

**ACS WASC MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

NAKORNPAYAP INTERNATIONAL SCHOOL

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

November 13-15, 2022

Visiting Committee Members

Madeleine Bystrom, Chairperson
ES/MS Principal, Ruamrudee International School

Dominic Ungson, Member
MS Assistant Principal, Reedley International School

I. Introduction

Include the following:

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data, the major implications of the data, the identified student learner needs, and the identified school needs.
- Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.
- Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.

Nakornpayap International School (NIS) is a privately owned Kindergarten - Grade 12 international school located in Chiang Mai, Thailand and was founded in 1993. NIS offers a US standards based program and adheres to the US Common Core Standards in the core subjects of English Language Arts and Mathematics, and a variety of leading international curriculum standards in other subject areas. The school is structured into four schools: Early Childhood Center, Elementary School, Middle School and High School. NIS offers an Advanced Placement (AP) program. A High School NIS diploma, aligned with California State high school graduation requirements and the University of California Admission Requirements is awarded to students upon completion of all NIS graduation requirements.

Vision:

Education Through Diversity: Promote passionate, life-long learners who strive for academic excellence through a well-balanced and relevant curriculum.

Mission:

NIS will embrace diverse cultures and effectively collaborate with all stakeholders and the local community. NIS will respect the importance of inclusive relationships, built from mutual support, while nurturing engaged, confident, and empathetic students. Our goal is to develop critical thinkers, who are active and caring members of the global community.

Expected School-Wide Learner Outcomes (ESLOs)



Student demographics: NIS currently has 447 students enrolled who represent 21 nationalities. The largest demographic group is Chinese students with 42% of the population, followed by Thai at 28%, US at 10% and 3% Korean students. The school reports shifting demographics with a steady increase in Chinese students from 30% in 2018 to 42 % in 2022/23, and a slight decrease in Korean students with 9% in 2018 and 3% in 2022/23. This is a trend with most international schools in Chiang Mai and many regions of Thailand.

[\(see full table in report pg. 8\).](#)

Student nationalities

| School Year | # of students | Thai | Korean | Chinese | US | British | Other | Total |
|-------------|---------------|------|--------|---------|-----|---------|-------|-------|
| 2022/23 | 447 | 28% | 3% | 42% | 10% | 2% | 15% | 100% |

Faculty demographics: NIS has 73 full-time faculty members as of September 2022, with the majority of teachers being either American or Thai; Thai teachers make up 30% of the faculty followed by US teachers at 29%, British at 10%, Canadian at 5%, Filipino at 3% and 23% other. These percentages have remained fairly consistent since 2016 with an increase in the percentage of Thai national teachers and a decrease in US nationals

[\(see full table in report pg. 8\).](#)

Faculty nationalities

| School year | # of faculty | US | Thai | Canadian | British | Filipino | Other | Total |
|-------------|--------------|-----|------|----------|---------|----------|-------|-------|
| 2022/23 | 73 | 29% | 30% | 5% | 10% | 3% | 23% | 100% |

School Performance Data

NIS uses a variety of assessments to measure academic progress and achievement. The main school wide assessments include Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT), Advanced Placement (AP) Data and other section specific data such as Reading A-Z, Words Their Way and IXL.

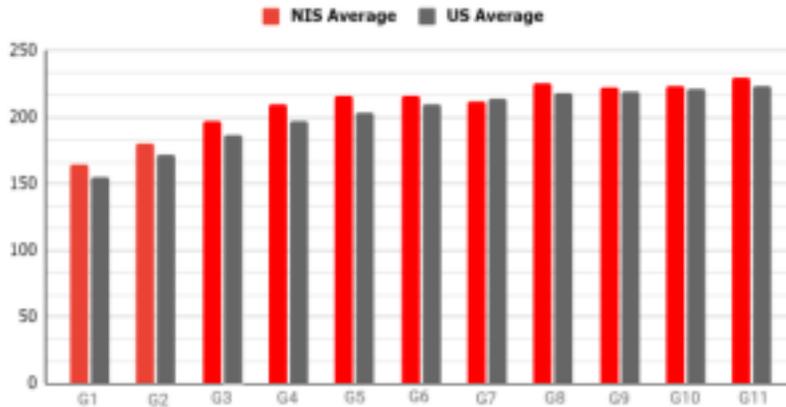
MAP data indicates that NIS students consistently exceed the US normed average at each grade level in the tested areas of Reading, Language, Math and Science.

