Vision
The Singapore American School inspires a passion for learning, encourages emotional and intellectual vitality, and empowers students with the confidence and courage to contribute to the global community and to achieve their dreams.

The “Vital Few”
✓ Academic Rigor
✓ Professional Excellence
✓ Extraordinary Care for the Welfare of Each Child
The “Vital Few” are the three operational imperatives that guide the Singapore American School’s efforts and resources in achieving excellence as a world class leader in education.

Desired Student Learning Outcomes
✓ Exemplary Character with Ability to Work Independently and Collaboratively
✓ Critical and Creative Thinkers
✓ Engaged and Responsible Citizens
✓ Effective Communicators
The Desired Student Learning Outcomes, along with the school’s adopted curriculum, provide direction and substance for the school’s academic program.

Core Values
✓ Compassion
✓ Honesty
✓ Fairness
✓ Responsibility
✓ Respect
The Institute of Global Ethics has identified these five values as recognized core values of cultures throughout the world. These values are the basis for the Singapore American School’s approach to Character Education and serve as the foundation for all relationships among students, staff, faculty, administrators, and parents.

Mission
The Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.
Members of the April 7-10, 2008 WASC Visiting Team at Singapore American School

Dr. Bill Gerritz, Co-Chair
Head of School
International School of Bangkok
Thailand

Dr. John Sugiyama, Co-Chair
Superintendent-Retired
California, U.S.A.

Mr. Michael Boots
Activities Director
Jakarta International School
Indonesia

Dr. Natalie Broderick
Director of Student Services
Hong Kong International School
P.R. of China

Ms. Treena Casey
Curriculum Coordinator
Shekou International School
P.R. of China

Mrs. Pip Curtis
Curriculum Consultant
Shanghai American School
P.R. of China

Ms. Christina Devitt
High School Computer Science/IT
The American School in Japan
Japan

Mr. Rick Rabon
Associate Principal
Taipei American School
Taiwan

Two additional Visiting Team members to be announced
## Book One: SAS Main Report of WASC Self-Study

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>i</td>
</tr>
<tr>
<td>Chapter I: School and Community Profile</td>
<td>1</td>
</tr>
<tr>
<td>Chapter II: Clarify the School’s Purpose</td>
<td>5</td>
</tr>
<tr>
<td>and the Expected School-wide Learning Results</td>
<td></td>
</tr>
<tr>
<td>Chapter III: Progress Report</td>
<td>9</td>
</tr>
<tr>
<td>Chapter IVA: Organization for Student Learning</td>
<td>41</td>
</tr>
<tr>
<td>Chapter IVB: Curriculum and Instruction</td>
<td>45</td>
</tr>
<tr>
<td>Chapter IVC: Student Personal and Academic Growth</td>
<td>55</td>
</tr>
<tr>
<td>Chapter IVD: Resource Management</td>
<td>63</td>
</tr>
<tr>
<td>Chapter V: School-wide Action Plan</td>
<td>65</td>
</tr>
</tbody>
</table>
Preface

BACKGROUND ON THE SAS SELF-STUDY PROCESS:

Because of the value that the Singapore American School places on “all voices being heard,” there has been ongoing involvement of parents, students, faculty, classified staff, administrators and school board members throughout the WASC Self-Study process. The message that has been consistently delivered to all groups is that SAS values this opportunity as a way to celebrate significant strengths and successes and to honestly and openly look for areas of growth and school improvement. The school community has responded to this message conscientiously and with much integrity. In short, the Singapore American School strives to be a world leader in education, and understands that a highly reflective process involving all stakeholders is essential to effective collaboration and continuous improvement.

The 14-member Administrative Leadership Team has developed the school-wide processes and provided oversight for the self-study within departments and divisions (i.e., Primary Division, Intermediate Division, Middle School Division, High School Division). To provide further coherence, each division has utilized a focus group of combined stakeholders to review, guide and synthesize findings. In addition to the horizontal coherence offered through the division level focus groups, vertical level focus groups have looked at school-wide articulation strengths and areas for growth.

In the spring of 2007, SAS sent surveys to all parents, faculty, middle school students and high school students that addressed the main criteria questions within the WASC Self-Study process and also included a few additional areas valued by SAS. These survey responses provided initial school-wide input to the teams (i.e., parents, students, faculty, classified staff and administrators) assigned to the various chapters of the report.

Based on review of the WASC criteria questions and additional SAS questions, assembled teams of parents, students, faculty, classified staff and administrators identified appropriate types of evidence for critical review. Upon completion of the data analysis of the evidence, teams identified areas of strength and areas for growth.

Chapter One (School Community Profile) and Chapter Two (Clarify the School’s Purpose and Expected School-wide Learning Results) were drafted by the administration, and then reviewed by the school community for feedback and revision. Chapter Three (Progress Report) was drafted by the administration and a core group of teachers, and then reviewed by the school community for feedback and revision. Chapter IVA (Organization for Student Learning) was drafted by the administration with contributions from faculty, students, parents and classified staff, and then reviewed by the school community for feedback and revision. Chapter IVB (Curriculum and Instruction) and Chapter IVC (Support for Student Personal and Academic Growth) were major areas of focus by the entire faculty, as well as contributions made by students, parents, classified staff and administrators, and then reviewed by the school community for feedback and revision. Chapter IVD (Resource Management and Development) was developed by a group of administrators and faculty, and then reviewed by the school community for feedback and revision.

As chapters of the report were revised after school community feedback, board members were provided with copies for their review, discussion and feedback on organizational implications and needs. Board member support for the process and the report was provided.

In addition to the team assignments on chapters of the Self-Study, the Singapore American School implemented a significant visioning process to develop a school-wide vision, to enhance the articulation of the school’s mission and to re-examine the overall strategic focus of the school. This visioning process was a collaborative effort, involving 36 members of faculty, administration, classified staff, board, parents and high school students.

The Singapore American School’s WASC Self-Study is organized into two books. Book One provides information and narratives on the school’s main report and overall findings. Book Two provides input on the various team findings that were used to establish the summaries of the main report in Book One. The identification of team evidence and data analysis for all the WASC criteria questions are “housed” in the school’s online School Improvement folder.

The culmination of findings and recommendations from all stakeholder groups in the self-study process was the identification of six criterial areas for follow-up and the development of a five-year Strategic Plan that continues to build on the school’s strengths and significantly addresses the school’s areas for growth. The five-year Strategic Plan is an important cornerstone of the Singapore American School's improvement processes, since it seeks to establish a clear roll-out of multi-year expectations that balances school and division priorities. Although the Singapore American School has annually addressed the WASC Critical Areas for Follow-up for the past six years, the major organizational directions have been determined by annual school goals. The commitment to work with a five-year plan provides...
a bolder opportunity to shape the future, while also establishing a means to appropriately pace the work of a high-performing school.

Focus groups were provided the opportunity to review the five-year Strategic Plan, and to offer feedback. The administration then formulated an accountability system for effectively monitoring the accomplishment of the action plan.

In conclusion, the Singapore American School self-study process has validated a multitude of strengths and revealed important areas for growth that are commonly recognized and openly embraced by the school community. This process has accomplished:

1. a purposeful and meaningful involvement and collaboration of stakeholders in the self-study
2. the clarification of the school’s purpose and the expected school-wide learning results
3. the assessment of the actual student program and its impact on student learning with respect to the criteria and the expected school-wide learning results
4. the development of a school-wide action plan that integrates subject area/programs and support plans to address identified growth needs
5. the development and implementation of an accountability system for monitoring the accomplishment of the action plan

CRITICAL AREAS FOR FOLLOW-UP BASED ON SAS SELF STUDY

1. Develop a school community (i.e., students, faculty, staff, administrators, parents, Board) that understands the direction and vision of the school, and is unified and collaborative in its focus and support for student learning as it relates to academic excellence, as well as for the social, emotional, and physical well-being of the student.

2. Clarify the use and assessment of cross-curricular expectations in subject areas (i.e., Desired Student Learning Outcomes, Core Values, Information Literacy Standards, Technology Standards, Communication Skills – writing, presenting).

3. Determine the types of data that will be used to show:
   - continuous improvement on division and school levels,
   - progress of the school’s Strategic Plan,
   - benchmarking with other exemplary schools in the world.

4. Enhance high standards of consistent classroom practice within curriculum unit development, instruction, assessment, and resources to ensure that each student is “appropriately challenged.”

5. Clarify the student expectations, assessments, and data that will be commonly used in subject areas (horizontally and vertically) to show student progress.

6. Establish organizational direction and coherence as they relate to the various functions of the school (i.e., Mission/Vision, Student Learning, Finance, Development/Advancement, Communications, Alumni Relations, Human Resources, Technology, Board Governance, Woodlands Campus, Expansion) to support student learning.

WASC ACCREDITATION SELF-ASSESSMENT BY SAS ADMINISTRATIVE LEADERSHIP TEAM

✓ Highly Effective: The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
✓ Effective: The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
✓ Somewhat Effective: The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
✓ Ineffective: The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

Note: A characteristic of effective assessment practices is self-assessment. The Administrative Leadership Team at SAS is committed to “exemplary” standards of performance, and has utilized the WASC Accreditation rubric as a source for overall self-assessment in the areas valued by WASC. The purpose of this activity has been to look at areas for continuous improvement.
An accreditation term will be based upon a school demonstrating the following:

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of data and information to determine schoolwide strengths and needs.</td>
<td>Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of data and information.</td>
<td></td>
</tr>
<tr>
<td>Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
<td></td>
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</tbody>
</table>

SAS Note: The Self Study process has involved all faculty, many classified staff members, many parents, all administrators, and a few student leaders in the development of this review. This has been a thorough and comprehensive process. The organizational structure of continual input/feedback processes from diverse stakeholders, established review cycles, and collaborative teams on division, department, and school levels has provided ongoing systemic analysis of school effectiveness.

2. Defining the school’s purpose through expected schoolwide learning results and academic standards

| All stakeholders involved in a consensus building process that determined expected schoolwide learning results based on a clearly understood vision and purpose. | Process focused on a leadership team developing the expected schoolwide learning results. | Administrative team developed the expected schoolwide learning results. |
| Understanding and buy-in of the expected schoolwide learning results by all stakeholders. | Clearly understood vision and purpose; however need for further consensus and understanding of the expected schoolwide learning results by all school administrative/instructional staff and other stakeholders. | Lack of understanding of the school’s purpose and the relationship of the expected schoolwide learning results. |
| Indicators of quality developed that assist in the measurability of the expected schoolwide learning results. | School administrative/instructional staff and other stakeholders just beginning to understand the importance of defining indicators of quality for the schoolwide expected learning results. | Lack of understanding of the relationship of expected schoolwide learning results and academic standards. |
| Staff understand the importance of the expected schoolwide learning results and their integral relationship to the academic standards. | |

SAS Note: The Desired Student Learning Outcomes have only been in place at SAS for less than two years. The process for review involved all faculty, administrators, and respective parents. Faculty are at different stages in their use of DSLOs-ranging from high levels of integration and implementation to need for further clarification and understanding. Academic Standards are well positioned in their alignment to the written curriculum, taught curriculum, and assessed curriculum. Vision and purpose have been established through a process involving faculty, staff, administrators, parents, and students. Communications are in place to deepen understanding and meaning for these directions.
### An accreditation term will be based upon a school demonstrating the following:

<table>
<thead>
<tr>
<th>3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>• Appropriate disaggregation of all data with clear supporting interpretations</td>
</tr>
<tr>
<td>• Trends and possible issues identified</td>
</tr>
<tr>
<td>• Disaggregated data used by the instructional staff and all other stakeholders as an integral part of the self-study process</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>• Data disaggregated where possible with clear supporting interpretations</td>
</tr>
<tr>
<td>• Trends and possible issues identified</td>
</tr>
<tr>
<td>• Disaggregated data used by the instructional staff and other stakeholders</td>
</tr>
<tr>
<td><strong>Somewhat Effective</strong></td>
</tr>
<tr>
<td>• Some data disaggregated but with unclear or limited interpretations</td>
</tr>
<tr>
<td>• Trends and possible issues identified to a limited degree</td>
</tr>
<tr>
<td>• Disaggregated data presented to staff and a few other stakeholders in a general manner</td>
</tr>
<tr>
<td><strong>Ineffective</strong></td>
</tr>
<tr>
<td>• Incomplete data presented and little interpretation provided for instructional staff and others</td>
</tr>
<tr>
<td>• Data summarized for self-study as time permits and is not used throughout the self-study process</td>
</tr>
</tbody>
</table>

**SAS Note:** All sources of evidence and data analysis are transparently shared in the SAS School Improvement folder. There have been standard sources of data that have been reviewed, and there are unique sources of data that are specific to certain courses and areas of learning. Further data clarity and data development is an area that has been identified as a Critical Area for Follow Up.

<table>
<thead>
<tr>
<th>4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>• Multiple measures show acceptable progress for all students- i.e., all subgroups of students</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>• Awareness of the subgroups of students for which stronger achievement is needed and multiple measures show growth targets being reached for these students</td>
</tr>
<tr>
<td><strong>Somewhat Effective</strong></td>
</tr>
<tr>
<td>• Multiple measures show growth targets are not being reached for many subgroups of students</td>
</tr>
<tr>
<td><strong>Ineffective</strong></td>
</tr>
<tr>
<td>• Growth targets just beginning to be defined and addressed</td>
</tr>
<tr>
<td>• Multiple measure indicate student achievement is not occurring for many subgroups of students</td>
</tr>
</tbody>
</table>

**SAS Note:** SAS is a high achieving school with multiple support systems to enhance student learning, particularly as it relates to academic standards. The continuous goal is to ensure that all students are “appropriately challenged” and that reliable systems are in place to show student progress in all areas of learning.

<table>
<thead>
<tr>
<th>5. Organization for Student Learning that supports high achievement for all students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
<tr>
<td><strong>Somewhat Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
<tr>
<td><strong>Ineffective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
</tbody>
</table>

**SAS Note:** Significant systems have been put in place to support high achievement for all students, and systems are continuing to be developed to support high achievement for all students.

<table>
<thead>
<tr>
<th>6. Curriculum and Instruction that supports high achievement for all students</th>
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<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
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<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
<tr>
<td><strong>Somewhat Effective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
<tr>
<td><strong>Ineffective</strong></td>
</tr>
<tr>
<td>• Review criteria in attachment before making determination</td>
</tr>
</tbody>
</table>

**SAS Note:** School curriculum has been developed through a rigorous and thorough process, and instructional abilities of faculty are well-developed. Through development of curriculum and ongoing professional development of faculty, SAS is now well-positioned for deeper and more collaborative approaches for student learning.
An accreditation term will be based upon a school demonstrating the following:

<table>
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<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Support for Personal and Academic Growth that supports high achievement for all students.</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
</tr>
</tbody>
</table>

SAS Note: SAS has made a strong commitment to support for personal and academic growth of its students through its provision of 15% of faculty as counselors, Special Services faculty, and psychologists. Furthermore, curricular and extra-curricular programs are at high levels of operation to support high achievement for all students as it relates to personal and academic growth. Division operations are particularly clear, and additional effort will be focused on clarity and coherence across divisions.

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<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td>8. Resource Management and Development that supports high achievement for all students.</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
<td>Review criteria in attachment before making determination</td>
</tr>
</tbody>
</table>

SAS Note: There are many different facets in the area of Resource Management to support the large and complex operations of SAS. The Strategic Planning process within Mission/Vision, Student Learning, Finance, Development/Advancement, Communications, Alumni Relations, Human Resources, Technology, Board Governance, Woodlands Campus, and Expansion has helped to create greater coherence with a focus on student learning.

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<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement of all students.</td>
<td>Analysis of all appropriate data/information about student achievement, school operation and program supports the identified prioritized growth areas</td>
<td>Analysis of most data/information about student achievement, school operation and program supports the identified prioritized growth areas</td>
<td>Analysis of some data/information about student achievement, school operation and program supports the identified prioritized growth areas</td>
<td>Analysis of little, if any, data/information about student achievement, school operation and program supports the identified prioritized growth areas</td>
</tr>
</tbody>
</table>

SAS Note: A major outcome for this Self Study process has been the evolution of a detailed Strategic Plan that targets significant areas that emerged from the review by all stakeholders. In addition, the Self Study and Strategic Planning processes have clarified six critical areas for follow-up that will further support high achievement for all students.
An accreditation term will be based upon a school demonstrating the following:

10. **The capacity to implement and monitor the schoolwide action plan.**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process that includes both formative and summative evaluation in place</td>
<td>• Process that includes some formative and summative evaluation in place</td>
<td>• General understanding by school administrative and instructional staff about the need for implementation</td>
<td>• Process of implementation not clarified as to who and what will be accomplished</td>
</tr>
<tr>
<td>• Plan developed collaboratively</td>
<td>• Plan developed collaboratively</td>
<td>• Link of action plan to student learning weak, not clearly understood by administrative and instructional staff and other stakeholders</td>
<td>• Understanding of need and value of action plan linked to high student achievement and not understood by administrative and instructional staff and other stakeholders</td>
</tr>
<tr>
<td>• All stakeholders aware and consent to be involved in implementation</td>
<td>• General awareness and consent to be involved in implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders</td>
<td>• Plan evaluated annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluation results will be used to identify priorities and further actions for improvement</td>
<td>• School staff and periodically other stakeholders informed of action plan progress</td>
<td>• Evaluation results used to identify further actions for improvement</td>
<td></td>
</tr>
</tbody>
</table>

SAS Note: There is significant clarity built into the Strategic Plan regarding how it will be implemented, monitored, and communicated, and this will be further reinforced through annual goal development.

11. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ongoing systemic improvement integral to school’s culture</td>
<td>• Addressing prior accreditation findings occurs but not rooted in systemic change at school</td>
<td>• Sporadic addressing of prior accreditation findings occurs</td>
<td>• Little, if any, addressing of prior accreditation findings</td>
</tr>
</tbody>
</table>

SAS Note: Significant progress has occurred (and was strongly noted in the mid-term report) as a result of ongoing attention to prior accreditation findings and other relevant data.
SAS TEAMS INVOLVED IN 2007-2008 WASC SELF-STUDY

Administrative Leadership Team

Mission and Vision Team – parents, students, faculty, support staff, administrators, board members

School-wide (cross-divisional) Articulation Teams
- Parents
- Support Staff
- Middle School and High School Students
- Math
- English/Language Arts
- Science
- Social Studies
- Modern Language
- Computers, Business, and Technology
- Visual and Performing Arts
- Physical Education and Health
- Library/Media Services
- Special Services
- Counseling
- After-School/Extra-Curricular Programs

Primary School Teams
- Division Focus Group -- division administrators, parents, faculty, support staff
- Parents
- Support Staff
- Math
- Language Arts
- Science
- Social Studies
- Modern Language
- Computers, Business, and Technology
- Music
- Art
- Physical Education and Health
- Library/Media Services
- Special Services
- Counseling
- After-School Programs

Intermediate School Teams
- Division Focus Group – division administrators, parents, faculty, support staff
- Parents
- Support Staff
- Math
- Language Arts
- Science
- Social Studies
- Modern Language
- Computers, Business, and Technology
- Music
- Art
- Physical Education and Health
- Library/Media Services
- Special Services
- Counseling
- After-School Programs
Middle School Teams
- Division Focus Group -- division administrators, parents, faculty, support staff
- Parents
- Support Staff
- Students
- Math
- Language Arts
- Science
- Social Studies
- Modern Language
- Computers, Business, and Technology
- Visual and Performing Arts
- Physical Education and Health
- Library/Media Services
- Special Services
- Counseling
- After-School Programs
- Eighth Grade Team

High School Teams
- Division Focus Group -- division administrators, parents, faculty, support staff
- Parents
- Support Staff
- Students
- Math
- Language Arts
- Science
- Social Studies
- Modern Language
- Computers, Business, and Technology
- Visual and Performing Arts
- Physical Education and Health
- Library/Media Services
- Special Services
- Counseling
- After-School Programs

Department Teams
- Business
- Development/Advancement
- Communications
- Information Technology
- Alumni Relations
- Human Resources
- Curriculum
- Admissions
SCHOOL
Established in 1956, the Singapore American School (SAS) offers an American based curriculum for students from preschool through grade 12. The school is affiliated with the Office of Overseas Schools through the U.S. Department of State, and serves the American and international diplomatic and business community. In August, 1996, the Singapore American School moved to its present campus on thirty-seven acres in the Woodlands area of Singapore.

The campus includes four distinct divisions: Primary School (preschool through grade two), Intermediate School (grades three through five), Middle School (grades six through eight) and High School (grades nine through twelve). The Primary School has an early childhood center (ECC) catering for preschool and pre-kindergarten students. Each of the four divisions has a principal and deputy principal and functions as a separate division.

All indoor facilities are air-conditioned and include two auditoriums, drama theater, theater studio, visual arts studios, four library/media centers, six indoor gymnasiums, four dance studios, three swimming pools, a track and stadium, five tennis courts and playgrounds, as well as playing fields for baseball, softball, football, rugby and soccer.

ORGANIZATION
The Singapore American School is an independent community-sponsored school. The American School Trust is the legal entity under which the school operates, and all SAS parents and employees are eligible to be members. Trust members participate in the governance of the school by electing twelve trust members to the Board of Governors, which oversees the operations of the school.

CURRICULUM
The curriculum is similar to that of U.S. college preparatory schools, with the addition of Chinese, which is required at the elementary level and available as an elective in the Middle and High Schools. Numerous field trips in Singapore and in China enrich Chinese cultural and language experiences.

The curriculum is available online for all parents to access. The Atlas software is used as a repository for classroom curriculum work, serves as a mechanism to develop and share unit enhancements, and is used in conjunction with division shared folders.

Curriculum review takes place on a six-year cycle. There is a Curriculum Committee composed of members from the Board of Governors, which oversees all major curriculum initiatives. The cycle review generally begins with a review of current practices, parent surveys and a review of the research specific to the curriculum being studied. Faculty members and administrators are selected to attend regional, international and national conferences related to the specific curriculum up for review.

STAFF
The administration consists of superintendent, assistant superintendent for business, assistant superintendent for curriculum and instruction, director of information technology, director of facilities/services, 4 division principals, and 5 deputy principals. Faculty support is offered by a director for the early childhood center, director and assistant director for admissions, director and assistant director for communications, director for elementary after-school programs, director for high school activities, director for high school athletics, 2.5 school psychologists, 5 speech-language specialists, 24 special services teachers, 15 counselors, 4 school nurses, 4 library/media specialists, 4 technology coordinators, 2 elementary literacy teachers on special assignment, 325 teachers and 98 support staff.

Two hundred seventy-three of the certified staff is overseas hired with the majority from the United States; 175 hold master’s degrees and five have doctoral degrees. The school’s policy on class size in kindergarten through grade 12 is 22 students. Maximum class size in the preschool and pre-kindergarten program is 16 students.

STUDENTS
Fifty-six nationalities are represented among the 3,824 students enrolled at SAS as of August 2007. United States citizens make up the majority of the students at 64%, having reached a high of 82% in 1995. This is followed by
Koreans at 8%, Singaporeans at 5% and students from India, Canada, the Philippines, Japan, the United Kingdom, Indonesia and Australia each representing about 3% of the total school population. New students enrolling during the previous school year totaled 1,088 with 739 withdrawing (206 of those were graduating seniors). SAS has reached enrollment capacity; therefore, enrollment will be limited to students holding U.S. passports. Singapore citizens must receive approval from the Ministry of Education before they can apply for admission in any international school in Singapore. As a general rule, the ministry approves most students who have been educated outside of Singapore for at least four years or students who have been diagnosed with special learning problems.

COMMUNITY
Most families represented in the student body work for multinational companies, private businesses, embassies or the United States military. Many of the students’ fathers travel extensively in connection with their work. The school community is highly transient, and the typical expatriate family lives in Singapore for a period of 3.5 years.

Singapore is perceived by most expatriates as a safe and efficient environment in which to live and work. With the school located in the Woodlands area, many families now choose to live in the neighborhoods adjacent to the school. However, many also live in the downtown Orchard Road area.

SAS families support the school and community through participation in the PTA, Booster Club, ARTS Council, Singapore American Community Action Council (SACAC) and numerous other organizations and associations.

FACILITIES
All indoor facilities are air-conditioned and include: two auditoriums, drama theater, theater studio, two drama classrooms, three cafeterias, five elementary music classrooms, two choral, two strings, two band rooms, visual arts studios, four library/media centers, six indoor gymnasiums (including a newly renovated gym that also serves as an assembly hall), one climbing wall, four dance studios, three swimming pools, a track and stadium, five tennis courts, roof top playground, ropes course and playgrounds, as well as playing fields (including an artificial turf field) for baseball, softball, football, rugby and soccer.

In August 2004 the school opened a new High School on campus along with additions to the Intermediate and Primary School divisions. In that same period, extensive renovations of classrooms and hallways took place throughout the campus. In serving the student population of 3,824 students, all of the teachers have individual classrooms.

FINANCES
The school is financed through the collection of tuition and facility fees. A small grant (US$50,000) is received from the U.S. State Department, Office of Overseas Schools, to support the special needs program. All bank loans for construction of the campus were paid off in May 2000. The current operating budget is S$68,992,124, and the building budget is S$17,537,312.

TRANSPORTATION
SAS contracts with an independent, local bus company to provide bus transportation for the students. Modern, air-conditioned buses, many of them equipped with 2-way radios and video cameras, are used. The buses are tracked using the G-School global positioning system (GPS). Daily, 100 buses provide transportation for approximately 3,100 students.

AFTER-SCHOOL ACTIVITIES
The educational experiences offered at the Singapore American School are supported by an extensive after-school activity program. Developed to reflect the interests and abilities of SAS students, school activities are sponsored by members of the faculty. Athletic and club activities provide students with opportunities for leadership, decision-making, experiencing the joy of volunteering and enhancing personal development. The Elementary After-School Activities (EASA) program offers a wide variety of programs to elementary school students from 3:15 to 4:30, four times a week. There are three cycles of programs during the school year, and each cycle has an average of 680 students participating. After-school activity buses are available at 4:30 and 6:15 daily.
In addition to school sponsored activities, SAS is fortunate to have a very active parent community program, which offers after-school and weekend programs to over one thousand SAS students from preschool through high school. The parent group is organized under the Singapore American Community Action Council (SACAC), and it is primarily an organization that works with parent and teacher volunteers in providing the coaching and direction for the after-school and weekend student activities on campus.

**TEST SCORES**

The Iowa Test of Basic Skills (ITBS) is administered to all students in grades 3 through 8 except those students currently enrolled in the ESOL program. Based on the National School Norms, the April 2007 composite scores for SAS in all subjects ranged between 91 and 99 percentiles. Based on the National Student Norms, the average SAS student scores for subject area composites range between 76 and 88 percentiles. (See attached information on high school AP and SAT results.)

**SPECIAL SERVICES**

SAS offers a continuum of services, which includes helping children with limited English language abilities, moderate learning disabilities, reading difficulties, speech/language needs and language development issues. Teachers with special training are on staff to provide instructional support along with counselors, school psychologists and speech therapists.

The English as a Second Language (ESOL) program serves the needs of students in grades K-12 who are non-native speakers of English and whose reading scores fall two or more years below their current grade levels. For the Fall 2006 semester, the ESOL enrollment was: Primary School (35), Intermediate School (18), Middle School (21) and High School (5). The ESOL program is phasing out in the upper grades primarily due to the fact that the school is now only admitting U.S. passport holders (because it is at maximum capacity).

**HOME-SCHOOL COMMUNICATIONS**

Communication with parents is an important component of the services offered by the Singapore American School. The corporate and division web sites have undergone significant redesign in order to provide a consistent look and feel. The sites have been tested for usability by students and parents. Their suggestions have been incorporated to further refine our web presence.

The Communications Office uses weekly e-mail newsletters to parents and a monthly publication, Newsflash, in order to keep the community informed of events and activities in all areas of the Singapore American School.

Middle School and High School students and parents can review attendance and grades using PowerSchool. Grades and attendance are kept current, making it possible for parents to discuss concerns related to achievement and attendance immediately with their children.

All Middle School and High School teachers use Blackboard to enhance the courses they teach. Students can track assignments and course materials through their Blackboard accounts.

**EDUCATION FOUNDATION**

The Singapore American School Education Foundation was established in 2004 to expand and enhance the opportunities and enrichment activities available for students and to secure the financial future of the Singapore American School. The major fund raiser for the foundation is an annual dinner that raises approximately $400,000 per year. The majority of the money is used to support financial aid for families, enhance the visual and performing arts program, provide additional opportunities in the extra-curricular and intramural programs and provide matching grants for community service projects. A percentage of the money is placed in an endowment fund to assist in securing the financial future of SAS.

The foundation is currently providing the tuition and facility fee support for a student from Cambodia who is attending SAS. The student is living with a host family during the school year and returns to her family in Cambodia during the school breaks.
SURVEY
Results of parent (751 parents) and faculty (216 faculty) surveys conducted in April 2007 indicate a very strong level of support in significant areas of school operations related to the school’s strategic focus, school operations/support services, staff, curriculum and academic programs, administration, school communications and parent involvement. Departments and divisions also provide opportunities for community and faculty feedback (via surveys and other feedback mechanisms), and all of these areas have been positively received.
Dr. Brent Mutsch joined the Singapore American School on August 6, 2007 as the school’s new superintendent. Since the SAS Mission Statement had not been formally reviewed for nine years and since the school had not established a vision statement, Dr. Mutsch convened a 36-member Vision/Mission Team, which consisted of diverse stakeholders, on November 28 and 29, 2007, to review the school’s overall “Focus on Learning.” Results of this review process:

1. SAS Identity was eliminated
2. Mission was revised
3. Vision was developed
4. Other parts of the Focus on Learning were reaffirmed
5. A visual framework was developed to represent the school’s Focus on Learning

**WASC SCHOOL IMPROVEMENT “VISION/MISSION PROCESS”**

**Chapter II: Clarify the School’s Purpose and the Expected School-wide Learning Results**
The “Vital Few” are the three operational imperatives (i.e., Academic Rigor, Professional Excellence, and Extraordinary Care for the Welfare of Each Child) that guide the Singapore American School’s efforts and resources in achieving excellence as a world-class leader in education.

The Vital Few emerged as a succinct synthesis of directions and values of SAS. This synthesis included considerations of the previous strategic plan, the heritage of SAS, the goals of SAS and the desired directions for SAS. The Vital Few are regularly communicated throughout the school community, and they have established value and meaning within the school and with the parent community. During the 2005-2006 school year, the school community had opportunities to provide input and feedback on indicators for more explicitly understanding the Vital Few. This collected feedback was discussed among the Administrative Leadership Team in the summer of 2006, and the indicators were approved.

1. Academic Rigor
   - Every student is appropriately challenged in all curriculum areas.
   - Every student is actively engaged in meaningful learning in all curriculum areas.
   - Every student is encouraged to pursue depth, application and cross-disciplinary connections.
   - Every student is prepared to work collaboratively and independently.
   - Every student is involved in deepening and expanding his/her interests, abilities and learning styles.
   - Every student is inspired to pursue lifelong learning.

2. Professional Excellence
   - Every staff member is committed to lifelong learning and demonstrates current “best practices” in his/her work, particularly as these practices relate to the learning environment, instructional strategies, curriculum and assessment, collaboration and communication and student learning (see “Characteristics” on Formal Individual Teacher Evaluation).
   - Every staff member is responsible for a positive school climate.
• Every staff member builds purposeful partnerships with parents and students to enhance student learning.
• Every staff member is actively involved in a Professional Learning Community and contributes to the overall growth of the team and school.

3. Extraordinary Care For The Welfare Of Each Child
• The school community is dedicated to recognizing and supporting the unique talents and gifts of each and every student.
• The school community is committed to the academic, social, emotional and physical success and well-being of each and every student while maintaining a balanced life.
• The school community is united in its efforts to create a nurturing environment in which each and every student feels safe and has a feeling of connectedness.
• The school community is dedicated to an exciting and engaging liberal arts education that nurtures a deep understanding of quality of life and service for others.

SAS Core Values

* Compassion  * Honesty  * Fairness  * Responsibility  * Respect

The Institute for Global Ethics has identified these five values as recognized core values of cultures throughout the world. These values are the basis for the Singapore American School's approaches to character education and serve as the foundation for all relationships among students, staff, faculty, administrators and parents.

In 2002-2003, the Singapore American School convened a Character Education Committee consisting of teachers, administrators and parents to “determine the appropriateness of a school-wide character education program.” During this review process, the committee work involved review of current practices at SAS regarding character education, review of the literature, including character education programs in other schools, and preparing recommendations for consideration by the school community. The committee also surveyed students, parents, staff and faculty to develop deeper understanding of community interests.

The Character Education Committee recommended that character education be viewed as a way of life, as opposed to an isolated subject that needs to be taught. The following statement from DeRoche and Williams served as a guide for the committee’s work: “Character education is not to be an add on; instead it should be integrated as much as possible into the existing curriculum. . . character is developed in a school through its climate, curriculum, co-curricular activities, services and daily interaction with others.”

The “traits” recommended in May 2003 for school-wide attention and support were respect, responsibility, honesty, caring/kindness and tolerance.

