

**UNITY CONCORD INTERNATIONAL SCHOOL
ANNUAL UPDATE
FOR THE 2020-2021 SCHOOL YEAR**

**272 Moo 2 272 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee,
Chiang Mai, Thailand, 50140**

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I: General School Data

Unity Concord International School

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Tina Ellingsworth, Superintendent, superintendent@ucis.ac.th

Enrollment: 750

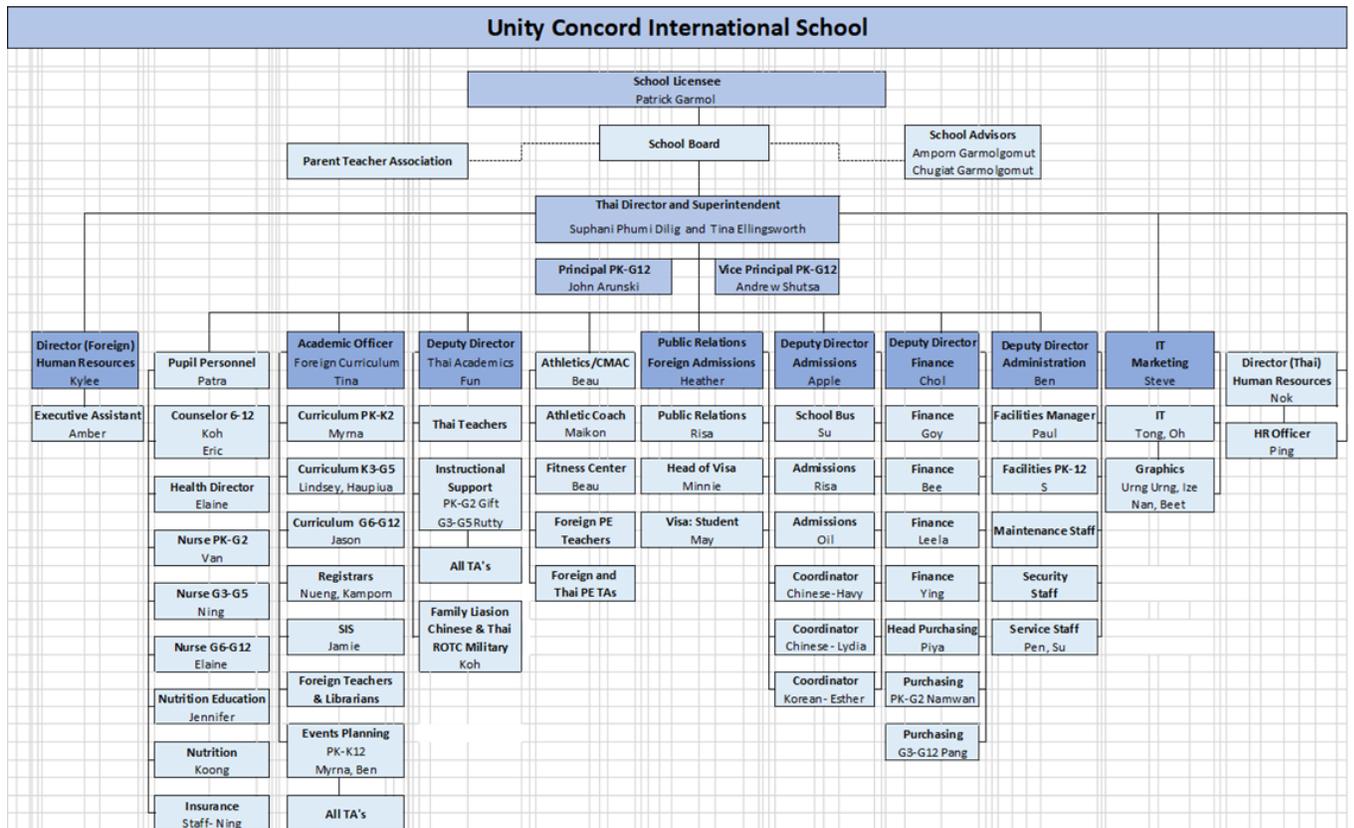
II: Brief School Description

Type of school: Private International School

Organization, governing structure, and financial base

Unity's Executive Board is governed by written policies that provide oversight and decision-making authority without micromanaging the day-to-day activities of the students and staff.

2020-21 Organization Chart



UCIS Audit:

External Audit: Thailand requires Schools to be audited by an external team at the end of each fiscal year. The external audit and findings are presented to the school and the Ministry of Education. Schools with findings are trained by the audit team and the MOE is made aware of any fiscal improprieties. UCIS Thai staff (finance and accounting members) have all been trained. Additionally, during the 2020-2021 school year, UCIS hired a full time Thai accountant to be on site to ensure fiscal compliance and solvency. This decision was based on the financial strain put on UCIS during forced government school closures due to the Covid-19 pandemic. UCIS 2019-2020 audit was completed in January 2020 (a delay based on the pandemic). We are happy to report, we had no significant findings.

Students Served:

Unity is committed to providing a successful, safe, and rigorous educational experience aligned to the Common Core State Standards, while promoting the joy, dedication to, and importance of learning for all of our students. Unity welcomes, as space and resources are available, all Chiang Mai residents PK– 12. Our educational program is committed to academic, social, civic, and character development. We opened our doors in 2017 with 150 students and in 2018-2019 enrollment was approximately 585 students; we anticipate that the enrollment will reach approximately 950 students by 2021.

Unity's educational program is based on the instructional needs of our target student profile. Unity targets the following students:

1. Students who are not currently successful in their current core academic subjects;
2. Students with special needs who require a small class setting and their academic, emotional and behavioral needs are not being met in a traditional school setting;
3. Students whose academic or English learning needs necessitate a school environment with personalized attention;
4. Students whose academic or English language learning needs are not being met; and
5. Students whose diversity represents their respective communities.

In education, one size does not fit all, and Unity provides students and families throughout the Chiang Mai area with an International school option that can meet their unique needs.

Faculty:

Teachers at UCIS are required to hold a BA degree. In Thailand, possession of a BA degree and one year of teaching experience makes them eligible for a Thai Teaching License. These documents are maintained and audited by the school office.

Candidates interested in teaching at UCIS must possess the following:

- Bachelor's degree (master's degree preferred)
- Eligibility to obtain a Thai Teaching license
- Police Scan from home country and Thailand
- Tuberculosis Screening
- Syphilis Test
- AIDS test

UCIS maintains clear employment policies and practices related to qualification requirements by providing detailed job descriptions online and giving print outs of policies and requirements for employment upon hiring via a handbook for which all staff sign upon hiring.

