9th April, 2013

Western Association of Schools and Colleges
Review Board

Below is East-West International School's revised Action Plan. We have chosen three goals which have been consistently highlighted in the Self-Study and in the critical areas for follow-up. With the assistance of the visiting committee we have created a document that is more than out first action plan. The first plan was limited since it was a set of steps rather than the more systematic and explicit document below. We are also aware that there are other areas that need work and we have listed 5 of these after the Action Plan listed as Other Considerations.

Thank you for the time and effort given to reviewing the self study, the visiting committee's report, and the revised action plan. On the whole, the self-study process has been good for us. The school community enjoyed the company and presence of the members of the visiting committee team. It was encouraging, affirming and energising.

Sandra Chipps
Principal

Rationale: Critical Need: The self-study findings indicate a need for more resources particularly internet to meet the learning needs of the students and to provide more options for teachers when preparing units and teaching.

Supporting 2013 Data   Teachers have expressed that an internet connection will assist them in their teaching and provide students with skills that they will need for school, further education and work.
The resources to develop units are limited especially in terms of whole class resources.
Students do research-based learning but it is limited because of the thin spread of resources.

Growth Targets

2013 / 2014: Internet connected for all teachers and in all classrooms. Investigation, research and purchase of resources that are within the budget constraints and correlated with the curriculum review cycle, though not exclusively.

2014 / 2015:   Ongoing investigation, research, review and purchase of resources that are within the budget constraints and correlated with the curriculum review cycle and the development of units of work.

2015 / 2016: Ongoing investigation, research, review and purchase of resources that are within the budget constraints and correlated with the curriculum review cycle and the development of student work.

School Goals Addressed: Academically capable and effective communicators; Opportunities to excel as independent and interdependent learners

Impact on student learning of academic standards and school goals: The impact should be immediate and will continue to grow as students have access to more resources and therefore have increasing ways to be stimulated in their thinking, reasoning, research and application.

Monitor Progress Tools: Work produced by students
Units created by teachers
Assessment of the use of the resources
Review of the usefulness of the resources
Time used by students in research

Report Progress: Action Plan Goal 1 Progress : The School Principal will report to the Leadership Team (including the owner of the school), and the task groups.
The staff will be informed of progress at monthly faculty meetings.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1. Basic setup:- 1a. Task group set up to research and identify internet options appropriate for East-West	1.a.Task Group A: ➢ ICT teachers ➢ School Coordinator ➢ Secondary Principal ➢ Newton Thilay Computer Team	➢ Providers of internet services	➢ School connection viable and working	➢ May, 2013 task group identified and appointed ➢ Report received by June, 2013 ➢ Internet connection August, 2013	➢ The group reports findings to the principal who reports to the owner of the school.
1.1. Technology:- 1.1a Identify technology needed in classroom, library, ICT rooms, offices - both access and number of computers 1.1b. Prioritise needs and wants 1.1c. Purchase according to budget and prioritized needs.	1.1a. &1.1b Task Group B: ➢ ICT Teachers ➢ Secondary Principal ➢ Secondary Teacher ➢ Elementary teacher 1.1c. ➢ Principal ➢ School Coordinator ➢ School Owner	➢ Research – other schools in Cambodia re. technology use ➢ Budget ➢ Teachers suggestions	➢ Surveys of teachers about the effectiveness of the technology as a tool in teaching ➢ Use of the technology by teachers and students ➢ Survey of students about their perceptions of these tools for learning	➢ September, 2013 task group set up ➢ Sept / Oct recommendations received ➢ October, 2013 implementation of prioritized recommendations begins according to budget - ongoing	➢ The group reports findings to the principal who reports to the owner of the school. ➢ Teachers ➢ Students ➢ Parents
1.2. Budget:- 1.2a. Budget prepared for:- - set-ups, repairs and replacement, upgrades, internet costs, software costs, subscriptions	1.2a. ➢ School owner ➢ Principal	➢ School financial information including income and projected expenses for the school year 2013 / 2014.	➢ Evidence of an efficient and effective system operating	➢ Initial budget: August / September, 2013 ➢ Reviewed budget: January, 2014 ➢ Assessed budget and actual expenditure: June, 2014 ➢ Process begins again in August, 2014 and is ongoing	➢ Task Groups A and B

