

# INTERNATIONAL SCHOOL EASTERN SEABOARD



Western Association of Schools and Colleges  
Mid-Term Report  
2005-2008

March 23-25, 2008

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## Section 1- General School Data

Name: International School Eastern Seaboard  
Mailing Address: PO Box 6, Banglamung, Chonburi 20150 Thailand  
Street Address: 282 Moo 5, Bowin, Sriracha, Chonburi 20230 Thailand  
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Email: [ise@ise.ac.th](mailto:ise@ise.ac.th)  
Website: [www.ise.ac.th](http://www.ise.ac.th)  
Superintendent: Dr. Robert W. Brewitt  
Chief Financial Officer: Khun Jitprasong (Charlie) Chuvapituck  
Elementary Principal: Heather Naro  
High School Coordinator: Andrew McDermid  
School Counselor/Psychologist: Joan Fedoruk

Accrediting Agency: The Western Association of Schools and Colleges  
Report Date: WASC Mid-term Report for the 2005-2008  
Visit on March 23-25, 2008  
Accredited for Kindergarten through Grade 12  
Accredited until June 30, 2011

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Instructional Leadership:	Heather Naro, Larry Schultz, Jennifer Scheivert, Robert Brewitt
Admissions:	Joan Fedoruk, Barb Alexander, Sally Sabbagha, Mark Sengel, Dan Norseth

## **Section 2- Brief Description**

Type of School:	International School Eastern Seaboard (ISE) is a proprietary, non-sectarian, day school offering an American curricular program and offers the International Baccalaureate International Diploma Program (IBDP) in grades 11 and 12.
Organizational Structure:	ISE is owned and operated by International School Eastern Seaboard Limited (ISE Ltd.), which is a registered company in Thailand. The Board of ISE Ltd. meets annually to review school finances. The administration of the school is the responsibility of the school superintendent and chief financial officer who are members of the ISE Ltd. Board.
Students served:	ISE enrolls students whose parents live and work in the Eastern Seaboard industrial area of Thailand
Faculty:	ISE employs 48 full-time and 4 part-time professional faculty members.
Curricular Programs:	American curriculum with IBDP

## **Section 3- School Profile**

### **Student Profile**

#### **Enrollment**

Current ISE student enrollment is 383. It is expected to exceed 400 in the second semester of 2007-08. There has been an enrollment increase of 25% since 2005.

Distribution of ISE students in the first semester of the 2007-08 school year: Pre School = 48 (12%); Elementary School = 181 (47%); Middle School = 78 (20%); High School = 81 (21%). The major change in the distribution pattern is that the number of Pre- School students has doubled in the past 3 years.

The increasing enrollment in the 2007-08 school year is reflective of the expansion of businesses in the Eastern Seaboard development. The increase in High School enrollment (64 in 2005, 81 in 2007) may be attributed to students moving to ISE from schools that do not offer an IB program (see enrollment data in Evidence files)

#### **New Entrants**

ISE enrolls an average of 103 new students per year; the annual range over the past three years has been 80-122. 2005-06, 122 new students, 2006-07, 84 students, 2007 (first semester) 80 students.

#### **Nationality**

The nationality composition of the current ISE student body is: Japanese (26%), Thai (25%), Korean (21%), American (12%), British (3%), German (3%), and Others (10%). This structure marks an increase of 5 nationalities since 2004. There has been a small increase in the English first language nationalities. The Asian first language group still predominates.

Asian first language students now constitute 73% of ISE's student body. The compositional change in the ISE population is consistent with business in the Eastern Seaboard. The trend is to replace English first language directors and managers with Asians.

## **Student Longevity**

The average length of stay for a current ISE Asian student is 3-5 years. European and North American students usually attend ISE for 2 – 3 years.

## **Middle and High School Academic Probation**

Academic probation is based on the student's semester grades as follows:

- A semester grade point average (GPA) at or below 1.7
- Two quarters or semester grades of "F" in any classes.
- One grade of "F" and two grades of "D" in any classes at the semester.

The 2005-2008 annual range, is 8-10 students on academic probation. Currently 9 students are on academic probation.

## **ESL Enrollment**

28% of current grades 1-10 students attend ESL classes.

## **EFL/AED Enrollment**

In the 2007-08 school year, secondary school, EFL classes were renamed AED, Academic English Development. These classes are attended by 30% of Middle School and High School students.

## **International Baccalaureate Program enrollment**

- All current grade 11 students are taking some IB courses; 77% are taking a full diploma course load.
- 18 out of 19 current grade 12 students are taking IB courses; 55% are enrolled in 3 or more IB courses.
- 13 of 18 current grade 11 students are full IB diploma candidates.

## **Achievement on Standardized Tests**

ITBS- The Iowa Tests of Basic Skills are administered annually, in November, to grade 4, 6 and 8. Overall results indicate significantly lower reading scores than math scores. This is a reflection of the large ESL, ISE population. The range of math scores over the years 2005-2007 was 70%ile – 82%ile for grades 4, 6 and 8. Reading scores in grade 4, 6 and 8 ranged from 41%ile to 53%ile. The core totals for the three years ranged from 66%ile in sixth grade to the 58%ile in eighth grade.

PSAT- Of the eleven sophomores who took the PSAT in October, 2007, mean scores were: Critical Reading 35.7, Math 47.7, and Writing Skills 34.8. Eight juniors achieved the following scores: Critical Reading: 41.1, Math 54.6, Writing Skills 40.4.