Our procedures are established to ensure that staff members are qualified based on education, training, preparation including background checks, evaluations, prior employment, collegiate transcripts and any additional qualifications.

Beginning in 2020-2021 UCIS made internal policy changes to our standard hiring practice:

Although Thailand does not require teachers to have a teaching license, UCIS now does (within 2 years of employment) per WASC's recommendation. All homeroom teachers PK-5 are required to (1) have a BA degree in Education and have a teaching license or be working towards earning one. (2) have a BA in a related field or pursue a MA in Education and have a teaching license or be working towards earning one.

All subject teachers grades 6-12 are required to (1) have a BA degree in Education or related field and have a teaching license or be working towards earning one. (2) have a BA in their subject field and have a teaching license or be working towards earning one.

All teachers are urged to continue their professional education by pursuing a MA degree in Education, ESL or related field. Thailand offers many opportunities to pursue higher degrees online, while working.

Current Staff Degrees:

10 with BA degrees in Education or related field, with a teaching license.

7 with BA degrees in Education, no teaching license.

*Of this 7 have started a teaching training program (20-21) and will obtain their license during 2021.

25 with a BA in another field, no teaching license.

*Of this 6 have started a teaching program (21-22) and will obtain their license during 2022.

12 with MA degrees in Education or related field with a teaching license.

1 with MA degrees in Education, no teaching license.

4 with MA degree in another field, no teaching license.

HR will meet again with each one of the unlicensed staff in August 2021 and provide a list of teacher training programs as well as notify them when they sign their contract that they must either complete it within the year, or at a minimum be enrolled in a program (continuing employees) or within 2 years (new employees).

Curricular program

Unity follows a curriculum that emphasizes direct instruction, guided practice and student interactive methods for teaching and learning. All texts are state adopted and approved, aligned to Common Core State Standards ("CCSS") or the Next Generation Science Standards (NGSS).

HMH Journey's was adopted in 2017 for the kindergarten through 5th grade classrooms. HMH Collections was adopted in 2018 for grades 6-12 English Language Arts classes and includes an on-line component. Additionally, HMH Write Source was adopted K3-12 as a supplemental text for ELA.

McGraw Hill My Math was adopted in 2017 for kindergarten through 5th grade mathematics classes. Grades 6-8 use the My Math extensions, Courses 1, 2, 3 and five different McGraw Hill texts were purchased in 2018 to cover the wide range of math levels in high school: Algebra I, II, Geometry, Pre-Calculus and Statistics.

McGraw Hill, A Closer Look California Science was adopted in 2017 for kindergarten through 5th grade. McGraw Hill Integrated Science was adopted for grades 6-8 (Earth, Life, Physical Science Series) and Biology, Chemistry, Physics and Zoology were adopted for grades 9-12.

Harcourt Social Studies was adopted in 2017 for kindergarten through 6th grade social studies classes. World Geography, World History, Geography (The Human and Physical World), United States History (Modern Times), World History (Modern Times) and Economics was adopted for grades 7-12.

CCSS are utilized when implementing the curriculum and instruction. Curriculum is research-based and student-focused to develop each student's full potential, while recognizing his or her uniqueness. Our high expectations will result in literate, self-reliant, and confident learners.

Student Proficiency Levels:

English Language Arts

Grade	Pre-Test	Post-Test	Gains
K3A	.32 (SS 524)	.88 (SS 704)	.56 (180)
K3B	.31 (SS 466)	.88 (SS 695)	.57 (229)
K3C	.35 (SS 485)	.88 (SS 713)	.53 (228)
			Overall Average +.55
1A	.7	2.0	1.3
1B	.0	2.1	2.1
			Average +1.7
2A	1.9	2.8	.9
2B	1.6	2.8	1.2
2C	1.3	2.0	.7
			Average +.9
3A	1.7	2.9	1.2
3B	1.7	2.6	.9
			Average +1.1
4A	2.3	3.0	.7
4B	2.5	3.5	1.0
4C	.8	2.3	1.5
			Average +1.0
5A	2.9	3.8	.9
5B	2.4	3.7	1.3
5C	2.2	3.2	1.0
			Average +1.1
6CP	5.6	7.9	2.3
6TP	2.6	4.1	1.5
6UP	1.4	2.9	1.5
			Average +1.8
7CP	5.5	7.5	2.0
7TP	2.4	3.5	1.1
7UP	1.6	2.7	1.1
			Average +1.4
8CP	5.2	6.7	1.5
8UP	2.0	3.2	1.2
			Average +1.4
9CP	4.9	6.1	1.2
9UP	2.2	3.5	1.3
			Average +1.3
10CP	6.1	6.8	.7*
10UP	2.6	3.0	.4*
			Average +.6
11CP	8.1	9.8	1.7
11UP	3.1	5.5	2.4
			Average +2.1
12CP	9.0	9.9	.9
12UP	4.4	5.7	1.3
			Average +1.1
			Overall Average +1.3

Mathematics

Grade	Pre-Test	Post-Test	Gains
1A	1.6	3.0	1.4
1B	1.2	3.6	2.4
			Average +1.9
2A	2.0	3.2	1.2
2B	2.0	3.5	1.5
2C	2.5	4.2	1.7
			Average +1.5
3A	2.3	4.2	1.9
3B	2.8	4.6	1.8
			Average +1.8
4A	3.9	5.2	1.3
4B	3.9	5.4	1.5
4C	3.1	5.0	1.9
			Average +1.6
5A	4.3	5.0	.7
5B	5.1	6.2	1.1
5C	4.9	6.5	1.6
			Average +1.1
6CP	6.2	9.0	2.8
6TP	5.4	7.8	2.4
6UP	4.8	6.6	1.8
			Average +2.3
7CP	6.9	9.9	3.0
7TP	5.7	7.6	1.9
7UP	5.4	7.3	1.9
			Average +2.3
8CP	7.1	10.9	3.8
8UP	5.7	8.1	2.4
			Average +3.1
9CP	10.6	11.9	1.3
9UP	7.4	9.3	1.9
			Average +1.6
10CP	12.9	12.9+	
10UP	9.5	12.9+	3.4
			Average +3.4
11CP	12.9	12.9+	
11UP	12.9	12.9+	
			Average
12CP	12.9	12.9+	
12UP	12.9	12.9+	
			Average
			Overall Average +2.1

K3 was unable to take the Math test due to COVID-19.

