



Cheongna Dalton School

March 2015
WASC Self-Study Report

Cheongna Dalton School
344 Cheomdandong-ro, Seo-gu, Incheon, Republic of
Korea

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Preface

Cheongna Dalton School (CDS) started the self-study process by having 2 representatives attend the self study workshop held at Seoul Foreign School on Saturday April 5th, 2014. Through this meeting it was clear that we had a lot of work to do and so the first meeting and presentation of the Self-study process was held on Thursday April 15th, 2014. At this meeting representatives of all stakeholders were present. Below is an outline of the procedure that was undertaken for the CDS self-study.

- 1) Participation in WASC self study training
 - Done through webinar and attendance at workshop (Jiho Park & Malcolm Harrison)
- 2) General Calendar for events and detailed timelines of specific committee meetings to be set
 - Done and distributed to leadership group on Thursday 8th April, The dates of initial meetings were given to all stakeholders at the April 15th meeting
- 3) Establish support mechanisms
 - Support from the leadership team was established at the school administration meeting on Monday 7th April, Two in-service days were agreed upon for 2014-15 academic calendar
- 4) Orientation for staff and stakeholders
 - This was held on April 15th, 2014.
 - <https://drive.google.com/file/d/0B5hiZb3-aUErLTB5Z2wwX3YxTTQ/edit?usp=sharing>
- 5) Establish communication protocols
 - It was decided to use google drive to be the main communication medium and all staff were invited to apply for extra training in the use of google drive and google calendar
- 6) Establish Leadership team, Home and Focus groups
 - The leadership team was established as the school administration meeting members. The four focus groups were established in advance of the April 15th meeting and adjusted due to members' preferences.
- 7) Distribute self study materials and train staff in the use of Google docs
 - This was done April 22nd, 2014.
- 8) Gather pertinent data to be available to all self study participants
 - Data where available was gathered and shared via google drive so that all stakeholders had access to it.
- 9) Train Leadership team and focus and home group leaders in roles and responsibilities
 - This was done May 22nd, 2014.
- 10) Prepare and distribute school profile
 - This was done May 13th but was updating several times during the process once we have more data to add.
- 11) Decide on the questions that our data presents to us
 - This has proven difficult due to the lack of comparable clean data.
- 12) Set the criteria for Focus groups to reflect on while addressing the criteria
 - This was done May 22nd, 2014.

1. What are our students learning and achieving?

2. Are we doing everything possible to allow our students the best opportunity to achieve?

3. Are we doing everything possible to assist our students in an environment where English is often not the first language?

- 13) Initial Focus group meetings to decide on the information they need from Home groups
-This was completed June 10th, 2014.
- On September 2nd Action Plan & Profile was updated for the new school year
- 14) Section B – Instruction, Curriculum and Assessment
- a. Home groups comment on each criteria
 - b. Focus group collate information
 - c. Interviews and additional research carried out
- WASC in-service day held September 5th, 2014 and January 26th, 2015.
- 15) Draft reports reviewed and distributed throughout the school
-This was done on February 1st, 2015.
- 16) Action Plan updated
-The action plan was updated following a meeting of the leadership group and has been distributed to all stakeholders.
- 17) Visit pre planning begun
-The WASC visiting committee visit has been set for the week beginning April 27th, 2015.





Leadership team

Dr. Park –Head of School
 Mdme. Lee- Chair of the Board
 Ms. Shim- Principal of First and Middle Program
 Mr. David Hill-Director of First Program
 Ms. Christine Oh-Director Middle School
 Mr. Malcolm Harrison-Director of High School
 Mr. Ben Scoville- Dean of Student Affairs (Middle School)
 Mr. John Kim-Director of College Counseling
 Mr. Jiho Park-Director of Academics & IT
 Ms. Claudia Hong- Human Resources

Focus Groups

Organization for Student Learning

Dr. Park	Jennifer Kim	David Hill
Brittany Zart	Christina Kim	Claudia Hong
Jonathan Talbot		

Curriculum, Instruction, and Assessment

Mrs Shim	Clare Park	John Kim
Julian Taylor	Hazel Lee	Michael Donkin
Kelly Cho	Ramon Chapa III	Melanie Feurey
Eric Burton	Edina Yoon	Brad McMath
Peter Mukwevho	Tommy Li	Yonghoe Kim
Sohee Aum	Kimberly Hunter	Jason Howell
Joice Shin		

Support for Student Personal and Academic Growth

Benjamin Scoville	Ilho Pak	Sue Donkin
Yanghee Joo	Craig Tronsgard	Rebecca Laders
Jason Musselman	Sunwoo Hwang	Jason Baker
Christine Oh	Koeun Lee	Brynae Bishop