Nakornpayap International School NWEA RIT Comparisons to US Norms



Fall 2022 NWEA MAP RIT Scores

Reading



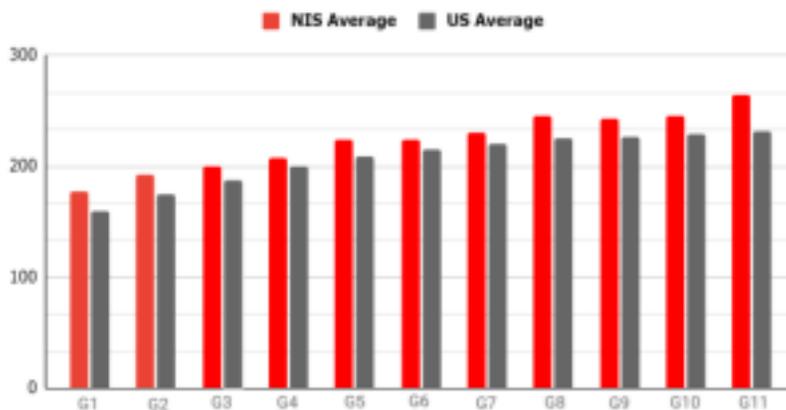
| READING | | |
|---------|-----|------------|
| Grade | NIS | US Average |
| 1 | 165 | 155 |
| 2 | 180 | 172 |
| 3 | 197 | 187 |
| 4 | 210 | 197 |
| 5 | 216 | 204 |
| 6 | 216 | 210 |
| 7 | 212 | 214 |
| 8 | 226 | 218 |
| 9 | 222 | 219 |
| 10 | 224 | 221 |
| 11 | 230 | 223 |

Nakornpayap International School NWEA RIT Comparisons to US Norms



Fall 2022 NWEA MAP RIT Scores

Mathematics



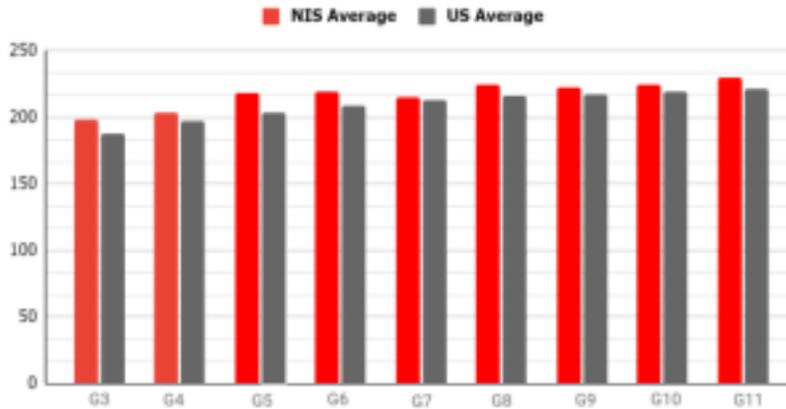
| MATH | | |
|-------|-----|------------|
| Grade | NIS | US Average |
| 1 | 177 | 160 |
| 2 | 192 | 175 |
| 3 | 200 | 188 |
| 4 | 208 | 200 |
| 5 | 224 | 209 |
| 6 | 224 | 215 |
| 7 | 230 | 220 |
| 8 | 246 | 225 |
| 9 | 243 | 226 |
| 10 | 246 | 229 |
| 11 | 265 | 232 |

Nakornpayap International School NWEA RIT Comparisons to US Norms



Fall 2022 NWEA MAP RIT Scores

Language Usage



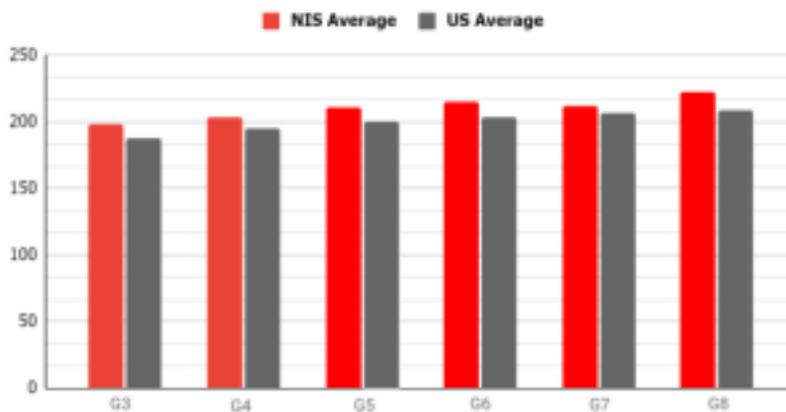
| LANGUAGE | | |
|----------|-----|------------|
| Grade | NIS | US Average |
| 3 | 198 | 188 |
| 4 | 203 | 197 |
| 5 | 218 | 204 |
| 6 | 219 | 209 |
| 7 | 215 | 213 |
| 8 | 225 | 216 |
| 9 | 222 | 217 |
| 10 | 225 | 219 |
| 11 | 230 | 221 |