Despite COVID-19 and a forced school closure, students exceeded our expectations. Typically, in a school year we would expect to see .9 growth (approximately 1 academic school year) worth of growth. We saw on average over 1.3 years of growth in English Language Art and over 2.1 years of growth in Mathematics.

We are extremely proud of our teachers, students, and parents for all their hard work during the Online Learning model.

This year has reinforced the importance of a school-home connection to obtain maximum learning potential.

III: Schoolwide Action Plan 2021-2024

<p>Growth Area: Organization for Student Learning</p>
<p>Goal # 1: (Area of Improvement)</p> <p>1.1 Develop professional development opportunities to improve student learning.</p> <p>1.2 Development of other areas of training for all staff members.</p> <p>1.3 Ensure staff understand and are able to assess students based on schoolwide student learner outcomes.</p>
<p>Rationale: Critical Need:</p> <ul style="list-style-type: none"> ● Teacher and staff effectiveness is enhanced by on-going meaningful professional development critical to student learning. ● Students and staff will benefit from staff understanding, “what does it mean to prepare students to be internationally minded or globally competent.” ● Stakeholders will benefit from an updated school community profile that shows three years’ worth of data noting: who we are and what do we believe.
<p>Supporting Data:</p> <ul style="list-style-type: none"> ● Teacher observations and evaluations. ● Coaching sessions. ● At the time of our WASC visit, UCIS only had one year worth of student data available (PK-12). The first graduating class was June 2020. ● Recommendation from Fall 2019 visiting WASC committee.
<p>Growth Targets:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● Teachers begin to understand why we use data to drive instruction and start incorporating the same practice into their planning. ● Stakeholders will have access to two years’ worth of data and begin to answer who we are and what we believe. ● Students and teachers begin to understand what it is to be “globally competent.” ● Teacher evaluation surveys will begin yielding positive results. ● Students and teachers begin to understand the intent of the schoolwide student learner outcomes and are starting to assess progress in meeting the outcomes. <p>2022-2023:</p> <ul style="list-style-type: none"> ● Teachers will show an increased understanding of why we use data to drive instruction and further incorporate the same practice into their planning. ● Stakeholders will have access to three years’ worth of data and be able to answer who we are and what we believe. ● Students and teachers have a solid understanding of what it is to be “globally competent.” ● Teacher evaluation surveys will yield positive results. ● Students and teachers understand the intent of the schoolwide student learner outcomes and can assess progress in meeting the outcomes. <p>2023-2024:</p> <ul style="list-style-type: none"> ● Teachers show a solid understanding of why we use data to drive instruction and data driven instruction is embedded into their planning. ● Stakeholders will have access to three years’ worth of data and can answer who we are and what we believe. ● Students and teachers understand what it is to be “globally competent.” ● Teacher evaluation surveys will yield positive results schoolwide. ● Students and teachers understand the schoolwide student learner outcomes and can assess progress in meeting the outcomes.

<p>Monitor Progress Tools: What tool/s will help monitor completion of this goal?</p> <p>Teacher evaluations (students, admin, peers) Student achievement data Exit tickets at PD sessions</p>	<p>Report Progress: How will progress be reported and who will report?</p> <p>All stakeholders Board meetings, professional development Action Plan Revisions</p>
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<p>Learner Outcomes Addressed: Proficient Communicators Research and Technologically proficient Investigative Problem Solvers Diligent Scholars Ethical and Honest</p>						
<p>Impact on student Learning of academic standards & SLOs: What will the goal do for student learning? Direct positive impact with steady progress on student learning of academic standards and schoolwide learner outcomes are expected. Students will demonstrate increased learning through achievement results schoolwide. Students will show evidence of schoolwide student learner outcomes.</p>						
TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Develop a professional learning plan that provides teachers with the tools to engage students from diverse backgrounds.	<p>Collect/analyze data</p> <p>Develop new goals for professional development outcomes and design opportunities to meet those outcomes.</p>	<p>Administrative Team</p> <p>Coaches</p> <p>Governing Board Oversight and training</p>	<p>Compile a list of staff interested in creating a learning plan.</p> <p>Schedule meeting times for interested stakeholders to plan PD series.</p>	<p>Annual list of PD goals as determined by staff input, as well as an annual plan for implementation that align with the school mission and vision and schoolwide learner outcomes.</p>	<p>January 2021</p> <p>Refine in June 2021 for implementation August 2021</p> <p>Revise based on exit tickets 2022</p>	<p>Professional Development</p> <p>Governing Board meetings</p>
Develop a professional learning plan that focuses on teaching and assessing core academic standards using data to drive instruction.	<p>Schedule and provide a professional learning series for instructional staff.</p> <p>Collect Resources Shared folders for student data storage</p> <p>PD regarding standards-based instruction and data has been documented in the PD calendar and delivered to staff.</p>	<p>Administrative Team</p> <p>Coaches</p> <p>Governing Board Oversight and training</p> <p>IT</p>	<p>Follow up: Schedule meeting times for interested stakeholders to plan PD series.</p>	<p>Staff goal-setting forms</p> <p>Curriculum reviews</p> <p>Exit tickets at PD</p> <p>Exit tickets at Board meeting- where Board will be trained.</p>	<p>January 2021</p> <p>June 2021 Refine existing PD series for implementation in August 2021</p> <p>Revise based on exit tickets 2022</p>	<p>Professional Development</p> <p>Governing Board meetings</p>

Develop a professional learning plan that focuses on “what does it mean to prepare students to be internationally minded or globally competent.”	Schedule and provide a professional learning series for instructional staff. Create a plan for teaching students what it means to be globally competent.	Administrative Team Coaches Governing Board Oversight and training	Schedule meeting times for interested stakeholders to plan PD series.	Exit tickets at PD Exit tickets at Board meeting- where Board will be trained. Survey/exit tickets for students.	January-June 2021 Implement August 2021 Revise based on exit tickets 2022	Professional Development Governing Board meetings
Develop a professional learning plan that focuses on the schoolwide student learner outcomes and how to assess progress in meeting the outcomes.	Schedule and provide a professional learning series for instructional staff. Create a plan for teaching students the SLO's.	Administrative Team Coaches Governing Board Oversight and training	Schedule meeting times for interested stakeholders to plan PD series.	Exit tickets at PD Exit tickets at Board meeting- where Board will be trained. Survey/exit tickets for students.	January-June 2021 Implement August 2021 Revise based on exit tickets 2022	Professional Development Governing Board meetings

