and directors of this corporation shall be exempt from liability for its corporate debts and obligations. Members shall have all powers provided by law to members of non-profit corporations. The Members of the Corporation shall have the following exclusive and reserved powers to:

1. approve decisions with respect to the purchase, sale, mortgage, lease or other disposition of real property of Maris Stella School;
2. approve all borrowings, and the incurring of any debts in the normal course of operations;
3. adopt, amend, or repeal any provision of the Articles of Incorporation;
4. approve decisions with respect to the adoption, amendment or repeal of any provisions of the Corporation's By-Laws;
5. approve and remove members of the Board of Directors;
6. articulate, and/or change the mission, philosophy, objectives or purpose of Maris Stella School;
7. approve the appointments of the Principal and Treasurer and remove the Principal or Treasurer in consultation with the Board of Directors;
8. approve the merger, consolidation or closure of Maris Stella School;



9. approve the investment policies of Maris Stella School.

## **ARTICLE VII BOARD OF DIRECTORS**

Subject to the exclusive powers reserved to the Members of the Corporation, the general affairs of this corporation shall be managed by a Board of Directors which shall consist of at least three members to be elected and to serve in accordance with the By-Laws of this corporation. Subject to the exclusive powers reserved to the Members of the Corporation, the Board of Directors shall be responsible for the management and control of the business and affairs of this corporation and shall have all those powers provided to boards of directors by Canon Law and the Board of Members of this Corporation.

## **ARTICLE VIII MEETINGS**

The Members and the Board of Directors shall hold annual meeting. Other regular or special meetings of the Members and the Board of Directors may be convened as provided in the By-Laws of this corporation.

## **ARTICLE IX OFFICERS**

The officers of this corporation shall consist of the Officers provided by law or the By-Laws of this corporation subject to the exclusive powers reserved to the Members of the Corporation.

## **ARTICLE X BY-LAWS**

The By-Laws of this corporation may contain any provision for the regulation and management of the corporation not inconsistent with Canon Law or these articles. The Members may adopt, alter, amend or repeal any provision of the By-Laws of this Corporation at any regular or special meeting where a quorum is present.

## **ARTICLE XI DISOLUTION**

In the event of the dissolution of this corporation, its remaining assets, if any shall be distributed in a manner determined by the majority vote of the Members, or in the absence of such designation, to the Catholic Mission Palau, Inc.

## **ARTICLE XII FINANCIAL SURPLUS**

In the event that a financial surplus is accumulated at any time, the surplus funds shall, by majority of the Board of Directors, be expended on the approved program of the corporation. In no event shall any funds of the corporation be given or allocated to its members as profits or earnings or any similar distribution.

## **ARTICLE XIII AMENDMENTS**

The Members shall have the power to amend these Articles by majority vote at any regular or special meeting where a quorum is present. Written notice of any proposed amendment shall be given to each of the members of the Board of Directors at least ten (10) days prior to any such meetings and may be waived by the members. Any amendments duly proposed and adopted by the Members shall be signed and acknowledged by the Bishop of the Caroline Islands or his successor and attested to, filed, recorded and published as provided by law.

## **ARTICLE XIV TRANSITORY PROVISIONS**


INCORPORATORS – The name and address of each incorporator is listed below:


NAME	ADDRESS	CITIZENSHIP
Wayne Tkel, S.J.	Idid, Koro State, Republic of Palau	Republic of Palau
Lisa Abraham	Idid, Koror State, Republic of Palau	Republic of Palau
Gregory F. Muckenhaupt, S.J.	Idid, Koror State, Republic of Palau	U.S.A


(a) The Members of this corporation shall be Fr. Rusk Saburo, Mr. Matthew Rudimch and Fr. Rich McAuliff, S.J.

(b) The officers of this corporation shall be as follows: Fr. Rusk Saburo (President); Fr. Rich McAuliff, SJ (Secretary); Mr. Matthew Rudimch, SJ (Treasurer).  
IN WITNESS WHEREOF, the undersigned, constituting the above-named incorporators of Maris Stella School have executed these Restated & amended Articles of Incorporation on this

5<sup>th</sup> day February, 2020.


