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CIA FIRST’S WASC ACCREDITATION JOURNEY

CIA FIRST International School first applied for WASC Accreditation status in 2010 (then under the name of Cambodian International Academy). The rationale behind the quest for WASC accreditation status was three-fold. Firstly, aligned with current educational research and thinking, the school wished to embark upon a robust and comprehensive cycle of continuous improvement in order to reach the highest possible standards of international education in all areas. Secondly, the school desired to offer its graduating students the widest variety of options in terms of university choices and job opportunities which only a graduating diploma endorsed by a prestigious accrediting body such as WASC can supply. Thirdly, the school wanted to be competitive with the premier quality international schools in the EARCOS region, thus following the trend to strive for accreditation with WASC.

CIA FIRST received the first initial visit in 2010 by Dr. David Brown, the then Executive Director. The school's first full Focus on Learning (FoL) Self-study commenced in September 2012, with a six-person team carrying out the final visit under Mr. Michael Booton as the Visiting Committee Chair in April 2013. The commission’s decision was to extend CIA FIRST’s accreditation candidacy for two years based on the school’s commitment to the self-study process although there were 19 critical areas for follow-up identified, many due to campus facility issues which could only be resolved by the planned opening of the new campus in September 2014. The school then received a special visit comprising of Ms. Mary Lower and Mr. Joe Stucker in December 2014, where it was commended on the progress it had made since the 2013 visit, and 4 critical areas for follow up were articulated. CIA FIRST was then informed that another final visit would occur in autumn 2015.

ORGANISATION OF THE SELF-STUDY

As the school's self-study process has been continuous since September 2012, many of the structures and personnel were already in place for the current project. The whole process has been overseen by a Steering Committee, whose members have remained largely unchanged since 2012. The Steering Committee’s purpose has been to monitor the self-study and ensure that all Focus Groups and School-wide Action Plan groups are on-target and adhering to the FoL guidelines. The Steering Committee has met every two weeks since December 2014, in rotation with a more general School Leadership and Development Meeting. The Focus Groups continued in structure as of 2012, according to the recommendations of the FoL handbook, with additional staff members included. To increase efficiency and to better match the organizational structure of the school, a change was decided upon to replace the home groups with School-wide Action Plan (SAP) groups whose purpose it has been to analyse data, formulate initiatives, and implement and monitor the effectiveness of those initiatives. Due to recommendations from both the special visiting team and WASC consultant Barbara Parker, the number of SAP goals was reduced from 7 to 3, which is also aligned to current academic literature on effective school-wide improvement plans which assert that fewer, not more initiatives are more likely to result in improved student achievement. The SAP Goal Groups decided upon were Student Support (Group 1), Curriculum Development (Group 2) & Resource Allocation (Group 3). During Parents as Partner (PaPa) meetings, volunteers were requested from the parent community to join the 3 SAP Groups, and two parents were enlisted for each. Although no students were formally enlisted in the groups, updates were given and input was received at the weekly Learner’s Voice meetings for middle and high school students.
## CIA FIRST WASC Steering Committee

<table>
<thead>
<tr>
<th>NAME</th>
<th>JOB TITLE/ROLE</th>
<th>NATIONALITY</th>
<th>ROLE</th>
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<tbody>
<tr>
<td>Mr. Andre Struve</td>
<td>School Director</td>
<td>German</td>
<td>Category A Focus Group &amp; SAP Goal 3 Group Chair.</td>
</tr>
<tr>
<td>Mrs. Imelda Rebancos</td>
<td>Kindergarten &amp; Elementary School Principal</td>
<td>Filipino</td>
<td>SAP 1 Chair. Category A and SAP Goal 2 Group Member</td>
</tr>
<tr>
<td>Ms. Amanda Martin</td>
<td>Acting Middle &amp; High School Principal</td>
<td>Canadian</td>
<td>Category A &amp; B and SAP Goal 2 Group Member</td>
</tr>
<tr>
<td>Mr. Tom Windelinckx</td>
<td>Assistant to Acting Middle &amp; High School Principal, High School Science Coordinator</td>
<td>Belgian</td>
<td>Category A and SAP Goal 1 &amp; 2 Group Member</td>
</tr>
<tr>
<td>Mr. Gary Moss</td>
<td>Assistant to Acting Middle &amp; High School Principal, High school ELA Teacher.</td>
<td>British</td>
<td>Category C Focus Group Chair, WASC Liaison Coordinator</td>
</tr>
<tr>
<td>Mr. Philip Muscott</td>
<td>Curriculum &amp; Professional Learning Coordinator</td>
<td>British</td>
<td>Self-study Coordinator Category B &amp; SAP Goal 2 Group Chair.</td>
</tr>
<tr>
<td>Mr. Dennis Ichikawa</td>
<td>Communication Specialist &amp; High School Career Counsellor</td>
<td>American</td>
<td>Category C &amp; SAP Goal 1 Group Member</td>
</tr>
<tr>
<td>Mr. Seyla Tith</td>
<td>School Administration Manager</td>
<td>Cambodian</td>
<td>Category D Focus Group Chair &amp; SAP Goal 3 Group Member</td>
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<td>Mr. William King</td>
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<tr>
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<tr>
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### CIA FIRST Category A Focus Group
**Organisation for Student Learning**

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<td>Mr. Andre Struve (Chair)</td>
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<tr>
<td>Mrs. Imelda Rebancos</td>
<td>Kindergarten and Elementary School Principal</td>
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<tr>
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<td>Mr. Tom Windelinckx</td>
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<td>Mr. Seyla Tith</td>
<td>School Administration Manager</td>
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<tr>
<td>Mr. Norman Still</td>
<td>Middle School History Coordinator</td>
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### CIA FIRST Category B Focus Group
**Curriculum, Instruction & Assessment**

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<td>Mr. Philip Muscott (Chair)</td>
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</tr>
<tr>
<td>Ms. Elin Viberg (Co-chair)</td>
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<tr>
<td>Mrs. Imelda Rebancos</td>
<td>Kindergarten &amp; Elementary School Principal</td>
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<tr>
<td>Mrs. An Gedoria</td>
<td>Kindergarten Coordinator (AY 2014-2015)</td>
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<tr>
<td>Mr. Andrew Cooper</td>
<td>Elementary School Science Coordinator</td>
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<td>Mr. Daniel Dion</td>
<td>Elementary School ELA Coordinator</td>
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<tr>
<td>Mr. Jasper Swillens</td>
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### CIA FIRST Category C Focus Group
Support for Student Personal and Academic Growth

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<td>Mr. Gary Moss (Chair)</td>
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<tr>
<td>Mr. Christopher Goode (Co-chair)</td>
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<tr>
<td>Mrs. Joyce Ira Yarza</td>
<td>Middle school Science Teacher &amp; Parent</td>
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### CIA FIRST Category D Focus Group
Resource Management and Development

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<td>Mr. Seyla Tith (Chair)</td>
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<tr>
<td>Mr. Andre Struve (Co-chair)</td>
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<td>Mr. Vuthea Um</td>
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<tr>
<td>Mrs. Kuntheary Khan</td>
<td>Accounting Manager</td>
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<tr>
<td>Mr. Owen Jacob</td>
<td>ICT Team Leader &amp; Middle &amp; High School ICT Teacher</td>
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<tr>
<td>Mr. Andy Feather</td>
<td>Middle &amp; High School ICT Coordinator</td>
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## CIA FIRST School-wide Action Plan Group 1

### Student Support

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<td>Ms. Amanda Martin (Chair)</td>
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<tr>
<td>Mr. Christopher Goode</td>
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<tr>
<td>(Co-chair)</td>
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<tr>
<td>Mr. Gary Moss</td>
<td>Assistant to Acting Middle &amp; High School Principal. High school ELA Teacher.</td>
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<td>Mr. Robert Stead</td>
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<tr>
<td>Mrs. Um Khema</td>
<td>Khmer Elective Kindergarten &amp; Elementary School Curriculum Officer</td>
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<tr>
<td>Mr. Norman Still</td>
<td>Middle School History Coordinator</td>
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<tr>
<td>Ms. Carla Reimer</td>
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Curriculum Development

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<td>High School Social Studies Coordinator</td>
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<tr>
<td>Mr. William King</td>
<td>High School Mathematics Coordinator &amp; Data Specialist</td>
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<tr>
<td>Mr. Tom Windelinckx</td>
<td>Assistant to Middle &amp; High School Principal and High School Science Coordinator</td>
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<td>Mr. Norman Still</td>
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<tr>
<td>Mr. Daryl Thompson</td>
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<td>Mr. Deepak Sehgal</td>
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<td>Mr. Kao Kok</td>
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<td>Mrs. Al Vanya</td>
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## CIA FIRST School-wide Action Plan Group 3
### Resource Allocation

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<td>Mr. Andre Struve</td>
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<td>School Administration Manager</td>
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<td>Mrs. Imelda Rebancos</td>
<td>Kindergarten &amp; Elementary School Principal</td>
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<tr>
<td>Mr. Gary Moss</td>
<td>Assistant to Middle &amp; High School Principal High School ELA Teacher</td>
<td>British</td>
</tr>
<tr>
<td>Mr. Owen Jacob</td>
<td>ICT Team Leader &amp; Middle &amp; High School ICT Teacher</td>
<td>British</td>
</tr>
<tr>
<td>Mr. Andy Feather</td>
<td>Middle &amp; High School ICT Coordinator</td>
<td>British</td>
</tr>
<tr>
<td>Mrs. Kuntheary Khan</td>
<td>Accounting Manager</td>
<td>Cambodian</td>
</tr>
<tr>
<td>Mr. Barang Pen</td>
<td>Assistant to Khmer Elective Curriculum Officer</td>
<td>Cambodian</td>
</tr>
<tr>
<td>Ms. Rachany Vong</td>
<td>HR Officer</td>
<td>Cambodian</td>
</tr>
<tr>
<td>Ms. Carla Reimer</td>
<td>Library Coordinator &amp; EFL Support Teacher</td>
<td>Canadian</td>
</tr>
<tr>
<td>Mr. Mark Niedzwiecki</td>
<td>Middle School Science Coordinator</td>
<td>American</td>
</tr>
<tr>
<td>Mr. John Lachley</td>
<td>Parent</td>
<td>American</td>
</tr>
<tr>
<td>Mr. Victor Blanco</td>
<td>Parent</td>
<td>British/Spanish</td>
</tr>
</tbody>
</table>
Since the 2012 self-study, there were already procedures in place regarding collecting and analysing student work. When grading a performance task, each teacher completes a Looking at Student Work (LASW) evaluation form for one assignment, stating why the piece of work was assigned a particular grade, in accordance with assessment rubrics aligned to academic standards and School-wide Learner Outcomes (SLOs). After feedback from the special visiting committee and WASC consultant Barbara Parker, coupled with academic research into successful school improvement practices, this procedure was extended and formalized into the Data Driven Improvement Process (DDIP). Starting from the second semester in AY 2014-2015, a field was added to the LASW Evaluation Form where teachers record general trends from the summative assignments they have graded. These forms are in turn handed to the Subject Coordinator for that particular subject and grade level, who analyses the information to ascertain whether there are general trends for the group of learners, focusing on learning goals which have generally not been met to a satisfactory degree. If a need is identified, then the student achievement data for that goal is quantitatively represented as entry data in a DDIP form. Collaborative meetings are held where planning and instructional changes are agreed upon in an attempt to close the gap between expectations and actual student performance, which is documented. A future unit of study is chosen where the students will be re-assessed on the identified learning goal to ascertain whether the intervention has been successful. Again, quantitative student achievement data is entered into the DDIP form as exit data. Finally, conclusions are drawn and further intervention plans are made if deemed necessary. The process is graphically represented in Figure 1 – Data Driven Improvement Process (DDIP) below:
CONTINUOUS IMPROVEMENT PROCESS

In addition to the student achievement data from the DDIPs, the following data was used to evaluate CIA FIRST’s practices during the self-study:

- External Measures of Academic Progress (MAP) data
- Data from classroom walk-throughs
- Data from formal classroom observations using the Observable Classroom Indicators (OCI) form
- Student Perception Data
- Staff Perception Data
- Parent Perception Data
- Meeting Minutes from Focus Groups, SAP Groups, School Leadership & Development Meetings, and grade/school level meetings.
- Parents as Partners (Papa) Meetings
- Student Learners’ Voice Meetings

It should be noted that the perception survey for students was broken down into elementary and middle & high school. At the time when the surveys were carried out, it was not clear whether the school should include high school data in the report as currently the application is for accreditation for grades K-8 although an application for high school accreditation is planned for the future. It was clarified by WASC consultant Barbara Parker that high school data should not be included in the report, but by this time the surveys had already been completed. Although high school data is largely not included in the category indicator reports, the school made the decision to include high school data in the School Profile to give the commission a better picture of the school as a whole, and also in particular indicators such as B1.12 Articulation and Follow-up Studies where high school information is relevant.

The classroom walk-throughs were performed by the Elementary School Level Coordinator in May 2015. Out of 25 elementary school classes, 19 were observed and out of 20 middle & high school classes, 13 were observed. The criteria monitored in the walk-throughs can be referenced as evidence in report B2.5 Challenging and Varied Instructional Strategies.

Formal classroom observations using the OCI form were started in semester 2 in AY 2015-2015 and carried out by the school-wide Curriculum and Professional Learning Coordinator and the Kindergarten and Elementary School Principal. 24 classes have currently been observed, however this process is continuous and is detailed in report A4.7 Supervision and Evaluation.

One final note is that as the school’s academic standards are recently adopted (the earliest in AY 2013-2014), and the new SLOs were implemented in the second semester of AY 2014-2015, much of the school’s student achievement information is ‘baseline data’. The school recognises that in order to gain a clear picture of student achievement, growth and the effectiveness of initiatives, longitudinal data is needed. CIA FIRST has clearly articulated plans to achieve this.
CHAPTER 1

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA
SCHOOL PROFILE

General Background and History
CIA FIRST International School is a private, non-sectarian international school that opened in 2004 with 16 students and the mission to cater to all students without prejudice, and to enable the “whole child” (physical, mental, moral, and social) to master local and global competences. The Board of Directors had observed that there was not a school in Phnom Penh which offered a high quality international standard of education which was affordable for working Cambodian families. In addition, they desired to set up a school where they could send their own children. The school values diversity and global citizenship, which is reflected in the enrollment of the student body representing more than 20 countries and 12 primary languages spoken in the students’ homes. While some may see this as a challenge for educators, CIA FIRST International School sees this as a rich opportunity for the students to learn side-by-side with peers from diverse backgrounds, thereby enriching their educational experience. To this day, the school remains true to its initial vision of keeping tuition fees affordable to working families, and thus prides itself on effecting positive social change in the region.

CIA FIRST’s Mission
CIA FIRST International School is a non-sectarian international / private school that caters to the needs of all youth without prejudice to their national, racial or religious affiliations. Our primary concern is to enable the “whole child” to master local and global challenges of today and the future. We are committed to providing our students with a stimulating learning atmosphere where they can discover what is essential for their physical, mental, moral and social development and experience the joy and love of learning in their early years.

CIA FIRST’s Vision
CIA FIRST envisions new heights of achievement for the individual learner and everything within his/her reach and power to influence: family, community, and the world. In the school’s endeavor to enhance a broader, international educational experience and to develop informed, socially and environmentally responsible global citizens, we are committed to:

- Providing a learning environment that will promote the highest possible international English and Khmer education
- Providing a physical environment that is conducive to quality teaching and learning
- Fostering cooperation with students, parents and community in the pursuit of best educational standards competitive on a global level
- Promoting 21st century skills, knowledge and attitudes necessary for life-long learning
- Encouraging attitudes that promote a sense of responsibility and self-reliance, contributing to a positive self-image and independent learning
- Undertaking the responsibility of producing students equipped with high moral character, personal discipline, vocational efficiency, duties of local and global citizenship, appreciation of the arts, and a love for their home, world and nature
CIA FIRST’s Philosophy of Learning & Teaching
CIA FIRST takes a constructivist approach to education grounded in theories started by thinkers such as Piaget (1976) and Vygotsky (1978). This entails the belief that knowledge and understanding are constructed in the minds of the individual through experiences and interactions with the world. Furthermore the school favours Vygotsky’s theory of the Zone of Proximal Development where learners learn best in the realm just above that in which they can operate independently, guided by a more knowledgeable individual. In addition, the school bases instruction on Brain Schema Theory (Pritchard, 2009) which asserts that new information is assimilated in the brain when it can be linked to prior knowledge. Moreover, the teaching faculty embrace the theory of Situated Learning [Lave and Wenger, 1991] which states that learners are more likely to learn when content is made relevant to their everyday lives. With all this in mind, teachers at CIA FIRST utilise a student-centred classroom environment where inquiry and collaboration are encouraged. Prior knowledge is routinely activated and content is made relevant and engaging to students in order to maximize learners’ potential.

The faculty believes that every child is intelligent [Gardner, 2011] albeit in different ways. Therefore students at CIA FIRST are given opportunities to display their abilities and talents by multiple means. The school is cautious not to confuse Multiple Intelligences with Learning Preferences [Gardner, 1995; White, 2005] but nonetheless acknowledges that students are unique individuals with different backgrounds, beliefs, interests, abilities, and learning styles. In the classroom, teachers endeavour to expose students to content in a multitude of formats in an attempt to facilitate the attainment of the school’s goals via different pathways [Tomlinson, 2014].

CIA FIRST values deep understanding and transfer through performance so therefore has adopted the framework for curriculum planning Understanding by Design [McTighe and Wiggins, 2005]. Students’ understanding is measured through authentic performance tasks in addition to the more traditional knowledge and skills tests. Research has indicated that experts organize their knowledge around important concepts [Bransford et al., 2000] so therefore teachers present subject matter framed around big ideas within disciplines and inquiry is facilitated through the use of Essential Questions which spiral through the curriculum.
Based on this philosophy, CIA FIRST has adopted 10 Key Principles of Learning (McTighe, 2015):

1) Learning is purposeful and contextual.
   Therefore, students should be helped to see the purpose in what they are asked to learn. Learning should be framed by relevant questions, meaningful challenges, and authentic applications.

2) Experts organize or chunk their knowledge around transferable core concepts (“big ideas”) that guide their thinking about the domain and help them integrate new knowledge.
   Therefore, content instruction should be framed in terms of core ideas and transferable processes, not as discrete facts and skills.

3) Different types of thinking, such as classification and categorization, inferential reasoning, analysis, synthesis, and metacognition, mediate and enhance learning.
   Therefore, learning events should engage students in complex thinking to deepen their learning.

4) Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.
   Therefore, teachers should teach for transfer, and students should have multiple opportunities to apply their learning in meaningful and varied contexts.

5) New learning is built on prior knowledge. Learners use their experiences and background knowledge to actively construct meaning about themselves and the world around them.
   Therefore, students must be helped to actively connect new information and ideas to what they already know.

6) Learning is social.
   Therefore, teachers should provide opportunities for interactive learning in a supportive environment.

7) Attitudes and values mediate learning by filtering experiences and perceptions.
   Therefore, teachers should help students make their attitudes and values explicit and understand how they influence learning.

8) Learning is nonlinear; it develops and deepens over time.
   Therefore, students should be involved in revisiting core ideas and processes so as to develop deeper and more sophisticated learning over time.

9) Feedback enhances learning and performance.
   Therefore, ongoing assessments should provide learners with regular, timely, and user-friendly feedback, along with the opportunity to use it to practice, retry, rethink, and revise.

10) Effectively accommodating a learner’s preferred learning style, prior knowledge, and interests enhances learning.
    Therefore, teachers should pre-assess to find out students’ prior knowledge, learning preference, and interests; then differentiate their instruction to address the significant differences they discover.
SCHOOL PROFILE

References


CIA FIRST’s School-wide Learner Outcomes (SLOs)

Critical area for follow-up number five from the 2013 Visiting Committee report was:
Ensure that the SLRs are schoolwide not subject-specific, that they drive curriculum development, and that revising them is a periodic process not guided by curriculum changes.

Therefore, in AY 2013-2014 CIA FIRST began the collaborative process of re-formulating the school’s SLOs. The procedure began when the Curriculum & Professional Coordinator went on a two day institute with the Association of Supervision and Curriculum Development (ASCD) Understanding by Design 2.0 – Designing Understanding-Based Curriculum hosted by Jay McTighe and Elizabeth Rossini. During the course of the institute, the topic was brought up whether the Long-term Transfer Goals (LTTGs) contained within the Understanding by Design (UbD) 2.0 should equate to a school’s SLOs. After discussion between the hosts and the participants it was decided that this should be the case. With this in mind, CIA FIRST’s SLOs are designed to align with both the UbD principles of LTTGs and the WASC guidelines for SLOs.

Therefore, CIA FIRST’s SLOs:

- Are interdisciplinary
- Are assessable
- Are performance-based
- Are long-term in nature (i.e. they develop and deepen over time)
- Are transferable to new situations
- Are items that a learner will be able to independently do rather than be or understand
- Require thoughtful assessment of prior learning to determine which apply to the current situation

In addition, the school has deliberately avoided SLOs which seek to enforce a particular worldview or opinion on learners such as ‘embrace democracy’ or ones which are ambiguous in nature such as ‘be a good citizen’. This is aligned with the school’s philosophy of learning and teaching.

The process continued upon the Curriculum & Professional Learning Coordinator’s return from the institute where an Edmodo group was set up named CIA FIRST Understanding by Design. The entire school faculty joined the group as well as the Board of Directors (BoD). Parents were also invited to join. This began almost a year of collaborative discussion in which the new set of SLOs were formulated. Subject Coordinators suggested LTTGs for their units which encompassed big transferable ideas, and these were refined through digital conversations. Once agreed upon, these were taken and merged between disciplines to create a set of interdisciplinary, overarching LTTGs.
SCHOOL PROFILE

Once a draft set had been formulated, these were presented to the BoD, the Parents as Partners Association (PaPa), and students for further refinement. Papa meetings and school family events were used to engage the parents, and Learners’ Voice meetings for the student’s participation. The refined set were also sent to the co-author of UbD, Jay McTighe, who not only endorsed them but asked whether he could use them as an exemplar. In addition, they were presented to the special visiting committee in December 2014 who also gave their approval. The final adjustment was made on the recommendation of WASC consultant Barbara Parker who suggested that the SLOs should be clustered into logical groups. This advice was taken on board as can be seen in the final version. Moreover, a ‘student friendly’ version was created to be more accessible to Kindergarten and elementary school students.

The final version, which was made public during the second semester in AY 2014-2015 is as follows:

Students will be able to independently use their learning to (SWBATIUTLT)...  
Student Friendly version  
When I leave school, on my own I will...

<table>
<thead>
<tr>
<th>Be Global Citizens who:</th>
<th>Be a Global Citizen who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively for a wide variety of purposes and audiences within and across cultures.</td>
<td>Speaks and writes clearly in all situations.</td>
</tr>
<tr>
<td>2. Use and understand existing technology and adapt to new technology in order to enhance productivity, creativity and communication.</td>
<td>Uses technology to improve and share my work.</td>
</tr>
<tr>
<td>3. Collaborate with others successfully, including those who differ from themselves.</td>
<td>Works well with people from around the world.</td>
</tr>
<tr>
<td>4. Mitigate conflict and misunderstandings by empathising with others of differing world views.</td>
<td>Understands what other people think and why they act the way they do.</td>
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<table>
<thead>
<tr>
<th>Be Empowered Thinkers who:</th>
<th>Be an Empowered Thinker who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Comprehend, synthesize and analyse complex information to further understanding and apply and share it in an ethical manner.</td>
<td>Reads, understands and uses information without copying from others.</td>
</tr>
<tr>
<td>6. Critically appraise information for validity and reliability.</td>
<td>Works out if something is useful and true.</td>
</tr>
<tr>
<td>7. Make informed decisions after analyzing situations from multiple perspectives.</td>
<td>Makes my mind up after considering all the options.</td>
</tr>
<tr>
<td>8. Evaluate social systems in terms of their effectiveness and ability to serve the needs of all people.</td>
<td>Decides what rules are best and the best way to organize people.</td>
</tr>
<tr>
<td>9. Explain phenomena, formulate and test hypotheses based on empirical evidence and axioms, and critique findings to further understanding, solve problems and make recommendations for further inquiry.</td>
<td>Asks questions and find out how things work.</td>
</tr>
<tr>
<td>10. Identify complex problems and formulate, justify and apply solutions.</td>
<td>Finds and solves difficult problems.</td>
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<tr>
<th>Be Well-rounded Individuals who:</th>
<th>Be a Well-Rounded Individual who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Convey appreciation of the arts, sciences and the beauty of the natural world.</td>
<td>Enjoys reading, music, art, science and the world around me.</td>
</tr>
<tr>
<td>12. Reflect on their attitudes and learning, recognize and develop effective strategies, and set achievable personal and academic goals.</td>
<td>Thinks about how I learn and sets myself goals.</td>
</tr>
</tbody>
</table>
CIA FIRST’s Critical Learner Needs (CLNs)
The process for determining the school-wide CLN’s commenced in the weekly SAP Goal 2 meetings, which are attended by all Subject Coordinators across all levels. The method began by grouping the staff members by subject and asking them to analyse LASW data from their respective subjects, in combination with observations and experiences with students. After a few weeks, the following critical areas were put forward:

- Mathematics: situation analysis; explanation of processes; creative problem solving
- Science/ICT: Lack of original design & creativity; analyzing & interpreting data; constructing explanations & designing solutions; engaging in argument using evidence
- ELA: Close reading skills; supporting ideas with reasoning & evidence; research skills
- Social Studies: Close reading skills; research skills; supporting ideas with reasoning & evidence

The next stage of the process involved creating three new groups with teachers of diverse subjects, across all school levels. The groups were then tasked with finding commonalities and to present what they believed should be the school’s CLNs. The results were as follows:

- Group 1: Close reading skills; research skills; supporting arguments
- Group 2: Analysing information; creativity; supporting arguments
- Group 3: Close reading skills; supporting ideas with reasoning & evidence; creativity

Finally, synthesizing these suggestions, three school-wide CLNs were collaboratively agreed upon:

CIA FIRST students need focused instruction in:

- Close reading of texts – understanding, analysing, evaluating
- Supporting arguments and claims with evidence
- Defining problems and creative problem solving

<table>
<thead>
<tr>
<th>Critical Learner Need</th>
<th>School-wide Learner Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close reading of texts – understanding, analysing, evaluating</td>
<td>Comprehend, synthesize and analyse complex information to further understand and apply and share it in an ethical manner</td>
</tr>
<tr>
<td>Supporting arguments and claims with evidence</td>
<td>Communicate effectively for a wide variety of purposes and audiences within and across cultures</td>
</tr>
<tr>
<td>Defining problems and creative problem solving</td>
<td>a) Identify complex problems and formulate, justify and apply solutions.</td>
</tr>
<tr>
<td></td>
<td>b) Explain phenomena, formulate and test hypotheses based on empirical evidence and axioms, and critique findings to further understanding, solve problems and make recommendations for further inquiry</td>
</tr>
</tbody>
</table>

Following this, the strategy of ‘Here what, so what, now what?’ was utilised by the SAP Goal 2 group to attempt to identify the possible reasons for the current situation and to formulate strategies to address the learners’ needs. These have been articulated as action points in SAP Goal 2 – Curriculum Development and it is the responsibility of the group to plan, implement and monitor the actions. Specific academic standards have been identified which relate to the CLNs to enable efficient tracking of the effectiveness of initiatives.
SCHOOL PROFILE

CIA FIRST Programme Overview
CIA FIRST’s curriculum is based on academic standards from the USA, flavoured with content relevant to the Cambodian context and intermingled with global competences.

Academic standards adopted are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standards</th>
<th>Year of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>AERO</td>
<td>AY 2013-2014</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>CCSS</td>
<td>AY 2014-2015</td>
</tr>
<tr>
<td>Mathematics</td>
<td>CCSS</td>
<td>AY 2014-2015</td>
</tr>
<tr>
<td>Kindergarten (K2-K4)</td>
<td>Pennsylvania Learning Standards</td>
<td>AY 2014-2015</td>
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<tr>
<td></td>
<td>for Early Childhood</td>
<td></td>
</tr>
<tr>
<td>Information &amp; Communication</td>
<td>ISTE &amp; CSTA</td>
<td>AY 2015-2016</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>NCCAS</td>
<td>AY 2015-2016</td>
</tr>
</tbody>
</table>

Additional learning goals adopted are the Habits of Mind and the Global Competencies Matrix. The Kindergarten programme is centred around Play-based Learning and uses the Pennsylvania standards in K2-K4 and AERO standards in K5. Social studies is taught as a combined subject in elementary school and then is split into history and geography in middle school. The ICT programme in both elementary and middle school focuses on both digital literacy (ISTE) and computer science with an emphasis on programming skills (CSTA).

At the middle school level, all students study music and are also given the choice of drama, band or visual arts as electives, if they choose not to study the Khmer Elective. Language B choices are French, Chinese and Khmer for foreigners. Physical education courses are offered at all school levels and swimming classes will be added in AY 2015/2016. In addition, there are school football, basketball and volleyball teams.

All courses are designed around the principles of Understanding by Design with a focus on big ideas and transferable understandings. Units are assessed based on authentic performance tasks, knowledge and skills quizzes, the Habits of Mind and discussions centred around Essential Questions. The Khmer Elective is offered as some government jobs and royal universities still require the grade 12 Cambodian National Diploma for entry. The curriculum is governed by the Ministry for Education Youth and Sport (MoEYS) and examinations are external. Plans are in place to begin offering College Board Advanced Placement (AP) courses in grade 12 from AY 2016/2017. Initial subjects on offer will be English Language and Composition, Psychology, Calculus, Physics, Computer Science Principles and Chinese Language & Culture in the first year. The school will expand the courses on offer in later years.

All grade 12 students are encouraged to take either the IELTS or TOEFL English proficiency test, and the College Board SAT test if their chosen university requires it for entry.
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

PARENT PROFILE

CIA FIRST primarily serves local Khmer students and parents. The school’s parent community is composed mainly of business owners, government employees, and employees of different private companies. When a student registers with CIA FIRST, the parents of the student are asked to state their occupation; however, due to cultural sensitivities it is optional. Out of the 1349 students enrolled at the time of writing, 934 parents chose to disclose their occupation.

![Parent Occupation Distribution]

CIA FIRST is aware that it would be beneficial to the school to collect more detailed parent demographic information such as salary range in order to inform decisions such as tuition fee increases, after school activities and opportunities for international travel. Historically, due to local culture it has been a challenge to collect such information. However, the school is resolved to attempt to do so moving forward.

CIA FIRST STUDENT PROFILE

As of August 2015, student enrolment at CIA FIRST stands at 1383 for Kindergarten through to Grade 12. There are students from 20 different countries enrolled at CIA FIRST, with a predominantly Khmer student population. The Khmer student population makes up 89% of the overall student population, Filipinos make up 2%, Koreans make up 4%, and Malaysians make up 1%. The remaining population is made up of students from China, Indonesia, Japan, India, Nigeria, Thailand, the United Kingdom, Bangladesh, the United States of America, Australia, Canada, Uzbekistan, Kazakhstan, Mexico, and New Zealand. The vast majority of CIA FIRST students are English Language Learners (ELLs), although over the past 2 years, the number of English native-speaking children enrolling has increased. Percentage-wise, the largest increase per nationality in the student population has been Korean, especially at the high-school level.
CIA FIRST TEACHERS’ PROFILE

Teachers’ Qualifications
CIA FIRST employs a faculty of 167 teachers. One hundred teachers from around the world make up the faculty for the school’s international curriculum. The Khmer curriculum, which is offered in the afternoon as an elective, is comprised of fifty-six Cambodian teachers and there are eleven co-teachers to offer support at the younger levels.

In addition to the school’s teaching faculty, CIA FIRST offers an administrative and academic support team to the school’s international curriculum. At the head of the leadership team is the School Director, followed by the Kindergarten & Elementary School Principal, Acting Principal for Middle and High School with two Assistant Principals, an Elementary School Coordinator and a Kindergarten Coordinator. At the high school, middle school and the elementary school level, the school also employs existing teachers to act as Subject Coordinators at their respective school levels to ensure alignment and offer support to other subject teachers. To more effectively support teachers and students, CIA FIRST also employs a Professional Learning Coordinator, Special Education Needs Coordinator (SENCO), and a Special Education Needs (SEN) teacher.

CIA FIRST is committed to hiring certified and qualified teachers. Moving in the 2015/16 AY, 67% of the school’s entire teaching faculty is either certified or currently undertaking studies to become certified in this school year. Over half of CIA First’s international faculty is certified. Out of 100 teachers, 56% are certified or are currently studying. The majority of the Khmer faculty (84%) are certified and 82% of the ELA co-teachers are certified as well.

CIA FIRST is committed to increasing the number of qualified staff by creating individualized professional development plans to ensure more of the school’s staff remain current and qualified. Two members of staff are working on their Masters of Arts in Learning and Teaching. Another member of staff is working on his Masters in Education. Six members of staff are enrolled in the Post Graduate Certificate of Education (International) with the University of Nottingham, UK. Another member of staff at the kindergarten level is currently working on achieving her Montessori Teaching Certificate. Moreover, CIA FIRST intends to send at least four currently uncertified teachers per year on the PGCEi course as part of the school’s professional development plan.

Currently at CIA FIRST, only three staff members do not have a Bachelor’s Degree or higher. They have been provided with a professional development plan, which involves studying the Cambridge DELTA in the summer of 2016 followed by a Master’s in Education in autumn of 2016. There are also 46 International Teaching Assistants, who are all undergoing studies at the university level.
Teachers’ Qualifications

CIA FIRST Teaching Faculty

International Teachers

Khmer Faculty

ELA Co-Teachers

Certified or in Progress

Not Certified

Teaching Staff Turnover

Teaching staff turnover at CIA FIRST in previous years has been relatively high; however, turnover has been in decline since the end of academic year 2012/2013. Staff retention has improved as there are now different incentives for teachers to stay at CIA FIRST. Yearly salary increases based on teacher performance has improved teaching staff retention. The possibility of taking on different roles within the school and progressing professionally has also been a factor in retaining teachers from previous years. CIA FIRST has also adopted the policy of trying to hire certified teachers. Certified teachers are more likely to stay on at CIA FIRST than uncertified teachers.
STUDENT ACHIEVEMENT DATA EXTERNAL

MAPS Reading Spring 2014

MAPS Language Spring 2014
STUDENT ACHIEVEMENT DATA EXTERNAL

MAPS Mathematics Spring 2014

MAPS Reading Fall 2014
STUDENT ACHIEVEMENT DATA EXTERNAL

MAPS Language Fall 2014

MAPS Mathematics Fall 2014
STUDENT ACHIEVEMENT DATA EXTERNAL

MAPS Reading Spring 2015

MAPS Language Spring 2015
STUDENT ACHIEVEMENT DATA EXTERNAL

MAPS Mathematics Spring 2015

Grade 6 to Grade 7 Spring Results 2014/2015
STUDENT ACHIEVEMENT DATA EXTERNAL

Grade 7 to Grade 8 Spring Results 2014/2015

Grade 8 to Grade 9 Spring Results 2014/2015
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA |

STUDENT ACHIEVEMENT DATA EXTERNAL

Grade 9 to Grade 10 Spring Results 2014/2015

Grade 10 to Grade 11 Spring Results 2014/2015
STUDENT ACHIEVEMENT DATA EXTERNAL

Grade Level Growth Beginning to End of Year 2014/2015
Language Usage

Grade Level Growth Beginning to End of Year 2014/2015
Reading
CIA FIRST adopted MAP testing (Measures of Academic Progress) in spring 2014 as a way of measuring student achievement through external means. From spring 2014 to spring 2015 Grade 5-11 have sat MAP tests in Language Usage, Reading, and Mathematics. Due to technical difficulties, MAP scores for Grade 5 in spring 2015 are unavailable as are MAP results for Grade 11 reading in autumn 2014. In autumn 2015 CIA FIRST will be extending the MAP tests to Grades 3-11 and also including Science for all grades.

Through looking at comparative data between CIA FIRST, all international schools, and EARCOS, CIA FIRST compares students’ academic achievement with similar schools across the world. When comparing Grade 5 scores to other international schools and EARCOS schools, CIA FIRST scores quite low. At CIA FIRST, the student population consists almost entirely of non-native English speakers, so English proficiency is required to ensure that students at CIA FIRST can perform at a level comparable with their native-English-speaking counterparts. CIA FIRST accept students from feeder schools at all grade levels except grade 12. The quality of education that the students have received at feeder schools is usually much lower than at CIA FIRST.
STUDENT ACHIEVEMENT DATA EXTERNAL

As student’s progress through the grades they either meet or exceed international norms. In spring 2015, grade 11 out-performed all international schools and EARCOS schools in both Language Usage and Reading. In fall 2014, grade 11 scored higher than EARCOS schools and international schools in Language Usage, and the fall 2014 grade 11 class also scored higher that the average for all international schools in Mathematics. In spring 2014, the grade 11 class scored higher than both EARCOS schools and all international schools in Mathematics and exceeded the scores of international schools in Language Usage.

A comparison with same class groups shows consistent improvement between grade levels. From spring 2014 to spring 2015. When taking the MAP test, the grade 5 students scored 6 points higher in Language, 5 points higher in Reading and 8 points higher in Mathematics. The grade 6 group scored 1 point higher point higher in Language, 8 points higher in Reading, and 7 points higher in Mathematics. The grade 7 group scored 5 points higher in Language, 7 points higher in Reading, and 6 points higher in Mathematics. The grade 8 group scored 2 points higher in Language, 5 points higher in Reading, and 9 points higher in Mathematics. The grade 9 group scored 1 point higher in Language, 3 points higher in Reading, and 3 points higher in Mathematics. The grade 10 group scored 6 points higher in Language, 9 points higher in Reading, and 1 point higher in Mathematics.

CIA FIRST realizes the importance of measuring student growth at a grade by grade level. Due to the small sample size of MAP testing results, there is a relatively small sample size on which to measure student growth on. CIA FIRST intends to continue MAP testing in order to accurately gauge student growth at a grade by grade level in order to address this.
Student Achievement – Internal
CIA FIRST uses DDIPs as a way of measuring student achievement in attaining SLOs and academic standards. By taking the baseline data and looking for student trends, instruction can be changed in order to improve student’s achievement of an academic standard or SLO. Included are exemplars of DDIPs used to improve instruction for kindergarten and middle school. The middle school DDIPs focus on the school-wide CLNs of ‘supporting arguments and claims with evidence’ & ‘defining problems and creative problem solving’.

DDIP – Grade 8 ELA
Academic standards assessed:

W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.4.a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.9.a. Apply grade 8 Reading standards to literature
Please use the box below to describe any specific and observed trends when marking this task. For example, is it evident that students have generally struggled to acquire any particular knowledge or skills, attain particular understandings, meet specific standards, or demonstrate transfer? This information will contribute to future instructional and curriculum planning.

Students in this task were asked to produce a piece of creative writing based on the book Wonder by R.J. Palacio. The book is written from multiple perspectives, giving the reader the point of view of several different characters of events in the story. The task was to write a chapter, including familiar events from the book, but from the perspective of a different character.

On the whole the students understood the task very well and were able to produce writing that was clearly intended to represent the unique perspective of a different character (W8.3a, W8.4, and W8.9). One part of the task was to try to write noticeably in the “voice” of their character; on reflection, this was too challenging for ELLs at this grade level, and accordingly only a very few students made a good attempt at this.

The most noticeable feature of the writing as a whole that needed improvement was the lack of dialogue (W8.3b) included in the students’ stories for purposes of exposition, to drive plot development and to gain and keep the readers’ interest. There is a further creative writing assignment in Semester 2 which will give an opportunity for the students to improve their skills in this area.

Grade 8 Unit 2 – Wonder Creative Writing Performance Task

- Approaches: 60%
- Meets: 30%
- Attempts: 5%
- Exceeds: 5%
Please use the box below to outline any planning and instructional changes you plan to make based on the identified trends:

**Planning changes:**
The unit for The Westing Game in Semester 2 will be extended to give students much more time to plan and develop their creative writing assignments, and for more instructional time to be given to dialogue and descriptive writing skills.

**Instructional changes:**
More time will be given to direct instruction of conventions of dialogue use (punctuation, etc.) and the concept of “show not tell” in descriptive writing. Students will practise planning, developing and enhancing stories with description and dialogue in whole-class brainstorming activities and writing activities, group work looking at the difference in stories with and without dialogue, drafting of individual ideas with peer review and editing.

**Results of planning and instructional changes:**

Updated 14.5.2015: The results of the second performance task after the added instructional time show a marked improvement. The great majority of students now at least meet the standard, with a sizeable proportion exceeding it. The quality of the dialogue in all the stories graded for this assignment was immediately noticeable and a marked improvement over the assignment earlier in the year.

**DDIP – Grade 6 Science**
Please list the academic standards assessed:

- MS-ESS3-5 Ask questions to identify and clarify evidence of an argument.
- MS-LS2-1 Analyse and interpret data to provide evidence for phenomena.
- MS-LS1-6 Construct a scientific explanation based on valid and reliable evidence obtained from sources.
DDIP – Grade 6 Science
Please use the box below to describe any specific and observed trends when marking this task. For example, is it evident that students have generally struggled to acquire any particular knowledge or skills, attain particular understandings, meet specific standards, or demonstrate transfer? This information will contribute to future instructional and curriculum planning.

Grade 6 science students started the year by studying the Nature of Science. In this unit, the students learned what science is and how it affects everything around us. The lessons included are the different branches of science, the common laboratory tools used in scientific investigations, the traits that scientists may possess to help them in their investigations, the difference between science and pseudoscience, different types of scientific investigations, how to write a hypothesis, identifying theories and laws, and the steps in a scientific method. The performance task given to the students is to play the role of a scientist who works for a toilet paper company. The students will work in small groups and will design a procedure. They have to create a booklet that will contain a problem they have identified, a written hypothesis related to the problem, and a procedure to test their hypothesis. The students are also expected to identify the materials needed to test their hypothesis.

The performance task is assessed using the following criteria:

1. The student’s ability to formulate a question on a given topic/situation.
2. The student’s ability to formulate a hypothesis related to your question using the stem: If… then...
3. The student’s ability to design a clear and precise procedure that can be followed by others.
4. The student’s ability to identify the right materials for the project.
5. The student’s ability to sketch a prototype with complete descriptions.
6. The student’s ability to evaluate the plan.
7. The student’s ability to analyse the results of the experiment.
8. The student’s ability to write a conclusion.

After assessing the students’ work, two criteria have been evident that need more focus. These are writing hypotheses and conclusions. Below are the data.

![Hypothesis and Conclusion Data Charts]
STUDENT ACHIEVEMENT DATA EXTERNAL

Please use the box below to outline any planning and instructional changes you plan to make based on the identified trends:

**Planning Changes:** To improve the students’ ability to write hypotheses and conclusions, more activities with the use of scientific method will be included in the next unit plans. Such activities will include formulating questions and practicing writing hypotheses. I will also include more lab activities that will enhance the students’ ability to write coherent conclusions. This of course, will be included in the instructional path of the unit.

**Instructional Changes:** Students will conduct more activity based learnings such as developing hypotheses from a given problem, gathering information from the evidence and analysing data which is useful to write conclusions. Students will also get exposed in more group tasks that will enable them to collaborate with their classmates and peers. This will help them consolidate ideas and figure out which amongst their data is most useful. The teacher will also demonstrate examples of how to write good hypotheses and use data gathered to make the lessons much easier to comprehend.

Results of planning and instructional changes:

For the second unit, Grade 6 students conducted an experiment for their performance task. The experiment aims to answer how eggs get salty without cooking. The students wrote a lab report that explains the methods and analysis how they achieved making their duck eggs salty by soaking them in brine solution for 2 weeks. The criteria that we focused more in this performance task are the students’ ability to write a hypothesis for a given problem and make a conclusion using the evidence from their experiment. Below is the data:

![Hypothesis and Conclusion Pie Charts]

After comparing the results of the data from the first unit and second unit, it is now evident that the students are able to write hypothesis for a given problem. However, in the second unit, the percentage of students meeting the standards for formulating conclusions remained the same, with fewer students exceeding the standards. It is clear that more learning activities need to be focused on writing conclusions based on results, and a further intervention will be carried out for this group of students.
Please list the academic standards assessed:

**PENNSYLVANIA ELA STANDARDS**
Standard 3.4 Technology: Exploration, Inquiry and Invention
Standard 3.4e: Technology: The Design World
3.4e.1: Medical Technologies
Practices using medical equipment and materials

Please use the box below to describe any specific and observed trends when marking this task. For example, is it evident that students have generally struggled to acquire any particular knowledge or skills, attain particular understandings, meet specific standards, or demonstrate transfer? This information will contribute to future instructional and curriculum planning.

This performance task focused on the student’s ability to develop awareness of the use of medical equipment and materials. Recognize the importance of each apparatus to monitor our health condition.

The K4 students had shown interest and enthusiasm in using each equipment. However, due to limited resources and time constraint, most of the students were not able to experience hands-on activities.

The chart below shows the percentage of students attempting, approaching, meeting and exceeding the standard:

**Students’ attainment of Standard 3.4e.1**
(Practices using medical equipment and materials)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>46%</td>
<td>Approaches Standard</td>
</tr>
<tr>
<td>13%</td>
<td>Attempts Standard</td>
</tr>
<tr>
<td>41%</td>
<td>Meets the Standard</td>
</tr>
</tbody>
</table>
Please use the box below to outline any planning and instructional changes you plan to make based on the identified trends:

**Planning Changes**: To improve students’ skills in basic use of medical equipment and materials and more hands-on activities with the use of real materials and toys, an intervention for this standard will be done. From the limited real medical equipment, additional resources such as videos, photographs and toys will be provided and integration of the topic will be reinforced.

**Instructional Changes**: Upon analysis of the student performance results, it showed that reinforcement is needed. Providing enough resources like syringe, thermometer, stethoscope, sphygmomanometer, lab caps and gowns, time to experience and discover how each equipment works and role playing will be performed. More differentiated, individualized and small group instructions will be done to improve skills on medical equipment. The teacher will also demonstrate how to use the basic medical equipment and the students will practice them as a group, individual and teacher’s assistance for those who are in need of help.

Results of planning and instructional changes:

At the end of the intervention, the chart shows that reinforcement was effective. 88% of students meet the standard, whereas the percentage in semester 1 was 13%. 11% of students approach the standard while last semester was 46%. 1% of student attempts the standard whereas 41% of students during the first semester.

The planning and instructional changes were helpful in attaining the goal. The students are able to meet the standard and continuous integration in different areas is needed for mastery.

**Students’ attainment of Standard 3.4e.1**  
(Practices using medical equipment and materials)
Future Plans
As articulated in SAP Goal 2, CIA FIRST plans to design and implement Cornerstone Tasks at every grade level which will assess core transferable understandings within disciplines, and will spiral throughout the curriculum. Student achievement data from these assessment tasks will be used to both inform curriculum planning to address areas of concern, and to track student growth.

In addition, the school is currently working with its student information system provider, Open Solutions for Education to develop reporting functionality which will produce overall average grade level achievement data per subject. Furthermore, the school has plans to work with the provider to develop functionality to link assessment rubric criteria to academic standards and SLOs, thus making the DDIP process more efficient.
Analysis of NG Reach pre and post-tests, AY 2013-2014

The NG Reach pre and post-tests were taken by grade levels 3-5, with the exceptions of G4C, G4D and G5C. The test’s three measurable parameters are reading comprehension, vocabulary and grammar.

**Trends**

In the pre-test, students in all grade levels achieved the lowest scores in reading comprehension followed by grammar. Overall students in higher grade levels performed better than in lower grade levels.

The grade 3 students improved their comprehension significantly although their average in the post-test only reached 67%. The scores in grammar remained fairly low, just below 60% in the post-test.

In grade 4, the students improved their average grammar score by 16.5 points from 59% to 75.5%. The lowest scores were recorded in comprehension. The grade 5 students’ results improved evenly over the parameters and their lowest scores remained in comprehension.
STUDENT ACHIEVEMENT DATA INTERNAL A

Table 1: Pre- and post-test results school year 2013-2014, all Grade 3 students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comp</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Overall</th>
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</thead>
<tbody>
<tr>
<td>G3A</td>
<td>56</td>
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<td>74</td>
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</tr>
<tr>
<td>G3B</td>
<td>51</td>
<td>52</td>
<td>69</td>
<td>57</td>
</tr>
<tr>
<td>G3C</td>
<td>32</td>
<td>38</td>
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<td>43</td>
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<td>G3D</td>
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<td>68.25</td>
<td>56</td>
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<table>
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<th>Grammar</th>
<th>Vocab</th>
<th>Overall</th>
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</thead>
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<td>83</td>
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<td>G3B</td>
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<tr>
<td>G3C</td>
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<td>68</td>
</tr>
<tr>
<td>G3D</td>
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<td>83</td>
<td>74</td>
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<td>67</td>
<td>59.75</td>
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AVG Improvement 19 7.5 15.25 14

Figure 1: Grade 3 Pre-test and Post-test Comparison
Table 2: Pre- and post-test results school year 2013-2014, all Grade 4 students

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<th>Vocab</th>
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<td>G4D</td>
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<td>66</td>
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<table>
<thead>
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<th>Grammar</th>
<th>Vocab</th>
<th>Overall</th>
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</thead>
<tbody>
<tr>
<td>G4A</td>
<td>69</td>
<td>76</td>
<td>91</td>
<td>79</td>
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<tr>
<td>G4B</td>
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<td>88</td>
<td>77</td>
</tr>
<tr>
<td>G4C</td>
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</tr>
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<td>G4D</td>
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<td>AVG</td>
<td>68.5</td>
<td>75.5</td>
<td>89.5</td>
<td>78</td>
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</table>

**AVG Improvement**

|         | 9.5  | 16.5 | 9.5  | 12     |

Figure 2: Grade 4 Pre-test and Post-test Comparison
### Table 3: Pre- and post-test results school year 2013-2014, all Grade 5 students

<table>
<thead>
<tr>
<th>Grade</th>
<th>September 2013 / Pre test</th>
<th>June 2014 / Post test</th>
</tr>
</thead>
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<tr>
<td></td>
<td>September 2013</td>
<td>June 2014</td>
</tr>
<tr>
<td></td>
<td>Comp</td>
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<tr>
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<tr>
<td>G5B</td>
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</tr>
<tr>
<td>G5C</td>
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<td>AVG</td>
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**AVG Improvement** 5.6 7.6 0.33 4.3
STUDENT ACHIEVEMENT DATA INTERNAL B

Analysis of NG Reach pre and post-tests, AY 2014-2015

Figure 1: Reading Comprehension 2013-2014 and 2014-2015

Figure 2: Grammar 2013-2014 and 2014-2015

Figure 3: Vocabulary 2013-2014 and 2014-2015
STUDENT ACHIEVEMENT DATA INTERNAL B

Overall results

Table 1: Overall results of NG Reach Pre-test, September 2014 / Figure 4

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Vocab</th>
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</thead>
<tbody>
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<td>61</td>
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<td>Grade 4</td>
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<td>66.5</td>
</tr>
<tr>
<td>Grade 5</td>
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<td>79</td>
<td>87</td>
<td>79</td>
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</table>

Table 2: Overall results of NG Reach Post-test, May 2015 / Figure 5

<table>
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<th>Grammar</th>
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<td>Grade 3</td>
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</table>
Grade 1

Table 3: Grade 1

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<table>
<thead>
<tr>
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<th>Grammar</th>
<th>Vocab</th>
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<tbody>
<tr>
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<td>95</td>
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</tr>
<tr>
<td>G1C FT</td>
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<td>56</td>
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<td>G1D FT</td>
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AVG Improvement: 8.5, -13, 29, 13

Figure 6: Results of NG Reach pre-test, Sep 2014, Grade 1

Figure 7: Results of NG Reach post-test, May 2015, Grade 1

Figure 8: Comparison of pre- and post-test, Grade 1
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

STUDENT ACHIEVEMENT DATA INTERNAL B

Grade 2

Table 4: Grade 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comp</th>
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<th>Vocab</th>
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May 2015 / Post test

<table>
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<th>Comp</th>
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<th>Vocab</th>
<th>Overall</th>
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<tr>
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<tr>
<td>G2D FT</td>
<td>72</td>
<td>82</td>
<td>97</td>
<td>83</td>
</tr>
<tr>
<td>G2E PT</td>
<td>66</td>
<td>63</td>
<td>94</td>
<td>74</td>
</tr>
<tr>
<td>G2F PT</td>
<td>66</td>
<td>80</td>
<td>98</td>
<td>80</td>
</tr>
<tr>
<td>AVG</td>
<td>67</td>
<td>75.5</td>
<td>96.5</td>
<td>78.7</td>
</tr>
</tbody>
</table>

AVG Improvement 24 15.5 4 16.1

Figure 9: Results of NG Reach pre-test, Sep 2014, Grade 2

Figure 10: Results of NG Reach post-test, May 2015, Grade 2

Figure 11: Comparison of pre- and post-test, Grade 2
### Grade 3

**Table 5: Grade 3**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comp</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3A FT</td>
<td>70</td>
<td>63</td>
<td>91</td>
<td>75</td>
</tr>
<tr>
<td>G3B FT</td>
<td>59</td>
<td>67</td>
<td>86</td>
<td>71</td>
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<td>80</td>
<td>65</td>
</tr>
<tr>
<td>G3D PT</td>
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<td>51</td>
<td>74</td>
<td>60</td>
</tr>
<tr>
<td>G3E PT</td>
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<td>61</td>
<td>88</td>
<td>70</td>
</tr>
<tr>
<td>AVG</td>
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<td>60.2</td>
<td>83.8</td>
<td>63.2</td>
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</table>

**May 2015 / Post test**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comp</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3A FT</td>
<td>82</td>
<td>72</td>
<td>91</td>
<td>82</td>
</tr>
<tr>
<td>G3B FT</td>
<td>78</td>
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<td>G3C FT</td>
<td>70</td>
<td>63</td>
<td>90</td>
<td>74</td>
</tr>
<tr>
<td>G3D PT</td>
<td>56</td>
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<td>70</td>
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<tr>
<td>AVG</td>
<td>69.2</td>
<td>63</td>
<td>86</td>
<td>72.6</td>
</tr>
</tbody>
</table>

**AVG Improvement**  

|         | 8.6  | 2.8  | 2.2  | 9.4  |

**Figure 12: Results of NG Reach pre-test, Sep 2014, Grade 3**

**Figure 13: Results of NG Reach post-test, May 2015, Grade 3**

**Figure 14: Comparison of pre- and post-test, Grade 3**
STUDENT ACHIEVEMENT DATA INTERNAL B

Grade 4

Table 6: Grade 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>September 2014 / Pre test</th>
<th>May 2015 / Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Comp</td>
<td>Grammar</td>
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<td>75</td>
<td>60</td>
</tr>
<tr>
<td>G4B FT</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>G4C FT</td>
<td>51</td>
<td>55</td>
</tr>
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<td>G4D PT</td>
<td>57</td>
<td>52</td>
</tr>
<tr>
<td>AVG</td>
<td>61.5</td>
<td>57.5</td>
</tr>
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</table>

AVG Improvement: 8 15.5 8.5 10.75
Grade 4

Table 6: Grade 4

<table>
<thead>
<tr>
<th>September 2014 / Pre test</th>
<th>May 2015 / Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Comp</td>
</tr>
<tr>
<td>G5A FT</td>
<td>68</td>
</tr>
<tr>
<td>G5B FT</td>
<td>77</td>
</tr>
<tr>
<td>G5C FT/PT</td>
<td>65</td>
</tr>
<tr>
<td>G5D FT</td>
<td>64</td>
</tr>
<tr>
<td>AVG</td>
<td>69</td>
</tr>
</tbody>
</table>

AVG Improvement 2 1.75 0.75 0.75

Figure 18: Results of NG Reach pre-test, Sep 2014, Grade 5

Figure 19: Results of NG Reach post-test, May 2015, Grade 5

Figure 20: Comparison of pre- and post-test, Grade 5
Trends

Grade 1: For the Grade 1 students the pre-test was their first encounter with the test format. This may be one explanation for relatively low scores around the 60% mark. The exception was the result in Grammar, 75%. Over the year the results improved significantly, on average by 13%. The average score in grammar decreased by 13% while vocabulary increased by 29%.

Grade 2: Similarly to Grade 1, this school year was the first with the NG Reach tests for the second grade students. The pre-test scores were uneven, ranging from an average of 42% in Reading Comprehension to 92% in Vocabulary. The post-test shows substantial improvement in the weakest areas, Reading Comprehension and Grammar. The total average improvement was 16%, from 63% in the pre-test to 79% in the post-test.

Grade 3: The Grade 3 students followed the overall trend of good marks for Vocabulary, but poorer results in Grammar and Reading Comprehension with an average of about 60% in each category. The students made good progress in Reading Comprehension, improving from 60% to 69% whereas the other criteria remained roughly at the same level.

Grade 4: Similarly to Grade 3, the Grade 4 pre-test results showed modest results for Reading Comprehension and Grammar with stronger results in Vocabulary. The students improved their results significantly in all categories, with an overall increase by 11%.

Grade 5: The Grade 5 students performed better on the pre-test than the lower grade students in all categories but Vocabulary, and this advantage remained in the post-test although the improvement in each category was small. The average score increased by less than one percent, going from 79% to 79.75%.

Comparison with school year 2013-2014

As only upper elementary levels took the test during the school year 2013-2014 there is no data available to make comparisons for lower grade levels. For grades 3-5 the data shows small changes over time and no significant trends can be identified.
IELTS TOEFL SCORES

CIA FIRST English Proficiency Tests Data
CIA FIRST students are encouraged to sit either the IELTS or TOEFL test in grade 12, and have scored highly in both to date. The average score for the IELTS for grade 12 for AY 2014/2015 graduating class was 7, with the highest score being 8.5. One student from the 2014/2015 graduating class sat the TOEFL exam and scored 91. CIA FIRST has only introduced data tracking of English proficiency tests in the current school year but plans to continue this in the future.

The initial results are very encouraging, with the IELTS results surpassing the entry requirements for most international universities. The TOEFL score was also in the acceptable range. This demonstrates that although the majority of students enter CIA FIRST with below grade-level English proficiency, by the time they graduate they have attained a level of proficiency conducive to university study in English.

CIA FIRST is aware of the need to gather longitudinal English proficiency score data.
Students who finish Grade 12 at CIA FIRST attend a range of universities throughout the world. There is currently a 60% university attendance rate for students who finish grade 12 at CIA FIRST. There is information pending from students who graduated from the 2014/2015 grade 12 class as the school is awaiting additional information from most students from this class. This was the biggest grade 12 class to date and will have a large bearing on the university acceptance data.

Universities that CIA FIRST students have been accepted into include:

- Cascadia College, Seattle, WA
- University of Technology, Sydney
- Providence University, Taichung, Taiwan
- Frankfurt University, Frankfurt, Germany
- Assumption University, Bangkok, Thailand
- JMC Academy, Sydney, Australia
- Wuhan University of Technology, Wuhan, China
- Assumption University, Bangkok, Thailand
- CamEd Business School, Phnom Penh, Cambodia
- Clark College, Vancouver, WA
- AUPP, Cascadia College, Seattle, WA
- Seattle Central College, Seattle, WA
- Bellevue College, Bellevue, WA
- Limkokwing University, Phnom Penh
- IFL, Phnom Penh, Cambodia
- RULE, Phnom Penh, Cambodia
- Kyonggi University, Seoul, South Korea
- Conestoga College, Kitchener, Canada
- Raffles College, Phnom Penh, Cambodia
- Melbourne Institute of Technology, Australia
PERCEPTION DATA

Perception data Introduction
In the school year of 2014/2015 CIA FIRST conducted surveys for students in grades 3 to 12, parents, teaching staff and support staff. Surveys for all grade levels were conducted during the Students’ ICT classes. The parent survey was conducted in the ICT labs during the school’s annual family day. Teaching and support staff were required to complete the survey during school hours. Teaching staff responses numbered 180, elementary school (ES) responses numbered at 309 students, middle school (MS) respondents numbered at 242, high school (HS) responses numbered 126, parent responses numbered 277, and support staff responses numbered 51.
Teaching Staff Perception Breakdown

Positive Trends

- (Pos) 87% of teaching staff believe that the school is safe and secure (SP.T.1)
- (Pos) 82% of teaching staff believe that they can communicate effectively, are involved in planning and solving differences (SP.T.2, SP.T.3, SP.T.4)
- (Pos) 91% of teaching staff believe that the school demonstrates high expectations for all students. (SP.T.5)
- (Pos) 89% of international faculty teaching staff claim to understand UbD principles (SP.T.8)
- (Pos) 82% of teaching staff believe that they are involved in the school’s planning process for school improvement (S.T.10)
- (Pos) 88% of teaching staff believe that they receive support and encouragement from the school when they try to enhance student learning in creative and innovative ways (S.T.11)

Negative Trends

- (Neg) 77% of teaching staff believe they are involved in responsibilities and action geared towards student learning and are accountable for it (SP.T.6)
- (Neg) 76% of teaching staff believe that the PD and training offered by the school helps them to enable students in achieving the academic standards and the SLOs (SP.T.7)
- (Neg) Only 60% of teaching staff agree that the offered PD is sufficient (SP.T.9)

Teaching Staff Perception Analysis

After analysis of the teacher survey, both positive and negative trends were found. In line with the school-wide action plan, perception data was used to plan improvement in areas of poor performance. The survey data indicated that professional development for teaching staff is an area perceived as inadequate (SP.T.7, SP.T.9). This is being addressed through the provision of additional resources (SAP goal 3 part B).

The adoption of digital classrooms in middle and high school and the ‘Bring Your Own Device’ (BYOD) policy has added a further dimension to classroom resources, enabling teachers to provide lessons that would be impossible in a traditional classroom (S.T.11).

CIA FIRST is now developing focused and personalized PD plans for all academic staff members. For example, new teaching staff are offered a two-week (instead of the former one-week) training and orientation program. Professional development at CIA FIRST covers a wide range of topics related to pedagogy, classroom management, and health and safety. Both internal and external facilitators are engaged, depending on topic and available competency. Additionally, individual teachers are encouraged to participate in online courses related to their responsibilities and interests.
PERCEPTION DATA

Parents Perception Breakdown

Positive Trends

- (Pos) 75% of parents believe that they have been involved in the development of the SLOs (SP.P.1)
- (Pos) 90% of parents believe that the school celebrates the success of students (SP.P.2)
- (Pos) 90% of parents believe that school events and communications are conducted in a language that they understand (SP.P.3)
- (Pos) 96% of parents believe that their communication with teachers is respectful (SP.P.4)
- (Pos) 74% of parents believe that the PaPAs has helped to increase/improve parents being connected to school activities and student learning (SP.P.5)

Negative Trends

- (Neg) 60% of parents know that we have board members and what they do. (SP.P.6)

Parents Perception Analysis

By providing recognition awards [empowered thinker, global citizen and well-rounded individual] at the end of year graduation and recognition ceremonies, CIA FIRST shows parents that the school recognises the broader achievements of students, rather than only rewarding academic performance. All parents are invited to attend the CIA FIRST recognition and graduation ceremonies. Other school events held throughout the academic year include, but are not limited to, family day and children’s day. These events are conducted in English, Korean, and Khmer to ensure that all parents, many of whom do not speak English, are fully included in the event (SP.P.2, SP.P.3, SP.P.4).

