

2017-2018 Annual Update



Name of School: Unity Concord International School
Address: 227 Moo 2 T. Nong Pheung, A. Sarapee, Chiang Mai 50140
Grades Served: PK-5
Enrollment: 222

STAR 360 Assessment Results (American Comparison Scale)

English Language Arts

Grades	Initial BMK I	Winter Goal	Winter BMK II	Spring Goal	Spring BMK III	End of the Year Goal	Final BMK
K3A	N/A	.3	N/A	.6	.8	.9	.9
K3B	N/A	.3	N/A	.6	.5	.9	.9
1	N/A	1.3	N/A	1.6	1.3	1.9	1.6
2	N/A	2.3	N/A	2.6	2.2	2.9	2.5
3	N/A	3.3	N/A	3.6	2.1	3.9	2.6
4	N/A	4.3	N/A	4.6	3.1	4.9	3.4
5A	N/A	5.3	N/A	5.6	3.9	5.9	4.3
5B	N/A	5.3	N/A	5.6	2.2	5.9	3.2

Mathematics

Grades	Initial BMK I	Winter Goal	Winter BMK II	Spring Goal	Spring BMK III	End of the Year Goal	Final BMK
K2	N/A	.1	N/A	.3	.76	.6	.8
K3A	N/A	.3	N/A	.6	.80	.9	.9
K3B	N/A	.3	N/A	.6	.77	.9	.9
1	N/A	1.3	N/A	1.6	1.7	1.9	1.9
2	N/A	2.3	N/A	2.6	2.7	2.9	2.9
3	N/A	3.3	N/A	3.6	3.5	3.9	3.8
4	N/A	4.3	N/A	4.6	4.2	4.9	4.5
5A	N/A	5.3	N/A	5.6	5.4	5.9	5.5
5B	N/A	5.3	N/A	5.6	4.9	5.9	5.4

We realize our goals are extremely ambitious; we believe that overtime grade level proficiency is realistic and achievable.

Progress made toward each of the Schoolwide Learner Outcomes (ESLRS)

Measurable Pupil Outcome	Outcome Met (yes/no)	List of Evidence or Narrative on Progress Made towards meeting outcome
<i>Proficient Communicators</i>	Yes	<i>Classroom activities, morning assemblies, peer reviews</i>
<i>Research and Technically Proficient</i>	Yes	<i>Classroom activities, computer class, STAR 360</i>
<i>Investigative Problem Solvers</i>	Yes	<i>Classroom activities, STAR 360, peer reviews</i>
<i>Diligent Scholars</i>	Yes	<i>STAR 360, assessment data, classroom activities</i>
<i>Ethical and Honest Students</i>	Yes	<i>Classroom behavior, discipline data, cultural activities</i>

Outcome #1

Proficient communicators who:

- Are active and critical listeners.
- Find appropriate solutions as an individual or in collaboration with others.
- Demonstrate effective listening skills by responding to questions, participating in discussions, and following instructions.

Outcome #2

Research and technologically proficient students who:

- Access, analyze, synthesize, and apply information to solve problems, express insights, and present ideas accurately and creatively.
- Actively pursue knowledge through a variety of resources incorporating the use of technology.
- Use technology as a tool to research, organize, evaluate, and communicate information.

Outcome #3

Investigative problem solvers who:

- Use effective questioning and reflection to advance and evaluate learning.
- Exercise sound reasoning and understanding to analyze problems and reach solutions.
- Demonstrate a commitment to learning as a life-long process.

Outcome #4

Diligent scholars who:

- Think, speak, read, and write clearly in English
- Identify and solve problems by applying critical thinking skills and mathematical reasoning.
- Establish career and life-long learning goals.

Outcome #5

Ethical and honest students who:

- Exhibit personal and academic integrity.
- Embrace and celebrate diversity.
- Show honesty, ethics, and responsibility toward themselves and others.

