

Some of our primary teachers use sight-word assessments. Dolch word lists, Fry lists and frequency indexes are used to focus the student attention on the most useful sight words. Students are encouraged to memorize these high frequency words for quick recall.

San Diego Quick Assessments are used in higher grades to evaluate the student decoding and pronunciation "level." This leveled list of words helps teachers determine reader ability to decode and pronounce words that are of varying difficulty which correlates to their fluency with regard to how much struggle it is for the student to recall the word.

Teachers also frequently assess background knowledge of their students. These assessments may be formal or informal. This type of assessment stems from measuring their students' relevant schema as pertaining to the reading task at hand. For example, this year at ASU, second grade and fifth grade both read Charlotte's Web. For each of these classes, the students' comprehension was impacted by their prior knowledge. At a minimum, second grade students needed to demonstrate an understanding of farm animals and spiders in order to comprehend the read-aloud. Whereas students in fifth grade, particularly because their background knowledge is more mature, needed to have a more complex schema with regard to friendship and the cycle of life to comprehend the deeper themes found in Charlotte's Web.

Though the student may know a lot of things, there may be specific information relevant to the lesson that a child doesn't know. ASU teachers have discovered that simple schema checks have proven valuable for students to more widely participate and successfully accomplish given tasks and expectations.

The most common assessment for phonology at ASU involves discriminating between two words that sound similar. Since a high percent of the student population at ASU is ESL, this assessment is critical for our students. In this assessment, the student is asked to listen to the teacher say pairs of words and decide if they are the same word repeated twice (which sometimes they are), or if they are different words.

When pairs of different words are presented, the words only differ by one phoneme. The words have similar phonemes, such as /sh/ and /s/ or /d/ and /g/. However, the location of the difference within the words is varied. Sometimes the differences in the words are at the beginning (RHYME-LIME), in the middle (MUD-MADE) and/or at the end of the word (RIP-RIB.) These assessments help teachers understand how well their students are grasping the sounds of the letters.

Another common semantic assessment at ASU involves asking a child to provide a word that best matches a definition. For example, the child is asked to select a word which does not belong in a group of words "THREAD, STRING, ROPE, KNOT." Then, the student is asked which word does not belong. In this sort of assessment, the child must know the meaning of most if not all of the words and be able to discriminate difference between them in order to be successful.

Similarly, a child might be asked to provide a synonym or an antonym for words. Again, in this case, more than one vocabulary word is being tested at a time.

Consequently, the child must know the meaning of the test item, and must know a word which either has the same meaning or an opposite meaning.

To test phoneme awareness, segmentation and blending techniques are used. Teachers encourage students in a phoneme awareness task to insert pauses after each phoneme. So in a phoneme segmentation task, a pause is inserted after each phoneme (/sat/ ~ /s/ /a/ /t/), and in a phoneme blending task, a segmented word is blended together to make a whole word (/s/ /a/ /t/ ~ /sat/). To assess a student's knowledge of alphabetic print, a teacher dictates a sentence/word and the student attempts to write it. Children who have an understanding of the alphabetic principle, however, will attempt to encode all of the sounds they hear in the word. Although they may not use the right letters, the child who has internalized the alphabetic principle may write the word BALL with three symbols such as "b-a-l." Likewise, the word BOX may be written as "b-o-k-s."

Concepts about print assessments are often done through teacher observations. The teacher watches how the child handles a book, and assesses the child's knowledge about how information is presented in the book. A teacher determines the student's general knowledge of books by merely noting the following:

- ⊕ Does the child know where the cover is?
- ⊕ Does the child hold the book right-side-up?
- ⊕ Does the child turn the pages appropriately?
- ⊕ Does the child know that the message of the book is contained in the text?
- ⊕ Does the child have one-to-one correspondence between printed words and spoken words?
- ⊕ Does the child know what a sentence is and what punctuation is?
- ⊕ Can the child identify capital letters and lower-case letters?

Also, ASU primary teachers observe their students' writings. The students who understand concepts of print show in their writing some of the following traits:

- ⊕ write starting at the top, left corner of the page.
- ⊕ write in parallel, horizontal lines from left to right.
- ⊕ write from the top of the page to the bottom of the page.
- ⊕ write "words" which are separated by spaces.
- ⊕ write letter-like symbols.
- ⊕ may even insert some punctuations into their creations.

Writing assessments vary in approach. However, most teachers use a rubric to help students know and understand expectations. These rubrics are teacher created to focus on the objectives of the given lesson. The Six-Writing Traits rubric was adopted by ASU. This rubric was used to assess the written "All School Assessment" prompt. The rubric has a primary and secondary tract to mark student work accordingly. It consists of the following traits that good writers exhibit in published work:

- ⊕ Ideas
- ⊕ Organization
- ⊕ Word Choice
- ⊕ Sentence Fluency
- ⊕ Voice
- ⊕ Conventions

ESL

ESL learner assessment is also conducted on a regular basis. At all levels, assessment is continuous and includes all school subjects that are taught in English. This means that students who receive ESL support may not be coping in a specific subject, for example Science, because of language barriers. This issue will be raised in the team meetings and action taken. As ASU's ESL program continues to grow, it is envisioned that continuous assessment and monitoring will be more integrated in the elementary ESL program.

All students upon enrollment are given a "language proficiency" test. Students who enter the school with minimal or no English skills receive intensive ESL support and rejoin their classes for special subjects such as Art and Music. During their ESL time, the students begin to learn targeted vocabulary that will help them mainstream into core subjects as such Social Studies and Science. Their progress is carefully monitored and the students are slowly introduced in the subject classes with support and backing of the relevant teachers. Work is differentiated where required and ESL support continues to be provided.

Within the ESL classroom, a number of evaluation techniques are used. Students are tested on work learned, such as new vocabulary, project work, creating books and comic strips, writing letters, performing plays, etc. Students are also assessed continuously through conversation and written work such as journal entries and homework. Some teachers are more comfortable with traditional grammar and vocabulary based tests and styles of teaching. Internal professional development is underway to share alternative learning and teaching methodologies.

Although there are curriculum guidelines established for the teacher to follow, ASU's ESL teachers continually use direct and indirect assessments to design individualized programs to meet the needs of their students. ESL teachers use the results of continual assessment to set learning goals, create targeted lessons and support ongoing ESL practices. Continual evaluation of student progress is vital in assuring success in student learning.

Math

In Mathematics, students participate in ongoing assessment through the use of class work and homework. At various grade levels, the following individual and group assessments indicate the scope and proclivity of student learning, teacher effectiveness to impact student learning and the effectiveness of teacher to address the scope and sequence of instruction and the curriculum:

- ⊕ rubrics,
- ⊕ teacher observation and note taking,
- ⊕ teacher/student conferences,
- ⊕ math projects,
- ⊕ math games,
- ⊕ homework,
- ⊕ applying math skills to real life situations,
- ⊕ chapter tests and quizzes,
- ⊕ portfolios showing a range of student work,
- ⊕ goal setting,
- ⊕ math notebooks.

Social Studies

In Social Studies, students are not expected to merely know information; they are expected to analyze, question and represent material in a variety of venues and moreover, to see their course of study as a meaningful use of their efforts. Consequently, there is a variety of assessment used to check student understanding and application of information. According to Social Studies teachers, ASU students do not merely read and listen to lectures, they actively engage in learning with the following assessments:

- ⊕ question, create, and interpret
- ⊕ represent in the form of presentations
- ⊕ quizzes and tests
- ⊕ essays
- ⊕ poster projects
- ⊕ portfolios
- ⊕ class discussions
- ⊕ power points
- ⊕ short films
- ⊕ skits
- ⊕ illustrations
- ⊕ peer collaboration

Science

In Science, teachers report the following methods are examples of how students are assessed:

- ⊕ Formal Assessments
- ⊕ Informal Assessments
- ⊕ Summative Assessments
- ⊕ Self Assessments
- ⊕ Pair Assessments
- ⊕ Observations
- ⊕ Rubrics
- ⊕ Projects
- ⊕ Laboratory Experiments

World Languages

In World Languages, at various grade levels, the following individual and group assessments are used:

- ⊕ journals
- ⊕ portfolios consisting of work samples
- ⊕ rubrics
- ⊕ teacher observation and note taking
- ⊕ teacher/student conferences
- ⊕ projects
- ⊕ different assignments
- ⊕ homework
- ⊕ after unit and topic tests
- ⊕ quizzes
- ⊕ Korean and Mongolian University/College Admission exams' tests

Specials

In contrast with the other academic areas, Music, Art and Physical Education have comparatively little written assessment. Instead, the art, music, and physical education teachers observe student performance of skills and techniques during lessons and activities. Notes of these observations help assess skills for planning of future lessons.

However, specific formal and informal measurement examples are cited below for each of the special classes:

Physical Education: Written tests are used in conjunction with athletic activities to ensure that students understand the rules and philosophy of a game so that they appreciate these intricacies while also mastering the physical aspects.

Teachers are vigilant in watching to discern which skills each student has mastered and which intimidate them. For instance, in ninth grade volleyball, the teacher keeps a chart of actions like serving and setting. Teachers keep track of how often a student relies on one particular action, and then later works with the student to help their confidence and competence improve on the actions that the student avoids.

Music: The music teacher quizzes students on music theory, particularly in the context of the music the students are learning at the time. Most assessment by the teacher, however, is done by observing performance. As students sing, act, and move in class, the teacher is able to help them improve based on what she sees and hears. The more social ESSOs (implying the importance of community membership and being a good team member) are vital to a successful musical ensemble. Student interactions with each other are also observed and assessed. Over the course of a year, classes become more cohesive as a performing unit, encouraging rather than criticizing each other.

As the students are constantly learning and applying terms which they have never before heard, it is important that ample review be available to them. One particular challenge to ASU students, many of whom are ESL, is that a number of music theory terms are Italian. If the teacher asks for a *diminuendo* from the group at a certain point in the song, it will be instantly obvious to her upon listening and watching whether some, none, or all of the students understand the word and what it means. If the choir gets louder or changes not at all, remediation on that concept through games, activities, and demonstration is done immediately within the context of the current song.

Art: The art teacher monitors students as they work to see their progress and help them improve technically. One example of this type of assessment in the art classroom occurs when the student thinks he/she may be done with a project. It is brought to the art teacher, who discusses it with the student. If there is, for instance, a lot of blank space on a young elementary student's paper, the teacher will ask (in the context of the project) whether there is anything that could be put in that space. If a student's answer is vehemently "No" and can adequately explain his or her intentions of why the space is left blank to the art teacher, the student's artistic

autonomy is supported. Sometimes, though, the student will take a moment and then return to the project to do more work.

The art teacher guides her students through so many different media during the course of the school year that it is natural that some will be more challenging than others, and that some students will be more naturally adept at picking up new techniques. She is very careful not to rush students who are struggling with a method. If they need more individual attention, the personalized nature of the art classroom, (in which students spend much of the time working on projects individually as the teacher and PA monitor and guide) allows the staff to offer needed assistance in a timely and supportive manner.

Summary

Assessment results need to clearly drive allocation of resources. At this point in time, data gained from standardized testing is not being utilized fully to inform instruction, although this process has begun.

ASU has been adding a grade each year. With the addition of a grade each year, the school has allocated funds to supply all of the textbooks and materials for this new grade. This was done for the 2010-2011 school year. Next year will be the first year in ASU’s existence that this will not be the case. For the upcoming school year, the ALL-School Assessments, PSAT, and SAT data will be used to allocate funds and resources to enhance the education of all students here at ASU.

In addition to the above information, ASU has a large ESL population and each year a great portion of the schools budget has been allocated for the development of the ESL materials and department. In addition to this, departments have been added to ASU, (art, music & PE) and, as above, funds and resources to complete these programs was the priority. Now that all departments are established, ASU will be able to use assessment (particularly the areas of deficiency in our students’ achievements) to drive where the priority of resources are expended.