CIA FIRST’s PaPAs helps involve CIA FIRST’s parents in various ways, and was a major factor in enabling the parents to contribute to the development of the SLOs. PaPAs is promoted at all school events through the distribution of flyers. An information desk staffed by members of PaPAs, offering information about joining PaPAs and the activities that PaPAs is engaged in, is present at all school events. Parents are also kept up to date about PaPAs via SMS, the school website, and social media (SP.P.1, SP.P.5).

A disproportionate number of parents indicated that they were unaware of the board members and what they do. CIA FIRST has communicated to the school community a clear explanation of who the board members are and what their role is. Pictures of the BoD members are now part of the photo gallery in the student handbooks, and a welcome message with pictures of the BoD members is part of the physical school information folder, and is posted on the webpage. A description of the roles and backgrounds of the Chairman and Vice-Chairman of the BoD has been added to the ‘school community’ section of the website (SP.P.6).
PERCEPTION DATA

Students Perception Breakdown

Positive Trends
- (Pos) 80% of elementary school students believe that the English language support received from the school has helped them with their studies (SP.ES.1)
- (Pos) 91% of elementary school students believe that the school pushes them to learn new things (SP.ES.2)
- (Pos) 76% of middle and high school students believe that learning activities are helping them to use and understand technology (SP.MS/HS.5)
- (Pos) 67% of middle and high school students believe that English language support is there for those who need it (SP.MS/HS.6).

Negative Trends
- (Neg) 16% of elementary school students believe that they are bullied often or always (SP.ES.2)
- (Neg) 18% of elementary school students believe that the canteen is often or always clean (SP.ES.3)
- (Neg) 39% of middle and high school students believe that they are cared for at school (SP.MS/HS.1)
- (Neg) 58% of middle school and high students believe that they can find help if they are sick or injured (SP.MS/HS.2)
- (Neg) 13% of middle school and high school students believe that the canteen is often or always clean (SP.MS/HS.3)
- (Neg) 44% of middle and high school students believe that they are familiar with the SLOs (SP.MS/HS.4)

Student Perception Analysis

The survey revealed some very positive perceptions from the students in terms of the quality of instruction they receive. For example, elementary school students believe that additional English language support received has helped them with their studies. CIA FIRST will continue to support this program with additional resources, qualified teachers, and formal assessment to ensure that students are ready to re-enter mainstream classes after receiving additional support [SAP Goal 1][SP.ES.1][SP.MS/HS.6].

Bullying at CIA FIRST is an issue that is taken extremely seriously. The school believes a lack of education about what bullying actually is contributes to the perception that some elementary school students believe they are being bullied. There are several policies being implemented to tackle this issue school-wide [SAP Goal 1]. Anti-bullying presentations, anti-bullying contracts, and professional development for teachers on identifying bullying and how to handle situations where students are being bullied, are being implemented in AY 2015/2016 [SP.ES.3].
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

The adoption of the digital classroom, and the use of different digital resources and programs, has led to students becoming more digitally literate. Students are generally required to submit work using online platforms. CIA FIRST has inserted digital literacy classes into the curriculum at the beginning of every school year, starting AY 2015/2016. Furthermore, ISTE academic standards are embedded in all subject units for middle and high school [SP.MS/HS.5].

CIA FIRST actively encourages student involvement in the school planning process. In middle and high school, learner’s voice meetings, where elected students represent their homeroom and meet the leadership team, take place on a weekly basis. Elementary school does not currently hold learners voice meetings, preferring to gather student feedback through surveys, and follow-up surveys if there are glaring issues that need to be addressed. Students are free to speak with the school principal regarding any problems they may have [SP.ES.4].

The somewhat negative response that middle and high school students gave when asked whether they feel cared for at school is an area of growth. Every student is assigned a homeroom teacher and the homerooms teacher’s responsibilities include building a relationship with students, and helping students with any issues that they may have at school. CIA FIRST has also set aside a room specifically for SEN assessment, treatment, and counselling [SAP Goal 1]. All teachers will participate in professional development, in order to identify students who are in need of emotional support [SAP Goal 1] [SP.MS/HS.1].

The lack of knowledge that middle and high school students have in terms of knowing where to go when sick or injured could be put down to the recent move to a new campus. At the beginning of AY 2015/2016, all homeroom classes were given a tour of the school in order to show students where the various facilities are located. During induction week, the school nurse will visit homerooms classes in order to introduce herself and give a presentation on the services that the CIA FIRST clinic provides [SP.MS/HS.2].

CIA FIRST introduced the SLOs at the beginning of AY 2014/2015. To address the lack of familiarity that middle school and high school students have with the SLOs, the school has introduced a variety of programs. As part of the CIA FIRST induction week, homeroom teachers introduce the SLOs and check student understanding. At the weekly assembly, each homeroom will deliver a performance based on an SLO to which they have been assigned. This will help to reinforce student knowledge and understanding of the SLOs [SP.MS/HS.4].

Students at all school levels have an issue with the cleanliness of the school canteen. In order to investigate this further CIA FIRST conducted a second survey. This survey was created specifically to gauge perception of the canteen in more depth. It was found that the big issues were staff hygiene and cleanliness. In order to address this, canteen staff will be required to complete food hygiene training courses. A cleaning roster will also be added to the canteen bathroom to ensure that it is cleaned on a regular basis [SAP Goal 1] [SP.C.1, SP.C.2].
PERCEPTION DATA

Appendices

SP.T.1

The school is safe and secure.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Agree</td>
<td>40%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10%</td>
</tr>
</tbody>
</table>

Answered: 161, Skipped: 19

SP.T.2

I am involved in planning.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>40%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
</tr>
</tbody>
</table>

Answered: 157, Skipped: 23
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA |

PERCEPTION DATA

SP.T.3

I am involved in solving differences.

Answered: 159  Skipped: 21

SP.T.4

I can communicate effectively.

Answered: 169  Skipped: 20
PERCEPTION DATA

Appendices

SP.T.5

The school demonstrates high expectations for all students.

Answered: 158  Skipped: 22

SP.T.6

I am involved in discussions, decision making and its implementation towards student learning and I am accountable for

Answered: 150  Skipped: 20
PERCEPTION DATA

SP.T.7

PD and training offered by the school helps me to enable students to achieve the academic standards and the SLOs.

Answered: 158  Skipped: 22

SP.T.8

I understand the principles of UbD.

Answered: 153  Skipped: 27
Perception Data

Appendices

SP.T.9

The school offers sufficient staff training and development.

Answered: 150  Skipped: 20

- Strongly disagree / ...
- Disagree / ไม่เห็นด้วย
- Neither agree nor disagree...
- Agree / เห็นด้วย
- Strongly agree / ยิ่งเห็นด้วย

SP.T.10

I am involved in the school's planning process for school improvement.

Answered: 157  Skipped: 23

- Strongly disagree / ...
- Disagree / ไม่เห็นด้วย
- Neither agree nor disagree...
- Agree / เห็นด้วย
- Strongly agree / ยิ่งเห็นด้วย
PERCEPTION DATA

SP.T.11

The school offers support and encouragement when I try to enhance student learning in creative and innovative ways.

Answered: 159  Skipped: 21

SP.P.1

I have been given the opportunity to be involved in the development of the SLOs.

Answered: 205  Skipped: 22
PERCEPTION DATA

Appendices

SP.P.2

The school celebrates the success of the students.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>55%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15%</td>
</tr>
</tbody>
</table>

Answered: 196  Skipped: 31

SP.P.3

School events and communications are conducted in a language that I understand.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>55%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15%</td>
</tr>
</tbody>
</table>

Answered: 196  Skipped: 31
PERCEPTION DATA

SP.P.4

The communication between me and teachers is respectful.

Answered: 196  Skipped: 31

SP.P.5

The PaPAs have helped to increase/improve parents being connected to school activities and student learning.

Answered: 200  Skipped: 27
PERCEPTION DATA

Appendices

SP.P.6

I know we have Board members and what they do. ឃើញថាជាតិប្រកួតប្រែមានមូលឱ្យឱ្យមានគុណភាពនៅក្នុងការប្រកួតប្រែ។

Answered: 204  Skipped: 23

SP.E.S.1

The English language support I have received has helped me with my studies.

Answered: 308  Skipped: 1
PERCEPTION DATA

SP.ES.2

I am physically bullied at this school
Answered: 305  Skipped: 4

never
rarely
sometimes
often
always

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

SP.ES.3

The canteen is clean
Answered: 309  Skipped: 0

never
rarely
sometimes
often
always

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
PERCEPTION DATA

Appendices
SP.ES.4

The school listens to my opinions on how to improve the school.
Answered: 302  Skipped: 7

SP.MS/HS.1

I feel cared for in school.
Answered: 367  Skipped: 3
PERCEPTION DATA

SP.MS/HS.2

If I were sick or injured I could find help easily

Answered: 368  Skipped: 2

Strongly disagree
Disagree
Neither agree or disagree
Agree
Strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

SP.MS/HS.3

The canteen is clean

Answered: 367  Skipped: 3

Never
Rarely
Sometimes
Often
Always
PERCEPTION DATA

Appendices
SP.MS/HS.4

I am familiar with the School-wide Learner Outcomes (SLOs) and their purpose.

Answered: 365  Skipped: 0

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

SP.MS/HS.5

Learning activities are helping me to use and understand technology

Answered: 367  Skipped: 3

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
CHAPTER 1 | STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

PERCEPTION DATA

SP.MS/HS/6

The school offers English support to students who need it

Answered: 368  Skipped: 2

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
PERCEPTION DATA

Appendices

SP.C.1

Please rate the service from the canteen’s staff.

Answered: 471  Skipped: 20

<table>
<thead>
<tr>
<th></th>
<th>Very poor</th>
<th>Poor</th>
<th>Okay</th>
<th>Very good</th>
<th>Excellent</th>
<th>Total</th>
<th>Weighted Average</th>
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</thead>
<tbody>
<tr>
<td>Personal hygiene (gleeves, hair net, clothes, etc.)</td>
<td>15.92%</td>
<td>28.87%</td>
<td>42.83%</td>
<td>7.64%</td>
<td>4.67%</td>
<td>471</td>
<td>2.58</td>
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PERCEPTION DATA

SP.C.2

Please rate the canteen cleanliness.

Answered: 477  Skipped: 19

<table>
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<tr>
<th></th>
<th>Very dirty</th>
<th>Dirty</th>
<th>So So</th>
<th>Clean</th>
<th>Very clean</th>
<th>Total</th>
<th>Weighted Average</th>
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<td>Overall cleanliness</td>
<td>11.21%</td>
<td>28.54%</td>
<td>41.86%</td>
<td>16.70%</td>
<td>1.69%</td>
<td>473</td>
<td>2.69</td>
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<tr>
<td>Bathroom</td>
<td>26.33%</td>
<td>35.67%</td>
<td>28.24%</td>
<td>8.92%</td>
<td>0.85%</td>
<td>471</td>
<td>2.22</td>
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CHAPTER 2

PROGRESS REPORT
April 2013 Critical Areas for Follow-up

The April 2013 visit yielded 19 critical areas for follow up. As CIA FIRST received a special visit in December 2014, a detailed progress report was published which can be accessed via the school’s website: http://ciaschool.edu.kh/wp-content/uploads/2014/11/WASC_Accreditation_Interim_Visit_Report-2014-wo-stud.pdf

However, for ease of reference, a summary of progress is provided here:

1. Urgently address the issue of placing students in grade levels several years lower than their actual age group, given the negative social, emotional and developmental consequences of such practices.

This has been fully addressed with new admissions and retention policies. There are no students placed in grade levels more than two years below their recommended grade, and this is only in exceptional circumstances. All decisions are made collaboratively with parents, the academic leadership team and the school counselor.

2. Provide for the needs of the “whole child” by introducing greater diversity into the international program for all students; for example, the provision of classes in physical education and visual and performing arts.

This has been addressed to a large extent. All students now receive physical education, ICT, and music classes. Visual arts are taught at the elementary level, and middle school students have a choice between drama, visual arts and band as electives.

3. Ensure that the SLRs are addressed in the whole school program for all students by applying the student-centered, research-based pedagogy observed in some classes into all programs at all levels, including the Khmer program.

Major progress has been made in this area and it is an ongoing area of development for the school. The implementation of UbD has had a positive effect, as has the increased collaboration of teachers coupled with a formalized supervision and monitoring programme. The school hopes that individualized TPD plans will further increase growth in this area.

4. Recruit and seek to retain certified professional teachers and administrators in order to create a consistently high standard of teaching and learning and to ensure continuity of school improvement processes.

This is another area where the school has made significant progress. The number of teachers who are certified or undergoing certification rose from 32% in AY 2014/2015 to 54% in AY 2015/2016. The school is aware that more needs to be done. Increased salary packages and incentives have contributed to the growth and will continue to be reviewed. In addition, the school has started an initiative to send long-term, dedicated teachers on certification programmes.
5. Ensure that the SLRs are schoolwide not subject-specific, that they drive curriculum development, and that revising them is a periodic process not guided by curriculum changes.

This has been fully addressed.

6. Plan comprehensively for professional development to meet identified teacher and student learning needs, including ESL in the mainstream, differentiated instruction, student-centered learning strategies, and curriculum planning.

The school has made progress in this area, but more needs to be done. The professional development budget has been increased for AY 2015/2016 and the school-wide Curriculum Coordinator has also been appointed the role of Professional Learning Coordinator. Based on data from formal classroom observations and teacher reflection and goal-setting, individualized TPD plans are in the process of being developed. These will be facilitated by the use of a Dialogic Video Cycle (DVC) programme which will be aided by the recent purchase of ASCD’s PD in Focus package.

7. Introduce regular procedures for analyzing student achievement data from multiple sources in order to inform curriculum development, professional development and resource allocation.

These procedures have begun to be institutionalized into the school’s practices as part of the wider initiative of a plan for continuous improvement. Baseline data has been used to inform planning and instruction, and the process will improve as longitudinal data is collected.

8. As the school moves into adopting AERO standards, ensure that all courses are equipped with adequate resources including legitimate publisher-provided resources rather than photocopies of copyrighted materials.

This has been fully addressed.

9. Address the problem of large classes in small classrooms; if the present classrooms cannot be modified, the recommended number of students is 16.

This has been fully addressed.

10. Improve safety measures by ensuring that classrooms have more than one escape route and that swimming classes are supervised by a qualified life guard.

This has been fully addressed.
11. Substantially increase the library stock with appropriate print and media resources, including professional development materials, in order to support teaching and learning.

This process has begun and the school has developed a five-year library plan in conjunction with the appointment of a library coordinator with three assistants.

12. Create a curriculum review cycle in order to ensure that adequate teaching and learning resources are provided and periodically updated.

This has been fully addressed.

13. Ensure that there is sufficient time in the schedule for faculty to regularly discuss curriculum and plan for instruction at the classroom and divisional levels, as well as schoolwide.

This has been fully addressed.

14. Review support services and explore the need for re-designed programs and extra personnel for counseling, special needs and ESL support.

The school acknowledges that this is an important area of growth. An EFL and SEN programme has been started, and a plan is in place as part of SAP Goal 1 to formalize referral processes, assessment and tracking.

15. Introduce schoolwide policies to promote student self-esteem and equal treatment, and prevent practices that may stigmatize or discourage students; for example, publicly posting grades.

This has been largely addressed. The school acknowledges the need for more formal policies in these areas.

16. Implement consistently a rigorous teacher evaluation system to incorporate self-assessment, goal setting and review, and a detailed classroom observation process.

A detailed classroom observation system was introduced in AY 2014/2015. The Supervision and Evaluation Policy was reviewed and updated in summer 2015 and will be implemented in AY 2015/2016.

17. Review provision for ESL students, exploring effective approaches for meeting their language and learning needs.

Co-teachers have been introduced in elementary school to assist with students EFL needs, and a ‘partial pull-out’ EFL support programme has been set-up. The school plans to provide additional TPD training to faculty as part of the DVC.
18. Improve the kindergarten program to introduce developmentally appropriate, child centered teaching and learning strategies.

Significant progress has been made and is continuing to be made in this area. The employment of play-based learning strategies, and the addition of learning centres and a playful learning space have aided development. In addition, the adoption of the Pennsylvania Learning Standards for Early Childhood and the introduction of thematic UbD units have contributed to the improvement of the Kindergarten programme.

19. Ensure that the design, planning and construction of the new facility is a collaborative process involving all stakeholders, and is informed by best practices in school facility development and by professional educational expertise.

This advice was adhered to and CIA FIRST is confident that the new campus is a safe, nurturing environment conducive to learning. The facilities on offer facilitate development of the whole child and are set to expand with future phases of development.

December 2014 Critical Areas for Follow-up

1. School Action Plan: The Special Visiting Committee recommends that the School carefully review all current Goals and Tasks for clarity of purpose and to ensure that the tasks align with the appropriate goals. Means to Assess should focus on student achievement of the SLOs and the School’s Academic Standards. Presently, most Means to Assess focus on the implementation of a task (the means) and not on the end, which is improvement in student achievement.

This has been addressed. The SAP has been streamlined to consist of three goals. It has been designed using the Schooling by Design template, and, where possible, the effectiveness of initiatives are tracked by student achievement of academic standards and SLOs.

2. Data Assessment: While there is a process for reviewing some student classroom work, the Special Visiting Committee recommends that the School develop and implement a systematic process for collecting and analyzing student learning data related to the achievement of the School’s Academic Goals and its Student Learning Outcomes.

This has been fully addressed.

3. Professional Development Plan: While the School currently provides various professional development opportunities for teachers, given its limited resources the Special Visiting Committee recommends that the School develop and finance a plan that continually focuses on its key educational initiatives.

This has been addressed and will be implemented in AY 2015/2016.
4. English as a Foreign Language: Given the emphasis identified in the April 2013 Visiting Committee’s report, the observations made by the Special Visiting Committee, conversations with the Director, and the large number (+/-90%) of students who enroll with little or no English, the Special Visiting Committee recommends that the School continue to provide EFL support for students in Grades K-8 and decide what, if any, level of support it will offer High School EFL students. In light of the number of uncertified teachers, the School should find ways to continually train all teachers in EFL strategies, develop and implement a plan to improve the English language skills among some faculty and continue funding EFL teaching resources.

As part of SAP Goal 1, a plan is in place to expand and develop the EFL support programme which was implemented in AY 2014/2015. Although raised as a critical area for follow-up by both the 2013 visiting committee and the 2014 special committee, the school is encouraged by both MAP testing data and high school IELTS/TOEFL scores in that CIA FIRST students, whilst they may enter the school with below-grade level English proficiency, they catch up and even surpass the performance of students in both EARCOS and other international schools.

**Major Developments for AY 2015/2016**

**Manpower**

- Continuing to increase the number of internationally certified teachers.
- Certifying 6 existing long-standing and committed teachers through the PGCEi course from the University of Nottingham, UK.
- Hiring of professional internationally qualified and experienced teachers for music.
- Hiring an additional specially trained Special Education Needs Coordinator.
- Adding two additional EFL Support teachers.
- Implementation of an individualized data-driven professional development program for faculty members.
- Intensification of career counseling.
- Teacher assistants in all Grade 1 classes.
- Subject coordinators on all school levels, International and Khmer.
- Curriculum & Professional Learning Coordinator specialist support.
- Increased numbers of co-teachers in G2 to G5.
Curriculum

· Ongoing implementation of Understanding by Design school-wide.

· Ongoing alignment to AERO (American Education Reaches Out), CCSS (Common Core State Standards), ISTE (International Society for Technology in Education) and CSTA (Computer Science Teachers Association) academic standards for social studies, English Language Arts & mathematics, and information and communication technology respectively

· Recent adoption of NGSS (Next Generation Science Standards) and NCCAS (National Coalition for Core Arts Standards) academic standards for science and visual and performing arts including new modern, fully equipped science labs to promote inquiry-based learning and the introduction of a new music department with a growing selection of musical instruments and recording equipment.

· Transition to a Data Driven Improvement Planning (DDIP) culture in-line with educational best practices.

· Purchase and implementation of the EduTect Unit Planner for curriculum mapping and reporting.

· Increased English as a Foreign Language (EFL) support for English Language Learners (ELLs).

· Implementation of a revised school-wide assessment policy aligned with the latest research-based practices to promote deep understanding, application to real-world situations and attainment of 21st century skills.

· Availability of College Board Advanced Placement (AP) courses for high-school students including on-line preparation courses.

· Development of a modern library stocked with a blend of electronic and physical books to aid literacy and support research projects.

· Extension of MAP testing to include grades 3, 4 & 12 and also science at all levels.

· Offering Khmer Literature and Culture in the FTI curriculum to make study of the full Khmer Elective obsolete if the Khmer high school national diploma is not needed.
Facilities and Resources

- Finishing 2nd construction phase of the new spacious campus with state of the art facilities and equipment.
- Grade 1-5 will be moved to the brand new facilities with better space, furniture, new student chairs and tables, A/C, lockers and fire protection.
- ES and MS will have a brand new 25m long swimming pool.
- The 2nd checkpoint will be ready to make sure that students, parents and guests are strictly monitored at entrance and exit of the campus, thus improving security services.
- School wide security camera system.
- Enlarged parking space.
- A new spacious and modern canteen building.
- State-of-the art play area for elementary students.
- Expansion of space for Kindergarten students at the old campus.
- Further Development of the Digital Classroom Project requiring a more sophisticated ICT infrastructure which will cater to the highest demands of online and digital learning.

Community

- Continuing development of PaPa’s integration to increase parents’ involvement.
- Extending university partnerships to Europe, Australia, Singapore and Korea.
- Extending further useful business partnerships.
- Developing community service activities through intensifying existing partnerships with NGOs and strengthening the charity activities of the school’s Rotary Interact Club formed and led by students.
- Becoming a member of the East Asia Regional Council of Schools (EARCOS).
CHAPTER 3
OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS
OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

Parent/Student/Community Profile
Once again, analysis of the student profile indicates the need for the integration of EFL strategies across all subjects. With the percentage of Cambodian students decreasing by 2% since the last self-study, it can be seen that the school is becoming more attractive to families of other nationalities. The school has attempted to collect parent demographic data and these efforts need to be continued in order to help inform decision-making processes.

External Achievement Data
Analysis of CIA FIRST’s external achievement data has revealed some very positive trends in terms of the quality of education provided by school. Through known factors, such as lack of initial English language ability, poor education from feeder schools, and the school’s mission and vision of effecting positive change in Cambodian society by offering education to the widest range of students possible, it is unsurprising that CIA FIRST students often perform lower than their peers in other international schools in the lower grades. However, a clear trend can be seen that through the instruction at the school and immersion in the English language, CIA FIRST students catch up with their peers in middle school and then either meet or surpass them in high school. This does not mean that the school will not attempt to implement strategies to close the gap in the early years. It is hoped that through the modernized Kindergarten programme, adoption of the latest research-based academic standards, the implementation of UbD and an ever-increasing number of certified teachers, this gap will narrow in the early grades.

Internal Achievement Data
As the data available for analysis is ‘baseline data’ due to the recent adoption of new academic standards and SLOs, it is too early to draw any significant conclusions regarding the effectiveness of the new adoptions. However, initial signs have also been encouraging. Students have been meeting the new standards in many areas, and surpassing them in some. Through the process outlined in Chapter 1, three Critical Learner Needs (CLNs) have been identified on which the school must focus planning, instruction, resource allocation and professional development:

- Close reading of texts – understanding, analysing, evaluating
- Supporting arguments and claims with evidence
- Defining problems and creative problem solving

Interventions to address the CLNs are included in the School-wide Action Plan.

Perception Data
Analysis of the perception data from staff, students and parents have revealed both positive trends and areas of growth for the school. Positive areas for the CIA FIRST appear to be the quality of classroom instruction, the open and collaborative school environment, and use of technology. Areas for growth are the level of counselling offered to students, a lack of focused individual professional development and the quality of the school’s canteens. All of these areas have also been addressed as actions points in the School-wide Action Plan.
Throughout chapter 4, naming conventions are used for evidence. Units are named according to the subject, grade level, semester, and unit number. An example is H6S1U1 which refers to grade 6 history, semester 1, unit 1.

**Codes for subjects are as follows:**
- H = History
- G = Geography
- E = English Language Arts
- M = Mathematics
- SC = Combined Sciences
- LS = Life Science
- PS = Physical Science
- ESS = Earth and Space Science
- SS = Social Studies
- MU = Music
- ICT = Information & Communication Technology
- K = Kindergarten (Thematic Units)

**Suffixes used for documents are as follows:**
- LASW = Looking at Student Work (actual student work)
- EVAL = Student work evaluation form
- DDIP = Data Driven Improvement Planning
- GLM = Grade level meeting
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

CATEGORY A

ORGANISATION FOR
STUDENT LEARNING
A1. SCHOOL PURPOSE
A1.1 Beliefs and Philosophy

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

Prompt: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.


CIA FIRST has had a clear and coherent mission and vision since its inception in 2004. The mission has always been to focus on the development of the “whole child” to enable them to function as well-rounded individuals in Cambodian society. However, since the WASC self-study process started in 2011, CIA FIRST has shifted its focus to provide a curriculum which culminates in the student attaining skills and a mindset which is ready to tackle domestic and global challenges.

The updated mission and vision (A1.1.1), which was adopted at the start of AY 2012/2013 school year, reflects the purpose of the school to provide an affordable alternative to the beleaguered state education system. Cambodia is still struggling to recover from the economic and social disaster of the 1970s, which resulted in a sector which is underfunded, unfocused, and lacking the essential attributes needed to develop a well-rounded individual. In today’s markets, a successful educational system needs to meet the expectations of employers. This means skills in collaboration, critical thinking, creativity and technology. The CIA vision now embodies the skills that are required and this is why there was a shift from subject centred ESLRs to 21st century skills, which form the basis of the student learner outcomes. SLOs are embedded in the unit plans, ensuring that the mission and vision are practiced every day. This ensures that the mission and the long term goals are not ignored or lost. The transfer activities embedded in the performance tasks directly relate to the vision of promoting 21st century skills, knowledge, and attitudes necessary for life-long learning. A key philosophical foundation of the curriculum is that students learn ‘how’ to think, not ‘what’ to think.

At CIA FIRST, teachers and administration have created an education program which strives to address the academic, social, and personal needs of each student. Equally important is the development of moral awareness and an understanding and appreciation for social and cultural diversity. Students should develop moral awareness, and learn to become effective communicators, critical thinkers, problem solvers, and technologically literate citizens of the 21st Century. This philosophy is recognized in the updated mission and vision with the introduction of the four guiding principles and a distinct set of values. The new modern facilities at Campus 2, with larger classrooms and increased recreational space, reinforce the vision of providing a physical environment that is conducive to quality teaching and learning.
A1. SCHOOL PURPOSE

A1.2 Purpose, School-wide Learner Outcomes, and Profile Data

**Indicator:** The student/community profile data and identified global competencies have impacted the development of the school’s vision, mission, and schoolwide learner outcomes.

**Prompt:** Evaluate the degree to which the development of the school’s vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.

A1.4 Consistency of Purpose, School-wide Learner Outcomes, and Program

**Indicator:** There is a strong degree of consistency between the school core values, vision, mission, the school-wide learner outcomes, and the school program that reflects the school’s explanation of global competencies.

**Prompt:** Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school’s explanation of global competencies.

### FINDINGS

Since the commencement of the WASC self-study cycle in 2009, CIA FIRST has collaboratively developed and replaced both the mission and vision and the schoolwide learner outcomes. These changes have been heavily influenced by the student profile data, global competencies, and current educational research.

The student enrolment, as of August 2015, comprises 20 nationalities from five continents as well as three major religions; Christianity, Islam and Buddhism. To reflect this sectarian profile the social studies department has incorporated all the major religions into its curriculum. The students can now study units such as The Rise of Islam, The Birth of Christianity (A1.2.1), and a comparison of Hinduism and Buddhism. These subjects are taught to encourage awareness of religions and to expose students to a diversity of religious views, but not acceptance of a particular religion or imposition of any particular view. This corresponds directly to the mission which states that CIA FIRST is a non-sectarian international / private school that caters to the needs of all youth without prejudice to their national, racial, or religious affiliations. The vast majority (89%) of the students were born in Cambodia. To complement this statistic, CIA FIRST includes a full Khmer elective which offers a Khmer Diploma at the end of the student’s education.
Global competence is a major trend in current educational thinking, and it has had a major impact on the mission, vision, and the SLOs at CIA FIRST. The four criteria in the matrix (A1.2.2) directly correlate to the schools SLOs. ‘Investigate the World’ is linked to SLO 5, ‘Recognize Perspectives’ to SLOs 4 and 7, ‘Communicate Ideas’ to SLOs 1 and 2, and ‘Take Action’ to SLOs 7 and 8. The ‘Investigate the World’ criteria also corresponds to the section of the mission which mentions the ‘primary concern of the “whole child” to master local and global challenges of today and the future’. This theory is espoused by John Miller in his 2010 book, ‘Whole Child Education’. Instead of simply focusing on the mind in a test orientated educational system, the whole child philosophy attempts to educate the body, mind, and spirit. As opposed to focusing on the mechanics of reading for instance, whole child education endorses inquiry and investigation which fosters curiosity and a love of reading.

The CIA FIRST mission encourages students to discover what is essential for their development. This element of discovery is based on the concept of inquiry based learning, whose exponents include Piaget and Vygotsky. Through investigation and problem solving activities, students develop a constructivist approach to learning. The students construct their own understanding and knowledge of the world through experiencing and discovering new ideas and concepts and reflecting on those experiences.

There are a number of other facets of current educational thinking which have impacted the mission, vision, and the SLOs. ‘Understanding by Design’, by Jay McTighe and Grant Wiggins, is the main philosophy of the school. UbD emphasises a shift from the traditional acquisition focused testing environment into a framework that nurtures deeper understanding and transfer skills that are essential for operating in the reality of the modern world. The long term transfer goals that were the result of the UbD process formulate the SLOs of CIA FIRST, which are at the heart of the learning environment.
Metacognition, or the process of being aware of and understanding one’s own mental processes and learning styles, is thought to be of great benefit to the learning process. Pritchard’s 2009 study ‘Ways of learning: learning theories and learning styles in the classroom’ maintains that “An individual’s awareness of their own thought processes […] is likely, with encouragement, to lead to recognition of the ways in which they might learn most effectively.” CIA FIRST students are encouraged to self-reflect on their own learning in forms such as journals and blogs so they can become aware of how they learn different types of content best. These self-knowledge journals are also of high practical value to teachers, as they enable them to find out which activities are effective in the classroom for different student groups, and also to identify gaps or misconceptions in student understandings. Furthermore they allow students to be more involved in their own learning by giving them the opportunity to direct instruction to areas in which they have a high interest level. This self-reflection process is documented in SLO 12.
A1. SCHOOL PURPOSE

A1.3 Involvement of All

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

*Prompt:* Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competence and the development/refinement of the core values vision, mission, and school-wide learner outcomes and 2) to determine their effectiveness.

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<th>EVIDENCE</th>
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<tr>
<td>A1.3.1</td>
<td>CIA FIRST has a process in place which allows the entire school community to be involved in defining competencies and the development/refinement of the core values, mission, vision, and school-wide learner outcomes. This process has resulted in some invaluable contributions from some sections of the community, but there are concerns that not all sections of the school community are as engaged as they could be. These concerns are being addressed in the school-wide action plan.</td>
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<tr>
<td>A1.3.2</td>
<td>The teaching faculty collaborated extensively on the development of the SLOs. An Edmodo group (A1.3.1) was set up and, underpinned by the philosophy of UbD, enabled the development of a set of Long Term Transfer Goals, which ultimately became the list of 12 SLOs for the school. These SLOs incorporated 21st Century Skills, global competencies, and current educational thinking such as metacognition, forming the basis of the CIA FIRST mission and vision.</td>
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<td>A1.3.3</td>
<td>Academic meetings are held between the leadership and Board of Directors every semester, where presentations are made regarding choices for academic direction, and input is encouraged (A1.3.2). These meetings have been effective in determining and developing the core values of the school. Since the last full self-study in 2013, CIA FIRST has addressed the concern that while the board, administration, and faculty had been involved in the development process, parents and students had simply been informed. The Parents as Partners Associations was formed in the middle of AY 2013/2014 in order to improve parent involvement in the development process. In the 2015 Parent Survey (A1.3.3), 75% of parents responded affirmatively to having been involved in the development of the SLOs. School leadership routinely engages parents in discussions around developing school policies and PaPAs have been established for Kindergarten, Elementary, and Middle/High School. However, while the parents were given the opportunity to express their ideas, many simply accepted what was proposed to them. The attendance of these meetings was also disappointing, with many parents seeming to be either too busy or concerned about the language barrier to get involved.</td>
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Learner’s voice meetings were set up at the start of AY 2014-2015 to give students an opportunity to raise their views on academic, social, and developmental policies. The students have not been convinced that their opinions have been taken seriously and a process needs to be put in place where student opinions are evaluated and acted upon. Involvement of parents and students is an area for growth. SAP goal 1 is in place to look at this problem, and there will be a concerted effort to achieve participation and contribution to development in the action plan meetings for both students and parents (A1.3.4).

The recent school survey confirms that the school has been very effective in involving the teaching faculty and the parents in the development of the schools mission, vision and SLOs. In the survey 81% of teachers and 76% of parents either agree or strongly agree that they are involved in the development of the SLOs. 58% of students believe they are involved in the improvement of the school. The development of the new SLOs is in its infancy yet CIA FIRST recognises that the coherency and relevancy of the core values of the school must include positive contributions from the entire school community.
A1. SCHOOL PURPOSE

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes

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

Prompt: Examine the effectiveness of the means to publicize the mission, vision, purpose, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

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<th>EVIDENCE</th>
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<tr>
<td>A1.5.1 SLO banner in the reception area.</td>
<td>CIA FIRST has made a concerted effort to communicate the vision, mission and SLOs to the entire school community as effectively as possible. This is particularly pertinent as these values are relatively new yet form the backbone to the entire working process.</td>
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<tr>
<td>A1.5.2 a-c UbD credentials of the Curriculum Coordinator.</td>
<td>The schools vision and mission, SLOs, and overarching essential questions are displayed prominently throughout the campus on banners and information boards on each level of the buildings, as well as in the reception area [A1.5.1].</td>
</tr>
<tr>
<td>A1.5.3 Induction Week Agenda</td>
<td>Internally, the core values are communicated through the fabric of the curriculum. The unit plans have the SLOs embedded and are constantly referenced throughout the instructional path, culminating in performance tasks which are directly aligned. New teachers are trained on UbD principles by the curriculum coordinator, who has attended 3 workshops by the authors Jay McTighe and Grant Wiggins, as well as an online course run by the Association for Supervision and Curriculum Development, and are given certificates upon completion [A1.5.2]. There are also workshops in the orientation week discussing SLOs and habits of mind [A1.5.3]. SLOs are communicated to the students through the Monday morning assemblies where homeroom teachers encourage their students to portray one particular SLO each week through an improvised skit. The SLOs are also printed on the first pages of the student handbook/diary and on the back cover of their notebooks. An excellent early years’ version in student friendly language is available for K-5 students [A1.5.4]. A PowerPoint presentation has been prepared for the Grade 6-12 students to be shown in the homeroom classes where SLOs, mission, and vision are discussed regularly [A1.5.5].</td>
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A1. SCHOL Purpose

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes

FINDINGS

Externally, CIA FIRST communicates its core values primarily through parent and community events such as Family Day, Children’s Day and Award Recognition Days. Information booths are operated by experienced members of staff who hand out belief statements and SLO bookmarks. The Awards Ceremony has shifted its recognition from a purely meritocratic grade based system to a more inclusive system, which takes into consideration the development of the ‘whole child’ (A1.5.6-1.5.7). The SLOs are also presented and discussed in PaPA Meetings. Communication with parents and the wider community has now been enhanced with translations of the core values into both Khmer and Korean. CIA FIRST has embraced technology and social media by expressing its beliefs on Facebook and on the official web page (A1.5.8).

Generally, the lines of communication have proved to be effective. According to the 2015 staff survey, approximately 93% of the staff body indicated that they were aware of the school’s mission, vision, and SLOs. In the parent survey, 65% of parents surveyed answered similarly. Amongst the students, 57% of Elementary students and 45% of Middle/High school students know about the SLOs and their purpose. It is therefore obvious more work needs to be done to explain, model, and discuss the SLOs in AY 2015/2016

EVIDENCE

A1.5.6 Student Awarding System
A1.5.7 Recognition Awards
A1.5.8 www.facebook.com – CIA FIRST International School
A1. SCHOOL PURPOSE

A1.6 Regular Review/Revision

*Indicator:* The school has a process for regular review/revision of the school’s vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

*Prompt:* Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.6.1</td>
<td>CIA FIRST has a collaborative process in place, involving the entire school community, for regular review/revision of the mission, vision and SLOs. This is documented in the school policy (A1.6.1) and is integrated into the curriculum review process (A1.6.2). It is acknowledged that more work needs to be done to proactively engage the parents and the students in this procedure.</td>
</tr>
<tr>
<td>A1.6.2</td>
<td>The SLOs of CIA FIRST are relatively new as they were implemented as a result of the recommendations of the Visiting Committee in 2013. The mission and vision were not amended at this time as it was felt they aligned to the ethos of the SLOs, incorporating global competencies, 21st Century skills, and current educational research. CIA FIRST feels that the current mission, vision, and SLOs are effective and will guide curriculum development, not be guided by it. There are no plans to fundamentally change these polices in the near future, but it is acknowledged that they are part of the review process and this will be continuous.</td>
</tr>
<tr>
<td>A1.6.3</td>
<td>School-wide Action Plan Goal 2 (A1.6.3) has identified three current critical learner needs which are in line with the revised SLOs (A1.6.4) and incorporated into the UbD unit plans and curriculum framework. Close reading of text is being addressed by SLO 5, supporting arguments with evidence by SLO 9, and creative problem solving by SLO 10. The CLNs will be reviewed and updated at the end of each academic year in line with the findings from the Data Driven Improvement Planning. Current educational research and local/global trends will also be contributing factors to the review process.</td>
</tr>
<tr>
<td>A1.6.4</td>
<td>The Parents as Partners Association is in place to inform and engage the parents in the review process. Unfortunately, the attendance at these meetings has fallen short of expectations, and while those who do attend are positive and enthusiastic, their engagement is lacking any constructive contribution to policy review. Students are still coming to grips with the concept of UbD and the accompanying SLOs. To be active and to augment the development of the schools values, the students need to be more aware of the SLOs and how learning activities are linked to them.</td>
</tr>
</tbody>
</table>
A1. SCHOOL PURPOSE
A1.1 - A1.6 Conclusions

A1.1 Beliefs and Philosophy
- Mission and Vision focuses on global competencies.
- Mission and Vision is embedded in the curriculum framework.
- Mission, Vision and SLOs are clearly linked to global competencies, student profile and current educational research.
- CIA FIRST are fully aware of trends in current educational research.
- Various platforms are available for the entire school community to participate in the development of the school's core values.
- The vast majority of teachers, administration staff and parents are aware of the SLOs and their purpose.
- CIA FIRST has a collaborative review process in place for the core values of the school.
- The review process is documented and aligned to the principles of UbD.

A1.2/1.4 Purpose, School-wide Learner Outcomes, and Profile Data
- Mission, Vision and SLOs are clearly linked to global competencies, student profile and current educational research.
- CIA FIRST are fully aware of trends in current educational research.

A1.3 Involvement of All
- Improved contributions to the school's core values from students and parents.
- Various platforms are available for the entire school community to participate in the development of the school's core values.

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes
- Communicate the mission, vision and SLOs more effectively to the students.
- The vast majority of teachers, administration staff and parents are aware of the SLOs and their purpose.

A1.6 Regular Review/Revision
- Facilitate more input from PaPas in the development of SLOs.
- Ensure that students are more aware of the SLOs and how learning activities are linked to them.
- Include the vision and mission review in the curriculum review cycle.
A2. GOVERNANCE

A2.1 Clear Policies and Procedures

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

**Prompt:** Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>A2.1.1 Board of Directors By-Laws</td>
<td>CIA FIRST has clear policies and procedures related to the specific duties of the Board of Directors (BoD). An area of growth is to create selection and composition policies, however these have not been required as yet due to the organizational model of the school.</td>
</tr>
<tr>
<td>A2.1.2 School’s By-Laws</td>
<td>The Board of Directors By-Laws states clearly the role, functions, composition and duties of the governing authority (A2.1.1).</td>
</tr>
<tr>
<td>A2.1.3 Complaint procedures policy</td>
<td>The By-Laws are reviewed annually by the board members and school director. The latest version is dated June 2015. During this meeting, the School By Laws and school policies are reviewed by the school director, and modifications are submitted to the Board members for approval.</td>
</tr>
</tbody>
</table>

The major activities and tasks of the Board of Directors at CIA FIRST School are reflected in the different sections of the Board of Directors By-Laws (A2.1.1), and include, but are not limited to, fiscal resources planning and allocation, fiscal control, business strategy planning, cultural mediation, and parental consultation (the BoD regularly disseminates parent feedback to the school leadership).

The School’s By-Laws complement the Board of Directors By-Laws (A2.1.2).

Other policies detailing additional responsibilities of the BoD include the annual leave policy, which includes approval of the school directors paid annual leave, and the complaint procedures policy (A2.1.3).
A2. GOVERNANCE

A2.2 Pre-training 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 international school board.

*Prompt:* Evaluate the effectiveness of the training that is offered to prospective or new school board members.

**FINDINGS**

Throughout the history of CIA FIRST there has not been any need to appoint new members to the Board of Directors (BoD), nor is it foreseen that there will be any new appointees in the near future.

Should the situation arise in the future, a training programme will be devised to impart principles and skills essential for effective board membership.
### A2. GOVERNANCE

#### A2.3 Relationship of Policies

**Indicator:** The governing authority’s policies are directly connected to the school’s vision, mission, and school-wide learner outcomes that focus on student achievement of global competencies.

**Prompt:** Evaluate the adequacy of the policies to support the school’s vision, mission, and school-wide learner outcomes through its programs and operations.

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<thead>
<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>A2.3.1 Board of Directors By-Law</td>
<td>The Board of Directors’ By-Laws are connected to the CIA FIRST mission, vision and SLOs. In section I of the by-law further connection is made: “Policies also act as a means of communication with the community, staff, and students relative to the School’s mission, vision and School-wide Learner Outcomes (SLOs) and Board decisions.” Additionally, in section III C, the by-law clarifies the purpose of budget and allocation decisions: “To secure funds through tuition, registration fees and other appropriate fees which will adequately finance the operation of an effective educational program driven towards the SLOs. Also to undertake such fund-raising efforts as may be required from time to time for specific purposes.” In section III G the by-law states as one of the main responsibilities of the board: “To maintain and uphold the school philosophy. This will be supported by a regular review of the school’s mission and vision as well as the SLOs developed in consultation with all stakeholders, in particular the school leadership and academic staff.” (A2.3.1) The by-laws should state the relevance of the school’s mission, vision, and SLOs when referring to monitoring, evaluating and adjusting the educational program on a regular basis, section III, H. The relevance of alignment of all policies with the school’s mission, vision, and SLOs is missing in the by-law section whenever regulations about school policies are stated, e.g. creation, adoption or change of policies, section XII, and is, as such, an area of growth.</td>
</tr>
</tbody>
</table>
A2. GOVERNANCE

A2.4 Involvement of Governing Authority

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

Prompt: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school’s vision, mission and schoolwide learner outcomes.

FINDINGS

In section III G the Board of Directors By-Law states as one of the main responsibilities of the Board: “To maintain and uphold the school philosophy. This will be supported by the a regular review of the school’s mission and vision as well as the schoolwide learner outcomes (SLOs) developed in consultation with all stakeholders, in particular the school leadership and academic staff.” [A2.4.1]

The CIA FIRST Board of Directors (BoD) have increased their involvement in refining the school’s vision, mission, and SLOs. The foremost way in which the BoD remains current in research-based knowledge regarding effective schools is through dialogue with the academic leadership team, and through their commitment to, and participation in, the WASC Focus on Learning continuous improvement cycle. The school has increased the dialogue between the academic leadership team and the BoD over AY 2014/2015, and plans to increase it further going forward.

During the review of the SLOs during the first semester of AY 2014/2015, the Chairman of the BoD requested to be added to the Edmodo group [A2.4.2] where the majority of the discussion and refinement of the SLOs occurred. A meeting between the Academic Leadership team and the BoD occurred in October 2014, where the rationale behind the choice of academic standards was explained. In addition, an overview of the principles of Understanding by Design (UbD) was outlined, and a draft version of the SLOs was presented to them for discussion and feedback [A2.4.3]. The BoD finally approved the reviewed mission, vision, and SLOs [A2.4.4].

EVIDENCE

A2.4.1
Board of Directors By-Law.

A2.4.2
CIA FIRST Evidence-based Practice Edmodo Group – group code 4krhe3

A2.4.3
Curriculum Overview Presentation to the BoD.

A2.4.4
Chairman and Vice-Chairman signature on the Mission, Vision and SLOs statement
A2. GOVERNANCE

A2.5 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?

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**EVIDENCE**

**A2.5.1**

**A2.5.2**
1st Parents survey data 2014/2015.

**A2.5.3**
Info folder and http://ciaschool.edu.kh/board-of-directors/

**FINDINGS**

The school has made clear progress in ensuring the school community understands the governing authority’s role.

The parent survey conducted in AY 2011/2012 showed that 16% of parents answered that they did not understand the responsibilities of the Board of Directors. (A2.5.1) The May 2015 survey shows no change in this figure. In 2012, 47% of parents answered that they knew the BoD and what they did, and the May 2015 survey indicates an increment to 59% (A2.5.2).

CIA FIRST has communicated to the school community a clear explanation of who the board members are and what their role is. Pictures of the BoD members are now part of the photo gallery in the student handbooks, and a welcome message with pictures of the BoD members is part of the physical school information folder, and is posted on the webpage (A2.5.3). A description of the roles and backgrounds of the Chairman and Vice-Chairman of the BoD has been added to the ‘school community’ section of the website (A2.5.3).

The Chairman of the BoD since 2013 addresses the school community annually with a speech in Khmer and English language on the occasion of the end of school year graduation day. During the graduation ceremony end of AY 2014/2015, the school director honoured the BoD publicly with a 10 year school anniversary certificate, describing the importance of the role of the BoD in the development of the school.

Despite these efforts, the survey of May 2015 reveals that the student population is still not broadly aware of the BoD’s role. Nearly 20% indicated that they do not know the BoD members and their role. The answers from support and teaching staff show that the school needs to work further on ensuring the school community understands the role of the governing authority. 72% of support staff and 77% of teaching staff indicated that they know the BoD members and their roles.

The school leadership plans to invite the BoD members to speak to the students twice per year at the Monday morning assembly, beginning AY 2015/2016.
A2. GOVERNANCE

A2.6 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 limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

FINDINGS

CIA FIRST has created a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

The CIA FIRST board of directors (BoD) is proprietary in nature and policy making and strategic planning is largely delegated to the school’s leadership. The revised board of directors (BoD) by-laws state that the primary function of the BoD is legislative and judicial, rather than administrative or executive (A2.6.1). Authority and responsibility with regards to policy making and strategic planning and their implementation are delegated to the CIA FIRST school director (SD) who includes the leadership team in these processes. Ultimately, approval of polices and strategic plans lies with the BoD.

Section C (p.2) “General Regulations” of the school planning policy describes that in terms of policy development/review and budgeting processes the school applies a bottom-to-top approach meaning that stakeholders are required to contribute and collaborate in these processes (A6.2.2). The responsibility of academic decision making lies with the curriculum and professional learning coordinator, school principals and principal assistants and are guided by SAP goal 1 and 2 group meetings. SAP goal 3, which covers student centered resource allocation and budgeting, includes representatives of the school leadership body and the administrative and accounting departments and they are responsible for budgetary policy making and strategic planning.

Within the teaching staff survey 73% of CIA FIRST teaching staff agree or strongly agree with the statement “I know we have board members and what they do” and (A6.2.3).

EVIDENCE

A2.6.1
BoD By-Laws

A2.6.2
School Planning Policy

A2.6.3
Teaching Staff Survey Data
A2. GOVERNANCE

A2.7 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.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

A2.9 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.

**EVIDENCE**

At CIA FIRST, there has been an unprecedented effort made by the BoD to hire qualified and certified teachers to complement the dedicated and experienced staff who have built the school since its inception in 2004. As a result, the BoD have maintained faith in the leadership team and faculty to evaluate and monitor student performance, school programs, and curriculum.

Semesterly academic meetings are held between the BoD and the Academic Leadership Team. These meetings are, on the whole, displays of information relating to current academic research, curriculum review, and data analysis. The Bod are receptive of all policy procedures put forward by the leadership team and have been especially invigorated by the adoption of UbD which aligns to their mission and vision of developing global competency and 21st Century Skills amongst the students of CIA FIRST. Increased student enrolment coupled with increased investment has meant that the school has moved to modern facilities unparalleled in the local community. With these improved facilities has come an improved curriculum and improved evaluation process. Student achievement is being monitored using an array of data collection and analysis procedures both internally and externally. These have resulted in program changes and proposals based on the examination of critical learner needs.
A2. GOVERNANCE

A2.8 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.

*Prompt:* Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders.

**FINDINGS**

CIA FIRST has published a detailed complaints policy which is available online to all stakeholders via the school’s website [A2.8.1]. The school prides itself on having a positive work environment coupled with an open communication policy, and thus far has had to make little use of the official complaints procedure. However, when the complaints procedure has been utilised, the school believes that the resolutions were satisfactory both for the benefit of the school as a whole and the individuals concerned. An area for growth is to include more questions related to the complaints process and conflict resolution in upcoming staff perception surveys.

In the May 2015 staff survey, there was a positive response to the question ‘I am involved in solving differences’ where 76% of respondents indicated that they agreed or strongly agreed [A2.8.2]. Furthermore, in response to the question ‘The school honors individual and cultural differences’, 82% of respondents indicated that this was the case [A2.8.3]. In addition, the question ‘The communication between me and other staff is respectful’ revealed a positive response of 96% [A2.8.4]. Whilst these figures indicate a positive working environment, the school is aware of the need to focus more questions specifically on the complaints process in future surveys.

A specific positive example of where the official complaints procedure was enacted is a situation where members of the academic leadership team reported an inefficient leadership structure which lead to the overburdening of pressure on certain staff members and ineffective leadership decision-making processes.

**EVIDENCE**

<table>
<thead>
<tr>
<th>Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2.8.2</td>
<td>Staff Perception Survey Q26</td>
</tr>
<tr>
<td>A2.8.3</td>
<td>Staff Perception Survey Q35</td>
</tr>
<tr>
<td>A2.8.4</td>
<td>Staff Perception Survey Q39</td>
</tr>
</tbody>
</table>
In September 2015, the middle and high school Academic Supervisor, the school-wide Curriculum & Professional Learning Coordinator, the high school ELA Coordinator, the high school Science Coordinator, and a high school ELA teacher approached the School Director to complain about unclear division of responsibilities particularly in light of preparations for the upcoming academic year, and leadership responsibilities pertaining to the WASC Focus on Learning Self-study. The correct communication channels were utilised as per the official Complaints Policy and the School Director received the complaint showing the utmost concern for both the individuals involved and the benefit of the school as a whole. The team collaboratively decided on a proposal to be made to the Board of Directors (BoD), in keeping with the directives in the policy. The BoD in turn were attentive to the situation and approved the proposal by the leadership team. The result was satisfactory for all parties concerned and has led to a re-structuring of the Academic Leadership team. The resolution resulted in shared responsibilities and accountability, thus easing the pressures on leadership members and clarifying channels of communication for faculty members [A2.8.5].

The school is committed to monitoring the resolution of any further complaints and will make adjustments to the policy if deemed necessary.
A2. GOVERNANCE

A2.10 Evaluation of Governing Authority

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

*Prompt:* Review and assess the process for evaluating the governing authority.

### FINDINGS

No formal process exists for evaluating the governing authority externally. The BoD has retained this topic on their agenda for BoD development issues and will consider adopting a policy during AY 2015/2016.

However, board members receive feedback from parents during their visits to the school, particularly during school events. These occasions also provide staff with opportunities to give feedback to the board members.

Additionally, the board members know many parents personally and regularly converse with them outwith the formal school context, providing further opportunity for the board to receive feedback from the parents relating to governing practices.

The board members engage in after school activities with staff members, thus enabling the staff body to offer informal feedback to the board members.

A formal process is in place for internal evaluation of the governing authority. The BoD has adopted a BoD internal practice for annual BoD self-evaluation, first practiced in AY 2013/2014 [A2.10.1]
## AREAS OF STRENGTH

<table>
<thead>
<tr>
<th>A2.1 Clear Policies and Procedures</th>
<th>A2.2 Pre-training of Potential Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There are clear policies and procedures for duties of existing Board members.</td>
<td>- N/A</td>
</tr>
</tbody>
</table>

## AREAS OF GROWTH

<table>
<thead>
<tr>
<th>A2.1 Clear Policies and Procedures</th>
<th>A2.2 Pre-training of Potential Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Developing policies and procedures for selection and composition of potential future Board members.</td>
<td>- N/A</td>
</tr>
</tbody>
</table>

## A2.3 Relationship of Policies

The Board’s by-laws refer in various sections to the school’s mission, vision, and SLOs.

## A2.4 Involvement of Governing Authority

- Academic meetings between the BoD and the Academic Leadership team are now scheduled for once per semester.
- The BoD were involved in the development of the revised SLOs.
- The BoD are members of the school-wide Evidence-based Practice Edmodo Group.
- The next review of the school’s mission, vision and SLOs should begin earlier before implementation and the participation of the BoD should increase.

## A2.5 School Community Understanding

- The CIA FIRST staff body is broadly aware of the identities and roles of the CIA FIRST governing body
- Effective communication to the parents and students, explaining the roles and identities of the governing body
<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
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<tbody>
<tr>
<td><strong>A2.6 Relationship to Professional Staff</strong></td>
<td></td>
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<tr>
<td>· All stakeholders are involved in policy making and strategic planning.</td>
<td></td>
</tr>
<tr>
<td><strong>A2.7 Board’s Evaluation/Monitoring Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>· A Bod who fully support the mission and vision of CIA FIRST</td>
<td></td>
</tr>
<tr>
<td><strong>A2.8 Complaint and Conflict Resolution Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>· A clearly articulated Complaints Policy which is transparent and accessible to all staff members.</td>
<td>· Focused questions in future staff perception surveys regarding the school’s complaints procedures.</td>
</tr>
<tr>
<td>· Positive resolution of complaints thus far.</td>
<td></td>
</tr>
<tr>
<td><strong>A2.9 Evaluation Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>· A Bod who fully support the mission and vision of CIA FIRST</td>
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</table>
A3. SCHOOL LEADERSHIP

A3.1 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.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3.1.1 CIA FIRST Teaching Staff Survey results</td>
<td>CIA FIRST has committed itself to improve the development, distribution, and evaluation of administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</td>
</tr>
<tr>
<td>A3.2 School By-Laws</td>
<td>The self-study brought to light that, although a good set of policies that define the responsibilities, operational practices, and relationships of leadership and staff exists already, there is a clear need to improve the way policies are developed, written down, disseminated, evaluated, and revised. For example, out of 127 respondents from the CIA FIRST Teaching Staff Survey, 60% stated they agree or strongly agree with the statement &quot;I understand the relationship between the BoD [Board of Directors] and the school administration in terms of policy making, strategic planning and implementing decisions.&quot; However, 18% disagreed or strongly disagreed. This example shows that there is some unclarity with regards to the relationships between leadership and staff. It indicates there is a need to clarify the way policies are developed and disseminated (A3.1.1).</td>
</tr>
<tr>
<td>A4.1.3 Job Descriptions</td>
<td>In August 2011, the Board of Directors adopted the School By-Laws that set up the base for the development of a School Policy Manual (A3.1.2). In the following months, job descriptions were revised and created with strong participation from the job holders (A4.1.3). An organizational chart for each office is elaborated yearly and publicized (A3.1.3). In September 2012, a printed Staff Handbook with all relevant policies for teaching staff was compiled and provided to all staff. There have, however, been some issues with keeping these documents relevant and up-to-date, and disseminating them so that every stakeholder has access to them. Moreover, until the present moment, not all required policies, regulations, and guidelines have been fully documented. Several steps have been undertaken to correct this situation. First of all, a Teacher Administrative Folder on Google Drive that contains clear policies, procedures, and guidelines was created and shared with all middle school and high school teachers and administration staff (A3.1.4).</td>
</tr>
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</table>
During the induction week for staff, one week before the start of AY 2015/16, all teaching staff were briefed about the contents of this folder, and teachers have routinely been using the information since (A3.1.5). These policies, procedures, and guidelines will be formalized. This formalization process has been initiated. The Board has recently adopted Policy 3.5.1 – School Planning and Policy Development Guidelines (School Planning Policy, available online to all stakeholders via the school’s website) (A3.1.6). This policy regulates the creation and review process for policies. This policy is expected to keep policy development more up-to-date with change of practices and procedures and is an important step towards further decentralization of the school administration and involvement of staff. The process adopts a bottom-up approach which is expected to increase understanding of the policies and commitment.

Section B. Policy Development of this policy concerns dissemination of policies: it states that policies which do not contain confidential data or delicate information are to be made accessible to all staff. To improve accessibility to the most up-to-date version of these policies, a Teachers’ Corner was added to the school website that gives teachers password-protected access to, for example, the latest policies on Human Potential Management. This in effect replaces the printed Staff Handbook. Policies of major interest for the public, students, and parents are made public through the Students’ Area and Teachers’ Area of the school webpage.

The policy also states there will be four Policy Development bodies: the Board of Directors with the School Director (Leadership and School Development), SAP Goal 1 Professional Learning Community (PLC) (Student Support-Community-Admission), SAP Goal 2 PLC (Curriculum-Instruction-Assessment), and SAP Goal 3 PLC (HR-IT-Administration-Accounting).
These four Policy Development bodies will now formalize the development and dissemination of policies. To achieve this, a key action point has been added to SAP Goal 1: the development of a policy development policy (A3.1.7). Chaired by the Academic Supervisor, a policy making committee consisting of all stakeholders (a teacher from each grade level, a student, and a parent) will agree on the content of this policy, write it, and submit it for approval. Old policy versions will also be reviewed for improvement and update.

A number of issues with current policy development have already been identified. A review of existing policies has shown that many written policies lack dates, a version number, revision history, and other important information. To avoid incorrect or vague language, future policies should also be proofread and made easily accessible for all. Creation of a master list of clearly named and numbered policies, with clear indications of the scope of dissemination would help accomplish this. A procedure for regular policy review, similar to the curriculum review cycle, should also be defined. These findings will be taken into account when developing the policy development policy.

Two policies that were found to be missing or inadequate are a students with special needs policy and a child protection policy. The development of both has been added to School-wide Action Plan Goal 1 – Student Support and Parent/Community. One goal of SAP Goal 1 is that CIA FIRST will develop and implement a policy for the assessment and treatment of students with special educational needs and counselling for those in need of emotional support. A second goal is that CIA FIRST will develop a clear and strong policy for child protection which would cover staff recruitment, signs of abuse, how to deal with students suspected of being abused, bullying, and student health care.
### FINDINGS

Additionally, as part of SAP Goal 2 key action point “Focus planning and instruction on school-wide critical learning need 2: Supporting arguments and claims with evidence”, a new Academic Integrity policy will be developed by a committee similar to the policy development committee (A3.1.8).

CIA FIRST believes that with these SAP Goal 1 and 2 key action points defined, the school’s administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff will be clear and understandable to all, easily accessible, and regularly reviewed and updated.

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<tr>
<td>A3.1.8</td>
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<td>SAP Goal 2</td>
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### A3. SCHOOL LEADERSHIP

A3.1 Defined Responsibilities, Practices, etc.
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A3. SCHOOL LEADERSHIP
A3.2 Existing Structures

_Indicator:_ The school has existing structures for internal communication, planning, and conflict resolution.

_Prompt:_ How effective are the existing structures for internal communication, planning, and conflict resolution?

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<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>A3.2.1 Teaching Staff Survey</td>
<td>The existing structures for internal communication, planning, and conflict resolution are to a large extent effective. However, as the school grows, there is need for continuous review and modification of these structures to ensure a high level of effectiveness is achieved and maintained.</td>
</tr>
<tr>
<td>A3.2.2 Support Staff Survey</td>
<td>Staff survey data shows that the overwhelming majority of teaching and support staff perceives they can effectively communicate and with respect, are involved in planning, and resolve differences [A3.2.1, A3.2.2].</td>
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<tr>
<td>A3.2.3 <a href="http://ciaschool.edu.kh/teachers-corner/">http://ciaschool.edu.kh/teachers-corner/</a> Password: PhnomPenh2015</td>
<td>Efforts to enhance communication and planning are put in place as the school grows. Before the start of each school year, the school implements new strategies. These have included restructuring school leadership, empowering staff, exploring new technologies for communication, and holding meetings that focus on horizontal and vertical alignment of the curriculum. Section A2.8 Complaint and Conflict Resolution Procedures offers an example of how the school leadership was restructured. With the planning policy adopted in AY 2014/2015, which is available online to all stakeholders via the school’s website, the school has started to institutionalize policy review and planning processes with a bottom-up approach, thereby empowering staff [A3.2.3].</td>
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</table>

CIA FIRST uses an informal style of communication. Most communication is oral and by email. Technologies such as Skype, Edmodo, Google apps such as Drive, Docs, Sheets, and Calendar are used more and more, a move away from paper that makes communication more efficient. Google Apps for Education will be adopted in AY 2015/2016, further fostering internal communications. To formalize and improve effectiveness and efficiency of scheduled meetings, more formal meeting procedures should be adopted, and discussions and decisions should be better documented through the use of meeting minutes, specific action plans, and other tools.
### FINDINGS

Ever more regular meetings between staff of K, ES, MS and HS will continue to improve communication across school levels. The move to one single campus is offering more opportunities for people from different departments to meet face-to-face.

