

SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

WELLS INTERNATIONAL SCHOOL
ON NUT CAMPUS

**2209 Sukhumvit Road, Phrakhanong,
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April 30, 2009 – May 4, 2009

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WASC FOCUS ON LEARNING OVERSEAS VISITING COMMITTEE REPORT

Chapter I: Student/Community Profile

Wells International School, On Nut Campus, is one of three schools in the Wells International School System. It opened its doors in 2006 to students in grades 1 to 9. It now services grades 1 to 11 and will add grade 12 in the fall of the 2009-2010 school year. The current enrollment is 241 students and the school anticipates even more growth when the 12th grade is added.

Seventeen countries are represented at WIS-On Nut. Thai nationals are the largest group with 48% of the students. 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.

The school is situated on one of the busiest thoroughfares in Bangkok so it is easily accessible from virtually all parts of Bangkok. It is also near a BTS Skytrain Station that is within reasonable walking distance from the school. The school has a 15-passenger bus that transports approximately 15% of the students. Other families arrange for private transportation.

The school building is a single, three-level, quadrangle that surrounds two open-air, artificial playing fields – one equipped with primary playground equipment, and the other equipped with outdoor basketball court and mini-soccer pitch. The building houses the 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. There is a 125-seat cafeteria, a gymnasium, 25 meter swimming pool, supplies warehouse, student clinic, and snack bar. A 125-seat auditorium is located on the third level.

There are 69 faculty and staff members; their Nationality data is shown in the table below.

Table 51a – Nationality Data of WIS-On Nut Faculty & Staff – ALL POSITIONS

Nationality PP or ID Issuing Country	Number of Teachers/Administrators	Percentage of Total Population of Faculty & Administration
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%

There are 21 teachers with the largest percentage, 38%, from the United States, 14% from the United Kingdom, and 10% from India, Canada, and Malaysia. The remaining teachers are (5%) from Thailand, Philippines, Ireland and Hong Kong. All of the 26 support staff members are Thai nationals in accordance with Thai law. The Administrative Leadership Team is led by the

Headmaster and includes Head Office Administrator, the General Affairs Manager, and the Thai Director (required by Thai law), The QA/QC Department Manager and the R&D Dept. Manager. All but four teachers are certified and 46% have Masters Degree and 9% have Doctorates or multiple Masters. The majority of teachers (77%) have been at the school for one or two years. A few teachers began teaching for the Wells International Schools at one of the other campuses.

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), students have numerous opportunities to participate in competitive team and individual sports such as basketball, soccer, badminton, swimming, track & field, and table tennis. Wells students also participate in non-athletic competitions including debate, chess, and performing arts.

The school used the Stanford Achievement Test (SAT 10) for grades 2, and 4-10 at the end of the 2007-2008 school year. Nearly all deviations from the US Norm are positive. The mean of *average* or *higher* in all tested areas are given for each grade level: Grade 2 (74%); Grade 4 (81%); Grade 5 (68%); Grade 6 (78); Grade 7 (75)%; Grade 8 (61%); Grade 9 (64); and Grade 10 (61%).

Chapter II: Progress Report

- Briefly comment on the school's major changes and follow-up process since the last self-study.

One of the most significant changes to occur since the initial visit is the change in ownership of the school. The current owner has instituted many changes including the reorganization of the leadership structure and the hiring of several experts to assist with the improvement of the school's program. There is now more transparency in the decision-making process although the lines of authority in the leadership structure are still being delineated. There are plans for the administration to function system-wide next year.

- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

The following recommendations and the progress that have made are addresses below.

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 21st century and be in clear, understandable language for the students and all other stakeholders.

The expected schoolwide learning results have been reviewed and updated through a collaborative process that began in June of 2007. The ESLRs were formalized under five different headings: Critical Thinking and Problem Solving, Effective Communications, Global Citizenship, IT Proficiency and Health and Hygiene. The five headings were presented to the faculty and staff at a combined On Nut – Thong Lor campus orientation where teams brainstormed specific skills and attributes that fall under the team's assigned heading. The suggested ESLRs were presented to the entire groups for discussion and revision. The ESLRs were then adopted by the Wells International School System.

The next step in the process was to simplify the ESLRS so that students, many of whom are second language learners, could easily understand them. Then parents were asked to review the ESLRs as a part of the FOL process in late July 2008. An additional heading, Thai Language/Cultural Awareness and Appreciation, will be added to address the requirements of the 2007 Thailand Education Act.

The school still needs to modify the ESLRs so they are measurable integrated into the curriculum.

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.

Teachers have used their Values Education period to provide lessons that specifically familiarize students with the ESLRs through a variety of activities. Parents have been informed of the ESLRs through the school newsletter, the school blog, and other publications although the non-English speaking parents may still not understand them. Currently, the ESLRs are being translated into Thai, Mandarin, and Korean and will 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.

In the summer of 2007 the ownership of the school changed the organizational chart of the On Nut Campus into a four-branch system: Academic Branch, Thai Culture & Language Branch, General Affairs Branch, and Administrative Office. This year academic divisions were identified and weekly meetings of the department chairs have been held. Although changes have been made, there are still questions about some positions and the responsibilities associated with those positions. New positions are planned for next year and some shared responsibilities between the campuses.

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 made several visits to established international schools in the Bangkok vicinity to observe successful models of school governance at work. However, due to financial constraints and other limiting factors, no significant change in the current system has occurred.

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 has attended a variety of workshops since the summer of 2007 including the following: "Teacher and Personnel Professional Development", "Quality Assurance, School Improvement and Accreditation", and "National Education Leaders Forum."

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.

The Wells International Schools Policy Manual was created and formally adopted in the summer of 2007. It is currently under a review process by members of the school faculty and staff. Job descriptions for all leadership positions, office staff, and support personnel were formalized prior to the start of the 2007-2008 school year. The position of Administrative Office Manager was added to streamline the day-to-day office operations. For the 2008-2009 school year, the following positions have been delineated: Secondary School Guidance Counselor, Educational IT Consultant, and Secondary School Department Chair.

An Admissions Committee, a Teacher Performance Board, and a Hiring Committee have been formed to allow input from the teaching staff in these areas. Although stakeholders feel that they have greater input, the decision-making process needs to be formalized and all policies and procedures of the school need additional documentation.

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.

Some peer observations between the two schools were conducted in the fall of 2007 although teachers felt that the process needed a more formal procedure. Time constraints prevented additional observations to occur and were consequently postponed until fall 2008. Teachers have observed within their own faculties during the 2008-2009 school year. At the secondary level, department chairs have been appointed and there is more sharing within the content areas.

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

After hiring new teachers for the 2008-2009 school year, the percentage of certified teachers increased from 65% to 79%. The non-certified teachers have been required to enroll in a Thai MOE-approved teacher certification program. Meetings have been held to discuss options including on-site or on-line certification programs. A new salary schedule was implemented with a three-tier structure for holders of advanced degrees. The new salary schedule also includes automatic step increases corresponding to years of service at Wells International Schools.

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 the Leadership Team during the summer of 2007. Formal teacher evaluations were conducted once per semester; to determine contract renewal and awarding of bonuses, end-of-year evaluations were conducted by the Teacher Performance Review Board. There does need to be greater consistency between the two campuses and all members of the administrative team.

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.