Evidence, Strengths and Areas for Growth for Criterion B3: How Assessment is Used	
<p>Strengths</p> <ul style="list-style-type: none"> ⊕ Student-led conference and portfolio assessment process, PreK – 5 ⊕ Communication of student achievement to stakeholders ⊕ Standardized assessment data entered into students’ cumulative folders and accessed by professional staff ⊕ Use of standardized assessment data to inform programming decisions and resource acquisition ⊕ Assessment is continuous ⊕ Assessment takes into account learning styles and strengths ⊕ Teachers are using best practices, i.e. Reading & Writing strategies 	<p>Evidence</p> <ul style="list-style-type: none"> ⊕ Home group reports ⊕ Teacher- created observation records and checklists ⊕ Examples of performance assessment and student portfolios ⊕ Samples of assignment rubrics, with assessment guidelines ⊕ Student work

**Evidence, Strengths and Areas for Growth for Criterion B3:
How Assessment is Used (Continued)**

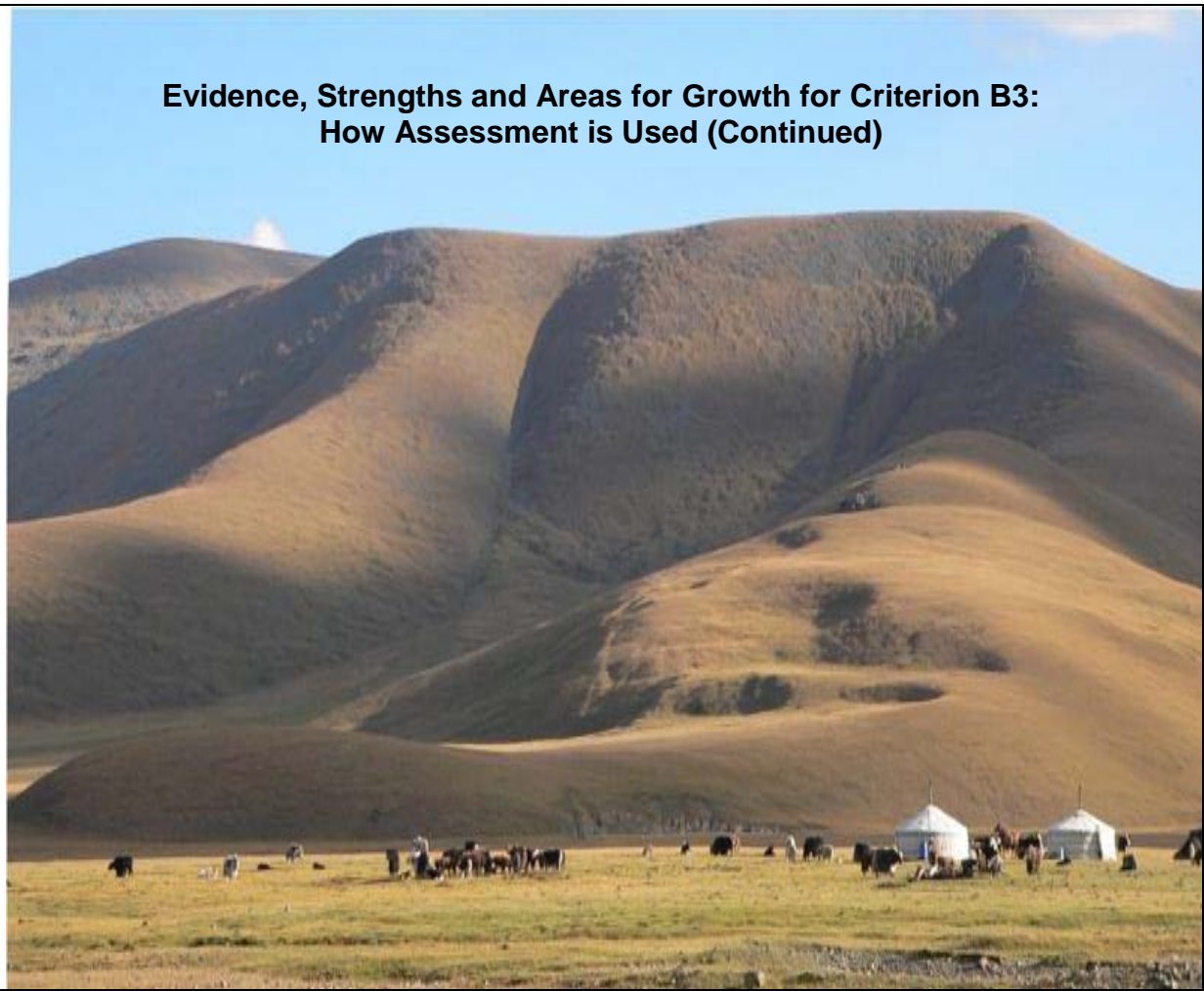
Strengths (Continued)

- ✦ Implementation of the “Six Writing Traits”K-12.
- ✦ The elementary mathematics department uses a variety of teaching strategies to reach a wide range of students.
- ✦ A variety of assessments are used to gather accurate and up to date information on the students.
- ✦ Teachers find creative ways to engage their students using a variety of methods, using materials provided, homemade/recycled materials and materials downloaded from the internet.
- ✦ The specials teachers (Art, Gym & Music) use assessment regularly.
- ✦ The school leadership’s support in autonomy of assessment choices.
- ✦ The auditorium features a large stage with ample backstage areas, as well as a good number of seats for an audience.
- ✦ Students are exposed to a variety of materials and differentiated learning that leads them to fully realizing the ESSOs.
- ✦ The Ontario Curriculum is a comprehensive document. Teachers have the flexibility to adapt the Curriculum to meet the practical needs of the student population.
- ✦ Students learn how to actively apply what they learn in the classroom to what is available to them in Ulaanbaatar and Mongolia, thus reinforcing a sense of citizenship and stewardship.
- ✦ Students have many opportunities to take their learning out of the classroom and into everyday experiential learning, including trips abroad.
- ✦ Students have demonstrated excellent results in their World Language skills and concepts as documented by ongoing after unit and term assessments.
- ✦ Students benefit from the tailored to individual students skills and differentiated instruction provided by the teachers.
- ✦ Students benefit and enjoy the Fieldtrip opportunities to extend and expand their studies out of classroom.
- ✦ Students are well aware of their national cultural and historical heritage.

Evidence (Continued)

- ✦ Records of assessment and evaluation of student progress, both formal (PLAN, PSAT, ACT, SAT external exam results) All-School Assessments and informal (teacher produced)
- ✦ Report cards in all grades report directly on progress toward the ESSOs.
- ✦ Team meeting reports
- ✦ Examples of assessment and rubrics
- ✦ Samples of assignment outlines and assessment rubrics
- ✦ Assessment results
- ✦ Physical education skills charts
- ✦ Video recordings of performances
- ✦ Classroom observation
- ✦ Student interviews
- ✦ Surveys
- ✦ All-School Assessment calendar
- ✦ New schoolyear orientation agendas

**Evidence, Strengths and Areas for Growth for Criterion B3:
How Assessment is Used (Continued)**



Areas for Growth

- ⊕ Continued focus on use of portfolios as assessment tools, and the development of student- led conferences PreK – 12 as a vehicle of student self-assessment, with on-going adjustments and evaluation of the process.
- ⊕ Need for allocation of resources to be distributed to targeted areas which have been designated as areas of weakness in student performance.
- ⊕ Need to continually inform community members of developments in the area of student assessment.
- ⊕ Need for continued professional development in use of assessment strategies.

Category C: Support for Student Personal and Academic Growth

Criterion C1: Student Connectedness

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the Expected Schoolwide Student Outcomes.

ASU takes great pride in providing a positive and supportive environment for its students. From academic classrooms to extracurricular opportunities, ASU cultivates a sense of belonging to the school community. Our Administration, teachers, professional assistants, counselor and support staff give their time, interest, attention and emotional support in such a way for students to become academic achievers, critical thinkers, self-directed learners, involved citizens and effective communicators.

ASU's administration, particularly the head of school/principal, works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, the head of school/principal monitors classroom instruction to make sure that the approved curriculum is properly implemented in all classrooms using a variety of instructional approaches. The head of school/principal also endeavors to equip the teachers and students with appropriate resources. To enhance teaching and learning, the head of school/principal promotes CFG (Critical Friends Groups) and encourages teachers to participate in these professional development opportunities.

In addition to facilitating learning within ASU, our administrators and teachers work to support and encourage partnerships within the Mongolian and International communities. These relationships assist experiential learning opportunities that benefit students. For example, BD's Mongolian Barbecue, has become a partner with ASU in a campaign for a "Read to Succeed" program. A local dental office worked with ASU to promote healthy oral hygiene. Another company in Ulaanbaatar, Great Adventure Expeditions, has united with ASU in helping to design and implement an Outdoor Education Program which many students have elected as their "After School Activity." Likewise, private music lessons and judo lessons have been contracted out to skilled professionals from the Mongolian community who come to the ASU campus to broaden our extracurricular experiences for our students.

The American School of Ulaanbaatar provides a broad range of personalized student support systems, geared to support classroom instruction, student achievement, and to support the learning environment within the school. On-campus programs, such as: English as a Second Language (ESL) and core subject assistance, support work to both reinforce and supplement regular classroom instruction. The Library provides an array of informational materials for individual student enquiries as well as resources for in-class projects and research. The counselor offers support for student social, emotional, health, and academic needs and is assigned to provide services for all ASU students. The Administrative Assistant and the counselor work with all new families to the community, coordinating all aspects of the school admissions process.

In an effort to help our students achieve the curriculum expectations, ASU teachers are responsible for practicing instructional strategies and selecting appropriate assessments for all ASU students. However, our ESL student population is faced with many challenges and our teachers consciously individualize instruction to meet the needs of their students. They not only modify course expectations based on the student level of English proficiency, but they also collaborate to give the student the greatest benefit. For example, the High School ESL teacher and the High School Social Studies teacher worked in tandem to help grade 10 students complete a writing assignment about the Middle Ages, and a project board about Ancient Egypt.

Teachers also use a variety of instructional strategies. These strategies include the following: extensive use of visual cues, graphic organizers, scaffolding, previewing of textbooks, pre-teaching of key vocabulary, peer tutoring, and strategic use of students' first languages. Often these additional strategies are helpful for the students who have visual or tactile learning styles. ESL support classes which are offered in the primary, middle and high school, are designed to reinforce language learning through fun games and interactive activities. The teacher, along with the ESL support staff, work on exploring the required vocabulary, breaking down the assignment questions, reading texts for meaning and writing skills.

Translation for students who have a limited grasp on English is one of the core educational principles at ASU. Program Assistants assist students from grade PreK-5 in the translation of materials, such as story problems and directions that the students are unsure of. The translation in class is slowly reduced as the child moves up the academic ladder. By fifth grade only students who are severely lacking in language skills are permitted to use translations and are encouraged to use text cues, dictionaries, and other reading strategies to understand material that is slightly above their comprehension.

Likewise, teachers use a variety of learning resources. These resources include the following: visual material, simplified text, bilingual dictionaries, and culturally diverse materials. Aimed at not only appealing to the students' learning styles, but also the multiple intelligences that are present in each classroom, these learning resources are valuable tools that help students pursue their quest for knowledge.

Finally, in order to encourage success, teachers use assessment accommodations. For example, granting extra time is a simple modification but can be helpful for a student who has test anxiety. Other accommodations such as the use of oral interviews, completing graphic organizers and/or cloze sentences instead of essay questions are assessment accommodations which help students show what they know even if their English is limited or they have academic challenges.

Often personalized support is offered at ASU through tutoring and individual one-on-one work with teachers during lunch, recess, or after school. With the varied teaching and strategic assessment approaches, teachers are addressing a wide range of student needs and giving every student the opportunity to experience success.

In addition to these appropriate academic interventions, ASU's teachers also facilitate opportunities for students to practice interpersonal skills. For example,

cooperative learning strategies as well as “Tribe” exercises are implemented in several classrooms. Not only do these activities foster interdependent skills and promote a feeling of belongingness, they also enhance both oral and written communication skills.

Personalized Student Support	SI	TI	P/CI
Fine Arts: Performances/ Displays/Publications	X	X	X
Buddy/Peer System	X	X	
Program Assistants	X	X	X
Cafeteria		X	X
Classroom Instruction	X	X	
Counseling	X	X	X
ESL (English as a Second Language)	X	X	
Field Trips	X	X	X
Library	X	X	X
Week Without Walls	X	X	X
School Web Page	X	X	X
ACAMIS Arts and Sports Conference	X	X	X
Student Self-Assessment (Reports, Portfolios, Conferences)	X	X	X
Student/Parent Handbooks, Course Description Guides	X	X	X
Summer Program	X	X	X
Use of Classroom Volunteers	X	X	X
Visiting speakers, performers, and instructors	X	X	X

SI= Student Involvement TI= Teacher Involvement P/CI=Parent/Community Involvement

Understanding that students enter our school with varying educational and personal needs, ASU’s support staff, particularly those in student services, is committed to supporting students’ both in and out of the classroom. To fulfill this mission, ASU provides a variety of services that are meant to create an atmosphere of safety and support not only for the student but the student’s entire family.

For example, in August 2009, a counselor was added to the Administrative team. The counseling department offers guidance and personal counseling to our students. The counselor works directly with children to assist them in the development of positive friendships, teach conflict resolution strategies, and change specific behavior patterns. The counselor also completes formal classroom observations of students for whom teachers have specific academic or behavioral concerns. The counselor works with the teachers, parents, and the child to formulate intervention strategies in situations where student behavior is affecting either student progress or the educational environment in the classroom.

The counselor also assists students with their course selections, as well as with the transition from elementary school to middle school. In addition, the counselor contacts parents regarding academic challenges those students may be facing, and acts as a mediator between teachers and students. In conjunction with the high school faculty, the counselor assists in the academic guidance by discussing course selection choices with students. Then, the counselor personally reviews each student’s selection to ensure that appropriate classes have been selected for the following year and/or term.

The counselor coordinates visits by post-secondary institutions from all over the world. Students in their junior and senior years from ASU, and occasionally from

other schools, are encouraged to attend these visits to collect information and ask pertinent questions. As part of this process, the counselor makes a concerted effort to remain current on the admissions policies of universities worldwide. ASU students have access to career and guidance counseling materials located in the counselor's office. Through the ASU newsletters, parents and students are informed of college fairs, education nights, and college tour events in the area.

With school counselor assistance, students develop a portfolio documenting their skills, experiences and credentials as part of their ongoing learning and career development. The counselor also offers support for students' social, emotional, health, and academic needs. He is assigned to provide services for all ASU students. Students from other countries find the courses in guidance and career education particularly useful. They develop learning skills that assist them as they progress through secondary school. Through career exploration activities students develop interpersonal and communication skills and learn about their local community.

The ESL department also contributes support for the academic program. There was no ESL coordinator three years ago. There were no baselines for testing. Classroom support for ESL students was weak. Currently, ASU has an ESL coordinator who oversees and aligns the needs of the students to the instruction given. Primary and secondary ESL instructors service children in small groups in and outside the classroom.