The school has adapted a specific complaint procedure policy which is available to staff through the school website [A3.2.4](http://ciaschool.edu.kh/teachers-corner/). Section A2.8 Complaint and Conflict Resolution Procedures offers details and examples of the effectiveness of existing complaint and conflict resolution procedures.

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<td><a href="http://ciaschool.edu.kh/teachers-corner/">http://ciaschool.edu.kh/teachers-corner/</a></td>
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<td>Password: PhnomPenh!2015</td>
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</table>
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A3. SCHOOL LEADERSHIP

A3.3 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 student learning and teaching in a global environment.

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

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<tr>
<td>A3.3.1 WASC Self-Study Structure</td>
<td>CIA FIRST has a planning process which is wide-ranging, collaborative, and engages all elements of the faculty and support staff from the teaching assistant to the leadership team. All stakeholders have processes and procedures which give them a voice to be heard in the development and nurturing of student learning. Indeed, the WASC Self-study process in itself has brought together a diverse and enthusiastic pool of free-thinkers who have strengthened, adapted and re-defined the methods used to further student learning in a global environment (A3.3.1).</td>
</tr>
<tr>
<td>A3.3.2 Admissions Policy</td>
<td>When a potential student walks through the administration door, the collaboration process kicks in. The academic assistant greets the student and hands them an entrance exam which is marked by the potential grade level teachers. Those teachers will work in pairs to then interview the student and then collaborate with the academic staff to place them in the most appropriate level to their ability and needs (A3.3.2).</td>
</tr>
<tr>
<td>A3.3.3 Subject level meeting minutes/evidence of cross marking.</td>
<td>After the implementation of UbD there was a collaborative effort amongst all faculty members to come up with a set of transfer goals that would be based on 21st Century Skills and global competencies that would eventually result in 12 over-arching student learner outcomes. An Edmodo group was set up to facilitate this process and the result was a definitive and comprehensive set of SLOs which were commended by the creator of UbD itself, Jay McTighe (A3.3.4). Subject coordinators meet with their co-teachers on a weekly basis to discuss developments in the instructional path of the unit plan. At this point activities which did not work too well may be replaced or restructured, and when performance tasks are completed, collaboration on the rubric and cross marking are implemented to ensure transparency and alignment (A3.3.3). A Google calendar has now been set up which documents and details these regular meetings across the entire school community (A3.3.5).</td>
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<tr>
<td>A3.3.4 SLO Edmodo Group.</td>
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<td>A3.3.5 Subject Level meeting Calendar</td>
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While planning the transfer tasks for the unit plans, subject coordinators realised that when they were expanding the scope and diversity of their projects they were incorporating standards from outside their designated sphere. Debates, role-plays, posters, presentations etc. meant that particularly ELA and ICT standards were being introduced to social studies, science or maths tasks (A3.3.6). Therefore collaboration between subject levels has been necessary to facilitate students being armed with the necessary skills to succeed. Syncing of the curriculum between subject levels has been put in place to enable the students to be fully equipped and prepared.
A3. SCHOOL LEADERSHIP

A3.4 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 as global citizens.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies?

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<tr>
<td>A3.4.1 Sample subject meeting minutes</td>
<td>The school regularly reviews existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. Section A3.2 Existing Structures explains in detail that structures for internal communication, planning, and conflict resolution are to a large extent effective, but that, as the school grows, there is a need for continuous review and modification of these structures to ensure a high level of effectiveness is achieved and maintained. Restructuring school leadership, empowering staff, exploring new technologies for communication, and holding meetings that focus on horizontal and vertical alignment of the curriculum are all actions that have been undertaken to improve existing structures (see A3.2). The use of schoolwide action plans that clearly focus on student success ensures that these modifications are directly or indirectly aimed at improving successful student learning.</td>
</tr>
</tbody>
</table>
| A3.4.2 Subject meeting calendar AY2015/2016 | The school leadership and staff work collectively as a learning community in order to promote the desired global competencies.

With regular faculty meetings and a renewed focus on Professional Development (PDI) and individualized PD plans, the whole school works as a learning community. There are regular meetings of peer teachers during which expertise and experience are shared (A3.4.1). In K and ES, there are weekly grade level meetings, and in MS and HS subject teams have weekly meetings, led by the subject coordinator. In the future, more cross-school level subject meetings are encouraged. For example, the MS and HS science teams have their weekly subject meetings jointly to allow for better coordination of their curricula, learning activities, and assessment methods. Once all school levels are at the new campus, these cross-level meetings will only become more frequent (A3.4.2). Because these meetings are focused our learning unit development, and these units in turns are based on the SLOs, standards, habits of mind, and critical learner needs, these meetings are expected to directly influence student success.
Likewise, weekly SAP Goal meetings allow for staff to learn from each other (A3.4.3). Staff are also empowered and encouraged to seek out opportunities for formal and/or self-directed learning, and individualized PD plans are developed annually for all teachers (A3.4.4). These can contain academic education programs, such as Post Graduate Certification for Education (PGCEi) programs, shorter courses, and self-paced on-line courses (A3.4.5). An active CIA FIRST PLC (Professional Learning Community) Edmodo group has been set up for teachers to review and share papers and articles related to current educational research (A3.4.6). Efforts are being made to have more faculty members actively participate in this group. The Professional Learning Coordinator ensures that all these PD activities are focused on improving student success. All of these activities make that CIA FIRST is a learning community that encourages and empowers all staff to grow professionally. Going forward, this focus on research-based professional growth will only be expanded.
Meeting the interconnectedness to the world indicator is an area of growth for CIA FIRST. Improving staff involvement and developing processes in assessing the school’s interconnectedness to the world to promote a globally minded culture needs improvement. Currently, processes for staff to assess the school’s engagement and interconnectedness do not formally exist. However, steps to encourage the involvement of staff in promoting and assessing the school’s connectivity to the community beyond CIA are being taken in AY 2015/16.

CIA FIRST employs an extremely diverse teaching faculty representing a wide variety of nationalities and cultures from around the world (A3.5.1). This inherently fosters a sense of interconnectedness to the world and promotes a globally-minded culture. However, the school could more effectively capitalize on this and the strengths of its staff to maximize connectivity with the global community. CIA FIRST is in the process of developing a team to meet, promote and assess the school’s interconnectedness. They will meet on a monthly basis to find opportunities for pen pals, exchange programs, guest speakers, and events. They will also work on developing processes for assessing how effectively the school promotes a global culture.

CIA FIRST also intends to more effectively utilize the Global Competence Matrix by EdSteps (A3.5.2). It will be incorporated into the unit plans and curriculum planning. These matrices provide the school with the framework for not only improving its assessment of the students understanding of Global Competence and ability to apply it, but it also provides the framework for teachers to assess the school’s interconnectedness and ability to succeed in fostering a globally minded culture.

CIA FIRST promotes a globally minded culture through the curriculum, recognition awards and School-wide Learner Outcomes (SLOs). The first four SLOs all focus on developing understanding students who are global citizens and can use their understanding to communicate effectively within and across cultures, collaborate with those who differ from themselves, mitigate conflict, and empathize with others of differing worldviews (A3.5.3).
The curriculum is also guided by the SLOs. Units like “The Rise of Islam” in the grade eight social studies curriculum and lessons like “The Lives Behind the Labels” in grade four (A3.5.4) encourage students to adopt a globally minded culture and understanding of the world.

Although the CIA FIRST leadership team needs to develop more effective processes for involving staff in the assessment of the school’s interconnectedness to the world to promote a globally minded culture, based on teacher perception data, 88% of teachers either agreed or strongly agreed that the school offers support and encouragement when trying to enhance student learning in creative and innovative ways (A3.5.5). The success of International Day last year is a prime example of fostering a globally minded culture. Students from middle school and high school were designated a country and they then had to develop an informative poster, a traditional costume for the catwalk, a performance and a traditional dish in the Master Chef competition (A3.5.6). This event was launched last year and is scheduled to be an annual event moving forward at CIA FIRST.

Likewise, the communication officer reaches out to universities and other education-related organizations worldwide. Various partnerships with education institutions from U.S.A, Great Britain, Australia, Vietnam and Thailand have been established (A3.5.7).

In June 2015 CIA FIRST was requested by the International School Leadership Academy (Ontario/Canada) to hold an international school leader conference for the course program in which the school director of CIA FIRST is enrolled. The board of directors approved the request and preparations for the conference have started. (A3.5.8).

In addition, contact has been established with KIDSatLAKE, a pre-school located in Zollikon/Switzerland with the goal of formalizing a partnership including staff exchange, student interaction and mutual support in curriculum development.

Moving forward in the new AY, CIA FIRST will be committed in utilizing the strengths of its diverse teaching staff in developing processes for not only promoting more active engagement and interconnectedness to the world, but also in assessing how effectively we promote a globally minded culture.
## A3. SCHOOL LEADERSHIP

### A3.1 - A3.5 Conclusions

**AREAS OF STRENGTH**

<table>
<thead>
<tr>
<th>A3.1 Defined Responsibilities, Practices, etc.</th>
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<tbody>
<tr>
<td>• There are clear staffing policies, accessible to all staff through the school website.</td>
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<td>• A clear strategy for policy development has been defined.</td>
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<td>• Several policies have been targeted for creation or revision.</td>
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<th>A3.2 Existing Structures</th>
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<tr>
<td>• Effective communication channels and planning procedures.</td>
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<tr>
<td>• A clearly articulated Complaints Policy which is transparent and accessible to all staff members.</td>
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<td>• Positive resolution of complaints thus far.</td>
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<tr>
<th>A3.3 Involvement of Staff</th>
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<tr>
<td>• There is a culture of collaboration between all stakeholders in the CIA Community.</td>
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**AREAS OF GROWTH**

| • SAP Goal 1 and 2 key actions points related to policy development must be implemented efficiently and effectively. |
| • Better documentation using meeting minutes, action plans, and other tools of communication. |
| • Ever more communication across all school levels. |
| • Policies and Procedures need to be better documented and disseminated. |
A2. GOVERNANCE
A2.1 - A2.10 Conclusions

A3.4 Evaluation of Existing Processes
- Effective structures for internal communication, planning, and conflict resolution are in place
- CIA FIRST is a true learning community, with regular opportunities for sharing of experience and expertise, and a clear focus on student success through the use of SLOs, standards, habits of mind, and critical learner needs.

A3.5 Interconnectedness to the World
- Culturally-Diverse teaching student staff and student body
- Nurturing environment conducive to developing global interconnectedness to the world

AREAS OF STRENGTH

AREAS OF GROWTH
- Refinement of existing structures.
- Improved vertical alignment.
- Further expansion of individualized professional development plans.
- No formal processes or policies yet in place to measure the effectiveness of the school’s interconnectedness
A4. STAFF

A4.1 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.

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<th>EVIDENCE</th>
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<tr>
<td>A4.1.1 School By-Laws</td>
<td>The employment policies and practices related to qualification requirements of current and potential staff for all programs at CIA FIRST are clear and under regular review. Policy 5.7 PROFESSIONAL STAFF RECRUITMENT AND SELECTION of the School By-Laws establishes basic employment policies. (A4.1.1)</td>
</tr>
<tr>
<td>A4.1.2 Policy 5.7.1A Staffing Procedures</td>
<td>A comprehensive staffing policy is in place and describes clearly the three staffing processes of recruitment, selection, and hiring (A4.1.2). All staff members involved in the staffing process are aware of and adhere to the policy and staffing practices. Section 4.2 shows evidence of adherence to these policies.</td>
</tr>
<tr>
<td>A4.1.3 Sample Job Descriptions</td>
<td>Clear job descriptions, including job specifications, have been developed for most relevant job categories at CIA FIRST (A4.1.3). However, there is a need to update and regularly modify these descriptions in order to keep them aligned with changes in the school, such as the move from AERO standards to CCSS and NGSS, and ESLRs to SLOs. The school plans to further develop the job specification part of all job descriptions in order to be more specific in terms of qualifications, skills and experience required for each position in the school. The integration of CLN (Critical Learner Needs) related staff selection criteria in the selection process will be a priority in the next review of staffing policy.</td>
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</table>
A4. STAFF

A4.2 Qualifications of Staff

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

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.

FINDINGS

The April 2013 WASC Visiting Committee Report for CIA FIRST International School states the following school-wide critical area for follow-up: “Recruit and seek to retain certified professional teachers and administrators in order to create a consistently high standard of teaching and learning and to ensure continuity of school improvement processes.”

CIA FIRST has effective procedures to ensure that all staff members are qualified for their responsibilities within any type of instruction to ensure quality student learning by doing proper background checks and offering personalized professional development plans when gaps exist between qualifications and responsibilities.

Policy 5.7 PROFESSIONAL STAFF RECRUITMENT AND SELECTION of the School By-Laws establishes basic minimum qualifications for teachers [A4.1.1].

In the recruitment process, the school uses job announcements that clearly state the requirements for qualifications, skills, and experience [A4.2.1]. To recruit certified international teachers more effectively, the school has subscribed to the professional international teaching platform The International Educator (TIE), and has service agreements in place with Teachers in Cambodia and Teachers Horizon. In the agreements, the minimum qualification requirements for suitable applicants are clearly stated [A4.2.2]. By exploring these additional recruitment sources, which cater exclusively to certified/licensed teachers, the school has been able to increase the rate of certified/licensed teachers considerably [A4.2.3]. All job candidates are required to send the following application documents: CV, cover letter and recent photo; certificates of most relevant, highest education level; references of prior employment; and other pieces of evidence on request [A4.2.4]. In job announcements, submission of these documents is requested [A4.2.1]. In the selection process, the staffing policy states two main mandatory qualification and skill related selection tools; the selection interview and demonstration lessons. These selection tools focus on skills, qualifications, and experience as stated in the respective evaluation forms [A4.2.5, A4.2.6].
## A4. STAFF
### A4.2 Qualifications of Staff

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<th>Evidence</th>
<th>Findings</th>
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<tr>
<td>A4.2.7</td>
<td>In addition, two reference checks are mandatory to verify qualifications of applicants [A4.2.8]. An important element of these checks is a review of the applicant’s CV to assess the correlation and consistency of data on professional career and education. At least two prior employers are contacted to check the reliability of the information on the CV and to do a reference check [A4.2.7, A4.2.8, A4.2.9]. If there remain any doubts about the declared qualifications, the selection team conducts further investigations in order to get clarification.</td>
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<tr>
<td>A4.2.8</td>
<td>Additionally, the selection interview evaluation form guides the interviewers towards data verification questions. As at least two interviewers participate in the job interview, there is an increased likelihood that any inconsistency or any indicators for incorrect information are detected [A4.2.5]. After the initial interview each applicant has to undergo a standardized written English test to ensure sufficient English proficiency (and to be categorized in the applicable salary range).</td>
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<tr>
<td>A4.2.9</td>
<td>Another highly relevant selection tool is the mandatory class demonstration lesson, during which the Academic Supervisor, School Level Coordinator, and subject and grade level teachers evaluate the applicant’s teaching performance according to clearly defined criteria. If available, other teachers are invited to join the observation of the class demonstration and to fill in the evaluation form, which uses observable classrooms indicators [A4.2.6]. At the hiring stage, clear qualification and experience related criteria determine the salary range. The ranges are adjusted yearly to support the goal of attracting more certified/licensed teachers. In AY 2015/2016, the monthly salary ranges have been complemented for the first time with relocation allowances in order to make CIA FIRST a more attractive employer.</td>
</tr>
<tr>
<td>A4.2.10.1</td>
<td>Each employment contract states a three-month probationary period during which qualifications and skills are evaluated through end of probation period performance appraisal by the employee’s direct supervisor [A4.2.10.1]. Only teachers with satisfactory evaluation results qualify to become permanent staff after 3 months [A4.2.10.2].</td>
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As the school profile shows, since 2013 there has been a significant increase in the percentage of teachers at CIA FIRST who are qualified. Besides hiring qualified teachers, CIA FIRST has also implemented Professional Development initiatives to improve the qualifications of existing staff. As mentioned in section B2.1, several well-established Subject and School Level Coordinators have been selected by the school to receive support in obtaining their Post-Graduate Certificate in Education (International) from the University of Nottingham. CIA FIRST plans for this to be a yearly occurrence, thus increasing the number of qualified and certified teachers in the faculty.

Selection procedures for office staff vary slightly from the qualifications review standards described above, as class demonstrations and English tests are not applicable, and instead other testing is conducted, e.g. an accounting test for applicants for an Accounting Assistant position.

The pool of qualified teachers within Cambodia is quite limited. Also, CIA FIRST’s commitment to providing high quality, truly international education with affordable tuition fees to the growing middle class in Phnom Penh puts an upper limit on salaries offered. These factors make finding teaching staff challenging. However, so far CIA FIRST has succeeded in finding qualified staff to fill all academic positions.
A4. STAFF

A4.3 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.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.

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<tr>
<td>A4.3.1 Professional Development list</td>
<td>CIA FIRST has begun to set up a process to assign staff members and provide appropriate orientation for all assignments. With the continued development of the CIA FIRST Professional Development process, there will be a continued drive towards maximum use of staff expertise. Currently, whenever there is a specific assignment such as setting up the school library, the school science labs, or the IT infrastructure, the school first looks internally for suitable candidates to take on this role, using an informal process. Academic staff have been selected for specific assignments based on their qualifications, experience, and willingness to take on these responsibilities. In many cases these staff members were given appropriate orientation in defining and preparing for their assignment. Several staff members who were assigned specific roles have received specific, formal training. When the new Curriculum Specialist was assigned, he attended a 5.5 clock-hour Schooling by Design: Principles and Practices for Educational Leaders workshop, organized by ASCD. Moreover, when the MS ELA Subject Coordinator was assigned to overhaul the school library, he took part in training on Follett Destiny’s School Library Management System Software, the software chosen to manage the school library. Non-academic staff are also given adequate orientation. For example, the school’s front office staff regularly attend training to improve their interaction with students, parents, and visitors [A4.3.1]. In addition, the recent restructuring of the middle and high school leadership team has led to a structure of shared responsibilities and accountability, clearly defined roles, and a team in which all members complement each other, playing to each person’s strengths. This maximizes the use of each leader’s expertise.</td>
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A4. STAFF
A4.3 Maximum Use of Staff Expertise

FINDINGS

There have been isolated cases where staff members were assigned roles they lacked the formal expertise for. For example, due to the lack of a well-developed IT department, one IT teacher took it upon himself to take charge of the further development of the school’s IT infrastructure, even though he was not specifically trained for this duty. He has since been promoted to IT Manager. Also, one middle school and one high school science teacher took on the responsibility of designing and equipping the school’s science lab. Nevertheless, in all these cases, the proactive stance of our faculty overcame these challenges. However, productivity and efficiency could have been higher if more time and support had been offered.

With the appointment of a Professional Development Coordinator and the development of personalized PD plans, it is expected that in the future, academic staff members who are assigned new roles will be better equipped to maximize their potential. For non-academic staff, the HR Officer’s role should be expanded to include appropriate orientation of non-academic staff members.

EVIDENCE

A3.1.8
SAP Goal 2
A4. STAFF

A4.4 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.

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<tr>
<td>A4.1.1</td>
<td>School By-Laws</td>
</tr>
<tr>
<td>A4.1.3</td>
<td>Samples of Job Descriptions</td>
</tr>
<tr>
<td>A3.1.3</td>
<td>Organizational Chart 22 Jan 2014</td>
</tr>
<tr>
<td>A4.4.1</td>
<td><a href="http://ciaschool.edu.kh/teachers-corner/">http://ciaschool.edu.kh/teachers-corner/</a></td>
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<td></td>
<td>Password: PhenomPenh!2015</td>
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As described more in detail in section A3.1 Defined Responsibilities, Practices, etc., CIA FIRST has committed itself to improve the development, distribution, and evaluation of administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Of all sets of policies, staffing policies are among the best developed.

In August 2011, the Board of Directors adopted the School By-Laws that set up the base for the development of a School Policy Manual [A4.1.1]. In the following months, job descriptions were created and/or revised collaboratively with job holders [A4.1.3]. An organizational chart for each office is made and publicized each year [A3.1.3]. In September 2012, a Staff Handbook with all relevant policies for teaching staff was compiled and provided to all staff. This has subsequently been replaced with a Teachers’ Corner on the school website that gives teachers password-protected access to the latest staffing and other policies [A4.4.1]. Examples of policies that are available there are the Work Permit policy as of June 2015, Student injury policy 7.9.1A, Policy 5.20 to 5.22A-Paid Leave as of June 2015, and Policy 5.6 Staff complaint policy as of June 2015.

To increase the understanding of responsibilities, operational practices, decision-making processes, and relationships of leadership and staff, job descriptions will be further modified and refined, and subsequently shared with administration and faculty.

With the actions described in section A3.1 Defined Responsibilities, Practices, etc., it is expected there will be a further increase of understanding by administration and faculty of 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.
A4. STAFF

A4.5 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.

_Prompt:_ How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional collaboration has grown stronger at CIA FIRST, after taking action on the critical area for follow-up “Ensure that there is sufficient time in the schedule for faculty to regularly discuss curriculum and plan for instruction at the classroom and divisional levels, as well as school-wide” from the 2013 WASC VC report. Common planning time is now observed at every school level. The perception from the teaching staff survey is positive, as the majority of teachers agree that they are involved in the planning ([A4.5.1]).</td>
<td></td>
</tr>
<tr>
<td>Concerning curriculum and instructions, section B2.3 Professional Collaboration gives more information about ways a culture of shared actions is starting to develop. Grade level and subject level meetings, peer observations in kindergarten and elementary school, DDIP meetings, and Edmodo discussions are all examples of collegial strategies that are used. These activities need to be fostered,</td>
<td></td>
</tr>
<tr>
<td>CIA FIRST operates an informal buddy system: newly hired teachers can be assigned teacher buddies, who will act as mentors and coaches to help these new teachers get orientated ([A4.5.2]).</td>
<td></td>
</tr>
<tr>
<td>Perception data drawn from the teaching staff survey indicates that most teachers agree that they are involved in the school’s planning process for decision making and its implementation towards student learning ([A4.5.3]).</td>
<td></td>
</tr>
</tbody>
</table>

A4.5.1 Staff survey
A4.5.2 Staff orientation form
A4.5.3 Staff survey
A4. STAFF

A4.6 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 schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

**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 schoolwide learner outcomes? Provide evidence and examples.

### EVIDENCE

<table>
<thead>
<tr>
<th>A4.6.1</th>
<th>Budget excerpt and comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4.6.2</td>
<td>Staffing list</td>
</tr>
<tr>
<td>A3.1.5</td>
<td>Teacher induction week schedule</td>
</tr>
</tbody>
</table>

### FINDINGS

One of the critical areas for follow-up that the April 2013 Visiting Committee reported on was to “Plan comprehensively for professional development to meet identified teacher and student learning needs, including ESL in the mainstream, differentiated instruction, student-centred learning strategies, and curriculum planning.”

The school has made significant progress in supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the SLOs.

The school’s budget for PD (professional development) of academic staff has increased significantly since AY 2011/2012 [A4.6.1]. A Professional Learning Coordinator was appointed in 2014, and a full-time HR officer was hired [A4.6.2].

The following offers a summary of PD activities that have taken place. Section B2.4 offers more details, evidence, and evaluation of effectiveness.

The school is now developing focused, personalized PD plans for all academic staff members. New teaching staff are offered a two-week (instead of the former one-week) training and orientation program. This program focuses on UbD, SLOs, critical learner needs, and teaching with technology [A3.1.5].

Material to support PD has been purchased, such as an ASCD ‘In Focus’ subscription, and an e-membership of the NSTA (National Science Teachers Association), which gives access to four science education journals, allowing science teachers to stay up-to-date. Several subscriptions to journals in the field of education will be purchased and available in the library.

CIA FIRST is strongly committed to developing personalized Professional Development plans for all staff members.
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A4. STAFF

A4.7 Supervision and Evaluation

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

**Prompt:** How effective are the school’s supervision and evaluation procedures?

---

**FINDINGS**

CIA FIRST has reasonably effective supervision and evaluation procedures in order to promote professional growth of staff, and these procedures are being continuously improved.

After evaluation of the existing Plan for Continuous Teacher Improvement (Supervision and Evaluation) ([A4.7.1](#)), it was felt there was a need to update this policy for several reasons. The existing policy lacked clarity and was overly complicated. It contained different supervisory activities for teachers with different seniority, leading to a non-egalitarian process of evaluation. It was also not specifically adapted to the school’s situation and it didn’t adhere to teachers’ current practices.

The updated policy that is currently being drafted ([A4.7.2](#)) no longer contains any reference to seniority, because it is seen that each teacher must be assessed according to the same standards, regardless of seniority. It has been observed that seniority doesn’t always correlate with teaching excellence.

When data was collated from class observations, it was noted that there were overall low scores on certain Observable Classroom Indicators (OCIs). Moreover, during end-of-year evaluation talks, teachers expressed that they felt not all expectations had been made clear to them. To address these issues more formative assessment and observer feedback was included in the new policy.

Like the previous one, the new policy contains a combination of classroom observations and self-assessment on an annual basis.

In the first semester, a formative assessment is carried out through classroom observations using OCIs to evaluate a teacher’s performance, after which the teacher is given feedback ([A4.7.3](#)). The teacher then reflects on the outcome of the observation using Charlotte Danielson’s model and OCIs and sets goals for the mid-year review cycle ([A4.7.4](#)). Aside from Domain 3, Instruction, which is based on the OCIs, the teacher will also reflect on Domain 1 Planning and Preparation, Domain 2 Classroom Environment, and Domain 4 Professional Responsibilities.

---

**EVIDENCE**

- **A4.7.1** Plan for Continuous Teacher Improvement (Supervision and Evaluation)
- **A4.7.2** Draft of updated Plan for Continuous Teacher Improvement (Supervision and Evaluation)
- **A4.7.3** Draft of Observable Classroom Indicators
- **A4.7.4** Mid-Year Self-Appraisal

---

**FINDINGS**

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### Chapter 4 - Category A | Organisation for Student Learning

#### A4. Staff

A4.7 Supervision and Evaluation

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4.7.5 Teacher Evaluation Form</td>
<td>Additions made to the OCIs are catering for learning preferences, differentiating for ability, and addressing the habits of mind. Another addition to Domain 4 Professional Responsibilities is teachers’ proficiency in technology as an assessable indicator. In the second semester, a summative assessment is carried out, again through classroom observations using Charlotte Danielson’s model and OCIs to evaluate a teacher’s performance. <a href="#">A4.7.5</a> These drafts are almost finished and will be implemented in AY2015-16. The data collected will be used to develop personalized PD plans. Individual teachers’ data will be tracked over time to measure the effectiveness of supervision and evaluation policy and PD activities. The data will also be collated to measure the overall effectiveness of the policy.</td>
</tr>
<tr>
<td>A4.7.6 Admin Staff Appraisal Checklist</td>
<td>Besides the teaching staff, the administration and accounting department also have specific supervision and evaluation policies. The Administration manager uses a Staff Appraisal Checklist to evaluate the Administration Department <a href="#">A4.7.6</a>. Each Administration Department employee’s performance is appraised in thirteen domains, including attendance and punctuality, communication skills, reliability and job knowledge. The employee under evaluation is then given written feedback on areas of growth.</td>
</tr>
<tr>
<td>A4.7.7 Accounting Staff Appraisal Checklist</td>
<td>The Accounting Manager uses a similar procedure <a href="#">A4.7.7</a> to evaluate the accounting department staff. Accounting staff have clear job descriptions, and a checklist is used to evaluate staff performance every semester (for new employees) or yearly.</td>
</tr>
</tbody>
</table>
Operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance have recently been put in place. Baseline data is now available, allowing for evaluation of the effectiveness of these processes in the future.

Recently, new SLOs and standards such as CCSS (English Language Arts and math), NGSS (science), NCCAS (arts), ISTE, and CSTA (ICT) have been adopted (see B1.2 Academic Standards for Each Area). A Professional Development Coordinator was recently appointed. This person will oversee all professional development (PD) processes, and collect data to determine the measurable effect of PD on student performance. Also, there has been a shift towards focused, personalized PD plans. Baseline data is now being collected to allow for future evaluation of the effectiveness of PD activities.

To measure the effect of professional development, coaching, and mentoring on student performance, classroom observations are carried out based on Observable Classroom Indicators (B4.8.1). These observations are part of the regular teacher supervision and evaluation process described in section A4.7. Moreover, student understanding is tracked by collecting the rubric-based scores students receive when they answer the essential questions in their Self-Knowledge Journal at various stages of a learning unit. This data will then be used by the Professional Development Coordinator to track the effectiveness of PD activities and make the necessary adjustments to the PD processes and activities.
A4. STAFF
A4.1 - A4.8 Conclusions

**AREAS OF STRENGTH**

<table>
<thead>
<tr>
<th>A4.1 Employment Policies/Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear employment policies and practices exist.</td>
</tr>
</tbody>
</table>

**AREAS OF GROWTH**

<table>
<thead>
<tr>
<th>A4.1 Employment Policies/Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Further development clear and up-to-date job descriptions.</td>
</tr>
<tr>
<td>• Creation of more specific guidelines for selection criteria of academic staff, with integration of CLNs.</td>
</tr>
<tr>
<td>• Development of a document/policy management system.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.2 Qualifications of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commitment to hiring only qualified staff.</td>
</tr>
<tr>
<td>• Clear minimum required qualifications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.2 Qualifications of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued use of personalized PD plans to ensure all academic staff members are qualified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.3 Maximum Use of Staff Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appointment of Professional Development Coordinator and development of personalized PD plans.</td>
</tr>
<tr>
<td>• The use of available internal expertise and the possibility for external PD training when needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.3 Maximum Use of Staff Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better orientation for all assignments.</td>
</tr>
<tr>
<td>• Expansion of the role of HR Officer to provide orientation to non-academic staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.4 Defining and Understanding Practices/Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are clear staffing policies, accessible to all staff through the school website.</td>
</tr>
<tr>
<td>• The development of a clear policy development has been initiated.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A4.4 Defining and Understanding Practices/Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Refinement and dissemination of clear job descriptions.</td>
</tr>
</tbody>
</table>
### A4.5 Staff Actions/Accountability to Support Learning

- There is shared planning time at all school levels where student work is looked at and instructional strategies shared.
- Professional development is an increasingly prioritized area at CIA First.
- The offered professional development is selected to improve learning and teaching.
- External and in-house training has enabled the implementation of play-based learning (Kindergarten) and Understanding by Design (grades K-12).
- Teachers are encouraged to sign up for online courses according to their personal needs and interests.
- Key members of staff without a degree in teaching are enrolling in PGCEi with University of Nottingham.
- Purchase of ASCD In Focus subscription.

### A4.6 Support of Professional Development

- Professional development is an increasingly prioritized area at CIA First.
- The offered professional development is selected to improve learning and teaching.
- External and in-house training has enabled the implementation of play-based learning (Kindergarten) and Understanding by Design (grades K-12).
- Teachers are encouraged to sign up for online courses according to their personal needs and interests.
- Key members of staff without a degree in teaching are enrolling in PGCEi with University of Nottingham.
- Purchase of ASCD In Focus subscription.

### A4.7 Supervision and Evaluation

- All departments have clear supervision and evaluation policies.
- Peer observation to be introduced in MS in addition to K and ES.
- CIA First will continue to offer further training in Understanding by Design and other topics related to research-based teaching strategies in order to complete the implementation of UbD and enhance instruction and learning.
- Complete implementation of individual professional development plans for all teaching staff.
- Implementation of DVC.

### A4.8 Measurable Effect of Professional Development

- Baseline data is available.
- A dedicated Professional Development Coordinator will collect data and assess the effectiveness of PD activities.
- Continuous evaluation of the effectiveness of PD activities.
## 4. SCHOOL ENVIRONMENT

### A5. Caring, Concern, High Expectations

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

**Prompt:** To what extent does the school demonstrate caring, concern, high expectations for students in an environment that honors individual differences and is conducive to learning?

### Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Findings</th>
</tr>
</thead>
</table>
| A5.1.1  | Faculty Manual Attachments  
CIA FIRST International School recognizes that all students require a caring and safe environment, as school is considered a second home for children. CIA FIRST aims to continue what has been started at home: nurturing the child and allowing the development of physical, mental, and social health, as well as challenging the child, allowing her to find her place according to her location, environment, identity, and international and global perspectives. CIA FIRST, being home to more than a thousand students from K–12, has the responsibility of knowing each child and understanding her background, in order to develop the whole child. |
| A5.1.2  | Posts in Edmodo PLC  
As part of CIA FIRST’s responsibility and commitment to develop the whole child, the leadership of the school has written policies in place that will ensure safety of the child inside and outside the school (A5.1.1). These policies include, but are not limited to, Teacher Job descriptions, Classroom Safety Policy, and Social Media Use Policy. (A5.1.1) provides a comprehensive policy list. |
| A5.1.3  | Staff Survey Q22, Care Survey Q8 and Q9  
A number of initiatives are in place to ensure the faculty and support staff are aware of the importance of the providing a safe and caring environment for the students at CIA FIRST. These include encouraging teachers to read articles on providing a safe environment to our students, and practicing a healthy lifestyle. Appropriate articles and video links link are posted in the school Edmodo group (A5.1.2). According to the teacher survey, 93% of teachers feel that the school demonstrates care for all students, while 91% of the student body said that the international staff care for them and 79% said the Khmer staff care for them (A5.1.3). |
| A5.1.4  | Snapshots of in-house First Aid Training  
The school nurse provides first-aid care to students and teachers, as well as providing in-house training on first aid to teachers at the beginning of the school year and whenever time permits (A5.1.4). She is supported by other staff members who have medical training (A5.1.5), because the number of students necessitates additional help. 70% of parents said that they are confident the school is providing good health care support to their children (A5.1.6), 61% of middle and high school students said they could find help easily when sick or injured and 50% of elementary students said the same (A5.1.7). |
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A5. SCHOOL ENVIRONMENT
A5.1 Caring, Concern, High Expectations

Communicating high expectations to students occurs in several ways. Teachers and staff have many opportunities to communicate with students, notably through classroom and homeroom time. These opportunities provide a platform for driving home the CIA FIRST SLOs and standards. Furthermore, as the school caters to the second language learners, the “Speak English Campaign” is an initiative which communicates high expectations to students (A5.1.9). Teachers give tickets to students who are observed speaking English in the hallways, canteen, playgrounds, and other school areas, in order to encourage them to practice and improve their English language skills. At the end of each month, students who garnered the most tickets are rewarded (A5.1.10).

CIA FIRST International School also communicates expectations related to the way CIA FIRST structures and organizes learning. The curriculum is rich and varied, which provides students with the opportunity to be successful, not just in academics, but also in art, music, sport, further languages, community service, and in helping their peers (A5.1.11, A5.1.12).

The school also encourages critical thinking and inquiry and the development of critical consciousness to enable the students to develop capability in complex problem resolution and decision making (A5.1.13). Evaluation is also one component which conveys high expectations. Aside from the standardized testing (A5.1.14), the school is implementing several further assessment approaches, including authentic assessments which promote student reflection, critical inquiry, and problem solving (A5.1.15).

Several competitions are conducted over the year in mathematics, English skills, sports, and art (A5.1.16). Students who are not meeting expectations are required to attend summer school (A5.1.17). Conversely, students who meet or exceed the curriculum standards, and are older than their peers, are recommended for acceleration (A5.1.18). CIA FIRST is committed to having students learn together with their peers.
A5. SCHOOL ENVIRONMENT

A5.2 Self-esteem

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

Prompt: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

---

**EVIDENCE**

<table>
<thead>
<tr>
<th>A5.2.1</th>
<th>MS/HS Student Survey Q33 &amp; ES Student Survey Q44</th>
</tr>
</thead>
<tbody>
<tr>
<td>A5.2.2</td>
<td>List of Awardees AY2012/13</td>
</tr>
<tr>
<td>A5.2.3</td>
<td>Student Performance Awarding System</td>
</tr>
<tr>
<td>A5.2.4</td>
<td>Recognition Awards Justification for MS/HS</td>
</tr>
</tbody>
</table>

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**FINDINGS**

CIA FIRST adequately fosters student self-esteem through high expectations for each student and recognition of success. According to the student survey, 53% of students in middle and high school and 67% of elementary school students agreed or strongly agreed that they feel more confident in themselves since coming to CIA FIRST (A5.2.1). These numbers are not as high as had been hoped, but it does suggest that over half of the student body developed more confidence and self-esteem through attending CIA FIRST. Nevertheless, improving the confidence and self-esteem through high expectations for each student and recognition of their successes is an area of growth for CIA FIRST.

In recognition of the suggestions made in the Visiting Committee’s report of 2013, procedures and policies of recognizing student success been improved. In the past, student performance was ranked, and awards were distributed by subject (A5.2.2). Rankings were also publically displayed in classrooms. This was considered damaging to student self-esteem and has since been stopped. Today, students are no longer ranked in class based on grades or by subject. CIA FIRST continues to coach parents on viewing student achievement in relation to their attainment of the standards, as opposed to comparing their achievement to other students.

CIA FIRST focuses on educating and rewarding the “whole child”, so the awards are based on the key areas of learning. In AY 2013/14, CIA FIRST began using the SLOs for the selection process, which is more inclusive of student strengths, skills and understandings. The attainment of the SLOs as awards criteria sets higher expectations for student achievement (A5.2.3). Currently, CIA FIRST recognition awards are distributed every year to students in each homeroom. In middle school, homeroom teachers are asked to select students for the recognition awards and to justify their choice using the SLOs: the Global Citizen Award (SLOs 1-5), the Empowered Thinker (SLOs 4-10), and the Well-Rounded Individual Award (SLOs 11-12) (A5.2.4). Awards are also distributed by ranking at school level: elementary school receives bronze awards, middle school receives silver medals, and high school receives gold medals.
A5. SCHOOL ENVIRONMENT
A5.2 Self-esteem

FINDINGS

CIA FIRST Scholarship Awards are another means of fostering self-esteem through high expectations and recognition of success. At the end of each school year, one student per grade level is selected to receive the CIA FIRST Scholarship Award. The scholarship is recognition of their success throughout the year. The student is awarded a 50% tuition discount for the following year. Teachers are asked to submit nominations per grade level for students who have performed outstandingly and attained the SLOs. Teachers are advised that students should not be selected solely based on academic merit. In order to encourage high expectations within and beyond the classroom environment, their character, leadership skills, communication skills, and actions outside of the classroom are also taken into account (A5.2.5).

CIA FIRST spelling and mathematics competitions build student self-esteem by setting high expectations for each student and recognizing success. The winners of these competitions receive certificates of recognition, which are awarded at the Monday morning assembly, with their peers present (A5.2.6). Although the middle school competition follows a more traditional format for their skills competitions, elementary school has adopted a more team-oriented and creative strategy. In English Language Arts (ELA), they have a reading competition where the students create visual presentations of a book or story they have read (A5.2.7). The aim of this strategy is to build student self-esteem through team building, communication, and collaboration, in order to avoid singling out students who may struggle with these skills. In mathematics, they work in teams at various stations to solve problems collectively (A5.2.8). The recognition of their success as a team fosters their self-esteem and sets higher expectations for student achievement.

CIA FIRST also frames exemplar art pieces to be displayed in the hallways around the school and publishes books containing strong student creative writing to be made available in the library. Greater recognition of student achievement in Visual and Performing Arts will be realized in the upcoming AY 2014/2015. Student excellence and achievements in athletics are recognized too. At the end of each AY, athletics excellence awards are given out at school level. The physical education instructors and athletics coaches select one boy and one girl who demonstrated strong athletics skills, sportsmanship, and leadership throughout the year (A5.2.9).

EVIDENCE

A5.2.5 Scholarship Nomination Process on Google Drive
A5.2.6 Spelling and Maths Competition Certificates
A5.2.7 Reading Fair Instructions
A5.2.8 Math Skills Challenge
A5.2.9 Athletic Excellence Certificates
A5. SCHOOL ENVIRONMENT
A5.2 Self-esteem

These awards are intended to recognize their athletic excellence and their contribution to their team’s growth and achievements. Certificates of participation, recognition, and awards are handed out at the Monday morning assembly for student successes in football, basketball, running, track and field, and volleyball competitions held within the school and against other schools. CIA FIRST is also associated with a local sporting academy, Rising Stars International Sports Academy (RSISA). During AY 2014/2015, the CIA FIRST football coach and CIA FIRST football players were invited to join RSISA for an international tournament in Singapore (A5.2.10). Players were invited in order to foster student self-esteem and set high expectations for their athletic performance within the international community.

The school-wide events of Family Day and Children’s Day are designed to enhance student self-esteem and celebrate student success in many ways. Students at the kindergarten and elementary level perform songs and dances in order to build self-esteem and celebrate their success as a community (A5.2.11). Middle school students also perform on these days. Under the guidance of homeroom teachers, students are also responsible for developing business plans for food stalls and managing these food stalls at the events. The proceeds of the food stalls are donated to charity organizations in the local community. Student participation in these events makes them a great success and are key in building student self-esteem at CIA FIRST.

CIA FIRST initiatives to improve English language proficiency simultaneously build self-esteem and recognizes student proficiency in the English language. The CIA FIRST Speak English Campaign encourages students to speak English by awarding students who are “caught” speaking English independently outside of class (A5.2.12). Students who are “caught” are awarded with campaign cards. The winners of the campaign receive gift certificates for Amazon Books as recognition.

CIA FIRST continues to incorporate and institutionalize school-events, awards, and initiatives that foster student self-esteem through high expectations for each student and recognition of their success.
A5. SCHOOL ENVIRONMENT

A5.3 Mutual Respect and Communication

**Indicator:** Mutual respect and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning and management.

**Prompt:** What evidence supports mutual respect and effective cross-cultural communication among and between staff, students, and parents?

---

**FINDINGS**

CIA FIRST International School has continued to build inclusive communities where economic, religious, cultural, and other differences are brought together into a forum of effective communication and mutual respect. As the school moves forward and grows, CIA FIRST will endeavor to nurture and foster an environment of cultural diversity and acceptance. Survey data is generally very positive, and endorses the view that mutual respect and communication is an area of strength at CIA FIRST.

According to the staff survey conducted before the end of AY 2014/2015, 82% of the staff believe that CIA FIRST acknowledges and embraces individual and cultural differences. 95% said that the communication between staff and parents is respectful, and that that the communication between staff and the students is respectful. 95% observed respectful communication between staff, and 76% of staff said that they are included in the difference-solving process (A5.3.1).

The parent survey indicates that 76% of parents agree that the school treats students with respect, while 87% said that communications between parents is respectful. 90% said that communication between parents and other non-teaching staff is respectful (A5.3.2).

Elementary school students expressed a slightly lower perception of how well people in school show respect, communicate, and help each other. In terms of the school encouraging students to express their opinion in class, 90% of the elementary students said that the school is doing so, but on the point of listening to their opinion regarding school improvements, only 44% of the elementary students said that the school actually listened to them. On valuing people’s differences, 54% of the elementary students said that the school values differences (A5.3.3).

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**EVIDENCE**

| A5.3.1 | Staff Survey  
Q35, Q37, Q38, Q39, Q26 |
| A5.3.2 | Parent Survey  
Q25, Q42, Q43, Q44 |
| A5.3.3 | ES Survey  
Q35, Q26, Q38, Q43 |
## A5. SCHOOL ENVIRONMENT

### A5.3 Mutual Respect and Communication

<table>
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<tr>
<th>Evidence</th>
<th>Findings</th>
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<tbody>
<tr>
<td>A5.3.4</td>
<td>Middle and high school students have a similar perception to elementary students, with 43% agreeing that there is a high level of mutual respect, two-way communication and support in relationship. On the issue of expressing opinion, 43.60% said that the school encourages them to express their opinions and about 51% said that the school welcomes student involvement. Only 36.25% of the middle and high school students said that the school values people’s differences [A5.3.4].</td>
</tr>
<tr>
<td>MS/HS Survey Q37, Q38, Q34, Q39, Q32</td>
<td>Across all of the surveys, it was observed that many respondents took a neutral stance in their responses. ‘Neither agree nor disagree’ was a popular response, and CIA FIRST recognizes that a 4-point scale should be used in the future, thus ensuring that the data is more authentic.</td>
</tr>
</tbody>
</table>
A5. SCHOOL ENVIRONMENT

A5.4 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?

---

**FINDINGS**

The supervision policy has increased the support given to the teachers (A5.4.1). The nature of supervisory activities is explained in detail for each one of the identified teachers in our "Plan for Continuous Teacher Improvement". Due to the rise in student enrolment, CIA FIRST is having to employ an ever-increasing number of teachers, and it remains a challenge for the school leadership to provide enough support to each one of them. At the same time, CIA FIRST school has chosen to implement new curriculum standards and introduced Understanding by Design as a curriculum framework. These initiatives are exciting for the school environment. The magnitude of work required to create professional development plans, not only for the beginning teachers but also for intermediate teachers, is sizeable as there are many teachers who are new to CIA FIRST.

According to staff survey data, 83% of CIA FIRST staff agree or strongly agree that the school offers them room for professional growth. 86% of staff believe that the school environment supports them in developing and using their skills and talents in their daily work and gear their students towards achieving the SLOs. In addition, 83% of staff agree or strongly agree that the environment (resources) provided by the school enable them to focus on students accomplishing the SLOs (A5.4.2).

Teachers are supported in the regular meetings, which are conducted across all school levels (A5.4.3). In these meetings, the teachers are given opportunity to have a shared planning discussion on issues related to unit plans, resources, assessment, discipline challenges, and upcoming events. Peer observation, which allows new teachers to observe experienced teachers, is an established system. This is an area of growth and more student observations should be performed.

**EVIDENCE**

- A5.4.1 Plan for Continuous Teacher Improvement
- A5.4.2 Staff Survey Q28 Q30 Q34
- A5.4.3 Meeting schedules and Meeting minutes
A5. SCHOOL ENVIRONMENT
A5.4 Teacher Support and Encouragement

<table>
<thead>
<tr>
<th>EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td><strong>A5.4.4</strong> List of teachers attending PGCEi</td>
<td>School coordinators are considered resource teachers, and are provided opportunity to enhance their knowledge and skills by completing professional development courses which are aligned to understanding of the curriculum framework (A5.4.4). The school acknowledges the increased workload of the resource teachers in supporting and mentoring new teachers, so these teachers are given a reduced teaching schedule in order to provide them with sufficient planning and preparation time (A5.4.5).</td>
</tr>
<tr>
<td><strong>A5.4.5</strong> Subject coordinator teaching schedule</td>
<td></td>
</tr>
<tr>
<td><strong>A5.4.6</strong> UbD and Use of Technology schedule and attendance</td>
<td>Improved induction, orientation, and training provides all new teachers with the support they need related to curriculum standards, curriculum framework, and use of technology in the classroom (A5.4.6). The curriculum coordinator, together with some academic leadership staff, has prepared a 5 day training program which is delivered 2 weeks before the commencement of the new academic year. The week before the commencement of the new school year is set aside for staff orientation and preparation (A5.4.7).</td>
</tr>
<tr>
<td><strong>A5.4.7</strong> Orientation Schedule</td>
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</table>
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A5. SCHOOL ENVIRONMENT
A5.5 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.

**FINDINGS**

CIA FIRST has effective policies and regulations in place to ensure that resources are used to foster a school environment that is safe, clean, and orderly; however, despite an investment into ICT infrastructure, internet safety proves to be an ongoing challenge that school has to continually monitor and address. Safety and cleanliness of the campuses is assured by the maintenance team which consists of maintenance officers, electricians, and hygiene agents. A check-list system is in place to provide the maintenance officers with the tools to conduct regular checks (A5.5.1). The perception of the school community over safety and security of the campus is positive, with 74% of respondents agreeing or strongly agreeing that the school is well maintained.

Fire drills are conducted at least 2 times per year to ensure that everyone knows evacuation routes, safe assembly points, and evacuation procedures (A5.5.2), although more frequent drills will be practiced in AY 2015/2016.

The design of the new campus takes into account architectural data in terms of safety and functionality standards (A5.5.3).

The critical points, raised in the last full visit in 2013 have all been addressed in the new campus. Classroom size increases from 30 to 51 square meters or 70% and air-conditioning power increases from 1.8 HP on average to 4 HP-Daikin in all classrooms (or 122%) (A5.5.4). Complaints from students and teachers about classroom temperature decreased to zero in school year 2014-2015. Fire evacuation routes have been incorporated into the architecture of the new campus, which has resulted in having a minimum of 3 access point to each floor of each school building (A5.5.5). Although the old campus’ architecture does not meet international standards, classroom sizes have been enlarged by merging rooms, air-conditioning has been increased, and fire escape stairs have been installed, so that the campus can host kindergarten section in school year 2015-2016, before moving to the new facilities in Campus 2 in September 2016 (A5.5.6).

When it comes to internet safety, the school has contracted an IT consulting firm, Linked Village, led by a British IT professional, to provide the system design to ensure safety of students over the internet, especially in the context that the school uses BYOD. However, a more robust firewall is needed to ensure even safer usage (A5.5.7).

**EVIDENCE**

- A5.5.1 Check-List for Maintenance Officer
- A5.5.2 Fire Drill Policy and Reports
- A5.5.3 Architecture Data Used by eSign Architects
- A5.5.4 Standard Classroom Floor Plan and AC Units
- A5.5.5 Building A and B Floor Plan
- A5.5.6 Campus 1 Floor Plan SY 2015-2016
- A5.5.7 IT Network Consultation Report
# CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

## A5. SCHOOL ENVIRONMENT

### A5.1 Caring, Concern, High Expectations

- CIA FIRST has policies which keep the students safe in the school and its surroundings.
- The school has a tradition to communicate higher expectations to the students through friendly competitions and student assessments which meet standards and SLOs.
- Distinct move away from ranking and focus on educating and rewarding the “whole child”.
- Recognition awards and scholarships aligned to the SLOs.

### A5.2 Self Esteem

- Distinct move away from ranking and focus on educating and rewarding the “whole child”.
- Recognition awards and scholarships aligned to the SLOs.
- Spelling, math and other competitions should become more team oriented

### A5.3 Mutual Respect and Communication

- CIA FIRST adults namely the staff and parents have a very positive perception in regards mutual respect and communication.
- Though the students from all levels perceive a high level of care in the school, they have a slightly lower perception regarding mutual respect and communication. The school should adapt an initiative that would help the staff and parents understand the mindset of the students in order to develop mutual respect and communication.
### A5. SCHOOL ENVIRONMENT

**A5.1 - A5.5 Conclusions**

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
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<tbody>
<tr>
<td><strong>A5.4 Teacher Support and Encouragement</strong></td>
<td><strong>A5.5 Safe, Clean, and Orderly Environment</strong></td>
</tr>
<tr>
<td>· Improved training and induction helps the new teachers to be familiar with the curriculum standards, curriculum framework, and use of technology in the classroom.</td>
<td>· Campus 2 development according to international standards in terms of safety</td>
</tr>
<tr>
<td>· Resource teachers are given less teaching time to provide support to new teachers.</td>
<td>· Firewall capacity needs improvement to ensure even safer internet usage.</td>
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<td>· Increased peer lesson observations to increase the sharing of innovative teaching strategies</td>
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CHAPTER 4 - CATEGORY A  | ORGANISATION FOR STUDENT LEARNING

A6. REPORTING STUDENT PROGRESS

A6.1 Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the school-wide learner outcomes, i.e., global competencies.

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, i.e., global competencies.

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<tr>
<td><strong>A6.1.1</strong> Academic Development Update Workshop for BoD</td>
<td>CIA FIRST has implemented a variety of effective processes to report student progress. Communication has been improved with increased use of technology and social media. In order to progress further, usage of the in-house systems and the connectivity to students and the non-English speaking community need to be enhanced.</td>
</tr>
<tr>
<td><strong>A6.1.2</strong> Parent Survey</td>
<td>Board members are informed about student progress at semesterly meetings with the academic leadership team, where academic plans and achievement data are discussed. These meetings are also used to discuss the importance of UbD to the curriculum and the standard-aligned unit plans and performance tasks, which are used to track student progress (A6.1.1).</td>
</tr>
<tr>
<td><strong>A6.1.3</strong> Report Card with written comments.</td>
<td>CIA FIRST uses OpenSIS for student information and storage of grades. This is advantageous in that students and parents can access student-data in real-time. OpenSIS seems to be effective, as 77% of the parent-survey respondents feel that they are well informed about the progress their child is making towards achieving the SLOs (A6.1.2). Unfortunately, currently, OpenSIS lacks the ability to breakdown the scores per standards-based criteria. To alleviate this problem, HS have given PD to new and existing teachers on a system combining Goobric and Doctopus, which not only breaks these scores down for simple collation in the DDIP, but improves marking and communication with students during the assessment process. This is an excellent way for subject coordinators to improve the identification of areas of deficiency, and leads to improved curriculum planning, resource planning, and curriculum development.</td>
</tr>
<tr>
<td><strong>A6.1.4</strong> Attendance data for the Parent Teacher Support Conference (PTSC)</td>
<td>Each semester, report cards are generated using openSIS, and these include the letter grade and written comments from the home teacher (A6.1.3). This real-time tracking of student progress reduces the significance of the PTSC, yet PTSC is still seen as very important, and face to face discussions with parents occur three times during the academic year (A6.1.4). With real-time tracking, teachers can also remind parents, through the homework diaries, when performance tasks are due or academic concerns are apparent.</td>
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Parents who are tracking the data are also able to contact the teachers and request a meeting when concerns are raised. It is evident that teachers need to update the records on OpenSIS in a timely manner for this process to work effectively, and at CIA FIRST the vast majority of teachers adhere to this ethic.

Student progress is monitored differently at the kindergarten level. Recommendations of the WASC visiting committee in 2013 were actioned when the assessment process was changed from a letter grade score to a system based on social, emotional and physical development as well as academic performance (A6.1.5). Students are assessed through teacher observation where the performance tasks are mostly demonstrations or role plays. For Personal, Social and Emotional Development, the students are assessed based on their ability to cope with routines and practical skills like putting on their shoes, working with peers, and working independently. Number and letter grades are not deemed appropriate at this early stage of academic and social development.

There are still a number of areas of growth in relation to reporting student progress. CIA FIRST is not yet using OpenSIS to its full capability. As well as its breaking down criteria deficiencies, in terms of Lexile reading levels, there is a need to implement additional fields to store reading progress, which will inform choices of books for extended reading plans. More holistic reports need to be produced on OpenSIS, including average scores per grade level per subject. The non-English speaking community also need to be better informed. Korean interpreters have started to be used at PTSC meetings, but with the non-Khmer population at CIA FIRST greatly increasing, there is a need to improve communication. At the moment MAP testing is used primarily to inform faculty about areas of growth, but parents can request this information, and it is hoped that this data may be published in the future on the school website. In the student survey only 58% of MS/HS students believe that teachers monitor their performance well and give them constructive feedback (A6.1.6). As a result of this information, CIA FIRST has implemented PD workshops to improve constructive classroom dialogue and feedback on performance tasks.
A6. REPORTING STUDENT PROGRESS

A6.2 Monitoring Student Progress

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

*Prompt:* Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and school-wide learner outcomes.

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<tr>
<td>A6.2.1 Sample DDIP</td>
<td>CIA FIRST understands that the goal of monitoring student progress is to keep track of students’ growth in the attainment of curriculum standards and SLOs, and therefore guide instructions. The teachers use multiple criteria for assessing growth of the students and monitoring progress, which includes school-based assessment and standardized assessment. The school recognizes that, particularly with NG Reach and MAP testing, students should be measured twice per year, providing entry and exit data which will enable the school to measure student growth across the year. This will be effective in AY 2015/2016.</td>
</tr>
<tr>
<td>A6.2.2 Comparative results in DDIP</td>
<td>Performance-based assessments are activities or exercises where a student or group of students demonstrate specific skills and competencies in relation to the specific performance indicators or standards. The teachers use an observation checklist or rubric based on the performance outcomes or criteria. For organizational purposes, it involves a group of teachers looking at examples of student work, discussing the extent to which the examples meet the standards, and coming to an agreement on the level of attainment represented by each example. The information from the selected performance-based tasks is submitted to the subject coordinator for trend analysis and suggests an intervention plan when needed. This exercise is detailed in the DDIP (Data-Driven Improvement Planning) [A6.2.1]. As this exercise was recently introduced, the subject coordinators in the elementary level have found it very challenging to gather information from the teachers. Teachers are unfamiliar with this kind of exercise, sometimes late in submitting samples of student work, meaning data is sometimes incomplete, making trend analysis difficult. The exit data gathered by subject coordinators gathered for the AY 2014-2015 will be used to guide instruction for the upcoming school year. However, at the other levels, teachers have been able to do intervention planning for their students over the second semester period [A6.2.2], and witness meaningful changes in student performance.</td>
</tr>
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</table>
CIA FIRST school has carried out MAP testing since 2013 in order to compare language and mathematics achievement of students to that of a broader segment of student population in the region [A6.2.3]. The academic team aims to use the information to track student progress in English and Mathematics skills, and help students to focus on the areas that need improvement. However, the use of the information gathered in this standardized assessment is not yet fully integrated in terms of monitoring student growth. Teachers need appropriate training in order to fully maximize the interpretation and use of the information.

At elementary level, students have undergone CNG online during AY 2013-2014 and 2014-2015. This test is included in the ELA resource package which assesses the three components of the subject – vocabulary, grammar, and comprehension. The students take the pre-test at the beginning of the school year and the information gathered is analysed by the ELA coordinator in order to address the students’ weaknesses in those three areas and guide instructional paths. The post-test is then scheduled before the end of the school year and a comparative analysis is reported [A6.2.4].

At kindergarten level, student journals are used to record student work over time by taking snapshots of their work and activities, which reflect accomplishments relative to specific instructional goals or objectives. The development of certain skills is monitored and told in the form of pictures through systematic arrangement of the student work [A6.2.5]. Teachers and parents are given a clear picture of student development over a certain period, through analysis of student work in phonics, reading, science and social studies. However, due to the number of performance indicators in one semester, the teachers are not able to capture all the important stages in each of the student’s growth.
A6. REPORTING STUDENT PROGRESS
A6.3 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.

**Prompt:** Comment on how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.

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<tr>
<td><strong>A6.3.1</strong> Summer School Project Based Learning <a href="http://ciafirstelasummerschoolproject.weebly.com/">http://ciafirstelasummerschoolproject.weebly.com/</a></td>
<td>CIA FIRST has made significant progress in using assessment data to make changes to the school program and curriculum. This is as a result of copious amounts of current academic literature on cycles of continuous improvement coupled with the fact that it was a key area of improvement suggested by the 2013 Visiting Committee. Collation of data has been strenuous and vigorous. Comprehensive analysis of data has led to the detection of a range of critical learner needs which has driven program changes, unit planning, professional development, and resource allocation.</td>
</tr>
<tr>
<td><strong>A6.3.2</strong> Student Survey Data</td>
<td>The annual summer school has been revamped in consideration of high school graduation requirements and streaming. Streaming in HS has been introduced as a form of differentiated teaching to accommodate optimal preparation for the planned AP courses starting in AY 2016/2017. It was also introduced because teacher feedback and assessment results indicated inadequate performance, particularly from students arriving late at CIA FIRST from poor feeder-schools. Therefore, summer school is now seen as an opportunity for students who have failed a subject during the academic year to improve their grade up to a ceiling of a C. The curriculum in summer school comprises of six-week projects covering the academic standards and big ideas from the full-year course, and is founded on the principles of Project-based Learning (PBL). [A6.3.1]</td>
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<tr>
<td><strong>A6.3.3</strong> VAPA/Language B Timetable</td>
<td>Program changes have also been made to the MS afternoon sessions where the international students break away from those following the Khmer elective. Previously, classes were turned into clubs specialising in diverse interests such as photography, Judo, journalism and gardening. Poor attendance and perception data [A6.3.2] as well as the adoption of NCCAS standards for visual and performing arts and AERO standards for world languages has precipitated a change in timetabling. CIA FIRST has now introduced a choice of visual arts, drama, band, Chinese, French, and Khmer for non-Khmer speakers. In line with AERO recommendations of a minimum of 45 minutes per day for language B, daily 50 minute sessions have been introduced. [A6.3.3]</td>
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</table>
A dedicated EFL program was introduced at the start of AY 2014/2015, based on a significant increase in student numbers from diverse backgrounds (A6.3.4-5), entrance assessments, and referrals from classroom teachers. This program is still in the process of development and stringent efforts are being made to hire specialised personnel to document the program, formalise the assessment process, and track student progress. This is aligned with the school’s Mission and Vision of offering high quality of education to the widest population possible in the Cambodian community.

ICT will be introduced to K5 FOR AY 2015/2016 (A6.3.6) due to assessment results displaying poor digital literacy in lower elementary. ICT for K and lower ES level is mainly to help students acquire the technological skills needed to support their learning and in doing their performance tasks. Since K5 has only recently been introduced to ICT this year, they will learn how to use hardware such as a mouse, keyboard, etc., and familiarize themselves with the software environment. These basic skills will enable the students to achieve the overarching skills the ES group identified as being essential to aid the successful completion of a variety of transfer activities. (A6.3.7)

In MS, science hours increased from 3 hours per week to 4.5 (A6.3.8) due to poor student performance in NGSS practice standards (A6.3.9a-c). Teacher feedback indicated that there were not enough hours to cover NGSS standards. There has been an allocation of funds to the science department to improve the lab which will assist performance improvement.

Since the adoption of UbD principles, CIA FIRST has placed metacognition and 21st Century skills prominently in its assessment policy. Initially, these were assessed using the three ‘Cs’ [Creativity, Collaboration and Critical Thinking] and self-knowledge journals. Student achievement was poor in the self-knowledge journals, especially among the younger students who struggled to differentiate between skills, knowledge and understanding. (A6.3.10) They also found it difficult to discipline themselves to update the journals on a regular basis. Assessment of the three ‘Cs’ was deemed unsuccessful because the teachers based their grading more on perception than actual evidence of displaying the required traits.
The solution has been in the adoption of the Habits of Mind, 16 thinking dispositions deemed necessary for students to succeed in education, the workplace, and life in general. ([A6.3.11a-d]) These Habits of Mind have now been incorporated into the existing unit plans and will be assessed through a combination of formative self-assessment with teacher feedback and summative assessment based on frequency of display and quality of evidence provided by students. The self-knowledge journals are to be replaced with continued discussion of the essential questions on Edmodo, where students are given the opportunity to develop their thinking and understanding of the core issues of the unit. This is based on academic literature which asserts that experts cluster their knowledge around big ideas within a discipline.