The school has joined the International Schools Association of Thailand which has allowed the faculty to attend educational workshops and seminars. Teachers are also encouraged to attend workshops over extended school vacations and can receive at least partial reimbursement. A formal professional development plan needs to be established based on a review of the data to identify the needs of the students. Administrators should also be included in the plan to enhance the effective and efficient operation of the school.

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.*

A process to develop curriculum maps for the three core subject areas (math, science, and language arts) based on the California Department of Education Content Standards for Public Schools was initiated in 2007. Progress has been made in some areas. The curriculum guides need to be finished and common assessments developed.

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.*

The school planned to limit the ESL department to primary students and restrict admission to secondary students who were able to study in an all-English program. However the market proved this policy was not feasible and a formalized ESL Department was created for all levels. ESL qualified teachers and teaching assistants were hired. The school has implemented the Secondary Level English Proficiency (SLEP) Test to determine 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, and dedicated one classroom to serve as the EIP/ESL Lab.

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.

The WIS – On Nut auditorium has been completely outfitted and wired as state-of-the-art multi-media presentation room. Smaller scale multi-media presentation centers were also set up in the

Computer Room and the Science Lab. Each classroom has been equipped with a wide-screen, wall-mounted LCDs. Shared mobile multi-media units were assembled and made available for individual classroom presentations.

Funding has been committed for new books to be purchased each year and have purchased books each of the last two years. The school also subscribes to EBSCO Host online databases so students and teachers have access to up-to-date reference materials from around the world. Workstations have been added to the library to allow students ready access to the online databases during school hours, and the school is now "wireless" so students can access the internet via 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 Department was established for the 2006-2007 school year. Since then the following developments have occurred:

- ✓ An additional counselor was added to accommodate the growing student populations, particularly in the secondary school.
- ✓ Choices software was purchased to assist upper secondary students in planning for post-secondary education and career selection.
- ✓ Collaboration with other international school to serve as a model for the counseling program.
- ✓ A variety of presentations, events and activities have been organized to strengthen guidance areas.
- ✓ The Stanford Achievement Test 10th Edition (SAT10) has been administered to gather baseline data on student achievement in Language Arts, Math, Science and Social Studies.

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.

On-going events such as parent-teacher conferences, teaching demonstrations, and student exhibitions, fairs and performances are held to promote parent involvement. In addition, there has been a parenting workshop on *Affective Teaching*, and a Parent Lounge was opened to serve as a gathering place for parents.

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.

A locked storage room was constructed for the proper and safe storage of chemicals for the science department. The school also mandated the compilation of Material Safety Data Sheets for all chemicals in use by the science department. Licensed nurses have been subcontracted from a local hospital to be available during school hours and at 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.

As a new school, the current enrollment is at about 35% of its capacity at present. It is anticipated that the enrollment will continue to increase each year. The school has looked at its financial resources and has tentatively planned ways of meeting the costs of additional staff with the addition of the 12th grade next year. Inflation and increased salaries are being taken into account, and are being covered by the reserves from the ownerships other businesses. No formal, documented plan for the next 3-5 years has been done.

Recommendation #18: The school leadership and all teachers revise the schoolwide action plan based on the identified needs and recommendation 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 based on the recommendations of the Initial Visiting Committee. The plan needs additional revision and should focus on student learning.

Chapter III: Self-Study Process

Wells International School System has developed its ESLRs for all three of its campuses: Kindergarten School, Thong Lor, and On Nut. Wells International School desires to tap into and nurture the following qualities in its students:

Responsible Global Citizen

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

Effective Communicators

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

Critical Thinkers and Problem-Solvers

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

Health and Hygiene

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

ICT Proficient

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

Thai Language and Culture Awareness

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

The five parameters of the self study were accomplished through the following process:

Even though the WASC self-study process at Wells International School began officially after the interim visit in May 2007, a more comprehensive involvement of the school took place from August

2008 to December 2008. During this time, students, parents, administrators, department heads, teaching and non-teaching staff participated in examining and addressing the school and its programs in the context of the FOL indicators.

A timeline was established, and the process began 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. WASC Wednesdays were held to allow the focus groups to go through the indicators and the data and evidence that had been gathered. The groups evaluated evidence using a criterion-evaluation sheet that had been developed. After each Wednesday meeting, the chair of the focus group would synthesize all the evaluations made on a given set of indicators and write a description for each indicator discussed during the meeting.

The ESLRs were developed through a collaborative process that began in July 2007. Further revision occurred in September of 2007 on a Professional Development day. This set of ESLRs was approved by the School Board and introduced to parents in the form of a school-wide "light reading" activity (ESLRs were divided into segments and sent to parents over a period of a few weeks to familiarize them with them). A final revision of the ESLRs was done in July 2008 to further simplify, personalize, and homogenize the wording/phrasing. The *Thai Language and Culture Awareness* component was added to the existing ESLRs during this time.

A Parent Survey was conducted in January 2009.

The self-study is reflective of the school and its program for students although the school's needs are still changing as more students and grades are added. Teachers were given opportunities for input into the document and spent much of their release time on WASC Wednesday discussing issues and gathering evidence. Areas for growth were identified and an action plan was developed based on these dialogues and the recommendations of the Initial Visiting Committee.

A. ORGANIZATION FOR STUDENT LEARNING

What currently exists

A1. SCHOOL PURPOSE CRITERION

To what extent has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution?

The school has a clear statement of purpose:

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.

The vision of Wells International School is to be globally recognized for its supportive and innovative educational programs that empower each student to achieve his or her highest potential.

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.

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. Though administration, teachers, and, to a limited extent parents were involved in this process, there was no student involvement.

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 students understand them and strive for their attainment.

The impending establishment of a school-parent committee (as acknowledged by parents and administration) will also help facilitate greater clarity in communicating and disseminating its intents and purposes to the entire Wells community.

A2. GOVERNANCE CRITERION

To what extent does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school?

Since the time of the Initial Visit, findings and recommendations, the governance structure of WIS has changed. A transfer of ownership has taken place with a new Chairman of the Board involved in creating and shaping policy for the school. The Board is composed of investors in the financing of the school.

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 have been created to make up for any discrepancies in the educational expertise at the executive level.

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.

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 Research & Development (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 have 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).

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.

In the past, the same factors 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.

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.

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.

A3. SCHOOL LEADERSHIP

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected school wide learning results?

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.

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. 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. 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.

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.

While these meetings have led to greater collaboration and understanding of school processes the absence of the head of school during this school year due to illness has hampered the consistency of these meetings, the setting of agendas, and ability to prioritize and address issues related to action planning. It is hoped that things will improve now that the Head Master is back in school full-time.

A4. STAFF CRITERION

To what extent are the school leadership and staff qualified for their assigned responsibilities?

For 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 adopted and is strictly adhered to. The school has also begun recruiting teachers and administrators through a professional educational staffing agency to obtain top qualified candidates.

According to interviews with staff members, the implementation of this scale is a recent development more effectively applied to the hiring and retention process since the change in ownership in July 2008. However, provisions for remuneration and benefits for new roles being created in the school with additional responsibilities have not yet been fully implemented and it is unclear whether or how local and foreign hire status will affect the process.

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. During 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.

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 Quality Assurance/Quality Control (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 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.

Significant progress has been made in this area, however, much of the administrative, teaching, and office support staff is still in need of further professional development opportunities which will support their respective roles in the school improvement process.