English as a Second Language pull out programs offer more needy students additional support with English. The ESL pullout program is designed for students in 1st grade through 12th grade. The process for referral to the ESL program is effective. A formal ESL assessment is given twice a year. Students are assessed on their verbal, written, and comprehension skills and are placed in a pull out class for additional assistance if necessary. ASU also provides individual "one-on-one" instruction for older students who have extreme ESL needs. These students are integrated as much as possible in their Middle school and High School classes for all the mainstreaming benefits. However, for a couple of hours a day, these students receive direct instruction addressing specific components to individual academic and language needs.

Translation for students who have a limited grasp on English is one of the core educational principles at ASU. ASU's Professional Assistants assist students from grades K-5 in the translation of materials, such as story problems and directions that the students are unsure of and need added reinforcement. The translation in class is slowly reduced as the child moves up the academic ladder. By fifth grade only students who are severely lacking in language skills are permitted to use translations and are encouraged to use text cues, dictionaries, and other reading strategies to understand material that is slightly above their comprehension.

While the ESL program is blossoming, there are limited support services for students with learning disabilities. Consequently, students with suspected learning challenges are often placed in the ESL pull-out program to receive some additional help. ASU does have all kinds of exceptional services, schoolwide sensitivities, individualized instruction and a vocabulary to accommodate a large number of the maladies

Learning Disabled student demonstrates. ASU cannot easily demonstrate accommodation for severe diagnosis – but then not many schools do including those that are publically funded. ASU has almost an ideal environment for an inclusion model with professional development in this area and one to two consultants. The philosophy, policy and program parameters for Student Support Services need to be reviewed and implemented.

Students are given the responsibility with regard to their own learning in school. Students, who make the effort required to succeed in school and apply themselves, discover that there is a direct relationship between this effort and their achievement. This correlation between effort and achievement motivates them to greater success. On the other hand, there are some students who face challenges for a variety of reasons and find it more difficult to take responsibility for their learning. For these students, the attention, patience, and encouragement of teachers are extremely important factors for success.

To foster organization and good study habits, all elementary and middle school students receive a student planner containing a calendar where they are encouraged to record their homework assignments. Study skill classes are offered to all Middle School students to help them improve their study habits. During these classes, learning styles are also addressed so that students are aware of how they learn best. With a gradual release of responsibility, students learn organizational skills and the personal-management techniques which increase their employability skills needed for success in school and in future work. Likewise through extracurricular activities and community service, students extend and enrich their knowledge and skills. These real-life connections make learning meaningful and motivate them to become lifelong learners.

As the students attend their special classes such as art, physical education, music and computer, the teachers are constantly reinforcing English vocabulary. For example, at the beginning of the year our primary students, particularly the first grade and kindergarten classes, struggle with basic “oral” directions. To help students more fully comprehend the English commands, teachers color code special areas to help reinforce listening skills. Several of the routines, such as physical education and art class, are written so that students can read the directions in English. Routines and expected behaviors are also demonstrated through physical actions that link the instruction with a specific behavior or action.

The Mongolian paradigm of poetry consists of a piece of writing that frequently repeats the same words. Culturally, rhyme and rhythm are literary devices that are unfamiliar to most of ASU’s national students. Consequently, music class at ASU has offered wonderful support in helping nurture rhyme and rhythm through song and dance. Nursery rhymes and traditional folklores which have been put to music in a melodic, sing-song pattern have been instrumental in helping primary students learn predictable text. Singing in English for all the students has helped expand language acquisition particularly in the areas of vocabulary and pronunciation.

Student Services	SI	TI	P/CI
Cafeteria		X	X
Career Planning	X	X	X
Counseling	X	X	X
ESL (English as a Second Language)	X	X	
Higher Education Support	X	X	X
Library	X	X	X
School Web Page	X	X	
Student/Parent Handbooks, Course Description Guides	X	X	X
Use of Classroom Volunteers	X	X	X
Visiting Speakers, Performances, and Instructors	X	X	X

SI=Student Involvement TI=Teacher Involvement P/CI=Parent/Community Involvement

Students at ASU are involved in a variety of curricular and co-curricular activities. These activities are designed to enrich students' lives with academic, social and athletic experiences. The After School Activities Program promotes participation to develop good citizenship through activities, and encourages equitable opportunities, positive recognition and learning experiences. ASU's After School Activities Program is committed to excellence in education and human development, success in extracurricular activities, and for serving as a source of school and community pride. It is the goal of this Program to support the guiding principles that have been established through the school's philosophy.

The After School Activities Program is divided into two distinct areas: athletics and general activities. The athletics program is aimed at developing physical skills in team and individual sports at an achievement level that surpasses classroom instruction. There are several athletic programs currently supported by ASU, ranging from elementary school to high school. The general activities program seeks to provide interesting opportunities for experiences that are not included in the regular school schedule. There is a wide range of programs that include activities that are academically, artistically, and physically related.

For example, academically speaking, the after school activities have provided several enriching and building experiences for our ASU students in the areas of Language Arts. Through drama, newspaper, speech, and other language activities, after school activities are helping students to develop new vocabulary by using these new terms in writing, reading and speech. For example, American Games is an after school activity for older students that provides an opportunity for students to reinforce schema and develop new vocabulary through the use of board games such as Blurt, Scrabble, Boggle, Outburst, Pictionary, Tri-bond, Gestures, Apples to Apples, Jeopardy, and Are You Smarter than a Fifth Grader. Not only do they promote socialization, but language acquisition is a bonus.

In addition to the After School Activities, ASU has a developing athletic department. Three coached sports are offered to our Middle and High School students. Volleyball, basketball and soccer are organized team sports that ASU is competitively participating. Through ACAMIS, a non-profit organization formed to facilitate communication and development between international schools in China and Mongolia, students have had the opportunity to grow and achieve athletically. In 2010, ASU co-hosted an ACAMIS volleyball tournament in Ulaanbaatar. Teams from China traveled to Mongolia to play volleyball. In January 2011, our High School boys

and girls varsity basketball teams will be traveling to China to participate in the 2010-2011 ACAMIS basketball tournament.

Two student councils provide leadership experiences in student government for elementary and secondary school students. The Student councils are elected students who work together to help make the school community a better, safer place for students. These representative bodies also organize social activities and philanthropic events throughout the school year. They are involved in the organization of events to help promote school spirit and social awareness. Activities include organizing school dances, promoting sports events and aiding in ASU's Open House.

One of ASU's ESSOs is for students to become Global Citizens. In order to do that, students need to be exposed to the world in and outside of ASU. This includes their classroom, school, neighborhood, country and the world. There is a Community Service requirement for each high school student. This includes doing volunteer work outside the school as well as helping other students within the school. Students at all levels have had the opportunity to participate in their classrooms helping others, volunteering as Reading Buddies, helpers or tutors to other classes, collecting and giving donations to the unfortunate both within Mongolia and worldwide for the United Nations collection for Haiti and Pakistan.

In order to provide a wide range of cultural experiences, students attend field trips, listen to guest speakers and performers who come to ASU and participate in ASU's "Week Without Walls." Each of these activities heightens student awareness and increase their appreciation of the world. For example, "Week Without Walls" is designed to take learning beyond the wall of the school. It is a way for students to experience material from their curricula firsthand. Students spend from two to seven days, depending on the destination, visiting locations within Mongolia, Russia, China and Cambodia to give them a real life experience that helps internalize their studies.

ASU also offers various summer programs to encourage learning over the break. For the past two years, ASU sent a group of grade 3-11 students to England for a summer enrichment camp. During the summer of 2009-2010, ASU also offered a university summer school program in the United States and a cultural summer program in Canada. All three of these programs will be offered again this year. The group of students going abroad for this enrichment has grown tremendously. Students are given opportunities to use their English language skills and interact with other international students.

Another recent program, which takes place in the summer, is ASU's Summer Camp. It is an affordable, three week program that allows students to remain academically active, but in a less-structured environment. Since ASU has a high percentage of students coming from homes that do not speak English, ASU's Summer Camp has proven vital for our students to help them maintain and practice their social interactive English over the summer break. This Summer Camp is also open (for a fee) to students who do not currently attend ASU. It is a service offered to members of the Mongolian community who would like their children to have an introduction to the English language via trained, native English speakers.

The counselor, head of school/principal, ESL coordinator and administrative assistant oversees all student admission functions and procedures. This group screens student applicants, coordinates the administration and evaluation of admissions testing and interviews, and collects school records as well as provides “frontline” information to new families about the school and its programs. All new elementary and middle school students entering ASU receive a student planner containing a calendar. All students in PK-12 receive a Parent/Student Handbook containing the school policy guide and other information to assist with the transition into ASU.

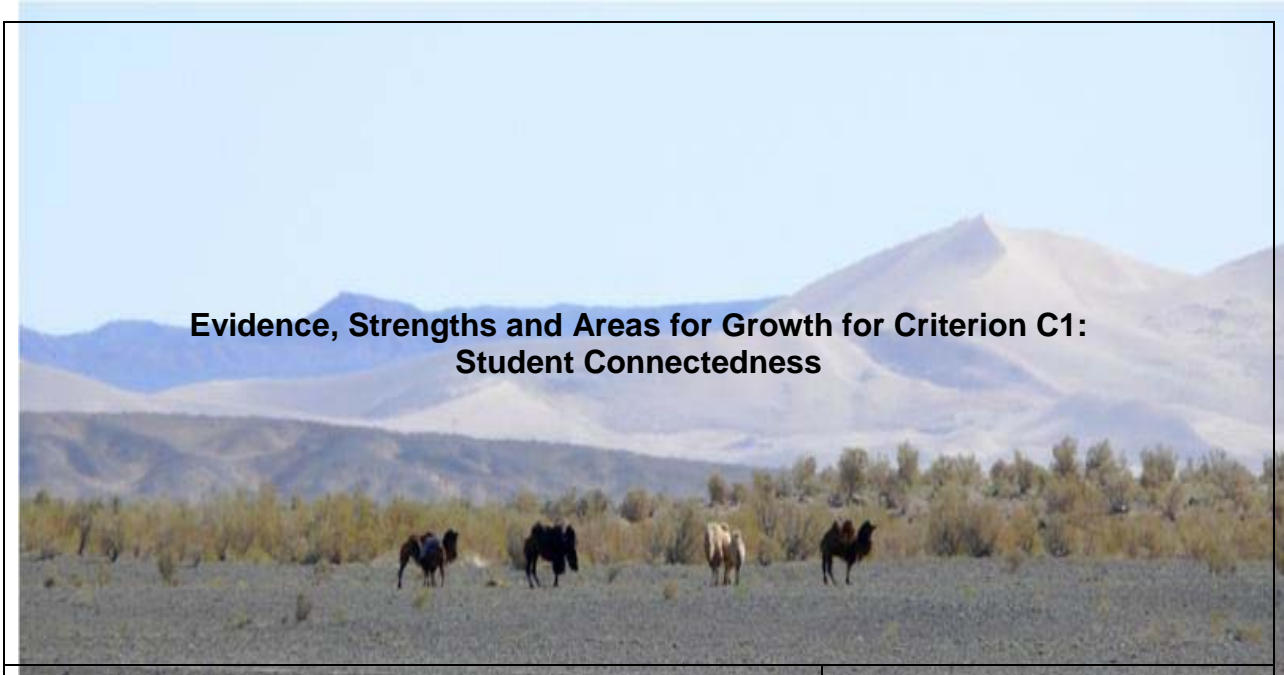
ASU also hosts festivals, conferences, and sporting events, which highlight student talents. As a means of providing further opportunities for learning outside of the traditional classroom setting, outside speakers, performers, and instructors are also invited to the school to share their expertise with staff and students.

Curricular/Co-Curricular Student Support

<u>Curricular/Co-Curricular Student Support</u>	SI	TI	P/CI
Art Shows/ Performances/ Displays/Publications	X	X	X
Electives and After School Activities	X	X	X
Field Trips	X	X	X
Week Without Walls	X	X	X
School Web Page		X	X
ACAMIS Arts and Sports Conference	X	X	X
Social Activities	X	X	X
Sports Teams	X	X	X
Student Council	X	X	
Student/Parent Handbooks, Course Description Guides	X	X	X
Summer Programs	X	X	X
Visiting Speakers and Performances	X	X	X

SI=Student Involvement

TI=Teacher Involvement P/CI=Parent/Community Involvement



**Evidence, Strengths and Areas for Growth for Criterion C1:
Student Connectedness**

<p>Strengths</p> <ul style="list-style-type: none"> ✦ Teachers are committed to providing interesting and diverse after school activities to help students reach their ESSOs in less academic ways ✦ The school leadership team and staff enthusiasm and support for continued ESL program development and increased presence in the classroom ✦ Week Without Walls, a new annual program to help students learn in nontraditional environments while building social relationships that will help them feel safe and welcome in the school 	<p>Evidence</p> <ul style="list-style-type: none"> ✦ Participation lists with documentation of ESL-assisted students ✦ After School Activities documentation ✦ ESL after school attendance lists ✦ ESL after school materials ✦ Number of students participating in ESL after school ✦ Student grades before ESL assistance and after ✦ Letters to parents ✦ Photos and itineraries of Week Without Walls program ✦ Summer camp photos, planning outlines and materials ✦ Student interviews ✦ Field trip requests ✦ Students of the Month
<p>Areas for Growth</p> <ul style="list-style-type: none"> ✦ Added faculty for the ESL program ✦ ESL should be offered for all students K-12 who need additional support ✦ Expansion and continued development of a learning support program for students with special learning needs/ disabilities at ASU ✦ Increased number of students in academic assistance placements during after school activities ✦ School recommended tutors 	

Criterion C2: Parent/Community Involvement

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

Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress.