SAT- The SAT is taken by approximately half the grade 11 and 12 students. Students who plan to attend a Thai university often do not take the SAT. Average SAT scores in 2007 were: Reading 525, Math 600, and Writing 495. Results from 2005 and 2006 were similar (see evidence file).

## **Principal's Honor Roll and Honor Roll**

The range of high achieving (Honor Roll and Principal's Honor Roll) Middle School students is 32% - 38%.

The range of high achieving High School students is 24% - 35%.

ISE Principal's Honor Roll requirements are: all A's

ISE Honor Roll requirement is G.P.A of 3.5

## **University Intentions**

Almost 100% of ISE students intend to attend university. In the years, 1998-2007, ISE graduated 86 students. Currently four seniors have been accepted at Chulalongkorn University, the most academically prestigious Thai university.

## **Learning disabled students:**

Learning disabled students receive support from teachers (who modify their programs) tutors, volunteers, counseling, modified programs and from smaller class sizes. At present, there are 12 identified learning disabled students in ISE.

## **Homework**

Grade 1-3 students are assigned homework of less than half an hour per night; Grades 4-5, one half hour to one hour per night. Middle School homework is assigned daily and it requires an hour to an hour and a half. High School homework is often two to three hours in length.

## **After School Activities (ASA)**

Almost all ISE students have an after school activity. All MS students participate in at least one activity. All HS students participate in 2 activities.

## **Community Service**

Grade 11 and 12 students are expected to perform approximately 50 hours of community service over the two year period of time. Many students exceed this requirement and it is estimated they perform 60 hours approximately. There is no definite requirement for grades 9 and 10 but many perform community service.

## **Transportation**

Approximately 50% (200) students use the ISE bus service, VP Transport. The remainder of the students live on the Burapha Golf Course (106) students or have private transportation.

## **Dwelling**

At present, 106 (28%) of ISE students live in the residential area at Burapha Golf Course. Students come from as far as Chonburi city and Rayong. The majority of the students live in Sriracha and Pattaya.



## Section 3-School Profile

### Faculty Profile

#### Number

There are currently 52 on staff (including two administrators and one counselor/psychologist); 48 teachers are full-time and four part-time; 28 (53%) are recruited and 24 (47%) are local hires. I.S.E. has 14 more staff members than in 2005.

#### Gender

51% (27) are female teachers; 49% (25) are male teachers.

#### Nationality

American: 27	Canadian: 5	Japanese: 1	Brazilian: 1
Australian: 4	Filipino: 2	New Zealand: 2	Korean: 1
British: 5	Italian: 1	Thai: 4	

#### Employment Terms

All teaching staff is contractually retained. The initial term for recruited teachers is two years with one-year extensions thereafter at the discretion of the board. Local hires are retained on one-year contracts. A policy in 2003 stipulated that no recruited teacher may be retained at ISE beyond six years. This policy has since been eliminated.

Longevity Bonus: Full time employees who have completed six (6) years of service at ISE and are offered a contract for the year 7 will receive a bonus payment of Baht 100,000.00 (one hundred thousand baht).

## **Qualifications**

### ➤ Credentials:

- 2x Doctorate level degree
- 22x Master's level degrees
- 27x Bachelor's level degrees
- 1x Applied Arts diploma
- 1x Montessori diplomas

Six teachers are currently studying for higher degrees.

## **Experience**

- Years at ISE: 19% between 6 – 9 years; 15% more than 10 years.
- Years at international schools: 40% less than five years; 30% more than 10 years.
- Total teaching years: 8% less than five years; 21% between five and 10 years; 17% between 11 and 15 years; 53% more than 15 years.

## **Upgrading**

All teachers attended professional development programs in 2007/2008, such as: EARCOS, IB instruction, Bangkok Teachers Network, and courses qualifying for university credits. Teachers have access to a Professional Development Fund as part of their contract.

## **Turn Over Rate:**

14% per year as averaged over the past 3 years (5.9% in 2008).

## Section 3- School Profile

### Support Staff

- 42 support staff comprising:

17 teachers' assistants	1 office receptionist	1 computer teacher
2 library assistants	4 business office personnel	1 event coordinator
2 IT technicians	1 school nurse	4 maintenance staff
1 book store manager	1 print shop assistant	1 finance director
1 book store assistant	1 office manager	
1 office secretary	3 drivers	

- 62% of the support staff have a bachelors degree (24)
- 10 % have a masters degree (4)
- TA average years at ISE = 6
- TA turn over rate = 3.8% per year

In November and December of 2007, the elementary faculty met to discuss the expected school wide learning results. Through meetings and workshops, the results were made more “kid friendly” for younger students. Posters have now been created and displayed in the elementary building. An assembly was held to introduce the new language. The secondary school has also displayed posters.



1

**Critical and Complex Thinkers**

Think – Act – Connect!



2

**Effective Communicators**

Listen – Tell – Show



**3**

**Self – Directed Learners**

Discover – Question – Apply!



**4**

**Global Citizens**

Respect – Share – Care!

Secondary School students live the ESLRs each day.