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.

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

In examining the role of the R&D Department and conducting interviews with staff members, it appears their role in relation to improving the school is still being defined and evolving. Though evaluation of professional development effects is one task they've taken on, processes for working with the data and effectively applying results are still a challenge. What their relationship is to administration and governance of the school as well as shaping school initiatives and policy is not entirely clear to many staff members but measures are being taken to more narrowly define and articulate their role at the school.

A5. SCHOOL ENVIRONMENT

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

The school provides a safe, healthy, and nurturing environment for the students. There is a sense of family among all stakeholders which fosters positive self-esteem in students and staff. There is a climate of trust and respect between teachers and administrators as the school strives for improvement. Students are enthusiastic about their school and respectful of all staff members.

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 also for the faculty and staff as well.

The Positive Psychology program is one of number of programs which support a safe, healthy, and nurturing learning environment at the school. For example, a popular values education program and Thai culture courses are also in place, both of which promote and foster these qualities in the school atmosphere.

The facilities are new and well-maintained and include classrooms, library, computer lab, science rooms, dance areas, recreational areas, swimming pool, art and ceramic facilities, teachers' lounge, offices, cafeteria, and a multi-media auditorium. All facilities have adequate furnishing, computer access, supplies and materials.

A6. REPORTING STUDENT PROGRESS

To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected school wide learning results?

To what extent does the school leadership and staff report student progress to the rest of the school community?

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 in Language Arts, Critical Thinkers in Sciences, etc.).

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.

A7. SCHOOL IMPROVEMENT PROCESS CRITERION

To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

Meetings within all organizational entities demonstrate a gradual increase in

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.

The school is gradually collecting qualitative evidence in the form of awards, success in interscholastic competitions, participation in community service projects, etc. 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. 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. However, the collection and analysis of quantifiable data in terms of student achievement has been limited due to the school's short history.

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.

Areas of Strength for Organization for Student Learning Category that need to be addressed to ensure quality education for all students

- The Ownership and Board of Director's are committed to the development of the school as a quality learning institution as evidenced through the support and implementation of innovative programs based on sound educational research.
- The school's hiring procedures, practices and employee compensation packages are being reformed to attract, employ, and retain qualified and experienced staff
- The School is making efforts to use a variety of tools for evaluating student progress and is investigating additional resources for assessment.
- The school effectively communicates student progress to the entire school community via mid-semester reports, end-of-semester reports, and parent-teacher conferences.
- Numerous lines of communication which are set up for the effective dissemination of important information from the school to the school community.
- There is an atmosphere of caring and nurturing throughout the school fostered by the implementation of Positive Psychology principles and values education. 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.

Key Issues for Organization for Student Learning that need to be addressed to ensure quality education for all students

- Being a new school, programs and policies need to be effectively reviewed, evaluated, and refined with the input of all stakeholders and to best suit the needs of the students. The leadership and/or those responsible for data collection and analysis needs to ensure accessibility of this information to all school stake holders concerned.

- The school needs to evaluate its organizational structure, as well as that of successful international schools, in order to firmly establish clear lines of communication, authority, and accountability.
- The school ESLRs should be revisited, reviewed and revised as needed to parallel adoption of standards in subject curricula; as a part of this process the means for assessing achievement of ESLR's needs to be determined and devised.
- The school needs to formalize evaluation processes for teaching and administrative staff to support and maintain professional development. The school needs to work toward formalizing processes to determine measurable effects of professional development on improving student learning.
- Greater involvement of parent community in developing and participating in school curricular and extra-curricular activities and programs needs to be encouraged and facilitated.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study report
- Interviews with administrative staff, students, teachers, and parents.
- Meeting with the Leadership Team
- Meeting with the Organization Focus Group
- Meeting with Student SRC Group
- Meeting with Wells Parents
- Student portfolios
- Report cards
- Newsletters
- WellsNET
- Student Progress Reports

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 schoolwide learning results through successful completion of any course of study offered?

Wells International School, On Nut Campus, offers a rigorous international curriculum based on the California Content Standards and Curriculum Frameworks. The curriculum has been reviewed, evaluated and modified over the past two years to better meet the needs of their student population. Their non-core classes need more work in developing their curriculum as well as core classes for grades 11 and 12. (Twelfth grade will be added during the next school year.) 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 understood and agreed upon. The school needs to establish curricula for all courses in the performing, visual, and practical arts.

Teachers examine and discuss student work to refine lesson plans, and ways to adjust for certain student issues or needs. Teachers feel they still need more time to review the curriculum. The school recognizes the need to improve communication between campuses. Some of this need is done through the online school. However, only a few staff members are using the online (Moodle) web site. There is a lesson plan database (or e-blue book) available to teachers but due to technical problems with the database, many teachers are hesitant to utilize this resource until all issues are resolved. The school plans to enlarge the use of cooperative learning, the online school, use of the 6+1 Writing Traits, and use of the Salience program in grade 1 in order to enhance student learning.

Within each course teachers are using a variety of assessments to evaluate the teacher-set performance indicators. Students' work indicates that they have an understanding of the curricular goals and ESLRs. There does not 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. Also the assessments must show how each student is measured in meeting the performance indicators and objectives for each core Standard.

As a young school, they have not had the opportunity to implement regular cycles of curriculum revision. In essence, they are in their first cycle and the curriculum needs to be used before it can be reviewed and evaluated. The assessments need to clearly show how they are measuring the learning of the objectives with each Standard. A plan for a regular curricular review cycle is necessary. The work that has been done, however, is helping teachers to move forward.

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. However, the needs for each school may be different and it is important for the On Nut campus to ensure the appropriate sequence of each curricula. When more teachers are using

the OnLine school website and/or using the server to see each other's planning, then teachers will know more about what others are doing.

The Teacher Handbook was not completed or distributed during the past academic year. This has led to a lack of clarity on the part of teachers and staff about policies and caused some confusion.

B2. HOW STUDENTS LEARN

To what extent . . .

- **does the professional staff use research-based knowledge about teaching and learning?**
- **does the professional staff 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?**

While most 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. The school recognizes 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.

Currently, there are a number of professional development opportunities offered to teachers and staff, however, they are not taken advantage of 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, the school has recently incorporated "Learning First Wednesdays" into their 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. 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. It would be good for the school to review outside resources available to come to the school to give workshops on needed areas (Matching assessments to objectives/standards)

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 in most areas compared to their peers at other schools around the world. A variety of instructional strategies were observed during classroom observations.

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. It will be helpful to gain professional development in the area of matching assessments to specific performance indicators and objectives for each learning Standard.

The extent to which a teacher can integrate technology into a class is directly related to the level of technological skill that the 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. 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.

Teacher surveys indicate that most students are actively involved in the learning based on the expected schoolwide learning results and curricular objectives. 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.

The consensus among teachers is that while students demonstrate creativity and problem solving ability, the skill level varies greatly from individual to individual. 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 that have not placed as much value on these skills as Western systems do.

Most teachers employ a number of resources aside from the textbook in all subjects. The library is used daily although it 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, performances, and field trips.

B3. HOW ASSESSMENT IS USED

To what extent . . .

is teacher and student use of assessment frequent and integrated into the teaching/learning process?

