



# Wells International School

## On Nut Campus Self-Study Report

Prepared for the Western  
Association of Schools  
and Colleges (WASC)  
Visiting Team  
- Spring 2009



### ON NUT CAMPUS Grades 1-12

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*"Changing the world, one student at a time."*

Member of the International School Association of Thailand (ISAT)

**Wells International School**  
**On Nut Campus**  
**Self-Study Report**

**Prepared for the Western Association of Schools and Colleges (WASC)**  
**Visiting Team – Spring 2009**

## PREFACE

The WASC self-study process at Wells International School officially began after the interim visit in May 2007. The recommendations proposed from the initial visit were carefully addressed by the leadership team with the help of the faculty and staff over a period of time. Ever since, evidences were gathered, systems and procedures were set in place, and school planning was made in the direction of addressing the Focus on Learning (FOL) indicators.

Subsequently, a more rigorous and comprehensive involvement of the whole school in the self-study process took place from August 2008 to December 2008. During the course of these five months, students, parents, administrators, department heads, teaching and non-teaching staff were all involved in examining and addressing the school and its programs in the context of the Focus on Learning (FOL) indicators.

### Important Dates

Date	Category A	Category B	Category C	Category D	Category E
<b>Aug. 13</b>	Review process & criteria				
<b>27</b>	A1, A2, A3	B1	C1	D1	E1
<b>Sept. 10</b>	A4, A5	B2		D2	E2
<b>24</b>	A6, A7	B3	C2		E3
<b>Oct. 8</b>	*Draft summary creation & submission				
<b>29</b>	Prioritize & brainstorm for action items				
<b>Nov. 12</b>	Leadership team determines the feasibility of proposed action items to create short & long-term action plans.				
<b>26</b>					

\*Focus Group Chair is responsible for this item.

As indicated in the table above, the FOL self-study process kick-started with a review of the overall self-study process, division of focus groups, and assignment of specific tasks to different members of the focus groups. This took place on August 13, 2008. The following information was presented to the faculty and staff to prepare them for the weeks and months ahead of the FOL self-study process (prepared and presented by the WASC coordinators):

## Definition of Terms

**Home Group** = constituencies of the school; also called the stakeholders, which literally includes EVERYONE who directly or indirectly belong to the school and its operations. To know more about the home groups, refer to the list of home groups along with the names of its members. You will realize that home groups are simply the already existing and functioning departments of the school. Sometimes, it is possible for a home group to be represented by just one individual, e.g. school clinic, library, etc. Home groups provide the focus group members with pertinent information about the school and its operation.

**Focus Group** = groups *set up* to carry out the self-study process; there are five focus groups for each of the category being evaluated and reported in the self-study process. You belong to one such category or group. The focus group is responsible to gather data and evidences from appropriate home group(s), synthesize the same, and collaborative make decisions as to *where we stand on a host of indicators on a particular category* using a scale (Highly Effective --- Effective --- Somewhat Effective --- Ineffective). The purpose of collecting data and evidences from the home group(s) is to base our judgment about our effectiveness on a given indicator on hard-empirical-facts (and not on gut feeling). This is very crucial because the visiting team will verify our evaluation by double checking whether what we say exist or does not exist is true or otherwise.

**WASC Wednesdays** = are WASC meeting days for the members of the focus groups to go through the indicators in a given category and/or subcategory and evaluate our effectiveness on the indicators. Before the members of the focus group meet on a WASC Wednesday, they would have gathered enough data and evidences by using a variety of data collection tools (will be explained in a bit) from the home group(s). The time span in-between Wednesday meeting is about two weeks, which allows the focus group members to do their data gathering work. This is done OBJECTIVELY. It is only when the focus group members come together on a WASC Wednesday does the Chair of the Self-Study Category (A, B, C, D, and E) lead the whole group in a process of self-evaluation (using a criterion-evaluation sheet), based on the data and evidences collected by all the members. Ideally, the Chair of the focus group compiles such data and evidences from the members of the focus group and makes them available during the WASC Wednesday meeting.

**Self-Study Report** = after each WASC Wednesday meeting, the Chair of the focus group will synthesize all the evaluations made on a given set of indicators and write a description for each of the indicator discussed during the meeting. These descriptions are written in reference to the data and evidences collected by the members of the focus group. The description is not an exhaustive one. Rather, it is a summary and synthesis of the discussions that transpired during the previous WASC Wednesday meeting.



**Indicators** = Also called ***Criteria/Criterion***; Since the self-study is a highly purposeful process, all the evaluation and self-reflection is done on the basis of specific standards prescribed by the WASC accreditation body. The Chair's written reports must reflect responses toward the specific indicators in a given category and/or sub-category (refer to the FOL handout).

### **Other Responsibilities of the Focus Group Chair**

1. Delegate tasks and set time limits for focus group members
2. Decide on who's going to be responsible for what
3. Encourage members from time to time; boost their morale
4. Support and guide the members to the right source of information
5. When members are not able to gather data and/or evidences, you are responsible for it!
6. Get help from other Focus Group Chair or members when necessary
7. Work closely with the WASC co-coordinators

### **How to Collect Data and Gather Evidences**

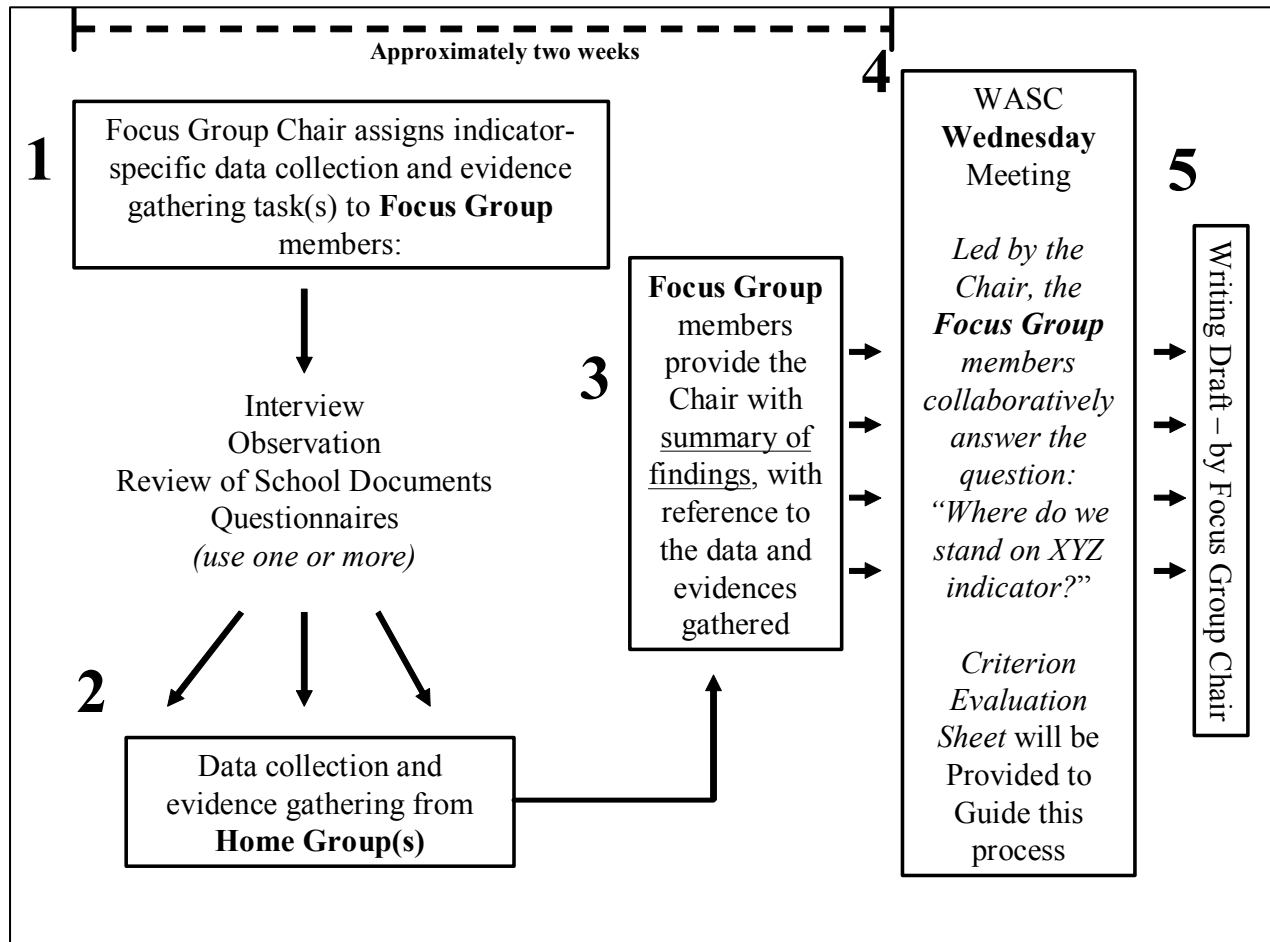
1. Ask the right people by **interviewing** them (casual interviews would suffice)
2. **Review school documents** (this **MUST** be done with prior permission from the person in-charge of the said document) – e.g. handbook, minutes of meetings, plans and proposals, etc.
3. Where necessary, you could also rely on data collected through **observations** – e.g. to gauge how well students relate to each other during recess, you can observe students' interaction patterns and record what you see – this could be used as a basis for decision-making about students' emotional and social health in the school. (Warning: you cannot *watch* them casually and say things about their emotional and social health – recording what you see is necessary in this case!)
4. Results of responses on **Questionnaires** (Survey)

**Reminder:** When you interview someone, you should summarize what you heard and gathered from that person and share only the gist of the interview (written form) with the Chair of the focus group – not the whole script. This will help the Chair to manage the different tasks he/she is responsible for. The same applies when you use other data collection tools, namely, review of school documents, observation records, and questionnaire results. Members of the focus group will write their individual findings based on data and evidences collected from the home group(s), before sharing them with the Chair of the focus group.

### Other Requirements

1. Honesty (state facts only)
2. Evidence-based empirical reporting
3. Co-operation (between members of the home and focus groups)
4. Going to the right people for the right information
5. Allow and encourage free and smooth flow of information

### Summary of Self-Study Procedures



### WASC Coordinators

Mr. Ray D. de la Peña, Headmaster

Dr. Edward Roy Krishnan, Director

Curriculum, Instruction, Quality Assurance & Control

### **Campus Administrative Leadership Team**

Mr. Ray D. de la Peña, Headmaster

Ms. Naruemol Charoendet, Thai Director

Ms. Gona Narula, Chief Office Administrator

Mr. Ravin Maharjan, General Affairs Manager

Dr. Edward Roy Krishnan, Director  
Curriculum, Instruction, Quality Assurance & Control

Dr. Jessen Felix, Director  
Research & Development

### **Campus Academic Leadership Team**

Mr. Jon Bluestein, Primary Academic Director

Mr. Philip Murray, Student Support Services Dept. Head

Mr. William Jones, LA/SS Dept. Head

Mr. Bryan Salter-Townshend, MA/Sci Dept. Head

Ms. Perna Paryani, ESL Dept. Head

Ms. Pae, Non-Core Dept. Head

Mr. Dan Betts, Campus Liaison to the Board

### **FOL Focus Groups**

#### **Category A – Organization for Student Learning**

1. Ms. Gona (Chair)
2. Mr. Brian
3. Mr. Dan
4. Ms. Tookta
5. Ms. Ann
6. Ms. Sue
7. Ms. Lisa
8. Ms. Ing
9. Ms. Anna

10. Ms. Lizel

Category B – Curriculum and Instruction

1. Mr. Jon (Chair)
2. Mr. Bob
3. Ms. Zoe
4. Mr. Graham
5. Mr. Ashok
6. Ms. Perna

Category C – Support for Student Academic and Personal Growth

1. Mr. Philip (Chair)
2. Ms. Camarin
3. Ms. Mylene
4. Mr. Dee
5. Mr. Jared
6. Mr. Chi
7. Ms. Pae
8. Mr. Gary
9. Ms. Margaret

Category D – Resource Management and Planning

1. Mr. Ravin (Co-chair)
2. Mr. Young
3. Mr. Jess
4. Mr. Joseph
5. Mr. Randy
6. Dr. Del
7. Mr. Mark
8. Mr. PJ
9. General Affairs Staff: Drivers, Maid, and Cook

Category E – Sor Mor Sor Compliance

1. Ms. Jim (Chair)
2. Mr. William
3. Ms. Praveena
4. Ms. Pan
5. Mr. Dome
6. Ms. Um



7. Ms. Kae
8. Ms. Maew
9. Ms. Oh

### **Home Groups**

- Science & Math Departments
  - Mr. Brian – Group Leader
  - Mr. Dan
  - Mr. Ashok
  - Ms. Praveena (overlap)
  - Ms. Anna
- Language Arts & Social Studies Departments
  - Mr. William – Group Leader
  - Mr. Bob
  - Mr. Randy
  - Mr. Dee
  - Mr. Jared
  - Dr. Del (Overlap)
  - Mr. Philip (Overlap)
- ESL Department
  - Ms. Margaret – Group Leader
  - Ms. Perna
  - Dr. Del
  - Ms. Praveena (overlap)
- Primary School
  - Mr. Jon – Group Leader
  - Mr. Gary
  - Mr. Graham
  - Ms. Zoe
  - Mr. Joseph
  - Ms. Lizel (TA)
- Non-Core Academics & 2<sup>nd</sup> Languages (Non-Thai)
  - Ms. Pae – Group Leader
  - Mr. Mark
  - Mr. PJ
  - Mr. Jess
  - Ms. Pan
  - Mr. Chi
  - Mr. Phil (overlap)
- Library, Health & Student Support Services
  - Mr. Phil – Group Leader
  - Ms. Camarin (Librarian)
  - Ms. Mylene (Asst. Librarian)
- Office Administration & Personnel Support

- Ms. Gona – Group Leader
  - Ms. Tookta
  - Ms. Ann
  - Ms. Sue
  - Ms. Lisa
  - Ms. Ing
- Thai Language & Culture
  - Ms. Jim – Group Leader
  - Mr. Dome
  - Ms. Um
  - Ms. Kae
  - Ms. Maew
  - Ms. Oh
- Infrastructure & General Operations
  - Mr. Ravin – Group Leader
  - Mr. Young
  - Ms. Nida
  - Drivers
  - Maids
  - Cooks

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## **CHAPTER I: Student/Community Profile and Supporting Data**



## OVERVIEW

In the modern, increasingly interdependent and complex world an international education is an absolute necessity - a balanced education, teaching not only to the mind, but also to the heart. It is vital to begin such an international experience from early childhood.

At Wells International School, we understand the importance of such a learning experience. We believe that, while each child is unique, there are qualities that each will need in order to join global society. All students need to learn respect for themselves as well as others; attain open-mindedness and tolerance; and acquire the ability to take responsibility for their actions. We try to promote such qualities by providing a truly international education, helping each child attain a multi-cultural perspective while encouraging each to appreciate his or her own unique cultural background.

Constantly striving for academic excellence, we encourage students to become life-long learners by helping them develop necessary attitudes and skills, ensuring their success in the global international community of tomorrow.

### *School History & Location*

In the fall of 1998, the Wells International Kindergarten (formerly Everclever Kindergarten) opened its doors on Sukhumvit Soi 47. As the school grew with its first students, plans were already in the making for a primary school campus at nearby Sukhumvit Soi 51. In 2003, the Wells International School – Thong Lor Campus accepted its first students, ranging from grades 1 to 5, and expanding to grade 6 the following year. In 2005, construction began on a secondary school about 5 kilometers down Sukhumvit Road, and in the fall of 2006, the Wells International School – On Nut Campus opened its doors to students in grades 1 to 9.

Starting with just 4 kindergarten students back in 1998, the Wells community population has grown to a current enrollment of nearly 600. By the fall of 2009, the Wells International School System will be offering the full complement from kindergarten through grade 12.

The Wells International School System, spanning along mid- to upper-Sukhumvit Road (one of the busiest thoroughfares in Bangkok) is easily accessible from virtually all parts of Bangkok. All three campuses are situated near a BTS Skytrain Station. The Phrom Phong Station, the Thong Lor Station, and the On Nut Station are all within reasonable walking distance from a Wells campus.

### *Academics and Extra-Curricular Activities*

Wells offers a rigorous international curriculum based on the American system, modified to take into account major regional and philosophical differences, and to adhere to Thai Ministry of Education regulations governing international schools.

As a member of the Thailand International Schools Activities Conference (TISAC), Wells offers numerous opportunities to participate in competitive team and individual sports such as basketball, soccer, badminton, swimming, track & field, and table tennis. Wells students also actively participate in non-athletic competitions including debate, chess, and performing arts.

Wells students are also encouraged to actively participate in a number of charity and philanthropy projects, ranging from visits to local orphanages, to volunteering at reforestation efforts. The local community has not only benefited from the generosity of the Wells students, but also from their commitment to making the world a better place for generations to come.

### *Global citizens ready to take on the world ...*

Clearly, Wells International School helps prepare its students to face the rigors and challenges that the world presents to them. With an excellent blend of academic, athletic, artistic, and philanthropic vision, Wells International School does truly expect to change the world, one student at a time.

## DEMOGRAPHICS

### *Student Enrollment*

There has been a steady increase in enrollment of both Primary and Secondary students since WIS-On Nut opened its doors. The student population has nearly doubled in size between 2006 and 2009. With the addition of grade 12 for the 2009-2010 school year, we anticipate even more growth for several years to come.

### *Student Nationality & Ethnicity*

Seventeen countries are represented at WIS-On Nut. A large percentage of students (48%) are expectedly Thai nationals. Korea (20%), Taiwan (11%), and India (8%) also have strong representation. Smaller groups (2% or less) represent the U.S., China, Singapore, Bangladesh, Australia, Canada, Finland, Malaysia, Myanmar, Japan, the Philippines, Portugal, and the U.K.

As far as ethnicity is concerned, students have been classified into 20 different ethnic groups. Ethnic Thais make up the largest group at 30%, followed by Koreans (20%), Indians (19%), Taiwanese (11%), and Chinese (4%). About 10% of the population are classified as mixed race (Thai-Caucasian, Thai-Chinese, Filipino-Caucasian, etc.). Smaller groups (less than 2%) include Caucasian, Bangladeshi, Malaysian, Burmese, Singaporean, Filipino, and Japanese.

Table D1 – WIS-On Nut 3-year total enrollment figures.

	GRADE LEVEL	SCHOOL YEAR		
		2006-2007	2007-2008	2008-2009
Primary	1	11	9	10
	2	10	22	16
	3	3	15	25
	4	8	8	18
	5	8	17	15
Secondary	6	38	31	26
	7	18	42	37
	8	15	28	37
	9	17	24	25
	10	Not Offered	16	16
	11	Not Offered	Not Offered	16
	12	Not Offered	Not Offered	Not Offered
Total Primary		40	71	84
Total Secondary		88	141	160
School Total		128	212	241

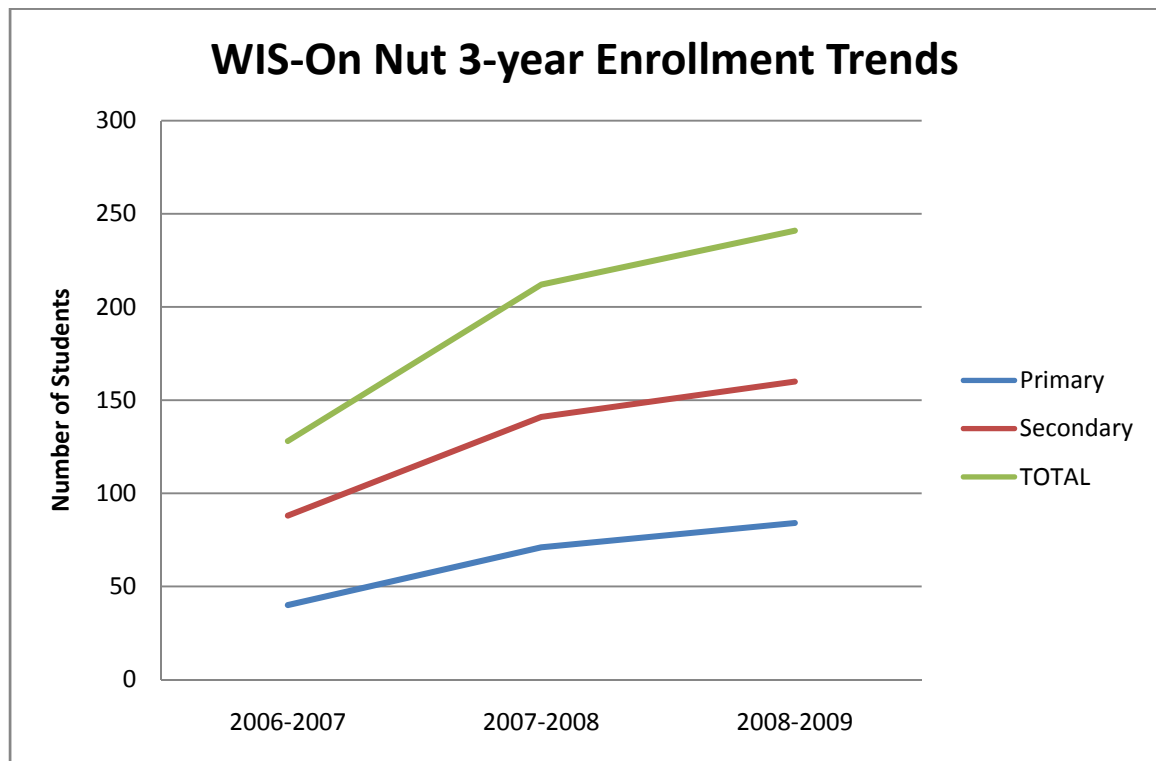




Table D2 – Student Nationality Data

<b>Nationality</b> (PP or ID Issuing Country)	<b>Number of Students</b>	<b>Percentage of Total Population</b>
Thailand	116	48%
Korea	48	20%
Taiwan	26	11%
India	19	8%
USA	6	2%
China	5	2%
Singapore	4	2%
Bangladesh	3	1%
Australia	2	1%
Canada	2	1%
Finland	2	1%
Malaysia	2	1%
Myanmar	2	1%
Japan	1	< 1%
Philippines	1	< 1%
Portugal	1	< 1%
UK	1	< 1%
Total Population	241	100%

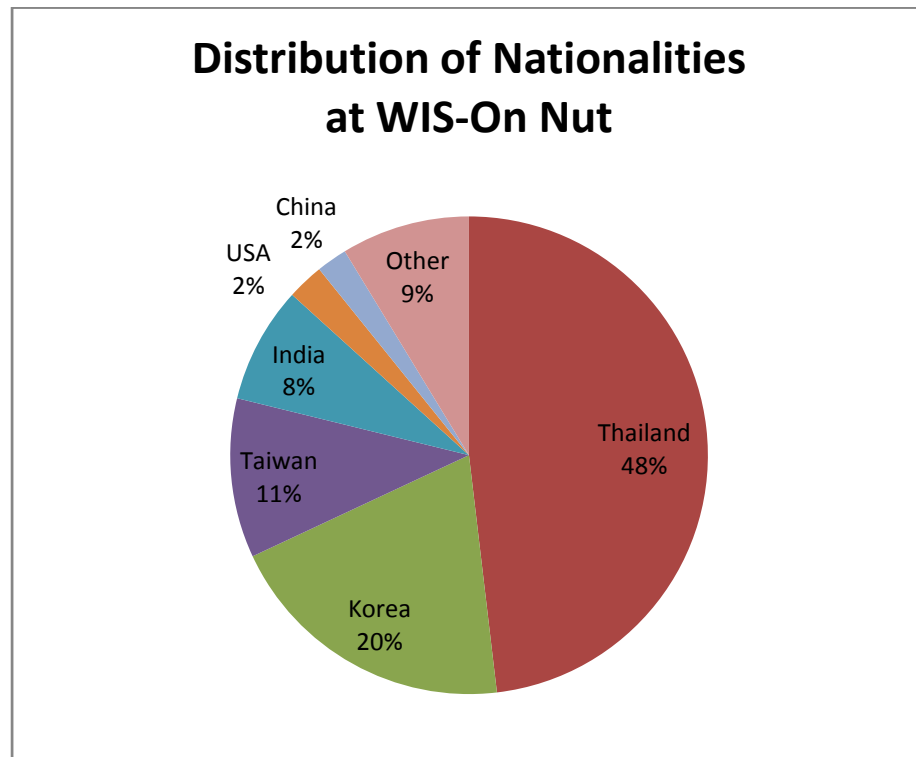
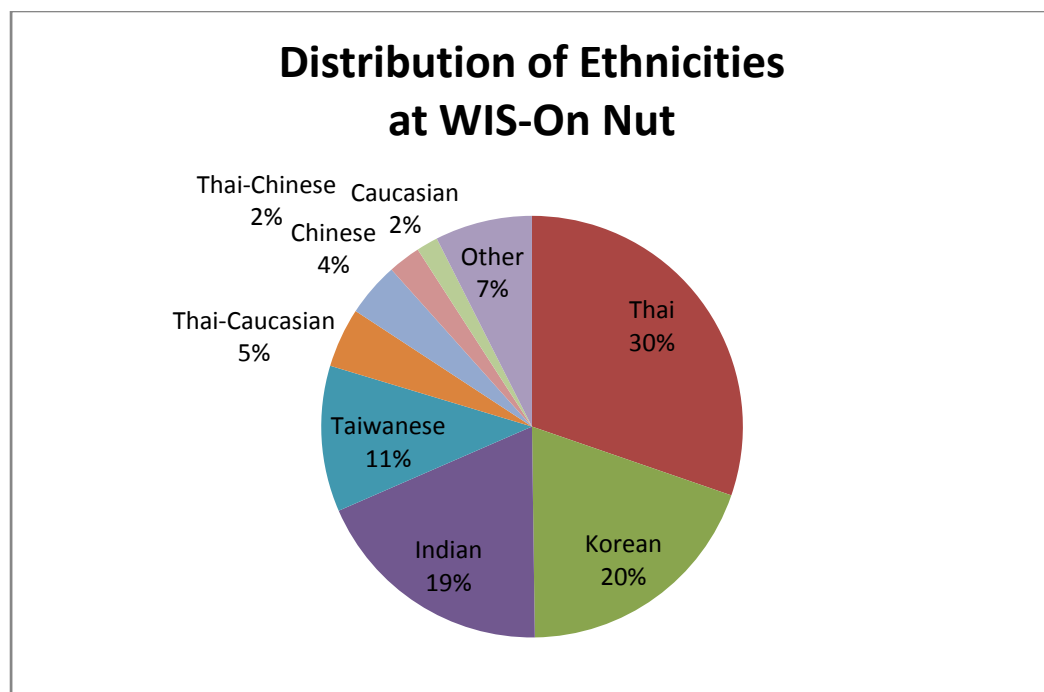


Table D3 – Student Ethnicity Data

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Percentage of Total Population</b>
Thai	73	30%
Korean	47	20%
Indian	45	19%
Taiwanese	27	11%
Thai-Caucasian	11	5%
Chinese	10	4%
Thai-Chinese	6	2%
Caucasian	4	2%
Bangladeshi	3	1%
Malaysian	2	1%
Myanmar	2	1%
Singaporean	2	1%
Singaporean- Indonesian	2	1%
Filipino	1	< 1%
Filipino-Caucasian	1	< 1%
Indonesian-Caucasian	1	< 1%
Japanese	1	< 1%
Korean-Caucasian	1	< 1%
Taiwanese-Chinese	1	< 1%
Thai-Taiwanese	1	< 1%
Total Number of Students	241	100%



## FACILITIES & HUMAN RESOURCES

### *Administration*

WIS-On Nut is comprised of two distinct sections, a Primary School and Secondary School, both of which are administered by a single Headmaster who is charged with the overall operation of the school. The spring semester of the 2007-2008 school year saw the formation of the Administrative Leadership Team, led by the Headmaster. The initial team was made up of the Head Office Administrator, the General Affairs Manager, and the Thai Director. The Thai Director position is one required by Thai law and must be assigned to a Thai national with both education administration qualifications and experience. In the fall semester of the 2008-2009 school year, the QA/QC Dept. Manager and the R&D Dept. Manager were added to the team.