The curriculum has undergone further changes based on the analysis of assessment data. Assessment results based on criteria have enabled subject coordinators to pinpoint specific deficiencies which enable the creation of critical learner needs. These CLNs form the basis of changes to the unit plans and performance tasks. ([A6.3.12])

It is evident that the proposed changes need an educated, informed, and proactive faculty. Professional Development is essential to facilitate and foment the ethos of UbD and to cement a platform where learning is perpetuated with informed change. The introduction of the internal TPD Dialogic Video Cycle will support program and curriculum change through analysis and development of productive classroom dialogue. Proposed PD workshops for the upcoming academic year include development of UbD, use of EQs, differentiated instruction, and assessment for learning strategies. The workshops will be selected based on data from the Observable Classroom Indicators template ([A6.3.13]). To support this advancement of faculty prowess, the TPD budget has been increased to $3000 per month. This is hoped to address the perception amongst faculty members that staff training and development may not be entirely appropriate to their needs at present. ([A6.3.14])

Resources have also been allocated data assessment analysis indicated areas of weakness. To improve Lexile reading levels, the library has received an enhanced resource allocation which now also boasts a comprehensive e-library accessible from the school website ([A6.3.15]). With the introduction of the CCSS standards with heightened Lexile reading targets, proficiency is paramount and the data received from MAP testing indicates students are below target ([A6.3.16a-c]). The allocation of resources to the library will help facilitate individualized reading programs which will be tracked through ongoing MAP results.
A6. REPORTING STUDENT PROGRESS

A6.1 - A6.3 Conclusions

**AREAS OF STRENGTH**

**A6.1 Reporting Student Progress**

- Real-Time online accessibility to grades.
- Parent Teacher Conferences.
- Workshops with the BoD.

**A6.2 Monitoring Student Progress**

- The school has started to implement measures and procedures to monitor student progress toward meeting academic standards and school-wide learner outcomes.
- Training on the LASW, DDIP, and other student progress monitoring system should be implemented regularly especially for the beginning teachers.
- Teacher training on the effective use of information gathered in MAP testing and CNG should be included in the PD plan.
- Clustering of performance indicators in the Kindergarten level should be done in order to show an overall picture of student growth over a period of time.

**A6.3 Modifications Based on Assessment Results**

- A comprehensive process of collation and analysis of data to facilitate a cycle of continuous improvement for the curriculum, school programs, TPD and resources allocation.
- An improved and focused Summer School program designed to prepare MS students better for HS.
- Introduction of ICT to Kindergarten.
- Updated and improved assessment of 21st Century Skills.
- Document the EFL program and formalise the assessment process.
- The collection and analysis of longitudinal data from both external MAP testing and internal cornerstone tasks to enable analysis of growth over time in order to further develop the continuous improvement cycle.
- Targeted TPD via a Dialogic Video Cycle program.
A7. SCHOOL IMPROVEMENT

A7.1 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.

**Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

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<td>A7.1.1 2014/2015 school-wide meeting schedule</td>
<td>Considering the size of the school, and its division into 2 locations, the school planning process is to a relatively high degree effectively ensuring that it is broad-based, collaborative, and that it fosters the commitment of the stakeholders. CIA FIRST payroll consisted of more than 250 staff in June 2015. This staff caters to more than 1,400 students. Direct involvement of all stakeholders is not feasible. Hence, CIA FIRST strives for balancing broad-based and collaborative planning with efficiency and the ability of reacting to the needs and challenges of a swiftly growing school. The school leadership strives for involvement of all in the school improvement process through representatives.</td>
</tr>
<tr>
<td>A7.1.2 School planning policy</td>
<td>Decision making and dissemination of information through this system is broad-based and collaborative, both horizontally and vertically. In AY 2014/2015, the school has further developed the collaborative element of an effective planning process through the adoption of a school-wide meeting schedule [A7.1.1]. These minutes include, but are by no means limited to, quarterly parent-teacher conferences (PTC), weekly department meetings, learner’s voice meetings, and curriculum planning meetings.</td>
</tr>
<tr>
<td>A7.1.3 Folder with strategy related plans</td>
<td>Apart from this formal stakeholder participation system through regular meetings, the school environment allows constant communication with the parents. They are invited to enter the campus at any time during school hours to meet and chat with other students, parents, and staff. Parents take advantage of this opportunity on a daily basis. The school leadership considers this to be a valuable advantage in the school’s communication system, as informal talks reveal parents’ concerns which may not be voiced through formal meetings. In addition, the school leadership practices an “open-door” policy rather than an appointment system. Student and parent issues are given highest priority.</td>
</tr>
<tr>
<td>A7.1.4 Folder with tactical plans</td>
<td>The school planning process is also broad-based. The planning system stated in the school planning policy follows a business model orientated approach, with a high-level general strategic plan which encompasses a number of specific and focused plans, including the school-wide action plan, the budget plan, and the technology plan [A7.1.2, A7.1.3, A7.1.4, A7.1.5]</td>
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</tbody>
</table>
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A7. SCHOOL IMPROVEMENT
A7.1 Broad-Based and Collaborative

FINDINGS

A survey conducted in May 2015 among 180 teachers and teaching assistants indicates that there is high level of perception of involvement in planning and decision making processes (A7.1.6).

A support staff survey conducted in May 2015 among 61 employees indicates that there is a very high level of perception of involvement in planning and decision making processes. For example, only 7% of staff felt they were not included in planning processes (A7.1.7).

A parents survey conducted in May 2015 among more than 220 parents indicates that there is relatively high level (25%) of perception of (indirect) involvement in planning and decision making processes (A7.1.8).

A student survey conducted in May 2015 indicates that 22% of elementary school students disagree that the school listens to his/her opinions on how to improve the school. 44% agree or strongly agree (A7.1.9). Among high and middle schools students, 11% disagree that the school welcomes student involvement in school improvement. 58% agree or strongly agree (A7.1.10).

The above data shows that teaching staff, support staff, and parents to a large degree are committed to the school improvement process and generally feel that they are part of it and listened to.

However, it must be pointed out that the survey clearly indicates the need to increase the involvement of students, and in particular elementary school students, in the school improvement and planning processes. The relatively low number of elementary school students indicating that they feel involved is most likely a result of missing a student representative body at elementary school level. Eventually, in view of predicted future growth, efforts must be intensified in order to maintain and increase the involvement of all staff as well as parents through PaPAs.

EVIDENCE

| 7.1.6 | Teaching staff survey excerpt |
| 7.1.7 | Support staff survey excerpt |
| 7.1.8 | Parents survey excerpt |
| 7.1.9 | MS/HS students survey excerpt |
| 7.1.10 | ES students survey excerpt |
A7. SCHOOL IMPROVEMENT

A7.2 School Plan Correlated to Student Learning

**Indicator:** The school’s action plan is directly correlated to the analysis of student achievement about the critical learner needs, schoolwide learner outcomes, and academic standards.

**Prompt:** How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation, and monitoring of the plan?

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<tr>
<th>EVIDENCE</th>
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<tr>
<td>A7.2.1 SAP Goal 1</td>
<td>The School-wide Action Plan (SAP) created by CIA FIRST has been designed to correlate to the analysis of student achievement of the critical learner needs, school-wide learner outcomes, and academic standards. An area of strength is the level to which SAP Goal 2 is correlated to standards, SLOs, and CLNs, and significant progress has been made in SAP Goal 3 regarding linking of standards to resource allocation. An area for growth is linking SAP Goal 1 with clear student achievement data to track, and this will be achieved through further development of the EFL program and the appointment of a special educational needs coordinator (SENCO).</td>
</tr>
<tr>
<td>A7.2.2 SAP Goal 2</td>
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<td>A7.2.3 SAP Goal 3</td>
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The CIA FIRST SAP consists of three main goals. Student support and parent/community engagement is contained within SAP Goal 1 (A7.2.1), SAP Goal 2 (A7.2.2) focuses on curriculum development, and SAP Goal 3 (A7.2.3) covers student centered resource allocation and budgeting.

Teaching staff across all school levels have been meeting on a regular basis since semester 2 of AY 2014/2015 to collaborate on an action plan to improve student support and parent/community engagement (SAP Goal 1).

In order to attain the first transfer goal outlined within SAP Goal 1 (CIA FIRST will maximize the potential of students to attain the SLOs and academic standards by offering first-class support services), English as a foreign language (EFL) and special educational needs (SEN) programs have been created to affect positive change in Cambodian society by offering an international standard of educational support that would otherwise be unaffordable. The admission policies for these programs are described within category C of the CIA FIRST self-study.

The effectiveness of the EFL program will be tracked by how well the EFL students are attaining WIDA standards, how soon after enrollment in the EFL program they are deemed to be ready to mainstream, and how well they meet standards and SLOs after being mainstreamed.
A7. SCHOOL IMPROVEMENT
A7.2 School Plan Correlated to Student Learning

FINDINGS

At the time of publication of the CIA FIRST 2015 self-study, a qualified and experienced SENCO had not been contracted. CIA FIRST is actively recruiting for a SENCO who will be responsible for devising assessments and intensive learning programs (ILPs) for referred students and collaborating with the curriculum and professional learning coordinator (CPLC) to offer alternative assessments for students in the mainstream if deemed necessary.

Students referred to the SEN program will receive individual counseling sessions provided by the SEN team, but will remain in the mainstream program. Additionally, CIA FIRST teachers will be trained in coping mechanisms aimed at providing catered support for students within the SEN program.

The development of SAP Goal 2 started at the beginning of semester 2 of AY 2014-2015 during weekly meetings including all members of the academic leadership team, and was coordinated by the CIA FIRST CPLC.

SAP Goal 2 contains three transfer goals and outlines numerous assessable measures required to provide a qualitative program encompassing the Critical Learner Needs (CLNs), School-wide Learner Outcomes (SLOs) and academic standards.

In order to attain the first transfer goal (CIA FIRST students will consistently meet or exceed grade level expectations for school-wide academic standards and school-wide learner outcomes in cornerstone internal assessments), quantitative student achievement data from looking at student work (LASW) is analysed and findings are used to inform curriculum design and instructional planning in data driven improvement planning (DDIP) documents, thereby increasing the likelihood of students meeting academic standards and school-wide learner outcomes. This is achieved through use of the DDIP forms, which allow tracking of both entry and exit data for identified interventions, and is assessed through analysis of student achievement of targeted goals post-intervention.
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A7. SCHOOL IMPROVEMENT
A7.2 School Plan Correlated to Student Learning

Authentic cornerstone assessment tasks will be used to assess student progress towards attaining what the school values most, which is deep understanding of big ideas within a discipline and the ability to transfer them to new situations. Over time, longitudinal data will be available to track student achievement in these cornerstone tasks.

The first transfer goal of SAP Goal 2 also focuses on attainment of the three CLNs indentified by the focus group during their weekly meetings. The measures required to attain them are clearly articulated within SAP Goal 2. Relevant academic standards which link to the CLNs have been identified, and plans are in place to track them as part of the SAP Goal 2 group.

Development of SAP Goal 3 started in semester 2 of AY2014-2015. It was created collaboratively by the school director, the school administrative manager (SAM) and the curriculum and professional learning coordinator and covers student centered resource allocation and budgeting.

Transfer goal 4 contained within the action plan states that CIA FIRST consistently provides all necessary resources to carry out the school's vision and mission and effectively supports learning of all students towards achievement of the academic standards and ultimately the school-wide learner outcomes. This is achieved through analysis of student achievement data and articulation of clear budgetary requirements to support school-wide initiatives. School-wide academic standards have been identified for tracking purposes in order to gauge the effectiveness of budgetary allocations. Described below are three examples of how student achievement data drives resource allocation and budgetary requirements.

Since the 2013 WASC visit the curriculum for ICT and science has been revised and their supporting infrastructure has been updated. Additionally, purchases of library resources have increased. To further improve the quality of the CIA FIRST curriculum specific measures have been taken as outlined within SAP Goal 3 to implement a resource allocation policy which is based on student achievement data of CLNs, SLOs and academic standards starting AY 2016-2017.
CHAPTER 4 - CATEGORY A | ORGANISATION FOR STUDENT LEARNING

A7. SCHOOL IMPROVEMENT
A7.2 School Plan Correlated to Student Learning

**FINDINGS**

The CIA FIRST curriculum review cycle outlines that student achievement data in the form of LASW and DDIP documents is collected and analysed in the implementation year and the analysis of this data in the ICT curriculum started in AY 2014-2015 which was one year earlier than scheduled. The ICT resource allocation plan (A7.2.4) is broken down into two parts. Allocation of ICT infrastructure will be determined by student attainment of cross subject ISTE standards and allocation of ICT learning resources will be determined by student attainment of ICT specific CSTA standards.

During AY 2014-2015 the science curriculum underwent a migration from AERO science standards to NGSS practice standards as they focus on science and engineering practices and cross-cutting concepts in addition to domain core ideas. Collection and analysis of student achievement data in science started in AY 2014-2015 and tracking of student attainment of NGSS practice standards will support resource allocation and budgeting decisions from here on forward.

With the adoption of standards for the 21st-century learner developed by the American Association of School Libraries (AASL), planned for AY 2016/2017 tracking of Lexile reading ranges for grade levels, classes and individual learners, student attainment of ISTE standard 3 (research and information fluency), AASL standard 3 (inquire, think critically & gain knowledge) and standard 4 (pursue personal and aesthetic growth) will determine the effectiveness of resource allocation.

**EVIDENCE**

A7.2.4 ICT Resource Allocation Plan
A7. SCHOOL IMPROVEMENT

A7.3 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.

**Prompt:** What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

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<th>EVIDENCE</th>
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<tr>
<td>A7.3.1</td>
<td>CIA FIRST has been in the process of developing effective systems which are aligned in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement. The Understanding by Design (UbD) and Schooling by Design (SbD) system integrates instruction and strategic planning as a guide to school improvement. All newly hired teachers at CIA FIRST undergo an intensive professional development session on the principles of UbD during a mandatory orientation week. The principles of UbD are embedded within the school-wide curriculum and teacher observations are based on completed observable classroom indicators (OCIs) forms as evidence which assure alignment to UbD principles, and are used to determine further UbD professional development sessions or workshops. The strategic planning process is based on the principles of schooling by design (SbD), which drives the development of the CIA FIRST school-wide action plan (SAP) and outlines the implementation of UbD, addressing of critical learner needs (CLNs) and achievement of SLOs and standards. With the introduction of the digital classroom project (DCP) at middle and high school level, CIA FIRST has made the necessary steps to integrate technology and support the implementation of CSTA and ISTE standards. By allowing students to bring their own device (BYOD), offering a significant portion of student resources in digital formats, and incorporating technology in instruction and assessment, CIA FIRST offers a learning environment which adheres to immersion in modern technological developments in education. The DCP as a system is aligned by offering the ‘Teaching with Technology’ course in the induction period as professional development, and teachers in middle and high school will be evaluated to assess their efficacy in incorporating technology within the classroom, which will be added to the ‘Professional Responsibilities’ domain in the supervision assessment rubric. The strategic planning process for the DCP also includes the implementation of a digital literacy course for students in the induction period to support the program. SAP Goal 3 outlines resource allocation required for its support. [A7.3.1].</td>
</tr>
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</table>
The procurement system (A7.3.2) at CIA FIRST was revised during semester 2 of AY 2014/2015, and its development included staff members from the accounting, academic, and administration departments. It is aligned to SAP goal 3 (student-centered resource allocation and budgeting) in terms of improvement of procurement processes, creation of clear policies, and provision of professional development for staff members involved in the procurement process. Purchasing of resources is now linked to student learning goals.

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<td>The procurement system (A7.3.2) at CIA FIRST was revised during semester 2 of AY 2014/2015, and its development included staff members from the accounting, academic, and administration departments. It is aligned to SAP goal 3 (student-centered resource allocation and budgeting) in terms of improvement of procurement processes, creation of clear policies, and provision of professional development for staff members involved in the procurement process. Purchasing of resources is now linked to student learning goals.</td>
<td>A7.3.2</td>
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A7. SCHOOL IMPROVEMENT

A7.4 Correlation between All Resources, School-wide Learner Outcomes, and Action 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.

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<tr>
<td><strong>A7.4.1</strong></td>
<td>CIA FIRST has made significant efforts to initiate correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the school-wide action plan.</td>
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<td><strong>SAP Group Members</strong></td>
<td>In order to guarantee the implementation, monitoring and accomplishment of the CIA FIRST school-wide action plan (SAP) in terms of time and personnel, clear responsibilities have been consigned to the stakeholders involved in its development.</td>
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The SAP goal 1 stakeholders include the middle and high school principal, the EFL coordinator, an EFL teacher, the SEN coordinator, a SEN teacher, and the school librarians. SAP goal 2 includes the curriculum & professional learning coordinator and all subject coordinators and stakeholders. SAP goal 3 includes the school director, the school administrative manager, the accounting manager, and representatives from SAP Goals 1 and 2, in order to report on the progress of action points and initiatives (**A7.4.1**).

SAP groups 1 and 2 will continue to meet on a weekly basis with the purpose of implementing action points contained within the SAP. The SAP contains clear indicators intended for tracking the effectiveness of action points and these will be continuously reported to the internal WASC steering committee which will meet once per month (**A7.4.2**).

The implementation, monitoring and accomplishment of the CIA FIRST SAP in terms of fiscal and material resources are articulated within SAP goal 3 student centered resource allocation and budgeting, which will provide the monetary resources required to implement action points contained within both SAP goal 1 and 3. The SAP goal 3 group will ensure funds are available for the other 2 groups.
## A7. SCHOOL IMPROVEMENT
### A7.1 - A7.4 Conclusions

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<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
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<tbody>
<tr>
<td><strong>A7.1 Broad-Based and Collaborative</strong></td>
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<tr>
<td>- Leadership, staff and governing body collaborate.</td>
<td>- More involvement of parents and students.</td>
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<tr>
<th><strong>A7.2 School Plan Correlated to Student Learning</strong></th>
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<tbody>
<tr>
<td>- Level to which SAP Goal 2 is correlated to standards, SLOs and CLNs</td>
<td>- Increase implementation of WIDA English language development standards</td>
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<td>- Linking of academic standards to resource allocation</td>
<td>- Development and implementation of a SEN program.</td>
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<td></td>
<td>- Development of cornerstone assessment tasks</td>
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<td>- Addressing of CLNs throughout the school-wide curriculum</td>
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<tr>
<th><strong>A7.3 Systems Alignment</strong></th>
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<tr>
<td>- The implementation of UbD as a system incorporating strategic planning, professional development, resource allocation, and learning and teaching.</td>
<td>- Professional development needs to be incorporated as a part of all school-wide initiatives.</td>
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<tr>
<th><strong>A7.4 Correlation between All Resources, School-wide Learner Outcomes, and Action Plan</strong></th>
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<tbody>
<tr>
<td>- CIA FIRST has a clear strategy for ensuring that the allocation of time/fiscal/personnel/material resources support the implementation, monitoring, and accomplishment of the school-wide action plan.</td>
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CATEGORY B

CURRICULUM INSTRUCTION & ASSESSMENT
B1. WHAT STUDENTS LEARN

B1.1 Current Educational Research and Thinking

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

*Prompt:* Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.

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<th>EVIDENCE</th>
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<tr>
<td>B1.1.1 Curriculum Review Cycle</td>
<td>CIA FIRST has taken effective steps towards using current educational research in order to develop and maintain a viable, meaningful instructional program for students. As described more in detail in section B1.9 Curricular Review, Revision, and Evaluation, CIA FIRST has implemented a curricular review, revision, and evaluation process (<strong>B1.1.1</strong>), a six-year cycle beginning with a preliminary study year. During this preliminary study year, academic literature on domain specific research and best practices is researched and academic standards are reviewed, ensuring the curriculum stays aligned with current educational research. As part of this cycle, it was decided in AY 2014/15 to replace the AERO English Language Arts standards with the US Common Core State Standards (CCSS). Moreover, the AERO Science standards have been replaced by the US Next Generation Science Standards (NGSS). Both CCSS and NGSS have been developed by teachers, content experts, US states, and leading thinkers, using feedback from the public, and are firmly grounded in current educational research. Both CCSS and NGSS adopt the view that all standards should be met by all students, thereby allowing the needs of all students to be met. The decisions to adopt these standards were made consensually by the Curriculum Specialist, the Subject Coordinators, and the subject teachers. The rationale behind the switch from AERO mathematics standards to CCSS is that the CCSS better prepare students for the transition to AP preparation courses in high school. CCSS focus more on practices and less on content, in line with the school's philosophy and SLOs. CIA FIRST will be able to track the effectiveness of this change in the future by student success at the AP level. Likewise, the shift from AERO science standards to NGSS was made because NGSS focus more on practices rather than content and align better with SLOs. The success of this change will be tracked</td>
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by monitoring student attainment of SLO 9 (Explain phenomena, formulate and test hypotheses based on empirical evidence and axioms, and critique findings to further understanding, solve problems and make recommendations for further inquiry).

Also following current educational thinking, CIA FIRST uses a constructivist approach to education, and therefore it has adopted the Understanding By Design (UbD) framework for unit planning. All teachers have received training in the use of UbD (B1.1.2), and UbD using the EduTect Unit Planner is being used in the development of all unit plans (B1.1.3).

Another example of the curriculum being modified to adhere to current educational research findings is the planned adoption in AY 2015/16 of Kallick and Costa’s Habits of Mind, a set of 16 teachable and assessable “attributes that human beings display when they behave intelligently.” (See also section B1.9 Curricular Review, Revision, and Evaluation) (B1.9.16).

Because the Curriculum Review Cycle was only recently adopted, it is too early to accurately assess the effectiveness of these modifications. Nevertheless, CIA FIRST expects these changes to greatly improve the quality of the instructional program.
B1. WHAT STUDENTS LEARN

B1.2 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.

*Prompt:* Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g. online instruction) that meet state or national/international standards.

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<th>EVIDENCE</th>
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<tr>
<td>B.1.2.1 K-8 Standards</td>
<td>CIA FIRST International School has made significant progress in providing a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. As outlined in the CIA FIRST curriculum review cycle 2011/2023 some subjects are at a more enhanced stage of standards-alignment than others and vary for different school levels.</td>
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<tr>
<td>Overview</td>
<td>With the appointment of subject coordinators in June of 2013 and a school-wide curriculum and professional learning coordinator in 2014, CIA FIRST International School’s curriculum has been submitted to a rigorous revision. With varying stages of development, academic standards have been identified and adopted and are in the process of being implemented from K-8 (B.1.2.1). The stages of standards-alignment for subjects can be consulted in the CIA FIRST curriculum review cycle 2011-2023 (B1.2.2.1). The CIA FIRST School-wide Action Plan Goal 2 articulates full standards alignment two years after implementation and cornerstone assessment tasks three years after. Beginning AY 2015/2016, the coverage of academic standards will be tracked using the EduTect Unit Planner, and PD workshops will be provided to support teachers in understanding and using the standards. Additionally, teachers’ comfort levels with standards will be tracked using perception surveys. Academic standards used within UbD unit plans are “unpacked” into essential knowledge, skills, and understandings and serve as a guide rather than the goal. Assessment criteria within rubrics are linked to one or more standards to ensure alignment between goals and assessments. The reasons for the adopting of specific standards have been outlined in CIA FIRST Standards Adoption and Reasoning (B1.2.2.2).</td>
</tr>
<tr>
<td>B1.2.2.1 CIA FIRST Curriculum Review Cycle 2011-2023</td>
<td>During the 2013 WASC committee visit, the ESLRs (Expected School-wide Learning Results) developed by CIA FIRST were found to be too subject specific, and further development towards a more overarching set of learner outcomes was advised. In order to improve the articulation of academic expectations, a new set of interdisciplinary transfer goals (SLOs) (B1.2.3) was developed through collaboration between CIA FIRST International teachers.</td>
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<tr>
<td>B1.2.2 CIA FIRST Standards Adoption and Reasoning</td>
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<td>B1.2.3 CIA FIRST SLOs Final</td>
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B1. WHAT STUDENTS LEARN
B1.2 Academic Standards for Each Area

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<tr>
<td>The new SLOs are assessable across the curriculum and articulate transferable understandings encompassing global citizenship and 21st century skills. A student friendly version of the SLOs was also created to ensure young learners would understand the objectives of learning at CIA FIRST.</td>
<td>B1.2.4 Student Survey Data</td>
</tr>
<tr>
<td>Through the 2014/2015 student surveys, each student was asked questions pertaining to her knowledge of the SLOs and the purpose of the SLOs as she understood them. In order to accommodate for varying age level and English language levels, two separate student surveys were created, one for upper elementary students (grades 3-5) and a second for middle and high school students (grades 6-12). Both surveys presented students with the statement “I know about the School-wide Learner Outcomes (SLOs) and their purpose.” The results of both surveys show that a large number of students neither agree nor disagree with this statement (28.7% in the elementary level and 43.6% in middle and high school neither agree nor disagree) [B1.2.4]. Although the latest version of the SLOs was published at the beginning of the second semester AY 2014/2015, the data shows that more efforts are required to increase understanding of the SLOs and their purpose. In order to achieve this, teachers providing more coverage of SLOs during home class and subject coordinators including instructions for eliciting SLOs within unit plans have been added as action points in the School-wide Action Plan Goal 2 [B1.2.5]. The effectiveness of these interventions will be measured in a new student perception survey carried out at the end of first semester AY 2015/2016. The full process of articulating the SLOs is documented in the School Profile.</td>
<td>B1.2.5 Schoolwide Action Plan Goal 2</td>
</tr>
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<td>During the second semester of academic year 2013-2014, all academic staff members at CIA FIRST were introduced to and trained in the Understanding by Design (UbD) method for curriculum development and instruction, through a number of workshops. These workshops are now embedded in the new teacher induction week, and further UbD workshops are planned as part of individualized PD plans.</td>
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B1. WHAT STUDENTS LEARN

B1.2 Academic Standards for Each Area

As recommended by Jay McTighe (co-creator of the UbD curricular framework), long-term transfer goals are now clearly articulated in UbD (2.0) unit plans across all subjects as SLOs. All units include enduring understandings and essential questions, knowledge and skills coverage, and an authentic performance task that requires students to apply knowledge and skills to real-life situations. Examples of units for all core subjects have been included in the evidence folder (B1.2.6).

In order to increase transfer of understanding, CIA FIRST teachers have developed subject-specific overarching essential questions for social studies, science, and ICT (B.1.2.7). They are based on the theory brain schemas and activating prior knowledge and assist with the vertical alignment of curricula and building on existing understandings.

Overarching essential questions created by Jay McTighe have been adopted for mathematics and ELA. They are included in UbD (2.0) unit plans for all core subjects and can be accompanied by topical essential questions to allow for spiraling of the CIA FIRST curriculum.
B1. WHAT STUDENTS LEARN

B1.3 Embedded Global Perspectives

**Indicator:** The school leadership and certificated staff ensure that global education concepts, perspectives, and issues are embedded within the curricular areas.

**Prompt:** Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.

---

**FINDINGS**

CIA FIRST school leadership ensures that global education concepts, perspectives, and issues are embedded extensively throughout curricular documentation and the delivered curriculum. Based on the Global Competence Matrix (B1.3.2), CIA FIRST International School is strong in addressing the domains ‘Recognize Perspectives’ and ‘Communicate Ideas’. The domains ‘Investigate the World’ and ‘Take Action’ have room for further growth and development across the curriculum.

The newest version of the school’s SLOs were developed collaboratively during the first semester of AY 2014/2015 and published at the beginning of the second semester (B1.3.1). Several of these SLOs focus heavily on global perspectives and issues; specifically SLOs one, two, three and four. SLOs are embedded into all unit plans, and thus students are exposed to these global concepts, perspectives, and issues in all subject areas.

Within an MS unit on Islam (B1.3.3), History students are tasked with writing a letter of response to Sam Harris to be publicly posted on the ‘Tolerance and Reason’ website with the purposes of correcting any factual errors and misinterpretations published by Mr. Harris and raising awareness about different perspectives on Islam from both Muslims and non-Muslims around the world. Students were not required to take a pro-Islam stance, nor were they required to disagree with Mr. Harris, but rather to present a balanced view of Islam to the public based on historical fact and reasoned judgment (B1.3.4). Mastery of this assignment demonstrates student ability to analyse any inaccuracies in the stereotypes Mr. Harris presents and demonstrate knowledge of the history, beliefs, and practices of Islam in supporting their arguments, including using quotations from sources such as the Qu’ran, Hadith, and Sunnah. This performance task employs understandings such as “Conflict and misunderstandings can be avoided by empathizing with people of differing world views” and transfer goals such as “Communicate effectively for a wide variety of purposes and audiences within and across cultures” to promote global competencies ‘Investigate the World,’ ‘Recognize Perspectives,’ ‘Communicate Ideas,’ and ‘Take Action’ (B1.3.2).
B1. WHAT STUDENTS LEARN

B1.3 Embedded Global Perspectives

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<tr>
<td>B1.3.2</td>
<td>Global Competence Matrix</td>
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<tr>
<td>B1.3.5</td>
<td>E8S1U1 Wonder - Perspective &amp; Kindness</td>
</tr>
<tr>
<td>B1.3.6</td>
<td>G7S1U1 Land Use in the Amazon</td>
</tr>
<tr>
<td>B1.3.7</td>
<td>G7S1U1 Performance Task LAS-Wa1_2014-2015</td>
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At the culmination of an MS unit called “Wonder - Perspective and Kindness” [B1.3.5], ELA students are tasked with writing about themselves from the perspectives of three different people that know them well (e.g. mum, best friend, maybe reflection in the mirror, etc. but not their English teacher) describing how they imagine that these others see the students’ positive traits. This unit employs understandings such as “People can have different understandings of the same event, and neither is necessarily right or wrong” and transfer goals such as “Communicate effectively for a wide variety of purposes and audiences within and across cultures” within the performance task to demonstrate positive traits that people see in one another. Through accomplishing this task, students sharpen global competencies ‘Recognize Perspectives’ and ‘Communicate Ideas’ [B1.3.2].

Within an MS unit on Land Use In The Amazon (B1.3.6), geography students are tasked with investigating and reporting on a group that has interests in using the land in the rainforest. Within the performance task, students must objectively present the group they feel has the best claim to the land (B1.3.7). These groups include Native Amazonians, Rubber Tappers, Loggers, Settlers, Cattle Ranchers, and Environmental Groups. Students are judged on their ability to observe multiple perspectives, evaluate different land usage types in the region, and analyse the influence different cultural and ethnic groups living within society together have on one another. This unit employs understandings such as “There are often competing requirements for land use and compromise is often called for” and transfer goals such as “Make informed decisions after analyzing situations from multiple perspectives” and promotes competencies ‘Investigate the World,’ ‘Recognize Perspectives,’ and ‘Take Action’ [B1.3.2].

Within an MS art unit, “Expression Through Symbols Lines and Shapes” [B1.3.8], art students are tasked with a two part lesson looking at art from two sides of a job perspective. In Part 1, students are artists applying for a job at a company which holds themed art exhibitions and events. As part of the application process they must create a work of art using pen & ink. Art-
work must have a theme which is represented through the use of symbols, lines, and shapes. Students then present their artwork to the employees of the company, who critique the artwork based on the elements of art and how well it has represented the theme of his or her choice. In Part 2, students take the role of an employee working at a company that holds themed art exhibitions and events. Their job is to critique the artwork of people applying for a new position at the company. Students critique one piece of art based on the elements of art and the use of symbols, line, and shapes to represent a theme. Once finished critiquing the art, students give it to the owner of the company, who then decides which applicant will receive the new position. Within this performance task, students address multiple perspectives that apply to real-world situations within the workplace community, and use global competencies ‘Recognize Perspectives’ and ‘Communicate Ideas’ (B1.3.2).

CIA FIRST curriculum strongly promotes competencies ‘Recognize Perspectives’ and ‘Communicate Ideas.’ There is, however, still room for growth in incorporating competencies ‘Investigate the World’ and ‘Take Action’ into curriculum. AY 2015/2016, CIA FIRST will code the global competency matrix into Edutect to ensure global competencies are targeted in unit plan design and student attainment tracked. CIA FIRST will broaden the libraries’ collections of news media resources. And, SAP Goal 2 Group will focus on developing curriculum to incorporate current affairs oriented analyses of global perspectives.
B1. WHAT STUDENTS LEARN

B1.4 Congruence

*Indicator*: There is congruence between the actual concepts and skills taught, the academic standards, and the school-wide learner outcomes.

*Prompt*: Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the school-wide learner outcomes.

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**EVIDENCE**

<table>
<thead>
<tr>
<th>B1.4.1</th>
<th>H8S2U1 Islam</th>
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<tbody>
<tr>
<td>B1.4.2</td>
<td>H8Q2U1 Performance Task A Letter to Sam Harris</td>
</tr>
</tbody>
</table>

**FINDINGS**

There is a strong level of congruence between the actual concepts and skills taught, the academic standards, and the school-wide learner outcomes (SLOs) throughout the CIA FIRST curriculum. Further efforts are required to improve documentation and coding of stage 3 learning activities to academic standards and transfer goals (SLOs) throughout UbD unit plans school-wide, specifically at the kindergarten level. It is expected that the adoption of Edutect will facilitate an improvement in this process. The CIA FIRST International School curriculum has undergone an extensive revision since the 2013 WASC visit. All core elements of the curriculum (SLOs, academic standards, knowledge, skills and overarching essential questions) are now incorporated into unit plans.

UbD unit plans created by CIA subject coordinators focus on unpacking the standards and fostering student attainment of SLOs through the development of enduring understandings, guided by enquiry through essential questions. Stage 1 of UbD unit planning clearly articulates the knowledge and skills required to reach understanding of the standards. Furthermore, to ensure congruence between the standards and instruction, CIA FIRST uses the Edutect Planner coding function to link learning activities stage 3 to stage 1 goals, knowledge, skills, enduring understandings, and transfer, which are the CIA FIRST SLOs.

Examples of congruence are available throughout the documented curriculum, and three specific examples are described below:

In the middle school unit on Islam, students learn about the rise of Islam, the basic tenets of Islamic beliefs, and Islamic empires and achievements (B1.4.1). Students also examine contemporary issues facing Islam, including a case study of right-wing extremist Islamophobia in the United Kingdom. The performance task involves students writing a web article in response to an author’s anti-Islamic writings (B1.4.2).
One of the assessment criteria within the performance task rubric (B1.4.3) requires that students portray an understanding of multiple perspectives regarding Islam, and acknowledge the foundations of those beliefs within their response to the author. Two standards are addressed in this element of the unit; CCSS.ELA-LITERACY.WHST.6-8.1A and AERO.SOCSCI.5.8.c, which are referenced in the learning plan (p.7-LE3). After watching the documentary “Angry, white & Proud”, students are asked to consider the unit essential questions (EQs). In addition, via Socrative.com, students submit their opinions about the underlying themes of the video, enabling the entire class to evaluate, discuss, and challenge each other’s ideas. This learning activity and its resources relates to SLOs 2 and 3 (mitigate conflict and misunderstandings by empathising with others of differing world views, and make informed decisions after analysing situations from multiple perspectives), as they have to formulate their own opinion on whether Islam should be considered a religion of peace.

In Crossing Between Cultures unit in elementary school, students explore “How can where you are change who you are?” This is studied through the context of immigration (B1.4.4). In the performance task, students take on the role of either a TV reporter or an immigrant, and are required to either create or answer questions in order to convey an image of what it is like to migrate to another country (B1.4.5).

Part of the performance task rubric focuses on assessing student ability in writing, development of setting, topic and dialogue (B1.4.5). This criteria is aligned to standards CCSS.ELA LITERACY.W.5.3.D, and AERO.SOCSCI.3.5.e, and is addressed and referenced in the learning plan (page 12-LA9).
B1. WHAT STUDENTS LEARN

B1.4 Congruence

Prior to reading “A Refugee Remembers”, students reflect on what they have learned about immigration, and predict what the story is about by reading the title and examining a picture. Students are asked to explain how the picture relates to their answers by supporting their ideas with evidence. They discuss and define the concept of an autobiography through their own point of view, and are asked to provide examples that support their definitions. Upon completion of the reading (which is supported by an audio file of the reading), students review the previously covered unit vocabulary present in the reading activity. In addition to comprehension questions listed in the book, students answer context questions individually and pair up to compare answers. Finally, students summarize the story and describe the characters and what they do. This learning activity and its resources relate to the overarching EQ “How can we communicate our ideas effectively to an audience?” and SLO 1 in the unit (Communicate effectively for a wide variety of purposes and audiences within and across cultures). Students use acquired vocabulary, knowledge of the topic, and writing strategies to display their ability to simulate an accurate representation of the reasons and motivations people emigrate.

In the elementary school science ecosystems unit, students are introduced to the scientific method and explore the conditions plants need in order to grow. In the performance task, students imagine being a botanist who has been tasked with answering “Can plants grow and survive without sunlight and water?” Assessment criteria 1, 2 and 4 of the performance task rubric focuses on student ability to independently form a well written hypothesis and create a detailed plan that includes the required materials and detailed steps they plan to take in order to test their hypothesis and use their findings to answer the question they investigated. These elements of the rubric align skills with standards 2-LS2-1 SL.1A. They are addressed and referenced in the unit plan (p.6 learning activities 1, 2 and p.7 learning activity 4).
In activity 1, students learn about the steps involved in the scientific method and examine and describe how scientists investigate a problem (B1.4.10). Plants are planted in activity 2, allowing students to investigate and follow the scientific method and instill an understanding of what plants need to grow and how this can be described, modeled, and explained (B1.4.11). In activity 4 students continue to observe the plants they planted in activity 2 and measure the height of the plants periodically and record this information in graphs and tables. Students also illustrate the changes that plants go through as they grow and change (B1.4.12).

These learning activities and resources align to the overarching essential question “How can we describe, model and explain plants and animals?” and SLO 1 one of the unit (explain phenomena, formulate and test hypotheses based on empirical evidence and axioms, and critique findings to further understanding, solve problems and make recommendations for further inquiry), as they have to form and test their own hypotheses and justify their findings with evidence during the performance task.
B1. WHAT STUDENTS LEARN

B1.5 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 school-wide learner outcomes.

**Prompt:** Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the school-wide learner outcomes.

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**EVIDENCE**

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<td>LASW/EVAL form (geography grade 6)</td>
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<tr>
<td>B1.5.5.1-2</td>
<td>LASW/EVAL form (history grade 8)</td>
</tr>
</tbody>
</table>

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**FINDINGS**

The examination of representative samples of student work, and snapshots of student engagement in learning at CIA FIRST, has shown that the implementation of a standards-based curriculum and addressing the school-wide learner outcomes (SLOs) is evident to a large extent in some subject areas, but in its infancy in other areas. The extent to which a standards-based curriculum is evident is largely based upon how recently different sets of standards have been adopted for different subject areas. The newest version of the school’s SLOs was developed collaboratively during the first semester of AY 2014/2015, and published at the beginning of the second semester (B1.5.1). Despite the fact that these SLOs have only been recently adopted, examination of student work shows that they are being widely addressed. There is, however, room for growth to ensure that the SLOs are being addressed more thoroughly across all subject areas.

At all school levels, teachers collect samples of student work for each subject area to examine whether students are demonstrating attainment of the SLOs and academic standards. Furthermore, at all school levels, teachers meet to look at formative student work in order to inform instructional changes during the unit. Teachers at the elementary school (ES) and middle school (MS) levels complete an LASW and EVAL form for student performance task at the end of the unit in order to evaluate the extent to which the work has attained the unit’s curricular goals. This also enables the teacher to articulate any observed trends within the pieces of work graded, specifically in terms of goals that have not been met to a satisfactory degree.

At kindergarten (K) level, pictures of students completing performance tasks, along with examples of student work, are included in individual learning journals for each student. These learning journals are then evaluated by teachers in order to understand to what extent they demonstrate that a standards-based curriculum is being implemented and SLOs are being addressed.
B1. WHAT STUDENTS LEARN
B1.5 Student Work — Engagement in Learning

**FINDINGS**

The degree to which the LASW and EVAL forms demonstrate the implementation of a standards-based curriculum and the addressing of the SLOs depends on the subject area. The curricular review cycle document outlines the point at which the various standards were adopted (B1.5.2).

LASW/EVAL forms for social studies (at MS, social studies is separated into history and geography) demonstrate that standards and SLOs are being implemented and addressed extensively (B1.5.3.1-2; B1.5.4.1-2; B1.5.5.1-2). With the recent adoption of the NGSS standards for science (prior to which, AERO standards were used), student work indicates that standards and SLOs are being implemented and addressed, but that unit plans need to be amended, and further hands-on and lab-based activities need to be introduced to meet the Science and Engineering Practices standards (B1.5.6.1-6; B1.5.7.1-4). These amendments to unit plans are contained within DDIP forms, which outline what planning and instructional changes are necessary for students to successfully meet a specific set of standards; as such DDIP forms can be seen as another example of a standards-based curriculum being implemented. Since the respective standards for ELA and mathematics were only adopted at the beginning of AY 2014/2015, representative samples of student work show that a standards-based curriculum is being implemented and that SLOs are being addressed. More work, however, needs to be done to ensure that the degree to which this is happening is more extensive (B1.5.9.1-3; B1.5.10.1-3; B1.5.11.1-2). The upcoming AY 2015/2016 will see the adoption of the ICT and music standards, with standards for visual arts and PE being adopted for AY 2016/2017. Over the coming school year, student work for these subject areas will be collected and evaluated to evaluate the degree to which a standards-based curriculum is being implemented and SLOs addressed.

**EVIDENCE**

- B1.5.6.1-6 LASW/EVAL form (science grade 2)
- B1.5.7.1-4 LASW/EVAL form (science grade 5)
- B1.5.9.1-3 LASW/EVAL form (ELA grade 3)
- B1.5.10.1-3 LASW/EVAL form (mathematics grade 5)
- B1.5.11.1-2 LASW/EVAL form (ELA grade 8)
### EVIDENCE

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<tr>
<td>B1.5.13</td>
<td>MS class – Exit ticket/Socrative questions</td>
</tr>
<tr>
<td>B1.5.14</td>
<td>MS class – Edmodo discussion</td>
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<td>B1.5.15.1-5</td>
<td>Kindergarten – learning journal</td>
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<td>B1.5.16.1-6</td>
<td>Kindergarten – pictures of students</td>
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<tr>
<td>B1.5.17.1-3</td>
<td>ES class – self-knowledge journal</td>
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</table>

### FINDINGS

Regarding snapshots of student engagement in learning, various representative samples have been examined, and to a large degree demonstrate the implementation of a standards-based curriculum that also addresses the SLOs. It should be noted that currently there is more data available in terms of snapshots of student learning in MS than in kindergarten and ES. In MS the use of KWL charts, Self-knowledge Journals, exit tickets, Edmodo discussions, and questioning using the Socrative web-application are generally focused on the big ideas of a unit, which are in turn aligned to the relevant standards and SLOs of a unit (B1.5.12-B1.5.14). These snapshots of student learning indicate the implementation of a standards-based curriculum and addressing of the SLOs.

At K level, teachers regularly take pictures of the students performing various activities in different subject areas (music, art, collaborative problem solving, phonics, mathematics), and this, coupled with the use of the individual learning journals, provides teachers with the opportunity to examine snapshots of student engagement in learning (B1.5.15.1-5-B1.5.16.1-6). The evaluation of these snapshots shows that SLOs are being regularly addressed in all subject areas, but that the implementation of a standards-based curriculum is still an ongoing process, progressing in accordance with the curriculum review cycle.

In ES, representative samples of snapshots of student engagement in learning consist of student self-knowledge journals and observations obtained during ‘walk-throughs’ by the elementary school-level coordinator (ES SLC). The fact that Self-knowledge Journals, which cause students to self-reflect and examine the big ideas of a unit, are being used by all classes in ES, indicates that a standards-based curriculum is being implemented and SLOs are being addressed. The big ideas focus on the relevant standards and SLOs contained within the unit (B1.5.17.1-3). The ‘walk-through’ data obtained indicates that a standards-based curriculum has been implemented and that SLOs are being addressed, but that in some subject areas there is significant scope for improvement (B1.5.18-B1.5.19).
B1. WHAT STUDENTS LEARN
B1.5 Student Work — Engagement in Learning

FINDINGS

For example the ICT, music, PE and visual arts courses, while addressing SLOs, are not yet aligned to standards. It is expected that during the upcoming school year, as standards are integrated for these subject areas, further examination of snapshots of student engagement in learning will show that a standards-based curriculum is being implemented and SLOs are being addressed.

The examination of student work, and snapshots of student engagement in learning across all school levels, highlighted the fact that there are some critical learner needs (CLNs) which school-wide students find challenging. The SAP Goal 2 group collaboratively identified these CLNs and have identified further academic standards across all disciplines on which to focus planning and instruction (B1.5.20). As these CLNs are addressed in the future, it is expected that student work, and snapshots of student engagement in learning, will demonstrate to a greater extent that a standards-based curriculum has been implemented and SLOs are being addressed.

EVIDENCE

B1.5.18
ES walk-through observations – Implementation of UbD

B1.5.19
ES walk-through observations – challenging & varied instructional strategies

B1.5.20
CLNs PowerPoint presentation
B1. WHAT STUDENTS LEARN

B1.6 Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.

CIA FIRST International School offers students a variety of options to access a rigorous, relevant, and coherent curriculum. Students at all school levels have the option of studying the Full-time International Program, which gives them access to all the courses/programs offered by the school. However, due to the fact that different study options exist within different school levels, not all students are currently accessing all the available courses/programs being offered. To facilitate this access, the school regularly examines the demographics and situations of students and tailors instructional practices and other activities to ensure that students can access and succeed within the courses/programs that are offered.

During AY 2014/2015, steps were taken to ensure that students at CIA FIRST had the option to access all courses offered. Students in grades 6 and above have access to all courses offered and have the option of choosing to study either the Full-time International Program (FTI) or the Full-time International Program with the Khmer elective (FTI-K). All students have access to the core subject courses (ELA, Mathematics, Geography, History, ICT, Music, PE, Language B (French, Chinese, or Khmer) and Science). Students who choose the FTI program have access to further elective courses (band, drama, and visual arts) between 2:00 – 4:00pm, while students who choose the FTI-K option study the national Khmer curriculum from 2:00 - 5:00pm (B1.6.1-B1.6.2). To facilitate further access to all courses offered, a new study option will be offered for AY 2015-2016 for students/families who value the Khmer language and culture course but wish their children to have full access to international curriculum and its electives. The school will offer Khmer language/culture courses for Khmer nationals, which will be held synchronically with language B courses. As visual arts is only offered as an elective course for FTI students in grades 6 and above, it has been identified as an area of growth in order to extend the accessibility of this course to all students AY 2016-2017, when visual arts will be integrated into the FTI/FTI-K program and offered between 8:00am – 2:00pm (B1.6.3).

All students who choose the FTI or FTI-K option in elementary school have access to the aforementioned core subject courses (with geography and history combined as social studies) as well as the visual arts course.
B1. WHAT STUDENTS LEARN
B1.6 Accessibility of All Students to Curriculum

**FINDINGS**

Students who choose the FTI option have access to further elective courses (money smart, journalism, D.E.A.R, street dancing, and cooking) between 2:00 – 4:00pm, while students who choose the FTI-K option study the national Khmer curriculum from 2:00 – 5:00pm (B1.6.4-B1.6.5).

In conjunction with the FTI/FTI-K option, there is also a Part-time International (PTI) study option available for elementary school students. Students who study the PTI program study between 8:00 – 11:30 and have access to all core subject courses except for language B and visual arts (B1.6.6). This part-time option has historically been offered due to the fact that the Khmer national curriculum is offered within the state school system as a half-day study period. The fact that not all elementary students have access to all courses has been a targeted area of growth for the upcoming school years. A proposal has been submitted to the school board of directors to offer only full-time study mode from grade 3 and above (B1.6.7).

Students in kindergarten have the option of studying FTI or PTI, and for both options, students have access to all core subject courses except ICT and language B (B1.6.8-B1.6.9). Students who study FTI also have access to an additional elective course (D.E.A.R.), which has the benefit of allowing students to spend more time focusing on developing vital reading skills. As of AY 2015/2016, students in kindergarten 5 in both FTI and PTI will have access to the ICT course. In subsequent school years, this ICT course will be extended to include students in kindergarten 4 (B1.6.10).

It should be noted that due to the Khmer elective course (as part of the FTI-K program) being governed by the Ministry of Education, Youth and Sports, the school does not have input into the curricula outcomes for this program. UbD training has, however, been provided for the Khmer faculty at the school to inculcate modern evidence-based instructional strategies (B1.6.11.1-2). Furthermore, the school is aware that only some of the SLOs are covered by the Khmer elective and the students who are immersed in the FTI program have more exposure to the full set of SLOs. Therefore, as mentioned above, the school has decided to communicate more effectively to students and parents the benefits of choosing the FTI program over the FTI-K program.

**EVIDENCE**

- B1.6.4 Elementary School FTI student timetable
- B1.6.5 Elementary School FTI-K student timetable
- B1.6.6 Elementary School PTI student timetable
- B1.6.7 BoD – SD Meeting Minutes
- B1.6.8 Kindergarten FTI student timetable
- B1.6.9 Kindergarten PTI student timetable
- B1.6.10 SAP Goal 2
- B1.6.11.1-2 Khmer staff UbD training - Attendance sheet
The school has examined and is aware of the demographics of the student base within the different courses on offer at the school. Currently, the top 3 nationalities represented within the school are Cambodian (89%), Korean (4%) and Filipino (2%). The remaining 5% are made up of students from 22 other nationalities (B1.6.12).

In accordance with these percentages, a vast majority of the Cambodian students at the school choose the FTI-K option as it provides them with the opportunity to obtain the diploma associated with the Khmer national curriculum. A vast majority of the students from countries outside of Cambodia, as well as some Cambodian students, choose to study in the FTI program (B1.6.13). After taking into consideration the demographics of the students who study at the school, courses have been tailored to meet the situations of these students. An example of this would be the decision to include French, Chinese, and Khmer language within the language B course, as these choices were deemed to be the most appropriate for the nationalities of the students enrolled in the FTI program at the school. Furthermore, as the percentage of students who are not Cambodian has grown, the school has begun to offer a more comprehensive selection of elective courses to suit these students’ needs (for example a greater variety of music courses was introduced to tailor to the large number of Korean students at the school who appreciate these options being available). Currently, the school has not attempted to aggregate how student nationality, cultural background or socio-economic status relates to success in the courses they study, and this is an area for growth that will be pursued in the future (B1.6.14).

Historically, the school has steered away from collecting information regarding the financial and social situations of enrolled students due to cultural sensitivity. Proposals have, however, been made to the board of directors requesting that the school include questions on the enrollment forms for new students in order to obtain information about the financial situations of students/families (B1.6.15). Should this information be collected, the school would be able to better aggregate how the financial situations of students relates to their success within the different courses on offer at the school. Currently, the board of directors is still reluctant to have the school ask such questions.
The school’s instructional practices and other activities have been largely influenced by and tailored to the need to facilitate access and success for all students. Within the classroom, many teachers use a variety of instructional strategies that cater for different learning preferences to ensure that students of all abilities have the opportunity to develop understanding of the curriculum and succeed in their courses of study [B1.6.16]. Furthermore there are a multitude of unit plans at all school levels that include activities that cater for learning preferences; one example would be a grade five science unit plan which includes coverage of one concept (gravity) in three different ways; watching a video, an experiential exercise and through reading information from a textbook [B1.6.17]. It has, however, become evident through the examination of teacher professional development goal setting that further PD courses on the implementation and use of differentiated instruction are required. This has been taken into consideration for the planning of individualised PD courses for AY 2015/2016 and beyond [B1.6.18]. Another strategy that has been undertaken is the expansion of the use of co-teachers in the classroom (now covering all classes from kindergarten 3 to grade 5). Co-teachers have been able to assist students who have been identified as falling behind or struggling with classwork. Students who are identified as having more serious learning or behavioural difficulties are referred to the school SEN coordinator who may, after evaluation, place students into SEN or EFL support programs [B1.6.19-B1.6.20]. Within the SEN and EFL support programs, extra support is offered to make sure the students have a better chance of rejoining mainstream programs with the ability to succeed in their courses. Other measures taken by the teachers in the SEN and EFL programs to ensure students are able to succeed include incorporating activities and content that allow students to continue towards meeting the SLOs [B1.6.21]. In AY 2015/2016, there are plans to align EFL classes more succinctly to mainstream classes [B1.6.22].
CHAPTER 4 - CATEGORY B | CURRICULUM INSTRUCTION & ASSESSMENT

B1. WHAT STUDENTS LEARN

B1.7 Acceptable Student Achievement

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

Prompt: What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?

Since the last full self-study in 2013, CIA FIRST has adopted new academic standards and School-wide Learner Outcomes (SLOs) and articulated what is an acceptable level of student achievement both externally and internally through standards-linked MAP testing, assessment rubrics, and grading policies. With the standards adoption in its infancy stage, the expectations of student achievement are lower than normal; however, there have been encouraging signs that student achievement level will improve significantly. CIA FIRST is currently using standards across the curriculum which specifically target each distinct discipline. These range from the flexibility of AERO to the scientific NGSS, the artistic NCCAS, the technological ISTE & CSTA, and the college and career readiness CCSS. (B1.7.1-B1.7.2)

CIA FIRST demonstrates student achievement both externally and internally. Externally the school uses MAP (Measures of Academic Progress), which is a universal screening assessment created to determine each child’s instructional level. Academic growth is measured through MAP testing on two occasions during the year. AY 2014/2015, mathematics and English skills were tested between grades 5-11. AY 2015/2016, this will be extended to grades 3-12 and will include scientific standards. There is a positive trend established in that there is a steep curve from grade 5-11 in terms of achievement. It is apparent that the non-native speakers in the lower grades become increasingly fluent and eventually surpass their peers in native countries as they progress.

CIA FIRST tracks performance internally over time. CIA FIRST articulates what an acceptable level of learning is by incorporating levels of expectation into the performance tasks rubric (B1.7.3). It is apparent that many students are meeting or exceeding these goals (B1.7.4-B1.7.9). Number and letter grades are expressed on OpenSIS, the school information management system. All teachers enter grades for all summative assessments so that student performance can be tracked and progress measured. Students and parents have access to this data.
### B1. WHAT STUDENTS LEARN

B1.7 Acceptable Student Achievement

#### FINDINGS

Within each subject and grade level, trend analyses and Data-driven Improvement Plans ensure that, when standards are not met, interventional measures are taken. Through collaborative evaluation of student standard achievement across subjects and grade levels, CIA FIRST identifies areas in which standards are consistently not being met as critical learner needs. Critical learner needs are then addressed through the School-wide Action Plan, an initiative to ensure a high level of student achievement throughout the student population (B1.7.10).

#### EVIDENCE

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B1. WHAT STUDENTS LEARN

B1.8 Integration among disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

EVIDENCE

B1.8.1 My Community and I

CIA FIRST has begun to integrate disciplines across the curriculum. Middle school (MS) level is at an advanced stage, but effort needs to be made across all school levels to improve integration among disciplines. With the introduction of weekly SAP2/Cat B meetings since semester 2 of AY 2014/2015, which are attended by all subject coordinators, the integration of disciplines across the CIA FIRST curriculum is now regularly discussed and assessed.

During semester 1, AY 2014/2015, CIA FIRST kindergarten introduced play-based thematic units encompassing multiple subject standards. These units were designed using the UbD template and allow students to make real-life connections. The thematic units focus on either social studies or science themes, and core subject standards are integrated into them.

In “My Community and I” [B1.8.1], students learn about community helpers, the objects they use, and their place within the community. Students analyse the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. They use concrete objects to model simple joining and separating situations (addition and subtraction) of whole numbers related to sums of 5 or less (by focusing on the tools/uniforms used by community helpers in their jobs as well as the products they produce) and write corresponding number sentences. They are also required to identify connections between who they are as people and their place in the world, create expressive images using a variety of media and techniques, use instruments to accompany music or songs, use mastered gross motor movements to learn new skills, and engage in new activities within the context of the topic of communities.

Since the introduction of the weekly school-wide Subject Coordinator meetings and the implementation of the Edutect unit planner, Subject Coordinators have begun to include ISTE and CCSS ELA & Mathematics standards in unit plans for other disciplines. Given that many ES ELA units are social studies based, AERO SS standards will be incorporated into UbD units. Integration of CCSS ELA and ISTE ICT standards is at a more advanced stage in MS when compared with the ES. As development of UbD units is considered to be an ongoing process, integration of standards across disciplines will increase gradually.
In the ES science Weather and Climate unit (B1.8.2), students develop and demonstrate their ability to plan and carry out investigations, analyse and interpret data, engage in argument from evidence, and obtain, evaluate, and communicate information. In order to reach these learning objectives successfully, the included SSCC ELA standards focus on conducting short research projects that build knowledge about a topic, recalling information from experiences, and gathering information from print and digital sources. These standards are addressed and referenced in the learning plan. Additionally, a CCSS Mathematics standard that focuses on using appropriate tools strategically has been included.

In the MS Land Use in the Amazon project (B1.8.3), students learn about the different uses of land, and whether self-interest influences land use decisions. Students focus on the Amazon basin and study how six different groups have competing interests in how to preserve and use the resources of the Amazon rainforest. Students create and present short news reports about these groups, and evaluate the costs and benefits of each group’s interests. In their performance task they produce a written report which determines who they think has the most legitimate claim, and justify that decision with evidence. In order to reach these learning objectives successfully, CCSS ELA standards include, but are not limited to, delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning, and the relevance and sufficiency of the evidence. These standards are referenced and addressed in the unit plan.

The integration of CCSS ELA RH & CCSS ELA ST (reading for social studies and science and technical subjects) and CCSS ELA WHST (writing for social studies and science and technical subjects) standards across all disciplines is in progress, but further development is needed to incorporate these standards into Stage 1 Goals of UbD units for all subjects at all school levels. To support the integration of standards in ICT, which has been a core subject for grades 1-8 since AY 2013/2014, all classrooms have been equipped with personal PCs and projectors since AY 2013/2014. Furthermore, middle school students work on digital classroom projects (B1.8.4).

CIA FIRST International School has begun to explore the alignment of language B content with social studies classes, (e.g., French vocabulary related to Julius Caesar’s conquest of Gaul). Plans to align music with social studies were written in semester 2 of AY 2014/2015, and will be implemented in AY 2015/2016 (B1.8.5).
B1. WHAT STUDENTS LEARN

B1.9 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.

**Prompt:** Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>B1.9.1 ICT overarching essential questions.</td>
<td>Since the last full self-study in 2013, CIA FIRST has implemented an effective curricular review, revision, and evaluation process, which is evidenced by the purchase of new resources, the implementation of evidence-based practices such as UbD, and continual data-driven improvement changes based on student performance data.</td>
</tr>
<tr>
<td>B1.9.2 Natural Sciences overarching essential questions.</td>
<td>The adoption of UbD has ensured that the unit plans for the curriculum link desired results and evidence. Overarching essential questions (B1.9.1-B1.9.5) and transfer goals are assessed with performance tasks and rubrics, which are aligned to standards and SLOs.</td>
</tr>
<tr>
<td>B1.9.3 Social Studies overarching essential questions.</td>
<td>In accordance with the 2013 Visiting Committee’s (VC) recommendation, the CIA FIRST Curriculum Review Cycle was adopted in 2014 and backdated with information gathered since 2011 (B1.9.6). It is a six-year cycle beginning with a preliminary study year. During this preliminary year, materials are researched and standards reviewed. This is followed by a preparation year, which is a period of continued review, PD, and development of unit plans. The implementation year is when materials are received and unit plans implemented. A three-year period follows during which student achievement data is collected, cornerstone tasks adopted, and gaps analysed before the process starts again.</td>
</tr>
<tr>
<td>B1.9.4 Mathematics overarching essential questions.</td>
<td>The role of Subject Coordinator was formalised at the start of AY 2013/2014 (B1.9.7). The Subject Coordinator develops and implements the curriculum using the principles of UbD. It is these principles which mould the curriculum into an effective and cohesive unit. There was a distinct move from subject driven ESLRs to SLOs, which are overarching as well as being more focused on transfer and 21st Century Skills. The move to UbD has provided a more challenging and relevant curriculum. The Subject Coordinator has an obligation to provide more student-centred activities and to create authentic performance tasks, which are focused on understanding and transfer. The Subject Coordinators report to the Curriculum Coordinator, whose role is to keep abreast of evidence-based practices to share with the teaching community and to oversee curriculum development, standard coverage, curriculum mapping and vertical alignment (B1.9.8).</td>
</tr>
<tr>
<td>B1.9.5 ELA overarching essential questions.</td>
<td></td>
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<tr>
<td>B1.9.6 Curriculum review cycle</td>
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</table>
CHAPTER 4 - CATEGORY B | CURRICULUM INSTRUCTION & ASSESSMENT

B1. WHAT STUDENTS LEARN
B1.9 Curricular Review, Revision, and Evaluation

**FINDINGS**

UbD has provided a solid curriculum framework, but data provides areas for development and serves as the basis for planning. With the implementation of DDIP, Subject Coordinators use LASW evaluation and trend analysis reports to pinpoint criteria which have not been attained. This data analysis leads to planning and instructional changes to the curriculum. While this process leads to changes in the existing curriculum, gap analysis is also applied to review and evaluate the curriculum as a whole. There is currently collaboration among Subject Coordinators to ensure all academic standards are covered. Full alignment of standards, the development of cornerstone tasks, and data-driven improvement planning are all included in the SAP goal 2 curriculum development plan [B1.9.9]. CIA FIRST is also in the process of mapping the curriculum to Edutect to identify standards not being covered. Based on CIA FIRST’s comprehensive understanding and implementation of UbD, Edutect has appointed CIA FIRST a “lighthouse” school, and, as a result, the school will be directly involved with beta testing software enhancements and providing feedback to the company AY 2015/2016. Utilization of this software and involvement in the software’s development will contribute to a stronger and more coherent curriculum.

There are a number of other issues that CIA FIRST has recognised and is addressing in the action plan. CLNs have been identified for this academic year based on external and internal student performance data and observation of students in the classroom. These will be addressed through planning and instructional changes discussed and implemented at the weekly SAP goal 2 meetings. CIA FIRST is also implementing Cornerstone Assessment Tasks [B1.9.10], which focus on the main transferable ideas within a subject and serve as an essential tool in the DDIP process.

Changes to the curriculum are also discussed at subject-level teacher meetings. The teachers discuss aspects of the instructional path that have worked well or need to be changed or developed. These weekly meetings ensure the curriculum remains relevant, rigorous, and focused on individual student needs [B1.9.11].

