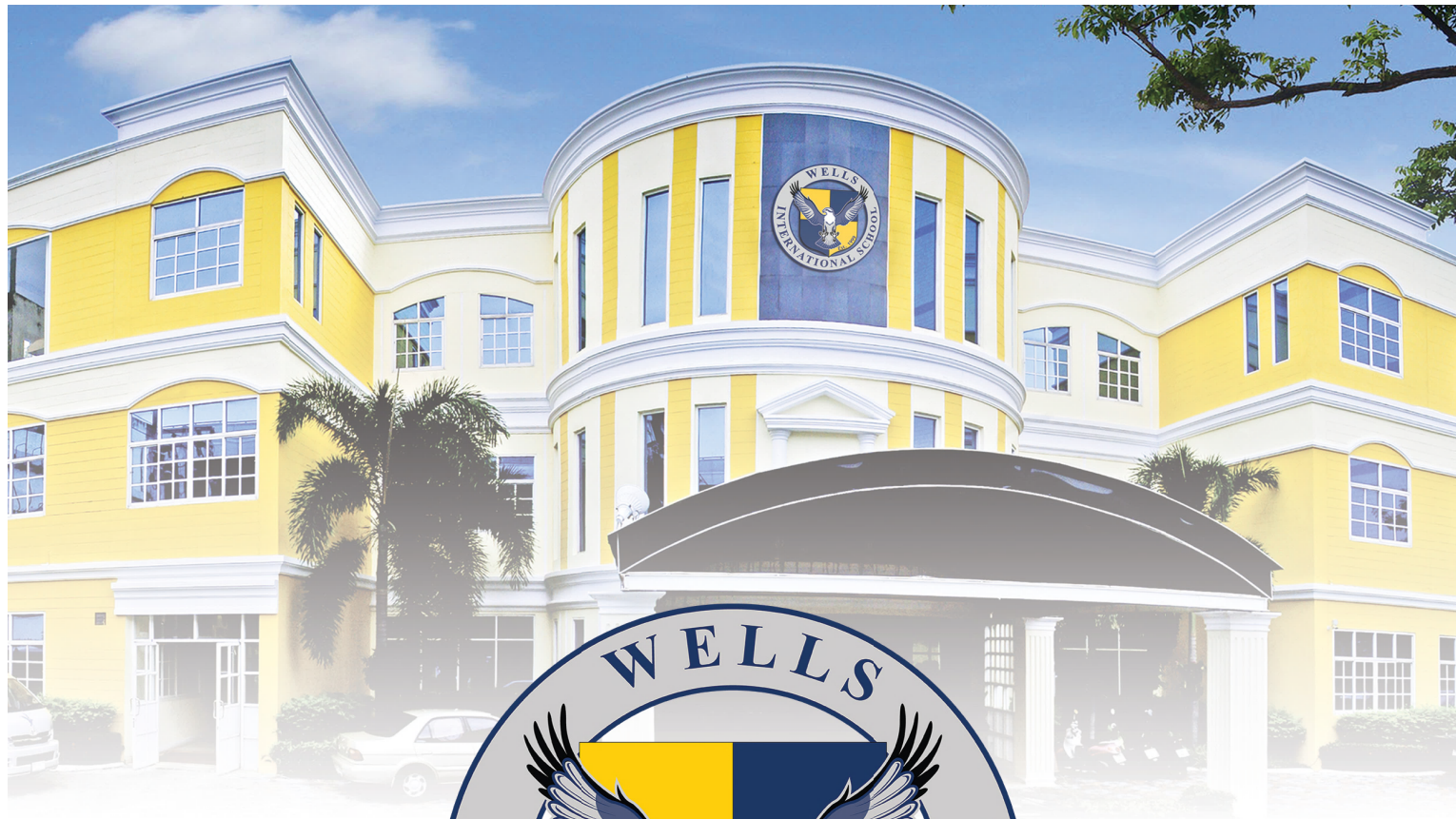




2015 WASC SELF-STUDY REPORT

February 22-26, 2015

***Wells International School – On Nut Campus
2209 Sukhumvit Road, Bangchak, Prakanong
Bangkok, Thailand 10260***

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Preface

Wells International School – On Nut Campus (Wells-ON) used the WASC Overseas Focus on Learning 2014 Edition for the process of writing this self-study report.

Our planning for the self-study involved five tasks. Wells-ON staff members worked in several different groups in order to perform these tasks. With the combined efforts of our self-study leadership team, and the entire Wells-ON staff, we have successfully completed a report that defines our school, acknowledges our strengths, and recognizes our needs for improvement. We have also compiled evidence to support our findings. Finally, we have laid out the foundation of an action plan to address our current and future growth needs. Wells International School presents this report to our visiting team as a collective and dedicated effort to continue and improve the process of student learning.

Self-Study Leadership Team (2014-2015)

WASC Coordinator – Mr. Guy Compton					
School & Community Profile	Focus Group A: Organization for Student Learning	Focus Group B: Curriculum and Instruction	Focus Group C: Student Support	Focus Group D: Resource Management	Focus Group E: Thai MOE Standards
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 - Ms. Cindy Chen, HS Associate Principal – Community Relations & Student Activities

Chapter I: Student/Community Profile and Supporting Data

A. Student/Community Profile

Corporate Profile & History

A branch of the EverClever Education Group, Wells International School began as EverClever Kindergarten in the fall of 1998. A conglomerate of companies, ranging from kindergarten to adult education, fall under the EverClever name, and the corporation is also affiliated with top institutions such as Framingham State University, the oldest teacher training institution in the United States.

Opening its doors on Sukhumvit Soi 47 with a total of only four students, EverClever Kindergarten soon grew to include other families in the surrounding community and became Wells International School. As it expanded, plans were already in the making for a primary school campus at nearby Sukhumvit Soi 51. In 2003, Wells International School –Thong Lor Campus (Wells-TL) accepted its first students, ranging from Grades 1 to 5, and expanded to Grade 6 the following year. In 2005, construction began on a secondary school about 5 kilometers further down Sukhumvit Road; and in the fall of 2006, Wells International School – On Nut Campus (Wells-ON) opened its doors to students in Grades 1 to 9. Seeking to establish better opportunities for its students, school leaders joined the International Schools Association of Thailand (ISAT) and the Thailand International Schools Activities Conference (TISAC), and began to explore accreditation options—a process that ultimately led to accreditation through the Western Association of Schools and Colleges in the summer of 2009.

Adding a new high school grade level each year after its opening, Wells-ON ultimately offered Grades 1 to 12, graduating its first senior class in June 2010.

In 2011, Wells closed its original kindergarten campus in Phrom Phong and opened a new kindergarten campus on Srinakarin Soi 62 – The Wells International School – Bangna Campus (Wells-BN).

Both Wells-TL and Wells-BN campuses operate autonomously, but serve as feeder schools for Wells-ON, considered the “main campus” of the three-campus Wells International School System.

Wells-ON Organizational Chart

(Please see Appendix B for the Wells-ON Organizational Chart)

Facility

While smaller than the other major international schools in Bangkok, Wells’ On Nut campus nonetheless features facilities that match, if not surpass, many of its counterparts. In an effort to make the school as welcoming as possible, the main office is located immediately to the right upon entering the school. A guard is stationed nearby at all times to ensure that only authorized visitors enter the campus, thus maintaining a safe environment for the students – a goal also accomplished through the CCTV cameras installed at key locations around the school. 85 Café, available for use during regular school hours, is located to the left of the entrance, and parents are welcome to relax or meet teachers in the lounge area to the right of the entrance. Announcements and events are posted regularly on the bulletin boards near the entrance, and copies of On Nut’s student-produced *85 Magazine* are also available.

Classes are held in the 30 classrooms on the three floors of the school, and each room is designed to facilitate optimal learning. The maximum number of students per class is set at 25, and most classes fluctuate from 16 to 18. Virtually all teachers at On Nut arrange their rooms to facilitate group work and cooperative learning, and they make every effort to design the rooms to be accessible and welcoming for students. Additionally, every classroom is equipped with a computer connected to a widescreen, wall-mounted television in an effort to incorporate the use of modern technology into lessons. Several rooms are equipped with Smart Boards as well.

In addition to the standard classrooms, the campus also houses three fully equipped, modern science laboratories stocked with both traditional and technologically advanced equipment. The two labs on the third floor were designed specifically with Advanced Placement (AP) Biology and AP Chemistry in mind, and over 5 million baht was spent to outfit them with the proper equipment and facilities. Five fully functional computer labs contain over 150 new computers, all available for use by students in both computer classes and in other subject areas. Proper use of all computers is ensured through the incorporation of a monitoring and remote control program that can track student usage and lock any computer at the press of a button. As of the 2013-2014 school year, all students enrolled in high school learn through a paperless, one-to-one notebook/tablet program.

The school library contains nearly 10,000 fiction and non-fiction titles and is always in the process of expanding its selection even more. All books are tracked through the use of the OpenBiblio library system, making it easy to locate every title. Several computers are available for use, and all students have free access to EBSCOHost, an online database that provides access to millions of articles in hundreds of journals and periodicals. While used primarily for pleasure or research, the library is also used by Wells counselors for the values education lessons that occur weekly for both primary and secondary students.

To ensure the safety and well-being of the students, the school employs a full-time, certified nurse to operate the school's clinic, which is fully equipped with first aid supplies and contains four beds for students who require rest due to illness or minor injuries. Recognizing that mental and social health are equally important, one full-time and two part-time school counselors provide advice to students in the counseling rooms. All students are encouraged to visit counselors with any issues or concerns they may be experiencing.

The school cafeteria, located on the first floor, can accommodate 200 students, and additional seating is provided in nearby areas. Students are served lunch over three separate periods, and a wide range of Western and Asian selections is available to them through a catering service with decades of experience in the restaurant business. Proper food preparation techniques are strictly observed, and every effort is made to ensure that high quality, healthy choices are available. MSG (monosodium glutamate) is not present in any of the prepared items, and vegetarian dishes are always available.

The Wells Sports Complex, including the gymnasium, fitness center and Wells Coliseum, provide students with ample opportunity to play a variety of sports in both friendly games and BISAC/TISAC matches, as well as performing arts events. Two regulation-size basketball courts enable the campus to host large-scale tournaments, and facilities are available for volleyball, badminton, futsal and other sports. The front courtyard is designated as a primary-only zone to provide younger students with a non-threatening area in which to play.

B. Statement of the school's purpose (e.g., core values, vision, mission) School Vision

Mission, Vision & Philosophy

While embracing the analytical methods of the American curriculum, the rigor of the British system and the international philosophy of the IB program, Wells International School ultimately adheres to the “best practices” approach: The methods and resources educators use should be firmly based in what best allows students to learn as opposed to rigidly following a particular educational approach or program. Four key concepts thus drive education at Wells International School:

- A passion for learning
- Engaged, collaborative learning
- Critical thinking
- Real-life application

The mission of Wells International School is to deliver a quality, university-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.

Its vision is to be globally recognized for its supportive and innovative educational programs that empower each student to achieve his or her highest potential. Wells International School aims to provide quality education and foster character development in a caring community. The philosophy of Wells is directly linked to the desired attributes and traits needed throughout childhood in order to progress successfully in life. We capitalize on the uniqueness of all students, encouraging them to be communicators and thinkers who are principled, determined, well-balanced, caring, open-minded and knowledgeable. When combined, these attributes create a wholesome profile of an internationally-minded student.

Expected School-wide Learning Results (ESLRs)

The annual ESLR review at the beginning of the 2012-2013 academic year was conducted with the specific goal of simplifying the ESLRs for both younger students and non-English speaking parents. Since then, at subsequent annual ESLR reviews, it had been decided that no change was necessary to the existing ESLRs. However, a review of the ESLRs along with the IB Learners Profile was conducted as a precursor to possible revisions at the next ESLR review in the fall of 2015.

As such, students of Wells International School strive to be (simplified statements are highlighted in yellow)
...

Responsible Global Citizens, who ...

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

Effective Communicators, who ...

- ... are confident to speak in the English language.

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

Critical Thinkers and Problem-Solvers, who ...

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

Healthy and Hygienic Students that ...

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

ICT Proficient Students that ...

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

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

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

Curriculum: Overview

Wells International School's instructional foundation is built upon the U.S. Common Core State Standards Initiative, a system of learning goals that has been systematically adapted to fit the diverse needs of an international student body in Thailand. It holds all students to high academic standards, expecting them to not only retain content, but to also critically analyze and evaluate that knowledge.

Additionally, students are encouraged to find ways in which they can make a difference for the better in their lives and those of others through the application of the lessons both inside and outside the school walls; all students must accumulate a minimum number of community service hours at the high school level. All aspects of the Wells curriculum from the nursery to high school levels are designed to extensively prepare students for studies at top universities around the globe.

Education in the United States focuses on independent, critical thinking and creative problem-solving, and the U.S. Department of Education provides schools with the most advanced resources and research data in the world in order to ensure the academic success of their students. All schools also teach the same core subjects – including information and communications technology, language arts, mathematics, physical education, science, and social studies—as well as fine arts and various other elective courses. As stated by the International Schools Association of Thailand, “in the matter of critical thinking the American system remains the recognized leader in developing this vital skill in students.”

During the early years of children's lives, their cognitive development peaks, and they begin to learn foundational skills in language, motor skills and social interaction. Wells International School taps into this enormous capacity, providing young students with research-based learning opportunities that promote their reasoning, creative thinking and inquiry skills. Aligned with the learning standards of Wells International School's upper primary and secondary programs, the curriculum at the early primary levels emphasizes hands-on learning, engaging physical and mental activities, and a holistic approach that address each developmental domain—creative, emotional, intellectual, physical and social. Young learners are thus able to build a solid academic foundation and a love for learning that carries into middle school and beyond.

From Grade 1 to 4, Wells instructors utilize Literacy by Design, a comprehensive program that integrates the language arts, social studies and science curricula into a cohesive whole. Based on the U.S. Common Core Standards and the recommendations of the National Institute for Literacy, the program offers:

- Research-based best practices
- Sequential, horizontal and vertical integration
- Targeted instruction
- Consistent assessment practices
- A focus on key reading comprehension skills
- Fully developed, engaging lessons
- Integrated print and online components

Upon moving to Grade 5 and beyond, Wells students begin to refine critical thinking skills that allow them to succeed in intensive courses in high school and university. Drawn from the U.S. Common Core Standards and influenced by the approach of the International Baccalaureate (IB) system, the Wells secondary curriculum emphasizes student engagement, collaborative learning and the application of principles and content gained in the classroom. Skill sets thus include areas such as synthesis, analysis, and evaluation, and instructors follow the set vertically aligned standards and skill progression models in order to guide students incrementally through the learning process. Classroom instruction typically focuses on group work and activities rather than a lecture-based approach. Upon reaching high school, students are offered a wide variety of options and programs to help them prepare for university, including:

- High school courses leading to a standard diploma
- Advanced Placement (AP) honors courses taught by trained AP instructors
- The IB Diploma Programme (as of the 2013-2014 school year)
- One-on-one university and career counseling
- Summer Internships and job shadows at institutions such as Chulalongkorn University, Mahidol University, the University of Hawaii and Sukhumvit Hospital
- Positions as teaching assistants

Extra-Curricular Activities

Athletics

Wells features an exceptionally active sports community, and many students join multiple teams and activities. The school has been member of the Thailand International Schools Activity Conference (TISAC) for small to mid-sized schools since 2008 and a participant in tournaments for the much larger schools of the Bangkok International Schools Athletic Conference (BISAC). Despite its

relatively small size, the Wells Seahawks Athletic Department has become one of the most dominant forces in its league, amassing nearly two dozen championships in the past four years alone.

Despite the many victories, however, the coaches do not emphasize winning. On the contrary, the school's philosophy asserts that the process far outweighs the outcome. Students are encouraged to view sports as an extension of what they learn in the classroom – an opportunity to grow individually and collectively. Winning, simply put, is a bonus.

Academics & the Arts

Not content with sports trophies, Wells students have gone on to win multiple national and international championships in a variety of competitions, overflowing the Wells trophy case. The school has a strong history in debate, having participated in the EU-Thailand National Intervarsity Debate Championship and the Thailand High School National Debating Championship since 2008. Additionally, Wells was among the first schools from Thailand to send teams to the regional and global rounds of the World Scholar's Cup, which has become world-renowned as a premier academic competition.

In the arts, students have proven equally competitive, particularly in recent years. Wells teams have been frequent participants in dance, vocal and theatre competitions and have again established a reputation as the teams to beat at those events.

Community Involvement & Service

Included in the Wells school-wide learning results is an expectation that students take part in community service activities, and children of all ages are encouraged to find ways in which they can make a positive difference in the lives of others. The Student Support Services Department coordinates with local and international organizations in order to provide opportunities for students to give back to the community through donations, volunteer work and other forms of activism. Wells regularly partners with organizations such as Habitat for Humanity and the Bangkok Service Conference, and also take part in activities such as reforestation, fundraising, flood relief and more. Older students are also encouraged to explore their interests and strengths through internships and job shadow opportunities with both small and large companies. High school students partner with the faculty at Mahidol University's Department of Chemistry each summer to research bioenergy sources, and students have completed internships at Sukhumvit Hospital, the Bangkok Post and other major organizations.

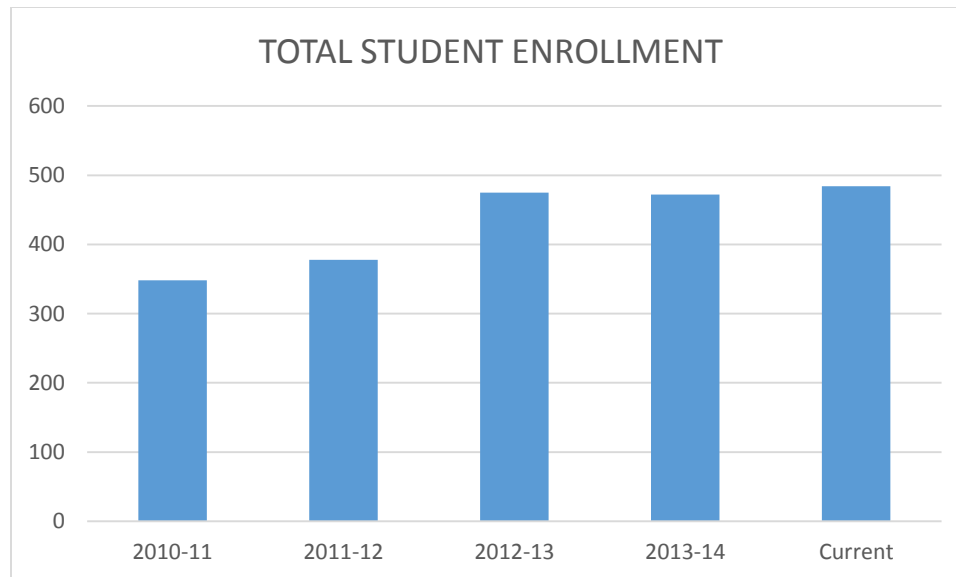
Student Profile, Enrollment and Demographics

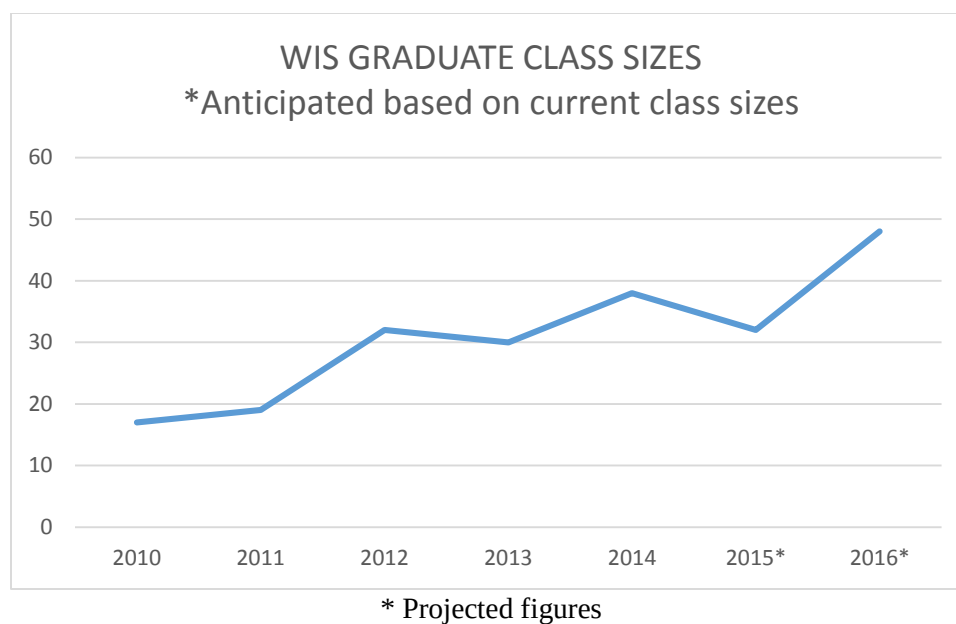
As is the case in most established international schools in Thailand, the student body at the Wells campuses represents a wide range of backgrounds, totaling over twenty-six different nationalities—a number that has risen steadily since 2007. At Wells-ON, the largest group is unsurprisingly Thai, representing 39% of the total student population of 484 at the beginning of the 2014-2015 school year. The remainder hails from other Asian, European, African and American nations. Trends over the past few years indicate that the non-Asian expatriate population is growing more rapidly than other groups; the number of American enrollees has grown more than 200% from the previous three years. Wells typically draws interest from permanent residents of Bangkok, and most tend to remain enrolled in the Wells system for long periods. Less than 6% of the total student population, most of whom cited relocation as the primary reason, withdrew following the 2013-2014 school year. Approximately 90% of the student population come from non-English speaking households. However, due to increasingly high admissions

and academic standards, the majority of students possess a relatively high level of English proficiency considering it is a second or third language for most.

End-of-Year Enrollment Numbers

School Year	2010-2011	2011-2012	2012-2013	2013-2014	Current
Primary Students (Grades 1-4)	348	378	160	129	133
Middle School (Grades 5-8)			172	181	183
High School (Grades 9-12)			143	162	168
Start-of-Year TOTAL	348	378	475	472	484
End-of-Year Graduates	19	32	30	38	32 (2015)





Citizenship	Number of Students	% of Total
Thai	189	39.0%
Indian	110	22.7%
Korean	55	11.4%
Japanese	30	6.2%
American	29	6.0%
Taiwanese	19	3.9%
British	8	1.7%
Filipino	7	1.4%
Chinese	6	1.2%
Indonesia, Malaysia, Russia, Brazil, Canada, Holland, France, Ireland, Portugal, Singapore, Australia, Bangladesh, Chile, Mexico, Myanmar, Spain, Sri Lanka	31	< 1.0% each

Parent Profile

The majority of Wells families have at least one college-educated parent, with medium to high socio-economic status. Many parents are entrepreneurs and managers in small to medium sized businesses. The number of Wells Asian parents who own a business in Thailand has increased in the last five years.

As with the rest of Thailand, they have struggled with the economic downturn, as well as frequent periods of unrest. Except in the case of some Thai mothers, few of the Asian mothers work. Many of the Asian parents do not have previous international experience.

Thai families make up 39% of the school population. They have a similar socio-economic profile to the other Wells parents. In many cases, both Thai parents are working; many in their own companies. Several are health care professionals and others work in the hospitality industry. Most Thai families have good English language capability. Most pay the Wells tuition fees privately.