However, it is an observation by the "Foreign Hired Teaching Staff" that, generally speaking, parents of our Mongolian students have a cultural attitude towards education that places the onus of responsibility for the education of the child solely on the teachers. Typically speaking, the paradigm that some parents have toward education is derived from an old schooling system quite different from a North American one. Consequently, we feel it will take a little time to educate the majority of ASU's parents about the school expectations of parent involvement and academic priorities. However, over the past three years we have seen tremendous growth and an increasing awareness from Mongolian parents who are responding to the invitation to participate in their children's education.

It is the opinion of ASU that parental support is vital in ensuring that ASU's students succeed. Therefore, ASU's teachers make every effort to meet with parents as often as possible in order to update them with the progress of their children, areas of concern, and to share materials that can be used for at-home support. Once a student is enrolled at ASU, parents receive our parent/student handbook containing the school policy guide and other information to assist with the transition to ASU.

Knowledge of the expectations in the various courses also helps parents to interpret teacher comments on student progress and to work with them to improve their child learning. The guidance and career education curriculum promotes lifelong learning. In addition to supporting regular school activities, parents may want to encourage their sons and daughters to explore opportunities available to students through greater school and community involvement and participation in leadership-development activities. Attending parent-teacher interviews, participating in parent workshops, becoming involved in PTA activities, and encouraging students to complete their assignments at home are just a few examples of effective ways to support learning.

Communication is maintained in a number of ways. Progress reports at the mid-way point of the term are sent to students who are struggling academically. Report cards are returned and signed at the conclusion of every term. Parent-teacher conferences happen twice a year, and teachers are available to meet parents any time they have concerns or issues to discuss. Monthly newsletters are sent to all parents highlighting activities that took place at ASU during the month.

A network of integrated communication systems is employed to provide current, accurate and accessible information to all stakeholders within the ASU school

community. The dissemination of information to the community is facilitated through a number of different methods including newsletters, and various forms of electronic communication. Information related to school activities, special events, school policy and procedures, social events, and calendar related issues are communicated by these means. Emergency-related communication with parents is facilitated through use of the community phone tree and information posted on the ASU website.

Communicating to parents regarding student progress is a top priority. ASU faculty reports student progress through a variety of methods, including formal report cards, mid-term progress reports, email, meetings, conferences and telephone conversations. As a school we recognize that it is not only important to provide outgoing information to our community, but that we must also have a means by which our community can communicate with us. The administration of ASU facilitates personal communication through regularly scheduled parent meetings and discussion groups. Representatives from the administrative staff also attend regular PTA meetings. Parents are encouraged to make appointments to meet directly with staff members to discuss issues and express concerns.

Communication	Ongoing	Weekly	Monthly	3 times a year	Annually
Reports cards				X	
Progress reports				X	
School Web site	X				
Newsletters from teachers		X	X		
Newsletters from Head of School	X				
E-mail	X				
Phone tree	X				
Personal contact	X				
Parent/Student Conferences				X	
Curriculum Night					X
Open House					X
Bulletin Boards	X				
Parent/Student Handbook					X
Student Planners					X
Yearbook					X
Student Newspaper			X		

There is a continual need to increase parental support in the language acquisition process. Students who have access to English at home pick up the language much faster than those who learn it in isolation at school. Many of the ESL parents recognize the importance of their child learning English, but do not speak the language themselves. Consequently, there is little to no access of English at home for the students. In these same households, parents struggle trying to help and support their children in completing homework. In these situations, home tutors are

recommended to parents when the teachers feel that the students would benefit from additional home support.

The ASU parent community is a growing entity. In comparison to parent involvement five years ago, ASU is experiencing increased parental activity both in and out of the classroom. Within the formal learning environment of the classroom, parents and grandparents participate as classroom volunteer parents, guest speakers and field trip chaperones. Particularly in the primary and intermediate grades, there are parents who come to volunteer and work with students and targeted skills. Likewise, in the younger grades, parents often participate in seasonal celebrations and birthday activities.

The PTA (Parent Teacher Association) was formed in 2008-2009. Since its inception, the PTA has been growing. Monthly PTA meetings are conducted in which parents and teachers attend. The minutes from the monthly meetings are translated into Mongolian and as of the 2010-2011 school year are e-mailed to all parents with updated e-mail addresses.

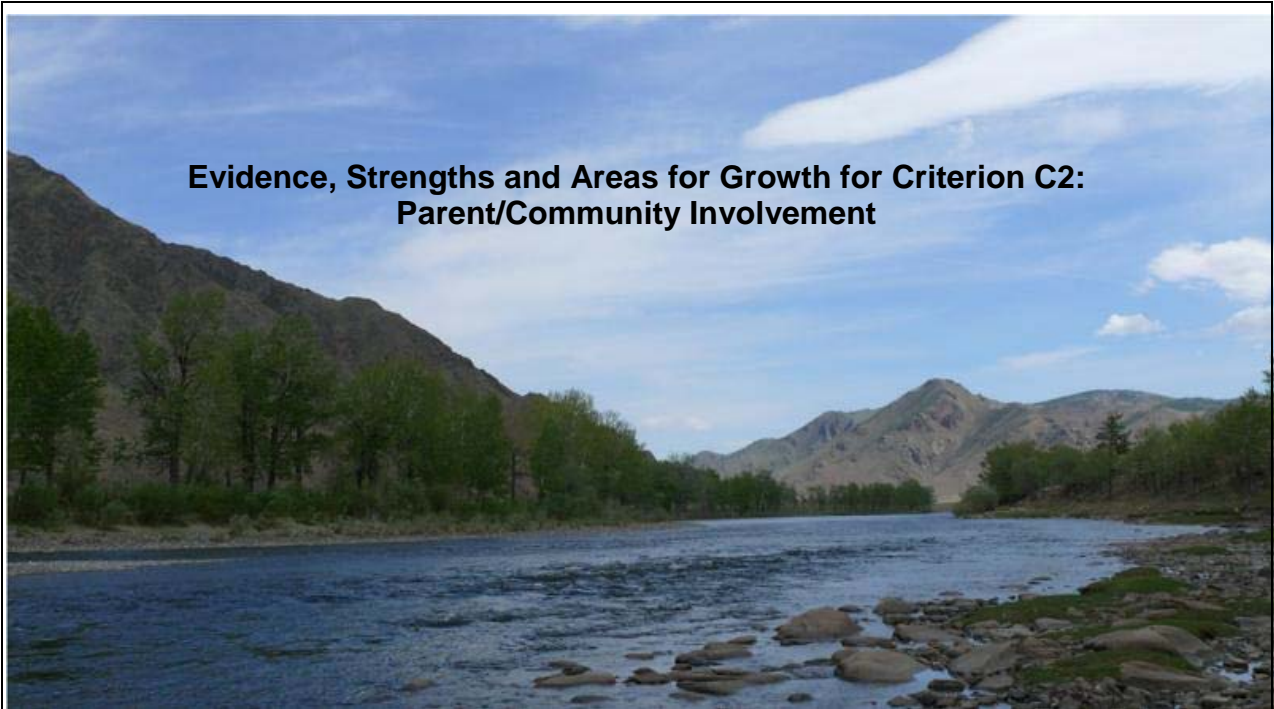
Lending its support the ASU's Open House, the PTA for the past two years has organized a barbeque as a way for parents to mingle and socialize. Last year, the PTA also promoted a special "carnival" activity for the families at Open House. At the carnival, one of the booths, the cake walk booth, was organized and completely manned by the parents in the PTA. Likewise, ASU parents and local businesses donated items such as gift certificates and money which were used for a raffle to raise money for educational purposes. For the many who attended 2010's Open House, it was a positive experience connecting the ASU community.

Parent Teacher Association Sponsored Events	SI	TI	P/CI
BBQ	X	X	X
Cake Walk	X		X
Parent Teacher Association		X	X
Classroom parents			X

SI=Student Involvement TI=Teacher Involvement P/CI=Parent/Community Involvement

The head of school/principal and several teachers have made a concerted and sincere effort to recruit a diverse group of parents. In the fall the school hosts a Curriculum Night where parents view the work of their children and meet with teachers. There is also a monthly newsletter that our head of school/principal writes to celebrate all the activities of the school. This is sent home with students. Also, the specials team has played a part in increasing parental presence on campus. During events like parent conferences, the art teacher and her program assistant displayed student artwork on the bulletin boards throughout the school. The students enjoy showing their parents what they've done, and the parents love to see the mark their kids are leaving on the community. The music and dance teachers started a new tradition of Winter and Fall concerts, where parents attend a formal performance in which their children sing, act, and dance. Although starting the tradition was challenging, the first concert was comparatively sparsely attended. However, by the second, word of mouth and posted publicity was so effective that it was a standing-

room-only crowd. Several staff members remarked that they had never seen so many cars at the school. Of course, with every event's success, the number of visitors increases.



**Evidence, Strengths and Areas for Growth for Criterion C2:
Parent/Community Involvement**

Strengths

- ⊕ Businesses in Ulaanbaatar have shown enthusiasm for participating in ASU events, showing their support through donations of raffle prizes at Open House
- ⊕ Parent involvement in the PTA and other planning capacities
- ⊕ Managing director's support for ASU events, demonstrated by a willingness to advertise via local media outlets
- ⊕ The school makes a sincere effort to extend availability to and invite parents to participate in the life of the school and the progress of their child

Areas for Growth

- ⊕ Continue to promote the PTA
- ⊕ Communication through the ASU School Website
- ⊕ Increased involvement by parents and community members in the life of the school
- ⊕ Find ways to strengthen the awareness of parents and the community about the importance of educating the whole child

Evidence

- ⊕ Teacher newsletters
- ⊕ Head of School/Principal Newsletters
- ⊕ Parent Contact form
- ⊕ Minutes of meetings
- ⊕ Photos and Field Trip forms
- ⊕ Attendance at Open House.
- ⊕ Attendance by parents and friends at musical performances, particularly involving primary students
- ⊕ Parent support for ASU field trips, demonstrated by number of participating students
- ⊕ Involvement of community members as ASU grow

Category D: Resource Management and Development

Criterion D1: Resources

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the Expected Schoolwide Student Outcomes.

Since its inception ASU's resource allocation and acquisition has grown and progressed each year. The curriculum driven resources have been steadily added. The Advisory Board, Head of School/Principal, Managing Director, teachers and the International Consultant are all links in the allocation and acquisition process. Once the budget has been approved the orders are sent to the International Consultant in Ontario who then does the actual placement of orders and handles the shipping details. All budgetary and accounting principles are strictly adhered to and monitored.

The classroom resources for Math, Language Arts, Social Studies and Science have been continually improving each year. Each teacher is allotted \$200 each year to purchase resources for his/her program. As a result, a larger range of books, manipulatives and resources are now available to teachers. A computer and software for student and teacher use is available in all classrooms. Resources are increasing here at ASU and it is the goal of ASU that teachers will strive to maintain and enhance their individual needs by means of their annual order.

The ESL Department has seen a substantial growth. In February 2009, when the ESL Coordinator joined the school, there were very little ESL specific resources available. With the support of School Management, vital resources such as thesauruses, dictionaries and manipulatives have been purchased. The support for the development of the ESL program continues to grow as evidenced this year by the increase in listening center resources.

The Specialty departments have also been assigned considerable dedicated space and facilities. These include an art room, theatre, music room, dance studio and six fully utilized teaching stations (pool, soccer field /track/ice rink, basketball court, fitness room, activity room and gymnasium).

The library at ASU started with a limited range of print and non-print materials many of which were donated. As of 2008 each year the library has acquired fiction and non-fiction resources that have enhanced its utilization by students, teachers and parents. There are multiple copies of books that can be used for literature circles and independent reading. Each year the library resources grow as more and more books are added. Many of the books retained in the Book Room have now been included in the library to allow for higher circulation by teachers. Now, multiple copies can be check out and used for lit circles.

The Technology Services of ASU has 2 computer labs with 25 networked computers in each available for student and teacher use in addition to a wide variety of software to support student learning. ASU also has one networked computer in each classroom. Additionally, ASU has purchased the Trevlac system for its

computerized attendance and report card and grade reporting program, transcripts and attendance. Ongoing research into new teaching technologies continues. The IT service department undertakes the circulation function of electronic equipment. In addition to the circulation function of electronic and audio-visual equipment, the IT department is, also, the technician for microphones and the sound system for the ASU auditorium. Information Technology services, network infrastructure, internet connectivity and professional development are funded through the ASU Budget.

At ASU, learning support is categorized by two distinct but interdependent specialist areas – Counseling and English as a Second Language (ESL). The counseling “department” was established in the 2009-2010 schoolyear with 1 part-time counselor. As of the 2010-2011 schoolyear, this position is a full-time position; however, the one counselor is servicing 420 students from PreK-12th grade. As with the ESL department, in 2008 it was one Mongolian teacher who serviced the secondary students. It has grown and resource allocation has been increasing each year. Now ASU has an ESL coordinator and 4 full-time ESL teachers.

Additional resources available to our children include a 24-hour security program with a full complement of security guards. Several new security measures, designed to optimize student safety, have been implemented at the school. A fully functioning student cafeteria area, capable of feeding the entire student and staff population, is available each day of the school year. The school has a small on-site student store.