- **are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?**
- **are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**
- **are the assessment results the basis for the allocation of resources?**

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. Also teachers need to be ensured that the assessments they use are actually measuring the learning of the objectives/standard.

Teachers are beginning the process of correlating assessments to course objectives and instructional approaches. In addition they are also in the process of correlating activities to the ESLRs. However, more focus on correlating assessments to ESLRs, and in clarifying assessment strategies for core and non-core subjects, is required.

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 planned implementation of the Fast ForWord program and to the presentation of certain topics on professional development days.

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 collaborated 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 the sciences tends to be average, to above average, when Wells students are compared to those in the United States.

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.

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. Grades are kept 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. Again, assessments need to ensure that they are accurately measuring student learning of the objectives/standards.

Individual teachers do a good job of modifying their instruction 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.

Areas of Strength in Curriculum and Instruction:

- The school curriculum is rigorous and is based on the California State Department of Education content standards so there is a strong foundation for all subjects.

- The school is very forward-thinking, as numerous new and innovative programs based on current educational research and thinking are planned for implementation to enhance student programs.
- There is a wide variety of teaching techniques and strategies used throughout all departments within the school.
- The school is committed to providing resources for the integration of technology within the school.
- Student work has increasingly demonstrated critical and creative thinking, problem solving, knowledge attainment, and application skills.
- Teachers employ numerous resources aside from textbooks in all subjects.

Areas for Growth in Curriculum and Instruction:

- Curricula should be established for all courses in the performing, visual, and practical arts.
- Course offerings for the 12th grade, including mainstream and honors (AP), should be identified and included in the school's curriculum mappings.
- The California State Curriculum needs to be thoroughly reviewed, unpacked, and adapted based on the identified needs of the Wells' student population. In addition assessments need to be developed that will accurately measure the student learning of the stated objectives/standard and also to each ESLR and its performance indicators.
- Professional development needs should be identified and prioritized and should include increasing use and knowledge of technology; enhancing the curriculum; matching assessments to standards; and improving teaching strategies.
- The school needs to utilize all assessment data to drive curriculum.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self study report
- Curriculum guides
- Electronic plan book
- Interviews with administration, students, teachers, and parents
- Meeting with Curriculum and Instruction Focus Group

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. STUDENT CONNECTEDNESS CRITERION

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?

The School has created the Wells Student Support Services Department which provides students with a coordinated system of services that allow for maximum effectiveness in meeting students' academic and personal needs. This department is responsible for providing appropriate professional support for students when they need assistance with academic or personal matters. The school considers that its provision of student support systems is effective and all teachers are committed to facilitating students' academic growth. Success and results from students' surveys show that students feel supported by teachers and counselors. At present, the school utilizes the services of two part-time counselors – one for primary and one for secondary. Both counselors have large teaching loads and other responsibilities in the school which limits the time available to meet student counseling needs. However, plans to reshape their teaching commitment to release them for more counseling duties have been drawn up for the coming academic year.

There are a great many students at the school who require learning support because of the academic challenges they face. Not least are the students who are learning English as an additional language. This issue is further compounded by the geographic location of the school which draws students from an area where the English language is not widely spoken. The school has made supporting students with special needs a top priority, and they have been somewhat effective in providing all students personalized student support which is correlated to student achievement of the school's curricular goals and the ESLRs. However, the school's ESLRs require further development to include performance indicators which can measure this achievement and be identified by students and parents.

Students are assessed prior to enrollment using the Secondary Level English Proficiency (SLEP) Test in order to measure their ability to work and function within the school's English environment. These assessments can also be administered during a student's time in the school. Once the outcome of the initial assessment is known, a student is placed in either a mainstream or an ESL class. At present, the school is working on establishing minimum performance expectations for students taking this test so there are clear benchmarks for admission to either ESL or mainstream classes. Further work is needed to ensure that these are clearly articulated to all members of the community.

If a student is encountering difficulty with English in class, he or she is referred to the Student Services Support Department for intervention. One further aspect of the personalized nature of support for students is the provision of after-school English support classes for all non-native speakers of the language. In addition, the school provides a weekly homework club and ESL support in the primary classes. The effectiveness of these measures is well regarded by faculty, students and parents.

The placement of students with special needs within the school since its opening has not been without its problems. For example, there are grade 9 classes with students whose physical ages

correspond to students in grades 8-11. The Head Master is currently reviewing this with the intention of finding alternative strategies to marry the student academic needs with their social and emotional development.

Student Support Services has created a student Referral Form which is used by teachers for referring students to the counselor to assess their English proficiency and to determine the appropriate assistance. Most teachers believe that the school provides adequate support for the academic and emotional needs of students and most feel comfortable working with students who have such learning needs. A full-time counselor for the secondary students has already been approved for the next academic year. In addition, the school is currently considering distance-learning options for the secondary counselor to become fully accredited in this area.

Around these personnel, numerous processes for intervention and referral of students have been established. Relationships have been established with local community organizations such as Manarom Psychiatric Hospital (Child and Adolescent Clinic) and the Village Special Education Centre.

Vocational counseling is provided to all grade 9-12 students when considering post-secondary educational choices. This is supported by the use of Internet –based planning and guidance tools for schools: *Naviance* (grades 8 & 9) and the *Jackson Vocational Interest Profile* (grades 10 – 11). In addition to these on-line services, students are provided with opportunities to hear speakers, attend career and international education fairs at exhibitions and workshops held regularly in Bangkok. The Student Support Services Department organizes and plans educational information days when it invites representatives from universities in the US, UK, Canada and local universities and colleges to make presentations directly to the student body. With the addition of improved ICT facilities in the school, the secondary counselor is confident that the provision of vocational / university course data will be readily available.

The school utilizes a number of strategies to foster students' self esteem and to develop personalized approaches to learning and connections to the learning environment. Daily morning assemblies are held which are specifically designed to suit this purpose. Included in this is the morning meditation which is part of the values educational program overseen by the primary counselor. Monthly student academic awards are presented at celebration assemblies where student birthdays are also marked. Bi-annual events such as the Christmas Show and the Talent Show enable students who have enrolled in the elective performing arts classes (dance, choir, music,) to showcase their individual and group talents. Similarly, extra-curricular activities such as debate and sporting events have also enabled students to become more connected with one another and with the school's learning environment. There is a great sense of excitement within the student body about the value of these activities in the school. Similarly, the faculty members involved are passionate and knowledgeable about the importance of their respective roles in developing these. It is certainly an area of strength within the curriculum of the school.

The provision of extra and co-curricular activities is widespread across the school and students are actively encouraged to participate in regional and international competitions. Students from the school have excelled at events coordinated by TISAC (Thailand International Schools' Activities Conference) and a wide range of co-curricular activities has ensured that students have many opportunities throughout the school year. These include fine arts classes and performances, computer

science classes, an annual school-wide retreat camp and involvement in community events and festivals. Student enrollment and participation in these activities is recorded and tracked and this data informs further planning for this area. These activities are closely linked with the ESLRs. Although, at present, there is no formal system in place to ensure this, the school does intend to introduce a computerized School Management System. Once there is not only a thorough review of how the ESLRs are measured but also an explanation of how to achieve them is given to the student population, more formal records of student achievements in these areas can take place.