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
2. Resources (linked to the curriculum review cycle):- 2a. Develop process for decision making 2b. Research:- Online resources Computer based resources Library / reference Texts Classroom support books 2c. Prioritise according to need and cost 2d. Purchase resources 2e.Review of use of purchased resources	2a. Leadership Team 2b.& 2c. Task Group C:- ➢ Elementary Group – by subject across grades ➢ Secondary Group- by subjects ➢ Secondary Principal ➢ Principal ➢ ICT teachers 2d. Principal 2e. Task Group C	➢ Schools in Cambodia ➢ Bookshops ➢ Educational Supply Shops ➢ Catalogues ➢ Internet ➢ Teachers	➢ Observations of the use being made of the resources ➢ Anecdotal accounts from teachers about improvements in teaching and learning ➢ Survey of student perceptions ➢ Projects, writing etc. produced as a result of access to more resources.	➢ Task Group set up Mid-September, 2013 ➢ Report received October, 2013 ➢ Purchase begins October, 2013 and is ongoing ➢ Review June, 2014 ➢ Process begins again in September, 2014	➢ The group reports findings to the principal who reports to the owner of the school. ➢ Teachers ➢ Students ➢ Parents
3. Training 3a. Provide training in the use of the internet, library, reference, teacher resource books, texts as a tool to learning and in the development of units. 3b.Incorporate resources into the curriculum review cycle and in the development of units	➢ ICT teachers ➢ Secondary Principal ➢ Curriculum Coordinator ➢ School Principal ➢ Curriculum Coordinator ➢ Teachers	➢ Training for staff and students in the safe use of the internet ➢ Training for staff in ways that will help them use the internet as a tool for teaching. ➢ Training for staff in the use of books, texts, library resources and how to set up in classrooms ➢ Training for staff in incorporating resources into unit plans and into the classroom.	➢ Questions of students about internet bullying and validity of websites and information. ➢ Observations of the use of online options for teaching. ➢ Evaluations to assess use of resources in unit plans, lessons. ➢ Observation of the use of resources by students for gaining understanding of essential question ➢ Teacher evaluations / observations	➢ August, 2013 at orientation and ongoing throughout the year; linked with backward design training and implementation.	➢ Principal ➢ Curriculum Coordinator ➢ Teachers

To continually improve curriculum and instruction practices so students will achieve the schoolwide goals (ESLR's).

Rationale: Critical Need: The self study findings indicate that the school needs to create a curriculum review cycle, and aligned curriculum standards, benchmarks, schoolwide goals for each subject. The school needs to develop a schoolwide philosophy of assessment and implement schoolwide grading policies.

Supporting 2013 Data Connections between schoolwide goals, standards, assessment and learning are not in place. Some teachers are guided by textbooks and activities and the standards, goals, assessments become secondary.

Growth Targets

2013 / 2014: Creation of a curriculum review cycle and commencement of the review for one core subject and one special subject.
For the subjects being reviewed research, discussion, adoption of standards, benchmarks, assessment aligned with schoolwide goals.
Begin to develop Understanding by Design units.
Develop and implement a philosophy of assessment and grading.

2014 / 2015: For the subjects being reviewed in the curriculum cycle, research, discussion, adoption of standards, benchmarks, assessment aligned with schoolwide goals.
Continue to develop Understanding by Design units.
Monitor assessment and grading practices for consistency with the philosophy and for consistency between classes.

2015 / 2016: For the subjects being reviewed in the curriculum cycle research, discussion, adoption of standards, benchmarks, assessment aligned with schoolwide goals.
Continue to develop Understanding by design units.
Review the assessment and grading philosophy.

School Goals Addressed: Providing the best opportunities for students to become academically capable and effective communicators and thinkers.