Progress made toward closing any achievement gaps among numerically significant subgroups

During our first year, Unity focused on English and Mathematics:

We have created Individual Learning Plans (ILP's) for addressing schoolwide gaps in literacy and mathematics. We are creating writing rubrics that will be used K3-grade 12. STAR Reading, STAR Early Literacy and STAR Mathematics Data will be collected and as a team we will meet and examine the results to develop a comprehensive plan to address student achievement gaps.

*Based on our first year of data we are confident that within a 3-year window we will be competitive with native English speakers. We realize an area for focus is English. We have created a plan to close the achievement gap.

Description of Annual Board Goals:

The purposes of Unity Concord International School is to:

- Improve pupil learning
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and students with expanded educational opportunities without the constraints of traditional rules and structure.
- Provide schools a way to shift from a rule-based to a performance-based system of accountability.
- Provide competition within the International School System to stimulate improvements in all International Schools.

UNITY's mission is: To prepare students for lives of purpose, service, and leadership by stimulating an intellectual, cultural, spiritual, and social learning environment, motivated by love for others.

Unity's Board Goals:

- I. Governance and Organizational Leadership:** The school and the governing board are organized to support the school's mission and vision supporting the achievement of high standards by all students.
- II. Educational Performance:** The school provides a rigorous educational program for all students that is based on state content standards and delivered in a supportive and positive learning environment.
- III. Fiscal Operations and Internal Controls:** The school is financially viable organization that is operated in compliance with all applicable requirements, and sound fiscal practices for the purpose of supporting high student achievement.
- IV. Fidelity to Ministry:** The school implements all of its operations in accord with its approved Curriculum.

Priority #1. The degree to which teachers are appropriately certified, and every student has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

ANNUAL GOALS TO ACHIEVE PRIORITY #1

- Unity will hire and maintain a highly qualified faculty.
- Unity will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.
- School facilities are maintained and in good repair.

ACTIONS TO ACHIEVE ANNUAL GOALS

- All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.
- Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data.
- School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
- Faculty participates in shared decision making process.
- Regular walkthroughs of school facilities by school leadership.

Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2

- All Unity curriculum will be aligned to CCSS.
- All Unity curriculum will be designed to support ELs and other struggling subgroups.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Curriculum maps for each course written prior to school opening and revisited yearly.
- All curriculum maps will have goals and strategies to support ELs.
- 10+ days of professional development, which includes 5 full days dedicated days for implementing Common Core, and supporting ELs and other struggling students.

Priority #3. Parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3

- Parents view themselves as a key component of the schools' and student success.
- Parents demonstrate high satisfaction with the school's program.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Published list of differentiated opportunities for parental involvement (PTA handbook).
- Regular, designated times for parents to give feedback to school leadership (meetings , etc.).
- Annual school community survey.

Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. **STAR 360**

B. **Percentage of ELs who make progress toward English language proficiency as measured by the Student Oral Language Observation Matrix (SOLOM)**

C. **EL reclassification rate (student rate exited from ESL)**

ANNUAL GOALS TO ACHIEVE PRIORITY #4

- All students will become proficient in English, math, science and social science.
- Students perform well on all external tests.
- Students show growth on benchmark assessments.
- All students show growth on external measures.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Standards based and aligned curriculum.
- Regular benchmark assessments (minimum 3x per year) aligned to standards
- Extensive student support structures (remediation courses, tutoring, differentiated instruction)
- Curriculum maps designed to support ELs and struggling students
- Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups

Priority #5. Pupil engagement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. School attendance rates B. School tardy rates C. Chronic absenteeism rates 	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> • Social-Emotional learning in all courses. • Individualized Learning Plans. • Extensive support structures, including early intervention plans. • Extensive community building via orientation, and morning meeting.
Priority #6. School climate, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Students will be thoughtful, engaged citizens of a 21st century world. • All students consistently demonstrate strong SEL skills and Innovator Norms. • Students will show growth on all SEL skills and Innovator Norms. 	<ul style="list-style-type: none"> • Extensive community building via advisory, orientation and morning meeting as well as other school events. • Social-Emotional Learning in all courses. • Individualized Learning Plans. • Analysis of and action plans from community surveys.
Priority #7. The extent to which students have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to students with special needs.	
<p>“Broad course of study” includes the following, as applicable: Grades PK-5: English, mathematics, social sciences, science, visual and performing arts, health, physical education, Thai language and culture, music, technology and other as prescribed by the governing board.</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • 100% of students are enrolled in a broad course of study. 	<ul style="list-style-type: none"> • Extensive Support Systems (tutoring, remedial courses, RTi, etc.). • Comprehensive career and college focus 6-12 (18-19).
Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking. Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (remediation courses, tutoring, and differentiated instruction). • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