  
\_\_\_\_\_  
Fr. Rusk Saburo, President

  
\_\_\_\_\_  
Fr. Rich McAuliff, SJ, Secretary

  
\_\_\_\_\_  
Mr. Matthew Rudimch, Treasurer

Subscribed and sworn to before me this, 5<sup>th</sup> day  
of February, 2020,

  
\_\_\_\_\_  
Clerk of Court or Notary Public

 Joan C. Filbert  
Notary Public  
In and for the Republic of Palau  
My Commission Expires 1/30/2022

## Appendix C

### **By-Laws of Maris Stella School**

#### **Article 1: The Institution**

Maris Stella School is a private nonprofit educational institution owned and conducted by the Diocese of the Caroline Islands, with the authorization of the Catholic Bishop of the Diocese of the Caroline Islands.

#### **Article 2: Location and Ownership**

Maris Stella School is located in Koror State in the Republic of Palau. The lands used for Maris Stella School shall be owned by qualified persons for the benefit of operating Maris Stella School by the Diocese of the Caroline Islands. The buildings and all furnishings and equipment in them are owned by Maris Stella School.

#### **Article 3: Purpose**

The goals and purposes of Maris Stella School are the following:

- a. Provide a quality academic education on the secondary level for youth from throughout the Republic of Palau;
- b. Foster in each student growth of personal character, particularly in the areas of responsibility, concern for others, integrity and initiative;
- c. Promote in students Christian values and attitudes that might serve as a life-long basis for their thinking and action;
- d. Instill in students a genuine willingness to place their abilities at the service of the entire Palauan community, but especially of those who are most deprived;
- e. Promote a spirit of unity among students and staff, while recognizing and respecting their different religious, ethnic and social traditions;
- f. Assist the Catholic Church of Palau to develop a cadre of trained young men and women to assume leadership roles in the local Church and to give service to the broader community;
- g. Promote an understanding of the process and effects of social change in Palau, and to help integrate traditional values and customs with the best elements of the new global influence.

Pursuant to these purposes and objectives the Corporation is further organized to receive and accept contributions, gifts, and grants from any person, firm, association, or corporation, or any municipality, body politic or governmental agency or authority, as well as any other grants from any source public or private, which are made to the corporation for the pursuance of its purposes and in accordance with law.

**Article 4: Structure**

The Corporation will consist of:

1. The Members in whom is reserved certain exclusive authority over and responsibility for the Corporation in the pursuit of its purposes as provided by the Articles of Incorporation, as may be amended from time to time and in addition shall have all powers permitted by law;
2. Subject to the reserved and exclusive powers of the Members as provided by the Articles of Incorporation, as may be amended from time to time, a Board of Directors in whom is rested full authority over and responsibility for the Corporation in the pursuit of its purposes as provided by the Articles of Incorporation, as may be amended from time to time, and shall have all powers permitted by law to a Board of Directors.
3. A school staff whose duty it is to manage the Catholic Schools of Palau in accord with the Articles of Incorporation, these By-laws and the directives of the Board of Directors.

**Article 5: The Members**

**5.1 Power of Members.**

The Members of the Maris Stella School shall exercise those reserved and exclusive powers set forth in the Articles of Incorporation, as they may be amended from time to time.

**5.2 The Chairman**

The Chairman of the Members shall be the Bishop of the Caroline Islands or his designee.

**5.3 Members and Qualifications of Members**

The Members shall be selected in accordance with the Articles of Incorporation, as they may be amended from time to time.

**5.4: Length of Term of Members**

A member shall serve until removed by the Bishop of the Caroline Islands or his successor.

**5.5: Termination of Membership.**

A member may be terminated for any reason by the Bishop of the Caroline Islands or his successor and any member may resign from membership by submitting his or her resignation in writing to the Bishop of the Caroline Islands or his successor.



## 5.6 Meetings of the Members.

5.6.1 Annual Meetings. The annual meeting of the Members shall be held at a time and place determined by the Bishop of the Caroline Islands or his successor. Notice of all meetings shall be communicated by the Chairman of the Members or by his or her delegate to all members not less than ten days before the meeting.

5.6.2 Special Meetings. Special meetings of the Members may be held at any time or place whenever called by the Chairman. Notice of all special meetings shall be communicated by the Chairperson of the Members or by his delegate to all members not less than ten days before the meeting.