Global Citizens

Middle School Art unit on Egypt



Effective Communicators

Three students, three languages, one team



Self – Directed Learner

Grade 12 Independent study



Critical and Complex Thinkers

IB Laboratory work

## Section 4- Significant Developments since 2005

In the three years since the last full self-study and visit by the WASC accreditation team, the major changes that have occurred at ISE are:

- The appointment of a new superintendent (Dr. Robert W. Brewitt) in November 2006.
- The appointment of a new elementary principal (Mrs. Heather Naro) in August 2007.
- The appointment of an IB coordinator in 2006.
- Appointment of Athletics/Activities director in 2007.
- Appointment of HS & MS Coordinators in 2006, Appointment of Secondary School Coordinator in 2007
- English first language students increased from 10%(2005) to 17% (2008).
- Asian students comprise 77% of the student body in 2007. In 2005, percentage of Asian students was 73%.
- Approximately 115 (30%) students are receiving ESL support in 2007-2008 as opposed to 111 (32%) in 2005.
- Increased percentage of preschool, elementary and high school students at ISE.

	<b>2005</b>	<b>2008</b>
Pre- K	28	46
Elementary	163	176
Middle School	88	78
High School	68	81

- Current enrollment is 381 students compared to 304 in 2005.
- Faculty is comprised of 51.5 teachers in 2008 compared to 39 in 2005.
- Thai language classes for Thai national students were established in 2001 an adherence government regulation has been strictly enforced at ISE.
- Foreign language offerings have increased. Korean is now taught as of 2007-08 in addition to French, Spanish, Japanese, Thai.
- ESL English requirements reviewed and up graded in June 2006.
- Policy changes regarding admission requirements in effect.
- Curriculum reviews are underway.
- In January 2008, 52% of teachers were local hires, compared to 43% in 2005.

- 19 students graduating in the 2007-08 class (compared to past years 5 students in 2005-06, 10 students in 2006-07) a significant increase.
- 18 of the 19 twelfth grade students are enrolled in IB courses. Eleven students are full IB diploma students. Seven additional students are taking IB certificate courses. In 2005-06 we had one full diploma student and in 2006-07 we had two full diploma students.

## **Section 5- Implementation Procedures**

Each of the school's action plan teams is made up of faculty and administration. If there is the need for a broader approach the Thai staff, students and parents are asked to participate. Such was the case for the Vision Committee, Long-range Planning Committee and the Fine Arts Center Committee. Community-wide issues are discussed at the monthly Parent Teacher Association (PTA) Executive Board meetings. Five "all parent" meetings as well as the annual meeting of the PTA are held and issues and concerns are discussed. Reports and recommendations are sent to the superintendent and, if necessary, to the Board of Directors. Most plans are discussed at full faculty meetings and/or in smaller team groups.

Decisions and changes are communicated through faculty meetings, the daily bulletin, Email messages and the ISExpress.

## **Section 6- Comments on the Accomplishments and Action Plans**

The following pages contain the review of the seven areas of Critical Follow-up contained in the Visiting Committee Report of April 2005 along with the a narrative outlining the Accomplishments over the past three years and the current ISE Action Plans

## 6.1 School Identity

**Recommendation:** “Because the school’s changing demographics and the need to further clarify the school’s identity and purpose, it is recommended that the school articulate a vision that generates understanding and support throughout the entire school community as to what the school intends to become. This vision should also consider program development in new areas of focus (e.g., IB, Middle School Philosophy and Practices, Foreign Languages, Forth Quarter ESL Immersion Academy for new students). The value of the vision is to:

- a. Establish educational identity in the surrounding community to reinforce support among existing members of the school and also to be attractive to potential members.
- b. Articulate a pro-active direction for the school that reduces reactionary responses and signals directions that the school fully intends to pursue and also sustain.

**Response:** During the 2005-2006 school year, ISE created a “vision committee” was formed to help identify the future course of the school. This committee consisted of parents, students, teachers, Thai staff and directors. The committee solicited input from all members of their professional, national and cultural groups. The result was the following Vision Statement: “*A caring community dedicated to academic rigor.*” This statement guides all school decisions. In the 2006-2007 school year, we formed a “long range planning committee.” This committee included members of the School Advisory Committee, PTA members, parents, teachers, students and Thai staff. The task was to determine future programs and facilities that best meet the needs of our ISE community. This committee met monthly and solicited input from their representative groups. The committee made several major recommendations to the ISE Board of Directors. The conclusions were that:

ISE be limited in enrollment to 500 to 550 students and additional facilities should be built to accommodate that number.

That ISE would offer the IBDP and an American program in grades PK-10.

A new fine art center and additional staffing would be developed to strengthen these areas of the curriculum.

That ISE would remain a day school without boarding facilities.

That ISE would continue to enroll students with limited English through grade 8.

The ISE Board of Directors approved these recommendations at their annual meeting in November 2007. The following budgets, program and staffing plans would incorporate these ideas. After the Board meeting, a committee consisting of members from all aspects of the community was formed to proceed with the planning of the Fine Arts Center. This committee is currently working on program changes that would accompany the new Fine Arts Center. The committee is following the time frame outlined in the Vision Action Plan that follows.