Schoolwide Action Plan (SAP) following:

Progress made in addressing the goals identified in the SAP

Goal #1: Unity will develop clear and concise Schoolwide Learner Outcomes (ESLRS). ESLRS represent the most essential things students should know and be able to do by the time they graduate. ESLRS represent the cumulative skills and attributes we believe children should develop during their time at our school.

Progress: During the 2017-2018 school year, stakeholders met and created comprehensive ESLRS.

Outcome #1

Proficient communicators who:

- Are active and critical listeners.
- Find appropriate solutions as an individual or in collaboration with others.
- Demonstrate effective listening skills by responding to questions, participating in discussions, and following instructions.

Outcome #2

Research and technologically proficient students who:

- Access, analyze, synthesize, and apply information to solve problems, express insights, and present ideas accurately and creatively.
- Actively pursue knowledge through a variety of resources incorporating the use of technology.
- Use technology as a tool to research, organize, evaluate, and communicate information.

Outcome #3

Investigative problem solvers who:

- Use effective questioning and reflection to advance and evaluate learning.
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Outcome #4

Diligent scholars who:

- Think, speak, read, and write clearly in English
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- Establish career and life-long learning goals.

Outcome #5

Ethical and honest students who:

- Exhibit personal and academic integrity.
- Embrace and celebrate diversity.
- Show honesty, ethics, and responsibility toward themselves and others.

Goal #2: Unity will foster effective teacher and staff collaboration and deliver on-going, consistent professional development as a way to continuously improve curriculum, instruction, and assessment.

Progress: During the 2017-2018 school year purchased and provided comprehensive trainings through Safe Schools. Additionally, staff were provided with onsite trainings in their curriculums, staff handbooks, student information systems/gradebooks, technology (smart boards), special education and English learners. Next year additional trainings will be provided.

Goal #3 Unity will expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school.

Progress: Unity sponsored "Sharing is Caring" project. Stakeholders gathered various supplies from the school community as well as purchased materials and gifts that were then delivered to a rural Thai school. Also, during Thai days families brought in gifts that are in the process of being delivered to a local orphanage. Additionally, our school owners sponsor a local orphanage and provide large amounts of food to them one time per month. Finally, the school sponsors (provides free tuition) for 1 special education student and 8 general education students.

Goal #4 Unity will continue to expand student and staff access to technology, improve the use of technology as an instructional tool, and increase digital literacy.

Progress: During the 2017-2018 school year Unity provided staff with several onsite technology trainings with Smart boards. The school has purchased 10 Smart boards that will be utilized beginning 2018-2019. Additionally, the school

has doubled its technology labs and will offer classes using both the Windows platform and Mac. Finally, the school already uses overhead projectors in each room, but will be adding 20 “visualizers” document cameras throughout the campus to enhance technology.

Goal #5 UNITY will provide additional counseling and career/college readiness services to all students in order to better prepare them for high school and post-secondary success.

Progress: For the 2018-19 year has hired an American Academic Advisor. He will provide counseling and career/college readiness services to all grade 7-12 students in order to better prepare them for high school and post-secondary success.

Goal #6 UNITY will systematically address the appropriate scheduling and support of students from all backgrounds to increase educational opportunities and access to core curriculum.

Progress: For the 2018-19 school year Unity has created schedules that allow students in grades 9-12 to take several core academic classes as well as an abundance of electives. Please refer to the Master Class Schedule and High School Course Catalog.