### *Facilities*

The WIS-On Nut campus is just in its fourth year of operations. A single, three-level, quadrangle surrounds two open-air, artificial turf playing fields – one equipped with primary playground equipment, and the other equipped with an outdoor basketball court and mini-soccer pitch. The building houses administration offices, meeting rooms, twenty-five air-conditioned classrooms, a music room, dance studio, art room, Thai music & dance room, general science lab, computer lab, and library. Also housed within the structure are a 125-seat cafeteria, air-conditioned gymnasium, 25-meter swimming pool, supplies warehouse, student clinic, and snack bar. A 125-seat auditorium is the lone facility on the third level.

All classrooms have computers connected to wall-mounted LCD's, and are wired for internet access. Wireless internet connections are also available throughout the facility for students and teachers who choose to bring laptops to school.

### *Health Services*

The school clinic is located on the first level for easy access, and is staffed by a full-time registered nurse.

### *Library*

The library is located on the second level on the “bridge” connecting the school's East and West Wings, and is staffed by a full-time librarian and assistant librarian. Eight computer workstations are available in the library for internet research, or to connect to our online library hosted by EbscoHost.com. There are currently over 8,000 hardcopy titles on the shelves, with plans to purchase an additional 1,500 titles by the end of the 2008-2009 school year.

### *Transportation*

WIS-On Nut is a day school with no boarding facilities. A large percentage of the students reside in close proximity to Sukhumvit Road, while others commute from all around the Bangkok metropolitan area. The school leases 15-passenger school buses and employs its own drivers to transport approximately 15% of its students. Many secondary students take advantage of the On Nut BTS station which is a quick and convenient 250 meter walk from the school. Other families arrange for private transportation on their own.

#### *Nationality of Faculty & Administration*

Considering all employees of WIS-On Nut, Thais represent the largest national group, followed by citizens of the U.S.A., Canada, the Philippines, India, the U.K., Malaysia, and Taiwan. China, Ireland, Japan, and Nepal are represented by one employee each.

In regards to core-subject or homeroom teachers and administrators, the largest group is from the U.S.A., followed by the U.K. India, Canada, and Malaysia are represented by two each; and Thailand, the Philippines, Ireland, and Hong Kong each have one representative.

#### *Qualifying Education of Faculty & Administration*

The majority of the teaching staff has a Masters Degree, multiple Bachelors Degrees, or a Doctorate (Ph.D. or Ed.D.). WIS-On Nut has four (4) teachers that are uncertified, though each of them is currently enrolled in an approved teacher certification program.

#### *Tenure of Faculty & Administration*

As WIS-On Nut is just in its third year of operation, the tenure of its teaching staff is understandably short. Though a large number of teachers are currently in their first year working here, the majority are in at least their second year. A few teachers have been working in the Wells International School System for more than three years, having started their careers with Wells at one of the other two campuses.

#### *School Support Staff*

There is a total of 26 school support staff, charged with the general operations, maintenance, and upkeep of the school grounds and facilities. All are Thai nationals in accordance with Thai law.



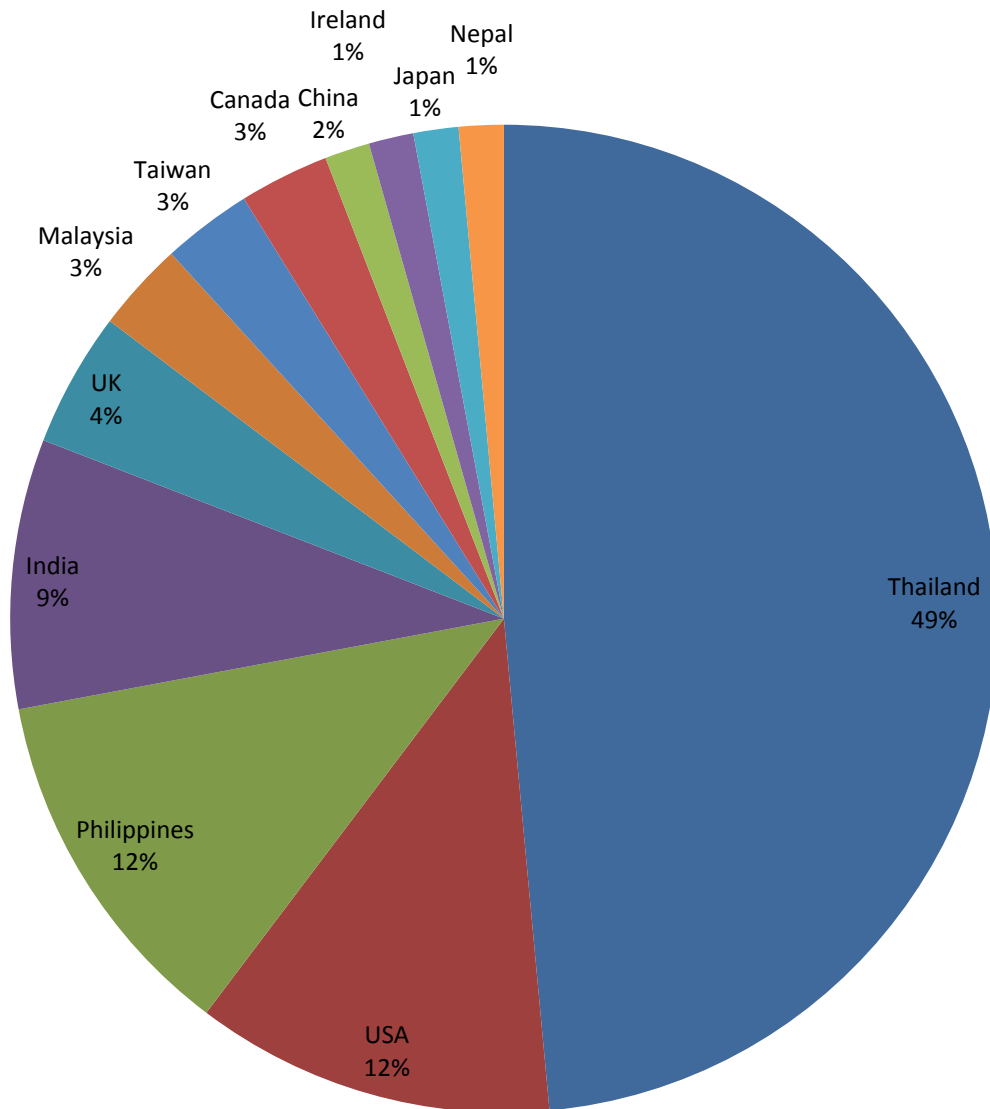
Table S1a – Nationality Data of WIS-On Nut Faculty & Staff – ALL POSITIONS

<b>Nationality</b> (PP or ID Issuing Country)	<b>Number of</b> <b>Teachers/Administrators</b>	<b>Percentage of Total</b> <b>Population of Faculty &amp;</b> <b>Administration</b>
Thailand	33	48%
USA	8	12%
Philippines	8	12%
India	6	9%
UK	3	4%
Malaysia	2	3%
Taiwan	2	3%
Canada	2	3%
China	1	1%
Ireland	1	1%
Japan	1	1%
Nepal	1	1%
TOTAL	69	100%

Table S1b – Nationality Data of WIS-On Nut Faculty & Administration – Core Subject or Homeroom Positions Teachers / Administrators

<b>Nationality</b> (PP or ID Issuing Country)	<b>Number of</b> <b>Teachers/Administrators</b>	<b>Percentage of Total</b> <b>Population of Faculty &amp;</b> <b>Administration</b>
USA	8	38%
UK	3	14%
India	2	10%
Canada	2	10%
Malaysia	2	10%
Thailand	1	5%
Philippines	1	5%
Ireland	1	5%
Hong Kong	1	5%
TOTAL	21	100%

## WIS-On Nut Faculty & Staff Nationality Distribution



## Nationality Distribution of Core Subject / Homeroom Teachers

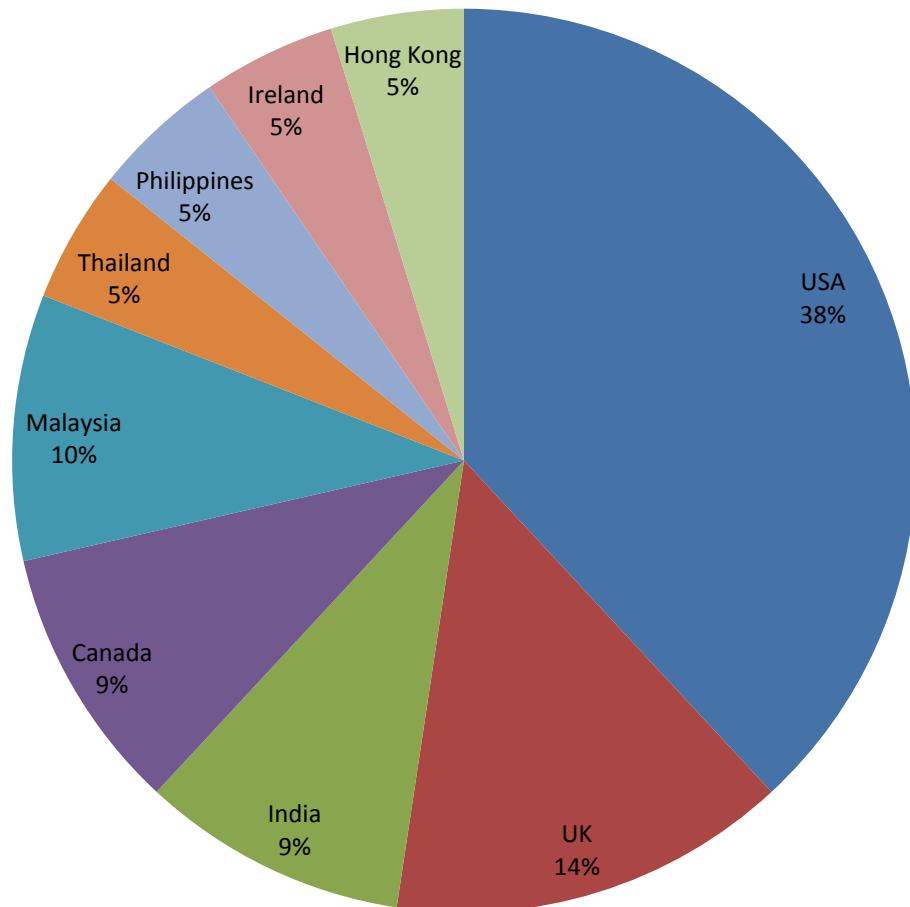


Table S2 –Educational Background Data of All WIS-On Nut Teachers & Administrators

<b>Level of Education</b>	<b>Number of Teachers/Administrators</b>	<b>Percentage of Total</b>
Bachelors Degree (non-Education)*	4	11%
B.Ed or non-Ed B.A./B.Sci. + Tchrs. Cert.	12	34%
Masters Degree or Multiple Bachelors	16	46%
Doctorate or Multiple Masters	3	9%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

*\*Teachers falling under this category MUST be enrolled in a MOE-approved teacher certification program in order to retain their position at WIS.*

Table S3 – Employment Longevity Data of All WIS-On Nut Teachers & Administrators

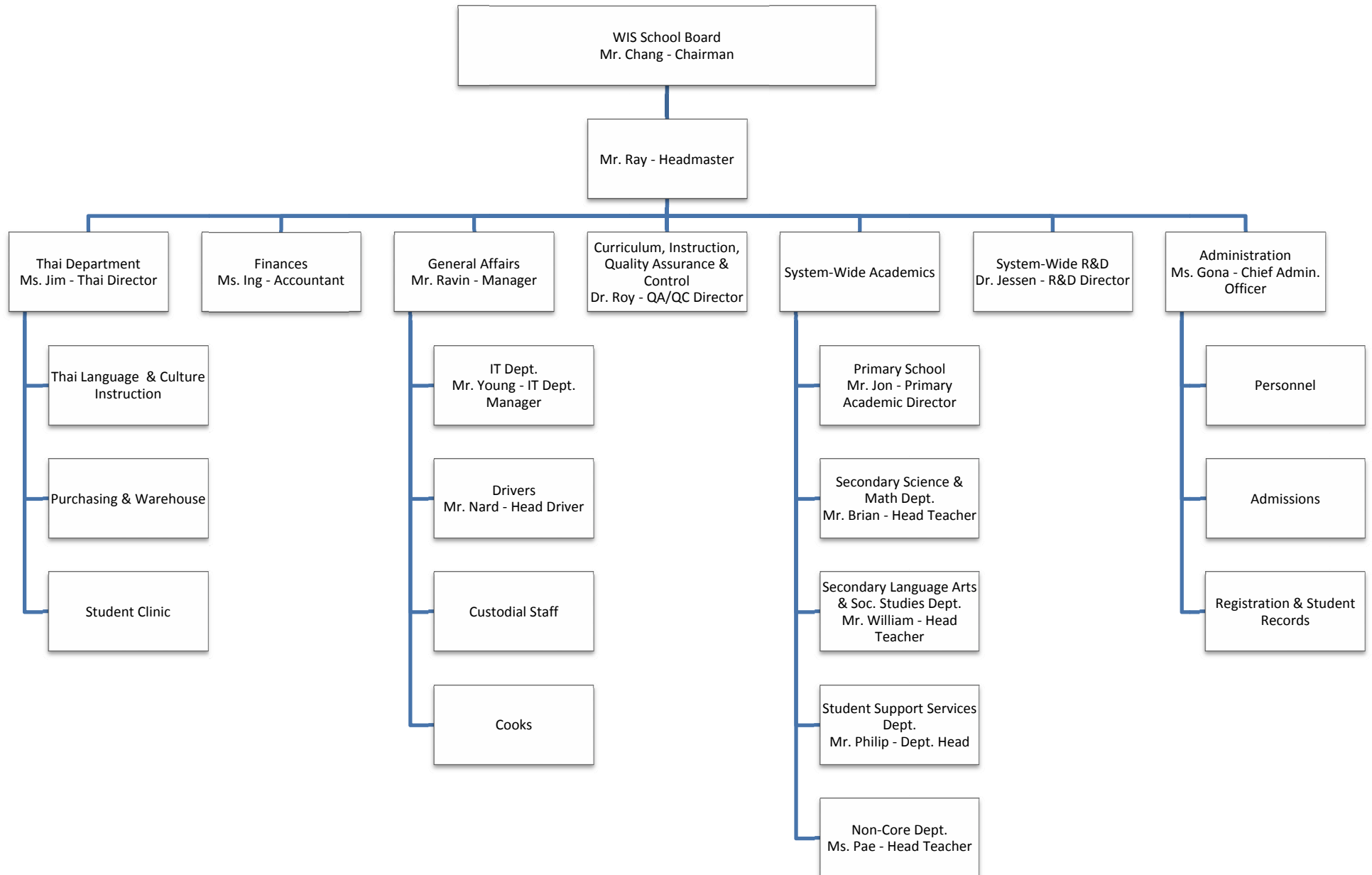
<b>Tenure at WIS-On Nut</b>	<b>Number of Teachers/Administrators</b>	<b>Percentage of Total</b>
< 1 year	15	43%
1 to 2 years	12	34%
2 to 3 years	5	14%
> 3 years*	3	9%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

*\*These teachers/administrators began their careers in the WIS system at either the WIS-Thong Lor campus or Wells Kindergarten.*

Table S4 – School Support Staff Data

<b>Job Classification</b>	<b>Number of Employees</b>
Managers	3
Support Staff	4
Drivers	6
Custodial Staff	7
Food Service Personnel	6
<b>TOTAL</b>	<b>26</b>

WELLS INTERNATIONAL SCHOOL – ON NUT CAMPUS  
2008-2009 Organizational Chart



## ACHIEVEMENT TEST DATA

Entering its second full year using an American curriculum in the fall of 2007, the entire Wells International School System evaluated available standardized achievement tests to be administered at the end of the 2007-2008 school year. WIS opted for the Stanford Achievement Test 10<sup>th</sup> Edition (SAT10) purchased through Harcourt Assessment for grades 2, 4, 5, 6, 7, 8, 9, and 10. The decision was based on the widespread use of the test throughout the United States and American schools throughout the world. Additionally, the availability of online tools simplified the task of disaggregating results data.

Results from the June 2008 administering of the SAT10 has provided Wells with a much clearer snapshot of the current achievement levels of our students in a wide variety of subject areas. Additionally, as Wells continues to administer the SAT10 at the end of every academic year, results data will serve as a valuable tool in the future assessment of our curriculum and instruction.

The following tables represent the WIS system-wide, grade-level performances on the various testing clusters (subject areas) relative to schools across the United States. According to statistics, a typical U.S. school will have populations in which approximately 72% of all students perform *at* or *above* average in any given grade level and subject area. The tables were organized to highlight areas where Wells students match or exceed the performance levels of a typical U.S. school, as well as to identify areas where Wells students underperform.

## Grade 2

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Word Study Skills	30	63	49	43	8	51	-21
Reading Voc	30	63	19	70	11	81	+9
Reading Comp	40	63	25	68	6	74	+2
Math Prob Solv	44	63	19	67	14	81	+9
Math Procedures	30	63	8	38	54	92	+20
Language	48	63	24	67	10	77	+5
Spelling	36	63	11	65	24	89	+17
Environment	40	63	32	63	5	68	-4
Listening	40	63	48	48	5	53	-19

## Grade 4

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Word Study Skills	30	37	32	54	14	68	-4
Reading Voc	30	37	22	78	0	78	+6
Reading Comp	54	37	30	59	11	70	-2
Math Prob Solv	48	37	5	65	30	95	+23
Math Procedures	32	37	0	46	54	100	+28
Language Mechanics	24	37	19	70	11	81	+9
Language Expression	24	37	16	76	8	84	+12
Spelling	40	37	11	49	41	90	+18
Science	40	37	11	68	22	90	+18
Social Science	40	37	30	59	11	70	-2
Listening	40	37	41	54	5	59	-13
Thinking Skills	190	37	19	65	16	81	+9

## Grade 5

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	32	56	41	3	44	-28
Reading Comp	54	32	31	63	6	69	-3
Math Prob Solv	48	32	6	63	31	94	+22
Math Procedures	32	32	13	44	44	88	+16
Language Mechanics	24	32	25	69	6	75	+3
Language Expression	24	32	47	47	6	53	-19
Spelling	40	32	25	66	9	75	+3
Science	40	32	31	56	13	69	-3
Social Science	40	32	25	69	6	75	+3
Listening	40	31	71	29	0	29	-43
Thinking Skills	191	31	26	68	6	74	+2

## Grade 6

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	30	63	30	7	37	-35
Reading Comp	54	30	10	80	10	90	+18
Math Prob Solv	48	30	7	60	33	93	+21
Math Procedures	32	30	3	60	37	97	+25
Language Mechanics	24	31	29	68	3	71	-1
Language Expression	24	31	13	74	13	87	+15
Spelling	40	30	17	67	17	84	+12
Science	40	31	10	55	35	90	+18
Social Science	40	31	29	65	6	71	-1
Listening	40	31	52	42	6	48	-24
Thinking Skills	192	30	13	73	13	86	+14



## Grade 7

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	42	26	64	10	74	+2
Reading Comp	54	42	29	62	10	72	+0
Math Prob Solv	48	42	2	40	57	97	+25
Math Procedures	32	42	10	55	36	91	+19
Language Mechanics	24	42	17	69	14	83	+11
Language Expression	24	42	21	69	10	79	+7
Spelling	40	42	31	36	33	69	-3
Science	40	42	31	43	26	69	-3
Social Science	40	42	33	50	17	67	-5
Listening	40	42	55	36	10	46	-26
Thinking Skills	193	42	21	62	17	79	+7

## Grade 8

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	25	56	36	8	44	-28
Reading Comp	54	25	48	48	4	52	-20
Math Prob Solv	48	25	8	64	28	92	+20
Math Procedures	32	25	16	60	24	84	+12
Language Mechanics	24	25	44	52	4	56	-16
Language Expression	24	25	52	40	8	48	-24
Spelling	40	25	36	60	4	64	-8
Science	40	24	42	33	25	58	-14
Social Science	40	24	42	54	4	58	-14
Listening	40	24	54	38	8	46	-26
Thinking Skills	200	24	33	58	8	66	-6

## Grade 9

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	20	65	30	5	35	-37
Reading Comp	54	20	45	40	15	55	-17
Math	50	20	5	40	55	95	+23
Language Mechanics	24	20	50	40	10	50	-22
Language Expression	24	20	35	60	5	65	-7
Spelling	40	20	35	55	10	65	-7
Science	40	20	25	60	15	75	+3
Social Science	40	20	25	70	5	75	+3
Thinking Skills	165	20	35	55	10	65	-7

## Grade 10

Test Cluster	Number of Items	Number Tested	% Below Average	% Average	% Above Average	Total % Average or Higher	Deviation from U.S. Norm
Reading Voc	30	13	69	31	0	31	-41
Reading Comp	54	14	64	36	0	36	-36
Math	50	14	7	57	36	93	+21
Language Mechanics	24	14	21	79	0	79	+7
Language Expression	24	14	21	79	0	79	+7
Spelling	40	14	71	21	7	28	-44
Science	40	12	17	83	0	83	+11
Social Science	40	12	58	42	0	42	-30
Thinking Skills	166	12	25	75	0	75	+3

## PARENT SURVEY RESULTS – JANUARY 2009

A number of surveys were conducted to collect perception data from amongst the school community. The following are the results of the Parent Surveys, providing valuable information on the parents' perception of the school's performance in providing their children with a quality education.

### **The vision, mission, and ESLRs reflect the beliefs and philosophy of the school and its constituencies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	43.2	43.2
	To a great extent	34	37.8	42.0	85.2
	To some extent	12	13.3	14.8	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

### **The vision, mission, and ESLRs were developed to cater to the needs of students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	35.6	41.6	41.6
	To a great extent	31	34.4	40.3	81.8
	To some extent	14	15.6	18.2	100.0
	Total	77	85.6	100.0	
Missing	System	13	14.4		
Total		90	100.0		

### **The vision, mission, and ESLRs were developed to cater to the needs of the community that students represent.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	42.2	46.3	46.3
	To a great extent	25	27.8	30.5	76.8
	To some extent	19	21.1	23.2	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The vision, mission, and ESLRs were developed collaboratively by various constituencies of the school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	35.6	40.0	40.0
	To a great extent	30	33.3	37.5	77.5
	To some extent	17	18.9	21.3	98.8
	No	1	1.1	1.3	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**The vision, mission, and ESLRs take into account the global and local needs of students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	41.1	45.7	45.7
	To a great extent	27	30.0	33.3	79.0
	To some extent	17	18.9	21.0	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**Community conditions and current trends were considered in the development of the vision, mission, and the ESLRs of the school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	41.1	45.7	45.7
	To a great extent	27	30.0	33.3	79.0
	To some extent	17	18.9	21.0	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**There is a consistency between the school's statement of purpose, the ESLRs,  
and the various school programs.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	33	36.7	40.7	40.7
	To a great extent	31	34.4	38.3	79.0
	To some extent	17	18.9	21.0	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**The school effectively communicates its statement of purpose and the ESLRs  
to students.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	28	31.1	34.1	34.1
	To a great extent	33	36.7	40.2	74.4
	To some extent	19	21.1	23.2	97.6
	No	2	2.2	2.4	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The school effectively communicates its statement of purpose and the ESLRs  
to parents.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	27	30.0	32.9	32.9
	To a great extent	29	32.2	35.4	68.3
	To some extent	25	27.8	30.5	98.8
	No	1	1.1	1.2	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The school effectively communicates its statement of purpose and the ESLRs  
to other members of the school community.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	32	35.6	39.5	39.5
	To a great extent	21	23.3	25.9	65.4
	To some extent	27	30.0	33.3	98.8
	No	1	1.1	1.2	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**There are systems for regularly reporting of student progress in the school.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	41	45.6	48.2	48.2
	To a great extent	23	25.6	27.1	75.3
	To some extent	19	21.1	22.4	97.6
	No	2	2.2	2.4	100.0
	Total	85	94.4	100.0	
Missing	System	5	5.6		
Total		90	100.0		

**The assessment reports of student progress clearly communicate students'  
academic achievement.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	41	45.6	49.4	49.4
	To a great extent	26	28.9	31.3	80.7
	To some extent	15	16.7	18.1	98.8
	No	1	1.1	1.2	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The assessment reports of student progress clearly indicate whether or not students are meeting the expected school-wide learning results (ESLRs).**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	40.0	43.4	43.4
	To a great extent	27	30.0	32.5	75.9
	To some extent	19	21.1	22.9	98.8
	No	1	1.1	1.2	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**Students are regularly informed about their progress.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	46.7	50.0	50.0
	To a great extent	20	22.2	23.8	73.8
	To some extent	21	23.3	25.0	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**Student progress is regularly reported to parents.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	37.8	40.5	40.5
	To a great extent	28	31.1	33.3	73.8
	To some extent	18	20.0	21.4	95.2
	No	4	4.4	4.8	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**The school communicates student progress to the rest of its constituencies  
on a regular basis.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	34	37.8	41.0	41.0
	To a great extent	29	32.2	34.9	75.9
	To some extent	17	18.9	20.5	96.4
	No	3	3.3	3.6	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The school employs various monitoring systems to track student progress.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	24	26.7	28.9	28.9
	To a great extent	30	33.3	36.1	65.1
	To some extent	26	28.9	31.3	96.4
	No	3	3.3	3.6	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The standards used to monitor student progress are appropriate.**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	32	35.6	38.6	38.6
	To a great extent	33	36.7	39.8	78.3
	To some extent	17	18.9	20.5	98.8
	No	1	1.1	1.2	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		



**The assessment of student progress leads to follow-up activities to help students improve further.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	43.3	46.4	46.4
	To a great extent	24	26.7	28.6	75.0
	To some extent	20	22.2	23.8	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**The school strives to ensure student progress in both academic and non-academic areas through school improvement plans and professional development activities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	43.3	47.6	47.6
	To a great extent	30	33.3	36.6	84.1
	To some extent	11	12.2	13.4	97.6
	No	2	2.2	2.4	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The school plans and implements improvement efforts with the support of its constituencies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	42.2	46.9	46.9
	To a great extent	25	27.8	30.9	77.8
	To some extent	18	20.0	22.2	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**The school improvement plans are geared toward enhancing the quality of learning for all students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	43.2	43.2
	To a great extent	26	28.9	32.1	75.3
	To some extent	20	22.2	24.7	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**The leaders involve the school community in making improvement plans.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	42.7	42.7
	To a great extent	28	31.1	34.1	76.8
	To some extent	18	20.0	22.0	98.8
	No	1	1.1	1.2	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The leaders secure the support of the school community in implementing improvement plans.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	33.3	37.0	37.0
	To a great extent	32	35.6	39.5	76.5
	To some extent	19	21.1	23.5	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**The improvement plans points toward the achievement of the ESLRs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	34.4	38.8	38.8
	To a great extent	30	33.3	37.5	76.3
	To some extent	18	20.0	22.5	98.8
	No	1	1.1	1.3	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**The school spends time, money, and human resources to implement improvement plans.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	34.4	38.3	38.3
	To a great extent	29	32.2	35.8	74.1
	To some extent	16	17.8	19.8	93.8
	No	5	5.6	6.2	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**There is a direct correlation between students' achievement in learning and allocation of resources for the improvement plans.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	36.7	40.7	40.7
	To a great extent	27	30.0	33.3	74.1
	To some extent	21	23.3	25.9	100.0
	Total	81	90.0	100.0	
Missing	System	9	10.0		
Total		90	100.0		