<p>Growth Area: Organization for Student Learning</p>
<p>Goal # 2: (Area of Improvement) 2.1 Develop a clear governance structure that clearly outlines lines of authority and responsibility using the Thai MOE and ACS WASC governance criteria. 2.2 Ensure the governing Board participates in board trainings that review board structure, composition, roles and responsibilities. 2.3 Develop and implement an annual budget that reflects the realities of what is needed (PD, instructional materials, facilities expansion- science lab and library) 2.4 Develop and clarify policies surrounding purchasing processes and procedures to ensure adequate instructional materials, textbooks, technology and laboratory materials are purchased in a timely manner. 2.5 Develop and refine documented Board policies (admissions, assessment, health & safety policies). 2.6 Ensure the Leadership Team adheres to admissions policies to ensure students admitted can be successful learners.</p>
<p>Rationale: Critical Need:</p> <ul style="list-style-type: none"> ● Stakeholders will benefit from a clearly outlined governance structure. ● Stakeholders will benefit from a Board that has structure and clearly identified roles and responsibilities. ● Stakeholders will benefit from the Board developing and implementing an annual budget. ● Stakeholders will benefit from the Board developing purchasing processes that have a direct impact on student achievement. ● Stakeholders will benefit from the Board developing policies that directly impact student learning.
<p>Supporting Data:</p> <ul style="list-style-type: none"> ● Stakeholder surveys. ● Recommendation from Fall 2019 visiting WASC committee.
<p>Growth Targets:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● Governing Board receives training that leads to the successful creation of policies that directly impact student learning. ● Governing Board clearly defines policies and procedures that increase student achievement and success.

- Leadership Team adheres to the Governing Board’s policies thereby ensuring a direct impact on student learning.

2022-2023:

- Governing Board receives further training that leads to the successful revision of policies that directly impact student learning.
- Governing Board clearly re-defines policies and procedures that increase student achievement and success.
- Leadership Team adheres to the Governing Board’s policies thereby ensuring a direct impact on student learning.

2023-2024:

- Governing Board receives further training that leads to the successful revision of policies that directly impact student learning.
- Governing Board has clear well defined policies and procedures that increase student achievement and success.
- Leadership Team adheres to the Governing Board’s policies thereby ensuring a direct impact on student learning.

Learner Outcomes Addressed:

Proficient Communicators
 Research and Technologically proficient
 Investigative Problem Solvers
 Diligent Scholars
 Ethical and Honest

Impact on student Learning of academic standards & SLOs: What will the goal do for student learning?

Direct positive impact with steady progress on student learning of academic standards and schoolwide learner outcomes are expected. Positive impact on staff as budgets and processing requests are processed and materials are available for student learning.

Monitor Progress Tools:

What tool/s will help monitor completion of this goal?
 Board Evaluations
 Student achievement data
 Exit tickets at Board PD sessions

Report Progress:

How will progress be reported and who will report?
 All stakeholders
 Board meetings
 Action Plan Revisions

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Develop and implement an annual budget that reflects the realities of what is needed (PD, instructional materials, facilities expansion-science lab and library)	Using the last few years budgets, expand and develop line items to ensure instructional materials, facilities and student needs are met.	Administrative Team Staff Governing Board	Surveys Past budgets Admissions data for 2021-2022 Government requirements	Clearly defined budget with appropriate line items Board Meetings	January 2021- June 2021 Ongoing	Governing Board Executive meeting with the Thai MOE June 2021.

Develop a clear governance structure that clearly outlines lines of authority and responsibility using the Thai MOE and ACS WASC governance criteria.	Develop an organization chart and job descriptions, including the Board's roles/responsibilities that outline a clear governance structure.	Administrative Team Governing Board Outside Trainer	ASC WASC Thai MOE Schedule meeting times.	Clearly defined governance structure. Organization Chart Job Descriptions Board Roles and Responsibilities Handbook	September 2021 Ongoing	Governing Board meetings
Ensure the governing Board participates in board trainings that review board structure, composition, roles and responsibilities.	Schedule and provide a professional learning series for Governing Board. Collect Resources Shared folders for Board members.	Administrative Team Governing Board Training team IT	Find outsourced trainings. Schedule meeting times	Exit tickets	November 2021 Ongoing	Governing Board meetings
Develop and clarify policies surrounding purchasing processes and procedures to ensure adequate instructional materials, textbooks, technology and laboratory materials are purchased in a timely manner.	Develop policies surrounding purchasing and processes for staff to request items. Develop online inventory sheet for textbooks and other instructional materials for teachers to populate.	Administrative Team Coaches Governing Board Oversight and training IT	Schedule meeting times Staff purchasing history Textbook inventory Technology survey	Clearly defined purchasing processes. Board Meetings	January-June 2021 Implement August 2021 Ongoing	Professional Development Staff meetings Governing Board meetings
Develop and clarify policies surrounding purchasing processes and procedures to ensure adequate instructional materials, textbooks, technology and laboratory materials are purchased in a timely manner.	Schedule Weekly meetings to review purchases and ensure approval and delivery	Building Administrators Purchasing Department	Online Calendars	Meeting minutes detailing concerns or obstacles	March 2021	SMT Meetings

Develop and refine documented Board policies (admissions, assessment, health & safety policies).	Develop policies that are aligned with a clear governance structure.	Administrative Team Coaches Governing Board Purchasing Department	Schedule meeting times	Sample policies Thai MOE ASC WASC	January-June 2021 Implement August 2021 Ongoing	Professional Development Staff meetings Governing Board meetings
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Growth Area: Curriculum, Instruction, Assessment
Goal # 1: (Area of Improvement) 1.1 Refine the literacy program using assessments to help students to build content knowledge which enables them to read at grade level and be college ready. 1.2 Expand reading materials in school libraries to include high quality, diverse texts from a wide range of genres and levels in order to support students learning and foster a community that values literacy.
Rationale: Critical Need: <ul style="list-style-type: none"> ● Students would benefit from using specific reading assessments to build content knowledge. ● Reading is fundamental to success in all disciplines. ● Students would benefit from being college ready.
Supporting Data: <ul style="list-style-type: none"> ● The most recent STAR Reading scores (August 2020) in ELA showed the percentage of students in grades 6-12 scoring proficient or above per grade level were as follows: 6th grade (33%); 7th grade (32%); 8th grade (36%); 9th grade (34%); 10th grade (36%); 11th grade (40%); 12th grade (45%). (The majority (30%-40%) are just below proficiency levels, 20% are far below.) ● Recommendation from Fall 2019 visiting WASC committee.
Growth Targets: 2021-2022: <ul style="list-style-type: none"> ● STAR 360- To increase the number of 6-11 grade students who meet or exceed the standard to 50% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 98% of students are completing A-G requirements and are on track to graduate. 2022-2023: <ul style="list-style-type: none"> ● STAR 360- To increase the number of 6-11 grade students who meet or exceed the standard to 60% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 99% of students are completing A-G requirements and are on track to graduate. 2023-2024: <ul style="list-style-type: none"> ● STAR 360- To increase the number of 6-11 grade students who meet or exceed the standard to 70% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 100% of students are completing A-G requirements and are on track to graduate.
Learner Outcomes Addressed: Proficient Communicators Diligent Scholars