A rotating program has been instituted in the 2-4 scheduled library periods for each class during the week. Here, personalized study, group project work and values education sessions take place. The latter topic is specifically designed to deal with issues surrounding student self-esteem as well as providing educational strategies and skills to deal with inter-personal dynamics and conflict resolution. The library is an area in need of much attention – especially its limited size. Given the projected expansion in student numbers this will require some development.

Student Support Services follows guidelines set out by the American Psychological Association for storage and use of records for those receiving counseling and care. The school believes it has good systems for recording student records of achievement and processes and procedures to provide support for academic, personal and vocational development. They currently do not have a system in place to track the relationship between these activities and students' learning. This is evidenced by a lack of effective feedback to teachers regarding students identified with special needs or resources to assist students identified with special or learning needs. In addition, the school does not currently track or record information regarding the level of student use of the support services.

C2. PARENT/COMMUNITY INVOLVEMENT CRITERION

To what extent...

does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Contact between the School, the parents and the community is made by utilizing a number of methods. These include quarterly Parent –Teacher conferences; bi-annual student progress reports; bi-annual Music and Dance performances to showcase student work; quarterly newsletters; WellsNET an e-learning website for all members of the school community. This last method has been especially successful with parents who spoke very highly of the effectiveness of communication between the school and the parent community.

The school has noted the disparity of interest in school matters which exists in the parent body amongst those of secondary students in particular. This is partly due to the high number of non-English speakers among the parent population and to counter this, the school is establishing a translation policy for letters containing student announcements into Thai, Chinese and Korean. In addition they plan to provide non-English speaking parents with English training on Saturdays using the FastForWord program. This has been tried successfully in the school and plans are in place to introduce it into the full school in the coming academic year.

Although there is no formalized process, the school interacts with the community in a number of ways with teachers involving organizations such as Pattaya Orphanage, Mission Green Earth Reforestation Project, local universities, *etc.*, for field trips and educational talks. The school choir and dance troupe also perform at a number of community events in the local area and it is at events

such as these that flyers advertising the school are distributed.

The school would benefit greatly from a partnership with a Parent-Teacher Organization. At present such a body does not exist – in part due to the lack of involvement of parents in the life of the school. However, when questioned, parents expressed a strong desire to become far more organized and involved in the life of the school. As a result of the current situation, the potential utilization of the parents in such areas as Fun Fridays, for example, is missed. Greater outreach by the school to encourage and develop parental involvement in the school through the formation of a formalized parental body is suggested.

Community resources are effectively used by the school in supporting students. Community organizations such as the Village and the Manarom Child and Adolescent Clinics support the psychological well being of the students. Field trips in support of specific learning needs or consolidating student achievement with the ESLRs are held throughout the year. The school is a member of ISAT (International Association of Thailand) and TISAC (Thailand International Schools Activity Conference). Both of these organizations hold regular programs and events for student involvement and competition. There is also an excellent association with the Piyarom Sports Club to improve and develop additional sports activities – such as soccer. This is to supplement the use of experts who are invited to the school to conduct workshops for students on such topics as career choices and the dangers of smoking. Although the school has gone some way to use community resources to support services, more can be done in establishing business partnerships, incorporating community resources in the classroom and utilizing guest speakers for presentations to the student body. A more formalized structure for researching, delivering and tracking the use of these resources is needed and will be greatly helped by the introduction of the School Management System. Furthermore, the establishment of a Research and Development staff member has the potential to connect the school to overseas institutions for the latest pedagogical innovations and practices. This does bode well for access to the latest research but it should be noted that this person's work should be in tandem with the rest of the teaching faculty.

The academic achievement of students is successfully communicated to parents and the school community by means of Progress Reports twice each semester. Additionally, student GPAs are recorded in the school office. Teachers are readily available to speak with parents about matters concerning their child's progress (or lack of it) and parents say they are comfortable contacting the school office when seeking information about their child. They also speak very highly of the dedication shown by teachers to their charges and aspire to keep their children at the school for the long term because of their general satisfaction with the institution and its personnel. When issues concerning a student arise, depending on the need, parents are invited to school for a conference with the relevant staff. Teachers regularly communicate with and through the Department of Student Support Services whenever concern is raised about a particular student. Inter-departmental communication occurs to discuss common concerns with specific students. Throughout these processes, the student's achievements of ESLRs are communicated to all parties.

ESLRs are explained to parents and the wider community through the use of display boards arranged around the school. In the primary section, lessons are provided to reinforce student understanding of these over-arching goals. However, the school as a whole does not operate a system which explicitly evaluates or communicates students' achievement of the ESLRs.

Areas of Strength for Support for Student Personal and Academic Growth Category that need to be addressed to ensure quality education for all students

- There is a coordinated, effective system of student support services with widespread access for students and parents incorporating good lines of communication which cater to language needs of non-English speaking parents.
- Personalized approaches to learning exist due to a dedicated, caring faculty with connections to learning environments and outside agencies in the community. Numerous areas/opportunities to involve community resources – especially in sports and performing arts – are facilitated.

Key Issues for Support for Student Personal and Academic Growth Category that need to be addressed to ensure quality education for all students

- Utilizing a school management system, the school needs to develop the feedback to teachers regarding special/learning needs students and provide resources for addressing those needs.
- The school needs to establish a system to track relationships between student involvement in activities and the ESLRs and the impact on learning.
- Training to upgrade counselors should be provided and include expertise/experience in vocational counseling.
- The school should develop business partnerships, incorporating community resources into the classroom and making more use of guest speakers, etc.
- A formal parent organization needs to be created to encourage parent involvement in school activities and to allow them to be involved in the decision-making process

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Community survey results
- Interviews with SSS
- Reports for Field Trips, etc – videos, articles, etc
- Newspaper reports
- Referral documents
- SSS Departmental documents
- SLEP Test results
- Interviews with administration, students, teachers, and parents
- Extra and Co – Curricular registers
- Student portfolios
- Report cards
- Newsletters
- Case reports for student referrals
- School correspondence with parents
- WellsNET
- Student Progress Reports

D. RESOURCE MANAGEMENT AND DEVELOPMENT

What currently exists

D1. RESOURCES CRITERION

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?

Resources are allocated on the basis of students' learning needs that are identified by individual teachers. Requests are submitted to the chairman and are generally approved. The school facilities are fairly new, well maintained, safe, functional, and support the learning needs of the students.

Most of the staff is well qualified for their positions, and teachers continue to take courses to increase their pedagogical knowledge through a variety of professional development opportunities. An increase in salaries could attract more qualified candidates as positions become available. New teachers are carefully screened in order to ensure they meet the highest qualifications and will be an asset to the school. Placement on the salary scale is based on experience and education.

The annual budget, audit and all accounting practices are managed by the school's governing authority. Since WIS is a privately owned international school and the Chairman is the major shareholder, he oversees all transactions, budgetary decisions and accounting practices relating to the school. All major requests must be approved by the Chairman.

D2. RESOURCE PLANNING CRITERION

To what extent...

do the governing authority and the school execute responsible resource planning for the future?

Currently, resource planning only takes into account the day-to-day operations of the school. There is no master strategic plan to provide a road map to the future of Wells International School. However, the Chairman of the School Board is reported to have a definite view of a long term, sustainable master resource plan that has not been revealed to members of the school leadership.