5.6.3 Quorum. The majority of the whole number of the members shall constitute a quorum at all meetings of the Members. The vote of a majority of the members present at any meeting shall be sufficient to act upon any matter that may properly come before the Members, unless a greater majority vote is called for by the Articles of Incorporation.

## 5.7: Vote by Mail, Phone, Fax or E-mail

The Members may participate in any meeting or vote by any permissible electronic manner authorized by law and/or by phone, fax, skype, email or registered mail.

## **Article 6: Board of Directors**

### 6.1 Powers of the Board of Directors

Subject to the reserved and exclusive powers of the Members as set forth in the Articles of Incorporation, as may time to time be amended, the Board of Directors of Maris Stella School shall constitute its governing body and have the power to determine school policy and supervise its implementation by the school's administration. Decisions of the Board may be contravened only by a majority vote of the Members.

### 6.2 Number and Qualifications of Members

The School Board shall consist of no fewer than three and no more than twelve members, including from such number *ex-officio members*, and are appointed by the Members.

Members of the Board of Directors shall all be men or women deeply committed to fulfill the purposes of Mindszenty High School and prepared to offer their time and talents to direct Maris Stella School in the pursuit of its purposes. Majority of the Board members shall be residents of the Republic of Palau.

No member of the School Board shall receive a salary from the schools for services rendered as a member of the Board. A member may be reimbursed, however, for travel or other expenses incurred while performing Board functions.

### 6.3 Constitution of the Board.

The Board shall consist of three *ex-officio* members, namely (1) the President of the PTA from Maris Stella School; the (2) the Vicar of Catholic Schools of Palau or his designee; and (3) the Principal of Maris Stella School. The Principal shall be a nonvoting member.

### 6.4 Terms of Office.

With the exception of the three *ex-officio* members who serve as long as they hold the designated office, three members of the initial Board of Directors shall be appointed to serve a one-year term, three shall be appointed to serve a two-year term, and three shall be appointed to serve a three-year term. The length of terms of those serving on the initial Board of Directors shall be determined by the Members. Appointments to the Board are limited to two consecutive three year terms. All vacancies on Board of Directors shall be filled for the unexpired term by a majority vote of the Members.

### 6.5 Termination of Membership

Any member of the Board of Directors, except *ex-officio* members, (1) may resign from membership by submitting his or her resignation in writing to the Chairman of the Board of Directors, or (2) may be removed by a majority vote of the Members for any reason.

Any member of the Board who is absent from three consecutive meetings, or more than one-half of the regular meetings during a year, may be considered for removal by the Members. A member of the Board whose removal is imminent after the second consecutive unexcused absence must be notified in writing at least fifteen days before such an action is to take place.

## **Article 7: Duties and Responsibilities of the Board of Directors**

Subject to the reserved and exclusive powers of the Members as set forth in the Articles of Incorporation, as may time to time be amended, the basic duty of the Board is to oversee the conduct of the Corporation, and to give guidance to the Principal as needed so that the school will continue to pursue its purposes effectively. More specifically, the duties will include, among other things, the following responsibilities:

1. To determine basic school policy, ensure that the philosophy, mission and Expected School-wide Learning Results of Maris Stella School are faithfully implemented, and to set new directions for the school as the times demand;
2. To select the Principal of Maris Stella School subject to the approval of the Members;
3. To review and discuss the reports from the Principal of Maris Stella School;
4. To evaluate the Principal of Maris Stella School on an annual basis;
5. To review each year's financial report and to review, approve or amend the budget



proposed by the Principal for the following year subject to the final approval of the Members;

6. To promote and supervise the raising of funds for the two schools;
7. To review the operation and procedures of Maris Stella School, and to give appropriate directions and/or recommendations to the Principal;
8. To review and evaluate on an annual basis the performance of Maris Stella School in accordance with their philosophy, mission, and Expected School-wide Learning Results;

#### **Article 8: Committees**

The Board shall have the authority to establish standing committees as well as *ad hoc* committees and to appoint members of the Board to serve on whatever committees it shall establish.

#### **Article 9: Meetings of the Board of Directors**

##### **9.1 Semi-annual Meetings**

Regular meetings of the Board shall be held twice a year at a time and place determined by the Chairperson of the Board. Insofar as possible, the semi-annual meetings will be scheduled for June and January. Notice of all meetings shall be mailed by the Chairperson of the Board to all members of the Board not less than thirty days before the meeting.