Impact on student learning of academic standards and school goals: It is anticipated that the clarity achieved through this process of learning for teachers will directly impact student learning as it will provide focus, direction and schoolwide participation in achieving both academic standards and schoolwide goals.

Monitor Progress Tools: The created curriculum cycle
Units created and use of them in the classroom through the evaluation process
Integration of standards, benchmarks, assessment in planning; and in lessons observed through the evaluation process

Report Progress: : Action Plan Progress: report to teachers in January and in June
: action plan modified as needed

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1. Create a curriculum review cycle and align standards with school goals. Choose one core subject and one special subject for each year.	➢ Leadership Team	➢ Existing review cycles from international schools	➢ The completed review cycle	➢ June, 2013	➢ Teachers
2. Adopt standards in line with the schoolwide goals.	➢ Leadership Team ➢ All teachers	➢ Schoolwide goals ➢ Current East-West curriculum standards, standards from the UK, standards from other international schools.	➢ Survey of staff about the schoolwide goals. ➢ Assess how well goals are reflected in the standards.	➢ October, 2013 ongoing Tied in with the curriculum review cycle.	➢ Teachers
3a. Create a philosophy of assessment and grading. 3b. Integrate the philosophy into the curriculum being reviewed	➢ Leadership Team ➢ Selected Teachers from elementary and secondary ➢ Curriculum coordinator	➢ Training on assessments and rubrics. ➢ Introduce Backward Design. ➢ Online training as applicable with discussions following training. ➢ Peer modeling and coaching of designing an assessment before planning activities.	➢ The effective use of the assessment philosophy and common grading practice ➢ Survey of teachers about the helpfulness of assessment-based activities and learning ➢ Survey students about the clarity of their assessments pre and post unit study.	➢ Commence November, 2013. Tied in with the curriculum review cycle.	➢ Principal ➢ Curriculum Coordinator ➢ Teachers - Monthly meetings

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
4.a. Bring the schoolwide goals to the forefront of each subject area. 4b. Develop child friendly terminology to ensure understanding. 4c. Incorporate goals into the report cards.	➢ Leadership Team ➢ Teachers from elementary and secondary ➢ School counsellor	➢ School Counselor training about integrating schoolwide goals into lessons and discussions.	➢ Survey students to find out their knowledge and understanding about the schoolwide goals ➢ Report cards with schoolwide goals	➢ Commence October, 2013. Tied in with the curriculum review cycle.	➢ To all the staff at monthly staff meetings.
5. Create Understanding by Design standrads-based units for each curricular area.	➢ Curriculum Coordinator ➢ Grade teachers ➢ Subject teachers	➢ Online training workshops:- • Grant Wiggins website • Jay McTighe website • Curriculum Design Website Victoria, Australia. ➢ Backward Design book ➢ Peer modeling and coaching when designing units ➢ Teachers share units with one another.	➢ Pre and post training surveys will access understanding. ➢ Units created. ➢ Assessment results of the students analysed ➢ Interviews with teachers	➢ Commenced 1st Semester, 2014. Tied in with the curriculum review cycle.	➢ Principal ➢ Leadership Team ➢ Teachers

Rationale: Critical Need: The self-study findings indicate a need to continue to improve parental involvement and their understanding of the vision, mission, core values and goals of the school. The self-study supports the increased involvement of parents in the school. It also comments that most parents do not understand the vision, core values or goals of the school though they do like the practical expression of these in the day-to-day functioning of the school.

Supporting 2013 Data Parents continue to support parent / teacher conferences.
The support and enjoyment of the Open House was encouraging.
Parents are reluctant to visit classrooms, or to help in the classroom.
Parents are reluctant to discuss, comment or even question when opportunities arise to consider school goals.

Growth Targets
2013 / 2014: Continued opportunities for parents to be involved. These will be more 'social' than 'formal'. The opportunities will provide parents with ways to engage with what the school is doing in a culturally comfortable way. At the same time these opportunities will give insight into the vision, goals and standards of the school through activities and socials that reflect the mission of the school. .