There is a strong marketing plan in effect that supports the continued operation and expansion of the school. Some of these strategies include: class demonstrations to parents of perspective students; open house; brochures, newsletters, flyers, student handbook, booths at the education fair, TV broadcasting, visiting various kindergartens in the Sukumvit area to introduce the school to perspective parents; advertising on the Skytrain and at the Bangkok Post; and participation in as well as hosting countrywide workshops, EARCOS, ESAT and TISAC.

Areas of Strength for Resource Management and Development Category that need to be addressed to ensure quality education for all students

- Facilities are clean, well-maintained, and provide a safe environment for the students.
- Resources are based on student needs and supporting teachers to deliver a high quality education.

Key Issues for Resource Management and Development Category that need to be addressed to ensure quality education for all students

- The School Board, the Chairman, the school leadership and the staff need to develop a 3-5 year Strategic Plan that will enable all to see the direction the school wishes to pursue, as well as the resources needed and available. This plan should cover all areas of school operation.
- The school leadership, in collaboration with the staff should develop an annual budget that includes the amount of funds available as well as the projected expenditures. It should then be presented to the Chairman for his approval.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study document
- Dialogue with teaching staff
- Dialogue with Headmaster
- Meeting with Parent/Community Group
- Resource Management and Development Focus Group Meeting
- Discussion with students
- Classroom visitations
- Meetings with the Leadership Team
- Meeting with the Chairman

E. THE THAI CONTEXT (FOR NCCT/WASC SCHOOLS ONLY)

Standard 1: Students have integrity, moral conduct and desirable values. Students value their cultural heritage

Thai Language and Culture curriculum at Wells International School - On Nut builds the students to be capable in: disciplinary knowledge, thinking skills, citizen participation, and commitment to desirable values. A strong emphasis is placed on student understanding of cultural heritage, national pride and identity even though the classroom climate and the school environment hasn't been fully furnished to clearly mark Thai identity.

Educational fieldtrips and visits to local communities develop a sense of empathy among Thai students and build cross-cultural and inter-faith understanding among foreign students. To show respect for Thailand and the Thai monarchy, students, both Thai and foreigners, learn to know the Thai flag and sing both the Thai National Anthem and the Royal Anthem at the flag raising assembly in the morning. Both the Thai National Anthem and the Royal Anthem have been printed in Arabic words for students to learn to read. The Royal Anthem is also played prior to activities and performances as well. During the flag raising assembly, all students stand respectfully and sing the Thai National Anthem to show respect for the country and stay in silence listening to the Royal Anthem.

Students also have many opportunities to extend their learning beyond the classroom through a variety of activities, especially field trips to local places. They express appreciation of Thai culture, local wisdom and fine arts through cultural performances, dance, drama, music, handicrafts and cooking, national holidays, Buddhist Events Day and festivals. Many significant celebrations such as Loy Krathong, the King's Birthday (Father's Day), the Queen's Birthday (Mother's Day), Songkran Day and Wai Kru Day at WIS are meaningful extensions of classroom activities and often involve all members of the school community, including parents and families who are very much a part of school life.

Students maintain their cultural identity and appreciate others

To make language learning relevant and develop an appreciation for the Thai culture, literature is an integral part of the program and is used as a springboard for developing concepts, attitudes and skills. The Thai Language and Culture curriculum is enriched with appropriate Thai ancient fiction, youth literature and non-fiction including historical fiction, biography and autobiography, debates, speeches, myths, legends and plays.

Students learn broad themes and ideas that have been recorded throughout Thai history. How people lived, worked, and played is examined. Religion, ideas, art and music, sports and Thai etiquette, especially Thai manners "WAI" are being taught to all students which is important aspects of life and are included in the units of study in order to instill cultural identity and pride. Students develop critical thinking skills by analyzing cause and effect, distinguishing between fact and opinion, and viewing historical events from multiple perspectives in order to appreciate the contributions of significant people of the past and be inspired by them. To foster national identity, students explore important elements that unite Thailand as one through learning about Thai costumes, Thai Geography and Thai History: from those they learn about the nation, religion, and the monarchy. Recognizing the diversity of Thailand, the school also highlights International Day as the important event which brings the students to celebrate their own culture and appreciate other cultures as well.

Standard 3: Students develop aesthetic and physical fitness through participation of fine arts, music and activities.

Students appreciate and maintain good local Thai arts, culture and tradition.

The program provides opportunities for students to learn a lot of Thai local culture. According to Thai arts, they learn to make bamboo fans, paper flowers, Thai jasmine garlands and Thai desserts, etc. They also learn Thai music and Thai local dances. Moreover, Thai fighting arts: sword fighting and boxing have been practiced as well. Students are exposed to real life experiences in a meaningful, practical way that develops understanding about Thai local culture and tradition by researching about each part of Thailand: Middle part for grade 5, North Eastern part for grade 6, Northern part for grade 9 while students in grades 1-3 research local places near the school, grade 8 did the neighborhood countries and the Thai cultural projects have been done by grade 11. For the remarkable Thai identity in the school, additional representations of Thai life could be displayed more prominently throughout the school. Though students follow Thai etiquette and perform the *nice wai* in the school compound, efforts could be made to strengthen this important tradition continuously. In addition to Thai music, Thai music band and angkaloong band, which occasionally have been performed on special occasions in the school, have been the dominant Thai arts and culture reflecting Thai heritage. While Thai arts being taught through the Thai curriculum, more Thai Fine Art should be emphasized as well so that students can create their own Thai fine art work.

In order to build caring citizens and emphasize the importance of civic responsibilities, students, as well as teachers, are encouraged to reach out to the local communities through community outreach programs such as planting in rural areas and donations to the orphanage. Students take greater ownership of their own learning and growth through some Community Action Project that reflects evidence of their involvement to the local community.

Standard 5: Students demonstrate essential knowledge and skills in the Thai language and culture curriculum

Students have an ability to communicate in Thai

To ensure that students have essential knowledge and skills in Thai language, all Thais and Non-Thai at WIS On Nut are required to take a full year of Thai Language and Culture courses based on the Ministry of Education Standards. Four periods a week has been launched for Thai program for both Thai and Non-Thai students. Thai language has been integrated with Thai culture and with some subjects in the mainstream curriculum: social studies, language arts, music and arts.

At the primary level, children learn to read by developing strategies to enable them to effectively use both sight and sound approaches with some writing. Upper elementary classes use a literature-based approach. Students also study essential grammar. Through an interdisciplinary approach, students develop an understanding of Thai language, culture, geography, history, and literature. Various language activities encourage students to become effective language users through oral and written expression. The writing process is one of the strategies used to help students improve both the quantity and quality of their writing. In high school, students study and analyze a variety of literary genres. Courses focus on the famous Thai literary works for youth and aim to develop student ability to think critically and independently. Students analyze literature in depth and use language to participate in discussions, presentation and debate. Language skills are reinforced and refined within the context of literary analysis and written compositions. Connections with contemporary and controversial issues in Thai society enhance student learning. The Thai Language program for non-Thais also provides classes

for foreign students in three levels that can benefit the students' daily life while staying in Thailand.

Thai students can communicate and compose well with Thai language without intervening with English words while a large number of non-Thai students can speak and write with some long Thai sentences as evidenced by student written work and verbal communication. They can understand an easy question during communication. In addition to the students' academic achievement, the Thai Department already sets standards of achievement and most of them can acquire average grade level above the standards.