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
1. Constitute a Vision Committee	<ul style="list-style-type: none"> <li>• Rob Brewitt &amp; committee</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Goal Setting Plan with the committee, Report to various Community Groups to gain input for recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement of ISE Community to adopt the Vision Statement recommended by the committee</li> </ul>	<ul style="list-style-type: none"> <li>• April 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Vision Statement in school materials and planning (Completed)</li> </ul>
2. Confirm implementation of IB Diploma Program (IBDP)	<ul style="list-style-type: none"> <li>• Administration and Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Research benefits to students and the school if we have an IBDP. Analysis costs and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of the Board of Directors to implement IBDP</li> </ul>	<ul style="list-style-type: none"> <li>• May 2005</li> </ul>	<ul style="list-style-type: none"> <li>• Parent night and ISExpress articles about IBDP</li> </ul>
3. Constitute a Long-range Planning Committee to discuss major school issues	<ul style="list-style-type: none"> <li>• Charlie Chuvapituck, Rob Brewitt &amp; committee</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a list of ISE's "SWOT" to understand our strengths and needs. Gather data from all parts of our Community</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend Major areas of development to the Board of Directors. Board approval to proceed</li> </ul>	<ul style="list-style-type: none"> <li>• April 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Report to the ISE Community on Board Decision (Completed)</li> </ul>
4. Market ISE as IB World School to attract new students and retain existing students	<ul style="list-style-type: none"> <li>• Administration &amp; IB Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint and train IB Coordinator. Hire and train IB teachers. Train existing ISE teachers to teach IB classes</li> </ul>	<ul style="list-style-type: none"> <li>• Offer all possible IB classes, enroll Grade 11 &amp; 12 students in IBDP or certificate program.</li> </ul>	<ul style="list-style-type: none"> <li>• First diploma candidates in May 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Parent nights, reporting of IB results, frame diplomas and hang in main office</li> </ul>

5. Constitute Fine Arts Center committee	<ul style="list-style-type: none"> <li>Charlie Chuvapituck, Rob Brewitt &amp; committee</li> </ul>	<ul style="list-style-type: none"> <li>Hire additional faculty to teach in the area of Fine Arts.</li> <li>Develop programs</li> <li>Feasibility &amp; Conceptual Design</li> <li>Detailed drawings and pricing</li> <li>Board of Directors approval</li> <li>Construct Building begins</li> </ul>	<ul style="list-style-type: none"> <li>New programs offered, current programs enhanced, number of students enrolled</li> </ul>	<ul style="list-style-type: none"> <li>August 2007</li> <li>August 2008</li> <li>November 2008</li> <li>May 2009</li> <li>August 2009</li> </ul>	<ul style="list-style-type: none"> <li>Parent nights, articles in ISExpress</li> </ul>
<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
		<ul style="list-style-type: none"> <li>Construction Complete &amp; begin commissioning</li> <li>Grand Opening Gala</li> </ul>		<ul style="list-style-type: none"> <li>October 2010</li> <li>December 2010</li> </ul>	
6. Improve Cafeteria facilities and catering	<ul style="list-style-type: none"> <li>Charlie Chuvapituck, Rob Brewitt, PTA &amp; administration</li> </ul>	<ul style="list-style-type: none"> <li>Hire new caterer</li> <li>Plan to expand cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>New menu in place</li> <li>New design for cafeteria serving and kitchen space</li> </ul>	<ul style="list-style-type: none"> <li>August 2007</li> <li>August 2008</li> </ul>	<ul style="list-style-type: none"> <li>Report to ISE faculty, staff and Community</li> </ul>
7. Expansion of Sports Fields	<ul style="list-style-type: none"> <li>Charlie Chuvapituck, Rob Brewitt,</li> </ul>	<ul style="list-style-type: none"> <li>Fill additional land for enlarged sports fields</li> <li>Create a larger soccer field and new softball field</li> <li>Move Pre-K playground</li> </ul>	<ul style="list-style-type: none"> <li>Complete Land fill</li> <li>Design additional fields</li> <li>Grass, drain and level area</li> </ul>	<ul style="list-style-type: none"> <li>December 2006</li> <li>August 2008</li> <li>August 2009</li> </ul>	

## 6.2- School Communications

**Recommendation:** It is recommended that the school consider ways to improve overall communications within and outside the school to ensure that all members of the school community are appropriately informed of opportunities, decisions and progress. In order to improve communication between the Board of Directors and the school community, it is recommended that the Board of Directors post “minutes” of all meetings and also provides information about the financial plan that the Board of Directors intends to pursue to enhance the overall educational quality of the school.

**Response:** The school has improved its electronic communication with parents by ameliorating the school website and establishing an electronic mailing list; development in these two areas is ongoing. The decision to invest in new Administration Software will grant stakeholders easier access to information. The ISExpress is sent out monthly rather than weekly to encourage readership interest. The PTA hosts a bimonthly all-parent meeting where parents can ask the school administrator and ISE Directors questions.

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
1.Improve communications between student body and administration	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Student Councils</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings between MS student coordinator and Superintendent</li> <li>• Weekly meetings between HS student council President and Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Admin seen to be addressing student concerns</li> </ul>	<ul style="list-style-type: none"> <li>• August 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings of secondary faculty.</li> <li>• MS and HS student council meetings</li> </ul>
2. Improve communications between secondary faculty and administration	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Secondary Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint a Coordinator to work closely with Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• MS and HS Coordinators appointed</li> <li>• Streamlined to Secondary Coordinator appointment</li> </ul>	<ul style="list-style-type: none"> <li>• August 2006</li> <li>• Streamlined August 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Daily briefings between Coordinator and Superintendent</li> </ul>
3. Improve communications	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Faculty members</li> </ul>	<ul style="list-style-type: none"> <li>• Instigate a more dynamic and informative new-teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty informed of opportunities,</li> </ul>	<ul style="list-style-type: none"> <li>• August 2007</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers feedback</li> </ul>