The school's 1997-1998 strategic planning process had developed a set of six core value statements, and these remained in place until 2005. In 2005, it was recognized that the school's character education traits could benefit from being better integrated into the school's Strategic Focus, and it was recognized that the character education traits seemed to more succinctly capture the interests of the 1997-1998 core values statements. Also in 2005, the school reviewed research from the Institute for Global Ethics that identified five values as recognized core values of cultures throughout the world. These five “core values” were very similar to the Character Education Committee’s original proposal, and slight adjustments were made to be in alignment with the international research. Therefore it was during 2005-2006 that compassion, honesty, fairness, responsibility and respect moved to the forefront as core values within the school's Strategic Focus.
Chapter II: Clarify the School’s Purpose and the Expected School-wide Learning Results

Desired Student Learning Outcomes

The Desired Student Learning Outcomes form the foundational educational experience that the Singapore American School values for all students and are intended to be appropriately embedded in the teaching and learning experiences at all grade levels and subject areas. The SAS Desired Student Learning Outcomes are:

- Exemplary Character with Ability to Work Independently and Collaboratively
- Critical and Creative Thinkers
- Engaged and Responsible Citizens
- Effective Communicators

The Desired Student Learning Outcomes emerged as a synthesis of the values of the school. During the 2005-2006 school year, faculty offered input and feedback on these Desired Student Learning Outcomes and on appropriate indicators. This collected feedback was discussed by the Administrative Leadership Team in the summer of 2006, and the indicators were approved. The Desired Student Learning Outcomes are now clearly identified to support teaching and learning in the units of instruction in all classrooms throughout the school.

1. Exemplary Character with Ability to Work Independently and Collaboratively
   - Demonstrates the five “core values” of SAS (i.e., Compassion, Honesty, Fairness, Responsibility, Respect)
   - Demonstrates the skills and commitment to work and learn independently
   - Collaborates meaningfully, supportively and efficiently on teams
   - Contributes to academic, social, emotional and physical well-being for one’s self and others
   - Shows commitment to perform to a personal best within all content areas and disciplines

2. Critical and Creative Thinkers
   - Uses appropriate strategies to solve problems and produce exemplary work
   - Critically evaluates and analyzes sources for credibility, reliability and usefulness
   - Uses effective thinking skills for real life situations in and out of school
   - Applies learning from all areas of the school’s curriculum to support success in higher level education, career and life

3. Engaged and Responsible Citizens
   - Demonstrates an understanding, respect and appreciation for cultural differences
   - Acts and responds in a responsible and supportive manner to local, regional and global needs and issues
   - Engages in “authentic” learning and applications within subject area/course study
   - Actively understands and respects uniqueness of others
   - Shows a curiosity and passion for lifelong learning

4. Effective Communicators
   - Demonstrates ability to effectively communicate in multiple ways:
     a. speaking/presenting
     b. writing
     c. artistic/visual expression
     d. kinesthetic/movement expression
     e. musical expression
     f. mathematical/logical expression
     g. interpersonal/social
     h. intrapersonal/reflective
     i. technological

SAS Focus on Learning

The SAS Focus on Learning consists of the SAS Vision, Vital Few, School Curriculum and Desired Student Learning Outcomes, Core Values, and Mission. The key components of this plan have been methodically developed from 2005-2008 among students, parents, faculty, staff, administrators and the board, and this plan serves as a concise and profound framework for ongoing school improvement. Since the components of this plan are relatively new, this plan serves as the foundation for present and future developments to enhance clarity and meaning for the Singapore American School to build purposeful collaboration among all stakeholders (i.e., students, parents, staff, faculty, administrators and board members) for a focus on learning.
CHAPTER III: PROGRESS REPORT

PROGRESS ON RECOMMENDATIONS

Strategic Plan: The “Vital Few”

In the spring of 2003, the SAS Strategic Plan was reviewed and revised to include a focus on three over-arching areas for present and future planning. Those areas are:

- Academic Rigor
- Professional Excellence
- Extraordinary Care for The Welfare of Each Child

The “Vital Few” have enabled the school to be clearer about its purpose and its focus. From professional development to marketing the advantages of an SAS education, the school’s strategic plan has been enhanced by creating more focus on desired directions for academic and extra-curricular programs.

SAS STRATEGIC DIRECTION: PROVIDE A CLEAR, SUCCINCT AND INTEGRATED VISION-DRIVEN MODEL THAT SERVES AS THE STRATEGIC FOCUS AT SAS FOR FACULTY, PARENTS AND STUDENTS.

Singapore American School’s Focus on Learning

Dr. Brent Mutsch joined the Singapore American School on August 6, 2007 as the school’s new superintendent. Since the SAS Mission Statement had not been formally reviewed for nine years and since the school had not established a Vision Statement, Dr. Mutsch convened a 36-member Vision/Mission Team, which consisted of diverse stakeholders, on November 28 and 29, 2007 to review the school’s overall Focus on Learning. Results of this review process:

1. SAS Identity was eliminated
2. Mission was revised
3. Vision was developed
4. Other parts of the Focus on Learning were reaffirmed
5. A visual framework was developed to represent the school’s Focus on Learning (Refer to Chapter 2, page 5)

Implementation and Monitoring of the School-wide Action Plan

The Administrative Leadership Team reviews action plans on an annual basis to discuss progress and to plan annual school-wide goals, so as to ensure effective implementation and monitoring of these goals. In addition to school-wide goals, the division principals further review specific division level initiatives and timelines with faculty for their feedback and involvement. Annual reports are developed based on progress and feedback within the school, divisions and departments.

- As noted in the WASC Mid-Term Review, the Singapore American School provides various tools for input, feedback, monitoring of progress and evaluation, and the administration feels that these tools are effective and efficient and does not want to be limited by a single strategy (i.e., Action Research) for its approach to reflection and sharing.

- SAS has replaced Action Research with a results-based approach that focuses on stakeholder input and research in conjunction with effective and reliable data sources/success indicators (both qualitative and quantitative).

- The administration feels that focusing initiatives in alignment with The “Vital Few” and using the established organizational structure of teams and departments are effective and efficient in providing conduits for input, feedback and the monitoring/evaluation of progress on initiatives. In addition to collaborative team involvement, grade level coordinators, subject area representatives and department chairs provide leadership and representation in the detailed workings, action plans, goals and sequencing of initiatives.

- The concept of professional learning communities has been supported in different ways within the four divisions, and this has yielded important and timely feedback on progress.

- The entire school community (i.e., faculty, parent organizations and student organizations) is organized efficiently into teams that generate problem-solving issues, create possible solutions for enhancements, coordinate possible solutions with other related teams and monitor the effectiveness of their actions.
SAS Strategic Plan for Critical Areas of Follow-Up

I. Administration and faculty should complete the development of the school’s standards based curriculum and create a wide variety of assessments that reliably measures student progress toward adopted benchmarks at all levels.

SAS STRATEGIC DIRECTION: ENSURE THAT THE CURRICULUM IS COMPREHENSIVELY REVIEWED IN RESPECT TO CURRENT “BEST PRACTICES” AND SCHOOL CONTEXT AND THAT THE WRITTEN CURRICULUM IS IN ALIGNMENT WITH CONSISTENT HIGH STANDARDS FOR THE TAUGHT AND ASSESSED CURRICULUM.

Progress in this area:

Based on interviews with faculty in 2002-2003, there was a stated disconnect between the written and taught curriculum. Therefore curriculum efforts since then have focused on the following:

1. Working with faculty to make a tight connection between the written curriculum and the taught curriculum.

2. Creating more focus within the overall curriculum on “what is most important” for students to know, understand and be able to do. According to Robert Marzano’s research on curriculum standards, a student would be involved in more than 16 years of education to just cover all of the curriculum standards that have been recommended by professional associations, and therefore it is the work of schools to be judicious as to “what is most important” to provide greater opportunities for depth and application in student learning.

3. Developing a comprehensive approach to the curriculum renewal process (i.e., Study Year, Development Year, Implementation Year), so that recommendations are pursued from a variety of important perspectives by stakeholders (i.e., faculty, parents, administrators, students).

The following is a summary of the curriculum work that has been in development at SAS for the past five years as a result of Study Year recommendations from curriculum cycle reviews:

**2002-2003 English/Language Arts/ESOL Study Year Recommendations**

1. Establish tighter curriculum alignment to recommendations of professional associations
2. Identify clearer and more explicit expectations for student learning
3. Create more focus within the curriculum to enhance opportunities for more depth and application
4. Increase articulation and coherence of the curriculum from grade level to grade level (fewer redundancies and overlaps)
5. Provide access to a greater diversity of student reading materials within classrooms to better address different learning levels and interests
6. Adopt a range of resources that provide meaningful support to best address the school curriculum
7. Provide ongoing professional development in literacy to enhance team/division/school agreements on “best practices”
8. Establish clear and reliable approaches to assessment to further enhance parent and student communication and understanding about student progress
9. Integrate Six-Trait writing, presentation skills, character education, information literacy and computer skills into appropriate student expectations within the curriculum
10. Create stronger alignment of ESOL expectations with the English/Language Arts curriculum
11. Create stronger procedural alignment of practices in ESOL across divisions

**2003-2004 Visual and Performing Arts Study Year Recommendations**

1. Vision and Direction
   a. Establish a school-wide philosophy for visual and performing arts
   b. Provide clear direction for arts opportunities and expectations with students and parents
   c. Incorporate “best practices” into curriculum development
   d. Establish clear and concise curriculum standards based on recommendations from professional arts associations

2. Communication
   a. Develop school community understanding for value of arts
   b. Provide ease of access for information on arts programs and events
   c. Identify how student progress in the arts will be demonstrated
3. New/Enhanced Programs
   a. Review courses within each of the arts disciplines to create a more comprehensive approach to each of the disciplines and to expand areas for student involvement and interest
   b. Expand arts experiences with professional artists in and out of the school

4. Expand arts opportunities through after-school programs within all divisions

2003-2004 Computers, Business, & Technology Study Year Recommendations

1. Classrooms
   a. Establish a coherent, articulated, and understood plan for student development in computers and technology
   b. Ensure an appropriately challenging computer/technology curriculum for all students
   c. Identify exemplary technology resources that meet student growth within various subject areas
   d. Integrate computer/technology expectations into the content standards for all curriculum adoptions
   e. Utilize computers/technology to facilitate classroom management and communication with parents regarding student issues, needs and progress
   f. Establish approaches to support just-in-time technological needs of students and faculty

2. Staff Support
   a. Establish clear standards regarding teacher use of computers/technology
   b. Develop a variety of professional development approaches to meet the diverse needs of staff
   c. Ensure that hiring criteria reflect computer/technology competence

3. Infrastructure
   a. Ensure that goals and directions are clearly articulated and supported
   b. Ensure that systems and staffing are in place to efficiently and effectively support all areas identified
   c. Ensure that funding and budget needs are prioritized and appropriate within the overall school budget

4. Monitoring and Evaluation
   a. Develop a clear monitoring and evaluation process
   b. Ensure that information is effectively utilized for making timely improvements – there may be on-cycle or off-cycle enhancements

2004-2005 Social Studies Study Year Recommendations

1. Establish preschool through high school philosophy
2. Explore how to provide more depth of skills and content
3. Explore how to make history a more active learning experience that draws connections with events and issues of today
4. Broaden approaches for assessing student learning
5. Review sequences of topics through grade levels to ensure important issues are addressed
6. Develop global awareness, appreciation and responsiveness
7. Identify and use exemplary classroom resources
8. Incorporate effective use of technology for social studies learning
9. Integrate reading, writing, presenting skills and character education in social studies
10. Expand ways for students to connect with others in the community, region and world
11. Expand use of instructional strategies to support student learning
12. Establish connections with other subject areas wherever appropriate

2004-2005 Modern Language Study Year Recommendations

1. Establish preschool through high school philosophy
2. More clearly articulate learning objectives and expected student performance indicators
3. Consider ways of grouping and re-grouping students in the classroom to provide enhanced learning opportunities
4. Explore further uses of technology for language learning
5. Look at issues of time and its impact on language learning and student expectations
6. Expand use of instructional strategies for language learning in fun and purposeful ways
7. Broaden approaches for assessing student learning
8. Ensure meaningful and interesting classroom resources are available
9. Explore ways to connect languages with real world opportunities
10. Increase use of target language in the classroom by teachers and students to heighten communicative competency
11. Deepen cultural appreciation within the language studied
12. Explore range of options for extended learning of languages inside and outside the classroom

**2005-2006 Mathematics Study Year Recommendations**

1. Develop a compelling and meaningful philosophy for mathematics education
2. Use the National Council for Teachers of Mathematics standards and other exemplary international curriculum in the development/revision of the mathematics curriculum
3. Continue to develop articulation of curriculum, course sequences and resources in preschool through grade 12
4. Review current delivery systems and support structures — during school and after school — for how they address the needs of diverse learners (i.e., high, medium, low) and investigate other/additional possibilities for improved student learning to ensure that all students are “appropriately challenged”
5. Develop tighter communication and support for parents about expectations for student learning and how parents can support math learning at home
6. Review the quality, variety and consistency of grade level/subject area assessments that are used to understand and communicate student growth and progress, as well as appropriate placement in courses or leveled groups
7. Identify the data and criteria that are needed to benchmark excellence in mathematics within divisions and as a school
8. Identify specific and purposeful professional development support in mathematics – curriculum/content, instruction (e.g., differentiated instruction), assessment, technology
9. Explore ways to increase student motivation, curiosity and enjoyment in mathematics through engaging and relevant tasks/projects

**2005-2006 Special Services Study Year Recommendations**

1. Develop a compelling and meaningful philosophy for Special Services
2. Clarify the distinction between Individual Student Plan (ISP) and Individual Education Plan (IEP) and the use and continuity of forms for better staff and parent understanding
3. Review assessments – review the instruments that we use, how we show progress, demographic data on school trends in conjunctions with potential school needs and grading policies/procedures for special needs children
4. Review of current and potential service delivery models and the level of support for these models
5. Develop and adopt a preschool through high school Special Services Procedures Staff Manual and Parent Guide
6. Professional development for more cohesive agreement on services and support – recommendations on presenters to be made by Special Services teachers

**2005-2006 Counseling Services Study Year Recommendations**

1. Review divisional services in alignment with divisional needs and explore any significant areas of need that could benefit from increased support
2. Review “best practices” in counseling for divisional enhancements
3. Develop enhanced articulation for continuity of care across divisions
4. Develop enhanced articulation for character education across divisions, involving students, faculty and parents
5. Consider the potential benefits and delivery models for career education across divisions
6. Develop enhanced articulation for workshop opportunities across divisions among students, faculty and parents
7. Continue to develop systematic communication and feedback among students, faculty and parents regarding counseling resources, services and support

**2005-2006 Library/Media Services Study Year Recommendations**

1. Develop a compelling and meaningful philosophy for preschool through high school libraries
2. Continue to develop systematic communication with parents, students and faculty regarding library resources, services and support
3. Review library policies, procedures and handbooks for preschool through high school alignment and consistent support of “best practices” (for maximum effective use of libraries)
4. Develop a preschool through high school information literacy curriculum to be integrated into the curriculum of all subject areas
5. Continue to develop just-in-time learning opportunities in the library that are connected to classroom learning to increase the purposeful connection between the library and the classroom
6. Continue to review and upgrade all library systems to best support faculty and student needs
7. Develop approaches with and for parents and faculty that encourage students to be “good readers”
8. Conduct an external review to validate effective practices and to note possible areas for further improvement
2006-2007 Science/Health Study Year Recommendations
1. Develop a preschool through high school philosophy/vision that provides focus, coherence and direction
2. Connect standards with learner outcomes and establish a more focused and cumulative scope and sequence for student learning
3. Increase clarity on distinctiveness of grade level topics and essential understandings and provide greater support for unit development; in middle school and high school, review courses, content of courses and sequences of courses
4. Work for more hands-on, authentic, “real life” learning that has balance within content and process and that connects/involve students with other science practitioners in the community, region and world
5. Continue to develop engaging, authentic, common assessments that support high standards of consistency across classrooms
6. Review ways that student progress can best be demonstrated and reported
7. Explore how to best coordinate, warehouse and support active learning approaches to science in classrooms and labs
8. Enhance parent communication related to student learning in science
9. Establish clear and consistent criteria/data to demonstrate program effectiveness
10. Continue to build professional networks for students and faculty
11. Explore extensions, after-school programs, competitions and other opportunities for highly motivated science students
12. Provide targeted professional development support for science
13. Look at sequence of health topics as it applies to science (and also look at sequence of health topics as it applies to PE and possibly counseling)
14. Review the budget schedule and procedures for equipment replacement

2006-2007 Physical Education/Health Study Year Recommendations
1. Develop a preschool through high school philosophy/vision that provides focus, coherence and direction
2. Review units/topics – may want to add important units/topics, remove units/topics and adjust amounts of time for units/topics
3. While division curriculum tends to be strong, ensure that a coherent preschool through high school scope and sequence is in place with no significant gaps or redundancies
4. Connect standards to learner outcomes
5. Look at sequence of health topics as it applies to PE (and also look at sequence of health topics as it applies to science and possibly counseling)
6. High level of interest in development of preschool through high school assessments to ensure better consistency of practice, better continuity and greater opportunity to show longitudinal student progress
7. Review criteria used for report cards
8. Establish clear and consistent criteria/data to demonstrate program effectiveness
9. Explore ways to increase communication, support and involvement of parents
10. Review resources and equipment that will be beneficial to student success
11. Provide targeted professional development support for PE and Health
12. Support for ongoing cross-divisional communication and articulation

• This curriculum cycle has been completed in all areas, except for science, health and physical education. Development within science, health and PE is occurring during the 2007-2008 and 2008-2009 school years, and curriculum and resources will begin implementation with the 2009-2010 school year. It should be noted, however, that a complete curriculum is in place for all three of these subject areas from the 2001-2002 adoption process and includes off-cycle enhancements and course additions since that adoption.

• All of the school’s curriculum has been aligned to standards and is publicly posted on the school’s website. In addition to the school curriculum, teachers have developed classroom units that are posted on Atlas or in division shared folders.

• The Singapore American School has a six-year curriculum cycle of continual review and renewal in all subject areas and service areas. This cycle ensures that all curriculum, service areas and classroom resources are continually upgraded and connected to “best practices.”

• Each subject or service area has three years of support in this curriculum cycle: Year one is the Study Year, where stakeholder feedback and “best practices” are reviewed; year two is the Development Year, where curriculum revision/renewal is finalized and new/additional classroom resources are identified; and year three
is the Implementation Year, where the new curriculum is operationalized within classrooms and new/additional classroom resources are available for students. Throughout the span of the cycle, continual enhancements are made within the curriculum and resources.

- **Study Year Processes for Curriculum Development (Year One):**
  - Acquire stakeholder feedback (i.e., faculty, parents and frequently students) on surveys
  - Collect further parent input at parent coffees in each of the divisions
  - Network with exemplary schools, associations and experts
  - Send representatives to national conferences on curriculum under review
  - Review “best practices”
  - Conduct external review
  - Grade level/department representatives process all information with teams for continuous input and feedback
  - Develop a revised draft of curriculum standards, learner outcomes and assessments
  - Identify potential vendors for exemplary classroom resources

- **Development Year Processes for Curriculum Development (Year Two):**
  - Identify possible new courses
  - Finalize revised curriculum
  - Make recommendations on classroom resources and budget to support new curriculum
  - Conduct administrator curriculum review, curriculum committee review, and School Board adoption of curriculum
  - Identify staff development needs to support new curriculum/services
  - Begin to develop/revise classroom curriculum units to align with new/revised school or course curriculum
  - Communicate changes to all stakeholders

- **Implementation Year Processes for Curriculum Development (Year Three):**
  - Offer staff development to support new learning needs of curriculum and resources
  - Utilize new/updated resources in classrooms
  - Refine classroom curriculum units
  - Monitor and adjust curriculum based on implementation

- The Singapore American School continues to honestly, openly and vigilantly look for ways to continuously improve. SAS uses U.S. curriculum and standards as its base, but it also looks to other places in the world that are noteworthy for their achievements. The school incorporates the best educational practices in the world that are contextually transferable to the Singapore American School. In this way SAS upholds its commitment to an “American education with an international perspective.”

- Current attention on the curriculum cycle involves identification of “what is most important” to de-emphasize coverage or unrealistic expectations and to emphasize higher levels of understanding, application and transfer.

- For the past six years, the faculty has been involved within the divisions in a review of meaningful, reliable and varied approaches to assessment of their subject and support areas.

- In 2004, Superintendent Bob Gross asked faculty to articulate expectations for continuing work in high quality common assessment, and support for common assessments within divisions has been continually reviewed and enhanced by division administrations in collaboration with faculty.

- Within grade level teams and within departments, common assessments are continuously reviewed for meaning and value.

- The primary and intermediate divisions are pursuing a three-year plan for literacy improvement, which involves a core set of assessments to guide instructional decisions and a variety of research-based instructional strategies in support of reading and writing.

- The primary and intermediate divisions are reviewing report card and reporting processes to enhance clarity and communication about student progress.
• Expanded use of assessments has taken place with the implementation of new curriculum in Modern Language, particularly Chinese Language, which also has high use for placement tests in several levels of Chinese language instruction.

• Rubrics used in Six-Traits writing and presentation skills have been school-wide areas of attention among faculty.

• A set of criteria and core assessments continue to be examined in relationship to the 2007-2008 math curriculum and resources implementation.

• Various assessment workshops and professional development opportunities have been offered for all staff, and these have been very well attended with much discussion and implementation of “best practices.” These opportunities, including an on-site master’s degree program offered by SUNY Buffalo, focused on the needs and initiatives of the school and have enabled teachers to study, discuss and review teaching and assessment strategies. The sessions have been well attended and have helped bring aligned attention to the school’s primary objectives (The “Vital Few”).

• All of the school's external testing data (ITBS, SAT, ACT, AP) indicate that students are achieving at optimum levels of their abilities.

• Rubicon’s Atlas software has been used to promote the development and sharing of classroom units with the goal of increasing teacher dialogue regarding instructional and assessment design. The High School used Atlas to document all Advanced Placement curriculums during the 2006/2007 school year as a part of the AP audit. This Rubicon Atlas software provides highly visual connections between standards, benchmarks and assessments on the instructional unit level and provides connections from the school curriculum to units taught in classrooms. Atlas and shared division folders are the means used by division administration and faculty in ongoing refinement of classroom units.

• In order to allow for greater communication and articulation among grade levels, departments and divisions, SAS has expanded the number of late-start days (days with abbreviated student contact time) in the school calendar.

• SAS has provided opportunities to engage in articulation (horizontal and vertical) during curriculum reviews and training sessions and through faculty sessions on transitions across divisions.

• School-wide articulations of rubrics have been developed to support Six-Traits writing and presentation skills.

• 6% of 15 faculty responding to a spring 2007 survey indicated that curriculum improvement/enhancements at SAS have met (3%) or exceeded (57%) their expectations.

Regularly schedule adequate time for examination of student work and teacher collaboration.

SAS STRATEGIC DIRECTION: CONTINUE TO BUILD ORGANIZATIONAL AND PROFESSIONAL CAPACITY FOR EFFECTIVE AND EFFICIENT TEACHER COLLABORATION.

Progress in this area:

• The school is organized into departments and/or teams that provide natural frameworks for communication and meetings among staff.

• Since the last WASC review, SAS has gone from no release time during the school year to a total of 8 late start days and 2 in-service days in 2007-2008, in addition to the already existing 5 in-service/orientation days at the beginning of the school year. The progressive increase in professional time has been in direct response to the vast majority of faculty members who requested additional time for common planning to increase consistent high standards across classrooms.

• Common planning time is developed within team schedules in divisions whenever possible.

• Based on need, release time is made available for teachers to complete projects and learn skills needed for effective implementation of new approaches. Examples of this included release time for high school teachers to complete course development for the AP Audit, as well as release days assigned to Primary Division and...
 Intermediate Division faculty during 2006-2007 to develop team/division agreements on best practices in literacy implementation.

• Shared units on Atlas and in division shared folders facilitates ease of communication and understanding for teaching and learning practices across classrooms and divisions.

• During the 2005-2006 school year, an ASCD consultant conducted an external review of division schedules, and overall refinements/improvements were made for 2006-2007. At the same time, however, the consultant indicated that SAS had already established a “gold standard” in providing schedules that support teacher planning and collaboration.

• Increased consistency and communication related to curriculum, instruction and assessment have emerged through curriculum adoptions, resource adoptions and school-wide initiatives (i.e., Six-Traits writing, presentation skills).

Primary School
The Primary School continues to emphasize and work toward common assessments in all areas of the curriculum. Presently all levels of kindergarten through grade 2 use the Developmental Reading Assessment to look at literacy development and progress of students. This work will be passed from grade level to grade level. Classroom teachers also use rubrics to gauge the writing progress of students through the Six Traits writing program. Writing prompts have been established at each grade level to provide opportunities to evaluate the development of individual writing skills. Student papers are rated by the grade level teams and then used effectively to evaluate students within the context of the whole group. A rubric is also used to assist students in becoming effective presenters and communicators.

Teachers work together to effectively map out their quarterly plans and meet regularly to establish benchmarks for literacy and math within each of their programs. Unit math tests, as well as mid and end of year tests are used to gauge the progress of students in math. Project work constitutes the major component for assessment in the areas of social studies and science, and teachers continue to work at forging common guidelines to provide alignment for what would demonstrate understanding and mastery of these bodies of study.

A science lab has effectively provided a springboard for science interests in the Primary School. Due to effective collaboration between grade level teachers and the science teacher, instruction within the regular classroom and then a lab experience reinforce these concepts.

The Chinese program has been strengthened through the development of strategically aligned programs between the Primary and Intermediate Schools. Teachers have developed effective units of instruction that provide reinforcement over a student’s tenure at the school, which ensures that they leave with an introduction to a minimal Chinese language competence. The school has also added a heritage speaker tract, which allows children with a Chinese language background to build upon their skills in a more challenged and formal language experience.

In the areas of library instruction and technology, students are provided multiple opportunities to interact with the latest literary works as well as the latest software programs and instructional practices. Technology coordinators and the librarian integrate their work closely with classroom teachers to ensure effective collaboration with the subject material being taught in the classroom setting. This leads to exciting and well-integrated classroom presentations.

In the areas of art, music and PE, students are exposed to a well-documented curriculum in all specialty areas. Students are challenged within these areas to grow and learn within each of these specialty areas. Students are exposed at the primary level to a wide variety of activities, mediums and examples of work in each area. This allows them to gain an appreciation for the expanse of opportunities available in each area and have experiences that stimulate their interest and excitement.

Increased staffing within the area of PS Special Services has enabled us to continue to provide ongoing support and assistance to those children who may be lacking in some individual area. Being able to provide them with small group or individual support greatly increases their chances of quickly assimilating into regular classroom activities. Some students need ongoing support for their literacy and math, and we are able to provide a level of support commensurate with the needs of the mild to moderate learning needs child. A review of delivery, assessment and communication procedures was completed in the 2006-2007 school year to provide enhanced focus, clarity and consistency.
Increased staffing in technology has enabled us to appropriately meet the ongoing needs of primary students in terms of beginning technology skills. This has also enabled the school to provide additional assistance to teachers in terms of integrating technology effectively throughout their curriculums and classroom lessons.

**Intermediate School**

The Intermediate School continues to emphasize and work toward common assessments in all areas of the curriculum. Presently grades K-5 use the Developmental Reading Assessment to look at student literacy development and progress. Grades K-5 also are currently piloting the use of Bonnie Campbell Hill’s continuums. This work will be passed from grade level to grade level and from division to division to ensure continuity and to serve as a springboard for cross-grade level and cross-divisional conversations. Classroom teachers are also using rubrics to gauge the writing progress of students through the Six Traits writing program. Writing prompts have been established at each grade level to provide opportunities to evaluate the development of individual writing skills. Anchor papers have been created by each grade level team to assist in the evaluation of student work within the context of the whole group.

Teachers work together to effectively map out their quarterly plans and meet regularly to establish benchmarks for literacy and math within each of their programs. Unit math tests, as well as mid and end of year tests, are used to gauge the progress of students within math. Math GATE and math support teachers are aligned with the mainstream classroom instruction and unit completion in order to provide appropriate support and articulation. Project work constitutes some components for assessment in the areas of social studies and science, and we continue to work at forging common guidelines to provide alignment for what would demonstrate understanding and mastery of these bodies of study.

A science lab has provided opportunities to encourage and support students in science. This is still an area that needs further discussion, collaboration and organization in order to make it as effective as possible.

The Chinese program has been strengthened through the development of strategically aligned programs between Primary and Intermediate. Teachers have developed effective units of instruction that provide reinforcement over a student’s tenure at the school, which ensures that they leave with an introduction to a minimal Chinese language competence. The school has also added a heritage speaker tract, which allows children with a Chinese language background the ability to build upon their skills in a more challenged and formal language experience.

In the areas of library instruction and technology, students are provided multiple opportunities to interact with the latest literary works as well as the latest software programs and instructional practices. Technology coordinators and the librarian integrate their work closely with the classroom teachers to ensure effective collaboration with the subject material being taught in the classroom setting. This leads to exciting and well-integrated classroom presentations.

In the areas of art, music and PE, students are exposed to a well-documented curriculum in all specialty areas. Students are challenged to grow and learn within each of these specialty areas. Students are exposed at the Intermediate level to a wide variety of activities, mediums and examples of work in each area, including grade 5 bands and choral programs. This allows them to gain an appreciation for the expanse of opportunities available in each area and have experiences that stimulate their interest and excitement.

The use of Atlas as a curriculum planning tool is still in process in the Intermediate School. Some teachers have successfully used Atlas to plan and coordinate assessments.

Increased staffing within the area of IS Special Services has enabled us to continue to provide ongoing support and assistance to those children who may be lacking in some individual area or who may need extension opportunities. Being able to provide students with small group or individual support greatly increases their chances of being able to achieve their potential. A review of delivery, assessment and communication procedures was completed in the 2006-2007 school year to provide enhanced focus, clarity and consistency.

Increased staffing in technology has enabled us to appropriately meet the ongoing needs of intermediate students in terms of building upon their technology skills. This has also enabled us to provide additional assistance to teachers in terms of integrating technology effectively throughout the curriculum and classroom lessons. Finally, with this increase in staffing, we are able to better assess and support the needs of the students.
Middle School
There are common assessments for middle school classes. In addition, there is a focus on providing differentiated options for students, which allows students to choose assessment types that they feel will best help them demonstrate their knowledge and skills. Shared rubrics and anchor papers/assignment examples are also used to generate common expectations and understanding between teachers and students.

Teachers meet to examine student work and develop exemplars of expected outcomes. In addition, teachers meet on a quarterly basis to discuss and map curriculum plans and assessment expectations to develop cross curricular bridges and natural connections. The focus is to take those maps and develop integrated units of study for each grade level during each quarter of the school year.

All writing assignments are graded using the Six Traits program. Teacher training has been focused on this area, and rubrics are shared and developed by teacher teams. While each of the traits is addressed, teachers select specific traits to focus on during assignments in order to develop depth of understanding over time.

Language programs have been aligned with IS and HS to create a consistent flow between divisions. Articulation of the course offerings from one grade level to the next has been stabilized so that students are challenged at appropriate levels as they continue to progress through the school. In addition, particular focus has been placed on recommending students for correct levels of study. Placement tests, years of study and classroom performance are used to determine how students are placed.

Special services are offered to students who are struggling to be successful. Each grade level has a counselor and a special services teacher. Assistance is offered as inclusion and/or pull out models during the day. There is also a homework club after school for students in need of assistance.

Technology exit outcomes are blended into core and elective classes. Integration is the focus, and a full time technology teacher supports teachers with inclusion in their classrooms. Each team (3 per grade level) has a “group room” with a classroom set of computers to ensure availability of technology. In addition, there is a classroom set of computers in the library and two dedicated computer labs for classroom use.

High School
Creation of Standards Based Curriculum through Subject Area Articulation

English:
• Grade 9 English teachers meet with grade 8 RLA teachers.
• Teachers who share common classes share ideas and plans that have been successful. For example, several teachers came up with a way to evaluate the summer reading, and they passed the plan on to the entire department.
• A HS English teacher meets with the grade 8 team to discuss the summer reading program initiative.
• AP language teachers often work together, and grades 9-11 teachers plan together. They use identical course outlines.

Math:
• The Math Department recently completed its K-12 curriculum review, which was led by a committee with representatives from each division. It met monthly and used the NCTM standards to guide teachers through scope and sequence. Particularly helpful was the subcommittee of HS and MS teachers, which helped design curriculum standards for Algebra 1 and Geometry.

Science:
• For mainstream science classes (Biology, Chemistry and maybe Physics), articulation between grade levels happens in consideration of prerequisite courses or when individual teachers initiate a discussion.
• Inter-division articulation happens primarily during the curriculum cycle and when grade 8 teachers make course recommendations for students entering grade 9.

Social Studies:
• Two years ago, the Social Studies department chair met with colleagues in other divisions to ensure vertical coordination of its curriculum. This was arranged through the curriculum office.
Modern Languages:
- There is preK-12 articulation for Chinese (new as of May 2007).
- There is articulation between MS & HS French and Spanish (as of May 2006).

Special Services:
- Articulation within grade levels is not applicable since guided learning is not differentiated by grade level.
- We meet with MS faculty (namely the grade 8 resource teacher and grade 8 counselor) in the third quarter to discuss MS recommendations for students who will be moving into the HS resource program.
- In the fourth quarter we meet with the grade 8 resource teacher to better understand the students we will be receiving in the fall.
- In the first quarter, the grade 8 resource teacher meets with grade 9 teachers to provide them with background information on the resource students who have transitioned to high school.
- Articulation between the other divisions only occurs as part of the review cycle. We collaborate on several committees (Philosophy, Assessment, IESP development and Procedure Manual/Parent Guide Development).
- All divisions had training on the IESP soft copy template and reviewed the manual and guide when they were completed.

