

NEW CDS 2015 Action Plan

Cheongna Dalton School

Action Plan 2015



Background

This school-wide action plan was developed as a result of the Self-Study process required for WASC accreditation in 2015. The plan was developed by the leadership team of CDS after considering the areas of strength and areas for growth identified by the 4 focus group reports.

Action-Plan Summary

This table outlines the major areas of improvement for the school. The goals are discussed in more detail later in the document.

Goal

1. To develop Cheongna Dalton School as a professional learning community where all stakeholders are committed to lifelong learning and applying the results of research.
 2. To develop the importance of technology across the school in all areas. Making technology a key part of the curriculum and increasing the abilities of faculty, staff and students in its use.
 3. To develop systems for data collection and effective analysis across the whole school so that decisions may be made based on clear data.
 4. To develop our global curriculum and form international partnerships with other schools and educational institutes.
 5. To develop and clarify the roles, responsibilities and decision making process in a set of policies that are available to all stakeholders
 6. To improve communication amongst all stakeholders so that the intent of all activities, academics, curricula are clear and supported by all.
 7. To develop systems for measuring the effectiveness of all support services within the school and to identify and support all needs..
 8. To develop a curriculum that supports our students who in the majority of cases do not speak English at home
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Action-Plan

Goal 1 Develop Cheongna Dalton School as a professional learning community where all stakeholders are committed to lifelong learning and applying the results of research.

Rationale: The need for a more organized system of professional development was identified by several focus groups. In the past, professional development has often been limited to teachers who found it themselves by committing to becoming a PLC CDS will place the education of its stakeholders to the forefront of its mission.

Supporting 2015 Data: Teacher Surveys showing a lack of satisfaction with available professional development.

Growth Targets:

- 2015-16
- 1) Calendar of professional development opportunities,
 - 2) Organisation of cross division groups of teachers with the same self-improvement goals,
 - 3) Ongoing involvement of stakeholders in the four focus groups.
 - 4) Development of a process to apply for professional development: in-school vs. out of school; educational-course-subsidizing

ESLRs Addressed: Community (could this also be, or rather be, critical thinking? recognizing the need to learn; addressing the need (?))

Impact on student learning of academic standards & ELR's: Direct positive effect on student learning as the faculty will develop knowledge and teaching strategies. Indirect positive effect will also be seen as engaging teachers in more professional development will lead to more motivated teachers who are more likely to build long term careers at the school thus leading to more consistency of instruction for students. Indirect positive effect as teachers, administrators and staff being involved in lifelong learning will provide a positive role model for students.



Goal 2 Develop the utilization of technology across the school. Making technology a key part of the curriculum and increasing the abilities of both faculty, staff and students in its use.

Rationale: Technology is a vital tool in the learning process. It enriches the educational learning process to help our students as well as teachers to maximize teaching and learning experience. In the First Program, technology is utilized by teachers and taught to students in varying amounts. This is improving annually, but needs structure. Students often arrive in high school with holes in their technology skills. Our curriculum does not fully support IT instruction. Faculty and staff often lack the education needed to instruct students in the use of technology or are reluctant to do so. Teachers' time is limited.

Supporting 2015 Data: WASC Self Study Category B

Growth Targets:

- 2015-16 (Masteryconnect)
- 1) Implementation of standard tracking technology
 - 2) Standards for technology use integrated into all CDS curriculums. Assessment of students in new technology standards.
(Acquisition of technology needed to achieve said targets.)

ESLRs Addressed: Communication, Curiosity, Character

Impact on student learning of academic standards & ELR's: Direct positive impact on communication as improved technology standards and teaching will enable students to communicate better with the world through the internet. Direct positive impact on curiosity as exposure to a greater variety of skills/opportunities at a younger age will allow students more chance to develop their passions. Indirect positive impact on Character as units of instruction about how to behave online will affect character development both on and offline. The use of standard tracking systems such as Masteryconnect will allow clearer information to students, teachers, administrators and parents about what students are actually achieving. Full utilization of Renaissance Home Connect will allow parents' monitoring and encouragement of their reading development.



Goal 3 Develop systems for data collection and effective analysis across the whole school so that decisions may be made based on clear data.

Rationale: The process of starting this self study was very difficult for all as we lacked the data that was needed to form a clear, indisputable picture of what students were learning. Although we had some data, much of it was from too short a time period to observe trends.

Supporting 2015 Data: WASC Self-Study Chapter I and III

Growth Targets:

- 2015-2016
- 1)ERB Tests,
 - 2)Standardized entrance exam rubrics,
 - 3)Ensure all current student data is accurate,
 - 4)Standardized tests employed in World Languages.
 - 5)Benchmarks for ESLRs at all grades and assessment.