2014 / 2015: As well as activities and socials, workshops based on the goals and values, will be offered.

2015 / 2016: As well as socials and workshops, a parent group will be set up to meet with teachers on a regular basis.

School Goals Addressed: It is anticipated that as parents become more aware and engaged that this will impact on the ways they encourage and support their children and their commitment to the school. Parent involvement should have indirect consequences for student learning.

Impact on student learning of academic standards and school goals: This is hard to assess as it is subjective.

Monitor Progress Tools: Statistics of attendance
Conversation between parents and teachers
Willingness of parents to be involved

Report Progress: Action Plan Progress: Reported to Leadership Team by teachers, to teachers by the leadership team and to parents through newsletters.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1a. Set up a group of people to decide how we can disseminate the school's vision, mission, core values and goals through activities and invitations, in such a way that it fits with the school community.	1a. ➢ School Coordinator ➢ Selected teachers ➢ Selected assistants	➢ Consult past initiatives with narratives about success and suggestions	➢ The numbers of parents who attend. ➢ Conversations with teachers and parents. ➢ Observations of parents. ➢ Answers to specific questions about vision, goals, values during parent teacher conferences.	➢ September, 2013.	➢ Principal ➢ School Coordinator ➢ Students ➢ Parents
1b. Creation of a timetable of events throughout the year that involve all parents at least three times.	1b. ➢ Selected teachers	➢ School Calendar		➢ September, 2013	
1c. Create the events	1c. ➢ Selected teachers and assistants			➢ Events will commence in October, 2013 and then be ongoing throughout the year.	

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
2a. Create a calendar of parent events for 2014 / 2015 school year. Increase scope and options. 2b. Additional Opportunities:- Set up a task group to investigate what workshops to offer to parents that will grow understanding about the goals, mission, values of the school 2c. Implement the workshops.	2a. ➢ Selected teachers ➢ Selected assistants ➢ Selected parents 2b. ➢ Leadership Team ➢ Selected parents 2c. Teachers and assistants	➢ Previous calendar of events and school calendar ➢ Workshops provided by teachers	➢ Attendance and involvement by parents ➢ Survey, quizzes of the parents engaged in the workshops ➢ Teachers anecdotal notes and comments about the workshops ➢ Conversations with parents about goals, values etc.	➢ September, 2014 ➢ 1st Semester, 2014 ➢ 1st Semester, 2014 ongoing	➢ Principal ➢ Teachers ➢ Students ➢ Parents
3a. Create a calendar of parent events for 2015 / 2016 school year. Increase scope and options. 3b. Additional Opportunities:- Set up a task group to investigate and implement workshops. 3c. Create a parent group which meets monthly to consider issues relevant to student education.	3a. ➢ Selected teachers and assistants ➢ Selected parents 3b. ➢ Leadership Team ➢ Selected parents 3c. School LeadershipTeam Selected teachers Selected assistants	➢ Previous calendar of events and school calendar ➢ Workshops provided by teachers ➢ Training for parents about the function, role and responsibilities of the group	➢ Attendance and involvement by parents ➢ Survey, quizzes of the parents engaged in the workshops ➢ Conversations with parents. ➢ Surveys of parents about vision, goals, values, mission. ➢ Survey of teachers about the involvement of parents and their understanding about the school.	➢ September, 2015 ➢ October, 2015 ongoing ➢ October, 2015 monthly till June, 2016.	➢ Principal ➢ Teachers ➢ Students Parents

Other Areas of Consideration from the Self-Study: Critical Areas for Follow-Up

1. Review and revision of the mission statement to more closely align with the philosophy and practice of the school
2. Development of a professional development plan aligned with the curriculum review cycle and the associated training needs
3. Development of a structure to review the succession plan for the school principal.
4. Incorporate the role of study and career guidance into the role of either the school counselor or the secondary principal.
5. Tuition fees will continue to be annually reviewed and linked with campus requirements and realistic costs for the secondary school