Physical Education:
- A cross divisional PE council meets to discuss current trends, events, curriculum items and conferences.
- Every year a representative from each division attends the AAPHARD international conference. Their feedback provides interdivisional cohesiveness with respect to curricular issues.
- Fitness gram: This fitness test is in the process of being integrated cross divisionally as part of the collaborative process.
- Regular communication through e-mail, person to person meetings, collaboration on facilities.

Standards and Benchmarks Guiding Assessment and Student Achievement

English:
- By reviewing the benchmarks and standards on a regular basis, teachers then share common assessments that address the department’s goals
- By having a common grading day once a year and noting the weaknesses and strengths
- By using the Six Traits to evaluate writing – teaching students that they must move up one step on at least one of the traits every year
- By having common goals and course outlines
- By using turnitin.com to look for plagiarism
- By constantly having students self-assess their weaknesses and then teaching to those needs
- By addressing weaknesses in department meetings and developing strategies to address them
- By giving the ERB to all 9th and 11th graders
- By giving more in-class essays and focusing on different types of essays at each grade level.
- By teaching students to become critical thinkers when viewing media, reading text, etc.
- The HS English Department has created common course outlines for grades 9, 10 and 11. These course outlines include curricular and assessment expectations as well as required and recommended resources.
- The English Department has examined the issue of grade disparity and has articulated a consistent approach to the weighting of assessments, thus avoiding the issue of grade inflation.
- The new Summer Reading Program for grades 9 through 12 was designed with a common focus and agreement on assessment strategies.

Math:
- This is the department’s year to concentrate on assessment, so teachers are beginning to use course objectives in test analyses. For example, the Algebra 2/Trig teachers are giving common tests at the end of each quarter and connecting each question to an objective. We will then get together and determine what objectives were met and at what level.

Science:
- Examples include, yet are not limited to: backward by design approaches, common assessment of tests and exams that encourage unit development based on standards and benchmarks, collaborative groups that use standards and benchmarks as guides when developing instructional materials, course materials that are aligned with standards and benchmarks, etc.
Social Studies:
• We refer to department benchmarks when formulating teaching plans for each semester. This is especially true of the courses taught by more than one teacher. For example, at the first Western Civilization team meeting for the Fall Semester 2007, teachers were asked to bring essential questions for discussion and review. We used Curriculum Standards and Benchmarks as our guide. Decisions on teaching strategies, including differentiated instruction and decisions on assessments, including the final exam, were the result of this discussion.
• Social Studies programs (e.g. Western Civilization) have a common curriculum and common assessment.
• The issue of grade disparity in Social Studies resulting in grade inflation has been addressed by creating an agreed upon set of assessment strategies and articulating a set of agreements on the issue of rewrites and their value.

Modern Languages:
• The Modern Language curriculum is based on the U.S. national standards established by the American Council on the Teaching of Foreign Languages.
• Using the ACTFL standards as a point of departure, the HS curriculum was rewritten two years ago so that each level of language explores similar themes.
• Each level has different but very specific “performance indicators,” (comprehensibility, comprehension, language control and vocabulary use). In other words, throughout their HS modern language experience, students study the same or very similar themes at each level.
• A detailed description of what the average student is expected to be able to do in the language within that theme after a year in that course guides assessment and achievement.

Special Services:
• We share common grading checklists to ensure students are assessed in the same manner between the two teachers.

Physical Education:
• The PE department utilizes the NASPE standards for assessment in physical education.
• We follow a percentage system in assessment (50% participation, 25% skills, 25% theory). There is always a practical as well as cognitive aspect in assessment of each student.
• We follow an integrated approach to learning in all classes taught by more than one instructor. This is also carried through in terms of exams and motor movement patterns, which are sequential and progressive.

II. Administration and faculty should work collaboratively to plan and provide meaningful professional development that is aligned to the school’s mission and strategic objectives and directly linked to student learning.

SAS STRATEGIC DIRECTION: PROVIDE FOCUSED AND COLLABORATIVE PROFESSIONAL DEVELOPMENT THAT CLEARLY ADDRESSES PRIORITIZED SCHOOL AND DIVISION NEEDS THROUGH VARIED AND ALTERNATIVE APPROACHES (TO BEST SUPPORT DIFFERENT FACULTY LEARNING NEEDS AND INTERESTS).

Significant Growth in Professional Development Opportunities
• The professional development programs offered at SAS are determined according to the following categories:
  ➢ School Goals (established by the Administrative Leadership Team and Board of Directors)
  ➢ Curriculum Cycle (established by Curriculum Office in consultation with subject area representatives)
  ➢ Division/Department Goals and Initiatives (established by division administration and faculty)
  ➢ Off-Cycle School or Division Needs/Issues (established by the Administrative Leadership Team, Curriculum Office and/or divisions)
  ➢ Expressed Needs of Staff (established through a survey of faculty needs/interests and input throughout the year)
  ➢ On-Site Master’s Degree Program (established in partnership with Buffalo State College)

Progress in this area:
• During the last full visit, the prevalent forms of professional development included an individual allowance of funds for participating in external professional development programs, partial funding support for participation in EARCS and an occasional workshop at SAS.
• During 2003-2004, a group of teachers from all four divisions and the Director of Curriculum & Staff Development evaluated the status of professional development and made several recommendations for improvement. Important
recommendations included clarification of the categories for the school's strategic objectives, identification of alternative approaches to professional development, the recommendation to offer an on-site master's degree program, interest in serving as a professional learning hub in Southeast Asia for SAS and faculty at other schools, and pursuing ways to further enhance teacher collaboration (Professional Learning Communities) for professional learning.

- By the 2006-2007 school year, the 20-page Professional Development Handbook for staff identified the following alternative approaches for professional development:
  - Workshops on-site and off-site
  - Graduate courses on-site and off-site
  - Master’s degree program offered at SAS through Buffalo State College and also off-site through various institutions
  - Distance learning courses, workshops and programs
  - EARCOS Teacher Conference and regional EARCOS weekend workshops
  - Advanced Placement Institutes offered at SAS and various places in the world
  - On-the-job training and support
  - On-site modern language coach/consultant support for 75 days
  - During-the-school-day workshops for high priority areas where consistent high standards of performance are expectations
  - Curriculum development, particularly for faculty who serve as representatives during the Study Year, Development Year and Implementation Year phases of curriculum cycles
  - Classroom unit development on Atlas and shared folders
  - Professional networks (e.g., involvement with professional associations)
  - Conferences
  - Study groups (focus on development within a particular initiative or area of need)
  - School-wide and division book studies
  - Self-directed learning through reading, research, viewing of educational resources
  - Writing for educational publications
  - Classroom observations at SAS and site visits at other schools
  - Collaborative projects
  - Team/department and division meetings
  - Team examination of student work

- In addition to continuing with a modern language coach in 2007-2008, SAS has also provided a part-time PS math coach and a part-time IS math coach to support the implementation of the new math curriculum and effective use of the new math series. Also planned for 2007-2008 are a full-time PS literacy TOSA and a full-time IS literacy TOSA on two-year assignments to support the literacy initiatives of both divisions. SAS continues to believe that for areas of high and consistent skills development, job-embedded learning through coaches is the most effective and efficient approach for professional development.

- Another full-time coaching role for each division is an IT coordinator. IT coordinators are responsible for supporting effective use of technology integration in all classrooms.

- Professional development is approached as follows:
  - Staff are provided an allocation of money each year to pursue “individualized” approaches to professional development that are directly connected to the teaching of their subject areas/grade levels
  - Professional development needs are identified and linked to individual professional goals, division goals and/or school-wide initiatives

- Faculty is provided opportunities to identify and recommend professional development based on the curriculum cycle, school-wide initiatives and division goals

- Faculty demonstrates a high level of interest in and commitment to professional learning at SAS through active participation during the school day, after school and on weekends. Average voluntary participation is typically 25-30 faculty members in a workshop. Faculty frequently cite in surveys and evaluations that professional development at SAS is a distinct attribute of ongoing professional support.
• Faculty and administration at SAS recognize that there is enormous expertise and talent at SAS, and there has been effort to promote Professional Learning Communities as a way to harvest and advance internal learning at SAS. As the world’s largest international American school, SAS also is aware that support for faculty conversations and agreements is essential in establishing high consistent standards of performance across grade levels and courses.

• Because of the administration’s belief that the quality of faculty at SAS is very high, the school shifted from a teacher evaluation instrument that was designed more as a judgment of competence and potential termination to a teacher evaluation instrument that encourages collegiality and professional growth through results-based projects that impact student learning.

• To facilitate faculty conversations, SAS has worked diligently in establishing faculty work schedules that provide the best possible blocks of common planning time. An independent external consultant conducted an audit of school schedules during the 2005-2006 school year and commented that SAS had established a “gold standard” in its design of schedules to support student and faculty learning.

• For 2007-2008, each division has been provided funds to identify a presenter or presenters who will engage division faculty in a conversation as to the kind of school they want to create for the 21st century. This funding support is in alignment with the WASC School Improvement process and is intended to stimulate division thinking about new possibilities that can be carried over into the school’s six-year Strategic Plan.

• Faculty feedback on professional development programs frequently provides direction for future programs.

• Curriculum Committee and Administrator Leadership Team meetings continue to examine ways to best support professional development throughout the school.

• Curriculum cycles include identification of professional development programs/presenters (by faculty representatives involved in curriculum development) to best support implementation. Representatives also participate in regional and international conferences to identify current “best practices.”

• The administration meets prior to the beginning of the year and throughout the year to identify areas for professional development support. Faculty offers input and feedback through divisional offices and curricular adoption teams. Ad hoc committees are established on an as needed basis to gather information and collect feedback.

• SAS is continuing to build teacher leadership for learning and performance through the support of department chairs and grade level representatives and also through new roles, such as literacy coaches in the primary and intermediate divisions.

• Because of teacher interest and because of the need (based on school size) for a broader distributive model of leadership, SAS is currently exploring different types of leadership programs to support faculty in leadership roles.

• The high school has established a division focus in two professional development areas: Assessment, Engaged Student Learning through Use of Technology

• 95% of 195 faculty responding to a spring 2007 survey indicated that professional development at SAS has met (20%) or exceeded (75%) their expectations.

**Primary School**

Primary teachers have established common Professional Learning Community meetings, where each grade level or specialist area comes together once a week after school to have professional learning discussions. These typically are centered directly on curriculum issues and also involve the reading and discussion of professional readings or books. This common professional meeting time also provides opportunities for cross grade level discussion of common issues that arise between grade levels. Some examples include literacy initiatives across grade levels and the passing of specific examples of work from one grade level to the next. These professional discussions have led to well-forged and documented agreements among the teachers in all areas of the curriculum.

Primary teachers have forged common agreement in terms of math adoption, which will be Everyday Mathematics. They have forged agreement in the area of literacy in terms of using the Developmental Reading Assessment and how they approach the teaching of literacy within their classrooms.
Intermediate School

Intermediate teachers have established common Professional Learning Community meetings, where each grade level or specialist area comes together at least once a week to have professional learning discussions. These typically are centered directly on curriculum issues and also involve the reading and discussion of professional readings or books. Within the division, there are subject area committees as well as special interest committees, such as the GATE Committee, Report Card Committee, Word Study Essentials Committee, Support Services Team, Literacy Coordinators team, and Grade Level Coordinators team. These committees consist of representatives from each grade level and provide the opportunity for cross grade level and/or department meetings to discuss common issues that may come up between grade levels and departments. Some examples include literacy initiatives across the grade levels, the passing of specific examples of work from one grade level to the next and the philosophy, content and structure of the report card. These professional discussions have led to well-forged and documented agreements.

Cross-divisional discussions have also increased over the past few years. During the curriculum cycle, a curriculum committee, which consists of representatives from all divisions, meets regularly to discuss strengths and areas of need. Also all teaching members are given opportunities to share concerns, compliments and opinions. As a part of the curriculum cycle and when appropriate, grades K-5 have taken on the practice of adopting the same text or resources in order to ensure continuity and ongoing conversations. In 2006/07, each K-5 grade level has a literacy coordinator who represents grade level interests and concerns at the cross-divisional meetings.

The IS technology staff provides multiple opportunities for in-service on a variety of skills throughout the year. During the orientation weeks before school begins, new teachers are in-serviced on the current SAS programs and applications. Returning teachers are in-serviced on the latest upgrades and changes. In-services are provided to grade level teams and departments when possible, including before and after school and faculty meetings as well as during planning periods. The technology coordinators also offer individual sign-up times for staff to be assisted as needed on a particular skill or project.

Middle School

The support for professional excellence comes in several forms in the Middle School. Every middle school teacher is a member of a Professional Learning Community group. These groups meet regularly to complete a collaborative project that is identified and designed in collaboration with the administration. Minutes are submitted regularly, and the project concludes with a final reflection and report by each staff member.

In 2006/07, each grade level began the year with a retreat that focused on teaming and what policies and procedures each team should follow. The benefits of teaming to both students and teachers were studied also. An NMSA DVD presenter, Kathy Hunt-Ullock, shared new ideas and seeded discussion about the topics.

In April 2007, Kathy Hunt-Ullock met with each grade level to continue the focus on teaming and what good teams do. In addition to team meetings, she met with counselors to discuss the advisory program and gave three workshops for faculty.

In August of 2007, International Consultant Debbie Welch came to SAS and worked with middle school teachers. Her focus was on effective collaborative practices and effective meetings. This dovetails with professional learning communities and collaborative projects as well as with the school’s focus on teaming and continued improvement in this area.

Regular technology training sessions as well as just-in-time sessions are held to support staff with integrating technology into their classrooms and using required software. Assistance is available in both group and individual settings.

High School

- Collaborative teams have been created to promote professional growth within individual learning communities. All teachers are part of at least one collaborative group.
- The focus for the collaborative groups is to support student learning and provide academic rigor. These groups focus on curricular enhancement, alternative assessment and the use of technology to promote learning.
- Common assessment is expected in all subject areas where more than one section of a specific course is taught. The expectation is for at least 50% of the assessment to be “common.” These collaborative approaches to common assessment are ongoing within all departments.
- The wireless initiative focuses on engaged learning: wireless technologies. This initiative has a very large in-service component, which will require the faculty to examine their instructional and assessment strategies. There is an anticipated move to a far greater emphasis on higher level thinking as we move into the increased use of electronic resources in day to day teaching.
• Late start days have been designated as times where collaborative groups will meet to work on identified professional growth projects.
• Faculty in-service days include time for collaborative project work, department time and a component that promotes “teachers learning from teachers.”
• A portion of every faculty meeting is dedicated to faculty members presenting creative or innovative ideas that promote quality instruction and assessment.
• The English Department meets annually for a common grading day where grading rubrics and assessment strategies are reviewed and examined.
• The HS continues to try to provide common prep time for groups of teachers who are teaching similar courses.
• The HS Professional Development Committee is involved in the organization of professional development activities for HS faculty.
• The High School Professional Development Committee has created a three-year strategic plan, which focuses on:
  ➢ Differentiated Instruction
  ➢ Assessment
  ➢ Engaged Learning through use of wireless technology
• Each department in the high school is responsible for an annual professional growth focus, ensuring that over a three-year period each of the identified areas in the strategic plan will be touched on.
• The Professional Development Committee plans faculty in-service days and late start days to ensure that there is time for collaborative groups to work together.
• A “Teachers Teaching Teachers” afternoon is planned for November 9, 2007 in-service day. The committee has pulled together all of the innovative instructional work being done by the faculty and created a program.

III. As SAS continues to develop its electronic means of communication, the school should monitor the impact of such communication on the school’s ability to ensure personalized attention to students and parents, a value that is clearly expressed in the SAS community.

SAS STRATEGIC DIRECTION: ESTABLISH A DEPENDABLE AND MANAGEABLE SYSTEM THAT PROVIDES IMPORTANT AND TIMELY TWO-WAY COMMUNICATION AND THAT FURTHER FACILITATES QUALITY INTERACTION AMONG FACULTY, PARENTS AND STUDENTS IN PURSUIT OF “EXTRAORDINARY CARE FOR THE WELFARE OF EACH CHILD.”

Progress in this area:

• In 2001/2002, SAS had fragmented databases that did not provide centralized information for distribution. In 2002/2003, SAS implemented Blackbaud, which consolidated all student information databases, allowing for streamlined communication in school-wide distributions through the director of communications, where the school previously had fragmented and duplicated communication.
• The school has enhanced communication through hiring a director of communications to facilitate communication between home and school, including improving the quality and timeliness of communication. The annual school climate survey to parents shows communication as one of the highest approval ratings.
• The school has employed a webmaster to support the director of communications through ensuring the SAS website is current, user friendly, and has the information families need in a timely manner. SAS has also implemented an online directory for parents to look up contact information of other families, in addition to the annual hard copy parent directory that was already in place.
• The school has purchased Blackbaud, Blackboard and PowerSchool software to provide enhanced communication of student information between the home and school. In addition, Blackboard is used for online learning in the middle and high schools. This software would be used to continue instruction of the students if the school was forced to close in an emergency.
• Communication between parents and teachers is routine through weekly newsletters, personal notes and e-mail from the teachers, faculty web pages with class information and student pictures and periodic telephone calls.
• Board members also view their roles as liaisons between the school and the home and help to facilitate two-way communication.
• Board and board committee agendas are posted on the website to enhance communication with parents on governance issues and discussions about the school.

• Middle and high school students and their parents are able to access grades from home through PowerSchool.

• The Primary and Intermediate Schools schedule parent teacher conferences as well as student conferences during the year.

• Administration and the School Board continue to have conversations about how to be more personal in communications and also how to create more of a “small school feel” (i.e., personal) in a large school environment.

• There continues to be valuable communication between parents and teachers through various venues, and the faculty is committed to communication that is responsive and immediate.

• The HS division has seen an increased “personal touch” with students through additional counselors, which has allowed the counseling staff to meet the personal and academic needs of students in grades 9 and 10 and the intensive counseling needs of juniors and seniors.

• Staff members provide numerous opportunities before school, during school, during lunch and after school for individual student contact and understanding of needs and issues.

• The quality and process of delivering electronic communication has improved dramatically with the refocusing of the director of communication’s responsibilities and the establishment of protocols designed to stream formally fragmented communication through the divisional offices. The website and newsletters have been formatted in an open and welcoming style. Attention is given to identify communication from each division by the use of color.

• Classroom web pages continue to be updated and made more consistent.

• The SAS website has been revamped to provide a more user-friendly and organized site for information and contacts.

• Electronic surveys continue to provide community-wide input on needs and interests.

• Teachers provide e-mail updates on student progress and also provide opportunities for parent visits and interaction at school.

• SAS has increased staffing in several areas to ensure a more responsive and personal touch within the school.

Primary School
Primary School teachers routinely communicate with parents in multiple ways. They all provide some type of newsletter to parents to keep them informed on classroom happenings. They all use e-mail to interact and communicate professionally with parent groups. All primary teachers have a web page, where they post information about their classes, and many times these include samples of student work as well photos from the many events happening within the classroom. All primary teachers are required to make an initial telephone call to parents at the beginning of school to welcome them and then later to follow up on how the child is settling into the school year. They also routinely pick up the telephone for multiple other conversations with parents.

At the primary level two formal conference opportunities are available for parents. At a goal setting conference in October, teachers meet with parents and list some of the strengths and goals they have for each child. In March they meet to follow up on these goals and the progress of each child at this point in the school year. The Primary School also has student led conferences in May, where children conduct self-evaluations of their progress and work throughout the year and then lead the conference for their parents. Finally there are two formal reporting periods, where a report card documents a child’s formal progress, in December and again at the end of school in May. Teachers make every attempt to provide open environments, where parents may contact them at any time, and send personal notes home many times throughout the school year.
In regards to administrative communications, the PS principal has a website, where parents can go for updates and information pertaining to the school. Routine coffees are held on a monthly basis to provide ongoing information about the primary program and any new initiatives that are being considered or implemented. Telephone calls are made to parents to welcome them at the beginning of the year to ensure that their transition within the school is going smoothly.

Teachers are encouraged to send children to the principals’ offices for doing good work or exhibiting good behavior. Parents are called to let them know, and this encourages a warm and inviting atmosphere between the school and home.

Counselors and principals within the primary division routinely host parent workshops in the areas of student discipline and respect to help parents understand techniques for dealing with particular aspects of their child’s behavior. Counselors provide group orientations for all new students and their parents each year to ensure they have a warm welcome into the school community. An open house is held on the Saturday prior to the start of school to welcome all families, new and returning. Also within the Primary School there are two days of individual teacher/student/parent orientations, where the parents bring their child in for a one on one meeting with the teacher prior to the start of school. We feel this lessens the anxiety for both children and parents as they have met the teacher and know where they are going the first day of school.

Primary principals, teachers and classroom aides are routinely posted outside the school each morning to welcome students and are there again when school dismisses. This builds familiarity between staff and students, and students feel confidence in recognizing individuals and receiving a warm, friendly smile each morning and each afternoon. This also allows children who are having a problem or issue to be identified immediately and given assistance. It also helps enable children to feel comfortable about asking for help if needed because of the relationships that are built through this practice each day.

All attempts are made by the primary principals and the primary staff to look after the welfare of each child and to keep parents well informed through ongoing letters and information about the happenings within the Primary School.

Increased staffing in the area of counseling has enabled the primary division to be responsive to the needs of students and parents. While the student population has dramatically increased, we have continued to add support in this area to provide the individual touch that is required to ensure we make the school a warm and inviting atmosphere for students and their parents.

Intermediate School
Intermediate teachers routinely communicate with parents in multiple ways. All teachers are required to contact parents within the first two weeks of school to welcome them and open lines of communication. SAS hosts an open house before the first day of school to serve as a very casual meet and greet session. This is followed up by a Back to School Night, which is held within the first two weeks of the school year.

Teachers make every attempt to provide open environments, where parents may contact them at any time. The teachers provide some type of newsletter to parents to keep them informed on the classroom happenings. They all use e-mail to interact and communicate professionally with parent groups. All Intermediate School teachers use homework diaries as home-school connection tools and routinely telephone and send personal notes to parents for a more personalized touch. Each IS grade level hosts grade level assemblies. Parents are cordially invited to attend these as well as smaller presentations within the classrooms. All teachers have a web page, where they post information about their classes, and many times these include samples of student work as well photos from the many events happening within the classroom.

At the IS level, formal and informal forms of communication convey student progress. We have two formal conference opportunities for parents. We have a goal setting conference in October, where teachers meet with parents and list some of the strengths and goals they have for each child. We meet again in March to follow up on these goals and the progress of each child at this point in the school year. At student led conferences in May children conduct self-evaluations of their progress and work throughout the year and then lead the conferences for their parents. Finally there are two formal reporting periods, where report cards are sent home, documenting a child’s formal progress in December and again at the end of school in May. Informally, parents and teachers are encouraged to call non-school-wide conferences as needed to discuss strengths and areas of focus. Teachers send mid-quarter progress reports to parents, as needed, to share student progress. This can be done via a formalized progress report or informally through student work portfolios, work packets or telephone calls.
In regard to administrative communications, the Intermediate School hosts a principals’ page, where parents can routinely go for updates and information pertaining to the Intermediate School. Parent coffees are held on a monthly basis for parents of students in grades three through five to provide ongoing information about the IS program and any new initiatives that are being considered or implemented. In addition, the Intermediate School hosts two grade level coffees to address grade specific concerns, developments and transitions to the next grade level. In May, a grade 2 to grade 3 transition coffee is hosted for all grade 2 parents. Supplementary coffees are hosted periodically throughout the year to address concerns, needs or interests of parents (e.g., Mycoplasma).

Teachers are encouraged to send children to the principals’ offices for doing good work or exhibiting good behavior. Students are given a free-dress pass, which they can share with parents.

Counselors and principals within the intermediate division routinely host parent workshops (e.g., “Fostering Responsibility and Independence in our Children,” “Getting Past the Grunts” and “Families on the Move”) to help parents understand techniques for dealing with particular aspects of their child’s behavior. Counselors provide group orientations for all new students and their parents each year to ensure they are warmly welcomed into the school community. An open house is held on the Saturday prior to the start of school to welcome all families, new and returning. We feel this lessens the anxiety for both children and parents as they have met the teacher and know where they are going the first day of school.

Intermediate principals, teachers and classroom aides are routinely posted outside the school each morning to welcome students and are there again when school dismisses. This builds familiarity between staff and students, and students feel confidence in recognizing individuals and receiving a warm, friendly smile each morning and each afternoon. This also allows children who are having a problem or issue to be identified immediately and given assistance. It also enables children to feel comfortable in asking for help if needed as they are comfortable with the relationships that are built through this daily practice.

All attempts are made by the IS principals and staff to look after the welfare of each child and to keep parents well informed through ongoing letters, telephone calls, informal and formal meetings, parent coffees and informal chats. The principals attempt to be present at evening performances to not only show support for curricular programs and the students but be available to parents who are not able to make it to school during the day.

Increased staffing in the area of counseling has continued to enable the intermediate division to be responsive to the needs of students and parents. While the student population has dramatically increased, we have continued to add support in this area to provide the individual touch that is required to ensure we make the school a warm and inviting atmosphere for students and their parents.

Increased staffing in the Chinese Department has enabled us to offer a sequenced program, which provides four levels of Chinese. The availability of the various levels helps us to meet the abilities and backgrounds of the student population and to bring all children to the next level in their acquisition of Chinese.

**Middle School**

Extraordinary care for students in the Middle School comes in numerous ways. The year starts off with three separate student/parent orientation sessions for new families. On the morning of the school-wide open house, counselors and the returning Peer Council host an orientation morning for all new families.

Homebase (advisory) teachers call the parents of the students in their classes and personally invite them to the Back to School Night. Typically we have over 90% attendance at this event. The principals do an opening address and then parents meet each of their children’s teachers. Teachers share information about their backgrounds as well as ways to communicate with them if there are ever questions. Homework policies and other expectations are shared at this time also.

All homework assignments are posted online on Blackboard. Parents and students can check homework assignments, tests, quizzes and other major due dates. All grades are also posted online using PowerGrade. Individual assignment grades as well as cumulative grades can be seen by parents. Also, teachers are able to write comments about specific assignments that were not completed on time or not done appropriately.
Every day, we have a 20-minute home base class that meets at 8:00 am. The home base class size is between 12 and 14 students, and the focus is to build relationships and to provide students with a safe place and an adult for them to get to know for support reasons. During this time, students watch a weekly morning show, do team building activities and complete character education activities. Students may approach their home base teachers to discuss concerns that they have. Also, home base teachers may refer students to grade level counselors for more intensive intervention.

Parents are kept informed by regular e-mail. The daily bulletin is posted on the MS web page, and the school calendar is accessible there also. In addition, the administration hosts monthly coffees for parents in order to present relevant and age specific material and to answer questions from parents about current goings on.

Parent-teacher conferences are twice a year. The final conference of the school year is student led and driven and encapsulates the year’s work for the parents. Report cards are given out at the end of each quarter. At mid-quarter, progress reports are sent to the parents of students who are struggling or experiencing challenges. Parent-teacher conferences are welcomed at any time of the year as requested by parents.

Students who display special acts of good citizenship may be nominated by teachers to receive a “Tiger Award.” These awards are handed out in home base in the form of a certificate that students take home and share with their parents.

Also, we have several speakers throughout the course of the year. The Freedom from Chemical Dependency group speaks with students about making good choices in the face of peer pressure. The Department of Homeland Security holds an assembly about internet safety and Singapore laws. Other speakers may be brought in to address the students as well. For example, during the 06/07 school year, Mahatma Ghandi’s great grandson, Tushar Ghandi, spoke to each grade level about acceptance and integrity.

High School
The high school teachers rely heavily on electronic means of communicating with students and their parents outside of the classroom. Blackboard is the vehicle that carries most of the burden for electronic communication. Blackboard is used daily by teachers for the following:

- Provide overview of course (syllabus and expectations)
- Post assignments and timelines for completion
- Post grading rubrics and assessment information
- Provide websites and links to electronic resources for students to access information that augments class lectures, discussions and text material
- Complete electronic surveys to receive student/parent input on specific issues
- Reinforce announcements and/or emphasize certain material covered in class
- Provide information to students who are absent or missed class
- Refer students/parents to the HS website for information on upcoming events

In addition to posting information regularly on Blackboard, teachers converse heavily with students and parents via e-mail and telephone. E-mail addresses, hand phone numbers and land line numbers are all stored in PowerSchool. It’s quite common for students to check their hand phones for messages after each class. Should a teacher need to see an individual student before the next scheduled class, he/she will e-mail or call to ask the student to come in and meet.

Other means by which the high school attempts to provide “extraordinary care for the welfare of each child” include:

- Several teachers provide information through parent newsletters in addition to what is posted on Blackboard.
- Digital photos are posted and updated regularly. These range from students participating in classroom curricular activities to Interim Semester and extra-curricular events.
- One of the administrators has been designated the “point person” to interface with the Communications Department, ensuring current and upcoming activities/events are covered.
- High school administration and office personnel telephone parents daily to check on the health of ill students.
- Parents are called when their children find objects of value (wallets, hand phones, IPods, cash, etc.) and turn them into the office. These students are also recognized in the Daily Bulletin.
- Announcements are delivered by students and broadcast over closed-circuit TV at least three mornings each week, informing all students of what is happening within the high school division.
- A pilot project was developed to provide a student with an opportunity to pursue her Olympic dreams in Germany, while completing the SAS course curriculum. Blackboard was used as the distance learning vehicle.
- Through the use of Blackboard, the high school was able to support a student who, due to a motor vehicle accident, was one month late getting back to school.
• All clubs and teams in the high school use Blackboard as a primary communication device with players, club members and parents.
• An electronic grade book (PowerSchool) has been adopted by the school as a way of sharing vital information about grades and student progress, while at the same time providing transparency.
• SAS now has regular communication with all of the members of the parent community using as a vehicle the bulletin board titled “What’s Happening.” This electronic communication helps keep the community up to date on what’s happening in and around the school.
• The annual Back-To-School Night opens the school to the community at large, enabling us to present courses, assessment strategies and course expectations.
• The pre-Interim Semester parents’ evening encourages the community to come to the school to be briefed on the Interim Semester program and all of its intricacies, as well as presenting the new programs being offered for the year.
• The pre- and post-Interim Semester parents’ meetings provide the parent community with the opportunity to meet the trip sponsors and receive the details on the program and then after the trip join the sponsor and the students in celebrating the adventure.

Director of Development
During the 2004/2005 school year, SAS created a development office to begin the process of developing an endowment and annual fund and to make connections with alumni. A director of development was hired to be responsible for development (fundraising) and alumni relations. An alumni website and database were set up. This position also took on the responsibility for the 50th-anniversary celebration that took place during the 2005-2006 school year. This provided an opportunity to engage the alumni with the events at SAS during the anniversary year.

During the 2005/2006 school year, SAS’ 50th anniversary year, the development office continued the process of developing an endowment fund and an annual fund and making connections with alumni.

The SAS Education Foundation was established in the 2005/2006 school year, SAS’ 50th anniversary year, and an annual fund campaign was launched. This process, for the first time, formally engaged the community in an active and ongoing campaign designed to increase financial support for the school. S$450,000 was raised during this initial year of fundraising. The alumni publication, SAS Journeys, was published for the first time. The director of development successfully managed a year-long celebration of the SAS 50th anniversary and hosted a well-attended alumni reunion in the spring of the year.

During the 2006/2007 school year, the director of development position was combined with the director of communications position. The work of the development office continued with additional initiatives during the 2006/2007 school year. Fundraising efforts were again successful, with over S$500,000 raised. The Star Appeal Dinner was hosted for the second consecutive year, making a substantial contribution to the SAS Education Foundation. SAS Journeys was published again in June 2007 and December 2007.

Due to the initial contacts made during the annual fund campaign and Star Appeal Dinner, an additional S$4,000,000 was raised to underwrite the construction of a performing arts center and the Memory Garden.

During the 2007/2008 school year, an associate director of alumni relations was hired to provide additional focus to the alumni relations initiatives. E-mail newsletters and a more dynamic website are supported by this individual.

Director of Communications
Although this position was already in place, it became the expanded responsibility of the director to oversee efforts designed to improve the frequency and quality of both internal and external communications. The annual school climate survey distributed to parents reflects school communication as one of the areas with the highest ranking.

A weekly parent e-mail newsletter and monthly magazine are sent to all SAS families from the Communications office. During the 2005/2006 school year, the school website was completely redesigned and all content updated.

Additional services have been launched during the 2005/2006 and 2006/2007 school years, some examples of which include an online parent/student directory, an emergency website, online enrollment for admissions and online re-registration and fees payment. E-mail communication with parents and students has been expanded to provide support for all divisions. Also during the 2006/2007 school year a new school video was produced for use by the Admissions office and in the recruiting of new teachers.
With the support of the associate director of alumni relations, communication with alumni has been enhanced with a more dynamic website and regular direct communication with alumni by mail and e-mail. The alumni publication SAS Journeys will be published twice a year (rather than annually) beginning with the 2007/2008 school year.

IV. The faculty and administration should develop and implement clear expectations for the integration and assessment of technology benchmarks.

SAS STRATEGIC DIRECTION: CONTINUE TO DEVELOP, IMPLEMENT, AND EVALUATE CLEAR EXPECTATIONS FOR USE OF TECHNOLOGY AMONG STUDENTS AND FACULTY.