Goal #7 UNITY will focus on increasing the level of rigor in grades 9-12, engagement and critical thinking present in all classes to increase student access to the cognitive expectations outlined in the Schoolwide Learner Outcomes.

Progress: This is a goal for 2018-19; however, we have begun creating curriculum maps, syllabuses and various other materials to aid in achieving this goal.

Goal #8 UNITY will create a Comprehensive School Safety Plan, Parent/Student and Employee Handbook.

Progress: Unity created several Handbooks including a Board Policy and Comprehensive School Safety Plan Policy, Employee Handbook, Parent/Student Handbook, GDPR Policy Book, Unity School Standards (Board KPI's). For the 2018-19 year, we will add a Middle School Information and High School Course Catalog along with various new policies throughout the year.

Professional development activities undertaken to further progress in achieving the SAP's goals

August 21-25

Sexual Harassment Training (SS)

FERPA Training (SS)

Child Abuse Training (SS)

CPR & 1st Aide (Nurse)

Recess Supervision (SS)

SPARKS- (PE Curriculum)

Using CST and Curriculum Blueprints to write lesson plans

Lesson Plan Workshop (Using Data to Drive Instruction)

September 1, 8

REDIKER- Student Information System

CPI- Crisis Prevention Intervention (all staff certified)

ILP- Individual Learning Plan (How to create them and WHY?)

October 20, 27

Benchmarking and What it means to me (Training)

Introduction to the Common Core State Standards

November 9, December 8, 22

RTi2 (Response to Intervention and Behavioral Intervention component)

Differentiating Learning and Instruction

PBIS- Positive Behavior and Intervention Support

Common Core Part 2

January 4, 5

Common Core- Part 3 (ILP, BMKS, STAR Data)

February 9
Peer Observation and Dialogue
Classroom Walk-thru/Peer Observation and Dialogue
Professional Learning Communities

March 16, 23
SMART Goals (for 18-19)
Annual Goals and Actions to Achieve Board Priorities

April 20, 27
Book: Rigor Made Easy (Blackburn)
Annual Goals and Actions to Achieve Board Priorities

May 4, 25
Book: Classroom Management Classified (Breux)
Annual Goals and Actions to Achieve Board Priorities
WASC Focus Groups (assign for upcoming Self-Study 2017-2019)

Outcomes: The ultimate worth of PD is the role it plays in the improvement of student learning. Meaning that Unity Administration and Governing Board must pay attention to the results of professional development on job performance, organizational effectiveness, and the success of all students. Each professional development effort is accompanied by an evaluation plan for determining its effectiveness. Because of the current changes in education, our plan extends over time in order for teachers to understand the value of educational changes and the role these changes have for both teaching and learning.

Progress made on implementing curriculum and instructional strategy changes or the organizational changes identified in the SAP

Curriculum aspects: During 18-19 Unity will add Accelerated Reader schoolwide.

Instructional aspects: During 18-19 Teachers and staff will attend numerous workshops.

Overall organizational structure: During 2018-19 the campus will move across the street and open PK-12. Additional staff will be added throughout the campus as well as to the administrative staff.

Evidence that the School and the teachers are systematically examining student data and using it to drive decisions about curriculum and instruction

Systems in place to analyze data and when (how often): Teachers review data several times per year. At PD meeting teachers work in grade level groups analyzing BMK and curriculum assessments. Each BMK, teachers meet to analyze data and make informed curricular changes. Additionally, teachers meet with parents and students to update ILP's 3 times per year, part of the ILP review is looking at data and making informed conclusions and updates for areas of strength and focus.

Method used to review student data: Teachers use BMKs as well as their own informal and formal assessments.

Types of data reviewed: CSTs, BMKs, informal and formal assessments (curriculum), grade level comparisons, Accelerated Math, Accelerated Reader, STAR Math, STAR Reader or STAR Literacy, Unit Reviews, Themed tests, RTi BMKs and behavioral assessments.