



**NAKORNPAYAP INTERNATIONAL SCHOOL
PROBATIONARY
PROGRESS REPORT**

**240 Moo 6, San Phi Sua, Muang Chiang Mai 50300
Thailand**

February 26-28, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.

Student Community Profile

Brief School Description

- **Type of School:** Nakornpayap International School (NIS) is a college preparatory school, offering a curriculum, for Early Learners through Grade 12, based on the American Common Core Standards but with a global perspective. All classes are taught in English, with equal emphasis on academic and personal development. High School classes are primarily college preparatory based, with an expanding Advanced Placement (AP) program. A High School diploma, aligned with California State high school graduation requirements and the University of California and California State University Admission Requirements, is awarded to students upon completion of all NIS graduation requirements.
- **Curricular Program:** NIS has a three-year Early Childhood Center (ECC) program which is skills-based assessed via a standards-based report card. All courses in the Elementary School and Academic Access Program (AAP) adhere to Common Core State Standards and other international curriculum standards. In addition to core subjects, students study music, art, computer science, and physical education. The Middle School program (grades 6-8) offers core units of study following the Common Core State Standards and other international curriculum standards. In addition to core subjects, students study music, art, computer science, and physical education. Students in grade 6 also have an advisory period of study designed to assist students in adjusting to Middle School life. Language electives are also introduced in grade 7 and 8. The college preparatory High School runs from grades 9 to 12. Students are required to satisfy California State high school graduation requirements in order to be eligible for a High School diploma. All courses offered are in accordance with various international curriculum standards, with most study pathways culminating in Advanced Placement or Honors level courses.
- **School Purpose:** The NIS vision and mission statements clearly define its purpose, while the ESLOs form the foundation of the educational program. In preparation for the 2019 *Focus On Learning* accreditation visit, the Organization for Student Learning Focus Group are reviewing possible revisions and modifications which will be shared with the Governing Board.
- **Vision**
Education Through Diversity
- **Mission**
 - ❖ To promote compassionate, life-long learners who strive for academic excellence through a well-balanced and relevant curriculum.
 - ❖ As a community, our aim is to embrace diverse cultures and collaborate effectively within the school and wider community.
 - ❖ We will respect the importance of inclusive relationships built from mutual support.
 - ❖ We will nurture engaged, confident and empathetic students.
 - ❖ We share a common goal to foster critical thinkers who are active, caring members of the global community.
- **Philosophy and Expected Student Learning Outcomes**
NIS understands the educational significance of the ESLOs and their importance in the development of the whole child. NIS and its teachers realize that rote learning of the ESLOs is not

sufficient and have developed a variety of means of instilling the ESLOs into students' daily lives. Teachers are beginning to connect the ESLOs to their classroom lessons and develop instructional strategies and hands-on learning activities that encourage their application.

- ❖ **Knowledge**
We apply acquired knowledge to explore and create solutions to problems in a changing global community.
- ❖ **Process of Learning**
We are creative, engaged, independent and collaborative learners and critical thinkers.
- ❖ **Communication**
We are empathetic and cooperative communicators within our school and the world around us.
- ❖ **Self-Understanding**
We are confident, self-reflective and respectful learners within a diverse community.

- **Organization, governing structure, and financial base**

Owner and Governing Board

Dr. Piti Yimprasert	Owner
Dr. Pisarn Soydhurum	Chairman
Ms. Krishya Yimprasert	School Licensee
Dr. Anon Sirisaengtaksin	Honorary Advisor
Ms. Aree Phongchichok	Honorary Advisor
Ms. Narvinder Ahuja	School Director
Ms. Sakaewan Muangsaen	School Manager
Mr. Stephen Roderick	School Principal
Mr. Thomas Bell	Teacher Representative
Ms. Melody Chu	Parent Representative

Administration

Ms. Narvinder Ahuja	School Director
Ms. Warunee Swanson	Deputy Director
Mr. Stephen Roderick	School Principal
Ms. Sakaewan Muangsaen	School Manager
Mr. Benjamin Devere White	Head of Academic Affairs
Ms. Carole J. Ketnourath	Head of Student Affairs

- **Student Demographics**

NIS currently has 449 students enrolled (January 2018) which represents over 30 [nationalities](#), from ages 3 to 18 years old.

The following table shows [nationality](#) percentages for NIS student enrollment:

Year (number)	Thai	Chinese	American	Korean	British	Other
2017/18 (449)	30%	26%	11%	9%	4%	20%
2016/17 (416)	32%	20%	10%	13%	3%	22%
2015/16 (419)	36%	8%	14%	16%	2%	24%
2014/15 (394)	39%	3%	11%	15%	7%	25%

The data in this table indicates a steady growth in the Chinese student population which reflects the current international demographic of Chiang Mai. These students and families have settled, integrating seamlessly and contribute to the global community and diversity of our school.

- **Faculty/Staff Demographics**

The following table shows the percentage of nationality of NIS 65 faculty members:

Nationality (number)	American	Thai	Canadian	British	Australian	Filipino	Other
2017/18 (65)	41%	19%	10%	17%	3%	3%	7%
2016/17 (64)	37%	17%	15%	12%	5%	5%	9%
2015/16 (65)	40%	21%	11%	11%	5%	3%	9%

The following table shows the highest level of education of NIS 65 faculty members:

Academic Year (Number)	Ph.D	Master's Degree	Bachelor of Education	Bachelor's Degree	Other Certification
2017/18 (65)	2	21	33	9	0
2016/17 (64)	4	15	18	20	7
2015/16 (62)	2	22	28	10	0
2014/15 (62)	1	19	35	6	1

The following table shows the turnover rates of NIS faculty members:

Academic Year	Number of Faculty	Departing Faculty	Turnover %
2016/17	64	16	25%
2015/16	62	4	6%
2014/15	62	25	40%

With the close of the 2014/15 academic year came the loss of a number of prominent members of the teaching faculty, including the NIS School Principal. This led to a period of uncertainty amongst teaching faculty and the subsequent high level of 40% turnover, considerably larger than usual. The transitional 2015/16 academic year witnessed all faculty members with expiring contracts offered timely renewals and encouraged to remain, united in the desire to develop NIS, providing transition towards a desired future stability of faculty at NIS. The subsequent low level of 6% turnover in 2015/16 was much lower than an International School average turnover of an estimated 19%. The 2016/17 school year witnessed some teaching faculty moving forward with new opportunities and a more typical 25% faculty turnover rate at NIS.

- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

→ **Note:** *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

Summary of Student Achievement Data and Critical Learner Needs

High School Grade Point Average (GPA) Data

High GPA criteria are separated into four bands:

1. **Distinguished Honors** – GPA 3.7+
2. **High Honors** – GPA 3.5-3.69
3. **Honors** – GPA 3.3-3.49
4. **Academic Probation** – GPA >2.0

GPA data for the 2014/15, 2015/16, and 2016/17 academic year, as well as semester 1 of 2017/18 is presented in the following table:

		2014/15 Academic Year		2015/16 Academic Year		2016/17 Academic Year		2017/18 Academic Year	
		S1	S2	S1	S2	S1	S2	S1	S2
Grade 9	Student Number	30	32	35	38	27	28	35	
	Distinguished Honors (%)	6 (20%)	3 (9%)	2 (6%)	11 (29%)	10 (37%)	10 (36%)	5 (14%)	
	High Honors (%)	6 (20%)	6 (19%)	4 (11%)	6 (16%)	3 (11%)	4 (14%)	6 (17%)	
	Honors (%)	2 (7%)	2 (6%)	3 (9%)	4 (11%)	2 (7%)	1 (4%)	3 (9%)	
	Academic Probation (%)	5 (17%)	7 (22%)	2 (6%)	3 (8%)	2 (7%)	2 (7%)	0 (0%)	
Grade 10	Student Number	40	39	28	26	30	30	29	
	Distinguished Honors (%)	10 (25%)	9 (23%)	5 (18%)	7 (27%)	0 (0%)	3 (10%)	10 (34%)	
	High Honors (%)	5 (13%)	4 (10%)	3 (11%)	4 (15%)	5 (17%)	3 (10%)	4 (14%)	
	Honors (%)	4 (10%)	4 (10%)	2 (7%)	1 (4%)	5 (17%)	4 (13%)	1 (3%)	
	Academic Probation (%)	2 (5%)	3 (8%)	2 (7%)	1 (4%)	2 (7%)	2 (7%)	3 (10%)	
Grade 11	Student Number	23	21	33	33	20	21	29	
	Distinguished Honors (%)	2 (7%)	1 (5%)	10 (30%)	10 (30%)	6 (30%)	8 (38%)	4 (14%)	
	High Honors (%)	1 (4%)	5 (24%)	2 (6%)	3 (9%)	2 (10%)	2 (10%)	7 (24%)	
	Honors (%)	4 (17%)	3 (14%)	2 (6%)	4 (12%)	2 (10%)	1 (5%)	3 (10%)	
	Academic Probation (%)	2 (9%)	2 (10%)	3 (9%)	3 (9%)	0 (0%)	1 (5%)	0 (0%)	
Grade 12	Student Number	23	23	23	23	30	29	20	
	Distinguished Honors (%)	5 (22%)	7 (23%)	8 (35%)	9 (39%)	13 (43%)	9 (31%)	9 (45%)	
	High Honors (%)	2 (7%)	3 (13%)	5 (22%)	4 (17%)	4 (13%)	8 (28%)	3 (15%)	
	Honors (%)	5 (22%)	4 (17%)	2 (9%)	2 (7%)	4 (13%)	2 (7%)	4 (20%)	
	Academic Probation (%)	0 (0%)	2 (7%)	0 (0%)	2 (7%)	1 (3%)	0 (0%)	0 (0%)	

The data shows that GPA level displays no particular trend from year-to-year. However, policies put in place from the 2016/17 academic year regarding academic mentoring and the academic referral process has seen just three students referred for Academic Probation in the most recent reporting period. Future aims regarding High School GPA are as follows:

- Ensure the number of students achieving Distinguished Honors increase year-on-year.
- Reduce the number of students on Academic Probation as a result of low GPA to 0%.