Faculty Demographics & Qualifications

Like the students at On Nut, the faculty brings a wide range of backgrounds to the school; in total the teaching staff and administration represent over a dozen nations from around the globe. Being an American-curriculum school, the bulk of the core subject teachers hail from the United States, with the remainder representing European, Asian and African nations. Staff retention is consistently high; only seven (7) full-time teachers of approximately fifty-five either chose to leave or were not offered positions following the 2013-2014 school year.

Citizenship	Number of Teachers/Admin	% of Total
USA	19	31.15%
Thailand	11	18.03%
Philippines	8	13.11%
India	7	11.48%
Taiwan	3	4.92%
South Africa	2	3.28%
UK	2	3.28%
Australia	1	1.64%
Belgium	1	1.64%
Canada	1	1.64%

Wells teachers and administration are experienced and well-qualified. Nearly 60% hold or are pursuing a master's degree in education or in their specialization.

Degree	Number of Teachers/Admin	% of Total
Master's	32	56.14%
Bachelor's (Education)	18	31.58%
Bachelor's (Non-Education)	10	17.54%
Doctorate	1	1.75%

All teachers with a non-education bachelor's degree are hired on short-term contracts and are required to enroll in a teacher certification program or M.Ed. program in order to continue working beyond their initial term.

Faculty/Staff Professional Development

Wells International School has an extensive professional development program that provides teachers and school leaders with opportunities for professional growth while focusing on school improvement.

EARCOS Teachers Conferences

- 2013 – Shanghai – Fine Arts, PE, ICT, and Counseling
- 2014 – Bangkok – Science, Social Studies, Math
- 2015 – Kota Kinabalu – Language Arts, Primary

EARCOS Leadership Conferences

- 2012 – Kuala Lumpur – Chairman, Head of School
- 2013 – Bangkok – Chairman, HOS, Principals
- 2014 – Kota Kinabalu – HOS, Principals

BTN One-Day Mini-Conferences

- 2013, 2014 – All teachers NOT attending ETC

Other PD Opportunities

- College Board AP Subject-Specific Training
- IB Diploma Program Training
 - Category 1 – Subject-Specific Courses, Program Coordinator, Administration
 - Category 2/3 – Subject-Specific Courses
 - On-Site Training Courses

On-Site/Hybrid Advanced-Degree Programs

In 2012, Wells-ON established a working relationship with Framingham State University (FSU) in Massachusetts, USA, to offer graduate-level courses on site, leading up to a M.Ed. in International Teaching, conferred by FSU. All teachers are encouraged to pursue advanced degrees. As such, the school provides no-interest financing with varying terms or, in some instances, full tuition waivers, depending on length of contract.

School leaders already possessing M.Ed. degrees are also encouraged to enter doctorate programs offered by Nova Southeastern University in Florida, USA, providing partial tuition support depending on years of service.

Student Performance Measures: External Assessments and Standardized Testing

Stanford Achievement Test (SAT 10)

To determine the efficacy of the Wells curriculum and instructional model, external measures are used to gauge student performance relative to global norms. One such measure is the tenth Stanford Achievement Test Series 10 (SAT 10), designed by the world-leading education company Pearson. Measuring students' skills in mathematics, language, reading, spelling, science and social science, the SAT 10 provides reports that not only identify where students are in comparison to their peers, but also strategies for teachers and parents to aid them further. SAT 10 results over the past five years indicate that, on average, Wells students outperform global averages in virtually every subject area by the time they reach Grade 11 and 12.

Student performance indicates steady improvement in the sciences, particularly at the rigorous high school level, at which point many students take university-level biology and chemistry courses. This is supported by external programs such as the annual student internships at Mahidol University, Chulalongkorn University, and, most recently, the University of Hawaii.

Despite the American-centric slant on the social science portion of the SAT 10, students begin to match their U.S. peers by Grade 6 and often exceed them at the secondary level due to the increasingly international scope.

The math levels of Wells students at all grades either exceed or far exceed the U.S. national average, with the gap widening dramatically toward the end of the high school years.

As expected in a predominantly ESL population, Wells students struggle with English. However, trends indicate that they are exceeding global norms in spelling and are on track to do so in reading and language by their senior years – while some have done so even earlier.

Scholastic Aptitude Test (SAT I)

Wells International School encourages, but does not require, students in Grade 11 and 12 to take the College Board Scholastic Aptitude Test (SAT I). Since 2012, the school served as an official College Board SAT Test Center. During that time, fifty-two (52) Wells students, representing approximately half of the graduating seniors, took the SAT Reasoning Test prior to graduation. Some of the SAT I highlights include:

- Wells students surpassed world averages in math all three years.
- 3-Year trends show improving critical reading scores and writing scores.
- Most recently, the graduating class of 2014 surpassed world averages in ALL three sections.

College Board Advanced Placement (AP) Exams

Another external measurement of student performance is the administration of the Advanced Placement exams. Designed by the College Board in the United States, the exams for each AP course reflect the learning standards defined by that organization—not those of the course instructor. As AP courses are designed to be analogous to university-level classes, students who receive a score of at least 3 out of the maximum of 5 demonstrate their ability to succeed at the university level while still in high school. Administered at Wells since 2012, some highlights include:

- From 2012-2014, Wells students took a total 182 exams in thirteen (13) different AP subjects.

- Wells students surpassed world averages in eleven (11) subjects.
- Wells students surpassed world AND Thai averages in ten (10) subjects.

Student Performance Measures: University Acceptances

Despite having seen off only five senior classes, Wells International School's graduates have been accepted into top-ranked tier 1 universities in both the United States, Thailand, and other countries around the world. Since 2010, 100% of Wells graduates were accepted into at least one 4-year post-secondary program, with its top students offered places at world-class institutions such as UC-Berkeley, Rice, UCLA, Purdue University, University of Wisconsin-Madison, just to name a few.

Class of 2014 - University Acceptances

of Graduates: 36

University	Country	World Ranking (QS)	National & Regional Ranking	Scholarship Offer
Clark University	U.S.A.	651-700	75 N	
Cooper Union University	U.S.A.	-	1 (RC)	
Drexel University	U.S.A.	481-490	97 N	
Florida Institute of Technology	U.S.A.	-	167 N	
Fordham University	U.S.A.	701+	57 N	
Georgia Institute of Technology	U.S.A.	99	36 N	
Grinnell College	U.S.A.	-	17 N	
Hofstra University	U.S.A.	-	135 N	
Lewis and Clark College	U.S.A.	75	74 N	
Ohio University	U.S.A.	701+	135 N	
Purdue University	U.S.A.	99	68	
Randolph College	U.S.A.	-	134	
Seattle University	U.S.A.	-	6 R	
Simon Fraser University	Canada	244	-	
State Univ. of NY – Albany	U.S.A.	601-650	128 N	
State Univ. of NY – Binghamton	U.S.A.	701+	97 N	
State Univ. of NY – Plattsburg	U.S.A.	-	-	
State Univ. of NY – Stony Brook	U.S.A.	-	-	
University of British Columbia	Canada	49	-	
University of Buffalo	U.S.A.	302	109 N	
University of La Verne	U.S.A.	-	161 N	
University of North Carolina	U.S.A.	54	30 N	
University of Puget Sound	U.S.A.	-	76 NC	
University of Rochester	U.S.A.	151	32 N	
University of San Francisco	U.S.A.	701+	117 N	
University of Victoria	Canada	321	-	
Willamette University	U.S.A.	-	61NC	
ASIA				
Chulalongkorn University	Thailand	239		
James Cook University	Singapore	351		
King Mongkut Institute of Tech	Thailand	-		
Mahidol University	Thailand	283		
National Chiao Tung University	Taiwan	230		
National Taiwan University	Taiwan	82		
Rangsit University Medical	Thailand	-		
Thammasart University	Thailand	-		
University of Osaka	Japan	-		

Class of 2013 - University Acceptances

of Graduates: 29

University	Country	World Ranking (QS)	National & Regional Ranking	Scholarship Offer
Accademia Italiana	Thailand	-	-	
Adelphi University	U.S.A.	-	155 N	x ¹
Assumption University	Thailand	-	-	
Chulalongkorn University	Thailand	201	43	
Colorado State University	U.S.A.	365	134 N	x ²
Drexel University	U.S.A.	401	83 N	x ³
Florida Institute of Technology	U.S.A.	-	160 N	x ⁴
Fordham University	U.S.A.	601+	58 N	
Le Cordon Bleu Dusit Culinary School	Thailand	-	-	
Leiden University	Netherlands	75	-	
Mahidol University	Thailand	255	38	
National Taiwan University	Taiwan	80	22	
National University of Singapore	Singapore	29	2	
Northeastern University	U.S.A.	451	56 N	
Ohio State University	U.S.A.	105	56 N	
Pennsylvania State University	U.S.A.	101	46 N	
Rice University	U.S.A.	120	17 N	
State University of New York at Binghamton	U.S.A.	-	89 N	
Temple University	U.S.A.	551-600	125 N	x ⁵
Thammasat University	Thailand	551-600	110	
Tulane University	U.S.A.	309	51 N	x ⁶
University of California, Berkeley	U.S.A.	22	21 N	
University of California, Los Angeles	U.S.A.	31	24 N	
University of California, San Diego	U.S.A.	70	38 N	
University of California, Santa Barbara	U.S.A.	118	41 N	
University of Evansville	U.S.A.	-	9 MW	x ⁷
University of Illinois at Chicago	U.S.A.	180	147 N	x ⁸
University of Illinois – Urbana-Champaign	U.S.A.	56	46 N	
University of Massachusetts Amherst	U.S.A.	290	97 N	x
University of Melbourne	Australia	36	1	

¹ Academic Scholarship: US \$24,500 per year² Presidential Scholarship: US \$36,000 over four years³ Academic Scholarship: US \$15,000 per year⁴ Academic Scholarship: US \$18,000 per year⁵ Academic Scholarship: US \$1,000 per year⁶ Academic Scholarship: US \$20,000 per year⁷ Academic Scholarship: \$16,000 per year⁸ S-STEM Scholarship: US \$6,000 per year for three years

University of Michigan/Jiao Tong University	China	17/125	29 N/29	
University of Minnesota	U.S.A.	104	68 N	x
University of Southampton	U.K.	73	22	
University of Sunderland	U.K.	-	57	
University of Sussex	U.K.		27	
University of Virginia	U.S.A.	123	24 N	
University of Westminster	U.K.	-	93	
University of Wisconsin – Madison	U.S.A.	38	41 N	

Perception Data: Student & Parent/Community Surveys

Based on the most recent survey, students largely feel positively about the school, giving the school an overall rating of 7.50 out of 10. Areas of particular strength include the curriculum; and well-versed teachers with their ability to engage students and hold students to high standards. However, of particular concern is the general student perception that the school is not well-maintained and classrooms are not well-equipped.

Like its students, Wells' parents have an overall positive view about the school, with an overall rating of 7.19 out of 10. Parents are particularly in agreement in regards to the school being a positive and safe environment for their children. High marks were also given to the curriculum and the teachers.

Parents echoed student concerns, though not as strongly, regarding facilities maintenance; however, they disagreed with students regarding classrooms being well-equipped.

Students and parents were also in agreement regarding school communications which received below average ratings from both students and parents.

Perception Data: Staff/Faculty Survey

Wells faculty and staff are generally positive about the school program and its leadership, according to the most recent survey, with the School & Curriculum receiving an average rating of 8.06 out of 10, and the School Leadership receiving an average of 7.50 out of 10.

Teachers generally feel that the school has a strong, appropriately rigorous program that addresses its published school learner outcomes. However, a notable concern of teachers is in regards to one of the ESLRs in particular, as teachers only slightly agreed that the school is doing enough to promote healthy lifestyles.

Also, though teachers have a generally positive view of the school's leadership, there is, not unexpectedly, a general feeling that more overall effort should be directed toward developing an effective professional development program.

Chapter II: Progress Report

Summary of progress on the schoolwide action plan that incorporated all critical areas of follow-up from the last full self-study

WASC VC Recommendations – 2012 Visit

Recommendations made by the WASC Visiting Committee in 2012 were quite extensive leading up to a one-day revisit scheduled for the following spring of 2013. As such, the recommendations were categorized by organizational responsibilities: School Board vs Site Administration.

- School Board
 - *Salary & Benefits*
 - Review the salary and benefits package being offered that is currently in place in order to ensure retention of current staff and successful recruitment of new staff and that the school will remain competitive with other local schools.
 - This should include the decision to offer a step increase only every other year, as opposed to every year.
 - It is suggested that the Chairman and the Board of Directors look at the packages offered by other schools, for their teaching and classroom support staff, for their office and classified staff and especially for their administrative/leadership staff and adjust the current offering to bring it into line with what comparable tier schools are offering.
 - *Enhanced compensation package for long-term contracts (ie. IB, Master Teacher, etc.)*
 - *Establishment of a strict cap on the number of long-term contracts, limiting such contracts to key teaching positions*
 - *Short-term contracts with reasonable but limited compensation packages for “transient” teaching staff; for example, western-certified teachers seeking one or two-years of overseas experience before securing a teaching job in their home countries. No annual step raises; return ticket to home country at the end of contract.*
 - *Overall, teacher compensation will rise and will be funded via annual increases in student fees*
 - *Student Fees*
 - Review the fees they are charging students and look to possibly increasing fees in order to bring them into line with what comparable tier schools are charging. These increases would make an improved salary and benefits package more feasible.
 - *The intention to increase student fees annually, typically in line with inflation but not as high as other international schools, has been communicated with the school community.*
 - *System-Wide Funding*
 - Ensure that there is no co-mingling of personnel, policy decisions or funds among and between the several branches of the EverClever Education Group in order to maintain the integrity of the Wells International Schools’ Program.

- *The other branches of the EverClever Education Group are officially operating autonomously, and the co-mingling of personnel has been reduced significantly, though not eliminated entirely.*
- *Human Resources*
 - Authorize the immediate search and hiring, by the Headmaster, of an additional counselor for the 10th grade counseling component; a curriculum director to relieve the added burdens being shouldered by the Headmaster and the Vice Headmaster.
 - *Additional principal positions were created to manage the different levels within the entire school. For the 2013-2014 school year, positions for a Primary School Principal and a Secondary School Principal were filled. For the 2014-2015 school year, the Secondary School Principal was further divided into a Middle School position and High School Principal position.*
 - Authorize the hiring of at least one additional person to work in the office in order to relieve the extra workload resulting from an increased number of students at the school
 - *Initially, extra positions had been created and filled for the 2013-2014 school year. However, major personnel shifts occurred across the Wells system between the 2013-2014 and 2014-2015 school years. School support staffing will be further evaluated at the end of the current school year.*
 - Authorize the hiring of an assistant to the GA Manager to assist with the increased workload that additional students bring
 - *An assistant to the Facilities & GA Manager had been assigned following the 2012-2013 school year. However, additional support is still needed to manage operations across all Wells campuses.*
 - Authorize the hiring of a counselor/administrator whose only responsibilities will be to oversee the implementation of the IB Diploma Program
 - *The position of IB Diploma Coordinator was created during the 2012-2013 school year leading up to full IB authorization and charter implementation of the IB Diploma Program for the 2013-2014 school year. Wells is on track to graduate its first IB DP students at the end of the current school year.*
 - Provide complete training in the use of Power School to all staff so that the school will be able to maximize the use and justify the expense of acquiring this system.
 - *A team dedicated to the management of PowerSchool has been created with funds dedicated to sending the team to annual “PS University” conferences beginning in the 2013-2014 school year.*
 - *PowerSchool training sessions have been scheduled and will continue to be scheduled during system-wide PD days and teacher orientation sessions.*

- *Capital Improvement*
 - Consider developing a Media Center with additional computers that will enable digital options for students such as the ease of conducting research; the use of college and career prep, as well as guidance, software by the counseling team; and the expansion of technology offerings.
 - *IT Infrastructure Improvements*
 - *Parking Lot Expansion*
 - *Long-Term: Campus Expansion Plan*

➤ Site Administration

- *Shared Decision-Making*
 - The site administration continue working and developing a feasible shared decision-making model that will enable all staff to have a voice in decisions regarding all phases of the educational process at the On Nut campus of Wells International Schools. This should also include an open and transparent dialogue with the Chairman and Board of Directors in the appropriate areas (curriculum, expansion of a department, supplies, schedule changes, instruction, the addition of programs such as the IB Diploma Program, and the day-to-day operation of the school as it relates to the students and teachers).
 - *Monthly department head meetings have been scheduled with the Chairman to increase transparency in the school administration process and to allow more involvement of teachers in school-wide decisions.*
 - *The leadership team is becoming increasingly “tech savvy” in order to utilize Google apps for school-wide collaboration and more effective communications.*
- *Professional Development*
 - The continuing development and expansion of the school’s professional development offerings so that teachers will continue to be abreast of issues within the educational community
 - Include training in the coming IB program, visitations to schools where the program is already in place
 - Explore offerings from EARCOS and teacher’s annual goals and objectives
 - *There has been a significant increase in monies budgeted for professional development, including attendance in the annual EARCOS Teachers Conference and EARCOS Leadership Conference; specialized training for advanced level courses such as AP and IB Diploma Program courses continue to be arranged; and zero-interest financing and tuition support provided for the pursuit of advanced degrees (M.Ed. or Ed.D programs).*

- Implement standard procedures for the effective evaluation of staff
 - *With the addition of principal positions in the primary, middle, and high school levels, the school has begun developing a more effective staff self-assessment and evaluation program following the research-based Manzano method.*
- *Parent Involvement*
 - The leadership team and the staff work with the parent leadership to re-invigorate the PTO that will support such activities as a culture faire, fundraising, volunteer and community service.
 - *In progress*
- *Personnel*
 - The site administration is urged to revisit and review the current job descriptions for the entire staff. This could include such things as specific duties, qualifications for the job, hours of service per their contracts (including overtime for added responsibility), professional development responsibilities and any other requirements of the job. It might be advisable to have the leadership team work with the department heads on this project to ensure comprehensive and complete input.
- *School-Level & Operational Finances*
 - The site headmaster and his site leadership team develop an operating budget for site expenses with input from the staff that will include expenses for supplies and instructional materials, supplementary materials, field trip preparation and costs, and anything else that will enhance the class. This should be submitted prior to the start of each school year.
 - In addition, they are urged to ask teachers to submit a yearly schedule of their teaching “lesson plan” that includes field trips, and other activities planned throughout the year.
 - *Done*
- *School Community Morale*
 - The entire Wells On Nut community (the Chairman and Board, site administration, counselors, teachers and aides, office staff and facilities management personnel) work diligently to build trust and respect for one another that will lead them to listen to one another, share ideas and focus on quality vs. quantity in the implementation and development of school programs and its operation. Some activities that will enable this sense of trust and respect include quarterly professional development days dedicated to site issues and concerns, train staff on the use of such things as Power School, and to share best practices with one another; a pre-school barbeque, Christmas/holiday party, and end of year social that will include spouses or significant others; the development of interdisciplinary committees that meet monthly

to develop cross curricular communication; and other activities that will build and support collegiality.

- *In progress*

WASC VC Recommendations – 2013 Revisit

- Formalize a Professional Development program that provides all faculty and staff the opportunities to increase their educational expertise in all aspects of the various school programs, i.e. subject appropriate workshops, AP training, IB training, and the WASC Focus on Learning protocol to better meet the needs of all Wells' students.
 - *EARCOS Teachers Conferences*
 - *2013 – Shanghai – Fine Arts, PE, ICT, and Counseling*
 - *2014 – Bangkok – Science, Social Studies, Math*
 - *2015 – Kota Kinabalu – Language Arts, Primary*
 - *EARCOS Leadership Conferences*
 - *2012 – Kuala Lumpur – Chairman, Head of School*
 - *2013 – Bangkok – Chairman, HOS, Principals*
 - *2014 – Kota Kinabalu – HOS, Principals*
 - *BTN One-Day Mini-Conferences*
 - *2013, 2014 – All teachers NOT attending ETC*
 - *As the school continues to develop its staff self-assessment and evaluation program, it hopes to allow for more personalized professional development.*
- Revise the school's ESLRs to make appropriate age level and measurable indicators of what each student should know, understand and be able to do upon exit from the school; as Wells is a Grade 1-12 school.
 - *Completed*
- Align curricular programs at the two sister-schools with the On Nut program with an emphasis on literacy
 - *Since the 2013-2014 school year, the Primary School Principal has been assigned the responsibility to oversee curricular alignment between feeder school programs and the main campus at Wells-ON; the main focus being on literacy instruction based on Literacy by Design (LBD).*
- Develop a formal procedure to gather, record and analyze student assessment data to assist in the development of the school's Action Plan.

- *Presentations of external assessment data and other student performance indicators are made annually to the school community as part of the Teacher Orientation and Parent Orientation programs at the beginning of the school year. The most recent student performance data was presented to all the WASC focus groups to reference during the current FOL self-study.*
- Establish a school leadership team comprised of the the Chair of each Focus Group, the Principal, Self-Study Coordinator and other Stakeholders, to take ownership of the formal procedure instituted to organize student achievement data to drive the action plan.
 - *The WASC Leadership Team was formed at the beginning of the 2014-2015 school year, led by the Self-Study Coordinator (Mr. Guy) and Head of School (Mr. Ray), and comprised of each Focus Group Chair (Mr. David, Ms. Penny, Mr. Baldeep, Mr. Henry, Ms. Aum), an office representative (Ms. Liza) and the Hospitality Committee Chair (Ms. Ro)*
- Finalize the revision and clarification sections in the Staff and Teacher Handbooks concerning the specific duties, qualification and hours of service for each position, including additional stipends for added responsibilities and any other requirements of the various jobs.
 - *The Staff and Faculty Handbook has been updated for the 2014-2015 school year and will continue to be updated and shared via Google Docs.*

Chapter III: Overall Summary from Analysis of Profile and Progress Data

Implications, interpretations, trends, patterns

Enrollment stabilized at just below 500 students.

Growing number of non-Thai students

Aging facilities and growing population.

Identified critical academic needs

Develop and implement a curriculum review cycle

Review ESL completion levels Grades 4-8

Develop and implement a technology plan

Scheduling of collaboration and cross-curricular planning time

Important questions raised by the analysis of the student performance, demographic, and perception data

1. How do we best support the learning needs of ESL students?
2. What facilities improvements can be made to accommodate student population growth and to address trends and innovations in education?
3. How to best develop a unique program centered on Middle School students?
4. What time is necessary for cross-curricular and multi-grade meetings to allow for collaboration among teachers to facilitate student progress?
5. Are our ESLR competencies being monitored to provide data on student performance and progress?

Chapter IV: Self-Study Findings

Focus Group A: Organization for Student Learning Criteria and Indicators

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted school-wide learner outcomes that form the basis of the educational program for every student.

Beliefs and Philosophy

Indicator: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

Evidences: School Handbook; Staff/Faculty Survey; Parent Survey

Assessment: According to the most recent staff/faculty survey, the written mission and vision of Wells does reflect the beliefs of the school as a whole.

Purpose, School-wide Learner Outcomes, and Profile Data

Indicator: The student/community profile data has impacted the development of the school's vision and mission and school-wide learner outcomes.

Evidences: School community profile; Student demographic data; Interviews with Ownership & Leadership Team; Parent Survey

Assessment: Despite periodic reviews, little change has been made to the school's vision and mission since they were established when the school first opened in 2006. Overall, student demographics have been stable over the past five years. As such, the school remains focused on preparing its students to ultimately enroll in 4-year post-secondary programs either in Thailand or overseas.