Evidence, Strengths and Areas for Growth for Criterion D1: Resources	
<p>Strengths</p> <ul style="list-style-type: none"> ✦ Sufficient resources available for teachers to maintain and enhance their classroom needs through their annual order. ✦ Facilities for physical education, art, music, dance ✦ Decentralized Library resource acquisition ✦ New books and resources added every year to the Library ✦ 90 networked computers available for student and teacher use ✦ A wide variety of software used to support student learning ✦ Ongoing research into new teaching technologies continues ✦ Electronic equipment including 1 notebook computer, 5 LCD projectors, 2 video cassette recorders, 5 televisions, 12 CD players, 1 overhead projector and 5 DVD players, microphones, sound system. 	<p>Evidence</p> <ul style="list-style-type: none"> ✦ A comprehensive set of checks and balances to ensure no malfeasance with respect to financial matters. ✦ Regular audits are conducted ✦ All financial matters are under the control of the Managing Director ✦ Daily operations handled by an accountant and two cashiers and a Business Manager who supervises ✦ Budget for the subsequent academic year is in place by 31 December of the current school year. ✦ Qualified staff in academic and administrative departments ✦ Seven fully utilized teaching stations--pool, soccer field /track/ice rink, basketball court, fitness room, activity room, fitness room and gymnasium, health room, off campus facilities used. ✦ One IT Service Specialist, one IT Specialist Teacher ✦ One ESL Coordinator, three Teachers, one Program Assistant ✦ Art room, theater, music room, and dance studio facilities. ✦ Library with a supply room for staff ✦ Student Store ✦ Cafeteria Services ✦ Purchase of the Trevlac Student Administrative Software system ✦ One teacher/counselor for High School ✦ 24-hour security program with cameras and a full complement of security guards ✦ Classroom observation

Evidence, Strengths and Areas for Growth for Criterion D1: Resources Continued

Areas for Growth

✦ ACCOUNTING/BUDGETS

- Transparency in instructional budget
- Review of suppliers and shippers to ensure timely receipt of necessary instructional items.
- Effective Implementation of Trevlac System

✦ LANGUAGE ARTS

- Book room equipped with:
 - -resources available for sharing,
 - -multiple copies of leveled readers
 - -containers with authentic literature
 - -book bins on subject materials complete with various hands on activities
 - -resources for engaging literacy centers
- Basal readers
- Big books
- Manipulatives such as alphabet stamps, tiles with word families, boards with magnetic letters and puppets
- Sets of books and audio tapes/cd for listening centers for all grades
- Multiple titles (including picture books and chapter books) with four copies of the same title and an audio version of the book

✦ MATH

- More updated textbooks and resources
- Textbooks with emphasis on ESL readers
- Increased teacher input into buying Math textbooks
- Update textbooks every 5 years
- Overhead projects and text projectors in every classroom
- More PD for teachers in the use of Ontario Math curriculum texts/resources
- Coordinators and Department Chairs to provide consistency and organization

✦ SCIENCE

- Textbooks, teachers' resources
- Supplementary Materials
- Equipment
- Chemicals
- Additional Apparatus'
- Additional laboratory

✦ SOCIAL STUDIES

- More documentaries and films
- More updated world atlases
- More globes
- Historical atlases (which we don't have now)
- Specialized materials such as maps pertinent to history/Social Studies
- Region maps
- Textbooks for ESL students especially of upper grades
- More history volumes both historical, fiction and reference materials for the library

Evidence, Strengths and Areas for Growth for Criterion D1: Resources Continued



Areas for Growth (continued)

⊕ ESL

- Continue to purchase resources for ESL students, especially high interest, low level readers
- Continue to build up the number of thesauruses and dictionaries available in classrooms
- Purchase books on tape/CDs

⊕ SPECIALS

- ART/MUSIC
 - New sturdy desks/chairs for Art/Music
- PE
 - Additional gym
- COUNSELING/LEARNING SUPPORT
 - A counseling office fulltime secretary
 - Learning Support Specialist
- INFORMATION TECHNOLOGY
 - Provide a multi-faceted approach to the use of technology in the instructional classroom
 - Classroom computer pods and wireless computer carts.
 - Staff development will be provided to increase technology literacy skills
 - ASU website will be made more effective for the use of students, parents and community members.
 - Curriculum will be reviewed to ensure technology is inclusive and seamlessly integrated into the instruction.
- LIBRARY
 - More current and updated books and materials
 - A scanner
 - A certified Librarian

Criterion D2: Resource Planning

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

The Advisory Board, Managing Director and the Head of School/Principal share in Resource decision making and planning. Resource Planning Initiatives are driven by staff and resource needs emanating from the school administration with input from professional staff and the Parent Teacher Association. Continued forward planning includes the curricular review and textbook adoption cycle which allows the school to bring certainty to bear on costly upgrades to its stock of teaching materials.

A defined organizational structure is in place and job descriptions exist for each staff member. The job descriptions are adjusted to accommodate the future directions of the school. A process is in place for the regular review of enrolment and projection for future growth. The Marketing Strategy focuses on the School Prospectus, Website and Summer School.



Evidence, Strengths and Areas for Growth for Criterion D2: Resource Planning

Strengths

- ⊕ Well resourced and financially viable ownership
- ⊕ Financial accountability at all levels of the organization
- ⊕ Adherence to universally accepted accounting and business principles
- ⊕ Qualified professional staff
- ⊕ Resource acquisition model that is curriculum driven
- ⊕ Successful Summer School Program

Evidence

- ⊕ Inventory Lists
- ⊕ Instructional Budget (Historical and Projected)
- ⊕ Purchasing/Payment Process
- ⊕ Home Group Reports
- ⊕ Financial Records
- ⊕ Organizational Chart
- ⊕ Detailed job descriptions
- ⊕ School Prospectus
- ⊕ Summer School
- ⊕ School Website
- ⊕ Classroom observation
- ⊕ Staff surveys



Evidence, Strengths and Areas for Growth for Criterion D2: Resource Planning Continued

Areas for Growth

- ⊕ Develop a focused marketing plan to ensure our niche in the educational marketplace
- ⊕ Add Chairs and/or Department Coordinators for each subject area
- ⊕ Additional IT specialists
- ⊕ Additional ESL teachers to reflect the diverse learning needs of our non-native English speaking student body
- ⊕ Full time Counselor
- ⊕ Learning Specialist
- ⊕ Department Chairs and/or Coordinators
- ⊕ Trained Librarian
- ⊕ A part time nurse
- ⊕ More PD funds made available for staff to become cutting edge
- ⊕ More in-service workshops by expert faculty/staff
- ⊕ Increase the acquisition of current and updated textual and resource materials in all subjects
- ⊕ Scanner and more updated resources for Library
- ⊕ Additional Computers and Portable computer Pods
- ⊕ Classroom technology resources such as overheads, smart boards, LCD projectors
- ⊕ Additional Science Laboratory
- ⊕ Additional physical education teaching station (gym)
- ⊕ Health & Safety Office (staffed part-time)
- ⊕ Improved transparency in dissemination of budget information to staff
- ⊕ Review of suppliers/resource acquisition process
- ⊕ Printers in every classroom
- ⊕ Projectors with screen in every classroom

Chapter 5: Schoolwide Action Plan



A. Schoolwide Action Plan Development Process

The Schoolwide Action Plan was developed through the self-study process. In order to assess the needs of our school, we collected and analyzed a great deal of data. Focus groups and home groups collected information from their programs and departments. From the data we identified a number of priorities, which are stated in our plan. These priorities formed the basis of our plan for the following three years.

The mission of our school is, "The American School of Ulaanbaatar is a community of lifelong learners. ASU provides each student with the opportunity to achieve his/her personal best within an international and educational environment. The school prepares students to succeed in English speaking colleges and universities. Our students will acquire the skills and attitude necessary to be intellectually reflective, lead a lifetime of meaningful work, be caring and ethical citizens, and be physically and mentally healthy". Based on this mission, we reviewed the schoolwide goals and adopted objectives around them to reflect the needs of our students.

The Action Plan is a strategic plan that focuses on the needs of the community, proactive growth, and instructional strategies. We will use the needs assessment results to address budget constraints, training, technology, staffing and student support service needs. In order to effectively support and ensure schoolwide implementation, the plan will be used in the development of the ASU budget.

Annual objectives, including supportive conditions, will be developed to identify where we will be at the end of the year one, year two and year three of our three-year action plan. The action plan has been written, it outlines the activities and resources ASU needs to reach our target and ultimately our schoolwide goals.

Schoolwide Action Plan

Action Plan Goal # 1

Integration and Recognition of English as a Second Language (ESL) Priorities

Action Plan Goal # 2

Expansion of Resources to Enhance Student Learning

Action Plan Goal # 3

Organizational Structure

Action Plan Goal # 4

Professional Development

Action Plan Goal # 5

Supporting Continuous Improvement in Curriculum and Instruction

Action Plan Goal # 6

Technology

Action Plan Goal # 7

Strengthening Student Support

The detailed plan follows.

ASU Action Plan 1: Integration and Recognition of English as a Second Language (ESL) Priorities

Action Plan Goal: To recognize, as a community, that the majority of ASU students are ESL learners and to provide them with the best support possible in order to be prepared for an international post-secondary education.

Rationale for Goal: Through community-wide discussion, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, a number of areas have been identified for review and improvement. ASU recognizes that its target market consists primarily of Mongolians, many of whom have a rudimentary understanding of the English language. Therefore, ASU’s mission needs to be adjusted to recognize the fact that the majority of its students can be categorized as ESL. Moreover, a thorough ESL program needs to be put in place in order to guarantee the success of every child from kindergarten to grade twelve.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>1.1 Completion and implementation of the ESL curriculum. Goal: To complete and implement the ASU-designed ESL curriculum for all grade levels. This program should align with the Ontario Curriculum. Rationale: As ASU has more ESL students than native speakers there is a need for a specialized ESL curriculum to address their needs.</p>					
1.1.1 Assess and document exactly how many ESL learners are currently studying at ASU, via teacher surveys.	<ul style="list-style-type: none"> Completed Update September 2011 	<ul style="list-style-type: none"> *ESL Coordinator Teachers 	<ul style="list-style-type: none"> E-mail communications ESL Surveys 	<ul style="list-style-type: none"> Record the results of the completed survey. 	<ul style="list-style-type: none"> Submitting results to stakeholders via e-mail communication and general meetings.
1.1.2 Meet regularly with teachers and administration to establish the general needs of ASU ESL learners	<ul style="list-style-type: none"> October 2011 And ongoing 	<ul style="list-style-type: none"> *ESL Coordinator All teachers Administration 	<ul style="list-style-type: none"> Classroom assessments ESL Surveys Staff meetings 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> General meetings E-mail communications.
1.1.3 Provide professional development support for teachers with regard to differentiating curriculum.	<ul style="list-style-type: none"> November 2011 And ongoing 	<ul style="list-style-type: none"> *ESL Coordinator All teachers Administration 	<ul style="list-style-type: none"> Current research about teaching ESL Published ESL journals Home Group and all-staff meetings Professional Development / CFGs 	<ul style="list-style-type: none"> Meeting minutes Student progress 	<ul style="list-style-type: none"> General meeting E-mail communication

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
1.1.4 Write an ESL curriculum overview document that provides measurable goals for ESSL learners and provides support for teachers in achieving these goals.	<ul style="list-style-type: none"> • End of 2011 – 2012 school year. • Continuously updated 	<ul style="list-style-type: none"> • *ESL Coordinator • Administration • Teachers 	<ul style="list-style-type: none"> • Data gathered in 2010 – 2011 school year showing the trends with numbers and nationalities of ESL students. • Previous knowledge of ESL Coordinator & ESL Teachers. • Published ESL journals. 	<ul style="list-style-type: none"> • Scheduled meetings with Head of School to discuss progress of curriculum document. 	<ul style="list-style-type: none"> • Draft curriculum given to all teachers or a select number with the purpose of obtaining feedback from those affected. • Finished curriculum given to all teachers. • Finished curriculum discussed during 2011-2012 teacher orientation.
<p>1.2 Strengthened interaction between classroom and ESL teachers.</p> <p>Goal: Continue a transparent and easily accessible system whereby ESL teachers and classroom teachers communicate in a way that seamlessly integrates class objectives with support teachers' efforts.</p> <p>Rationale: For ESL support to be most effective, it is necessary for classroom and ESL teachers to be synchronized in their efforts. For example, some students attend both English Language Arts and ESL classes multiple times in one cycle, thus synchronization of lesson and unit plans for each individual student would only further guarantee their academic success. After an ESL curriculum has been established, this goal will be much more easily met.</p>					
1.2.1 Meeting between ESL coordinator and teachers to brainstorm ideas for better teacher coordination.	<ul style="list-style-type: none"> • Ongoing and continue in August 2011 	<ul style="list-style-type: none"> • *ESL Coordinator • ESL teachers • Principal 	<ul style="list-style-type: none"> • Meeting 	<ul style="list-style-type: none"> • Minutes taken 	<ul style="list-style-type: none"> • Minutes available to community
1.2.2 Create a teacher survey to determine perceived needs of classroom teachers. ESL teachers work together to create survey. (Base these needs on already-established student needs. See 1.1.2-1.1.3.	<ul style="list-style-type: none"> • September 2011 	<ul style="list-style-type: none"> • *ESL Coordinator • ESL teachers • Head of School 	<ul style="list-style-type: none"> • Survey • Minutes of meeting. (Action plan 1.1.2.) 	<ul style="list-style-type: none"> • Review by Head of School and staff. 	<ul style="list-style-type: none"> • Distribution to all teachers