**The school improvement plans are specific and achievable.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	41.1	46.3	46.3
	To a great extent	24	26.7	30.0	76.3
	To some extent	17	18.9	21.3	97.5
	No	2	2.2	2.5	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**The leaders monitor and review the school improvement plans from time to time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	32.2	36.3	36.3
	To a great extent	31	34.4	38.8	75.0
	To some extent	19	21.1	23.8	98.8
	No	1	1.1	1.3	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**The leaders make use of concrete data and evidences to inform them while making improvement plans.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	43.8	43.8
	To a great extent	28	31.1	35.0	78.8
	To some extent	16	17.8	20.0	98.8
	No	1	1.1	1.3	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**The school improvement plans include the evaluation and development of teachers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	37.8	42.5	42.5
	To a great extent	26	28.9	32.5	75.0
	To some extent	20	22.2	25.0	100.0
	Total	80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

**I am informed about my child's academic performance at school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	47.8	52.4	52.4
	To a great extent	23	25.6	28.0	80.5
	To some extent	13	14.4	15.9	96.3
	No	3	3.3	3.7	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**I am involved in the assessment of my child's learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	40.0	43.9	43.9
	To a great extent	25	27.8	30.5	74.4
	To some extent	15	16.7	18.3	92.7
	No	6	6.7	7.3	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The teacher communicates how my child is doing in his/her subjects on a regular basis.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	42.2	45.8	45.8
	To a great extent	19	21.1	22.9	68.7
	To some extent	25	27.8	30.1	98.8
	No	1	1.1	1.2	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The teacher shares my child's achievement records with me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	44.4	48.2	48.2
	To a great extent	19	21.1	22.9	71.1
	To some extent	21	23.3	25.3	96.4
	No	3	3.3	3.6	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The teacher talks to me about my child's learning strengths and weakness.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	42.2	46.3	46.3
	To a great extent	21	23.3	25.6	72.0
	To some extent	18	20.0	22.0	93.9
	No	5	5.6	6.1	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The teacher helps me to use assessment results to help my child at home.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	41.1	45.1	45.1
	To a great extent	18	20.0	22.0	67.1
	To some extent	22	24.4	26.8	93.9
	No	5	5.6	6.1	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The teacher uses a variety of assessment procedures to gauge my child's learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	40.0	43.9	43.9
	To a great extent	27	30.0	32.9	76.8
	To some extent	17	18.9	20.7	97.6
	No	2	2.2	2.4	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**I am satisfied with how my child is assessed.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	48.9	53.0	53.0
	To a great extent	24	26.7	28.9	81.9
	To some extent	15	16.7	18.1	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**I am satisfied with how assessment results are used by the teacher.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	42.7	42.7
	To a great extent	29	32.2	35.4	78.0
	To some extent	18	20.0	22.0	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The school provides information about students' progress from time to time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	44.4	47.1	47.1
	To a great extent	23	25.6	27.1	74.1
	To some extent	20	22.2	23.5	97.6
	No	2	2.2	2.4	100.0
	Total	85	94.4	100.0	
Missing	System	5	5.6		
Total		90	100.0		

**The school involves parents to strengthen its services to ensure academic and personal growth of students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	30.0	32.1	32.1
	To a great extent	31	34.4	36.9	69.0
	To some extent	25	27.8	29.8	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**The programs, activities, and events organized by the school help students to feel accepted and comfortable.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	40.0	42.9	42.9
	To a great extent	25	27.8	29.8	72.6
	To some extent	23	25.6	27.4	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**The school uses a variety of community resources to enhance students' learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	35.6	38.1	38.1
	To a great extent	27	30.0	32.1	70.2
	To some extent	24	26.7	28.6	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		



**The school uses a variety of community resources to enhance students' personal growth.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	38.9	41.7	41.7
	To a great extent	26	28.9	31.0	72.6
	To some extent	22	24.4	26.2	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**Students have access to a variety of resources which helps them succeed in learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	37.8	41.0	41.0
	To a great extent	29	32.2	34.9	75.9
	To some extent	19	21.1	22.9	98.8
	No	1	1.1	1.2	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**Facilities are adequate to support learning needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	35.6	38.6	38.6
	To a great extent	34	37.8	41.0	79.5
	To some extent	17	18.9	20.5	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**Current textbooks are provided in good condition.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	53.3	58.5	58.5
	To a great extent	18	20.0	22.0	80.5
	To some extent	16	17.8	19.5	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**Up-to-date computers and technologies are used to help learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	50.0	54.2	54.2
	To a great extent	19	21.1	22.9	77.1
	To some extent	17	18.9	20.5	97.6
	No	2	2.2	2.4	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**School provides safe and orderly environment for learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	51.1	54.8	54.8
	To a great extent	24	26.7	28.6	83.3
	To some extent	13	14.4	15.5	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**School and grounds are clean and well maintained.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	52.2	56.0	56.0
	To a great extent	25	27.8	29.8	85.7
	To some extent	11	12.2	13.1	98.8
	No	1	1.1	1.2	100.0
	Total	84	93.3	100.0	
Missing	System	6	6.7		
Total		90	100.0		

**The school has qualified and experienced leaders.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	44.4	48.2	48.2
	To a great extent	26	28.9	31.3	79.5
	To some extent	17	18.9	20.5	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The school has qualified and experienced teachers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	44.4	48.8	48.8
	To a great extent	27	30.0	32.9	81.7
	To some extent	14	15.6	17.1	98.8
	No	1	1.1	1.2	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The school has qualified and experienced support staff.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	44.4	48.2	48.2
	To a great extent	21	23.3	25.3	73.5
	To some extent	20	22.2	24.1	97.6
	No	2	2.2	2.4	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

**The school supports the continual development of its staff.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	42.2	46.3	46.3
	To a great extent	24	26.7	29.3	75.6
	To some extent	18	20.0	22.0	97.6
	No	2	2.2	2.4	100.0
	Total	82	91.1	100.0	
Missing	System	8	8.9		
Total		90	100.0		

**The leaders, teachers, and support staff provide satisfactory services to students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	52.2	56.6	56.6
	To a great extent	23	25.6	27.7	84.3
	To some extent	13	14.4	15.7	100.0
	Total	83	92.2	100.0	
Missing	System	7	7.8		
Total		90	100.0		

## **CHAPTER II: Expected Schoolwide Learning Results (ESLR's)**

**As students of Wells International School, we strive to be ...**

***Responsible Global Citizens, who ...***

- ... love the environment and care for it.
- ... follow rules to live in harmony with everyone.
- ... are responsible individuals.
- ... respect and appreciate people from different cultural background.
- ... respect our parents, teachers, and friends.

***Effective Communicators, who ...***

- ... are confident to speak in the English language.
- ... use both verbal and non-verbal skills to interact with others.
- ... express our thoughts and emotion in simple and clear language.
- ... listen intently so that we can understand what others are saying.
- ... use a variety of communication channels.
- ... are sensitive to cultural differences in our conversations.

***Critical Thinkers and Problem-Solvers, who ...***

- ... think like a scientist.
- ... do a lot of thinking before arriving at a conclusion.
- ... approach problems systematically.
- ... constantly learn strategies required to solve complex problems.

***Healthy and Hygienic Students that ...***

- ... are happy.
- ... understand how our body works.
- ... know how to care for our bodies.
- ... eat only good and healthy food.
- ... know the harms of drugs, alcohol, and tobacco and we avoid them.

### ***ICT Proficient Students that ...***

- ... use computers for learning.
- ... use computers to enhance communication.
- ... know the harms of misusing technology.
- ... continually learn about new technology.

### ***Aware & Appreciative of Thai Language and Culture, and we ...***

- ... honor the King and the Hymn to the Royal Family.
- ... show respect to the National Anthem.
- ... express appreciation of Thai culture and arts.
- ... take part in activities that promote Thai culture and heritage.

### ***The ESLR Process***

The ESLR's in their current form began to take shape through a process of collaborative effort forged by faculty and staff, at the beginning of the 2007-08 academic year. An ESLR's workshop was conducted during the Faculty and Staff Orientation in July 2007 aimed at familiarizing every member of the school with the meaning, need, use, and implementation of the ESLRs. Members of the faculty and staff were presented with a basic framework of the Expected School-wide Learning Results by the governing and leadership authorities. The basic framework was then cooperatively explored, adjusted, refined, and improved upon to reflect students' learning needs and the school's vision and mission.

Further revisions of the ESLR's were carried out in September 2007, on a Professional Development Day program, during which the original ESLR's were re-written in a more easily understandable manner, to suit the needs of students and parents of both primary and secondary sections. This set of ESLR's was approved by the School Board in the same month, and were introduced to parents in the form of school-wide "light reading" activity – The ESLR's were divided into segments and sent to parents over a period of a few weeks to familiarize them with the meaning, need, use, and implementation of the ESLR's.

A final revision of the ESLR's was done in July 2008 to further simplify, personalize, and homogenize the wording/phrasing of the Expected School-wide Learning Results. The "Thai Language and Culture Awareness" component was added to the existing ESLR's during this

time. These ESLR's were then (and still are) communicated to all the stakeholders through various means, e.g., ESLR's poster put up in every class, rooms, and offices, posted on the school website, published in student/parent handbook, included in the school policy handbook, etc.

Additionally, new faculty and staff are given opportunities to learn and assimilate the ESLR's through various activities like the ESLR's skit and/or role play during Professional Development Day programs.

### *Measuring the ESLR's*

The subjective/abstract nature of the ESLR's, like many other variables related to students' learning experiences, makes it difficult to directly measure the achievement of the ESLR's. However, Wells International School has identified various mechanisms (though they are limited in many ways) to measure the achievement of the Expected School-wide Learning Results. They are...

1. Integration of the ESLR's into curriculum maps, allowing teachers to indicate the ESLR's that are addressed and/or achieved in the units covered during the semester and/or academic year.
2. Teaching of lessons with the ESLR's in mind – this is ascertained by examining ESLR's integration in lesson planning – the lesson plan format includes a section for teachers to indicate the ESLR's being addressed and/or achieved.
3. Assessment of ESLR's as an integral part of other learning-related assessments.
4. Online and/or offline survey of parents, teachers, and students to determine the awareness and achievement of the ESLR's.
5. The organization of competitions, exhibitions, demonstrations, after-school activities, and other similar events and programs (both curricular and co-curricular) that promote the ESLR's among students, parents, and staff.

### **CHAPTER III: PAST PROGRESS REPORTS**



### Progress Report for Initial Visit Recommendations in 2007

In May of 2007, representatives from WASC conducted their Initial Visit of WIS-On Nut. As a result, a report was submitted to WIS administrators detailing the committee's observations and findings, and offering recommendations on specific issues that the committee members believed were critical to the continued accreditation process. On May 22, 2008, the following progress report was submitted to WASC providing an update of the school's progress toward addressing the recommendations of the initial visit.

**WELLS INTERNATIONAL SCHOOL – ON NUT CAMPUS**  
**INTERIM PROGRESS REPORT TO WASC – May 2008**

Prepared by Mr. Ray D. de la Peña, Headmaster  
22 May 2008

**A. General School Data**

Name:	Wells International School – On Nut Campus
Address:	2209 Sukhumvit Road, Prakhanong Bangchak, Bangkok THAILAND 10260
Telephone:	+66 (0)2-730-3366
Facsimile:	+66 (0)2-730-3118
Chief Admin Contact:	Mr. Ray D. de la Peña, Headmaster
Email:	ray@wells-school.com
Enrollment:	208 (as of 22 May 2008)

**B. Brief Description**

Wells International School, On Nut Campus (WIS-On Nut) is an international, private, coeducational school, which opened its doors in August, 2006, as the sister school of Wells International School, Thong Lor, at Soi 51, and Wells International Kindergarten School, formerly known as Everclever, at Soi 48. Located on Sukhumvit Road between Soi 85 and Soi 87, and just 200 meters from the BTS Skytrain On Nut Station, the school is easily accessible from virtually all parts of Bangkok.

Owned and managed by the husband and wife team of Mr. Bruce and Mrs. Lilian Liu, the school serves both the expatriate and the host-country business, professional, and diplomatic community of Bangkok. As of May 2008, the student breakdown by nationality is: Thai – 53%, Korean – 17%, Taiwanese – 12%, Indian – 6%, and Chinese – 4%. American, Australian, Belizean, British, Canadian, Japanese, Malaysian, Portuguese, Singaporean, and Sri Lankan students each represented 1% or less of the total population.

WIS-On Nut currently employs two (2) administrators, two (2) counselors, twenty-one (21) full-time and fifteen (15) part-time teachers, three (3) full-time teacher's aides, and twenty-five (25) support personnel. The majority of the full-time, core-subject teachers hold advanced or multiple degrees with certification.

WIS-On Nut offers an American curriculum, modified to take into account major regional differences, and to adhere to Thai Ministry of Education regulations governing international schools. Currently (May 2008), there are 208 students enrolled in grades 1 through 10, an increase of nearly 80% from the previous year, when there were 122 students enrolled in grades 1 through 9. In August 2008, WIS-On Nut will expand to offer grade 11, with grade 12 being offered in August 2009. Students who remain at WIS-On Nut require a total of 24 credits in order to graduate.

## C. Progress Report

***Recommendation #1.*** *The school leadership engages all stakeholders (governing board, teachers, parents, older students, and support staff) in reviewing and clarifying the schoolwide student goals or expected schoolwide learning results. These goals should reflect the school's educational beliefs, its mission statement, the student's academic needs, and the challenges they will face in the 21<sup>st</sup> century and be in clear, understandable language for the students and all other stakeholders.*

In June 2007, the Leadership Team convened to review the school's Expected Schoolwide Learning Results (ESLR's), resulting in the formalization of ESLR's under the initial four headings: *Critical Thinking & Problem Solving*, *Effective Communications*, *Global Citizenship*, and *IT Proficiency*. Furthermore, this review resulted in the creation of a fifth heading: *Health & Hygiene*. This expansion was in response to several outbreaks in the Bangkok area of Hand Foot Mouth Disease (HFMD) and Dengue Fever, as well as growing concerns within the school community regarding the effects of the "westernization" of student lifestyle and eating habits.

The new set of five ESLR headings were then presented to the faculty and staff from the combined On Nut – Thong Lor campus orientation in late July 2007, who were divided into teams and asked to brainstorm, in teams, specific skills and attributes that fall under the team's assigned ESLR heading. The teams then presented their recommended list of ESLR's to the rest of the faculty and staff for discussion and revision when necessary. These ESLR's were then formally adopted by the Wells International School System.

In October 2007, faculty and staff gathered once more to simplify the adopted ESLR's in order to accommodate basic levels of English comprehension, particularly lower primary students, upper primary students, ESL students, and secondary students.

In preparation for the ESLR review for the 2008-2009 school year, parents and student representatives (upper secondary level) have been recruited. Meetings with these representatives have been conducted to brief them on the process of formulating the ESLR's. These parent and student representatives will join the rest of the faculty & staff to review the ESLR's in late July 2008.

Additionally, with the recent passing of the 2007 Thailand Education Act, it has been recommended that a sixth ESLR heading be added, addressing the need to emphasize an appreciation of the language and culture of the institution's host country. This heading, tentatively entitled *Thai Language/Culture Awareness & Appreciation*, will go through the same process as the previous five headings to arrive at a set of appropriate ESLR's to be adopted.

***Recommendation #2.*** *The school leadership ensures that all stakeholders understand the school's mission and the schoolwide student goals that must be reflected throughout the school's program.*

An Event/Activity Evaluation Form was developed not only to elicit feedback on the event or activity, but to also provide a gauge on the extent the participants (students, teaches, and parents) perceived the event or activity to have had addressed the school's five ESLR's.

Teachers had also been encouraged to incorporate a similar tactic when creating rubrics for the assessment of class assignments and projects.

At the primary level, teachers utilize their weekly values education period to provide lessons specifically geared toward familiarizing students with the schools ESLR's.

Despite efforts to place the school's ESLR's in all Wells literature, web pages, etc., by far the most difficult group to effectively communicate the ESLR's are our non-English speaking parents. Currently, ESLR's are being translated into three non-English languages: Thai, Mandarin, and Korean. The translated ESLR's are scheduled to be released at the beginning of the 2008-2009 school year.

***Recommendation #3.*** *The owner and governing board ensure that the lines of authority and responsibility between the governing body and the leadership are clear; this will enable the day to day operation of the school to be delegated to the professional staff.*

The summer of 2007 brought on several significant changes in the On Nut Campus organizational chart (**see Appendix I**). After analyzing the strengths and weaknesses of the members of the leadership team, the ownership opted for a 4-branch system: Academic Branch, Thai Culture & Language Branch, General Affairs Branch, and Administrative Office. The heads of each branch have been meeting daily to ensure clear communications and smooth operations of the entire school system. Daily meetings are chaired by the Headmaster who also serves as the head of the Academic Branch of the organization.

Another significant change in the organizational chart will be occurring for the upcoming 2008-2009 school year. With the addition of grade 11 and the corresponding increase in teaching staff, the position of Secondary School Head Teacher will be eliminated. Instead, chairs have been assigned for the following academic divisions:

- Language Arts & Social Studies Department
- Maths & Sciences Department
- ESL Department
- Performing & Practical Arts Department
- Student Support Services Department
- Foreign Languages Department

Department chairs will convene weekly in meetings chaired by the Headmaster.

However, due to the significant role the Thai Language & Culture Department plays in the overall Thai Ministry of Education accreditation of the school, the Thai Director will remain as the chief overseer of this department.

The position of Head Teacher of Primary School will remain unchanged.

***Recommendation #4.*** *The owner and governing board review potential governance models for greater input by the constituency as the school grows and expands and formalize policies that are consistent with the school's purpose and support achievement of the school's student goals.*

Representatives of the Leadership Team took part in several visits of established international schools in the Bangkok vicinity, most notably St. Andrew's International School, Harrow International School, and Ruamradee International School, to observe successful models of school governance at work. However, due to self-imposed financial constraints and other limiting factors, no significant change in the current system had occurred.

Nonetheless, the ownership has recently decided to create a new position to oversee the smooth operations of, and facilitate clear communications between all campuses within the Wells International School system. Though it is the intention for this position to be filled by July '08, as of May '08 a qualified candidate for this position has yet to be hired.

***Recommendation #5.*** *The leadership of the school participates in administrative training that will support effective and efficient operation of the school with the focus on student achievement.*

The Leadership Team is continuously seeking opportunities to allow for administrative training and professional development for the school's leaders, either in the form of workshops, or further post-graduate studies.

Since the summer of 2007, members of the Leadership Team attended:

- July 2007 – “Teacher and Personnel Professional Development” in cooperation with the Office of the Basic Education Commission (OBEC), Thailand Ministry of Education, and the Australian Department of Education, Science and Training.
- September 2007 – “Quality Assurance, School Improvement, and Accreditation” sponsored by the International Schools Association of Thailand (ISAT).
- November 2007 – “National Education Leaders Forum” in conjunction with the World DIDAC 2007 Conference.

Beginning in the Fall of 2007, both the president and vice-president of Wells International School enrolled in a Doctoral Program in Education at Assumption College in Bangkok.

Beginning in the Fall of 2008, the current Headmaster of Wells International School, entering his 4<sup>th</sup> year in the Wells system, will continue his graduate studies, part-time, in pursuit of a Masters in Educational Leadership, to add to his post-graduate diploma in Secondary Science Education from the University of Hawaii.

***Recommendation #6.*** *The leadership systematizes operations and decision-making processes that will support a high quality program. This includes written documentation regarding roles and responsibilities, policies and practices for all areas of operation, decision-making processes, and established procedures for internal communications.*

By the end of the summer '07, the Wells International School Policy Manual was created and formally adopted by the school's ownership and leadership team. However, the manual is still considered to be in its infancy, as it was the intention of the ownership to allow any member of the school's faculty/staff to propose reasonable changes to the policy manual, either in the form of amendments to current policy or the addition of new policies, with such proposals periodically evaluated by the Leadership Team for further action.

Job descriptions for all leadership positions, office staff, and support personnel were formalized prior to the start of the 2007-2008. Of particular importance was the creation of the Administrative Office Manager position as well as the delineating of administrative responsibilities in order to streamline day-to-day office operations.

Additionally, formal descriptions were created for new positions for the 2008-2009 school year including: Secondary School Guidance Counselor, Educational IT Consultant, and Secondary School Department Chair.

Also contributing to move toward documented quality assurance was the creation of the following new committees:

- Admissions Committee – Admissions were previously handled solely by office personnel, with limited to no input from the teaching staff.
- Teacher Performance Review Board – Performance reviews were previously the sole responsibility of the Headmaster (or Thai Director). The new TPRB elicits input from four (4) Head Administrators (Headmaster, Thai Director, Administrative Office Manager, and General Affairs Manager), as well as Head Teacher(s).
- Hiring Committee – New hiring policy mandates input from multiple sources prior to hiring (and early termination) of teachers and staff. In cases of prospective new teachers, a Student Board has been created to provide input from student representatives.

***Recommendation #7.*** *The leadership facilitates dialogue among teachers regarding curriculum, instructional delivery, and shared accountability for student learning, especially in relation to English language learners. In addition, the dialogue should include a careful review of the course and instruction offered, the time for instruction, and the use of non-instructional time with respect to support and assistance for student learning. The primary teachers need to communicate regularly and work collaboratively with their counterparts at Thong Lor regarding all aspects of the primary program.*

Teacher observations of and by peers were held during the 2007 fall semester. Furthermore, inter-campus observations between primary teachers from both the On Nut Campus and Thong Lor Campus were scheduled for the 2008 spring semester. However, feedback from the participating teachers indicate that a more formal procedure for peer observations needs to be developed in order to provide clearer, more specific, benefits to all parties involved.

Observations of in-house experienced ESL teachers have been planned for mainstream teachers, both core and non-core, in order to obtain guidance in dealing with issues specific to English language learners. However, due to time constraints, these observations were postponed to the 2008 fall semester.

***Recommendation #8.*** *The leadership ensure that all teachers are engaged in pedagogical training to ensure they have the appropriate certification.*

For the 2007-2008 school year, the majority of core-subject teachers were certified to teach within their subject areas, but the majority of the non-core teachers were not. This brought the percentage of certified teachers to 65%. With the hiring for the 2008-2009 school nearly complete, the school has increased its percentage of certified teachers to 79%.

Full-Time Teacher Certification Data, 2007-2008			
Department	Total # of Full-Time Teachers	# of Certified Teachers	%-Certified
Primary Homeroom	5	2	40%
Secondary Science	2.5	2.5	100%
Secondary LA	1.5	1.5	100%
Secondary SS	2.5	2.5	100%
Secondary Math	2.5	2.5	100%
ESL-Primary	2	2	100%
ESL-Secondary	2	1	50%
Non-Core	5	1	20%
TOTAL	23	15	65%

Full-Time Teacher Certification Data, 2008-2009			
Department	Total # of Full-Time Teachers	# of Certified Teachers	%-Certified
Primary Homeroom	5	3	60%
Secondary Science	2.5	2.5	100%
Secondary LA	3.5*	3.5*	100%
Secondary SS	2.5	2.5	100%
Secondary Math	2.5	1.5	60%
ESL-Primary	2	2	100%
ESL-Secondary	1	1	100%
Non-Core	5	3	60%
TOTAL	24	19	79%

The few non-certified teachers, though possessing college degrees and several years of teaching experience, have been required to enroll in a Thai MOE-approved teacher certification program, before being retained for the 2008-2009 school year. Formal meetings have been conducted to discuss the feasibility of the available options, including: local, on-site cert. programs, eg. Mission College; or online cert. programs, eg. U of Phoenix. Clarification was also provided during these meetings regarding school policy on the financial assistance/reimbursements for such certification programs.

Furthermore, to encourage teachers to further their education, a new salary schedule was implemented, which incorporated a three-tier structure with significant pay increases for holders of advance degrees (Masters or Doctorates). The new salary schedule also includes automatic step increases corresponding to years of service at Wells International School.

***Recommendation #9.*** *The leadership and teachers work together to refine the supervision and evaluation process for administration and teachers to incorporate professional goals and meaningful professional development that will support continual growth and development of all.*

The Teacher Evaluation Form was revised by leadership team during the summer of 2007, and presented to teachers at the teacher orientation prior to the start of the 2007-2008 school year. It was the intention of the leadership team to use this form to conduct formal evaluations at least once per semester, or more at the discretion of the leadership team.

Formal teacher evaluations were conducted just once per semester, while informal walkthroughs were conducted by leadership team members (Headmaster, Thai Director, Head Teachers) regularly throughout the year.



For the sake of contract renewal and the awarding of bonuses, end-of-year evaluations were conducted by the Teacher Performance Review Board.

***Recommendation #10.*** *The leadership and teachers participate in schoolwide professional development based on the identified needs of the students to ensure high quality learning for all.*

Membership in the International Schools Association of Thailand (ISAT) has allowed Wells to keep abreast of various educational workshops and seminars being held locally. Teachers are also encouraged to attend workshops during long breaks (winter or summer) outside of Thailand that they feel may be beneficial to their teaching careers. Furthermore, if such training can be shown to have an immediate and significant impact on Wells students (ie. AP Workshops, etc.), at least partial reimbursement of workshop fees will be considered.

Since the spring of 2007, workshops/seminars attended by Wells teachers include:

- Spring '07 – Teacher representatives attended the workshop *BRAIN MATTERS: Translating Research into Classroom Practice* by Dr. Patricia Wolfe;
- Fall '07 – *Affective Teaching* workshop by Dr. Edward Roy Krishnan, PhD, presented to the entire faculty during our Fall '07 Staff Development Day;
- Spring '08 – Non-native-English speaking teaching staff participated in the workshop *East vs. West – Cultural Differences and Their Effect on Educational Practices in an International School Setting*;
- Spring '08 – *Understanding by Design* by Dr. Grant Wiggins, presented at the Thailand International Education Expo;
- Spring '08 – *WASC Focus on Learning (FOL)* training presented by Dr. Marilyn George, raising the total of FOL-trained core-subject and homeroom teachers on campus to nearly 100%; and
- Spring '08 – Thailand Center of Excellence in Life Sciences (TCELS) seminars for secondary school science teachers.

Furthermore, at the beginning of the 2008 spring semester, PhD student Mr. Bruce Liu had recruited teachers to conduct a pilot study to evaluate the implementation of various Cooperative Learning Strategies (ie. Students Team Achievement Division, aka STAD). The study had focused on social studies classes of a select group primary homeroom teachers and secondary social studies classes, with the intention of widespread implementation in subsequent years.

***Recommendation #11.*** *The leadership and teachers develop a curricular map for all subject areas based on agreed upon standards and benchmarks for each subject area. Based upon this scope and sequence, the school needs to develop units that address the benchmarks at each grade level through topics that reflect the international focus of the school. These written units should serve as instructional guides and include:*

- a. Clarification of what the students are to know, understand and be able to do;*
- b. The types of assessment that will appropriately measure student achievement, including the use of formative assessment tools in order for modification of the teaching/learning process;*
- c. The identification of instructional approaches and activities that will correlate with the standards and benchmarks being taught;*
- d. The resources, including those beyond the textbook, that will support the learning.*

As a foundation for the Wells International Schools curriculum mapping process, content standards for three core subject areas (math, science, and language arts) were adopted with no immediate modifications from the State of California Department of Education (CDOE) Content Standards for California Public Schools. Content standards for social studies were also adopted from California. However, such social studies standards were modified to take into account major regional differences.