Involvement of All

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

Evidences: Annual Teacher Orientation Agenda (ESLR reviews); PTO Meeting Minutes; Parent Survey; Staff/Faculty Survey

Assessment: Wells ESLRs undergo an annual review prior to the start of each school year. However, only school staff/faculty are involved in this review. School community involvement is somewhat limited to surveys which are conducted to solicit feedback and/or suggestions from parents. PTO meetings also serve this purpose, to some extent.

Consistency of Purpose, School-wide Learner Outcomes, and Program

Indicator: There is a strong degree of consistency between the school purpose, the school-wide learner outcomes, and the school program.

Evidences: Wells Curriculum; Student work/portfolios and extra-curricular awards/accomplishments; University Acceptance Data; External Assessment Data; Community Service & IB CAS Documentation

Assessment: There is a strong degree of consistency, particularly at the higher grade levels with the implementation of the IB Diploma Program and its built-in mechanisms to achieve expected learner outcomes. However, there is room for improvement in the lower grades (primary and middle school).

Communication about Vision, Mission, and School-wide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and school-wide learner outcomes to the students, parents and other members of the school community.

Evidences: Student handbooks; School Newsletters; Website, Classroom displays.

Assessment: The school's vision, mission and ESLRs are made evident to students and the school community via various school publications, either on paper or electronically, as well as bulletin boards and even video monitors in the lobby. However, it has been suggested that even more "publicizing" can be achieved by strategically placing banners/signs/posters throughout the school.

Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school purpose and the school-wide learner outcomes based on current and future learner needs and other local/global trends/conditions.

Evidences: Annual Teacher Orientation Agenda (ESLR reviews)

Assessment: As mentioned earlier, Wells ESLRs undergo an annual review prior to the start of each school year as part of the teacher orientation program.

Conclusions

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. However, with the recent implementation of the IB Diploma Program, as well as imminent changes in the local and regional socio-political environment, the school needs to be prepared to make changes, perhaps just subtle, to its long-term vision.

A2. Governance Criterion

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

Clear Policies and Procedures

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

Evidences: Interviews with School Ownership and Leadership Team; Wells School Charter (Thai MOE)

Assessment: As a proprietary, for-profit institution, policies and procedures for the selection of the School Board are not made public and are, presumably, at the discretion of the school's ownership. However, the composition of the School Board is governed by Thai Ministry of Education (MOE) regulations.

Pretraining of Potential Board Members

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

Evidences: Interviews with School Ownership and Leadership Team; Wells School Charter (Thai MOE); Board Member Attendance at EARCOS Leadership Conferences

Assessment: As a proprietary, for-profit institution, policies and procedures for the selection of the School Board are not made public and are, presumably, at the discretion of the school's ownership. The school's owners, a husband-and-wife team, serve as the School Board Chairman and Vice Chairman, respectively. The Chairman has actively taken part in training/professional development for school board members via EARCOS Leadership Conferences, as well as IB Governance workshops.

Relationship of Policies

Indicator: The governing authority's policies are directly connected to the school's vision, mission, and school-wide learner outcomes.

Evidences: Interviews with School Ownership and Leadership Team; Wells Staff/Faculty Manual

Assessment: Although it is presumed that the governing authority's policies are directly connected to the school's vision, mission, and school-wide learner outcomes, the lack of transparency (due to the school's proprietary nature) makes it difficult to assess.

Involvement of Governing Authority

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

Evidences: Interviews with School Ownership and Leadership Team; Board Member Attendance at EARCOS Leadership Conferences

Assessment: The school's governing authority provides the final approval of any revisions to the school's vision, mission, and school-wide learner outcomes. The Chairman does strive to remain current in research-based knowledge about effective schools through annual attendance at EARCOS Leadership Conferences.

School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: To what degree does the school community understand the governing authority's role?

Evidences: Interviews with School Community Members; Parent Survey

Assessment: It is presumed that the Chairman, as owner of the school, holds highest authority in regards to school matters. However, it is unclear to the school community what the role of the Vice Chairman is.

Relationship to Professional Staff

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

Evidences: Interviews with School Ownership and Leadership Team; Staff/faculty Survey

Assessment: It is the general feeling that there is only an obscure understanding about the relationship between the governing authority (owner) and the professional staff (employees) as the governing authority does not limit its actions to policy making and strategic planning; both the Chairman and Vice Chairman do frequently involve themselves in what are considered day-to-day operations.

Board's Evaluation/Monitoring Procedures

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

Evidences: Interviews with School Ownership and Leadership Team

Assessment: As a proprietary, for-profit institution, evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school is not transparent; it is likely informal (personal) and not procedural.

Complaint and Conflict Resolution Procedures

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

Evidences: Interviews with School Ownership and Leadership Team

Assessment: As a proprietary, for-profit institution, complaint and conflict resolution procedures as they apply to the school's stakeholders have not been formalized. Individual cases are often dealt with behind closed doors and on a case-by-case basis.

Evaluation Procedures

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

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

Evidences: Interviews with School Ownership and Leadership Team

Assessment: As a proprietary, for-profit institution, evaluation procedures by the governing authority are not transparent; school program evaluation as well as school employee evaluations are conducted at the site administration level.

Evaluation of Governing Authority

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

Evidences: Interviews with School Ownership and Leadership Team

Assessment: As a proprietary, for-profit institution, there is no formal process for evaluating the governing authority. However, the ownership does strive to promote an “open door” policy for all faculty/staff; nonetheless, the extent to which school employees take advantage of such a policy is unknown.

Conclusions

It is understood that the proprietary nature of the school often leads to less than ideal levels of transparency. Nonetheless, the continued success of Wells students seem to indicate that the governing authority adopts policies which are consistent with the school’s mission and vision (purpose) and support the achievement of the school-wide learner outcomes. However, improvements should be made in terms of the delegation of school policy implementation to the professional staff.

A3. School Leadership Criterion

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students’ achievement of the school-wide learner outcomes (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

Defined Responsibilities, Practices, etc.

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

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

Evidences: Wells Faculty/Staff Handbook; WIS Organizational Chart; Job Descriptions

Assessment: Although an area of improvement in the past, the school does have administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The school leadership strives to publish updates on a regular basis; however, frequent organizational changes in both the middle and upper management levels have stifled progress in this area.

Existing Structures

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

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

Evidences: Meeting Minutes; Email Communications; GoogleDocs Shared Documents

Assessment: All Wells professional staff familiarize themselves with Wells online systems utilizing Google apps for internal communication, online collaboration via GoogleDocs, and file sharing.

Involvement of Staff

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

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?

Evidences: Annual Teacher Orientation Agenda (ESLR reviews); Meeting Minutes (Subject Dept., Grade Level, IB, etc.); External Assessments (GMRT & SAT10) results; In-House Professional Development

Assessment: The school strives to involve all staff in the shared responsibility of supporting student learning. The organizational chart has gone through revisions over the year with the intention of establishing effective structures for collaboration within levels (primary, middle, and high school) and subject departments. Nonetheless, there seems to be a general feeling amongst the teaching staff that insufficient time is allocated to collaboration.

Evaluation of Existing Processes

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

Evidences: Meeting Minutes (Leadership Team, Principals, Subject Dept., Grade Level)

Assessment: From a macroscopic perspective, the school program goes through periodic evaluations via the WASC accreditation process, ONESQA Internal/External Quality Assessments, and the IB authorization cycle. However, programs at the instructional level undergo only informal evaluations as formal evaluation procedures have not been established.

Conclusions

Based on student performance data collected through the years, the school leadership clearly makes decisions to facilitate actions that focus the energies of the school on students' achievement of the school-wide learner outcomes; empowers the staff and encourages commitment, participation and shared accountability for student learning. However, there is a need to formalize processes and procedures that are occasionally created on a situational basis and, hence, often go unnoticed and are short-lived.

A4. Staff Criterion

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

Employment Policies/Practices

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

Prompt: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Evidences: Interview with the Head of School and Thai Director; WIS Web Site; Staff Orientation Program Documents; Handbook; School website (employment link); Employee Qualifications/Certifications Records; Professional Development and Training Program Records

Assessment: Employment policies related to qualification requirements for Wells staff are clearly published in school documents. However, based on critical need, certain requirements may be temporarily waived with considerations made on a case-by-case basis.

Qualifications of Staff

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

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

Possible Evidences: Employee Qualifications/Certifications Records; Interviews with Head of School, Thai Director, and Personnel Manager

Assessment: Initial checks on staff qualifications are conducted prior to hiring by the Head of School or, in some cases, the teacher recruiting agency employed by the school. Further reviews are conducted by the Personnel Manager, under the supervision of the Thai Director, in order to obtain proper Thailand visas, work permits and teaching licenses.

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Evidences: Employee Qualifications/Certifications Records; Professional Development and Training Program Records

Assessment: With a few exceptions (e.g. librarian), Wells personnel are assigned based on their qualifications and training. Where needed, additional training is provided (e.g. AP or IB certification workshops; PowerSchool training; advanced degree financing or partial tuition support).

Defining and Understanding Practices/Relationships

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

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

Possible Evidences: Staff/Faculty Handbooks; Organizational chart

Assessment: The school has clear written policies, charts and handbooks that are readily available to all staff/faculty. Revisions are made as needed, although there is feeling among some staff that such revisions are made too often and in isolation of the affected personnel.

Staff Actions/Accountability to Support Learning

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

Evidences: Formal Teacher Observation Records

Assessment: With the creation of the principal positions, more time has been allocated to the shadowing, coaching, observation, and mentoring of the school's professional staff; nonetheless, with varying degrees of success.

Support of Professional Development

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

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

Evidences: PD budget; Training Records and Certificates

Assessment: The school does provide a healthy budget for staff professional development and all teachers are provided opportunities to participate in a number of conferences (EARCOS, Bangkok Teachers Network, Thailand School Counselors Network), workshops (IB, AP Certification), training programs (PowerSchool University, Google Summit), and advanced degree programs (FSU M.Ed., NSU Ed.D.). However, monies are allocated on a program or cyclical basis, hence per-person amounts are not distributed evenly. As such, some groups (e.g. primary teachers) feel they are not treated equitably, although they ARE scheduled for participation in an upcoming EARCOS Teachers Conference.

Supervision and Evaluation

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

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

Evidence: Formal Teacher Observation Records; Training & Workshop Certificates/Records

Assessment: A program of teacher self-assessments and procedures following the Marzano methods has recently been integrated into the school's faculty evaluation program. Personalized professional development has already been made available to specialist teachers, mostly in the upper grade levels. The new evaluation program is anticipated to provide more directed professional development opportunities to broader set of teachers.

Measurable Effect of Professional Development

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

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

Evidence: External Assessments (AP Exam Scores, Future IB Exam Scores, SAT I); Perception Data (Staff/Faculty Survey, Student Survey)

Assessment: Measurable effects of specialized certification programs (AP, IB) or internal training (writing workshops, LBD training) can be seen via external assessments at the higher levels (AP, SAT I) as well as at the primary level (GMRT scores). Perception survey data does generally support the efficacy of Wells educational programs; however, mechanisms for formal correlation studies or program evaluations are not yet in place.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

With a few exceptions, Wells employs well-qualified, experienced staff and provides numerous professional development opportunities for its teaching staff. Ample funds, in line with or even surpassing international schools of similar size, are allocated to its PD program. Improvements need to be sought in the mechanisms to evaluate the effectiveness of professional development in promoting professional growth and student learning.

A5. School Environment Criterion

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

Caring, Concern, High Expectations

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

Evidences: Picture Logs of Cultural Events (Thai Ceremonies, Int'l Day); School-Sponsored Extra-Curricular Programs (Overseas Camps & Programs, Community Service Projects); Perception Data (Student Survey); Student Support Services (Counseling) Records

Assessment: By virtue of being an international school with over two dozen nationalities represented, Wells most certainly fosters respect for individual and cultural differences. Perception data supports the strong feeling that the school offers a caring, "family" environment with high expectations for students, regardless of their ability levels or personal idiosyncrasies. Counseling records also show the extent the school goes in dealing with individual special needs despite not having a formal special needs department. Also, the majority of teachers are willing to provide additional academic support after school hours or during free blocks.

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Evidences: Picture Logs of Athletic Events (Friendly Matches, Tournaments); School-Sponsored Participation in Extra-Curricular Competitions (World Scholars Cup, Debate Tournaments, Science Fair); Perception Data (Student Survey; Morning Announcements (Congratulatory items); Wells Trophy Case

Assessment: The school goes through great measures to provide opportunities for its students to participate in extra-curricular competitions, sports, and programs that foster positive self-esteem and allows for the recognition of personal and team successes. The school trophy case is over-flowing with student achievements in sports, academic competitions, and the arts; in local, regional, and global competitions.

Mutual Respect and Communication

Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident.

Evidence: Newsletters/Emails to Parents; Teacher/Class Websites/Google Classrooms; PTO Documents; Parent-Teacher Conference Records; Attendance Records to Parent Orientation and School Events

Assessment: With few exceptions, communications between the school and its community has improved over the years to an extent in which mutual respect and effective communication is evident.

Teacher Support and Encouragement

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

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

Evidence: Google Apps (Docs, Sites, Classroom, Ninja); In-House Training Records; Professional Development Records (EARCOS, IB Workshops)

Assessment: Teachers are strongly encouraged to explore innovative approaches to enhance student learning. Attendance at regional conferences (EARCOS, IB, BTN) not only provide professional development opportunities in the form of workshops, but also provide an opportunity to meet vendors, institutions that promote and demonstrate the most current educational tools and programs. In-house training is scheduled, particularly for our technology-based tools; however, such support is limited to the expertise (and time) of our ICT staff.

Safe, Clean, and Orderly Environment

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

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

Evidences: Teacher Lunch/Break Duty Schedules; Meeting Minutes re: Maintenance (Leadership Team); Interviews with Administration, Teachers, School Support Staff & Students; Interview with Technology Director; Lab Safety Certification Records; School Clinic Incident Reports; District Safety Inspection Records; Perception Data (Student Survey)

Assessment: Existing policies regarding safety meet local standards; however, questionable policies in the past (e.g. limiting hand soap in restrooms, requests for all students to carry personal “handkerchiefs” for drying hands after washing, under-rationing of janitorial supplies), though relatively short-lived, make it difficult to dispel any opinions that levels of safety and cleanliness are up to international school standards. Improvements have been made in the school general maintenance program, but concern still exists regarding staffing of school support positions (maids, drivers, maintenance, bus monitors) and the utilization of such personnel for non-school related tasks. Classes and science labs are designed with a safe learning environment in mind; labs are subjected to the Flinn Scientific Safety online certification. In terms of student supervision and emergency preparedness, school staff are assigned playground and campus duty during breaks and afterschool and one registered nurse (RN) assigned to the school clinic and one RN in the main office. From the students’ perspective, though it is generally agreed that the school environment is safe, the overall maintenance and cleanliness of the school needs to be improved upon.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Assessment: The school clearly strives to provide a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student. However, there is much room for improvement, particularly in terms of support staff being able to effectively perform janitorial, groundskeeping and school maintenance duties.

A6. Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the school-wide learner outcomes and report students’ progress to the rest of the school community.

Reporting Student Progress

Indicator: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the school-wide learner outcomes.

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

Evidences: Parent Orientation Records (Student Performance Data & External Assessments Powerpoint Presentation); Report Cards; PowerSchool Parent Access; Parent-Principal-Counselor Meeting Records; Perception Data (Student Survey, Parent Survey)

Assessment: Annual presentations are made as part of start-of-the-year parent orientation programs to inform parents of overall Wells student performance (SAT10, SAT 1, AP, GMRT) relative to their U.S. and world counterparts. Quarterly reports are presented to the School Board. For day-to-day reporting, parents are given access to PowerSchool to check on their child's progress in individual classes. Nonetheless, according to both student and parent perception data, communications from the school could be improved.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and school-wide learner outcomes.

Evidences: PowerSchool; External Assessment Data (SAT10, GMRT); Curriculum Maps (Atlas); Teacher/Course Websites and/or Google Classroom

Assessment: Academic standards are monitored via PowerSchool. Principals periodically check student progress early in the term, meeting with parents if necessary in order to address special needs or to minimize course failures. Improvements have been made in monitoring progress toward meeting school-wide learner outcomes, particularly in the high school with the implementation of the IB Diploma Program (CAS). However, reporting mechanisms need to be developed to at least qualitatively monitor such progress in the lower secondary and primary schools.

Modifications Based on Assessment Results

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

Evidences: Mock Exam Scores (TOEFL, SAT 1); External Assessments (SAT10, GMRT)

Assessment: Assessments are evaluated and have guided decisions in the past. Most notable are data-driven decisions regarding literacy programs such as LBD and TOEFL prep courses (GMRT results in primary; Mock TOEFL results in secondary). Furthermore, the English Language Arts Department are continuously under pressure to raise individual student test scores in order to meet benchmarks allowing them to progress through the school's academic program. This situation has given rise to the recent establishment of a stand-alone ESL Department spanning primary through middle school grade levels.

Results of external assessments are presented to the entire school community annually as part of the teacher and parent orientation programs at the beginning of each school year. However, a few members of the teaching staff express the need for more involvement in the assessment data evaluation and subsequent decision-making processes.

Conclusions

The school leadership and staff regularly assess student progress toward accomplishing the school-wide learner outcomes and report students' progress to the rest of the school community. Assessment data has shown steady improvement of Wells students in eventually meeting international standards in virtually all subject areas as they progress through the school's academic program and this has been conveyed to the school community via school publications and presentations.

A7. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the school-wide action plan.

Broad-Based and Collaborative

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

Evidences: Perception Data (Staff/Faculty Survey, Parent Survey); Meeting Minutes (Leadership Team; Strategic Planning Committee); Interviews with Chairman and Head of School; PTO Meeting Minutes

Assessment: Being a proprietary, for-profit institution, long-range, strategic planning has largely been handled by the school ownership, with input solicited from the leadership team and, on occasion, other members of the school community. Recently, the Chairman authorized the formation of a Strategic Planning Committee comprised of long-term employees representing all subject departments, office staff, and administration; the goal being to move toward a more broad-based, collaborative planning process.

School Plan Correlated to Student Learning

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

Evidences: Previous 3-Year Action Plan; Draft New 3-Year Action Plan; External Assessment Data (SAT10, SAT 1, AP); University Acceptance Data; Teacher Qualification/Certification Records; Perception Data (Staff/Faculty Survey)

Assessment: The main themes of the previous action plan were directly correlated to the analysis of student achievement data regarding critical learner needs, school-wide learner outcomes, and academic standards:

- Improve English language proficiency (correlated to External Assessment Data – SAT10, SAT 1)

- Maintain high standards in mathematics (correlated to External Assessment Data – SAT10, SAT 1, AP)
- Ensure delivery of instruction by highly qualified, motivated teachers (correlated to teacher qualification/certification data; staff/faculty perception data)
- Improve student “marketability” to top post-secondary institutions worldwide, with a focus on U.S. universities (correlated to University Acceptance Data)

Based on concerns expressed by the teaching staff regarding the “lack of teacher involvement” in the development of the action plan, a new 3-year action plan has been developed with themes “voted on” by the teaching staff. The themes are as follows:

- Improved systems of communication
- Literacy
- Facilities Improvement
- Staff Professional Development

Systems Alignment

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

Evidences: Teacher Self-Assessment Forms; Teacher Formal Observation Records; Meeting Minutes (Strategic Planning Committee)

Assessment: With the changes in the schools organizational structure and additional administrative positions added as a result of recommendations by previous WASC visiting committees, improvements have been made in the evaluation of teachers and alignment of individual professional goals with the schools professional development program. Furthermore, the formation of the Strategic Planning Committee expects to remove the planning process from isolation, between the ownership and upper management.

Correlation between All Resources, School-wide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the school-wide action plan.

Prompt: Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the school-wide action plan.

Evidences: Annual Budget; Organizational Chart; Job Descriptions; Teacher/Course Assignments & Schedules; Special Program Records

Assessment: In order to accomplish the school-wide action plan, special considerations are made during the budget allocation process, with focus on the specific themes being addressed in the action plan. For example, there has been significant increases in the school-wide budget for professional development and

training; increases in monies allocated to special extra-curricular programs and competitions for high-achieving students as well as subsidized travel to overseas universities and summer programs; dedicated funds for additional math teachers and adaptive math instructional programs; and additional funding for a new ESL Department as well as funding for special literacy programs (LBD).

Conclusions

Since kicking off its initial accreditation cycle over five years ago, the school leadership has facilitated school improvement driven by plans of action intended to enhance quality learning for all students; such plans have guide the work of the school and the implementation of its academic program. The school strives to solicit complete school community support and involvement, but should continue to seek improvement in this area. Additionally, more effort must be allocated to the development of effective systems to monitor the implementation of school plans; time must be dedicated to establish realistic, measurable benchmarks for each of the action items in order to accomplish this.

Category A: Organization For Student Learning - Areas of Growth

The following are the primary growth areas at Wells identified by Focus Group A:

- The school needs to engage in more effective communication in the following areas: availability of resources and budget, structured dissemination of information and knowledge gained from professional development and its effect on student achievement, updating school documents (e.g. handbook), and leadership to staff member communication.
- Representatives of the entire school community, including parent and student representatives, should be involved in reviewing and, if deemed necessary, redefining core values, mission, vision, ESLRs.
- More attention needs to be paid to policies and procedures regarding the safety, cleanliness, and orderliness of the school; particularly in regards to janitorial and general maintenance tasks.
- The school's planning processes should move toward being more collaborative and inclusive.
- The school should review its current system of establishing professional goals, professional development, teacher evaluation, and strategic planning.

Category A: Organization For Student Learning - Areas of Strength

The following are the primary areas of strength at Wells identified by Focus Group A:

- Committed personnel
- Caring, concern, and high expectations for students across the school
- Support and encouragement for teachers to use innovative approaches to teaching
- The monitoring and reporting of student progress

Focus Group B: Curriculum, Instruction, and Assessment

B1. What Students Learn

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

Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/ community issues and the needs of all students.

Evidences:

- Curriculum Maps
- WIS Standards Documents (Common Core, NGSS, IB)
- Lesson Plans

Assesment: When the school first opened, all subjects (other than Thai) followed a curriculum based on the California DOE Content Standards and Framework. Adjustments to various subject areas were made to accommodate regional differences (e.g. emphasis on world history rather than U.S. history) as well as observed academic strengths in the school's general population (e.g. math). Although the school conducts periodic reviews of its curriculum, no formal curricular review cycle has been established. However, subject departments (and primary school) are tasked with reviewing and revising, as necessary, the curriculum as related to their specific department.

Academic Standards for Each Area

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

Evidence:

- California Content Standards & Framework
- Common Core Standards (English & Math); NGSS (Science)
- IB Standards
- ASCA Standards (Counseling)
- ISTE Standards (ICT)

Assessment: As mentioned earlier, when the school first opened, all subjects (other than Thai) followed a curriculum based on the California DOE Content Standards and Framework. However, as new, research-based curricula were developed, the school's curriculum evolved as well.

For example, the LA and Math Departments follows a curriculum based on Common Core Standards in the earlier years, melding with the IB Curriculum in the later years. Similarly, the Science Department is in the early stages of adapting the NGSS in the early to middle years before students enter the IB Diploma Program in grades 11 and 12.

Congruence

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

Evidences:

- WIS Standards Documents (Common Core, NGSS, IB)
- Curriculum maps & lesson plans
- Student-Produced Exemplars
- CAS Records
- University Acceptances

Assessment: Within subject areas, department heads monitor curriculum maps and lesson plans to ensure congruence between what is actually taught in the classroom and the academic standards and, to a lesser extent, the ESLRs. Though advances have been made toward aligning actual coursework with ESLRs school-wide, there is much room for improvement.