Steps taken in 2016/17 and continued in 2017/18 to fulfill these aims in relation to *Priority 1 (Embrace and Enhance Academic Rigor and High Standards)* are as follows:

- Formalize the collation of a schoolwide Syllabus Catalog to ensure appropriate coverage of the curriculum.
- Expand standards-based reporting in Middle School to give prospective High School students the necessary foundations for High School academic success.
- Compose a High School Course Catalog which details all courses for students, pathways, and pre-requisites.

GPA data will continue to be evaluated with regards to the impact of these initiatives on the above aims.

Measures of Academic Progress (MAP) Data

NIS uses NWEA™ (Northwest Evaluation Association) MAP testing for students in Kindergarten to grade 11. In the 2017/18 academic year, MAP testing is being administered three times at the ECC, AAP, and Elementary levels (Fall, Winter, and Spring). Middle School and High School students take MAP testing twice a year (Fall and Spring). Currently, students from Kindergarten to Grade 3 take *Reading & Mathematics*; students in grades 3-12 additionally take the *Language Usage* test.

With regards to the expansion of MAP testing, the Science Department is in the process of implementing Next Generation Science Standards (NGSS). Teachers are therefore developing common assessments and aligning the curriculum from Kindergarten to grade 12. MAP Science will then be trialed in the 2018/19 academic year.

The table below details student mean RIT scores for the previous three academic years:

Grade Level - Test Window	MAP Test		
	Mathematics	Reading	Language Usage
1 – Fall 2016/17	162.0	157.2	-
1 – Fall 2015/16	163.2	157.2	-
1 – Fall 2014/15	159.5	152.3	-
2 – Fall 2016/17	190.9	177.7	-
2 – Fall 2015/16	189.4	179.7	-
2 – Fall 2014/15	180.1	169.1	-
3 – Fall 2016/17	194.4	190.2	193.5
3 – Fall 2015/16	189.4	184.0	185.6

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3 – Fall 2014/15	194.9	184.9	185.3
4 – Fall 2016/17	203.1	195.2	198.7
4 – Fall 2015/16	189.4	186.3	194.7
4 – Fall 2014/15	197	187.7	190.9
5 – Fall 2016/17	213.5	202.6	208.0
5 – Fall 2015/16	200.9	195.0	200.1
5 – Fall 2014/15	207.7	193.2	198.2
6 – Fall 2016/17	221.3	208.2	211.7
6 – Fall 2015/16	213.3	202.8	204.0
6 – Fall 2014/15	212.8	207.6	209.0
7 – Fall 2016/17	223.8	213	212.5
7 – Fall 2015/16	226.0	208.8	209.4
7 – Fall 2014/15	228.3	209.5	215.6
8 – Fall 2016/17	233.7	215.6	215.4
8 – Fall 2015/16	241.9	222.0	223.3
8 – Fall 2014/15	224.9	210.2	213.6
9 – Fall 2016/17	247.4	223.1	224.6
9 – Fall 2015/16	238.5	214.3	216.9
9 – Fall 2014/15	232.6	214.6	214.9
10 – Fall 2016/17	251.8	222.6	221.5
10 – Fall 2015/16	243.8	220.4	221.2
10 – Fall 2014/15	238.2	216.0	217.5
11 – Fall 2016/17	258.5	227.3	226.8
11 – Fall 2015/16*	No data	No data	No data
11 – Fall 2014/15*	No data	No data	No data

*Grade 11 began MAP testing during the 2016/17 academic year.

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Data shows that students are within the US average RIT scores for each grade level. Moreover, all mean RIT scores are within the normative standard deviation.

Below is a data comparison showing a more detailed annual growth between 2016 and 2017 and a US-norm comparison for the most recent schoolwide testing window – Fall 2017:

READING				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
1	161	157	160	-
2	175	178	178	+13%
3	188	190	190	+7%
4	198	195	199	+5%
5	206	203	204	+5%
6	211	208	206	+1%
7	214	213	214	+3%
8	217	216	216	+1%
9	220	223	219	+1%
10	220	223	227	+2%
11	223	227	222	-0.004%

MATHEMATICS				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
1	162	162	165	-
2	177	191	188	+16%
3	190	194	196	+4%
4	202	203	210	+8%
5	211	214	215	+6%
6	218	221	222	+4%
7	223	224	230	+4%
8	226	234	235	+5%

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9	230	247	243	+4%
10	230	252	253	+2%
11	233	259	257	+2%

LANGUAGE USAGE				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
3	189	194	195	-
4	199	199	200	+3%
5	206	208	208	+5%
6	211	212	211	+1%
7	214	213	218	+3%
8	216	215	217	+2%
9	218	225	223	+4%
10	219	222	225	0%
11	222	227	223	+0.005%

Schoolwide MAP scores show significant improvement across grade levels. The following are some student achievement highlights:

- Between Fall 2016 and Fall 2017, the grade 1 average score in *Reading* increased by 13%.
- Between Fall 2016 and Fall 2017, the grade 1 average score in *Mathematics* increased by 16%.
- NIS students outperform all US average grade levels in *Mathematics*.
- NIS students outperform all US average grade levels in *Language Usage*.
- Nine Students in Grade 11 are in the 99th percentile for *Mathematics*.
- Grade 10 students are 7 points above the US average in *Reading*.

Critical learner needs derived from the Fall 2017 MAP data are as follows:

- With the exception of grade 1 students, *Reading* growth is low. There is a slight drop for students moving from grade 10 to 11.
- Despite NIS students outperforming all US average grade levels in *Language Usage*, growth is low schoolwide from grade-to-grade.
- Students classified as not being proficient (%tile <21) in *Reading* is high for the following grade levels:
 - **Grade 1:** 25%
 - **Grade 6:** 26%
 - **Grade 7:** 18%

All of these identified learner needs are addressed in our updated Schoolwide Action Plan.

SAT Data

The SAT administration in October 2017 shows NIS students achieving a mean score of 1190. This is in comparison to the US national average of 1119. NIS students met standardized benchmarks ranked above the US national average in Math at 92% as opposed to the US national average of 61%. Evidence-Based Reading and Writing (ERW) for NIS students was at 67%, below the US national average of 79%. NIS students met both ERW and Math benchmarks at 67% as opposed to the US national average at 57%. NIS students also achieved a higher percentage of not meeting any benchmarks at 8% compared to the US national average of 17%.

PSAT 8/9 and PSAT 10 Data

2016/2017

The mean score in 2016/17 was 955 in comparison to the US national average mean score of 870. Additionally, students who met standardized benchmarks ranked above the US national average in all areas tested including:

- Evidence-Based Reading and Writing (ERW): 71%
- Math: 88%
- Met Both Benchmarks: 65%

NIS students were also below the US national average for meeting no benchmarks (6%).

Breaking down results by grade level, the mean score for grade 10 students is 969 in comparison to the US national average mean score of 941. The mean score for grade 11 students is 1146 for NIS students in comparison to 904 for the US national average. Additionally, students who met standardized benchmarks ranked above the US national average in the following areas tested on the PSAT 10 including:

- Math: 80%
- Met both benchmarks: 53%

Again, grade 10 students not meeting any benchmarks was below the US national average (13%).

Grade 11 students ranked above the US national average in all areas tested on the PSAT 10 including:

- Evidence-Based Reading and Writing (ERW): 95%
- Math: 95%
- Met Both Benchmarks: 95%

Moreover, 0% of students meet no benchmarks at all.

2017/2018

With regards to grade 9 students, the mean score was 914 in comparison to the US national average mean score of 860. Additionally, students who met standardized benchmarks also ranked above the US national average in the following areas tested on the PSAT 8/9 including:

- Math: 62%
- Met Both Benchmarks: 38%

Grade 9 students failing to meet any benchmarks (23%) was also below the US national average. One area that NIS students' percentage was only 3% lower than the US average was Evidence-Based Reading and Writing (ERW), with NIS at 54% compared to the US national average of 57%.

With regards to grade 8 students, the mean score was 851 in comparison to the US national average mean score of 805. Data shows that students who met both benchmarks were lower than the US national average by 9% (NIS 23% vs. US 32%). NIS students Math benchmarks were higher than the US national average

by 9% (NIS 46% vs. US 37%). NIS data shows that NIS has a lower percentage of students who do not meet any benchmarks than that of the US average (NIS 31% vs. US 42%).

In conclusion, both SAT and PSAT data is strong evidence of the quality of education and evidence of student proficiency at NIS. Students at almost every grade level outperform the US average.

Graduation Rates, University Acceptance & Scholarships Data

University acceptance rates and scholarships awarded

Total Number of Grade 12 Students per year	Academic Year 2014/15 (23 Students)	Academic Year 2015/16 (23 Students)	Academic Year 2016/17 (29 Students)
No. of Graduates	96% (22 Students)	100% (23 Students)	100% (29 Students)
University Acceptance Rates	87%	87%	89%
Scholarships Awarded (for the first year of university)	\$8,000-\$80,000	\$8,000- \$24,000	\$9,000-\$34,000

In the 2014/15 academic year, out of twenty-three senior students, one student did not graduate due to the violation of a behavior contract. Two students delayed university attendance for one year. There were eleven students who went abroad for university education. Nine students elected to stay in Thailand for university studies.

100% of the Class of 2016 graduated from NIS. Three students delayed university attendance for one year. Twelve students studied abroad for university. Eight students elected to stay in Thailand for university studies. One student took an internship at a BMW factory in Rayong, Thailand and at the Merck Group in Germany. In December 2017, this student applied to Erasmus University Rotterdam in the Netherlands and is waiting for the results.