Content standards for non-core subject areas (physical education, fine arts, and practical arts) were likewise adopted from the CDOE, where available. However, several courses offered at Wells, specifically in the Foreign Languages department, are not represented by the CDOE content standards. Hence, standards were adopted from other sources, ie. Thai Language & Culture standards were adopted from that which was available from the Thai Ministry of Education.

Curriculum maps were then created based on these standards, collectively referred to as the Wells International School Content Standards.

Beginning in the summer of 2007, a Curriculum Mapping Committee was formed with representatives from the On Nut Campus secondary and primary schools, as well the Thong Lor Campus primary school. The goal of the committee was to evaluate existing curriculum map formats and to adopt a format for use within the entire Wells International School system. The agreed upon format was then presented to the entire faculty at a workshop held during the fall 2007 staff development day.

During the 2008 spring semester, primary level homeroom teachers from On Nut Campus were given staggered curriculum mapping days with their Thong Lor Campus counterparts to produce their 2007-2008 curriculum maps for Science, Language Arts, Math, and Science. Additionally, working time was allotted for secondary level core subject teachers to produce curriculum maps for all the core subjects currently offered.

Preliminary curriculum maps for all non-core subject areas were produced by the Leadership Team, in collaboration with the non-core subject teachers, albeit without the necessary details to be considered full-fledged curriculum maps. The completed 2007-2008 core subject curriculum maps, along with the preliminary non-core subject curriculum maps, will be evaluated and modified as necessary

during the two-week faculty orientation period prior to the start of the 2008-2009 school year.

***Recommendation #12.*** *The leadership and teachers address all aspects of the school's program and operations with respect to working with English language learners to ensure high quality learning by all. Areas to be addressed are the following:*

- a. Development of an admission policy that defines the criteria for admissions at the various grade levels; this includes a clear statement of those students cannot serve;*
- b. The implementation of a well-developed testing program as part of admissions regarding English proficiency; and*
- c. The understanding that all teachers are English language instructors and must be trained in instructional strategies that support English language acquisition.*

For the 2006-2007 school year, the ESL department was limited to primary levels, as it was the school's intention to restrict admission into the secondary school to students who are able to study in a mainstream program. However, the market proved this policy to be infeasible, and a formalized ESL Department was created to encompass all levels within both the primary and secondary schools. To facilitate this process, the school hired four new, qualified ESL instructors, along with two teaching assistants dedicated to the ESL department.

The school also has implemented a new admissions policy utilizing the Secondary Level English Proficiency (SLEP) Test from the U.S. to determine the acceptance/non-acceptance and placement of English language learners into the secondary school.

Furthermore, the school has established the English Immersion Program (EIP), with a set teacher-student ratio of 12:1 or less, to accommodate secondary level students with very low levels of English, and dedicated one classroom to serve as the EIP/ESL Lab, with additional computers and meeting space.

***Recommendation #13.*** *The leadership and teachers work together to expand the library/media program to ensure that it is of high quality and integrated with the school's instructional program. This includes acquisition of IT literacy programs. To guide this work the school leadership will need to develop a plan for acquisition of books and materials that correlate with the curricular program and standards that are being taught.*

By the beginning of the 2007-2008 school year, the school's auditorium was completely outfitted and wired with all the necessary equipment to be considered a state-of-the art multi-media presentation room. Permanent, smaller scale multi-media presentation centers were also set up in the Computer Room and the Science Lab, with wide-screen, wall-mounted LCD's. Finally, shared mobile multi-media units were assembled and made available for individual classroom presentations.

The ownership has committed funding for new books to be purchased at a rate of 10,000 Baht/Year per Homeroom Class, resulting in the purchase of 130,000 Baht worth of books for the 2007-2008 school year, and the planned purchase of 150,000 Baht worth of books for the 2008-2009 school year.

To compensate for the lack of physical space, the school has committed to subscribe to a set of EBSCOHost online databases, including an extensive Science Reference Center and History Reference Center, and Teachers Professional Development Database. Through EBSCOHost, students and teachers will have access to literally hundreds of thousands of up-to-date reference materials including journals, periodicals, and newspapers from around the world. Students, teachers, and even parents will be able to access Wells' EBSCOHost databases from home, or anywhere they can find internet access.

Space will be freed up within the library to add workstations that will allow students ready access to the online databases during school hours. Additionally, beginning in the fall of 2008, the campus will "go wireless", with routers strategically placed to allow internet access via student (and teacher) notebook computers.

***Recommendation #14.*** *The leadership develop and implement ways to strengthen the areas of guidance, the library program and student study skills to ensure all support student learning.*

The Student Support Services (S<sup>3</sup>) Department was first established for the 2006-2007 school year. Since then, significant developments include:

- Fall '07 – Hiring an additional counselor to accommodate the growing student populations, particularly in the secondary school level;
- Fall '07 – Purchase of the Choices software, from Bridges Transitions, Inc., to assist upper secondary students in planning their course of action for post-secondary education and career selection.
- Spring '08 – Collaboration with other international schools (International School Bangkok) to serve as a model for the infant counseling program.

Presentations, events and activities were organized by the S<sup>3</sup> Department to heighten awareness and provide guidance regarding issues facing today's youth, as well as to provide opportunities for teamwork, competition, and self-expression through the performing arts.

- Fall '07 – Secondary Student Workshop by Dr. Edward Roy Krishnan of *Affective Teaching*.
- Spring '08 – Drug & Alcohol Awareness workshop by Dr. John Krukowski
- Spring '08 – Sophomore Class Project: *Valentines Day Candy-Grams*
- Spring '08 – Freshman Class Project: *Spring Half-Way Dance*
- Extra-Curricular Activities – Debate Team, Girls & Boys Inter-Varsity Basketball Teams, Upper & Lower Secondary School Choirs, Beginner to Advance Dance Troupes

Also falling under the jurisdiction of the S<sup>3</sup> Department is the administering of the Stanford Achievement Test, 10<sup>th</sup> Edition (SAT10), to be administered at the end of the 2007-2008 school year. The SAT10 will allow the school to gather baseline data on student achievement in Language Arts, Math, Science and Social Studies, as well as provide the school with two valuable educational psychometrics: the Lexile Score and the Quantile Score.

***Recommendation #15.*** *The leadership and teachers develop processes to involve parents actively in the teaching/learning process; this includes parent assistance within the classroom and with other learning experiences and involvement in schoolwide meetings regarding learning and overseeing projects such as assistance with the development of the library/media centre that will support student learning.*

Admittedly, the issue of parent involvement had not undergone any substantial changes during the 2007-2008 school year. However, ongoing events and activities that help promote parent involvement include:

- Semesterly Parent-Teacher Conferences
- Semesterly primary-level teaching demonstrations where parents are invited to meet with teachers and to view student work and presentations. Feedback is also elicited from the parents at this time in the form of a survey to collect information and suggestions for school improvement.
- Semesterly Student Exhibitions, Fairs & Performances –
  - Fall '07 – Secondary Language Arts & Social Studies Exhibits
  - Fall '07 – International Day Fair
  - Spring '08 – Secondary Science, Math, and Art Exhibits
  - Spring '08 – Wells Talent Show: *You Are a Star 2008*

Some additions to the school's repertoire of parent involvement include:

- A parenting workshop conducted by Dr. Edward Roy Krishnan of *Affective Teaching*; and
- The construction of the Wells Parent Lounge, which opened its doors in the spring of 2008 to serve as a gathering place for parents either immediately before or immediately after school hours.

***Recommendation #16.*** *The leadership ensures that the facility is conducive to a healthy and safe environment, including the science laboratory and the proper storage of chemicals in a separate room.*

To address the issue immediately at hand, a separate, locked storage room was constructed for the proper and safe storage of chemicals for the science department. Furthermore, the school also mandated the compilation of Material Safety Data Sheets (MSDS) for all chemicals in use by the science department.

Other health & safety issues addressed during the 2007-2008 school year include:

- Revamping of the lunch menu to include a wider selection in order to accommodate the needs and tastes of the various ethnic groups represented at the school;
- Subcontracting with a local hospital (Kluay Nam Thai Hospital) to provide licensed nurses during school hours, as well as school events and field trips;

***Recommendation #17.*** *The leadership develops a master resource plan with respect to resources in the following areas: human, professional development, materials, time, facilities, and finances; this will ensure the long-range viability of the school as it develops and expands and provides a high quality program.*

#### Financial Resources Master Plan

With the inflation rate at approximately 7%, an across-the-board fee increase of 5% was implemented for the 2008-2009 school year, with the next increase scheduled two years later, for the 2010-2011 school year.

An anticipated increase in gross revenue of approximately 25% per year for the next 2 years will be offset, to the most part, by an equal or greater amount of expenditures resulting from increased staffing and wage increases, as well as inflation, and a projected weakening of the local economy.

Despite this projected negative cash flow, the ownership maintains a sufficient amount of reserves from other business ventures to serve as financial buffers in order to ensure the long-range viability of the Wells International School system.

#### Human Resources Master Plan

Teaching Staff – With the addition of the 11<sup>th</sup> grade class for the 2008-2009 school year, and the 12<sup>th</sup> grade class for the 2009-2010 school year, the school anticipates a net gain in the number of core-subject teachers for each of the next two years.

#### Facilities Master Plan

As the On Nut Campus is a new school, current enrollment has the school operating at about 35% capacity, with projected enrollment bringing the operating capacity at about 40% for the 2008-2009 school year, and about 50% for the 2009-2010 school year. Hence, the School Facilities Master Plan focuses on addressing needs based on maintaining the current school infrastructure for the next 2 years.

However, with the eventual lease expiration and transfer of the Wells International Kindergarten (Phrom Phong Campus) to the Thong Lor Campus, construction will begin in the summer 2011 on the third-floor expansion to include 12 classrooms, dining area, library annex, physical science lab, performing arts center. This will allow for the transfer of grades 4 and 5 from the Thong Lor Campus to the On Nut Campus.

***Recommendation #18.*** *The school leadership and all teachers revise the schoolwide action plan based on the identified needs and recommendations of this initial visiting committee report and thorough knowledge and understanding of the WASC criteria. (See “Initial Visit Procedures Manual.”) The expectation is that the academic leaders are the key overseers of the entire ongoing accreditation process. Therefore, they must develop with input from the teachers the schoolwide action plan, oversee the implementation and monitoring, and note progress in relation to analysis of student learning through a variety of means.*

The 2007-2008 Schoolwide Action Plan was modified by the Leadership Team following receipt of the recommendations of the April 2007 Visiting Committee. The plan was reformatted and priority placed on action items that focused on the Visiting Committee’s recommendations (**see Appendix II**).

Further revision is anticipated during the summer of 2008 in order to address new issues and to accommodate action items resulting from the 2007 Thai Education Act (**see Appendix IV**).

## APPENDICES

- I. Wells International Organizational Chart (Abridged Version) for 2008-2009
- II. 2007-2008 Revised Schoolwide Action Plan
- III. Sor Mor Sor Compliance Report: *Thai Language & Culture for the 2007-2008 School Year*, prepared by Ms. Naruemol Charoendet, Thai Director
- IV. THE YEAR IN PICTURES: ESLR's in Action



**APPENDIX II:**  
**Wells International School – On Nut Campus**  
**SCHOOLWIDE ACTION PLAN 2007-2008**

Note: This year's action plan predominantly addresses concerns and recommendations set forth by WASC's Initial Visit Report from the spring of 2007.

TASKS	PERSON(S) INVOLVED	ACTIONS/RESOURCES/ PROFESSIONAL DEVELOPMENT	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<i>OBJECTIVE: The school leadership engages all stakeholders (governing board, teachers, parents, older students, and support staff) in reviewing and clarifying the schoolwide student goals or expected schoolwide learning results. These goals should reflect the school's educational beliefs, its mission statement, the student's academic needs, and the challenges they will face in the 21<sup>st</sup> century and be in clear, understandable language for the students and all other stakeholders.</i>					
Formally adapt a set of ESLR's to be presented to all stakeholders for review, clarification, and revision	<ul style="list-style-type: none"> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Leadership Team to review and formalize the initial set of ESLR's</li> </ul>	<ul style="list-style-type: none"> <li>• Formal ESLR's entered into Wells Policy Manual for further review by all stakeholders</li> </ul>	June '07	
Review, clarify, and revise (if necessary) ESLR's	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• All English-Speaking Staff</li> </ul>	<ul style="list-style-type: none"> <li>• General Staff Meeting to present ESLR's established by the leadership team; teams formed to review ESLR's and make any revisions deemed appropriate by the team</li> <li>• Meeting with team of English language experts to simplify ESLR's into various levels of English comprehension (grade 1 students, ESL students, high school students, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Official ESLR's for the 2007-2008 school year adopted and integrated into all school literature (Parent &amp; Student Handbook, Policy Manual, marketing brochures, etc.)</li> <li>• Simplified version of ESLR's</li> </ul>	<ul style="list-style-type: none"> <li>• Complete by July '07 (Official Version)</li> <li>• Complete by Dec '07 (Simplified Version)</li> </ul>	
Engage all stakeholders in the ESLR process	<ul style="list-style-type: none"> <li>• All Wells Faculty &amp; Staff</li> <li>• Student Reps</li> <li>• Parent Reps</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with a representative group of parents and older students to discuss the ESLR process and to elicit any suggestions they may have regarding the current ESLR's</li> <li>• Recruit parent &amp; student volunteers to participate in the annual review of ESLR's to be conducted at the beginning of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• ESLR's reflecting any changes suggested by parent/student reps are produced and earmarked for review prior to the start of the 2008-2009 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Spring '08</li> <li>• July '08 (parent &amp; student involvement)</li> </ul>	

<i>OBJECTIVE: The school leadership ensures that all stakeholders understand the school's mission and the schoolwide student goals that must be reflected throughout the school's program.</i>					
Ensure the understanding of the ESLR's by the school's constituents	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Teacher Reps</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings to discuss the development &amp; implementation of methods to disseminate the ESLR's to the school community (ie. inclusion in school literature, ESLR emphasis in school/class events and activities, lessons &amp; projects specifically geared toward the familiarization and understanding of the ESLR's)</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic random sampling of students are conducted to reveal trends of student understanding of school ESLR's</li> </ul>	<ul style="list-style-type: none"> <li>• Fall '07</li> <li>• Spring '08 (end-of-year surveys)</li> </ul>	Survey & random sampling results presented to leadership team in the summer '08
<p><i>OBJECTIVE: The owner and governing board ensure that the lines of authority and responsibility between the governing body and the leadership are clear; this will enable the day to day operation of the school to be delegated to the professional staff.</i></p> <p><i>OBJECTIVE: The owner and governing board review potential governance models for greater input by the constituency as the school grows and expands and formalize policies that are consistent with the school's purpose and support achievement of the school's student goals.</i></p> <p><i>OBJECTIVE: The leadership of the school participates in administrative training that will support effective and efficient operation of the school with the focus on student achievement.</i></p>					
Formalize and update as necessary the school's organization chart	<ul style="list-style-type: none"> <li>• Ownership</li> <li>• Headmaster</li> </ul>	<ul style="list-style-type: none"> <li>• Research conducted on the organizational structure of established international schools</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed organizational chart presented to the ownership by the headmaster and revisions made as necessary</li> <li>• Approved organizational chart adopted and put into action w/ updates made as personnel changes occur</li> </ul>	<ul style="list-style-type: none"> <li>• June 07 (proposed chart)</li> <li>• July 07 (finalized chart)</li> </ul>	
Establish a reasonable timeline for the proper training and certification of upper level administrative positions	<ul style="list-style-type: none"> <li>• Ownership</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Research conducted on the availability of local programs for administrative training (ie, Ed.D. or MEd. programs at local colleges/universities)</li> <li>• Ownership will keep abreast of any professional development opportunities that may arise in terms of educational leadership or</li> </ul>		<ul style="list-style-type: none"> <li>• July 07</li> <li>• Continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Reports submitted following any educational workshop or completion of graduate-level courses</li> </ul>

		administration			
<i>OBJECTIVE: The leadership systematizes operations and decision-making processes that will support a high quality program. This includes written documentation regarding roles and responsibilities, policies and practices for all areas of operation, decision-making processes, and established procedures for internal communications.</i>					
Formalize and update as necessary job descriptions for all leadership positions, office staff, and support personnel	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Office Staff &amp; Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings conducted with office staff and support personnel regarding currently assigned job responsibilities</li> <li>• Leadership Team meetings conducted to evaluate staff responsibilities and to reassign or add responsibilities as necessary</li> </ul>		<ul style="list-style-type: none"> <li>• July 07</li> <li>• Continuous</li> </ul>	
<i>OBJECTIVE: The leadership ensure that all teachers are engaged in pedagogical training to ensure they have the appropriate certification.</i>					
<p>Ensure that all current teachers meet the minimum qualifications within the time-frame permissible by Thai Law:</p> <ul style="list-style-type: none"> <li>• By 2009, for current teachers</li> <li>• Within 3 years of hiring for new teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Personnel Dept.</li> <li>• Non-Cert. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with current non-certificated staff to discuss the feasibility of the available options, including: Local, on-site cert. programs, eg. Mission College; or Online cert. programs, eg. U of Phoenix</li> <li>• Clarify school policy on the financial assistance / reimbursements for certification programs</li> <li>• Non-Renewal of contracts for unqualified staff who do not to enroll in a recommended cert. program</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of core-subject (secondary) and homeroom (primary) teachers either possess or are in current pursuit of a minimum of BEd or BA/BS/BGS + Teaching Certificate (TEFL, CELTA, etc. NOT accepted)</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 08 then continuous</li> </ul>	Semesterly reporting by staff involved on their progress in the chosen program, providing Personnel Dept. updates of any changes to expected completion dates
<i>OBJECTIVE: The leadership and teachers work together to refine the supervision and evaluation process for administration and teachers to incorporate professional goals and meaningful professional development that will support continual growth and development of all.</i>					
Review and refine the teacher evaluation process	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Teaching Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with Head Teachers / Dept. Heads to establish an acceptable teacher observation &amp; evaluation schedule</li> <li>• Meetings with all teachers to present new evaluation forms and processes, and to elicit feedback for suggested</li> </ul>	<p>Agreement to implement observation schedule using new evaluation form(s)</p> <p>Implementation of new evaluation process</p>	Aug. 07	Teacher Evaluation Reports after each observation

		modifications to the key points being evaluated.			
<p><i>OBJECTIVE: The leadership facilitates dialogue among teachers regarding curriculum, instructional delivery, and shared accountability for student learning, especially in relation to English language learners. In addition, the dialogue should include a careful review of the course and instruction offered, the time for instruction, and the use of non-instructional time with respect to support and assistance for student learning. The primary teachers need to communicate regularly and work collaboratively with their counterparts at Thong Lor regarding all aspects of the primary program.</i></p> <p><i>OBJECTIVE: The leadership and teachers participate in schoolwide professional development based on the identified needs of the students to ensure high quality learning for all. Examples of critical areas to addressed include:</i></p> <ul style="list-style-type: none"> <li><i>• Training and coaching in pedagogical strategies for students learning English as an additional language;</i></li> <li><i>• The understanding and the use of the key characteristics of quality writing as explained in the 6 Writing Traits to ensure quality writing by all students, especially in final published and displayed work;</i></li> <li><i>• The involvement of students in challenging learning experiences through the use of a wide variety of instructional approaches;</i></li> <li><i>• The understanding of formative and summative assessment data to modify teaching/learning; and</i></li> <li><i>• The purpose and use of student portfolios as integral to student learning, include student self-assessment based on understanding of what is to be learned the quality desired.</i></li> </ul>					
Provide schoolwide professional development for training teachers on various strategies for students learning English as an additional language or as a foreign language	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Research conducted on the availability of local programs for training in this field (ie, TEFL short-courses at local language centers)</li> <li>• All stakeholders (teachers, staff, ownership, etc.) will keep abreast of any professional development opportunities that may arise in terms of pedagogical training particularly in the fields of ESL</li> <li>• Scheduled observations of in-house, experienced masters in ESL teaching by mainstream teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly scheduled teacher observations focus on the application of ESL teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Reports and copies of workshop material submitted following participation in any workshop or course related to this field.</li> </ul>

<p><i>OBJECTIVE: The leadership and teachers develop a curricular map for all subject areas based on agreed upon standards and benchmarks for each subject area. Based upon this scope and sequence, the school needs to develop units that address the benchmarks at each grade level through topics that reflect the international focus of the school. These written units should serve as instructional guides and include:</i></p> <ul style="list-style-type: none"> <li><i>• Clarification of what the students are to know, understand and be able to do;</i></li> <li><i>• The types of assessment that will appropriately measure student achievement, including the use of formative assessment tools in order for modification of the teaching/learning process;</i></li> <li><i>• The identification of instructional approaches and activities that will correlate with the standards and benchmarks being taught;</i></li> <li><i>• The resources, including those beyond the textbook, that will support the learning.</i></li> </ul>					
Develop curriculum maps for all subject areas; review annually and revise as needed	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Head Tchrs</li> <li>• Teaching Staff</li> <li>• Floating Sub-Tchrs</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with head teachers to develop and establish a standard curriculum map that will address all the key points set forth by WASC recommendations</li> <li>• Workshops for core-subject teachers, along with separate workshops for non-native English speaking teachers (non-core subject, 2<sup>nd</sup> languages, etc.) to ensure they follow the schoolwide guidelines for producing curriculum maps for their respective courses</li> <li>• Designate a series of “mapping days” during the 2007-’08 school year for teachers within individual departments or grades (Primary School) to collaborate with each other in producing course maps</li> </ul>	<ul style="list-style-type: none"> <li>• Completed, as well as “in-progress” maps are saved on the school server; hardcopies are kept in the teacher resource files</li> </ul>	<ul style="list-style-type: none"> <li>• Initial maps completed by June ‘09</li> <li>• Ongoing thereafter</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly review of the progress of curriculum maps</li> </ul>
<p><i>OBJECTIVE: The leadership and teachers address all aspects of the school’s program and operations with respect to working with English language learners to ensure high quality learning by all. Areas to be addressed are the following:</i></p> <ul style="list-style-type: none"> <li><i>• Development of an admission policy that defines the criteria for admissions at the various grade levels; this includes a clear statement of those students cannot serve;</i></li> <li><i>• The implementation of a well-developed testing program as part of admissions regarding English proficiency; and</i></li> <li><i>• The understanding that all teachers are English language instructors and must be trained in instructional strategies that support English language acquisition.</i></li> </ul>					
Establish a formal Secondary-Level ESL program that addresses	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• ESL Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit with other international schools in the area and study their ESL programs (if any)</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of formal secondary ESL program</li> <li>• Analysis of admissions test</li> </ul>	<ul style="list-style-type: none"> <li>• Established by July 07</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-Monthly discussion with leadership team</li> </ul>

the needs of current students, as well as the growing market demand for such a program	Head	<ul style="list-style-type: none"> <li>• Hire native-English speaking teachers qualified specifically to teach ESL students (TEFL/CELTA-certification, etc.)</li> <li>• Evaluate the need for additional resources and support staff dedicated to the ESL department</li> </ul>	data showing reasonable alignment with actual class performance data	modifications	
Establish ESL admissions and placement system that determines if and where a new student can be best served	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• ESL Dept. Head</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and purchase a standardized English proficiency test that can be scored and analyzed in-house (eg. SLEP from ETS)</li> <li>• Establish guidelines for admissions into the various ESL levels, based on English proficiency test scores</li> <li>• Establish policies regarding retesting in order to determine if a student should advance into a higher ESL level, or into mainstream</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary-level English proficiency tests administered at the end of each semester; test scores analyzed adjustments made to individual student placement in ESL or mainstream (based also on student's classroom performance)</li> </ul>	<ul style="list-style-type: none"> <li>• July 07</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-semester report to include pre- and post- testing results, along with recommendations for each ESL student</li> </ul>
Implement a standardized testing program for the annual collection of student achievement data across the core subject curricula	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Student Support Services Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and purchase a standardized testing program that can be administered on-site but scored and analyzed externally (eg. SAT10, Iowa Test, etc.)</li> <li>• Evaluate standardized testing programs that may be administered externally (ie, TOEFL at local testing centers)</li> <li>• Evaluate other psychometric measuring programs that may provide added insight to student achievement and/or ability (ie. Lexile/Quantile Framework)</li> </ul>	<ul style="list-style-type: none"> <li>• Test program purchased and scheduled for the end of the 2007-08 school year</li> <li>• Schedule Matrix produced for the long-term administering of the test and collection/analysis of test scores</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 08</li> <li>• Administer test(s) for baseline data by May 08</li> </ul>	
<b>OBJECTIVE:</b> <i>The leadership and teachers work together to expand the library/media program to ensure that it is of high quality and integrated with the school's instructional program. This includes acquisition of IT literacy programs. To guide this work the school leadership will need to develop a plan for acquisition of books and materials that correlate with the curricular program and standards that are being taught.</i>					
Expand library/media center taking into account current and projected	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with library staff to identify areas of need in terms of grade-level specific reading material, reference</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic inventory of current library books</li> </ul>	<ul style="list-style-type: none"> <li>• July '07</li> <li>• Continuous</li> </ul>	

enrollment figures	<ul style="list-style-type: none"> <li>Staff</li> <li>• Student Support Services Dept.</li> </ul>	materials, online databases, etc.			
<i>OBJECTIVE: The leadership develop and implement ways to strengthen the areas of guidance, the library program and student study skills to ensure all support student learning.</i>					
Formalize the responsibilities of the Student Support Services Department	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Student Support Services Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit other international schools to study working models of a successful counseling and guidance programs</li> <li>• Evaluate and establish a pilot counseling/guidance program that encompasses the needs of students from both primary and secondary levels</li> <li>• Evaluate the need for additional resources and personnel, perhaps eliminating the practice of “personnel-sharing” between campuses</li> </ul>		<ul style="list-style-type: none"> <li>• Formalize by July ‘07</li> <li>• Hire new personnel by Aug ‘07</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly progress reports submitted by head of SSS Dept.</li> </ul>
Offer after-school academic support programs in critical subjects such as math & LA	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Core-Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with core subject reps to identify students that would most benefit from extra support after school</li> <li>• Recruit from within, or externally if necessary, teachers that are able to effectively deliver support programs to targeted students</li> </ul>		<ul style="list-style-type: none"> <li>• Aug ‘07 and ongoing</li> </ul>	
Offer after-school academic enrichment programs to challenge high-level or motivated students	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• ESL Dept. Head</li> </ul>	<ul style="list-style-type: none"> <li>• Elicit ideas from the school community (teaching staff, parents, etc.) any programs that may interest students (Debate Team, Journalism, Fine Arts, etc.)</li> <li>• Recruit teachers/advisors from within, or externally if necessary</li> </ul>		<ul style="list-style-type: none"> <li>• Aug ‘07 and ongoing</li> </ul>	
<i>OBJECTIVE: The leadership and teachers develop processes to involve parents actively in the teaching/learning process; this includes parent assistance within the classroom and with other learning experiences and involvement in schoolwide meetings regarding learning and overseeing projects such as assistance with the development of the library/media centre that will support student learning.</i>					

Offer parent seminars with implicit goal of identifying and recruiting potential candidates for a future parent association	<ul style="list-style-type: none"><li>• Leadership Team</li></ul>	<ul style="list-style-type: none"><li>• Research available lecturers specializing in the relationship between family and a student’s education</li><li>• Allocate funds and schedule parenting lectures / workshops</li></ul>		<ul style="list-style-type: none"><li>• Aug ’07 and ongoing</li></ul>	
<i>OBJECTIVE: The leadership ensures that the facility is conducive to a healthy and safe environment, including the science laboratory and the proper storage of chemicals in a separate room.</i>					
Set up a <i>PROPER</i> School Clinic student medical records system	<ul style="list-style-type: none"><li>• Ownership</li><li>• General Affairs</li></ul>	<ul style="list-style-type: none"><li>• Meetings to evaluate the current policies and condition of the school’s clinic and make necessary adjustments to insure the health &amp; safety of all students, and to adhere to all regulations set forth by the Ministry of Education and the Ministry of Health</li></ul>	<ul style="list-style-type: none"><li>• Hire additional qualified medical personnel</li><li>• Contingency plan for emergencies in the event official medical personnel is absent or unavailable</li><li>• Student database modified to reflect any recommended revisions or additions</li></ul>	Set up by July ‘07	
Construct and properly furnish a designated chemical storage room for the science lab	<ul style="list-style-type: none"><li>• General Affairs</li><li>• Science Dept.</li></ul>	<ul style="list-style-type: none"><li>• Meetings to evaluate proposed locations and designs, furniture, etc., taking into account various chemical storage requirements needed</li></ul>	<ul style="list-style-type: none"><li>• Selection of location and design</li><li>• Purchase and set-up of storage furniture</li></ul>	Complete by Sept ‘07	
<i>OBJECTIVE: The leadership develops a master resource plan with respect to resources in the following areas: human, professional development, materials, time, facilities, and finances; this will ensure the long-range viability of the school as it develops and expands and provides a high quality program.</i>					
Financial Resources Master Plan	<ul style="list-style-type: none"><li>• Ownership</li></ul>	<ul style="list-style-type: none"><li>• Meetings to evaluate enrollment projections, economic indicators, etc., to make any necessary modifications to the long-range resource plans.</li></ul>		To be revised June ‘08	
Human Resources Master Plan	<ul style="list-style-type: none"><li>• Ownership</li><li>• Leadership Team</li></ul>				
Facilities Master Plan	<ul style="list-style-type: none"><li>• Ownership</li><li>• Leadership</li><li>• General Affairs</li></ul>				
<i>OBJECTIVE: The school leadership and all teachers revise the schoolwide action plan based on the identified needs and recommendations of this initial visiting committee report and thorough knowledge and understanding of the WASC criteria. (See “Initial Visit Procedures Manual.”) The expectation is that the academic leaders are the key overseers of the entire ongoing accreditation process. Therefore, they must develop with input from the teachers the schoolwide action plan, oversee the implementation and monitoring, and note progress in relation to analysis of student learning through a variety of means.</i>					



Review and revise initial action plan to address recommendations set forth by the WASC Initial Visiting Committee Report	<ul style="list-style-type: none"> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings conducted to address recommendations specifically targeting individual departments / home groups</li> </ul>	<ul style="list-style-type: none"> <li>• Completed revised Schoolwide Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• July 07</li> <li>• Continuous as new issues arise</li> </ul>	
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Next scheduled revision: Summer 2008.