Furthermore, more efforts need to be placed on training teachers to incorporate ESLRs into their lessons, particularly new teachers who are not as familiar with the schools learner outcomes; they may, in fact, be addressing ESLRs without acknowledging it, resulting in the errant conclusion that the instructional programs they are delivering lacks congruence with the ESLRs.

Student Work — Engagement in Learning

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

Evidences:

- Report Cards (Primary)
- Student Blogs & Portfolios
- Website/Facebook Posts
- Picture logs

Assessment: Student work at Wells does demonstrate the implementation of a standards-based curriculum as well as addressing the school's ESLRs. However, there continues to be a need to identify quantifiable and reportable measures of student achievement in addressing some of the ESLRs.

Accessibility of All Students to Curriculum

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

Evidence:

- Faculty & Staff Handbook
- External Assessment Data (GMRT, SAT10, SAT I, AP)
- Internal Assessment Data (Report Cards, ALEKS Reports, Exemplars of Formative and Summative Assessments)

Assessment: The policies themselves are in place and, for the most part, are clear. However policies, particularly in regards to ESL/EFL students, have been known to change in response to the various situations encountered by school, and, in some cases, communication of these policies to teachers has been an issue. For example, there remains some confusion on enforcing the new TOEFL requirements for key grade levels (Gr. 8, Grade 10, and Grade 12). We recognize that the publishing of policies regarding course completion etc. needs to be a priority for the future.

Curricular Review, Revision, and Evaluation

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

Evidences:

- Original Wells Curriculum (based on California Standards)
- Current Wells Curriculum Documents (Common Core, NGSS, IB, etc.)

Assessment: Subject departments (and primary school) are tasked with reviewing and revising, as necessary, the curriculum as related to their specific department. However, no formal school-wide curricular review cycle has been established. The establishment and implantation of such a cycle would certainly increase the effectiveness of the curriculum evaluation process to determine the impact of instructional strategies on student learning.

Collaborative Work

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

Evidences:

- Meeting Minutes (Subject Departments)
- Lesson Plans
- Curriculum Maps

Assessment: Collaboration has been occurring regularly within subject departments. However, though cross-curricular collaboration is encouraged (e.g. collaboration between science, math and ICT departments; language arts and social studies), it is limited due to scheduling conflicts. The use of online sharing (Google Docs) makes the collaboration process easier.

Accessibility of all Students to Curriculum

Indicator: All students have accessibility to a challenging, relevant, and coherent curriculum.

Evidences:

- Master Schedule
- ESL Student Lists
- ESL Program
- Counseling Program (ASCA Standards)

Assessment: Being a private school, students are admitted based on the school's initial perception of whether or not a student "fits" into our program. All mainstream students have access to the Wells curriculum; however, ESL students have somewhat limited access to the mainstream curriculum until they attain the necessary English proficiency to make the transition into the mainstream classroom. Dedicated ESL support is provided for primary and middle school students – but not for high school. Students at the high school are presumed to be proficient enough in English to not require additional English support. Nonetheless, teachers at all levels would benefit from additional training/support regarding the delivery of mainstream instruction to predominantly ESL populations such as that found at Wells.

In terms of accessibility to special needs students, Wells does not have a dedicated "Special Education" department. However, Wells' counselors are well-versed in identifying common learning disabilities and, in some cases, are able to provide reasonable support to teachers in order address such student needs. However, they are also very much aware of the school's limitations. As such, any student with severe learning or physical disabilities are referred to other international schools in the area that do have programs for such students (e.g. Bangkok Pattana, St. Andrew's Int'l School, and the Village Learning Center).

Policies — Rigorous, Relevant, Coherent Curriculum

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

Evidences:

- Graduation Rates
- University Acceptance Data
- External Assessments
- Perception Data (Student & Parent Surveys)

Assessment: The rigor of Wells' curriculum is assessed regularly, albeit informally, through the examination of external assessment data, graduation rates, and university acceptance rates. With near 100% graduation rates and acceptance of Wells graduates into 4-year post-secondary institutions, it is clear that the curriculum is rigorous and prepares students for entry for universities around the world. Furthermore, based on recent surveys, Wells' curriculum is perceived by both students and parents as being appropriately challenging and college preparatory.

Conclusions

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

The curriculum is particular strong in addressing the needs of high achieving students in all areas, as evidenced by external assessment data such as the AP exams and SAT I. However, efforts must be made to formalize the measuring of student achievement toward all ESLRs. Furthermore, a formal curricular review process needs to be established.

B2: How Students Learn Criterion

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

Research-based Knowledge

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

Evidences:

- Professional Development Participation Records (EARCOS, BTN, IB, AP, FSU M.Ed. Program)
- Lesson Plans & Curriculum Maps
- LBD (Primary)
- ALEKS (Math)
- Exemplars of student work

Assessment: All students enrolled at Wells are actively involved in learning based on the ESLRs and core academic standards. Teaching staff and administrators take advantage of numerous PD opportunities to keep up to date with current research-based professional knowledge. However, the school needs to establish a formal mechanism to assess the impact of such PD participation has on teaching and learning in the classroom.

Planning Processes

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

Evidences:

- Exemplars of student work
- Lesson plans & curriculum maps
- Exemplars of formative assessments
- Perception data (teacher survey)

Assessment: Student work, in general, as well as a variety of formative assessments at all grade levels demonstrate a focus on the engagement of all student activity on learning that align with the school's academic standards and ESLRs. However, it is the general feeling amongst teachers that the planning process would be more effective if more collaboration time could be scheduled.

Professional Collaboration

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

Evidences:

- Meeting Minutes (Subject Dept. Meetings, Dept. Head Meetings)
- Lesson plans & curriculum maps

Assessment: All subject departments and grade level groups (primary and middle) meet regularly and collaboratively in examining the curriculum and student work. Nonetheless, there remains a general feeling that more collaboration time is needed.

Conclusions

To varying degrees of success, teachers at Wells effectively implement research-based instructional programs and approaches; they provide a wide variety of learning experiences, actively engaging students at levels of learning consistent with a college-prep institution. A notable strength has been the implementation of a research-based literacy program in the primary school (LBD) and we anticipate it will become increasingly effective in raising the English proficiency levels of students leaving the primary school and entering into the secondary school level.

One notable concern is the difficulty to schedule collaboration time as many teachers are assigned to classes across school levels (primary, middle and high school).

B3: How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide

learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Evidences:

- Sample Formative & Summative Assessments
- Sample Grading Rubrics
- Student-Produced Exemplars
 - ICT (3D Projects, online presence)
 - Science (Projects & demonstrations)
 - Social Studies (Student portfolios, projects in display case)
 - Fine Arts (Artwork, performances)
 - Math (ALEKS reports)

Assessment: Teachers in the SSD are expected to use a variety of assessment styles and then measure them according to clear rubrics / assessment strategies that students and parents can understand. They are expected to use content to build skills, encourage critical thinking, etc. Teachers are expected to use portfolios, exams, ICT, Google Doc essays, major projects, group work, pair work, etc. to challenge the students to use and improve skills they will use in their future lives for the ultimate purpose of being better global citizens.

Basis for Determination of Performance Levels

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

Evidences: PowerSchool Reports; Course Syllabi and Rubrics; External Assessment Data (SAT10, SAT I, AP Exams); Curriculum maps

Assessment: Teaching staff base course expectations either on extensive experience in the subject (i.e. past student performances). Principals and department heads are responsible for mentoring new teachers to aid in establishing appropriate achievement benchmarks for their courses, guiding them via previous curriculum maps aligned to existing school academic standards.

Demonstration of Student Achievement

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

Evidences:

- Student-Produced Exemplars
 - ICT (3D Projects, online presence)
 - Science (Projects & demonstrations)
 - Social Studies (Student portfolios, projects in display case)
 - Fine Arts (Artwork, performances)
 - Math (ALEKS reports)
- External Assessment Data (SAT10, SAT I, AP Exams)

Assessment: External assessment data clearly shows that Wells students attain high levels of academic achievement in virtually all subjects compared to students in the U.S. (SAT10, SAT I, AP exams). Exemplars from all courses also demonstrate student achievement of the school's academic standards and ESLRs.

However, except in mild cases, students with special needs receive limited support due to the school not having a formal special education department. Such students are referred to outside institutions or other international schools.

Modification/Decisions based on Assessment Data

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

Evidences:

- External Assessment Data (SAT10, GMRT, SAT I, AP exams)
- LBD Program Implementation (from data indicating low overall English Proficiency)
- ESL Department (from data indicating significant population of ESL/ELL students)
- High-level course offerings (AP/HL) for HS students (from data indicating significant population of high-achieving students)

Assessment: To a degree, the school collects and analyzes external assessment data regularly to serve as a basis for decisions regarding curriculum, instruction, professional development activities and resource allocation. Teachers use internal assessments, both formative and summative, to modify and revise teaching strategies and, in some cases, course curricula.

In regards to professional development, there are segments of the teaching staff that do receive substantially more professional development opportunities than others (e.g. IB teachers vs Non-Core teachers). However, the school sought membership in EARCOS to remedy this discrepancy with teachers attending the annual conference in three-year cycles (2013 – Fine Arts, Counseling, ICT, PE; 2014 – Science, Math, Social Studies; 2015 – Early Years Education, Language Art).

Student Feedback

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

Evidences: Perception Data (Student Survey); CAS Reports; Informal interviews with students

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

Assessment: Teachers are urged to apply formative assessment strategies to encourage student reflection and elicit feedback regarding student learning and attainment of pertinent ESLRs and curricular standards. Administrators and department heads also conduct informal interviews with student representatives to gauge overall perception on student achievement. With the implementation of the IBDP and CAS, more data will be available in the future for more formal monitoring and evaluation.

Teacher Monitoring

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

Evidences: PowerSchool Grades; Report Cards; Transcripts; Formative Assessment Exemplars; Summative Assessment Exemplars; ALEKS Reports (Math); External Assessment Data (SAT10, SAT I, AP Exams)

Assessment: Teachers are urged to implement an assessment strategy that involves frequent, formative assessments that include appropriate levels of student reflection/feedback; exemplars of such assessments are readily available from virtually all courses. Department heads are responsible for monitoring and, to an extent, guiding the assessment processes within their subject groups; hence, appropriate levels of student feedback are achieved with varying degrees of success, depending on the diligence of the specific department head.

To determine whether course objectives and standards are met, end-of-unit and, in many cases, end-of-term summative assessments are administered, as well as end-of-year external assessments such as the SAT10. In the primary school, the GMRT is administered at the beginning, middle, and end of the school year.

Conclusions

It is clear that the use of assessments, both formative and summative, are frequent and integrated into the teaching/learning process at Wells. However, while the assessment results are certainly the basis for measurement of each student's progress toward academic standards, more effort needs to be placed in gathering evidence of student progress toward ESLRs.

Category B: Curriculum, Instruction, and Assessment - Areas of Strength

The following are the primary areas of strength at Wells identified by Focus Group B:

- New curriculums (LBD and MyMath) have been implemented in the primary consistent with Common Core Standards (Literacy & Math)
- Consistent academic growth through the various levels (primary, middle, and high schools) as indicated by external assessment data (SAT10)
- Middle & High school has increased the number of advanced classes in order to better address learner needs, including adding college prep courses, AP, and IB. Such high level course offerings allow the school's highest achieving students to excel compared similar students around the world.

Category B: Curriculum, Instruction, and Assessment - Areas of Growth

The following are the primary growth areas at Wells identified by Focus Group B:

- The school would benefit from establishing a formal curricular review cycle for all subject areas including “non-core” subjects (PE, Fine Arts, ICT, etc.).
- Consistent grading standards (writing), continue evaluation of new curriculum in the primary levels.
- More resources need to be dedicated to attaining consistent literacy standards more across the middle and high school curriculum (SS, Science, Mathematics)
- All School - Cross curricular standard instruction/assessment measures (Rubric?)
- More fully utilize varied aspects of Atlas Rubicon, increase transparency
- The school overall acknowledges the need to work on consistent grading and evaluation of new curriculum as well as integrating literacy standards more consistently in core classes. Additionally, we would like to use Atlas Rubicon more fully in order to increase transparency and encourage vertical and horizontal alignment throughout the school.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

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

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Evidences: After-School Homework Club Enrollment List; Curriculum Maps (University Guidance/Counseling); Participation in University Fairs & U.S. College Tours; Summer School Enrollment Records; Academic Probation Records; Meeting Minutes (Principal/Parent Meetings)

Assessment: In regards to health issues, there have been issues in the past in which the infirmary was not readily attended to as the nurse was not always in; nonetheless she typically was readily available at least on call. This situation has since been remedied with the hiring of a registered school nurse dedicated to the clinic; and an additional registered nurse on call in the main office, assigned to general office tasks.

In terms of counseling, both teachers and counselors talk to the students about their college and career plans after high school with information that is up to date. The school arranges visits by overseas universities, either at the school or at university fairs, to speak with its students. The school also arranges a summer U.S. university tour for students interested in pursuing a post-secondary education in the U.S. The Counseling department now has four qualified guidance counselors who advise students on this subject.

All teachers are willing to provide extra assistance either during their free blocks or after school. Additionally, an after-school “homework club” is scheduled for primary and middle school students.

As the majority of the students come from non-English speaking homes, there has always been issues with wide ranges of English proficiency levels in the mainstream classes. With the establishment of a formal ESL Department, we hope to formalize a referral process for current students that may need extra English language support.

School Support Systems

Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Evidences: Counseling records (academic & social/emotional); After-School Programs; Health/Guidance Courses (Primary through High School); ESL Program and Enrollment Lists

Assessment: The school’s Student Support Services Department (Counseling) is staffed by four certified, multi-lingual counselors to provide effective support at all levels, providing a student-to-counselor ratio of smaller than 125 to 1; this is despite the fact that ASCA recommends a student-to-counselor ratio of 250 to 1. Strong relations have been established with outside institutions to deal with both academic (special needs) and psychological issues that the school is unable to address on its own.

The ESL Department is relatively new and support for the schools ESL/EFL students is improving. Both

in-schedule and after-school programs have been set up to address the needs of this group of students.

Though not contractually obligated to, a large number of teachers make themselves available to students after school for additional academic support, one-on-one tutoring, or enrichment opportunities.

In extreme cases, if a student is unable to satisfy course requirements during the school year (i.e. course failure), summer school courses are offered to work toward reaching grade-level standards (middle school) or earning course credit toward graduation (high school).

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Evidence: Student schedules; ALEKS results; RAZ kids; case notes from meetings with students concerning classes; google calendar (counseling); referral forms; Course enrollment figures

Assessment: The school expects all teachers to implement strategies to differentiate instruction in all classes. Web-based programs that allow for individualized instructions are being used, particularly in math (ALEKS) and, to some extent, RAZ Kids and LBD in the primary. New programs for differentiated/individualized instruction being piloted include Achieve3000 (literacy) and eScience3000 (science).

The school does not have a formal special education department; as such, we do not have a formal procedure for developing IEPs for special needs students. In minor cases, such IEPs are developed on a case-by-case basis.

At the high school level, the school provides numerous course options and attempts, within reason, to personalize course schedules in line with a student's post-secondary educational or career goals. This is particularly true with the highest achieving students where AP courses are available as early as grade 9. Concern exists, however, in the long-term viability of this approach as class sizes are sometimes too small to justify opening a class.

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Prompt: To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the

classroom, for all students.

Evidences: Interviews with school counselors; Curriculum Maps (Health/Guidance Classes); Counseling/Referral records; ASCA Standards

Assessment: The school has dedicated four certified counselors who also teach guidance classes that support and engage students in activities which involve increasing self-esteem and self-awareness. Primary students have guidance classes biweekly and on a rotating schedule. Students in grades 5 through 10 are required to take a weekly class on Mondays. Atlas is used for mapping the class structure and PowerSchool for grading and attendance. They use 'Passport Program,' a series of books which contain activities for emotional, social, cognitive, self-development and academic/career development based on counselling standards from the US (American School Counselors Association).

Co-Curricular Activities

Indicator 5: School leadership and staff link curricular and co-curricular activities to the academic standards and school-wide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and school-wide learner outcomes, i.e., the global competencies. How effective are these efforts?

Evidence: Field Trips; Participation in Local, Regional, and International Events/Competitions; ESLRs and IB learner Profile, Curriculum maps and lesson plans; Interscholastic Competitions and Conference Membership (TISAC/GTAC); Trophy/Awards Case

Assessment: Field trips are encouraged but are currently optional for all classes; proposals for such activities must demonstrate how it is related to the course curriculum

The school strongly encourages students to participate in a reasonable number of extra-curricular activities, both academic (debate, World Scholars Cup, chess, robotics, math meets), athletic (team sports and individual sports), and the arts (theatre productions, music/dance competitions and frequent school performances). Our top students and athletes have garnered numerous local, national, and international awards, accumulating a cache of awards and trophies comparable to much larger schools.

The school offers the students opportunities for internship and job shadowing, either locally or internationally. The school has particularly strong programs in the sciences: two-week internships at Mahidol University Center for Alternate Energy; summer-long research shadowing at Chulalongkorn University Faculty of Medicine; six-week guided scientific research at the University of Hawaii.

Global and societal issues are often brought to light in the school, with opportunities for students to participate in research, presentations, and service projects. Examples include visiting a movie theatre to see the documentary film "Girl Rising," which helps students become aware of the importance of education for girls world-wide. Though CAS (Creativity-Action-Service) is mandatory for students enrolled in the Diploma Program (DP), all students are encouraged to participate. Students are participating in charity band fundraising concerts at fellow international schools in the region. Some students have taken the initiative to provide singing entertainment to people at local hospitals on special occasions. Students raised money

and collected material donations for the flood victims of typhoon Haiyan in the Philippines. They collected and distributed Christmas gifts for misfortunate children at the Mercy Center in Bangkok. The whole school participated in an International Day, where many different countries were represented. Visitors from several embassies attended the day's activities, which included cultural displays, games, music, food and dance. The Hindu festival Dewali, and Chinese/Korean New Year festivities were celebrated by students. Traditional Thai festivities also take place on a regular basis. Global internships are offered to select students who qualify.

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Evidence: CAS Records (reflections/pictures); Sports Team Rosters; Event/Competition Certificates; Student Transcripts; Photo Logs of Events and Competitions

Assessment: In the past, tracking and evaluating student involvement has largely been informal due to the relatively small size of the school; participation records were entered into student transcripts by the Registrar but it was left up to the student to provide such information to the Registrar personally. However, at the high school level, this process has been formalized with the implementation of IB and the CAS requirement associated with the Diploma Program.

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Evidence: Perception Data (Student Survey); Student Interviews

Assessment: According to recent surveys, students are generally satisfied with the school as a whole (7.50 out 10 rating). However, formal surveys specifically eliciting views on support services have not been conducted. Informal interviews with representatives of the student body (e.g. high school and middle school student councils) reveal that there is somewhat of discrepancy between what is *actually* available to the students and what students *perceive* is available to them.

Conclusions

The school feels that its students are more than sufficiently connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the school-wide learner outcomes.

C2. Parent/Community Involvement Criterion

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

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

Evidence: Meeting Minutes (PTO); PTO Calendar (on Google); Coffee with the Principal; Primary and Middle School Newsletters; Parent-Teacher Conferences (on Appointy); PowerSchool; Teacher blogs/edmodo/Google Sites/Google Classroom; Parent-Teacher Emails

Assessment: The school has a steadily growing Parent-Teacher Organization (PTO) that meets regularly with the school principals. Additionally, the school schedules informal "Coffee with the Principal" on a monthly basis to provide parents the opportunity to "chat" with the school leadership as well as to provide an additional venue for disseminating pertinent information to parents and the school community. The school strives to provide presentations in as many languages as possible; however, success is typically limited to Thai and Mandarin, and to a limited extent, Korean and Japanese.

Major school events are held throughout the year to give parents and other members of the community the opportunity to visit the school and to showcase student work/talent. Such events include an annual International Day Fair, Winter Fair & Performance, and Spring Exhibition & Performance.

Further communications between parents and the school are aided by the maintenance of the teacher blogs/web sites, parent access to PowerSchool, and holding Parent-Teacher Conferences (PTC) twice a year.

The Student Support Services Department frequently contact parents and arrange meetings to encourage parent involvement with their child's learning needs and progress. Workshops run by counselors are held for parents once per semester on topics such as parenting skills. Counselors keep confidential, individual records of their contacts with parents.

Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: How effective is the school use of community resources to support students?

Evidence: Student Internship Certificates, Presentations, Picture Logs; Guest Speakers; Field Trips; Referrals for students with special needs

Assessment: The school relies on numerous community resources to provide a variety of support services to its students. Academically, contacts with local universities and institutions have provided internships and job shadowing opportunities. The primary school takes advantage of a myriad of local resources to provide experiential learning to its students (e.g. reforestation project, hydroponics farms, factory tours); older students travel outside of the city as well (e.g. Middle School Camps in Chiang Mai and Phuket; Habitat for Humanity; beach clean-up projects).

The school also has established strong ties with various local institutions to provide additional special needs support (psychological, emotional and academic) for its students. Referrals are made as needed to such institutions as the Village International Education Centre or the Reed Institute for special educational needs; and Manarom Hospital for emotional or psychiatric assistance. If needed, the school also refers students to other international schools that might offer special needs services that Wells does not provide.

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Evidence: Perception Data (Parents/School Community); Parent Orientation documents, pictures, and PowerPoint presentations; school website for ESLRs

Assessment:

Wells ensures parents understanding of academic standards and learning outcomes through Powerschool, Parent-Teacher Conferences, and Parent Orientations. This process could be improved by more explicitly including ESLR's within the presentations and orientations intended for parents.

Global competencies (ESLRs) are available on the school website for all to read. The school advertises awards, achievements and scholarships of the students on a regular basis through media and by word.

Perception data indicate that parents are generally positive about overall student achievement and the school's ability to provide the necessary support services to their child.

Conclusions

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

Category C: Support for Student Personal and Academic Growth - Areas of Strength

The following are the primary areas of strength at Wells identified by Focus Group C:

- Student academic support. Individualized academic plan to develop the students in the subjects in which they are performing poorly including supplemental teacher and counselor support during and after school hours. In the primary, there is partial pull-out ESL support for students needing extra help. In the middle school, students are placed in ESL support classes for core subjects. Academic consequences for failing grades including parent-student-teacher conferences and agreed upon further consequences between parents, teachers and students.
- Student social support. The counselling department has guidance classes that support and engage students involving activities for emotional, social, cognitive, self development and academic/career development based on counselling standards from the US (American School Counselors Association).
- Extracurricular activities. Students have the option to participate in various extra-curricular activities such as the World Scholar's Cup, debate, sport teams, Reader's Theater, band competitions (Battle of the Bands), the Jeri Telstar Writing Competition, and UN-based art competitions. These extra-curricular activities allow students to contribute to local and global efforts.
- Global and societal issues being addressed through local and global activities and internships. The student body of wells international school have the opportunity to participate in fundraising, creating awareness, and community service. The students have the opportunity to travel abroad to various destination for education and service experiential learning.
- Overall, we feel that in and out of our classrooms, we are effectively addressing the academic standards and school-wide learner outcomes in a variety of ways. These offer students a richer outlook of different cultures and diversities which will allow them to become productive global citizens. One student at a time.

Category C: Support for Student Personal and Academic Growth – Areas of Growth

The following are the primary growth areas at Wells identified by Focus Group C:

- There is perhaps a need for more individualized high school academic and career plans for all students (not just failing students) in coordinating classes and post-secondary school goals as this will allow for coordination between grade levels, electives and extracurricular activities, enabling the students to achieve their maximum potential.
- While there is a variety of extracurricular activities, there is a need for better reporting and

connecting of these activities to the ESLRs, mission, vision and academic standards.