<p>Impact on student Learning of academic standards & SLOs: What will the goal do for student learning?</p> <p>Students will be proficient in English Language Acquisition. Students will be able to better access the curriculum and complete A-G requirements in order graduate. Students will have the skills necessary to demonstrate proficiency on the California Common Core State Standards (STAR 360). Students will show evidence of SLO's: proficient communicators and diligent scholar.</p>	
<p>Monitor Progress Tools:</p> <p>What tool/s will help monitor completion of this goal?</p> <p>Grades (Progress Reports, Report Cards) Test Scores broken down by subgroup (STAR 360, AP, SAT, PSAT) Individual Graduation Plans Formative and Summative Assessments Internal Writing Assessments</p>	<p>Report Progress:</p> <p>How will progress be reported and who will report?</p> <p>Counselors and Coordinators Instructional Leadership Team Instructional Coaches Professional Development Action Plan Revisions</p>

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Identify students from each grade level for reading interventions and their specific literacy needs.	Collect data Develop a process to analyze the data	Administration English Language Arts Teachers Curriculum Coach	Curriculum for ELA courses, Common Core aligned. Training in Accelerated Reader	Students reading below grade level (including English Learners) are assigned a reading class to advance their reading ability to grade level proficiency.	December 2020 Ongoing	Staff meetings Status: identified the lowest 20% per grade level cohort and started interventions.
Identify students from each grade level for reading interventions and their specific literacy needs.	Reviewed STAR Data for Math/Reading Students who show minimal growth or who are significantly below grade level assigned to morning interventions.	Building Principals/ SST	STAR Resources Training in RTI	Students are assessed on 6-weeks intervals. Students with significant growth are released on individual study plans. As of March 2021, 50% success rate after 6 weeks.	March 2021	SMT Meeting

Develop a master schedule that reflects specific times for reading interventions, including English learner support.	Collect data Add time before and after school for interventions Modify current academic support classes to be repurposed into reading support classes	Administration English Language Arts Teachers Librarian Curriculum Coach Academic Support Teachers	Master schedule Curriculum Coach Reading Specialist Academic Support classes modified	Reading data will be monitored by teachers and administration.	December 2020	Staff meetings Status: completed and fully implemented semester 2 (January 2021) Exit protocol- students retested can exit once they are no longer in the lowest 20%.
Develop a reading intervention program to build curriculum resources, assessments, intervention and supplemental materials.	Collect resources Build a reading intervention program Refresher training on Accelerated Reader Program Shared folder with reading intervention resources.	Administration English Language Arts Teachers Librarian Curriculum Coach Academic Support Teachers	Accelerated Reader Brain Pop Starfall Journey's and Collections Intervention Resources Curriculum Coach Reading Specialist Academic Support classes modified	Daily: Provide additional reading intervention for students reading and writing below grade level STAR Reading Accelerated Reader Journey's and Collections Reading Assessments Running Records	December 2020 Students will be tested every 6 weeks while attending intervention classes. June 2021 Staff, student and parent surveys.	Ongoing: Present data to staff that includes implementation and student data. June 2021- a thorough review of the intervention program is planned, possible action plan adjustments.
Library: increase access to reading materials for students.	Explore online resources: MyOn, EBSCO, Britannica and others	Administration English Language Arts Teachers Librarian Curriculum Coach	Increase library resources Refresher training in Accelerated Reader	Curriculum coach and librarian works with teachers to increase access to library resources.	December 2020 ongoing	Staff meetings

Growth Area: Curriculum, Instruction, Assessment

Goal # 2: (Area of Improvement)

- 2.1 Develop a schoolwide ELD policy with common implementation and consistent utilization of the four instructional strategies (reading, writing, listening and speaking) to increase student achievement.
- 2.2 Develop a schoolwide approach to teaching language instruction following the ELD policy.

<p>Rationale: Critical Need:</p> <ul style="list-style-type: none"> ● Stakeholders would benefit from a clear ELD policy that defines an English Language Acquisition Model (immersion, sheltered, partial immersion) to support the students' English language acquisition. (Include entrance and exit criteria) ● Students would benefit from an ELD model based on UCIS context and specific demographics. ● Stakeholders would benefit from language assessments that have accurate data in all four domains (reading, writing, listening and speaking). ● Students and staff would benefit from a cohesive policy that includes: Writing Across the Curriculum, Close reading, Graphic Organizers, Academic Vocabulary. 	
<p>Supporting Data:</p> <ul style="list-style-type: none"> ● Schoolwide achievement data. ● Current number of students in grades 1-12 who meet or exceed the STAR 360 ELA proficiency standard is 40%. ● Current number of students who completed the A-G requirements and are on track to graduate is 96%. ● Recommendation from Fall 2019 visiting WASC committee. 	
<p>Growth Targets:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● STAR 360- To increase the number of students who meet or exceed the standard to 50% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 98% of students are completing A-G requirements and are on track to graduate. <p>2022-2023:</p> <ul style="list-style-type: none"> ● STAR 360- To increase the number of students who meet or exceed the standard to 60% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 99% of students are completing A-G requirements and are on track to graduate. <p>2023-2024:</p> <ul style="list-style-type: none"> ● STAR 360- To increase the number of students who meet or exceed the standard to 70% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 100% of students are completing A-G requirements and are on track to graduate. 	
<p>Learner Outcomes Addressed:</p> <p>Proficient Communicators Diligent Scholars</p>	
<p>Impact on student Learning of academic standards & SLOs:</p> <p>What will the goal do for student learning?</p> <p>Students will be proficient in English Language Acquisition. Students will be able to better access the curriculum and complete A-G requirements in order graduate. Students will have the skills necessary to demonstrate proficiency on the California Common Core State Standards (STAR 360). Students will show evidence of SLO's: proficient communicators and diligent scholar.</p>	
<p>Monitor Progress Tools:</p> <p>What tool/s will help monitor completion of this goal?</p> <p>Grades (Progress Reports, Report Cards) Test Scores broken down by subgroup (STAR 360, AP, SAT, PSAT) Individual Graduation Plans Formative and Summative Assessments Internal Writing Assessments</p>	<p>Report Progress:</p> <p>How will progress be reported and who will report?</p> <p>Counselors and Coordinators Instructional Leadership Team Instructional Coaches Professional Development Action Plan Revisions</p>