##### **9.2 Special Meetings**

Special meetings of the Board may be held at any date, time and place whenever called by the Chairperson of the Board. Any member of the Board may request a special meeting through the Chairperson of the Board provided that circumstances warrant such a meeting. Notice of all special meetings stating the date, time, place and reason shall be sent to all Board members not less than three days before the meeting.

##### **9.3 Quorum**

The majority of the whole number of voting members of the Board of Directors shall constitute a quorum at all meetings of the Board of Directors. The vote of a majority of the members present at any meeting shall be sufficient to act upon any matter that may come before the Board, unless a greater majority vote is called for by these By-laws.

#### 9.6 Agenda

The Board of Directors shall at their Annual Meeting shall:

- a. Review the major policies of the School;
- b. Hear and discuss the report of the Principal;
- c. Hear and discuss the financial report of the Treasurer from the past year;
- d. Review and approve or amend the budget for both schools that is proposed by the Principal for the following year;
- e. Review and vote on nominations from the Vicar of Catholic Schools for new Board members to replace those whose terms shall expire;
- f. Evaluate the work of the Principal and other officers of the school and make necessary recommendations;
- g. Make such other decisions as shall appear necessary for the proper administration of the school and the achievement of its purposes as set down in these By-laws;
- h. Conduct such elections and appoint such officers as the By-laws require.

The Board of Directors may appoint whatever committees shall be required for carrying out of decisions in the matters of school policy, financing, and expansion of the work of the school. The Board may also designate the time for reports of such committees to be submitted to the Chairperson of the Board and to the Director of Schools for action and implementation.

#### 9.5 Vote by Mail, Phone, Fax or E-mail. Vote by Mail, Phone, Fax or E-mail.

The members of the Board of Directors may participate in any meeting or vote by any permissible manner authorized by law and/or by phone, fax or email or registered mail.

### **Article 10: Officers of the Board of Directors**

The officers of the Board of Directors shall consist of a Chairperson who is appointed by the Members and a Secretary is who elected by a majority vote of the Board of Directors.

#### 10.1 Chairperson of the Board

The Chairperson of the Board of Directors shall be approved, and may be removed for any reason, by a majority of the Members of the Corporation. The term of office of the Chairperson shall be for two years, and he or she may be appointed for an additional term of two years.

The Chairperson of the Board shall preside at the annual meeting and all special meetings called for any purpose. In the event that the Chairperson is not able to be present for a meeting the Board members at a meeting where a quorum is present shall choose one of its members to serve as Acting Chairperson.

## 10.2 Secretary of the Board

The Secretary is an officer of the corporation, elected by the Board of Directors. He/she shall keep the minutes of all meetings of the Board of Directors. All Board Minutes will include attendance as the first item. The proposed minutes shall be presented to the Board and will be reviewed and approved (subject to any required revisions) at the next regularly scheduled Board meeting. The Secretary shall also furnish the Vicar of Catholic Schools a copy of all Board minutes who will keep them on file.

The Secretary shall attend to the giving and serving of all notices regarding the time and place of meetings of the Board of Directors. The Secretary shall also inform designated members of the Board as to their election for membership on the School Board and inquire whether they wish to serve on the same Board. The Secretary shall perform all duties incident to his or her office subject to the control of the Board, and such duties as may from time to time be entrusted to him or her by the Board.

### **Article 11: Officers of the School**

The officers of Maris Stella School shall consist of the school's Principal and Treasurer.

#### 11.1 President.

The President shall be the Principal of Maris Stella School (hereafter referred to as the "Principal") and the chief executive officer of the institution, and an officer of the Corporation. The Principal is selected by the Board of Directors and approved by the Members. The term of office shall not be designated, but the Principal shall be subject to removal from office by the Members in consultation with the Board of Directors. In the event of resignation or incapacity to perform responsibilities, the Members shall appoint an Acting Principal to serve.

As chief executive of the school, the Principal shall carry out the policies established by the Members and Board of Directors. The Principal shall be a non-voting *ex-officio* member of the Board of Directors.