- In all aspects of student support services, there could be greater quantity and quality of communication, reporting, sharing and connecting of information.

Category D: Resource Management and Development

D1. Resources Criterion

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

Allocation Decisions

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

Evidence: Departmental Budgets (and actual expenditures); Curriculum Maps; WIS Standards

- School purchases an Aleks account for every student from Grades 5~12 (except IB and AP students). - Aleks syncs well with the WIS math curriculum
- Science budget on google docs, four (4) science labs, specialized teachers, funding for lab tech
- Students who do not receive physical copies of textbooks are given pdf copies and the use of technology is incorporated into the teaching and learning of Social Studies. Teachers have computers, although there are sometimes technical issues regarding computers and Internet, which may inhibit student learning.
- The Counseling Department Head turn in the yearly budget request to the school leadership. Most of the requested budget include upgrading resources for guidance classes.
- Fine Arts Department budget has increased steadily over the years.
- The Primary School budgeted for the implementation of Literacy by Design (LBD) and various online learning tools such as BrainPop Jr. and RAZ Kids.
- A reasonable amount of monies is allocated to the Athletic Department.

Assessment: There is a strong relationship between decisions about resource allocations and the school's mission and student achievement. Over the past few years, increasing involvement was elicited from the teachers via department meetings dedicated to compiling requests to be budgeted for the upcoming year. There is concern over the maintenance of all school facilities (e.g. sports venues and equipment).

Practices

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

Evidence: Annual Budget; Department "Wish Lists"; Funds Disbursement Forms; Purchase Request Forms; Financial reports (to school ownership)

Assessment: Department meetings are conducted to create “wish lists” and, eventually, a department budget to be submitted to the school leadership and ownership for final approval. Departments are charged with managing their purchases. For example, the science lab inventory is been managed by lab technician and monitored by department head. There are standard procedures for purchasing and the disbursement of funds. These processes are monitored by the school accountant, the head of school, and ultimately the school ownership. ALL funds disbursements must be signed by the school ownership (either Chairman or Vice Chairman). Though this certainly helps protect against mishandling of funds (to the extent deemed appropriate by the school owners), it sometimes causes frustration in time-sensitive situations or in (rare) situations when budgeted disbursement requests are denied with little explanation.

Facilities

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

Evidence: Facilities inventory; Enrollment figures; Fire drills; Maintenance records (requests/actions); Security Guard records; CCTV

Assessment: The school’s facilities are reasonably adequate, safe and functional to support the school’s mission, desired learner goals, and educational program. However, there are concerns regarding facilities maintenance which seems to be largely “reactive”, hence compromising to some extent the safety of the students. There is concern regarding classroom sizes, parking facilities, technology infrastructure, etc. and the school’s ability to accommodate its growing population.

Instructional Materials and Equipment

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

Evidence: Weekly supplies order forms; annual department budget; meeting minutes (subject department); purchase request forms; supplies procurement records

Assessment: The policies and procedures for procuring instructional materials and equipment is time consuming and inefficient due to lack of personnel to manage the procurement process. For example, the policies for acquiring classroom materials is through a weekly order form. There are many times when supplies are needed but can’t be utilized because the proper paperwork has not been filled out, or they are needed before the supplies can be distributed. Also there are instances when the materials needed are not on hand to distribute. Office staff assigned to the distribution of supplies are sometimes overwhelmed due to their assignment to other higher-priority tasks.

There is also a general feeling that too much “red tape” exists in getting purchases approved or monies disbursed. This is particularly frustrating when such purchases that have already been budgeted for are subjected to further (and unnecessary) scrutiny and, in some cases, rejected.

Well-Qualified Staff

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

Evidence: Teacher Profile Data; Teacher Professional Resumes; External PDs (EARCOS, BTN, IB, etc.), internal PDs (Google Forms, First Aid, IB, etc.); Framingham M.Ed. Program enrollment list

Assessment: All teachers are deemed qualified to teach their respective classes, though there are a few instances where the teacher does not possess credentials specific to the subject he/she is teaching. In those situations, the teacher is required to pursue further training in order to ensure a reasonable level of expertise in the subject area. The school provides an abundance of PD opportunities to ALL teachers, though some choose not take advantage of such opportunities. Teachers are encouraged to seek out other PD opportunities and may submit proposals for possible school support if such training is pertinent to that teacher's role at the school.

Conclusions

In general, the resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the school-wide learner outcomes. However, improvement is sought in the management and monitoring of such functions as facilities maintenance scheduling and purchasing of instructional materials and supplies.

Furthermore, in order to respond to the pressure to increase enrollment, the school would benefit from the expediting of its plans for expansion.

D2. Resource Planning Criterion

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

Long-Range Resource Plan

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

Evidence: Three-Year Action Plan (Previous and current); Long-Term Strategic Plan (interview with school ownership); Meeting Minutes (Leadership Team, Strategic Planning Committee)

Assessment: Being a private, for-profit institution, long-range strategic planning has largely been done at the ownership level. The ownership regularly evaluates his long-term plans of Wells International School in relationship to other entities within the Everclever Educational Group in order to allocate appropriate resources to ensure adequate long-term support for the school.

Use of Research and Information

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

Evidence: Perception Data (School Community); Strategic Vision Report; Meeting Minutes (SPC, Leadership Team)

Assessment: Research for the sake of long-range planning is largely conducted by the school owner, particularly in relation to the business environment in the international education industry. A SWOT analysis was conducted to a degree by the SPC in its attempt to provide some insight to the school ownership in the decision to pursue expansion projects system-wide.

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Evidence: Meeting Minutes (SPC, Leadership Team)

Assessment: Recently, the Strategic Planning Committee (SPC) had been formed to increase school community involvement in this process. The SPC consists of the school's upper management, as well as representatives from all segments of the school's faculty/staff. The SPC's initial task has been to provide input in system-wide expansion projects, including the building of an On Nut Campus expansion, with construction anticipated to begin within the next two years.

Informing

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

Evidence: Annual Budget; Financial Reports (proprietary info); Interviews with appropriate personnel (Ownership, Head of School)

Assessment: As a private institution, much of the school's finances are considered proprietary information; hence, full transparency is not attained. However, transparency exists to the extent that the faculty is involved in the development of subject department annual budgets.

Marketing Strategies

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

Evidence: Marketing Material (Print Advertising, Online Advertising, WIS Facebook page)

Assessment: Though one existed in the past, the school does not currently have a dedicated marketing department or marketing director. The "marketing" function combines with the school's PR function, handled by the office staff with informal assistance solicited from the ICT department, administration, and,

in some cases, the teaching staff. It is widely felt that the school would benefit from the formation of a Wells marketing team.

Conclusions

Despite its proprietary nature and governance structure of the school, there is sufficient evidence that responsible long-range planning does occur. However, the school should continue to strive for increased transparency and involvement of its constituents in order to truly realize its vision to be among the top international schools in the region.

Category D: Resource Management and Development: Areas of Strength
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| <ul style="list-style-type: none"> • The school provides sufficient resources to students to meet the school's academic standards. • Yearly budget application is available to all departments. The department heads are in charge of the application of their respective department. Teachers from each department are involved in putting the request together. • The school has invested in improving the accessibility of technology on campus. The coverage of WiFi signal has greatly increased. In addition, many broken computers in the computer laboratories were replaced by new ones. Majority of the classrooms have projectors installed. |
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Category D: Resource Management and Delopment: Areas of Growth
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| <ul style="list-style-type: none"> • Direct point of contact to designated personnel should be established for facility maintenance and monetary support (reimbursement, compensation, etc.) In addition, a more efficient and responsive maintenance system should be designed and implemented to handle broken fixtures, furniture, computers, etc. • Transparent and definite channels of communication between administration and faculty should be established. All departments are unaware of any measures to protect against mishandling of funds, or unilateral decision making. • The student population of the school has leveled off over the past two years as it nears capacity. In order to respond to the pressure to grow by the school ownership, the school should expedite plans for expansion as the classrooms and playgrounds are already crowded. • The school should better define the procurement process and assign responsibility for this function more effectively. • Though the school provides numerous PD opportunities for teachers (Internal PDs are available to all teachers, while external PDs are available to selected teachers), the implementation of a PD coordinating (tracking participation, evaluation, etc.) system is needed. |
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**Category E: ONESQA Standards (for WASC/ONESQA schools):
An Alignment between Indicators and Standards of the
Thailand Ministry of Education**

Type of Indicators	Indicator numbers	Descriptive Indicators	Weight (points)	Standards of Ministry of Education
Basic Indicators	1	Learners' Desirable Values	30	Results of Educational Provision
	2	Learners' Achievement in Thai Language and Culture Courses	30	
	3	Use of effective instruction with learner-centred approach in delivering Thai Language and Culture courses	20	Instructional Learner-Centred Approach
	4	Effective Management and Development of Thai Language and Culture Instructional Programme	20	School Management

Remarks: Indicators of Thai Language and Culture Instruction are basic indicators.

Indicator 1 Learners' Desirable Values (30 points)

Two Sub-Indicators of Learners' Desirable Values

Indicator Number	Descriptive Indicators	Weight (points)
1.1	Learners demonstrate good attitudes towards Thai art, culture and local wisdoms.	15
1.2	Learners follow practices of Thai etiquette.	15

1.1 Learners demonstrate good attitudes towards Thai art, culture and local wisdoms. (Quantitative Approach 15 points)

Criteria for Learners	Total Number of Learners	Number of Learners Who Occupy Criteria	Percentage of Learners Who Occupy Criteria
Criteria for Thai Learners (10 points)			
Thai learners can clearly identify and explain their interests / impressions on one of the following aspects including art, culture, traditions or local wisdom.	218	211	96.79
Thai learners regularly develop knowledge, understanding or practice skills in art, culture, traditions or local wisdoms through the regular curriculum and extracurricular activities and have work evidence.	218	208	95.41
Criteria for Non-Thai Learners (5 points)			

Foreign learners can satisfactorily identify and explain their interests / impressions on one of the following aspects including art, culture, traditions or local wisdom.	231	210	90.91
Foreign learners regularly develop knowledge, understanding or practice skills in art, culture, traditions or local wisdoms through the regular curriculum and extracurricular activities.	231	210	90.91

1.2 Learners follow practices of Thai etiquette. (Quantitative Approach – 15 points)

Criteria for Learners	Total Number of Learners	Number of Learners Who Occupy Criteria	Percentage of Learners Who Occupy Criteria
Criteria for Thai Learners (10 points)			
Proud to be Thai	218	214	98.17
Follow Thai etiquette	218	216	99.08
Preserve Thai culture and traditions	218	211	96.79
Appropriately integrate international and Thai attributes	218	212	97.25
Love and respect the nation, the religion and the monarchy	218	212	97.25
Criteria for Non-Thai Learners (5 points)			
Honor and respect Thai culture and traditions	231	226	97.84
Follow Thai etiquette appropriately	231	228	98.70

Indicator 2 Learners' Achievement in Thai Language and Culture (Quantitative 20 points and Developmental 10 points)

Description

1. Learners' achievements refer to both Thai and foreign learners' high performances and progress in learning the Thai language and culture subject.
2. High academic achievements refer to both Thai and foreign learners' good results on the assessment of the Thai language and culture subject in all grade levels using the standards and benchmarks of the Thai language and culture subject for international schools developed by the Office of Private Education Commission.
3. Progress in Learning refers to learners' achievement of higher mean scores in the Thai language and culture subject compared to the learners' achievement of mean scores of the previous year.

Class	Academic Year 2013 - 2014			Previous Academic Year 2012 - 2013		
	No. of All Learners In Class	No. of Learners with Marks at Level "Good"	Average Percentage	No. of All Learners In Class	No. of Learners with Marks at Level "Good"	Average Percentage
Grade 1	16	16	100.00	21	21	100.00
Grade 2	24	24	100.00	32	30	93.75
Grade 3	38	38	100.00	49	48	97.96
Grade 4	49	49	100.00	46	44	95.65
Grade 5	45	45	100.00	34	30	88.24
Grade 6	37	37	100.00	43	39	90.70
Grade 7	51	42	82.35	46	35	76.09
Grade 8	46	39	84.78	39	31	79.49
Grade 9	37	34	91.89	46	35	76.09
Grade 10	46	37	80.43	36	29	80.56
Grade 11	12	10	83.33	14	12	85.71
Grade 12	13	13	100.00	24	20	83.33

Indicator 3 Effective Thai Language and Culture Instruction with a Learner-Centred Approach (Qualitative Approach 20 points)

Three sub-indicators

Indicator number	Descriptive Indicators	Weight (Points)
3.1	Instructional Planning	5
3.2	Teaching and Learning	10
3.3	Assessment and Evaluation	5

3.1 Instructional Planning (5 points)					
Criteria for scoring	Rating scales				
	5	4	3	2	1
Goals for learners align with standard criteria of the school curriculum. Learning objectives and outcomes must be clearly stated as to what learners should know, understand and be able to do.	5				
Information about individual learners must be analyzed and used for instructional planning.		4			
Instructional units are planned and designed to address personal differences of individual learners from culturally diverse backgrounds.	5				

3.2 Teaching and Learning (10 points)					
Criteria for scoring	Rating scales				
	5	4	3	2	1
Environments both inside and outside classrooms are conducive to learning.		4			
Learning materials and resources are prepared and used appropriately; local wisdoms and technologies are applied for teaching and learning.	5				
Teaching and learning is a learner-centred approach.		4			
Learners are encouraged to interact with communities.		4			

3.3 Assessment and Evaluation (5 points)					
Criteria for scoring	Rating scales				
	5	4	3	2	1
A variety of assessment methods used are appropriate to the nature of the courses and the developmental levels of the learners.	5				
The assessment results are analyzed and used for reteaching, development of learners and improvement of instruction.	5				

Indicator 4 Effective Management and Development of Thai Language and Culture Instructional Programme (Qualitative approach – 20 points)

Four sub-indicators

Indicator number	Descriptive Indicators	Weight (Points)
4.1	Efficient Academic Management	5
4.2	Efficient Financial Management	5
4.3	Efficient Personnel Management	5
4.4	Efficient General Management	5

4.1 Efficient Academic Management (5 points)					
Criteria for scoring	Rating scales				
	5	4	3	2	1
The school promotes the development of Thai language and culture curriculum.	5				

The provision of the Thai language and culture programme must comply with the regulations of the Ministry of Education.	5				
The school encourages and supports student participation in activities and projects of the Thai language and culture programme.	5				
The school assesses the implementation of Thai language and culture curriculum; the results of the assessment are used to improve the curriculum.	5				

4.2 Financial Management (5 points)

Criteria for scoring	Rating scales				
	5	4	3	2	1
The Thai language and culture department and its teachers take part in setting the budget for the Thai language and culture programme.	5				
The school allocates an annual budget to the Thai department adequately, for the purchase and provision of resources, learning materials and modern technologies.		4			
The school allocates budgets to develop teachers' qualities		4			
The school allocates budgets for Thai language and culture co- and extra-curricular activities.	5				

4.3 Personnel Management (5 points)

Criteria for scoring	Rating scales				
	5	4	3	2	1
The school recruits teachers who are proficient in knowledge and teaching abilities of Thai language and culture.	5				
The school recruits sufficient Thai teachers for the numbers of Thai classes.		4			
Thai teachers acquire quality professional development training (no less than 20 hours per year.)	5				

Teacher supervision is implemented as an integral part of teacher development; and feedback on teaching observation is used to develop quality teaching and learning.	5				
---	---	--	--	--	--

4.4 General Management (5 points)					
Criteria for scoring	Rating scales				
	5	4	3	2	1
The provision of classes for Thai language and culture instruction accommodates the number of learners adequately; and they are managed in accordance with school curriculum and instructional units.		4			
The school's environment and resources are conducive to the teaching and learning of Thai language and culture. The school also promotes teaching and learning of Thai language and culture from outside resources.		4			
The information technology system is provided to promote the teaching and learning of Thai language and culture.		4			
The information on learning activities, both co-curricular and extra-curricular activities, is communicated to the public.		4			

**WASC Category E. ONESQA Standards (for WASC/ONESQA schools)
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E: ONESQA Standards: Areas of Strength

1. The administrative is a capable educator to manage a school efficiently and has been provided a curriculum and an instruction of Thai language and culture program as stipulated by the Thai Ministry of Education and are integrated to meet the need of learners.
2. Thai teachers show knowledge, understanding and experience on teaching and assessment in Thai language and culture. They work as a team and organise activities that promote and support both Thai and foreign learners' learning experiences.
3. Both Thai national and foreign learners demonstrate good attitude towards the Thai culture.

Category E: ONESQA Standards: Areas of Growth

1. The management team supports the learning development of learners who demonstrate language abilities below the standard.
2. The management team supports the Thai teachers to develop the plan to improve the Thai curriculum, instruction and assessment, to link the Thai curriculum with the School Curriculum.
3. The management team provides the Thai teachers' professional development on a variety of teaching techniques to develop their competency efficiently.

Chapter V: School-Wide Action Plan (Work in Progress)

Chapter V - Wells International School School-Wide Action Plan (Work-in-Progress)

Following the self-study, the school identified critical areas of growth for which to base the short-term, school-wide action plan. This plan is a work-in-progress with specific action areas currently in place pending final recommendations by the WASC visiting team. Once these action areas are finalized, specific tasks associated with the action areas will be added.

As a school, it was decided that the action plan will address the following **OVERARCHING GOALS**:

- Improve Intra-School Communication Systems
- Improve Literacy
- Improve Professional Support & Development
- Improve Facilities

ACTION AREA 1: Continue the school's focus on improving English proficiency to help students read, write, and achieve grade level English Language Arts standards.	
Rationale: Self-Study findings indicate a need to improve student achievement in English Language Arts/Reading for all student groups, particularly in the primary school and middle school levels. External assessments data (GMRT, SAT10, TOEFL, SAT I), discussions and recommendations from all focus groups, & review of student work support this need.	
Supporting Data: GMRT scores (primary grades 1 to 4); SAT10 scores (grades 4 to 11); predicted TOEFL scores (grades 8 to12); SAT I Critical Reading & Writing scores	
ESLRs Addressed: Effective Communicators	

Impact on Student Learning of Academic Standards & ESLRs: Direct positive impact with slow, steady progress on student learning of academic standards & ESLRs are expected, as reading is fundamental to success in all disciplines.					
Monitor Progress Tools			Report Progress		
- Gates-MacGinitie Reading Tests® (GMRT®) - Online Stanford Achievement Test, 10th Edition (SAT10 Online) - Predicted TOEFL (Middle & High School) - Enrollment in ESL Classes (Primary & Middle School) - Number of ESL/English Support (non-LA) sections in master schedule			- GMRT Scores: September, December, June - SAT10 Scores: June - Predicted TOEFL Scores: April/May - Enrollment Data/Master Schedule Allotments: September, February - Action Plan Progress: Administrators & Focus Group Leaders will report progress to School Board of parents, staff & students annually in August. Action Plan modified, when necessary, at least annually.		
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Evaluate and pilot - new literacy program(s) to address growing ESL/EFL populations in the primary/middle school levels - standardized assessment programs to replace the soon to be retired SAT10 online	- ESL Dept. Head - Principals - LA Dept. Head	Staff training on the use of all new programs	Formal program evaluation	Ongoing	
Expand selection of titles in classroom and schoolwide library					

ACTION AREA 2: Continue to develop and formalize the school's Professional Development Program that focuses on addressing identified student learning needs.				
Rationale: Self-Study findings indicate a need to effectively correlate staff professional development activity with student learning and support needs.				
Supporting Data: External Assessment Data (SAT10, GMRT, TOEFL, AP, SAT I); Perception Data (Student, Parent, and Faculty/Staff Surveys)				
ESLRs Addressed: All				
Impact on Student Learning of Academic Standards & ESLRs: Direct positive impact with slow, steady progress on student learning of academic standards & ESLRs are expected, as professional development focusing on critical areas of student learning needs should improve teacher efficacy in those areas.				
Monitor Progress Tools		Report Progress		
- PD Activity Logs & Annual PD Budget - Perception Data Collection Tools: Student, Parent, & Faculty/Staff Surveys - Formal Teacher Evaluations - Post-PD Reflection Forms		- Staff participation logs reported to annually - Action Plan Progress: Administrators & Focus Group Leaders will report progress to School Board of parents, staff & students annually in August. Action Plan modified, when necessary, at least annually.		
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE
Restart/Develop of ePortfolio system, incorporating PD certificates, etc.	- Human Resources - Principals			
Evaluate and implement the Marzano method for teacher evaluation, including self-assessment for the identification of individual PD needs	Principals			
Establish a schoolwide committee to evaluate traditional and novel PD opportunities	- Head of School - Principals			

Revisit the implementation of staff-run PD/training activities	• Principals • Dept. Heads					
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ACTION AREA 3: Implement a facilities improvement plan to address the learning needs of a changing student/school community profile and to anticipate changes in the school business environment.					
Rationale: Self-Study findings indicate a need to develop and implement a facilities improvement plan to address the growing and changing student population and their learning needs; discussions and recommendations from all focus groups, & review of school community perception data support this need.					
Supporting Data: Perception Data (School Community)					
ESLRs Addressed: Effective Communicators (library improvements); ICT Proficiency (ICT infrastructure improvements); Health & Hygiene (improvements in general maintenance)					
Impact on Student Learning of Academic Standards & ESLRs: Direct positive impact with slow, steady progress on student learning of academic standards & ESLRs are expected, particularly in ICT and Health & Hygiene.					
Monitor Progress Tools			Report Progress		
					Action Plan Progress: Administrators & Focus Group Leaders will report progress to School Board of parents, staff & students annually in August. Action Plan modified, when necessary, at least annually.
TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Establish/revisit/redesign facilities maintenance/monitoring/inventory management system					
School Expansion					
ICT Infrastructure Improvements					

APPENDIX A – PERCEPTION DATA

Results from Student, Parents/Community, Faculty/Staff Surveys

Perception Data: Student Survey

The following data from the most recent (2014-2015 School Year) student, Grades 5 to 12, survey shows ratings based on a 10-point Likert Scale (10=Strongly Agree; 8=Agree; 6=Slightly Agree; 4=Slightly Disagree; 2=Disagree; 0=Strongly Disagree):

Wells Student (Gr. 5-8) Opinion Survey	Rating Average
An education from Wells prepares students for university-level studies.	7.68
Teachers are well-versed in their subjects.	8.00
Facilities at Wells are well-maintained.	4.90
Wells encourages a positive learning environment.	7.35
An education from Wells is a good investment.	7.68
The curriculum suits the needs of an international student body.	7.23
Students are held to high standards by their teachers.	8.00
Students have sufficient access to technology at school.	6.32
Wells is attentive to needs of all students.	6.26
Wells provides a better value than other international schools in Thailand.	6.19
All of the relevant learning standards are addressed by the curriculum.	7.10
Wells ensures that teachers receive sufficient professional development.	7.55
Classrooms at Wells are well-equipped.	5.35
Students learn in a safe environment at Wells.	7.81
The cost of a Wells education is reasonable.	7.29
The curriculum is appropriately challenging.	8.00
Students are engaged by teachers in their classes.	8.39
Wells makes smart investments in the programs it implements.	6.52
Communication in the Wells community is effective.	6.58
Wells is a good alternative to other international schools.	6.97
Students of varying levels are capable of completing the curriculum.	7.35
Teachers have appropriately high expectations of all students.	7.48
Wells staff members are well-suited for their positions.	6.65
Wells seeks out innovative ways to improve its service.	6.00
The value of a Wells education is worth the cost.	7.42
I am satisfied with my family's choice of Wells for my education.	7.29
I intend to continue my enrollment at Wells until graduation.	9.10
I would recommend Wells to others.	6.97
AVERAGE RATING	7.50