**Appendix III:**  
**Thai Language and Culture Department Report**  
**2007 -2008 School Year**

Prepared by Mrs. Naruemol Charoendet, Thai Director  
Wells International School – On Nut Campus

**DESCRIPTION**

Thai Language and Culture Course is designed for both Thai Native and Non Thai Native students to gain knowledge and information about Thai language, people, history, geography, and culture, especially for Thai Native students to be proud of their own country and themselves being a Thai citizen. Furthermore, this course is also offered to Non Thai students so they can learn basic communication using Thai language and to understand the Thai culture in order to enjoy staying in Thailand.

**CURRICULUM**

Thai Language and Culture curriculum is focused on communicative skills (listening, speaking, reading and writing) and Social Studies that covers Thai history and government, geography, economics, and culture. Wells International School (On nut Campus) offers 5 classes per week including Thai Culture as required by the Ministry of Education (MOE) in Thailand.

**COURSE DESCRIPTIONS**

**Thai Native Students**

Thai Native students are grouped by grade levels from 1 to 10.

**Non Native Students**

For non-Thai students, 3 levels are offered:

1. Beginner Class for students who have not taken any Thai language courses before;
2. Intermediate Class for students who have enrolled in Thai language for at least one year; and
3. Advance Class for students who have enrolled in Thai language for two years or more.

Thai Language classes for this school year meet 4 times a week. Thai Culture classes meet once per week, with combined Native and Non Native Thai students.

## **Assessment**

- Each student has to take the placement test at the beginning of the school year.
- Students are graded based on the criteria listed below :
  - assignments 10 %
  - speaking test 10 %
  - writing test 10 %
  - reading test 10 %
  - listening test 10 %
  - participation in classroom 10 %
  - participation in class activities 10 %
  - midterm examination 20 %
  - final examination 30 %

## **Resources**

- Standard Thai Language Text Book for Kindergarten and Grade 1 – 12
- Thai grammar for Grade 1 – 12
- Standard Exercise Books for Kindergarten and Grade 1 – 12
- Supplementary Reading Books recommended by the Ministry of Education
- Other resources from Internet, publishers, etc.

## **PRESERVATION & APPRECIATION OF THAI CULTURE**

Students were involved in celebrating the Thai holidays and other special events or projects launched by the Thai government. Among these activities done by our students were:

- Tree planting for the King's Birthday celebration
- Singing Thai Loyalty songs at a special performance for the Royal Family at Emporium Shopping Center;
- Celebrating the King's Birthday through Thai Dancing at Emporium;
- Celebrating the King's Birthday with choir and dance performances for other students; and
- Celebrating Loy Krathong and Songkran Festivals.

## **FUTURE PLANS**

For the 2008-2009 school year, several planned changes include:

- Hiring of full-time Thai teachers;
- Providing training for Thai teachers to use Cooperative Learning Methods and more effective classroom management;
- Establishing a Thai Language and Culture Club for students;
- Further refinement of the curriculum for Native and Non Native Thai Students based on the Sor Mor Sor Standards

- Providing Thai Language and Culture training to foreign teachers as required by the Thai Ministry of Education (MOE).

## APPENDIX IV - THE YEAR IN PICTURES: ESLR's in Action

### Critical Thinking & Problem Solving



**2008 Wells International School Science Fair ↑**  
All students in grades 6 to 10 were required to apply the Scientific Method to conduct an experiment and present their findings at the school's first organized Science Fair.



**"The Amazing Race" at the 2008 Spring Camp ↑**  
Teams of secondary students faced both mental and physical challenges at a 3-day camp at Horseshoe Point in Pattaya.

#### **Grade 10 Class Project: Valentines Day Candy-Grams ↓**

The sophomore class organized their first system-wide fundraising, working together to raise starting funds, design a sellable product, take orders, and eventually fulfill orders in time for Valentines Day.



#### **Grade 9 Class Project: Spring Half-Way Dance ↓**

The freshman class did an incredible job transforming the gym into a Hip Hop Club, with over 100 students joining them for Wells' first ever spring dance.





## Effective Communications



### Semi-Finalists at the 2007 ABAC High School Debate Championships ⬆

Participating in their first interscholastic debate competition, Wells students argued their way to the semi-finals, eventually placing 4<sup>th</sup> out of over 30 high school teams.



### High School Champions at the 2008 EU-Thailand National Interschool Debate Championships ⬆

This spring, a team of grade 8 boys brought home Wells' first National Championship trophy, overcoming the heavily favored defending champions from Triam Udom Suksa School.

### Wells Junior News Reporter Program ⬇

Students honed in on their public speaking skills as they volunteered to present the daily announcements during morning assembly.



### Wells International School Art Fair ⬇



### 2008 Wells International School Talent Show ⇨





# Global Citizenship



Collecting Donations for Cyclone Nargis Victims ⬆  
Wells Solar Cooking Project ⬇



Dropping off toys at the Pattaya Orphanage ⬆  
2007 International Day ⬇



Bang Phu Mangrove Reforestation Project ⇔





## IT Proficiency



Computer Art Exhibition ⬆



Computer Animation Projects ⬆

## Health & Hygiene



Anti-Smoking Campaign ⬆



Wells International School Boys Basketball Team ⬆

Wells International School  
Girls Basketball Team in action ➡





## Progress Report on MOE Visit Recommendations of Spring 2008

On May 30, 2008, Wells International School – On Nut Campus was visited by two representatives of the Thai Ministry of Education, Internal Quality Assurance Program, Ms. Chorfar Supradid Na Ayuthaya and Dr. Absorn Meesigha. Though the representatives did inspect the overall operations of the school, their primary focus was on the Thai Language and Culture Program at WIS-On Nut. The original report with commendations and recommendations from the MOE was submitted in Thai. The following is the English version as translated by our Thai Director.

### *Commendations:*

1. The school is situated at a very convenient location, readily accessible by public transportation (BTS);
2. The school is clean and well-maintained, surprisingly wide-open with beautiful indoor and outdoor facilities;
3. There exists a wide variety of student nationalities and an environment conducive to international education;
4. Students are noticeably cheerful and happy;
5. The ownership and leadership team have vision and are committed to high standards of education while seeking accreditation by an overseas accrediting organization;
6. The school has a positive teacher assessment program that includes peer observation and coaching;
7. The school has a well-developed English program to meet the needs of international student, with the professional, certified teachers;
8. The school offers a wide variety of extra-curricular activities and events, such as performances, Debate Team, Science Fair, and athletics, that allow students to spend their extra time meaningfully.

### *Recommendations:*

Recommendation #1 The school needs to hire full-time, qualified teachers of Thai Language and Culture in order to ensure a continuous progression for students from the lower primary grades through the upper secondary levels.

#### Evidence of Progress:

- For the 2008-2009 school year, WIS-On Nut has hired five (5) full-time Thai teachers with a minimum qualification of Bachelor in Education, specializing in Thai Language in order to teach native Thai speakers at both the elementary and secondary levels. For teaching non-native speakers of Thai, teachers meet the minimum qualification of Bachelor's degree with a reasonable proficiency in the English language.

Recommendation #2 Expatriate students should exhibit reasonable awareness of Thai culture and basic proficiency in Thai language, both speaking and listening.

Evidence of Progress:

- The school offers the Thai Language classes dedicate to non-native speaking students from grades 1 to 11;
- Thai Culture education is mandated for all students in all grades;
- After school classes are offered to strengthen Thai language proficiency among expatriate students;
- Thai teachers are available after school for one-on-one or small group tutoring at no charge for any student requiring extra help in Thai language.

Recommendation #3 The school should provide books written in Thai as well as books (in English) emphasizing Thai culture in the school's library.

Evidence of Progress:

- For the 2008-2009 school year, a budget was approved to procure a wide selection of titles in Thai, including award-winning titles, graphic novels, and miscellaneous fiction and non-fiction titles, for both primary and secondary readers;
- A reading corner outside of the school library has been set up by the Thai Department to encourage students to read Thai books.

Recommendation #4 The school should provide Thai musical instruments to promote an appreciation of traditional Thai music.

Evidence of Progress:

- Various Thai instrument sets for a traditional Thai band and a band of Ang-ga-loong were purchased for the 2008-2009 school year in conjunction with the offering of Thai Music & Dance courses, both during school and after school.

Recommendation #5 The school should actively promote more Thai activities.

Evidence of Progress:

- The school offers a variety of Thai elective courses such as: Thai Martial Arts, Thai Music & Dance, Ang-ga-long Band, Thai Handicraft and Cooking and Thai News Writing.
- The Thai Department has managed or is planning for a variety of Thai events for the current academic year. These include:M
  - Mother's Day

- Loy Kra Tong Festival
- King Chulalongkorn Day
- Father's Day
- Wai Kru Day
- Chakri Memorial Day
- Songkran Festival
- Thai Buddhism Day

Moreover, in Thai Language and Culture classes students engage in meaningful learning activities such as role play, debate, and project presentations including exhibitions and competitions.

Recommendation #6 Thai Teachers should be provided with professional development opportunities specific to the Thai Program.

Evidence of Progress:

- During the fall semester, the Thai Department arranged for a system-wide Thai Teacher Training Day, inviting outside experts in Thai Language and Culture from the Fine Arts Department of Thailand.
- The school encourages Thai teachers to pursue further education or advanced degrees in Thai language education from the local universities.
- Thai teachers are also included in professional development activities provided to mainstream and core subject teachers in the school.

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

## CATEGORY A: Organization for Student Learning

**A1. SCHOOL PURPOSE:** *To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results that form the basis of the educational program for every student?*

**Indicator 1:** To what extent does the written statement of purpose reflect the beliefs and philosophy of Wells International School?

**EVIDENCE:** School Handbook, School Website

**ASSESSMENT:** As written in school literature, the mission of Wells International School is to deliver a quality, college preparatory education to a diverse, international group of students in a nurturing environment of creativity and discovery, which inspires a passion for learning, fosters a sense of wonder and curiosity, and teaches responsible, global citizenship through a collaboration between the home and school community. However, particularly during the first two years after opening its doors, admission requirements were often relaxed for the sole purpose of increasing enrollment. This compromised the college-preparatory aspect of the school vision as the number of students not interested in post-secondary education grew. By the 2007-2008 school year, this practice had slowed considerably, and by 2008-2009, it was eliminated altogether.

**Indicator 2:** To what extent has the student/community profile data impacted the development of the school purpose and schoolwide learning results?

**EVIDENCE:** School Handbook, Thai Culture Awareness ESLR, Course Descriptions

**ASSESSMENT:** Before the opening of WIS-On Nut in 2006, the ownership and leaders took an idealistic approach to establishing its purpose and ESLR's, basing them on the educational needs of students it had hoped to attract for enrollment not only during its charter year, but for all the years to come. The ESLR's have been revised just once since then. At the end of the 2007-2008 school year, a disturbing trend among the growing population of Thai students was identified, in which many of them held either an apathetic, or even negative position on their own country's history and culture. This fact, along with changing Thai MOE requirements regarding foreign staff, led to the development and eventual adaptation of an ESLR aimed toward cultivating an awareness and appreciation of Thai culture and language.

**Indicator 3:** To what extent does the school have a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results?

**EVIDENCE:** Leadership Mtg Minutes, Teacher Orientation, Parent Questionnaires

**ASSESSMENT:** There has been one instance in which the ESLR's were modified since their initial inception. Though administration, teachers, and, to a limited extent, parents were involved in this process, there was no student involvement. However, at the time, the administration felt the students were not yet ready to be involved.

**Indicator 4:** To what extent is there a strong degree of consistency between school purpose, the expected schoolwide learning results, and the school program?

**EVIDENCE:** Curriculum Maps, Course Descriptions, After-School Programs & Activities, WellsNet, Community Service Projects

**ASSESSMENT:** A number of school policies, courses, activities, and events inherent to the school program have direct bearing on ESLR's. Among these are:

- Effective Communicators
  - Emphasis on Language Arts across the curriculum
  - Debate Team
  - Performances
- Problem Solvers & Critical Thinkers
  - Project-Based Assessments
  - After-School Guided Science Research
- Global Citizenship
  - Community Service Projects
    - Mission Green Earth
    - Pattaya Orphanage Visits
    - Hospital Performances
- IT Proficient
  - Required basic computer applications courses for Primary School
  - After-school computer courses
  - WellsNet
- Thai Language & Culture Awareness
  - Hiring of full-time, qualified Thai teachers
  - Thai Electives Courses – Music & Dance, Crafts & Cooking, Thai Martial Arts
  - Performances by Thai teachers and students
  - Thai projects in secondary Language Arts classes
  - Observation of Thai holidays by entire school

**Indicator 5:** To what extent does the school have means to publicize the purpose and the expected schoolwide learning results to the students, parents, and other members of the school community?

EVIDENCE: School Newsletters, Website, Bulletin Boards, Marketing Material, School Handbook, WellsNet

ASSESSMENT: A number of communication channels exist that allow for the school to publicize its purpose and the school's ESLR's to the school community. These include the quarterly school newsletter, the school website, bulletin boards at the school entrance, and, to some extent, the various marketing material produced for the general public. In addition, teachers regularly seek to make connections between their daily lessons and the ESLR's to make sure they eventually become engrained in the students' minds.

**Indicator 6:** To what extent does the school have a process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global and local needs, and other trends and community conditions?

EVIDENCE: Thai Awareness ESLR, Board Meeting Minutes

ASSESSMENT: The first annual review of the school's ESLR's was conducted during orientation week at the end of July 2008. One significant change was the addition of the ESLR regarding Thai Language & Culture Awareness & Appreciation, in line with recommendations provided by an inspection team from the Thai MOE in May 2008. The second review will be held at the end of July 2009, with no significant changes expected.

A1. SCHOOL PURPOSE – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>➤ The school has a well-defined purpose and vision, and has high expectations in regards to student achievement and expected school-wide learning results.</li><li>➤ There is a good to strong correlation between the school purpose, ESLR's, and the school program.</li></ul>	<ul style="list-style-type: none"><li>➤ Being a new school, programs and policies need to be effectively reviewed, evaluated, and refined to best suit the needs of the students.</li></ul>

*A2. GOVERNANCE: To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school; b) delegate implementation of these policies to the professional staff; and c) monitor results?*

**Indicator 1:** To what extent are there clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority?

EVIDENCE: Policy Manual w/ Organizational Charts, Job Descriptions

ASSESSMENT: The Wells Staff Manual contains the current Organizational Chart (also included in this report). However, being a young school, significant changes have occurred in each of the first two years of the school's operations, with corresponding changes to the organization's composition and structure. The current year's organizational structure has, by far, been the most effective and smoothest running, whether due to more experience, the new structure itself, or a combination of both. The further fine-tuning of the organizational structure of the entire WIS system, along with anticipated staff turnover, will likely result in some minor shuffling of personnel and the redefinition of roles within the governing authority.

**Indicator 2:** To what extent do individuals who seek board membership, or are being considered as appointees by the board, have some form of training in the principles and skills essential to the effectiveness of the international school board?

EVIDENCE: Board Member Resumes

ASSESSMENT: Being a privately-held business entity, the appointment of board members is not an openly-publicized, transparent process. However, two full-time educational consultant positions had been created to make up for any discrepancies in the educational expertise at the executive level.

**Indicator 3:** To what extent are the governing authority's policies directly connected to the school's purpose and vision and expected schoolwide learning results?

EVIDENCE: Leadership Team Mtg Minutes

ASSESSMENT: As a privately-owned business, there has been some inherent conflict between the policies set forth by the ownership and the effective pursuit of the published school purpose and vision. However, with the recent change in ownership, such conflict has been minimized to an extent where school administrators feel that the policies of the current governing authority are directly connected to the school's purpose and vision. Since June 2008, the decisions of the Chairman of the School Board, as communicated bi-monthly at the WIS System-wide Leadership Team meetings, show a deep commitment to the overall



success of the school as a quality learning institution, rather than primarily a successful business venture.

**Indicator 4:** To what extent is the governing authority involved in the regular review and refinement of the school's purpose and learning results? To what extent does the governing authority use a variety of strategies to remain current in research-based knowledge about effective schools?

EVIDENCE: Leadership Team Mtg Minutes, R&D Dept. Reports, Teacher Workshop Reports, Pilot Study Reports

ASSESSMENT: Once again, due to the school's recent opening, regular review and refinement of the school's purpose and ESLR's have been limited, although the school's leadership does plan to have annual reviews at the end of each school year. With the formation of the R&D Department during summer prior to the 2008-2009 school year, the use of research-based strategies to increase the effectiveness of the school has been formalized. The concept of "Positive Psychology" has been applied to student discipline (Merit/Demerit Program), student self-esteem building (daily morning meditation), and teacher evaluations (Teacher Efficacy Program). Additionally, pilot studies have been conducted to evaluate computer-based academic programs for reading (Fast ForWord), math (ALEKS), and advanced placement (APEX).

**Indicator 5:** To what extent does the school community understand the governing authority's role?

EVIDENCE: Parent, Teacher, and Student Surveys

ASSESSMENT: On occasion, there has been some confusion within the school community regarding the role of the governing authority. Directives from the Thai MOE regarding the structure and personnel requirements of international school governing bodies were introduced in 2007. With these directives being introduced, retracted, then put on hold due to lobbying by the International School Association of Thailand (ISAT), confusion seemed inevitable. Additionally, school leaders often serve multiple roles as senior administrators, School Board Members, and inter-campus administrators.

**Indicator 6:** To what extent is there a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff? To what extent does the governing authority constrain its actions to policy making and strategic planning, while authorizing the administration to implement its decisions?

EVIDENCE: Leadership Team Mtg Minutes

ASSESSMENT: The same factors that lead to the confusion in indicator 5 also, in the past, have prevented a clear understanding of the relationship between the governing authority and

the responsibilities of the professional staff. However, such a relationship has become dramatically clearer since the end of the 2007-2008 school year, as the governing authority has become more dependent on the expertise of senior administrators to make decisions regarding day-to-day operations of the school.

**Indicator 7:** To what extent does the governing authority carry out clearly defined evaluation procedures?

EVIDENCE: Teacher Surveys & Interviews

ASSESSMENT: Although the governing authority does in fact perform formal evaluations of the school at the end of the year, it is perceived by the professional staff that there are no other clearly defined procedures set for the evaluation of school programs, policies, and accomplishments.

**Indicator 8:** To what extent is there a process for evaluating the governing authority?

EVIDENCE: Teacher Surveys & Interviews

ASSESSMENT: At the start of the 2008-2009 school year, there had not been any formal process for evaluating the governing authority. However, a survey form, called the *WIS Governing Authority Survey* was written in December 2008. This survey form was approved in one of the bi-monthly system-wide leadership meeting in same month and year. The survey form will be sent out to school leaders (senior and middle managers) at the end of the 2008-09 academic year (August 2009). The responses on the survey will then be processed and analyzed. The findings from the survey will be shared with the governing authority.

A2. GOVERNANCE – Summary of Findings	
Areas of Strength	Areas for Growth
➤ The ownership and Board of Directors have a strong commitment to the overall success of the school as a quality learning institution, rather than just a business venture, and are very keen on implementing innovative programs based on sound educational research.	➤ The school needs to continue evaluating its organizational structure, as well as that of successful international schools, in order to firmly establish clear lines of communication, authority, and accountability. ➤ The Wells International School System needs to clarify inter-campus duties of its leaders in order to eliminate confusion and to clarify lines of communication, authority, and accountability.

*A3. SCHOOL LEADERSHIP: To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results; b) empower the staff; and c) encourage commitment, participation and shared accountability for student learning?*

**Indicator 1:** To what extent does the school have administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff?

EVIDENCE: Organization Chart, Policy Manual, Job Descriptions

ASSESSMENT: School policies and an Organizational Chart are contained in the Wells Faculty Handbook. However, being relatively new, the operational policies and organizational structure of the school are still evolving. Hence, the contents of the handbook currently need to be updated on a yearly basis.

**Indicator 2:** To what extent does the school have existing structures for internal communications, planning and resolving differences?

EVIDENCE: Policy Manual, Job Descriptions, Daily Senior Admin Mtg Minutes, Dept. Mtg Minutes

ASSESSMENT: Senior administrators meet daily to communicate day-to-day issues involving their respective areas of responsibilities. Head Teachers meet weekly with teachers within their departments, and also meet weekly on a separate occasion with senior administrators. However, periodic meetings have yet to be set up and formalized to address broader school improvement issues, such as support for student growth, the “unpacking” of the adapted California standards, resources and facilities, and teacher professional development.

**Indicator 3:** To what extent does the school have 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?

EVIDENCE: Performance Reviews, Dept Mtg Minutes, Peer Observations

ASSESSMENT: As mentioned previously, Head Teachers meet regularly with teachers within their department to discuss and share ideas to improve their respective departments. Additionally, teacher groups, either within departments or across departments, get together for *Learning First Wednesdays* (LFW) to discuss teaching methodology and strategies that, based on experience, the teachers feel are worthy of sharing. Peer observations are also encouraged.

**Indicator 4:** 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?

EVIDENCE: Leadership Team Mtg Minutes

ASSESSMENT: In the past, the school's ownership evaluated existing programs and processes, often with limited input from senior administrators. This had sometimes led to decisions that were perceived as spontaneous and without cause. However, for the 2008-2009 school year, bi-monthly leadership meetings were held to eliminate this problem, regularly reviewing actions of the leadership and their effects on student learning.

A3. SCHOOL LEADERSHIP – Summary of Findings	
Areas of Strength	Areas for Growth
➤ The school has an effective hierarchical system set up for internal communications and planning.	➤ As a new, evolving institution, written policies need to be updated, or in some cases created and formalized, particularly with operational practices, and decision-making processes.

*A4. STAFF: To what extent are the school leadership and staff a) qualified for their assigned responsibilities; b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?*

**Indicators 1 & 2:** To what extent does the school have clear employment policies/practices related to qualification requirements of staff? To what extent does the school review all information regarding staff background, training and preparation?

EVIDENCE: Salary Scales, Thai MOE Requirements for Issuing of Work Permits

ASSESSMENT: To the most part, Thai MOE requirements govern the school's policies in terms of faculty/staff qualification requirements. In practice, however, a few exceptions have been granted in situations where the teacher has proven himself/herself in the classroom and has committed to enrolling in a MOE approved teacher certification program. Furthermore, to encourage teachers to pursue advanced degrees in education, a three-tiered salary scale has been adapted and is strictly adhered to.

**Indicator 3:** To what extent does the school assign staff members to maximize the use of their expertise in accomplishing student learning?

EVIDENCE: Job Assignments, Job Descriptions, Resumes, Contracts

ASSESSMENT: Most teachers are assigned to courses that match their expertise. However, in a few isolated instances, teachers have been assigned to courses that, though related, do not quite match the teacher's strengths. This has been mostly due to the fact that, up to the end of the 2008-2009 school year, Wells offers courses through grade 11. So, for the current school year, two (2) certified history teachers had been assigned Language Arts courses in addition to their Social Studies courses, in order to classify them as full-time teachers.

**Indicator 4:** To what extent does the school leadership support professional development with time, personnel and fiscal resources based upon a written professional development plan?

EVIDENCE: Teacher Workshop Reports, Teacher Feedback of PD Days

ASSESSMENT: Admittedly Wells professional development program is in its infancy stage, but has improved dramatically when compared to the previous school years. With the establishment of the QA/QC and R&D departments, Wells has been able to offer in-school workshops and seminars that address a variety of teaching issues and strategies.

In the fall of 2008, shortened student days were scheduled once a month to allow for teachers to have extra time for departmental collaboration and professional development.

Fiscal resources have not yet been formally earmarked for teacher professional development, although teachers have been able to submit formal requests to attend seminars or workshops that they feel would ultimately benefit their students.

**Indicator 5:** To what extent does the school have supervision and evaluation procedures that promote professional growth of staff?

EVIDENCE: Evaluation Forms, Teacher Efficacy Program, Peer Observations

ASSESSMENT: Evaluation procedures have been in place, unchanged, for the past two school years. The primary purpose of such evaluations was to determine end-of-year bonuses and to decide on whether or not to offer extensions to teachers' contracts. For the 2008-2009 school year, Wells instituted the Teacher Efficacy Program, in which faculty members were observed for the sole purpose of professional growth and development.

**Indicator 6 & 7:** To what extent do the school leadership and staff develop processes to determine the measurable effect of professional development on student performance? To what extent does the school leadership evaluate the effectiveness of professional development and uses the data to inform planning and future decision-making?