Progress in this area:

- SAS continues to offer in-service training for all staff on the use of technology in the classroom. Care has been taken to schedule these sessions at times convenient to the participants and to encourage as much active participation as possible. SAS has surveyed faculty, parents and students regarding technology needs and has based the technology in-services on the feedback from these surveys.

- The tech coordinators within the divisions provide in-classroom support to teachers. An important goal of this one-on-one support is to increase the tech acumen of the classroom teachers. It is expected that teachers utilize technology as a tool in instructional delivery and assist students in developing the skills to use technology as a support for learning.

- Computers and technology have been identified as school-wide areas of focus for the past several years. Although work in this area has addressed organizational issues and resource allocation, it is primarily intended to advance the notion of integration of technology as a teaching and learning tool. It is expected that additional professional development needs and initiatives in the area of technology will be identified and put in place as a result of this study.

- To provide better depth of implementation within each of the subject areas in the Curriculum Renewal Cycle, SAS moved from a five-year cycle to a six-year cycle with the start of the 2007-2008 school year. As part of this renewal process, which includes selecting new textbooks and reviewing assessments, a thoughtful review of the utilization of technology as a tool for supporting teaching and learning is embedded in each curricular area of study.

- Subject area teachers and technology coordinators continue to review the use of specialized software and technology for use within subject areas, and purchases have increased the technology available within classrooms.

- Computers, Business, and Technology completed a comprehensive curriculum for all grade levels and courses (including selection of materials) during the 2005-2006 year and began implementation in 2006/2007.

- The integration of technology into all curriculum adoptions is now an expectation at SAS with the integration of technology monitored and supported by division administration and technology coordinators.

- A comprehensive technology plan, which includes strategies for integration and clear expectations for faculty, is used by divisions for developing progress within expected areas of proficiency.

- Technology exit outcomes were adopted by each division for students, including places in the curriculum where the technology curriculum and exit outcomes are expected to occur.

- Technology staff development continues to be offered in a variety of formats within each of the divisions to enhance faculty implementation for integrating technology.

- Technology has been integrated into classroom units based on the school's curriculum.

- Purchase of additional technology equipment (e.g., LCD Projectors, Promethean Boards) has increased teacher use of technology for teaching and learning.

- In the primary division, classroom teachers attend sessions taught to students by the computer coordinator. These sessions directly relate to expected learning and assignments in the classrooms, and the teachers subsequently
follow up on them in the classroom. To further support integration of technology in the classroom, there are now four student computers in each regular classroom.

- Intermediate division teachers are required to integrate technology within their quarterly plans.
- Atomic Learning is a self-directed resource that provides support to teachers on how to use different types of technology, and this resource is available to all teachers.

**Primary School**

With the adoption of the Everyday Mathematics program, SAS looked at ensuring the text provider could provide access to the web technology to support teachers, students and parents with accompanying games and reinforcement activities.

Project based assessments constitute the main basis for ensuring students have the commensurate technology skills that need to be introduced within the primary division.

With the addition of a PS technology instructor, we have been able to provide more opportunities for staff tech instruction and support. Technology instructors offer multiple opportunities for in-service on a variety of skills throughout the beginning part of the school year. These are offered as needed before and after school as well as during grade level planning times. The tech coordinators also offer individual sign-up times for staff to come at convenient times to be assisted as needed on a particular skill or project.

Primary teachers are required to attend the technology lessons with their students. This ultimately ensures that any instruction being offered to the students is understood by the classroom teacher. Thus there is a pretty high level of support for the integration of appropriate skills within the Primary Division faculty.

**Intermediate School**

With the adoption of the Everyday Mathematics program, technology will be enhanced for students through the use of game and reinforcement activities.

A comprehensive technology plan has been shared with the Intermediate School teachers. Along with the other technology coordinators, the IS coordinator is in the process of revisiting the IS section. Revisions will include a slightly revised set of expectations for faculty, which will reflect the learning outcomes that are necessary.

Project based assessments constitute the main basis for ensuring students have the commensurate skills that need to be introduced in the Intermediate Division. At this time, students arriving in the division are so well-prepared that we need to revise the technology outcomes to better stretch the students. The current outcomes are based on ISTE standards. ISTE is revising its standards. We have looked at the new ones, and they will much better stretch our students and prepare them for the future. When previous outcomes were adopted, the division technology coordinators noted that the outcomes would likely need to be revised sooner than the next spot in the curriculum cycle.

**Middle School**

Expectations for the integration of technology are made clear in the MS Technology Exit Outcomes. In addition, the MS has a full time IT coordinator who is involved with helping to integrate these outcomes with the curriculum and then support teachers in ways of doing this successfully.

**High School**

- The HS Student Tech Exit Outcomes (see separate document - *HS Student Tech Exit Outcomes.doc*) are specific and woven throughout all the curriculum areas. Teachers are embedding many outcomes in their classes through the use of Blackboard and other online activities. All curriculum review cycles now include study and analysis of where these exit outcomes are best embedded in the courses being offered.

- The SAS Teacher Tech Proficiencies (see separate document - *SAS Teacher Tech Proficiencies.doc*) guide the in-service needs of faculty members. Professional development is offered formally and informally through the use of workshops, before- and after-school in-service sessions, small group interest sessions and lots of just-in-time training delivered in one-to-one situations in the classrooms and the Tech Help Center.

- All faculty members are issued a Tech Help Binder with various help and information files already inserted. As handouts and instructions are provided in paper and digital format throughout the year, teachers are encouraged to keep them in their binders. (See separate documents – *HS Tech Help Binder Files*).
• Faculty is surveyed periodically to gather feedback on their training needs and interests (see separate document – *Tech Needs Survey Results.pdf*). These data are used in planning the most effective professional development.

• Most departments in the HS utilize subject-specific software and hardware tools in their courses (see separate document – *HS Software List 2007.xlsx*). This puts additional training and learning demands on the teachers, sometimes handled in-house, sometimes by colleagues and sometimes by contracting local experts or vendors.

• The Wireless Pilot Project in the HS is a major initiative aimed at getting technology into students’ hands and involves a great deal of training and support on how to manage and use both the hardware and software noted in the list referenced in the bullet above. The Engaged Learning: Wireless Technologies initiative (see separate document – *Engaged Learning-Strategic Plan.doc*) outlines the process SAS is going through to plan, prepare for and deploy wireless technology into the hands of every HS student.

• SAS has developed a comprehensive tech plan that is constantly under review (see [http://www.sas.edu.sg/technology/index.html](http://www.sas.edu.sg/technology/index.html) and the related pages in that section for more information).

• The Engaged Learning: Wireless Technologies strategic plan and the curriculum review cycle will continually involve the embedding of the exit outcomes into course curricula. As these developments are made, teachers will naturally assess the tech outcomes in the context of other student learning. There is still much discussion to be had around the whole topic of how the wireless technologies will be utilized to engage students and extend their learning beyond the simple Office applications, but huge steps have been taken in this direction as evidenced by the kind and range of software now in use by departments. A glance at the list indicates that teachers are indeed striving for learning experiences that greatly enhance and engage student learning. The concepts behind the Engaged Learning: Wireless Technologies initiative are best outlined in the supplementary document – *ELWT Concept Development.doc*.

• Some of the departmental initiatives regarding the Engaged Learning pilot project include (also found in the supplemental document - *Engaged Learning-Strategic Plan.doc*):

  ❖ Science Department Engaged Learning Initiatives:
    ➢ In general (all science disciplines):
      ✓ Computer/calculator based probeware/software used to perform lab investigations.
      ✓ Blackboard – extensive use.
      ✓ Almost all science texts use interactive CDs, where students can explore (or be guided through) content at their own pace.
      ✓ Online applets/simulations used to prepare students for actual lab experiences.
      ✓ All science disciplines are considering online, digital or wiki-based text materials in upcoming curriculum adoption.
      ✓ Smartboards used in all science classrooms.
      ✓ Engaging, interactive software used to introduce or review content.
    ➢ Physics:
      ✓ Web-based texts are being researched and will be used.
      ✓ “Webassign” online assessment tool is already being used.
      ✓ “Interactive Physics” software used to simulate 2-dimensional experiments, where students construct their own knowledge and understandings.
      ✓ Video technology integrated with rollercoaster simulations next year.
    ➢ Chemistry:
      ✓ Classes structured through a course website, where students have access to digital materials and are directed toward valuable web based tools through links used in and out of class time.
      ✓ LXR or Webassign is being piloted next year as computer and web based assessment tools.
    ➢ Biology:
      ✓ Blackboard used to develop interactive “forums” where students can surf through content, interactives and applications that are better monitored by the teachers.
      ✓ AP Biology is currently (and plans to expand) using Podcasts.
    ➢ Others:
      ✓ Criminal Forensics uses computers in analysis of evidence.
    ➢ Curriculum Resources:
      ✓ Identifying alternative digital resources to replace textbooks.
Modern Languages Engaged Learning Initiatives:

- **Japanese:**
  - Writing – Students initiate and respond to e-mail with Japanese key pals; students will use online dictionaries when writing scripts.
  - Writing & Speaking – Students will view “Deai” website photos and written entries and then respond to them in a variety of ways...focus of the lessons can be cultural information, reviewing relevant grammar and vocabulary, etc.
  - Reading & Listening - Students will practice their hiragana/katakana recognition skills by using the “Genki” website.

- **Chinese:**
  - AP Chinese exam is internet-based. Students need to practice writing, speaking within time limit on computer. They have to use the computer in class throughout the year in order to be well-prepared.

- **Spanish and French:**
  - Textbooks are online, and plans are to have students use this feature more next year.
  - Review for tests, finals, etc using interactive, free online pedagogical websites for French.
  - French 3 students read a 9-episode web-based saga about a young Parisian girl named Chloé.
  - Students will do research on the internet, make power point presentations and a brochure on Singapore, using Publisher. Most students now type their essays in French on the computer.
  - Development of Classroom Wikis - a powerful tool to motivate students studying language.
  - Extensive use of Blackboard to provide access to many valuable websites – ranging from interactive pedagogical ones to articles in French or websites in French to enrich the curriculum. Some of the websites allow students to hear native speakers read and pronounce words in French, very key to the curriculum.
  - A goal for next year is for students to correspond with e-pals in France and/or other French speaking countries.
  - Wimba Voice Tools and Podcasting – both recording and listening.
  - The current language lab is outdated, and the Modern Languages Department will be recommending software to support a state of the art language lab for the 2008-2009 school year.

HS Library Engaged Learning Initiatives:

- 25 laptops available for checkout use within the HS Library.
- Students will have access to the Internet and locally installed applications for research, study and homework use.
- Café and cafeteria spaces are being prepared for future expansion.

V. The entire SAS community should remain vigilant in monitoring issues related to the balance of high expectations and personal well-being with the goal of helping individual students make appropriate choices and commitments.

SAS STRATEGIC DIRECTION: OPERATIONALIZE “EXTRAORDINARY CARE FOR THE WELFARE OF EACH CHILD” WITHIN EACH DIVISION AND THROUGHOUT THE SCHOOL COMMUNITY.

Progress in this area:

- SAS has been involved in discussions at all levels regarding ways that SAS can continue to benefit from the advantages that a large school provides in terms of resources but retain a small school, personalized “feel” for students, staff and parents. The retention of a sense of family has been identified as a critically important component at SAS, and a number of strategies and programs have been implemented to meet with the school’s “Vital Few” objective to “provide extraordinary care for the welfare of each child.” Examples include:
  - Additional counselors
  - Division of primary and intermediate grade levels into families
  - More active communication between home and school
  - “Friendship” and peer support teams
  - Each division being provided separate and distinct space
  - Grade level assemblies
  - Welcoming efforts as students enter and exit busses, and general visibility of staff on campus

- Early release, late start, in-service dates and scheduling of breaks and holidays are all intended to provide opportunities for appropriate pacing and the relief of stress throughout the school year.
• The school has formalized five concepts related to character education that provide opportunities for deeper understanding among the entire SAS community (i.e., staff, students, parents).
• After-school programs provide opportunities for staff to pursue personal interests (e.g., adult art classes, yoga, sports).
• The high school has added another counselor. This addition provides opportunities for more individualized counseling and allows the high school to more actively monitor student stress.
• SAS, formally and informally, provides regular social opportunities appropriate to each division. Clubs, sports and fine arts opportunities are available to SAS students in all divisions. These activities provide the students with avenues to alleviate academic stress. Attempts are made by the school and parents to counsel students to engage in an appropriate number of these activities.
• The design of the new high school has included areas for students to congregate and relax.
• The school has 15 counselors and 2.5 psychologists for approximately 3,800 students, which provides significant support for addressing diverse needs of students.
• Student goal-setting is conducted and supported in the intermediate and middle school divisions.
• Professional staff members providing resource support are in each division to assist students who have additional learning needs.
• Parent-teacher communications are considerably active at the school and there are numerous alliances made to provide the best possible support for students.
• The Middle School has increased the time for the home base student advisory program to twenty minutes each day and reduced the size of the home base groups to fourteen students.
• The planning and design of the new facilities and renovation projects took student stress and balance into account and included areas for students to congregate and relax.
• Students are guided toward balance through goal setting and goal review conducted in the middle and high school divisions.
• The SAS character education program (K-12) and parent meetings also provide avenues to understand and address balance issues.
• Students in the High School have taken the initiative to address stress through the creation of a supervised “chill out” room that provides a venue for a quiet break or short nap and by organizing a “Wellness Week” that offers information on stress and time management.
• In addition to the identification of “extraordinary care for the welfare of each child” as one of the three main areas of the Singapore American School’s Strategic Plan, SAS also identified this as a 2006-2007 school goal for implementation to be developed in all classrooms and divisions: “Continue to develop strategies related to the extraordinary care for the welfare of each child.”
• Counselors have developed a preschool through grade 12 articulated plan of support for the extraordinary care for the welfare of each child.
• A Food Service Committee convened in 2005/2006 to determined recommendations for enhancements in food services, including providing healthier choices for students. The implementation of these recommendations will continue to be a focus for the school through consulting services and improvements with existing food service providers.
• SAS offers an extensive range of after-school programs to appeal to more personal interests.
• SAS provides extensive counseling and psychological services and support for students and parents to assist with “balance.”
• SAS continues to offer a speaker series through funding from the SAS Education Foundation, which supports parents and faculty on how to best approach various student and parenting issues.
• A resource services school-wide review and a counseling services school-wide review have identified ways to provide enhanced support for creating better balance.
• The Superintendent, Assistant Superintendent for Business, and the Board of Governors reviewed the admission policies at the beginning of the 2006/2007 school year to reaffirm the policies and identify ways to provide extraordinary care for all students admitted to the school.

Primary School
The Primary School continues to offer group and individual orientations throughout the year to all new families. Counselors in primary offer many support groups to students, such as “How to make a friend,” and “Leaving Groups.” The staff communicates on an ongoing and regular basis with parents to ensure they are continually up to date on happenings within the school and can support their children.

Grade level homework expectations are set within the primary grade levels to provide an appropriate balance between homework and expectations of play and family time within the home.
Intermediate School
The Intermediate School continues to offer group and individual orientations throughout the year to all new families. Counselors in the Intermediate offer many support groups to students as well. IS counselors also provide bi-weekly lessons that support the school’s Vision and Core Values.

The staff communicates on an ongoing and regular basis with parents to ensure they are up to date on the happenings within the school and to ensure parents can support their children. The staff responds by providing opportunities for parents and students to address needs and interests. As an example, the Intermediate School has a Mother Daughter Tea, which focuses on human development, in grade 4. Grade 5 hosts a cultural exchange program with one of the neighboring islands.

Grade level homework expectations are set within the Intermediate grade levels to provide an appropriate balance between homework and expectations of play and family time within the home.

Programs, such as the Lunch Bunch Program, have been established to support the various social and emotional profiles of the student body. The Intermediate School principals host Principals’ Lunch (3 - 5) and Principals’ Read Aloud (3) on a weekly basis. IS principals, counselors and teachers participate in the class placement process to ensure that student needs are met.

Middle School
Student and parent orientations are carried out throughout the school year. When new students join the school they are assigned a “Peer Council” member to orient them and show them around. The Peer Council group designs and carries out activities that support students throughout the school year. The Random Acts club meets weekly and performs acts with the goal of making others feel noticed and appreciated.

MS sports, clubs and activities are organized by the quarter. This way, at the beginning of each quarter, students can choose activities without having to worry about conflicts arising and pulling them in different directions. The philosophy behind these activities is inclusive and fun.

Teachers plan assignments and tests to make sure that students are not overwhelmed at any one time of year. Things are spread out in order to allow students to complete their studies while still being able to focus on other activities.

High School
- Counseling
  - Grade 9
  
  During the first week of school, counselors go to students’ home bases to introduce themselves. This allows each 9th grader to immediately know their counselor should something come up early in the year.

  Counselors meet individually with all 9th graders during the second quarter and assist each student in designing a four-year course of study. This is best done in quarter 2 since we then have an early indication (based upon the quarter 1 report card) of how students are performing. We also register each student for the online “Family Connection” system, which is where we track all information related to college selection and application over the four years of high school.

  Each 9th grader takes the PLAN test (equivalent to the ACT) in October. This test includes an Interest Inventory and when the results are returned in December, counselors meet with 9th graders in small groups to explain the results.

  Throughout the year we meet with students on an “as needed” basis. The Family Connection system allows us to send individual or group e-mail to students as needed.

  - Grade 10

  Counselors focus on the grade 10 students during the fourth quarter of the year. Each student has an individual meeting scheduled. Since these meetings are held after students have requested their courses for junior year, it provides an excellent opportunity to review their choices to see if students are choosing too difficult (or too easy) a load. This time frame allows us to make changes if needed and to discuss any other personal issues in a non-threatening way.
Grade 10 students take the PSAT (equivalent to the SAT) in October, and those results are usually available in late December. Each counselor distributes and explains them in small group meetings in January.

The addition of a 4/5 time school psychologist (He teaches 1 block.) provides additional services to all high school students.

• High School Healthy Balance – School/Family
  ➢ A wellness initiative is being pursued to look at a range of strategies to help support both students and faculty in having a BALANCE between school and family.
  ➢ The high school schedule was adjusted to create a 40-minute meeting-free lunch hour for students and faculty – more time to decompress in the middle of the day.
  ➢ With the wide range of service offerings, students have been limited to being involved in three clubs. This limitation, with meetings being officially held during first break (9:35–10:00 am) and after school (3:15–4:15 pm) has somewhat decreased students’ over extension.
  ➢ A homework information sheet has been created articulating the amount of homework given in each course. This information along with input from the counselors has helped students develop a schedule that has a manageable homework load.
  ➢ Enforcement of a scheduling policy that prohibits taking an eighth class under any circumstances.
  ➢ Peer counseling services help support and monitor the integration of new students in the High School.
  ➢ The Activities Department attempts to support ALL students being involved in an activity of their choice.

Progress on School-wide Security
Significant efforts to enhance security have been implemented. They include:
• New high security 3-meter galvanized weld-mesh fence, which makes it difficult to climb or be cut by standard tools.
• Walkie-talkie communications with the U.S. Embassy
• An enhanced surveillance system (now includes 80 cameras strategically located around the facility)
• A refined 3-phased emergency procedures plan
• Hydraulic road blockers to acts as barricades and deterrents to would-be vehicle intruders.
• 3M shatter proof window coverings (3’ Scotchshield Sclarl, Class 400)
• Two armed Gurkhas assigned by the Singapore government
• A formal audit from an international security firm

VI. The administration should plan for the school-wide educational impact of the facility expansion and to ensure that all divisions benefit from this significant endeavor.

SAS STRATEGIC DIRECTION: ENSURE QUALITY AND EFFICIENT FACILITY EXPANSION ON THE WOODLANDS CAMPUS, AND STUDY VARIOUS OPTIONS IN MANAGING STUDENT GROWTH WHILE MAINTAINING QUALITY PROGRAMS AND A DIVERSE STUDENT POPULATION.

Progress in this area:

Significant Growth in Enrollment
In October 2001, the enrollment at SAS was 2,865 students as compared to enrollment of 3,760 students in April 2007, a growth of 895 students school wide. The comparison of the allocation of students by division from 2001 to 2007 is noted below:

<table>
<thead>
<tr>
<th>Division</th>
<th>2001</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>702</td>
<td>895</td>
</tr>
<tr>
<td>Intermediate School</td>
<td>628</td>
<td>850</td>
</tr>
<tr>
<td>Middle School</td>
<td>686</td>
<td>911</td>
</tr>
<tr>
<td>High School</td>
<td>849</td>
<td>1104</td>
</tr>
</tbody>
</table>
Significant Growth in Professional Staff
The following represents the growth in staff members for SAS since the last visit in 2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff Members</td>
<td>411</td>
<td>533</td>
<td>545</td>
</tr>
<tr>
<td>Total Professional Staff</td>
<td>240</td>
<td>318</td>
<td>327</td>
</tr>
</tbody>
</table>

Facility Projects
The facility projects have had a positive impact on instructional delivery and learning at SAS. It should be noted that significant disruptions in instruction due to building projects did not materialize and that the transition to new and renovated facilities was a relatively smooth process. In addition, there was no need to activate the lending facility for this new construction, and SAS currently has no outstanding debt.

The Superintendent and Director of Facilities have worked closely with staff to ensure that the needs and interests of staff have been understood related to the growth and expansion of the school. All divisions have been closely involved in recommendations for facility enhancements, and the following represents SAS facility spending, including construction, renovation and summer works:

- 2002/2003 $12,923,150
- 2003/2004 $28,626,905
- 2004/2005 $16,934,140
- 2005/2006 $17,758,686
- 2006/2007 $9,085,338
- 2007/2008 $12,504,000 (budget)

New Early Childhood Center
A “state of the art” early childhood center supports a comprehensive early childhood program. The Early Childhood Center’s open design and self-contained environment promote a climate of growth and opportunity while generating comfort, confidence building and a sense of community for young children and their families.

The library is a focal point for the ECC, communicating the school’s commitment to literacy and learning. The classroom size, design, furnishings, materials and technology support the learning style most appropriate for young learners. The perceptual motor room and playground provide educationally sound opportunities for motor and cognitive skill development in safe, fun, well-equipped and stimulating environments. The open hall and multi-purpose group rooms offer opportunities for multi-class and multi-age interaction, family events and any number of learning activities that require space and movement.

The ECC’s proximity to the high school has provided exceptional opportunities for exposing students to the HS science labs, performing arts, sport events, Eco Garden and library. On occasion, HS students volunteer as classroom assistants or offer specific second language and/or cultural experiences to ECC children.

The distance from the Primary School does not provide students with seeing students slightly older than themselves and therefore an understanding of what comes next in their educational lives. As teachers talk about “next year in Kindergarten,” students rely on older siblings and friends, exchanges with Primary School “buddies” and “field trips” to the Kindergarten/ Primary School for this understanding.

Primary School
The Primary School was completed, and this included the relocation of the preschool and pre-Kindergarten levels of the school to another area of the campus. This enabled the PS to achieve a three-level identity, where Kindergarten is on the first floor, grade 1 is on the second floor, and grade 2 is contained on the third floor. Each area has its own group room and a work room for aides and teachers. Each area also has a self-contained literacy library, which is available to all teachers. The Kindergarten program has its own accessible perceptual motor room, which is conveniently located on the first floor.

Playgrounds were established to maximize use of the space available, and a rooftop playground was added in recognition that the large grade levels would need additional space. A covered roof was added to the rooftop playground to give children protection from direct sunlight. Two additional spaces provided a climbing wall area and available venues to handle the large grade level enrollment. Finally, a new cafeteria was constructed that is solely dedicated to PS students.
The efficiency of being able to locate one entire grade level per floor has provided effective collaboration and communication to occur within grade level teams. This has led to wonderful agreements and working partnerships in all areas of the curriculum. Furthermore this has led to stronger instructional practices due to forged plans for sharing instructional materials and practices.

The expansion of the building, including planning for each specialist to have his or her own classroom, has strengthened the delivery of the program areas, which include Chinese, art, music, PE, technology, perceptual motor, library and the science lab. The ability to be self-contained and have areas dedicated to these subjects enables a teacher to create an environment that truly emphasizes and reinforces the instruction.

Because of interest in more specialized attention and a “smaller school feel” for young students, a separate PS entranceway was constructed. Previously there was a shared entrance for the Primary and Intermediate divisions, and this created a strong crush of students in the entrance area and within the division offices that were opposite each other. Parents and students now have a more manageable and nurturing entrance, which also allows for better monitoring and support. Finally, the separate entrance provides space for customized Primary division experiences, such as music performances, art displays and parent nights.

Intermediate School

The Intermediate School was completed in two stages, and this enabled us to create a distinct divisional building. Each grade level is located on its own floor, and each grade level has its own group room, book room, which contains a literacy library, and work room for aides and teachers. The efficiency of being able to locate one entire grade level per floor as well as have grade level materials easily accessible has provided effective collaboration and communication within grade level teams. This has led to wonderful agreements and working partnerships in all areas of the curriculum. Furthermore this has led to stronger instructional practices due to forged plans for sharing instructional materials and practices.

Additional classrooms and teaching areas were created for resource, Chinese, technology, music, art and PE. In addition, a science lab was established. The expansion of the building in these curricular areas has strengthened the delivery of the programs. The additional rooms have allowed better organization of materials, have enabled the teachers to create an environment that truly emphasizes and reinforces the instruction, have provided diverse opportunities to meet learning styles and needs, and have increased student accessibility to unique units of study, i.e., climbing wall, music keyboard lab and Gamelan.

Playgrounds were enhanced to make maximum use of the space available, and a rooftop playground was added in recognition that the large grade levels would need additional space.

Middle School

As the High School vacated a number of classrooms, the Middle School was able to incorporate that space into the MS footprint. Grade levels were separated and arranged in a tower configuration. Each grade was also split into three teams, and each team occupies its own floor.

In addition to the reconfiguration of the grade levels and the teams, the MS also added facilities. A new band room with purpose-built, attached practice rooms was completed. Also, an outdoor seating area belonging to the cafeteria was enclosed to provide more air-conditioned seating for students. Three additional science labs were constructed. Art, home living and drama classes were also added.

The MS Library was expanded. Located in the middle of the three grade levels, the library is easily accessible and broken into several useable spaces for classes and individual use.

High School

The new high school was constructed on the site of the “old” cafeteria, parking lot and tennis courts. The new facility has a wide range of attributes that have had a positive impact on instructional delivery and student learning at the Singapore American School.
• The high school was designed with the underlying idea that we are a community that is self-sufficient and provides all of its members with an environment able to meet their needs. The “town center” is on the second floor atop a sweeping staircase, which symbolizes the growth or advancement into the final phase of a student’s pre-university education – the high school. Climbing the high school’s front steps, students enter the “town square.” This town center houses the library and the Eagle Zone Café, which provides sitting and eating areas – café style. The gallery area, multi-media center, Booster Booth outlet, SACAC office, administration offices, the cafeteria and the newspaper and journalism center are all readily accessible from the town center. As we grow into the new facility, the feeling generated by the town center is a real feeling of community.

• Almost every teacher has his or her own classroom except for two part-time modern language teachers. This change has provided an ideal instructional and learning situation, where the teachers are able to structure their learning environment to suit their disciplines and their specific courses needs. Décor seating arrangements and technology have been arranged in these rooms so as to facilitate both instruction and learning in their subject areas.

• The visual arts suite has been designed in a way that encourages the integration of the visual arts at the school. The art, ceramics and photography programs have separate spaces in a common suite. This organization encourages focus on the medium of choice but also facilitates the movement of students between mediums when necessary or desired.

• The gym, weight room/fitness center, dance studios and health rooms have all been added to and/or upgraded to operate with flexibility while at the same time offer programs and opportunities that allow a focus on life-long health/fitness and recreation. Following the major construction project at the high school, the gym and stadium areas received a facelift. The gym was completely renovated, resulting in a superior design, the ability to be transformed into a large amphitheater capable of seating the student body, a state of the art sound and projection system and four types of lighting, which address the atmosphere required for a range of activities. The stadium was upgraded with the addition of a top-of-the-line artificial turf field, additional stadium seating for the south field and a powerful sound system to help with announcements during activities. To complement these facilities, we have constructed a state-of-the-art climbing wall and ropes course, which bring with them a wide range of interesting and challenging activities. The final piece to the PE facility upgrade was the construction of a new gym, which is located above the existing auxiliary gyms, adjacent to the swimming pool. This new gym will have the same footprint as the existing gym and will allow us to accommodate growth in curricular and extra-curricular programs.

• The library has been designed to accommodate a large number of students and operates with more of a college than a high school feel. The library is capable of housing 50,000 to 60,000 volumes of a wide range of resources and has incorporated into its footprint the regular stacks and public working areas, but also houses a complete computer lab with 25 desktops for student use. To complement the lab, we have 15 desktops available in the facility and have recently created a wireless environment and have 26 laptops available to sign out. The library is also home to a new multi-media center, group rooms and a silent reading room. The SAS library is a key resource center in the school.

• The science wing of the school has gone through a significant upgrade with the building of the new high school. Combined with the upgrading of all of the biology, chemistry and physics labs, the science wing is now a wireless environment and is a targeted curricular area for our pilot year of Engaged Learning: Wireless Technologies. We have also constructed an Eco Garden in what was the courtyard of the science area, and it has provided programs with a live laboratory to study the tropical environment.

• We have an electronic/robotics facility that is current and well equipped and provides the school with options and flexibility to offer 21st century programs.

• The performing arts area has been revamped to include upgrades and expansions in the drama, strings, choir and band rooms. As well, we have had the auditorium renovated to address structural issues and installed an exceptional sound system. The performing arts venues (Auditorium, Drama Theater and Theater Studio) are well designed and service the needs of the High School and Middle School very well. During the summer of 2008, the performing arts lobby area will be upgraded and enhanced to accommodate formal receptions for school related functions. The upgrades will include a new roof, mezzanine floor, air conditioning, lighting and floor and wall finishes.

• Adjacent to the new performing arts foyer, a school Memory Garden will be built. This area was designed to celebrate events and people who have had a significant impact on the SAS community.
Chapter IVA Summary: Organization for Student Learning

How a school strategically organizes itself for student learning determines the overall effectiveness and efficiency for student learning.

Strategic areas of focus and alignment to the WASC Critical Areas for Follow-up for the past six years at Singapore American School are as follows:

1. Provide a clear, succinct, and integrated vision-driven model that serves as the Strategic Focus at SAS for faculty, parents, and students.
2. Ensure that curriculum is comprehensively reviewed in respect to current “best practices” and school context, and that the written curriculum is in alignment with consistent high standards for the taught and assessed curriculum.
3. Continue to build organizational and professional capacity for effective and efficient teacher collaboration.
4. Provide focused and collaborative professional development that clearly addresses prioritized school and division needs through varied and alternative approaches (to best support different faculty learning needs and interests).
5. Establish a dependable and manageable system that provides important and timely two-way communications that further facilitates quality interactions among faculty, parents, and students about student learning and well-being.
6. Continue to develop, implement, and evaluate clear expectations for use of technology among students and faculty.
7. Operationalize “Extraordinary Care for the Welfare of Each Child” within each division and throughout the school community.
8. Ensure quality and efficient facility expansion on the Woodlands campus, and study various options in managing student growth while maintaining quality programs and a diverse student population.

Singapore American School has been significantly involved over the past three years in its development, refinement, and communication of its Strategic Focus. This has been an important foundational piece that clarifies its Vision, Mission, Identity, Core Values, Vital Few, and Schoolwide Student Goals. It has been through this process of defining itself that SAS is able to continually reference for its important decision-making processes in the present and future life of the school. Because of the Self-Study recognition for further attention to Visioning and to Strategic Planning, these two processes received significant support and involvement during the 2007-2008 school year. As the largest international school in the world, these two areas of added emphasis were considered essential in helping to shape and guide the directions of the school.

The development of an appropriately rigorous standards-based American curriculum that addresses the diverse needs of its students has been an area of significant work over the past five years. As researcher Robert Marzano has pointed out, a school needs to make decisions on what is most important for students to know, understand, and be able to do. Connected to Marzano’s research is the recognition that the standards developed by the professional organizations in the United States would take an additional six years of schooling to merely cover without much opportunity for depth or application. Therefore the collaborative involvement of faculty in curriculum development at SAS has been focused on a prioritized curriculum that provides opportunities for depth of learning and application. In addition to extraordinary faculty involvement, significant contributors to curriculum development processes have been important input and feedback from parents, students, and external experts. The school’s complete curriculum is posted on its website, so that it is transparently available to the school-wide community and other interested educators.

Although the school curriculum has been well-supported by parents and faculty, added support is still needed in the development of classroom units and agreements on common assessments. Both of these areas have improved significantly over the past six years, but one of the lowest scores on the parent survey is related to high standards of consistency between classrooms and same courses (only 58% of parents reported that there are appropriate levels of consistency across classrooms). In the anecdotal responses of parents, several variances are also noted in terms of student opportunities for learning.

The identification of Desired Student Learning Outcomes has undergone revision within the past two years, and is now being integrated into school curriculum and more specifically within classroom units in division shared folders or on the school’s Rubicon Atlas system. Members of school faculty recommended that Exemplary Character be referenced in some expected context, and this evolved into the Desired Student Learning Outcome for “Exemplary Character with Ability to Work independently and collaboratively”. Character education has been an ongoing goal of the school for the past five years. Connected with this is the 21st century skill area of being able to effectively work
independently and collaboratively. “Engaged and Responsible Citizens” is a vibrant part of the school’s curriculum and its vast extra-curricular opportunities through clubs, community service programs, and interactions with other schools and organizations. “Effective Communicators” has been a core area of school development that has rubrics for Six Trait Writing and rubrics for Presentation Skills. It is important to note, however, that “Effective Communicators” was broadened to recognize the extensive “multiple intelligence” approaches to learning and communication that is very much a part of the valued liberal arts education of Singapore American School. Finally, “Critical and Creative Thinkers” is an essential skill for the 21st century that will prepare students for the many challenges and opportunities that they will inevitably need to be able to effectively and thoughtfully address. Although “critical and creative thinking” is highly valued in all classes and courses at SAS, more work is probably needed to establish more common understanding and agreement school-wide on approaches that best contribute to vertical articulation of critical and creative thinking.