Perception Data: Parent Survey

The following data from the most recent (2013-2014 School Year) parent survey shows ratings based on a 10-point Likert Scale (10=Strongly Agree; 8=Agree; 6=Slightly Agree; 4=Slightly Disagree; 2=Disagree; 0=Strongly Disagree):

Wells Parent/Community Opinion Survey	Rating Average
An education from Wells prepares students for university-level studies.	7.56
Teachers are well-versed in their subjects.	7.71
Facilities at Wells are well-maintained.	6.84
Wells encourages a positive learning environment.	7.74
An education from Wells is a good investment.	7.38
The curriculum suits the needs of an international student body.	7.45
Students are held to high standards by their teachers.	7.41
Students have sufficient access to technology at school.	7.12
Wells is attentive to needs of all students.	6.73
Wells provides a better value than other international schools in Thailand.	6.09
All of the relevant learning standards are addressed by the curriculum.	7.01
Wells ensures that teachers receive sufficient professional development.	6.95
Classrooms at Wells are well-equipped.	7.21
Students learn in a safe environment at Wells.	7.78
The cost of a Wells education is reasonable.	6.86
The curriculum is appropriately challenging.	7.10
Students are engaged by teachers in their classes.	7.60
Wells makes smart investments in the programs it implements.	6.88
Communication in the Wells community is effective.	6.75
Wells is a good alternative to other international schools.	7.19
Students of varying levels are capable of completing the curriculum.	7.36
Teachers have appropriately high expectations of all students.	7.19
Wells staff members are well-suited for their positions.	7.14
Wells seeks out innovative ways to improve its service.	6.75
The value of a Wells education is worth the cost.	7.06
I am satisfied with my choice of Wells for my child.	7.39
I intend to continue my child's enrollment at Wells.	7.72
I would recommend Wells to others.	7.43
AVERAGE RATING	7.19

Perception Data: Staff/Faculty Survey

The following data from the most recent (2014-2015 School Year) staff/faculty survey shows ratings based on a 10-point Likert Scale (10=Strongly Agree; 8=Agree; 6=Slightly Agree; 4=Slightly Disagree; 2=Disagree; 0=Strongly Disagree):

The School & Curriculum	Rating Average (out of 10)
The school sets high standards for student learning.	8.82
The school sets high standards for student work in their classes.	8.53
The school offers a wide enough variety of courses to keep students engaged.	8.24
The school helps students strive for challenging learning goals.	8.53
The school helps students find the best ways to achieve their learning goals.	8.24
The school helps students become effective communicators.	8.24
The school helps students become problem solvers and critical thinkers.	8.18
The school helps students become aware of regional and global issues.	8.29
The school provides opportunities to actively address regional and global issues.	7.94
The school helps students become technologically savvy.	8.12
The school helps students develop healthy lifestyles.	6.88
The school helps students appreciate their host country's culture and language.	8.12
The school reviews the school-wide learning goals regularly.	7.00
The school's written mission accurately reflects the beliefs and philosophy of the school	7.65
AVERAGE RATING	8.06

School Leadership	Rating Average (out of 10)
The principal communicates a clear vision for our school.	7.82
The principal understands how children learn.	8.09
The principal carefully tracks student academic progress.	7.91
The principal knows what's going on in my classroom.	7.50
The principal participates in instructional planning with teachers.	6.59
The principal encourages open communication on important school issues.	7.86
The principal presses teachers to implement what they have learned in professional development.	6.77
The principal takes a personal interest in the professional development of teachers.	6.86
The principal makes clear his or her expectations for meeting instructional goals.	7.45
The principal has confidence in the expertise of the teachers.	8.05
I respect and trust the principal at his or her word.	7.64

I feel respected by the principal.	8.00
I feel comfortable expressing my feelings, worries and frustrations with the principal.	7.45
School leaders invite teachers/counselors to play a meaningful role in setting goals and making important decisions for my school.	7.09
School leaders provide time for collaboration among teachers.	6.64
School leaders visit classrooms to observe the quality of teaching at my school.	7.32
School leaders give me regular and helpful feedback about my teaching.	7.00
School leaders place a high priority on the quality of teaching at my school.	7.86
School leaders celebrate learning successes at my school.	8.55
AVERAGE RATING	7.50

APPENDIX B – EXTERNAL ASSESSMENT CHARTS



Wells International School External Assessment Report

August 4, 2014



External Assessments at Wells

- Stanford Achievement Tests – 10th Edition (SAT10)
- Gates-MacGinitie Reading Tests (GMRT) - Primary
- Scholastic Aptitude Test – Reasoning Test (SAT I)
- Advanced Placement (AP) Exams
- TOEFL (Mock)
- IBDP Exams (Spring 2015)



Wells International School External Assessments 2014

Stanford Achievement Test

10th Edition

(SAT10)



SAT10 Highlights

2012-2014

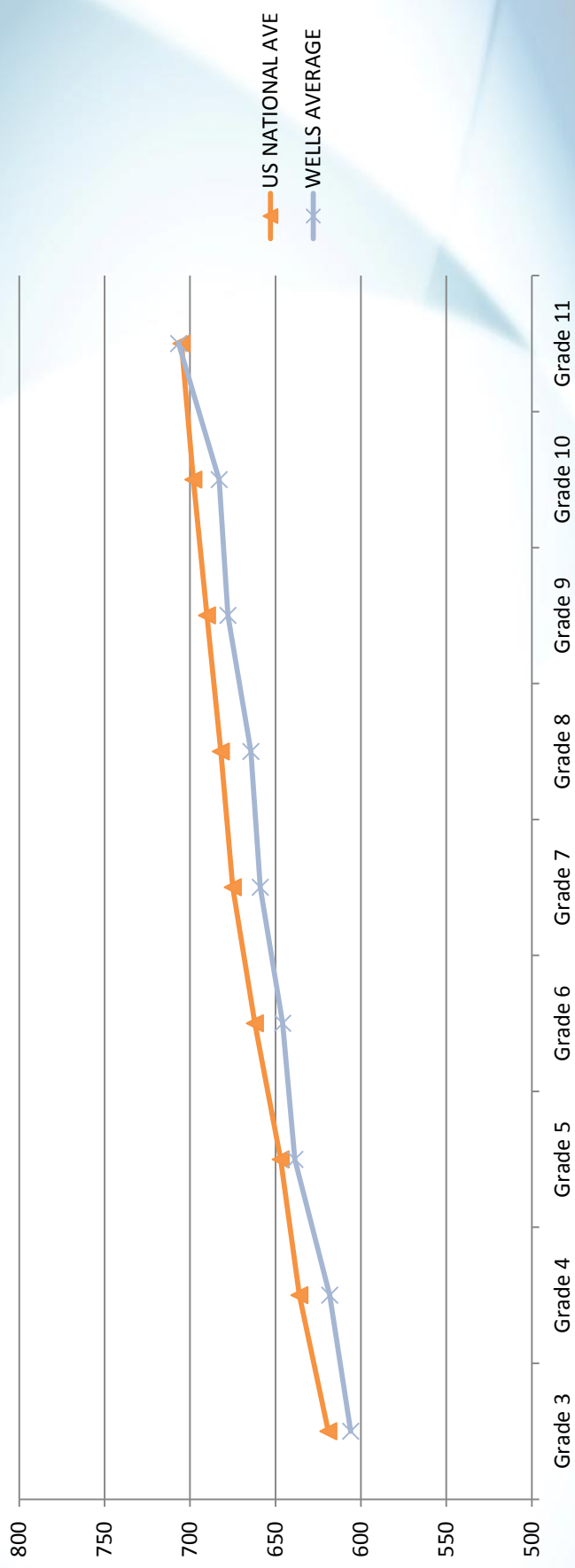
- Wells students scored significantly higher in math than their U.S. counterparts at all grade levels.
- In all subsections other than math and spelling, Wells students scored lower than U.S. averages in the early years, improving somewhat faster through their middle and high school years.
- Toward the end of their high school years, Wells students surpass U.S. averages in all SAT10 subsections.

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Wells International School External Assessments 2014

Reading (Overall Wells Averages)

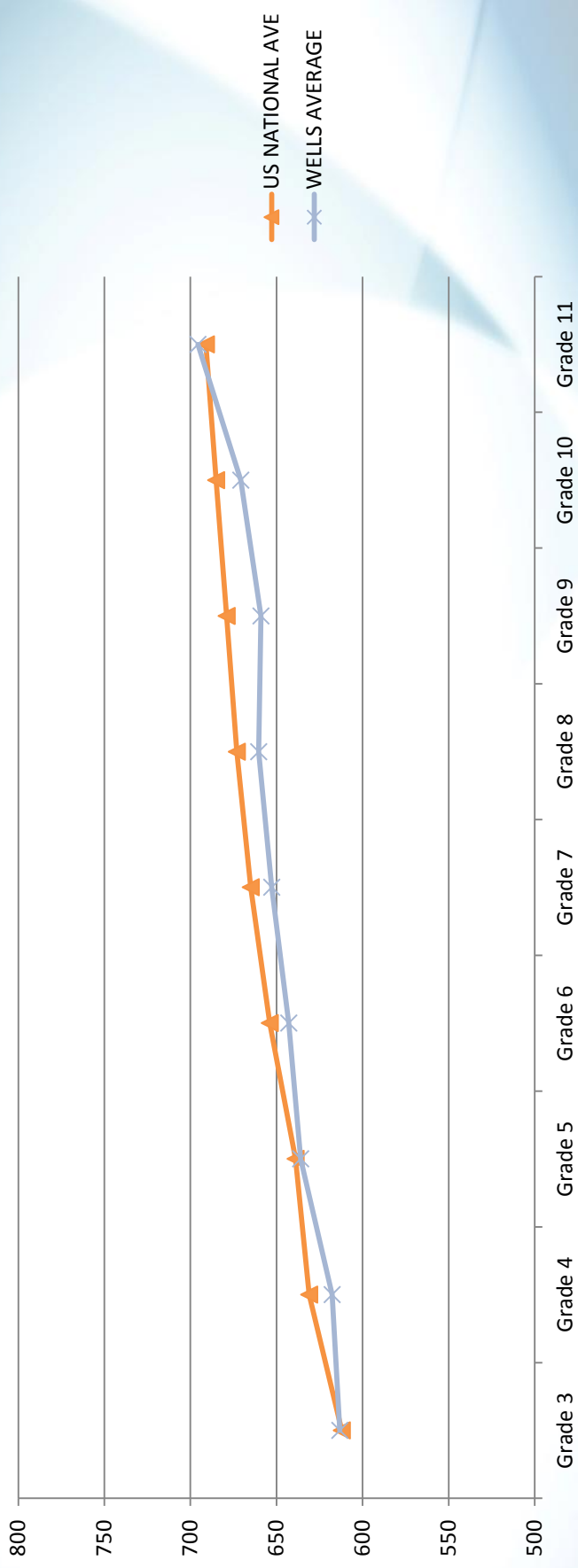


[illegible]



Wells International School External Assessments 2014

Language Skills (Overall Wells Averages)

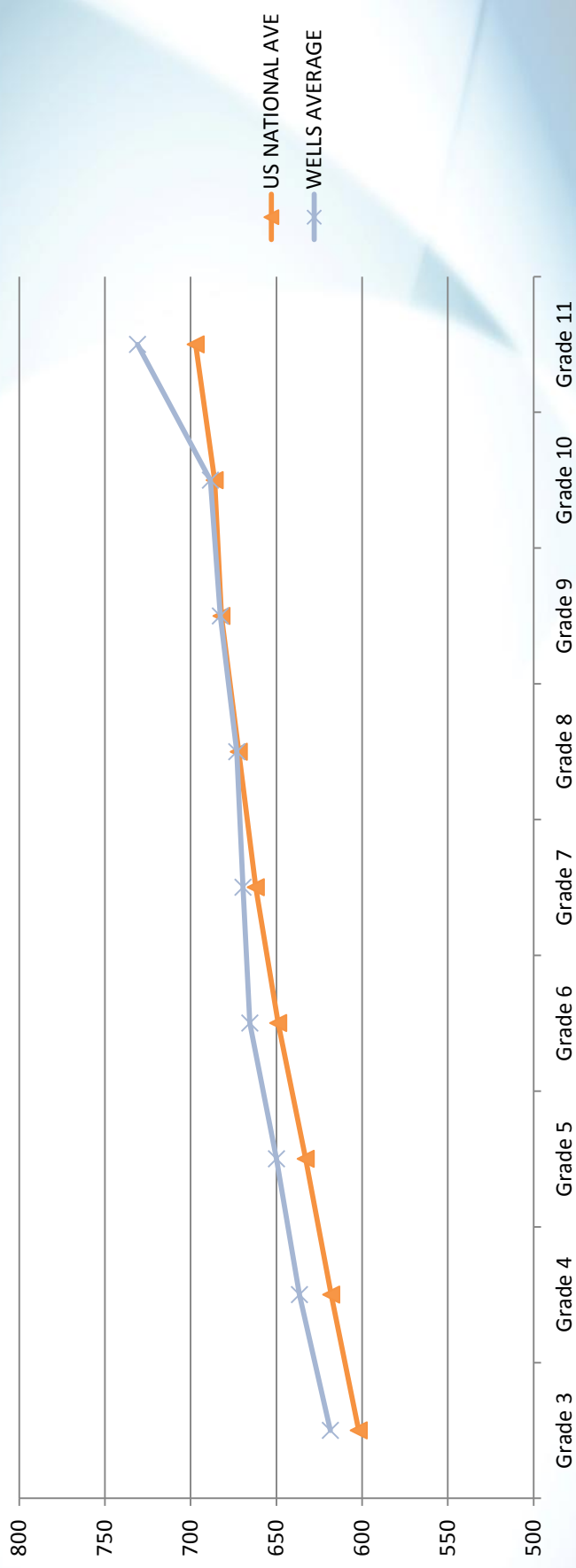


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Wells International School External Assessments 2014

Spelling (Overall Wells Averages)

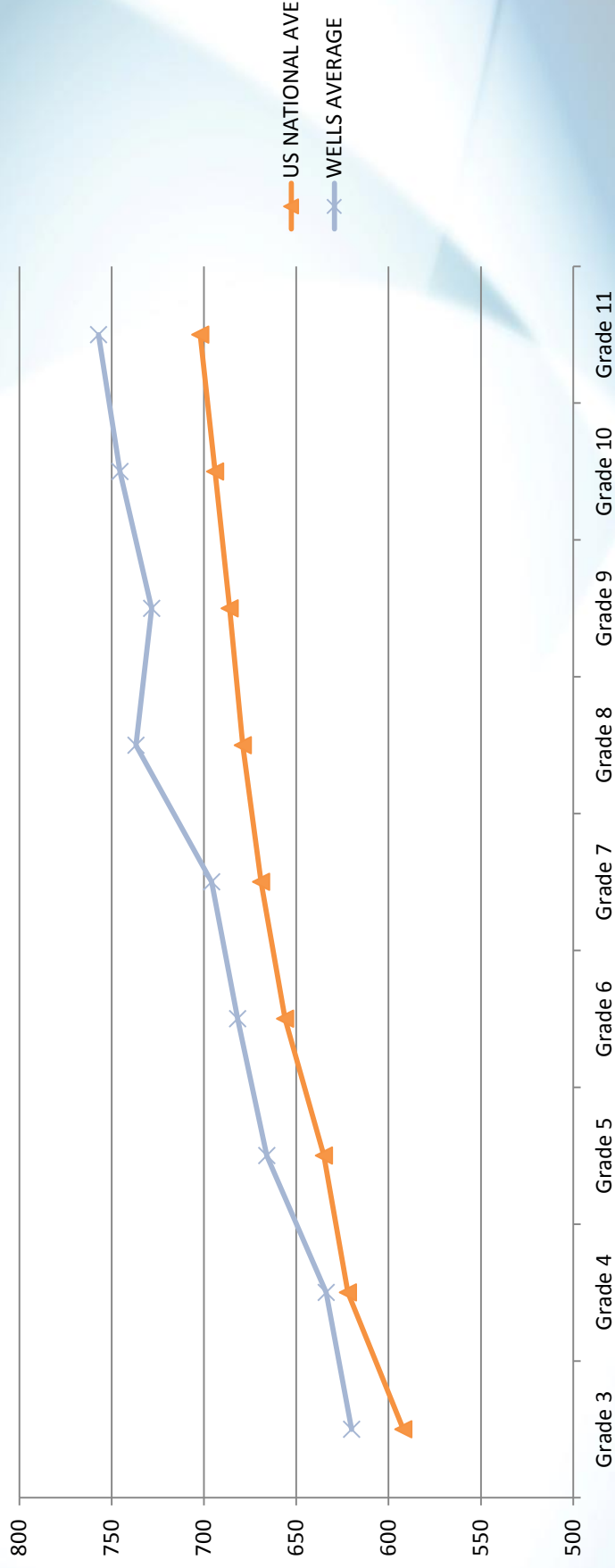


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Wells International School External Assessments 2014

Mathematics (Overall Wells Averages)

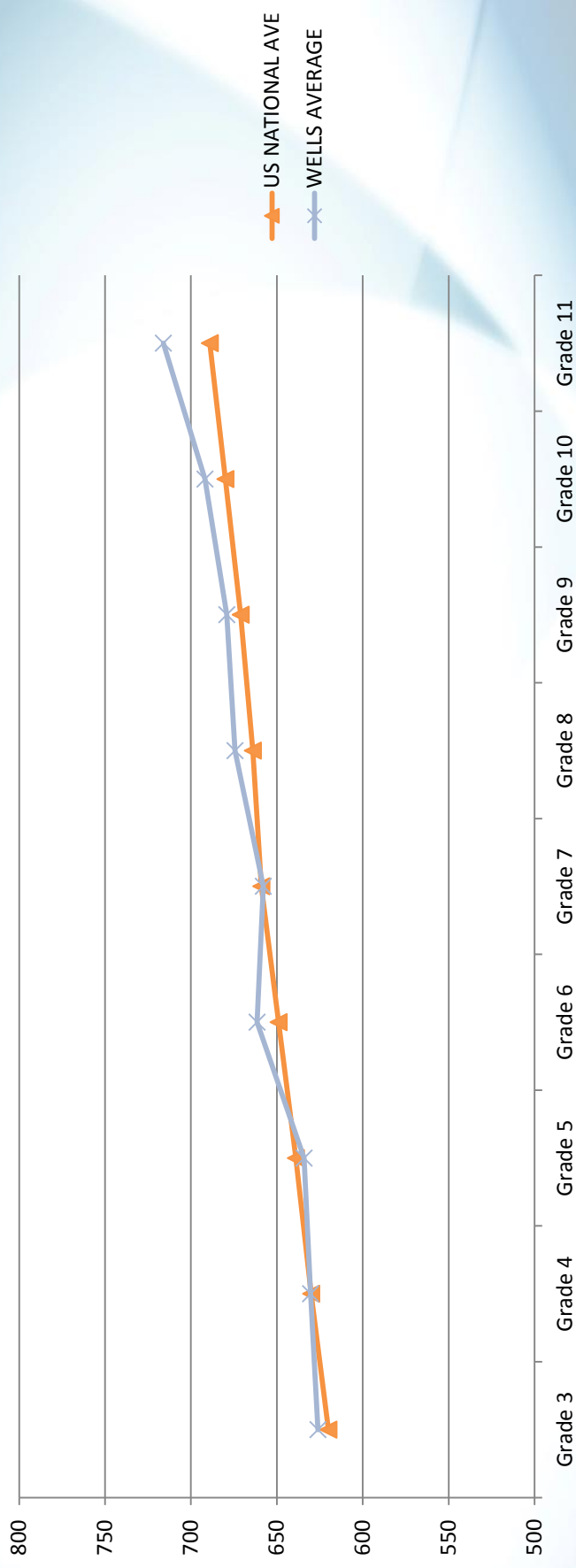


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Wells International School External Assessments 2014

Science (Overall Wells Averages)

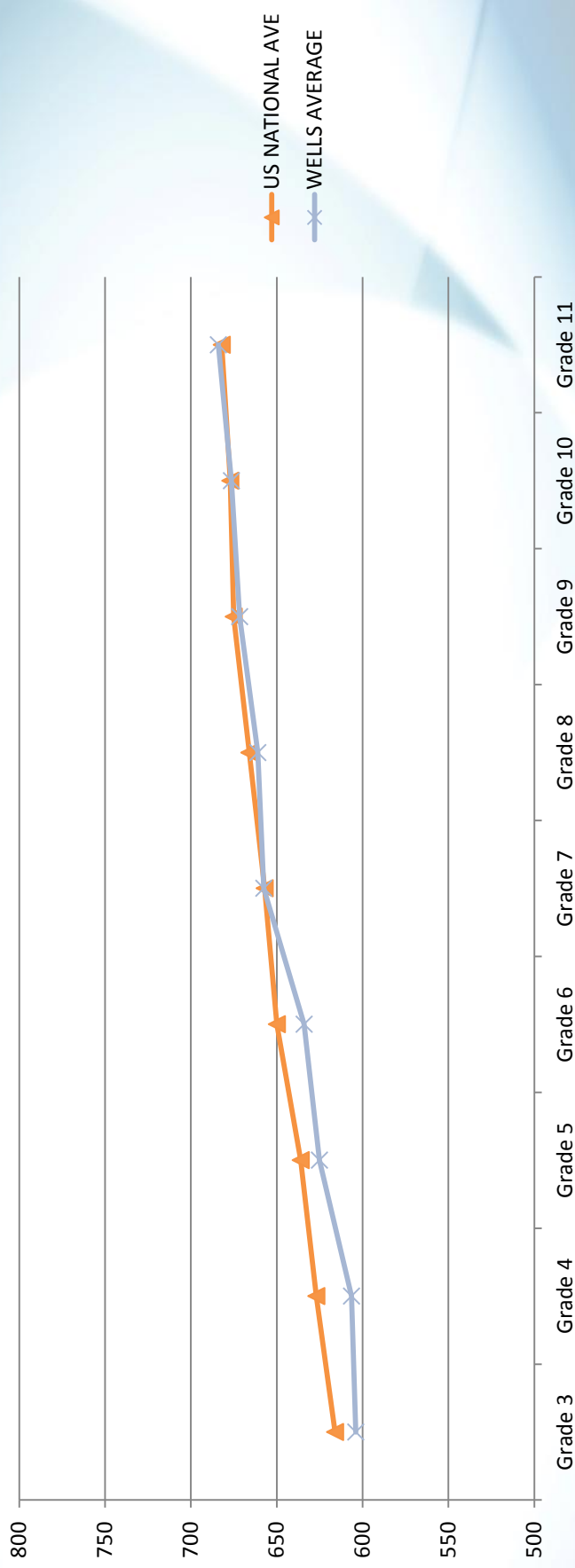


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Wells International School External Assessments 2014

Social Science (Overall Wells Averages)





Wells International School External Assessments 2014

Scholastic Aptitude Test

Reasoning Test

(SAT I)