EVIDENCE: Teacher and Student Surveys/Interviews

ASSESSMENT: Determining the measurable effects of professional development on student performance is a complicated matter, particularly for a new school such as Wells. Our R&D Department is currently developing and evaluating various data collection methods, particularly for the programs that had just recently been implemented. However, the school has yet to formalize any processes.

A4. STAFF – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ The school has adapted a three-tiered salary scale that is clear and transparent, and is based on a teacher's qualifications and teaching experience.</li> <li>➤ The majority of teachers are assigned to positions that match their areas of expertise.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school needs to strive for 100% of its teachers assigned to positions that match their areas of expertise.</li> <li>➤ The school needs to re-evaluate, and formalize its fiscal resource allocation for its professional development program in order to maximize the benefit for student learning.</li> <li>➤ The school needs to work toward formalizing processes to determine measurable effects of professional development on student performance.</li> </ul>

**A5. SCHOOL ENVIRONMENT:** *To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose; and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?*

**Indicator 1 & 2:** To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual and cultural differences? To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

**EVIDENCE:** International Cultural Events, Thai Cultural Activities & Electives, Language Courses, Awards Days, After-School Clubs & Athletics, Wells Scholarship Program

**ASSESSMENT:** It has been an unwritten policy that all students be involved in the major performances and cultural activities that are held throughout the year, such the annual Christmas Show as well as Thai cultural holidays, and international celebrations such as Chinese New Year, Korean New Year, Indian National Independence Day, etc. To a great extent, students are allowed to express themselves and their cultures through such events.

After-school clubs & athletics foster success in academic (Debate, Science Fair, Quiz Show), artistic (Art Fair, Dance Competitions, Choir Competitions) and athletic (TISAC) competitions. The school makes it a point to publicize such successes in morning announcements and news articles on WellsNet and the Seagull Flyer (newsletter).

**Indicator 3:** To what extent is mutual respect and effective communication among and between staff, students, and parents evident?

**EVIDENCE:** WellsNet, Parent Teacher Conferences, Newsletters, Parent Memos, SMS

**ASSESSMENT:** There are numerous media of communication between the school and the school community. A school newsletter, The Seagull Flyer, is published and circulated in the community five times a year. Parent memos and SMS messages are regularly sent home to remind them of upcoming events or to inform them of emergencies or modifications in the calendar. Being a small school, the office personnel has been efficient in telephoning parents in the various emergency situations that have arisen in the city over the past year (social unrest, political demonstrations, etc.) and we have a corps of student volunteers to assist in communicating to parents in other languages, particularly Korean and Mandarin.

**Indicator 4:** To what extent is there a level of support and encouragement for teachers to use innovative approaches to enhance student learning?

**EVIDENCE:** Fast ForWord/Reading Assistant, After-School Guided Scientific Research, ALEKS Math

**ASSESSMENT:** The establishment of the R&D department has allowed the school to keep abreast of innovated programs and approaches in education. Additionally, the ownership and administration has an open-door policy for teachers to propose any academic project or endeavor that they feel would enhance student learning. All proposals are screened by the Department Heads then forwarded to the administration where they are taken into serious consideration. A number of projects are currently being implemented or have been scheduled, as a result of this, including the school's yearbook project, after-school performing arts clubs, a summer research internships at a local university, after-school guided scientific research projects, ALEKS Math, and Fast ForWord.

One weakness in this area, however, is a somewhat lack of transparency in terms of the budget for such programs, although the situation has improved tremendously in the past academic year.

**Indicator 5:** To what extent does the school have policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment?

**EVIDENCE:** Merit/Demerit System, ASPIRE, Values Classes, Student Clinic, Emergency Procedures & Drills, Survey Results, Full Time Nurse

**ASSESSMENT:** The school's purpose and ESLR's have been developed and adapted with the commitment to ensuring a safe, healthy, and nurturing learning environment. Additionally, the recent implementation of Positive Psychology principles, promotes an atmosphere of caring and nurturing not only for the students, but for the faculty and staff as well.



A5. SCHOOL ENVIRONMENT – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ The school strongly encourages student participation in extra-curricular activities and competitions that allow them to express themselves and strengthen their self-esteem.</li> <li>➤ The school stages numerous events, and encourages participation in various events throughout the year that foster pride in Thai culture, and awareness and tolerance of all cultures.</li> <li>➤ Numerous lines of communication are set up for the effective dissemination of important information from the school to the school community.</li> <li>➤ The implementation of Positive Psychology principles promotes an atmosphere of caring and nurturing throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fiscal resource allocation needs to be clarified to encourage teachers to propose and endeavor on innovative teaching programs and projects that would enhance student learning.</li> </ul>

**A6. REPORTING STUDENT PROGRESS:** *To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's expected schoolwide learning results; and b) report student progress to the rest of the school community?*

**Indicator 1:** To what extent does the school have existing standards and procedures to assess student progress towards the expected schoolwide learning results and the curricular objectives?

**EVIDENCE:** Mid-Semester Reports, End-of-Semester Report Cards

**ASSESSMENT:** Mid-Semester Reports and End-of-Semester Report Cards clearly show student progress toward curricular objectives. However, the school has yet to adapt a reporting system to report on an individual student progress toward the ESLR's, other than those ESLR's which are directly related to curricular goals (ie. Effective Communicators → Language Arts, Critical Thinkers → Sciences, etc.).

**Indicator 2:** To what extent does the school have procedures to communicate to the governing authority and members of the school community about student progress?

**EVIDENCE:** Mid-Semester Reports, End-of-Semester Report Cards, Parent-Teacher Conferences

ASSESSMENT: Along with the Mid-Semester Reports and End-of-Semester Report Cards, Parent-Teacher Conferences are scheduled, formally, once a semester. Additionally, parents are always welcome to schedule conferences with teachers regarding the progress of a child any time during the year, and teachers regularly contact parents of students who are struggling or experiencing difficulty.

A6. REPORTING STUDENT PROGRESS – Summary of Findings	
Areas of Strength	Areas for Growth
➤ The school effectively communicates student progress to the entire school community via mid-semester reports, end-of-semester reports, and parent-teacher conferences.	➤ The school needs to adapt a system to report on individual student progress toward the ESLR's.

*A7. SCHOOL IMPROVEMENT PROCESS: To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students; b) have school community support and involvement; c) effectively guide the work of the school; and d) provide for accountability through monitoring of the schoolwide action plan?*

**Indicator 1:** To what extent can the school document that the school planning process is broad-based, collaborative and has a commitment of the stakeholders?

EVIDENCE: Leadership Team Mtg., Admin. Head Mtg., Admin. Offc. Mtg., Gen. Affairs Mtg. and Academic Department Mtg. Minutes

ASSESSMENT: Daily or weekly meetings within all organizational entities are held that clearly demonstrate widespread collaboration in the school's planning process. Additionally, for the 2008-2009 school year, the secondary school Student Council had been formed to involve students, to a limited extent, in this process. One area that is lacking, however, is the absence of a formal parent organization. Though the perception is generally positive in terms of the school's communications with the parents, they have limited, if any, involvement in school planning and decision-making.

**Indicator 2:** To what extent is there a correlation between the school plans and analysis of student achievement of the expected schoolwide learning results?

EVIDENCE: Course Offerings, Community Service Projects, School Special Events, Inter-Scholastic Competitions, Leadership Team Mtg Minutes, Enrichment Programs (Fast ForWord, TOEFL Prep Courses, etc.), SAT10 Data

**ASSESSMENT:** It is quite evident that courses, programs, activities, and events at the school show a strong correlation with the ESLR's. The school is rapidly collecting qualitative evidence in the form of awards, success in interscholastic competitions, participation in community service projects, etc. However, the collection and analysis of quantifiable data in terms student achievement of the ESLR's has been limited due to the school's short history. The first data from the Stanford Achievement Test (SAT10) was collected at the end of the 2007-2008 school year, serving as a baseline for various indicators of student achievement of some ESLR's (Effective Communicators, Critical Thinkers / Problem Solvers). The SAT10's will be re-administered at the end of the 2008-2009 school year. In addition to this, the school's first group of students will be taking the TOEFL-iBT at the end of the 2008-2009 school year, thus providing more analytical evidence of students' achievement.

**Indicator 3 & 4:** To what extent is there evidence within the school of systems alignment in areas such as professional goals, teacher evaluation and strategic planning for the purpose of ongoing school improvement? To what extent is there a correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement plans?

**EVIDENCE:** Professional Development Days, Teacher Evaluations, R&D Projects, After-School Programs & Athletics, Thai Culture Courses & Electives, "Learning First Wednesdays"

**ASSESSMENT:** Being a young school, it is a bit early for much evidence to appear regarding systems alignment for the purpose of ongoing school improvement. However, an increasing number of professional development opportunities have been provided to teachers, although many of these were limited to a handful of established teachers. Also, a new approach to teacher evaluations based on the concept of Positive Psychology was implemented for the 2008-2009 school year, in which teachers were observed for the primary purpose of support and encouragement, as opposed to determining whether the teacher would be reprimanded via a decrease in bonus payments.

An increasing amount of resources are being allocated to programs addressing one or more of the ESLR's. For example, after-school programs & athletics are offered, free of extra fees, associated with Wells' membership with the Thailand International School Activities Conference (TISAC). A number of research projects and pilot studies were or are being conducted to evaluate new instructional strategies and technology in order to improve English (Fast ForWord & Reading Assistant), math (ALEKS), or Advanced Placement courses (APEX). Finally, the Thai Department has offered a variety of Thai electives, such as Thai martial arts, music & dance, handicrafts and cooking, which clearly address the ESLR regarding Thai Language & Culture Awareness & Appreciation.

A7. SCHOOL IMPROVEMENT PROCESS – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ Widespread collaboration in the school's planning process is evident amongst the school's various departments and its leadership.</li> <li>➤ Qualitative empirical evidence shows a strong correlation between the school programs and the ESLR's.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school needs to establish a formal parent organization in order to involve them in school planning and decision-making.</li> <li>➤ A system needs to be established to define, collect, and analyze quantifiable data that would determine a correlation between the school programs and the ESLR's.</li> <li>➤ A system needs to be established to define, collect, and analyze quantifiable data that would determine a correlation between the allocation of resources, the ESLR's, and school improvement plans.</li> </ul>

#### CATEGORY B: Curriculum and Instruction

**B1. WHAT STUDENTS LEARN:** *To what extent does the school provide a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered?*

**Indicator 1:** To what extent does the school provide evidence that the school-wide learning results form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning?

**EVIDENCE:** Curriculum maps, teacher lesson/unit plans, Primary Values Curriculum Guidelines

**ASSESSMENT:** Because the curriculum was in place before the ESLRs, it is difficult to say that the ESLRs are guiding the curricular goals. In fact, in many cases the ESLRs came in as an afterthought, as we often matched ESLRs to the existing curriculum plans and maps.. However, over the past year the ESLRs have taken a more central role in the guiding of teaching processes and, in some cases, the curriculum itself. For example, the standards for courses taught under the Primary Values curriculum are the ESLRs themselves. However, more work needs to be done in regards to developing objectives and assessments that truly get at the ESLRs rather than simply identifying ones with possible connections to the ESLRs.

**Indicator 2a:** To what extent does the school provide a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching?

EVIDENCE: Curriculum Maps, Standards, teacher lesson/unit plans

ASSESSMENT: The standards and curricula are established and in place for the majority of courses offered. There are still non-core courses operating without an established curriculum at some grade levels. There are also new courses for grades 11/12 that are being offered or will be offered that do not yet have a curriculum. In all cases, work is currently being done to remedy this.

**Indicator 2b:** To what extent is the curriculum modified as needed to address current educational research and thinking, other relevant international/national/community issues, and the needs of all students?

EVIDENCE: Curriculum maps, online school, cooperative learning documents, 6+1 Writing Traits documents, teacher lesson/unit plans, Wells Social Studies curriculum, Salience Learning Program

ASSESSMENT: We began with the California Content Standards and Curriculum Framework as the basis for our own curriculum, and have been slowly modifying it to better suit the needs of our student population. Areas, such as secondary math and science, have required very little adaptation and are, therefore, complete. The Social Studies curriculum is in the process of being modified, . The Language Arts curriculum is still in need of adaptation and, in general, all other curriculum lines require a review during which the standards are thoroughly “unpacked”. (see indicator 4) In many cases, however, teachers have made the necessary adjustments to their own practice as evidenced by their curriculum maps and /or lesson plans. The score for this indicator is high because we feel that many new programs have been implemented in order to enhance student learning. Cooperative learning, the online school, use of the 6+1 Writing Traits, and use of the Salience program in Grade 1 have all helped address current educational research and thinking.

**Indicator 3:** To what extent does the school demonstrate acceptable student learning of the curricular goals and the ESLRs through defined performance indicators?

EVIDENCE: student work exemplars

ASSESSMENT: Within each course, performance indicators are set by teachers through a variety of assessments. Students’ work indicates that they have an understanding of the curricular goals and ESLRs. There doesn’t appear to be any defined performance indicators that are created for the sole purpose of demonstrating knowledge of ESLRs, except possibly in primary Values classes.

**Indicator 4:** To what extent does the school implement a regular cycle of curriculum review and evaluation that leads to the further curricular development and revision for the purpose of improving learning and teaching?

EVIDENCE: curriculum maps, social studies standards

ASSESSMENT: As a young school, we have not had the opportunity to implement regular cycles of curriculum revision. However, the curriculum has been reviewed, evaluated and adjusted over the last two years, but we cannot say that there is a regular cycle of review at

this time. In essence, we are in our first cycle and the curriculum needs to be used before it can be reviewed and evaluated. Clearly, a plan for a regular cycle is necessary, but implementation is not yet feasible. The work that has been done, however, has had a definite impact on student learning.

**Indicator 5:** To what extent do administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses?

EVIDENCE: orientation materials, department meeting minutes, counterpart meetings, online school, lesson plan database

ASSESSMENT: Curriculum design has been examined by administrators and teachers and is often discussed at department head meetings and regular department meetings. At the latter, it is common for teachers to examine and discuss student work in order to refine lessons. Departments will often discuss ways to employ cross-curricular approaches and how to cope with certain student issues or needs. Counterpart meetings between On Nut and Thong Lor Primary teachers are also used to align courses between campuses. We recognize, however, that inter-campus communication and co-operation needs to improve. One way to do this is through the online school. With this system teachers can now see what other teachers are doing by checking their online classrooms and blogs, however not all teachers are currently using the online school to great effect. To a limited extent, teachers can also view the lesson plans of all other teachers by looking at the lesson plan database (or e-blue book). These shared electronic sources of information help to alleviate the difficulty of filling prep periods with meetings. However, due to technical problems with the database, many teachers are still hesitant to utilize this resource until all issues are ironed out.

**Indicator 6:** To what extent are there clear policies regarding course completion, certification, credits, grades, homework, etc., that guide students progression through the program?

EVIDENCE: Teacher's Handbook

ASSESSMENT: The policies themselves are in place and, for the most part, are clear. However policies have been known to change in response to the various situations encountered by school leadership, and the school has not been consistent in its communication of these policies to teachers. For example, the teacher handbook was not completed or distributed this past academic year. All of this leads to a lack of clarity on the part of teachers and staff about these policies, and a tendency for teachers to misunderstand or doubt the policies when communicated to them by others. We recognize that the publishing of policies regarding course completion etc. needs to be a priority for the future.

B1. WHAT STUDENTS LEARN – Summary of Findings	
Areas of Strength	Areas for Growth
➤ The school curriculum has a solid foundation in the California State Department of Education content	➤ The school needs to establish curricula for all courses in the performing, visual, and practical arts.



<p>standards.</p> <ul style="list-style-type: none"> <li>➤ The school is very forward-thinking, as numerous new and innovative programs based on current education research and thinking are being implemented to enhance student programs.</li> <li>➤ Despite being a young school, there is strong evidence that the curriculum as it stands is effective in terms of student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school needs to establish course offerings for the various tracks entering the 11<sup>th</sup> and 12<sup>th</sup> grades, including mainstream and honors (AP).</li> <li>➤ The California State Curriculum for the Language Arts needs to be thoroughly reviewed, unpacked, and adapted based on the identified needs of Wells' student population.</li> <li>➤ Performance indicators specifically defined to demonstrate knowledge of ESLR's.</li> </ul>
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**B2. HOW STUDENTS LEARN:** *To what extent does the professional staff a) use research-based knowledge about teaching and learning and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?*

**Indicator 1:** To what extent do administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning?

**EVIDENCE:** Online school link library, lesson plans that include new strategies based on research (cooperative learning, 6+1 Writing Traits), Fast ForWord, Morning Meditation, teacher interviews, Field-Trip Reports

**ASSESSMENT:** While members of the school's leadership team remain current in research-based professional knowledge, only a few teachers do. The reasons cited for this include: lack of time and a lack of ability or awareness about how to access such resources. We recognize that training for teachers on how to access research-based knowledge needs to be a priority in the future as this information is readily available. In addition to this, given the school's relative newness, the effectiveness of newly implemented strategies and improvement in teaching and learning have yet to be seen.

**Indicator 2:** To what extent does the school use ongoing professional development to enhance the curriculum and improve teaching and learning?

**EVIDENCE:** seminar attendance documents, teacher orientation materials, department meeting minutes, teacher efficacy program, teacher interviews, PD Days, Learning First Wednesdays, Teacher Professional Development Reports

**ASSESSMENT:** Currently, there are a number of professional development opportunities offered to teachers and staff, however they are not taken advantage by everyone. Additionally, there has not been consistency in the reporting of information received by those teachers and leaders who do attend such events to the rest of the staff. Generally, the only professional development activity provided for the entire staff has been in the form of orientation, and the Professional Development Days organized each semester. However, we

have recently incorporated “Learning First Wednesdays” into our regular schedule – an opportunity for teachers and staff to learn from each-other in twice-monthly departmental meetings. A teacher efficacy program has also recently been implemented, the effectiveness of which is still unclear. School leadership has been planning a series of professional development modules for the online school, and intends to incorporate a system to improve the professional development of the entire staff, but implementation has not yet occurred.

**Indicator 3:** To what extent do 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 purposes and effectively engage students at a high level of learning?

EVIDENCE: student work, lesson plans, teacher surveys, SAT 10 results

ASSESSMENT: In general, teachers do a good job of teaching and helping the students to achieve the learning outcomes. Lesson plans indicate that a fairly wide variety of techniques are being used throughout all departments and standardized test results indicate that most students are performing to a satisfactory level compared to their peers at other schools around the world. Teacher surveys also show that teaching strategies are diverse and balanced in a good number of classes. However, surveys were only returned from seven teachers, which may indicate that there are a number of teachers who do not use a variety of techniques or are not able to self-assess.

**Indicator 4:** To what extent do teachers address various learning styles and student needs through the instructional approaches used?

EVIDENCE: student work, lesson plans, teacher surveys

ASSESSMENT: In general, the faculty does a good job of realizing and addressing various learning styles in their classrooms. Lesson plans and student work both show that a variety of assignment types are given, ranging from paper and pencil tests to multi-media projects and dramatic performances. In many classes, students are given multiple ways to attain mastery of content and alternative strategies are employed when a different student need arises (i.e. ELL, Learning Disability), as indicated by Teacher surveys. While not all teachers returned surveys, there were enough responses (over 10), including members of primary, secondary, and non-core departments, to conclude that we are doing this at a satisfactory level.

**Indicator 5:** To what extent do teachers systematically integrate technology within the school so that all students develop a wide range of technological skills?

EVIDENCE: lesson plans, online school, student work, computer cart sign out records, teacher survey, computer lab, online learning centre

ASSESSMENT: The extent to which a teacher can integrate technology into a class is directly related to the level of technological skill that teacher possesses. Therefore, there are teachers who integrate technology daily, and there are teachers who rarely do. However, the latter do seem to give assignments that require students to use a computer. The majority of the faculty feels that they need more training in order to take advantage of some of the



technological resources available, and teachers feel that the level of skill displayed by the students is high and often greater than their own. Teachers had also felt that because there had been no computers in the classrooms until recently, it had been difficult to integrate technology systematically and that it had been more of a 'if the computer lab is free' situation. Prior to the installation of computers in the classrooms, computer cart sign out records indicate that the cart was used often, but normally by the same few teachers. There is also no indication of whether the cart is being used to simply view a DVD or presentation, or to develop students' technological skill. Nonetheless, the level of technology use has improved and systems are in place to further that improvement, but more training will be required to have a high degree of impact on student learning.

**Indicator 6:** To what extent are all students, regardless of background and ability, actively involved in the learning based on the expected schoolwide learning results and curricular objectives?

EVIDENCE: student work, teacher survey

ASSESSMENT: Teacher surveys indicate that most students are actively involved in the learning based on the expected schoolwide learning results and curricular objectives. Those students who are not, tend to be left out for individual reasons such as poor attitude and lack of sufficient sleep, as opposed to reasons of background or ability. Previously, ESL students have lagged behind other students in the attainment of learning, however this has been significantly improved due to better placement of students within the ESL or mainstream programs, and evidence shows that ESL students are actively involved in their learning of the ESLR's and curricular objectives.

**Indicator 7:** To what extent do students' working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills?

EVIDENCE: student work, teacher survey, primary values work

ASSESSMENT: The consensus among teachers is that while students demonstrate creativity and problem solving ability, the skill level varies greatly from individual to individual, and in general this is an area of weakness in our students. Lesson plans indicate that many teachers name the development of these skills as a priority, and it is explicitly covered in primary values classes. In many cases, students (especially those who are newly arrived from Thai schools) take some time to adjust to being asked to think critically. For many, it is a matter of overcoming certain cultural norms or having been in educational systems which have not placed as much value on these skills as Western systems do.

**Indicator 8:** To what extent do 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?

EVIDENCE: cooperative learning lessons, EBSCO, teacher surveys, field trips, lesson plans

ASSESSMENT: Most teachers employ a number of resources aside from the textbook in all subjects. The library is used daily, and is limited in terms of the number of useful resources on the shelves. However access to the online EBSCO database provides an excellent

resource for students and offsets the limitations of the physical resources in the Library. Teachers report using videos and other media resources regularly in the classroom, and all primary and Sixth Grade Social Studies teachers are required to employ cooperative learning strategies in their classrooms. Many other teachers have also employed these strategies throughout the year. Community resources have been used throughout the system. Their use in the primary has been limited to field trips taken once a semester, and secondary students have been exposed to the community more often through a variety of programs and field trip.

B2. HOW STUDENTS LEARN – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ There is a wide variety of teaching techniques and strategies throughout all departments within the school.</li> <li>➤ The school is dedicated to commit resources for the integration of technology within the school.</li> <li>➤ Though skill levels among students vary greatly, student work has increasingly demonstrated critical and creative thinking, problem solving, knowledge attainment, and application skills.</li> <li>➤ Teachers employ numerous resources aside from textbooks in all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development to enhance the curriculum and improve teaching strategies needs to be offered to the general population of teachers.</li> <li>➤ Though generally teachers do a good job in identifying and addressing various learning styles in their classrooms, there are a number of teachers that need training in differentiated instruction, particularly in addressing the large number of non-native English speaking students.</li> <li>➤ The school needs to lower the number of teachers with a substandard level of technological aptitude in order to adequately integrate technology into the school program.</li> </ul>

**B3. HOW ASSESSMENT IS USED:** *To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results; c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources ?*

**Indicator 1:** To what extent do 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?

**EVIDENCE:** e-blue book, teacher interviews and surveys, actual assessments (student work)

**ASSESSMENT:** Teachers do a fine job of assessing students in a variety of appropriate ways. However, there are certain areas where improvement is needed, particularly in some non-core classes where it is unclear what the assessments are and whether they are effectively measuring student progress toward acquiring a particular skill.

**Indicator 2:** To what extent do teachers correlate assessment to expected schoolwide learning results, curricular objectives, course competencies, and instructional approaches used?

EVIDENCE: e-blue book, teacher interviews and surveys, actual assessments (student work)

ASSESSMENT: For the most part, teachers do a good job correlating assessments to course objectives and instructional approaches. They also do a good job of correlating activities to the ESLRs. However, more focus on correlating assessments to ESLRs, and in clarifying assessment strategies for non-core subjects, is required.

**Indicator 3:** To what extent is assessment data collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation?

EVIDENCE: teacher 'green books', Fast ForWord, Language Acquisition & Dyslexia Workshops, Wells standards revisions

ASSESSMENT: The collection and analysis of assessment data is the responsibility of each teacher and is done on an on-going basis. Teachers regularly adapt their instruction depending on assessment results, and changes to curriculum are made as a result. For example, the Language Arts curriculum is currently undergoing minor changes to account for trends discovered through assessment data analysis. Such analysis has also led to the implementation of the Fast ForWord program and to the presentation of certain topics in professional development days.

**Indicator 4:** To what extent do student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the international curriculum?

EVIDENCE: teacher 'green books', student work exemplars, SAT 10 results

ASSESSMENT: Assessment data shows that students consistently perform at a satisfactory level of proficiency or above. Proficiency levels as determined by teacher-created assessments have been corroborated by standardized test results (SAT10). As would be expected in a school whose student population is primarily made up of non-native English speakers, SAT10 results show below average performance by the majority of students in Reading Comprehension and Writing. However performance in Math and Sciences tends to be average, to above average, when Wells students are compared to those in the United States.

**Indicator 5:** To what extent is student feedback an important part of monitoring student progress over time based on the expected schoolwide learning results and the curricular objectives?

EVIDENCE: teacher interviews and surveys, rubrics

ASSESSMENT: Teacher interviews and surveys show that many teachers incorporate student's ideas in the creation of assessments and seek feedback as a way to monitor student

progress over time. Some teachers report that they create assessment rubrics together with the students, and allow for flexibility in regards to assessment grading and marking dependent on student feedback.

**Indicator 6:** To what extent do teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met?

EVIDENCE: teacher ‘green books’, student work exemplars, teacher interviews and surveys, progress reports, report cards

ASSESSMENT: The monitoring of student progress over time occurs regularly. Student feedback is constant, though informal, and is taken into account by teachers when providing feedback to students and parents on report cards etc. Assessment grades are kept on an on-going basis and reported quarterly through mid-semester and end of semester reports. While traditional assessment techniques are not regularly used in non-core classes, non-core teachers do implement measures and monitor student progress in relation to course objectives, and grades are included in end-of-semester reports home.

**Indicator 7:** To what extent do teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually?

EVIDENCE: department meeting minutes, Wells Standards revisions, professional development workshops

ASSESSMENT: Individual teachers do a good job of modifying their instruction on an on-going basis as determined by assessment results. Collectively, teachers are encouraged to revise their instructional methods and are supported in doing so at professional in-service days. As many teachers are teaching new classes, and curriculum resources have not necessarily been adequately “passed on” to new teachers, in many cases the modification of curriculum has not yet occurred. As mentioned above, the Language Arts and Social Studies Curriculum Standards are currently under review and are being discussed in departmental meetings.

B3. HOW ASSESSMENT IS USED – Summary of Findings	
Areas of Strength	Areas for Growth
	➤ Though the school, in general, does a good job applying the principle of diverse and continuous assessments, the issue of a few teachers that have not prescribed to this principle needs to be addressed.

## CATEGORY C: Support for Student Personal and Academic Growth

**C1. STUDENT CONNECTEDNESS:** *To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the Expected Schoolwide Learning Results?*

**Indicator 1:** To what extent does the school provide personalized student support correlated to student achievement of the Expected Schoolwide Learning Results (ESLRs) and the curricular goals for all students, including those admitted with special needs and learning English as an additional language?