between faculty members		<ul style="list-style-type: none"> <li>induction package</li> <li>Initiate weekly “Monday Morning Meetings” in each faculty</li> </ul>	decisions and progress		<ul style="list-style-type: none"> <li>All school faculty meetings</li> </ul>
<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
		<ul style="list-style-type: none"> <li>Increase effectiveness of electronic Daily Bulletin</li> <li>Facilitate grade level partner meetings in ES with access to ESL teacher(s), librarian and Instructional Support teacher</li> <li>Assign school events coordinator.</li> <li>Centralize events calendar</li> </ul>			<ul style="list-style-type: none"> <li>“Monday Morning Meetings”</li> <li>Daily Bulletin</li> <li>ES grade level meetings</li> </ul>
4. Improve communications between school and parent communities.	<ul style="list-style-type: none"> <li>Admin Team</li> <li>IT Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>ISExpress to be sent out monthly to heighten its impact</li> <li>Develop, maintain and employ an electronic parent mailing list</li> <li>Constantly update and improve ISE website. Increase content to include course descriptions and consumable information.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor two-way flow of electronic information</li> <li>Parents able to more easily access ISE information.</li> </ul>	<ul style="list-style-type: none"> <li>2007</li> <li>2008/09</li> </ul>	<ul style="list-style-type: none"> <li>Review information accessibility through PTA and other parent representatives</li> <li>ES Friday folders</li> </ul>
5. Improve communications between school community and Board of Directors	<ul style="list-style-type: none"> <li>Rob Brewitt</li> <li>Charlie Chuvapitak</li> <li>PTA</li> </ul>	<ul style="list-style-type: none"> <li>PTA hosts a bimonthly all-parent meeting where parents and teacher representatives can ask appropriate questions of the Board of Director’s</li> </ul>	<ul style="list-style-type: none"> <li>Vision Committee 05</li> <li>(above became) Long-range planning</li> </ul>	<ul style="list-style-type: none"> <li>August 2005</li> <li>August 2006</li> </ul>	<ul style="list-style-type: none"> <li>PTA meetings and school publications</li> </ul>

		representatives. • Provide feedback from the Board's annual meeting	committee 06 • (above became) Bimonthly PTA sponsored open forums. 07	• August 2007	
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### 6.3- English as a Second Language

**Recommendation:** Since ESL has become a major issue for the school, it is recommended that the school review all policies, procedures, program structures, evaluation criteria for determining program effectiveness, assessment instruments and measurements of student progress, resources, support, teacher expectations, and practices that impact the successful education of ESL students at the school and also the successful education of the non-ESL students in the regular classrooms (with the mainstreamed ESL students). Prompt attention should be given to appropriate placement of new ESL students in the final quarter.

**Response:** The school formed a team to review and revise the ESL policies and procedures. Changes were made to the admissions of ESL students and new policies were made. The major changes were that students below high intermediate level will not be admitted into the High School program and rank beginner students will not be admitted into the second semester of fifth grade or first semester of sixth grade. A probation policy was made to determine a reasonable rate of language progress and that the necessary motivation is present.

During the 2007-08 school year a Professional Development Team was formed and teachers have been encouraged to participate in ESL professional growth opportunities. Offering ESL professional growth will continue to be a focus at ISE due to the high percentage of ESL students.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
1. Review policies and procedures	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Admin team</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• New admissions guidelines were created for ESL students</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty surveyed on the effectiveness of the new admission policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• May 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Reported in policy manuals as well as faculty handbook</li> </ul>
2. Review the structure of the ESL program	<ul style="list-style-type: none"> <li>• ESL team</li> </ul>	<ul style="list-style-type: none"> <li>• ES classroom teachers meet weekly with ESL teachers</li> <li>• SS homeroom and ESL teachers to create planning time</li> <li>• ESL student records have</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty surveyed on the effectiveness weekly meeting and access to students records</li> </ul>	<ul style="list-style-type: none"> <li>• August 2007</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Reported in ES ESL handbook</li> </ul>

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
		<ul style="list-style-type: none"> <li>• ES ESL student records are available on the network for teachers to view</li> </ul>			
3. Determine a criteria for evaluating the effectiveness of the ESL program	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• ESL team</li> <li>• Admin team</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the number of exited ESL students</li> <li>• Determine the advancement of ESL student</li> <li>• Report the progress of ESL when mainstreamed</li> <li>• Number of students returned to ESL program</li> </ul>	<ul style="list-style-type: none"> <li>• Exited students are continually being monitored by both classroom teacher and ESL teacher</li> <li>• Faculty surveyed on the effectiveness of this new system</li> <li>• AED classes in the Secondary School</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to faculty</li> <li>• Reported at full faculty meetings</li> <li>• Ongoing discussions at ES grade level meetings</li> <li>• SS meeting as needed</li> </ul>
4. Review assessment instruments and measurement of student progress	<ul style="list-style-type: none"> <li>• ESL team</li> </ul>	<ul style="list-style-type: none"> <li>• New Rigby ELL assessment kit ordered and being used in ES ESL as well as testing instrument</li> <li>• Testing using existing advancement and exiting requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor ESL students to ensure that they are placed appropriately</li> <li>• ESL teachers along with classroom teachers monitor student's progress and</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• ES student reports are available for teachers on network</li> </ul>