Resource Management and Development

Jiho Park	Chris McPherson	Christina Navarro
Ana Sokoli	Sohee Han	Cheryl Roy
Heather Kim	DiAnna Pantano	Jaclyn Aylward
Linda Choo	Donna Wang	

Home Groups

Leadership	Math	P.E.
HR and clerical	Science	Parents
Finance	Social Studies	First Program
Facility	World Language	Middle School
IT	English	High School
Board of Governors	Students	



Chapter I: Student/Community Profile and Supporting Data and Findings

School Profile

I. General Data

Name of School : Cheongna Dalton School – 62 91234 999
School Address : 344 Cheomdandong, Seo-gu, Incheon, South Korea, 404-170
Contact : (tel) 82-32-563-0523 (fax) 82-32-563-0524
(email) info@daltonschool.kr
Chief Administrator : Kwangmin Park, Ph.D
Enrollment : 344
School Board: Madame Lee (Head of the Board)
Dr. Kwangmin Park
Members of the Bongdok Education Foundation



II. Brief Description

- Type of School
- Governing Structure/Financial Base
- Students Served
- Faculty
- Organization
- Curricular Program
- Curricular Outline by Division

Type of School

Cheongna Dalton School (CDS) is a coeducational, college preparatory boarding and day school offering a Western curriculum for primary, middle and high school students.

Governing Structure/Financial Base

CDS was founded in 2011 by the late Madame Bongduk Lee, who was also the founder of the Bongduk Education Foundation. Hangaram High School, located in Seoul, has been operated by the same Foundation since 1997. CDS is currently the only international school established by the not-for-profit Korean education foundation and it is officially recognized by the Incheon Metropolitan Office of Education. The Chief Administrator of CDS is a member of the Board and reports the school progress regularly to the other board members. Both the Head of the School and the Chair of the Board of Trustees have their office at the school to closely monitor its progress.



Statement of Financial Activities

(for the year ended August 31, 2012)

Subject	Amount (in 1,000 KRW)	
I. Revenues	4,355,333	100.0%
1. Fees	3,495,719	80.3%
1) Tuition	2,976,399	68.3%
2) Application Fee	79,800	1.8%
3) Dormitory	439,520	10.1%
2. Other Income	859,614	19.7%
II. Total Operating Expenses	4,355,333	100.0%
1. Payroll	1,967,188	45.2%
2. Operating Expenses	1,672,063	38.4%
3. Capital Expenses	0	0%
4. Capital Expenses Reserve	585,422	13.4%
5. Other expenses	130,660	3.0%
III. Balance (in KRW)	0	

* All amounts were translated using the average FX rate of the period: 1,080 KRW/USD

Statement of Financial Activities

(for the year ended August 31, 2013)

Subject	Amount (in 1,000 KRW)	
I. Revenues	6,877,109	100.0%
1. Fees	5,351,988	77.8%
1) Tuition	4,524,528	65.8%
2) Application Fee	63,900	0.9%
3) Dormitory	763,560	11.1%
2. Other Income	1,525,121	22.2%
II. Total Operating Expenses	6,877,109	100.0%
1. Payroll	2,808,205	40.8%
2. Operating Expenses	1,193,586	17.4%
3. Capital Expenses	669,005	9.7%
4. Capital Expenses Reserve	2,000,000	29.1%
5. Other expenses	206,313	3.0%
III. Balance (in KRW)	0	

* All amounts were translated using the average FX rate of the period: 1,135 KRW/USD

Statement of Financial Activities

(for the year ended August 31, 2014)

Subject	Amount (in 1,000 KRW)	
I. Revenues	9,189,633	100.0%
1. Fees	7,649,434	82.3%
1) Tuition	6,676,484	71.9%
2) Application Fee	43,500	0.5%
3) Dormitory	929,450	10.0%
2. Other Income	1,540,199	16.6%
II. Total Operating Expenses	9,189,633	100.0%
1. Payroll	5,252,842	57.2%
2. Operating Expenses	991,382	10.7%
3. Capital Expenses	1,669,720	18.2%
4. Capital Expenses Reserve	1,000,000	10.9%
5. Other expenses	275,689	3.0%
III. Balance (in KRW)	0	

* All amounts were translated using the average FX rate of the period: 1,113 KRW/USD