The Principal shall have the responsibility for the administration of the school and shall supervise all other officers of the school. He/she shall be responsible for employing and discharging all personnel subject to the reserved powers of the Members to approve or remove the Treasurer. The Principal will prescribe the duties and terms of office of all staff and faculty. The Principal shall also be responsible for the day to day general supervision of the operations of the school.

The Principal shall supervise all school faculty and determine their duties and responsibilities, which will include both teaching assignments and the moderation of other school activities. He/she shall also oversee all off-campus programs in which students of the school may be required to participate as part of their formal training.

The Principal shall be responsible for the admission of students and their dismissal for cause.

He/she shall also be responsible for all student records, transcripts, and other documents. The Principal may appoint assistants for academic matters, or for discipline, or for such other offices as may seem desirable to insure success of all school programs. The Principal shall prepare and provide adequate regulations for study, discipline and general student behavior as in his or her judgment shall be necessary for the proper attainment of the purposes of the school.

At the annual meeting of the Board of Directors, the Principal shall present a full report of the School programs, including all major policy proposals and major building programs to the Board of Directors for approval prior to their inception.

#### 11.2 School Treasurer

The Treasurer of Maris Stella School shall be the chief financial officer of the institution and an officer of the Corporation. The Treasurer is appointed by the Board of Directors and approved by the Members. The term of office shall not be designated, but the Treasurer shall be subject to removal from office by the Members in consultation with the Board of Directors.

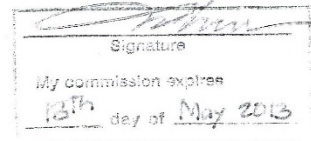
The Treasurer shall work directly with the Principal and is responsible for managing the accounts of Maris Stella School according to standard accounting principles. The day-to-day management of the school's finances shall include the maintenance of the chart of accounts, the assignment of all entries to proper accounts, account reconciliation, computation and payment of all taxes in compliance with local laws, the deposit of all receipts and payment of bills. In addition the Treasurer shall periodically prepare, examine and analyze with the Principal the accounting records, financial statements, and other financial reports to assess accuracy, completeness and conformance to reporting and procedural standards. At the annual meeting of the Board of Directors the Treasurer shall present a full financial report of the school accounts that includes the income and expense report for the previous fiscal year, the current balance sheet of all accounts, and the proposed budget for the following fiscal year to be approved by the Board of Directors.

Certified as duly adopted on this 21 day of February, 2013.

  
Gregory Muckenhaupt  
Secretary

Subscribed to before me this 21 day of Feb., 2013.

  
Notary Public





## Appendix D

**TIA BELAU Sports NEWS**

### All Elementary School Swimming Championship held



*Maris Stella Elementary School the champion of all Elementary School Swimming Championship, Big School Division pose for a group photo.*

Ministry of Education's program through Palau Swimming Association held the biggest fourth annual All Elementary School Swimming Championship last Friday, February 21 at the Palau national swimming pool at Meyuns. The annual event was to help students to be more physically active and to keep them away from developing bad habits through the swimming sport.

This is the year's biggest meet with a total of 131 students participated in from Maris Stella, Meyuns, George B. Harris, Aimeliik, Koror, Ibobang and Ngardmau Elementary School. All Elementary School Swimming Championship welcomed George B. Harris Elementary School competing in the Championship meet for the first time.

With the huge amount of participants in the meet, a total of 32 event was conducted that started from 10 a.m. up to 4:00 p.m. for two category- the big school and small school division with the distances from 1m, 25, 50 and 100m event.

Maris Stella Elementary School bested in the Big School division and was awarded the highest trophy, Meyuns Elementary School is the second place and was also awarded trophy. Koror Elementary School is right behind in the third place and was given a trophy too and although new to the competition, George B Harris Elementary School got the fourth place and was presented a trophy.

Ngardmau Elementary School bagged the title for the Small School division and was given trophy, Aimeliik Elementary School got the second place and was also given trophy while Ibobang Elementary School got the third spot and was awarded trophy.

Palau Swimming Association offers "Learn to Swim" program every Tuesdays and Thursdays from January 25 until March 5. The Beginner classes are from 3-3:45 p.m. and another from 3:45-4:30 p.m. while Intermediate and Advance Classes are also from 3:45-4:40 p.m.

The swimming class is open to children five years and above with a registration fee of \$10 for PSA members and \$25 for non-members. angel.taguind14@gmail.com