Standard 9: The instructors engage in a student-centered teaching

Thai language and culture teachers are effective in using student-centered teaching methods

All Thai teachers collaboratively design lesson plans and unit plans that fit the students' potential and incorporate student-centered thematic instruction. Lessons and activities are designed to integrate knowledge from a number of subjects allowing students to work cooperatively using various hands on work sheets consistent with the students' potential is gained from student's analysis.

Teachers motivate students in creating, understanding, and connecting to knowledge through a variety of learning activities from literature circles, reciprocal reading and writing and discussions and debate to drama. Students are encouraged to explore, experiment, create and discover on their own. They do not just let the students memorize information, but encourage them to work with and use the information alone or with peers to generate diverse thoughts and perspectives on topics and issues. They are widely challenged to use technology for learning as the teachers did for the teaching media. Teachers use two kinds of assessment: formative and summative to evaluate students' academic achievement. Various tools have been used in formative assessment which uses three parts of evaluation: self – evaluation, buddy evaluation and teacher evaluation. It is also evident that teachers strive for students to reach their potential by accommodating their learning style, learning needs and interests. Students learn collaborative and cooperative skills as well as independent learning.

Standard 10: The administration demonstrates effective leadership skills

The administration develops skills in managing and empowering multi-national personnel

The WIS On Nut administration is committed to maintaining the transparent atmosphere that encourages open communication and effort to involve multi national personnel in sharing decisions regarding school matters. Delegation is evident as they create more departments including the Thai Department and promote qualified staff to be head of the department to make some decisions. The administration places trust in all staff and feel they are qualified to create quality for the school. The Chairman of the school board is more open to all staff and his vision is to get the students to be proud to be Thai and love Thailand. Reflecting this vision, awareness of Thai Language and Culture has already been emphasized as one of the WIS On Nut ESLRs. Owing to the first year of the full time Thai teachers at WIS On Nut, the school has provided professional training only once for the Thai teachers. The school Leadership Team meets once a month with the Thai teachers while the Thai Department meets together every week to discuss academic issues and build a sense of trust and team spirit.

Accountability of student learning and achievement is the responsibility of the WIS On Nut administration which, in addition to overseeing the daily operations of the school, is in charge of Thai curriculum development with the Thai department head. The Thai department head supports colleagues in their teaching, reviews samples of student work, conducts peer-observations, provides knowledge on

current educational trends and methodology, and identifies appropriate resources, as well as sets strategic plans and directions. Thai teachers must have ample opportunities to grow professionally through on-site workshops at school as well as attend educational conferences outside the school or even overseas. To strengthen the academic capability in teaching of western style for Thai teachers, the administration should provide in-service training using western staff of WIS On Nut as an instructor or schedule them to learn through observing other classes.

The administration has demonstrated the ability to equitably supervise and manage a culturally diverse faculty and staff.

Standard 12: The school's curriculum and instruction is student-centered

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

The WIS On Nut enhances various extra Thai cultural activities by providing Thai Culture Week in which many kinds of Thai culture activities have been launched where lots of WIS On Nut stakeholders participate and practice the theme: Thai instrument music band, Thai local ancient plays, Thai debate, Thai desserts and Thai ways of life. The school emphasizes the identity of the host country by providing the flag raising assembly in the morning where students can sing the Thai National Anthem and pay respect to the Royal Anthem as well. In addition, Thai teachers strive to emphasize this identity by teaching students good Thai manners and Thai etiquette particularly Thai polite greeting by "wai" which can remark the host country. Apart from the Thai culture pride, the WIS On Nut encourages other culture by providing the International Day where other national students celebrate their unity of diverse cultures by holding the annual cultural show. The whole community is involved with cultural celebrations and activities that include performances, games, music, displays, and cuisine from the various nationality groups. Significantly, students plan and prepare their own presentations for the Cultural Show with support from their teachers and parents.

Throughout the year, the Thai department provides teaching and learning activities, including field trips that aim to deepen student understanding and appreciation of Thai culture and wisdom. All WIS On Nut community actively joins in Thai national celebrations and festivals such as Thai Mother's Day, Loy Krathong, the King's Birthday, Wai Kru ceremony, and Songkran. Moreover, the Thai Department provides experiences for students with other Thai local wisdom comprising handicrafts, ancient Thai play and cooking as well.

Nevertheless, even Thai identity has clearly been instilled through various activities in classes and trips outside the WIS On Nut and with a part of the school area decorated with the Thai symbols, the school environment and the Thai classes' climate still need much more furnished to enhance the Thai culture and language learning climate.

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

The school has a program on Thai language and culture

The teaching and learning of Thai language, culture, and history at WIS On Nut are guided by the standard achievements and learning domains specified in the Ministry of Education Standards, criteria of quality assurance of SOR MOR SOR Standards for International Schools, and one of the WIS On Nut

ESLRs which has just been recommended. Courses offered are Thai Language and Culture for Thai nationals and Thai for non-Thai which differentiated in three levels: beginner, intermediate and advanced. Both Thai and non-Thai have been provided with opportunities to learn Thai Language and Culture 4 periods/week. The program which has been analyzed by Thai Department Team aims to provide students with an understanding of Thailand in the areas of social and religion, language, history, people, geography and culture, and knowledge of key developments and forces that shaped its past, distinguishes its present, and challenges its future. Through an interdisciplinary approach with the integration between Thai courses and some of the relevant courses: social studies, arts and music, of the mainstream curriculum of WIS On Nut, the program develops an understanding of fundamental concepts and language skills from a wide variety of learning experiences.

Knowledge and in-depth understanding are central to learning. Using the data from students' analysis, the programs focus first on the learning goals which fit the student's needs. These are the enduring understandings that the students are to develop at the completion of the learning sequence. There is also a focus on a number of essential, or guiding, questions. Enduring understandings go beyond facts and skills to focus on larger concepts, principles or processes. Then, teachers decide how students will demonstrate their conceptual understanding through presentation, explanation, interpretation, analysis, and application and identify the standards and specific benchmarks.

Finally, the summative assessment is the culminating task that requires students to draw upon the skills and concepts they have developed throughout the unit in order to demonstrate their essential understanding of a particular unit of study. Students must be able to apply skills, concepts, and understandings, rather than a mere reporting of information. Unit maps are documented in the hard copies. These unit plans are eventually interpreted into weekly lesson plans. In so doing, the department attempts to provide meaningful, everyday-life activities according to specific objectives and learning outcomes for each lesson. Authentic learning and teaching for understanding; reading, speaking, and writing are meant to develop high levels of thinking, not discrete skill practice. When detailed weekly plans are implemented, through teacher review and reflection, daily modification and adjustment is made to accommodate the individual needs of students. The teachers meet, discuss and share their plans formally and informally. Sharing is very much a part of professional development. Teachers meet every week to examine academic area, using the Standards in Practice protocol and use findings to modify teaching and learning. All unit plans and lesson plans are monitored.

There is a need to periodically evaluate all courses in the Thai program in order to modify the program to maintain effectiveness. An example would be to incorporate more Thai dance and arts.

WIS On Nut campus has just hired six experienced full time Thai teachers this academic year 2008-2009. Some of them are well qualified in teaching the Thai program while others are not as well qualified but are experienced and willing to teach well.