Each division has developed its own approaches to best support “balance of life” for its students. These approaches have sometimes involved homework guidelines, coordination of assignments and projects by faculty, guidance on appropriate levels of courses and course loads, interest-based extra-curricular programs, comprehensive sports and intramural programs, organized social opportunities, parent programs and communications, counselor services, advisory programs, peer support, and student self-assessment and goal-setting.

The primary focus of school and division goals has been on student learning. The successful achievement of these goals is a collaborative process involving administration, faculty, students, and parents. Professional development and teacher evaluation are linked to the school and division goals. Two years ago, SAS administration read Jim Collin’s GOOD TO GREAT as a book study. Out of this discussion was a unanimous agreement that the overall quality of the faculty at SAS is excellent, and that there might be value in overhauling the teacher evaluation system to further promote professional reflection, growth, and collaborative learning. This has evolved into an evaluative system of teacher-initiated collaborative projects focused on student learning. Although SAS is only two years into the implementation of this new approach, there are already exceptional examples across all four divisions of how faculty have grown professionally and how their students have been the ultimate beneficiaries of this growth. For faculty new to SAS, new to a division (because of transfer), or because of need for an “improvement plan”, SAS also has an individual formal teacher evaluation instrument that provides clarity about expectations for quality teaching and learning.

In addition to the professional growth approaches supported through its alignment to goals and to its evaluation system, there are also many teacher leadership opportunities within grade levels, departments, and extra-curricular programs. Effective teacher leadership and collaborative processes show that teachers are working together on units, developing common assessments, and examining student learning considerably more than in the past. In an August 2007 faculty survey, a significant majority of faculty indicated that the school culture encourages faculty to work both in (as a quality teacher in the classroom) and on the system (as an active participant in school improvement). As a result, a majority of faculty also indicated that the school culture promotes teamwork, as well as innovation and the application of best practices. While schedules have significantly improved over the past six years for many faculty to have common planning time, there are still department members and some segments of faculty (frequently specialists) who do not have the same common planning opportunities. As faculty has become increasingly aware of their interdependence in the student learning process, there has also been an increase in faculty requests for more articulation opportunities across divisions. The increased number of Late Starts in the school calendar has, however, provided added support in some of the areas where the school schedule does not provide for common planning and articulation.

Based on school surveys, parents and faculty have significantly indicted that school leadership and faculty are committed to the school’s purpose. 86% of parent responses indicate that SAS is fulfilling on its mission. There is also a high parent response (86%) who say that the school provides a safe, healthy, and nurturing environment. While a significant majority of parents and faculty expressed that the school environment is characterized by a respect for differences, trust, caring, professionalism, support, and high expectations, the Administrative Leadership Team noted that it would be helpful to more clearly identify the attributes of the school environment that contribute to the positive survey results from parents and faculty so that these attributes can be more intentionally reinforced.

All faculty and administrators are involved in some form of professional development every year. Areas of professional development may include:
1. Workshops on-site and off-site
2. Graduate courses offered on-site and off-site
3. Master’s Degree Program offered at SAS through Buffalo State College and also off-site through various institutions
4. Distance Learning courses, workshops,, and programs
5. EARCONS Teacher Conference and regional EARCONS weekend workshops  
6. Advanced Placement Institutes offered at SAS and various places in the world  
7. On-the-job training and support, particularly in the area of technology  
8. During-the-school-day workshops at SAS for high priority areas  
9. Curriculum Development, particularly faculty who serve as Reps during the review, development, and/or implementation phases of Curriculum Cycles  
10. Classroom Unit Development  
11. Professional Networks (e.g., involvement with Professional Associations)  
12. Conferences  
13. Study Groups  
14. School-wide and Division-level Book Studies  
15. Self-Directed Learning through reading, research, viewing of educational resources  
16. Writing for educational publications  
17. Classroom Observations at SAS and site visits at other schools  
18. In-class coaching support (presently available for Primary Division Literacy, Intermediate Division Literacy, Primary Division Mathematics, Intermediate Division Mathematics, Preschool through High School Modern Language)  
19. Team, Department, and Division Meetings  
20. Team Examination of Student Work  
21. Collaborative Projects  

Of the 14 members of the Administrative Leadership Team, 11 out of 14 members have been at SAS for five or more years. Eleven of the 14 Administrative Leadership Team members hold Master’s Degrees, two hold Bachelor’s Degrees, and one holds an Ed.D.. Among the 339 faculty members, 31% hold Bachelor’s Degrees, 64% hold Master’s Degrees, 2% hold Doctorate Degrees, and 3% are non-degree holders. Among the 204 support staff members at SAS, 9% hold Bachelor’s Degrees, 1% holds Master’s Degrees, and 89% are non-degree holders.

Although anecdotal responses from faculty indicate that there is now a broader range of student needs in the school, including increased struggling learners and special needs students, the academic results of the school on ITBS, SAT, Advanced Placement, and college admission placements (see appendix for results) demonstrate that the school continues to perform at a high level of performance for student learning. Furthermore, school leadership and faculty regularly assess student progress toward accomplishing the school’s curriculum. There are numerous reporting and communication processes in place for parents and students to accurately and timely understand student progress.

Within the past four years there has been increased emphasis in development of courses, services, and program opportunities to meet the diverse needs of students at SAS. In terms of special services, these programs are more fully developed and resourced at the elementary level. As many of the special needs students progress through the grades, it will be important for the school to carefully monitor and support any additional services that may be needed on the middle school and/or high school levels. It would also be beneficial to consider ways to better support all faculty in areas of differentiated instruction to address the issues that they are communicating about the growing range of diverse student needs in their classrooms.

To further support the diverse abilities, interests, and learning styles of all students, Singapore American School continues to build partnerships with parents for student learning. These partnerships have been developed through a variety of parent education programs, forums, parent coffees, parent conferences, reporting and communications approaches, parent nights, parent-student shared homework assignments, classroom support, events support, and through the many services and support structures of the school’s parent organizations (i.e., PTA, Boosters, Arts Council, Community Library). The research is clear that student learning dramatically increases when there is shared responsibility for student learning between the home and the school, and faculty and administrators within each of the divisions are actively involved in building relationships and partnerships with parents for student learning. One of the most powerful partnerships is when faculty and parents are able to communicate specifically about student progress within all subject areas. To facilitate this specific communication, there has been considerable development of continuums, rubrics, and exemplars of student performance. This work is more clearly defined in some areas than others, but this remains a focus of division and school efforts.

The WASC Self-Study process has pointed out that Singapore American School needs to establish a more consistent process for regularly reviewing and updating its Board Policies and Administrator Guidelines. There have been some areas of inconsistency and other areas that could benefit from further updating. Because of the large size of the school it is particularly important to have clear and consistent policies and guidelines for a more focused and coherent school. At the same time, however, it should be recognized that the Board of Governors is actively involved in substantive committee work that has established significant accountability in its monitoring of results.
Since the last WASC review six years ago, Singapore American School has been involved in rapid student growth that has increased the overall student body by approximately 50%. This rapid growth period involved major construction and renovation initiatives, as well as significant staffing and educational attention. Responses from parents and faculty indicated that the rapid growth was managed very well with minimal distraction.

Now that Singapore American School has maximized its enrollment with approximately 3800 students and 600 students on its “waiting list”, it has been engaged for the past two years in discussions about potential expansion. Multiple opportunities have been provided for faculty, parent, and Singapore government input. There are a growing number of foreigners who are pursuing employment in Singapore, and SAS has historically responded to the needs of the American community. Therefore in addition to significant attention to the ongoing development of the overall quality of education at SAS, there is also significant attention on how SAS can respond to the growing need of American families in Singapore. This may emerge as a significant new challenge for the school to address. In addition to potential facility development and educational programming support, there will need to potentially be a clear plan for recruitment of a significant number of new quality faculty members and staff. Therefore SAS anticipates pursuing a year-round recruiting plan to ensure that qualified candidates can be identified and recruited.

The Board of Governors is committed to ensuring that any further expansion will be completed without compromising the integrity of the educational program being delivered on the Woodlands campus and without placing an undue financial burden on the families and companies that support current student enrollment at the Woodlands campus.

Noting that the Woodlands campus is now at maximum capacity and no longer in a growth mode, various approaches are being reviewed to maximize current funding sources on the Woodlands campus and to consider other potential funding generators.

It is clear that the five-year Strategic Plan of the school needs to be a plan that provides a bold vision with appropriate and balanced pacing between school and division areas of focus. The fact that the school is moving from one-year school goals to a multi-year school improvement plan provides increased opportunities for organizational clarity and success. It is the full intent of this Self-Study to utilize all of the input and feedback that has been provided by the school-wide community to establish a Strategic Plan that allows the school to continue building on its areas of strength and to actively pursue the identified areas for growth. While SAS has not traditionally been a data-driven school related to long-range school improvement efforts, the very nature of monitoring the progress and “reality” of a Strategic Plan will require some new skills and new areas of attention. There has been strong integrity and commitment for the WASC Self-Study process by stakeholders, and there has particularly been strong receptiveness for a Strategic Plan that provides strong directional guidance, future planning, clarity of expectations, and appropriate pacing.

The WASC mid-term team reported that Singapore American School had already accomplished most of its six-year targets, and had demonstrated its capacity and ability for significant improvement. Therefore there is great promise that the systems that are being put in place from this conscientious “grassroots” involvement of stakeholders will provide more effective and efficient structures for an even brighter future for parents, faculty, staff, administrators, Board of Governors, and most importantly the students of Singapore American School.

See Book Two for specific team findings related to Areas of Strength and Areas for Growth. Sources of Evidence and Data Analysis that validate the team findings are “housed” in the SAS online School Improvement folder.
Chapter IVB: Curriculum and Instruction

SCHOOL-WIDE NARRATIVE

Contributions to the Curriculum and Instruction self-study have been made by faculty, parents, students, classified staff and administrators. Curriculum and Instruction reviews have been conducted on division levels and on a school-wide (articulation) level. Evidence available through documents, tools, processes, and artifacts related to teaching and learning have been extensively examined within each of the four divisions, which has included review of school and classroom curriculum, student work, short and long-term projects, student-teacher-parent conference feedback, student survey feedback, teacher survey feedback, parent survey feedback, teacher-constructed assessments, norm-referenced tests, focus groups, external “expert” curriculum reviews, interviews, observations, teacher evaluations, self-assessments, focus groups, and other areas identified in the online SAS School Improvement Folder.

This narrative addresses the findings that emerged from articulated school-wide review processes. The articulated school-wide review processes involved representatives from all four divisions within each subject area. During these focus sessions, a review was conducted to examine the analysis and findings to the criteria questions that had been completed within each of the division subject areas. This process then looked at any common areas of strength and any common areas for growth that are representative of each subject area throughout the school.

Although Singapore American School has a comprehensive six-year Curriculum Cycle for continually upgrading all subject areas, SAS used the WASC Self-Study process to do a simultaneous review of all subject areas with involvement of all faculty. The WASC articulated focus sessions across subject areas confirmed that SAS has a challenging and relevant school curriculum that is appropriately linked to national standards. While 92% of faculty responses to a spring 2007 Curriculum Office Survey indicated that curriculum improvement and enhancements at SAS over the past four years have met (39%) or exceeded (53%) expectations, there were anecdotal responses within the survey concerning various interests for subject area improvements. Other subject area interests were also included within the Faculty School Climate Survey of 2007. Therefore this WASC Self-Study process has provided a thoughtful process to examine all subject areas through review of evidence, data analysis, and collaborative processes in identification of strengths and areas for growth. The result is a more comprehensive clarity about curriculum, instruction, and assessment needs and interests that are specific and unique to divisions and also needs and interests that are school-wide.

Based on interviews with faculty in 2002-2003, there was a stated disconnect between the written and taught curriculum. Therefore curriculum efforts since then have been focused on the following:

1. Working with faculty to make a tight connection between the written curriculum and the taught curriculum.
2. Creating more focus within the overall curriculum on “what is most important” for students to know, understand, and be able to do. There has been a conscientious effort to de-emphasize “coverage” and unrealistic expectations within the curriculum, so that deeper levels of understanding, application, and transfer can be accomplished.
3. Developing a comprehensive approach to the curriculum renewal process (i.e., Study Year, Development Year, Implementation Year) within a six-year cycle, so that areas for improvement are identified from a variety of perspectives by external experts and internal stakeholders (i.e., faculty, parents, administrators, students).

All of the school's curriculum has been aligned to standards, and is publicly posted on the school’s website. In addition to the school curriculum, faculty has developed classroom units that are posted in division shared folders or on Rubicon’s Atlas system.

Singapore American School uses U.S. curriculum and standards as its base, but also looks to other places in the world that are noteworthy for their curriculum and academic achievements. It is in this way that SAS upholds its commitment to an “American education with an international perspective”. The academic standards and learner outcomes for much of the curriculum that has been developed has been reviewed and recognized as exemplary by international experts within their subject areas.

While there have been significant opportunities for full faculty feedback on school curriculum, SAS could benefit from deeper levels of support and involvement for classroom unit development to ensure that higher standards of consistency are established across grade levels and same courses. Only 58% (one of lowest scores) of responding parents on the school’s parent survey indicated that there was consistency from teacher to teacher within grade levels and same courses. Rubicon’s Atlas system provides clarity of relationship between school curriculum and classroom units, but not all classroom units are posted on the Atlas system. Therefore the correspondence of classroom units to school curriculum cannot always be easily determined.
Because of the currently lean curriculum and division administrative offices, it has been challenging to provide levels of support needed for classroom unit development and review. Since the Curriculum Cycle will have completed a full round of subject area upgrades by the end of the 2008-2009 school year (will complete science, health, and physical education) and since the school-wide curriculum in all subject areas has been noted by faculty and parents as well-articulated and appropriately rigorous, it is anticipated that the next round on the Curriculum Cycle can provide more attention and support for classroom unit development.

During the 2006-2007 school year, all 42 of the high school’s Advanced Placement faculty engaged in the development of units for their courses on the Atlas system, and all of these courses were audited and approved by the College Board as meeting their international standards. There are a multitude of excellent classroom units that have been developed by faculty in all divisions at SAS, and a focus on further classroom unit development would be pursued with the intent to:
1. establish stronger alignment to the school curriculum
2. build greater coherence and emphasis for the directions of the school (e.g., Vision, Mission, Core Values, Vital Few, Desired Student Learning Outcomes, cross-disciplinary expectations – Technology Standards, Information Literacy Standards)
3. develop more consistent high standards of learning opportunities across classrooms
4. enhance vertical alignment through increasingly complex student expectations for projects, performances/demonstrations, and other authentic approaches to assessment
5. encourage the authentic, unique, and creative practices of faculty

For the past six years, faculty and administration have been involved within their divisions and departments in the development of meaningful, reliable, and varied approaches to assessment for their subject areas. Significant development has been focused on the types of common assessments that will consistently be used within grade levels and same courses, so that there are equitable learning opportunities, grading criteria, systems for showing student progress, and enhanced vertical articulation. In addition to development of common assessments, there has also been considerable development of placement tests to optimize correct placement of students within different leveled programs.

The school has established rubrics for Six Trait Writing and for Presentation Skills in Grades K-12. The school has established K-12 integrated learner outcomes in Technology and Information Literacy Standards. In addition to its academic standards, SAS has established Desired Student Learning Outcomes (i.e., Exemplary Character with Ability to Work Independently and Collaboratively, Critical and Creative Thinkers, Engaged and Responsible Citizens, Effective Communicators) with performance indicators.

At this time, there are exemplary models of assessment practices within subject areas and divisions. There is still more work that needs to be done, however, to establish common agreements on teams about types and varieties of assessments, effective use of formative and summative assessment data/information, articulation of assessments across grade levels and courses, identification and tracking of learning targets among students, and discussion on types of assessment and student work examples that might potentially be helpful to pass on from teacher to teacher to provide quick and relevant familiarization with incoming students.

Mobility of students at SAS is a significant challenge (students remain at SAS on an average of 3.5 years), and therefore there is a need for assessments to provide clear indicators of student needs to ensure prompt support and possible intervention. The school’s interest is to provide clear and timely information about student progress to parents and students, and the use of rubrics, criteria, continuums, student exemplars, student-teacher-parent conferences, and even technological posting of grades for viewing by parents and students continue to offer support for this direction.

Frequent anecdotal information from faculty and from the articulation focus sessions indicate that the school has experienced the entry of a larger segment of academically struggling students, as well as more students with moderate special needs. As SAS looks at ways to continually provide appropriate levels of school-wide services and support, there has also been considerable interest expressed by faculty and administration for more training and support related to differentiated instruction. As SAS continues to gain stronger coherence within its school-wide approaches to assessment, this will provide important information for faculty on potential opportunities for differentiated instruction within classrooms so that all students are “appropriately challenged”. As differentiated instruction expert Carol Ann Tomlinson has said, “If student learning is too easy, then kids are bored. If student learning is too hard, then kids are stressed. The same whole-group instruction in the classroom may be too easy for some students and too hard for other students, and this is why the goal of differentiated instruction is to utilize different strategies in the classroom to appropriately challenge each and every student.”
All faculty and administration are involved in some form of professional development every year that is connected to a school priority, division priority, or professional growth priority. Although the school offers numerous internal workshops, as well as varied external opportunities, the school has recognized that its greatest ongoing expertise is among its own faculty. Therefore approaches to authentic and collaborative learning have particularly been pursued for the past two years. The Collaborative Project approach to teacher evaluation has increased opportunities for faculty to work together in areas that they identify as having potential for student learning and growth. Divisions have made available opportunities for peer observations, as well as sessions for teachers to teach teachers. Coaches have been utilized in the Primary and Intermediate divisions to support literacy and mathematics implementations, and a Coach has been utilized to support modern language implementation across all four divisions. There has been increased focus on how to transform team meetings into more effective and efficient sessions that emphasize student learning over conversations about management and logistics issues. As conversations have deepened about student learning within grade level teams and departments, there has been a growing awareness of the need for more cross-divisional conversations about student learning. In short, faculty are increasingly recognizing the interdependence of grade levels and divisions for effective teaching and learning, and the requests for subject area articulation sessions across divisions are emerging from a dedicated and conscientious faculty.

 Desired Student Learning Outcomes (i.e., exemplary character with ability to work independently and collaboratively, critical and creative thinkers, engaged and responsible citizens, and effective communicators) have been integrated into classroom units and instruction. While the articulated focus sessions indicated that in most cases this integration was occurring very well, there were a few reservations about the clarity, preciseness, and level of expectations for each of these DSLOs to be consistently accomplished. The most pronounced variance in understanding of the DSLOs was related to “critical and creative thinkers”. Although SAS utilizes performance indicators to provide clarification on Desired Student Learning Outcomes, there may be a need to develop rubrics and some professional development support to establish higher levels of understanding and consistency. Members of the articulated focus sessions were able to verify the ways their peers use and assess the Desired Student Learning Outcomes in classroom and course-relevant ways, and the school will need to determine if this practical approach is sufficient or whether a means for further measuring and monitoring of results on division and schoolwide levels is needed.

 The articulated focus sessions revealed that the upgrades in school facilities and generous support of varied resources and technology in classrooms has facilitated strong and effective learning environments for students. It was noted in a few of the articulated focus sessions that the technology expectations for faculty are not consistently upheld within and across divisions, and that there are strong variances in how technology is integrated into the classroom. There is a document of expected technology competencies for all faculty, and these competencies are not systematically regulated. It was also noted that the technology competencies tend to be Office and Management type skills, and it was suggested that there be more of a balance between Information Technology and Educational Technology. Interest was expressed in broad-based faculty understanding for a long-range plan for educational technology within each of the subject areas with clarity on how it will substantively enhance student learning and achievement, and be meaningfully supported and implemented with faculty and students. It should be noted that technology frequently showed up as an area of strength for the school, and the expressed interests for growth were that it become more accessible and used purposefully, appropriately, and successfully to advance student learning.

 Libraries and their available sources of student and faculty research at SAS were very positively recognized, in addition to the diverse services that they provide for students and faculty. The Information Literacy Standards have been a new source of support for faculty in understanding how to integrate these important areas of learning into the curriculum. These new standards are known to some faculty, and not known to other faculty. Therefore there may be benefit for further connections between division libraries and faculty.

 Over the past six years, there have been developments of a wide range of selected opportunities, levels, student choices, and support systems connected to clear course expectations to support academic rigor. Standardized tests, Advanced Placement results, common assessments, grades, college placements of first choice, and student alumni responses indicate that academic performance is high at Singapore American School. While there are numerous sources of data to validate success, the school has not formally adopted a valued set of data that it uses to benchmark success. As Singapore American School moves in the direction of fully implementing a five-year Strategic Plan, it will be essential that the school identifies its “indicators for success” within divisions and as a school to properly monitor and support school improvement. There has been considerable documentation in this review of all the things we do (much of which is great and essential), but a clearer focus and conversation on what students are learning and understanding appears to be an important and straightforward direction that would be positively embraced by faculty, parents, administration, and most importantly students.
NARRATIVE SUMMARY - HIGH SCHOOL

Singapore American School High School provides an exceptional educational program which challenges a variety of student profiles. An overwhelming majority of surveyed parents and students believe that SAS is fulfilling its mission “to provide each student the highest quality American educational experience that inspires a passion for learning and intellectual vitality, and that instills the competence, confidence, and courage to contribute to the global community and to pursue her or his dreams.” Nearly all of our graduates continue on to four year institutions of higher education, enrolling in some of the most prestigious universities in the world. Ninety-two percent of our AP students scored a three or above on their exams during the 2006-07 school year and seventy-five percent scored a 4 or 5.

Academic rigor is a major strength of the Singapore American School High School program. Review of the department reports suggests that students at our school are individually and appropriately challenged. Our students are able to choose from a wide variety of offerings in each department, allowing them to build individualized schedules which are both challenging and engaging. For example, our science offerings alone include: AP Environmental Science, AP Biology, AP Physics B & C, AP Chemistry, Anatomy & Physiology, Zoology, Criminal Forensics, Biotechnology, Environmental Science, Marine Biology, Relativity and Chaos Theory, Quantum Mechanics, Physical Geography, as well the required courses in Biology, Chemistry and Physics. Overall, schools average 8 AP curriculum choices, SAS offers 29. For students finding our courses too challenging, we have developed a swift intervention program, Supervised Study. It has proven to be effective in redirecting student focus for improving academic success. Departments develop common course outlines to maintain consistency and rigorous standards for courses taught by multiple teachers. Teachers use commonly generated rubrics for some assessments, and the Six Traits rubrics are used across the board in English. Student and parent surveys report that an overwhelming majority feel the curriculum is “appropriately rigorous” at SAS.

Student choice and instructional variety are two more strengths of the Singapore American School High School program. Department documents illustrate that many student tasks and assessments offer variety and choice in how a student demonstrates his/her learning. Choice options might include written, oral, or digital responses. Students report that teachers offer many opportunities for individual and collaborative work. Teachers employ a wide variety of instructional methods in the classroom, evidenced through the self-study and frequent observations of teachers.

Students have many opportunities for oral presentations, across the curriculum. Most departments reported that a variety of technology is well integrated into their courses through the use of things like: Smart and Promethean boards, laptops, projectors, various computer programs, the video broadcast studio, digital video, digital photography, WebPages, Blackboard, and so on. Teachers encourage students to embrace these technologies and use them to share their learning. Student and parent surveys show that a majority feel that “teaching supports the different abilities, interests and learning styles of students” and that the “curriculum and assignments are meaningful, engaging and purposeful.”

Parent, teacher, student communication is excellent at the SAS High School. Teachers use the on-line grading program PowerSchool to share scores and comments about individual student achievement. This system allows students and parents to monitor progress and intervene before failure becomes inevitable. Many teachers also utilize Blackboard to post lessons, assessment tasks, class notes, daily homework, web links, videos, and podcasts. Some teachers use the “chat room” function of the program to engage students in “live discussions” around an issue or reading. Teachers are able to e-mail whole classes or individual students through Blackboard, and students frequently use the digital drop box to submit work. In addition to these two educational tools, the SAS HS also maintains an excellent website which communicates daily announcements about sports and clubs, has links to teacher email addresses, highlights special events and honors students. Of course, an old-fashioned telephone is available in every classroom, with home and handphone numbers of parents available at the click of a mouse.

SAS supports teacher professional development in a variety of ways, leading to improved instruction and in turn, improved student learning. Most department reports discussed the wide variety of professional opportunities available. In just the first twelve weeks of the 2007-08 school year, the high school faculty as a whole has been trained in collaborative teaming and participated or presented during a “Teachers Teaching Teachers” afternoon. Departments have had individuals attend training as well as all member sessions. For example, the modern language and science departments have been upgrading curriculum with the assistance and instruction of many international experts.
The PE department has had tech training about the use of their new Polar fitness systems. Individuals from the CBT department have attended courses on Adobe products including Photoshop and InDesign. The IT director has offered many after-school sessions on technology like PowerPoint and PowerSchool. School leaders have attended regional leadership conferences. All of these opportunities help our faculty to continuing their own lifelong learning, as well as learn new skills to improve instruction and learning. In addition, all teachers are involved in a collaborative project with colleagues designed to enhance the educational program and student learning.

The SAS High School Interim Semester is a well established strength in our program. Interim Semester is a graduation requirement, and students earn a ¼ credit for each year they participate. Both current students and alumni regularly name Interim Semester as one of the highlights of their SAS education, frequently noting some of the Cornerstone Values in their comments. The types of trips offered are as varied as a Teacher Apprenticeship at SAS, Sea Kayaking in Thailand, Language Immersion in France and Service in the Soweto Township of South Africa.

Singapore American School High School is a busy, lively, challenging and caring place where students, faculty, and support staff are actively engaged in learning.

Areas for Growth

- Increase access to wireless technology while adding tech support.
- Provide numerous opportunities for professional training in emerging technologies.
- Develop teacher proficiencies and strategies for differentiated instruction.
- Foster more regular articulation between Middle School and High School.
- Develop tasks and assessments to further challenge students with higher level thinking.

NARRATIVE SUMMARY - MIDDLE SCHOOL

The Singapore American Middle is the largest international American school in the world. SAS provides a sound and comprehensive program of study that is designed specifically for middle level students. The SAS middle school is organized into grade level teams that are further divided into “floor” groupings of approximately 100 students per floor. The alternating block schedule allows students to see their core and elective teachers on alternate days. All students’ core classes are contained on a single floor with the exception of 8th grade math. Students are organized in home base groups of approximately 14 students per group. These home base groups meet daily for twenty minutes. These home base groups are designed to provide small groups and autonomy for students, thus addressing some of the issues of a large school. The middle school has three counselors each responsible for a grade level as well as a part-time psychologist. Seventh and eighth grade students are on a rotating ninety minute block schedule; sixth grade students have forty five minutes periods daily with rotating electives.

The academic program is designed to be grade level appropriate. There is a rigorous academic focus in all grade levels. Parent’s surveys indicate students are academically challenged and very often commented about the amount of homework students are required to complete. The range of class offerings is exceptional for a middle school. Students are able to take three different language courses. The Chinese language ranges from beginner through native speaker totaling nine levels of instruction. Spanish and French offer three levels. Students have a wide variety of general electives including Drama, Strings, Band, Dance, Technology and Mathematics through Geometry.

Because of an active professional development program and sound resources, middle school teachers have the opportunity for updating and training in the most current instructional methodologies. The curriculum is based on educational standards most appropriate for the middle level student. Teachers are expected to differentiate instruction to accommodate the various learning styles of our diverse population. Students come to us with a wide range of abilities. While most students are motivated and high achievers, teachers understand and embrace the idea of addressing the needs of all students.

Students with learning difficulties are scheduled into support classes. The support class has a dedicated teacher that monitors the students’ academic progress. Students with special needs or those with individual education programs are assigned to a resource teacher. The resource teachers work with the students’ team of teachers to guarantee that the individual learning disabilities are addressed.

There is a growing concern that our special needs program does not have the human resources to meet the needs of the number of students that are coming up from the intermediate school.
At all levels students are assessed in a variety of ways. The use of rubrics is very common in all curricular areas. In some areas, students understand how rubrics are used and how each assessment is graded. Teachers have concerns that students do not understand how using rubrics explains what they will be assessed upon. In some curricular areas, students are allowed to design their own rubric and self score their work. More work is needed in the use of rubrics.

More work is still needed to familiarize all middle school faculty with the Desired Student Learning Outcomes. This is not to say, however, that the DSLO’s are absent from the work of faculty in classrooms. As one looks through the life of the school, exemplary character, critical and creative thinkers, engaged and responsible citizens, and effective communicators are woven into the fabric of the school. Character education is an integral part of the home base programs. Students have multiple opportunities through various assessments to demonstrate creative thinking and “outside of the box” ideas. In the Technology Education class, students design and build an authentic machine that has a “usable” function. In 8th grade social studies, student’s role play as delegates and try to gain the electoral votes to bring a candidate into office. In Physical education classes, team building and new games are integrated into the curriculum. PE students, on a regular basis are challenged with these team building exercises where they need to rely on their teammates to problem solve and collectively work towards a solution. Students have multiple opportunities for community service both on and off campus as well as traveling internationally for projects that include building homes and volunteering in schools in Cambodia. In some 8th grade Language arts classes, students are required to give two minute oral presentations before the class each week. Students in the performing and fine arts have multiple opportunities to perform before the school and compete in international competitions. Arts students have opportunities to design the art in our middle school calendar and design murals that are displayed throughout the campus.

The middle school core values are modeled by staff and utilized in the home base program. The 8th grade home base program uses the text “The Caring Classroom” to support character education as well as address group dynamics and interpersonal skills. Core values posters are displayed in every classroom.

Whereas the 6th and 7th grades address our core values in the home base classes, a formalized program that addresses each core value is not in place to date.

Students have the opportunity to communicate in a number of different formats. Through our visual art/performing arts program students perform/display/dance before the school and community regularly throughout the year. Students have the opportunity to participate in a newscast on our closed circuit television twice weekly. We have a quarterly newspaper that is operated by the students and teacher advisor. Students have opportunities to submit creative writing for publication in our Tiger Tale literary magazine that is published yearly.

The middle school embraces and values the parent community. The opinion of parents is frequently solicited for any number of events. Parents are able to share thoughts and opinions through a number of platforms. Parents attend the monthly Parent Coffees (where parents are updated on the events of the school) and are involved in numerous PTA events, which are an integral part of the life of the school. Parents frequently attend extended field trips and many of the parents are substitute teachers. Parents are invited, and frequently use, the school facilities -- including libraries, weight rooms and the track and field.

The expectation in the middle school is that all teachers will collaborate. Each team is organized into four core teachers and electives teachers. Each team is required to meet twice weekly to discuss kids and share curriculum. A third meeting is held biweekly to allow the three floors in each grade level a period to collaborate and discuss home base activities. All teachers have yearly collaboration projects where they work with two to four peers on a common school related project.

### Areas of Strength

- There is relevance and alignment with the school purpose and standards.
- There are sufficient resources, and ample opportunities for growth and professional development for all staff.
- The school recognizes diverse populations of students and the needs of third culture students. Differentiated instruction is prevalent in most classrooms. Students are provided learning choices in most classrooms.
- There is explicit instruction to develop group collaborative learning.
- There are multiple opportunities for students to engage in critical and creative activities.
- The school engages in community awareness and endorses global responsible citizens. Classrooms integrate multiple forms of student communication into the curriculum.
- Each grade provides some technology outcomes. Technology skills are taught and applied within each curricular area.
Areas of Strength (cont’d)

- Academic rigor is prevalent in all curricular areas.
- Core values are modeled by adults in each classroom.
- Each area integrates core values into each subject area.
- Professional development is supported.
- Teachers use a variety of strategies and techniques in their teaching.
- Very strong and open communication with the parent community.
- Focus on teaming was a goal this year to support student learning.
- There are a variety of assessments in all curricular areas.
- There are some assessment results that drive curriculum.

Areas for Growth

- More teacher training in collaboration.
- More time to update the Atlas program.
- Some students can slip through the cracks.
- More effort is needed in reaching the lower performing students.
- More opportunities for student engagement. More professional development that will focus on classroom instruction.
- More alignment of technology and curriculum.
- Teachers need to remain current with technology.
- More emphasis is needed in areas of learning standards and integrating these standards into the subject area.
- The core values are difficult to assess in the curriculum. Rubrics should include the core values.
- Professional staff need more planned time to articulate, reflect and assimilate new material.
- More training with effective teaming.
- DLSO’s need to be stressed to teaching staff, and training is needed to integrate and assess them into the curriculum.
- The vehicle is not in place to determine if resource allocation is based upon assessment.
- Middle school teaming must continue to address how to effectively assess DLSO’s into the curriculum.

NARRATIVE SUMMARY - INTERMEDIATE SCHOOL

The Intermediate Division at the Singapore American School strives to provide a safe and developmentally appropriate academic environment that promotes each student’s social, emotional, and academic development. We support the overall school mission by inspiring a passion for learning while helping our students to develop into the global leaders of tomorrow. Our success has been a combined effort of all of our key stakeholders (i.e. students, parents, and staff).