100% of the Class of 2017 graduated from NIS. Three students delayed university attendance for one year. Fifteen students are studying abroad for university. Eleven students elected to study university in Thailand.

The Class of 2018 has 20 prospective graduates, 8 of whom have already been accepted to university with scholarship offers as follows:

- Youngstown State University, USA - full athletic scholarship offer
- Radboud University, Netherlands
- ICN Business School, Germany
- University of Newcastle, Australia
- Rangsit University Medical College, Thailand
- Middlesex University, UK
- Hamilton College, USA - tuition and room & board scholarships offer worth \$55,000/year
- City University of Hong Kong, Hong Kong - full tuition scholarship offer

Thirteen grade 12 students completed the SAT test in December 2017 and fifteen students completed the IELTS with an average score of 7.

Under the guidance of the College Counselor, students are applying to universities earlier each academic year, and receiving their acceptance notifications much sooner than previous years. There is also increased student participation in taking the SAT and SAT II due to NIS becoming an approved SAT Testing Center. In addition, more students have taken the IELTS in the first semester of 2017/18. This increased focus on college preparedness has had a clear positive effect on college acceptances for our graduates. Scholarships and university acceptances have all increased, which is strong evidence of the excellence of the NIS High School program.

Advanced Placement (AP) Data

In the 2016/17 academic year, 24 NIS students took 9 different Advanced Placement Examinations. The exams included Biology; Calculus AB; Chemistry; Microeconomics; English Language and Composition; Physics; Psychology; Statistics; and Studio Art: Drawing Portfolio. There were 24 passing scores of a 3 or better, with five perfect scores of 5. Scores from the 2016/2017 academic year show strength in Social Sciences and Math subjects of Macroeconomics and Microeconomics; Psychology and Calculus AB achieved a mean score of 5 and Macroeconomics and Microeconomics achieved a mean score of 3.36. Psychology at NIS achieved a mean score of 5 as opposed to the global national average of 3.06. Calculus AB at NIS achieved a mean score of 3.29 compared to the global average of 2.93.

In general, whilst the total number of AP students and number of exams taken have increased each academic year, the percentage total of students achieving a score of 3+ has fallen below the US national average in the 2016/17 academic year (45.8% vs. 60.3%). In order to improve AP scores, NIS has increased contact time in all High School classes. In addition, a study hall policy, entrance requirements (such as prerequisite grades/minimum MAP scores), and an AP course limit policy are being explored.

Mangahigh Data

Mangahigh (a Common Core aligned math practice website) was piloted Elementary-wide in the 2016/17 academic year and is used for formative assessment. The Elementary Department is currently collecting and archiving data to assess its usefulness as a summative assessment tool in the future.

Reading A-Z Data

Reading A-Z reading assessment was implemented Elementary-wide in 2014. Electronic data collection and archiving began in 2016. It is currently used as formative assessment to determine students reading levels. Grade level standards are based upon US norms determined by Learning A-Z. [Reading A-Z Reading Levels](#)

Grade Level	August 2016 - May 2017: Expected level growth vs average level growth
Grade 1	Expected growth: 6 levels Average growth: 7 levels
Grade 2	Expected growth: 5 Average growth: 6.36
Grade 3	Expected growth: 4 Average growth: 3.03
Grade 4	Expected growth: 3 Average growth: 2.71
Grade 5	Expected growth: 3 Average growth: 2.86

This data identifies the expected levels of growth in each grade and compares it with the average growth of all students combined per grade for the 2016/17 academic year. In the academic year of 2016/17 student growth in grades 1 and 2 exceeded expectation and is approaching expectation in grades 3 - 5. This data is being used as an additional instructional tool for teachers.

Raz-Kids Data

Raz-Kids, the student website portion of Reading A-Z, was implemented Elementary-wide in 2016/17. Raz-Kids tracks students reading practice and comprehension skills aligned with Common Core reading standards. Data from Raz-Kids is currently being archived and used for formative assessment.

Words Their Way

Words Their Way is a differentiated spelling curriculum piloted Elementary-wide during in the 2017/18 academic year. Data from the curriculum is being collected. This data is currently used to place students in appropriate spelling levels, and used to track student progress each year.

Important Questions for Staff Discussion

The most recent schoolwide MAP scores showed significant improvement across all grade levels. However, there are several critical learner needs that will be addressed through additional data analysis and ongoing staff discussion. As a result of these findings, NIS instructional staff will focus on the following questions:

- What does it look like to use data to drive instruction?
- What concrete steps are we taking when we look at data?
- How can we embed literacy strategies in all of our classrooms?
- How do we balance the use of technology as a learning tool?
- What are we doing that is effective and how do we duplicate that?
- How do we enact positive culture change in a way that permeates everything that we and the students do?

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Organization and School Leadership

Administration

Mr. Stephen Roderick, a fully credentialed and experienced International K-12 School Principal, was hired in June 2016 in response to the 2016 Visiting Committee's (VC) recommendation regarding the development of a new leadership structure being in place by August 2016. The VC recommendation also included the hiring of 2 additional administrators and the development of an Administration Team with defined areas of responsibility and authority. The "new team" included the following staff:

- Former Vice Principal, Ms. Narvinder Ahuja was promoted to School Director
- Ms. Sakaewan Muangsaen (Oil) was appointed as School Manager after serving as the School Secretary and Registrar for 13 years
- Mr. Benjamin Devere White, the former Head of Middle School, was hired as the Head of Academic Affairs (HAA)
- Ms. Carole Ketnourath, a teacher at NIS since 2009, was hired as the Head of Student Affairs (HSA)

During the summer, the Administration Team reviewed and revised the Administrative Organizational Chart that was developed in July 2016. The changes and modifications were prompted by the addition of a new administrator, Ms. Warunee Swanson, who serves in the capacity of Deputy Director. The revisions also simplified the chart making it "user friendly" and easier to understand the management structure of NIS. The new Administrative Organizational Chart was approved by the Governing Board at the July 2017 Board Meeting.

The Administrative Responsibilities Chart which identifies the general as well as specific tasks and duties of each of the six Administrative Team members was also reviewed and revised. Once again, this was done in part because of the addition of Ms. Warunee and a need to clarify the supervision duties of each administrator. This too was approved by the Governing Board. [Organizational Chart](#)

Both of these new documents were shared with the teachers and staff during the Staff Development week in August 2017 and the parents at the Student Orientation on August 8. The documents are posted on the school website and posted in the main office for all stakeholders. [Responsibilities Chart](#)

Department Structure

In 2016, the various school programs and departments were reorganized into specific departments in order to (1) facilitate effective communication between the teachers and Administration; (2) define, promote awareness of, and maintain curriculum and program support; and (3) revise instructional materials based on current practices and department and/or school philosophy.

Subject areas, programs, and teachers are now organized into the following departments: Academic Access Program (AAP); Early Childhood Center (ECC); Electives; Elementary; English Language Arts (ELA); Fine Arts, Guidance and Counseling; Mathematics; Physical Education; Science; Social Science; Thai Language and Culture, and World Languages. Each department has an appointed Department Leader (DL) who represents their members at monthly Leadership Team meetings.

School Budget

Nakornpayap International School develops an annual budget through a collaborative process involving the Governing Board, Administration Team, and Department Leaders who work with the teachers in their respective Departments. The NIS budget allocates adequate schoolwide funding in all curricular categories as well as personnel, which comprises 70% of the total budget, and the daily operational expenses as well as fixed costs – utilities, maintenance, and repairs.

Schoolwide Committees

In order to promote additional participation and school involvement opportunities in other important aspects of the school, the following five schoolwide committees were developed and aligned with the school's 2017 Goals and Priorities:

1. **Data and School Profile**
Collect and analyze student achievement, demographic, community survey and other relevant data which will be used to promote school improvement and the development of the WASC School and Community Profile.
2. **Professional Development**
Coordinate and plan professional development opportunities which support teachers and staff while focusing on the school's goals, priorities, and strategic plan. The committee reviews teacher requests and recommends distribution of the school's professional development funds.
3. **Safety, Security, and Student Welfare**
Research, develop and implement a schoolwide safety plan that includes prevention policies, in-service training, crisis preparation, inter-agency cooperation, student/parent participation, Governing Board members, law enforcement, media, and local residents.
4. **Social and Special Events**
Organize social events throughout the year to draw people together and create a social community within the school – teachers and staff – in order to improve “school spirit and team morale” as well as assist with the planning of schoolwide events such as International Day of Peace.
5. **Technology and Infrastructure**
Assess the school's technology needs, facilitate necessary maintenance and improvement of the current technology infrastructure, and evaluate how and why technology is being integrated into the curriculum.

WASC Focus Groups

WASC Focus Groups were developed in accordance with the guidelines established in the 2016 *Focus On Learning Accreditation Manual* and a March 2017 training conducted by Dr. Marilyn George. All stakeholders are involved in the process – research, writing, and evidence gathering.

Staffing

NIS currently employs a total of 65 teachers and instructional staff, 17 of whom are new this year.

Curriculum and Academic Enhancements

Advanced Placement (AP) Courses

Four new AP courses have been added to the NIS curriculum for the 2017/18 academic year: AP Principles of Computer Science, AP Environmental Science, AP Physics 1, and AP Statistics. With the addition of these new AP courses, total enrollment in the AP courses at NIS has increased by 19 students.

NIS has also been approved by the College Board to implement the AP Capstone Diploma Program in the 2018/19 academic year. The AP Capstone Diploma Program consists of two courses: AP Seminar and AP Research. The addition of the AP Capstone Diploma Program will give our students the opportunity to further challenge and develop skills in critical thinking, analysis, writing, research, and presentation.

Academic Access Program (AAP)

The AAP began in January 2017 with 8 students and has grown to 27 students. The AAP was created to bridge the gap between a student's English ability and the minimum standard required to study in the NIS mainstream international Elementary School program. The AAP provides English language and literacy support as well as sheltered instruction in the Elementary curriculum. In addition, students take classes in music, art, physical education, and computer science, aligned to Common Core State Standards and Next Generation Science Standards (NGSS). Students who meet the required admissions standards are transferred to the mainstream program.