**EVIDENCE**

- B1.9.7 Subject Coordinator job description
- B1.9.8 Curriculum Coordinator job description
- B1.9.9 School-wide Action Plan Goal 2
- B1.9.10 Cornerstone Task Map
- B1.9.11 Subject level meeting minutes
B1. WHAT STUDENTS LEARN
B1.9 Curricular Review, Revision, and Evaluation

<table>
<thead>
<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>B1.9.12</td>
<td>Assessment Policy</td>
</tr>
<tr>
<td>B1.9.13</td>
<td>Metacognition and 21st Century Skills</td>
</tr>
<tr>
<td>B1.9.14</td>
<td>Self-knowledge Journal Rubric</td>
</tr>
<tr>
<td>B1.9.15</td>
<td>CCC Rubrics</td>
</tr>
<tr>
<td>B1.9.16</td>
<td>Habits of Mind, I Can Statements</td>
</tr>
</tbody>
</table>

The result of adopting UbD principles as a direct result of the curriculum review process has also influenced the grading and assessment policies [B1.9.12]. The weighting is primarily focused on transfer, 21st Century Skills, and self-reflection, in addition to the more traditional focus on skills and knowledge acquisition. Student self-reflection is also used in the review process to guide and implement instructional changes to the curriculum.

CIA First end-of-year evaluation of grading policies is a collaborative analysis by SAP Goal 2 Group, during which Subject Coordinators and the Curriculum Coordinator assess the efficacy of the current policies in achieving SLOs and curricular goals.


AY 2014/2015, CIA FIRST assessed student metacognition via Self-knowledge Journals and rubric [B1.9.14] and 21st Century Skills via application of rubric [B1.9.15]. CIA FIRST found both methods of assessment to be unsatisfactory in that they failed to yield adequate opportunity for formative assessment and the criteria being assessed were unclear to students [B1.9.13].

21st Century Skills are those that develop those capacities and habits that will enable students to continue learning throughout their adult life. Kallick and Costa’s Habits of Mind, I can statements are a series of life-long learning habits articulated as symbols, mottos, and statements [B1.9.16]. By virtue of their clarity and relative simplicity, the Habits of Mind promise to be effective vehicles for promoting 21st Century Skills among CIA FIRST students.
AY 2015/2016, CIA FIRST will introduce students to Habits of Mind and assess metacognition and acquisition of 21st Century Skills using student Habits of Mind Journals and application of rubric (1.19.17). The journals will document practice of, understanding of, and reflection upon Habits of Mind, as the Habits uniquely pertain to each unit.

Formative assessment of metacognition and 21st Century Skills through assessment of journal entries will occur at least twice over the course of each unit: first, as an assessment of students’ unique, self-set, performance task-oriented Habits of Mind goals; then, mid-unit, as an evaluation of students’ evidence-based self-assessment. Formative assessment will ensure student goals match criteria and allow teachers the opportunity to give corrective feedback during the journaling process.

To conclude each unit, students will re-submit their Habits of Mind journals for summative assessment. Unit final marks on Habits of Mind journals will account for 15% of student final grades and will indicate to students how well they are judged to have displayed each habit throughout the unit (B1.9.18).

CIA FIRST has drafted a graduation policy to reflect graduation requirements and credits, which needs to be approved by the board of directors and will be included in the report when HS is to be accredited (B.1.9.19). A homework policy is also being drafted and will require collaboration between subject-level teachers to ensure a realistic and attainable workload for the students.
B1. WHAT STUDENTS LEARN

B1.10 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.

*Prompt:* Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

### EVIDENCE

<table>
<thead>
<tr>
<th>B1.10.1</th>
<th>Unit plan feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>k4_thematic_unit_ii_2nd_qtr</td>
<td>CIA FIRST International School administrators and teachers use a variety of collaborative strategies to examine curriculum design and student work in order to refine lessons and units. However, more collaboration is needed to ensure vertical alignment within subjects.</td>
</tr>
<tr>
<td>B1.10.2</td>
<td>Unit plan feedback</td>
</tr>
<tr>
<td>E5S1U3</td>
<td>One of the primary tools used by teachers and administrators to facilitate curriculum design is Edmodo. All teachers are a part of an Edmodo group called “CIA FIRST Understanding by Design.” Within this group, teachers and coordinators post unit plans and performance tasks for review by peers and coordinators (B1.10.1-B1.10.3). Unit plans, lessons, and performance tasks are developed and refined based upon these peer reviews.</td>
</tr>
<tr>
<td>B1.10.3</td>
<td>Unit plan feedback</td>
</tr>
<tr>
<td>G6S1U2</td>
<td>Weekly meetings between coordinators and teachers are another method used to review and develop unit plans and curriculum design. These meetings are subject-specific and chaired by a subject coordinator (B1.10.4). During these meetings, teachers share evidence of student work and discuss what activities and formative assessments have been undertaken in the classroom and whether the students have or have not attained the relevant unit goals for particular tasks and why. Subject coordinators modify their unit plans and teachers modify their lesson plans accordingly (B1.10.5).</td>
</tr>
<tr>
<td>B1.10.4</td>
<td>Timetables showing allocated meeting schedules (one from each school level)</td>
</tr>
<tr>
<td>B1.10.5</td>
<td>Additionaly, within these grade-level meetings, teachers conduct cross-marking and marking calibration for performance tasks and assessments (B1.10.6). This allows teachers to identify areas in which students have failed to meet standards during performance tasks and address ways in which unit plans and lessons can be made more effective. This information is summarized within the ‘trend analysis’ section of the LASW/EVAL forms which are completed by all teachers for each performance task (B1.10.7-B1.10.9). The trend analysis contributes to data-driven improvement planning. The DDIP outlines appropriate interventions and instructional changes made to unit plans in order to close the gap between student performance and desired results (B1.10.10-B1.10.13). Although LASW and DDIP forms</td>
</tr>
</tbody>
</table>
B1. WHAT STUDENTS LEARN

B1.10 Collaborative Work

FINDINGS

are completed at all school levels, the actual collaborative practice of cali-
bration and cross-marking is currently being regularly completed only by
teachers at the middle school level. CIA FIRST plans to expand this process
to all school levels beginning AY 2015-2016 (B1.10.14).

Currently, formal collaboration between elementary, middle, and high
school subject coordinators is limited. However, this has been an identi-
fied as an area for development within the next academic school year. The
existing Thursday afternoon, Category B/SAP 2 meetings will continue as
vertical curriculum meetings on a weekly basis (B1.10.15). These vertical
curriculum meetings will focus on developing “cornerstone assessment
tasks,” which will spiral vertically through each subject’s curriculum to en-
sure that main transferrable ideas are taught and assessed at each grade
level in appropriate increments of complexity.

EVIDENCE

| B1.10.9 | LASW/EVAL form (grade 8) |
| B1.10.10 | DDIP form (Kindergarten) |
| B1.10.11 | DDIP form (Grade 1) |
| B1.10.12 | DDIP form (Grade 3) |
| B1.10.13 | DDIP form (Grade 6) |
| B1.10.14 | SAP Goal 2 |
| B1.10.15 | PowerPoint outlining plans for Cornerstone Assessment Tasks |
B1. WHAT STUDENTS LEARN

B1.11 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.

_Prompt_: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school’s policies.

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<thead>
<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>B1.11.1 BYOD policy</td>
<td>CIA FIRST has taken steps to evaluate how well existing policies support the rigor, relevancy, and coherency of its curriculum and what new policies need to be drafted.</td>
</tr>
<tr>
<td>available at <a href="http://ciaschool.edu.kh/admissions/policies-regulations/">http://ciaschool.edu.kh/admissions/policies-regulations/</a></td>
<td>At the beginning of AY 2014/2015, a new Bring Your Own Device (BYOD) policy (B1.11.1) was adopted and implemented: each classroom has WiFi access, and each student is required to bring a tablet or laptop computer to all classes. CIA FIRST has also adopted the ISTE (International Society for Technology in Education) standards, which describe the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital society. As detailed in B1.7 Integration Among Disciplines, gradually these standards will be integrated into all subjects and at all grade levels, in addition to regular ICT classes. These standards increase the rigor, relevancy, and coherency of the school’s curriculum, and cover many extremely relevant 21st century thinking skills. The BYOD policy ensures each student has the tools necessary to attain these standards. Now that these standards and policy are in place, it will be the task of CIA FIRST’s Curriculum Coordinator to track attainment of these ISTE standards across subjects and grades to assess the effectiveness of the BYOD policy.</td>
</tr>
<tr>
<td>B1.11.2 Student perception data</td>
<td>Student perception data suggests that students think the use of technology helps them learn: 76% of elementary school students and 74% of middle and high school students agree or strongly agree the teacher uses technology in such a way that helps them learn, while 73% of elementary school students and 76% of middle and high school students agree or strongly agree learning activities are helping them to use and understand technology (B1.11.2). These findings support the effectiveness of the BYOD policy.</td>
</tr>
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</table>
Moreover, the BYOD policy enables very efficient and effective data collection on student performance. Several high school teachers have started using Google Docs, Doctopus (a tool for scaffolding, managing, organizing, and assessing student projects in Google Drive), and Goobric (a rubric-based assessment tool that works with Doctopus) to manage, distribute, collect, and assess student assignments digitally. Data collected by Goobric ([B1.11.3]) can then be used in CIA FIRST’s Data-driven Improvement Planning process. This workflow is part of the introductory PD training given to new teachers, and the use of this workflow is expected to increase across all school levels.

Currently, Cheating and Plagiarism policy exists, but it has never been widely publicized or used ([B1.11.4]). Cases of plagiarism and intellectual dishonesty by students are dealt with on a case-by-case basis, potentially leading to inconsistent and unfair treatment of students. There is a strong need for an Academic Integrity policy to be developed and implemented in a collaborative manner, with school leadership, teachers, and students as key stakeholders. A strong Academic Integrity policy will help to ensure correct assessment of student attainment of SLOs and standards, particularly SLO 5 and CCSS ELA Writing Standards, which will be tracked after the implementation of the policy as part of SAP Goal 2.

The school’s assessment policy was altered at the end of AY 2014/2015 to expedite the increased attainment of 21st Century Skills based on student achievement data. A detailed account can be referenced in report B1.9 Curriculum Review, Revision and Evaluation.
B1. WHAT STUDENTS LEARN

B1.12 Articulation and Follow-up Studies

**Indicator:** The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

**Prompt:** Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>B1.12.1 CIA FIRST Alumni Follow-Up as of 10 Aug 2015</td>
<td>CIA FIRST has started conducting informal student follow-up studies that provide insight into the effectiveness of instruction towards preparing students for meeting their personal goals, pursuing further education, and entering the work force.</td>
</tr>
<tr>
<td>B1.12.2 CIA FIRST Partnerships as of 4 Mar 2015</td>
<td>Although there is no formal follow-up procedure to track CIA FIRST graduates, informal contacts using social media and email by the graduates’ former grade 12 homeroom teacher have shown that all 2013 and 2014 graduates have been accepted by and/or enrolled at universities and colleges in Cambodia and abroad—a significant number in North America and Australia—or found employment (B1.12.1). This evidence suggests our curricular program is effective in preparing students for higher education. A more formal follow-up procedure, tracking graduates over several years, would drive curricular development and provide more data that could be used to determine how well our curricular program prepares students for higher education. Moreover, the CIA FIRST Career Counsellor has been actively seeking out partnerships with colleges and universities in Cambodia and abroad, such as Raffles College of Higher Education in Cambodia, University of Technology HCMC in Vietnam, and Augustana College in the United States (B1.12.2). CIA FIRST is committed to continuing to develop these partnerships.</td>
</tr>
</tbody>
</table>
B1. WHAT STUDENTS LEARN

B1.1 - B1.12 Conclusions

**AREAS OF STRENGTH**

B1.1 Current Educational Research and Thinking

- Implementation of a 6-year curriculum review cycle.
- Led by the Curriculum Specialist, there is a drive to use up-to-date educational research findings in all aspects of CIA FIRST’s instructional program.
- Peer reviewed unit plans adhering to constructivist UbD principles.

B1.2 Academic Standards for Each Area

- Implementation of standards for core subjects.
- Development of overarching SLOs.
- Implementation of the UbD framework.
- Development of overarching essential questions.

B1.3 Embedded Global Perspectives

- Recognizing and expressing diverse audiences’ perceptions and how this affects communication.
- Examining perspectives of other people, groups, or schools of thought and identifying the influences on those perspectives.
- Identifying issues, generating questions, and explaining significance of locally, regionally, and globally focused researchable questions.
- Assessing options and planning actions based on evidence, taking into account previous approaches, varied perspectives, and potential consequences.

**AREAS OF GROWTH**

- Further use of the 6-year curriculum review cycle
- Continuing systematic modification of curriculum, unit plans and instructional strategies based on analysis of student achievement data.

- Continue adoption and implementation of standards as per the Curriculum Review Cycle.
- Increase student understanding of SLOs and how they relate to learning activities.
- Development of overarching essential questions for Music, Drama, Art, Health and PE.

- Using a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally researchable question.
- Reflecting on how effective communication affects understanding and collaboration in an Interdependent world.
- Acting, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assessing the impact of the actions taken.
### AREAS OF STRENGTH

**B1.4 Congruence**

- UbD principles of backwards design used to facilitate congruence between all three stages of unit planning
- Student work is examined at all school levels to determine whether a standards-based curriculum is being implemented and SLOs are being addressed.
- In all subject areas SLOs are being widely addressed.
- In social studies (and to a large degree in science, ELA and mathematics) there is extensive evidence that a standards-based curriculum is being implemented and SLOs are being addressed.
- Extensive data of snapshots of student engagement in learning exists for the MS level showing that a standards-based curriculum is being implemented and SLOs are being addressed and globally focused researchable questions
- Assessing options and planning actions based on evidence, taking into account previous approaches, varied perspectives, and potential consequences.

### AREAS OF GROWTH

**B1.5 Student Work — Engagement in Learning**

- Further documentation of stage 3 learning activities, especially at the Kindergarten level
- Coding of stage 3 to stages 1 and 2
- Student work is examined at all school levels to determine whether a standards-based curriculum is being implemented and SLOs are being addressed.
- In all subject areas SLOs are being widely addressed.
- In social studies (and to a large degree in science, ELA and mathematics) there is extensive evidence that a standards-based curriculum is being implemented and SLOs are being addressed.
- Extensive data of snapshots of student engagement in learning exists for the MS level showing that a standards-based curriculum is being implemented and SLOs are being addressed and globally focused researchable questions
- Assessing options and planning actions based on evidence, taking into account previous approaches, varied perspectives, and potential consequences.

- LASW and EVAL forms to be completed by teachers at kindergarten level.
- As standards are adopted and unit plans developed in accordance with this, further examples of student work and snapshots of student engagement in learning will be need to be collected to ensure that a standards-based curriculum is being implemented and SLOs are being addressed.
- More extensive forms of data need to be collected in the kindergarten and ES level regarding snapshots of student engagement in learning.
- Focus planning and instruction on the CLNs to bridge the gap between student performance and expectations.
CHAPTER 4 - CATEGORY B | CURRICULUM INSTRUCTION & ASSESSMENT

B1. WHAT STUDENTS LEARN

B1.6 Accessibility of All Students to Curriculum

- Students at all school levels have the option to access all available courses/programs on offer at the school.
- Beginning AY 2015/2016, the school will offer more program options so that students can have access to a wider range of elective courses as well as the Khmer national curriculum.
- Examination of student demographics has led to the introduction of a wider range of elective courses for students to access.
- Varied instructional strategies that cater for learning preferences have been implemented in unit plans to facilitate success in all courses offered.
- The use of co-teachers in kindergarten and elementary facilitates greater student success.
- EFL and SEN support programs offer students with greater difficulties the ability to succeed within the school’s programs/courses.

B1.7 Acceptable Student Achievement

- CIA FIRST has articulated an acceptable level of student achievement.
- A wide range of standards are in place throughout the curriculum.
- Standards based unit plans, performance tasks and rubrics.

AREAS OF STRENGTH

- Expand the availability of visual arts courses within the middle school to all enrolled students.
- Phase out the use of PTI programs within elementary school to only be accessible by students from K-2.
- Introduction of an ICT course to cover all kindergarten levels.
- Encourage further coverage of SLOs within the Khmer elective program.
- Collect demographic data of families on enrollment to facilitate tailoring of programs and aggregation of student achievement data.
- Establish a system whereby student results are aggregated to determine how they correspond to student demographics and social and economic situations.
- Further PD courses regarding differentiated instructional strategies to be implemented.
- EFL/ILP classes to be more succinctly aligned with mainstream classes in terms of lesson content.

AREAS OF GROWTH

- Continued tracking of student achievement as the level of student achievement is not at an acceptable level at present.
- Extension of MAP testing to Grades 3-12 and to include scientific standards.
## AREAS OF STRENGTH

### B1.8 Integration among disciplines
- Integration of technology school-wide
- Integration of CCSS ELA and ISTE ICT standards in the middle school level.

### B1.9 Curricular Review, Revision, and Evaluation
- A solid curriculum framework in place.
- Data driven improvement process.
- Implementation of a 6-year curriculum review cycle.
- Peer reviewed unit plans adhering to UbD principles.
- Dedicated Subject Coordinators who develop and implement the curriculum along with the Curriculum Coordinator.

## AREAS OF GROWTH

### B1.8 Integration among disciplines
- Increasing the level of Integration among disciplines school-wide.
- Integration of CCSS ELA and ISTE ICT standards in the elementary level.
- Integration of CCSS ELA RH & CCSS ELA ST and CCSS ELA WHST standards across disciplines into stage 1 goals of units for all subjects at all school levels.

### B1.9 Curricular Review, Revision, and Evaluation
- Full alignment of all subject curricula to adopted academic standards.
- Development of cornerstone tasks to assess student achievement.
- Continuing systematic modification of unit plans and instructional strategies based on analysis of student achievement data.
- Focus planning and instruction on school-wide CLN
- Formulation of CATs to focus on the main transferable ideas.
### AREAS OF STRENGTH

**B1.10 Collaborative Work**
- Teachers at all school levels meet regularly to discuss student work and unit plans.
- Edmodo is used to effectively examine and refine unit plans.

**B1.11 Policies – Rigorous, Relevant, Coherent Curriculum**
- Adoption of BYOD policy.
- Changes in assessment policy based on current educational research and thinking and student achievement data.

**B1.12 Articulation and Follow-up Studies**
- CIA FIRST graduates have successfully entered higher education.

### AREAS OF GROWTH

**B1.10 Collaborative Work**
- Collaborative cross marking and calibration processes to be expanded to all grade-levels in the upcoming school year.
- Course wide collaborative meetings to develop cornerstone assessment tasks to be conducted in the upcoming school year.

**B1.11 Policies – Rigorous, Relevant, Coherent Curriculum**
- Develop a more formal follow-up procedure.

**B1.12 Articulation and Follow-up Studies**
- Continue developing partnerships with universities and colleges.
- Development of an Academic Integrity policy.
B2. HOW STUDENTS LEARN

B2.1 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 school-wide learner outcomes and academic standards.

**Prompt:** Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>B2.1.1</td>
<td>Since the Visiting Committee visit in April 2013, CIA FIRST has made good progress in implementing approaches to remain current in research-based professional knowledge in order to improve teaching and learning. Based on classroom observations and staff surveys, evidence suggests that some teachers are current in the instructional content taught and research-based instructional methodology. The results, however, are not school-wide amongst the teaching staff. There is room for further improvement in meeting the research-based knowledge indicator. A plan for AY 2015/2016 is in place to support teacher learning and teacher ability to apply that knowledge in the classroom.</td>
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<td>B2.1.2</td>
<td>In 2014, the Understanding by Design (UbD) Framework was adopted school-wide from K-12. This is a student-centered learning philosophy focused on teaching and assessing for understanding and learning transfer. It aids teachers in developing a standards-aligned curriculum aimed at improving student understanding and achievement. The implementation of UbD is apparent through the wide usage of UbD-derived units, based on CIA FIRST school-wide learner outcomes (SLOs) and rigorous academic standards (B2.1.1). Although subject coordinators at grade level are responsible for writing the UbD aligned units, it is essential that all teachers are aware of the six facets of understanding and structure of UbD in order to effectively implement these strategies in the classroom. All teachers and co-teachers attended UbD training under the guidance of CIA FIRST’s Professional Learning Coordinator (B2.1.2).</td>
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<td>B2.1.3</td>
<td>CIA FIRST has made significant progress towards applying UbD principles school-wide. It is, however, evident that teachers need further support in applying that knowledge in their planning process and their instructional strategies. Based on the perception data from the staff survey in 2015, the majority of teachers (60.13%) agree that they understand the principles of UbD; yet the data also shows that not all teachers (32.03%) consistently apply the principles of UbD to their planning and instruction (B2.1.3). It is clear there is room for improvement in supporting teachers in integrating the UbD principles into their planning and instruction.</td>
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</table>
Another tool assisting teachers in remaining current in research-based professional knowledge is classroom observation feedback. Classroom observations provide an excellent opportunity for teachers to receive valuable feedback on their classroom pedagogy, understanding of UbD, and their focus on transferable understandings. These observations assess whether or not teachers are activating students prior knowledge, using hooks to engage students, focusing on essential questions and big ideas, addressing one or more of the six facets of understanding, using varied instructional strategies, providing feedback to the students, aligning student achievement to the SLOs, and addressing critical learner needs. Teacher observation data suggests that some teachers are successfully implementing the UbD methodology using research-based knowledge to inform their instruction, but some staff members still struggle to incorporate certain elements. The effective use of Essential Questions, and the ability to use an effective "hook" are areas that have been identified for growth (B2.1.4).

Throughout AY 2014/2015, staff received internal professional development on a variety of approaches to remain current in research-based instructional methodology. The internal PD covered Socratic Seminars, Brain Targeted Learning and Project Based Learning (B2.1.5). The aim of this training was to improve classroom dialogue, incorporate advances in neuroscience, and create performance tasks based on authentic, real world situations. CIA FIRST summer school program for 2015 was largely developed using the principles of Project Based Learning (PBL). For English Language Arts classes, middle school students were expected to write their own Dr. Seuss books (B2.1.6), and in mathematics they were developing scaled models of the CIA FIRST Campus. Another example of PBL is the Pharaoh Project conducted by Grade 6 students in Social Studies (B2.1.7).

Edmodo is used as a platform for professional collaboration and the sharing of current academic journals in the Evidence-based Practice Group (B2.1.8). The Professional Learning Coordinator and other staff members post reputable scholarly articles exploring a variety of research-based practices in order to provide teachers with the opportunity for further learning.
B2. HOW STUDENTS LEARN
B2.1 Research-based Knowledge

Although these results are positive and demonstrate progress, CIA FIRST intends to further improve teacher understanding to more effectively implement Stage 3 of the UbD template. This will involve the introduction of teachers to a wider variety of evidence-based practices for instructional strategies in the classroom in order to improve teaching and learning. To facilitate the achievement of these goals, and to further improve attainment of the research-based knowledge indicator, CIA FIRST will implement several strategies in the upcoming academic year.

Several well-established Subject and School Level Coordinators have been selected by the school to receive support in obtaining their Post-Graduate Certificate in Education (International) from the University of Nottingham. This blended face-to-face and online program focuses on the improvement of individual teaching through critical reflection and research on practice. CIA FIRST plans for this to be a yearly occurrence, thus increasing the number of certified teachers in the faculty.

Individualized professional development plans are being developed, based on teacher observation assessments. Teachers will meet with the Professional Learning Coordinator to discuss what type of professional development will be most effective in improving the teaching and learning in their classroom.

The Professional Learning Coordinator will hold regular internal PD to model evidence-based practices used in the classroom through the use of Dialogic Video Cycles (DVC). The process involves input sessions, videotaped implementation, and reflection workshops. This process aims to improve the use of effective dialogue for engagement in the learning process and allows teachers to observe evidence-based practice in action. All DVC sessions will be recorded and shared in an ethical manner, with teacher and student permission.

CIA FIRST is committed to ensuring that it remains current and recognizes that this will be an ongoing process in years to come.
B2. HOW STUDENTS LEARN

B2.2 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 school-wide learner outcomes, i.e., global competencies.

Prompt: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and school-wide learner outcomes.

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The self-study has revealed that the planning processes at CIA FIRST are effective in terms of aligning stages 1 and 2 of Understanding by Design (UbD) unit plans to academic standards and school-wide learner outcomes (SLOs). However, there is still work to be done documenting appropriate learning activities to facilitate student attainment of the goals. The degree of alignment of all three stages is also dependent upon the stage of adoption per subject as per the curriculum review cycle. Regular grade-level subject meetings and the Data-driven Improvement Process have contributed significantly to the planning process in terms of sharing effective pedagogy and focusing instruction on specific needs of learning groups. Finally, the data collected from the Observable Classroom Indicator forms indicate that the use of formative assessments are effective in some classes, particularly in middle school, but this is an area of growth school-wide and will be targeted by school-wide TPD workshops focusing on Assessment for Learning (AfL) strategies.

The planning processes are now based on UbD and the backwards design principles. This ensures that SLOs and academic standards are the cornerstones of all unit plans and the foundation for assessment and instruction. The implementation of UbD in Social studies, ELA, mathematics, and science was completed in AY 2014/2015. ICT, Music, and Language B will begin in AY 2015/2016. CIA FIRST has begun to apply UbD to the planning processes for co-curricular subjects, with ICT and music being scheduled for implementation during AY 2015/2016. In middle school, ICT teachers began using the UbD principles during AY 2014/2015 [B2.2.1].

The backwards design model puts a strong focus on goals and expected outcomes and enables students and teachers to follow these throughout the unit. It also allows teachers and coordinators to effectively measure the learning outcomes during and after a unit and ultimately ensures that students are engaged in learning consistent with academic standards and SLOs. In the kindergarten thematic unit “Who Am I?” students use word cards to build sentences.
B2. HOW STUDENTS LEARN

B2.2 Planning Processes

The activity assesses SLO 1 and AERO ELA standards within the Reading Foundation strand and contributes to student understanding of how written words form ideas and student ability to read and write CVC-words, which are goals described in the unit’s stage 1 (B2.2.2). In the grade 5 science unit on the topic of light, students conduct an investigation of refraction, leading them towards attainment of SLOs 9 and 10 and NGSS and AERO standards related to observing and explaining properties of light and waves. The activity contributes to the stage 1 goals of students forming an understanding of the purpose of science and physical properties of light, and supports the student acquisition of essential knowledge and skills related to understandings, such as determining which path light will take after contacting a surface (B2.2.3).

Unit plans are developed by subject coordinators, who meet once a week as a group to ensure vertical alignment within school levels. Gap analyses and yearly plans ensure that all SLOs and applicable standards are covered and assessed (B2.2.4). This process is made easier by EduTect Planner, a recently purchased curriculum mapping software.

For example, the SLOs form the transfer goals for each unit. The grade 5 social studies unit on world religions connects to SLO 1 and SLO 4, building students’ abilities to communicate effectively and empathise with people with differing world views (B2.2.5). The grade 8 unit on engineering, technology and society strengthens the students’ understanding of scientific method as well as their communication and collaboration skills, thereby guiding students toward attainment of SLO 1, SLO 3 and SLO 9 (B2.2.6).

Unit plans are communicated to teachers through web-based platform Pydio (migrating to EduTect AY 2015/2016) and at grade-level meetings (B2.2.7-B2.2.8). The weekly or bi-weekly grade level meetings provide coordinators and teachers with an opportunity to discuss the students’ progress and response to instruction, unit plans, and formative and summative assessments. The meetings allow coordinators to clarify and modify the intents and contents of the unit plans. They also provide teachers with an opportunity to give feedback based on experience, and modify instruction based on student response and achievement (B2.2.9).
The effectiveness of each unit plan is measured after the end of the unit. Summative assessments are designed to measure to what extent standards and school-wide learner outcomes are being met, and teachers and subject coordinators each play a part in evaluating the effectiveness of the unit. Subject coordinators analyse the assessment data provided by teachers and, where standards have not been met, plan corrective action in upcoming units (B2.2.10).

Formative assessments are used at each teacher’s discretion to continuously evaluate student progress and to guide instruction according to student needs. Use of formative assessment is observed and documented during formal classroom observations (B2.2.11), and student performance in formative assessments is regularly addressed at grade-level meetings. As part of the focused TPD plan, CIA FIRST aims to further develop the use of formative assessments to guide instruction.

Results from external tests such as NG Reach (G1-G5, Language and Reading) are used in the planning processes to improve instruction. NG Reach data from AY 2013/2014 and from September 2014 showed poor results in reading comprehension. To address this, extra activities in reading comprehension have been added to all elementary school unit plans in ELA. Each classroom has been equipped with reading material of an appropriate Lexile range, and extra resources have been added to the school library. The impact of these activities was measured in the NG Reach post-test of May 2015. Both longitudinal data and grade-level results showed that the student reading comprehension score improved negligibly when compared to the previous school year, and that further intervention is necessary. The data supports the identification of close reading skills as a critical learner need. Reading comprehension will be emphasized in upcoming ELA unit plans (B2.2.12-B2.2.13).

An area of growth for the school is analysing and interpreting NWEA Map data to inform curriculum planning. There is a plan to send the school’s data analyst on PD training for this purpose.
B2. HOW STUDENTS LEARN

B2.3 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.

Prompt: Comment on the effectiveness of how 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. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Professional collaboration has grown stronger at CIA FIRST, after taking action on the critical area for follow-up “Ensure that there is sufficient time in the schedule for faculty to regularly discuss curriculum and plan for instruction at the classroom and divisional levels, as well as school wide” from the 2013 WASC VC report. Common planning time is now observed at every school level. The perception from the teaching staff survey is positive as the majority of teachers agree that they are involved in the planning (B2.3.1).

In the teacher meetings, coordinators and teachers discuss curriculum, unit planning, activities, performance tasks, and big ideas in order to explore the effectiveness and alignment of lessons and activities. The kindergarten coordinators and teachers meet to discuss matters pertaining to school activities, themes, instructional materials, students in need of extra support, and other issues related to the teaching and learning process. In addition, the teachers at every level have fortnightly planning meetings. Each elementary grade level meets weekly with the Science and Social Studies coordinators, and bi-weekly with the Mathematics and English coordinators. Grade-level meetings focus on unit plans, instruction methods, assessment, student progress, and achievement. Middle School subject coordinators meet with the teachers at least once per week, between 1400h and 1615h (which is time set aside daily for planning and collaboration), to brainstorm and discuss matters pertaining to unit plans, resources, performance tasks, rubrics, and cross-marking. The subject coordinators and teachers also discuss instructional strategies. Examples of instructional changes agreed upon in these subject meetings include the introduction of phonics letters to be studied throughout the unit to incorporate more reading, free-flow conversation and reading comprehension activities at kindergarten level, and the decision of ES to dissect the EQ into separate parts and to use language frames as a tool to help students frame their written responses to the essential questions (B2.3.2).

Subject coordinators, through collaboration with teachers, create and develop the unit plans. Edmodo is an important software platform for information exchange between teachers, school-level coordinators, subject coordinators,
B2. HOW STUDENTS LEARN
B2.3 Professional Collaboration

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and curriculum coordinators. Subject and grade specifics Edmodo groups facilitate real-time interaction between coordinators and teachers. CIA FIRST Understanding by Design is one such group, which addresses EUs and EQs, unit plans and performance task peer reviews are posted. CIA FIRST Evidence Based Practice is used to present and discuss peer-reviewed academic papers, while CIA FIRST PLC is for general discussion, announcements, self-study, peer-review, and discussion (B2.3.3).

In kindergarten and elementary school, peer observations are used for professional development and provide opportunities for collaboration where teachers can share instructional methodology, especially with new teachers. This practice must, however, be strengthened for both kindergarten and elementary teachers, and implemented in middle school (B2.3.4). Formal teacher observations occur in accordance with CIA FIRST policy. The K and ES School Principal, School-wide Curriculum Coordinator, and MS Academic Supervisor observe classes using the Observable Classroom Indicators (OCI) template as a way to share instructional strategies with the teaching faculty (B2.3.5). The Curriculum Coordinator collaborates with the Subject Coordinators in order to develop unit planning, provide feedback and suggestions to improve UbD unit plans, and ensure that student learning is central to the unit (B2.3.6).

After a unit’s performance task has been graded, Subject Coordinators, together with the teachers, evaluate student performance and identify standards that have not been met. An intervention plan is then created and implemented (B2.3.7). Coordinators at every level ensure that student performance as a whole is evaluated. Subject Coordinators at all levels meet twice per month to assess subject-specific “Critical Learning Needs”, identify commonalities school-wide, determine school-wide “Critical Learner Needs” and brainstorm action points for the school-wide action plan (B2.3.8).

Perception data drawn from the teaching staff survey indicates that most teachers agree that they are involved in the school’s planning process for decision making and its implementation towards student learning (B2.3.9, B2.3.10).

### EVIDENCE

| B2.3.4 | Peer Observation Report of Kindergarten and Elementary School |
| B2.3.5 | Observable Classroom Indicators template |
| B2.3.6 | Peer review of the Instructional Path in UbD Unit Plans |
| B2.3.7 | Data-driven Improvement Plan |
| B2.3.8 | PowerPoint from SAP 2 meeting |
| B2.3.9 | Teacher Survey Q18 |
| B2.3.10 | Teacher Survey Q21 |
B2. HOW STUDENTS LEARN

B2.4 Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

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<tr>
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<tbody>
<tr>
<td>B2.4.1 Professional Development 2014-2015</td>
<td>CIA FIRST is beginning to use professional development to enhance curriculum and improve learning and teaching. In the past, professional development was focused on external seminars for selected staff leaders and internal general workshops. The school is now transitioning to focused, personalized PD plans.</td>
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<td>B2.4.2 Professional Development April 2013-December 2014</td>
<td>At CIA FIRST, professional development of teachers and other staff is a key component in the school's growth process. CIA FIRST recognizes the importance of effective and continuous professional development for all staff as a means to improve teaching and learning. Professional development at CIA FIRST covers a wide range of topics related to pedagogy, classroom management, and health and safety. Both internal and external facilitators are engaged depending on topic and available competency. Additionally, individual teachers are encouraged to participate in online courses related to their responsibilities and interests.</td>
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<td>B2.4.3 UbD training attendance lists</td>
<td>During the last academic year, professional development at CIA FIRST focused on two main areas: Understanding by Design (UbD) for grade school teachers and Play-based learning for Kindergarten teachers. Since the decision to implement Understanding by Design school-wide, all teachers and co-teachers (elementary school assistants), including teachers at the Khmer Faculty, have received 12 hours of in-house training led by the Curriculum and Professional Learning Coordinator. Most staff received training during spring 2014, with extra sessions for new employees scheduled regularly.</td>
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<td>B2.4.4 Teaching staff perception survey 2015</td>
<td>As UbD has become a central part of planning, instruction and assessment, teachers and other staff members use their acquired knowledge and skills throughout each working day. According to the staff survey, 90% of teachers in the international faculty say that they understand the UbD principles and more than 80% say that they often or always apply the UbD principles in their planning and teaching. The effects of the training are already evident in planning processes and in classroom activities. Subject coordinators develop unit plans that cohere with UbD principles.</td>
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<td>B2.4.5 Samples of UbD unit plans</td>
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B2. HOW STUDENTS LEARN
B2.4 Professional Development

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Teachers give lessons that guide students towards understanding of big ideas and ability to apply their skills and self-reflect (B2.4.6). In a recent walk-through, students in four out of five observed classes could be seen using one or more of the six facets of understanding (B2.4.7). This is further supported by data from recent ES, MS, and HS student surveys suggesting that 16.81% of students always know the goals and objectives of their lessons and units and what is expected of them, 23.61% of students often know the goals and objectives of their lessons and units and what is expected of them, and 44.51% of students sometimes know the goals and objectives of their lessons and units and what is expected of them (B2.4.8).

Considering that UbD was introduced and implemented during the AY 2014-2015 it is still too early to fully evaluate the effects on student learning. However, with the on-going introduction of Data Driven Improvement Planning (DDIP) at all school levels and MAP testing from Grade 3 on, the required data will be available for analysis during AY 2015-2016. During AY 2014/2015, the CIA FIRST Kindergarten has adopted play-based learning as their instructional strategy. To facilitate this shift, teachers visited a school in a neighbouring country as well as attended in-house workshops (B2.4.9). The training was the beginning of a major shift in methodology in Kindergarten. The classroom setup has been modified and materials purchased to facilitate a wide range of activities that allow students to learn independently, in small groups and individually (B2.4.10). The effects of the training can be seen in classroom observations, walk-throughs, and in students’ reports (B2.4.11-13).

EVIDENCE

B2.4.7 Evidence of implementation of UbD
B2.4.8 Student perception surveys 2015
B2.4.9 Photos from training in Play-based Learning
B2.4.10 Statement from Mrs An Gedoria, Kindergarten Coordinator
B2.4.11 Samples of Observable Classroom Indicators K
B2.4.12 Evidence of play-based learning
B2.4.13 Sample of student reports
B2. HOW STUDENTS LEARN

B2.4 Professional Development

Moving forward, CIA FIRST will continue the work with individual professional development plans for all teaching staff. Based on feedback from classroom observations using the Observable Classroom Indicator form, each member of staff will be given the opportunity for reflection and goal setting, which will lead to a personalized professional development plan (B2.4.14). CIA FIRST is also purchasing an ASCD ‘In Focus’ subscription, giving teachers access to a multitude of resources aimed at effective teaching practices. Key staff members without an academic degree in education will be scheduled to attend the PGCEi course offered by the University of Nottingham as a step towards increasing the number of teachers trained in education. The first group will begin their studies in October 2015.

Plans are in place not only to increase the amount of TPD done at CIA FIRST but to track its efficacy with regards to teacher behavior and student performance. The topics and target audiences are based on identified needs of students and teachers and are selected to drive learning and teaching forward through improvement of curriculum and teaching strategies. Nearly eight out of ten teachers in the international faculty believe they have room for professional growth at the school. Still only six out of ten agree that the school offers sufficient and appropriate staff training, which is a clear signal that there is a strong demand for further efforts regarding both the content and the quantity of the offered professional development (B2.4.15).

In keeping abreast of current educational research, CIA FIRST will begin conducting TPD using Dialogic Video Cycle (DVC), a multi-workshop method through which teachers receive pedagogical theory from a facilitator, adapt theory into concrete techniques, are recorded executing a utilizing the adapted techniques, and collaboratively critique, discuss, and reflect upon criteria-specific, facilitator-selected clips from their recordings.

Initial analysis of the Observable Classroom Indicators data indicates that major areas for TPD focus are the effective use of essential questions in the classroom, situated learning strategies to create effective ‘hooks’ and Assessment for Learning (AfL) strategies to increase the use and efficacy of formative assessments.
Examiner student work throughout the self-study has revealed that areas for strength at CIA FIRST are students demonstrating critical thinking, knowledge acquisition, application, and technological skills. With relation to global competencies, recognizing perspectives and communicating ideas are areas of strength. However, areas of growth are implementing instructional strategies which lead to creative problem solving, investigating the world, and taking action on issues of global importance.

CIA FIRST has made huge efforts towards improving the instructional strategies at all school levels. With the implementation of Understanding by Design as well as concepts and skills-based standards such as AERO, NGSS and CCSS, it became necessary that the school’s methods for teaching follow the same path. The School-wide Learner Outcomes (SLOs) are at the core of each unit plan and are frequently returned to, both inside and outside of the classroom, effectively putting the focus of instruction on global competencies such as communication, collaboration, and problem solving. The instructional strategies used at CIA FIRST aim to put the student in the centre of the classroom, thus making him or her actively involved in the learning process. Students are encouraged to synthesize their previous knowledge and skills with new ideas and perspectives in order to investigate and solve problems and build deep understandings. Learning is a collaborative effort, in which student-student interaction is central and in which the teacher’s role is to scaffold and facilitate the learning process.

The effect of this is visible in the classrooms and in student work of all school levels. Students are engaged in a wide range of activities that guide them towards attainment of the academic standards and the SLOs. Kindergarten students can be observed exploring phonics, numbers, and other key concepts through use of a variety of hands-on materials and activities. Aided by thematic unit plans and through play-based learning, students take an active role in developing skills and understandings.

**B2. HOW STUDENTS LEARN**

**B2.5 Challenging Varied Instructional Strategies**

*Indicator:* The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purposes and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students’ experiences to the world.

*Prompt:* Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies (investigate the world, recognize perspectives, communicate ideas, take action).

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<td>B2.5.3 Evidence of play-based learning</td>
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<td>B2.5.4 Student work: Persuasive letter</td>
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<td>B2.5.5 Student work: Selecting an energy source</td>
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<td>B2.5.6 Observable Classroom Indicators ES</td>
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B2. HOW STUDENTS LEARN

B2.5 Challenging Varied Instructional Strategies

**Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose[s] and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students’ experiences to the world.

_Prompt:_ Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies (investigate the world, recognize perspectives, communicate ideas, take action).

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<td><strong>B2.5.7</strong> Observable Classroom Indicators MS</td>
<td>Tactile learning activities using materials such as corn kernels and egg shells allow students to use multiple senses as they develop understandings of sounds and numbers (B2.5.1). Activities involving rulers, measuring cups and non-standard measurements encourage learners to formulate problems, conduct investigations, and find solutions (B2.5.2). During a recent walk-through over half of the observed students were engaged in hands-on activities and independent or guided problem-solving (B2.5.3).</td>
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<td><strong>B2.5.8</strong> <a href="http://ninaakhtar.edublogs.org/">http://ninaakhtar.edublogs.org/</a></td>
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<tr>
<td><strong>B2.5.9</strong> Samples of Observable Classroom Indicators</td>
<td>At higher levels, students are engaged in a variety of learning activities that incorporate problem solving, critical thinking, and application of knowledge and skills, and that are connected to real-life situations. Elementary students practice their ability to support their opinions, communicate, and organize their ideas through the use of a graphic organizer to plan a persuasive letter for a friend (B2.5.4). These skills were later revisited as students applied their acquired knowledge of resources in selecting an energy source for the school. The task required students to not only collaborate to reach an informed decision, but also to convincingly present arguments for their choice (B2.5.5-6).</td>
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<td><strong>B2.5.10</strong> Evidence of Challenging and Varied Instructional Strategies ES</td>
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<tr>
<td><strong>B2.5.11</strong> Evidence of Challenging and Varied Instructional Strategies MS/HS</td>
<td>Middle school history students build their understandings of the rise of Christianity and how social systems change through the use of Socrative as a means of eliciting ideas and initiating class discussion. Role play is used to deepen understanding as students apply their knowledge and empathize with characters from various social backgrounds (B2.5.7). In ELA, students use Edublogs to keep online reading journals. In weekly entries they are asked to present the book they are currently reading as well as their reflections on its content and their learning experience. Students may be asked to explain the conflict in the book, give advice to a character, or explain their strategies for deciphering new vocabulary. The journals effectively encourage good reading habits as well as close reading skills and self-reflection (B2.5.8). Documentation from formal classroom observations support that teachers use appropriate instructional strategies that are aligned with the principles of UbD (B2.5.9).</td>
</tr>
<tr>
<td><strong>B2.5.12</strong> Student perception survey 2015</td>
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<tr>
<td><strong>B2.5.13</strong> Student perception survey 2015</td>
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</table>
Lessons display clear connections to SLOs. Results from walk-throughs show that all the observed lessons were aligned with the SLOs (B2.5.10-11). According to the recent student survey, nearly nine out of ten students across all grade levels believe that the lessons effectively help them reach the SLOs. About the same percentage of respondents agree that their work in the classroom is aimed at achieving school standards and SLOs (B2.5.12-13).

The instructional strategies at CIA FIRST are aimed at engaging students in collaborative learning. Students in all school levels can be observed interacting in pair work and group work although there is room for further development and use of collaborative learning strategies, especially in lower levels (B2.5.14-16).

Technology and multimedia is being used in instruction at all school levels. Classrooms at all levels are equipped with computer, projector, and speakers, which are used frequently for a wide range of activities. The introduction of the Digital Classroom, where middle and high school students bring their own devices to their lessons, has made use of technology a natural and integrated part of learning. One example is the use of Edublogs, where students share their work and self-knowledge journals (B2.5.17). Three out of four students in middle and high school agree that their lessons help them to use and understand technology (B2.5.18). In a recent walk-through, students in ten out of 13 classes could be observed using technology in their classrooms (B2.5.19). In elementary school, the students’ use of technology takes place mainly during ICT lessons, where students can be observed developing research, presentation, and programming skills (B2.5.20). Technology in the classroom has mainly been used by teachers. However, as ICT skills and research skills have been identified as important needs, with access to additional ICT labs, students’ use of technology will play a more prominent part in students’ learning from AY 2015/2016.

Not enough positive evidence was gathered school-wide of students demonstrating creative problem solving strategies, therefore this has been added to the list of Critical Learner Needs for the upcoming academic year. Furthermore, although global competencies were evident, there was not sufficient evidence of students investigating globally important current issues and taking action.
B2. HOW STUDENTS LEARN

B2.6 Technological Integration

**Indicator:** Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**Prompt:** Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

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**EVIDENCE**

| B2.6.1 | MS and HS ICT stats – failure rate |
---|---|

**FINDINGS**

Since the last full self-study in 2013, CIA FIRST has made a significant financial investment in technology hardware for the school at the new campus. Technology infrastructure, such as servers, racks, switches, has been bought and installed to enable teachers to use technology in their lessons. Fiscal resources have similarly been allocated for the development of technological infrastructure, namely that all the computers are now on a connected network with broadband provided across the network through Wi-Fi (Wireless Access Points). Primarily all information school-wide is stored on a brand new server which has been partitioned per student and teacher for space and also acts as a web server for Pydio.

CIA FIRST has made a significant financial investment in technology hardware such as the purchase 75 PCs equipped with headphones for use of ICT teaching and one additional PC for every teacher in their classroom. 2 of the ICT labs are currently used for ICT teaching and the other is used by teachers for computer-based performance tasks relative to their subjects and for MAPS testing.

After the first year of implementation, there are a significant number of students who have failed ICT [B2.6.1]. Going forward, the ICT coordinators need to strengthen the ICT documented curriculum, especially at the ES level, integrate ISTE standards into other disciplines, and make further resource purchases to accommodate standards not currently covered such as robotics (See far below).

It is evident from teacher observations that students coming into MS are not sufficiently prepared for the digital classroom. A digital literacy course is planned and will be introduced at the beginning AY 2015/2016 for all MS homeroom classes.

At the HS and MS levels, each class is equipped with speakers, desktop, projector, Wi-Fi, and LAN connection. AT the ES level, each class is equipped with a desktop computer, projector, Wi-Fi, and speakers. At the Kindergarten level, there is a projector and speaker in every common room, shared by two classes.
B2. HOW STUDENTS LEARN
B2.6 Technological Integration

Also many teachers use personal laptops for additional teaching resources.

In MS and HS, when the students were asked whether teachers use technology in a way that makes them learn, over half of students responded in the affirmative (B2.6.2). In ES again over three-quarters of students responded in the affirmative (B2.6.3).

Students believe that technology-based learning improves their understanding of lessons. Many students find technology-based learning more enjoyable due to teachers regularly using the following online resources: Edmodo, Socrative, Edublogs, W3Schools, Khan Academy, TedEd, Kahoot.

Over half of MS and HS and roughly three-quarters of ES students agree and strongly agree that learning activities are helping them to use and understand technology (B2.6.4-B2.6.5).

At the start of AY 2014/2015, CIA FIRST provided and hosted professional development (PD) training for Pydio and Edmodo. These platforms cover file sharing between teachers and students and educational social media, features of which include setting assignments, quizzes, and polls. According to a AY 2014/2015 staff survey, three-quarters of teachers agree that PD and training offered by the school help them to enable students to achieve the academic standard and the SLOs (B2.6.6).

CIA FIRST has a bring your own device (BYOD) policy whereby the students can bring their tablets (at least 7 inch screens) or laptops to engage in their lesson using technology (B2.6.7).

By using quiz programs like Socrative and Kahoot, students collaborate with one another and engage teachers. Results of a quiz or task are discussed and analysed by students using their PCs or tablet devices. Students find that using technology is essential for doing assignments and projects in and outside of the school (B2.6.8).
B2. HOW STUDENTS LEARN

B2.6 Technological Integration

**EVIDENCE**

<table>
<thead>
<tr>
<th>B2.6.9</th>
<th>Student work available on teacheramanda-ciafirst.edublogs.org, winger77.edublogs.org, slr06.edublogs.org.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2.6.10</td>
<td>AY 2014/2015, CIA FIRST created an online E-Library containing links to educational resources, such as Britannica School Edition and Khan Academy, as well a link to the Computerized Library Catalogue. This can be accessed via a link in the CIA FIRST educational resources for example (B2.6.10).</td>
</tr>
<tr>
<td>B2.6.11</td>
<td>CIA FIRST MS and HS ICT curriculum uses technology to integrate multiple subject areas. AY 2014/2015, students used SketchUp in ICT to redesign Freedom Park, the epicenter of controversy over protests towards the current government, linking ICT to urban planning and social studies (B2.6.11). And HS students used SketchyPhysics to create a Rube-Goldberg machine, incorporating physics and math.</td>
</tr>
<tr>
<td>B2.6.12</td>
<td>CSTA standards</td>
</tr>
<tr>
<td>B2.6.13</td>
<td>ISTE standards</td>
</tr>
</tbody>
</table>

**FINDINGS**

All MS and HS students use Edublogs to do routine writing for ELA on blogs. Edublogs allows students and teachers to easily create and manage blogs and quickly customize designs to include videos, photos, and podcasts (B2.6.9).

Students use Google Drive for document sharing and Career Planning Documents

AY 2015/2016, ICT curriculum at MS and HS levels will begin with units on research. This is integral to all subjects.

AY 2014/2015, CIA FIRST created an online E-Library containing links to educational resources, such as Britannica School Edition and Khan Academy, as well a link to the Computerized Library Catalogue. This can be accessed via a link in the CIA FIRST educational resources for example (B2.6.10).

CIA FIRST MS and HS ICT curriculum uses technology to integrate multiple subject areas. AY 2014/2015, students used SketchUp in ICT to redesign Freedom Park, the epicenter of controversy over protests towards the current government, linking ICT to urban planning and social studies (B2.6.11). And HS students used SketchyPhysics to create a Rube-Goldberg machine, incorporating physics and math.

CIA FIRST has ordered Hummingbird robotics kits for students to integrate programming with robotics and reach CSTA standards 3A-10 and 3B-5 (B2.6.12). For 2015/2016, at the ES level, a license has been ordered for CodeHS.

For all ICT unit planning, CIA FIRST engages students with the International Standards for Technology Education (ISTE), steps 1 to 6, and, if required by any teachers can be used for professional development (PD) to enable their knowledge, understanding and skills for implementing the standards into their courses and classes (B2.6.13).
B2. HOW STUDENTS LEARN

B2.7 Evidence of Results Based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

FINDINGS

The results of the SAP 2 goal meetings have enabled CIA FIRST to identify that knowledge attainment, critical thinking, and application are areas of strength (B2.7.1). For critical thinking, it was noted that one of the defining characteristics of high-level student work was its high level of complex thinking. In contrast, the lower-level student work showed much less complex thinking. The War of the Worlds assignment demonstrates high-level critical thinking in ELA (B2.7.2). Strong evidence of application is exemplified in MS history assignment, A Letter to Hun Sen (B2.7.3). High-level performance in knowledge attainment is reflected in Kodu knowledge and skills quiz (B2.7.4).

Through discourse at the SAP Goal 2 meetings, problem-solving, particularly defining problems and creative problem-solving, was identified as an area requiring more focused instruction. Possible causes were identified, including, but not limited to, the inability of students to relate to particular problems, acquisition prioritized over higher-order thinking, and a lack of creative lesson planning on the part of the teachers (B2.7.1). Solution planning formed part of the SAP Goal 2 meeting process, and intervention activity included, but was not limited to, the introduction of a problem-solving exercise at the beginning of each unit, more classroom time allocated to student enquiry, and increased creative leeway in assessment rubrics (B2.7.1).

CIA FIRST measures the student knowledge attainment level and transfer of knowledge and skill application through the use of rubric criteria, and results are analysed in order to make any necessary instructional changes. This forms part of the procedure for Data-driven Improvement Planning (DDIP) (B2.7.5). Teachers complete Looking at Student Work (LASW) (B2.7.6) forms and investigate apparent trends in student performance. Typically, this will be an inadequate performance within a single standard of the assessment rubric, and appropriate intervention measures are applied to instructional and planning strategies. This standard is measured again in a subsequent performance task in order to measure the efficacy of the intervention, which might reflect the necessitation for further planning and instructional change (B2.7.7).
B2. HOW STUDENTS LEARN

B2.8 Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>B2.8.1</td>
<td>CIA FIRST AY 2014/2015 student survey data shows that just over half of students responded that they are clear about the learning goals and know what performance task they will be expected to complete at the end of the unit. Although the school has some doubts about the reliability of the data due to the answer scale used, it is an area that will be addressed and a further survey will be conducted at the end of the first semester in AY 2015/2016 to ascertain whether planned intervention measures have been successful.</td>
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<tr>
<td>B2.8.2</td>
<td>AY 2014/2015, CIA FIRST student survey data shows that 56% of middle school (MS) and high school (HS) students understood learning goals and objectives at the beginning of each unit (B2.8.1), and 45% of elementary school (ES) students understood learning goals and expectations at the beginning of each lesson (B2.8.2). 51% of MS and HS students (B2.8.3) and 54% of ES students clearly understood the end-of-unit performance task at the beginning of each unit (B2.8.4). CIA FIRST recognizes this is an area for improvement.</td>
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<td>B2.8.3</td>
<td>Students were also quizzed on their familiarity with the SLOs. At MS and HS level, 55% of students either agreed or strongly agreed that they were familiar with the SLOs (B2.8.5). At ES level, 58% said they were familiar with, and understood, the SLOs. CIA FIRST understands that this is not satisfactory and is developing an intervention plan (B2.8.6).</td>
</tr>
<tr>
<td>B2.8.4</td>
<td>Incorporated into the beginning of instructional plans are methods geared toward making CIA FIRST students aware of goals and objectives at the start of each unit in order to develop student understandings of goals and objectives over the course of each unit, nurture student comprehension of subject matter, and enable transfer. In order to improve student knowledge of goals and standards and expected performance levels, these methods must be implemented school-wide.</td>
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</table>

B2.8.1 MS/HS Student survey
B2.8.2 Elementary student survey
B2.8.3 MS/HS Student Survey
B2.8.4 ES student survey
B2.8.5 MS/HS Student Survey
B2.8.6 ES student survey
In general, at the beginning of a unit, teachers share the performance task and rubric with students, and students are given an opportunity to ask questions about the task.

CIA FIRST instruction plans require that teachers share the school-wide learner outcomes (SLOs) (B2.8.7) at the start of each unit in order to make students aware of the goals they should achieve by the end of that unit. Teacher and students then discuss SLOs, their wider implications, and how they relate to the essential questions for that subject.

Teachers use a variety of tools to inform students of expectations prior to new units. Students in ES, MS, and HS are made aware of expectations through the use of grading rubrics (B2.8.8) and exemplars of work that attempt, approach, meet, and exceed standards. Students are asked to use the assessment rubrics to grade previous work in order to ensure that they are correctly interpreting the rubric criteria. Again, this is evident in some classrooms, but needs to be implemented school-wide. Pre-assessments (B2.8.9) are used to gauge current student understanding, but also allow students to preview the next unit. Pre-assessments can be in the form of a KWL or discussion at the start of the unit. CIA FIRST will reevaluate the school-wide level of implementation for AY 2015/2015.

CIA FIRST has determined that the five-level Likert scale employed within the surveys is inadequate. The five-level Likert scale does not provide meaningful data because it indulges the student proclivity to adopt a neutral stance in their responses. Future surveys will utilize a four-level Likert scale.
B2. HOW STUDENTS LEARN

B2.9 Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>B2.9.1</td>
<td>CIA FIRST students have an adequate understanding of the expected level of performance based on the standards and the school-wide learner outcomes (SLOs). Student perception data suggests student-teacher interactions at CIA FIRST are effective and supportive. There is, however, room for improvement in student understanding of the school’s expected level of performance based on the standards and SLOs.</td>
</tr>
<tr>
<td>B2.9.2</td>
<td>Evidence suggest that students are familiar with the SLOs and their purpose, but need more clarity of learning goals and objectives. Approximately 700 students completed the student survey - 309 students from elementary school (ES) and 370 students from middle school (MS) and high school (HS). In HS, one-third of students agree they are familiar with the SLOs and their purpose [B2.9.1]. Moreover, roughly half of students in ES feel the same way [B2.9.2]. Although many students appear to be aware of the SLOs and their purpose, more engagement with the SLOs is needed in order to have all students know and understand the SLOs and their purpose. As the SLOs were created in the first semester of AY 2014/2015 and were not published until the second semester, this data is not surprising. However, it certainly is an area for growth and has been added as an action point in SAP Goal 2. Planned interventions include school assemblies focusing on SLOs, poster campaigns, homeroom class activities related to SLOs, and more explicit linking of learning activities.</td>
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<tr>
<td>B2.9.3</td>
<td>Student understanding of the school’s expected level of performance based on the standards and SLOs needs improvement. Roughly half of students consulted feel the learning goals and objectives of the units are clear. Evidence shows that only just under half of ES students feel the learning goals and unit objectives are often or always clear; whereas, just over half of MS and HS students feel the learning goals and objectives of units are often or always clear [B2.9.3]. The majority of students also feel that, at the start of a unit, they know what task they will be expected to perform at the end of a unit [B2.9.4]. AY 2015-2016, teachers will be encouraged to review the learning goals and objectives for all units and share them with students at the beginning of the unit in order to increase student understanding of the expected level of performance required.</td>
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<td>B2.9.4</td>
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B2. HOW STUDENTS LEARN
B2.9 Student Perceptions

**FINDINGS**

In addition, exemplars of previous student work at different levels of attainment will be shown to students to make expectations clear. Furthermore, teachers will be encouraged to get students to grade previous work using assessment rubrics, as research indicates that if learners are clear about learning goals and the criteria used to assess proficiency, performance increases.

Student perception data suggests student-teacher interactions at CIA FIRST are effective and supportive. The majority of students said their teachers instructional strategies suit the way they learn and that they feel involved and engaged in learning activities [B2.9.5]. They also strongly agree that teachers are using technology in the classroom in ways that help them learn [B2.9.6].

CIA FIRST students feel supported by their teachers both in English language support and for feedback or advice within the classroom. Over three-quarters of students agree or strongly agree that English language support has helped them with their studies [B2.9.7].

Positive results were also given regarding teacher feedback and advice on performance in class. Three-quarters of ES students and over half of MS and HS students feel they often or always receive advice and feedback. However, one-third of students in MS and HS feel teachers only monitor their performance sometimes. This will be an area for improvement AY 2015/2016 [B2.9.8].

Student-teacher interaction proved to be effective in guiding students towards achieving desired academic standards and SLOs while in the classroom, but students do not feel they receive the same support for their activities outside of class. The student survey data suggests that over half of MS and HS students and roughly three-quarters of ES students either agree or strongly agree that what they do inside the classroom is aimed at achieving the academic standards and SLOs [B2.9.9].

**EVIDENCE**

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<th>FINDING</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>B2.9.5</td>
<td>MS/HS Student Survey Q6/17 &amp; ES Student Survey Q6/41</td>
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<tr>
<td>B2.9.6</td>
<td>MS/HS Student Survey Q15/16 &amp; ES Student Survey Q7</td>
</tr>
<tr>
<td>B2.9.7</td>
<td>MS/HS Student Survey Q20 &amp; ES Student Survey Q31</td>
</tr>
<tr>
<td>B2.9.8</td>
<td>MS/HS Student Survey Q10 &amp; ES Student Survey Q9</td>
</tr>
<tr>
<td>B2.9.9</td>
<td>MS/HS Student Survey Q13 &amp; ES Student Survey Q21</td>
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B2. HOW STUDENTS LEARN

B2.9 Student Perceptions

<table>
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<th>EVIDENCE</th>
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<tr>
<td><strong>B2.9.10</strong>&lt;br&gt;MS/HS Student Survey Q14 &amp; ES Student Survey Q22</td>
<td>However, fewer students feel that what they do outside of the classroom at school is aimed at achieving the academic standards. Comparatively, the student survey data suggests that one-third of MS and HS students and half of ES students either agree or strongly agree that what they do outside the classroom at school is aimed at achieving the academic standards and SLOs [B2.9.10]. AY 2015/2016, activities outside of the classroom will be geared more towards aiding students in achieving the academic standards and SLOs.</td>
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<tr>
<td><strong>B2.9.11</strong>&lt;br&gt;ES Student Survey Q16</td>
<td>When evaluating the student survey data to gauge student perceptions in order to assess how relevant learning experiences are in preparing students for college, career, and life, it is important to note that the majority of college and career preparations for students at CIA FIRST are conducted at the HS level, which is not included in this report. However, based on evidence, students are being challenged to learn things that will be useful in preparing them for life beyond CIA FIRST. Roughly three-quarters of ES students either agree or strongly agree that lessons will be useful for their life [B2.9.11]. Moreover, the student survey data suggests that over half of MS and HS students and two-thirds of ES students either agree or strongly agree that they feel more confident in themselves after coming to CIA FIRST [B2.9.12].</td>
</tr>
<tr>
<td><strong>B2.9.12</strong>&lt;br&gt;MS/HS Student Survey Q33 &amp; ES Student Survey Q44</td>
<td>Overall, student perceptions of CIA FIRST are positive especially regarding student-teacher interaction. However, improvements can be made AY 2015/2016 in supporting students understanding of performance task expectations, SLOs, and how learning activities relate to them.</td>
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</tbody>
</table>
B2. HOW STUDENTS LEARN

B2.10 Student Needs

*Indicator*: Teachers address student needs through the instructional approaches used.

*Prompt*: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

**FINDINGS**

CIA FIRST is strong in terms of catering to different learning preferences at all school levels; however, there is room for growth in applying differentiation strategies. Teachers in kindergarten prepare a variety of activities in one specific subject or theme, so students can choose through which activity they want to engage subject matter. Kindergarten classrooms are equipped with various “centers” geared towards learning areas such as arts, numbers, and exploration. Classrooms have two to three of these centers along with a “common room” for class activities, video watching, online resources, and educational games. CIA FIRST recognizes that students master standards differently. Some students learn letter sounds through rhymes and songs, while others learn letter sounds through oral drills using flashcards and other tangibles. With the use of different centers in the classroom and a variety of materials, students are given choices as to how they learn in different subject areas (B2.10.1). A Playful Learning Space is also available for all kindergarten classes, in which students are free to choose an area of interest (B2.10.2). Through the Playful Learning Space, the students develop life skills, role play, and share and take turns with available educational toys (B2.10.3).

At ES and MS levels, instructional paths integrate several diverse avenues to content designed to excite learners and cater to learning preferences. An MS history unit on the rise of Rome exposes students to Roman government in three distinct ways. Students participate in and discuss an experiential activity through which they participate in an analog of the conditions which led to the formation of the Republic (B2.10.4). Students read an excerpt from Polybius on the mid-Republic Roman constitution and extract information pertaining to division of authority (B2.10.5). And students observe a video documentary emphasizing the impact of Roman government on America, while completing an accompanying worksheet (B2.10.6).