**EVIDENCE:** SLEP Test Results, SSS Dept. Student Referrals, Student Portfolios, School Community Survey Results

**ASSESSMENT:** Given that we are a relatively new school and have been establishing ourselves over recent years, Wells International School has admitted students with a wide range of academic and English language abilities, and so have many students with special needs, who are learning English as an additional language, and who require support. Furthermore, the geographic location of our school results in a student demographic consisting of many students who are learning in an environment where English, the primary language of instruction, is not their native tongue. As a result of these realities, providing support for students who are learning English as an additional language, and identifying and supporting students with special needs, is an essential aspect of our school. Members of the committee noted that the key to this criterion's interpretation was the "personalized" nature of the support given to students' achievement of curricular goals and ESLR's, and in particular for ESL students. As a result of our self-study, we have concluded that Wells International School is effective in providing all students personalized student support correlated to student achievement of the curricular goals and the ESLR's.

As evidence for this criterion, the committee noted that prior to enrollment and throughout their time at Wells, all secondary students take the Secondary Level English Proficiency (SLEP) Test in order to measure their ability to work and function within the school's English environment. "The SLEP test is designed to measure the English language-listening and reading comprehension of students whose native language is not English." (www.ets.org). Depending on their performance on this test, students are either placed in "mainstream" or ESL classes. One area of growth for the school is the establishment of clear and official "minimum performance expectations" for students taking the SLEP test to determine their placement in either ESL or mainstream classes, and ultimately acceptance into the school community. Teachers recognizing when students struggled in class with English are advised to refer the student to the Student Support Services Department for intervention. In addition to this, the school provides after-school English support tutoring to all non-native students.

Secondly, Wells' Student Support Services has an established process for referral of students and checking English proficiency. A "Student Referral Form" is completed by the teacher and passed onto the counsellors, who then contact and speak with the student. In addition to the counsellor's assessment of the student's English proficiency, their performance on the school's English proficiency test during enrolment is referred to in order to determine whether the student has been properly placed within the school's program.

Thirdly, in the Primary School, students are also located within either "Mainstream" or "ESL" classes. ESL students are grouped in one class for grades 1-3, and another class for grades 4-5. In grades 1-3, the teacher pays particular attention to listening and conversation skills, and those students are taken on a "Fast Track" to learning ESL. In addition to this, the use of regular Academic Proficiency Tests is used within the classroom to evaluate English ability. Evidence of this can be found within Student Portfolios for primary school.

Fourthly, a survey of teachers shows that a majority feel that students are able to approach them for help with academics, and that the school provides adequate support. On average most teachers "somewhat agree" that Wells provides "sufficient support for the academic and emotional needs of the students", that students approach them "when they have academic difficulties", and are aware of the "various channels used to refer students when they have academic or personal difficulties". In addition to this, most teachers either "strongly agree" or "somewhat agree" that they feel comfortable working with students when they have academic difficulties. Furthermore, 82% of students who responded to an online survey either know, or know "to a great extent", where to go in the school when they have "problems with learning". 63% of these students report that "taking part in the different programs, activities and events organised by the school helps them grow", while 84% report that they "are not afraid to interact with teachers at the school."

Finally, Wells provides a weekly "homework club" facilitated by one of the teaching assistants. This, along with additional ESL support provided in primary school classes, is considered to be "effective" in helping students who require additional support in these areas.

**Indicator 2:** To what extent does the school coordinate a system of support services that provides for maximum effectiveness, including the processes for intervention and referral?

EVIDENCE: SSS Dept. Referral Documents, Outline of SSS Services Document, SSS Dept. Case Reports, School Community Survey Results, Connections with "Manarom" and "The Village", Naviance Guidance System,

ASSESSMENT: Wells International School has established a department of Student Support Services to provide students with a coordinated system of services which allow for maximum effectiveness in meeting students' academic and personal needs within the school's current reality. This department is responsible for providing safe and accessible and professional



support for students when they need assistance with academic or personal matters. The Student Support Services Department maintains individual and confidential files on all students for counseling notes and academic plans, maintains detailed note-taking and record-keeping of all student-counselor interactions, facilitates the student's access to psychological and psycho-educational assessments and therapeutic interventions, and provides vocational and college counseling to students in grades 9-11.

The school has counselors available for both primary and high school students. At the present time, Wells On Nut campus employs one part-time counselor for primary, and one part-time counselor for secondary. Both counselors are at the school full-time (the primary school counselor also works as the librarian, while the high school counselor also works as a teacher), and have graduate degrees in either counseling or pastoral care. These counselors work closely with the teaching and administrative staff to ensure that the personal and academic needs of the students are met.

Processes for intervention and referral to and from this department are numerous. Teaching and administrative departments have been issued "Student Referral Forms", which they complete to bring individual students who they feel may be in need to the attention of the department. Relationships have been established with two community organizations within close proximity of the school to attend to student's psychological and psycho-educational needs. Manarom Psychiatric Hospital has a Child and Adolescent Clinic and a team of child-psychiatrists and psychologists, and is utilized as a support for students presenting with psychological or psychiatric difficulties. The Village Special Education Centre is a full-service special education school offering assessment and intervention for a wide variety of learning disabilities and difficulties, and is utilized as a support for special-needs students.

In order to facilitate the students' vocational discernment and decisions regarding post-secondary education, the Student Services Department provides Vocational Counseling to all students in grades 9-12. In order to facilitate this, Wells has purchased a subscription to "Naviance", an internet-based planning and guidance system for schools. As part of this service, students in grades 8 & 9 complete a "Myers-Briggs"-type personality inventory, to help them in the initial path towards their self-discovery. From grades 10-11, students match their responses to this personality inventory with potential career options and complete the Jackson Vocational Interest Profile. These two tools provide an effective base upon which the counselors discuss the students' career and college options, and create their post-secondary "game plan". Furthermore, students from grades 9-12 are informed of, and encouraged to attend, career and international education fairs that occur in Bangkok on a regular basis, and the Support Services Department organizes and plans educational information days where it invites agencies representing universities in the US, UK and Canada, and local universities and colleges, to make presentations directly to the student body.

As evidence for this criterion, the committee noted that teachers in primary school get to know students personally, and are confident that any behavioural issues that occur in class are dealt with effectively when brought to the attention of the Student Support Services Department, or the Primary Head Teacher. A number of teachers commented on the professional and effective manner in which their concerns were handled, and spoke about receiving advice which helped them deal with problems. In the secondary school, academic assessments have been made available to families of students who struggle academically and have been valuable to both parents and teachers. Teachers who are made aware of academic or learning difficulties or disabilities in students have been able to alter their teaching strategies to attend to the personal learning style or difficulty of these students.

In addition to this, most teachers “somewhat agree” that Wells provides “sufficient support for the academic and emotional needs of the students” as reported on the aforementioned survey. In addition to this, 62% of students report knowing where to go when they have emotional problems, 82% report knowing where to go when they have problems with learning, and 85% reported that “teachers know where to send (them) when (they) need help in the school.”

Through the course of the self-study, it was felt that Wells is either “highly effective” or “effective” in providing a coordinated system of student support services allowing for maximum effectiveness.

**Indicator 3:** To what extent does the school have adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and career/personal counseling?

EVIDENCE: SSS Dept. Referral Documents & Reports, School Community Survey Results

ASSESSMENT: To a great extent, this indicator has been addressed in the above section. Student Support Services facilitates a system of referral for teachers to identify students who are struggling either personally or academically, and all students are made aware of the services provided to them in the Student Support Services department. Homework clubs and after-school English support classes help students needing specific assistance in English. Wells’ has established a close relationship with “Manarom” and “The Village Special Education Centre” to help us identify, assess, and design programs to respond to the special needs of students including those with learning disabilities and psychiatric/psychological difficulties. All teachers are committed to facilitating students’ academic growth and success, and responses from students’ surveys show that students feel supported by teachers and counselors. Additionally, responses from a students’ survey done in the library shows that 70% of students “feel comfortable meeting with their school counselor”, 60% feel that their “school counselor has helped them think about their goals after graduation from high



school”, 85% feel that the school counselor “has been an effective advocate for them”. However, this survey also shows room for improvement as only 85% “know their current school counselor”, 30% report that the “school counselor has provided services that have been helpful to them”, and 55% report that their school counselor has “provided them with information about careers and the world of work” and “believes they can succeed”.

As a result of this information, the self-study group concludes that “Wells currently possesses small but effective Student Support Services, particularly in regard to students’ academic needs.” (Summary from “Survey Findings”) However, it has also been noted that the school is lacking a regular system of feedback to teachers regarding students identified with special needs, or resources to assist students identified with special or learning needs. However, Wells is open about the fact that it does not provide special needs support to students in all material presented to parents, and so is transparent about this aspect of its life.

**Indicator 4:** To what extent does the school use strategies to develop students’ self-esteem, personalized approaches to learning, and connections to the learning environment?

EVIDENCE: Performance Picture Logs & Videos, Newspaper Articles on Wells students, Competition Trophies / Awards

ASSESSMENT: Wells incorporates a number of strategies to develop students’ self-esteem, provide personalized approaches to learning, and facilitate connections to the learning environment. Every day students gather for morning assembly during which time students are lead through a 3-minute guided meditation designed specifically to build connections among students and students’ self esteem. Morning assembly is also the time during which students’ special achievements are acknowledged, monthly student academic awards are presented, and birthdays are celebrated. Each year students are encouraged to enroll in elective performing arts classes (dance, choir, music), and these students showcase their individual and group talent bi-annually at the Christmas Show and the Talent Show in the spring. The quality of Wells’ performing arts program has been recognized by the local community as our choirs have been invited to perform at local shopping malls and community events such as the Taiwanese Association of Bangkok. Each opportunity for students to perform helps to build self-esteem and choirs are a natural venue through which students connect with one another, and with the school’s learning environment. In addition to this, extra-curricular activities such as debate and sporting events provide more opportunities for students to showcase their talent. Our debate team has consistently scored in the top 5 teams in national competitions (winning last year’s competition), and our sports teams have performed extremely well in our first year in the TISAC (Thailand International School Activity Conference) league. As with performing arts, these activities help facilitate student’s self-esteem and connect them with one another and the school’s learning environment.

In addition to these elective activities, each student's class timetable includes 2-4 scheduled "Library Periods". These times are spent in the library with other students, and are times in which a number of activities take place. A rotating schedule of personalized study, group project work, homework, and facilitated "Values Education" sessions with the head Librarian, occur during these periods. The "Values Education" program is designed specifically to deal with students' self-esteem, as well as to provide them with educational strategies, to familiarize students with the various educational support opportunities open to them at Wells, and to teach skills in inter-personal dynamics and conflict resolution.

As a result of our research, it was felt that the school is effective in using strategies to develop students' self esteem, personalized approaches to learning, and connections to the learning environment.

**Indicator 5:** To what extent does the school ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g. within and outside the classroom?

EVIDENCE: Interviews w/ SSS Dept. Personnel

ASSESSMENT: While Wells International School has a number of support services and related activities to provide students with support in their academic, personal and vocational development, it has been recognized that Wells does not currently have a system in place to track whether students' involvement in these activities have a direct relationship to their involvement in learning. However, it is recognized that most, if not all, of these activities do have a relationship to students' learning. For example, teachers have found that the English language skills of ESL students enrolled in extra-curricular English Language Support have improved over time. Furthermore, the school does record and track students involvement in these activities. However, as mentioned above, the school does not currently have a system in place to track the relationship between these activities and student's learning. As a result, the self-study group has determined that we are ineffective to somewhat effective in this criterion.

**Indicator 6:** To what extent does the school ensure that co-curricular activities are linked to the expected schoolwide learning results?

EVIDENCE: Picture Log of Inter-Scholastic Events & Competitions, Trip Reports for Overnight Excursions.

ASSESSMENT: Wells International School offers a significant number of co- and extra-curricular activities. Extra-curricular activities include such things as sports and activities teams, debate club, Thai cultural activities, etc. Students are encouraged to enroll in these

activities during registration, and activities vary through the year. The school also encourages students' participation in regional and national competitive events associated with the extra-curricular activities. It is to be noted that while the school is relatively new, Wells' students have excelled in events coordinated by TISAC (Thailand International Schools' Activities Conference), and have been very competitive in the national high school debate championships for the past two years. Co-curricular activities include fine arts classes and performances, computer science classes, and an annual school-wide retreat and camp. The school's choir and dance troupes have been invited to perform at community events (the Taiwanese Association of Bangkok) and in local hospitals and shopping malls over the Christmas season. The committee recognizes that the ESLR's are closely linked with these activities, and are definitely considered in their planning and implementation. However, as above, there is no formal system in place to ensure that this link exists or occurs. As a result of our findings, the self-study group has determined that Wells is effective in ensuring that extra and co-curricular activities are lined to the ESLR's.

**Indicator 7:** To what extent does the school regularly evaluate the level of student involvement in curricular/co-curricular activities and student use of support services?

**EVIDENCE:** After-School Activity Enrollment Logs, Course Offerings

**ASSESSMENT:** Non-core courses and after-school activities are offered at the time of student registration, and the system permits the ad hoc formation of clubs at any time in response to student interest. In addition to this, the school's office records and tracks students involvement in co and extra-curricular activities. This data is available to and convenient for use by those who wish to use it to evaluate the success of activities and plan for the future. Student Support Services follows guidelines set out by the American Psychological Association for the storage and use of records for those receiving counseling and care. However it does not currently track or record information regarding the level of student use. As a result of its findings, the committee recognizes that "the school administration works closely with students and parents to offer co-curricular activities that meet student needs and interests."

C1. STUDENT CONNECTEDNESS – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ The school is effective in providing access to personalized student support correlated to student achievement of the curricular goals and the ESLR's.</li> <li>➤ The school has a coordinated system of student support services allowing for maximum effectiveness.</li> <li>➤ The school is effective in using strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school needs to establish a regular system of feedback to teachers regarding students identified with special needs, or resources to assist students identified with special or learning needs.</li> <li>➤ The school needs a system in place to track whether students' involvement in these activities have a direct link to the</li> </ul>

to develop students' self esteem, personalized approaches to learning, and connections to the learning environment. ➤ There is abundant evidence that show the diversity of co-curricular activities and how they are linked to the ESLR's.	ESLR's, and a direct relationship to their involvement in learning.
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**C2. PARENT/COMMUNITY INVOLVEMENT:** *To what extent does the school employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

**Indicator 1:** To what extent does the school have regular processes for the involvement of parents and the community?

**EVIDENCE:** School Correspondences w/ Parents, Student Progress Reports, Picture Log / Video of School Performances, WellsNet, Picture Log of Charity Events and Volunteer Work

**ASSESSMENT:** Wells International School currently utilizes several methods to keep parents updated on school matters, including the progress of individual students:

- School letters containing major announcements
- 2 student progress reports distributed per semester
- Quarterly Parent-Teacher conferences
- Parent Orientation Presentation/Workshop
- Bi-annual Music and Dance performances with showcase presentation of student work
- Quarterly newsletters containing information about school events and projects
- A paper and online calendar showing scheduled events
- WellsNET, a e-learning website which contains daily announcements for all campuses
- Text messaging

Parents of primary students have generally expressed interest in the progress of their children, and are positive in regard to Wells' ability to keep them informed. The use of WellsNET in particular has received positive feedback from those parents who have accessed it. In contrast, parents of secondary students have displayed far less interest in school announcements and reports of their children's progress. One possible explanation may be the high number of non-English speakers among the parent population. Although Wells employs staff capable of translating in Chinese and Thai, their role remains limited to translations upon parental or teacher request. In order to facilitate greater communication between the

school and these parents, Wells intends to implement a translation policy for letters containing student information and major announcements into Chinese, Thai and Korean. It will also attempt to provide non-English speaking parents with English training on Saturdays using the Fast ForWord program.

The community is involved at Wells in a number of ways. Teachers often connect with community organizations on field trips, the school responds to requests for performances by our choir and dance troupes. Universities and other educational institutions are invited to make presentations to the student population regarding post-secondary education, and the school has connected with charitable organizations (Pattaya Orphanage; Mission Green Earth Reforestation Project) to foster a sense of community service among the students. However the school does not currently have a formal process to involve the community in the life of the school.

**Indicator 2:** To what extent does the school use community resources to support students such as professional services, business partnerships, speakers, etc?

EVIDENCE: Case Reports for Psychological and Psycho-Educational Referrals, Picture Log of TISAC Participation,

ASSESSMENT: Wells has a history of using community resources to support students. As mentioned above, the department of student support services utilizes the use of two community organizations (The Village and Manarom Child and Adolescent Psychiatric Clinic) to support students psychological and psycho-educational well-being. Furthermore, teachers are encouraged to take students on field trips which are designed to address specific learning needs associated with course-work, or to support students' achievement of the ESLR's. Wells International School is a member of both the International Schools Association of Thailand (ISAT) and the Thailand International Schools Activity Conference (TISAC), both of which host programs and events for student involvement and competition, and is seeking an association with the Piyaom Sports Club, which would provide students with additional facilities for sports activities. In addition to this, the school has invited various people and "experts" into the school to facilitate workshops on career discernment, the ill-effects of smoking and drug use, etc.

As a result of these findings, the committee has determined that Wells is effective in using community resources to support services. However, it was also noted that more could be done in regards to establishing business partnerships, incorporating community resources into the classroom, and making greater use of guest speakers and presentations to the student body. Furthermore, there is no a formal process established for seeking, contacting, or tracking the use of, community resources. However, most if not all communication between the school and community resources are facilitated through the office and records do exist.

**Indicator 3:** To what extent does the school ensure that the parents and school community understand student achievement of the expected schoolwide learning results (ESLR's) through the school's program?

EVIDENCE: Report Cards, Newsletters, WellsNet, Letters & Memos Home.

ASSESSMENT: The school does an admirable job at communicating student's academic achievement to parents and the school community. Student progress reports are distributed to students twice each semester, and student GPA's are recorded in the office. In addition to this, teachers are readily available for parents to speak about student's academic achievement, and a survey shows that parents feel very comfortable "contacting Wells office staff when (they) require information about (their) child." Furthermore, parents are involved in all decisions regarding the academic and personal progress of their children, and are called into the school for conferences to discuss any issues or difficulties that teachers are experiencing with students. Finally, teachers communicate with and through the Department of Student Support Services about students who are experiencing personal or academic difficulties, and the department usually facilitates meetings with other teachers to discuss these concerns. Throughout these processes, the student's achievement of ESLR's are implicitly communicated to all parties. In addition to this, the school does communicate what the ESLR's are to parents and the school community through the use of display boards in the school's entrance and posters placed throughout the school property, and the primary school provides lessons on the ESLR's to ensure student understanding of these over-arching educational goals.

However, while the school does a very effective job and evaluating and communicating students' achievement of course content and academic standards, at the present time we do not have a system which explicitly evaluates or communicates students' achievement of the ESLR's in and of themselves. As a result of this, the committee has determined that the school is somewhat effective to effective in ensuring the understanding of students' achievement of the ESLR's to parents and the schools' community.

C2. PARENT/COMMUNITY INVOLVEMENT – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>➤ There is an extensive communications system between the school and the community to keep parents/community updated on school matters and informed on student progress.</li><li>➤ The school takes advantage of numerous opportunities to be involved with the</li></ul>	<ul style="list-style-type: none"><li>➤ The school needs to work on establishing business partnerships, incorporating community resources into the classroom, and making more use of guest speakers and presentations to the student body.</li><li>➤ The school needs to establish a formal</li></ul>

<p>community in the form of field trips, competitions, performances, and philanthropy projects.</p> <p>➤ The school takes advantage of its proximity to outside organizations that address special needs students and provide psychological/psycho-educational services not offered in the school.</p>	<p>parent organization to encourage parent involvement in school activities and, to an extent, decision-making.</p>
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## CATEGORY D: Resource Management and Development

**D1. RESOURCES:** *To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?*

**Indicator 1:** To what extent is there a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the schoolwide learning results and the curricular objectives?

**EVIDENCE:** policy manual, teacher & staff questionnaires & surveys, annual budget, purchase records

**ASSESSMENT:** Resource allocations are determined by students' learning needs that directly or indirectly address the fulfillment of ESLR's and curricular objectives. This is evident in the decisions made on acquisition of products, equipments, facilities, services, materials, human resources, etc. All decisions on resource allocations are aimed at providing students with the best possible educational experiences, by duly supporting teachers and other members of the school community to perform their duties effectively. This is also accomplished by equipping the school with appropriate and cutting edge facilities (within budgetary limits).

**Indicator 2:** To what extent does the school develop an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against the mishandling of institutional funds?

**EVIDENCE:** annual budget, annual audit reports

**ASSESSMENT:** Being privately owned, Wells International School's governing authority reserves all rights to the information about annual budget, annual audit and other accounting practices. There is currently a personnel taking care of school accounts who is directly accountable to the Chairman of the School Board - the major shareholder of the institution. As such, all transactions, budgetary decisions, and accounting practices are directly overseen by the Chairman. All major requests that involve purchases for the school (whether school-wide or system-wide) are approved by the Chairman. The senior administrators work closely with the Chairman to take care of (and obtain approval for) daily, weekly, or monthly purchasing requirements of the school. This system has been effective to ensure protections of school finances thus far.

**Indicator 3:** To what extent are the facilities adequate to meet the school's purpose and are safe, functional, and well-maintained?

**EVIDENCE:** school community questionnaires, inventory lists, maintenance records, picture logs



**ASSESSMENT:** The school facilities as mentioned in the School/Community profile chapter are adequate to meet the students' learning needs. These are well-maintained, safe, and functional. The school spends a lot of effort, time, and money regularly upgrading and looking after these facilities so that students will not be deprived of a good experience of the school. New facilities are purchased and installed from time to time as deemed necessary to boost teaching quality, which directly or indirectly affects student achievement.

**Indicator 4:** To what extent are there procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials, and library/media resources?

**EVIDENCE:** teacher & staff questionnaires, inventory lists, purchasing records

**ASSESSMENT:** Procedures for acquiring and maintaining adequate instructional materials are already in place. Teachers identify things that they require for instruction by completing a request form in the office. The request form is then processed and the materials requested are supplied to teachers. In the case where a request is beyond the regular school stock, a purchase form has to be completed. A teacher can either purchase the material first and get reimbursed, or can request funds from the accountant first (after approval is granted by the Head and/or Chairman) before acquiring the material. Additionally, the school leaders are regularly engaged in the review of existing instructional materials and the acquisition of new item such as maps, flash cards, books, etc, all of which are placed in the teaching resource room. Besides these, the following tasks are currently being undertaken by the school:

1. Purchase of library books
2. Renewal of EBSCO host subscription – online library database
3. Installation of a desktop computer and LCD TV for each classroom
4. Installation and use of computer-aided math program
5. Upgrading of science lab equipments

**Indicator 5:** To what extent are resources available for hiring and nurturing a well-qualified staff?

**EVIDENCE:** teacher contracts, summary of professional development opportunities, picture log of employee activities, LFW Reports, Wells University

**ASSESSMENT:** 100% of the teaching staff at WIS-On Nut have been recruited locally via newspaper advertisements, internet advertisements, or word-of-mouth. With increasing competition from other international schools or Thai private schools searching for the best local talent, this practice will have to change. However, for now, the Wells hiring committee is diligent in screening potential teachers for content knowledge, pedagogical skills, high moral principles, and sound character. Once hired, a variety of programs have been implemented to help nurture new teachers (Teacher Efficacy Program) and to encourage

them to become contributing members of the school community (Learning First Wednesdays, Department Meetings).

D1. RESOURCES – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ Resource allocations are consistent with school purpose, curricular objectives, and ESLR's</li> <li>➤ School protects itself from mishandling of finances</li> <li>➤ School is run by qualified and committed staff that is passionate about providing the best education to students</li> <li>➤ Facilities are adequate, safe, and well-maintained to meet school purpose, curricular objectives, and ESLR's</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school must commit to the hiring of highly qualified, motivated, and effective teachers in all subject areas, utilizing overseas recruiting agencies as the local pool of suitable teaching professionals becomes depleted.</li> </ul>

**D2. RESOURCE PLANNING:** *To what extent do the governing authority and the school execute responsible resource planning for the future?*

**Indicator 1, 2, & 4:** To what extent does the school have a master resource plan? To what extent does the school have a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results? To what extent does the school use research and information to form the master resource plan?

**EVIDENCE:** Interview w/ Current Chairman of the Board

**ASSESSMENT:** At present resource planning only takes into account the day-to-day operations of the institution. This small-scale/short-term resource planning steers the activities, events, and daily, weekly, monthly, semesterly, and annual affairs of the school. There is no master resource plan that indicates an expansive view of the school's vision about the use of resources, outlined by school leadership. However, since Wells International School is a privately owned international school, the governing authority, led by the Chairman of the School Board has a definite view of a long-term, sustainable master resource plan. While this is not revealed to the members of the school leadership, it is a matter that could be discussed directly with the Chairman. The governing authority constantly informs itself and takes into consideration the latest educational and psychological research findings about teaching and learning to make appropriate decisions about resource allocations for short- and long- term benefits of the school (e.g., the governing authority has approved budget for purchase and use of cutting-edge innovative educational tools like Fast ForWord, a Computer-Aided Math Program, OMR software for data processing and analysis, distance-learning labs, etc., to enhance students' learning experiences).

**Indicator 3:** To what extent does the school have marketing strategies to support the implementation of the developmental program?

EVIDENCE: Advertising & Marketing Literature, Leadership Team Mtg. Minutes

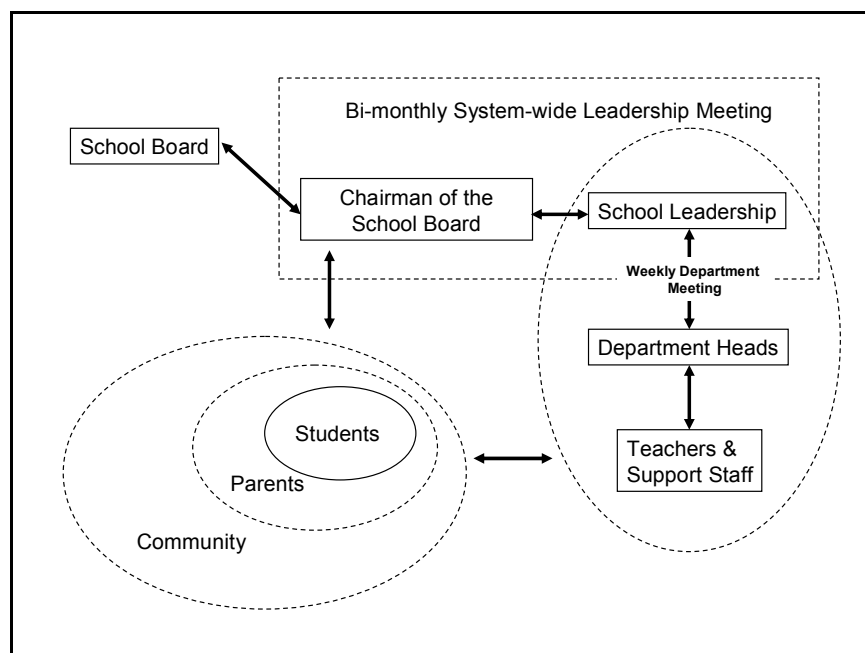
ASSESSMENT: The school carries out several marketing initiatives to support its business needs as a private educational institution:

1. Class Demos – demonstration by teachers to interested parents who would like to witness how teaching and learning transpire in a typical class
2. Open House – invitation given to students and parents from other schools to visit the Wells International School System
3. Brochures, newsletters, flyers, student handbook
4. Booths at education fairs
5. TV broadcasting (Sanook 3D, a national TV broadcasting company visited the school, recorded several school events over a period of two months, and televised the same during primetime in national TV channels)
6. Visiting of different Kindergartens around Sukumvit area – these official visits are done by the office manager and other school staff to introduce and promote Wells International School to other institutions
7. Advertisements in BTS Skytrain station
8. Advertisements in the Bangkok Post
9. Involvement in Thailand International Schools Activities Conference (TISAC) and participation in different inter-school sports matches
10. Hosting of Workshops and training sessions for professionals from outside (e.g. WASC FOL training by Dr. Marilyn George on Feb 21, 2009, attended by teachers and administrators from other international schools in Bangkok)
11. Membership and participation in International Schools Association of Thailand (ISAT) professional activities
12. Networking with Scientific Learning, the Heritage Institute, and other local universities, etc.