Nakornpayap International School NWEA RIT Comparisons to US Norms



Fall 2022 NWEA MAP RIT Scores

Science



| SCIENCE | | |
|---------|-----|------------|
| Grade | NIS | US Average |
| 3 | 198 | 188 |
| 4 | 203 | 195 |
| 5 | 211 | 200 |
| 6 | 215 | 204 |
| 7 | 212 | 207 |
| 8 | 222 | 209 |

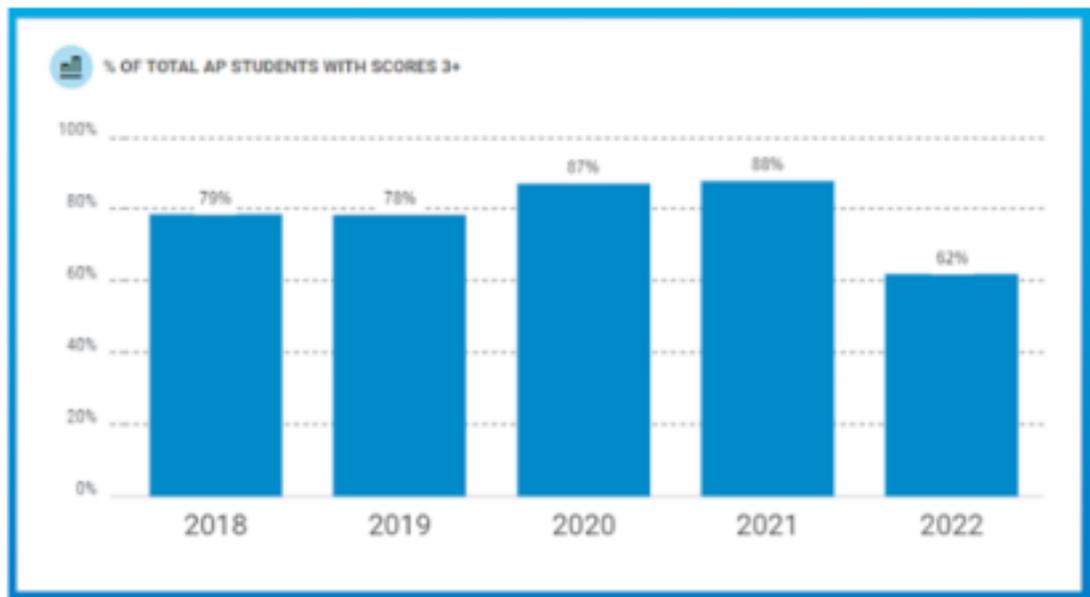
Advanced Placement (AP) data:

NIS currently offers 15 AP courses in its High School program

- AP Capstone: Seminar, Research
- AP English: English Language & Composition
- AP Social Sciences: Microeconomics, Macroeconomics, Psychology, World History, Comparative Government
- AP Mathematics: Calculus AB, Statistics
- AP Sciences: Biology, Chemistry, Physics 1
- AP Computer Science: Computer Science A
- AP Arts: Studio Art

The AP data shows that the passing rate for AP exams fell to 62% in 2021/22. The school reports that the 2021/22 academic year saw instructional time seriously affected by the impact of COVID. NIS started the school year online followed by numerous government-mandated closures that affected the continuity of the curriculum. The school is aware of this and has put plans in place to bring the passing rate of AP examinations back up to the levels of previous years.

5 year AP scores with 3+ passing rate



Nakornpayap International School NIS is governed by a 7-member school Governing Board. Governing Board members are responsible for approving the strategic direction of the school. This task is delegated to the Administration Team who are supported by the Governing Board.