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Create language committee to manage the policy writing process	Send out survey, asking to join language committee. Establish meeting time, review next steps	Administrative Team Curriculum Coaches	Time to meet, set up meeting schedule, create calendar. Review action plans	Committee established. Meeting times set and shared on calendar	August 2021	Staff meeting Board meetings
Analyze specific student data. (20-21)	Collect all available data for the committee. Develop a process to analyze the data	Language Committee	STAR 360 Writing samples Internal assessments Progress Reports Report Cards	Creation of shared folder to store data	September 2021 Ongoing	Staff meetings
Create a policy that defines an EL Acquisition Model	(Include entrance and exit criteria) and all four domains	Language Committee Administrative Team	Current EL policy-examine and edit based on new criterion	Policy Revisions Board approval	October 2021	Board meeting- once approved; staff meeting/PD
Explore programs, resources, and strategies to support language needs/policy Sourcebook-2019-2020.pdf (wisc.edu)	Identify gaps in resources Access language standards Create a cross curricular document to show standards alignment	All staff	Writing across the curriculum materials Common Core ELA standards WIDA Benchmark Results Train staff in writing across the curriculum	Shared resources folder Formative and Summative assessment data/ looking at student work samples. Benchmark Results	December 2021 Collect data to analyze student performance on writing tasks. (Ongoing) Reassess the effectiveness of implementation based on student achievement	PD Staff meetings
Identify strategies to support the implementation of new resources and strategies to support language development	List of potential PD sessions Literacy PD focus calendared and delivered in 2021. Further actions to be taken as follow up. Determine the needs of teachers	Language Committee	PD materials Resources list WIDA materials Teacher-goal setting	PD exit tickets Curriculum documentation	February 2021	Staff meetings

Identify strategies to build content specific Academic Vocabulary	Refresher PD Determine the needs of teachers	Language Committee	Conduct research on what strategy to pursue in Research-based strategies. Collaborative lesson planning time	Interim and Summative Assessments/looking at student work.	March 2021	Language committee to analyze data and then present to staff at PD.
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Growth Area: Curriculum, Instruction, Assessment
<p>Goal # 3: (Area of Improvement)</p> <p>3.1 Ensure there is a common understanding of “what curriculum is” and the importance of vertical mapping as the foundation of “backwards by design” units of study.</p> <p>3.2 Complete documentation for all core and other subject areas through the Engage platform. Ensure revision as a result of implementation and success of students achieving proficiency in standards and modify as needed.</p> <p>3.3 Review Unity Pathways, Transitional Program and the College Program to ensure all students are meeting the desired standards identified for each subject at grade level regardless of what program they are enrolled in. Ensure students are all learning at defined grade levels.</p> <p>3.4 Revise the current Assessment Policy to clearly address student progress and meeting academic standards.</p>
<p>Rationale: Critical Need:</p> <ul style="list-style-type: none"> ● Staff would benefit from a clear PD series that explains “what curriculum is.” ● Staff would benefit from a clear PD series that showcases the importance of vertical mapping as the foundation of “backwards by design” units of study. ● Stakeholders would benefit from complete documentation (unit plans, pacing guides, daily lessons) using the new Engage platform purchased for 2021-2022. ● Stakeholders would benefit from monitoring implementation, ensuring revision and success of students achieving proficiency. ● The leadership ensures all 6-12 programs are meeting student needs and teaching at grade level. ● Stakeholders would benefit from a revision of the existing Assessment Policy to incorporate the changes made, a focus on student progress and meeting academic standards.
<p>Supporting Data:</p> <ul style="list-style-type: none"> ● Schoolwide achievement data. ● Current number of teachers who understand vertical mapping and “backwards by design.” ● Current number of teachers who have completed pacing guides, unit plans and daily plans. ● Language levels, below grade level reading and performance. ● Recommendation from Fall 2019 visiting WASC committee.
<p>Growth Targets:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● To increase the number of teachers who understand what curriculum is and the importance of vertical mapping and “backwards by design.” ● STAR 360- To increase the number of students who meet or exceed the standard to 50% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 98% of students are completing A-G requirements and are on track to graduate. <p>2022-2023:</p> <ul style="list-style-type: none"> ● All teachers understand what curriculum is and the importance of vertical mapping and “backwards by design.” ● STAR 360- To increase the number of students who meet or exceed the standard to 60% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. ● A-G completion- 99% of students are completing A-G requirements and are on track to graduate.

<p>2023-2024:</p> <ul style="list-style-type: none"> ● All teachers can clearly articulate and answer, what is curriculum and the importance of vertical mapping and “backwards by design.” ● STAR 360- To increase the number of students who meet or exceed the standard to 70% in English. <ul style="list-style-type: none"> ● EL and SPED- within this growth, there will be a 5% increase for Special Education and EL students. <p>A-G completion- 100% of students are completing A-G requirements and are on track to graduate.</p>	
<p>Learner Outcomes Addressed:</p> <p>Proficient Communicators Research and Technologically proficient Diligent Scholars</p>	
<p>Impact on student Learning of academic standards & SLOs:</p> <p>What will the goal do for student learning?</p> <p>When teachers understand what curriculum is and how backwards by design works, students will gain the skills necessary to demonstrate proficiency on the California Common Core State Standards (STAR 360).</p> <p>When teachers have pacing guides, well thought out unit plans and daily plans that have essential questions, assessments, reflection and revisions, student learning will improve as a result of better teaching.</p>	
<p>Monitor Progress Tools:</p> <p>What tool/s will help monitor completion of this goal?</p> <p>Grades (Progress Reports, Report Cards) Test Scores broken down by subgroup (STAR 360, AP, SAT, PSAT) Individual Teacher Goals PD Exit tickets</p>	<p>Report Progress:</p> <p>How will progress be reported and who will report?</p> <p>Counselors and Coordinators Instructional Leadership Team Instructional Coaches Professional Development Action Plan Revisions</p>