ESLRs Addressed: All

Impact on student learning of academic standards & ELR's: Indirect positive impact as the gathering of accurate data about our students levels of achievement will allow better decision making across the whole school and allow us to target resources in areas where our students are lacking.



Goal 4 Develop our global curriculum and form international partnerships with other schools and educational institutes.

Rationale: This was highlighted as a weakness by 2 independent focus groups.

Supporting 2015 Data: WASC Self Study Chapter IV Section A & B

Growth Targets:

- 2015-2016
- 1) Joining the “Round Square”,
 - 2) Developing partnerships with schools globally, and at all levels, from the FP to the HS

ESLRs Addressed: Curiosity, Communication

Impact on student learning of academic standards & ESLRs:

Direct impact on the Curiosity as expose to more of the globe will lead to interaction with a variety of new ideas, experiences. Indirect impact on communication as students involved in global interactions will seek to improve communication skills. Indirect positive impact on Collaboration as participating in activities with other schools will increase the students exposure to collaboration with new people.



Goal 5 Develop and clarify the roles, responsibilities and decision making process in a set of policies that are available to all stakeholders

Rationale: As the school grows in both student and faculty numbers, the orderly operation of the school will be hindered without clear regulations that are understood by all stakeholders. This is in many ways a continuation of goal 1 from the 2011 Action Plan. Its focus is now on the continual upkeep of policies and the clarification of roles, responsibilities and decision making as the school has now matured.

Supporting 2015 Data: WASC Self-Study A, B, C & D

Growth Targets:

- 2015-2016
- 1) Publishing all inclusive set of the rules and regulations governing CDS and all its stakeholders,
 - 2) Giving budgetary guidelines based on department or division.
 - 3) Developing a complete set of Job descriptions.

ESLRs Addressed: Community

Impact on student learning of academic standards & ELR's: Indirect positive impact as the implementation of clear rules and regulations will lead to all stakeholders having more awareness of their roles and responsibilities within the community. This will indirectly affect students as at present the school culture is one of slight mistrust and disarray. Establishment of more transparency will lead to more trust between all stakeholders leading to increased cooperation in promoting student achievement.



Goal 6 Improve communication amongst all stakeholders so that the intent of all activities, academics, curricula are clear and supported by all.

Rationale: Across all aspects of the school there is a recognition that communication between all stakeholders can be improved.

Supporting 2015 Data: WASC Self Study Chapter IV A,B,C & D

Growth Targets:

- 2015-16
- 1) Have students, parents and teachers recognise that communication have improved in the last year according to surveys.
 - 2) Have a staff member with responsibility for promotion/marketing of the school.

ESLRs Addressed: Communication

Impact on student learning of academic standards & ELR's: Indirect positive impact as the students will benefit from improved communication directly with teachers but also from increased parental involvement as parents are more aware of the academic and school expectations of students.



Goal 7 Develop systems for measuring the effectiveness of all support services within the school and growing them where needs are identified.

Rationale: CDS had a goal to put in place various support services in the last Action Plan. This has been achieved successfully but there is currently no system in place to measure their effectiveness or what other services are lacking

Supporting 2015 Data: WASC Self-study Chapter IV Category D

Growth Targets:

- 2015-16
- 1) Data is collected, interpreted and shared (i.e. communicated to all stakeholders) about the use of these support services and their impact on student achievement and behavior.
 - 2) Benchmarks for ESLRs at all grades and assessment.

ESLRs Addressed: Character, Community, Curiosity

Impact on student learning of academic standards & ELR's: Indirect positive effect as the support services if effective can allow students to maintain their place in the school. Effective support services will allow students to follow their passions if not solely academic leading to improved results in academic subjects. Students only interested in one area will largely pick up their results in other areas if they see it as necessary to the achievement of their goals.



Goal 8 To develop a school wide curriculum that supports our students who in the majority of cases do not speak English at home, this means exposure to increased levels of proficient English.

Rationale: CDS recognizes that the major area where our students are not achieving their full potential is in reading and writing. This is not across the whole school but rather across middle and high school where students ERB, PSAT and SAT reaching the expected levels

Supporting 2015 Data: WASC Self-study Chapter IV Category D

Growth Targets:

2015-16 1) Increase the number of hours of English instruction
 2) Set and achieve targets for Middle School Accelerated Reader program
 3) Conduct ELL training across all subjects to equip teachers with the techniques necessary to improve our students English abilities.

ESLRs Addressed: Communication

Impact on student learning of academic standards & ELR's: Direct Positive effect on the Communication ESLR and an indirect effect on all other ESLR's as the students English proficiency has an effect on their ability to master all other aspects of the curriculum.