At the ES level, a grade 2 science unit on solids, liquids, and gases exposes students to states and properties of matter through an array of diverse learning activities. Students handle and describe solids and sort them by properties such as color and shape. Students learn about properties of liquids and apply the concept of viscosity to make predictions about liquids before observing their behavior. Students discuss the effects of changes in thermal energy on the states of various substances. And students create a superhero whose superpower is her ability to alter the states of substances, and illustrate and explain the superhero’s ability in the form of a comic strip (B2.10.7).

**EVIDENCE**

| B2.10.1 | Kindergarten classroom centers’ photographs |
| B2.10.2 | Playful Learning Space Timetable |
| B2.10.3 | Photographs of students in the Playful Learning Space |
| B2.10.4 | Pats and Plebs |
| B2.10.5 | Polybius plus GO |
| B2.10.6 | Documentary and Worksheet |
| B2.10.7 | SC2S1U2 - Solids, Liquids, and Gases |
B2. HOW STUDENTS LEARN

B2.10 Student Needs

**EVIDENCE**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Findings</th>
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</thead>
<tbody>
<tr>
<td>B2.10.8 G7S1U1 - Land Use</td>
<td>Additionally, ES and MS teachers employ Teach TCI—a diverse collection of social studies modules allowing students of all abilities to master key concepts—to expose students to a variety of activities that enhance skills and critical thinking and develop independence and awareness of technology and society. TCI modules are supported by lesson plans, based on current instructional theories and are supplemented with student handouts and instructional guides for teachers. For instance, MS geography incorporates TCI into a unit on land use in the Amazon. Through readings, videos, and class discussion, students familiarize themselves with ethnic and cultural groups with interests in the Amazon rainforest in order to determine which have the strongest claims to land in the rainforest and why. Students are judged on their ability to observe from multiple perspectives, evaluate different land usage types in the region, and analyze the influence different cultural and ethnic groups have on one another (B2.10.8).</td>
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<tr>
<td>B2.10.9 Schedule of the Club</td>
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<tr>
<td>B2.10.10 ES Survey Data Q6</td>
<td>AY 2014/2015, ES and MS put on various clubs that catered to student interests. Students chose from Home Economics, Journalism, Film, Money Smart, Street Dancing, Drama, Fashion Design, French, Chinese, and Khmer languages, Judo, Yoga, Fitness, Global Citizenship, Gardening, and Photography. At the MS level, students changed clubs every 2 months, giving them a chance to explore and discover more of their skills and talents (B2.10.9). AY 2015/2016, to facilitate the implementation of more rigorous courses, aligned to the recently adopted NCCAS standards, MS Clubs and Societies are being replaced with drama, visual arts, and band.</td>
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<tr>
<td>B2.10.11 MS HS Survey Data Q6</td>
<td></td>
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<tr>
<td>B2.10.12 MS HS Survey Data Q19</td>
<td>According to the 2014/2015 Student Perception Surveys, over half of MS students and over three-quarters of ES students feel their teachers use instructional strategies and activities that suit the way they learn, while less than 8% feel that teachers rarely do or do not (B2.10.10-B2.10.11). Over half of MS students feel their interests are accommodated by clubs and classroom activities (B2.10.12). And over half of ES students feel classroom activities and afternoon clubs suit their interests (B2.10.13).</td>
</tr>
<tr>
<td>B2.10.13 MS HS Survey Data Q11</td>
<td></td>
</tr>
<tr>
<td>B2.10.14 Teacher Goal Setting</td>
<td>To increase the extent to which effective instructional approaches are used, the curriculum coordinator and administrators conduct ongoing teacher evaluations. At the beginning of each year, each teacher completes a Teacher Self-improvement Goals Form (B2.10.14), and the curriculum coordinator and administrators work with each teacher to achieve her goals, providing guidance and support through classroom observation (B2.10.15), one-on-one feedback, and grade-level and subject meetings. AY 2014/2015, data from classroom observations of observable classroom indicators suggests that, on average, teachers are meeting the standard for appropriate instructional strategies (B2.10.16). CIA FIRST recognizes differentiation in instructional approaches as an area for growth. AY 2015/2016, CIA FIRST will provide school-wide TPD via ASCD PD In Focus Video Suite in order to improve differentiation and expedite the Dialogic Video Cycle. Additionally, each teacher will have an individualized PD plan, for which the curriculum coordinator and administrators will provide support, guidance, and oversight. Co-teachers are also provided to each ES level to assist the teachers in supporting English Language Learners in the classroom.</td>
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<tr>
<td>B2.10.15 Completed Observable</td>
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<tr>
<td>B2.10.16 Completed Observable</td>
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B2. HOW STUDENTS LEARN

B2.11 Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

FINDINGS

CIA FIRST International School students very effectively use resources for learning beyond the limits of the textbook such as the effective use of collaborative activities, technology, and media resources. The use of the school library is an area which is growing in accordance with the school's five-year plan. Although the use of some community resources and information from various cultures and languages are evident, these are areas of growth for the school.

All course textbooks at the school are viewed as resources, and not the curriculum, as can be evidenced by unit plans at all school levels. Students at CIA FIRST rely heavily on their peers as resources for deeper understandings and differing viewpoints. The CIA FIRST mantra is that of a student-centered education in which the students work, with great frequency, in partnered and small group activities. As a cornerstone of the school's educational philosophy, teachers and subject coordinators are encouraged to incorporate these types of activities in as many lessons as possible, thus reducing the reliance on and use of traditional text resources.

Technology, both inside and outside the classroom, are used on a daily basis by teachers and students. The list of web-based resources is extensive for elementary level including, but not limited to Quizlet for vocabulary acquisition and practice; ClassDojo [B2.11.1] for behavioural feedback; NGConnect for both science and ELA resources and interactive lessons; HMH Go Math! for Maths resources and interactive lessons; KidzPhonics for language acquisition; and TeachTCI resources for both supplemental social studies and science lessons.

EVIDENCE

B2.11.1

Class Dojo
At the middle school level, technology is an even more integral part of the daily life of students and faculty in and out of the classroom. Resources like Google Docs and Doctopus (B2.11.2) are valuable methods of sharing files among teachers and students. Furthermore, Edmodo (B2.11.3) is used as a form of social media throughout the school for additional file sharing, assignments, and general updates on school events. The use of technological resources is apparent in individual lessons as well. Websites like Socrative (B2.11.4) and Edublogs (B2.11.5) are used to gather student responses to essential questions, self-knowledge journals, and for formative assessments. The last of the most often used web-based resources would be KhanAcademy (B2.11.6) which has lessons and interactive study tools for all subjects, and is used primarily for mathematics.

In addition to the plethora of web-based resources at the school’s disposal, CIA FIRST also takes advantage of real world experience in the form of field trips (B2.11.7), guest speakers, and a school-wide “International Day” (B2.11.8) to broaden the horizons of students. It is evident to CIA FIRST that the use of community resources is an area of growth, and the school is looking at options on how the students can be more involved in projects within the community and take part in internships with local businesses.

Students have also had the pleasure of several guest speakers, which include speakers from Stamford University, College of Higher Education, American University of Phnom Penh, Springboard 4 Cambodia UK University Fair, and Dr. Leibowitz discussing a variety of topics primarily geared toward shedding light on the number of options for further education and various careers paths and strategies (B2.11.8).

Finally, the use of the school’s library is an area which is growing year by year, with regular library classes being embedded in ELA timetables for extended reading and research lessons. The plan for library expansion is clearly articulated and budgeted for.
B2. HOW STUDENTS LEARN
B2.1 - B2.11 Conclusions

**AREAS OF STRENGTH**

**B2.1 Research-based Knowledge**
- A good understanding of UbD principles for some staff members
- Dedicated staff and Professional Learning Coordinator committed to staying current and implementing research-based knowledge practices into the classroom.
- Staff sent on PGCEi course

**B2.2 Planning Processes**
- CIA FIRST has effective planning processes in place that ensure alignment to academic standards and SLOs
- Planning processes follow the UbD principles
- Subject Coordinators in each school level ensure vertical coherence of the curriculum and allow specialization in each subject
- Common planning time and grade level meetings ensure horizontal alignment and close collaboration between teachers and subject coordinators
- Procedures for Data Driven Improvement Planning are being introduced at all levels to measure student achievement and guide planning processes
- Formative assessments are being used effectively in some classes

**AREAS OF GROWTH**

- Support for the implementation of UbD principles into planning and instruction.
- Development of regular internal PD. using Dialogic Video Cycles to improve evidence-based practices in the classroom.
- Continuation and expansion of Data Driven Improvement Planning
- Focused analysis and interpretation of MAP data to inform planning processes.
- Unit plans and instructional strategies will be modified to address the identified Critical Learning Needs
- Implementation of UbD for ICT, Music, Language B, and Health & PE according to the curriculum review cycle
- Formative assessments implemented effectively school-wide
B2. HOW STUDENTS LEARN

B2.1 - B2.11 Conclusions

**AREAS OF STRENGTH**

**B2.3 Professional Collaboration**

- There is shared planning time at all school levels where student work is looked at and instructional strategies shared.
- Data Driven Improvement Planning is practiced at all school levels to use student achievement data to inform planning and instruction.
- Regular SAP Goal 2 meeting is scheduled to look into the “Critical Learner Needs” and coordinators provide/identify solution for students’ learning improvement.

**B2.4 Professional Development**

- Professional development is an increasingly prioritized area at CIA FIRST
- The offered professional development is selected to improve learning and teaching
- External and in-house training has enabled the implementation of play-based learning (Kindergarten) and Understanding by Design (grades K-12)
- Teachers are encouraged to sign up for online courses according to their personal needs and interests
- Key members of staff without a degree in teaching are enrolling in PGCEi with University of Nottingham
- Purchase of ASCD In Focus subscription

**AREAS OF GROWTH**

- Peer observation to be introduced in MS in addition to K and ES.
- CIA FIRST will continue to offer further training in Understanding by Design and other topics related to research-based teaching strategies in order to complete the implementation of UbD and enhance instruction and learning
- Complete implementation of individual professional development plans for all teaching staff
- Purchase of ASCD In Focus subscription
- Implementation of DVC
B2. HOW STUDENTS LEARN
B2.1 - B2.11 Conclusions

AREAS OF STRENGTH

B2.5 Challenging Varied Instructional Strategies

- Planning processes at CIA FIRST ensure that learning activities engage all students at high levels of learning, coherent with SLOs and academic standards.
- Students can be observed working on a wide range of activities designed to foster critical thinking, global competencies, and problem solving.
- Technology is an integral part of learning at all school levels.

AREAS OF GROWTH

B2.5 Challenging Varied Instructional Strategies

- Further TPD aimed at strengthening all teacher use of research-based teaching strategies
- Technology aimed at all students’ attainment of the SLOs and academic standards.
- Continuous improvement and adaptation of instructional strategies based on student needs as identified in the Data-driven Improvement Planning.
- Focus on instructional strategies that foster skills in defining problems and creative problem solving.
- Further integration of global competency standards in the curriculum with a focus on investigating the world and taking action, including teaching strategies to expedite standards attainment.
- Interdisciplinary integration of the ISTE standards across all disciplines.

B2.6 Technological Integration

- At MS level each student has the option to bring a tablet or laptop to school, to engage in technological learning.
- CIA FIRST has articulated an acceptable level of student achievement.
- CSTA and ISTE standards are beginning to be adopted with the full implementation year being AY2015/2016.
- Standards based unit plans, performance tasks and rubrics.

- Continued tracking of student achievement as the level of student achievement is not at an acceptable level at present.
- Use of new technologies available and current software
- An ICT policy is being created for year 2015/2016
CHAPTER 4 - CATEGORY B  | CURRICULUM INSTRUCTION & ASSESSMENT

B2. HOW STUDENTS LEARN

B2.1 - B2.11 Conclusions

AREAS OF STRENGTH

B2.7 Evidence of Results Based upon Challenging Learning

- Students on the whole demonstrate transfer of knowledge in performance tasks therefore demonstrating knowledge attainment and application skills.
- Analysis of student work through LASW and DDIP and changes implemented if needed.

B2.8 Student Understanding of Learning Expectations

- Some teachers are making learning goals and performance expectations clear at the beginning of a unit.
- Good analysis from survey data
- SLOs are widely available via the school website.
- Some classes are making learning goals and performance expectations clear at the beginning of each unit.

AREAS OF GROWTH

- Solutions will be implemented to encourage more creativity from the students.
- Solutions will be implemented to encourage better problem solving.

B2.9 Student Perceptions

- Solutions will be implemented to encourage better problem solving.
- Future surveys will use four-level Likert scale.
- TPD on AfL strategies of making learning expectations and criteria clear.
- All classes should make learning goals and performance expectations clear at the beginning of each unit.

- Student knowledge and understanding of the SLOs can improve.
- Activities outside the classroom should aim to help students reach the SLOs and academic standards as effectively as possible.
- Review the learning goals and objectives for all units in order to increase student understanding of the expected level of performance required.
- Not enough students know the SLOs and their purpose.
### B2. HOW STUDENTS LEARN

#### B2.1 - B2.11 Conclusions

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<tr>
<th><strong>AREAS OF STRENGTH</strong></th>
<th><strong>AREAS OF GROWTH</strong></th>
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</table>
| **B2.10 Student Needs** | - Addition of more learning centers in Kindergarten  
- Additional TPD that will focus in differentiation strategies. |
| - Different learning preferences are catered to across all subjects and school-levels. | |
| **B2.11 Student Use of Resources** | - Further student interaction with the local community.  
- Further international connections including partnerships with international schools overseas. |
| - CIA FIRST views course textbooks as one resource of many, including web-based media, collaborative activities, field trips and guest speakers. | |
B3. HOW ASSESSMENT IS USED

B3.1 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.)

**Prompt:** To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

### EVIDENCE | FINDINGS
--- | ---
B3.1.1 CIA FIRST School-wide Assessment Policy | CIA FIRST has effective procedures to determine the bases of students’ grades and performance levels with the implementation of a solid assessment policy, standardized assessment rubrics for all summative assessments, and a school-wide grading scale. At the middle school level, standardization of grading and lack of bias is ensured with consistent grading calibration meetings and cross-marking, and this will be implemented in elementary school in AY 2015/2016. An identified area of growth within the school is the tracking of individual students’ growth over time.

B3.1.2 Assessment Rubric – Grade 2 Social Studies | A school-wide assessment policy was implemented in AY 2014/2015 based on current educational research and thinking (B3.1.1). The assessment policy underwent review in summer 2015 based on student achievement results and teacher feedback, and although the weightings remain unchanged, the 21st Century Skills category was modified to include the Habits of Mind (Kallick & Costa) and the self-knowledge journals were replaced by collaborative discussion of Essential Questions. A full description of the rationale behind the changes can be viewed in report B1.9 Curricular Review Revision and Evaluation.

B3.1.3 Assessment Rubric – Grade 5 Science | Appropriate assessment strategies are used dependent upon desired results, such as authentic performance tasks for transfer, knowledge and skills quizzes for acquisition and self and peer-assessment for formative learning. Assessment rubrics aligned to academic standards and SLOs have been created for all summative assessment tasks in both elementary and middle school (B3.1.2-6). All rubric are articulated at four performance levels – attempting, approaching, meeting and exceeding standards.

B3.1.5 Assessment Rubric – Grade 6 History | At the middle school level, in weekly subject meetings (B3.1.7) student summative assessments are viewed and discussed, rubrics are interpreted, and grading calibration is performed. This process is further strengthened to ensure standardization and lack of bias by cross-marking. Although discussion and calibration has been carried out in elementary school, the process of cross-marking will not be introduced until AY 2015/2016.
B3. HOW ASSESSMENT IS USED

B3.1 Appropriate Assessment Strategies

**FINDINGS**

Grades for a semester and the full year are determined according to the school-wide grading scale which are clearly articulated as to their relation to performance expectations [B3.1.8]

In kindergarten, the unit plans are designed as thematic, bringing together standards from all subjects that connect to one topic. Performance tasks at the end of each unit [B3.1.9] focus on hands-on, practical activities, thus following the play-based approach the kindergarten level has shifted towards, starting AY 2013-2014. Students’ formative assessment is mainly based on teachers’ ongoing observation throughout the progress of a unit, which results in teachers’ reflection on tasks and activities given to best highlight the students’ current level of development and scaffold their learning to meet the desired standards.

CIA FIRST is aware that an area for growth is the need to articulate acceptable levels of growth for students at an individual level. This has been added to School-wide Action Plan Goal 1 [B3.1.10] as part of the school’s plan to ensure that individualized student support is adequate and effective in all areas by ensuring that interventions are carried out as needed.

**EVIDENCE**

- B3.1.8 CIA FIRST School-wide Grading Scale
- B3.1.9 Kindergarten Performance Task
- B3.1.10 SAP Goal 1
B3. HOW ASSESSMENT IS USED

B3.2 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.

**Prompt:** Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

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<tr>
<td>B3.2.1 CIA FIRST Assessment Policy AY 2014/2015</td>
<td>An area for strength at CIA FIRST is the level to which the school has determined the basis upon which students’ grades and performance levels are determined due to a clearly defined assessment policy, standardized assessment tasks across all classes within a grade level, assessment rubrics for all assessment tasks aligned to standards, goals and SLOs at four different achievement levels, grading calibration meetings, and a consistent grading scale across school-levels. An area for growth within the school is the determination and tracking of desired individual growth levels.</td>
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<tr>
<td>B3.2.2 CIA FIRST Assessment Policy AY 2014/2015</td>
<td>At the beginning of AY 2014/2015, CIA FIRST introduced a school-wide assessment policy (B3.2.1), which articulates how each unit of instruction should be assessed. The policy is grounded in educational research and includes authentic performance tasks, knowledge and skills quizzes, 21st Century Skills, and metacognition. This assessment policy has been used for every unit across all subjects and school-levels, although a certain amount of flexibility has been allowed if agreed in advance by the school’s Curriculum &amp; Professional Learning Coordinator. At the end of AY 2014/2015, it was determined that the performance task and knowledge and skills elements of the policy had been successful; however, modifications were made to the 21st Century Skills and metacognition elements to accommodate Habits of Mind (Kallick and Costa) and participation on shared activities centered around Essential Questions (B3.2.2). The rationale for this change can be referenced in report B1.9 Curricular Review, Revision, and Evaluation.</td>
</tr>
<tr>
<td>B3.2.2.1 CIA FIRST Grading Scale</td>
<td>The school has a standardized grading scale across all levels, with clearly defined descriptors as to what each performance level represents (B3.2.2.1). To ensure standardization and fairness of grading, all units of instruction within a grade level are assessed in exactly the same manner, regular meetings are held where student work is looked at, assessment rubrics are collaboratively interpreted, and grading is calibrated to ensure fairness of score allocation (B3.2.3). An additional measure implemented in MS is the process of cross-marking to ensure lack of bias. This is a procedure that will be introduced to ES AY 2015/2106.</td>
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<td>B3.2.3 E7GLM 2014/2015</td>
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Every summative assessment task school-wide is accompanied by a clearly articulated assessment rubric aligned to academic standards, goals, and SLOs at four performance levels (B3.2.4-B3.2.8)—apart from knowledge and skills quizzes, which are graded in a more traditional percentage-based manner.

An area for growth for the school is to determine both acceptable Fall to Spring growth rates and also grade to grade growth rates for both NG Reach and external MAP testing. This will be done after TDP from NWEA and when further MAP testing cycles have been performed.
B3. HOW ASSESSMENT IS USED

B3.3 Demonstration of Student Achievement

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

Prompt: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the school-wide learner outcomes.

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<tr>
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<tr>
<td>B3.3.1 Grade 6 Geography quiz results.</td>
<td>CIA FIRST uses various assessment methods aligned to School-wide Learner Outcomes (SLOs) and the specific standards for each subject area. CIA FIRST is currently assessing student skill level with skills quizzes, performance tasks, Self-knowledge Journal (SKJ) entries, and the Three Cs (Critical Thinking, Collaboration, and Creativity and Innovation). SLOs and Standards based assessments have been introduced into the curriculum, but student performance is not yet at the level desired. The social studies department, however, has seen excellent student performance, largely because the standards based program has been established for three years. In all other subject areas, data shows a general improvement in student performance.</td>
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<td>B3.3.2 Grade 7 History quiz results.</td>
<td>Unit quizzes are based on the knowledge and skills obtained during lessons and activities. Quizzes are aligned with the CIA FIRST long term goals and are driven, assessed, and graded according to subject specific standards (B3.3.1 - B3.3.3).</td>
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<tr>
<td>B3.3.3 Grade 8 Math quiz results.</td>
<td>Performance tasks are aligned to the SLOs and standards, activity based, and graded through the use of rubrics. The use of rubrics allows the subject level coordinator to analyse the data and make appropriate interventions in upcoming unit plans. The evidence (B3.3.4 - B3.3.11) is representative of student work that has met or exceeded standards. The students have shown improvement over the course of the year when working on these tasks.</td>
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<tr>
<td>B3.3.4 Grade 1 Performance Task LASW and Evaluation. High level.</td>
<td>The use of Self-knowledge Journals enables the students to self-reflect on the learning process and voice their opinions on the curriculum. Students also have the opportunity to give feedback on activities they felt were not as effective for them in learning the unit’s material. Essential questions are also answered as an evolving process throughout the unit, in order to track student progress in their understanding of the major topic points. In the area of self-reflection, the students have shown an ability to advance their own thinking process, and their answers have evolved over the course of each semester (B3.3.12-B3.3.14). This assessment is directly linked to School-wide Learner Outcome 12.</td>
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<td>B3.3.5 Grade 2 Performance Task LASW and Evaluation. High level.</td>
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<td>B3.3.6 Grade 3 Performance Task LASW and Evaluation. High level.</td>
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<td>B3.3.7 Grade 4 Performance Task LASW and Evaluation. High level.</td>
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<td>B3.3.8 Grade 5 Performance Task LASW and Evaluation. High level.</td>
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B3. HOW ASSESSMENT IS USED

B3.3 Demonstration of Student Achievement

As the curriculum and culture evolve, CIA FIRST is adopting a new strategy for assessing 21st Century Skills to replace the Three Cs. The format being implemented is the Habits of Mind (B3.3.15).

Assessment in kindergarten is usually formative, and is a combination of written, oral, and demonstration, performed individually, in pairs, and in groups. Assessment is discussed collaboratively by teachers at each level. Students will often use manipulatives, especially for counting and phonics, paper and pencil exercises, play pretend, and role-playing. Students are assessed through teacher observation and assessments are reported in the standard-based report cards released each semester. The report card contains the performance indicators lifted from AERO and Pennsylvania curricula. “Attempts the Standard, Approaches the Standard, Meets the Standard, and Exceeds the Standard” are used to reflect student performance in the report card. General comment is also provided by the teachers, which reflects the overall performance of the student in terms of behavior, routine, and academic and co-curricular performance.

The school process to assess student progress in the EFL support program is at an early stage of development, with the recent adoption of WIDA standards. The school is aware that progress must be made with regard to assessing EFL students on entry to the program, tracking progress, and determining readiness to enter the mainstream. Similarly, formal assessment processes to assess the progress of Special Educational Needs (SEN) students are under development. Further details on the development of EFL and SEN programs can be referenced in Criterion C1., Student Connectedness.
CHAPTER 4 - CATEGORY B  | CURRICULUM INSTRUCTION & ASSESSMENT

B3. HOW ASSESSMENT IS USED

B3.4 Correlation

Indicator: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Prompt: Comment on the correlation of assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

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<th>EVIDENCE</th>
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<tr>
<td>B3.4.1</td>
<td>CIA FIRST curriculum is founded upon strong correlation of assessment to school-wide learner outcomes (SLOs), academic standards, course competencies, and instructional approaches. In order to continue developing this strength, CIA FIRST will, AY 2015/2016, employ state-of-the-art unit planning software to systematically map standards coverage through units and assessments; institute school-wide TPD to strengthen links between formative assessments, standards, and SLOs; and spotlight elementary school (ES) to ensure that standards are being accurately assessed and interventions applied when necessary.</td>
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<td>B3.4.2</td>
<td>Summative Assessments strongly correlate to standards, course competencies, and SLOs. CIA FIRST subject coordinators structure units around transfer goals, which are selected from SLOs (B3.4.1), and design assessments that necessitate transfer while measuring attainment of standards. Performance tasks qua summative assessments require students to employ course competencies towards a demonstration of understanding and are assessed with a rubric directly linked to SLOs, academic standards, and acquisition of skills and knowledge.</td>
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<tr>
<td>H8S2U1</td>
<td>For instance, a CIA FIRST middle school unit on Islam culminates in a performance task through which students, in the form of an open letter to philosopher Sam Harris, use their learning to analyse and articulate multiple perspectives on contemporary Islam (B3.4.2). To complete the task, students employ a course competency of &quot;marshaling evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action&quot; in order to demonstrate an understanding that &quot;there are innumerable factors that affect worldview including nationality, ethnicity, upbringing, education and personal experiences.&quot; In demonstrating this understanding, students transfer what they have learned in order to achieve SLOs &quot;communicate effectively for a wide variety of purposes and audiences within and across cultures,&quot; &quot;mitigate conflict and misunderstandings by empathizing with others of differing world views,&quot; and &quot;make informed decisions after analyzing situations from multiple perspectives.&quot;</td>
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Islam 20150810
Upon completion of the performance task, student work is assessed via a rubric, which measures attainment of Common Core Literacy Standards and Aero Social Studies Standards as they uniquely pertain to the task’s specific method of wielding competencies to demonstrate understandings and realize SLOs (B3.4.3).

AY 2014/2015, unit plans were stored using Pydio and analysis of assessment and standards coverage was conducted manually. AY 2015/2016, CIA FIRST will migrate to EduTect, which offers, among myriad features, a standards coding system to ensure all standards are being assessed effectively.

The formative transfer task as an instructional approach serves to familiarize students with standards while demonstrating course competencies and provides an opportunity for formative assessment. A unit-embedded formative transfer task (UEFTT) is an instructional approach through which students use course competencies to demonstrate understandings prior to a performance task. UEFTTs provide students the opportunity to familiarize themselves with how standards will be assessed for the performance task and provide teachers the opportunity to give feedback and address areas of perceived weakness. This instructional approach is exemplified in the grade 6 geography unit “What is Culture?” for which the formative assessment rubric is identical to the performance task rubric, and, after which, students peer-mark one another’s work and discuss marking decisions as a class (B3.4.4-B3.4.5).

Based on peer review of unit plans and classroom observation, formative assessment has been identified as an area for school-wide growth, particularly in order to ubiquitize formative transfer tasks of the abovementioned form. AY 2015/2016, TPD will focus on effective formative assessment with an emphasis on designing and implementing formative assessments that clearly link transfer tasks to SLOs through standards.
At the MS level, to ensure standardization of assessment prior to cross-marking a performance task, teachers attend a group meeting with the relevant subject coordinator, during which selected student work is reviewed and marking calibrated. This process ensures that standards are being interpreted and assessed as intended, accurately and uniformly, and is crucial to subsequent data analysis and thus, if needed, intervention.

AY 2014/2015, the calibration and cross-marking process was not used in ES. Considering the recent implementation of new SLOs, standards, and methods for assessment, accuracy and uniformity of assessment is a primary concern.

AY 2015/2016, ES teachers will meet with subject coordinators to calibrate and cross-mark performance tasks. Additionally, an in-depth evaluation of ES assessment will be carried out to ensure that ES data is accurate and representative of student achievement.
B3. HOW ASSESSMENT IS USED

B3.5 Modification/Decisions based on Assessment Data

*Indicator:* Assessment data is collected and analysed 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.

*Prompt:* Evaluate the effectiveness of how assessment data is collected, analysed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.

**FINDINGS**

CIA FIRST has made great leaps forward with regards to analysing assessment data and using it to inform decisions about curriculum, instruction, teacher professional development (TPD), and resource allocation since the last full self-study in 2013, although there is still room for improvement especially in terms of analysing external assessment data and using data to inform resource allocation.

During AY 2014/2015, CIA FIRST has begun to institutionalise a Data-driven Improvement Process (DDIP) from Kindergarten up to grade 8. The process begins when teachers grade student performance tasks at the end of a unit of study. Each teacher completes a Looking at Student Work (LASW) evaluation form (B3.5.1-B3.5.5) which serves three purposes. Firstly it is a process which ensures that student work is graded according to agreed assessment rubrics aligned with the SLOs and academic standards, as the teachers use the form to justify their marking. Secondly, the work is stored to be used for future students as examples of work which attempt, approach, meet and exceed standards. Thirdly, the teacher identifies any trends within the pieces of work graded for standards which students are generally failing to meet. The LASW evaluation forms are passed to the Subject Coordinator, who analyses them and identifies a general trend for the grade level. Once the trend has been identified, quantitative data is produced which shows to what extent students attained the desired goals or standards for the area of intervention (entry data). Subsequently, a meeting is held for all teachers for that course, and planning and instructional changes are agreed upon to attempt to address the area of deficiency in a later unit. Once the students have completed the performance task for the subsequent unit, quantitative data is produced which shows whether the intervention has had the desired results (exit data). A conclusion is drawn as to whether the intervention has been successful, and it is decided if a further intervention is needed (B3.5.6-B3.5.10). As can be seen from the evidence, this process started first in middle school, and elementary school began the process in semester 2, with the majority of the exit data planned for collection in semester 1 of AY 2015/2016. This process has begun to be systematically integrated into the culture of the school at all grade levels.

**EVIDENCE**

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<td>B3.5.1 E1S1U3 EVAL_2014-2015</td>
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B3. HOW ASSESSMENT IS USED
B3.5 Modification/Decisions based on Assessment Data

Although Measures of Academic Progress (MAP) data is produced and general trends are identified (B3.5.11-B3.5.13), the school must develop with regards to analysing the data at class, grade and individual levels so as to inform curriculum planning and instruction. The school plans to send members of the data team for TPD with NWEA for training on analysing and interpreting MAP data. Furthermore, up until now MAP testing has only incorporated grades 5 to 11, so the school plans to include grades 3 & 4 for MAP testing from AY 2015/2016 and also include science in addition to ELA and mathematics. Similarly, NG Reach testing has been used for ELA in grades 1 to 5, and although trends are identified (B3.5.14-B3.5.15), the school must improve in using the data to inform planning and instruction, and also incorporate a testing strategy for mathematics in grades 1 & 2 going forward.

With regards to using assessment data to inform resource allocation, this is an area for development for the school. When learning and teaching resources are requested for the upcoming academic year (B3.5.16), Subject Coordinators indicate the goals and academic standards which the resources relate to. The school must improve the processes for tracking the efficacy of the purchases related to the identified learning goals.

For the procedures related to using data to inform professional development, please see B2.4 Professional Development.
CIA FIRST understands that student feedback is an integral part of the learning process. Student feedback is used as a means to analyse the effectiveness of the curriculum and to monitor the teaching techniques used by the teachers. Various elements are used to gather student feedback, including Self-knowledge Journals (SKJs), surveys, and interactive websites. It is felt, however, that there is room for improvement in both information gathering techniques and the process through which information is analysed.

As CIA FIRST moves forward, plans are in place to implement further student feedback techniques at the different levels of learning. The leadership team recognizes some shortcomings in the current approach to student feedback and is currently addressing the situation. The intervention plan will include administering student surveys on a per semester basis instead of once a year. Furthermore, kindergarten (K) is currently implementing new pedagogical documentation, based on the Reggio Emilia approach, to improve the amount of dialogue between students, teachers, and parents.

Currently, the school uses a student survey to assess how different teaching methodologies work for the students (B.6.1). The survey also asks the students about the school facilities and any personal perceptions about the teachers with whom they have been studying. The survey is then analysed by the leadership team in order to develop and implement an action plan to address the issues that necessitated improvement.

Kindergarten has replaced its previous assessment approach with Assessment for Learning strategies, such as informal dialogue. This requires ongoing, daily observations on the part of the teachers. Teachers use this information to adapt their methods and materials in order to facilitate student understanding and grasp of the topic. This decision was based on recommendations provided by the 2013 WASC VC and current educational thinking.
B3. HOW ASSESSMENT IS USED

B3.6 Student Feedback

At kindergarten level, most student/teacher feedback is delivered verbally. Daily interaction during activities and/or worksheet time provides the students with opportunities to voice their opinions regarding the difficulty and clarity of the given/chosen task. When handing in their homework folders, the students are encouraged to opine on their individual experience of the homework, in terms of difficulty level and whether third party help was needed. This form of feedback guides the teacher’s approach when introducing different learning activities. It has been observed that students become active and engaged when they are familiar and happy with the work given. The students’ non-verbal language is also used as feedback to assess their initial reactions to the activity. Students tend to look happy and relaxed when comfortable with the work given, and its appropriateness to their knowledge level. This enables a higher and more sustainable level of student/teacher engagement (in conversation, enrichment activities, games, etc.)

Elementary school (ES), Middle school (MS), and High school (HS) use student SKJs as a further means of data gathering (B.6.2 to B.6.10). The students are required to critically think about aspects of their education, such as activities that helped them learn and also the activities that they think did not work. These journals are analysed at the grade level and assessed using a rubric that is adjusted to accommodate the different skill sets at the grade level. During grade level meetings, the teachers work together to share information gathered from journals and make recommendations to the subject-level coordinators regarding appropriate adjustments or additions to the associated unit plan.

MS has also implemented a Learner’s Voice committee (B.6.11 to B.6.12). This committee operates similarly to a student council. Students are elected by their classmates to represent them in student feedback meetings with the Middle School Academic Supervisor. These meetings occur every three weeks, and the representatives discuss pertinent school issues that are deemed important to improving the academic culture for students attending CIA FIRST. During these meetings, minutes are taken and subsequently referred to by the leadership team in order to create a plan of action to address student issues that are reasonable and rectifiable.
B3. HOW ASSESSMENT IS USED

B3.6 Student Feedback

FINDINGS

Technologically, education models are constantly evolving and advancing. CIA FIRST wants to be abreast of these developments within the classroom setting. MS has implemented Socrative.com, which is used as an application for instructional purposes and as a barometer for measuring student understanding in the classroom. Socrative.com enables the teachers to elicit immediate feedback from the whole class at the same time and offers the teachers a real-time dashboard view of student understanding. MS has also implemented the use of the Edublogs website. This is a site to which students can upload assignments and volunteer feedback on classroom activities. [B.6.13 to B.6.16].

While the use of exit tickets is embedded at the MS level, it remains an area for growth at the ES level. It has been introduced and utilized, but improvement is needed in this area. To address this issue, the Leadership Team has designed a Professional Development session for AY 2015/2016 in Assessment for Learning techniques. Many of these techniques will enhance the use of student feedback.

The evidence collection process for student feedback is in its infancy. It is acknowledged that adequate data is necessary for an effective analysis phase, and CIA FIRST is currently working towards compiling a formal database of Learners’ Voice suggestions in order to gather this data.

EVIDENCE

B.6.12
Learners Voice Minutes.

B.6.13
Middle school students blogs - mattcullis.edublogs.org

B.6.14
Middle school students blogs - slr06.edublogs.org

B.6.15
Middle school students blogs - ronschneider.edublogs.org

B.6.16
Middle school students blogs - ninaakhtar.edublogs.org
B3. HOW ASSESSMENT IS USED

B3.7 Teacher Monitoring

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

**Prompt:** Evaluate the effectiveness of the teacher monitoring process over time and use of student feedback as appropriate to determine whether academic standards have been met.

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<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>B3.7.2 Kindergarten Report Card based on Performance Indicator</td>
<td>CIA FIRST has begun to monitor student progress through the implementation of Data Driven Improvement Planning (DDIP) and analysis of MAP data. An area for growth is to track individual student progress over time, in addition to analyzing general trends. The school’s data analyst will be sent on a TPD course with NWEA to assist with the analysis and interpretation of MAP data. An additional area of growth is the use of individual student interviews to ascertain their perception of their own achievement level and for them to set personal goals, the successful attainment of which should be tracked over time.</td>
</tr>
<tr>
<td>B3.7.3 Samples of Kindergarten DDIP in Phonics, Numbers, Social</td>
<td>At kindergarten (KS) level, all teachers participate in recording the scores of student skills and behavior observations, based on what the student should be able to do after completing a semester, which is reflected in the report card (B3.7.2). School-wide, the teachers use a four point assessment criteria (attempting the standard, approaching the standard, meeting the standard, and exceeding the standard) when grading student performance aligned to the performance indicators in the rubric. The collated performance data is assessed and examined, allowing the identification of performance trends, which enables formation and implementation of intervention through [DDIPs] (B3.7.3). After DDIP implementation, the process is repeated, culminating in further assessment and data measurement, enabling evaluation of the intervention efficacy.</td>
</tr>
<tr>
<td>B3.7.4 Samples of elementary student assessments</td>
<td>A similar process is followed at MS and ES, where performance data is collated through the evaluation student work (B3.7.4), including performance tasks, quizzes, journals, and other types of assessment, which is then analysed through the use of Look at Student Work forms (LASWs).</td>
</tr>
</tbody>
</table>
Subject Coordinators then address observed performance trends, and complete a Data-driven Improvement Plan (DDIP) (B3.7.6) in order to address student needs through intervention planning and measurement of intervention efficacy. It should be noted that MS is slightly ahead in the implementation of this system, as many intervention plans are complete, whereas in ES only entry data has been obtained, meaning that ES DDIPs are not complete in terms of going through the complete evaluation cycle with entry and exit data. AY 2015/16 will see exit data being collated at ES level, bringing ES intervention planning and analysis in line with MS, with completion of the full DDIP cycle.

Further assessment includes NG Reach e-assessment at ES level (B3.7.5), where students have taken pre-tests and post-tests in English, measuring vocabulary, comprehension, and grammar skills of students, based on ELLs proficiency. The practice of pre-testing and post-testing provides entry and exit data, which allows CIA FIRST to track progress over the year, enabling the school to implement intervention plans where necessary.

CIA FIRST has implemented MAP testing (B3.7.7); however, longitudinal data is needed to draw accurate conclusions to inform planning and instructional decisions. At this time the data is longitudinally deficient, and will only be considered meaningful at the close of AY 2015/2016. That is to say, two complete sets of entry and exit data are required, spanning two academic years, before comparison can be made in terms of year-on-year performance growth.

There is a need to develop a comprehensive database which includes student health, psychological needs, emotional adjustments, talents, aptitudes, interests, aspirations and goals, to aid monitoring of progress towards personal goals and also to implement personalized learning plans where necessary.
## B3. HOW ASSESSMENT IS USED

### B3.1 Appropriate Assessment Strategies

- Clearly defined assessment policy.
- Assessment rubrics aligned to standards and SLOs for all summative tasks.
- Clearly defined course requirements.
- Grading calibration at all school levels.
- Cross-marking at the middle school level.

### B3.2 Basis for Determination of Performance Levels

- School-wide assessment policy based on academic research.
- Clearly defined rubrics for all summative assessments.
- School-wide grading scale.
- Collaborative meetings to interpret rubrics and calibrate marking.

### B3.3 Demonstration of Student Achievement

- Utilizing various assessment methods to track student achievement.
- Assessing Self-knowledge Journal entries to improve unit planning and classroom activities.
- Assessments aligned to School-wide Learner Outcomes and subject standards.

### AREAS OF STRENGTH

- Extend cross-marking to elementary school in AY 2015/2016.
- Enhancements to OpenSIS to enable to track student growth over time.
- Determination of acceptable growth levels for both internal and external student achievement.

### AREAS OF GROWTH

- Determination of Fall to Spring and year-to-year acceptable growth rates.
- Implementation of cross-marking in ES.
- Students attaining the standards.
- Close Reading skills improvement to meet comprehension School-wide Learner Outcome 5.
## B3. HOW ASSESSMENT IS USED

### B3.1 - B3.7 Conclusions

### AREAS OF STRENGTH

<table>
<thead>
<tr>
<th><strong>B3.4 Correlation</strong></th>
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<tbody>
<tr>
<td>· Strong correlation of assessment to school-wide learner outcomes (SLOs), academic standards, course competencies, and instructional approaches through UbD framework.</td>
</tr>
<tr>
<td>· Unit-embedded formative transfer tasks clearly trace competencies and understandings to SLOs and familiarize students with standards.</td>
</tr>
<tr>
<td>· Meetings between subject coordinators and teachers ensure that standards are interpreted and assessed accurately and uniformly as they uniquely apply to each performance task.</td>
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<tr>
<td>· Meetings between subject coordinators allow for discussion of DDIPs and address possible assessment issues.</td>
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### AREAS OF GROWTH

<table>
<thead>
<tr>
<th><strong>B3.5 Modification/Decisions based on Assessment Data</strong></th>
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<tbody>
<tr>
<td>· Migration to Edutect</td>
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<tr>
<td>· Coding and mapping standards for assessment</td>
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<tr>
<td>· TPD to design and implement unit-embedded formative transfer tasks</td>
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<tr>
<td>· Investigation of assessment in ES</td>
</tr>
</tbody>
</table>

- LASW and DDIP procedures systematically integrated at all grade levels.  
- MAP testing is performed and general trends identified.  
- MAP testing to be extended to grades 3 & 4  
- MAP testing to include science.  
- Data team to be sent on TPD by NWEA on analysing MAP data to inform planning and instruction.  
- Identify and implement a testing suite for mathematics in grades 1 & 2  
- Tracking efficacy of resource purchasing must be improved.
### B3. HOW ASSESSMENT IS USED

### B3.1 - B3.7 Conclusions

#### AREAS OF STRENGTH

**B3.6 Student Feedback**

- In-class verbal feedback.
- Self-knowledge journal entries for student self-reflection.
- Utilizing student responses in the Self-knowledge Journal to adjust classroom activities.
- Use of technology in the classroom for automatic feedback.
- Using Learners’ Voice feedback and suggestions to create a more student-friendly atmosphere on campus.

#### AREAS OF GROWTH

- Adding a student perception survey for each semester.
- Implementing pedagogical documentation based on the Reggio Emilia approach to improve the amount of dialogue between students, teachers, and parents.
- Adjust kindergarten assessment approach to Assessment for Learning strategies, such as informal dialogue.
- Implementing the use of exit tickets at the elementary school level and improved use at the middle school level.
- Create a formal database of Learners’ Voice suggestions.

**B3.7 Teacher Monitoring**

- CIA FIRST has made decision as regards what data to collect and analyse in order for the teachers to monitor student growth.
- The initial progress in teacher monitoring of student progress is encouraging as teachers start to engage themselves in understanding the connection between instructions and student outcomes.

- Investigation into OpenSIS capabilities for tracking individual student performance and enhancements requested if needed.
- School-wide TPD on using both formative and summative assessment data is needed.
- A comprehensive database where teachers can be given the overall make-up of the students is necessary in order to monitor the student progress and address individual needs.
CATEGORY C

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
C1. STUDENT CONNECTEDNESS
C1.1 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.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

CIA FIRST Student Support System has available adequate services, including referral services, to support students in such areas as health, career counseling, and academic assistance, while personal counseling has been identified as an area for major growth, specifically social/emotional counseling, and aspects of career counseling and the EFL and SEN programs have been identified as areas in which some development is needed. This growth and development, along with centralizing and strengthening the interconnectedness of the Student Support System, and a continued focus on the elimination of all forms of bullying are priorities addressed in SAP Goal 1. (C1.1.1).

CIA FIRST Student Support System starts at enrollment. When a student enrolls at CIA FIRST, she and her parents are made aware of all support services available and informed of how to access them (C1.1.2). These services include student health services, the Special Educational Needs (SEN) program, EFL support, career counseling for high school students, and social/emotional counseling. If a student seeks help or a student need is identified in any of the abovementioned areas, a referral process for each support services department is in place to connect the student with the support he needs.

CIA FIRST Special Educational Needs (SEN) program provides support services for students struggling with behavioral, cognitive, and social/emotional difficulties. AY 2014/2015, SEN support was readily available but inadequate in many respects. AY 2014/2015, the SEN department consisted of two SEN specialists: a SEN teacher for students Kindergarten through grade 5 and a SEN Coordinator (C1.1.3), who conducted diagnostic assessments (C1.1.4), designed Individualized Learning Plans (ILPs) (C1.1.5), and provided support for students grades 6 through 12, advising the parents of SEN students and supporting and advising teachers of mainstream SEN students. In addition to mild behavioral, social/emotional, and cognitive difficulties, the SEN team was equipped to support students with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). CIA FIRST chose not to retain the SEN Coordinator of AY 2014/2015 and will be hiring a new SEN Coordinator.

If a student known to have special educational needs is to be enrolled at
C1. STUDENT CONNECTEDNESS

C1.1 Adequate Personalized Support

FINDINGS

CIA FIRST, the SEN Coordinator conducts a diagnostic assessment to determine the student’s special needs and eligibility prior to enrollment. If an already enrolled student experiences difficulties, he can be referred to the SEN Coordinator by a teacher, parent, or school personnel (C1.1.6). Evaluation of the SEN program at kindergarten, elementary, and middle school levels has revealed several areas for growth, primarily in accuracy of diagnostic assessments, accuracy of mainstream readiness assessments, and tracking of SEN student progress using data. Additionally, CIA FIRST recognizes the need to expand its special education program to accommodate more categories of special educational needs, including need of physiotherapy and need of speech and language therapy.

CIA FIRST EFL program is designed to provide support to students with below grade-level English proficiency. AY 2014/2015, EFL support was available, but deficient in several respects. The deficiencies are being addressed through SAP Goal 1 with solutions to be implemented beginning AY 2015/2016.

AY 2014/2015, CIA FIRST EFL department consisted of three EFL specialists: an EFL teacher for EFL 1 (kindergarten through grade 2), an EFL teacher for EFL 3 (grades 6 through 8), and the EFL Coordinator, who, in addition to conducting assessments and observations and designing curricula, taught EFL 2 (grades 3 through 5) (C1.1.7-9).

AY 2015/2016, CIA FIRST EFL department will add two new members of staff in order to reduce class size, increase grade-level specificity, and develop UbD and standards-aligned curricula. Beginning AY 2015/2016, the EFL department will consist of five EFL specialists: an EFL teacher for EFL 1 (1 through grade 2), an EFL teacher for EFL 2 (grades 3 and 4), an EFL teacher for EFL 4 (grades 6 through 8), the EFL Coordinator, who, in addition to conducting assessments and observations and designing curricula, will teach EFL 3 (grade 5), and a curriculum development assistant, who will work with the Curriculum Coordinator to aid the EFL Coordinator in developing a UbD EFL curriculum aligned to WIDA standards.

AY 2014/2015, the CIA FIRST EFL program’s referral services were available

EVIDENCE

- C1.1.6 Referral form
- C1.1.7 EFL assessments
- C1.1.8 EFL Observation forms
- C1.1.9 Draft EFL Curriculum
C1. STUDENT CONNECTEDNESS

C1.1 Adequate Personalized Support

**EVIDENCE**

<table>
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<tr>
<th>EVIDENCE</th>
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<tr>
<td>C1.1.10</td>
<td>EFL entrance examination and somewhat adequate, but have been improved upon for AY 2015/2016. If an already enrolled student was found to be struggling due to below grade-level English proficiency, he was referred to the EFL Coordinator by a teacher. Upon receipt of referral, the EFL Coordinator or grade-level EFL teacher arranged and conducted an assessment and observation of the student. If it was determined that the student required EFL support, the parents of the student were informed, and with their permission, the student was assessed to pinpoint his level of proficiency [C1.1.10] and enrolled in the EFL program.</td>
</tr>
<tr>
<td>C1.1.11</td>
<td>Lexile reading targets AY 2015/2016, if, through entrance examination, an elementary school or middle school applicant is found to have English proficiency more than one level below his appropriate grade level, he will be directly referred by admissions to the EFL Coordinator [school entrance exam/referral], who will conduct an interview with the student to determine his eligibility for the EFL program. If the student is not found eligible, he will be referred to the GEP program.</td>
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</table>

Additionally, because, the vast majority of students at CIA FIRST are non-native English speakers, EFL support is built into the curriculum and student resources at all levels in the mainstream. For example, all students are prescribed Lexile reading targets according to MAP data (C1.1.11). And grade-level literature has been adjusted, based on Common Core suggestions, to cater to the needs of English language learner reading levels, with an aim to close this gap in the future.

CIA FIRST health services are designed to support and monitor the physical health of students. CIA FIRST health services and referral process are available. AY 2014/2015, CIA FIRST health services consisted of two nurses and two clinics: one clinic and nurse for elementary school students; and one clinic and nurse for middle and high school students. AY 2015/2016, CIA FIRST health services will consist of three nurses and three clinics; staff will be trained in CPR (C1.1.11); and student allergies and medical conditions will be stored in OpenSIS and shared with teachers and health services on a need-to-know basis.

CIA FIRST College and Career Support is led by the CIA FIRST Career Guid-
C1. STUDENT CONNECTEDNESS
C1.1 Adequate Personalized Support

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ance Counselor and supports students in realizing their aspirations through and beyond their time at CIA by helping students to identify careers that suit their interests and abilities, plan educational pathways towards their career goals, and obtain internships and/or job experiences in relevant and beneficial areas. High school students keep an up-to-date Career Planning document throughout grade 9-12 [C1.1.12].

CIA FIRST College and Career Support has improved significantly since 2013, but is still in its nascent stages and not entirely adequate or widely enough available.

AY 2014/15, if a middle school or high school student sought information or support in pursuing a career, internship, educational pathway, volunteer opportunity, or other form of involvement in the community, the student was referred to the Career Guidance Counselor via email for an appointment [C1.1.13]. Students of grades 10 through 12 were strongly encouraged to meet the Career Guidance Counselor and optional appointments were scheduled on their behalves. The Career Guidance Counselor met with each grade 12 student individually at least once and the majority of grade 10 and 11 students [C1.1.14].

CIA FIRST regularly hosted university recruiters to present information about their institutions to students. For instance, on February 5, 2015, CIA FIRST hosted a UK college fair (with 15 colleges based in the UK present). This was attended by all CIA FIRST students in grades 10 – 12 [C1.1.15].

Through a partnership with American University of Phnom Penh, CIA FIRST students were invited to attend special events, including lectures by the US Ambassador to Cambodia, a world-renowned economist, and a panel of ASEAN integration experts [C1.1.16].

EVIDENCE

<table>
<thead>
<tr>
<th>C1.1.12</th>
<th>Sample Career Planning document</th>
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<tbody>
<tr>
<td>C1.1.13</td>
<td>Career Guidance Counselor email sample</td>
</tr>
<tr>
<td>C1.1.14</td>
<td>Career Guidance Counselor agenda</td>
</tr>
<tr>
<td>C1.1.15</td>
<td>UK College Fair</td>
</tr>
<tr>
<td>C1.1.16</td>
<td>AUPP activities</td>
</tr>
</tbody>
</table>
C1. STUDENT CONNECTEDNESS
C1.1 Adequate Personalized Support

AY 2015/2016, the CIA FIRST Career Guidance Counselor will meet with all students of grades 8 and above. Additionally, psychological evaluations will be administered to students of grades 8 and above in order to aid students in discovering their aptitudes and abilities. CIA FIRST will continue to forge beneficial university partnerships, host university recruiters, and arrange to host and attend lectures by diverse and prestigious speakers.

In the previous WASC report it was highlighted that there is a need for proactive policies and school-wide awareness programs to address bullying. CIA FIRST is committed to the elimination of bullying, and has put into place a number of practices to facilitate this. In AY 2013/2014, 89% of students reported being victims of bullying on more than one occasion. There was only one data-point for this information and that was an on-line student survey (C1.1.17). The result was an obvious flag for concern, and led to a number of anti-bullying strategies being implemented.

At the end of 2013, CIA FIRST ran an anti-bullying week, aimed at raising the awareness of what bullying is, and what the consequences of bullying can be (C1.1.18). Homeroom teachers showed a series of videos related to bullying, including cyber-bullying, and students were encouraged to engage in frank and open classroom discussion. There was an agenda to empower students to speak out about bullying and understand the life-long impact that bullying can have on an individual life. Homeroom teachers were tasked with familiarising the students with ways to deal with bullying. This involved clear explanation of what action a student should take in the event of being a victim of bullying, or a witness to a bullying incident. Students were assured of the confidentiality of the CIA FIRST teachers and the school management team, and made to feel comfortable that there would be no retribution or long-term repercussions when reporting bullying behaviour.

In AY 2014/2015 CIA FIRST rolled out a ‘Kindness Campaign’. This cam-
CHAPTER 4 - CATEGORY C | SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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Paigned focused on student self-esteem, encouraging students to look at their peers in a positive light, while fostering a school-wide culture of tolerance, gentleness, and harmony. The two key components to the campaign were a ‘kindness wall’ and kindness cards. The ‘kindness wall’ created a space where students could write uplifting personal messages to other students and staff members. The kindness cards were passed between students to recognize a particularly kind act or benignant attitude (C1.1.19).

AY 2014/2015 saw the introduction of Learner’s Voice meetings. Student representatives from each grade-level group are given an opportunity to meet once per week with the Academic Supervisor. These meetings are intended to provide a safe and secure forum in which to meet with a senior manager to voice concerns, discuss current school issues, and generally engage in discourse relating to matters deemed important. The meetings are documented, and content and action points are disseminated appropriately (C1.1.20).

At the end of AY 2014/2015, CIA FIRST conducted a further survey, aimed at measuring the effectiveness of the aforementioned strategies (C1.1.21). This survey was more comprehensive than the previous survey so consideration must be given to this when comparing the entry and exit data. Further data points were used – notably feedback from Learner’s Voice Meetings, analysis of CIA FIRST incident reports, and information provided by the school nurse.

This recent survey indicates a sharp improvement in terms of the bullying situation at CIA FIRST. The survey broke down bullying into three component parts: Teasing, Physical and Cyber. 9% of students reported being teased, 7% reported physical bullying, and 5% claimed to having been cyber-bullied. These results appear positive but more research must be done to be absolutely certain that the data is of sound integrity and that bullying is indeed close to eradication.

CIA FIRST will introduce a new anti-bullying policy for AY 2015/2016, as stat-

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<tr>
<td>C1.1.19 Kindness Campaign</td>
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<tr>
<td>C1.1.20 Learner’s Voice report</td>
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<tr>
<td>C1.1.21 Survey results</td>
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</table>
C1. STUDENT CONNECTEDNESS

C1.1 Adequate Personalized Support

ed in SAP Goal 1. There will be three essential elements to this, beginning with a PD workshop at the beginning of the first semester. This workshop will focus on coaching the teaching staff in how to look for signs of bullying. This will include observed changes in student behaviour, physical evidence, and suspicious trends in academic performance.

The next step will be to ensure that all students are issued with the CIA FIRST anti-bulling disclaimer. This is a comprehensive overview of what constitutes bullying, what the consequences of bullying are, the escalation path for reporting bullying, and a commitment from the student to abide by the CIA FIRST policy. The disclaimer will be signed by the student, the parents, and the Academic Supervisor.

Finally a further survey will be conducted December 2015 to gather and evaluate further data. This will test effectiveness of the intervention plan and action will be taken as appropriate.
While many CIA FIRST support services are well-coordinated and effective, it cannot be said that any are maximally effective or that they together constitute a maximally effective support system. Areas for growth have been identified within each branch of the support system, and these areas are being addressed.

The current SEN referral and intervention processes are reasonably effective; however, strategies are being developed to better align individualized learning plans (ILP) school-wide to mainstream standards; and steps are being taken to standardize and centralize storage of SEN information.

If a student known to have special educational needs is to be enrolled at CIA FIRST, the SEN Coordinator conducts a diagnostic assessment to determine the student’s special needs and eligibility prior to enrollment (C1.2.1). If an already enrolled student experiences difficulties, he can be referred to the SEN Coordinator by a teacher, parent, or school personnel (C1.2.2). Upon receipt of referral, the SEN Coordinator arranges and conducts a diagnostic assessment to determine the student’s special needs and eligibility for the SEN program. If it is determined that a student has special educational needs, the SEN coordinator works with the Curriculum Coordinator to modify units and design alternative assessments in order to create an ILP tailored to the needs of the student (C1.2.3). As a rule, students with special needs are placed within the least restrictive environment conducive to their needs, ideally among peers in a regular classroom. However, if it is determined that a special needs student will benefit more from learning outside of the regular classroom, one-on-one support and small group support alternatives are provided. Student progress is tracked by the SEN Coordinator with the aim of eliminating the need for support where possible.

Evaluation of the SEN program at kindergarten, elementary, and middle school levels has revealed several areas for growth, primarily in accuracy of diagnostic assessments, accuracy of mainstream readiness assessments, and tracking of SEN student progress using data. AY 2014/2015, information pertaining to SEN was neither stored in a central database nor in a standardized format, making it difficult for teachers to access and interpret student SEN information without aid from the SEN Coordinator.
C1. STUDENT CONNECTEDNESS
C1.2 School Support Systems

AY 2015/2016, information pertaining to SEN students will be stored in OpenSIS attached to student profiles, with additional information contained in a central database and easily accessible for teachers.

The current referral and intervention process for providing support to students experiencing social/emotional difficulties has been identified as an area for growth and included in SAP Goal 1 (C1.2.4). AY 2014/2015, if a student was determined to be experiencing or felt he was experiencing social/emotional difficulties, he was referred to the SEN Coordinator for personal counseling. The SEN Coordinator conducted assessments, made recommendations, communicated with parents and teachers, and referred students to experts when additional support was needed (C1.2.5). AY 2014/2015, one SEN Coordinator provided personal counseling for the whole student body, travelling back and forth between campuses as needed.

AY 2015/2016, CIA FIRST plans to employ an additional counselor to handle social/emotional difficulties and to provide some degree of personal counseling to all students, including those not actively seeking out or determined to require support.

AY 2015/2016, teachers and staff will be trained to better identify students who can benefit from social/emotional support (C1.2.5.1).

AY 2014/2015, information pertaining to students’ social/emotional difficulties was not well-stored within a central database or attached to student profiles. AY 2015/2016, existing information pertaining to student/social emotional difficulties will be attached to student profiles within OpenSIS and new information will be attached as collected, along with information pertaining to student physical health, special educational needs, and academic performance.

All these SEN key actions have been included in SAP Goal 1.
AY 2014/2015, the CIA FIRST EFL program’s referral and intervention processes were somewhat effective, but evaluation of the program has revealed many areas for growth, namely, entry/exit processes, determining of English proficiency, curriculum structure and alignment to standards, and tracking students in mainstream post-EFL.

Regarding the existing EFL referral and intervention process, if an already enrolled student was found to be struggling due to below grade-level English proficiency, he was referred to the EFL Coordinator by a teacher (C1.2.6). Upon receipt of referral, the EFL Coordinator or grade-level EFL teacher arranged and conducted an assessment (C1.2.7) and observation of the student (C1.2.8). If it was determined that the student required EFL support, the parents of the student were informed, and with their permission, the student was assessed to pinpoint his level of proficiency (C1.2.10) and enrolled in the EFL program.

Once enrolled, the student built proficiency through grade-level-specific, intensive reading, writing, speaking, and listening exercises with the goal of achieving grade-level proficiency and entering into mainstream classes (C1.2.11). Through the EFL program, students were continuously assessed for proficiency and returned to mainstream at the discretion of EFL teachers and the EFL Coordinator (C1.2.12).

AY 2015/2016, if, through entrance examination, an elementary school or middle school applicant is found to have English proficiency more than one level below his age-appropriate grade level, he will be directly referred by admissions to the EFL Coordinator, who will conduct an interview with the student to determine his eligibility for the EFL program. Following enrollment into the EFL program by way of admissions or teacher referral, standardized reading, writing, speaking, and listening tests will be used to pinpoint the student’s level of English proficiency. Proficiency levels will be recorded in student profiles.
C1. STUDENT CONNECTEDNESS
C1.2 School Support Systems

EVIDENCE

AY 2014/2015, the EFL program focused intensely on reading, writing, speaking, and listening in order to develop English proficiency, while focusing little on content from mainstream subject areas. In order to gain exposure to content from mainstream subject areas, EFL students attended one mainstream class per day, in the afternoons, for which they were not graded or assessed; however, mainstream class schedules were not designed to accommodate EFL student afternoon attendance, so this exposure was unbalanced between subject areas.

AY 2015/2016, Students will not attend mainstream classes in the afternoons. The EFL program will continue to focus intensely on reading, writing, speaking, and listening, while preparing students for mainstream by employing the Oxford Discover Series resources and using curricula designed in accordance with WIDA standards and the UbD framework (WIDA standards).

AY 2014/2015, EFL curricula were not designed in accordance with the UbD framework, EFL students were not assessed in accordance with vertically-aligned school-wide EFL standards, and EFL students were not tracked by the EFL department following their entry into mainstream.

AY 2015/2016, the EFL program will be implemented through a curriculum structured around the UbD framework aligned to WIDA standards. The EFL department will employ evaluations of student work and Data-driven improvement planning to target critical areas within the EFL program. The EFL department will evaluate the effectiveness of the EFL program by monitoring students’ post-EFL academic progress and communicating with mainstream teachers of former EFL students.

All these EFL key actions have been included in SAP Goal 1.
The current health services referral and intervention processes are effective. When a student requires minor medical attention, the student is referred to the school clinic. At the Kindergarten level, the teacher or teacher assistant accompanies the student to the clinic. For grades 1-12, the student goes to the clinic by himself. The student or chaperone relates the student’s complaint to the nurse and the nurse does an assessment, which is a physical examination including a taking of vital signs. Following the assessment, the initial treatment is given (e.g. if the student has a bleeding wound, the nurses cleanses, applies betadine, and bandages). If the nurse must give medicine, she contacts the student’s parent or guardian for consent. For minor cases, the student is allowed to return to his classroom following treatment. For major cases that require further medical attention, the parent or guardian is contacted and informed about the situation. If the case needs to be referred to a hospital, the nurse requests that the parent or guardian either specify a hospital or travel to the school and take charge of the student. If a student requires being taken to a hospital, a recommendation is sent with the student to the hospital including the name, age, birthdate and level of the student, as well as the date, time, chief complaint, initial treatment (C1.2.13).

For each student, CIA FIRST health services keeps an individual medical file. This includes the student’s basic personal information and a record of the student’s clinical consultations detailing the student’s chief complaint, nurse assessment, and treatment provided (C1.2.14). In addition to the individual medical file, CIA FIRST has a daily record logbook (C1.2.15) which summarizes each day’s consultations. Every month, the school nurse makes a census of the medical records for that month (C1.2.16). These are also collated and an annual report is made at the end of the school year (C1.2.17).