Identified Student Learner Needs: in October 2019, the WASC visiting committee recommended the following six *Student Learner Needs*. These have been aligned with the school's Schoolwide Action Plan. The VC could confirm through interviews and observations that there has been progress in each of these areas. In addition, the school is aware of which goals are not completed and/or ongoing and has included these in the revised School-wide Action plan of the mid-cycle report.

Achievement of Identified Critical Learner Needs (now referred to as Student Learner Needs and School Needs)

Student Learner Need 1: Safe School Environment

The school has achieved many of the actions to achieve this goal while a few actions are in progress. A Child Protection Handbook was completed in June 2020 and updated in May 2022. Professional development and training was given to all teachers and staff during the 2020/21 academic school year, in conjunction with The HUG Project. In May 2022, all Thai Staff and Foreign Staff completed Child Safeguarding Training. Washrooms have been designated for staff and students. Starting in 2020/21 a new health class titled Personal, Social, Health, Education (PSHE) was initiated in middle school with mandatory health classes offered in grade 9. Ongoing actions include the implementation of an annual review cycle of the child protection policies and practices as well as reviewing the legal and ethical expectations and requirements regarding child abuse within Thailand. Moving forward the school plans to translate child protection policy into languages represented by the student demographics.

Student Learner Need 2: Organization for Student Learning

The work for the Organization for Student Learning goal has centered around the Expected School-wide Learning Outcomes (ESLOs). The school decided that the ESLOs need to be reviewed and a panel has been created to review the ESLOs with a targeted completion by the end of the 2022/23 school year.

Student Learner Need 3: Technology

This is an area of ongoing improvement. The school is developing an Educational Technology Plan with full implementation with annual reviews to be in place by August 2023. Various implementations of digital resources and training are in place.

Student Learner Need 4: Assessment

The development of curricular unit plans and the alignment of curriculum standards using the Rubicon Atlas platform was interrupted by the global pandemic. This is being done by teachers on special assignment and the school is aware of the need to continue this work. The school is in the process of drafting a School-wide assessment policy and assessment systems have been put in place to track student progress. Systems and procedures for analyzing data to ensure instructional improvement are currently being developed.

Student Learner Need 5: Curriculum

A Curriculum Review Subcommittee created a Curriculum Review Cycle process and is now in place. An Understanding by Design (UbD) review team was formed and some professional

development was provided for the UbD framework and unit development. This was interrupted by the global pandemic and the school has a plan to revisit the process of unit development.

Student Learner Need 6: Professional Development

The VC committee could confirm that there has been ongoing progress with professional development. These include but are not limited to developing a professional development plan, reviewing and updating the PD application process, developing a professional development website and continuing to address the equity of PD resources.

Significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.

- The **impact of the global pandemic** was as follows: The school saw a 20% drop in enrollment. The school did not increase tuition fees for the 2020/21 academic year and refunded 15% of the fourth quarter tuition fees of 2019/2020. Teacher salaries were frozen for 2 years in order to maintain daily operational expenses and retain staff and faculty employed full-time with benefits. The school dissolved the Academic Access Program (AAP), resulting in the loss of two teachers and in addition released the elementary music teacher.
- **Organizational restructuring** saw the Head of Academic Affairs (HAA) move into the role of Assistant Principal in 2020/21 and then to the Principal position in 2021/22. Three coordinators/teachers were given Special Assignment positions in order to take over the previous responsibilities of the HAA.
- **Organizational restructuring** also saw the following changes:
 - Discontinuation of the Coordinator positions
 - Discontinuation of Department Leaders (DL) and the establishment of the School Leader Model. DLs previously had the role of subject-level leaders, the School Leaders take on procurement, academic and student needs at the school-level.
 - Establishment of the Assistant Principal position
 - Establishment of a Head of Student Affairs (this new role absorbs the Dean of Students and Middle School Coordinator role).
 - Establishment of a Head of Academic Affairs to replace and expand the role of High School Coordinator.
- **Restructuring of the Elementary Support Program.** In 2021, the AAP was discontinued due to lack of enrollment resulting from the pandemic. The school revisited the model to support students through a more integrated approach. In consultation with elementary teachers, the school has adopted an ‘integrated support model’ for the 2022/23 school year. The proposed structure is for each grade level to have the capacity of an ‘at grade level’ section and a ‘support section’.
- **Hiring a Socio-Emotional Counselor:** a full-time social/emotional counselor joined NIS at the beginning of the 2022/23 school year and is addressing the needs of students in grades K-12.
- An **International Facilitator role** was added to the 2022/23 school year. This role is

primarily responsible for being a liaison in our Chinese parent community, supporting the Head of Student Affairs with disciplinary matters, and overseeing the operations of the NIS House.