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
1.2.3 Distribute survey and collect.	<ul style="list-style-type: none"> October 2011. 	<ul style="list-style-type: none"> Staff and Principal. 	<ul style="list-style-type: none"> Survey. 	<ul style="list-style-type: none"> Collection of survey. 	<ul style="list-style-type: none"> Results of survey to be available to teachers via e-mail.
1.2.4 Continue to provide individualized support to class teachers, and in turn, students.	<ul style="list-style-type: none"> November 2011 And ongoing 	<ul style="list-style-type: none"> *ESL Coordinator ESL teachers, Principal 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Action Plan Student progress 	<ul style="list-style-type: none"> Report cards Internal communications
<p>1.3 Review and Alignment</p> <p>Goal: To review and align the progress made after the completion and implementation of action plans 1.1 – 1.3.</p> <p>Rationale: Once action plans 1.1.-1.3. have been completed and implemented, an all-staff meeting should be had in order to discuss the progress of ASUs ESL program. Developing an appropriate ESL curriculum should be recognized as an ongoing process to be reviewed and updated as needed.</p>					
1.3.1. Meeting to discuss the results of implementing action plans 1.1.-1.3.	<ul style="list-style-type: none"> December 2011 	<ul style="list-style-type: none"> *ESL Coordinator ESL Committee Principal 	<ul style="list-style-type: none"> Documented results of Action Plans 1.1.-1.3. 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> General Meeting
1.3.2. Hold an All-Staff meeting to acquire feedback about the implementation process of the ESL program. . Further, this meeting is an opportunity to align all staff regarding established ESL policy.	<ul style="list-style-type: none"> February 2012 	<ul style="list-style-type: none"> *ESL Coordinator Administration Staff 	<ul style="list-style-type: none"> Staff comments 	<ul style="list-style-type: none"> Meeting Minutes 	<ul style="list-style-type: none"> General meeting.
1.3.3. Make changes to the program as needed, based on staff feedback evidence such as testing scores, numbers of students exiting ESL, etc.	<ul style="list-style-type: none"> March 2013 and Ongoing 	<ul style="list-style-type: none"> *ESL Coordinator ESL Committee 	<ul style="list-style-type: none"> Staff feedback Meeting minutes. 	<ul style="list-style-type: none"> Acquire evidence from staff on a regular basis to see how changes in the ESL program have helped or hindered progress with ESL students. 	<ul style="list-style-type: none"> General Meeting reports.

ASU Action Plan 2: Expansion of Resources to Enhance Student Learning

Action Plan Goal: To expand ASU’s resources such as books, instructional materials, consumable and non-consumable manipulatives.

Rationale for Goal: Research tells us that the more students engage in active learning, the more they learn. Manipulatives, across the curriculum that are relevant, challenging, integrative and exploratory, allow for multiple learning and teaching approaches that respond to student diversity.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>2.1 Expansion of resources in library. Goal: To add more literature to the ASU library.</p> <p>Rationale: As a primarily ESL-based international school, it is essential that our students have exposure to more books in the school library. The International Reading Association suggests a school library should have a minimum of 20 books per child to enable children to take multiple books home at each visit. This figure also takes into consideration the needs of teachers to have access to quality trade books for literature-based instruction. In addition, it is recommended that one new book per student should be added to allow for the addition of important new titles and for the elimination of books that are no longer timely. Books and other literary materials must be updated annually. Worn and out of date materials must be replaced with timely and enriching new works.</p>					
2.1.1 To form a library committee of staff members to assess the current library's resources and investigate which genres need to be increased.	<ul style="list-style-type: none"> September 2011 	<ul style="list-style-type: none"> *Librarian Teachers Business Manager 	<ul style="list-style-type: none"> E-mail Communication 	<ul style="list-style-type: none"> Committee formed in a timely fashion. 	<ul style="list-style-type: none"> General meetings E-mail communications
2.1.2 To assess the library's resources and provide a spreadsheet with the library's current listing of authors and books to teachers for evaluation.	October 2011	<ul style="list-style-type: none"> Newly formed Library Committee 	<ul style="list-style-type: none"> Library Database 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> General meetings E-mail communications.

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
2.1.3 Meet with teachers and administration to establish the specific needs of the library and its resource expansion.	<ul style="list-style-type: none"> November 2011 	<ul style="list-style-type: none"> Library Committee All teachers 	<ul style="list-style-type: none"> Current research about authentic literature. Surveys of teachers 	<ul style="list-style-type: none"> Analyze Teacher Surveys 	<ul style="list-style-type: none"> General meeting E-mail communication
2.1.4 Propose an "Order Form" of books with respect to student ratio in the given age brackets and abilities. Such materials should include the following: picture story books, novels, biography, fiction and nonfiction material, poetry, magazines, and a multitude of other types of genre to suit the interests and range of reading abilities of all children.	<ul style="list-style-type: none"> December 2011 	<ul style="list-style-type: none"> Administration Library Committee 	<ul style="list-style-type: none"> Previous knowledge of Teachers. Teacher Surveys Published order forms from various book distributors. 	<ul style="list-style-type: none"> Scheduled meetings with Head of School to discuss preferred list of literature in the library. 	<ul style="list-style-type: none"> Completed order form to all stakeholders for review.
2.1.5 Order resources from the proposed list to establish per IRA's recommendation a "20 books per student ratio" library.	<ul style="list-style-type: none"> February 2012 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> ASU's Budget Order Form 	<ul style="list-style-type: none"> Order Complete Books arrived at ASU 	<ul style="list-style-type: none"> Order Complete and order receipts submitted to stakeholders.
2.1.6 Books arrived at ASU and catalogued appropriately	<ul style="list-style-type: none"> August 2012 	<ul style="list-style-type: none"> Librarian and library committee 	<ul style="list-style-type: none"> Order Form Catalogue System 	<ul style="list-style-type: none"> Books on shelves in the library 	<ul style="list-style-type: none"> An updated electronic library list distributed to stakeholders.

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>2.2 Expansion of Classroom Libraries Goal: To ensure that all classrooms have an adequate supply of leveled literature, beyond curriculum resources, which is age appropriate for students to voluntarily read. Rationale: Research indicates that children who are allowed to self-select reading materials and have access to varied sources of print materials in their classrooms read more and read more widely, both for pleasure and for information. Likewise, frequent reading is related to the development of sophisticated language structures, higher levels of comprehension, improved word analysis skills, and fluency. The International Reading Association recommends a minimum of 180 books per classroom so that a child would be able to select within the classroom a new book to read each day. <i>This action plan could be completed concurrently with 1.1</i></p>					
<p>2.2.1 Each PreK-5th grade classroom teacher along with the M.S. and H.S. Language Arts teachers, complete an inventory list of books within their classroom that are for "self-selected reading" materials.</p>	<ul style="list-style-type: none"> September 2011 	<ul style="list-style-type: none"> PreK-5th Grade Classroom teachers M.S. & H.S. Language Arts Teachers 	<ul style="list-style-type: none"> Inventory Lists 	<ul style="list-style-type: none"> Inventory Lists submitted to Head of School 	<ul style="list-style-type: none"> E-mailed Inventory Lists
<p>2.2.2 Classroom booklists (i.e. lists from book distributors, etc...) which are age and level appropriate are distributed to classroom teachers for their review.</p>	<ul style="list-style-type: none"> October 2011 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Lists of books from approved book distributors where books can be purchased. 	<ul style="list-style-type: none"> Lists are available for teachers to use to compile ideas for classroom libraries. 	<ul style="list-style-type: none"> E-mails
<p>2.2.3. Teachers prepare a wish list of books that would enhance their classroom libraries and boost their inventory toward the IRA's recommended number.</p>	<ul style="list-style-type: none"> November 2011 	<ul style="list-style-type: none"> Prek-5th grade classroom teachers, MS. & H.S. Language Arts teachers Head of School 	<ul style="list-style-type: none"> Lists from teachers of desired books for classroom libraries 	<ul style="list-style-type: none"> Completed lists of books for classroom libraries 	<ul style="list-style-type: none"> E-mail list of desired books for classroom libraries
<p>2.2.4. Administration compiles book orders and purchases books to complete classroom libraries.</p>	<ul style="list-style-type: none"> February 2012 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Order Forms Budgeted Money 	<ul style="list-style-type: none"> Orders were submitted in a timely fashion 	<ul style="list-style-type: none"> Report to all Stakeholders

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
2.2.5 Upon arrival of new classroom books, teachers update inventory lists and process appropriately per classroom.	<ul style="list-style-type: none"> August 2012 	<ul style="list-style-type: none"> Head of School Teachers 	<ul style="list-style-type: none"> Mailing Inventory Lists Teacher Suggested Lists 	<ul style="list-style-type: none"> Books are assimilated into the classroom libraries and processed appropriately. 	<ul style="list-style-type: none"> Update Inventory lists to Head of School
<p>2.3 Maintain and Update Literacy Inventory of Media Center and Classroom Libraries.</p> <p>Goal: To annually add new books to the Media Center and Classroom Libraries to ensure that worn and out-of-date materials are replaced with timely and enriching new work.</p> <p>Rationale: School libraries and classrooms must have an adequate amount of reading material for each child in order to create a fair balance between children who receive access to books outside of school and those who do not. Consequently, ASU must commit to purchase a sufficient number of new books per student and they need to make a concentrated effort to replace older materials for each classroom and school library on an annual basis. The International Reading Association recommends that one new book per student should be added to every classroom library, and two new books per child should be added to the school's library collection (Media Center) each year to allow for the addition of important new titles and for the elimination of books that are no longer timely.</p>					
2.3.1 Hire a trained and certified Librarian	<ul style="list-style-type: none"> May 2011 	<ul style="list-style-type: none"> *Managing Director International Consultant Principal 	<ul style="list-style-type: none"> International Consultant 	<ul style="list-style-type: none"> Position (s) Hired 	<ul style="list-style-type: none"> Publish Information
2.3.2 upgrade ASU library software	<ul style="list-style-type: none"> August 2011 	<ul style="list-style-type: none"> Managing Director International Consultant Principal Librarian 	<ul style="list-style-type: none"> Cost of software Training 	<ul style="list-style-type: none"> Software installed 	<ul style="list-style-type: none"> Inventories Library operations
2.3.3. Teachers and the library staff should submit an updated literacy inventory list, respectively. While doing inventory, books that are missing or need replaced should be marked.	<ul style="list-style-type: none"> October, 2011, and ongoing in June every year thereafter 	<ul style="list-style-type: none"> PreK-5 classroom teachers M.S. & H.S. Language Arts teachers Library Staffl 	<ul style="list-style-type: none"> Updated Inventory List 	<ul style="list-style-type: none"> Update Literature Inventory lists given to Administration per timeline 	<ul style="list-style-type: none"> Inventory lists to Head of School

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
2.3.4 Classroom booklists which are age and level appropriate are distributed to classroom teachers and library staff for their review.	<ul style="list-style-type: none"> November 2011, and every November thereafter 	<ul style="list-style-type: none"> Head of School 	<ul style="list-style-type: none"> Lists of book distributors that have been approved by ASU 	<ul style="list-style-type: none"> Lists distributed to teachers and library staff 	<ul style="list-style-type: none"> E-mail
2.3.5 Teachers and library staff prepare a suggested list of books per the IRA's recommendation.	<ul style="list-style-type: none"> December 2011 	<ul style="list-style-type: none"> Staff and Head of School/Principal. 	<ul style="list-style-type: none"> Suggested book lists which are prioritized for the classroom and library (media center). 	<ul style="list-style-type: none"> Review by Head of School and staff. 	<ul style="list-style-type: none"> Distribution to all teachers
2.3.6 Administration compiles the suggested books and orders the books.	<ul style="list-style-type: none"> February 2012 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Book orders 	<ul style="list-style-type: none"> Books are order by the given timeline 	<ul style="list-style-type: none"> Confirmation of order is e-mailed to stakeholders
2.3.7 Teachers and library staff process newly arrived books. New inventory lists are created.	<ul style="list-style-type: none"> August 2012 	<ul style="list-style-type: none"> Teachers Library Staff 	<ul style="list-style-type: none"> Inventory Lists 	<ul style="list-style-type: none"> Update lists are given to Head of School and should reflect an appropriate increase of books 	<ul style="list-style-type: none"> Records of library operations
<p>2.4 Expand resources within the already existing "Book Room." Goal: To expand resources within the book room to include more titles of multiple copies for literature circles, Big Books for shared reading and for teaching across curriculum, and thematic resources for unit study. Rationale: Instead of having multiple copies of books in each classroom for guided reading and literature circle instruction, a centralized book room would be established to allow teachers the opportunity to share resources and meet the individual needs of their students. Likewise, thematic resources could be stored for unit study. Big Books for shared reading and teaching across curriculums.</p>					
2.4.1. Discuss the reason of implementing a book room with the teachers. Establish the rules and procedures of using the book room.	<ul style="list-style-type: none"> August 2011 	<ul style="list-style-type: none"> *Business Manager All teachers 	<ul style="list-style-type: none"> Momentum Series Multiple copies of the same title 	<ul style="list-style-type: none"> Meeting minutes Rules and Procedures for the Operation of the Book Room. 	<ul style="list-style-type: none"> E-mail to the Head of School/Principal