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Develop a professional learning plan that focuses on "what is curriculum"	Schedule and provide a professional learning series for instructional staff. Created a Professional Development calendar that documents a progression through curriculum development	Administration Curriculum Coaches	Compile resources Schedule meeting times to plan PD series.	Exit tickets 1:1 coaches meeting Common Curriculum Units	August 2021 Ongoing	Staff meeting Board meetings PD Calendar
Develop a professional learning plan that focuses on vertical mapping	Schedule and provide a professional learning series for instructional staff.	Administration Curriculum Coaches	Compile resources Schedule meeting times to plan PD series.	Exit tickets 1:1 coaches meeting	September 2021 Ongoing	Staff meeting Board meetings PD
Develop a professional learning plan that focuses on how vertical mapping is the foundation for backwards by design units of study.	Schedule and provide a professional learning series for instructional staff.	Administration Curriculum Coaches	Backwards by Design in the Exemplary Middle School (slideshare.net) <i>The Understanding by Design Handbook</i> by Grant Wiggins, et al. (ASCD publications)	Exit tickets 1:1 coaches meeting	August 2021- October 2021 Ongoing	Staff meeting Board meetings PD
Develop a professional learning plan that focuses on how to use formative and summative assessments, analyze the use of backwards by design units.	Schedule and provide a professional learning series for instructional staff.	Administration Curriculum Coaches	Compile resources Schedule meeting times to plan PD series.	Exit tickets 1:1 coaches meetings	December 2021 Collect data to analyze student performance (Ongoing) Reassess the effectiveness of implementation based on student achievement	PD Staff meetings
Develop a timeline to train staff in Engage (adding curriculum) components, standards.	Transfer existing plans to Engage from the Common Curriculum platform. Coaches and Administrators to	IT Engage Staff Teachers Coaches	Engage webinars Engage staff IT Coaches	Engage platform Parent feedback Coaches feedback Teacher's feedback Student	August 2021 Ongoing	PD series Board

	create a checklist for each teacher-unit plan, pacing guides and daily plans meet the needs of students.			feedback Add additional PD series for teachers who are not meeting the expectations.		
Review ELD PD, Curriculum PD series, does our PD have an impact on student learning?	Collect data Review data	Administration Curriculum Coaches Teachers	Schedule meeting times Compile resources	Exit tickets Data binders Student ILPs Benchmarks	March 2022	Language committee to analyze data and then present to staff at PD. Data review as of August 2021 indicates significant improvement in literacy (Avg 1.3 grade level improvement in reading as per STAR assessments)
Do teachers regularly review ELD and other data to drive instruction?	Collect data Review data	Administration Coaches Teachers	Schedule meeting times Compile resources	Exit tickets Data binders Student ILPs Benchmarks	March 2022	Language committee to analyze data and then present to staff at PD.
Can teachers answer, what students should know, understand and be able to do, and how will that be determined and assessed?	Collect data Review data	Administration Curriculum Coaches Teachers	Schedule meeting times Compile resources	Exit tickets 1:1 coaches meetings	April 2022 Ongoing	Staff meeting Board meetings
Create a PD series that connects vertical and horizontal alignment.	Schedule and provide a professional learning series for instructional staff.	Administration Curriculum Coaches	Schedule meeting times Compile resources	Exit tickets 1:1 coaches meetings	May 2022 Ongoing	Staff meeting Board meetings PD
Review Unity Pathways, Transitional Program and the College Program to ensure all students are meeting the desired standards identified for each subject	UP was eliminated 20-21 Develop assessment criterion to determine if students are learning grade level standards. Review data	Administration Curriculum Coaches Teachers	Schedule meeting times Program expectations sheet Grade level standards Compile resources Student BMK data	Student Data Parent feedback Student Feedback Teacher Feedback *Compare this data, academic	August 2021- Ongoing	Staff meeting Board meetings

at grade level regardless of what program they are enrolled in.	Answer: Is this best for students?			support class data and the reading class data*		
Revise the current Assessment Policy to clearly address student progress and meeting academic standards.	Revise policy to be fully aligned with student progress and academic achievement.	Administration Curriculum Coaches Teachers	Schedule meeting times Existing policy Sample policies	Does the policy meet the needs of students? Does the policy address student progress, achievement, standards?	April 2022	Staff meeting Board meetings

Growth Area: Support for Student Personal and Academic Growth
Goal # 1: (Area of Improvement)
<p>1.1 Further develop, implement, evaluate and refine the intervention and referral services to support all students in the social-emotional and academic areas.</p> <p>1.2 Develop a professional develop series that provides training for teachers to work and support students with identified learning challenges.</p>
<p>Rationale: Critical Need:</p> <ul style="list-style-type: none"> ● Students would benefit from intervention and referral services that support students in the social-emotional and academic areas. ● Staff and students would benefit from a professional development series that provides teachers with the necessary training to meet the needs social-emotionally as well as academically of students with identified learning challenges.
<p>Supporting Data:</p> <ul style="list-style-type: none"> ● Some students with identified learning challenges are below grade level academically. ● Some students with identified social-emotional challenges continue to struggle in the school setting. ● Recommendation from Fall 2019 visiting WASC committee.
<p>Growth Targets:</p> <p>2021-2022:</p> <ul style="list-style-type: none"> ● To increase the number of students (85%) who feel supported in the social-emotional as well as academic areas. ● To increase the number of staff (60%) who understand how to support students with identified learning challenges. <p>2022-2023:</p> <ul style="list-style-type: none"> ● To increase the number of students (90%) who feel supported in the social-emotional as well as academic areas. ● To increase the number of staff (80%) who understand how to support students with identified learning challenges. <p>2023-2024:</p> <ul style="list-style-type: none"> ● To increase the number of students (100%) who feel supported in the social-emotional as well as academic areas. ● To increase the number of staff (100%) who understand how to support students with identified learning challenges.
<p>Learner Outcomes Addressed:</p> <p>Proficient Communicators Research and Technologically proficient Investigative Problem Solvers Diligent Scholars Ethical and Honest</p>

Impact on student Learning of academic standards & SLOs:

What will the goal do for student learning?

Student performance will increase with intervention and referral services that support all students in the social-emotional and academic areas.

Student performance will increase with a professional development series that provides training for teachers to work and support students with identified learning challenges.