In August 2017, seven AAP students successfully transitioned into the mainstream Elementary School program and continue to receive additional support as needed. AAP is regularly reviewed and evaluated to ensure academic success for all students.

Business

Business 2 was added for High School students who have taken Introductory Business. This course allows students to experience the challenges and benefits of developing and managing their own business.

Design & Technology

Design and Technology was added as a new elective in High School in the 2017/18 academic year. The class learns woodworking, metal fabrication, blacksmithing and Raku pottery. Students also use knowledge from art and the sciences to design their projects. This course provides cross curricular and challenging options for future academic or career choices.

Board Approval for NGSS and FOSS Science Kits

On December 2, 2017, the NIS Governing Board approved the adoption of the the Next Generation Science Standards and the purchase of the Full Option Science System (FOSS) Kits for the AAP and Elementary programs. Additionally, new science textbooks, instructional resources, and classroom materials and supplies will be purchased for the 2018/19 academic year. This is the first step in aligning the K-12 science curriculum as well as the implementation of a Five-Year Curriculum Review Cycle.

Computer Science & Digital Literacy

Computer Science & Digital Literacy content is now the responsibility of Homeroom Teachers in the Elementary School. In previous years, this content was an added duty for various elective teachers. As a result, instruction was disjointed and lacked alignment across the grade levels.

Due to adding World Languages (Spanish, Chinese, Japanese) into the new 4-day rotation schedule for the Middle School program, there has been a reduction in the number of contact hours for Computer Science and Digital Literacy (CS & DL) courses in grade 6, 7 and 8. Digital literacy standards of Common Core are, however, incorporated as part of all core-courses throughout the instructional cycle.

CS & DL courses have been expanded into the High School program to include Web Design, Power Office, and AP Computer Science Principles. In addition to this, there has been a significant increase in instructional minutes for these courses. High School students are still required to have a computer science credit on their transcript in order to be eligible for graduation - this is an unchanged requirement from previous academic years.

Facilities and School Environment

Design & Technology Facility

In October 2016, the Governing Board approved plans for a new facility that would "house" a new program, Design & Technology. Adjacent to the new facility is an area used for horticulture which includes a greenhouse, a hydroponics area, and there are plans for experimenting with aquaponics and aeroponics in the future.

Playground Improvements

The ECC outside play area has been upgraded to include more spaces for students to learn through play. The School Manager, Deputy Director, and ECC Teachers worked together to design the space. Large chalkboards were added so children can draw during recess time. The sandbox area was upgraded and the area around it was resurfaced to provide a safe place for students to ride tricycles. Mr. David Duncan and his Design & Technology class also built boxes and playing blocks for this play area.

The Elementary playground is also in the process of being upgraded. At the beginning of January 2018, the monkey bars, swings, and cargo net were relocated to a new space with sand as the ground surface to minimize injury in the event a student falls. The School Manager is working with the Elementary Department Leader and Elementary Art Teacher to design future enhancements to the playground and ensure that the space is safe with age appropriate equipment for students.

Expansion of the ECC Classrooms

The Early Learners (K1) and Pre-school (K2) classrooms were enlarged by extending each classroom. The Kindergarten (K3) was also relocated to a larger classroom facility. The previous Kindergarten classroom is now the resource room where students can look through various educational materials, read books, and watch educational films. This room is also used as an additional learning space for small group work or pull-out language support.

The added classroom space has allowed the teachers to create additional learning centers and stations with a greater focus on socio-emotional behavior, differentiated instruction, and small group instruction. Small group instruction stations have helped student engagement and enhanced better student-teacher relationships.

Computer and IT Labs

The relocation of Middle School classrooms and teachers from A Building saw a subsequent deployment of the previous C Building level 3 computer lab to a more centrally accessible location in the former Thai Language classroom C200 in July of 2016.

A major advantage of this move is the implementation of an Information Technology Specialist Learning Area that includes access to the Mini Lab located in C201-1. The block of computer labs now incorporating C200, C201 & C201-1 encourages more regular collaboration between the users of computer lab resources in addition to cross curricula application of these shared technology resources. The C200 lab has developed into a collaborative workspace servicing 3 or more faculties simultaneously with students of Spanish, Business, Electronics, Journalism, ELA, Mathematics, Video Production and Media Studies working together and sharing this space.

The existing A Building Computer Lab is now more accessible and conveniently located for Elementary and AAP classes.

Safety

All teachers and staff received first aid, Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training at the beginning of the 2017/18 academic year. In addition, the Safety, Security, and Student Welfare Committee has updated the school's emergency procedures and held 2 "practice" fire drills for the ECC and Elementary programs. The Middle and High School drills are scheduled for the second semester.

After-school Pick-up Procedures

New procedures regarding the "pick-up" of the Elementary students was implemented this academic year. This new system requires students to "check out" with Support Teachers prior to leaving the Elementary area. There is a centralized google sheet where Homeroom Teachers indicate which students go home via school bus and which students attend after-school sports or clubs. Sports coaches are required to pick up and check out their Elementary athletes and escort them to and from the practice location. Staff and parent feedback are being reviewed in order to ensure the "new system" is safe and efficient.

After-school Academic Support

After-school tutoring for students who are experiencing academic challenges is offered by some teachers within their contracted work hours. Other teachers provide similar fee-based services as “independent contractors” working with students at the end of their official day. In order to ensure appropriate supervision and security of the students, the Administration consolidated after-school tutoring to the A Building.

Academic Bell Schedule and Homerooms

The Middle and High Schools now use an A/B/C/D Rotating Block Schedule offering six 55-minute class periods - resulting in additional instructional time in all subjects. A five-minute Homeroom Period, from 8:00 am to 8:05 am, was added for all Middle and High School students. This “extra” time is used for the morning announcements and distribution of relevant schoolwide information.

Testing Center for SAT and PSAT

In the 2016/17 academic year, NIS became an official SAT and PSAT testing site - one of only three in Chiang Mai. Offering this service at NIS has proven to be most convenient for our students while providing them with a familiar and comfortable testing environment. This service has now become part of our school culture.

Parent Teacher Student Assembly (PTSA)

In the 2016/17 academic year, the Parent Teacher Student Association (PTSA) was reorganized with an elected 6-person Executive Committee. Monthly General and Executive Committee Meetings were calendared and well attended allowing parents to discuss topics regarding academics, new programs, accreditation, student welfare, campus safety, facilities, and the cafeteria food. The PTSA through its fundraising activities has provided financial assistance to a number of school programs and organizations. In October 2017, a new PTSA Executive Committee was elected and is working to foster a strong supportive role at NIS.

Department Changes

Early Childhood Center (ECC)

In August 2017, Mrs. Warunee Swanson was hired as the Deputy Director. Part of her duties include the Supervision of the ECC Department. Three new ECC teachers and two additional Support Teachers were also hired. These changes have created a very manageable and efficient teacher/student ratio of 1:17.

Thai Language and Culture lessons have been introduced this 2017/18 academic year and are taught by the Support Teachers. Thai Language and Culture classes are differentiated into Thai native and non-Thai native sections.

In the 2017/18 academic year, ECC began using ClassDojo which assists with communication with parents through instant messaging, translator, and photos. ClassDojo allows for greater transparency so that parents can see what their child is doing during class. This in turn strengthens parent-teacher relationships.

In the 2016/17 academic year, ECC began issuing standards based report cards. UBD lesson plans are based on these standards and are able to be accessed by parents through the parent portal in PowerSchool gradebook.

Elementary

In the 2016/17 academic year, the Elementary teachers taught twenty-two 45-minute periods or a total of 980 minutes. This year the instructional minutes were increased to 1080 with 24 teaching periods, still well under the contracted 1200 minutes. These changes have resulted in one more ELA period and an ICT class taught by the Homeroom Teachers.

The Elementary program provides specialist teachers for Physical Education, Music, Art and Thai Language and Culture. With the exception of Thai Language and Culture, these classes meet twice per week. Movement was taught last year but is not offered this year in order to provide the “extra” ELA class.

Due to the new National Thai Curriculum mandates - as noted below - the Elementary Support Teachers assist the Thai Language and Culture Teachers during those instructional periods. The Support Teachers have also been tasked with the responsibility of monitoring the after-school pick-up of students.

The effect of these changes on teacher preparation, program-wide collaboration, and overall planning will be evaluated at the end of the school year.

Middle and High School

In 2016, all Middle School classes were moved from Building A and consolidated with the High School classrooms in Building C. The rooms in Building A are now occupied by the Administration, Support Staff, AAP, Elementary Thai Language and Culture, and a computer lab.

For the 2017/18 academic year, a Middle School Support Teacher was hired to provide additional assistance for students challenged with the ELA, Social Studies, and Science curriculum. The most recent MAP results indicate the students have benefited from this added support.

A five-minute Homeroom was implemented for the 2017/18 academic year for the purpose of taking attendance, providing students with general school-wide information, and issuing important notifications to individual students. At the beginning of the school year, the Homeroom Teachers assigned lockers and reviewed the student behavior expectations with their assigned students.

The new Curriculum Review Cycle document published in the 2017/18 academic year has provided direction and clarity with regards to the future review of teaching practices/methods and resources. The first year has seen the Science Department collaborating with science instruction schoolwide to align the curriculum with Next Generation Science Standards (NGSS). This has resulted in the purchasing of FOSS kits ready for implementation in the 2018/19 academic year.

In order to further enhance academic rigor and improve student learning, the High School Academic Advisors initiative was trialed in the 2016/17 academic year. The purpose was that each prospective and current High School student meet with their designated advisor to discuss their High School long plan and future study plans. The aim is to guide students towards appropriate study paths aligned with their chosen path post-graduation. The program was a success and will be continued in 2017/18.