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
5. Review resources	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Admin team</li> </ul>	<ul style="list-style-type: none"> <li>• ESL orders new materials during each budget year</li> <li>• SS needs to update resources</li> </ul>	<ul style="list-style-type: none"> <li>• Administration and the CFO support the purchase of ESL materials</li> <li>• ESL teachers evaluate the effectiveness of sample materials</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• ESL inventory of resources updated</li> </ul>
6. Review staffing including ESL credentials	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Admin team</li> <li>• School Board</li> </ul>	<ul style="list-style-type: none"> <li>• All ESL teachers credentials have been reviewed by Administration</li> <li>• Adequate budget for ESL staffing has been ensured</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure student/teacher ratios are appropriate</li> <li>• Administration ensures that ESL staff is credentialed</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly in April</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and approved by the Ministry of Education</li> <li>• Work permits are issued by the Thai labor department</li> <li>• Administration makes the student levels as well as the student/teacher ratios available to staff</li> <li>• New staff bios are available at</li> </ul>

					the beginning of each year for ISE families
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<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
7. Review professional development support	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Admin team</li> </ul>	<ul style="list-style-type: none"> <li>• In house ESL PD opportunities are available</li> <li>• Other second language related workshops are available and communicated to staff via email and postings</li> </ul>	<ul style="list-style-type: none"> <li>• Administration has allowed for Professional Development days throughout the school year.</li> <li>• Administration supports all faculty to attend ESL workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff sharing knowledge from PD opportunities</li> </ul>
8. Review homeroom teacher expectations and practices	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Administration allows and encourages peer observations, especially for new faculty of both classroom</li> <li>• Teacher observations by administration, both formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom evaluations as well as walk throughs</li> <li>• Time is made available for staff to do peer observations</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation form and meeting</li> <li>• Peer feedback</li> <li>• ESL teacher and homeroom teacher communication</li> </ul>
9. Review fourth quarter placements	<ul style="list-style-type: none"> <li>• ESL team</li> <li>• Admin team</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• New admissions policy for grade 5 and up is adhered to for fourth quarter ESL students</li> <li>• ESL staff reconfigures ESL</li> </ul>	<ul style="list-style-type: none"> <li>• ESL team and classroom teachers ensure students are appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly in April</li> </ul>	<ul style="list-style-type: none"> <li>• ESL teachers inform classroom teachers and Administrators</li> </ul>

		groupings	placed • Administration ensures new staff is hired depending on numbers		on new configurations
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## 6.4- Staffing

**Recommendation:** The Board of Directors and Administration should review staffing needs of the school in correlation with its Vision, programming plans for the future (including IB), changing demographics and the needs of ESL students, projected enrollment, secondary level administrative leadership/coordination, and essential support needed to ensure an optimum environment for delivery of a quality academic and social/co-curricular program to meet the academic, social and emotional needs of all students. The Visiting Team strongly suggests that the Board and Administration revisit the re-evaluate the possibility that large class sizes of second-language students will experience success in a classroom delivering a curriculum based on US Standards and Benchmarks. Therefore, the Board of Directors and Administration should consider lowering the guidelines for maximum student-teacher rations (particularly in grades 6-12) and strictly adhering to these new maximum guidelines, possibly requiring additional staffing when allocations exceed these guidelines.

**Response-** Over the past two years, ISE has increased its ESL staffing by adding one additional teacher in the elementary school and one in the secondary school. The number of students enrolled in the ESL programs changes regularly, but school feels the current ESL staffing is adequate for the number of students enrolled. The admissions standards were increased in 2006 so that there are fewer ESL students in the secondary school program.

The Board of Directors agreed to increase the number of teachers by 4 F.T.E. for the 2007-2008 school year. The increase is primarily in the Pre-kindergarten and high school programs. The enrollment in our Early Childhood Program is growing and we have added an additional class section. In the secondary school, we will add a full-time art teacher, a drama teacher and a full-time physical education teacher/athletic director. We split grade 10 into two sections adding two sections of English, two sections of science and another section of mathematics. This will reduce the class sizes in the secondary school and allow the school to add to the number of our IBDP offerings. The additional staffing in the areas of art and physical education allowed us to increase the student time in the elementary school in these subjects.

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
1.Determine appropriate staffing levels in ESL	<ul style="list-style-type: none"> <li>• Administration with ESL staff</li> </ul>	<ul style="list-style-type: none"> <li>• Set guidelines for the number of ESL students in the program.</li> <li>• Add staff as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing levels and student numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing levels and class size reports</li> </ul>