- The school **relocated** the Elementary School Library to the ground floor of the Elementary building in the summer of 2022 and the Art room was moved up to the old Elementary Library space.
- **NIS After-School Academies** were formally established in August 2022. This helps to fulfill a need from parents who were taking their children to additional outside classes after school. This also allows for the scheduling of after-school support classes for elementary students and is proposed by the school as a way for teachers to supplement their income and assist in staff retention.
- The school has purchased and provided all classrooms with a **technology kit** to support online learning. In addition in 2020/21 the school implemented a Bring Your Own Device policy to increase engagement and supplements the school provided chrome books in ES.

Stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.

The visiting committee can confirm through interviews, documentation and observations that the school has an effective system in place to implement and monitor the schoolwide action plan with stakeholder engagement. The school updates all stakeholders of the accreditation process and schoolwide action plan by publishing all accreditation reports on its website. Parents are also directly emailed a copy of the latest accreditation report upon its completion and publication. The school conducts monthly staff meetings, school section meetings, School-wide Action Plan Panel (SWAPP) meetings, and Leadership Team meetings on Wednesdays of each week. SWAPPs submit annual SWAP Panel Reflections that help to revise the school-wide action plan. The school's WASC focus groups were combined in 2020/21 with school-wide committees to create eight new School-wide Action Plan Panels, each teacher is assigned to a panel and there is an opportunity to switch panels after the mid-cycle visit. The structures put in place are effective and have built capacity to implement and monitor action tasks on the school wide action plan.

II. Progress on Implementation of the Schoolwide Action Plan

- **Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up or growth areas for continuous improvement are aligned and evident in the revised schoolwide action plan.**
- **Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan to strengthen continuous improvement initiatives (include relevant evidence to support findings.)**
- **Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria of the ACS WASC Focus on Learning manual.)**

Summary of Progress and impact on student learning

Nakornpayap International School has demonstrated evidence of progress with their established School-Wide Action Plan for their respective goals. The Goals are visited and are reviewed by the Leadership Team and School-Wide Action Plan Panels are created to set and implement plans.

Goal 1 - Safe School Environment:

Efforts have been made to ensure student physical and emotional safety throughout the campus. These include construction and designation of separate washrooms for staff and students, implementation and alignment of new Personal, Social, Health, Economics (PSHE) class, development and implementation of Child Protection policies and guidelines.

Child Protection is the priority of the school as the majority of efforts focus on the development of a handbook, improving on policies and procedures related to child protection, and providing professional development and training for teachers and staff.

Goal 2 - Expected Schoolwide Learner Outcomes (ESLOs):

The schools' Expected Student Learning Outcomes (ESLOs) are under review and efforts made to incorporate global competencies. The school has placed efforts in incorporating the ESLOs into instruction and assessment practices through an initial teacher training program during the latter half of School Year 2021-2022. Middle school has piloted this incorporation beginning August 2022 and High School is expected to follow by School Year 2022-2023.

The panel assigned to this goal continues to meet and refine the ESLOs.

Goal 3: Technology

Technology is continuously being integrated into the curriculum in accordance with the school's Educational Technology Plan. Data is being analyzed and further actions are being reviewed by the Technology Panel with regards to curriculum alignment in Elementary and Middle School.

The School also established the Bring Your Own Laptop protocol and enforced the NIS Acceptable Use Policy (AUP) in addition to the efforts to integrate technology into the curriculum in teaching the students to be Good Digital Citizens.

Goal 4: Assessment

The school has used Rubicon Atlas software for their curriculum mapping and cycle process, and curriculum implementation since 2019. However, the school found that the UBD Template on software was too complex and a UBD Review team was assembled to acquire further training by 2021. An Academic Coordinator position was also created (the Head of Academic Affairs from 2022/23) to ensure teachers' training for the software through videos. The Head of Academic Affairs is expected to oversee the documentation of the curriculum.