SAT I Highlights

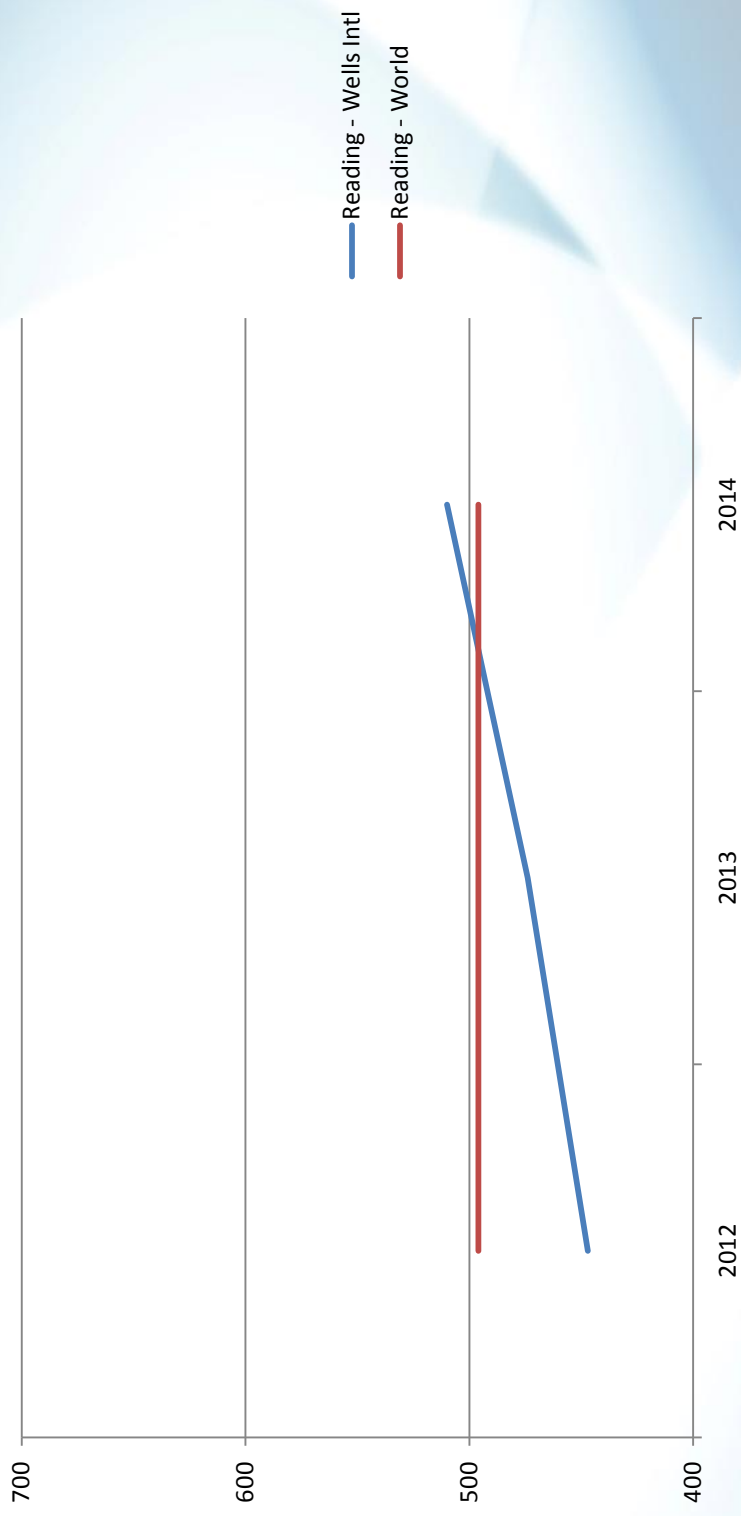
2012-2014

- In the last three years, fifty-two (52) Wells students, representing approximately half of the graduating classes, took the SAT Reasoning Test prior to graduation.
- Wells students surpassed world averages in math all three years.
- 3-Year trends show improving critical reading scores and writing scores.
- Most recent graduating class surpassed world averages in ALL three sections.



Wells International School External Assessments 2014

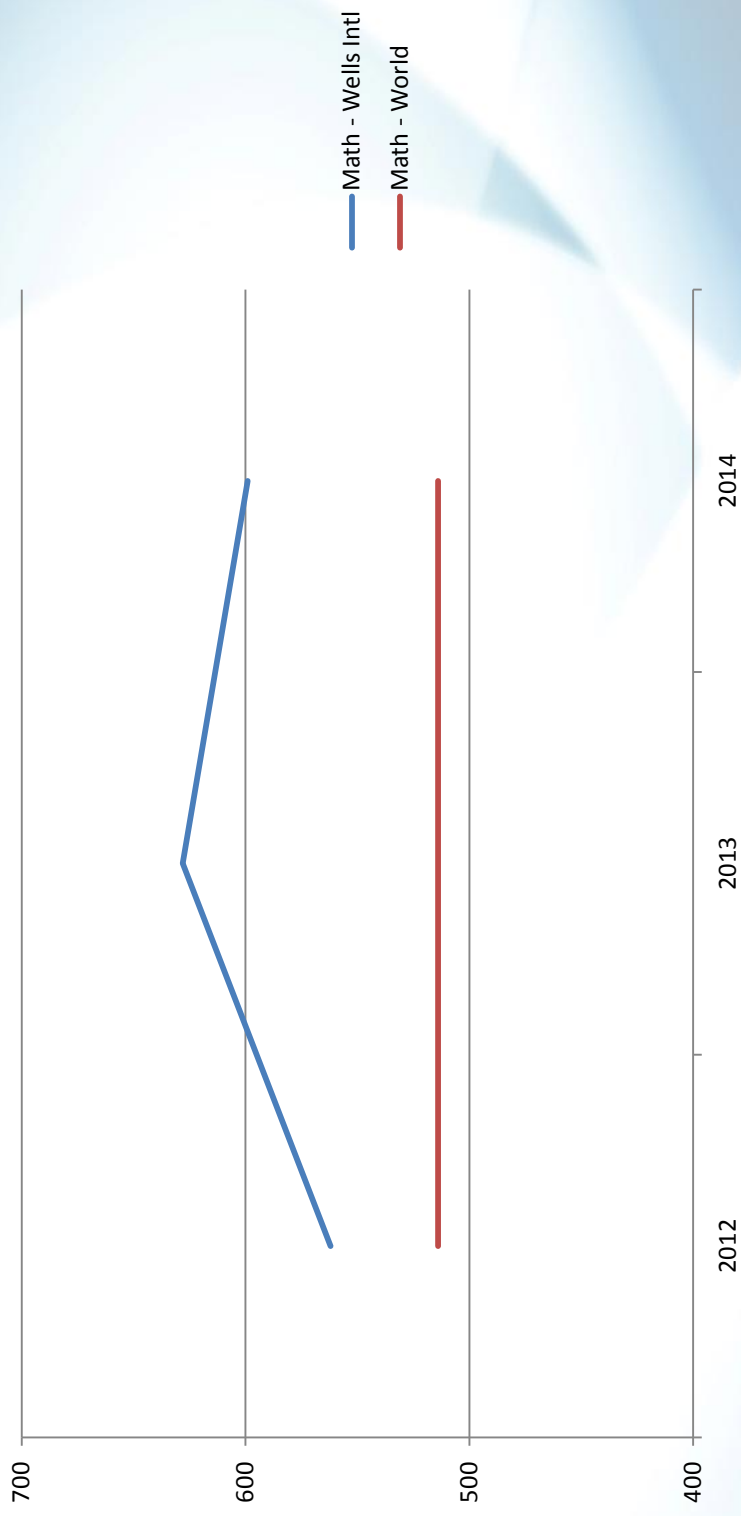
Critical Reading (SAT I – Reasoning Test)





Wells International School External Assessments 2014

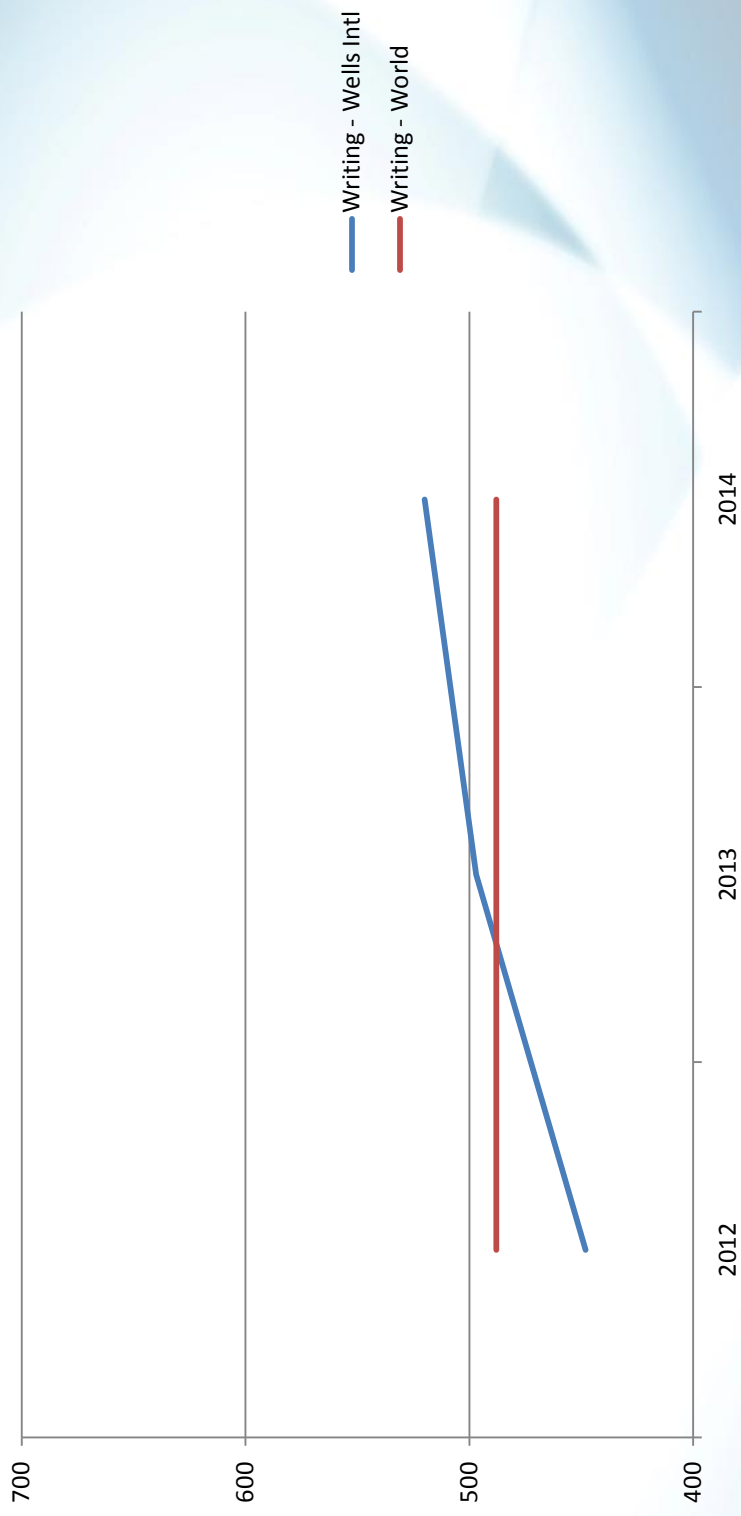
Mathematics (SAT I – Reasoning Test)





Wells International School External Assessments 2014

Writing (SAT I – Reasoning Test)





Wells International School External Assessments 2014

College Board Advanced Placement Subject Exams (AP)



AP Exam Highlights

2012-2014

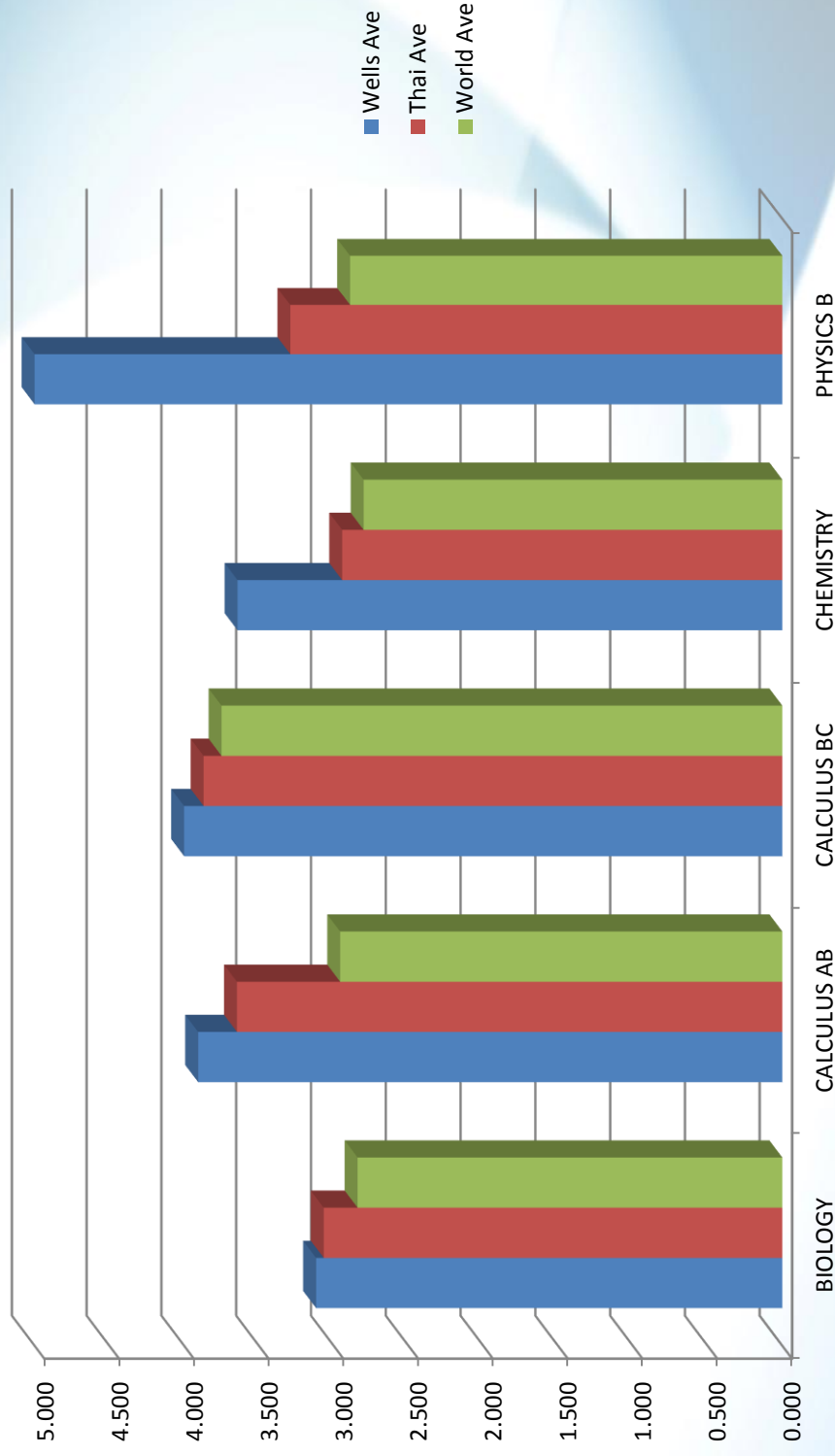
- In the last three years, Wells students took a total 182 exams in thirteen (13) different AP subjects.
- Wells students surpassed world averages in eleven (11) subjects.
- Wells students surpassed world AND Thai averages in ten (10) subjects.



Wells International School External Assessments 2014

Science & Math

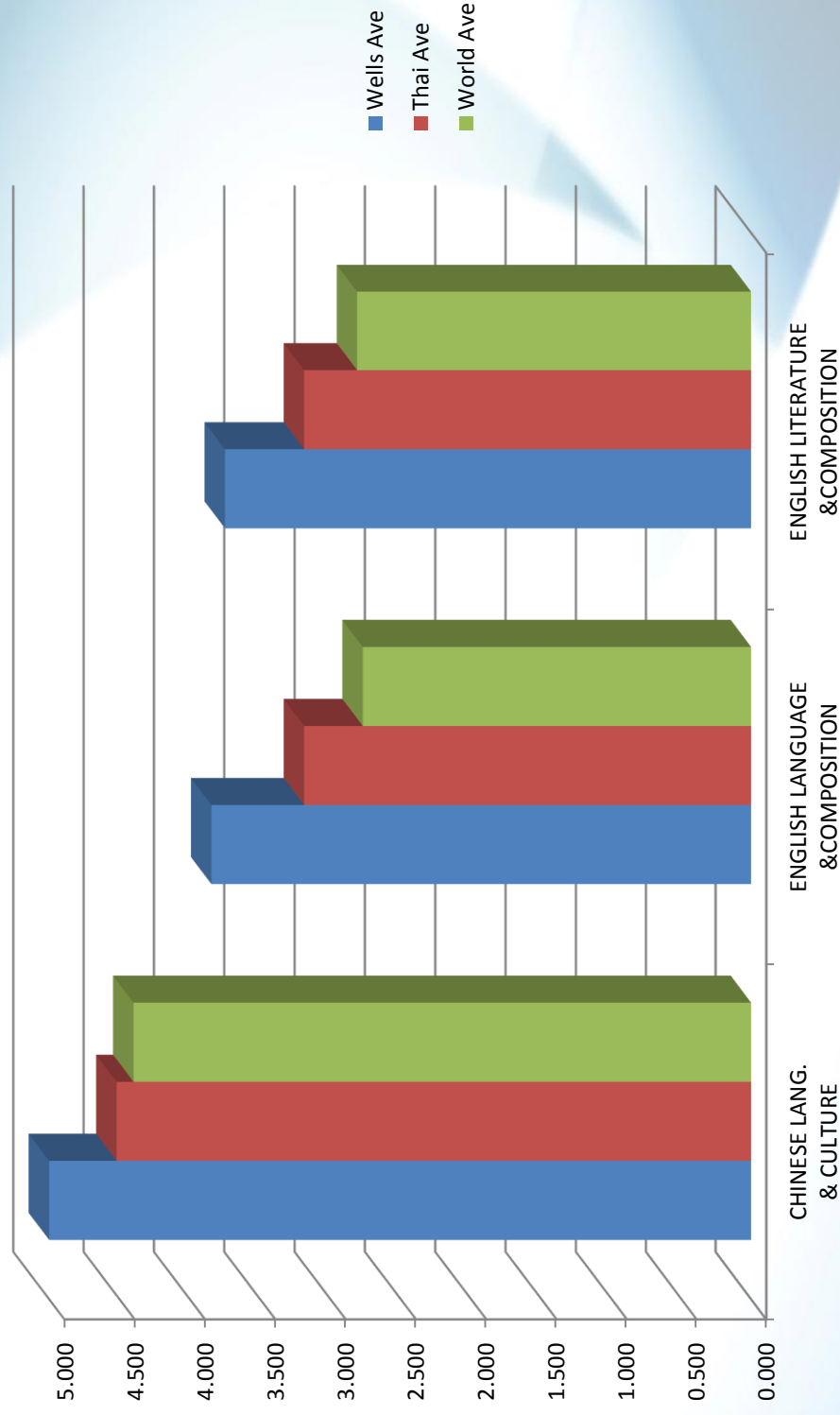
2012-2014





Wells International School External Assessments 2014

Languages 2012-2014

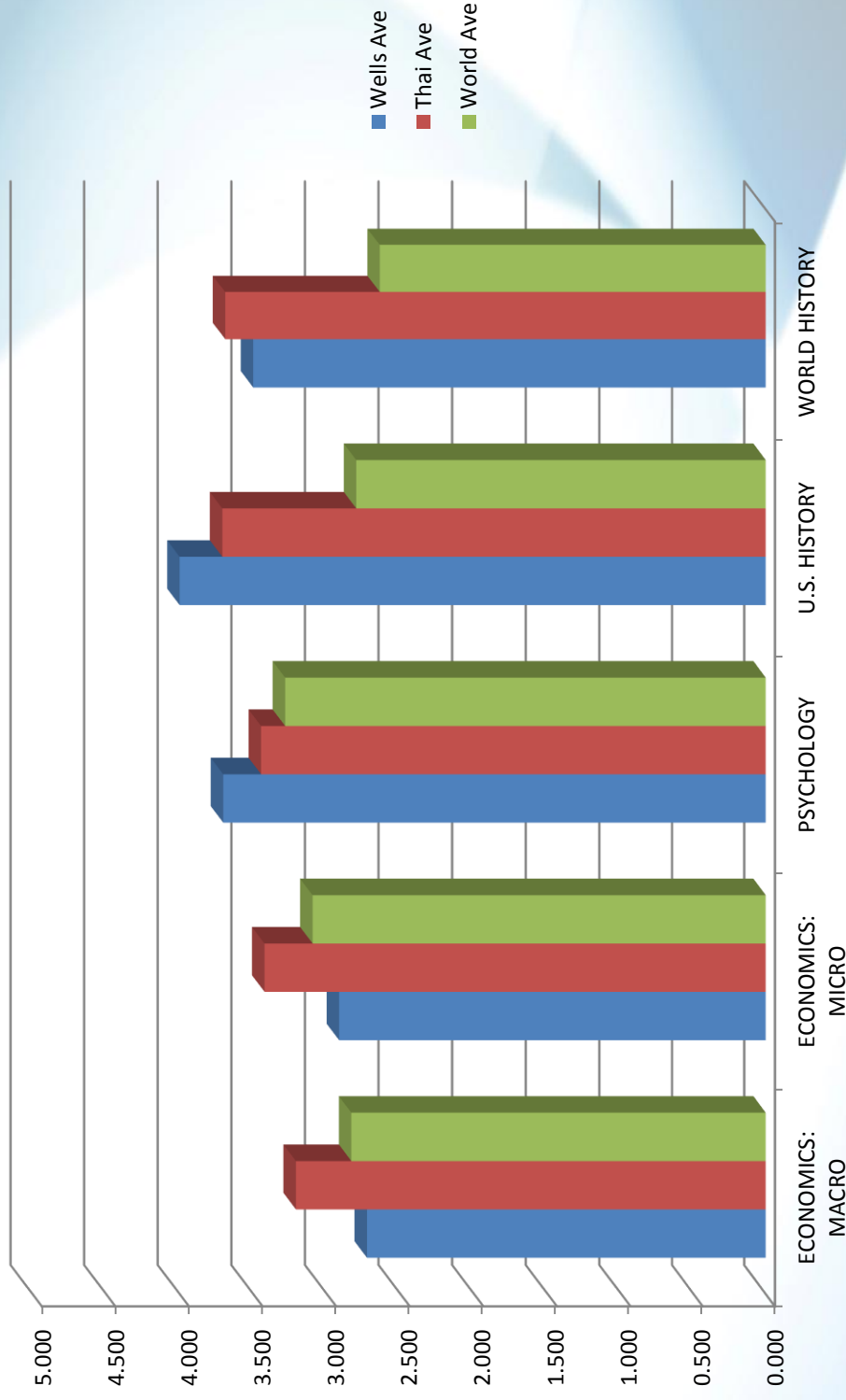




Wells International School External Assessments 2014

Social Sciences

2012-2014



APPENDIX C – MASTER SCHEDULE

Key Schedule Blocks:

- **Block A** - **Monday, Per. 1; Tuesday/Thursday, Block 1**
- **Block B** - **Monday, Per. 2; Tuesday/Thursday, Block 2**
- **Block C** - **Monday, Per. 3; Tuesday/Thursday, Block 3**
- **Block D** - **Monday, Per. 4; Tuesday/Thursday, Block 4**
- **Block E** - **Monday, Per. 5; Wednesday/Friday, Block 1**
- **Block F** - **Monday, Per. 6; Wednesday/Friday, Block 2**
- **Block G** - **Monday, Per. 7; Wednesday/Friday, Block 3**
- **Block H** - **Monday, Per. 8; Wednesday/Friday, Block 4**