**Indicator 5:** To what extent are stakeholders involved in future planning?

EVIDENCE: Minutes of Bi-monthly System-wide Leadership meeting, Minutes of Departmental meeting

ASSESSMENT: School planning and decisions made in the direction of school-wide changes and/or improvement are effectively communicated through the following channels:



**Indicator 6:** To what extent are the governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization?

EVIDENCE: N/A

ASSESSMENT: Being a privately-owned business entity, this indicator does not apply to the Wells International School system.

D2. RESOURCE PLANNING – Summary of Findings	
Areas of Strength	Areas for Growth
	<ul style="list-style-type: none"> <li>➤ A system needs to be established to keep inventory for the different departments in the school, and regularly updated with the latest information regarding acquisition and maintenance of resources.</li> </ul>

CATEGORY E: Sor Mor Sor Standards for International Schools in Thailand

*Note: The Thai Ministry of Education (MOE) has a set of standards (Sor Mor Sor) that all Thai government and private schools must meet in order to gain MOE certification. However, for internationally accredited schools in Thailand, not all of the Sor Mor Sor standards apply. For the self-study, only standards that apply to international schools have been considered.*

STANDARD 1. *Students have integrity, moral conduct, and beneficial values.*

**Criteria 1.7 Both Thai and expatriate students value Thai culture and heritage.**

Indicator	Evidence	Rating (1 – 4)
1.7.1 / 1.7.4 Percentage of Thai and expatriate students who express appreciation of Thai culture and arts, e.g., Thai classical dance and music, traditional dress code, Wat and other important buildings, important persons, and Thai wisdom.	1.7.1 / 1.7.4 - Pictures of Festivals, Celebrations and Events: <ul style="list-style-type: none"><li>• Queen's Birthday (Mother's Day)</li><li>• King's Birthday (Father's Day)</li><li>• Songkran Day</li><li>• Loy Kra Tong Festival</li><li>• Wai Kru Day</li><li>• International Day</li><li>• Important Buddhist and Events Day</li></ul> - Results of Survey - Pictures and Reports of Fieldtrip from Mr. William's G.6 Class Trips to the Thai National Museum and The Ancient City) - Pictures of Thai L/C Fieldtrips (S.Y 2008): <ul style="list-style-type: none"><li>* Wat Prakaew</li><li>* Wax Museam</li><li>* Wat Po</li><li>* Vimanmeak Palace</li><li>* Prakanong District</li><li>* Golden Mountain, etc.</li></ul> - Lesson Plans - Student Portfolios - Thai Elective Classes: <ul style="list-style-type: none"><li>* Thai Dance</li><li>* Thai Music Instruments</li><li>* Thai Martial Arts</li><li>* Thai Handicrafts and Cooking</li></ul>	3.0

	<ul style="list-style-type: none"> <li>* Thai Newsletters</li> <li>- Pictures of Class Activities</li> <li>- Student Products / Activities: <ul style="list-style-type: none"> <li>* Kra Tong Making</li> <li>* Mother's Day Postcard</li> <li>* Vegetable Carving</li> <li>* Thai Food / Dessert / Snack</li> <li>* Garland Making</li> <li>* Bamboo Weaving</li> <li>* Thai plays and Games</li> <li>* Essay</li> <li>* Herbs Garden</li> </ul> </li> <li>- Student Project Exhibition</li> <li>- Posters</li> <li>- Event Evaluation Results</li> </ul>	
1.7.2 / 1.7.5 Percentage of Thai and expatriate students who participate annually in at least two cultural activities, e.g., Loy Krathong, Songkran, Wai Kru, Mother's Day, Father's Day, Queen's Birthday and Father's Day	1.7.2 / 1.7.5 <ul style="list-style-type: none"> <li>- Pictures of Festivals, Celebrations and Events: <ul style="list-style-type: none"> <li>• Queen's Birthday</li> <li>• King's Birthday</li> <li>• Songkran Day</li> <li>• Loy Kra Tong Day</li> <li>• Wai Kru Day</li> </ul> </li> <li>- Attendance Records</li> <li>- Graph of Student Participation</li> <li>- Survey Results</li> <li>- Event Evaluation Results</li> </ul>	<b>4.0</b>
1.7.3 / 1.7.6 Percentage of Thai and expatriate students who show respect to the national anthem and the Hymn to the Royal Family.	1.7.3 / 1.7.6 <ul style="list-style-type: none"> <li>-Unit Plans / Lesson Plans</li> <li>-Flag Raising Ceremony</li> <li>-Survey Results</li> </ul>	<b>3.0</b>

**Criteria 1.10 Students maintain their cultural identity and appreciate other cultures.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
1.10.1 Percentage of Thai students who take pride in expressing themselves as Thais.	1.10.1 to 1.10.5 <ul style="list-style-type: none"> <li>- Lesson Plans: <ul style="list-style-type: none"> <li>• Thai Manners (Wai, Krab, etc.)</li> <li>• Thai Family, Society and Religion</li> <li>• Thai Community and</li> </ul> </li> </ul>	<b>3.0</b>
1.10.2 Percentage of students who have displayed attachment to and		<b>3.0</b>

taken pride in Thai national heritage.	Occupations <ul style="list-style-type: none"> <li>• Thai Costumes</li> <li>• Thai Geography</li> <li>• Thai History</li> </ul> - Thai Department Projects: <ul style="list-style-type: none"> <li>• Thai Manners Competition</li> <li>• Project</li> </ul> -Student Projects -Student Activities -Thai Manners (inside and outside the class such as greeting by <i>wai</i> ) -Summative and Formative Scores -Survey Results	
1.10.3 Percentage of students who have demonstrated knowledge and understanding of Thai society.		<b>3.0</b>
1.10.4 Percentage of Thai students who conduct themselves appropriately in different social contexts.		<b>3.0</b>
1.10.5 Percentage of students who <i>wai</i> correctly in their Thai Language and Thai Culture classes.		<b>2.0</b>

STANDARD 3. *Students develop aesthetic appreciation and physical fitness through fine arts, music, and activities.*

**Criteria 3.4 Students appreciate and maintain a good understanding of local Thai arts, culture and tradition.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
3.4.1 Percentage of students who are knowledgeable in the local culture of the town, city or province in which the school is located (at least one topic).	3.4.1 -Thai Culture Curriculum -Unit Plans / Lesson Plans: *Grade 1-3 Fieldtrip to the local places such as Prakanong District *Grade 4-5 Fieldtrip to District OTOP -Pictures of Fieldtrips	<b>3.0</b>
3.4.2 Percentage of students who are knowledgeable in the local culture of other towns, cities or provinces (at least one topic).	3.4.2 -Thai Culture Curriculum -Unit Plans / Lesson Plans -Thai Elective Classes -Pictures of Activities -Student Products -Student Projects -Fieldtrips -Survey Results	<b>2.0</b>

STANDARD 5. *Students demonstrate essential knowledge and skills in the Thai Language and Culture Curriculum.*

**Criteria 5.9 Students have an ability to communicate in the Thai language.**

Indicator	Evidence	Rating (1 – 4)
5.9.1 Percentage of students who can express themselves fluently in Thai, both orally and in written work.	5.9.1 / 5.9.2 -Thai Language Curriculum for Thai and Expat students -Unit Plans / Lesson Plans	3.0
5.9.2 Percentage of expatriate students who can express themselves in the Thai language.	-Student Work -Pre- and Post-Test Results -Four Skills Assessment Results (Speaking, Reading, Writing and Listening) -Student Activities: Debate, Presentations, Essays, Poetry -The Thai Newsletter from Elective Classes - Tests Results - Survey Results	2.0

STANDARD 9. *Instructors engage in student-centered teaching.*

**Criteria 9.1 Thai language and culture teachers are effective in using student-centered teaching methods.**

Indicator	Evidence	Rating (1 – 4)
9.1.1 Percentage of teachers who understand the aims of the curriculum and instruction of Grade 1 through Grade 12.	9.1.1 -Philosophy of Thai Language and Culture Program -Thai Language and Culture Curriculum for Thai and Expat Students -Grade 1-12 Standards and Benchmarks of Thai Language and Culture Curriculum/Program	4.0
9.1.2 Percentage of teachers who analyze and understand individual students' abilities and needs.	9.1.2 -Thai Language Curriculum for Non-Thai of Three levels: Beginner, Intermediate, Advanced -Unit Plans/Outlines -Lesson Plans -Thai Tutoring Program -Thai Language Clinic Program -Thai Elective Courses:	4.0



	<ul style="list-style-type: none"> <li>* Thai Dance</li> <li>* Thai Music Instruments</li> <li>* Thai Crafts/Arts/Cooking</li> <li>* Thai Martial Arts</li> <li>* Thai Newsletters</li> </ul>	
9.1.3 Percentage of teachers who organize student-centered learning activities.	9.1.3 -Pictures / VDO Recordings of <ul style="list-style-type: none"> <li>* Students Activities and Performances:               <ul style="list-style-type: none"> <li>- Debates</li> <li>- Interviews</li> <li>- Thai Dance</li> <li>- Presentations, etc.</li> </ul> </li> <li>* Student Products:               <ul style="list-style-type: none"> <li>- Cooking</li> <li>- Arts and Crafts</li> <li>- Daily Records</li> <li>- Thai Newsletters</li> <li>- Thai Herb Garden</li> </ul> </li> <li>* Student Research Projects</li> <li>* Student Portfolios</li> </ul>	<b>4.0</b>
9.1.4 Percentage of teachers who use technology to improve their own and students' learning	9.1.4 - Teaching Materials: <ul style="list-style-type: none"> <li>* VDO / Audio / PowerPoint</li> <li>* Thai Topics Website</li> <li>* EBSCO (School library website)</li> </ul>	<b>4.0</b>
9.1.5 Percentage of teachers who perform authentic assessment in accordance with students' developmental age and grade level.	9.1.5 - Pre- and Post-Tests - Formative and Summative Test - Quiz - Student Self Assessment - Class Observation Results and Reflections - Rubrics	<b>4.0</b>
9.1.6 Percentage of teachers who use assessment results to adjust their teaching.	9.1.6 -Class Observation Results -Lesson Plan Reflections	<b>4.0</b>
9.1.7 Percentage of teachers who research and improve instructional materials and media to increase students' learning.	9.1.7 Teaching Materials: <ul style="list-style-type: none"> <li>-Worksheets</li> <li>-Handouts</li> <li>-Textbooks</li> <li>-Vocabulary Books/Sheets</li> <li>- Thai Teacher's Material Records</li> <li>-Student Reflection in Teaching and Learning</li> </ul>	<b>1.0</b>

**Criteria 9.4 Social studies and values/religion teachers are effective in using student-centered teaching methods.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
9.4.1 Percentage of teachers who understand the aims of curriculum and instruction of Grade 1 through Grade 12	-Philosophy and Objectives of Thai Language and Culture Program -Thai Language and Culture Curriculum	<b>4.0</b>
9.4.2 Percentage of teachers who analyze and understand individual students' abilities and needs.	-Grade 1-12 Standards and Benchmarks of Thai Culture Curriculum -Unit Plans / Outlines -Lesson Plans -Professional Development Project: * Teaching Philosophy of Thai language, society, religion and culture -Class Observations	<b>4.0</b>
9.4.3 Percentage of teachers who organize student-centered learning activities.	-Lesson Plans of Thai Culture Classes -Learning Activities: * Research Projects * Games * Opinion Essay * Composition * Role Play * Map of Surrounding Area * Presentations * Big Book * Fieldtrip to Temples and Local Districts	<b>3.0</b>
9.4.4 Percentage of teachers who use technology to improve their own and students' learning	9.4.4 -Teaching materials: * VDO * Websites of Southeast Asia Countries * Thai Documents * Worksheets -Student Works: * Research Projects * Presentations	<b>3.0</b>
9.4.5 Percentage of teachers who perform authentic assessment in accordance with students' developmental age and grade level.	- Pre- and Post-Tests Results - Formative and Summative Tests - Quizzes	<b>3.0</b>
9.4.6 Percentage of teachers who use	- Students' Self Assessment	<b>4.0</b>

assessment results to adjust their teaching.	- Teaching Observation Results - Rubrics	
9.4.7 Percentage of teachers who research and improve instructional materials and media to increase students' learning.	9.4.7 - Teaching Materials: * Worksheets * Thai Documents * Handouts * Textbooks * Vocabulary Books / Sheets * Thai Teachers' Material Records *Students' Reflection on Teaching and Learning *Venn Diagrams	<b>2.0</b>

**Criteria 9.9 Instructors recognize, modify and adapt the teaching/learning process to address students with a range of nationalities, religions and cultures.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
9.9.1 Percentage of Thai language and culture teachers who develop their unit and lesson plans with an awareness of students' cultural differences.	-Unit Plans / Lesson Plans -Reflections -Students' Products: * Work Sheets * Portfolios * Projects -Teaching Materials: *Venn Diagram *K-W-L-H Chart *Computer Lab *Power Point *DVD / VDO *Websites	<b>2.0</b>
9.9.2 Percentage of Thai language and culture teachers who organize learning activities to respond to the needs of students from different cultural backgrounds.		<b>3.0</b>
9.9.3 Percentage of Thai language and culture teachers who seek and use teaching materials and media which are culturally responsive to students' backgrounds.		<b>3.0</b>
9.9.4 Percentage of Thai language and culture teachers who use culturally responsive assessment tools.	9.9.4 -Reflections -Examination Papers -Test Papers -Assessment Tools -Unit Plans / Lessons Plans	<b>2.0</b>

STANDARD 10. *The administration demonstrates effective leadership skills.*

**Criteria 10.4 The administration develops skills in managing and empowering multinational personnel.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
10.4.1 The administration understands cultural differences of the international school personnel.	10.4.1 - Management of Class Schedules - ESLRs - Thai Language and Culture Course for Foreign Teachers	<b>3.0</b>
10.4.2 The administration demonstrates the ability to equitably supervise and manage a culturally diverse faculty and staff.	10.4.2 -Teacher and Staff Calendar -Teacher and Staff Duty Schedule	<b>3.0</b>
10.4.3 The administration encourages the multi-national personnel to work collaboratively.	10.4.3 - Staff Orientation Meeting Schedule - Team Building - Work Plan on School Events -School Calendar	<b>3.0</b>
10.4.4 The administration provides professional development opportunities for Thai language and culture teachers.	10.4.4 - Thai Teachers Training Project (for both in-school and out-of-school) - Thai Training Survey Results	<b>2.0</b>

STANDARD 12. *The school's curriculum and instruction is student-centered.*

**Criteria 12.4 The school provides activities that enable students to appreciate and take pride in their own culture, host country culture and other cultures.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
12.4.1 The administration provides co- and extra-curricular activities which enable students to appreciate and take pride in the own culture, host country and other cultures.	12.4.1 -Thai Language and Culture Curriculum -Unit Plans / Lesson Plans -Thai Elective Classes -Thai Dance Club -Thai Music Instrument Club	<b>3.0</b>
12.4.2 The administration provides teaching and learning activities	12.4.2 -Pictures of Teaching and Learning	<b>3.0</b>

which deepen students' understanding and appreciation of Thai culture.	<p>Activities</p> <ul style="list-style-type: none"> <li>-Students' Work: <ul style="list-style-type: none"> <li>* Thailand Regional Project (Language Arts Posters about Provinces in Thailand)</li> <li>* Thai Culture Projects from Grade 11</li> <li>* Thai Handicraft and Cooking Classes</li> </ul> </li> <li>-Fieldtrips</li> <li>-Thai Elective Class for Secondary Students</li> <li>-Thai Dance and Music Club</li> <li>-Handwriting Contest</li> <li>-Kra Tong Making Contest</li> <li>-Ms. Loy Kra Tong Beauty Contest</li> <li>-Thai Manners Contest</li> <li>-Student Performances: <ul style="list-style-type: none"> <li>* Thai Martial Arts Show</li> <li>* Thai Dance on TV for King's Birthday (Channel 7)</li> <li>* Thai Music Show</li> </ul> </li> </ul>	
12.4.3 The administration improvises cultural activities which enable students to appreciate Thai wisdom.	<p>12.4.3</p> <ul style="list-style-type: none"> <li>-Thai Culture Curriculum</li> <li>-Unit Plans / Lesson Plans: <ul style="list-style-type: none"> <li>* Greeting by <i>Wai</i></li> <li>* Proper Conversation</li> </ul> </li> </ul>	<b>2.0</b>
12.4.4 The administration organizes the school environment to enable students to appreciate Thai culture.	<p>12.4.4</p> <ul style="list-style-type: none"> <li>-Thai Decoration Corner</li> <li>-Thai Bulletin Board</li> <li>-Student Works / Products: <ul style="list-style-type: none"> <li>* Thailand Regional Project (Language Arts Posters about Provinces in Thailand)</li> </ul> </li> <li>-Thai Dance and Music Room</li> <li>-Section of Thai Books in the Library</li> </ul>	<b>4.0</b>

STANDARD 13. *The school has a curriculum that is suitable for students and community, including the appropriate resources to enhance the learning process.*

**Criteria 13.3 The school has a program on Thai language and culture.**

<b>Indicator</b>	<b>Evidence</b>	<b>Rating (1 – 4)</b>
13.3.1 The school has developed policy, structure, and budget to support the curriculum and instruction of Thai language and culture.	13.3.1 -School Budget for the Thai Department -Thai Language and Culture Project: * Mother's Day Ceremony * Loy Kra Tong Ceremony * Father's Day Ceremony * Songkran Ceremony * Important Buddhist Days and Events Ceremony * Thai Tutoring Program * Thai Language Clinic Competitions * Outdoor Library * Resource and Material Providing -Hiring Full Time Thai Teachers -Thai Elective Class Schedule for Secondary Students	<b>4.0</b>
13.3.2 The Thai language and culture teachers possess qualification and competency as stipulated by the Ministry of Education.	13.3.2 - Thai Teachers' Portfolios - Teachers' Licenses by MOE - Training Certificates	<b>3.0</b>
13.3.3 The school has Thai language and culture curriculum in scope and sequence, class schedules, unit and lesson plans, and a process to develop and revise the Thai language and culture in the curricular cycle.	13.3.3 - Thai Language and Culture Curriculum / Program - Thai Class Schedule for: * Thai Native Students from Grades 1 through 12 * Non-Thai Students for Three Levels as Beginner, Intermediate, and Advanced * Thai Elective Classes for Secondary Students - Units Plans / Outlines - Lesson Plans - Schedule of Class Observation -Thai Department Action Plan - Learning and Teaching	<b>4.0</b>

	Reflections: * Student Surveys	
13.3.4 The school organizes classes for Thai language and culture and/or integrates the teaching of Thai language and culture with other subjects.	13.3.4 - Social Studies Field Trip Handouts for Grade 6 (Mr. William) - World Religion Class Lesson Plans (Mr. Phillip) - Grade 8 Social Studies Unit on Southeast Asia (Mr. Randy) - Computer Class Booklet with Thai Topics for High School (Mr. Jess) -Music and Choir Classes: * National Anthem *San Sern Pra Ba RA Mee	<b>3.0</b>
13.3.5 The school improvises systematic assessment of the Thai language and culture program.	13.3.5 -Peer Coaching -Quiz - Observations	<b>3.0</b>
13.3.6 The school uses the assessment results to improve the curriculum and instruction of Thai language and culture.	13.3.6 -Reflections -Lesson Plans -Class Observations -Peer Coaching -Working Submission Plan and Records -Training Results and Reflections -Thai Language Tutoring Class -Pre- and Post-Test Results -Formative and Summative Results -Graph of Examination Results	<b>3.0</b>

E. Sor Mor Sor Compliance – Summary of Findings	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>➤ School complies with all the requirements of Sor Mor Sor to advocate and promote Thai Language and Culture among students.</li> <li>➤ Thai Dept. engages students and staff to experience different aspects of Thai culture through a variety of programs and events.</li> <li>➤ Thai Language and Culture teachers are qualified and committed to promote</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school needs to systematically integrate technology in the Thai language and culture classes.</li> <li>➤ The school needs to examine existing assessment procedures and tools (tests, quizzes, etc.) to identify cultural bias.</li> <li>➤ The school needs to train Thai Language and Culture teachers in the knowledge and skills of using a variety of assessments that are bias free.</li> </ul>

<p>“Thai-ness” in the school.</p> <p>➤ School is proud to be operating in the host country, the Kingdom of Thailand, as manifested in the commitment to promote Thai-ness through a variety of school programs</p>	<p>➤ The school needs to allocate time for school leaders, department heads, and teachers to come together to think of ways to organize the school environment to enable students to appreciate Thai culture more.</p>
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## **CHAPTER V: School-Wide Action Plan**

The School-Wide Action Plan contains the action items addressing areas of concern that were found through the self-study process at both campuses of WIS.

Discussions led to the synthesis and identification of three distinct areas of growth that are of utmost priority to the entire Wells International School System. They are as follows:

1. The need to form and empower committees to systematically address the following areas of school operation:
  - a. School documents
  - b. Curriculum development
  - c. Resource allocation
  - d. Improving instruction
  - e. Student achievement and assessment
  - f. Professional development planning
2. The need to identify, install, and use a *Student Information System*
3. The need to set up structures and processes to regularly evaluate staff, leadership, and governing authority

Hence, the following action plans were conceptualized, and agreed upon by members of the school community. These action items represent the strategic direction that Wells International School (system-wide and campus-wide) would take in its attempt to enhance student learning and achievement:

Action Item	Objective	Specification
<p><b>1.</b> The school will set up, approve, and empower a system-wide School Improvement Planning Committee (SIPC). This committee will be made up of competent individuals who represent one of the following committees:</p> <p><u>System-wide Committees</u></p>	<p><u>School Improvement Planning Committee (SIPC)</u>: To address, examine and evaluate system- and school-wide operational concerns and growth in the following areas, through the various committees that it oversees:</p> <ol style="list-style-type: none"> <li>a. School documents</li> <li>b. Curriculum development</li> <li>c. Resource allocation</li> </ol>	<p><u>People responsible</u>:</p> <p>System-wide Leadership Team</p> <p><u>Timeline</u>:</p> <p>Beginning 2009-2010 academic year (August 2009) and</p>

a. School Documents Committee b. Curriculum Development Committee c. Resource Allocation Committee  <u>School-wide Committees</u> a. Improving Instruction Committee b. Student Achievement & Assessment Committee c. Professional Development Planning Committee  The school will set up, approve, and empower the aforementioned system- and school-wide committees to facilitate the School Improvement Planning effort	d. Improving instruction e. Student achievement and assessment f. Professional development planning  <u>a. School Document Committee:</u> To regularly add, update and effectively publicize school documents to members of the school community and others (e.g. Faculty & Staff Handbook, Student & Parent Handbook, Newsletter, school brochures, WIS Website, etc.)  <u>b. Curriculum Development Committee:</u> To regularly analyze and evaluate curricular objectives (by unpacking standards), align curricular objectives with student learning needs, inform curricular considerations through research and development in the field of education, align curricular objectives within and across grade levels and subjects; to closely monitor curricular map revision and modification; to ensure effectiveness in the adaptation of the curriculum, from the California framework to Wells International School framework (for all grade levels and subjects)  <u>c. Resource Allocation</u>	on-going thereafter  <u>Evidence of progress:</u> a. Minutes of meeting b. Reports of Committees (Weekly, Monthly Semesterly, Yearly)  <u>Follow-up:</u> School Board
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	<p><u>Committee:</u> To work on a sustainable master resource plan that indicates allocation of resources by carefully studying the broad and specific needs of the school and its departments and providing a clearly written resource management plan that meets those needs; to clearly demonstrate how resource allocation reflect achievement of school's purpose, curricular objectives, and ESLR's</p> <p><u>d. Improving Instruction</u>  <u>Committee:</u> To regularly examine and evaluate existing teaching approaches in the context of curricular objectives, student learning needs, and latest development in the area of educational research; to identify new instructional approaches and provide opportunities for teachers to learn and use such approaches to increase student achievement level; to monitor lesson planning and ensure creativity and engagement in teaching strategies utilized by teachers (Core, Non-core, and Second languages)</p> <p><u>e. Student Achievement and Assessment</u>  <u>Committee:</u> To establish systems and procedures to generate high quality data pertaining student achievement;</p>	
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	<p>to utilize student achievement data to engage in systematic and regular discussions about student progress; to inform other departments of the school about student achievement and harness their co-operation to work toward improving achievement level; to analyze student achievement data to inform instructional practices of teachers; to evaluate curricular and co-curricular objectives and programs through data-driven decision-making; to ensure the achievement of ESLR's through the analysis of student achievement data and /or data obtained about achievement in cu-curricular activities</p> <p><u>Professional Development</u>  <u>Planning Committee:</u> To develop a sustainable and data-driven professional development activities plan that reflect school's purpose, ESLR's, curricular objectives, students' learning needs, and teachers' professional goals; to set in place systems and procedures to provide for sustainable professional development experiences to teachers; to regularly evaluate the effectiveness of professional development activities organized by school; to identify, evaluate, and inform staff about</p>	
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	professional activities events and activities outside of the school; to set up a system to regularly document professional development experiences of members of the school community	
<b>2.</b> The school will identify, install, and use a <i>Student Information System</i>	To automate, streamline, centralize, and provide for easy access of data about student demographic, achievement results, attendance, etc.; to generate and store high quality and statistically sound data; to carry out advanced data analysis and use empirical findings about school/community profile, student achievement, etc. to make data-driven decisions and planning	<p><u>People responsible:</u></p> <p>R &amp; D and General Affairs Dept.</p> <p><u>Timeline:</u></p> <p>Identification and installation of a Student Information System – March 2009; Test-use, between May and July 2009; Complete system- and school-wide use anticipated in June 2009</p> <p><u>Evidence of progress:</u></p> <p>a. Minutes of meeting</p> <p>b. Data from the use of an SIS</p> <p><u>Follow-up:</u></p>

		School Leadership
<p><b>3.</b> The school will set up structures and procedures to regularly and systematically evaluate staff, leadership, and governing authority. Additionally, the school will also clearly communicate criteria for evaluation to members of staff, leadership, and governing authority so that they are aware of indicators of high vs. low performances</p>	<p>To ensure and systematically establish the quality of work displayed by the working members of the school community; to ensure positive learning experiences of students by making staff, leadership, and governing authority accountable for their work performances</p>	<p><u>People responsible:</u></p> <p>a. Staff evaluation: School Leadership Team</p> <p>b. School Leadership evaluation: R &amp; D and QA/QC depts.</p> <p>c. Governing authority: R &amp; D and QA/QC depts.</p> <p><u>Timeline:</u></p> <p>End of Second Semester 2008-09 Academic Year</p> <p><u>Evidence of progress:</u></p> <p>Results of staff, leadership, and governing authority evaluation</p> <p><u>Follow-up:</u></p> <p>School Board</p>