A Curriculum Review Subcommittee was assembled to establish a 5-Year Curriculum Review Cycle. Initial efforts to review the ELA curriculum began in 2021 and was completed in 2022 with recommendations. This has then continued for other core subject areas. Only the core subjects are included in the curriculum review cycle and the VC recommends that all programs

are reviewed to support continuous school improvement and improve learning for students.

MAP scores are generally used to place Middle School and High School Students in core subjects such as English Language Arts, Mathematics, Social Science and General Science. Elementary MAP scores are used to assign groupings and in Grade 1 placement. MAP scores are also a deciding factor if a child will be asked to attend the after school academy program.

To further prepare students for universities and colleges, NIS has increased the number of AP classes offered and made these classes available to students in grades earlier than grades 11 and 12.

Student achievement measures are compounded from MAP, SAT, PSAT, and AP exam scores. The VC recommends for more explicit correlation between student achievement measures and SWAPP goals.

In place of the AAP, ESL support services are provided in elementary school in the form of classes streamed by level from Grades 3 to 5, as well as after-school support classes (NIS Academies). Students who were deemed to be below grade level are invited to join. Student achievement data will continue to be collected during 2022/23 to measure the effectiveness of this new support structure. Decisions on whether to augment support services will be contingent on this data. Middle School and High School students receive ESL support incorporated in core subject classes by their mainstream teacher in the form of a ‘support section’.

Goal 5: Curriculum

The school has utilized Rubicon Atlas to aid in creating curriculum calendars which in turn helps in monitoring assessments of curriculum standards. Other than Rubicon, the ECC has adopted the Educational Software for Grading Instruction (ESGI) as an additional assessment tool. The elementary school uses the 6+1 Traits writing rubric for ELA, grade level math assessments, and Reading A-Z assessments to standardize their assessments, while Middle and High Schools standardized a common rubric.

The Assessment Panel is responsible for monitoring assessment evidence for student learning.

The Panel was successful in drafting a set of assessment policies through panel discussion and incorporating feedback from teachers of various sectors of the school. Due to the diverse assessment types that differ from subjects and sub-department, this draft is yet to be ratified into a cohesive and inclusive Assessment Policy.

Professional Development focusing on formative and summative assessment practices were made available to teachers.

Goal 6 - Professional Development:

NIS provides various professional development sessions focusing on identifying critical learner needs for teachers ranging from child protection to curriculum mapping, instruction and assessments. In addition to what has already been conducted, a Professional Development Panel was assembled, along with Department Heads, to gather data on what other professional learning

opportunities teachers will still need. The panel is expected to deliver these sessions by the school year 22/23. The panel is also tasked to gather evidence of teachers attending PDs provided by the school.

VC Findings and Evaluation

The school was insightful in empowering their teachers by creating panels to review, analyze needs, setting specific goals and plans, and implementing these plans to address the various student learner needs identified from the 2019-2020 self-study. The Visiting Committee also noted the remarkable collaborative efforts of the teachers who took initiatives in studying, reviewing, planning and implementing their School-Wide Action Plans through their assigned panels. However, the Visiting Committee feels that the Administration Team may need to place more thought into the process of action approval, evidence audit and provide more guidance for panel endeavors and help actions move forward in a timely but proper manner.

Despite the two year pandemic, Nakornpayap International School has done relatively well in accomplishing their set goals with 29.7% of their School-wide Action plan (SWAPs) goals completed and 43.3% of their SWAPs initiated with progress. The remaining 27.0% of their SWAPs were noted to be continuously being implemented with no defined end date.

Goals 1 and 3 lead the schools' SWAPPs with the degree of completion showing evidence that the school places priority in learner safety, and increasing students' access to technology in the classroom. It is suggested for the school to place further efforts in supporting panels assigned for Goals 2, 5, and 6. These goals would benefit from the administration team setting structures in place to provide guidance throughout the process of tasks with regards to decision making protocols - more information regarding these goal areas is detailed below:

Goal 2: Expected School-wide Learner Outcomes (ESLOs)

The school has done well in instilling their ESLOs in the community through various strategies and this is evident with students' awareness of where they stand with them. Efforts in incorporating the ESLOs in the curriculum through the Rubicon Atlas was noted by the committee. The panel made progress in efforts to review the current Expected Schoolwide Learning Outcomes and proposed revisions to make them more global, relevant and accessible to younger learners; however, the panel identified that they needed to take a few steps back as their revisions did not make it into the curriculum incorporation. Though many of their target dates were set by August 2023, much of the linear actions, including providing PDs, may result in a delay due to the initial set back.