Fine Arts

The Fine Arts Department has a new Department Leader who has overseen the completion of the Department Philosophy, Mission Statement, goals and content for the school’s website. The Kindergarten class now meets twice per week with Elementary Music and Art Teachers. This collaboration between Elementary Art and Music has aligned all Kindergarten lessons through the entire academic year.

Middle School and High School changed to six 55-minute class periods over a 4-day A/B/C/D Rotating Block Schedule. This new schedule has created an increase in contact hours for all High School students and some Middle School students. This, in turn, has had a significant positive impact on student achievement - music students are learning a greater and more challenging repertoire of music.

General Art classes are available for grades 9 and 10, while grade 11 and 12 students may enroll in Advanced Art and AP Art classes. In Middle School, grades 7 and 8 students have fewer Fine Arts contact hours. The outcome this will have on student learning will be determined at the end of this academic year.

Physical Education Department

The Physical Education (PE) Department has undergone several teacher and program changes. Two new teachers were hired for the 2017/18 academic year, one of whom was an additional teacher who focused

on Middle and High School fitness and wellness. However, that teacher left in mid-November and has been replaced with a long-term substitute for the remainder of the year. Furthermore, PE classes for the AAP are now taught by a certified PE Teacher from the PE Department, whereas last year the AAP Classroom Teacher taught PE class.

Thai Language and Culture Department

In the 2016/17 academic year, the Thai Department developed school-wide learning blocks by combining grade levels and using differentiated instructional standards. However, in the 2017/18 academic year, the National Thai Curriculum and Accreditation Process mandates specific standards for each grade level and requires teachers to follow the prescribed curriculum.

Guidance and Counseling Department

In the 2017/18 academic year, College and Career Counselor Ms. Amy Pothong launched a comprehensive, informative [college counseling](#) website to ensure students and parents thoroughly understand the challenging NIS college preparation process. In addition, College Prep classes are provided for students in grades 11 and 12.

NIS High School students are required to complete a 60-hour community service graduation requirement. In order to accurately record each student's hours, the Counseling Department began using the Track it Forward website application.

In the 2016/17 academic year, the School Counselors partnered with Elementary Teachers to develop a peer tutoring program, using volunteer High School students. The program was successful and very well received by students and parents. The program, now known as Study Buddies, is continuing in the academic year 2017/18.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

All teachers and staff are involved in the implementation, monitoring, and revision of the Schoolwide Action Plan. As outlined in Chapter I, one data point for measuring student achievement is via Measures of Academic Progress (MAP) testing. MAP training that the staff received at the beginning of the 2016/17 academic year has actively engaged teachers to utilize MAP data. Data is made available to all stakeholders and is monitored and used as a reference on an individual basis by teachers. The latest comparison data available shows a favorable growth trend across all grade levels. The school's work with educating the stakeholders on MAP has enabled teachers and parents to gain easier access to student achievement data. As a result, an expansion of MAP training is planned in the future to incorporate science.

AAP and Elementary Teachers continue to review and analyze data from Raz-Kids, Mangahigh and MAP testing scores. The Elementary Department reviews data in developing revisions to the Schoolwide Action Plan and uses the action plan to develop a Department budget.

Middle School and High School teachers use the achievement data of PSAT 8/9 and PSAT 10 scores to compare these with standardized benchmarks scores from the US national average in Evidence-Based Reading and Writing, and Math. In semester 2 of 2017/18, the Data and School Profile Committee will work on a report putting together PSAT, SAT and AP scores into an illustrative and more usable form.

- **Describe the process used to prepare the progress report.**

All teachers contributed to the development of the ACS WASC progress report and the revised Schoolwide Action Plan. The ACS WASC writing team was developed in January 2017 in order to collect school data and write the ACS WASC Interim Progress report. The six-member team consisted of three Department Leaders and three Administrators, including our School Principal. A file folder titled *ACS WASC 2018* was created in Google drive and shared with all Department Leaders and Administration. The *ACS WASC 2018* folder contains additional folders for each department, Focus Groups, and archived documents. Each department was given a list of prompts taken from the ACS WASC Progress Report template. Department Leaders shared these prompts with the members of their departments and worked collaboratively to answer each prompt thoroughly. All answers for each department were submitted into their appropriate folders. The writing team read through the responses for each prompt and synthesized the collection of answers into the report. Team members worked in pairs to complete each section of the report. Finally, the editing of the report took place over several meetings with members of the writing team.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

The Action Plan developed in 2015 was the result of collaboration between the WASC Coordinator, the Leadership Team, and WASC Focus Groups. Due to the recommendations of the Visiting Committee in March 2016 regarding the development of a new Administration Team and leadership structure, the action plan required revisions and modification pertaining to the responsible persons for implementation of the action plan. Moreover, the drafting of the 2017/18 Action Plan was the result of unfinished tasks, as well as new goals and priorities drafted by the new Administration Team.

The 2016 NIS Probationary Progress Report in the section titled School Wide Action Plan Refinements outlined three goals:

- 1) Create/improve systems of reporting that are clear and coherent to all stakeholders and provide usable data for analyzing student growth. Rationale/Critical Need: NIS needs to expand collection of student achievement data.
- 2) Align assessments, learning objectives and instructional strategies to increase student achievement and proficiency. For all grades tested using MAP, increase the percentage of students achieving above grade level proficiency by 3% each year for the next three years. For all grades tested using MAP, increase the percentage of students achieving above growth index by 3% each year for the next three years. Rationale/Critical Need: MAP scores show depending on grade level that between 20-50% of students are below grade level proficiency or expected growth index.
- 3) Research and establish area specific programs to support student success in order to meet the learning needs of both well above and well below grade-level proficient students. Rationale/Critical Need: In the Elementary School, only 50% of students are achieving at grade level proficiency in Reading and Language. In the High School, there has been no increase in the percentage of above growth/above proficient students in Math over the past two years.

In regards to **Goal 1** (taken from the NIS 2016 Probationary Report): **Create/improve systems of reporting that are clear and coherent to all stakeholders and provide usable data for analyzing student growth. Rationale/Critical Need: NIS needs to expand collection of student achievement data.**

Task	Responsible Person(s) Involved	Progress
1.1 Review the Performance Key for Standards Based Reports in the ECC.	ECC DL ECC Teachers HAA	Completed January 2017. Reopened in August 2017 due to a new ECC faculty. (See Priority 1, Goal 1.1-Chapter 5)*
1.2 Research merits of Standards Based Reporting vs other methods	DLs HAA	In progress (See Priority 1, Goal 1.1-Chapter 5)*
1.3 Develop, implement, and pilot a new reporting system in each school.	HAA Information and Communication Technology (ICT)	Completed October 2016. (See Priority 1, Goal 1.1-Chapter 5)*

1.4 Develop a new reporting system based on research and pilot feedback for whole school	DLs HAA Principal	Ongoing (See Priority 1, Goal 1.1-Chapter 5)*
1.5 Implement a new reporting system in each school	HAA DLs All Teachers ICT	Ongoing (See Priority 1, Goal 1.1-Chapter 5)*
1.6 Implement a teacher observation protocol/procedure that supports new reporting system pilot	Administration Team (Admin Team)	Completed August 2017.
1.7 Expand use of Raz-Kids to all Elementary grades (data driven computer support for leveled reading)	Elementary DL Elementary Teachers HAA	Completed August 2016.
1.8 Expand use of Mangahigh to all Elementary grades (data driven computer support for math)	Elementary DL Elementary Teachers HAA	Completed August 2016.
1.9 Formalizing student behavior policy with recording systems for the whole school	HAA HSA	Completed August 2016.
1.10 Research the feasibility of using the MAP for collecting and analyzing Science student achievement and growth data	HAA Elementary DL Science DL Science Teachers	Completed August 2016.

Details regarding actions taken per task:

Task 1.1 Review the Performance Key for Standard Based Reports in the ECC

The HAA, working with the 2017-18 ECC faculty, reviewed the performance key standards of the standards-based report card.

Task 1.2 - 1.5 Standards-based Reporting

1.2 Research merits of Standards-Based Reporting vs other methods.

1.3 Develop, implement, and pilot a new reporting system in each school.

1.4 Develop a new reporting system based on research and pilot feedback for whole school.

1.5 Implement a new reporting system in each school.

The HAA attended Professional Development training (EARCOS 2016 and 2017) in order to address task 1.2 - 1.5. The HAA attended sessions on standards-based reporting led by Ken O'Connor to review the benefits of this reporting method. In particular, the HAA consulted with heads of other schools in order to evaluate their specific reporting periods and report card structure. He returned to NIS with over 10 different report cards from leading international schools in the EARCOS region with which to build the NIS version.

In September 2016, the HAA and ICT staff enlisted the support of a PowerSchool specialist to come to NIS and build a new report card template into the PowerSchool system. Following the development of the new report card template, there has been a managed transfer of data. At the end of semester 1 (December

2016) English Language Arts (Middle School) was piloted in the new report card format. During semester 2, further core subjects were added. The HAA also organized parent information sessions to explain the benefits of standards-based reporting. As of January 2018, the following subjects have incorporated standards-based reporting in Middle School:

- English Language Arts
- Mathematics
- Science
- Social Science
- Music
- Art

The next stage in this process is to include all Middle School subjects (Computer Science, Physical Education, Thai Language and Culture, and World Languages: Spanish, Chinese, Japanese), before expanding to Elementary School in the 2018/19 academic year. Preliminary discussions have already taken place with the Elementary Department in the 2017/18 academic year.

The ECC now fully implements standards-based reporting. During the 2016/17 academic year, the standards were written by the Department and revised by the current teachers of the 2017/18 academic year. The HAA was informed of progress throughout the year. Currently, the ECC provides their assessment of standards in manually generated versions of their report card. The future goal for ECC reporting is to incorporate the school's report card template into PowerSchool so that ECC reports can be accessible via PowerSchool and Gradebook.