Strengths

- The WIS On Nut community strongly respects and encourages Thai identity by providing a challenging program on Thai Language and Culture consistent with school ESLRs and MOE standards. This makes students well disciplined, humble, responsible members of society who respect the host country and diversity of others.
- All Thai instructors are respected in WIS On Nut community and willing to teach and instill Thai identity to students. They maintain close and friendly relationships with students and other staff members.

Areas for Growth

- Greater representation of Thailand should be furnished throughout the school environment and the Thai classes to enhance the Thai culture and language learning climate. As one representation of Thai culture, efforts could be made to strengthen this important tradition.
- There is a need to periodically evaluate all courses in the Thai program in order to modify the program to maintain effectiveness. An example would be to incorporate more Thai arts and to invite a local wisdom person as an instructor.
- Expatriate students should analyze and compare their own culture with Thai culture.
- To strengthen the teaching capability of Thai teachers in instructional techniques and classroom management of western-style education, the administration should occasionally provide in-service training using the western staff of WIS On Nut as instructors.
- More essential teaching technological media and additional Thai reading books should be acquired to enrich Thai Language and Culture learning.

Evidence

- Thai Language and Curriculum documentation
- Lesson plans and unit plans
- Self-Study document
- Dialogue with teaching staff
- Dialogue with Headmaster
- Meeting with Parent/Community Group
- Thai Program Focus Group Meeting
- Discussion with students
- Classroom visitations
- Meetings with the Leadership Team

Part B: Synthesize the strengths and key issues from all categories into schoolwide strengths and schoolwide critical areas for follow-up. Include the information given below (suggested length: 2 pages)

- general comments about the emerging schoolwide strengths and critical areas for follow-up.
 - schoolwide areas of strength (list numerically) Be sure that these can be documented by other sections of the report.
1. A positive school climate that promotes high expectations for students and an atmosphere of trust and professionalism.
 2. Enthusiastic, respectful students who are proud of their school.
 3. A dedicated staff that demonstrates a commitment to providing a superior academic program for the students while maintaining a sense of family.
 4. A strong Thai culture and language program that enhances the global perspective of the school.
 5. Facilities that are clean, well-maintained, and allow for robust curricular and extra-curricular opportunities.
 6. Implementation of Learning First Wednesdays that have allowed the staff to become an effective Professional Learning Community.
 7. A strong commitment on the part of the Chairman to provide the needed resources to help the school become an outstanding educational organization.
 8. A supportive parent group that are true advocates of the school.
 9. Superior support services including counselors, a full-time nurse, and a wide variety of extra-curricular activities for all students to help them achieve their educational goals.
- schoolwide critical areas for follow-up that will do the following: (list numerically) Be sure that these can be documented by other sections of the report.
 - A. *support* those areas already identified by the school in the action plan sections
 - B. *strengthen* those identified areas in the action plan sections
 - C. address additional areas identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

General Comments

Wells International School, On Nut Campus, has worked very hard to address all the areas of the Schoolwide Critical Areas for Follow-up that were identified during the initial visit. There were eighteen recommendations made; this is a significant number of issues to address. They are a new school and perhaps moved too quickly to the full accreditation process, but the school felt that they needed an external evaluation of the school before they moved ahead. Their action plan identified essentially all the areas that are listed below; however, the format did not focus on student learning. The school was asked to rewrite part of the action plan so it identified the outcomes in terms of the effects on student learning.

Schoolwide Critical Areas for Follow-up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. The school needs to revisit the previous recommendations from the initial visit and ensure that they have been fully addressed and implemented. The following are specific areas that require

attention:

- 1.1. The board, school leadership and, faculty develop a written strategic plan that will provide the means and the steps to fulfill the school's vision and provide future direction for Wells International – On Nut. The action plan must be developed with input from all stakeholders and focus on student learning.
 - 1.2. The board and leadership should implement a shared decision-making model that includes teachers in curriculum, instructional and professional decisions.
 - 1.3. The leadership needs to establish a master resource plan that is collaboratively built and a budgeting process that is transparent to ensure the long-range viability of the school.
 - 1.4. The leadership and faculty should work together to refine the supervision and evaluation process for administration, faculty and staff. Roles and responsibilities and lines of authority should be further defined and delineated so they are clear to all members of the school.
 - 1.5. The On Nut stakeholders are encouraged to review their ESLRs to ensure that all are measurable, relevant and aligned to the curriculum. The ESLRs should also be translated into the appropriate languages so they can be effectively communicated with parents.
 - 1.6. The administration and faculty complete the curriculum guides for all subjects based on standards and benchmarks to strengthen classroom instruction and student learning. Common assessment instruments that measure students' progress toward the accomplishment of the standards should also be developed.
 - 1.7. A formal professional development plan based on the needs of the students and teachers should be designed and should include instructional strategies that address the needs of English language learners. The Leadership team should also have opportunities for professional growth to support effective and efficient operation of the school.
 - 1.8. The leadership and school develop processes to actively involve parents in the teaching/learning process.
2. The school should gather and analyze data related to student progress and achievement and use that data to develop appropriate curricular programs to address the needs of the students. At present, there is an indication that reading and writing proficiency should be a priority.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

Throughout the *Focus on Learning* process Wells International School- Campus, On Nut campus has identified areas that are embodied within their Action Plan. These areas are:

1. Wells students will improve their Language Arts/English proficiency levels each year as indicated by significant increases in average SAT 10 scores each year through 2012.
2. Wells students will improve their Math proficiency levels each year as indicated by SAT 10 scores with less than 5% of the population scoring below average and 50% of the student population scoring above average by 2012.
3. By 2012 ALL instruction delivered to Wells students will be via highly qualified, component, engaging and motivated teachers.

Comment on the following school improvement issues:

SCHOOLWIDE ACTION PLAN

Following extensive dialogue between the school leadership team and the Visiting Committee the school has revised the Action Plan in order to ensure that all components are student driven and will have an impact on student learning. The general theme of the Action Plan correlates to the growth areas identified by the Schoolwide Focus Groups.

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up:

Discussions were held between the Visiting Committee and the Leadership Team to identify changes and the directions they wished to take, what progress has already been achieved and how to proceed to the next step. The Visiting Committee found that initial steps have been taken toward accomplishment of these goals. The school must remember that they must take specific steps in order to accomplish their goals. The VC believes the school is headed in the right direction.

Existing factors that will support school improvement:

Existing factors that will support school improvement include the following:

- an extremely enthusiastic school staff,
- administrative teamwork and commitment;
- parent and community support;
- students who value their education;
- governing authority support and approval;
- and the desire to continue to improve and meet an increasingly higher bar.

Impediments to improvement that the school will need to overcome:

The lack of fully certified teachers and administrators in some areas may be an impediment to school improvement. In addition, the school is still at a "basic" level of development and needs to utilize "basic" ideas and strategies in order to move forward. It is too soon for the school to embrace more advanced ideals and strategies when students and teachers still require resources and training that will enable them to meet the simplest needs of both. While the school is still young and in need of nurturing and guidance, it is incumbent upon the teachers and the leadership to develop a strategic

plan that is schoolwide in scope; engage in budget planning that looks toward the future; and to prioritize organization, projects and purchases in order to achieve the "next step" in their journey toward school improvement.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan:

The school will need to maintain an attitude that directs them systematically and orderly toward setting and reaching their goals. The Chairman and the staff are passionate and desirous of achieving great success with the students and this will play a strong part in the accomplishment of the action plans.