Appendix C - Master Schedule

	BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E	BLOCK F	BLOCK G	BLOCK H
	P1-P2(B,D) P1(A)	P3-P4(B,D) P2(A)	P5-P6(B,D) P3(A)	P7-P8(B,D) P4(A)	P1-P2(C,E) P5(A)	P3-P4(C,E) P6(A)	P5-P6(C,E) P7(A)	P7-P8(C,E) P8(A)
Grade 1 Blue - Ms. Kristin Halligan (New)	PE 1 / ***	*** / ICT 1	Vis Art 1 / ***			PA 1 / ***		2nd Lang 1
Grade 2 Blue - Mr. David Gammill	*** / PE 2		*** / Vis Art 2			*** / PA 2	ICT 2 / ***	2nd Lang 2
Grade 3 Blue - Mr. William Peckenham		PE 3 / ***		2nd Lang 3		Vis Art 3A / ***	PA 3 / ***	ICT 3A / ***
Grade 3 Yellow - Ms. Katey McDonald (New)		PE 3 / ***		2nd Lang 3		*** / Vis Art 3B	PA 3 / ICT 3B	*** / ICT 3B
Grade 3 Green - Mr. Dalton Flanagan		PE 3 / ***		2nd Lang 3		Vis Art 3C / ***	PA 3 / ICT 3C	
Grade 4 Blue - Mr. Sean Snider	Math 4B	*** / PE 4	ESL - Middle School (NEW)	2nd Lang 4		Math 4A	*** / PA 4	Vis Art 4A / ***
Grade 4 Yellow - Ms. Lizzie Peckenham		*** / PE 4	*** / ICT 4B	2nd Lang 4			*** / PA 4	*** / Vis Art 4B
ESL - Primary (Ms. Margaret Tauro)		PE 3 / PE 4		2nd Lang 3/4		Math 4A	PA 3 / PA 4	ICT 3A / Vis Art 4B
Mr. Eubin	IB Econ 1	IB Econ 2			Gr 11/12 SS - Bus. Stdy.		IB Math Studies SL 2	IB Math Studies SL 1
Mr. Mark	IB Psych 2							
Mr. William		SS 12 (Issues)			SS 6A	SS 6B		SS 10 Hrs (AP)
Mr. John (New)		Gen Sci 6	SS 7A	SS 7B	SS 5A	SS 5B		
Ms. Katina		IB Psych 1	SS 8A	SS 8B			SS 10A	SS 10B
Mr. Philip (New)		Gen Sci 5	LA 6A	LA 6B			SS 9A	SS 9B
LA ESL (Sharon)			SS 7 ESL	LA 6 ESL	SS 6 ESL	LA 7 ESL		Sci 7 ESL
LA ESL (Lanna)				LA 5 ESL	SS 5 ESL		2nd Lang 5 - Eng	
LA ESL (Jho-An)	2nd Lang 8 - Eng	ESL 5/***	SS 8 ESL			LA 8 ESL		Sci 8 ESL
Ms. Prena		***/Vis Art 5	LA 6 HNRS		LA 7 High MA			LA 12 Standard
Mr. Guy		LA 10 (AP)			LA 8 Hrs	IB Lit 1	IB Lit 1	IB Lit 2
Mr. Chad	LA 9 Standard	LA 9 Standard	TOK C			LA 7 Low MA	LA 11 Standard	IB Lang & Lit 2
Mr. Wes (New)	LA 10 Standard	LA 10 Adv			LA 7 Hrs	IB Lang & Lit 1		
Mr. Andy		LA 9 Hrs	LA 5A (Adv)	LA 5B (Stand)	LA 8 High MA	LA 8 Low MA		
Mr. Brian			IB Biology 1	IB Biology 2		Intro to Bio	AP Bio	
Mr. Dan			IB Chem 2	IB Chem 1		Intro to Chem	AP/Honors Chem	
Ms. Cindy	Life Science 6A	Life Science 6B	IB ESS 2	IB ESS 1		Intro to ES		
Mr. Baldeep			IB Physics 1	IB Physics 2		Intro to Phys	Gen Science 8A	Gen Science 8B
Ms. Nadia (New)	Gen Science 5A	Gen Science 5B					Earth Science 7A	Earth Science 7B
Mr. Ashok	AP Calculus				Algebra I (L)		IB Math HL 2	IB Math HL 1
Mr. Eubin	IB Econ 1	IB Econ 2			Gr 11/12 SS - Bus. Stdy.		IB Math Studies SL 2	IB Math Studies SL 1
Mr. Henry	Pre-Calculus			MS Math III			IB Math SL 2	IB Math SL 1

Appendix C - Master Schedule

Ms. Penny	*** / ICT 6B (TH)	*** / ICT 6A (TH)	Math 5B	Math 5A	MS Math III	MS Math III	
Ms. Ro		Algebra I	MS Math I	MS Math I (HL)	MS Math II	Algebra I (H)	
Ms. Issy (PT)	Algebra II (H)	Algebra II (L)					
Ms. Cathy (PT)	Math 4B				Math 4A		
Mr. Sean					IB Mand AI 2	IB Mand AI 1	
Ms. Lin					IB Mand SL 2	IB Mand SL 1	
2nd Language Teachers	2nd Lang 7/8		2nd Lang 9/10	2nd Lang 3/4	2nd Lang 11	2nd Lang 5/6	2nd Lang 1/2
Thai Culture Teachers (Mondays)	Thai Culture 7	Thai Culture 8	Thai Culture 9/10	Thai Culture 3/4	Thai Culture 11	Thai Culture 12	Thai Culture 1/2
	Thai Elective 8	Thai Elective 7				Thai Elective 5	Thai Elective 6
Library	SSR 5B	SSR 5A	SSR 8B	SSR 8A	SSR 6B	SSR 6A	SSR 7A
Counselors	Health/Guid 6B	Health/Guid 6A	Health/Guid 7B	Health/Guid 7A			Health/Guid 8B
							Health/Guid 5A / 8B / 8A
Dr. Peng	TOK 1A	TOK 1B		Health/Guid 10	Health/Guid 9		
Ms. Chawisa				Health/Guid 10	Health/Guid 9		
Mr. Chad			TOK 1C				
ICT - Mr. Jess		**** / ICT 1	ICT 4A / ICT 4B		ICT 9A		ICT 3A / ICT 3B
ICT - Mr. Vaughan	HS Publications		IB Comp Sci 2		ICT 9B		
ICT - Mr. Gordon (New)	ICT 5B / ***	ICT 5A / ***		IB Comp Sci 1	ICT 10 - IB Prep		ICT 7A / ICT 8A
Mr. Antonio			Fitness 11/12	PE 7/8 Boys		PE 9/10 Boys	PE 9/10 Boys
Mr. Tony		Fitness 11/12	PE 7/8 Boys	PE 7/8 Girls	PE 5/6 Boys	PE 5/6 Girls	PE 9/10 Girls
Mr. PJ	PE 1 / PE 2	PE 3/PE 4	PE 7/8 Girls	Fitness 11/12	Fitness 10/11/12	Fitness 11/12	PE 9/10 (Asst.)
Mr. Mark	Fitness 11/12	PE 3 / PE 4		Fitness 11/12	PE 5/6 Girls	PE 5/6 Boys	
Ms. Pash	PA 11/12	PA 7/8		PA 9/10	PA 11/12	LA 11 (Chad)	PA 5/6
Ms. Jessica	PA 11/12	PA 7/8		PA 9/10	PA 11/12	PA 3/PA 4	PA 5/6
Ms. Kan	PA 11/12	PA 7/8		PA 9/10	PA 11/12	PA 1/PA 2	PA 3/PA 4
Mr. Chi	PA 11/12	PA 7/8		PA 9/10	PA 11/12	PA 3/PA 4	PA 5/6
Ms. Emily (New)	PA 11/12	PA 7/8		PA 9/10	PA 11/12	PA 1/PA 2	PA 5/6
Mr. Ren	Vis Art 11/12			Vis Art 10	Vis Art 11/12	VA 3C/ ***	Vis Art 8A / Vis Art 7A
Mr. Seph (New)	VA 6B / VA 5B	VA 6A / VA5A	VA 1 / VA 2	Vis Art 9		VA 3A/VA 3B	VA 4A/VA 4B
GRADE 5A	Gen Science 5A	ICT 5A / VIS ART 5A	LA 5A	MA 5/6	SS 5A	PE 5A	2nd Lang 5/6
GRADE 5B	ICT 5B / VIS ART 5B	Gen Science 5B	MA 5/6	LA 5B	PE 5B	SS 5B	2nd Lang 5/6
GRADE 5 Honors			LA 5 HNRS	MA 5/6	SS 5 HNRS	PE 5A	

Appendix C - Master Schedule

GRADE 6A	Life Science 6A	VIS ART 6A / ICT 6B	LA 6A	MA 5/6	SS 6A	PE 6A	2nd Lang 5/6	PA 6
GRADE 6B	VIS ART 6B / ICT 6B	Life Science 6B	MA 5/6	LA 6B	PE 6B	SS 6B	2nd Lang 5/6	PA 6
GRADE 6 Honors			LA 6 HNRS					
GRADE 7A	2nd Lang 7/8	PA 7	SS 7A	PE 7A	LA 7A	Math 7 (High)	Earth Science 7A	ICT 7A / VIS ART 7A
GRADE 7B	2nd Lang 7/8	PA 7	PE 7B	SS 7B	Math 7 (Low)	LA 7B	ICT 7B / VIS ART 7B	Earth Science 7B
GRADE 7 Hrs					LA 7 Hrs			
GRADE 8A	2nd Lang 7/8	PA 8	SS 8A	PE 8A	LA 8A	Math 8 (High)	Gen Science 8A	VIS ART 8A / ICT 8A
GRADE 8B	2nd Lang 7/8	PA 8	PE 8B	SS 8B	Math 8 (Low)	LA 8B	VIS ART 8B / ICT 8B	Gen Science 8B
GRADE 8 Hrs					LA 8 Hrs	Math 8 (High)		
GRADE 9A	LA 9 Standard	MA 9/10	2nd Lang 9/10	PA 9	ICT 9A	Intro to Bio 9S	SS 9A	PE 9A
GRADE 9B	MA 9/10	LA 9 Standard	2nd Lang 9/10	PA 9	ICT 9B	Intro to Chem 9H	PE 9B	SS 9B
		LA 9 hrs						
GRADE 10A	LA 10 Standard	MA 9/10	2nd Lang 9/10	PA 10		Intro to ESS 10	SS 10A	
GRADE 10B	MA 9/10	LA AP or Hrs	2nd Lang 9/10	PA 10		Intro to Phys 10	AP Bio or Chem	AP World Hist or SS 10B
	MA 10 (High)	AP English			ICT 10 - IB Prep			
GRADE 11	Social Studies	Social Studies	Sciences	Sciences	2nd Lang 11	IB Mand	LA	Math
		Social Studies		Sciences	2nd Lang 11	IB Mand	LA	Math
GRADE 12	Drama	IB Econ 2	IB Chem 2	IB Bio 2	IB Mand 2	2nd Lang 12	IB Math HL 2	IB Lit 2
Must sign up for minimum five (5).	Glee	IB Psych 2	IB ESS 2	IB Phys 2	SS 12 - Bus Std		IB Math SL 2	IB Lang & Lit 2
Minimum two (2) blocks per day	Fitness 12	SS 12 - Issues				Fitness 12	IB Math Std 2	LA 12 Standard
Grade 12 Mondays	Study Hall				Senior Mtg	Thai Culture 12		

APPENDIX D – GRADUATION REQUIREMENTS

High School Subject Area	Minimum Requirements for WIS High School Diploma
Language Arts	Four credits. Grade 9 and Grade 10 Language Arts (or the equivalents) are required. This entails a maximum of two years in an ESL course.
Mathematics	Three credits, up to or beyond—and including—Algebra I.
Social Studies	Four credits of history/social science, including one year of world history.
Science	Three credits. One lab course is required, chosen from biology, chemistry or physics.
Foreign Language	Two credits in the same language.
Fine Arts	Two credits of visual and performing arts chosen from the following: dance, drama/theatre, music or visual arts.
ICT	One credit
Physical Education	Two credits
Electives	Five credits
Total	Twenty-six credits

Typical credit hour equivalents

4/5 periods/week: 0.5 credit/semester

2/3 periods/week: 0.25 credit/semester

1 period/week: 0.125 credit/semester

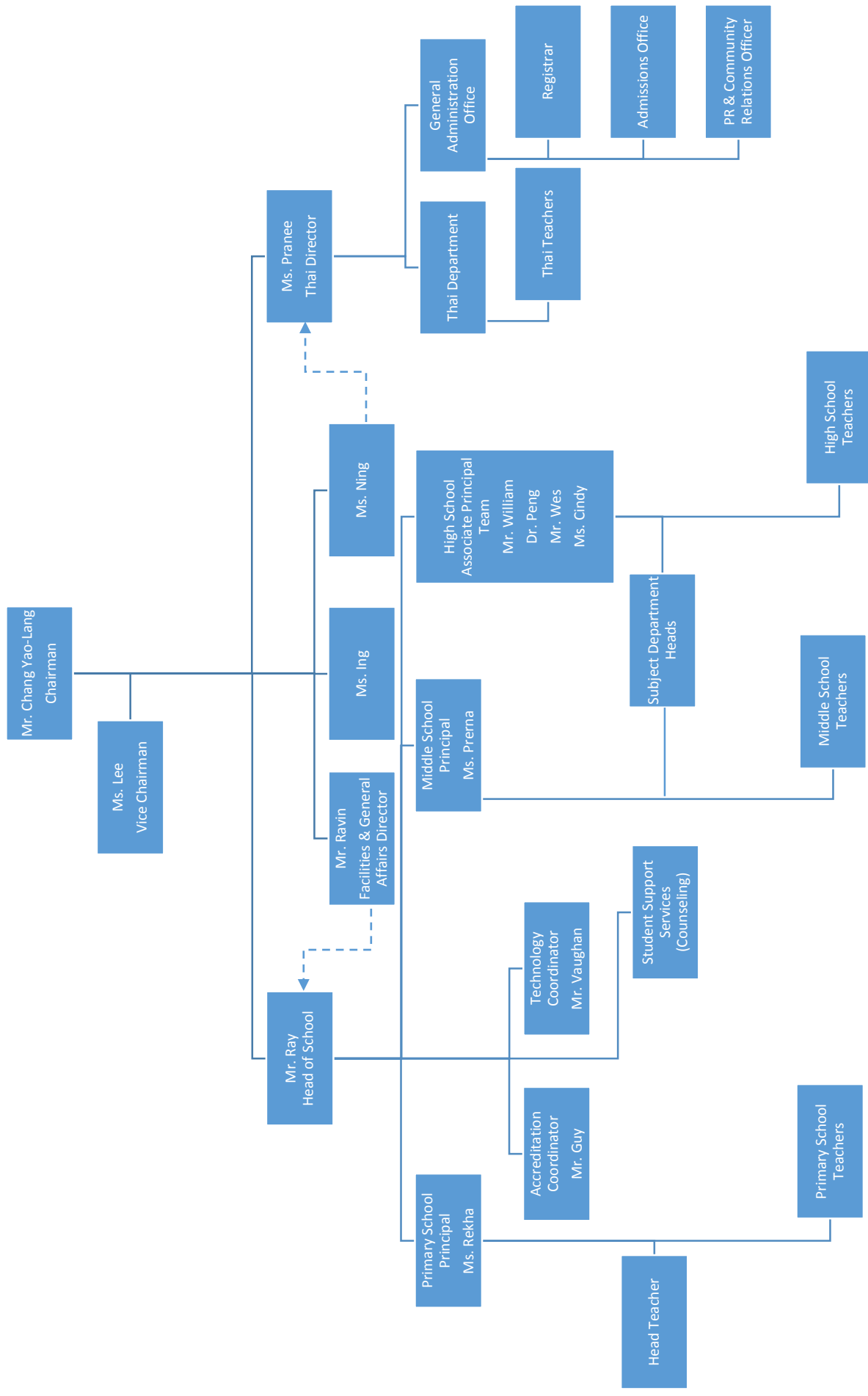
APPENDIX E – 2013-2014 BUDGET

2013-2014 Wells International School - On Nut Campus Budget Worksheet - Cash Flow Basis									
	2013-2014 Allocated Funds			120000000					
	Budgeted Expenditures			116659450					
	Capital Development Fund				1000000				
	Marketing				5000000				
	Operational Expenses				20678650				
	Rent/Mortgage Expenses					4000000			
	Utilities					3300000			
	Facilities Maintenance, Renovations & Upgrades					5000000			
	Equipment Purchases, Rentals & Maintenance					4000000			
	ICT								
	General								
	Consumables (Non-Instructional, General Office Operations)					500000			
	Security					720000			
	Transportation (Bus Rentals & Maintenance, Toll Fees, fuel, etc.)					2671200			
	Memberships & Affiliations					487450			
	ISAT						53000		
	WASC						50000		
	EARCOS						17000		
	IBO						300000		
	TISAC						30000		
	AMCHAM						37450		
	Personnel Expenditures				700000000				
	Salaries & Wages					61131280			
	Intructional & Counseling Staff						43778040		
	Instructional Leadership (Head Teachers / Dept. Heads)						1140000		
	School Leadership						8420640		
	School Support Staff						6576600		
	Part-Time Instructional Staff						1096000		
	Substitute Teacher						120000		
	Benefits					2676000			
	Medical Insurance						600000		
	Air Fare						500000		
	Annual Bonuses						1000000		
	Housing						576000		
	Recruiting & Hiring					100000			
	Agency Fees						40000		
	Relocation Stipends for Overseas Hires						60000		
	Miscellaneous & Discretionary Personnel Expenses					6092720			

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APPENDIX F – ORGANIZATIONAL CHART

APPENDIX B – Organizational Chart



APPENDIX G –Wells Life in Pictures

ATHLETICS









PERFORMING ARTS



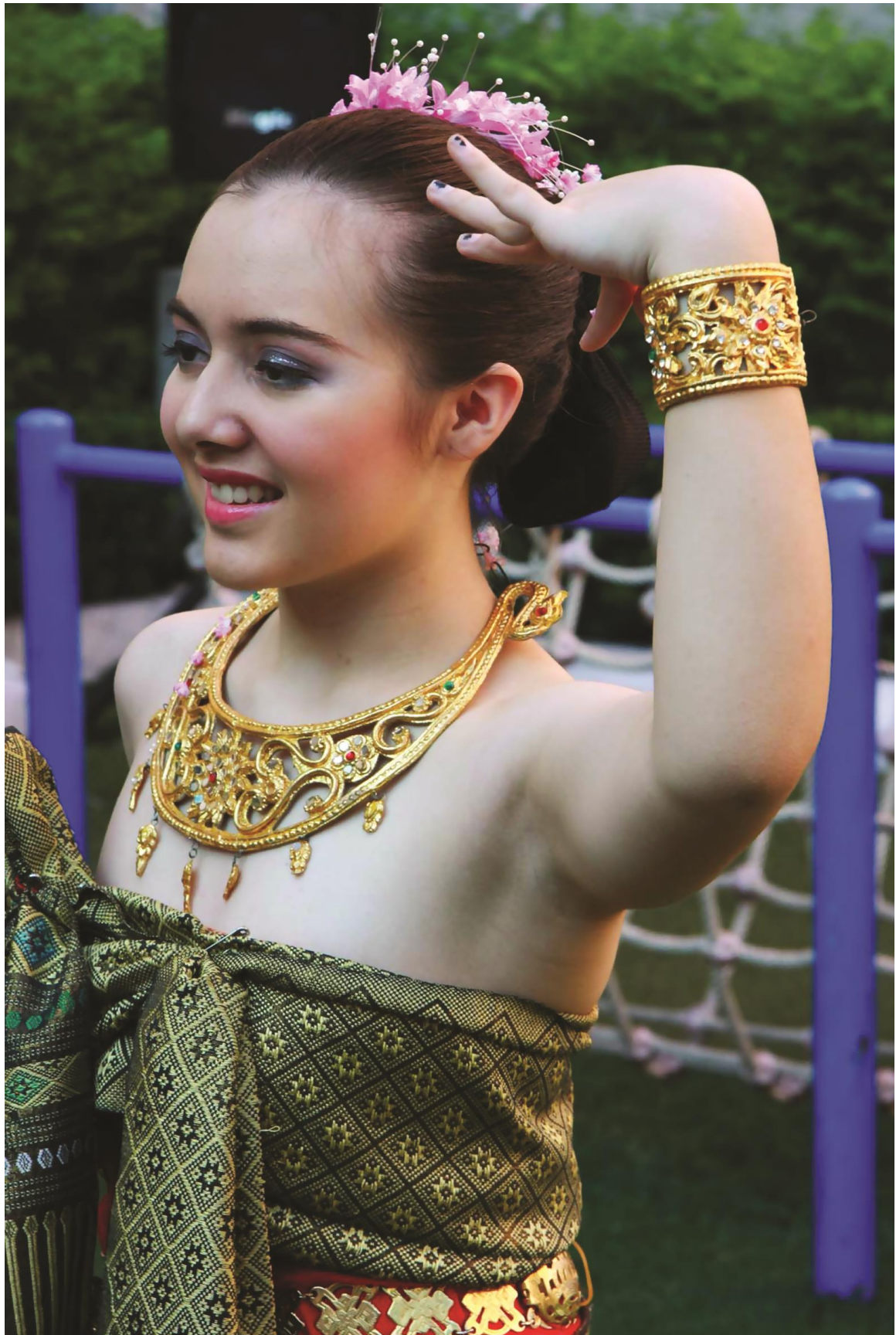




THAI CULTURE







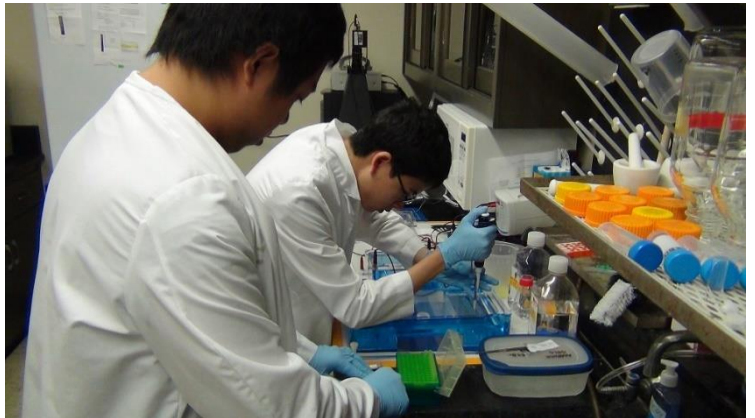
TRAVELS



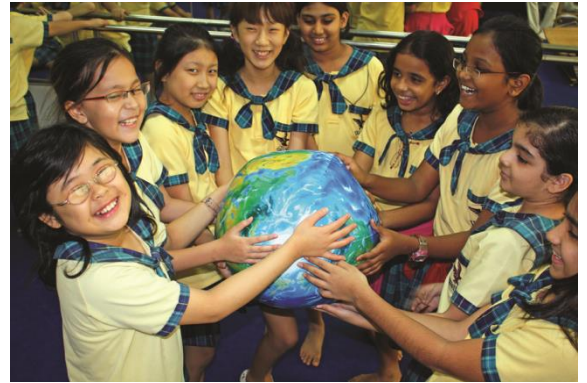


EXPERIENTIAL LEARNING





SCHOOL LIFE







*Wells International School – On Nut Campus
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Bangkok, Thailand 10260*