Task 1.6 Implement a teacher observation protocol/procedure that supports new reporting system pilot

Teachers at NIS are observed formally and informally throughout the school year. At the beginning of each academic year during orientation, all teachers are provided with detailed information concerning the observation and evaluation process. One specific observation criteria focuses on reporting student progress. Observations are conducted by the Principal and the Administration Team members who have specific curricular areas of supervision. A document outlining these areas of supervision was distributed to all staff members at the beginning of the academic year.

Task 1.7 Expand use of Raz-Kids to all Elementary grades (data driven computer support for leveled reading) and Task 1.8: Expand use of Mangahigh to all Elementary grades (data driven computer support for math)

The school purchased Raz-Kids for all Elementary School students in grades 1 to 5. At the beginning of the 2017/18 academic year a subscription was also purchased for AAP to prepare the students for the mainstream Elementary program. Student data is monitored from year-to-year as students maintain their same Raz-Kids account as they advance. In addition, NIS purchased Mangahigh for grades 1-5 to provide grade-level practice and data on achievement in Mathematics. This program can also track and collect student data from year to year.

Task 1.9 Formalizing student behavior policy with recording system for the whole school

NIS Online Forms were developed in order to streamline information schoolwide regarding Academic and Discipline Referrals. These referral forms were created using Google Forms and all content is located in respective Google Sheets that are accessible by all members of Administration. The establishment of new behavioral and academic policies and implementation of a schoolwide referral system has improved the communication with the Administration Team and the parents in guiding students' growth in areas of concern.

Task 1.10 Research the feasibility of using the MAP for collecting and analyzing Science student achievement and growth data

During teacher orientation in August 2016, all teachers participated in three days of MAP testing professional development. In October 2017, the HAA attended an additional MAP training session provided by NWEA to update our assessment and data analysis practices.

NIS continues to collect and analyze MAP testing data to identify strengths and weaknesses. MAP testing was expanded to three testing windows per academic year in 2016/17. Teacher input has been requested in 2017/18 as to whether this additional testing window is beneficial school-wide. After MAP testing, student data is analyzed by teachers and the HAA. Data is utilized for a number of purposes such as class placement, class groupings, guiding instruction, student goal-setting, and developing the school strategic plan.

The Science curriculum is currently being reviewed for the current academic year. Plans to adopt science MAP testing aligned to this new curriculum is in place for the 2018/19 academic year. MAP tests for Algebra 1 and Geometry will be piloted in January 2018. The test data will be analyzed and used to improve teaching and student learning. In Elementary, the K-2 Skills Checker is being piloted in quarter 2 of 2017/18. The possibility of purchasing MAP Skills is also under consideration.

Parent information sessions have been provided each academic year to inform parents of the benefits of MAP testing and how to interpret the data provided.

*All of the outstanding tasks in *Goal 1* (1.1-1.5) have been incorporated into our revised 2017 Schoolwide Action Plan.

Goal 2: Align assessments, learning objectives and instructional strategies to increase student achievement and proficiency. For all grades tested using MAP, increase the percentage of students achieving above grade level proficiency by 3% each year for the next three years. For all grades tested using MAP, increase the percentage of students achieving above growth index by 3% each year for the next three years. Rationale/Critical Need: MAP scores show depending on grade level that between 20-50% of students are below grade level proficiency or expected growth index.

Tasks	Responsible Person(s) Involved	Progress
2.1 Review (in respect of expected shift to Standards Based Reporting) and implementation of school assessment policy in the <ul style="list-style-type: none"> ● Elementary School ● Middle School ● High School 	Principal HAA DLs All Teachers	In progress (See Priority 1, Goal 1.1-Chapter 5)*
2.2 Plan Teacher and Admin training on understanding and analyzing the data required to measure student growth	HAA Curriculum Focus Group ICT	Completed August 2016.
2.3 Explore methods for measuring student achievement at Grades 11 and 12.	HAA College Counselor Principal All Teachers	Completed August 2016.
2.4 Review curriculum documents to ensure vertical alignment of ELA in G6-12	HAA ELA Teachers (G6-12) ELA DL Curriculum Focus Group	In progress (See Priority 1, Goal 1.2-Chapter 5)*

2.5 Horizontal collaboration between the Arts, PE, Life skills and ICT Departments and the core subject teachers at the Elementary, Middle and High School levels.	Fine Arts DL Fine Arts Teachers ICT Teachers Core-subject teachers DLs	In progress (See Priority 1, Goal 1.2-Chapter 5)*
2.6 Implement curriculum review as outlined in the NIS Curriculum Review Cycle document	Curriculum Committee DLs HAA	In progress (See Priority 1, Goal 1.2-Chapter 5)*
2.7 Analyzing data from ECC student portfolios	ECC DL ECC Teachers	In progress (See Priority 1, Goal 1.1-Chapter 5)*
2.8 Development of Learner Outcomes for new ECC curriculum standards.	ECC DL ECC Teachers HAA	In progress (See Priority 1, Goal 1.1-Chapter 5)*

Details regarding actions taken per task:

Task 2.1 Review in (respect of expected shift to Standard- Based Reporting) and implementation of school assessment policy throughout the Elementary, Middle and High Schools

This task is ongoing. Implementation of standards-based reporting in Middle School is progressing. English Language Arts, Mathematics, Science, and Social Studies are currently using the standards-based reporting. Standards-based reporting is being implemented in Middle School Music and Art, the Early Childhood Center (ECC), and the Academic Access Program (AAP). Initial discussions have taken place regarding implementation in the Elementary School as well.

Task 2.2 Plan teacher and administration training on understanding and analyzing the data required to measure student growth

As noted in Task 1.10 all teachers participated in a three-day MAP testing professional development. Plans are in place to continue to provide additional training.

Task 2.3 Explore methods of measuring student achievement in grades 11 and 12

PSAT 8/9 & 10 were introduced in 2016/17 to prepare High School students for the SAT exam in grades 11 and 12, and to assist students to meet the standardized benchmarks. PSAT 8/9 for 2017/18 test dates have been increased to two testing periods per year. In the 2017/18 academic year, the HAA and the ICT Department began working on the collection and analysis of the High School GPA data. Data was gathered over a three-year period. It will continue to be analyzed in order to track both student achievement and students being placed on Academic Probation.

Task 2.4 Review curriculum documents to ensure vertical alignment of ELA in Grades 6-12

The English Language Arts Department drafted a curriculum document (Scope & Sequence) for the Middle School (grades 6-8). This document is serving as a guide for English Language Arts in the High School.

Task 2.5 Horizontal collaboration between Fine Arts, PE, Life Skills and ICT Departments and core subject teachers at the Elementary, Middle and High School levels

Middle and High School students are developing real and virtual portfolios in CS & DL (Computer Science and Digital Literacy), Social Studies, and Music classes which allow them to capture, record and reflect on their learning and achievements. The Fine Arts Department has a series of concerts and Art exhibitions each year that combine Music, Art and Dance. In addition, NIS students from Elementary and Middle School participate in school musicals. These musicals provide opportunities for schoolwide collaboration between students, parents and teachers in the production of: costumes, make up, stage sets, choreography, sound engineering, recording, singing and acting.

Counselors provide an adolescent development education program for students grades 6-8. Previously, counselors provided these classes once per semester. However, this has increased to once per quarter during the 2016/17 academic year.

HSA created a series of new on-campus events celebrating local and global campaigns (Gibbon Rehabilitation Project, Animal Cruelty Awareness, Physical Fitness and Sports Month, Career Week, the UN International Day of Peace, International Women’s Day, and Earth Day). Departments worked collaboratively to ensure the educational messages and success of each event: Social Science, Counseling, Fine Arts, PE, Electives (Psychology and Film classes), Thai Language and Culture, Elementary, PTSA, and Student Council.

Task 2.6 Implement curriculum review as outlined in the NIS curriculum review cycle document

In 2015/16, a Five-Year Curriculum Review Plan was developed. This plan provided for (1) a comprehensive evaluation of all program school content; (2) an inclusive development process; (3) a thoughtful careful implementation; (4) revision based on experience; (5) and time for program effectiveness to be realized. Following the reorganization of the school Department structure in 2016/17, the curriculum review cycle was revised. The initial draft was shared with DLs for comment during the close of the 2016/17 academic year.

This review process continued into the 2017/18 academic year. Due to extensive research conducted by the Elementary, Middle, and High School Science Teachers regarding the Next Generation Science Standards (NGSS) for Kindergarten through grade 12, the Administration Team adjusted the document to reflect the following cycle for the core subject areas:

CURRICULUM REVIEW CYCLE – 2017/18 – 2021/22 (5 Academic Years)

Key	R – Review	I – Implementation	M – Monitor
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Department	2017-18	2018-19	2019-2020	2020-2021	2021-2022
English Language Arts	M	M	R	I	M
Social Science	M	M	M	R	I
Science	R	I	M	M	M
Mathematics	M	R	I	M	M
Electives	M	M	M	M	R

Task 2.7 Analyzing data from ECC student portfolios

ECC portfolios are used for assessment purposes and for parent conferences.

Task 2.8 Development of Learner Outcomes for new ECC curriculum standards

Learner outcomes were revised by the ECC Department during semester 1 of 2016/17. These new outcomes are now being used to demonstrate student progress to parents on a newly designed ECC report card.

**All of the outstanding tasks in Goal 2 (2.1-2.8) have been incorporated into our revised 2017 Schoolwide Action Plan.*

Goal 3: Research and establish area specific programs to support student success in order to meet the learning needs of both well above and well below grade-level proficient students. Rationale/Critical Need: In the Elementary School, only 50% of students are achieving at grade level proficiency in Reading and Language. In the High School, there has been no increase in the percentage of above growth/above proficient students in Math over the past two years.