A caring, nurturing and safe environment is one of the major strengths, which exists within the Intermediate Division at the Singapore American School. Teachers, staff, and administration consistently commit time, energy and finances to creating and maintaining an environment in which students, parents, and staff are welcomed and supported. Many protocols, measures, and activities are carefully designed and implemented to assist in this focus. Successful practices range from greeting students first thing in the morning to hosting a Mother-Daughter Tea on human development to assigning buddies to all new students. One of the key components in our achievement is the implementation of our Core Values. These are embedded in the life of the school, both inside and outside of the classroom. Our caring, nurturing and safe environment is further supported by a carefully crafted daily schedule, which allows for common planning time for all grade level teams as well as a carefully crafted yearly schedule, which allows for several opportunities for teacher inservices and further collaboration, and parent opportunities to work with classroom teachers.

Another key to the success of the Intermediate School is a clearly stated and articulated curriculum across the grade levels and the divisions. The curriculum review cycle and the thorough curriculum review process provide ongoing opportunities to develop and to maintain a challenging and comprehensive curriculum document that meets the needs of all learners within the classrooms. The common language that our sequenced curriculum provides for our students and teachers has had an immediate impact on student learning. The Intermediate School curriculum successfully incorporates the Desired Student Learning Outcomes. The myriad of rich activities that cater to the diverse abilities, learning styles and interests of the students allow all students to work collaboratively and independently in all areas of the curriculum areas, to be critical and creative thinkers, to be effective communicators, and to be engaged and responsible students.
Singapore American School’s ability to resource a rich and challenging curriculum is one of the hallmarks of the school, along with offering an extensive listing of Professional Development opportunities. Due to the generosity of our PTA, our Curriculum Office, the School Board, and the Finance Department, substantial funding has been invested into classrooms and programs. One example includes the funding allocated for libraries and grade level book rooms to help bring “just right books” to all of our students. Each classroom is resourced with a comprehensive library which includes selections for all our learners. Classroom resources also include support materials and personnel (e.g. Math and Literacy Coaches), which enable teachers the ability to enhance and maximize their teaching by having all the necessary and appropriate tools, books, and strategies available to effectively present the curriculum in the most comprehensive manner possible. Professional Development opportunities are abundant within the division and across the school. With the assistance of our Math and Literacy Coaches, the teachers are getting ‘just in time’ inservicing to support their students and to improve their instruction. Guest speakers and workshops such as Bonnie Campbell Hill, Deb Welch, Melvyn Ramsden, Fred Wolff, are made available to support school and divisional initiatives.

Strong partnerships among students, teachers, parents and support staff, is another strength within Intermediate School. There are many opportunities in which the professional staff communicates with each other. Within the past two years, Professional Learning Communities have been established to support continued teacher dialogue on ongoing and needed topics such as common assessments, differentiated instruction, use of technology in the classrooms, and in general, current practices in all curricular areas. The entire staff within the Intermediate School continually communicates and collaborates with the parents in order to enhance student learning. Parents are actively involved in the school through various opportunities such as supporting students in the classroom, chaperoning field trips, and attending numerous parent—teacher/administration associated activities.

The Intermediate School has made significant progress since the last WASC visit and this is due in no small part to an extremely hardworking, dedicated and professional staff. In the past six years, there have been fundamental changes in many aspects of the curriculum and programming. The Intermediate School has since implemented the Six Trait Writing program, reading and writing continuums, the Everyday Mathematics program, and developed a sequenced Chinese program to include four levels of instruction. In order to provide teachers adequate time to focus on quality instruction, the Intermediate School schedule was revamped and the result was the ability to provide uninterrupted blocks of 120 minutes for Reading /Language Arts and 60 minutes for Math. The Intermediate School was also able to increase time for Chinese instruction by offering it twice a week instead of on a three day rotation. Technology integration has made great strides in the past six years, with integration taking place in many areas of the curriculum and student learning outcomes for technology being established for the division.

Areas of Strength

- Core values embedded into the life of the school.
- Published, written curriculum.
- Challenging and appropriate curriculum.
- Collaboration within teams.
- Budget.
- Common language and teaching strategies across the grade levels and divisions.
- Variety of developmentally and academically appropriate learning activities.
- Technology integrated into the curriculum.
- Partnerships with school community.
- Professional Development opportunities.
- Experienced, knowledgeable teachers.

Areas for Growth

- Size of School.
- Time.
- Differentiated instruction.
- Common assessments.
- Scheduling restrictions.
- Access to computer labs.
- Staffing allocations.
NARRATIVE SUMMARY - PRIMARY SCHOOL
The Primary Division at the Singapore American School has established a strong reputation for modeling a clear statement of purpose that reflects the beliefs and philosophy of the institution. The combined efforts of students, parents, and staff have created an educational opportunity where students can succeed at high levels.

A caring, nurturing and safe environment is one of the major strengths which exists within the Primary Division at the Singapore American School. Teachers, counselors, specialists, support staff and administration go out of their way to help make the environment one in which students and parents are welcomed and well oriented to the workings within the Primary and Early Childhood Center. Many hours of thought and preparation have gone into ensuring that the procedures are in place to provide a smooth and seamless entry into the Division. These procedures range from the opening orientations which are conducted by counselors to the arrangement by the classroom teacher to meet the child as he/she alights from the bus on their very first day at the school. This continues through the carefully crafted daily schedules and classroom expectations which the grade level teachers have worked hard to ensure exist within each environment. Similarly, all of the specialists have worked cooperatively and supportively with the classroom teachers to arrange scheduling that ensures all students benefit from the myriad of activities and support services which are available within the Division. Together these characteristics combine to offer an effective and well articulated organizational plan which provides an environment where students feel well taken care of and parents support and appreciate the opportunity available for their children.

To support the nurturing environment, the Primary Division has worked hard to develop and maintain a challenging and comprehensive curriculum document that meets the needs of all learners within the classrooms. The curriculum has been well reviewed and updated to ensure it offers the range of ability that covers the ages from preschool through second grade. Thorough and well researched information has been investigated and reviewed as we have updated and created new curriculum documents for each of the areas as they have come up for review over the present five year curriculum review cycle. This curriculum then becomes the basis for instruction within the classroom settings and it allows teachers and students the opportunity to expand and explore theme based units of instruction in many areas of the curriculum. The teachers have supported this work through their commitment to hold weekly Professional Learning Community meetings which are particularly focused on classroom curriculum development and student learning.

Supporting the process of curriculum development and the presentation of that curriculum within the classrooms are the well resourced and relevant texts and materials which provide an abundant supply of resources to support the instruction process in the Primary Division. These materials include a well referenced and leveled array of literature at each of the main levels of the Primary Division. It includes support materials which enable teachers the ability to enhance their teaching by having all the necessary and appropriate tools and books to effectively present the curriculum in the most comprehensive manner possible. Additionally these resources are evident in each of the specialists’ environments of Art, Music, PE, Library, Counseling, Resource Support, Speech, Chinese and ESOL which support students throughout the Primary Division.

The expertise and professionalism of the Primary Division Staff is evident through the differentiated instruction and the rich activities that cater to the diverse abilities, learning styles and interests of the students. Teachers within all levels and specialties use many different methods including small groupings, large group instruction and learning centers to facilitate a rich mixture of strategies to instruct their students. The classroom and specialty area environments support a wide variety of opportunities for independent and collaborative learning. Activities abound within the learning environments of the Primary Division which encourage and support our children in becoming critical and creative thinkers. Teachers have created classroom environments which support exemplary character, as well as engaged and responsible citizens. The Singapore American School’s Core Values are also embedded into the students’ daily experiences. This is reflected not only within the structure of the environment, but throughout the curriculum, and in the manner by which teachers act as positive and exemplary role models to their students.

The growth for students within the Primary Division is evident through the formal and informal assessment criteria which teachers use to assess student progress. There has been an extensive dialogue between teachers and a common agreement for assessment documents at the more formal grade levels of Kindergarten through second grade especially in the areas of literacy and math. This has been an ongoing part of the curriculum review process. Extensive professional development has also supported the teachers in the development of, and agreement for, their assessment documents. There is still some ongoing work which needs to be completed in this area to ensure that common assessment documents are available and consistent within the areas of science and social studies.
The partnerships between students, teachers, parents and support staff is evident at every level within the Primary Division. The professional staff within the Division continually dialogue with each other to ensure that a continuity of instruction exists from room to room and among all specialty areas. The entire staff within the Primary School provides continual and constant communication and collaboration with the parents in order to enhance student learning. Parents are used extensively within the classrooms in support of student learning, and outside of the classrooms to support field trips, teacher sponsored events, and the numerous parent-teacher associated activities. While these partnerships and communication efforts remain positive, we have identified some areas where communication to parents about specific aspects of our program can be enhanced to provide additional clarification and information.

The Primary Division at the Singapore American School has made significant growth over the past six years. The focused efforts on the curriculum and assessment have produced tight alignment across our Division. Teachers are working in professional learning communities to support our students, parents, and each other as they build efficient and productive environments for learning to occur. There is a positive and professional atmosphere that exists within the Primary Division and we are set to continue our quest to be learners and leaders as we strive for excellence for all students.

### Areas of Strength

- A challenging, enriching, coherent and relevant curriculum exists within the Primary School at the Singapore American School.
- The Primary School provides students with diverse and rich activities through instruction that reach all abilities, learning styles and interests.
- Students within the Primary Division are provided multiple opportunities to work independently and collaboratively.
- The vast array of experiences and opportunities occurring in and out of the classrooms enable our students to be critical and creative thinkers, responsible and engaged citizens, and effective and informed communicators.
- The core values of the Singapore American School are well integrated into all aspects of the Primary School’s programs and each child’s daily experience.
- The Primary School actively provides a wide variety of instructional styles and learning experiences for all students on a regular basis.
- Excellent partnerships and communication channels which enhance student learning exist between parents and teachers throughout the Primary Division.
- Professional Learning Communities within the Primary Division support the collaborative efforts of the teachers to provide consistent and shared practices, effective instruction, solid curricular knowledge and professionalism across grade levels and within specialty areas.
- Students are able to participate in a system of support services, activities, and opportunities within the Primary School and community that meet the challenges of our intended “ Desired Student Learning Outcomes”.
- The Primary School has done an excellent job of establishing and communicating a clear statement of purpose which is reflected throughout the program and curricular components of the school.
- The classroom environment and the curriculum are enhanced by the exceptional resource support provided for materials and equipment.

### Areas for Growth

- Review the Primary Chinese Program as to whether potential program expansion is an option within the present structure of the Primary Program.
- Improve the Academic and Specialist reporting documents used as progress reports.
- Continue to facilitate collaboration and communication across grade levels, departments and the Divisions.
- Continue to review scheduling of specialist activities with the Primary Day to facilitate uninterrupted blocks of teaching time for Literacy and Math.
- Continue to review and update common assessment documents.
Chapter IV: Student Personal and Academic Growth

SCHOOL-WIDE NARRATIVE SUMMARY

Students at the Singapore American School are actively engaged in a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve academic standards and Desired Student Learning Outcomes (DSLOs).

“Academic Rigor” and “Extraordinary Care for the Welfare of Each Child” are two of the Singapore American School’s Vital Few pillars in its Strategic Focus. “Extraordinary Care for the Welfare of Each Child” was added to the school’s Strategic Focus so that there would be a more balanced, holistic and intentional approach to the needs of all students: academically, socially, emotionally and physically. This has been an important pillar since the range of student abilities and needs continues to broaden. Along with this increased range of student abilities and needs have been quicker and more astute recognition and support for diverse student abilities and needs by regular classroom faculty members and specialized faculty members.

Approximately 15% of the SAS faculty is special services, counselors and psychologists. A wide range of programs and services is offered by these specialized faculty members in support of diverse student needs, as well as programs and support for parents and training/communication for regular faculty members. For special services, the school has the largest number of specialized staff in its Primary and Intermediate Divisions for early intervention. Although special services faculty is assigned to the Middle School and High School Divisions, there has not been as pronounced a need for specialized services. There are some indicators, however, that an increasing population of students with a broader range of abilities and needs may require further adjustments at the secondary level. There have already been adjustments at the secondary level in establishing different levels of courses to support different levels of ability.

There is regular communication among special services faculty, regular classroom teachers, students and parents to monitor growth and progress. Special services faculty has established articulated procedures across divisions to provide enhanced continuity of communication among students, faculty and parents. There is academic support during the school day and after school, and assistance is offered to parents in planning ways to integrate academic support with “balance of life” needs. The Parent Services Manual provides further clarity of support across divisions for parents.

Although each division has professional conversations about how to best support differentiated instruction in classrooms, there is probably a need to deepen levels of differentiated instruction in all classrooms. Increased faculty understanding on specific strategies and approaches to support special needs children would also be beneficial.

The school’s extensive range of curricular and co-curricular programs provides significant opportunities to support a multitude of talents and gifts of all students. Additional facilities have been constructed in recent years to accommodate the high demand for both curricular and co-curricular programs. A multitude of service programs and clubs within each of the divisions provides further opportunities for students to be engaged with their school, community, region and world.

Parents indicate a high level of satisfaction with the extra-curricular program opportunities. There is also an effective partnership and collaboration between the school and the community recreational program (SACAC) to further offer a variety of programs not offered through the SAS extra-curricular programs. Students are encouraged to be selective in their after-school programs and not over-load their extra time. Schedules and procedures are developed to help support “balance.” Parent and student input provide guidance as to program development. The current listing of after-school opportunities is an abundant and varied listing, and supports the unique talents and gifts of students.

Parents are actively involved in school and community programs (e.g., Arts Council, PTA, Boosters, Community Library, Boy Scouts, Girl Scouts, SACAC) to initiate further support for school programs and activities.

At times, SAS runs the risk of trying to be all things to all people, and this applies to the multitude of programs and opportunities. Although accommodating all needs and interests is a noble goal, this sometimes puts a strain on the organization to provide adequate levels of supervision and support. Some problems have started to emerge in the sense of not having sufficient sponsors for all the after-school programs and activities. Therefore more selectivity and focus or more widespread expectations of faculty involvement with student programs will be needed. There may also be a need to establish a more robust balance between intramural types of activities and skills-based competitive activities.
Safety of students is a high priority at SAS, and there are numerous mechanisms and procedures in place to ensure student safety during the school day and after school. An effective Crisis Plan has been developed. Students indicate on surveys that they feel safe. There are also “buddy” and “peer support” programs to help students feel connected to the school and to support transition issues. Counselors work extensively with students on “transitions” in and out of the school, and each division develops varied approaches to support students and families. Since all divisions are on the same campus and since there are high levels of parent and community involvement within the school, students and parents frequently indicate that they feel welcome and connected to the multitude of programs and opportunities at SAS.

See Book Two for specific team findings related to Areas of Strength and Areas for Growth. Sources of Evidence and Data Analysis that validate the team findings are “housed” in the SAS online School Improvement folder.

HIGH SCHOOL NARRATIVE SUMMARY
The Singapore American School considers support for students’ personal and academic growth a key for developing and fostering lifelong learning and contributes to the advancement of society. One of the Vital Few states that we demonstrate extraordinary care for the welfare of the individual child. We encourage all members of the SAS faculty and staff to nurture and help each child grow in his/her academic, social, emotional and physical well-being.

One way in which SAS supports the academic well-being of every child lies in our placement and course selection procedures. Assessment information combined with student interests and college/career goals form the basis for each student to select courses that provide the appropriate level of academic rigor and support. The fact that the counselors meet with every student in every grade each year ensures appropriate course/load fit. In the area of academic growth, a clear strength exists in the level and variety of courses we offer in all subject areas. In the physical sciences, for example, we offer General Chemistry, Chemistry, Accelerated Chemistry and AP Chemistry. Another example is in life sciences, where we offer Introduction to Biology, Biology, Molecular Biology, Criminal Forensics, Zoology and Biotechnology. Both students and college admissions officers rate SAS extremely high in the area of college counseling.

The social well-being of every child is supported in a variety of ways. All new students who arrive to SAS are matched with existing students through the Peer Support program. By pairing up with a buddy, new students feel welcome and learn about the culture of the school while having a peer who can answer all of their questions and ensure they don’t get lost. All students are encouraged to meet with their counselor to address social issues/concerns and to get involved in clubs that serve the needs of others. Whether it’s through one-on-one counseling or through presentations from the persons representing Freedom from Chemical Dependency, students are supported in the areas of social growth and well-being.

Emotional well-being is also an area we strive to support at SAS. Not only do we recognize the need for our counselors to meet with every student every year, addressing social/emotional and academic issues, but we also make referrals to the local mental health community when the need arises. SAS employs a full time school psychologist within the HS division along with six counselors. They, along with the special education (support services) faculty and school administrators, meet weekly to case conference on students considered “at-risk.” From this meeting, action plans are developed that specifically target the student’s social, emotional and academic needs.

The physical well-being of each student is highly evident and considered to be an area of strength. When compared to other international schools, SAS exceeds their graduation requirements for Health/Physical Education, as we require 2.5 credits. Our focus is primarily on health, wellness and lifelong recreation. Currently, our Health/Physical Education instructors are engaged in a collaborative project that measures and tracks the impact of the current programming for each individual student and uses the data to support changes in each child’s physical routine.

An area of strength lies in the number and variety of available programs and activities students can engage in through athletics, visual and performing arts and clubs and organizations. In addition to an extensive array of curricular offerings, we provide a wide range of extracurricular activities from indoor soccer to Climbing Club, Aikido Club and team sports. Athletic opportunities for both boys and girls include Badminton, Basketball, Cross-Country, Rugby & Touch Rugby, Soccer, Softball, Swimming, Tennis, Volleyball and Track & Field. Our non-athletic activities include Art, Band, Orchestra, Choir, Dance, Drama, Debate, Forensics, math competitions, Model United Nations, Peer Support and Student Government. In all, HS Activities and Athletics Department helps Student Government support over 80 clubs, 33 of which are service clubs, seeking to meet the needs of others less fortunate. By encouraging students to
actively participate in the opportunities available to them, SAS can confidently say that students feel a connectedness to the school community and an obligation to provide service to the world beyond the school grounds. Students have ample opportunity to showcase their talents/work in celebrations of their accomplishments. This focus on their growth helps to reinforce their level of motivation and supports positive self-worth. We know that each child has unique personal and academic needs and through the previously mentioned programs and activities, we feel SAS does provide the extraordinary care necessary for each child to experience positive growth.

While we value all of the strengths we currently possess, our ongoing efforts are focused on selected areas for student personal and academic growth. First, we continually seek to increase the opportunities for students to be involved in after-school activities. One of the areas we hope to develop and implement is an intramural program through the Activities office. In addition, the counseling department is interested in developing a mentorship or home base type of program as a means to promote the understanding and acceptance of all types of students (e.g., gay, lesbian, national minority). This will assist the counselors in giving more attention to the personal/social issues students are facing. At the present time, there is a wellness committee that is charged with developing strategies to create a balance in the lives of students. Many of our students thrive on the academic rigor and are over-extended through membership and participation in clubs/activities. At times, school can be all-consuming and students experience great personal stress. We believe consideration needs to be given to additional staffing both in the counseling department and in the special services department as we continue to see the number of students with special needs increase.

MIDDLE SCHOOL NARRATIVE SUMMARY
The Middle School division is committed to fulfilling the stated mission and purpose of the Singapore American School. The Middle School will do this by recognizing that students are in a transitional stage of development and by valuing the uniqueness of each and every child. We believe that each MS student has intrinsic value and that each student is responsible for his or her choices and actions. We strive to provide a supportive environment that will enhance students’ self-esteem so that they may continue to develop and grow both personally and academically. We encourage all members of the SAS faculty, staff, students and parents to join us as partners in this endeavor.

In recognition of the unique needs of the 11-14 age groups, the MS division places an emphasis on the personal development of the student, including understanding appropriate values and interaction and cooperation skills. The counseling team plays an integral role in the personal well-being of the MS students and provides a full guidance program. The counselors serve as key members of each MS team and meet regularly with teachers. On alternate weeks, teachers and counselors conduct “student concerns” meetings where the personal and academic progress of specific students is discussed in detail. The counselors are an important point of contact for our home base program, which is one of the cornerstones for character education.

The social well-being of every child is further supported through programs, such as peer counseling, where students new to SAS are matched with existing students in an effort to assist them with the numerous adjustment issues they face. Welcome parties and going away events are commonplace in our transient student population. The counselors encourage students to participate in the wide range of sports and clubs on offer at SAS and provide additional information opportunities to serve the needs of others. Through one-to-one counseling and through school presentations on such topics as cyber safety and freedom from chemical dependency, MS students are well supported in the area of social growth and well-being. Additionally, the educational psychologist in the Middle School is available to all students for the purpose of psychological care and assessment where necessary and appropriate.

The Middle School shares two full-time nurses with the High School and they provide students with their expertise and professional care to ensure the health and safety of our community. The nurses work closely with parents, teachers and administrators to ensure that all students with special medical profiles can be serviced appropriately. The nurses provide all school trips with the necessary first-aid kits and training on the administration of epi-pens.

The Middle School division is committed to meeting the unique intellectual needs of our diverse student population in the areas of content knowledge, problem solving and critical thinking skill development. We value high standards and commit to providing opportunities for mastery of academic skills and the lifelong pursuit of excellence. To achieve this goal we are committed to providing students with a wide variety of elective opportunities in both academic and special interest areas. We have a wide range of course offerings to suit the academic levels of our students. For example, we offer nine levels of Chinese and mathematics course options through Geometry. Numerous opportunities are provided for developmentally appropriate physical activity and movement. We embrace an atmosphere of active learning that engages learners in hands-on, cooperative learning and interdisciplinary experiences that appeal to the MS student. To achieve this we are committed to common
team planning time for faculty to facilitate the creation of interdisciplinary lessons, themes and units. Differentiated instruction and assessment in the classroom is commonplace so that the academic well-being of each student is optimized. The classroom without walls (CWW) program is also seen as an important component of our curriculum and further compliments our commitment to the balance of the social/emotional and academic learning of the students in a setting away from the school campus, where new opportunities for team building and bonding are emphasized. This annual program is a highly anticipated by the student body each year.

To ensure that we meet the needs of our diverse student population and those with unique learning profiles, special services teachers are assigned to each grade level. Through special services a robust program for academic support is offered. For example, students with specific learning needs are placed in inclusion classrooms for Reading/Language Arts and Mathematics, where the content teacher and resource teacher work collaboratively to meet the needs of students. Students designated as learning disabled (LD) are placed in resource support. These are self-contained pullout classes designed to meet the individual needs of students with mild to moderate learning needs. We also offer self-contained elective classes designed to meet the individual needs of students struggling with organization, effort or focus issues in their academic courses. Pullout sessions designed to meet the needs of students with communication difficulties are available, and students with learning difficulties have opportunities to receive support beyond the regular school day in the after-school support program.

The after-school activities and athletics program, together with the visual and performing arts classes, numerous clubs and service organizations, are designed to enhance both the students’ personal and academic growth. We provide an extensive array of extra-curricular activities and service learning opportunities for the students to choose from. Quarterly offerings provide new opportunities for students to engage in a wide range of activities at the exposure level through intramurals and via more competitive opportunities on school “select” teams in such sports as basketball, soccer, softball, touch rugby, track and field and volleyball. Athletic and non-athletic activities and clubs abound in art, band, choir, strings, dance, debate, drama, mathematics, Junior MUN, peer support, student counsel, video club, Aikido, Scuba club, Taekwondo and climbing club, to mention a few. Numerous service clubs are available and offer students the opportunity to engage in service learning or community service endeavors. They include Care Corner Club, Garden Club, Metta Home Club, Ecology Club, Random Acts, Cambodia Club, Caring for Cambodia and Wish for Kids. With such a vast array to choose from, students in the Middle School have ample opportunities to balance the academic rigor found in the classroom and social/emotional development necessary for personal and academic growth.

We believe that Middle School provides a strong program for students, and we will endeavor to continue to improve our offerings to meet the needs of our ever changing population. We recognize the need to continue refining and developing our home base program so that teachers are knowledgeable and well versed in affective education. We also will investigate the appropriateness of including a service learning component in our annual CWW program. Also, we will continue to evaluate the demand for support services and our ability to meet that demand with the current structure and design.

INTERMEDIATE SCHOOL NARRATIVE SUMMARY
The Intermediate Division at the Singapore American School strives to provide a safe and developmentally appropriate academic environment that promotes each student’s social, emotional and academic development. We support the overall school mission by inspiring a passion for learning while helping our students to develop into the global leaders of tomorrow. Our success has been a combined effort of all of our key stakeholders (i.e., students, parents and staff). Included in this list of stakeholders is a distinctive group of personnel who are instrumental in further supporting students in their overall personal and academic growth. This group consists of our support services department, our counseling team, our school nurses and the Elementary After-school Student Activities (EASA) program.

The Intermediate School’s support service program strives to support the unique needs of students with learning differences through appropriate instruction, accommodations and modifications for their academic, social and emotional success at SAS. The Intermediate School provides a range of services, including Math Support, Reading and Language Arts (RLA) Support, GATE, Speech and ESOL. Special service personnel help students understand how to learn independently and productively, so that they are equipped with skills and behaviors to be lifelong learners and successful in future careers and in life. The success in our math and RLA programs is in no small part due to the structures and protocols that exist. Our structure includes student concern meetings and student services meetings, whereby teachers, counselors, administrators and the school psychologist come together to discuss students’ social, emotional and/or academic needs and to determine a plan of action. This process has proven to be effective as teachers, parents, and service providers are able to collaborate and to understand the whole child. Another key to
the success of these programs is our ability to provide various delivery models, particularly the inclusion model within our RLA resource program. Although expensive, the inclusion model allows us to service those students with more significant needs within a least restrictive environment and allows those students to benefit from the rich conversation that naturally occurs in a heterogeneously mixed group. As SAS continues to grow and to see a wider range of learning differences, we will need to maintain an effective identification process in order to ensure that we are meeting the needs of all of our unique students, including students in our GATE and ESOL programs.

The counseling team has proven to be a crucial partner in supporting our students’ personal growth. Through the various programs they have developed, the counselors have been instrumental in maintaining our caring, nurturing and safe environment. The IS counseling department is well known for its successful inclusive program, the Lunch Bunch. This program is popular with both students and parents as it seamlessly provides all students a place in which to socialize during recess. The counselors have also created a comprehensive curriculum program that incorporates the SAS Core Values. The program is entitled Building Students with Character and is part of the ongoing workshops and skill building lessons the counselors provide to support students in and outside the classroom. At the start of last year, the counseling assignments were restructured, and the counselors were assigned to work with all classes within one grade level instead of working with a few classes from each grade level. As students move through the Intermediate Division, the grade level counselor follows the same group of students on to the next grade, creating a looping approach. This approach has greatly assisted in forming positive relationships with the children and parents, as it allows for greater consistency and understanding of assigned students and their families year to year. Another clear strength of the counseling department is its ability to support students and parents in times of conflict or distress. The counselors employ a variety of methods, including the Solution Focused approach to learning and the Cognitive Behavior Therapeutic approach, in order to provide students and parents with techniques that can be easily used when needed.

The Intermediate and Primary Divisions share two full-time nurses during the school day. These nurses provide students and staff with expertise and professional care to ensure the health and safety of all. The nurses work closely with the administration and teachers whenever there are new students who have been identified with life-threatening allergies. The nurses provide all classrooms with first aid kits and host training workshops on the administration of epi-pens and how to respond to seizures. The nurses have been instrumental in establishing a mother-daughter evening, where the fourth grade girls learn about the changes their bodies go through during puberty. In addition they conduct safety checks on the school facilities and provide parent talks about health issues.

Our EASA program provides students with a wide variety of after-school activities. These activities reach students of every level and allow them to pursue their dreams and talents. The strength of the program is that it has a wide array of activities that include technology, sports, languages, music and art. The EASA instructors are primarily comprised of SAS teachers. The activities are generated by parent feedback and teacher interest. As the interests of students, parents and teachers change, the program will continue to be challenged to include offerings that match the current desires.

Over the last six years, the Intermediate School has made evident progress since the last WASC visit, and this is due to an extremely hardworking, dedicated and professional support services staff, nurses, counselors and EASA personnel. There have been changes in many aspects of the curriculum, programming, staffing and extra-curricular offerings as they relate to our students’ personal and academic growth. Over the past six years, the Intermediate School has implemented Math Support program, dual model of RLA Support, Math GATE program, RLA GATE program, bi-weekly counseling lessons, Lunch Bunch program, scoliosis screening for grade 5, Mother Daughter Tea for grade 4 girls on Human Development and extensive EASA program and offerings.

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<th>Areas of Strength</th>
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<tr>
<td>✓ Extensive list of services, staffing and activities available to assist students with social, emotional and academic needs.</td>
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<td>✓ Collaboration with teachers and parents to identify appropriate services of students in need.</td>
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<td>✓ Established Special Services Handbook, with detailed protocols.</td>
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<th>Areas for Growth</th>
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<tr>
<td>✓ Further refinement of identification and screening procedures for individual programs, including GATE, resource support and ESOL.</td>
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<tr>
<td>✓ Implement counselor involvement with the grade 2-3 transition for academic and social and emotional concerns.</td>
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PRIMARY SCHOOL NARRATIVE SUMMARY
The Primary Division at the Singapore American School has established a strong reputation for modeling a clear statement of purpose that reflects the beliefs and philosophy of the institution. The combined efforts of students, parents and staff have created educational opportunities where students can succeed at high levels.

The Primary School’s support service program strives to support the unique needs of students with learning differences through appropriate instruction, accommodations and modifications for their academic, social and emotional success. The Primary Division provides a range of services that includes Reading and Language Arts support, math support, speech and language support, ESOL support and individual, group and whole class counseling support. Special services personnel assist students to understand how to learn independently and productively, so that they are equipped with skills and behaviors that enable them to be lifelong learners and successful in future careers and in life. Our structure includes student concern meetings and student services meetings, whereby parents, teachers, counselors, administrators and the school psychologist come together to discuss a student’s social, emotional and/or academic needs and to determine a plan of action. This process has proven to be effective as teachers, parents, and service providers are able to collaborate and to understand the whole child.

In specifically highlighting the area of resource support, which serves the key areas of RLA and math, you will not find a more dedicated and professional group of educators who strive to ensure their work meets the needs of needy learners from kindergarten through grade 2. One key to the success of our program is the flexibility in providing the service to students. While the majority of students receive this assistance in the form of pullout service from the regular classroom, the option does exist if children can be serviced within an inclusion model. Certainly finding the level of comfort for which service will work best for each student and the teachers involved is a big part of the program’s success. The resource support teachers are also able to plan for flexible grouping arrangements, where children with similar issues can be combined to facilitate teaching and planning time. Another key component within the past year has been assigning specific resource support teachers to each particular grade level. This has facilitated a clear delineation as to who is working with each teacher and helped build extremely efficient communication channels for follow up between teachers.

The PS Counseling Department consists of three counselors who work together to serve the needs of the preschool through grade 2 student population. The elementary program also includes a full time psychologist who shares time between the IS and PS programs. One of the department’s main roles is to act as case managers when a referral is made regarding a particular concern about a student. In serving as the case manager the counselor ensures that key professionals and parents are present to discuss the concern and then help develop a plan to address particular issues. The counselors have worked together to split the work between them by assigning each grade level to a particular person. In this way they can become more familiar with their groups of children and parents and also with the teachers working with these children. The counselors have set monthly lessons that reinforce the DSSLs established for our Primary School students. They are also available to provide individual and group counseling support for friendship and particular guidance issues that may develop within the school year. One other key component of their work is providing support to parents. The counselors have been offering parenting workshops, which have been well attended and appreciated.

The ESOL (English for Students of Other Languages) support consists of two full time teachers who provide pullout support to students with no or limited English language ability. Their support to these students rests mainly in the areas of RLA. Students can be pulled for their entire reading language arts block and gain a more individualized environment for learning to occur. This support is offered to students from kindergarten through grade 2.

Three speech language pathologists serve the needs of students from preschool through second grade. Students are screened from preschool to Kindergarten by our specialists and for any needing direct support this is then established through communication with the speech language pathologist, the teacher and the parents. Students in first and second grade can be evaluated for support through the student services meeting format if needed. Service ranges from individual pull out support, to in-class support, depending on the student’s needs.

The Intermediate and Primary Divisions share two full-time nurses during the school day. The nurses provide expertise and care when students are unwell. They work closely with the administration and teachers whenever there are new students that have been identified with life-threatening allergies.

Our EASA program provides students with a wide variety of after-school activities. These activities reach students of every level and allow them to pursue their dreams and talents. The strength of the program is that it has a wide array of activities that include technology, sports, languages, music and art act. The instructors are mainly comprised of
SAS teachers, and they provide the students with high quality classes three days a week for eight-week periods. The activities are generated by parent feedback and teacher interest.

The Primary Division has made significant growth over the past six years in the area of support services. The focused efforts on the delivery of these services and the streamlining of our reports and the terminology used have tightened the alignment throughout all divisions. The focused efforts of each individual group outlined above to improve and build upon their already great work have led to easier communication and service models that maximize the time in which students can receive and benefit from the services. We are confident that in this WASC year of review, we will continue to challenge ourselves to evaluate and improve our programs as needed.