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<tr>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>The current health services referral and intervention processes are effective.</td>
<td>C1.2.13 Sample nurse’s report</td>
</tr>
<tr>
<td>When a student requires minor medical attention, the student is referred to the school clinic. At the Kindergarten level, the teacher or teacher assistant accompanies the student to the clinic. For grades 1-12, the student goes to the clinic by himself. The student or chaperone relates the student’s complaint to the nurse and the nurse does an assessment, which is a physical examination including a taking of vital signs. Following the assessment, the initial treatment is given (e.g. if the student has a bleeding wound, the nurses cleanses, applies betadine, and bandages). If the nurse must give medicine, she contacts the student’s parent or guardian for consent. For minor cases, the student is allowed to return to his classroom following treatment. For major cases that require further medical attention, the parent or guardian is contacted and informed about the situation. If the case needs to be referred to a hospital, the nurse requests that the parent or guardian either specify a hospital or travel to the school and take charge of the student. If a student requires being taken to a hospital, a recommendation is sent with the student to the hospital including the name, age, birthdate and level of the student, as well as the date, time, chief complaint, initial treatment (C1.2.13).</td>
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</table>
C1. STUDENT CONNECTEDNESS

C1.3 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**

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<th>EVIDENCE</th>
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<tr>
<td>C1.3.1</td>
<td>Inclusive ILPs</td>
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CIA FIRST Curriculum Coordinator, SEN Coordinator, and EFL Coordinator work collaboratively to develop personalized approaches to learning and alternative instructional options in order to cater to students with varying degrees of English proficiency, students with various special educational needs, and students with various learning preferences. However, a system to track the effectiveness of these personalized approaches and alternative instructional options is either currently being introduced or has only very recently been implemented, so limited data is available with which to evaluate their effectiveness.

At all school levels, the Curriculum Coordinator and Subject Coordinators collaborate to ensure that curricula at all grade levels and in all subject areas promote inclusion, catering units to different learning preferences through instructional paths that integrate myriad avenues to content. Extensive information pertaining to curricula designed to cater to multiple learning preferences and student needs can be found in B2.10 Student Needs.

At all school levels, the SEN Coordinator designs individualized learning plans (ILPs) in order to ensure that students with special educational needs have maximum access to CIA FIRST’s rigorous standards-based curriculum. Inclusive ILPs, through which unit tasks and materials are minimally modified and assessments tailored to student needs, allow students with special academic needs to attend mainstream classes with their peers (C1.3.1). Moving forward, the Curriculum Coordinator will more closely collaborate with the SEN Coordinator in order to better modify units and assessments and ensure that non-inclusive SEN support—that which occurs one-on-one or in small groups outside of mainstream—is aligned to standards and SLOs at all levels. For more extensive information regarding the SEN program and ILPs refer to C1.1 Adequate Personal Support and C1.2 School Support Systems.

AY 2014/2015, the EFL program aimed to develop English proficiency by focusing intensively on reading, writing, speaking, and listening, while focusing little on standards-based content from mainstream subject areas.
C1. STUDENT CONNECTEDNESS
C1.3 Strategies Used for Student Growth/Development

FINDINGS

AY 2015/2016, the EFL program will continue to focus intensively on reading, writing, speaking, and listening, while keeping EFL students abreast of mainstream standards by utilizing Oxford Discover resources within a curriculum structured around the UbD framework aligned to WIDA standards. Moving forward, the EFL Department will employ evaluations of student work and Data-driven improvement planning to target critical areas within the EFL program and evaluate the effectiveness of the EFL program by monitoring students’ post-EFL academic progress and communicating with mainstream teachers of former EFL students. For more extensive information regarding the EFL program refer to C1.1 Adequate Personal Support and C1.2 School Support Systems.

Additionally, because, the vast majority of students at CIA FIRST are non-native English speakers, EFL support is built into the curriculum and student resources at all levels in the mainstream. For example, all students are prescribed Lexile reading targets according to MAP data (C1.3.2). And grade-level literature has been adjusted, based on Common Core suggestions, to cater to the needs of English language learner reading levels (C1.3.3), with an aim to close this gap in the future.

Processes for regular review of student profiles is an area for growth. Currently, the OpenSIS database contains information pertaining primarily to student achievement of standards. This information is reviewed by subject and homeroom teachers regularly and serves as key evidence as to whether or not academic intervention is necessary.

Moving forward, the centralized OpenSIS database will store student profiles containing—in addition to a student’s former transcripts and assessment scores for all subjects at all grade levels—MAP test scores, scholarships awarded, personal goals, and any information pertaining to special educational needs, physical health, behavioral issues, and social/emotional difficulties. Either the Principal or a School Counselor will monitor student profiles within the database in order to preempt teacher referrals and seek out students who require support.

EVIDENCE

C1.3.2 Lexile Read Targets
C1.3.3 Grade-level Literature Adjustments
C1. STUDENT CONNECTEDNESS

C1.4 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:** Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

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<th>EVIDENCE</th>
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<tr>
<td>C1.4.1 University Fair</td>
<td>To a great extent, school leadership and staff ensure that support services and related activities have a direct relationship to student involvement in learning; however, the processes that are used to identify under-performing or struggling students have been addressed as an area for growth.</td>
</tr>
<tr>
<td>C1.4.2 Partnership with AUPP</td>
<td>With regards to leadership ensuring that support services are directly related to student involvement with learning, the SEN and EFL Coordinators are integral members of school leadership and the SAP Goal 1 committee. Both work closely with the Curriculum Coordinator to ensure EFL and SEN support systems have a direct relationship to student learning as described in C1.1 Adequate Personalized Support, C1.2 School Support Systems, and C1.3 Strategies Used for Student Growth and Development. The EFL and SEN Coordinator have weekly meetings with their staff to ensure that student learning and support is in line with the planned curriculum. With regard to school leadership ensuring that career and college counseling services are directly related to student involvement in learning, AY 2014/2015, CIA FIRST Career Guidance Counselor regularly arranged university recruiters to present information to students about their respective institutions (C1.4.1). Events such as these allow CIA FIRST to reach out to struggling students who may not have independently inquired or pursued information regarding post-secondary educational opportunities, thus creating an informal learning environment and arousing renewed interest for all students in the possibilities available through education. Additionally, through a partnership with American University of Phnom Penh, CIA FIRST students have been invited to attend special events, including lectures by the US Ambassador to Cambodia, a world-renowned economist, and a panel of ASEAN integration experts (C1.4.2). Attending events such as these, provides students with the opportunity to familiarize themselves with university campus life and potential career paths, while seeing the subject matter covered in their social studies courses in action.</td>
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Academic scholarships covering 50% of the following year’s tuition are awarded to one student at each grade level at the end of each academic year and are presented on Award Ceremony Day during the end of year graduation period (C1.4.3). These scholarships are awarded based on a student’s attainment of the SLOs, and recipients are selected through a formal nomination based on evidence of SLO attainment as presented by teachers to a committee of other teachers at each grade level (C1.4.4). These awards reinforce the school’s mission and vision within the student body and reward students for exemplary achievement.

AY 2014/2015, school leadership created and instituted the “Speak English Campaign,” a school-wide initiative to encourage the speaking of English outside of the classroom. Through the academic year, students were rewarded with laminated cards when "caught" speaking English outside of the classroom, and the student who redeemed the most laminated cards at each grade level was awarded an Amazon gift certificate (C1.4.5). This initiative fostered English proficiency at all levels and will be repeated in AY 2015/2016.

Currently, formal processes are in place to identify students with below grade-level English proficiency and special educational needs. Failed grade-level entrance exams, below grade-level MAP tests, poor assessment scores, and poor in-class performance warrant referral to the EFL coordinator for interview and further testing and contact with parents/guardians. Consistently poor assessments scores and poor in-class performance or a sudden decline in assessment scores and level of in-class performance warrant teacher referral to the SEN Coordinator, and potentially contact with parents/guardians.

Moving forward, AY 2015/2016, the centralized OpenSIS database will store student profiles containing, in addition to a student’s former transcripts and assessment scores for all subjects at all grade levels, MAP test scores, scholarships awarded, personal goals, and any information pertaining to special educational needs, physical health, behavioral issues, and social/emotional difficulties. Either the Principal or a School Counselor will monitor student profiles within the database in order to preempt teacher referrals and seek out students who require support (C1.4.6).
C1. STUDENT CONNECTEDNESS

C1.5 Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide 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 schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?

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<tr>
<td>C1.5.1 CIA First SLOs</td>
<td>The school leadership and staff at CIA First International School make a concerted effort to link curricular and co-curricular activities to the academic standards and school-wide learner outcomes [SLOs]. In relation to curricular activities, this is done very well, but, for co-curricular activities, this is done to a lesser degree. The students at the school have the opportunity to communicate with diverse audiences locally and contribute to local actions and service opportunities. However, currently there is only a limited opportunity for students to achieve this same level of communication and contribution at a worldwide level.</td>
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<tr>
<td>C1.5.2 CIA First curriculum review cycle</td>
<td>The newest version of the school's SLOs were developed collaboratively during the first semester of AY 2014/2015, and published at the beginning of the second semester [C1.5.1]. The academic standards used by the school, and the year of their adoption, are outlined within the school’s curriculum review cycle document [C1.5.2]. These standards and SLOs are used as the basis for developing curricular activities held at the school. The unit plans, which are written by the school’s subject coordinators and form the basis of the school’s curriculum, are based on the relevant academic standards for each subject area and the school’s SLOs; furthermore, the learning activities contained within the unit plans focus heavily upon standards and SLOs [C1.5.3-C1.5.7].</td>
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<td>C1.5.3 K5 - thematic unit</td>
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<td>C1.5.4 Grade 3 science unit plan</td>
<td>The co-curricular courses on offer at the school during AY 2014/2015 were different for each school level. Students at the kindergarten level had the option to study one extra co-curricular course (D.E.A.R) [C1.5.8]; students at the ES level had the option to study several co-curricular courses [money smart, journalism, D.E.A.R, street dancing, football, photography/design and cooking] [C1.5.9] and students at the MS level also had several co-curricular choices on offer [WAVE club, gardening, journalism, drama, visual arts, football and volleyball] [C1.5.10]. As of AY 2015/2016 the co-curricular courses available for students at the MS level will be reduced to band, visual arts, and drama to allow for students to have more in-depth immersion into what the co-curricular courses can offer. As of AY 2014/2015, these co-curricular courses were not structured upon academic standards or the SLOs (although SLOs were still touched upon informally). It has been decided by the school leadership and staff to align these courses to academic standards and SLOs in the upcoming AY 2015/2016 [C1.5.11].</td>
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<td>C1.5.5 Grade 5 ELA unit plan</td>
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<td>C1.5.6 Grade 6 geography unit plan</td>
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<td>C1.5.7 Grade 8 History unit plan</td>
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<tr>
<td>C1.5.8 Kindergarten student schedule</td>
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<td>C1.5.9 ES student schedule</td>
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EVIDENCE FINDINGS
Students at the school have the opportunity to communicate with a diverse group of local audiences and contribute to actions that are locally based, however the frequency to which this occurs differs amongst school levels. Students at all school levels regularly have the opportunity to go on field trips, which allow them the chance to communicate with local audiences and be able to expand their ideas and knowledge regarding topics that impact the local community. Examples of these field trips include when kindergarten and ES students went to a theatre production that showcased Cambodian history and they were able to communicate with the actors from the production and examine aspects of the country’s past. MS students also went on their annual history field trip to a local temple site (Tonle Bati) [C1.5.12] where they were able to communicate with local Buddhist monks and discuss issues regarding preservation of artifacts and practices relating to the ongoing worshiping that occurs at this temple site. Students in MS also had the chance to interact with a local break-dance group called Tiny Toones which is a drop-in center for inner city marginalised youth. They were able to discuss issues with the group related to poverty in Cambodia [C1.5.13].

Another avenue that students in ES and MS have to communicate with local audiences and also to comment on local issues is the publication of the student/school newsletters that are written as part of the co-curricular journalism course. In AY 2014/2015, the MS and HS journalism class released two issues of the CIA Voice newsletter, while students in the ES journalism class released one issue [C1.5.14-C1.5.15].

Students at the ES and MS levels also have the opportunity to interact and communicate with local audiences through various sporting activities that are held between different schools in the city of Phnom Penh. Students in grades 3-5 have the chance to compete in the annual Track & Field athletic event which is attended by seven international schools; and students in both ES and MS are able to join the school’s football, volleyball, or basketball teams, which, again, compete regularly in tournaments and matches with other local schools/organizations [C1.5.16.1-4]. One regular event hosted by the school is the Human Rights football tournament. This tournament consists of football matches held between students in MS and other schools in the city and the key theme for the tournament is the promotion of human rights around the world [C1.5.17.1-2].
C1. STUDENT CONNECTEDNESS
C1.5 Co-Curricular Activities

OTHER EXAMPLES OF STUDENTS AT THE SCHOOL HAVING THE OPPORTUNITY TO COMMUNICATE WITH AND CONTRIBUTE TO DIVERSE LOCAL AUDIENCES IS WHEN THEY ARE INVOLVED WITH DIFFERENT FORMS OF CHARITY DRIVES HELD BY THE SCHOOL. TWICE YEARLY, THE SCHOOL HOLDS AN EVENT (ONE BEING FAMILY DAY THE OTHER BEING CHILDREN’S DAY) WHERE ALL STUDENTS, FAMILY MEMBERS, AND FRIENDS ARE INVITED TO ATTEND. AT THESE EVENTS STUDENTS HAVE THE OPPORTUNITY TO SELL DIFFERENT KINDS OF FOOD, DRINKS OR HANDICRAFTS AND THEN USE THE PROFITS TO DONATE TO VARIOUS CHARITIES (C1.5.18.1-5). AT THESE SAME EVENTS THE SCHOOL OFTEN INVITES CHILDREN FROM DISADVANTAGED BACKGROUND OR NGOs AROUND THE COUNTRY TO ATTEND THE EVENT AND THE STUDENTS HAVE THE OPPORTUNITY TO INTERACT WITH CHILDREN WHO ARE FROM A VERY DIFFERENT SOCIO-ECONOMIC SITUATION.

THE SCHOOL LEADERSHIP AND STAFF ARE AWARE THAT CURRENTLY THERE IS VERY LITTLE OPPORTUNITY FOR STUDENTS BELOW THE HS LEVEL TO HAVE THE OPPORTUNITY TO COMMUNICATE WITH WORLDWIDE AUDIENCES OR CONTRIBUTE TO GLOBAL ACTIONS; HOWEVER, IT IS HAPPENING TO A SMALL DEGREE, WITH ONE EXAMPLE BEING THE ES STUDENTS BEING INVOLVED WITH A UNEP RENEWABLE ENERGY POSTER COMPETITION (C1.5.19.1-3). TO REMEDY THIS LACK OF AN OPPORTUNITY TO COMMUNICATE WITH WORLDWIDE AUDIENCES OR CONTRIBUTE TO GLOBAL ACTIONS, IT HAS BEEN DECIDED THAT IN THE UPCOMING AY 2015/2016 ALL TEACHERS AT THE MS LEVEL WILL SET UP DISCUSSION GROUPS WITHIN EDMODO WHERE STUDENTS AT CIA FIRST WILL BE ABLE TO CONNECT TO CLASSES FROM OTHER COUNTRIES (C1.5.20). THIS WILL ALLOW THE STUDENTS TO BE ABLE TO COMMUNICATE WITH A MUCH MORE DIVERSE GROUP OF AUDIENCES AND START TO HOLD DISCUSSIONS MORE FOCUSED ON WORLDWIDE/GLOBAL ACTIONS. IT HAS BEEN DECIDED TO USE THE HOME CLASS PERIOD (FROM 8:00AM-8:30AM) AS A TIME WHEN STUDENTS COULD COMPLETE THIS TASK.

SINCE THE FIRST SEMESTER OF AY 2014-2015 CIA FIRST STUDENTS ALSO HAVE THE OPPORTUNITY TO COMMUNICATE WITH AND CONTRIBUTE TO LOCAL SERVICE OPPORTUNITIES WITHIN THE SCHOOL THROUGH LEARNERS’ VOICE, WHICH IS THE MS AND HS STUDENT COUNCIL. MEETINGS OCCUR ON A MONTHLY BASIS AND ARE ATTENDED BY TWO ELECTED CLASS REPRESENTATIVES PER STREAM.
C1. STUDENT CONNECTEDNESS
C1.5 Co-Curricular Activities

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<th>FINDINGS</th>
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<tr>
<td>The Interact Club, a HS initiative at CIA FIRST, is a youth division of and is affiliated with the Rotary Club of Phnom Penh and is coordinated by the HS Social Studies Subject Coordinator. Students who take part in this initiative organise community service activities and occasionally attend meetings of the Rotary Club of Phnom Penh. During AY 2014/2015 the interact club organized a fundraiser for Tiny Toones, which was attended by MS and HS students which paid a token entrance fee of $2 for a break-dance performance in the school's auditorium (C1.5.21).</td>
<td>C1.5.21 Tiny Toones Photos</td>
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C1. STUDENT CONNECTEDNESS

C1.6 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.

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<tr>
<td>C1.6.1 SAP Goal 1</td>
<td>CIA First International School uses a basic system for regularly evaluating the level of student involvement in curricular/co-curricular activities and use of student support services. The school plans to develop a more effective and rigorous process to evaluate this level and will take steps to evaluate its effectiveness in the upcoming AY 2015-2016 (C1.6.1).</td>
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<tr>
<td>C1.6.2.1-6 Attendance sheets for MS co-curricular classes</td>
<td>Currently the main process used by the school to evaluate the level of student involvement in curricular/co-curricular activities is through the creation of attendance lists. These attendance lists provide the school with the numbers of students who are currently enrolled in a particular course. In the kindergarten and ES levels all students who elect to take the co-curricular courses do not choose which ones they want to study and as such study all the courses on offer. At the MS level students have the option to choose from a wide selection of co-curricular courses. An evaluation of the attendance sheets for these co-curricular courses has shown that some courses are a lot more popular than others, which have low enrollment numbers; and that students often change the co-curricular courses they study (C1.6.2.1-6). This evaluation has led the school to make the decision to limit the options for co-curricular choices to three (visual arts, band and drama) in the upcoming AY 2015-2016 and to allow students to have more immersion in these courses (C1.6.3).</td>
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<td>C1.6.3 MS Student timetable</td>
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<td>C1.6.4.1-2 Student survey data</td>
<td>Student surveys are also used to evaluate whether students feel interested in the co-curricular courses on offer. One example would be when students in ES and MS/HS were asked if the afternoon clubs (co-curricular courses) on offer at the school suited their interests. Only around 55% of the ES students and 51% of the MS/HS students said that they agree or strongly agree that their interests are accommodated by the co-curricular options on offer (C1.6.4.1-2). This factor was one of the reasons that the choice of co-curricular courses was altered for MS students in the upcoming AY 2015-2016. Upon evaluation of this student survey data it was decided that the actual question used to elicit this information was not specific enough.</td>
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Therefore in the upcoming AY new student surveys will be created that will contain more specific questions relating to student level of interest/involvement in co-curricular courses [C1.6.5]. Upon completion of these surveys the school leadership will reevaluate whether the new options for co-curricular courses have been successful or not. This system of using surveys will be one that will continue to be used in the future as part of the school’s efforts to develop a more effective and rigorous process to evaluate the level of student involvement in co-curricular courses.

The support services provided by the school include those provided by the school nurse, the careers counsellor, the SEN coordinator and the EFL support team. The level of student use of the careers counsellor and the school nurse are evaluated primarily through recording the number of students who use the services on paper. Each of the aforementioned people collect information of who is using these services and report these numbers to school leadership during meetings. It is understood that this use of paper tracking is rather antiquated and it has been decided by the school to develop a more efficient digital based system to track this data [C1.6.6]. The SEN coordinator and EFL team evaluate the level of student use of their services by examining the number of referral forms that are requested by teachers and completed for students. A result of this evaluation has been the expansion of manpower for the EFL support team and further EFL classes having been created in both the ES and MS levels in AY 2015-2016 to accommodate the number of students who require this support [C1.6.7].
C1. STUDENT CONNECTEDNESS

C1.7 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.

*Prompt:* Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.7.1</td>
<td>CIA First International School has currently only been using computer based surveys to elicit student views of student support services. It has been decided that in the upcoming AY 2015/2016, the school will begin implementing new methods of interviewing and dialoguing with student representatives of the school population to elicit further perceptions of student views of student support services [C1.7.1]. One avenue where this will be achieved is through the school's Learners' Voice program, which is a student council body comprised of student representatives from middle school (MS) and high school (HS).</td>
</tr>
<tr>
<td>C1.7.2.1-2</td>
<td>ES and MS/HS survey data</td>
</tr>
<tr>
<td>C1.7.3</td>
<td>SAP Goal 1</td>
</tr>
</tbody>
</table>

There were two student surveys that were conducted during AY 2014/2015. The first survey was answered by all students but was conducted separately for elementary school (ES) students and MS/HS students. The questions for this survey were essentially the same for the different school levels; however the language was graded down for some of the questions for the ES students. The second survey had the same questions for all school levels; however not all students participated in this survey.

Within these surveys there were several questions eliciting the students’ view of the student support services available at the school (the student support services provided by the school include the school nurse, the careers counselor, the SEN coordinator and the EFL support team). One statement required students to tell to what degree they believed that the English language support they have received at the school has helped them with their studies. Around 80% of students at both the ES and MS/HS levels responded that they agree or strongly agree with this statement [C1.7.2.1-2]. While the school views this as a positive result, there is still room for improvement, and measures will be put in place in the upcoming AY to ensure that all teaching staff continue to place emphasis upon identifying and assisting students who feel they need English support [C1.7.3].
### FINDINGS

Another statement required students to tell to what degree they believed that it would be easy to get support for personal or emotional problems if they needed it. Around 62% of ES students and 43% of MS/HS students answered that they agreed or strongly agreed with this statement [C1.7.4.1-2]. This statement and the accompanying responses seem to correlate with student responses to a similar statement in a different survey. This statement asked students if they believed that there was an adult that they feel that they can talk to at school when they felt sad. Only 50.5% of students answered in the affirmative [C1.7.5]. The responses to these two statements may be indicative of the fact that the school only began its SEN program in AY 2014/2015. As such the services provided by the coordinator (cognitive, behavioural and social-emotional) have not been as widely promoted to the student body as the school would have liked. As of AY 2015/2016 the school plans to more actively disseminate information regarding what services the SEN team can provide to students [C1.7.6]. One way that this will be achieved will be to include lessons/activities regarding these services in the first two weeks of the upcoming AY.

A further statement on this survey required students to tell to what degree they believed they could find help easily if they were sick or injured. Only about 50 % of ES students and 61% of MS/HS students responded that they agree or strongly agree with this statement [C1.7.7.1-2]. These responses were somewhat contradicted by a similar question which asked students to say whether they believed the school nurse helps students when they are sick or injured. Over 95% of students responded ‘yes’ to this question [C1.7.8]. These responses seem to indicate that although the students strongly agree that the school nurse helps them when they are sick or injured; they often have difficulties in locating the nurse when they feel they require the nurse’s services. This may be related to the fact that during AY 2014/2015 the school nurse held a dual role; fulfilling the role as the nurse and the position of school librarian.

### EVIDENCE

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.7.4.1-2</td>
<td>ES and MS/HS survey data</td>
</tr>
<tr>
<td>C1.7.5</td>
<td>Student survey data</td>
</tr>
<tr>
<td>C1.7.6</td>
<td>SAP Goal 1</td>
</tr>
<tr>
<td>C1.7.7.1-2</td>
<td>ES and MS/HS survey data</td>
</tr>
<tr>
<td>C1.7.8</td>
<td>Student survey data</td>
</tr>
</tbody>
</table>
C1. STUDENT CONNECTEDNESS
C1.7 Student Perceptions

As of AY 2015/2016 one of the MS ELA teachers will also be the Library coordinator, with three library assistants. Two of these library assistants will also fulfill the roles of school nurse. It is hoped that with this improvement of manpower coupled with a program of more widely disseminating this information to students during lessons that students will have a more favorable view regarding these support services.

Upon reflection on the student surveys, it was decided that in many cases the questions were not specific enough and included too many options for the students to respond with. In future surveys it has been decided that more specific questions will be used and the response criteria will be reduced from five to four, as students often tended to select a ‘neutral’ option rather than choosing an option that could be used to determine a viewpoint. With these new surveys and the introduction of interviewing and dialoguing with students it is believed that the school will be able to gain further insights into student views of student response services.
### C1. STUDENT CONNECTEDNESS

#### C1.1 Conclusions

#### C1.2 School Support Systems

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1.1 Adequate Personalized Support</strong></td>
<td><strong>C1.2 School Support Systems</strong></td>
</tr>
<tr>
<td>- SEN and EFL referral process</td>
<td>- Improvement of referral and intervention processes for SEN and EFL.</td>
</tr>
<tr>
<td>- Dedicated and extensive EFL program</td>
<td>- Further development of an efficient and high quality student and staff health care service.</td>
</tr>
<tr>
<td>- College and career counseling available to all high school students</td>
<td>- SEN student information and student social/emotional information stored in standardized format in central database.</td>
</tr>
<tr>
<td>- Growing number of partnerships with college and universities in Cambodia and abroad</td>
<td>- UbD structured, standards-aligned EFL curriculum. Tracking/monitoring of mainstreamed EFL students.</td>
</tr>
<tr>
<td>- Strong commitment to eliminating all forms of bullying, including cyber-bullying</td>
<td>- Planned addition of a Personal Counselor.</td>
</tr>
<tr>
<td></td>
<td>- Teacher training to identify students experiencing social/emotional difficulties.</td>
</tr>
<tr>
<td></td>
<td>- SEN Department to improve accuracy of diagnostic assessments, accuracy of mainstream readiness assessments, and tracking of SEN student progress using data.</td>
</tr>
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<td></td>
<td>- Staff will be trained in CPR.</td>
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</tbody>
</table>
C1. STUDENT CONNECTEDNESS

C1.3 Strategies Used for Student Growth/Development

- Catering units to multiple learning preferences.
- Individualized Learning Plans.
- Personalized Lexile reading targets.
- Grade-level literature adjusted to suit English language learners.
- Leadership is directly involved with support services and planning of related activities.
- Curriculum Coordinator collaborates with EFL and SEN Coordinator to build curriculum for support services.
- CIA FIRST College fairs
- CIA FIRST student invited to attend lecture events.
- Grade-level academic Scholarships
- Speak English Campaign

- Standards-aligned ILPs for SEN students not in mainstream.
- Improve ILPs for SEN students in mainstream.
- UbD structured, standards-aligned EFL program.
- EFL self-evaluations, DDIPs, and monitoring of mainstreamed student progress.
- Centralized database containing inclusive student profile regularly reviewed by Principal or School Counselor.

C1.4 Support Services and Learning

- Leadership is directly involved with support services and planning of related activities.
- Curriculum Coordinator collaborates with EFL and SEN Coordinator to build curriculum for support services.
- CIA FIRST College fairs
- CIA FIRST student invited to attend lecture events.
- Grade-level academic Scholarships
- Speak English Campaign

- Further development of school-wide activities related to student support.
- Centralized database containing inclusive student profile regularly reviewed by Principal or School Counselor.

C1.5 Co-Curricular Activities

- Curricular activities are strongly linked to academic standards and SLOs.
- A variety of co-curricular activities are offered at the school.
- Students at the school have regular opportunities to communicate with local audiences through internal and external field trips, the school newsletters, and a large variety of sporting activities/events.
- Students are involved in charity events that help the local community.

- Co-curricular activities/courses need to be aligned to academic standards and SLOs.
- More opportunities need to be developed to allow students at all school levels to have the opportunity to communicate with a variety of worldwide audiences and contribute to global actions.
C1. STUDENT CONNECTEDNESS
C1.1 - C1.7 Conclusions

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1.6 Student Involvement in Curricular/Co-Curricular Activities</strong></td>
<td>A more effective and rigorous digital-based process to track the level of student involvement in co-curricular courses and use of student services will need to be developed.</td>
</tr>
<tr>
<td>· The school does track the level of student involvement in curricular/co-curricular courses through the use of attendance lists</td>
<td>· A more diverse array of survey questions will need to be developed to examine the level of student interest/involvement in co-curricular courses.</td>
</tr>
<tr>
<td>· Student surveys are used to examine student perception regarding their interest in the co-curricular courses on offer</td>
<td></td>
</tr>
<tr>
<td>· The school records the number of students using support services</td>
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</table>

**C1.7 Student Perceptions**

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>· The school has used surveys to elicit student views of a number of issues including student support services.</td>
<td>· An improved student survey with more specific questions and a more streamlined response system will be introduced.</td>
</tr>
<tr>
<td>· Students largely agree that English language support is available at the school.</td>
<td>· A system of interviewing students in regards to their views on student support services needs to be implemented.</td>
</tr>
<tr>
<td></td>
<td>· Services available through the SEN Coordinator and the school nurse needs to be more widely disseminated</td>
</tr>
</tbody>
</table>
C2. PARENT/COMMUNITY INVOLVEMENT

C2.1 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 |
| FINDINGS |

C2.1.1 PET definition of “parent engagement” in multiple languages

At CIA FIRST, it is an institutionalized value to engage and support parents in being leaders in their children’s education and also to value parents as important contributors to the development and implementation of school policies, activities, and school improvements. The Parents as Partners Associations (formed in the middle of AY 2013/2014) have greatly elevated the inclusion of parents in these areas, but there is still a need to increase the number of parents who participate in the PaPAs, as well as to improve the effective communication to all parents about the work of the PaPAs.

C2.1.2 Parent Engagement Talking Points

In AY 2013/2014, CIA FIRST established a committee named the Parent Engagement Team (PET), which looked for ways to improve parent engagement beyond simply participating in activities such as parent-teacher conferences. The PET conducted research on different definitions of “parent engagement” (including the American National PTA and several school districts) and also sought the input of education experts, such as Mary Lower, before establishing and promoting the CIA FIRST definition of “parent engagement” [C2.1.1]. Next, the PET drafted Articles of Association for Parents as Partners Associations. The CIA FIRST Communications Specialist (who was hired in the middle of the AY 2013/2014) was tasked with leading the initiation of and support for parent associations at CIA FIRST. The school’s Parent Engagement Team outlined how this work could be done well and the Communications Specialist travelled to Vietnam to receive individual technical assistance from education expert, Mary Lower. The PET developed talking points about the value and wide range of ways for parents to become more actively involved in supporting their child’s education [C2.1.2]. An abstract of these talking points is posted under the “Parent’s Area” tab on the CIA FIRST website.

C2.1.3 PaPAs Officer Profiles

In early 2014, CIA FIRST initiated the creation of three Parents as Partners Associations (Kindergarten, Elementary, and Middle/High School). More than 90 parents participated in the organizational meeting. PaPAs officers were nominated and elected for each of the PaPAs [C2.1.3].
CHAPTER 4 - CATEGORY C | SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C2. PARENT/COMMUNITY INVOLVEMENT

C2.1 Regular Parent Involvement

FINDINGS

Articles of Association were approved by the PaPAs [C2.1.4]. The PaPAs officers were and have continued to be supported from the school, primarily through the Communications Specialist, but the PaPAs officers also have very direct access to the School Director and also have had meetings with the school’s Board of Directors [C2.1.5 and C2.1.6].

In the Spring of 2015, CIA FIRST sent a survey to parents of CIA FIRST students. The response size represents about 20% of parents. While this is generally considered to be a healthy survey response, it is likely that parents who chose to respond to the survey are also the same parents who choose to be active in other areas of school activities and support. Of the 227 responses received to the question, “The PaPAs have helped to increase/improve parents being connected to school activities and student learning” 74% responded agree or strongly agree; and 20% were neutral [C2.1.7]. In response to the question, “The PaPAs have contributed to improving the school,” 77% responded agree or strongly agree; and 17% were neutral [C2.1.8]. These survey responses clearly support that among the parents who responded the PaPAs are viewed as having made positive impacts. Sixty-six percent (66%) of parent respondents answered that they are involved in PaPAs activities. Of those respondents who are not involved with PaPAs 69% responded that they are not involved because of being busy and 32% because of language barriers [C2.1.9 and C2.1.10]. While the school cannot make parents less busy, there has been broad flexibility afforded PaPAs officers in times available for them to schedule meetings using the school campus facilities and engaging school staff. Most PaPAs meetings have occurred on Saturdays and weekday evenings.

Parent engagement in school improvements at CIA FIRST has become much more deeply institutionalized and strengthened since April 2014. In the 2015 Parent Survey 75% responded affirmatively to having been given the opportunity to be involved in the development of the SLOs [C2.1.11]. School leadership routinely engages parents in discussions around developing school policies and Parents as Partners Associations (PaPAs) have been established for Kindergarten, Elementary, and Middle/High School [C2.1.12-C2.1.13].
C2. PARENT/COMMUNITY INVOLVEMENT
C2.1 Regular Parent Involvement

The PaPAs Officers have served as advocates and communication liaisons, and have helped to promote school activities. When the 2014/2015 tuition and fees were released many parents were confused and upset by the increases in tuition and fees. The Elementary PaPAs convened a meeting to address the concerns and questions that they had about the increase. The school’s Communication Specialist was invited to attend this meeting and the PaPAs concerns were communicated to the School Director and Board of Directors (C2.1.14) and an invitation was given for a delegation of parents to meet with the Board of Directors. As a result there was a deepened understanding of the reasons for the increase in fees and also some concessions were made by the Board of Directors, which quelled further parent complaints through effective messaging and deepened understanding (C2.1.15). In a more proactive way, the PaPAs Officers were assembled for a meeting with the School Director and Communications Specialist to discuss proposed tuition increases for AY 2015/2016. Because of this meeting, the PaPAs Officers were able to clarify the reasons for the increases and express their concerns, and left the meeting with both understanding and support.

When the initial sign-up for the pilot of the school’s healthy kindergarten snack program resulted in only 17 sign-ups, the PaPAs officers called a general PaPAs meeting to discuss this topic with the parents. The Elementary PaPAs’s engagement resulted in an immediate sign-up response of 159 (C2.1.16). In both of these examples school leadership recognized that it would have been more effective and respectful to have engaged parents earlier on and, therefore, CIA FIRST continued the engagement of the Elementary PaPA more proactively when deciding to continue the pilot into the AY 2014/2015.

Parents have also been involved in many other ways at CIA FIRST. More than 20 parents were involved in the development of the digital device policy. PaPAs officers were involved in the new campus design, MAP testing information dissemination (C2.1.17), and selecting the school uniform design (C2.1.18). Two parents from the PaPAs spoke on a panel for the 2014 Spring Career Day (C2.1.19).
FINDINGS

On the CIA FIRST website’s homepage, there is a tab for Parents that includes a drop down menu with items such as PaPAs, surveys, resources, events, policies, school manual, and School-wide Learner Outcomes (SLOs). The school’s parent promotional brochure has a full page dedicated to parent engagement, promoting what research and data state in support of the benefits from parents being actively engaged with schools in support of their children’s education. A picture of the AY 2013/2014 Elementary PaPA Chairperson and a quote from him are included in that section of the brochure (C2.1.20).

In response to the question on the 2015 CIA Parent survey, “There are opportunities for me to be involved in the school’s planning process for school improvement” 66% responded agree or strongly agree; and 23% were neutral (indicating that this is an area for improvement). In response to the question, “I am given the chance to be listened to if I have any suggestion or concern related to the school,” 69% responded agree or strongly agree; and 20% were neutral. More than 80% of parent respondents replied agree or strongly agree to the survey question, “The school provides me with helpful ideas on how to support my child’s learning at home” (C2.1.21- C2.1.23).

The PaPAs have increasing value as an avenue for parents to play a critical and active role in participating in school improvements. Parental observations, candid discussion with school leadership, and collaborative strategic planning between school leadership and parents has become a norm for PaPAs operations (C2.1.24).

Parents of kindergarten students are engaged in supporting lessons at school through the “Guest of the Week” activities. These are coordinated with monthly and weekly themes at the school. A calendar of the themes is sent to parents along with an invitation to sign up for open days to be the “Guest Star of the Week”(C.2.1.25 and C.2.1.26). The Guest Star Parent will conduct activities like story-telling, introducing/teaching songs, rhymes or poems, experiments, etc. related to the theme. Guest Star Parents receive a certificate of appreciation signed by the School Director and Elementary School Principal (C.2.1.27).
C2. PARENT/COMMUNITY INVOLVEMENT
C2.1 Regular Parent Involvement

The CIA FIRST kindergarten staff publish a quarterly newsletter for parents (in both English and Khmer). The newsletter contains pictures of different kindergarten activities and a list of topics/lessons (personalized by level) \( \text{C2.1.28} \). In addition, each kindergarten teacher sends parents a weekly list of topics and lessons from their class. There is an ongoing feedback loop and collaboration with parents of EFL and Khmer curriculum students \( \text{C2.1.29} \).

The school effectively engages parents who do not speak English in the life of the school by translating many of the major communications into the most widely represented non-English languages spoken by the families at CIA FIRST, namely, Khmer and Korean. CIA FIRST translated the definition of “parent engagement” adopted by the Parent Engagement Team and the PaPAs into every language represented in the student body families \( \text{C2.1.31} \). The PaPAs Articles of Association have been translated into Khmer \( \text{C2.1.32} \). Several of the PaPAs officers are non-English speaking parents and have been active leaders in PaPAs. Khmer and Korean translators are present at PaPAs meetings.

In the Spring of 2015, the school administered a 51 question survey to parents of students at CIA FIRST; 227 responses were received. The responses to survey questions strongly indicate that effective communication channels have been established between the school and parents.

In response to the question, “The school provides me with helpful ideas on how to support my child’s learning at home” 80% responded either “agree” or “strongly agree”; 13% were neutral (“neither agree nor disagree”) \( \text{C2.1.33} \). In response to the question, “The school communicates with me about my child’s welfare and education” 90% of respondents agreed or strongly agreed; and 5% were neutral \( \text{C2.1.34} \). In response to the question, “School events and communications are conducted in a language that I understand,” 90% responded agree or strongly agree; and 7% were neutral \( \text{C2.1.35} \).
### FINDINGS

In response to the question, “The school honors individual and cultural differences,” 86% responded agree or strongly agree; and 12% were neutral [C2.1.36]. In response to the question, “The communication between me and teachers is respectful,” 96% responded agree or strongly agree; and 3.5% were neutral [C2.1.37]. In response to the question, “The communication between me and non-teaching staff is respectful,” 89% responded agree or strongly agree; and 8% were neutral [C2.1.38].

In response to the question, “There are opportunities for me to be involved in the school’s planning process for school improvement,” 66% responded agree or strongly agree; and 23% were neutral (indicating that this is an area for improvement) [C2.1.39]. In response to the question, “I am given the chance to be listened to if I have any suggestion or concern related to the school,” 69% responded agree or strongly agree; and 20% were neutral [C2.1.40].

In response to the question, “The PaPAs have helped to increase/improve parents being connected to school activities and student learning,” 74% responded agree or strongly agree; and 20% were neutral [C2.1.41]. In response to the question, “The PaPAs have contributed to improving the school,” 77% responded agree or strongly agree; and 17% were neutral (indicating that the PaPAs have been a positive addition to the school and should be continued) [C2.1.42]. Sixty-six percent (66%) of parent respondents answered that they are involved in PaPAs activities [C2.1.43]. Of those respondents who are not involved with PaPAs, 69% responded that they are not involved because of being busy and 32% because of language barriers [C2.1.44].

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</tbody>
</table>
C2. PARENT/COMMUNITY INVOLVEMENT

C2.2 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?

<table>
<thead>
<tr>
<th>EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td>C2.2.1 MyTeb Agreement</td>
<td>The school use of community resources to support students is very effective. There is, however, still room for growth in establishing community partnerships that focus on priorities reported by parents, namely discounted medical services and school supplies; and continuing to form university partnerships.</td>
</tr>
<tr>
<td>C2.2.2 Partnership agreement with Hang Neak Dental Clinic</td>
<td>In the past year, the school has established partnerships with businesses in Phnom Penh, which are supportive of the educational success of the students at CIA FIRST. The school has also established partnerships with universities both in Cambodia and abroad – in order to increase university awareness about the high quality of education and university-preparedness of CIA FIRST graduates, as well as to improve student awareness of universities and increase access to students through partnership agreements for discounted tuition. The school hosted visits from colleges/universities to meet with students on campus and hosted a UK College Fair. With the implementation of the school’s digital device policy the school has been able to offer discounted digital tablets that also come with extended warranties. The school has also surveyed parents for their input on what universities and community partnerships would be most helpful to them.</td>
</tr>
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</table>

The school adopted a digital device policy, which gives students the ability to download multiple texts onto a tablet and in support of this new policy CIA FIRST entered into a partnership with MyTeb, a store in Phnom Penh that sells tablets. Through this partnership students at CIA FIRST are able to purchase tablets at a discount and MyTeb has also extended their warranty period on the tablets to those who purchase a tablet through the partnership discount (C2.2.1).

A monthly report from the School Nurse indicated that there were four students who reported to the nurse with tooth aches and/or missed school because of tooth aches. The school completed a partnership with a dental clinic located near to the school. The partnership agreement gives students and staff at CIA FIRST free and greatly discounted services (C2.2.2).
The clinic had 4 - 5 dentists set up exam chairs at both campuses 1 and 2 and conduct free dental exams for students who had signed parent permission slips; 125 elementary students and 42 middle/high school students received complimentary dental exams on campus (C2.2.3). The clinic also provided follow-up recommendations when such services were indicated (C2.2.4).

CIA FIRST has continued with the Rotary Club partnership for the Interact Club. This club gives CIA FIRST students exposure to business leaders in the community, and students learn how to complete a community needs assessment and to develop and execute a plan for fundraising to support organizations who are supporting work in alignment with the research that the students have done on needs in the community.

The school is currently pursuing a partnership with Monument Books and Kid City. These partnerships will give CIA FIRST families discounts on books and entry into Kid City, which has top-quality exercise activities and an interactive science learning floor.

CIA FIRST has established and continues to pursue partnerships with universities locally and abroad (C2.2.5). These partnerships build stronger name recognition and respect for CIA FIRST and the school’s graduates among the universities where the graduates are likely to apply. Through these partnerships, CIA FIRST invites universities to provide promotional materials and to visit campus to speak with CIA FIRST students about the options they have for studies after CIA FIRST, allowing students to discover the schools which are most closely aligned to their career goals. Through the partnership that CIA FIRST has with American University of Phnom Penh, students were invited to a special lecture by a Singaporean Professor and expert on Global Economy. Eight CIA FIRST students attended this lecture and they were recognized by the AUPP Vice President of Academic Affairs in her opening comments.
C2. PARENT/COMMUNITY INVOLVEMENT
C2.2 Use of Community Resources

The school regularly hosts university recruiters to present to students [C2.2.6-C2.2.7]. On February 5, 2015, CIA FIRST hosted a UK college fair [with 15 colleges based in the UK present]. This was attended by all CIA FIRST students in grades 10 - 12. Springboard4Cambodia also set up a table to promote their free IELTS support and testing centre [C2.2.8- C2.2.9]. Through the partnership with American University of Phnom Penh, CIA FIRST students have been invited to attend special lecture events that have included the US Ambassador to Cambodia, a world-renowned economist, and a panel of ASEAN integration experts.

In the Spring of 2015, CIA FIRST sent a survey to parents of CIA FIRST students; 227 responses were received. One of the questions asked parents for their input into the community partnerships that CIA FIRST should seek to establish. The top three areas that parents reported they would benefit most from were school supplies, medical services, and dental services [C2.2.10].

Parent responses in the 2015 survey also support that the university and community partnerships are perceived by parents to be helpful. In response to the question, “University partnerships have been or will be useful to me and my family” 88% responded agree or strongly agree and 9% were neutral [C2.2.11]. In response to the question, “Community partnerships have been or will be helpful to me and my family,” 81% of respondents agreed or strongly agreed; and 15% were neutral [C2.2.12].
With regard to communication with parents about SLOs and standards, CIA FIRST implements many strategies for sharing SLOs with parents and the school has included parents, teachers, and the broader school community in developing the SLOs. The SLOs are posted on the school’s website. The SLOs are spoken of in Parent Teacher Student Conferences (PTSCs) where teachers also speak with parents about their children’s progress on achieving standards. While global competency is often mentioned, most parents are not familiar with the matrix that is used for measuring a student’s global competency. Moving forward, the school will strengthen efforts to better inform community members and university partners of CIA FIRST SLOs and standards. This will help to ensure better alignment in values with partners and help to brand. Moreover, this will potentially result in helpful input regarding how to improve the SLOs.

In the Spring of 2015, CIA FIRST issued a Parent Survey. Three-quarters of the respondents answered that they have been given the opportunity to be involved in the development of the SLOs [C2.3.1]. In response to the survey question about the school informing parents on the progress their child is making towards achieving the SLOs, 77% agreed or strongly agreed, while 17% were neutral. School leadership routinely engages parents in discussions around developing school policies [C2.3.2].

One example of how parents have been involved in school curricular decision-making is the meeting that was held for high school parents to inform about the school’s consideration of Cambridge As, IB, and AP [C2.3.3 - C2.3.5]. Parents are also informed about student academic progress measurements through PaPAs meetings [C2.3.6].
**C2. PARENT/COMMUNITY INVOLVEMENT**

**C2.3 Parent/Community and Student Achievement**

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td><strong>C2.3.7</strong> Community Survey 2015</td>
<td>At the beginning of AY 2015/2016 CIA FIRST will be issuing a survey to community members (other schools, businesses, and universities) to inquire about how CIA FIRST can best communicate with and involve these community members in the work of the school [C2.3.7]. CIA FIRST will also be issuing a survey to parents at the beginning of AY 2015/2016 seeking input on how to improve communication between parents and the school and also to ask about parent ideas on engaging the community [C2.3.8]. CIA FIRST regularly engages community resources to support the major annual school events (Family Day, Human Rights Day, and International Children’s Day). These resources include, but are not limited to the school’s university and community partners [C2.3.9].</td>
</tr>
<tr>
<td><strong>C2.3.8</strong> Parent Communication Survey 2015/16</td>
<td></td>
</tr>
<tr>
<td><strong>C2.3.9</strong> International Children’s Day 2015 outline of sponsor involvement</td>
<td></td>
</tr>
</tbody>
</table>
C2. PARENT/COMMUNITY INVOLVEMENT
C2.1 - C2.3 Conclusions

AREAS OF STRENGTH

C2.1 Regular Parent Involvement

- The Parents as Partners Associations have been very successful, especially the Elementary PaPA, which has been very proactive and has strong leadership with many active participants.
- Several new partnerships with universities and local community businesses strengthen the supports available to support student success.
- A high percentage of parents who responded to the 2015 Parent Survey agree or strongly agree that the school events and communications are conducted in a language that they understand. (Although, it is likely that the parents who replied to the survey are those who generally understand school communications.)

AREAS OF GROWTH

- Be more proactive in engaging parents, especially non-English speaking parents, through a variety of methods (based upon their preferences); supporting them as effective advocates and leaders.
- Engage bi-lingual staff to assist in outreach and empowerment of non-English speaking parents.
- Try innovative ways of improving communication with all parents about the work of PaPA’s. (Ex: Communications Liaisons, PaPA Newsletters, PaPA representatives speaking at CIA FIRST events – e.g. Family Day).

C2.2 Use of Community Resources

- CIA FIRST has established many new and relevant partnerships with universities and local community businesses - strengthening the supports available to support student success.
- The 2015 CIA Parent Survey indicates that the vast majority of parents view these partnerships as being helpful.

- Continue to establish more community and university partnerships – focused more acutely on the priorities reported by parents in the 2015 Parents Survey.
C2. PARENT/COMMUNITY INVOLVEMENT

C2.1 - C2.3 Conclusions

AREAS OF STRENGTH

C2.3 Parent/Community and Student Achievement

- A high percentage of parents have been actively engaged with the school on a broad range of activities – including policies, events, guest teaching, and PaPA leadership.
- New partnerships with universities and local community businesses strengthen the supports available to support student success.
- A significant percentage of parents report having been offered the opportunity to contribute to the development of SLOs.
- The school has become more proactive in engaging parents in a wide range of areas.
- Community and University partners and local community non-partners regularly have a presence in CIA FIRST events.

AREAS OF GROWTH

- The community and university partners have not been involved in development of school policies and the SLOs. The school will focus on innovative ways to seek deeper engagement of community and university partners beyond a quid pro quo exchange (such as the school promoting a business in exchange for the CIA FIRST students to receive discounts with the business); and to invite these partners to contribute to school improvements, policies, and SLO’s.
- Begin including CIA FIRST SLOs into partnership agreements and invite discussion with community and university partners/potential partners. Include SLOs more prominently in written and oral communications (such as promotional materials and in school/community events – and what has recently been implemented by printing a short version of the SLOs in both Khmer and English in the Student Notebooks).
D1. RESOURCES

D1.1 Allocation Decisions

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

Prompt: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

To a great extent, CIA FIRST allocates resources to meet the school’s vision, mission, school-wide learner outcomes, critical learner needs, and academic standards. This is done through a collaborative process involving teachers, subject coordinators, the curriculum coordinator, and the Board of Directors (BoD). However, with the recent adoption of new standards and SLOs, there has been little opportunity to track the impact of recent allocations on student learning.

AY 2014/2015, with the introduction of new SLOs focusing on information gathering and critical analysis, Common Core State Standards with reading range benchmarks and individualized reading plans, and new ISTE student digital literacy standards (specifically domain 3, Research and Information Fluency), CIA FIRST allocated a sizeable portion of resources to strengthening the school’s library and information systems, purchasing Follet Destiny and an e-Library linked to the school website, 10 networked computers in the MS and HS library, and four networked computers in the ES library. During this process, the School Media Specialist collaborated with subject coordinators to stock the library with relevant literature. The leadership team created a five-year plan for continuous improvement (D1.1.1), and a one-year budget was approved and library resources were purchased (D1.1.2). As part of CIA FIRST’s Digital Classroom Project, the school financed the design and building of the ICT infrastructure (D1.1.3). Through the ICT infrastructure, students are able to use their digital devices in class to access myriad educational resources, work collaboratively through educational platforms, and complete performance tasks in all subject areas via school Wi-Fi and LAN connections.

During the curriculum review cycle, after adopting the NCCAS standards for Visual and Performing Arts in AY 2015/2016, a lack of arts resources was identified. The BoD approved a draft budget plan and the arts resources were purchased (D1.1.4).

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<th>EVIDENCE</th>
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<tbody>
<tr>
<td>D1.1.1</td>
<td>Library 5 year plan</td>
</tr>
<tr>
<td>D1.1.2</td>
<td>Library budget approval</td>
</tr>
<tr>
<td>D1.1.3</td>
<td>ICT expenditure 2014/2015</td>
</tr>
<tr>
<td>D1.1.4</td>
<td>Visual and Performing Arts budget plan</td>
</tr>
</tbody>
</table>

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CHAPTER 4 - CATEGORY D | RESOURCE MANAGEMENT & DEVELOPMENT

D1. RESOURCES
D1.1 Allocation Decisions

FINDINGS

With the adoption of the NGSS standards, CIA FIRST identified the need for students to conduct more hands-on experiments. The physical resources [D1.1.5] to conduct these experiments were identified and a budget was developed and approved by the BoD [D1.1.6]. Science labs for both elementary and middle school were planned, set up, and outfitted to the subject coordinators’ and teachers’ specifications based on SLOs and units designed to meet academic standards.

CIA FIRST purchased robotics kits for middle and high school classes, which have been incorporated into the AY 2015/2016 ICT curriculum in order to help students in achieving SLOs and academic standards [D1.1.7]. This purchase is considered a long-term benefit to student learning based on the GAP analysis for ICT. CIA FIRST is now better equipped to aid students in achieving CSTA standards 3B-5, 3A-10, 2-8 and 2-7 and ISTE standards a, b, c and d [D1.1.8-D1.1.9].

In order to coordinate resource allocation in accordance with subject-specific standards and SLOs, CIA FIRST created a new criteria to be incorporated into the Master Resource Plan. When requesting that resources be allocated for a specific purchase, Subject Coordinators describe and document what standards and SLOs the purchase will aid in helping students to achieve. This additional resource allocation criteria will be implemented in AY 2015/2016 [D1.1.10].

AY 2015/2016, CIA FIRST will implement a plan to track resource allocation in terms of SLO achievement, with further plans to create enhancements to OpenSIS in order to track student achievement of specific standards [D1.1.11].

EVIDENCE

D1.1.5 Science Resource List
D1.1.6 Science Lab budget
D1.1.7 Hummingbird robotics email
D1.1.8 CSTA standards
D1.1.9 ISTE standards
D1.1.10 Resource List from Academics via Google Drive
D1.1.11 SAP Goal 3
D1. RESOURCES

D1.2 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.

Prompt: Evaluate the school’s processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

CIA FIRST has effective financial practices. The accounting department uses a set of common methods or standard operating procedures for carrying out accounting, financial reporting, budgeting, and other activities related to school business finances.

CIA FIRST produces the following financial documents which are available to the WASC committee from the accounting department: audits, 1, 3, and 5 year budget plans, annual cash flow, recruitment, balance sheets, future forecasts, asset management, and other general accounting practices that ensure security and integrity of the school’s fiscal situation is not mishandled.

Beginning Summer 2015, processes for developing the budget have become more collaborative, involving input from the Academic Leadership Team in increasing certain areas of the school’s operating expenses (D1.2.1).
CHAPTER 4 - CATEGORY D | RESOURCE MANAGEMENT & DEVELOPMENT

D1. RESOURCES

D1.3 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.

*Prompt:* Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools’ mission, desired learner goals and educational program.

### FINDINGS

CIA FIRST has made significant progress with regards to facilities and new campus development since the last full self-study in 2013.

AY 2014/2015, CIA FIRST’s new campus, Campus 2, housed middle school (MS) and high school (HS). It will house elementary school (ES), MS, and HS in AY 2015/2016. Kindergarten is still housed in the old campus, Campus 1. The construction of the kindergarten section in Campus 2 will begin October 2015 and is planned to be ready to house kindergarten in September 2016. CIA FIRST’s development master plan extends over a 3.2 hectare plot of land in a way that is conducive to student learning [D1.3.1]. Sports facilities, swimming pools, and the school canteen are located in the center of the campus for ease of access to extra-curricular activities, while buildings for classrooms and administration surround them. A surrounding walkway, starting at the security checkpoint, connects the planned kindergarten building, administration building, ES building, playground, and MS and HS building and provides easy access for fire engines to reach any area of the school in case of a fire emergency.

The critical points raised in the last full visit in 2013 have all been addressed in the new campus. Classroom size has been increased from 30 to 51 square meters (by 70%). Air-conditioning power has been increased from 1.8 HP on average to 4 HP-Daikin in all classrooms (by 122%) [D1.3.2]. Fire evacuation routes are incorporated into the architecture of the new campus: three accesses to each floor of each school building [D1.3.3]. Although the old campus’ architecture does not meet international standard, classroom size has been enlarged by merging rooms, air-conditioning has been increased, and fire escape stairs have been installed, so that the campus can host the kindergarten section in AY 2015/2016 before moving to the new facilities in Campus 2 in September 2016 [D1.3.4].

The new campus consists of two libraries, one for MS and HS and another for ES. In addition to original resources from various sources, including Follet Destiny and an e-Library linked to the school website, the MS and HS library contains 10 networked computers and the ES library contains four. Additionally, the MS and HS building and the ES building each contain a teachers’ room with 10 computers.

### EVIDENCE

- D1.3.1 New Campus Master Plan
- D1.3.2 Standard Classroom Floor Plan and AC Units
- D1.3.3 Building A and B Floor Plan
- D1.3.4 Campus 1 Floor Plan SY 2015/2016
D1. RESOURCES
D1.3 Facilities

Other important facilities include 9 ICT labs, 3 science labs, 3 music rooms, 4 art rooms, 1 PE/gym room, 1 yoga room, 1 judo room, a soccer pitch, a basketball/volleyball court, a 1,000 square meter play area, a canteen, a 25-meter swimming pool with another small pool close by, 2 level security checkpoint, and a parking area with a capacity of 98 cars and 380 motorbikes. These have been determined to be more than adequate for the current number of students.

Additional aspects of safety and security, such as a fire hose reel, fire extinguishers, smoke detectors, automatic fire alarms, public address system, and CCTV, are functional and well-maintained. The number of toilets, urinals, lavatories, and drinking fountains in the new campus exceeds the 2013 California Plumbing Code requirements published by the website of California Department of Education. Furthermore, internet safety and security is in place via a robust infrastructure including Dell firewall and high-speed internet. Wi-Fi access is available in all classrooms and corridors where BYOD (Bring Your Own Device) applies.

The school community’s perception of CIA FIRST facility safety is generally positive, with approximately 74% agreeing or strongly agreeing that they feel the school is safe. However, a general cleanliness approval rating of 62%, a bathroom rating of 46%, and a canteen rating of 38% have prompted the school to take immediate measures towards improvement.

As a result, another canteen survey was conducted and the results have been communicated to the independent canteen contractor for improvement purposes. The school recognizes that efforts have to be made in this matter. This perception survey data serves as a baseline, and another round of surveys is planned to take place in AY 2015/2016 in order to verify progress.

Construction of an indoor sports complex and “Think Tank” building, including additional libraries, labs, music/art rooms, and auditorium, are planned to begin once the kindergarten building is completed. Shade for the walkway around the campus is in discussion among parents, school administration, the architect, and the Board of Directors.

EVIDENCE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>D1.3.5</strong> Bathroom and Drinking Fountains Comparison to CDoE Standards</td>
</tr>
<tr>
<td>Other important facilities include 9 ICT labs, 3 science labs, 3 music rooms, 4 art rooms, 1 PE/gym room, 1 yoga room, 1 judo room, a soccer pitch, a basketball/volleyball court, a 1,000 square meter play area, a canteen, a 25-meter swimming pool with another small pool close by, 2 level security checkpoint, and a parking area with a capacity of 98 cars and 380 motorbikes. These have been determined to be more than adequate for the current number of students.</td>
</tr>
<tr>
<td><strong>D1.3.6</strong> Parents survey results: parent_safety_survey.xls</td>
</tr>
<tr>
<td>Additional aspects of safety and security, such as a fire hose reel, fire extinguishers, smoke detectors, automatic fire alarms, public address system, and CCTV, are functional and well-maintained. The number of toilets, urinals, lavatories, and drinking fountains in the new campus exceeds the 2013 California Plumbing Code requirements published by the website of California Department of Education. Furthermore, internet safety and security is in place via a robust infrastructure including Dell firewall and high-speed internet. Wi-Fi access is available in all classrooms and corridors where BYOD (Bring Your Own Device) applies.</td>
</tr>
<tr>
<td><strong>D1.3.7</strong> Canteen Committee Meeting Minutes and Canteen Survey Result: canteen_cleanliness.xls</td>
</tr>
<tr>
<td>The school community’s perception of CIA FIRST facility safety is generally positive, with approximately 74% agreeing or strongly agreeing that they feel the school is safe. However, a general cleanliness approval rating of 62%, a bathroom rating of 46%, and a canteen rating of 38% have prompted the school to take immediate measures towards improvement. As a result, another canteen survey was conducted and the results have been communicated to the independent canteen contractor for improvement purposes. The school recognizes that efforts have to be made in this matter. This perception survey data serves as a baseline, and another round of surveys is planned to take place in AY 2015/2016 in order to verify progress.</td>
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D1. RESOURCES

D1.4 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.

_Prompt:_ Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction. Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

**FINDINGS**

CIA FIRST has an effective procedure in place for acquiring and maintaining adequate instructional materials and equipment in terms of collaboration, transparency, and timeliness. However, linkage between instructional materials and equipment towards achievement of SLOs, academic standards, and CLNs has to be tracked from the currently available baseline data.

The school has a procurement policy, which ensures that acquiring materials and equipment is done in a timely and transparent manner.

Small orders can be placed by each teacher to the Academic Supervisor or Principal on a daily basis (D1.4.1).

For major orders, a yearly ordering process is in place (D1.4.2). Teachers work on the order list according to student number projections and the curriculum review cycle. The order list is then moved to the School Director and BoD for approval before final quotations are completed by the School Administration Department. The school has worked directly with publishers for digital resources and trusted local providers for physical resources.

General study materials and equipment are ordered by the relevant academic team with coordination and review by the Curriculum Specialist. This process makes the teachers happy with what is provided. The teaching staff survey shows that 82% of the 157 respondents agreed and strongly agreed that the resources provided by the school enable them to focus on students accomplishing the SLOs (D1.4.3). In addition, review by the curriculum and professional learning coordinator ensures that all resources purchased contribute to student attainment of the SLOs.

CIA FIRST made significant ICT financial purchases through the Digital Classroom Project for the new campus (D1.4.4). This is reflected in positive survey results from MS and HS: 76% of the 238 MS and HS students agreed and strongly agreed that teachers use technology in such a way that helps them learn (D1.4.5). However, at the ES level, only 56% of students agreed or strongly agreed that teachers use technology that helps them learn (D1.4.6). This will be addressed through classroom observations at the ES level.
D1. RESOURCES

D1.4 Instructional Materials and Equipment

**EVIDENCE**

**FINDINGS**

<table>
<thead>
<tr>
<th>D1.4.7</th>
<th>Resource List from Academics via Google Drive</th>
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<tbody>
<tr>
<td></td>
<td>The order list that was put up by teachers in Google Drive sharing platform contains a column that links each item to SLOs and standards (D1.4.7). This link will be used to track the effectiveness of purchases in terms of student achievement data. Purchase, in Summer 2014, of Common Core aligned math textbooks (Go!Maths) and ELA literature books aligned to grade-level Lexile reading levels has been linked to standards, but more data is needed before an accurate assessment of growth in student achievement based on these purchases can be carried out.</td>
</tr>
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D1. RESOURCES

D1.5 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.

Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.

FINDINGS

In order to enhance student learning, CIA FIRST is dedicated to hiring the most qualified teachers available and developing existing teachers. The school has allocated numerous resources to accomplish this, including the increasing of teacher salaries, the increasing of the recruiting and advertising budget, and the increasing of the professional development budget (D1.5.1).

The minimum entry salary for an international teacher has been raised by 25% since AY 2013/2014. The maximum entry salary for an international teacher has been raised by 13% in the same time period (D1.5.1.1).

CIA FIRST has procured advertising space on an international educator website (D1.5.2) to recruit candidates for available positions at the school. As an incentive to attract well-qualified staff, CIA FIRST is offering a competitive salary (increased from previous years) and has introduced a relocation allowance. The school is currently partnered with Independent Property Services (IPC) (D1.5.3) to assist new staff members who are relocating to Cambodia in acquiring adequate housing in the area. IPC will be giving a presentation during the induction week and arranging for actual visitations for those interested. CIA FIRST is in negotiations with insurance companies regarding health insurance pricing and policies. The school plans to offer assistance in payments to all interested staff members. The school currently has a limited health insurance coverage policy that includes travel to and from the campus.