Tasks	Responsible Person(s) Involved	Progress
3.1 Provide support for students with below and above levels of English proficiency.	Elementary DL Teachers HAA DLs Support Teachers ICT	In progress (See Priority 1, Goal 1.3-Chapter 5)*
3.2 Plan a wider range of academic and technology based courses.	HAA Technology Committee ICT Admin Team Teachers	In progress (See Priority 1, Goal 1.4-Chapter 5)*
3.3 Target and support the preparation of strong academic students from Grade 6-12.	HAA Middle School Teachers High School Teachers Data Team	In progress (See Priority 1, Goal 1.4-Chapter 5)*
3.4 Form a Language Support Department that oversees ESL and the Prep program.	AAP Coordinator Director Teachers	Refined (See Priority 1, Goal 1.3-Chapter 5)*
3.5 Increase enrollment to 600 students over 5 years by targeted marketing and admissions process. This would include devising and implementing a staged, effective plan for non-English speaking students and non-academically focused students.	Principal Admissions PR/Marketing Admin Team	In progress (See Priority 4, Goal 4.2-Chapter 5)*
3.6 Create and implement a policy to access special needs.	Principal Counselors Admissions	Completed.
3.7 Further develop after-school sports program to support character development of the student-athlete.	PE DL PE Teachers Coaches HSA	Completed.

Details regarding actions taken per task:

Task 3.1 Provide support for students with below and above levels of English proficiency

Middle School English Language Arts (ELA) and Mathematics have differentiated learning pathways according to the students' proficiency. In Grade 9 and 10 Physical Science, students are grouped in terms of language ability. Starting in 2017/18, the High School ELA and Mathematics programs offer Honors/AP, College Prep, and support classes to accommodate students of all proficiency levels.

In 2016/17, the Elementary School Department piloted streaming in core subjects for grades 3-5 to meet the needs of all students. In addition, a Support Teacher was hired for grades 4 and 5. Words Their Way

curriculum was purchased by the school. This differentiated curriculum allows Elementary School teachers to evaluate student vocabulary and spelling abilities.

Task 3.2 Plan a wider range of academic and technology based courses

NIS expanded its range of academic and technology based courses in 2017/18: AP Computer Science Principles was added for grade 12 students, Business 2 and Design & Technology classes for students in grades 10-12. NIS has also been approved by the College Board to implement the AP Capstone Diploma Program in the 2018/19 academic year. The AP Capstone Diploma Program consists of two courses: AP Seminar and AP Research. The addition of the AP Capstone Diploma Program will give our students the opportunity to challenge and develop skills in critical thinking, analysis, writing, research, and presentation.

Task 3.3 Target and support the preparation of strong academic students from Grade 6-12

A High School honors pathway was implemented during the academic year of 2017/18 to challenge higher level learners. Middle School students are streamed in core subjects according to standardized test scores, grades, and teacher recommendations.

PSAT 8/9 and PSAT 10 were introduced in 2016/17 to prepare High School students for the SAT exam in grades 11 and 12, as well as provide an extra challenge to NIS students to meet standardized benchmarks. PSAT 8/9 for 2017/18 test dates have been increased to two testing sessions; Fall and Spring. Students from grades 8 and 9 now have more opportunity to test their knowledge and prepare for the PSAT.

Task 3.4 Form a Language Support Department that oversees ESL and the Prep program

Rather than have an isolated Language Support Department NIS implemented support mechanisms in relevant Departments which work directly with their mainstream equivalents (e.g. AAP working with Elementary & Middle School Support working with the Language Arts Department).

The Academic Access Program (AAP - formerly known as Prep Program) was created in January 2017. It is available for Elementary students who need language support. Students who successfully transfer into the mainstream program are provided additional assistance from Support Teachers in the Elementary Department. NIS plans to recruit an Elementary Learning Support Specialist to further support these students.

In 2017/18 Middle School Support is offered to students by modifying their schedules to accommodate additional language periods. High School student support is provided by the appropriate placement in the graduation pathways.

Task 3.5 Increase enrollment to 600 students over 5 years by targeted marketing and admissions process. This would include devising and implementing a staged, effective plan for non-English speaking students and non-academically focused students

NIS is in the process of developing a long-term marketing plan, which includes building upon successful programs such as: Design & Technology, Art, Music, AAP, and focusing on increasing academic rigor schoolwide.

Task 3.6 Create and implement a policy to access special needs

There are currently three students on Support Plans, which are devised by the School Counselor in collaboration with the Head of Academic Affairs and other concerned parties. Data points include referrals from teachers and external assessments. These students are identified via teacher or parent referral, as well as, an online self-referral process. Upon referral, a meeting is held with the school counselor, administration, and teachers. Steps are taken to decide which school resources can be used to accommodate the student(s). The counselor continues to provide support to the student through monthly meetings with teachers and parents/guardians. External referrals can be recommended as required.

Task 3.7 Further develop after-school sports program to support character development of the student-athlete

In August 2016, the PE and Athletics Department updated student-athlete contracts for the JV and Varsity athletes. The contracts hold the students responsible for absences, tardies, and behavior issues throughout each season. Furthermore, schoolwide student-athlete expectations have been formalized within the NIS Student-Parent Handbook.

The Athletic Directors (AD) of CMAC (Chiang Mai Athletic Conference) meet once every six weeks to plan inter-school sports games and tournaments. They also share best practices and ensure that each AD is promoting and prioritizing sportsmanship and character. It was also decided that the JV and Varsity sports seasons would be extended to 11 weeks in 2016/17. This has resulted in more practice time and games played throughout each season. The extended season also gives teams the opportunities to participate in team trips or team building activities and furthermore, allows teams the opportunity for improved results and skills.

Varsity level athletes have leadership opportunities such as mentoring Elementary level students, serving as assistant coaches during after-school and Saturday practice sessions, learning how to referee with the Athletic Coordinator, and volunteering at inter-school tournaments and sport competitions.

*All of the outstanding tasks in *Goal 3* (3.1-3.5) have been incorporated into our new Schoolwide Action Plan 2017 (chapter 5).

- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

→ **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

NIS has collaboratively embraced and addressed all recommendations of the WASC Visiting Committee from the March 2016 Probationary Visit as follows:

1. The leadership structure recommended by the VC has been in place since August 2016.
2. The roles and responsibilities of the Governing Board and the School Leadership have been clarified for all stakeholders with the Administration being authorized to carry out the Governing Board's decisions.
3. In March 2017, WASC Vice President, Dr. Marilyn George, provided training to the Administration and instructional staff. Several administrators and teachers are now eligible and willing to serve on a WASC Visiting Committee.
4. NIS has established WASC Home Groups and Focus Groups aligned with the WASC Focus on Learning criteria. These groups have met regularly since October 2016 in preparation for the 2019 Self-Study.
5. The Governing Board meets quarterly to review academic, financial, and accreditation matters.
6. NIS is developing and implementing a "data driven philosophy" focused on gathering, disaggregating, and analyzing student achievement data for the development of (1) the school profile; (2) curriculum development; (3) instructional practices supporting student achievement; (4) how the analysis of the disaggregated assessment data has impacted curriculum development and instructional practices; and (5) research of Standards-Based assessments.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect schoolwide progress and/or newly identified issues.**

Prior to the 2017/18 academic year, the Administration drafted five Schoolwide Goals and Priorities. These were developed in relation to the 2016 Schoolwide Action Plan, and new areas of focus identified by the Administration. These were shared with the Governing Board in July 2017 and all teachers during the August 2017 Orientation. Input from all stakeholders was then synthesized with the outstanding tasks from the 2016 Schoolwide Action Plan to create the “new” 2017 Schoolwide Action Plan.

Schoolwide Action Plan 2017

Priority 1: Embrace and Enhance Academic Rigor and High Standards (incorporating goal 1 of the schoolwide action plan 2017 interim report: create and improve systems of reporting, align assessment, and, research and establish specific programs to meet the needs of students).

Goal	Task	Responsible Person(s) Involved	Progress
1.1 Expand the school’s systems of reporting so that student achievement data is clear and coherent to all stakeholders and provides usable data for analyzing student growth.	1.1.1 Review ECC standards and indicators.	ECC Department HAA	In progress
	1.1.2 Continue implementation of standards-based reporting in Middle School.	HAA Principal ICT	In progress
	1.1.3 Explore standards-based reporting in ECC, Elementary, and AAP.	HAA AAP Department ECC Department Elementary Department	In progress
	1.1.4 Consider the expansion of “Learning Behaviors” schoolwide.	DLs HAA	In progress
	1.1.5 Analyze data from ECC student portfolios and development of Learner Outcomes for new curriculum standards.	ECC Department HAA	In progress
1.2 Further develop, formalize, and implement a well-articulated, purposeful, progressive, systematic curriculum document for all grade	1.2.1 Develop a cohesive curriculum document to ensure alignment throughout the school.	DLs HAA	In progress

levels that links units, topics, and curricular objectives to one another and to the ESLOs.	1.2.2 Promote cross-curricular collaboration schoolwide.	DLs HAA	In progress
	1.2.3 Develop and implement curriculum review cycle.	Principal HAA	In progress
	1.2.4 Expand schoolwide awareness of ESLOs.	Admin Team DLs	In progress
	1.2.5 Further promote the inclusion of ESLOs, the school mission, and vision in schoolwide planning and instruction.	Admin Team DLs All teachers	In progress
1.3 Enrich the academic rigor of all programs by offering accelerated and honors level courses of study which challenge and prepare students for Advanced Placement courses in High School.	1.3.1 Explore the implementation of <i>MAP Skills Navigator</i> to support upper and lower achieving students.	HAA	In progress
	1.3.2 Expand support for students with below and above levels of English proficiency.	HAA	In progress
	1.3.3 Continue to develop the AAP and integration with the Elementary Department.	HAA AAP Department Elementary Department	In progress
	1.3.4 Continue to develop and align curriculum for advanced classes in G3-G5 streaming.	HAA Elementary Department	In progress
	1.3.5 Expand, develop, and align a schoolwide Writing Rubric Assessment which incorporates 6+1 Writing Traits.	Elementary DL Elementary Department HAA	In progress
1.4 Focus on improving the Advanced Placement Examination scores and adding additional classes	1.4.1 Target and support the preparation of strong academic	HAA DLs (grade 6+) Counselor	In progress