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
2.4.2. Pool existing Scholastic "Momentum" resources from all classrooms. Also, gather multiple copies of books from library. Thematic Units for particularly the Primary Grades could be compiled for ongoing study.	•September 2011	<ul style="list-style-type: none"> • *Business Manager • Library Staff • Classroom Teachers 	<ul style="list-style-type: none"> • Momentum Series • Multiple copies of the same title from the library 	<ul style="list-style-type: none"> • Books combined together in a central location for all teachers to drawn from for instruction. 	<ul style="list-style-type: none"> • E-mail progress to Business Manager
2.4.3. Make changes to the program as needed, based on staff feedback.	•November 2011 and ongoing	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Staff feedback • Meeting minutes. 	<ul style="list-style-type: none"> • Acquire comments from staff on a regular basis regarding further changes in the Bookroom which might need to be implemented to enhance student learning. 	<ul style="list-style-type: none"> • General Meeting reports.
2.4.4. Continue investing in multiple copies of books, big books and thematic resources	•February 2012 and Ongoing	<ul style="list-style-type: none"> • Classroom Teachers • Head of School • Administration 	<ul style="list-style-type: none"> • Staff feedback • Meeting minutes. • Bookroom Inventory Lists 	<ul style="list-style-type: none"> • Acquire comments from staff on a regular basis regarding further changes in the Bookroom which might need to be implemented to enhance student learning. 	<ul style="list-style-type: none"> • General Meeting reports.
<p>2.5 Increase non-consumable manipulatives and replace annually consumable resources.</p> <p>Goal: To maintain a consistent inventory of consumable resources across the curriculum, as well as continue increasing inventory of hands-on, non-consumable manipulatives to enhance learning.</p> <p>Rationale: Students who have difficulty learning due to language barriers, have a much easier time staying engaged and on task when manipulative models are introduced in the learning environment. Likewise, all students have a better chance of understanding and retaining concepts that were taught using manipulative models.</p>					
2.5.1. Form a list of consumable resources that have been used and need to be replaced.	<ul style="list-style-type: none"> • January 	<ul style="list-style-type: none"> • *Business Manager • All teachers 	<ul style="list-style-type: none"> • Inventory of Consumable resource and/or manipulatives 	<ul style="list-style-type: none"> • List formed and e-mailed to Business Manager 	<ul style="list-style-type: none"> • E-mail to the Business Manager

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
2.5.2. Teachers draft a wish list of non-consumable resources that would benefit student learning in their classroom. List should be prioritized.	<ul style="list-style-type: none"> January 2012 	<ul style="list-style-type: none"> *Classroom Teachers Principal Business Manager 	<ul style="list-style-type: none"> Prioritized lists of resources Assessments which validate areas of priorities. 	<ul style="list-style-type: none"> Inventory of non-consumable resources and/or manipulatives 	<ul style="list-style-type: none"> E-mail wish list to Head of School/Principal E-mail to Business Manager
2.5.3. Wish lists are compiled according to priorities and supplies are ordered.	<ul style="list-style-type: none"> February 2012 	<ul style="list-style-type: none"> *Business Manager Managing Director International Consultant 	<ul style="list-style-type: none"> Prioritized lists of resources Assessments which validate areas of priorities. 	<ul style="list-style-type: none"> Invoice from supplies which have been ordered. 	<ul style="list-style-type: none"> Reports to community in the Fall regarding supplies which have been added and replenished for upcoming school year.

ASU Action Plan 3: Organizational Structure

Action Plan Goal: To review the position of Head of School/PreK-12 Principal and increase administrative level by one more staff

Rationale for Goal: Through community-wide discussion, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, a number of areas within the organizational structure have been identified that require restructuring. The position of Head of School/PreK-12 Principal is responsible for all administrative and academic matters pertaining to ASU from PreK-12. In order to provide effective and efficient academic and administrative leadership the need is there to have a Assistant Principal or Academic Subject Coordinators. This new position(s) would help to align curriculum across the school, provide leadership in the student disciplinary area and assistances in staff evaluations.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>3.1 Department Chairpersons Goal: Create and appoint department chairs. Rationale: Department chairs oversee and assist specific subject areas to provide a tighter focus of effort and output for both students and staff. These chairpersons should be experienced teachers that know their subject material and Ontario curriculum inside and out, and should be the person to which other teachers of that subject turn to in times of need. Also, these persons should be kept in the loop of subject-specific community events. Primary and secondary school coordinators could also be appointed, either separately or in lieu of chairs.</p>					
3.1.1 Discuss feasibility with administration	• March 2011	• WASC Focus Group • Managing Director • Advisory Board	• Scheduled meeting time	• Meeting minutes	• Meeting minutes
3.1.2 Assess whether this would work school-wide or only within certain grades	• March 2011	• WASC Focus Group • Administration	• Scheduled meeting time	• Meeting minutes	• Meeting minutes
3.1.3 Survey staff for feedback	• March 2011	• Those to create survey • Teachers to take survey	• Surveys	• Survey results	• Bring survey results to stakeholder meetings

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
3.1.4 Create a plan that would reflect this goal to present to administration	<ul style="list-style-type: none"> March 2011 	<ul style="list-style-type: none"> WASC Focus Group Administration 	<ul style="list-style-type: none"> Discretionary budget Salary incentive for chairpersons Travel workshop for training Reduced teaching workload 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> Reports to stakeholders
<p>3.2 Organizational Structure Goal: Add Chairs and/or coordinators to each department. Rationale: The Chairs will be able to bring together the various teaching professionals in their area and provide a vehicle for staff input into curriculum, assessment, professional development needs, materials and resources. The curriculum alignment process from K-12 is also enhanced by the leadership of a Department Coordinator.</p>					
3.2.1 Approval by the Advisory Board for positions to organizational structure	<ul style="list-style-type: none"> Prior to the beginning of 2011-2012 school year. 	<ul style="list-style-type: none"> Managing Director International Consultant Advisory Board 	<ul style="list-style-type: none"> Organizational models from other schools of similar size 	<ul style="list-style-type: none"> Minutes of Board Meeting 	<ul style="list-style-type: none"> Report to Parents, School Community
3.2.2 Appointment of Chairs	<ul style="list-style-type: none"> June-July 2011-2012 	<ul style="list-style-type: none"> International Consultant 	<ul style="list-style-type: none"> Internal Current Staff/ Potential New Staff 	<ul style="list-style-type: none"> New Organizational Chart 	<ul style="list-style-type: none"> Reports
<p>3.3 Head of Secondary or a Deputy Principal Goal: Review of role of Head of School/Principal. Rationale: Student enrolments continue to steadily climb as do the number of teachers employed by ASU and accordingly the Head of School's role must be adjusted to reflect this change. A review would show whether there is a need to have a Head of Secondary or a Deputy Principal to streamline Head of Schools' role. Most schools the same size as ASU have at the very least a Deputy Principal and a Head of School.</p>					
3.3.1 Review the role and job description of the Head of School/Principal	<ul style="list-style-type: none"> End of 2010 – 2011 schoolyear. 	<ul style="list-style-type: none"> *International Consultant Managing Director Advisory Board 	<ul style="list-style-type: none"> Existing job description of Head of School. 	<ul style="list-style-type: none"> Advisory Board and/or Managing Director need to discuss this issue. They need to obtain feedback from Principal about her needs in the role and if necessary visit/approach other schools of a similar size to review their management structure. 	<ul style="list-style-type: none"> All staff email

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
3.3 Hiring Process for Modified Organizational Structure					
3.3.1 Approve the process of review of organizational structure	• March 2011	• Leadership Team	• Reports from Home and Focus Groups	• Position Review process takes place	• Publish information
3.3.2 Review job description of Head of School/Principal	• March 2011	• Leadership Team	• Job Description from other similarly sized International schools	• Review conducted	• Publish information
3.3.3 Decide which responsibilities can be transferred to a new position or positions effectively and create new position description	• March 2011	• Leadership Team	• Budgets • Organizational Flow Chart • Job Description	• New position created for recruitment	• Keep ASU community informed
3.3.4 Advertise position internally /Conduct interview process	• April 2011	• *Managing Director • International Consultant • Head of School/Principal	• International Consultant • Hiring Committee	• Number of applications	• Keep ASU community informed
3.3.5 Advertise externally if no internal applicant is suitable/Conduct interview process	• April 2011	• *Managing Director • International Consultant • Head of School/Principal	• International Consultant • Hiring Committee	• Number of applications	• Keep ASU community informed
3.3.6 Hiring Decision	• May 2011	• *Managing Director • International Consultant • Head of School/Principal	• International Consultant	• Position (s) Hired	• Publish Information

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<i>3.4 Review, update, and publish organizational structure, policies, and procedures to promote understanding by all stakeholders.</i>					
3.4.1 Review organizational structures, policies and procedures	<ul style="list-style-type: none"> To be done annually, with publication of all data by August of each year, beginning in August 2011 	<ul style="list-style-type: none"> *Managing Director International Consultant Principal Business Manager 	<ul style="list-style-type: none"> Publishing costs 	<ul style="list-style-type: none"> Completed review and update of necessary documents 	<ul style="list-style-type: none"> Publish organizational structures, policies and procedures
3.4.2 Review and publish job descriptions of all staff in the organization	<ul style="list-style-type: none"> To be done annually, with publication of all data by August of each year, beginning in August 2011 	<ul style="list-style-type: none"> *Managing Director International Consultant Principal Business Manager 	<ul style="list-style-type: none"> Publishing costs 	<ul style="list-style-type: none"> Completed review and update of necessary documents 	<ul style="list-style-type: none"> Publish job descriptions of all staff in the organization

ASU Action Plan 4: Professional Development

Action Plan Goal: To provide on-going professional development for faculty and staff

Rationale for Goal: Through community-wide discussion, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, a number of areas have been identified for review and improvement. Understanding the importance of remaining current in one’s instructional practices, the American School of Ulaanbaatar community desires to establish an on-going professional development program for its faculty and staff through conferences, trainings, and workshops. Information learned from professional growth opportunities will be shared with other members of the faculty and staff in order to create and support an instructional program based on current educational research.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>4.1 Collaboration Time for Professional Development Goal: Create a schedule that promotes collaboration Rationale: The major assumption supporting ASU’s professional development plan is that teachers learn from one another through engaging in ongoing and site-based critical dialogue focused on classroom practices.</p>					
4.1.1 Utilize collaboration time to develop an ongoing, professional development program for faculty and staff, i.e. Critical Friends Groups (CFG)	• Ongoing	<ul style="list-style-type: none"> • Administration • Faculty • Counselor • ESL Coordinator 	<ul style="list-style-type: none"> • Monthly reports to the administration, faculty, parents, and committees • Faculty Survey 	<ul style="list-style-type: none"> • Improved All-School Assessment, PSAT, PLAN, SAT & ACT scores. • Decrease in the number of D’s & F’s on student reports.. 	<ul style="list-style-type: none"> • Half-day PD Schedule • PD schedule into the yearly calendar • Master schedule for common planning time • CFG minutes
4.1.2 . Increase the number of faculty members attending Professional Development opportunities, e.g., conferences, workshops, trainings, peer observations and coaching.	• Beginning Fall of 2011.	<ul style="list-style-type: none"> • Administration • Faculty • Counselor • Staff 	<ul style="list-style-type: none"> • Monthly reports to the administration, faculty, parents, and committees • Faculty Survey 	<ul style="list-style-type: none"> • Improved All-School Assessment, PSAT, PLAN, SAT & ACT scores. • Decrease in the number of D’s and F’s on student report cards. 	<ul style="list-style-type: none"> • Half-day PD Schedule • PD schedule into the yearly calendar • Master schedule for common planning time • Conference, workshop agendas • Peer Observation documents

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
4.1.3 Provide collaboration time for staff to share information gained from attending Professional Development opportunities, e.g., conferences, workshops, trainings, peer observations and coaching.	<ul style="list-style-type: none"> Beginning Fall of 2011 	<ul style="list-style-type: none"> Administration Faculty 	<ul style="list-style-type: none"> Share information gained from attending professional development opportunities At ASU 	<ul style="list-style-type: none"> Improved All-School Assessment, PSAT, PLAN, SAT & ACT scores. Decrease in the number of D's and F's on student report cards. 	<ul style="list-style-type: none"> Half-day PD Schedule PD schedule into the yearly calendar Master schedule for common planning time Inservice agendas Conference, workshop agendas Peer Observation documents
<p>4.2 Teachers will be continually be given professional development opportunities regarding various effective strategies to use with their students in the classroom.</p> <p>Goal: Teachers will be apprised of best practices in the differing types of effective strategies to use with their students</p> <p>Rationale: So that teachers can learn about and implement effective teaching strategies to enhance student learning.</p>					
4.2.1 Administration will provide inservices for teachers regarding the topics that PD surveys indicate are of need, i.e.: math, differentiation, special needs, assessment, portfolios, etc	<ul style="list-style-type: none"> PD Surveys in September 2011 Professional Development Inservices scheduled several times each schoolyear 	<ul style="list-style-type: none"> Administration Staff Focus Group Leaders 	<ul style="list-style-type: none"> Survey results Staff expertise Research on best practice Fees for presenters Cost for workshop materials 	<ul style="list-style-type: none"> Teachers will document the PD benefits in the classroom. Improved All-School Assessment, PSAT, PLAN, SAT & ACT scores. Decrease in the number of D's and F's on student report cards. 	<ul style="list-style-type: none"> Communication via email/newsletters Half-day PD Schedule PD schedule into the yearly calendar Master schedule for common planning time Inservice agendas
4.2.2 Teachers will participate in inservices	<ul style="list-style-type: none"> At scheduled Professional Development Inservices 	<ul style="list-style-type: none"> Curriculum Council Administration Teachers 	<ul style="list-style-type: none"> Survey results Staff expertise Research on best practice Fees for presenters Cost for workshop materials 	<ul style="list-style-type: none"> Teachers will document the PD benefits in the classroom. Improved All-School Assessment, PSAT, PLAN, SAT & ACT scores. 	<ul style="list-style-type: none"> Communication via email/newsletters Half-day PD Schedule PD schedule into the yearly calendar Master schedule for common planning time Inservice agendas

Action Steps	Timeline	Person(s) Responsible	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<p>4.3 Professional Development Funds</p> <p>Goal: To increase PD funds</p> <p>Rationale: We need faculty to be cutting edge. In order to do that we need to provide more PD funds to enable teachers to become more technology literate as well as proficient in the specialized Canadian curriculum. In house expertise can be tapped to present workshops to new faculty.</p>					
<p>4.3.1 Budget Approval for additional PD funds</p>	<ul style="list-style-type: none"> • September 2011 • Ongoing 	<ul style="list-style-type: none"> • Advisory Board, • Managing Director • Head of School/Principal 	<ul style="list-style-type: none"> • Workshops, • seminars offered in house and outside • Survey results • Staff expertise • Research on best practice • Fees for presenters • Cost for workshop materials 	<ul style="list-style-type: none"> • PD hours tracked for each faculty member 	<ul style="list-style-type: none"> • Report to Parents, School Community

ASU Action Plan 5: Supporting Continuous Improvement in Curriculum and Instruction

Action Plan Goal: Continuously improve curriculum and instruction practices so students will achieve all ESSOs.