Areas of Strength

- With a broad range of staff, we are able to provide an extensive range of services that meet the individual needs of students from preschool to grade 2.
- A comprehensive student referral and SSM process ensures ongoing extraordinary care for students based on their individual needs.
- Guidance lessons and friendship groups ensure that counselors have regular and direct contact with every child under that counselor’s case load.
- Extraordinary care is provided for every child in the special services program.
- The time taken to establish and maintain communication with parents throughout the school year is positive.
- Operational systems and procedures are well established and documented and are constantly being updated.
- Staff is dedicated and well qualified for their specific disciplines. The teams are well versed in best practices.

Areas for Growth

- To continue to recognize the importance of providing time to enable collaboration between grade levels and the special services support teams.
- Investigate ways by which to offer continued training within the support services areas to all relevant constituents in terms of effective parent education, teacher education and support staff training.
- Compile profiles of groups of students and maintain data more consistently over time in an attempt to observe trends within the division.
The Chapter IVD Resource Management report is primarily based on the following sources of evidence:

- Annual budget, five year financial plan and master plan for facilities
- Board and committee minutes and administrative guidelines
- Financial, payroll and personnel records
- Surveys comparing SAS to other schools for tuition and compensation
- Surveys of parents, staff and students

The data analysis in relation to the above noted evidence indicates that SAS is a well-established international school both financially and procedurally. SAS has policies, procedures, guidelines and processes in place. SAS is forward thinking in terms of resource management and includes stakeholders in the planning and decision making. In planning, SAS takes an annual perspective as well as a long-term view through five year financial planning and facilities master planning. In developing plans and making decisions, SAS draws on its internal expertise but also engages external consultants when necessary to ensure the best decisions are made in terms of resource management allocations for SAS. SAS commits resources to ensure funding meets the requirements of the Vital Few through quality programs to students (academic rigor), professional development needs for staff (professional excellence) and the needs of the students who attend SAS (extraordinary care for the welfare of each child). SAS routinely benchmarks itself against other international schools both in Singapore and in EARCOS. SAS is proactive in evaluating the potential issues in relation to the future of the school both strategically and operationally, showing a commitment to continuous growth and improvement and the long term financial stability of the school.

While SAS does provide a solid foundation in resource management, the areas of growth that were identified through the data analysis can be categorized in the following ways:

- Follow through to full implementation and maintenance of implemented decisions
- Depth and clarity in processes and procedures
- Evaluation and revision routines after implementation

In terms of follow-through, there are several areas of evaluation where SAS has been proactive in analyzing issues, but has not necessarily committed the resources or time to a fully developed plan to ensure full implementation and maintenance of the recommended resolutions for the areas being evaluated.

In terms of depth in process and procedures, the budget is an example of an area for improvement, where this process should include the specific alignment of the funding to the Vital Few and the school-wide goals as well as the enhancement of the process to ensure that the funding sources school-wide are coordinated in a comprehensive way.

In addition, SAS performs comparative analysis routinely but should also include specific evaluation criteria and purposeful guidelines for how the results of these comparisons can be used by SAS for improvement. In setting school-wide goals, the stakeholders are involved in the process but could be involved sooner to ensure that the goals are understood and implemented in the classroom.

In terms of evaluation and revision of processes, SAS has policies, procedures and guidelines that are in place, and these are revised as necessary, but SAS should implement a cycle for review of policies, procedures and guidelines to ensure that these documents reflect current practice and that the appropriate parties are aware of the expectations in relation to these guiding principles.

Overall, the data analysis in Chapter IVD indicates that resource management at SAS is solid, with supporting policies, planning and the safeguarding of financial resources. The areas for growth in Chapter IVD reflect enhancements to further define, clarify, revise and implement in the areas of strength.

Based on the findings of the WASC Report and the need to develop vision, long range planning and coherence for a large and complex school, the following are areas to be developed for the school's five-year Strategic Plan:

1. Mission/Vision
2. Student Learning
3. Finance
4. Development/Advancement
5. Communications
6. Alumni Relations
7. Human Resources
8. Technology
9. Board Governance
10. Woodlands Campus
11. Expansion
See Book Two for specific team findings related to Areas of Strength and Areas for Growth. Sources of Evidence and Data Analysis that validate the team findings are “housed” in the SAS online School Improvement folder.
Chapter V: School-wide Action Plan

Critical Areas for Follow-Up Based on SAS Self Study

1. Develop a school community (i.e., students, faculty, staff, administrators, parents, Board) that understands the direction and vision of the school and is unified and collaborative in its focus and support for student learning as it relates to academic excellence, as well as for the social, emotional and physical well-being of the student.

2. Clarify the use and assessment of cross-curricular expectations in subject areas (i.e., Desired Student Learning Outcomes, Core Values, Information Literacy Standards, Technology Standards, Communication Skills – writing, presenting).

3. Determine the types of data that will be used to show:
   - continuous improvement on division and school levels,
   - progress of the school’s Strategic Plan,
   - benchmarking with other exemplary schools in the world.

4. Enhance high standards of consistent classroom practice within curriculum unit development, instruction, assessment and resources to ensure that each student is “appropriately challenged.”

5. Clarify the student expectations, assessments and data that will be commonly used in subject areas (horizontally and vertically) to show student progress.

6. Establish organizational direction and coherence as they relate to the various functions of the school (i.e., Mission/Vision, Student Learning, Finance, Development/Advancement, Communications, Alumni Relations, Human Resources, Technology, Board Governance, Woodlands Campus, Expansion) to support student learning.

OBJECTIVE #1: MISSION AND VISION

Progress Indicator: Implementation of a comprehensive plan for both informing internal and external SAS communities of the mission and vision and aligning organizational decision making with the mission and vision.

Rationale: SAS is committed to delivering an exemplary American educational experience with an international perspective to each student. Aligning organizational decisions is necessary to achieve both the mission and vision of the organization.

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<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inform the current SAS staff of the mission and vision.</td>
<td>Superintendent</td>
<td>Mission/Vision development team Mission/Vision posters</td>
<td>Jan’08</td>
<td>An all-school faculty and staff meeting has been conducted for the purpose of initiating the communication campaign</td>
<td>Feedback from SAS faculty and staff</td>
</tr>
<tr>
<td>2. Inform the broader SAS community of the mission and vision</td>
<td>Superintendent Director of Communications</td>
<td>Communication Tools (publications)</td>
<td>Jan–Jun’08</td>
<td>Multiple communications to the broader school community will be conducted for the purpose of initiating the communication campaign</td>
<td>Feedback from the SAS broader community</td>
</tr>
<tr>
<td>3. Create a shared experience to develop a deeper understanding of the mission and vision for SAS faculty and staff</td>
<td>Superintendent</td>
<td>Location Mission/Vision development team</td>
<td>Aug’08</td>
<td>Successful “café” experience for SAS staff</td>
<td>Feedback from the SAS faculty and staff</td>
</tr>
</tbody>
</table>
4. Create a comprehensive plan for sustaining the focus on Mission/Vision across the life of the SAS community

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</tr>
</thead>
<tbody>
<tr>
<td>4. Create a comprehensive plan for sustaining the focus on Mission/Vision across the life of the SAS community</td>
<td>Superintendent</td>
<td>Leadership Team</td>
<td>Fall, 2008</td>
<td>Development of comprehensive plan for sustaining focus on Mission/Vision</td>
<td>Share plan with the SAS Board of Governors</td>
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</table>

**OBJECTIVE #2: STUDENT LEARNING**

**Progress Indicator #1 (Curriculum):** Establish high standards of classroom unit development across grade levels and courses that are connected to a quality school-wide curriculum.

**Rationale:** An exemplary school curriculum that is connected to thoughtful development, review and sharing of quality classroom units enhances high standards of consistent classroom learning.

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<tr>
<th>Action Step</th>
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</thead>
<tbody>
<tr>
<td>1. Establish broader awareness and clarity for the Desired Student Learning Outcomes (DSLO) and how to assess and report them within the context of the classroom environment and school environment</td>
<td>Curriculum Coord. (TBD), Assessment Coord. (TBD), Principals, Assistant Superintendent for Learning</td>
<td>Financial Support for PD, PD Consultant, PD Time, List of DSLOs, Faculty</td>
<td>2008-09</td>
<td>Faculty Feedback, Guidelines for assessing and reporting, Reporting process and tools</td>
<td>Information shared with Faculty, Administrative Team, Curriculum Committee</td>
</tr>
<tr>
<td>2. Study how global issues are supported through the curricular and extra-curricular programs of the school and make recommendations on any areas for possible improvement</td>
<td>Curriculum Coord. (TBD), Principals, Assistant Superintendent for Learning</td>
<td>Faculty, Students, Current listing of extra-curricular programs, Identification of global issues embedded in curriculum, PD Consultants, Financial support for PD, PD time</td>
<td>2008-09</td>
<td>Report with possible recommendations</td>
<td>Information shared with Faculty, Administrative Team, Curriculum Committee</td>
</tr>
<tr>
<td>3. Preliminary Study Year for English/RLA/ESOL: study year for school curriculum and creating awareness of quality classroom unit development (UBD)</td>
<td>Curriculum Coord. (TBD), Principals, Assistant Superintendent for Learning</td>
<td>Financial Support for PD, Research, Exemplary Curriculum Models, PD Consultant, PD Time, Study of technology implications, English/RLA/ESOL Faculty, Feedback from faculty, students, parents and administration, UBD Model, Assessment Data</td>
<td>2008-09</td>
<td>Subject Area Recommendations for curriculum and program improvements</td>
<td>Information shared with Faculty, Administrative Team, Curriculum Committee</td>
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<td>Action Step</td>
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</tbody>
</table>
| 4. Development Year for Science, PE and Health: development and adoption of school curriculum, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I) | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals IT Director Assistant Superintendent for Learning | • Financial Support for PD and classroom resources  
• Exemplary Unit Models  
• PD Consultant  
• Science Faculty  
• PD Time  
• UBD Model  
• Identification of appropriate classroom resources  
• Revised SAS curriculum | 2008-09 | • Units on Atlas  
• Adopted SAS Curriculum  
• UBD Model and Criteria  
• Adopted Classroom Resources  
• Implementation plan shared with faculty | • Information shared with  
• Faculty  
• Administrative Team  
• Curriculum Committee |
| 5. Development Year for English/RLA/ESOL: development and adoption of school curriculum, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I) | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals IT Director Assistant Superintendent for Learning | • Financial Support for PD and classroom resources  
• English/RLA/ESOL Faculty  
• Exemplary Unit Models  
• PD Consultant  
• PD Time  
• UBD Model  
• Identification of appropriate classroom resources  
• Revised SAS | 2009-10 | • Units on Atlas  
• Adopted SAS Curriculum  
• UBD Model and Criteria  
• Adopted Classroom Resources  
• Implementation plan shared with faculty | • Information shared with  
• Faculty  
• Administrative Team  
• Curriculum Committee |
| 6. Preliminary Year for VPA and CBT: study year for school curriculum and creating awareness of quality classroom unit development (UBD) | Curriculum Coord. (TBD) Principals Assistant Superintendent for Learning | • Financial Support for PD and classroom resources  
• VPA and CBT Faculty  
• Research  
• Exemplary Curriculum Models  
• PD Consultant  
• PD Time  
• Study of technology implications  
• Feedback from faculty, students, parents and administration  
• UBD Model  
• Assessment Data | 2009-10 | • Subject Area Recommendations for curriculum and program improvements | • Information shared with  
• Faculty  
• Administrative Team  
• Curriculum Committee |
| 7. Implementation Year for Science, PE and Health: implementation of curriculum and assessments in classroom and Phase II unit development on Atlas | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals IT Director Assistant Superintendent for Learning | • Science, PE and Health Faculty  
• Administration  
• Financial Support for PD and classroom resources  
• PD | 2009-10 | • Faculty and Administrative Feedback on Implementation  
• Continued Unit Development  
• Assessment Data  
• Parent Education | • Information shared with  
• Faculty  
• Administrative Team  
• Curriculum Committee |
| 8. Implementation Year for English/RLA/ESOL: implementation of curriculum and assessments in classroom and Phase II unit development with Atlas | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning | • English, RLA, ESOL Faculty  
• Administration  
• Financial Support for PD and classroom resources  
• PD Consultant/Coach  
• PD Time  
• Faculty Feedback | 2010-11 | • Faculty and Administrative Feedback on Implementation  
• Continued Unit Development  
• Assessment Data  
• Parent Education and Communication | • Information shared with  
• Faculty  
• Administrative Team  
• Curriculum Committee |
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<tbody>
<tr>
<td>9. Development Year for VPA and CBT: development and adoption of school curriculum, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I)</td>
<td>Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>Financial Support for PD and classroom resources Exemplary Unit Models PD Consultant PD Time UBD Model Identification of appropriate classroom resources Revised SAS curriculum VPA and CBT Faculty</td>
<td>2010-11</td>
<td>Units on Atlas Adopted SAS Curriculum UBD Model and Criteria Adopted Classroom Resources Implementation plan shared with faculty</td>
<td>Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>10. Preliminary Year for Social Studies, Modern Languages: study year for school curriculum and creating awareness of quality classroom unit development (UBD)</td>
<td>Curriculum Coord. (TBD) Principals Assistant Superintendent for Learning</td>
<td>Financial Support for PD Research Exemplary Curriculum Models PD Consultant PD Time Study of technology implications Feedback from faculty, students, parents and administration UBD Model Assessment Data Social Studies and Modern Language Faculty</td>
<td>2010-11</td>
<td>Subject Area Recommendations for curriculum and program improvements</td>
<td>Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>11. Development Year for Social Studies and Modern Language: development and adoption of school curriculum, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I)</td>
<td>Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Assistant Superintendent for Learning</td>
<td>Financial Support for PD and classroom resources Exemplary Unit Models PD Consultant PD Time UBD Model Identification of appropriate classroom resources Revised SAS curriculum Social Studies and Modern Language Faculty</td>
<td>2011-12</td>
<td>Units on Atlas Adopted SAS Curriculum UBD Model and Criteria Adopted Classroom Resources Implementation plan shared with faculty</td>
<td>Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>12. Implementation Year for VPA and CBT: implementation of curriculum in classroom and assessments and Phase II unit development with Atlas</td>
<td>Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>VPA and CBT Faculty Administration Financial Support for PD and classroom resources PD Consultant/Coach PD Time Faculty Feedback</td>
<td>2011-12</td>
<td>Faculty and Administrative Feedback on Implementation Continued Unit Development Assessment Data Parent Education and Communication</td>
<td>Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
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<tr>
<td>13. Preliminary Study Year for Mathematics: study year for school curriculum and creating awareness of quality classroom unit development (UBD)</td>
<td>Curriculum Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>• Financial Support for PD  • Research  • Exemplary Curriculum Models  • PD Consultant  • PD Time  • Study of technology implications  • Feedback from faculty, students, parents and administration  • UBD Model  • Assessment Data  • Math Faculty</td>
<td>2011-12</td>
<td>• Subject Area Recommendations for curriculum and program improvements</td>
<td>• Information shared with  o Faculty  o Administrative Team  o Curriculum Committee</td>
</tr>
<tr>
<td>14. Implementation Year for Social Studies, Modern Languages: implementation of curriculum and assessments in classroom and Phase II unit development with Atlas</td>
<td>Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>• Faculty  • Administration  • Financial Support for PD and classroom resources  • PD Consultant/Coach  • PD Time  • Faculty Feedback</td>
<td>2012-13</td>
<td>• Faculty and Administrative Feedback on Implementation  • Continued Unit Development  • Assessment Data  • Parent Education and Communication</td>
<td>• Information shared with  o Faculty  o Administrative Team  o Curriculum Committee</td>
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<tr>
<td>15. Development Year for Mathematics: development and adoption of school curriculum, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I)</td>
<td>Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>• Financial Support for PD and classroom resources  • Exemplary Unit Models  • PD Consultant  • PD Time  • UBD Model  • Identification of appropriate classroom resources  • Revised SAS curriculum  • Math Faculty</td>
<td>2012-13</td>
<td>• Units on Atlas  • Adopted SAS Curriculum  • UBD Model and Criteria  • Adopted Classroom Resources  • Implementation plan shared with faculty</td>
<td>• Information shared with  o Faculty  o Administrative Team  o Curriculum Committee</td>
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<tr>
<td>16. Preliminary Year for Special Services, Counseling and Library Services: study year for school curriculum/programs and creating awareness of quality classroom unit development (UBD) for possible instructional components with students</td>
<td>Curriculum Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning</td>
<td>• Financial Support for PD  • Research  • Exemplary Models  • PD Consultant  • PD Time  • Study of technology implications  • Feedback from faculty, students, parents and administration  • UBD Model  • Assessment Data  • Special Services, Counseling and Library Faculty</td>
<td>2012-13</td>
<td>• Subject Area Recommendations for curriculum and program improvements</td>
<td>• Information shared with  o Faculty  o Administrative Team  o Curriculum Committee</td>
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</table>
| 17. Development Year for Special Services, Counseling and Library Services: development and adoption of school curriculum/programs, identification of adopted resources and development of classroom units and assessments on Atlas (Phase I) | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning | • Financial Support for PD and resources  
• Exemplary Models  
• PD Consultant  
• PD Time  
• UBD Model  
• Identification of appropriate resources  
• Revised SAS curriculum/programs | 2013-14 | • Units on Atlas  
• Adopted SAS Curriculum  
• UBD Model and Criteria  
• Adopted Classroom Resources  
• Implementation plan shared with faculty | • Information shared with  
○ Faculty  
○ Administrative Team  
○ Curriculum Committee |
| 18. Implementation Year for Mathematics: implementation of curriculum in classroom and assessments and Phase II unit development with Atlas | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning | • Math Faculty  
• Administration  
• Financial Support for PD and classroom resources  
• PD Consultant/Coach  
• PD Time  
• Faculty Feedback | 2013-14 | • Faculty and Administrative Feedback on Implementation  
• Continued Unit Development  
• Assessment Data  
• Parent Education and Communication  
• Information shared with  
○ Faculty  
○ Administrative Team  
○ Curriculum Committee |
| 19. WASC Study Year | Assessment Coord. (TBD) Administrative Leadership Team | • 2007/08 WASC Report  
• SAS Community  
• WASC Mid – Term Report  
• WASC Guidelines  
• WASC Annual Updates  
• Faculty Self-Study  
• Research  
• Data | Start 2nd Semester of 2012-13 and carry through for 2013-14 | • Visiting Team Report  
• SAS Self-Study Report  
• WASC Term Accreditation  
• School and Community Communications | |
| 20. Implementation Year for Special Services, Counseling and Library Services: implementation of curriculum in classroom and assessments and Phase II unit development with Atlas | Curriculum Coord. (TBD) Assessment Coord. (TBD) Principals Director of IT Assistant Superintendent for Learning | • Special Services, Counseling and Library Faculty  
• Financial Support for PD and resources  
• PD Consultant/Coach  
• PD Time  
• Faculty Feedback | 2014-15 | • Faculty and Administrative Feedback on Implementation  
• Continued Unit Development  
• Assessment Data  
• Parent Education and Communication  
• Information shared with  
○ Faculty  
○ Administrative Team  
○ Curriculum Committee |
**OBJECTIVE #2: STUDENT LEARNING**

**Progress Indicator #2 (Instruction):** Enhance instructional methodologies to support a school-wide focus on learning and results.

**Rationale:** Effective instruction ensures that each student is “appropriately challenged” within essential areas of learning.

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</thead>
<tbody>
<tr>
<td>1. Clarify cross-curricular expectations in subject areas: a. Information Literacy Standards b. Technology Standards c. DSLOs d. Core Values e. Reading/Writing/ Presenting f. Interdisciplinary/“Real Life” Connections</td>
<td>Principals Director of IT Assessment Coord. (TBD) Asst. Supt. for Learning</td>
<td>• Existing documents • Faculty • Curriculum Coord. (TBD) • Assessment Coord. (TBD) • PD Consultants • Financial support • PD time • Librarians • Technology Coordinators • Literacy Coaches • Team Leaders • Department Chairs • Counselors</td>
<td>2008-09</td>
<td>• Clarification within curriculum documents • Observed and anecdotal evidence of cross-curricular expectations within classrooms • Faculty feedback</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>2. Explore possibilities of a Learning Audit to establish principles and guidance for high levels of learning</td>
<td>Asst. Superintendent for Learning</td>
<td>• Audit organizations • Samples of learning • Faculty • Assessment Coord. (TBD) • Curriculum Coord. (TBD) • Administration • Financial support</td>
<td>2008-09</td>
<td>• List of potential audit resources • Understanding of possible impact for schools</td>
<td>• Information shared with Administrative Leadership Team</td>
</tr>
<tr>
<td>3. Literacy Coach to support literacy targets for instruction and reporting tools in PS and IS.</td>
<td>Principals Literacy Coaches</td>
<td>• PD Time • Faculty • Assessment Coord. (TBD) • Financial Support</td>
<td>2008-09</td>
<td>• Clarification of expectations • Improved literacy results</td>
<td>• Information shared with o Faculty o Parent</td>
</tr>
<tr>
<td>4. Math Coach to support mathematics targets for instruction and reporting tools in PS and IS.</td>
<td>Administration</td>
<td>• Faculty • PD Consultants • Financial support • PD time</td>
<td>2008-09</td>
<td>• Faculty feedback • Established/ revised norms and practices for teams, divisions and throughout the school</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>5. Develop an Educational Technology vision and plan for appropriate levels of division use (to be revisited annually)</td>
<td>Principals Director of IT Technology Coordinators Asst. Supt. for Learning</td>
<td>• Faculty • PD Consultants • Existing documents • Research • Financial support • PD time</td>
<td>2008-09</td>
<td>• Vision and Plan</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>6. Develop a plan to support a distributed instructional leadership model to enhance learning</td>
<td>Principals Asst. Supt. for Learning Superintendent</td>
<td>• Teacher Leaders • PD Consultants • Financial support • PD time</td>
<td>2008-09</td>
<td>• Instructional Leadership Plan</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
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<td>Action Step</td>
<td>Person(s) Responsible</td>
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</table>
| 7. Phase I: Review/revise expected levels of teacher use for technology (to be revisited annually) within divisions and provide ongoing support | Principals Director of IT Tech. Coord. Asst. Supt. for Learning | • Faculty  
• PD Consultants  
• Financial support  
• PD time | 2008-09 | • Vision and Plan  
• Established expectations  
• Annual Progress Report | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 8. Phase II: Deepen awareness and practices for Differentiated Instruction strategies within classrooms -- with a focus on student learning and results | Principals Asst. Supt. for Learning | • Faculty  
• Assessment Coord. (TBD)  
• Curriculum Coord. (TBD)  
• PD Consultants  
• Financial support  
• PD time | 2009-10 | • Faculty feedback  
• Identification of framework and strategies to be learned | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 9. Phase III: Establish baseline expectations for Collaborative Learning within teams, divisions and throughout the school with a focus on student learning and results and provide ongoing support | Administration | • Faculty  
• PD Consultants  
• Financial support  
• PD time | 2009-10 | • Faculty feedback  
• Established/revised norms and practices for teams, divisions and throughout the school | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 10. Phase II: Deepen awareness and practices for use of technology within classrooms -- with a focus on student learning and results | Principals Director of IT Technology Coordinators Asst. Supt. for Learning | • Faculty  
• PD Consultants  
• Existing documents  
• Research  
• Financial support  
• PD time | 2009-10 | • Vision and Plan | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 11. If appropriate, conduct a Learning Audit to establish principles and guidance for high levels of learning | Asst. Superintendent for Learning | • Audit organization  
• Samples of learning  
• Faculty  
• Assessment Coord. (TBD)  
• Curriculum Coord. (TBD)  
• Administration  
• Financial support | 2009-10 | • Audit Results | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 12. Phase III: Establish baseline expectations for the use of Differentiated Instruction strategies in classrooms and provide ongoing support | Administration | • Faculty  
• Assessment Coord. (TBD)  
• Curriculum Coord. (TBD)  
• PD Consultants  
• Financial support  
• PD time | 2010-11 | • Faculty feedback  
• Identification of framework and strategies to be learned  
• Assessment Processes & Tools | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
| 13. Phase IV: Establish SAS standards for Collaborative Learning within teams, divisions and throughout the school with a focus on student learning and results and provide ongoing support | Administration | • Faculty  
• PD Consultants  
• Financial support  
• PD time | 2010-12 | • Faculty feedback  
• Established/revised norms and practices for teams, divisions and throughout the school | • Information shared with  
o Faculty  
o Administrative Team  
o Curriculum Committee |
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
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<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Realign the strategic plan based on the results of the Learning Audit, if executed</td>
<td>Administration</td>
<td>• Audit results</td>
<td>2010-11</td>
<td>• Revised Strategic Plan</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td></td>
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<td>• Faculty</td>
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<td>• Strategic Plan</td>
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<td>• Financial support</td>
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<tr>
<td>15. Phase III: Establish baseline expectations for the use of technology in classrooms (to be revisited annually) and provide ongoing support</td>
<td>Principals Asst. Supt. for Learning</td>
<td>• Faculty</td>
<td>2010-11</td>
<td>• Vision and Plan&lt;br&gt; • Established expectations&lt;br&gt; • Faculty feedback&lt;br&gt; • Identification of framework and strategies to be learned</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td>• PD Consultants</td>
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<tr>
<td>16. Phase IV: Establish SAS standards for the use of Differentiated Instruction strategies in classrooms and provide ongoing support</td>
<td>Principals Asst. Supt. for Learning</td>
<td>• Faculty</td>
<td>2011-13</td>
<td>• Faculty feedback&lt;br&gt; • Identification of framework and strategies to be learned</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td></td>
<td>• Assessment Coord. (TBD)</td>
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<td>• Curriculum Coord. (TBD)</td>
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<td>• PD Consultants</td>
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<tr>
<td>17. Phase IV: Establish SAS standards for the use of technology in classrooms (to be revisited annually) and provide ongoing support</td>
<td>Principals Director of IT Tech. Coord. Asst. Supt. for Learning</td>
<td>• Faculty</td>
<td>2011-13</td>
<td>• Vision and Plan&lt;br&gt; • Established expectations</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td>• PD Consultants</td>
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<td>• PD time</td>
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**OBJECTIVE #2: STUDENT LEARNING**

**Progress Indicator #3 (Assessment):** Enhance approaches to quality assessment that inform instruction and show student progress.

**Rationale:** Faculty and administration need to use effective assessment data to inform instruction and to accurately show student progress on classroom, division and school-wide levels.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish greater clarity and precision within the school-wide philosophy of assessment.</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>• PD Time&lt;br&gt; • Faculty&lt;br&gt; • Financial Support</td>
<td>2008-09</td>
<td>• Written Philosophy supported by faculty&lt;br&gt; • Faculty Handbooks&lt;br&gt; • On-line Curriculum Document</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td>2. Conduct assessment audit to involve current status of approaches to assessment within all subject areas, courses and grade levels.</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>• Faculty&lt;br&gt; • PD Time&lt;br&gt; • Financial Support&lt;br&gt; • Assessment Data</td>
<td>2008-09</td>
<td>• Audit Report</td>
<td>• Information shared with&lt;br&gt; ○ Faculty&lt;br&gt; ○ Administrative Team&lt;br&gt; ○ Curriculum Committee</td>
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<td>Action Step</td>
<td>Person(s) Responsible</td>
<td>Resources</td>
<td>Timeline</td>
<td>Evidence of Accomplishment</td>
<td>Communication of Progress</td>
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<tr>
<td>3. Establish and document placement assessments and procedures for moving</td>
<td>Administration Assessment Coord. (TBD) Coordinators of:</td>
<td>• PD Time &lt;br&gt; • Faculty: &lt;br&gt; o Special Services &lt;br&gt; o Modern Language &lt;br&gt; o IS/MS/HS Math &lt;br&gt; o MS/HS Science &lt;br&gt; o Counselors &lt;br&gt; o Financial Support &lt;br&gt; • Placement Assessment Tools</td>
<td>2008-09</td>
<td>• Placement Procedures documentation &lt;br&gt; • Demonstrated Student Success in Placement</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<tr>
<td>students into different leveled courses</td>
<td>Special Services Modern Language IS/MS/HS Math MS/HS Science Counseling</td>
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<td></td>
<td>Administration Assessment Coord. (TBD) Principals</td>
<td>• Faculty &lt;br&gt; • PD Time &lt;br&gt; • Financial Support</td>
<td></td>
<td>• Faculty Dialogue and Feedback &lt;br&gt; • Guidelines for Quality Assessment Practices</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<td>Asst. Superintendent for Learning</td>
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<tr>
<td>4. Create awareness for quality assessment practices in classrooms and</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• Faculty &lt;br&gt; • PD Time &lt;br&gt; • Financial Support</td>
<td>2009-10</td>
<td>• Faculty Dialogue and Feedback &lt;br&gt; • Guidelines for Quality Assessment Practices</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<tr>
<td>the use of assessments to inform instruction</td>
<td>for Learning</td>
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<tr>
<td>5. Document the common types of classroom assessment data to demonstrate</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• Faculty &lt;br&gt; • PD Time &lt;br&gt; • Financial Support</td>
<td>2009-10</td>
<td>• Faculty Dialogue and Feedback &lt;br&gt; • List of common assessments</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<td>student progress</td>
<td>for Learning</td>
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<tr>
<td>6. Identify the types of assessment data that will be used by administrators</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• PD Consultants &lt;br&gt; • Financial Support</td>
<td>2009-10</td>
<td>• List of division and school specific assessment data</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<tr>
<td>on division and school levels for determining student progress</td>
<td>for Learning</td>
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<tr>
<td>7. Review external assessment tools that the school may want to use for</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• Counselors &lt;br&gt; • Faculty Representation &lt;br&gt; • Financial Support &lt;br&gt; • Audit Report &lt;br&gt; • List of divisional and school assessment data &lt;br&gt; • School Curriculum</td>
<td>2009-10</td>
<td>• List of identified external assessment tools</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<tr>
<td>determining student progress in subject areas</td>
<td>for Learning</td>
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<tr>
<td>8. Enhance placement assessments and procedures for moving students into</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• Faculty: &lt;br&gt; o Special Services &lt;br&gt; o Modern Language &lt;br&gt; o IS/MS/HS Math &lt;br&gt; o MS/HS Science &lt;br&gt; o Counselors &lt;br&gt; o PD Time &lt;br&gt; o Financial Support &lt;br&gt; • Placement Assessment Tools &lt;br&gt; • Demonstrated Student Success in Placement</td>
<td>2009-10</td>
<td>• Revised Placement Procedures documentation</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<td>different leveled courses</td>
<td>for Learning</td>
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<tr>
<td>9. Develop assessment practices for VPA and CBT</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent</td>
<td>• Financial Support &lt;br&gt; • PD Time &lt;br&gt; • Faculty</td>
<td>2010-11</td>
<td>• Documented assessment practices for VPA &amp; CBT</td>
<td>• Information shared with &lt;br&gt; o Faculty &lt;br&gt; o Administrative Team &lt;br&gt; o Curriculum Committee</td>
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<td>for Learning</td>
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<td>Action Step</td>
<td>Person(s) Responsible</td>
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<tr>
<td>10. Provide support for teams in the development and use of quality assessment practices to inform instruction</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>Financial Support • PD Time • Faculty • Classified Staff</td>
<td>2010-12</td>
<td>• Faculty Dialogue and Feedback • Assessment Guidelines • Consultant Feedback</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>11. Develop quality assessment practices for social studies and modern language</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>PD Time • Financial Support • Social Studies and Modern Language Faculty • PD Consultants</td>
<td>2011-12</td>
<td>• Quality Assessments used in classrooms • Faculty Feedback • Assessment Results</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>12. Revise the types of assessment data that will be used by administrators on division and school levels for determining student progress</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>PD Consultants • Financial Support for Consultant</td>
<td>2012-13</td>
<td>List of division and school specific assessment data</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
</tr>
<tr>
<td>13. Review parent reporting tools and processes</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>PD Time • Assessment Results • Reporting tools and processes • Feedback from parents, faculty and students</td>
<td>2012-13</td>
<td>Reporting Tools and Processes Feedback from parents, faculty and students</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee Reporting Tools communicated to SAS School Community</td>
</tr>
<tr>
<td>14. Develop assessment practices for special services, counseling and library services</td>
<td>Assessment Coord. (TBD) Principals Asst. Superintendent for Learning</td>
<td>PD Time • Financial Support • Special Services, Counseling and Library Services Faculty • PD Consultants</td>
<td>2013-2014</td>
<td>• Faculty Feedback • Assessment Results</td>
<td>• Information shared with o Faculty o Administrative Team o Curriculum Committee</td>
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</tbody>
</table>
OBJECTIVE #3: TECHNOLOGY INFRASTRUCTURE TO FACILITATE AND SUPPORT 21ST CENTURY TEACHING AND LEARNING

Progress Indicator: A comprehensive plan to address instructional and administrative technology infrastructure needs.

Rationale: Technology implementation and purchases must be based on a flexible and long term plan that reflects resource needs.