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
2. Review ESL entrance requirements	<ul style="list-style-type: none"> <li>Administration and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Carefully screen all ESL applicants for probability of success</li> <li>Reduce number of ESL students by restricting the entrance of “rank beginners.”</li> <li>Develop new admissions policies</li> </ul>	<ul style="list-style-type: none"> <li>ESL staff involved in the testing of prospective students with counselor</li> <li>Policy changes- no rank beginners after the first semester of Grade five.</li> </ul>	<ul style="list-style-type: none"> <li>May 2006</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment records for new ESL students</li> <li>Rejection of prospective students due to lack of English level.</li> </ul>
3. Determine appropriate class size policy	<ul style="list-style-type: none"> <li>Administration and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Determine maximum levels in elementary classrooms</li> <li>Add additional staff in the secondary school to allow for two sections in each subject area</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment and class size records</li> </ul>	<ul style="list-style-type: none"> <li>May 2006</li> </ul>	<ul style="list-style-type: none"> <li>Staffing levels and class size reports</li> </ul>
4. Project future enrollment at ISE	<ul style="list-style-type: none"> <li>Vision Committee recommendations</li> <li>Long Range Planning Committee recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Determination to keep ISE enrollment to a maximum of 40 students in each grade level</li> <li>Recommend additional faculty in the Fine Arts &amp; Physical Education areas</li> </ul>	<ul style="list-style-type: none"> <li>No grade level enrolls more than 40 students</li> <li>Additional staff added to reduce class sizes and offer new classes</li> </ul>	<ul style="list-style-type: none"> <li>August 2006</li> <li>August 2007</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment reports</li> <li>List of faculty and course offerings</li> </ul>
5. Increase Pre-School program offerings	<ul style="list-style-type: none"> <li>Administration and pre-school faculty</li> </ul>	<ul style="list-style-type: none"> <li>Adding an additional Pre-K3 section</li> <li>Adding split PreK-3/4 section</li> <li></li> <li>Add new Pre-K2 program</li> </ul>	<ul style="list-style-type: none"> <li>Hiring new teachers and enrolling additional students</li> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>January 2007</li> <li>August 2007</li> <li>April 2008</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meetings and ISExpress</li> <li>Announcement to ISE community, faculty and staff</li> </ul>

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
6.Determine appropriate administration levels in the secondary school	<ul style="list-style-type: none"> <li>• Board of Directors and Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Add International Baccalaureate Coordinator</li> <li>• Add Athletic/Activities Director</li> <li>• Add Secondary School Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Add to staffing plan, develop job descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• August 2006</li> <li>• August 2007</li> <li>• August 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Announcement in ISExpress</li> <li>• Staffing plan</li> </ul>

## 6.5- Curriculum and Instruction

**Recommendation:** Develop, adopt, and continue to review a quality curriculum for all subject areas and for all classrooms

1. Process
2. Philosophy
3. Resources
4. Multi-year plan
5. Systematic support

**Response:** At the beginning of each school year a team is formed to review and revise the subject within the curriculum cycle. The team reviews the current curriculum and makes the appropriate changes. Sample materials are ordered for the team to review. Careful consideration is made so that the school adopts the program that best suits our students' needs.

Math was reviewed in the 2007-08 school year and a new program will be in place in August 2008. During the 2008-09 school year the Language Arts curriculum will be evaluated.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
1. Establish yearly subject area curriculum revision committees	<ul style="list-style-type: none"> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Teams are formed with subject area specialists covering multiple grades and curriculum reviewed and revised as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Admin Team forms team with K-12 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• August of each year</li> </ul>	<ul style="list-style-type: none"> <li>• Administration creates team based on school needs and faculty interest</li> </ul>
2. Establish a timeline for revision	<ul style="list-style-type: none"> <li>• Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>• A five-year review cycle has been established:</li> <li>• Mathematics</li> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> <li>• Fine Arts, PE, ESL, Foreign</li> </ul>	<ul style="list-style-type: none"> <li>• Admin Team ensures that we follow the curriculum review cycle</li> </ul>	<ul style="list-style-type: none"> <li>• After Curriculum Review Team is formed the timeline for subject</li> </ul>	<ul style="list-style-type: none"> <li>• Reported in faculty handbook and beginning of the year meetings</li> </ul>

		Language <ul style="list-style-type: none"> <li>Once team is formed a timeline is created for that subject's review</li> </ul>		revision is created	
<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
3. Review resources (textbooks, manipulatives, IT) that will support the curriculum	<ul style="list-style-type: none"> <li>Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>After reviewing and revising the curriculum, current resources are evaluated</li> <li>Publishers are contacted, samples are received and reviewed</li> <li>Consultants are brought to the school</li> <li>Staff reviews new materials</li> <li>Curriculum team makes final decisions with staff input on ordering new resources</li> </ul>	<ul style="list-style-type: none"> <li>Principal observations indicate that curriculum resources are being used effectively by faculty</li> </ul>	<ul style="list-style-type: none"> <li>November to February of each year</li> </ul>	<ul style="list-style-type: none"> <li>Reported during faculty meetings and grade level meetings</li> </ul>
4. Prepare budget for adoption of new materials	<ul style="list-style-type: none"> <li>Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>Proposal submitted to Admin Team for ordering new resources</li> </ul>	<ul style="list-style-type: none"> <li>Administrators support the purchase of new materials for the newly written curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Yearly February-March</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Review Team reports to Admin Team and Board of Directors with proposal</li> </ul>
5. Create professional development opportunities	<ul style="list-style-type: none"> <li>PD Team</li> </ul>	<ul style="list-style-type: none"> <li>In the 2007-08 school year a PD Team was formed</li> <li>The PD Team is offering numerous after-school workshops for all faculty to attend</li> <li>PD opportunities outside school are posted and emailed to all faculty</li> </ul>	<ul style="list-style-type: none"> <li>PD Team monitors availability and attendance of PD workshops</li> <li>Staff was surveyed on PD needs</li> <li>Staff is surveyed on effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Report via staff meetings, bulletin board postings, emails and informal conversations amongst all</li> </ul>