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Further develop, implement, evaluate and refine the intervention and referral services to support all students in the social-emotional and academic areas.	<p>Revise referral and intervention services for all students.</p> <p>Revise services for students in the social-emotional and academic areas.</p> <p>Refine current behavioral/ concern flowchart</p> <p>Revisit and refine current behavior/concern tracking and notification system to effectively track, monitor and document student concerns and behavior in Engage</p>	<p>Administration</p> <p>Curriculum Coaches</p> <p>Special Education</p> <p>SST Team</p> <p>IT Support</p>	<p>Current intervention and referral program policies</p> <p>Engage</p> <p>Additional counselor-emotional/behavioral support</p> <p>Intervention Flowchart</p>	<p>Student surveys</p> <p>Counselors 1:1 meeting</p> <p>SST Team feedback</p> <p>Parent feedback</p> <p>Effective documentation in student profiles</p>	<p>August 2021</p> <p>Ongoing</p>	<p>Staff meeting</p> <p>Board meetings</p> <p>PD</p>
Develop a professional development series that provides training for teachers to work and support students with identified learning challenges.	Schedule and provide a professional learning series for instructional staff focusing on students with identified learning challenges.	<p>Administration</p> <p>Curriculum Coaches</p> <p>Special Education</p> <p>SST Team</p>	<p>Expand current PD series</p> <p>Engage</p> <p>Additional counselor-emotional/behavioral support</p> <p>PD Calendar</p>	<p>Student surveys</p> <p>Teacher surveys</p> <p>Counselors 1:1 meeting</p> <p>SST Team feedback</p> <p>Parent feedback</p>	<p>September 2021</p> <p>Ongoing</p>	<p>Staff meeting</p> <p>Board meetings</p> <p>PD</p>

Growth Area: School Culture and Environment**Goal # 1: (Area of Improvement)**

1.1 The school further refines policies addressing bullying and focuses efforts on inclusive programs.

1.2 The school revises its school health and safety structure to monitor and address areas that impact health, safety and learning environment of the students and other stakeholders. Areas for focus: science facilities meeting international expectations for laboratory science, visibility at all times of students involved in instruction, two easily accessible exits for evacuation (unlocked fire exits, maps within each room, emergency attendance lists).

1.3 The school expands the involvement of parents to ensure they are active partners in supporting student learning and well-being.

Rationale: Critical Need:

- Students would benefit from policies and programs that address bullying and focus efforts on inclusive programs.
- Stakeholders would benefit from school health and safety structures that monitor and address areas that impact health, safety and learning environment of the students.
- Students would benefit from new science facilities that meet international expectations for laboratory science.
- Staff and students would benefit from visibility at all times of students involved in instruction (classroom windows).
- Students and staff would benefit from two easily accessible exits for evacuation (unlocked fire exits, maps within each room, emergency attendance lists).
- Stakeholders would benefit from active involvement from parents supporting student learning and well-being.

Supporting Data:

- Some students continue to struggle "fitting into" the school setting.
- Revise and expand the responsibilities of the health and safety team to include facilities that meet international standards.
- Ensure parents feel like they are active partners in their students learning.
- Recommendation from Fall 2019 visiting WASC committee.

Growth Targets:

2021-2022:

- Decrease the number of bullying and/or students not feeling included by 5%.
- Plan and budget for the expansion of a science laboratory that meets international standards.
- Increase visibility of all instructional areas to 100%.
- Ensure staff understand that fire escapes and evacuation points must remain unlocked.
- Increase parent attendance by 5% on the advisory council and WASC focus groups.

2022-2023:

- Decrease the number of bullying and/or students not feeling included by an additional 5%.
- Increase visibility of all outdoor areas to 100%.
- Ensure new staff understand that fire escapes and evacuation points must remain unlocked.
- Increase parent attendance by another 5% on the advisory council and WASC focus groups.

2023-2024:

- Decrease the number of bullying and/or students not feeling included by an additional 5%.
- Ensure all student areas inside and out always remain visible.
- Ensure new staff understand that fire escapes and evacuation points must remain unlocked.
- Increase parent attendance by another 5% on the advisory council and WASC focus groups.

Learner Outcomes Addressed:

Proficient Communicators
Research and Technologically proficient
Investigative Problem Solvers

Diligent Scholars
Ethical and Honest

Impact on student Learning of academic standards & SLOs:

What will the goal do for student learning?

When students feel safe and happy at school their academic and social-emotional levels will increase.

Student proficiency levels will increase by expanding science facilities that meet international expectations for laboratory science.

When parents are active participants in their students education, student proficiency levels will increase.

Monitor Progress Tools:

What tool/s will help monitor completion of this goal?

Grades (Progress Reports, Report Cards)
Test Scores broken down by subgroup (STAR 360, AP, SAT, PSAT)
Students surveys
Parent surveys

Report Progress:

How will progress be reported and who will report?

Counselors and Coordinators
Instructional Leadership Team
Instructional Coaches
Professional Development
Action Plan Revisions

TASKS	ACTION STEPS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	ASSESSING PROGRESS	TIMELINE	REPORTING
Develop policies addressing bullying and focuses efforts on inclusive programs.	Survey students, parents, staff about bullying issues. Revising, Editing and constructing a Homeroom/Advisory program that entails the standards set by Michael Josephson Institute (Character Counts) Revise bullying policies.	Administration Teachers Counselors Students	Policy revisions Inclusive programs Character Counts Model Standards	Surveys Character awards Counselors feedback Documented Advisory Curriculum gradually documented in Google Drive	June 2022 Ongoing	Staff meeting Board meetings PD
Revise school health and safety structures to monitor and address areas that impact health, safety and learning environment of the students and other stakeholders.	Facilities inspection Revise policies	Administration Health and safety Team	Policy Revisions MOE policies WASC guidelines	Revised policy	September 2021 Ongoing	Staff meeting Board meetings PD
Develop plans and a budget for science facilities meeting international expectations.	Budget proposal Facility expansion Plans submitted to MOE	Finance staff Board Architect Science Department	WASC guidelines MOE	Equipped international laboratory	October 2021 Ongoing	Board MOE
Ensure two easily accessible exits for evacuation (unlocked fire exits, maps within each room, emergency attendance lists).	Staff trainings SIS- attendance IT- maps	Administration Health and safety Team	Locks Maps Engage	Facilities inspection	December 2020 Ongoing	Board Staff *All exits have been unlocked, maps are in all rooms, teachers have online access to attendance lists.
Expand the involvement of parents to ensure they are active partners in supporting student learning and well-being.	Parents surveys PTA Coffee with the Principal Review PTA model to include a more traditional model and one that follows Thai standards.	Administration Parents IT- advertising	Action Plan Thai Regulations and Expectations for PTA WASC Report Student Data	Surveys	August 2021- October 2021 Ongoing	Parent meetings Board meetings