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that meet the academic and intellectual needs of our students.	students from Grade 6-12.		
	1.4.2 Design a wider range of academic and technology-based courses.	Principal Electives DL HAA	In progress
1.5 Develop and implement an accelerated academic program to increase the academic rigor for our Elementary students.	1.5.1 Recruit and hire a Learning Support Specialist	Principal	In progress
	1.5.2 Identify eligible students	Principal Elementary DL HAA	In progress
	1.5.3 Explore professional development opportunities for existing staff	Principal HAA PD Committee Elementary DL	In progress
1.6 Research the possibility of implementing a Silent and Sustained Reading Program (SSR) to promote a “reading culture” at NIS.	1.6.1 Introduce a schoolwide system to alert all students and teachers of SSR time.	HSA	In progress
	1.6.2 Explore a ‘Caught Reading Campaign.’	ELA Department	In progress
	1.6.3 Develop an Accelerated Reader program.	ELA Department Librarian	In progress
	1.6.4 Research and develop an Elementary spelling curriculum that allows us to track growth from year to year.	Elementary Department	In progress
1.7 Plan, organize, and promote a series of academic events that includes Spelling Bees, Writing Contests, Math	1.7.1 Add additional events and activities which promote academic rigor and learning outcomes.	HSA Social Committee	Ongoing

Competitions, and Science Fairs.	1.7.2 Continue to showcase events that promote collaboration between the Fine Arts, PE, Life skills, ICT Departments, and core subjects at the Elementary, Middle and High School levels.	HSA HAA DLs	Ongoing
1.8 Utilize student achievement data to improve programs in the school.	1.8.1 Increase school-wide growth in <i>Language Usage</i> which currently falls below our expected growth (5%) at most grade levels.	HAA Elementary DL ELA Department	In progress
	1.8.2 Explore the implementation of Science MAP testing to improve the Science Program.	Principal HAA Science Department	In progress

Priority 2: Build an Inclusive, Transparent, Appreciative, and Collaborative School Culture

Goal	Task	Responsible Person(s) Involved	Progress
2.1 Build a collaborative collegial environment that will foster a climate of inclusiveness and shared decision-making by valuing the ideas, beliefs, viewpoints, and philosophies of ALL stakeholders.	2.1.1 Implement a weekly rotation schedule of meetings (DL, WASC Focus Groups, Committees and All Staff Meetings).	Admin Team	Completed
	2.1.2 Implement a professional support policy where all teachers submit a Teacher Performance Plan at the beginning of each academic year.	Principal	Completed
	2.1.3 Continue to promote collaboration schoolwide.	Admin Team DLs	In progress
	2.1.4 Establish an effective peer observation system.	DLs	In progress
	2.1.5 Develop schoolwide committees.	Principal	Completed

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	2.1.6 Implement a software-based solution for monitoring student community service hours.	College Counselor ICT Department	Completed
2.2 Recognize and appreciate the dedicated and committed efforts of teachers, staff, students, parents and community members.	2.2.1 Issue Weekly Bulletins and Monthly Newsletters.	HSA	Ongoing
	2.2.2 Distribute Morning Announcements and highlight weekly achievements in sports and other events.	HSA	Ongoing
	2.2.3 Schedule awards ceremonies and assemblies.	HSA HAA DLs	Ongoing
2.3 Improve schoolwide communication by being open, honest, candid, and transparent and relying on “good old personal” interaction.	2.3.1 Incorporate an open-door policy.	Principal	In progress
	2.3.2 Expand the use of the PowerSchool parent portal.	HAA PTSA ICT Department	In progress
	2.3.3 Continue to archive UBD catalog.	HAA DLs	In progress
	2.3.4 Post all college events on the NIS College website and school website.	College Counselor HSA	Ongoing
	2.3.5 Archive all meeting minutes and department information for all departments.	DLs	In progress
2.4 Upgrade the school website and consistently update information to ensure up-to-date communication regarding school activities, events and timely matters.	2.4.1 Task departments to update information, pictures, posters, student work, etc.	Admin Team DLs	In progress
	2.4.2 Share the school calendar with all stakeholders.	HSA	Completed
2.5 Promote an English Only Policy while being culturally sensitive to the many diverse ethnic	2.5.1 Continue to celebrate school diversity for various schoolwide events.	HSA	In progress

groups represented on the campus.	2.5.2 Encourage the use of English through various incentives.	DLs	In progress
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Priority 3: Provide a Safe, Secure, Socially and Emotionally Supportive Learning Environment

Goal	Task	Responsible Person(s) Involved	Progress
3.1 Research and develop a plan to secure the campus which will include the use of digital access identification cards for all employees, students, parents and visitors, as well as perimeter fencing in strategic locations.	3.1.1 Establish a safety committee.	Principal	Completed
	3.1.2 Carry out an online campus inspection using online form surveys.	Safety Committee	Completed
	3.1.3 Install fencing in different locations around the school campus.	School Manager	Completed
	3.1.4 Establish a policy where all staff and students use digital identification cards for campus access.	ICT Department School Manager	In progress
	3.1.5 All staff participate in first responder training.	Admin Team	Completed
3.2 Ensure appropriate student behavior in the classroom and on the campus by enforcing the rules, boundaries, and regulations consistently and fairly while bearing in mind the need to treat students with respect and dignity.	3.2.1 Explore the implementation of a no phone policy.	Principal	In progress
	3.2.2 Schedule an Anti-bullying Week, Friendship Week and International Day of Peace.	HSA	In progress
	3.2.3 Maintain counseling process and procedures in accordance with the School Handbook.	Counseling Department	In progress
	3.2.4 Implement an after-school pick-up procedure, along with playground zoning and	School Manager	Monitoring

	increased visitor security checks.		
3.3 Develop a Student Protection Handbook that will safeguard the welfare of every child by providing teachers and staff with the appropriate intervention protocols and guidelines.	3.3.1 Establish a Child Protection Team.	Admin Team Counseling Department	In progress
	3.3.2 Develop a child protection handbook.	Safety Committee Counseling Department	In progress
	3.3.3 Increase awareness of Thai laws and legal requirements.	Safety Committee School Director	In progress

Priority 4: Improve Student Enrollment, Retention, and Diversity.

Goal	Task	Responsible Person(s) Involved	Progress
4.1 Create a marketing brand that accentuates our quality instruction, challenging curriculum, and high standards as well as the academic rigor, student support and college guidance.	4.1.1 Compose a variety of academic literature for a variety of purposes and audiences which accentuates the academic rigor of our programs.	HAA DLs	In progress
	4.1.2 Arrange a variety of university visits on campus.	Counseling Department	Ongoing
	4.1.3 Increase test preparation clubs.	Counseling Department	Monitoring
	4.1.4 Increase PSAT test dates, and student readiness through parent and student meetings.	Counseling Department	Monitoring
	4.1.5 Explore the implementation of a diversity policy in admissions.	Counseling Department HAA School Director AAP Department	Monitoring
4.2 Develop and implement a plan that employs all media and digital marketing advertising strategies in order to increase enrollment to 600	4.2.1 Implement a targeted marketing campaign.	School Manager HSA	In progress
	4.2.2 Continue to improve the admissions process.	Admissions Department School Director HAA	In progress

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students over a 5-year period.	4.2.3 Organize recruitment trips abroad.	School Manager HSA	In progress
	4.2.4 Expand enrollment in AAP and formalize transfer into the mainstream program.	HAA School Director Admissions Department	In progress

Priority 5: Establish a WASC Culture

Goal	Task	Responsible Person(s) Involved	Progress
5.1 Sustain the energy, momentum, and teamwork from the successful completion of the Interim Report and Dr. George's WASC training.	5.1.1 Continue ACS WASC training at NIS in 2018 (with Dr. Marilyn George).	Principal School Manager	In progress
	5.1.2 Continue to expand the number of participants for ACS WASC visiting committees.	Principal	Completed
	5.1.3 Establish proper ESLOs training protocol for new teachers.	Principal	Monitoring
	5.1.4 Develop more activities designed to incorporate the ESLOs into daily instruction.	Principal HAA DLs	In progress
	5.1.5 Ensure minutes are kept for all meetings and archived in an appropriate location.	ACS WASC Coordinators	Ongoing
5.2 Prepare a collaborative, thorough, and comprehensive WASC Focus on Learning Probationary Report for the 2018 Visiting Team.	5.2.1 Continue to expand the number of participants for ACS WASC writing team.	ACS WASC Coordinators	Completed
	5.2.2 Continue monthly Focus Group meetings.	ACS WASC Coordinators	Ongoing
	5.2.3 Continue to emphasize ACS WASC in schoolwide communication and meetings.	Admin Team	Ongoing

5.3 Appreciate and recognize that gathering and analyzing data are the foundation of effective school improvement, improved teaching, and student achievement.	5.3.1 Expand professional development opportunities for the analysis of achievement data.	Principal PD Committee	In progress
	5.3.2 Use a multitude of student achievement data sources (MAP, AP, SAT, Reading A-Z etc.) to influence instruction and schoolwide programs.	HAA DLs	In progress
	5.3.3 Explore the implementation of a standardized writing assessment generating data which can be used for various schoolwide policies.	Admin Team ELA Department Elementary Department AAP Department	In progress

All stakeholders of the Nakornpayap International School community are committed to these priorities and connected goals and tasks detailed in this refined Schoolwide Action Plan. Stakeholders are also dedicated to the ongoing WASC accreditation process in preparation for the 2019 Self Study report and visit.