Professional Development (PD) at CIA FIRST has been evolving since the WASC visit in AY 2013/2014. The school has appointed a Professional Learning Coordinator. The Coordinator, in turn, has developed an additional induction week of PD for new teachers. This PD session is based on the principles of school-wide unit planning strategy Understanding by Design (UbD). The Professional Learning Coordinator attended a seminar on UbD unit planning and Schooling by Design sponsored by the school’s Professional Development Budget. The new teachers are introduced to these philosophies and how they are implemented through CIAFIRST school-wide learner outcomes and subject-specific standards.

EVIDENCE

<table>
<thead>
<tr>
<th>D1.5.1</th>
<th>Recruiting and Advertising Budget</th>
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<tr>
<td>D1.5.1.1</td>
<td>Salary Data Available upon Request</td>
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<td>D1.5.2</td>
<td><a href="http://www.tieonline.com">www.tieonline.com</a></td>
</tr>
<tr>
<td>D1.5.3</td>
<td><a href="http://www.ips-cambodia.com">www.ips-cambodia.com</a></td>
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D1. RESOURCES
D1.5 Well-Qualified Staff

The Professional Development Budget has also been increased for AY 2015/2016. With these funds, CIA FIRST purchased ASCD (Association for Supervision and Curriculum Development) in Focus to facilitate the dialogic video cycle for internal PD workshops (D1.5.4).

Over the course of each school year, all staff members are required to attend the scheduled PD workshops offered. These workshops vary in nature and are conducted each semester. CIA FIRST conducted numerous PD workshops during AY 2014/2015 (D1.5.5).

The second phase of induction week is for all staff members, and there are a variety of different sessions that each teacher must attend. These sessions are instructed by staff members under the guidance of the Professional Learning Coordinator.

With regards to resources for staff development in staff members’ professional careers, the Board of Directors has approved financial assistance for selected teachers with three or more years with the school to undertake a Postgraduate Certificate in Education (International) (PGCEi) through Nottingham University, United Kingdom. For AY 2015/2016, there are four selected teachers that will be attending the course in October with financial assistance from the school for tuition fees. Each subsequent year, an additional four teachers will take the course.

CIA FIRST is committed to the retention of current teachers and is allocating financial resources to achieve this. Each year the Board of Directors approves a salary increase for the staff based on observations and performance. The school also offers other incentives to retain current staff members. The school reimburses the cost of visas for staff members after they have been contracted at the school for three years. Percentage-based tuition discounts for children of staff based on how many years the staff member has worked at the school are available.

The effects of these improvements can be tracked through international faculty retention rates over the past five years, AY 2010/2011 – 2014/2015 (D1.5.6).
D1. RESOURCES
D1.1 - D1.5 Conclusions

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<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
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**D1.1 Allocation Decisions**

- Collaborative decision making process
- Academic Leadership, School Level Coordinators, and Subject Coordinators involvement in the allocation process
- Improving the tracking process for effectiveness of resources in regards to student achievement
- Completion of the related standards to resources column in the Master Resource List
- Meeting minutes for the collaborative decision making process

**D1.2 Practices**

- Transparent financial practices
- Secure financial practices
- Cleanliness of the toilets
- Cleanliness of the canteen
- Kindergarten is not yet moved to Campus 2
- Construction completion

**D1.3 Facilities**

- More than adequate learning facilities
- Safety and security of the campus
- Technology facilities
- Linking resource purchases to standards and SLOs is being done; however, tracking will be better implemented.

**D1.4 Instructional Materials and Equipment**

- Collaboration among teachers for choosing the instructional materials and equipment.
- Transparent and timely process of order and delivery.
- Improved health insurance plan
- Evacuation plan due to failed health or other unforeseen circumstances
- Continued Professional Development
- Teacher retention incentives

**D1.5 Well-Qualified Staff**
D2. RESOURCE PLANNING

D2.1 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 schoolwide learner outcomes and academic standards.

*Prompt:* Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school’s vision, mission, and student learning.

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<th>EVIDENCE</th>
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<tr>
<td>D2.1.1</td>
<td>The process for regular examination of the long-range plan, CIA FIRST Master Resource Plan, ensures the continual availability of appropriate resources that support the school’s vision, mission, and student learning.</td>
</tr>
<tr>
<td>D2.1.2</td>
<td>In AY 2014/2015, the school leadership refined the long-range planning process as mentioned in the school by-laws, and the result is stated in the new planning policy (D2.1.1).</td>
</tr>
<tr>
<td>D2.1.3</td>
<td>The long-term plan of CIA FIRST consists of a compilation of plans in a Master Resource Plan. This plan contains the School Expansion Plan, the ICT Plan, and the Professional Development and Recruitment Plan (D2.1.2).</td>
</tr>
<tr>
<td>D2.1.4</td>
<td>The school has also created a 3-year budget plan which is updated yearly. The 3-year budget plan has been in place since AY 2014/2015 and is aligned with the School Expansion Plan. The current 3-year budget plan encompasses the years until the finalization of new campus development, which is scheduled for 2018. This budget plan includes the costs for the construction and equipment of the new school buildings, the ICT infrastructure, the development of the library and the science labs, and the EFL support program. All the information to form this budget plan is based on proposals initiated and submitted by the academic staff in charge. The main assumptions for revenue and operational expenses are based on historical data in conjunction with student population growth forecasts (D2.1.3).</td>
</tr>
</tbody>
</table>

The review process for the School Expansion Plan, the 3-year budget plan, and complementary plans is integrated into the school’s operation and development calendar (D2.1.4). This review process has just recently been established and an evaluation of its effectiveness will be completed in the near future.

Currently, development of student support systems is not a part of the 5-year plan. Moving forward, this will be included.
D2. RESOURCE PLANNING

D2.2 Use of Research and Information

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

**Prompt:** To what extent do the school leadership and staff use research and information to develop the long-range plan?

**FINDINGS**

CIA FIRST effectively uses research and information to inform the long-range Master Resource Plan.

With regard to the School Expansion Plan, the architect and the construction team have developed the architectural and engineering plans according to international standards. In terms of details about the physical learning environment, the school leadership refers to the recommendations listed in Teaching with the Brain in Mind, 2nd Edition by Eric Jensen, Chapter 6.

With regard to the science laboratory set-up and equipment, the budget is based on a proposal by the science team and based on recommendations for high school science labs by the California Science Teachers Association (D2.2.1) adapted to availability and the 3-year plan.

With regards to the development of the library, there was a broad strategy focused on purchasing appropriate reading materials for English language learners. This involved buying books that were at the appropriate level of complexity, and that had subject material that would be of interest to students. Purchases of fiction books were based on educational research (D2.2.2-D2.2.4) and in accordance with the Lexile Framework for Reading (D2.2.5) and student Lexile ranges from MAP data. Graphic novels and TumbleBook subscriptions were bought based on research that shows their efficacy in teaching ELL students (D2.2.6).

To develop the ICT infrastructure, the school employed IT consultants to evaluate requirements and provide recommendations. All of the recommendations were implemented, and future planning and expansion of the infrastructure is based on this report and experience using the equipment.

**EVIDENCE**

D2.2.1

D2.2.2
http://www.usc.edu/dept/education/CMMR/543/543rujoResearchReadingELLS.pdf

D2.2.3

D2.2.4
http://esl.fis.edu/teachers/support/naldic.pdf

D2.2.5
http://www.rasch.org/pm/pm1-09.pdf

D2.2.6
D2. RESOURCE PLANNING
D2.2 Use of Research and Information

EVIDENCE

FINDINGS

The Recruitment Plan is based on an analysis of historical student population drop and enrolment data as well as aspects of educational program development guided by the SLOs and critical learner needs. The recruitment of ELA co-teachers and EFL support class teachers in AY 2014/2015 is an example of this. Use of information from the analysis of student achievement data is planned for AY 2015/2016.

Recruitment sources are identified through extensive online research by the HR Officer, the academic leadership team, and by networking with other international schools.

Through planned membership in EARCOS, the school leadership expects to explore further recruitment sources to add to the Recruitment Plan.


The curriculum review and Data-driven Improvement Cycle are based largely on the work of Helen Timperley, specifically Using Assessment Data for Improving Teaching Practice; Promoting Professional Learning: Using the Inquiry and Knowledge Building Cycle; and Achieving School Improvement through Challenging and Changing Teachers’ Schema.
D2. RESOURCE PLANNING

D2.3 Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school’s future planning.

FINDINGS

Involvement of stakeholders has been effective in three key areas for future planning: designing of facilities, designing of curricula, and designing of ICT infrastructure. Stakeholders include the Board of Directors (BoD), teachers, school leaders, and parents.

Students, parents, teachers, and school leaders have played and continue to play a part in selecting and designing CIA FIRST facilities, including such features as sports areas, furniture, and classroom layouts (D2.3.1).

The science lab, built in 2014, was designed by science subject coordinators and science teachers, and a 5-year budgetary plan was created breaking down what is required per year by the high school science coordinator (D2.3.2-D2.3.3).

As regards the designing of curricula, the curriculum coordinator is responsible and accountable for future planning of the school curriculum. With his guidance, Subject Coordinators write and revise unit plans throughout the year. Meetings are scheduled with teachers per subject to continually discuss and develop the content of each unit with Subject Coordinators and the Curriculum Coordinator. A more detailed description of this process can be found in WASC Category B reports - Curriculum instruction and Assessment.

CIA FIRST consults with the Parents as Partners Associations regarding future planning of the school, including the direction of the MS and HS Curriculum, AP examination courses (D2.3.4), and a 5-year plan for the development of the library. More detailed documentation specifically regarding parent involvement can be found in WASC Category C Criteria 2 –Parent Community Involvement.

With the backing of the BoD, the ICT department created the ICT infrastructure for the new building (D2.3.5). This is covered in more detail in WASC Category B reports - Curriculum instruction and Assessment.
D2. RESOURCE PLANNING

D2.4 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.

**Prompt:** Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.4.1 Student Enrollment Numbers since 2004</td>
<td>CIA FIRST has increased student enrollment from 119 students in 2004 to 1420 students in the last academic year 2014/2015 (D2.4.1). The school Board of Directors have been informed about the need to inform the public and appropriate government authorities should the school come into circumstances of financial need (D2.4.2).</td>
</tr>
<tr>
<td>D2.4.2 Email</td>
<td>With regards to informing the appropriate government organizations (in Cambodia’s case the Ministry of Education (MoE)), the design and organization of the international curriculum does not fall under the jurisdiction of the MoE. CIA FIRST is a private school and does not rely on financial help from the MoE. CIA FIRST makes a healthy profit based on annual adjustments to its registration, enrollment, and tuition fees (D2.4.3) and has increased student numbers each year.</td>
</tr>
<tr>
<td>D2.4.3 CIA FIRST tuition fees 2015/2016</td>
<td>CIA FIRST uses the appropriate channels to keep the public informed of the school’s financial needs. 7 June 2014, a proposal was sent to the Parents as Partners Association (PaPA) from the Board of Directors (BoD) and leadership team outlining a proposal to increase tuition fees (D2.4.4) based on the criteria from the CIA FIRST Master Expansion Plan (MEP) (D2.4.5), CIA FIRST School Development Investments (SDI) (D2.4.6), and CIA FIRST Challenges 2015 and Beyond documents (D2.4.7). 11 June 2014, a reply from the PaPAS was sent to the BoD and school leadership outlining their concerns and points to note regarding fee increases across the board (D2.4.8). 16 June 2014, a subsequent reply was sent from the BoD and school leadership to PaPA justifying the fee increases (D2.4.9). 2 May 2015, the PaPA officers met with the school director to discuss recommended school fee increases for 2015/2016 (D2.4.10).</td>
</tr>
</tbody>
</table>
Communication between the accounting department and parents occurs at the end of June and at the beginning of July before the school year to notify them that tuition fees are due for the upcoming school year and discounts that are available. An official letter is sent to the parents, an SMS text is sent, and then reminders are sent accordingly (D2.4.11).

**FINDINGS**

**EVIDENCE**

D2.4.7
CIA FIRST
Challenges 2015 and Beyond

D2.4.8
Reply from PaPA
Regarding Increased Fees

D2.4.9
A Subsequent
Reply from BoD
and Leadership

D2.4.10
Proposed Increase
in Tuition Fees
2015/2016

D2.4.11
Sample Request
for Tuition Fees
D2. RESOURCE PLANNING

D2.5 Marketing Strategies

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

**Prompt:** How effective are the marketing strategies to support the implementation of the developmental program?

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**EVIDENCE**

**D2.5.1**
Student Enrollment Since 2004

**D2.5.1.1**
Marketing Plan 2014-2016

**D2.5.2**
http://ciaschool.edu.kh/cia-first/mission-vision/

**D2.5.3**
CIA FIRST facebook page www.facebook/ciafirstinternationalschool

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**FINDINGS**

CIA FIRST’s marketing strategies are very effective in supporting the implementation of the developmental program. The school has started to collect data in order to measure the effectiveness of marketing tools in place.

One way to assess the effectiveness of marketing for the school is by measuring the increase in new enrollments over time [D2.5.1].

The CIA FIRST Marketing Plan and Strategy detail what positive action has been taken by the school to put CIA FIRST on the map of successful schools in Phnom Penh. Several marketing tools have been used to establish CIA FIRST as a very influential school that prides itself on its slogan “New heights of Achievement” [D2.5.1.1].

CIA FIRST’s marketing strategy is mainly based on an “in-house” marketing approach, which can be best described as word-of-mouth marketing (WOMM). The Vice-Chairman of the Board of Directors, according to Section VII B. Nr.4 of the By-Laws of the Board of Directors, is in charge of the planning and implementation of the marketing strategy.

A core part of the school’s marketing strategy is to involve the school community in promoting an education that is driven towards the SLOs, indirectly relating to wider society in topics strongly related to the school’s Mission and Vision [D2.5.2], SLOs and the school’s monthly themes, such as road safety, environmental care, human rights, healthy living practices, and support for the disadvantaged members of the community.

In the past few years, the use of Facebook has become extremely popular among Cambodians of all ages. Affordable smart phones, tablets, and excellent and very affordable internet coverage in Cambodia have contributed hugely to the school’s marketing outreach. CIA FIRST explored the effectiveness of a CIA FIRST Facebook page in 2012/2013 [D2.5.3]. As of today, an assigned Facebook coordinator posts nearly daily information about the school, centered on student learning inside and outside the classroom, student projects, activities, events, sports, and art competitions, as well as awareness of SLOs and the school’s mission and vision. The most attractive posts are boosted and made available to a broader audience.
As a result, the school’s Facebook page receives an average of 500 likes per post, reaching an audience of 3000 people on average, and has received 16641 page likes total.

In addition to extensive use of the school’s Facebook page, in AY 2013/2014 a completely new webpage went online ([D2.5.4](#)). This webpage is updated by the external media design professional according to instructions from the School Director.

The target market for CIA FIRST is middle-class families who are Khmer nationals, families of Khmer/expatriate partnerships, or any international students residing in Phnom Penh. The location of the two campuses on a major street lends to its being well known in Phnom Penh. The school’s reputation is spread throughout the community by the parents, neighbors, and teachers involved in CIA FIRST.

School Events such as Family Day, International Children’s Day ([D2.5.5](#)) and The Human Rights Soccer Tournament promote the school image and reach a wide audience. Other reports by television channels in Cambodia, both in Khmer and English, and articles found in newspapers concerning these events reach an even broader audience.

Participation in public events ([D2.5.6](#)) and events of other schools, such as The Angkor Wat International Marathon, the First Eco-Forum for Children in Phnom Penh (FECEP), and athletic events hosted by other international schools increase the school’s recognition.

School souvenirs, brand awareness, and school pride are fostered through CIA FIRST t-shirts, coffee cups, caps, and stickers.
D2. RESOURCE PLANNING
D2.5 Marketing Strategies

**EVIDENCE**

| **D2.5.7** | Enrollment banner |
| **D2.5.8** | Graduation day banner |
| **D2.5.9** | SLOs banner |
| **D2.5.10** | http://ciaschool.edu.kh/job-opening-ict-teachers/ |
| **D2.5.11** | Summary of Educational agreements with CIA FIRST |
| **D2.5.12** | REV corporate agreement with Cambodia airport |
| **D2.5.13** | Agreement between CIA FIRST and National Olympic Committee of Cambodia |

**FINDINGS**

Announcements of school events in combination with descriptions of school improvement measures and school slogans are printed on banners which are posted for around 4 to 6 weeks at the entrance areas of the campuses [D2.5.7-D2.5.9]. Visible not only to students, parents, staff, neighbors and visitors, but also to hundreds of commuting citizens using the main street 2004 daily, the messages reach a broad range of the school’s target market. Banners are also hung at a very popular fitness and swimming club in Phnom Penh as well as a very successful ice skating hall at the largest commercial center in Phnom Penh.

The school also promotes the school philosophy and educational program through job announcements posted in Khmer and English language newspapers and on the school website [D2.5.10].

CIA FIRST has partnerships through various universities in Phnom Penh. American University PP, Australian University PP, Hult International business school, Stamford University Bangkok, Bucks University, have signed partnership deals with CIA FIRST from 2012 to date. This promotes CIA FIRST’s reputation at universities and helps students after high school education [D2.5.11].

Mutually beneficial agreements with corporations are another marketing practice. The first one started with an agreement between CIA FIRST and Cambodia Airports [D2.5.12], which concluded in AY 2011/2012. In AY 2012/2013 the school and the eye care specialist company Paris Optics concluded a corporate agreement of understanding. On 1st of March 2013 the school signed a memorandum of understanding with the National Olympic Committee of Cambodia [D2.5.12] to foster education of Olympic values.

A summary of all partnership agreements with the school is attached with discounts and offers available to CIA FIRST students, which help them with their education, recreation, finances, and health [D2.5.13].
D2. RESOURCE PLANNING
D2.1 - D2.5 Conclusions

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS OF GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D2.1 Long-range Resource Plan</strong></td>
<td><strong>D2.2 Use of Research and Information</strong></td>
</tr>
<tr>
<td>• Master Resource Plan</td>
<td>• School Expansion Plan is well designed and is in the process with completion set for 2018.</td>
</tr>
<tr>
<td>• Reviewing processes for the yearly budget plan</td>
<td>• The 3 year Budget Plan is well established and implemented.</td>
</tr>
<tr>
<td>• The school extension plan with 3-year budget plan</td>
<td>• The Technology Plan was thoroughly thought out and efficiently incorporated into the new campus.</td>
</tr>
<tr>
<td>• Partial completion of campus construction with facilities to enhance student learning</td>
<td></td>
</tr>
<tr>
<td><strong>D2.3 Involvement of Stakeholders</strong></td>
<td><strong>D2.4 Conclusions</strong></td>
</tr>
<tr>
<td>• BoD give full backing including financial support to all areas of the school</td>
<td>• AP examination preparation year 2015/2016 for start of school year 2016/2017</td>
</tr>
<tr>
<td>• Collaboration among teachers, admin staff for choosing the instructional materials and equipment.</td>
<td></td>
</tr>
<tr>
<td>• Transparent and timely process of order and delivery.</td>
<td></td>
</tr>
</tbody>
</table>
D2. RESOURCE PLANNING

D2.1 - D2.5 Conclusions

**AREAS OF STRENGTH**

**D2.4 Informing**

- Financial transparency between PaPA and CIA FIRST
- Forward planning documents such as CIA FIRST MEP, SDI and challenges 2015 are written and available.

**D2.5 Marketing Strategies**

- Excellent marketing strategies that not only target potential parents of students but also the students themselves
- Partnerships with educational facilities and companies that continue to grow

**AREAS OF GROWTH**
CHAPTER 5

SCHOOL-WIDE ACTION PLANS
## STAGE 1 – DESIRED RESULTS

### Goal(s):

- **T1** – CIA FIRST will maximize the potential of students to attain the SLOs and academic standards by offering first-class support services.
- **T2** – CIA FIRST will develop and implement a policy for the assessment and treatment of students with special educational needs and counselling for those in need of emotional support.
- **T3** – CIA FIRST will develop and strengthen its existing EFL support programme ensuring quality EFL support is available to all students that require it.
- **T4** – CIA FIRST will develop a clear and strong policy for child protection which would cover staff recruitment, signs of abuse, how to deal with students suspected of being abused, bullying and student health care.
- **T5** – CIA FIRST will seek to improve English proficiency through incentive schemes and developing our libraries into modern fully stocked libraries.
- **T6** – CIA FIRST will offer an efficient and informative career counselling service to all G11 and 12 students.
- **T7** – CIA FIRST will strengthen its parents association in terms of membership and direct involvement in school planning.
- **T8** – CIA FIRST will expand partnerships to include other schools, NGO’s, embassies, etc.
- **T9** – CIA FIRST will expand the use of its student information system to include medical and demographic data and enhance the system to better track individual student achievement.
- **T10** – CIA FIRST will strengthen students’ appreciation of global citizenship by providing opportunities for making contact with students in school’s abroad and getting an appreciation of their life and culture.

### Understandings: Staff will understand that...

- **U1** – Assessing and treating for special needs does not just benefit the individual student but also their classmates and the school.
- **U2** – EFL support allows us to admit a broader range of students and means we can offer them the best educational opportunities when they are ready to mainstream.
- **U3** – English proficiency is important for all students and is improved by them speaking English naturally at all times on campus.
- **U4** – English proficiency is also improved by reading and by offering excellent library services we encourage reading.
- **U5** – Involving students, parents and the wider community more can only benefit the school by providing a wider input and ensuring the satisfaction of all stakeholders in measures for school improvement.
- **U6** – Good career counselling advice is essential for students to be able to make the best choices.
- **U7** – We have a duty of care for our students and ensuring their safety and well-being is paramount.

### Essential Questions:

- **Q1** - How do we measure the effectiveness of our interventions?
- **Q2** - Are we offering the best possible support services to our students?
- **Q3** - How can we ensure that our students feel protected and cared for at school?
- **Q4** - Why is wider engagement with students, parents and the wider community beneficial to the school?
- **Q5** - How do we know EFL students are ready for mainstream education?
## Knowledge: Staff will know:

- **K1** – the key indicators that a student may be in need of EFL support or special education measures, including personal counselling.
- **K2** – methods to measure the effectiveness of our interventions by tracking student achievement.
- **K3** – WIDA standards and use the principles of Understanding by Design in order to build and map an effective EFL teaching programme.
- **K4** - how to OpenSIS works in terms of storing and tracking student data
- **K5** – the School-wide Learning Outcomes.
- **K6** – the school’s mission, vision and values.

## Skills: Staff will be skilled at:

- **S1** - Dealing sensitively with students with special educational needs (SEN), EFL support and emotional support.
- **S2** – Correctly identifying when a student may be in need of support in terms of EFL, SEN and personal counselling.
- **S3** – Correctly assessing and treating special educational needs using the latest and most effective methods.
- **S4** – Implementing an EFL curriculum that is well structured and has clear goals
- **S5** – Analysing internal and external assessment data to assess individual learner’s needs and tailoring instruction to accommodate those needs.
- **S6** – Challenging students when not speaking English and encouraging them to speak English at all times on campus.
- **S7** – Offering regular, up to date and relevant career advice.
- **S8** - Identifying potential partnerships beneficial to the school and nurturing them.

## Stage 2 – Evidence

### Direct Evidence:

- (T2, T4, U2, U3, U4, K1, K2, K3, S2, S4) Student achievement data from MAP (Measures of Academic Progress) testing.
- (T1, T4, U2-U4, K1-K3, S1-S4) Student achievement data tracking the academic performance of a student following an intervention for EFL, SEN or personal counselling.
- (T3, U3, U4, S1-S4) Library data regarding number of books borrowed, genre type and reading levels of books.
- (T5, U6, S7) Data regarding numbers of students given career counselling and its frequency. In addition, tracking their success in gaining entry into higher education or employment and their success in completing courses and not dropping out.
- (T6, U5, S7) Numbers of parents in Parents as Partners Association (PaPAS). The value added by PaPAs’ members, in terms of their contribution to school improvement and their satisfaction with it.
- (T6, U5, S7) The diversity of new partnerships developed and their value added in terms of benefits to the school, students and parents.

### Indirect Evidence:

- (T1-T5, U2, U3, U5, U7) Student survey perception data
- (T1, T6, T7) Parent survey perception data
- (T3, T6, U5, U7, K4, K5, S7) Staff survey perception data.
- (All) Meeting minutes from the various committees and groups involved.
### STAGE 3 – ACTION PLAN

<table>
<thead>
<tr>
<th>Key Actions/Stepping Stones</th>
<th>Person(s) Responsible</th>
<th>Groups(s) Involved</th>
<th>Time Frame</th>
<th>Resources/Professional Development/Details</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification, assessment, treatment and tracking of students with special educational and emotional needs</td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SENCO and SEN team</td>
<td>Ongoing</td>
<td>Assessment materials, materials for effective intervention. For example, diagnostic manuals, tests for specific disorders, learning materials specifically designed for SEN, Individual Learning Plans (ILP’s), etc.</td>
<td>The success of students in mainstream following treatment [student achievement data]</td>
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<td>The success of students in mainstream following treatment [student achievement data]</td>
</tr>
<tr>
<td>Room set aside for SEN assessment and treatment and counselling</td>
<td>School Administration Manager</td>
<td>Admin. Team</td>
<td>End of September</td>
<td>Room for SEN</td>
<td>Satisfaction of SENCO</td>
</tr>
<tr>
<td>PD for all teachers on identifying signs of students in need of SEN or emotional counselling</td>
<td>SENCO</td>
<td>SEN team</td>
<td>End of Semester 1</td>
<td>Presentation materials</td>
<td>Referrals made Assessments and diagnoses</td>
</tr>
<tr>
<td>Production of a policy that identifies points of referral, assessment, intervention, reassessment and reintroduction to mainstream where possible</td>
<td>SENCO</td>
<td>SEN team/leadership team</td>
<td>End of October</td>
<td>Research required and review of other schools’ SEN policies.</td>
<td>Student achievement data following intervention Student perception data Parent perception data</td>
</tr>
</tbody>
</table>
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<tr>
<td><strong>Tackling bullying</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>End of Semester 1</td>
<td>Presentation materials, posters, etc. PD for teachers on identifying bullying incidents</td>
<td>Reported incidents of bullying, Student perception data</td>
</tr>
<tr>
<td><strong>Medical supplies</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Ongoing</td>
<td>Inclusion of student health information on enrollment/re-enrollment forms and the transfer of this information to OpenSIS so that is freely accessible by the nurse and class teachers</td>
<td>Records of student health information and consultations with nurse on student information service (OpenSIS)</td>
</tr>
<tr>
<td><strong>Provision of an efficient and high quality student and staff health care service</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Ongoing</td>
<td>PD on use of OpenSIS</td>
<td>Student perception data</td>
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<td>Ongoing Assessment materials, materials for effective intervention. For example diagnostic manuals, tests for specific disorders, learning materials specifically designed for SEN, Individual Learning Plans (ILP's), etc.</td>
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<tr>
<td><strong>Raising awareness of students</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SENCO and SEN team</td>
<td>End of Semester 1</td>
<td>PD for all teachers on identifying signs of students in need of SEN or emotional counselling</td>
<td>Student perception data</td>
</tr>
<tr>
<td><strong>Implementation of anti-bullying contracts</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>End of Semester 1</td>
<td>Presentation materials, posters, etc. PD for teachers on identifying bullying incidents</td>
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<td><strong>Records of numbers students treated, their injury/illness and the treatment</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Records of numbers students treated, their injury/illness and the treatment</td>
<td>Reporting of student health information to OpenSIS</td>
<td>Records of students requiring referral to hospital</td>
</tr>
<tr>
<td><strong>Usefulness of information</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Student perception data</td>
<td>Student perception data</td>
<td>Parent perception data</td>
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<th>Time Frame</th>
<th>Resources/Professional Development/Details</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tackling bullying</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>End of Semester 1</td>
<td>Presentation materials, posters, etc. PD for teachers on identifying bullying incidents</td>
<td>Reported incidents of bullying, Student perception data</td>
</tr>
<tr>
<td><strong>Medical supplies</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Ongoing</td>
<td>Inclusion of student health information on enrollment/re-enrollment forms and the transfer of this information to OpenSIS so that is freely accessible by the nurse and class teachers</td>
<td>Records of student health information and consultations with nurse on student information service (OpenSIS)</td>
</tr>
<tr>
<td><strong>Provision of an efficient and high quality student and staff health care service</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Ongoing</td>
<td>PD on use of OpenSIS</td>
<td>Student perception data</td>
</tr>
</tbody>
</table>

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### STAGE 3 – ACTION Plan

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<tbody>
<tr>
<td><strong>Identification, assessment, treatment and tracking of students with special educational and emotional needs</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SENCO and SEN team</td>
<td>Ongoing Assessment</td>
<td>Ongoing Assessment materials, materials for effective intervention. For example diagnostic manuals, tests for specific disorders, learning materials specifically designed for SEN, Individual Learning Plans (ILP's), etc.</td>
<td>Resources/Professional Development/Details</td>
</tr>
<tr>
<td><strong>Raising awareness of students</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SENCO and SEN team</td>
<td>End of Semester 1</td>
<td>PD for all teachers on identifying signs of students in need of SEN or emotional counselling</td>
<td>Student perception data</td>
</tr>
<tr>
<td><strong>Implementation of anti-bullying contracts</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>End of Semester 1</td>
<td>Presentation materials, posters, etc. PD for teachers on identifying bullying incidents</td>
<td>Reported incidents of bullying, Student perception data</td>
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<tr>
<td><strong>Provision of an efficient and high quality student and staff health care service</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
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<td>Inclusion of student health information on enrollment/re-enrollment forms and the transfer of this information to OpenSIS so that is freely accessible by the nurse and class teachers</td>
<td>Records of student health information and consultations with nurse on student information service (OpenSIS)</td>
</tr>
<tr>
<td><strong>Records of numbers students treated, their injury/illness and the treatment</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Records of numbers students treated, their injury/illness and the treatment</td>
<td>Reporting of student health information to OpenSIS</td>
<td>Records of students requiring referral to hospital</td>
</tr>
<tr>
<td><strong>Usefulness of information</strong></td>
<td>School Director, Principal and Academic Supervisor</td>
<td>SAP Goal 1</td>
<td>Student perception data</td>
<td>Student perception data</td>
<td>Parent perception data</td>
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</tbody>
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<tr>
<td>Child Protection</td>
<td>School Director, Principal and Academic Supervisor</td>
<td>All staff</td>
<td>Ongoing</td>
<td>Closely vetting all staff applicants</td>
<td>Student perception data</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Dealing promptly and strongly with allegatons of abuse/neglect</td>
<td>Parent perception data</td>
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<tr>
<td></td>
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<td>Liaison with police and other authorities if willing to cooperate</td>
<td>Data from SENCO referrals</td>
</tr>
<tr>
<td>Online PD on signs of abuse/neglect</td>
<td>SENCO</td>
<td>All staff</td>
<td>End of October</td>
<td>Source online training</td>
<td>Referrals made</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation and training materials</td>
<td>Results of SENCO assessments</td>
</tr>
<tr>
<td>Maintaining and Improving an effective EFL support programme</td>
<td>Academic Supervisor, Principal</td>
<td>EFL coordinator and teaching team</td>
<td>End of Semester 1</td>
<td>Teaching materials – textbooks with accompanying audio and visual materials</td>
<td>The success of students in mainstream following intervention. Measured by tracking mainstream grades in all subject areas and attainment of school-wide learner outcomes.</td>
</tr>
<tr>
<td></td>
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<td>Class rooms</td>
<td>Student perception data</td>
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<td>Four teaching staff qualified in EFL and with experience of teaching EFL</td>
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<td>Introduce scaffolded re-entry into mainstream</td>
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<td>Assessment on entry to the programme, assessment when ready to leave and tracking performance in mainstream classes</td>
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</tr>
<tr>
<td>Improving English proficiency</td>
<td>Academic Supervisor, Principal</td>
<td>SAP Goal 1</td>
<td>End of Semester 1</td>
<td>Posters, Banners, Cards for incentive campaign</td>
<td>Number of incentive cards awarded, Number of detentions given, Measure of Academic Performance (MAP) data for English - growth in Lexile reading ranges.</td>
</tr>
<tr>
<td></td>
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<td>Number of books borrowed, Genre of books borrowed.</td>
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<td>Lexile reading level of books borrowed.</td>
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<td>Better IT to manage stock.</td>
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<td>Number of incentive cards awarded.</td>
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<td>Measure of Academic Performance (MAP) data for English - growth in Lexile reading ranges.</td>
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## SCHOOL-WIDE ACTION PLAN GOAL 1 – STUDENT SUPPORT AND PARENT/COMMUNITY ENGAGEMENT

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<th>Evaluation</th>
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<tbody>
<tr>
<td>Improving the involvement of students and parents in school planning and development</td>
<td>School Director, Principal, Academic Supervisor, Comm Officer</td>
<td>All SAP groups</td>
<td>End of Semester 1</td>
<td>Involvement of students and parents in SAP meetings, input from Parents as Partners Association (PaPA’s), input from Learners’ Voice meetings (student representatives in middle and high school), student surveys, parent surveys, minutes of meetings demonstrating student and parent contribution</td>
<td>Parent perception data, student perception data</td>
</tr>
<tr>
<td>Strengthening the involvement of PaPA’s and increasing membership</td>
<td>Comm Officer</td>
<td>All SAP groups</td>
<td>End of school year</td>
<td>Letters to parents, SMS messages, stall at school events, invitations to PaPA’s members to attend meetings and events, minutes of meetings demonstrating parent contribution, attendance at meetings, messages received from PaPA’s members, parent perception data</td>
<td>Parent perception data, involvement of non-English speaking parents in meetings and school events</td>
</tr>
<tr>
<td>Engaging non-English speaking parents</td>
<td>Comm Officer</td>
<td>All SAP groups</td>
<td>End of school year</td>
<td>Documents translated into several languages, translators at meetings, speeches at school events translated into several languages</td>
<td>Parent perception data</td>
</tr>
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<tr>
<td>Career Counselling</td>
<td>Comms Officer</td>
<td>High school teachers and students</td>
<td>End of Semester 1</td>
<td>Information material regarding careers and universities</td>
<td>Data from businesses and universities regarding former student performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extend contact database with businesses and universities nationally, regionally and Internationally</td>
<td>Student perception data</td>
</tr>
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<td></td>
<td>More regular and fully documented meetings of counsellor with students from G’s 9-12, with follow-up meetings</td>
<td>Parent perception data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parents involved in counselling meetings</td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Comms officer</td>
<td>Businesses, NGO’s, other schools, embassies, universities</td>
<td>End of school year</td>
<td>Advertising material for the school</td>
<td>Feedback from the organisations engaged with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Broaden the nature of organisations engaged with, strengthen ties with existing partners and seek new ones</td>
<td>Benefits to the school – monetary, in terms of reputation of the school, services offered, ideas generated for school improvement</td>
</tr>
<tr>
<td>Inputting of student demographic data in OpenSIS</td>
<td>Principal/Academic Supervisor</td>
<td>Academic assistants</td>
<td>End of Semester 1</td>
<td>Broadening each student’s Opensis profile to include demographic data such as parent occupations, nationality of parents, etc.</td>
<td>Tracking the correlation between demographic data and student achievement.</td>
</tr>
</tbody>
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<tr>
<td>OpenSIS reporting enhancements to monitor student performance over time</td>
<td>Principal/Academic Supervisor</td>
<td>Academic assistants</td>
<td>End of Semester 1</td>
<td>OpenSIS software upgrade</td>
<td>The effectiveness of individual student interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If individual interventions are made through EFL, SEN or individual learning plans this would make it much easier to monitor the effectiveness of these interventions</td>
</tr>
<tr>
<td></td>
<td>Teaching staff G's 6-12</td>
<td></td>
<td>End of Semester 1</td>
<td></td>
<td>Extension of opportunities to communicate with local and international communities</td>
</tr>
<tr>
<td></td>
<td>Curriculum Coordinator</td>
<td></td>
<td></td>
<td></td>
<td>Promote membership of Interact Club, which participates in community improvement projects</td>
</tr>
<tr>
<td></td>
<td>School Administration Manager</td>
<td></td>
<td></td>
<td></td>
<td>Data obtained from parents to be entered into each student’s student information system file</td>
</tr>
<tr>
<td></td>
<td>Academic Supervisor</td>
<td>Administration policy committee</td>
<td>End of Semester 1</td>
<td></td>
<td>Policy development policy committee formed. Includes one teaching member from each grade level, one student and one parent.</td>
</tr>
</tbody>
</table>

#### SCHOOL-WIDE ACTION PLAN GOAL 1 – STUDENT SUPPORT AND PARENT/COMMUNITY ENGAGEMENT
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<tbody>
<tr>
<td>Canteen hygiene</td>
<td>End of Semester 1</td>
<td>Canteen management and staff</td>
<td>School Director, School Administration Manager (SAM)</td>
<td>Canteen staff training on effective hygiene measures.</td>
<td>Spot checking unannounced by SAM and rating of hygiene standards in various categories. Regular minuted meetings of the canteen committee. Student surveys on canteen satisfaction.</td>
</tr>
<tr>
<td>Psychological profiling - grade 8 to determine career preferences</td>
<td>End of Semester 1</td>
<td>Students complete self-assessments</td>
<td>SENCO (School Counsellor)</td>
<td>Students complete self-assessments. School counsellor uses data to inform counselling sessions.</td>
<td>Data on successful university and career placement.</td>
</tr>
<tr>
<td>SENCO training on in-class strategies to assist struggling learners</td>
<td>Ongoing with arrival of new staff.</td>
<td>SENCO + Existing staff</td>
<td>SENCO</td>
<td>Ppt. presentations and handouts. SENCO to organize PD sessions.</td>
<td>Tracking performance of students post training to monitor success of teacher interventions.</td>
</tr>
<tr>
<td>Basic CPR training for all staff</td>
<td>End of Semester 1</td>
<td>Nursing Team</td>
<td>Academic Supervisor</td>
<td>Sourcing courses</td>
<td>Number of staff successfully trained.</td>
</tr>
</tbody>
</table>

**Canteen hygiene**

- Data produced from spot checks.
- Number of staff trained in hygiene standards.
- Student perception data.

**Psychological profiling**

- Online self-assessments sourced.
- Number of staff trained in hygiene standards.
- Student perception data.

**SENCO training**

- Data on successful university and career placement.
- Number of recorded incidents of breaches in hygiene standards.

**Basic CPR training**

- Number of incidents when used.
### STAGE 1 – DESIRED RESULTS

<table>
<thead>
<tr>
<th>Goal(s):</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· T1 - CIA FIRST students will consistently meet or exceed grade level expectations for school-wide academic standards and school-wide learner outcomes in cornerstone internal assessments.</td>
<td>· Q1 – How do we know that our students are meeting our expectations for academic standards and school-wide learner outcomes?</td>
</tr>
<tr>
<td>· T2 - CIA FIRST students will consistently equal or exceed the performance of other international schools in external MAP testing for ELA, mathematics &amp; science.</td>
<td>· Q2 - Are we assessing everything we value (or only those things that are most easily tested and graded)?</td>
</tr>
<tr>
<td>· T3 - CIA FIRST’s Pre-K-12 curriculum will be mapped comprehensively including full coverage of academic standards, school-wide learner outcomes, overarching understandings, essential questions and cornerstone assessments.</td>
<td>· Q3 - Why is mapping our curriculum important?</td>
</tr>
<tr>
<td>· T4 – CIA FIRST’s teaching faculty will consistently implement evidence-based practices based on the theories of constructivism to facilitate students’ attainment of the school’s SLOs and academic standards.</td>
<td>· Q4 – Why should we plan and teach for understanding and transfer?</td>
</tr>
</tbody>
</table>

**Understandings:** Staff will understand that...

- U1 - Effective curriculum/units/daily lessons design evolves “backward” from clear goals and is aligned across all three stages.
- U2 - UbD is a way of thinking more carefully about curriculum/units/daily lessons design; it is neither a prescriptive program nor just a template for design.
- U3 – The UbD design process is non-linear and ongoing.
- U4 - Teaching and assessing for understanding enhances learning of content standards.
- U5 – Teaching strategies founded in constructivist theories have the potential to yield higher student achievement if implemented well.
- U6 – Quantitative student achievement data can be analysed and findings used to inform curriculum design and instructional planning, therefore increasing the likelihood of students meeting academic standards and school-wide learner outcomes.
- U7 – Authentic cornerstone assessment tasks can be used to assess students’ progress towards attaining what the school values most, which is deep understanding through transfer.
- U8 – Comprehensive mapping of the school curriculum facilitates students’ ease of transfer between grade and school levels, therefore increasing student achievement.

- Q5 - What content should we “cover” and what needs to be “uncovered?”
- Q6 – How can UbD support curriculum, unit & lesson design?
- Q7 – To what extent does our instruction reflect research and best practices?
- Q8 - To what extent are our professional development practices “results” oriented?
- Q9 – How can analysing quantitative data help us improve our planning and instruction?
### SCHOOL-WIDE ACTION PLAN GOAL 2 – CURRICULUM DEVELOPMENT

**Knowledge:** Staff will know:

- K1 - the 3 stages of “backward design”
- K2 - Characteristics of “big ideas” and “essential questions”
- K3 - The six facets of understanding
- K4 – The meaning of GRASPS
- K5 – Design standards of UbD
- K6 – The characteristics of a good cornerstone task
- K7 – CIA FIRST’s 10 key principles of effective learning and teaching
- K8 – The steps involved in using student achievement data to inform curriculum design and instructional planning
- K9 – The school-wide Critical Learner Needs (CLNs)

**Skills:** Staff will be skilled at:

- S1 - Develop understandings, essential questions and assessment evidence.
- S2 - Design units using the “backward design” template which meet UbD Design Standards and align to academic standards.
- S3 – Design authentic performance tasks using the GRASPS template
- S4 – Design authentic cornerstone tasks which ‘spiral’ through the curriculum
- S5 – Successfully apply the 10 key principles of effective learning and teaching to their instructional strategies
- S6 – Use quantitative student achievement data to inform curriculum design and instructional planning
- S7 – Use the EduTect Unit Planner software to design units and map the curriculum to ensure vertical and horizontal curriculum alignment.
- S8 – Implementing teaching strategies focused on the school-wide CLNs

### STAGE 2 – EVIDENCE

#### Direct Evidence:

- [T1;U6;U7;S6] Student achievement data from LASW and Data Driven Improvement Planning documents
- [T2;U6;S6] Student achievement data from MAP testing
- [T3] Curriculum mapping reports from EduTect Unit Planner
- [T4;U1;U2;U3;U4;U5;K7; K9; S5; S8] Teaching observations using the UbD teacher observation rubric

#### Indirect Evidence:

- [U1;U2;U3;U4;K1;K2;K3;K4;K5] Peer review of UbD unit plans & performance tasks
- [U7;S3;S4] Peer review of cornerstone assessment tasks
- [T4; U5; K9; S5; S8] Observation of teachers’ participation in in-house professional development workshops
# Stage 3 – Action Plan

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<tr>
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<tr>
<td>Full alignment of all subject curricula to adopted academic standards, school-wide learner outcomes and UbD principles</td>
<td>Curriculum &amp; Professional Learning Coordinator</td>
<td>Subject Coordinators</td>
<td>Two years after adoption of academic standards as per CIA FIRST curriculum review cycle</td>
<td>Additional planning time for Subject Coordinators.</td>
<td>Curriculum mapping using EduTect Unit Planner.</td>
</tr>
<tr>
<td>Development of cornerstone tasks to assess student achievement.</td>
<td>Curriculum &amp; Professional Learning Coordinator</td>
<td>Subject Coordinators.</td>
<td>Three years after adoption of standards as per CIA FIRST curriculum review cycle.</td>
<td>Additional planning time for Subject Coordinators.</td>
<td>Cornerstone assessment map.</td>
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### Additional Planning Time

- Additional planning time for Subject Coordinators.
- Further TPD in UbD.
- Cornerstone assessment map.

### Resources/Professional Development

- In-house TPD workshops led by Curriculum & Professional Learning Coordinator, School Principal, Academic Supervisor and School Level Coordinators driven by school-wide critical learner needs, DDIP interventions and observable classroom indicators.

### Observable Classroom Indicators

- Observable classroom indicators show a need to focus on TPD on the use of EQs in learning activities, classroom dialogue and feedback and the use of 'hooks' to engage students in content.

### Data Collection

- Student achievement of targeted goals post-intervention.
## STAGE 3 – ACTION PLAN

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<tr>
<td>Systematic modification of unit plans and instructional strategies based on analysis of student achievement data both from internal assessments and MAP data (DDIP).</td>
<td>Curriculum &amp; Professional Learning Coordinator/Academic Supervisor/School Principal/School Level Coordinators/Subject Coordinators.</td>
<td>All teaching faculty.</td>
<td>Ongoing.</td>
<td>Use of the Data-driven Improvement Planning (DDIP) forms to track both entry and exit data for identified interventions.</td>
<td>Student achievement of targeted goals post-intervention.</td>
</tr>
<tr>
<td>Focus planning and instruction on school-wide critical learning need 1: Close reading of texts (understanding, analysing, evaluating).</td>
<td>Curriculum &amp; Professional Learning Coordinator/Academic Supervisor/School Principal/School Level Coordinators/Subject Coordinators.</td>
<td>All teaching faculty.</td>
<td>The end of academic year 2016/2017.</td>
<td>Implement first, second, third reading strategy (NCTE) at all grade levels. Decide upon standard suite of graphic organisers to be implemented at all school levels. Close reading activities embedded in more units across all disciplines. Increased teacher modelling of close reading strategies. TPD on feedback and classroom dialogue. TPD on using ‘hooks’ to engage students. TPD on understanding ELA CCSS.</td>
<td>Internal assessment of academic standards: K-12 CCSS ELA: R1; R2; R3; R4; R5; R6; R8; R9; L5 K-12 NGSS: SEP8 External MAP assessment of indicators: Reading Survey w/Goals RIT Rng - Literature/Informational/Vocabulary</td>
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<td>Curriculum Coordinator/Academic Supervisor/School Principal/Subject coordinators</td>
<td>All teaching faculty.</td>
<td>The end of academic year 2016/2017.</td>
<td>Exemplars at all grade levels provided for students of exceeds/meets/approaches/attempts for supporting evidence. Embedding in unit plans tasks which demonstrate the need for evidence and the difference between good and poor evidence. Design and implementation of school-wide questioning techniques for teachers to encourage students to back up arguments and claims with evidence.</td>
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<td>Focus planning and instruction on school-wide critical learning need 3: Defining problems and creative problem solving.</td>
<td>Curriculum &amp; Professional Learning Coordinator/Academic Supervisor/School Principal/School Level Coordinators/Subject Coordinators.</td>
<td>All teaching faculty.</td>
<td>The end of academic year 2016/2017.</td>
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#### Entry Data

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<th>Year</th>
<th>School-Wide Learner Outcome (SLO) campaign.</th>
<th>exit Data</th>
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<tr>
<td>2015/2016</td>
<td>Elementary School – only 56% agreed or strongly agreed that they knew the SLOs and their purpose.</td>
<td>Student Perception Survey at the end of Semester 1 AY 2015/2016.</td>
</tr>
<tr>
<td>2015/2016</td>
<td>Middle &amp; High School – only 45% agreed or strongly agreed that they were familiar with the SLOs and their purpose.</td>
<td>TPD on all strategies.</td>
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### SCHOOL-WIDE ACTION PLAN GOAL 2 – CURRICULUM DEVELOPMENT

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<tr>
<td>Ensure that unit goals and performance task requirements are known by students at the start of a unit.</td>
<td>Curriculum &amp; Professional Learning Coordinator/School Level Coordinators/Subject Coordinators.</td>
<td>All teaching faculty.</td>
<td>End of Semester 1 2015/2016.</td>
<td>Distribution of GRaSPS tasks and rubrics at the beginning of the unit by all classroom teachers. Classroom teachers to present exemplars of previous student work at various levels of attainment. Students grade previous work using assessment rubrics to ensure clarity of criteria.</td>
<td>Entry Data: Spring 2015 Student Perception Survey: Elementary School: only 54% of students agreed or strongly agreed that they knew what performance task they would be expected to complete at the end of the unit. Middle &amp; High School: only 52% of students stated that they often or always knew what performance task they will be expected to perform at the end of a unit. Exit Data: Student Perception Survey at the end of Semester 1 AY 2015/2016. Only 53% of students stated the learning goals of the unit were often or always clear to them.</td>
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<td>Improvement of digital literacy across all school levels.</td>
<td>Curriculum &amp; Professional Learning Coordinator/Subject Coordinators.</td>
<td>All teaching faculty.</td>
<td>End of AY 2015/2016.</td>
<td>Loading of ISTE standards to EduTect Unit Planner. Adding ISTE standards to units in all disciplines. Performance task assessment rubrics to include ISTE standards where digital technology is used.</td>
<td>Student achievement of EdSteps Global Competencies standards. TPD on digital literacy strategies and ISTE standards.</td>
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</table>
## STAGE 1 – DESIRED RESULTS

### Goal(s):
- T1 – All students and staff are always safe and secure in the school.
- T2 – The school maintains affordable fees for the urban middle class.
- T3 – At all times CIA FIRST is able to sustain the school operations and educational program.
- T4 – CIA FIRST consistently provides all necessary resources to carry out the school’s vision and mission and effectively drives learning of all students towards achievement of the academic standards and ultimately the school-wide learner outcomes.
- T5 - The BoD is always informed about the level of student achievement and the development of the educational program.
- T6 - The school executes responsible resource planning for the future based on educational research and information.
- T7 - All stakeholders are involved in the resource planning process.
- T8 – All stakeholders are committed to the implementation of the school plans.
- T9 – All resource allocation decisions have a positive impact on student learning.

### Understandings:
The school community will understand that...
- U1 – Safety and security concerns have highest priority in terms of resource allocation and budgeting, always.
- U2 – School facilities, supervision, organization, procedures and regulations are essential means to create a safe and secure environment, but individual behavior of all staff and students within the school premises are another key to safety and security in the school.
- U3 – School development must be driven by the critical learner needs, the academic standards, the SLOs and the school’s mission and vision.
- U4 - Student achievement data is essential for resource allocation and budgeting decisions and therefore must be an integral part of all decision making processes in these areas.
- U5 – Increasing quality in all aspects is related to increasing costs.
- U6 – To maintain affordable fees efficiency aspects must be key considerations in all budget and resource allocations.
- U7 – The BoD is the ultimate decision maker in budget processes and major resource allocations.
- U8 – The curriculum review cycle determines the pace of learning and teaching resource review and replacement.

### Essential Questions:
- Q1 - How do we measure the level of safety and security in the school?
- Q2 – How can we improve the safety and security of all students and staff in the school?
- Q3 – How do we measure the degree of impact of budgeting and resource allocation on student learning and achievement of the SLOs?
- Q4 – How can we improve the budget and resource allocation processes to increase student learning and achievement of the SLOs?
- Q5 – What are the constraints that come with the vision of providing affordable quality education to the urban middle class?
- Q6 – How do we know that the school is or is not affordable for the urban middle class?
- Q7 – How can the school ensure that the BoD as the ultimate decisions maker takes student centered decision in terms of budgeting and resource allocation based on educational research and information?
- Q8 – How do we set up a stakeholder representation system?
- Q9 – How do we solve conflicts between efficiency aspects and aspects of addressing effectively critical learner needs, achievement of academic standards and SLOs?
Chapter 5 | School-wide Action Plans

School-wide Action Plan Goal 3 – Student Centered Resource Allocation and Budgeting

- U9 – Due to the school size stakeholders’ involvement is only feasible through representative organs, e.g. PaPAs and Learners’ Voice groups.
- U10 – Budget planning is a dynamic process which needs to be adjusted to social and economic changes.
- U11 – Major budget and allocation decisions should be transparent and ideally made accessible to the public.

Knowledge: All stakeholders will know:
- K1 – What the school’s mission and vision, SLOs, academic standards critical learner needs are.
- K2 – What the budgeting and resource allocation decision procedures are.
- K3 – What the available student achievement data are to link budgeting and resource allocation decisions to the mission, vision, SLOs, academics standards and critical learner needs.
- K4 – What their role in the budgeting and resource allocation process is.
- K5 – Through what representative organs they can be heard in the budgeting and resource allocation process.
- K6 – What the final budget and allocation decisions of the BoD are.

Skills: Stakeholders will be skilled at:
- S1 – Reporting any safety and security concerns to the school leadership.
- S2 – Relating budgeting and resource allocation decisions to student achievement data.
- S3 – Considering efficiency aspects in their contribution to budgeting and resource allocation decisions.
- S4 – Using a balanced scorecard method as a tool to track strategic implementation in relation to long-term resource planning.
- S5 – Discussing controversial budget and resource allocation matters and show empathy and understanding for differing opinions.
- S6 – Research skills.
- S7 – Identifying academic standards and goals to determine the effectiveness of budgetary allocation initiatives.

Stage 2 – Evidence

Direct Evidence:
- [T1, U1, U2, S1] Safety and security statistics, collected through incident reports by the school administration.
- [T3, T4, T9, U4, K3, S7] Student achievement data related to resource allocation initiatives.
- [T5, T6, U11, S2–S7] BoD-Leadership meeting minutes.
- [T4, T5, T6, T7, U1, U3, U4, U7, U8, U9, K4, K5, S2, S3, S4, S5, S6] Budget planning policy and meeting minutes.
- [T2, T7, T8, U6, U9, U11, S1, S2–S6] PaPA and Learners’ Voice meeting minutes.
- [T4, T6, U5, U7, U8] Master resource plan
- [U11, K6] Publicly available information, e.g. post on webpage.

Indirect Evidence:
- [T2, U5, U11, K1, K2, K3, K4, K5] Periodical parent, staff and student surveys and demographic data analysis.
- [T1, T2, U1, U6] Tracking data about new student enrollment and student drop-out.
- [T4, T6, T9, U3, S2] Completion of key actions/stepping stones of SAP goal 1 and 2.
### PART A: Ensure that all current and future key initiatives with biggest impact on student learning are well-sourced

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<td>School Director, BOD, School Principals, Curriculum &amp; Professional Learning Coordinator, HR Officer, Account Manager</td>
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<td>Gradually provide housing allowance, health care contribution, cultural adaptation training, providing housing opportunities for new employees, consider rotation of new employees, offer transport allowance, visa payment contribution at earlier stage, participating more PGCEi studies among senior staff, better PD, rewarding high performance of local staff more effectively, developing an incentive system for outstanding employees.</td>
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<td>Consider: Increase of Direct Costs of approx. 2% in the next 5 years. Increase of PD budget of yearly approx. 10%. Increase of recruitment costs of approx. 10% yearly.</td>
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### Evaluation
- Statistics of percentage of certified teachers;
- Staff turnover rates, quality of teaching as evidenced by the Observable Classroom Indicators, comments on leaving teacher's feedback form.
- Reduction of rate of applicants who reject job offer.

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**SCHOOL-WIDE ACTION PLAN GOAL 3 – STUDENT CENTERED RESOURCE ALLOCATION AND BUDGETING**
## STAGE 3 – ACTION PLAN

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<td><strong>Budgeting for assessment and treatment of students with special educational needs</strong></td>
<td>School Director, School Principals, SENCO, Accounting Manager</td>
<td>3 year plan to be developed in AY 2015/2016 and yearly updated</td>
<td>Research on prices of assessment packages and special learning and teaching material based on identified needs. Consider increasing SEN specialized staff with a student population growth by sending teachers to SEN related courses in AY 2016/2017 and hiring a second specialist in AY 2017/2018.</td>
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<td><strong>Tracking of student performance in the EFL program over time using WIDA standards; tracking of student performance post-EFL intervention.</strong></td>
<td>EFL Coordinator, Accounting Manager</td>
<td>3 year plan to be developed in AY 2015/2016 and yearly updated</td>
<td>Continue researching on prices of assessment packages and special learning and teaching material based on identified needs. Expand manpower according to needs. Provide EFL support specific PD not only to EFL teachers but also ELA teachers.</td>
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<td><strong>Tracking of Lexile reading ranges for grade levels, classes and individual learners; tracking of student attainment of ISTE standard 3: Research and information fluency; Tracking of AASL standard 3: Inquire, think critically &amp; gain knowledge &amp; standard 4: Pursue personal and aesthetic growth.</strong></td>
<td>School Director, School Principals, Library Coordinator, ELA Subject Coordinators, Curriculum &amp; Professional Learning Coordinator, Accounting Manager</td>
<td>Started in AY 2014/2015 – ongoing, yearly revision</td>
<td>Comply with current 3 year project/budget plan, reassess needs in 2016/2017 and include financial needs into the 3 years budget by AY 2019/2020. Expand current libraries with finalization of instruction of &quot;think tank building&quot; planned for AY 2018/2019.</td>
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<td>Align the budget planning with the needs of developing the school’s science labs to increase students’ attainment of NGSS practice standards.</td>
<td>School Director, School Principals, Science Subject Coordinators, Curriculum &amp; Professional Learning Coordinator, Accounting Manager</td>
<td>Science, Curriculum &amp; Professional Learning, Accounting</td>
<td>Started in AY 2014/2015 – ongoing, yearly revision</td>
<td>Comply with current 3 year project/budget plan, reassess needs in 2016/2017 and include financial needs into the 3 years’ budget by AY 2019/2020. Expand current science labs with finalization of instruction of “think tank building” planned for AY 2018/2019.</td>
<td>Tracking of student attainment of NGSS practice standards.</td>
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<td>Align the budget planning with the needs of providing ICT teaching and learning resources to cover CSTA standards.</td>
<td>School Director, School Principals, ICT Subject Coordinators, Curriculum &amp; Professional Learning Coordinator, Accounting Manager</td>
<td>School, Curriculum &amp; Professional Learning, Accounting</td>
<td>Start in AY 2015/2016 – ongoing, yearly revision</td>
<td>Create 3 year project/budget plan, reassess needs in AY 2017/2018 and include financial needs into the 3 years’ budget by AY 2020/2021. Expand current IT labs with finalization of instruction of “think tank building” planned for AY 2018/2019.</td>
<td>Tracking of student attainment of CSTA standards.</td>
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</tbody>
</table>
### STAGE 3 – ACTION PLAN

<table>
<thead>
<tr>
<th>Key Actions/Stepping Stones</th>
<th>Person(s) Responsible</th>
<th>Groups(s) Involved</th>
<th>Time Frame</th>
<th>Resources/Professional Development/Details</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>PART B: IMPROVING RESOURCE ALLOCATION AND BUDGET PLANNING PROCESSES</strong></td>
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<tr>
<td>Maintain records of all safety and security incidents and present annual report to BoD with recommendations for resource allocations/budgeting.</td>
<td>School Administration Manager</td>
<td>School Nurses, Administration Team, FDA Team, PaPAs</td>
<td>Started in AY 2014/2015, system fully in place in AY 2015/2016, improvement ongoing</td>
<td>Review current forms for students and staff incidents. Develop a record system of tracking and analyzing the incident and parents’ complaint data [e.g. with openSIS software] Engage PaPAs. Introduce presentation by S.A.M. in SD-BoD meeting on yearly basis.</td>
<td>Incident data. Clinic data. Staff leaving feedback form. Parents’ complaint data Meeting minutes</td>
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<tr>
<td>Improve alignment among the different parts of the master resource plan, in particular the expansion plan with the 3 years budget plan.</td>
<td>School Director</td>
<td>BoD, Principals, Curriculum &amp; Professional Learning Coordinator, Accounting Manager</td>
<td>Started in AY 2014/2015 - ongoing</td>
<td>Increase planning time for SD. Ensuring regular update of each plan by implementing a systematic update schedule. Ensure regular communication about expansion plans by the BoD to SD. Hiring a Finance Manager in by 2017</td>
<td>Degree of coherence between yearly actual and budget. Degree of realization of all other plans. Meeting minutes</td>
</tr>
<tr>
<td>Continuation of implementation of a periodical system of reporting student achievement data to the BoD linked with suggestions for resource allocation / budgeting.</td>
<td>School Level Principals</td>
<td>School Director, Curriculum &amp; Professional Learning Coordinator, Accounting Manager</td>
<td>Started in AY 2014/2015 - ongoing</td>
<td>Ensuring regular data collection and analysis as addressed in SAP goal 2. Ensure regular BoD-academic meetings. Ensure involvement of academic staff in yearly budget meeting.</td>
<td>Meeting minutes</td>
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<tr>
<td>Creation and implementation of a formalized system of involvement of students and parents in major resource allocation decisions and budgeting.</td>
<td>School Director</td>
<td>BoD, Principals, Communication Officer Students, PaPAs</td>
<td>Start in AY 2015/2016</td>
<td>BoD decision on degree of involvement. Early announcements of date and time of decision making. Provide essential information related to the topic in advance. Facilitation of space and other resources necessary for involvement of students and parents.</td>
<td>Conduct periodical surveys to conduct involvement perception data Meeting minutes</td>
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<tr>
<td>Improving level of involvement of professional staff in the budgeting process.</td>
<td>School Director</td>
<td>BoD, Principals, Subject Coordinators</td>
<td>Start in AY 2014/2015 - ongoing</td>
<td>BoD decision on degree of involvement. Early announcements of date and time of decision making. Provide essential information related to the topic in advance. Facilitation of PD in the field of budgeting for professional staff.</td>
<td>Conduct periodical surveys to receive involvement perception data</td>
</tr>
<tr>
<td>Linking resource allocation proposals to critical learner needs and SLOs.</td>
<td>School Level Principals</td>
<td>School Director, Curriculum &amp; Professional Learning Coordinator, Subject Coordinators</td>
<td>Start in AY 2014/2015 - ongoing</td>
<td>Use of templates which requires information about link of requested item to CLNs and SLOs.</td>
<td>Tracking student achievement data in relation to CLNs</td>
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<tr>
<td>Making major BoD allocation decisions available to stakeholders</td>
<td>BoD members</td>
<td>School Director, Principals, PaPAs</td>
<td>To be consulted with BoD and planned to implement in AY 2015/2016</td>
<td>BoD decision on degree of dissemination. Inform stakeholders about means of dissemination. Provide essential information related to the topic in advance.</td>
<td>Conduct periodical surveys to receive involvement perception data</td>
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<tr>
<td>Training of governance and leadership staff in balanced scorecard method</td>
<td>School Director, BoD, Leadership Team</td>
<td>Start planned for 2nd semester of AY 2015/2016</td>
<td>Present method, purpose and advantages to BoD and leadership team. Select staff to be trained in the method. Source a PD course in balanced scorecard methods.</td>
<td>Meeting minutes Training outcome Level of adjustments of strategic plans</td>
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