Rationale for Goal: Through community-wide discussion, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, a number of areas have been identified for review and improvement. The school uses the Ontario Curriculum. It is important to ensure vertical alignment. Standards, benchmarks and assessments must be documented. Our curriculum and instruction program must be data-driven, relevant, clearly defined, self-evident for all stakeholders, fully able to support the ESSOs, and be responsive to the needs of all learners.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Person(s) Responsible	Timeline	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<i>5.1 Utilize multiple measures of assessment results to drive instruction, resources, and planning.</i>					
5.1.1 Commit to the consistent use of diagnostic, formative, portfolio, and common assessments for all learners	<ul style="list-style-type: none"> *Principal Curriculum Council 	<ul style="list-style-type: none"> June 2012: Decision and purchase of a standardized tests for K-12 June 2013: Adopt policies & procedures regarding assessment June 2014: K-12 assessment procedures in place 	<ul style="list-style-type: none"> In-house training: Professional Development funding as needed Cost of assessments 	<ul style="list-style-type: none"> Portfolio presentations; Assessment procedures and policies adopted and published; Curriculum maps; Class observations; Annual curriculum review cycle results 	<ul style="list-style-type: none"> Submit portfolio participation numbers by grade level; Publish adopted assessment procedures / policies Publish Standardized test results
5.1.2 Annual analysis of instructional resources available to meet the curricular needs for the coming year	<ul style="list-style-type: none"> *Principal Grade/Dept level reps Business Manager 	<ul style="list-style-type: none"> Inventories updated each June; Orders for upcoming year submitted in Dec.; Orders reconciled in August 	<ul style="list-style-type: none"> In-house training: Professional Development funding as needed 	<ul style="list-style-type: none"> Inventory accuracy; Orders in on schedule; 100% of orders reconciled before start of school year 	<ul style="list-style-type: none"> Compile inventories and reconciled Order data in central location.
5.1.3 Follow and update the specified annual curriculum review cycle	<ul style="list-style-type: none"> * Principal Curriculum Council Managing Director 	<ul style="list-style-type: none"> Annually update review as established by the 5-year curriculum review cycle 	<ul style="list-style-type: none"> In-house training: Professional Development funding as needed 	<ul style="list-style-type: none"> Cycle compliance 	<ul style="list-style-type: none"> Publish proceedings of review process and materials adoption.

Action Steps	Person(s) Responsible	Timeline	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
5.2 Update the articulation and alignment of all standards and benchmarks K-12.					
5.2.1 Establish a Curriculum Council to advise on curriculum development and documentation	<ul style="list-style-type: none"> * Principal International Consultant Dept/Grade Level reps 	<ul style="list-style-type: none"> Curriculum Council established January 2012 	<ul style="list-style-type: none"> Funding of release time for faculty member service 	<ul style="list-style-type: none"> View and analyze curriculum maps and other documentation for vertical alignment; 	<ul style="list-style-type: none"> Curriculum Council minutes, Home Group minutes
5.3 Articulate the importance of standards, benchmarks, and assessment literacy within the Ontario Curriculum					
5.3.1 Update curriculum binders	<ul style="list-style-type: none"> *Principal Admin Staff 	<ul style="list-style-type: none"> August 2011 	<ul style="list-style-type: none"> Complete set of current Ontario Curriculum documents Photocopy and binder costs 	<ul style="list-style-type: none"> Complete set of current Ontario Curriculum documents 	<ul style="list-style-type: none"> Ontario Curriculum online, on server, and in curriculum binders
5.3.2 Achieve consensus on adopted standards, benchmarks, essential questions, assessment strategies and ensure application	<ul style="list-style-type: none"> *Principal Department and Grade level chairs Home Groups 	<ul style="list-style-type: none"> June 2012: complete review of world language, math and science standards June 2013 complete review of social studies, language arts and ESL standards June 2014 complete review of art, music, PE, health and IT standards June 2013: Consensus achieved on all areas specified 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Analysis of application of standards and assessment strategies; Classroom observation by principals; Documentation of assessment in curriculum maps 	<ul style="list-style-type: none"> Publication of agreed upon assessment strategies
5.3.3 Inservice new and returning faculty through differentiated professional development modules to support the use of the Ontario curriculum, curriculum mapping, and assessment strategies	<ul style="list-style-type: none"> * Principal Department and Grade level chairs 	<ul style="list-style-type: none"> Annually, in August of each school year 	<ul style="list-style-type: none"> Funds for supportive literature Fees for presenters 	<ul style="list-style-type: none"> Completion of professional development modules in Record of Professional Development 	<ul style="list-style-type: none"> Viewing of professional development records

ASU Action Plan 6: Technology

Action Plan Goal: Improve effectiveness in the realm of technology to enable students to achieve all ESSOs and for ASU to be on the cutting edge with state-of-the arts technology.

Rationale for Goal: Through community-wide discussions, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, areas in the realm of technology have been identified for review and improvement. Change in technology is constant. For ASU to keep current, continuous action must be taken.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Person(s) Responsible	Timeline	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
6.1 Update the ASU Technology Plan					
6.1.1 Review organizational structures, policies and procedures	<ul style="list-style-type: none"> * IT Coordinator Managing Director Student Service Manager Business Manager Principal 	<ul style="list-style-type: none"> August 2011 	<ul style="list-style-type: none"> Inservice time to build IT capability among faculty members 	<ul style="list-style-type: none"> Regular and needs-based IT inservice to faculty and staff 	<ul style="list-style-type: none"> Inservice opportunities published; results of inservice opportunities offered
6.1..2 Review and publish IT Plan	<ul style="list-style-type: none"> * IT Coordinator Managing Director Student Service Manager Business Manager Principal 	<ul style="list-style-type: none"> IT Plan implemented by August 2012 	<ul style="list-style-type: none"> As indicated by annual needs assessment 	<ul style="list-style-type: none"> Fully articulated IT plan in place 	<ul style="list-style-type: none"> IT meeting minutes, Publication of IT Plan on website and at August orientation each year
6.1.3 Align the needs and expectations of the IT Education Department with the IT Services Department	<ul style="list-style-type: none"> * IT Coordinator IT Instructors Managing Director Business Manager Principal 	<ul style="list-style-type: none"> June 2012 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Minutes from meetings between IT Services Department and IT Education Department 	<ul style="list-style-type: none"> Publication of minutes; Acquisition decisions congruent with IT Plan
6.1.4 Upgrades and purchases of new technology programs and equipment	<ul style="list-style-type: none"> IT Coordinator IT Instructors Managing Director 	<ul style="list-style-type: none"> December 2010 and ongoing 	<ul style="list-style-type: none"> Professional Development Cost of new, upgrades and replacements 	<ul style="list-style-type: none"> Teachers will document the IT benefits in the classroom and labs Improved assessment scores. 	<ul style="list-style-type: none"> Inventory of software and hardware

Action Steps	Person(s) Responsible	Timeline	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<i>6.2 Ensure technology infrastructure supports continuing communication.</i>					
6.2.1 Onsite manager for school website	<ul style="list-style-type: none"> * IT Coordinator Business Manager 	<ul style="list-style-type: none"> June 2011, and ongoing 	<ul style="list-style-type: none"> Fees for website maintenance and consultancy 	<ul style="list-style-type: none"> Publication of current documents online Regular update of website content 	<ul style="list-style-type: none"> Updated website
6.2.2 Report meetings of community stakeholders – Student Council, PTA, and Advisory Board, both electronically and in print	<ul style="list-style-type: none"> Business Manager IT Coordinator PTA President Student Council Secretary Advisory Board Chair 	<ul style="list-style-type: none"> August 2011, and ongoing 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Publication of summary of key meetings on the website 	<ul style="list-style-type: none"> Reports published electronically
6.2.3 Provide parent, student and teacher online access to student progress and achievement; schoolwide publications (handbooks, directory and planners)	<ul style="list-style-type: none"> *Managing Director Principal IT Coordinator, Student Services Managers 	<ul style="list-style-type: none"> August 2012, and ongoing 	<ul style="list-style-type: none"> Possible purchase of software and annual subscription fees 	<ul style="list-style-type: none"> Achieving dependable online access to student progress and achievement 	<ul style="list-style-type: none"> Increased parent use of website
6.2.4 Investigate the provision of an improved intercom system, schoolwide telephone system, and telephone access for teachers	<ul style="list-style-type: none"> * IT Coordinator Managing Director 	<ul style="list-style-type: none"> August 2013, and ongoing 	<ul style="list-style-type: none"> Possible purchase of additions to telephone and intercom system 	<ul style="list-style-type: none"> Achieving increased teacher access to telephone for school communication and use of intercom to keep students informed of weekly events 	<ul style="list-style-type: none"> Increased schoolwide communication

ASU Action Plan 7: Strengthening Student Support

Action Plan Goal: Through a strengthening of student support services, students will achieve all ESSOs.

Rationale for Goal: Through community-wide discussions, WASC Focus Group meetings, Leadership Team observations, opinion survey results, and anecdotal input from staff, parents, and students, there is an identified need to define the scope and purpose of our Student Support Service programs, and to determine how the school can meet the needs of its diverse student population with available resources.

ESSOs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners

Action Steps	Person(s) Responsible	Timeline	Resources, Funding	Ways to Measure Progress	Methods to Report Progress
<i>7.1 Review PreK-12 Student Support Services, (ESL, Learning Support, Counseling) programs.</i>					
7.1.1 Review PreK – 12 Student Support Services, including philosophy, policy and program parameters	<ul style="list-style-type: none"> *Managing Director International Consultant Principal Student Services Managers Counselor ESL Coordinator 	<ul style="list-style-type: none"> September 2012 	<ul style="list-style-type: none"> Potential reassignment of existing faculty Professional Development funding 	<ul style="list-style-type: none"> Completion and implementation of new Student Support Services policy and handbook 	<ul style="list-style-type: none"> Published policy in Student Support Services Handbook
7.1.2 Implement PreK-12 Student Support Services philosophy, policy and program	<ul style="list-style-type: none"> *Principal Counselor ESL Coordinator Student Services managers 	<ul style="list-style-type: none"> August 2013 	<ul style="list-style-type: none"> Potential reassignment of existing faculty Potential for hiring new faculty 	<ul style="list-style-type: none"> Documentation of improved Student Support Services Model 	<ul style="list-style-type: none"> Published Student Services Model
7.1.3 Review pupil/teacher ratio	<ul style="list-style-type: none"> *Managing Director International Consultant Principals Counselor Student Services Managers 	<ul style="list-style-type: none"> April 2014 	<ul style="list-style-type: none"> Potential reassignment of existing faculty Potential for hiring new faculty 	<ul style="list-style-type: none"> Complete review of student /teacher ratio 	<ul style="list-style-type: none"> Publish report

B. Specific Strategies

All academic sections of ASU will be following the schoolwide action plan, so no specified strategies are necessary for individual groups.

A combination of organizational structures will be utilized to facilitate discussions of curriculum related matters to ensure both horizontal and vertical communication takes place. Home Group strategies will be utilized when discussions are focusing on Kindergarten through grade twelve. At other times grade level meetings, middle/high school department meetings, and special interest committees will be organizational structures that are more conducive to the achievement of specific steps on the plan. In general, our Head of School/Principal will be the 'anchor' administrators for most discussion.

C. The Follow-up Process

Responsibility for implementing the action plan will rest with the Head of School/Principal. A small WASC Leadership Team will be designated with specific responsibility to monitor the accomplishment of each objective of the plan. All responsible persons listed on the action plan will assist the Head of School/Principal, with the person designated by an asterisk taking a lead role. As specified above, a variety of groups and committees will continue to be utilized in the execution of our plan. A Home Group organizational structure will be kept in place in addition to grade level and department committees. This small WASC Leadership Team, initially chaired by the self-study coordinator, will report regularly to the entire Leadership Team and also to the Advisory Board. The action plan will be revised annually, as needed. The small WASC Leadership Team will produce an annual report on the status of the action plan which will be shared with all stakeholders. The small WASC Leadership Team will be kept in place for annual review and assessment of the plan.

Appendix