<table>
<thead>
<tr>
<th>Action Step</th>
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<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
</table>
| 1. Create a process for evaluating current systems. | • Director of IT  
• Coordinators  
• Engineers | • IT Staff  
• Coordinators  
• Director of IT | 2007-08 | • Process Report | • Report to Leadership Team |
| 2. Create a timeline for replacement or upgrade for each technology system. | • Director of IT  
• Coordinators | • System Stakeholders  
• Coordinators  
• Division Heads  
• Department Heads  
• Financial | Fall 2008 | • Replacement/Upgrade Schedule | • Schedule presented to Leadership Team  
• Schedule presented to Board of Governors and Finance Committee |
| 3. Assess human resource needs for technology system support. | • Director of IT  
• Coordinators | • System Stakeholders  
• Coordinators  
• IT Staff  
• Division Heads  
• Department Heads  
• HR  
• Time  
• Financial | Fall 2008 | • Survey responses  
• Interview responses  
• Meeting Minutes  
• Staffing Formulas | • Provide Leadership Team with assessment. |
| 4. Develop a Service Level Agreement (SLA) to manage customer expectations for IT Support. | • Director of IT | • Coordinators  
• IT Staff  
• Leadership Team  
• Time | Fall 2008 | • Service Level Agreement  
• Share Service Level Agreement with all IT customers. |
| 5. Assess training needs for supporters of existing systems. | • Director of IT  
• Division/Department Heads  
• IT Coordinators | • System Stakeholders  
• Coordinators  
• IT Staff  
• Division Heads  
• Department Heads  
• HR  
• Time  
• Financial  
• Time | Fall 2008 | • Survey responses  
• Interview responses  
• Meeting minutes | • Provide Leadership Team with assessment report |
| 6. Update the Business Continuity Plan (BCP) for Technology. | • Director of IT  
• IT Staff  
• Coordinators  
• Consultant  
• Leadership Team  
• Financial  
• Time | 2008-09 | • BCP for Technology  
• BCP to Leadership Team  
• BCP to Board of Governors |
| 7. Identify staff requirements to meet SLA support responses. | • Director of IT | • Coordinators  
• IT Staff  
• Technology Assistants  
• HR  
• Financial  
• Time | 2008-09 | • IT Staffing and responsibility chart  
• Chart to Leadership Team  
• Chart to Finance Committee  
• Chart to Board of Governors |
| 8. Perform an audit of all technology systems currently in use. | • Director of IT  
• Coordinators  
• Engineers | • IT Staff  
• Coordinators  
• Technology Assistants  
• Department Heads  
• Financial  
• Time | 2008-09 | • Audit Report  
• Audit Report to be presented to Leadership Team |
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<th>Action Step</th>
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<th>Resources</th>
<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
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<tbody>
<tr>
<td>9. Assess the effectiveness and appropriateness of current systems.</td>
<td>• Director of IT&lt;br&gt;• Coordinators&lt;br&gt;• Engineers</td>
<td>• IT Staff&lt;br&gt;• Department Heads&lt;br&gt;• Division Heads&lt;br&gt;• System Stakeholders</td>
<td>2008-09, Ongoing</td>
<td>• Process Recommendation</td>
<td>• Report to Leadership Team&lt;br&gt;• Report to Stakeholders</td>
</tr>
<tr>
<td>10. Create a dynamic document encompassing action steps and future directions for all technology systems.</td>
<td>• Director of IT&lt;br&gt;• Coordinators</td>
<td>• Coordinators&lt;br&gt;• Director of IT</td>
<td>2008-09, Ongoing</td>
<td>• Dynamic Tech Plan</td>
<td>• Tech Plan to Leadership Team&lt;br&gt;• Tech Plan to Board of Governors&lt;br&gt;• Tech Plan to Stakeholders</td>
</tr>
<tr>
<td>11. Completed wireless access installation for all High School instructional spaces.</td>
<td>• Director of IT&lt;br&gt;• Coordinators</td>
<td>• Director of IT&lt;br&gt;• IT Staff&lt;br&gt;• Financial&lt;br&gt;• Time&lt;br&gt;• Vendor</td>
<td>2008-12</td>
<td>• Annual Progress Report</td>
<td>• Report to Leadership Team</td>
</tr>
<tr>
<td>12. Phased implementation of Technology Business Continuity Plan (BCP).</td>
<td>• Director of IT</td>
<td>• IT Staff&lt;br&gt;• Coordinators&lt;br&gt;• Vendors&lt;br&gt;• Facilities&lt;br&gt;• Time&lt;br&gt;• Financial</td>
<td>2009-13</td>
<td>• Implementation Report</td>
<td>• Report to Leadership Team&lt;br&gt;• Report to Board of Governors</td>
</tr>
<tr>
<td>13. Create a process for conducting cost/benefit analyses of all new technology related initiatives (HR, Training, Support, Service, Replacement Cycle).</td>
<td>• Director of IT&lt;br&gt;• Leadership Team&lt;br&gt;• Person(s) proposing new initiatives.</td>
<td>• Coordinators&lt;br&gt;• Department Heads&lt;br&gt;• Division Head&lt;br&gt;• IT Office&lt;br&gt;• Financial&lt;br&gt;• Time</td>
<td>2009-13 (Annual)</td>
<td>• Checklist and/or flowchart</td>
<td>• Checklist to Leadership Team</td>
</tr>
<tr>
<td>14. Testing and revision of Business Continuity Plan (BCP).</td>
<td>• Director of IT</td>
<td>• IT Staff&lt;br&gt;• Coordinators&lt;br&gt;• Leadership Team&lt;br&gt;• Time&lt;br&gt;• Financial</td>
<td>2010-13 (Annual)</td>
<td>• Testing and Revision Report</td>
<td>• Report to Leadership Team&lt;br&gt;• Report to Board of Governors</td>
</tr>
<tr>
<td>15. Implement phased campus wide wireless access plan.</td>
<td>• Director Of IT&lt;br&gt;• Coordinators</td>
<td>• Director of IT&lt;br&gt;• IT Staff&lt;br&gt;• Financial&lt;br&gt;• Vendor&lt;br&gt;• Time</td>
<td>2010-13</td>
<td>• Annual Roll-out Report</td>
<td>• Report to Leadership Team&lt;br&gt;• Report to Board of Governors</td>
</tr>
</tbody>
</table>

**OBJECTIVE #4: HUMAN RESOURCES**

**Progress Indicator:** The creation of a high performing human resource department.

**Rationale:** Ensuring that SAS successfully attracts, retains and develops quality faculty, staff and administration to deliver an exemplary American educational experience with an international perspective.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develop year-round recruiting process to enhance the opportunities for attracting quality staff members</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Leadership Team</td>
<td>2008-10</td>
<td>Guidelines and procedures for recruiting</td>
<td>Interaction with leadership team</td>
</tr>
<tr>
<td>3. Develop relationships with professional organizations in support of recruiting (e.g., NAIS and colleges/universities)</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Membership, subscriptions to organizations and possible travel</td>
<td>2008-10</td>
<td>Communication and exchange of information with these organizations and increase in staff coming to SAS through connections with these organizations</td>
<td>Interaction with leadership team</td>
</tr>
<tr>
<td>4. Enhance annual processes to benchmark SAS against competitor schools for salaries and benefits and create guidelines for decision making in relation to comparative results</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Data from other schools and from recruiting organizations</td>
<td>2008-13</td>
<td>Decision making in support of SAS programs based on results and benchmarks set in relation to comparative data</td>
<td>Integration of these decisions into the financial planning and recruiting processes</td>
</tr>
<tr>
<td>5. Create a process for the comprehensive development and revision of</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Payroll/Personnel staff, Leadership Team, Division office staff, Assistants to the Superintendent and the Assistant Superintendent for Human Resources, Union Representatives and Professional Development in relation to best practices in this area</td>
<td>2008-13</td>
<td>Comprehensive job description alignment with appropriate compensation</td>
<td>Leadership team interaction, and inclusion of decision making in financial planning recommendations and integration of these results in the union agreement and the Overseas Staff Guide</td>
</tr>
<tr>
<td>6. Create a plan for proactively evaluating and addressing staffing needs in support of all areas of the Strategic Plan</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Leadership Team and Finance Committee</td>
<td>2008-13</td>
<td>Plan with identified guidelines and processes for addressing staffing needs</td>
<td>Leadership team interaction and inclusion of decision making in financial planning recommendations</td>
</tr>
<tr>
<td>7. Develop and implement a formal professional development program for support staff</td>
<td>Assistant Superintendent for Human Resources</td>
<td>Leadership Team and Union representatives</td>
<td>2008-10</td>
<td>Program providing for professional development and processes for accessing professional development</td>
<td>Union agreement, interaction with leadership team and professional development guide</td>
</tr>
<tr>
<td>8. Develop a plan to support a distributed instructional leadership model to enhance learning</td>
<td>Principals, Asst Supt. For Learning, Asst Supt for HR and Superintendent</td>
<td>Teacher Leaders, PD consultants, Financial Support, Time</td>
<td>2009-13</td>
<td>Processes and programs guiding leadership development</td>
<td>Leadership team interaction</td>
</tr>
<tr>
<td>Action Step</td>
<td>Person(s) Responsible</td>
<td>Resources</td>
<td>Timeline</td>
<td>Evidence of Accomplishment</td>
<td>Communication of Progress</td>
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<tr>
<td>9. Ensure professional development programs for Professional Staff in support the Strategic Plan</td>
<td>Assistant Superintendent for Learning and Assistant Superintendent for Human Resources</td>
<td>Leadership team</td>
<td>2008-13</td>
<td>Opportunities in the Professional Development guide that support the priorities of the Strategic Plan</td>
<td>Leadership Team interaction and Professional Development Guide</td>
</tr>
</tbody>
</table>

**OBJECTIVE #5: FINANCE**

**Progress Indicator:** An integrated financial planning model that fully supports the financial needs of SAS.

**Rationale:** Ensure short-term and long-term financial health in support of the Mission and Vision of SAS.

<table>
<thead>
<tr>
<th>Action Step</th>
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<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engineer a financial planning model aligned with the Strategic Plan priorities.</td>
<td>Director of Finance</td>
<td>Leadership Team, Finance Committee, Division Faculty and Business Office Staff</td>
<td>2008-13</td>
<td>Model that supports financially the priorities of the Strategic Plan</td>
<td>Leadership team interaction and inclusion of decision making in financial planning model</td>
</tr>
<tr>
<td>2. Design and implement a model that ensures that alternative sources of funding are aligned with prioritized resource needs</td>
<td>Director of Finance and Superintendent</td>
<td>Leadership Team, PTA, Director of Communications and Development, Finance Committee and Foundation Committee</td>
<td>2008-13</td>
<td>Model that fully integrates all sources of funding in the financial planning for priorities in the Strategic Plan</td>
<td>Leadership team interaction and inclusion of decision making in the work of the Board Committees</td>
</tr>
<tr>
<td>3. Evaluate the appropriateness of our fee structures and make recommendations that best meet the Strategic Plan resource needs</td>
<td>Director of Finance</td>
<td>Data from other schools, Superintendent and Finance Committee</td>
<td>2008-13</td>
<td>A fee structure that matches SAS’ prioritized needs</td>
<td>Inclusion of decision making in financial planning model</td>
</tr>
<tr>
<td>4. Determine the appropriate level of operating reserve and ensure financial planning includes this requirement</td>
<td>Director of Finance</td>
<td>Superintendent, data on best practices and Finance Committee</td>
<td>2010-13</td>
<td>An annual reserve amount that once accumulated will meet the recommended operating reserve requirements</td>
<td>Inclusion of decision making in financial planning model</td>
</tr>
<tr>
<td>5. Evaluate and refine purchasing processes to maximize SAS purchasing power and minimize our administrative costs in support of purchasing resources</td>
<td>Director of Finance</td>
<td>Business Office staff, Leadership Team and Division office staff</td>
<td>2010-13</td>
<td>Purchasing process that is coordinated and efficient with direct financial gains and efficiencies</td>
<td>Implementation of results from decision making in the daily purchasing processes</td>
</tr>
<tr>
<td>6. Conduct an audit of current practices between Finance and Admissions to determine the appropriate action in support of maximizing effectiveness and efficiency of operations</td>
<td>Director of Finance and Director of Admissions</td>
<td>Business Office staff, Admissions staff and IT staff</td>
<td>2008-10</td>
<td>Increased efficiencies and effectiveness in processing and using shared data and in operational procedures</td>
<td>Implementation of results from decision making in the daily processes and procedures for Admissions and Finance</td>
</tr>
<tr>
<td>Action Step</td>
<td>Person(s) Responsible</td>
<td>Resources</td>
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<td>Evidence of Accomplishment</td>
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<tr>
<td>7. Develop an evaluation criteria and plan with specific targets and a</td>
<td>Director of Finance</td>
<td>Business Office staff, Admissions staff, IT staff and Blackbaud</td>
<td>2008-10</td>
<td>Upgrade of Blackbaud</td>
<td>Interaction with users</td>
</tr>
<tr>
<td>timeline for upgrading the conversion of Blackbaud to the next platform</td>
<td>and Director of Technology</td>
<td>consulting services</td>
<td></td>
<td>software allowing maximum</td>
<td>in implementing new</td>
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<td>level</td>
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<td>utility of software to</td>
<td>platform</td>
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<td>meet SAS needs</td>
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<tr>
<td>8. Enhance annual processes to benchmark SAS against other international</td>
<td>Director of Finance</td>
<td>Data from other schools and regional</td>
<td>2008-13</td>
<td>Decision making in</td>
<td>Integration of these</td>
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<tr>
<td>schools for tuition and fees including guidelines for decision making</td>
<td></td>
<td>organizations</td>
<td></td>
<td>support of SAS programs</td>
<td>decisions into the</td>
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<td>in relation to comparative results</td>
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<td>based on results and</td>
<td>financial planning</td>
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<td>benchmarks set in relation</td>
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<td>to comparative data</td>
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</table>

**OBJECTIVE #6: BOARD GOVERNANCE**

**Progress Indicator:** A multi-year schedule for the review of all policies will be developed and implemented.

**Rationale:** In order to ensure that the policies of the Board of Governors remain relevant and current, Board policies will be reviewed on a systematic basis.

<table>
<thead>
<tr>
<th>Action Step</th>
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<th>Timeline</th>
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<th>Communication of Progress</th>
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</thead>
<tbody>
<tr>
<td>1. All policies of the Board of Governors will be scheduled for systematic</td>
<td>Superintendent</td>
<td>Leadership Team Board of Governors</td>
<td>1/3 of</td>
<td>Policies scheduled for</td>
<td>Review level of progress</td>
</tr>
<tr>
<td>review on a rotating basis</td>
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<td>the policies of</td>
<td>review were successfully</td>
<td>on policy review on an</td>
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<td>the Board of Governors</td>
<td>reviewed</td>
<td>annual basis</td>
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<td>will be scheduled for</td>
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<td>review during 2008-</td>
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<td></td>
<td>2009</td>
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<tr>
<td>2. All policies of the Board of Governors will be scheduled for systematic</td>
<td>Superintendent</td>
<td>Leadership Team Board of Governors</td>
<td>1/3 of</td>
<td>Policies scheduled for</td>
<td>Review level of progress</td>
</tr>
<tr>
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<td>review were successfully</td>
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<td>the Board of Governors</td>
<td>reviewed</td>
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<td>will be scheduled for</td>
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<td>review during 2009-</td>
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<td></td>
<td>2010</td>
<td></td>
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</tr>
<tr>
<td>3. All policies of the Board of Governors will be scheduled for systematic</td>
<td>Superintendent</td>
<td>Leadership Team Board of Governors</td>
<td>1/3 of</td>
<td>Policies scheduled for</td>
<td>Review the level of</td>
</tr>
<tr>
<td>review on a rotating basis</td>
<td></td>
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<td>the policies of</td>
<td>review were successfully</td>
<td>progress on policy review</td>
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<td>the Board of Governors</td>
<td>reviewed</td>
<td>on an annual basis</td>
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<td>will be scheduled for</td>
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<td>review during 2010-</td>
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<td>2011</td>
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</tbody>
</table>
OBJECTIVE #7: DEVELOPMENT/ADVANCEMENT

Progress Indicator: Create a comprehensive advancement/development program in support of the Mission/Vision of the school.

Rationale: Current tuition and fees do not sufficiently fund the goals articulated in the SAS Mission/Vision. Therefore it is necessary to generate alternative financial resources to support the delivery of an exemplary American educational experience.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
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<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct an audit of current development activities, including the relationship between Development, Communications and Alumni Relations and determine the appropriate course of action required to develop a comprehensive advancement program and implement that plan.</td>
<td>Current Director of Development</td>
<td>Consultancy support (financial resources)</td>
<td>2008-13</td>
<td>Completed audit</td>
<td>Periodic updates of progress with the Board of Governors Committee</td>
</tr>
<tr>
<td>2. Develop the in-house level of expertise required to effectively utilize Raizer’s Edge</td>
<td>Current Director of Development</td>
<td>Consultancy support (financial resources)</td>
<td>2008</td>
<td>Development of in-house expertise</td>
<td>Develop scope of work and monitor and report on the progress of work</td>
</tr>
<tr>
<td>3. Evaluate and refine the coordination of operational procedures between the offices of Development, IT, Admissions, Alumni Relations and Finance to maximize the utilization of the Blackbaud system.</td>
<td>Current Director of Development, Director of IT, Director of Admissions and Director of Business Operations</td>
<td>Consultancy support</td>
<td>2008</td>
<td>The Blackbaud system is being fully utilized to support the various operational requirements of Development, IT, Admissions, Alumni Relations and Business Operations.</td>
<td>Departments will confirm that operational requirements are being satisfied</td>
</tr>
</tbody>
</table>

OBJECTIVE #8: ALUMNI RELATIONS

Progress Indicator: Create a comprehensive alumni relations program that engages alumni in the life of the school.

Rationale: The engagement of alumni in the life of the school will serve to further enrich the educational experiences of students and supports the Mission/Vision of the school.

<table>
<thead>
<tr>
<th>Action Step</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Further refine and enhance the alumni website.</td>
<td>Director of Alumni Relations and Director of Development</td>
<td>Website and technology support</td>
<td>2008-13</td>
<td>Increase in the website utilization</td>
<td>Refinements and enhancements reviewed with Director of Development</td>
</tr>
<tr>
<td>2. Evaluate and further develop the alumni data base.</td>
<td>Director of Alumni Relations and Director of Development</td>
<td>Data base support</td>
<td>2008-13</td>
<td>Increase in the number of registered alumni and quality of the available data</td>
<td>Number of registrants reviewed with Director of Development</td>
</tr>
<tr>
<td>3. Enhance communication with alumni</td>
<td>Director of Alumni Relations and Director of Development</td>
<td>Support for publications (e.g. editorial support) Support from IT Administrative support</td>
<td>2008-13</td>
<td>Increased volume and improved quality of communication with alumni</td>
<td>Communication enhancements reviewed with Director of Development</td>
</tr>
<tr>
<td>Action Step</td>
<td>Person(s) Responsible</td>
<td>Resources</td>
<td>Timeline</td>
<td>Evidence of Accomplishment</td>
<td>Communication of Progress</td>
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</tr>
<tr>
<td>4. Develop opportunities for alumni to further support the mission/vision of the school</td>
<td>Director of Alumni Relations</td>
<td>Support from faculty and administration</td>
<td>2008-13</td>
<td>Increase the number of opportunities for alumni to support the Mission/Vision of the school (e.g. mentoring, participant in career day, sharing expertise)</td>
<td>Review range of opportunities with the Director of Development</td>
</tr>
</tbody>
</table>

**OBJECTIVE #9: COMMUNICATIONS**

**Progress Indicator:** Sustain and enhance a comprehensive communications program in support of the Mission/Vision of the school.

**Rationale:** Informing for the purpose of developing understanding and support of the Mission/Vision of the school.
**OBJECTIVE #10: WOODLANDS CAMPUS - COMMITMENT TO PROVIDE EXEMPLARY BUILDINGS, MAINTENANCE, GROUNDS AND SERVICES**

**Progress Indicator #1:** Studies or reviews undertaken, priorities identified and recommendations made. SAS has an effective long range plan for asset management.

**Rationale:** To continue to preserve and/or to enhance the asset value of the SAS physical campus, and the improvement of services capabilities.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
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<th>Timeline</th>
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<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carry out a comprehensive building survey and to provide a five-year pre-ventative maintenance and building renewal plan</td>
<td>Director of Facilities and Services Maintenance Engineer Project Manager</td>
<td>Building/Quantity Surveyor</td>
<td>2008-10</td>
<td>Completion and submission of report SAS has an effective long range plan for building maintenance</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>2. Develop and implement a health and safety policy and procedures for contractors including assessing the need of an full-time SAS safety officer</td>
<td>Director of Facilities and Services Maintenance Engineer Project Manager</td>
<td>Contractors Safety Officers</td>
<td>2008-10</td>
<td>Observable safer work culture and practices amongst contractors working on campus</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>3. Review, update and implement an Energy Efficiency and Conservation Program</td>
<td>Director of Facilities and Services Maintenance Engineer</td>
<td>Consultant</td>
<td>2009-11</td>
<td>SAS has an effective long range plan for Energy Efficiency and Conservation Program</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>4. Review, provide and implement the Landscape Master Plan</td>
<td>Director of Facilities and Services</td>
<td>Landscape Consultant</td>
<td>2010-11</td>
<td>SAS has an effective long range plan for ground maintenance and beautification</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>5. Assess the value and/or the implementation of a computerized maintenance management software to track requests and completion; to increase customer satisfaction experience, response time and timely communication</td>
<td>Director of Facilities and Services Director of IT Director of Finance</td>
<td>Purchase of software and implementation Data collection and input for asset inventory Half time clerical position</td>
<td>2010-11</td>
<td>Work requests are tracked and customers are kept informed of work status</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>6. Incorporate, where appropriate, new safety, wheelchair accessibility, and green building codes for additions and alterations Projects</td>
<td>Director of Facilities and Services Project Manager</td>
<td>Consultants</td>
<td>On-going</td>
<td>SAS continues to be progressive and compliance with new building codes Buildings are safer, more accessible and energy efficient</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>7. Facilities staff are provided with relevant training and resources</td>
<td>Director of Facilities and Services Assistant Superintendent of HR</td>
<td>Attendance at relevant conferences, workshops and seminars Site/study visits to progressive and best-of-class organizations in Singapore</td>
<td>On-going</td>
<td>The Facilities Office Managers and staff supervisors are kept current with their professional knowledge and abilities, and bring best practices of the relevant professions to their job responsibilities. New knowledge and training are transferred to other staff</td>
<td>• Leadership Team</td>
</tr>
</tbody>
</table>
OBJECTIVE #10: WOODLANDS CAMPUS - COMMITMENT TO PROVIDE EXEMPLARY BUILDINGS, MAINTENANCE, GROUNDS AND SERVICES

Progress Indicator #2: Increased provision in staff budgets, and maintenance operations and summer works budgets.

Rationale: As the buildings and facilities approach a period where many building elements and particularly mechanical and electrical systems are at the end of their functional lives coupled with an anticipated sharper annual inflation increase over the next few years, to ensure funding is allocated at the correct levels.

<table>
<thead>
<tr>
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<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide a cashflow projection for the five-year operations, preventative maintenance, and building renewal budget plans</td>
<td>Director of Facilities and Services, Director of Finance</td>
<td>Building/Quantity Surveyor</td>
<td>2008-13</td>
<td>Completion and submission of report Draft budget submitted for approval and adoption</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td>2. Review staffing implications, including examining the advantages and disadvantages of contracting out key services</td>
<td>Director of Facilities and Services, Director of Finance</td>
<td>Superintendent, Assistant Superintendent, HR Director of Finance</td>
<td>2009-13</td>
<td>Recommendations completed and submitted</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
</tbody>
</table>

OBJECTIVE #10: WOODLANDS CAMPUS - COMMITMENT TO PROVIDE EXEMPLARY BUILDINGS, MAINTENANCE, GROUNDS AND SERVICES

Progress Indicator #3: Becoming an exemplary customer focused and cost effective and efficient organization based upon the SAS Core Values and continuous improvement.

Rationale: As the campus evolved in size and operational sophistication, clearer and timely communication of affordability, service levels, expectations and outcomes between Divisions and the Facilities Office is made an absolute priority.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Review with the Principals and other key users what should constitute a good Service Level Agreement for adoption</td>
<td>Director of Facilities and Services</td>
<td>Principals, Director of IT, Activities Directors, Theater Coordinator, SACAC, PTA</td>
<td>2008-11</td>
<td>Setting and agreeing to expectations of service level outcomes</td>
<td>• Leadership Team</td>
</tr>
<tr>
<td>2. Develop benchmarks and/or key performance indicators related to services</td>
<td>Director of Facilities and Services</td>
<td>Director of Finance</td>
<td>2010-13</td>
<td>Performance measures are in place and targets set/met</td>
<td>• Leadership Team</td>
</tr>
<tr>
<td>3. Adopt/Implement a Service Level Agreement approach to providing Housekeeping and Custodial Services</td>
<td>Director of Facilities and Services</td>
<td>Director of Finance</td>
<td>2011-13</td>
<td>Clear and set expectations of service level outcomes Greater customer satisfaction and communication</td>
<td>• Leadership Team</td>
</tr>
<tr>
<td>4. Adopt/Implement a Service Level Agreement approach to providing Security and other Services responsibilities</td>
<td>Director of Facilities and Services, Principals</td>
<td>Director of Finance</td>
<td>2012-13</td>
<td>Clear and set expectations of service level outcomes Greater customer satisfaction and communication</td>
<td>• Leadership Team</td>
</tr>
</tbody>
</table>
**OBJECTIVE #10: WOODLANDS CAMPUS - COMMITMENT TO PROVIDE EXEMPLARY BUILDINGS, MAINTENANCE, GROUNDS AND SERVICES**

**Progress Indicator #4:** The current threat environment is marked by complexity and uncertainty. SAS Security must continue to take a leadership and pro-active role in ensuring the protection of its people and physical resources. To ensure improvement plans will be developed and implemented to address identified areas of deficiencies.

**Rationale:** Security efforts must stay relevant to ensure and to maintain a safe and secure physical environment for students, faculty, support staff and visitors. Security is proactive, highly visible, professional, competent, and courteous, and highly responsive in the provision of relevant information and timely assistance, and engaged in communication with key parties.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain and ensure compliance with an annually up-to-date Safety &amp; Security program, including a Crisis Management Plan</td>
<td>Director of Facilities and Services</td>
<td>Superintendent Facilities Committee Consultants</td>
<td>2008-13</td>
<td>Completion and submission of report Implementation of recommendations/improvement plan</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td></td>
<td>Security and Safety Manager Hill and Associates</td>
<td>Budget implications</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Review the implementation of the employment of in-house guards (versus contracted security)</td>
<td>Director of Facilities and Services</td>
<td>Superintendent Budget implications</td>
<td>2009-10</td>
<td>Completion and submission of report Implementation of recommendations/improvement plan</td>
<td>• Leadership Team • Facilities Committee • SAS Board</td>
</tr>
<tr>
<td></td>
<td>Security and Safety Manager Hill and Associates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop stricter access control guidelines including the implementation of photo ID cards for parents and others</td>
<td>Director of Facilities and Services</td>
<td>Superintendent Facilities Committee</td>
<td>2009-11</td>
<td>Completion and submission of report Implementation of recommendations/improvement plan</td>
<td>• Leadership Team • Facilities Committee • SAS Board</td>
</tr>
<tr>
<td></td>
<td>Security and Safety Manager Hill and Associates</td>
<td>Budget implication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Maintain closer communication and coordination with local Police agencies, US Embassy, and Hill and Associates with respect to Safety &amp; Security planning and response.</td>
<td>Director of Facilities and Services</td>
<td>Superintendent Facilities Committee</td>
<td>2008-13</td>
<td>Increased feeling of goodwill, mutual respect and closer working relations with all the key individuals</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td></td>
<td>Security and Safety Manager Hill and Associates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Minimize property damage and property losses</td>
<td>Director of Facilities and Services</td>
<td>Federal Insurance Director of Finance</td>
<td>2008-13</td>
<td>Establishment of a culture of locking up doors, drawers and lockers. Identification and elimination of risks</td>
<td>• Leadership Team • Facilities Committee</td>
</tr>
<tr>
<td></td>
<td>Security and Safety Manager</td>
<td></td>
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</tr>
</tbody>
</table>
Objective #10: Woodlands Campus - Commitment to Provide Exemplary Buildings, Maintenance, Grounds and Services

Progress Indicator #5: Food Services improvement plans will be developed and implemented to address identified areas of deficiencies. Food Services will promote good food nutrition, offer an international range of healthy food choices and maintain a high level of hygiene and food safety.

Rationale: Continuous improvement to the quality of the Food Services at SAS.

<table>
<thead>
<tr>
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<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete audit of food, food service, vending, drinks and management practices of canteen and dining environment</td>
<td>Director of Facilities and Services, Director of Finance</td>
<td>Superintendent Assistant Superintendent of HR Consultants</td>
<td>2008-09</td>
<td>Completion and submission of report Implementation of recommendations/ improvement plan</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>2. Review the need for and/or appointment of a Food Services Manager/Director</td>
<td>Director of Facilities and Services, Director of Finance, Assistant Superintendent of HR</td>
<td>Superintendent Assistant Superintendent of HR Consultants Budget implication</td>
<td>2008-10</td>
<td>Completion and submission of report</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>3. Develop the plan and implement the recommendations</td>
<td>Director of Facilities and Services, Director of Finance</td>
<td>Superintendent Consultants</td>
<td>2009-13</td>
<td>Completion and submission of plan Implementation of recommendations/ improvement plan</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>4. Monitor the expected improvements</td>
<td>Director of Facilities and Services, Director of Finance</td>
<td>Superintendent Consultants</td>
<td>2009-13</td>
<td>Evidences from parent and Student satisfaction surveys</td>
<td>Leadership Team</td>
</tr>
</tbody>
</table>

Objective #10: Woodlands Campus - Commitment to Provide Exemplary Buildings, Maintenance, Grounds and Services.

Progress Indicator #6: Transport Services improvement plans will be developed and implemented to address identified areas of deficiencies. Transport Services will ensure the comfort, safety and security, and the timely departure and arrival of passengers.

Rationale: Continuous improvement on the quality and cost effectiveness of the Transport Services at SAS.

<table>
<thead>
<tr>
<th>Action Step</th>
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<th>Timeline</th>
<th>Evidence of Accomplishment</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve better customer service by providing readily available data and call journal</td>
<td>Director of Facilities and Services, Yeap Transport</td>
<td>G-School IT System Engineers</td>
<td>2007-08</td>
<td>Upgrading, Testing and Completion of Yeap Transport Management System</td>
<td>Quarterly reports</td>
</tr>
<tr>
<td>2. Provide security and safety workshops and training to bus drivers and conductors</td>
<td>Director of Facilities and Services, Yeap Transport</td>
<td>Yeap Transport Yeap Transport’s Security Consultant</td>
<td>2008-13</td>
<td>Daily bus crew randomly checklist audited and submitted to SAS Regular weekly small group training and periodic safety and security workshops conducted Maintaining an incident-free and accident-free record</td>
<td>Monthly reports</td>
</tr>
</tbody>
</table>
3. Reduce carbon emission of older buses by switching to Euro IV Standard buses at the earliest opportunity
   - **Person(s) Responsible:** Yeap Transport
   - **Resources:** Bus owners
   - **Timeline:** 2008-13
   - **Evidence of Accomplishment:** Presently, two Euro IV Standard buses
   - **Communication of Progress:** Yearly reports

4. Provide additional security and safety features to buses, and fleet and route management
   - **Person(s) Responsible:** Yeap Transport
   - **Resources:** Bus owners
   - **Timeline:** 2008-13
   - **Evidence of Accomplishment:** Trials to begin on parking sensors which function as early warning anti-tampering features. Trails and/or implementation of other security or safety initiatives
   - **Communication of Progress:** Yearly reports

**OBJECTIVE #11: PROPOSED SECOND CAMPUS EXPANSION**

**Progress Indicator #1:** Guidance and strategic planning advice provided including SAS space planning standards and design guidelines, and project management capabilities for the acquisition, design and development of a second campus. The School Board, Administration and Consultants are supported with necessary and timely resources, data and advice.

**Rationale:** The Facilities Office will provide leadership, management, support and quality control roles in the development of a second campus.

**OBJECTIVE #11: EXPANSION OBJECTIVE**

**Progress Indicator #2:** Create an expansion plan for addressing the increasing student population within the American community.

**Rationale:** SAS will sustain its position in Singapore as the American community school of choice by providing an exemplary American educational experience with an international perspective to an American community that is increasing in size.
<table>
<thead>
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<th>Timeline</th>
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<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Design and implement a process for identifying and reviewing the scope of educational program options for an expanded SAS operation.</td>
<td>Superintendent</td>
<td>Leadership Team</td>
<td>Aug’08</td>
<td>Educational program options are identified and reviewed by the Leadership Team</td>
<td>Educational program options presented to Board of Governors</td>
</tr>
<tr>
<td>3. Identify the scope of options for funding an expanded SAS operation.</td>
<td>Superintendent</td>
<td>PricewaterhouseCoopers</td>
<td>Dec’08</td>
<td>The scope of funding options are identified and presented to the SAS administration</td>
<td>Funding options presented to Board of Governors</td>
</tr>
<tr>
<td>4. Identify and address the range of legal issues that accompany the potential for SAS expansion.</td>
<td>Superintendent</td>
<td>Khattar Wong and Partners</td>
<td>2008-09</td>
<td>Range of legal issues that accompany potential expansion are identified and addressed</td>
<td>Board of Governors are informed of legal issues and appropriate resolution for addressing the issues</td>
</tr>
<tr>
<td>5. Sustain an on-going communication campaign to ensure that SAS constituents (both internal and external to the school) remain informed of information specific to potential expansion.</td>
<td>Superintendent</td>
<td>Director of Communications</td>
<td>On-going</td>
<td>Review of communications on the topic of potential expansion</td>
<td>Board of Governors are informed of on-going communication specific to potential expansion</td>
</tr>
</tbody>
</table>

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88 | CHAPTER V: SCHOOL-WIDE ACTION PLAN
“The future is not some place we are going to, but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination.”

– John H. Schaar