		<ul style="list-style-type: none"> <li>• Each teaching staff member receives a yearly 20,000 baht stipend which can accrue to 80,000 baht</li> <li>• TA's are provided the opportunity to participate in PD</li> </ul>	ongoing PD		faculty
<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
		<ul style="list-style-type: none"> <li>• Teachers are encouraged to attend the Bangkok Teachers Network conference as well as the EARCOS regional conference</li> <li>• IB teachers are financially supported to attend IB conferences</li> <li>• Consultants are invited to the school to train teachers in the use of new programs</li> </ul>			
6. Make copies of the curriculum available to staff and parents	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of the curriculum are available in the ES teacher classrooms as well as the libraries</li> <li>• Elementary curriculum handbooks are sent to all parents at the beginning of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Copies are available for staff</li> <li>• PreK-5 handbooks are sent home to parents at the beginning of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute to parents and staff in August</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators ensure that curriculum binders are available to all staff and handbook are sent home to parents</li> </ul>
7. Repeat curriculum cycle in subsequent years	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>• We follow our five-year cycle to review curriculum</li> <li>• Other curriculum changes are made as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team ensures five-year cycle is followed</li> <li>• Curriculum review cycle is published in</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Reported in faculty handbook and beginning of the year</li> </ul>

			the faculty handbook		meetings
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## 6.6- Instructional Leadership

**Recommendation:** The Administration should establish a system of instructional leadership and support augmented by annual staff evaluations.

**Response:** During the 2007-08 school year the administrative team revised the teacher evaluation process. The new process consists of a personal and professional goal as well as classroom observations. At the beginning of the year each teacher met with their administrator to discuss ways of meeting their goals. In addition, classroom observations are conducted more frequently and are of a shorter duration compared to previous years. A teacher's evaluation will be based on the completion of their goals as agreed initially with the administrator in conjunction with classroom observations.

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
1. Investigate possible need for additional secondary administrative/instructional support	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Secondary Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint and train a Secondary Coordinator who will work closely with the Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Andrew McDermid was appointed Secondary Coordinator in 2006-07</li> </ul>	<ul style="list-style-type: none"> <li>• August 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Regular ongoing meetings with faculty and Superintendent</li> </ul>
2. Review school policy on staff evaluation	<ul style="list-style-type: none"> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Revise policy in policy manual</li> <li>• Include policy in faculty handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Form team to revise school policy book in 2007-08 to begin revision in 2008-09</li> </ul>	<ul style="list-style-type: none"> <li>• Revision to take place 2008-09</li> </ul>	<ul style="list-style-type: none"> <li>• Create team and request input from all faculty during revision process</li> </ul>
3. Review current tools in place for staff evaluation	<ul style="list-style-type: none"> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Research staff evaluation procedures at other International Schools</li> <li>• Review and revise the current teacher evaluation system</li> <li>• Incorporate goal setting into</li> </ul>	<ul style="list-style-type: none"> <li>• Admin created new evaluation tools which included goal setting and an observation check</li> </ul>	<ul style="list-style-type: none"> <li>• August 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings and in-house professional development</li> </ul>

		<p>the evaluation process</p> <ul style="list-style-type: none"> <li>• Have initial goal setting meetings with all faculty</li> <li>• Redesign evaluation form for teacher observations</li> </ul>	list		
<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Reporting</b>
4. Perform evaluations on all faculty members	<ul style="list-style-type: none"> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Complete one full visit per faculty member each year</li> <li>• Conduct occasional walk throughs of each faculty member</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of the year goal setting conference with each faculty member and Admin</li> <li>• At least one observation is performed on each faculty member</li> <li>• Frequent walk throughs are conducted by the Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly goal setting Aug – Sept</li> <li>• Ongoing classroom observations throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Annually review the effectiveness of the current staff evaluation procedures with Administration and faculty</li> </ul>
5. Inform staff of evaluation procedures	<ul style="list-style-type: none"> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Publish procedures in faculty handbook</li> <li>• At beginning of the year in-service staff are informed of evaluation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• New evaluation procedures are in place and being carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated August 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Report to ISE faculty during initial faculty in-service</li> </ul>
6. Have goal meeting and observation follow ups with all faculty members	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• Faculty members</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange goal meeting with each faculty member</li> <li>• Conduct follow up meetings after classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• Each faculty member to schedule a goal meeting with the Admin in Aug-</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated August 2007</li> <li>• Continual throughout each school</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team reports to faculty</li> <li>• Admin team reviews all</li> </ul>

			Sept • Post observation follow up is to be conducted as soon as possible after the classroom observation	year	evaluations
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## 6.7- Admissions Policy

**Recommendation:** The School’s admissions policies should be reviewed to ensure that appropriate services and support are provided by the school for all students who are admitted. (eg. Learning Disabled Students)

**Response:** Admissions policy revisions from 2006-07 were added to the Parent/Student Handbook. The ISE Policy Manual admission statement requires revision.

The policy committee proposed that the administration form an admission policy revision committee at the outset of the 2008-09 school year.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
1. Review admissions policies and procedures	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Policy Committee Team</li> <li>• Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of admissions policies in Policy Manual</li> <li>• Parent/Student Handbook admission section was revised in 2006-2007</li> </ul>	<ul style="list-style-type: none"> <li>• Administration to form admission policy revision committee with teachers</li> <li>• Recommendations forwarded to Board of Directors for approval</li> </ul>	<ul style="list-style-type: none"> <li>• Revision to occur in 2008-09</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty to be informed of admission policy changes</li> </ul>