Goal 5: Assessment

Similarly to Goal 2, the panel assigned to this goal have done well in keeping with their set tasks. However, the team encountered challenges when realizing the diversity in assessment types and formats from the various subjects and sub-department that prevented them from ratifying a comprehensive and inclusive Assessment Policy. This set-back may cause delay in subsequent linear actions whose target date is set in June 2023.

Goal 6: Professional Development

The school has provided various professional development sessions focusing on identifying critical learner needs for teachers ranging from child protection to curriculum mapping, instruction and assessments. The panel assembled was tasked to gather data from teachers as to which training or PD session they would still need. Only 25 of the 73 faculty members responded to the survey comprising only 34% of the targeted personnel. School Section Leaders augmented this data with information acquired from their departmental meetings. Based on the information available, the Professional Development Panel will now research appropriate upcoming training available for this school year.

A delay in implementing a fair and responsive training application process was observed due to the response time observed between application and response. To address this, a sub panel tasked to initially review and all applications was created.

The panel's efforts began pre pandemic and was put on hold during the effects of the Covid pandemic, causing the need to recast the target dates from 2020 to June 2023.

Finally, it is recommended for the school to align the school's initiatives as outlined in the school wide action plan with professional development goals.

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

- **List the schoolwide areas of strength identified during the current progress visit. (See the ACS WASC Focus on Learning schoolwide criteria.)**
- **List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)**
- **List any additional new critical areas for follow-up identified during the current progress visit, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)**
- **Include a copy of the hyperlink to the school's most recent schoolwide action plan.**
- **Identify any new areas of concerns, if applicable.**

Schoolwide Areas of Strength identified during the current mid-cycle visit:

The Visiting Committee wishes to acknowledge:

1. The NIS Administration Team, Leadership Team, and faculty for their ongoing commitment to NIS, dedication to students and providing a quality education with a value on diversity.
2. The NIS Administration team, Leadership Team, faculty for nurturing a strong sense of community that is acknowledged and appreciated by all stakeholders.
3. The NIS Administration team, Leadership Team, faculty and parents for organizing both curricular and extracurricular activities and events that make NIS a special place for the community.
4. The NIS Principal and Assistant Principal for establishing clear and sustainable structures that support continuous school improvement and guide the NIS community through the process of addressing the goals in the school-wide action plan.

5. The NIS teachers for supporting a strong culture of collaboration and embracing a culture of shared leadership by taking initiative to support NIS teaching and learning goals, noting the work done in WASC Panels. There is a strong sense of community and trust amongst leadership and faculty.
6. The Parents and the PTSA for their active support of the school's program and organizing events and activities and trusting the school with their child's education.
7. The Students for their active participation and involvement in school improvement; and their commitment to achieving academic and personal success. It was clear that they are active proponents for the school culture of kindness and diversity.

List the critical areas for follow-up that have not yet been completely addressed, if applicable.

NIS revised their school wide action plan in 2022 as part of the mid-cycle report to remove the areas of follow-up that are either completed or addressed and currently ongoing. Critical areas identified by the school's Schoolwide Action Plan that have not yet been completely addressed remain as listed below:

- **Goal 1 - Safe School Environment:** To ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide.
- **Goal 2 - Expected Schoolwide Learner Outcomes (ESLOs):** Review Expected Schoolwide Learner Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching practices and assessment.
- **Goal 3 - Technology:** Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.
- **Goal 4 - Curriculum:** Establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning.
- **Goal 5 - Assessment:** Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.
- **Goal 6 - Professional Development:** Develop a long-range school-wide Professional Development Plan which establishes systems, structures, and methods that facilitate school improvement.

List any additional new critical areas for follow-up identified during the current progress visit, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)

No new critical areas for follow-up were identified during the mid-cycle visit.

[Revised schoolwide action plan](#)

New areas of recommendation:

The VC recommends the following:

- The administration team together with the leadership team investigates structures to support all students; second language learners and students with learning support needs.
- Align the school's initiatives as outlined in the school wide action plan with professional development goals. For example, this may include professional development to build capacity with all teachers for how to best address the needs of all students, curriculum mapping and technology integration.
- The administration team sets structures in place to provide guidance throughout the process of the panels in regards to decision making protocols.
- Continue to work towards faculty recruitment and retention practices.