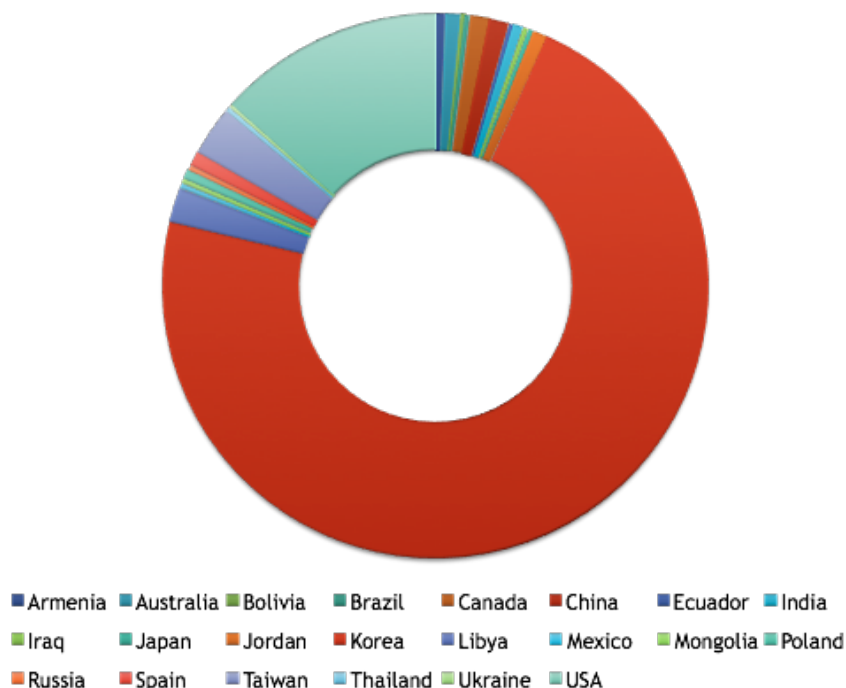
Students Served

Since the initial visit of Visiting Committee May 24, 2012, CDS has shown a remarkable growth in student enrollment from 163 to 341. Owing to the reputation of the excellence of CDS's overall education program, students in Korea and abroad continually have come to CDS. We expect an enrollment of more than 400 students by the beginning of the 2015-16 academic year.

Currently there are 344 students who attend Pre-Kindergarten through grade 12. The enrollment by school division as of December 30th, 2014 is as follows. Grades are divided into three groups: elementary school, middle school and high school. Elementary school (also called The First Program (FP)) consists of grades K to 4 (68 students), middle school (MS) consists of grades 5 to 8 (79 students) and high school (HS) consists of grades 9 to 12 (197 students).

Besides Korean citizens, students from a wide range of different countries enjoy studying at CDS campus. The division of students countries of citizenship can be seen in the graphic below.

Student Population by Citizenship



Total School Population: 344

Max population: 1,560 limited to 30% of total max population being Korean citizens

Student Numbers by grade and class (Base Date: 2014.09.01)

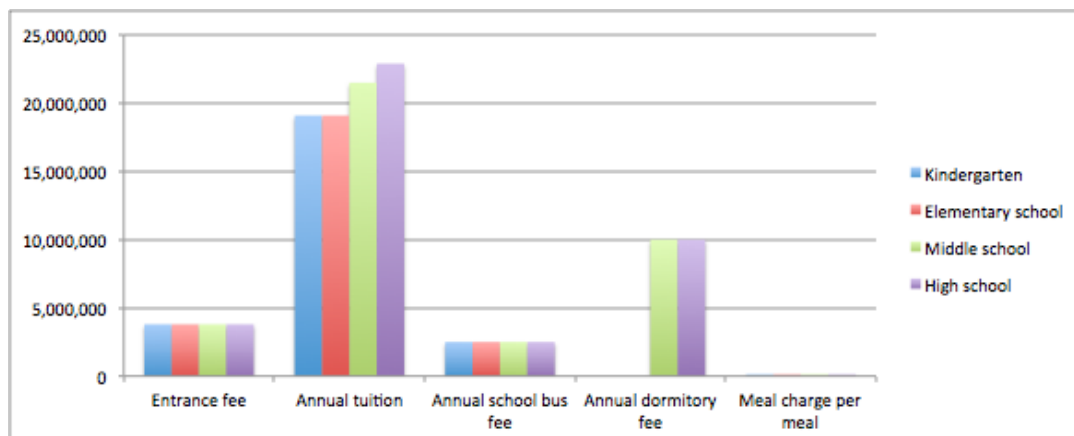
(Unit: units, persons)

Division	No. of class (A)	Student quota	No. of students						No. of student per class (B/A)
			Nationality			Gender			
			Foreigner	Korean	Total (B)	M	F	Total (B)	
Kindergarten	2	40	9	2	11	6	5	11	5.5
Total	2	40	9	2	11	6	5	11	5.5
Elementary school 1	1	60	11	4	15	12	3	15	15
Elementary school 2	1	60	11	3	14	7	7	14	14
Elementary school 3	1	60	8	3	11	9	2	11	11
Elementary school 4	1	60	7	7	14	10	4	14	14
Total	4	240	37	17	54	38	16	54	13.5
Middle school 1	1	120	4	7	11	6	5	11	11
Middle school 2	1	120	1	12	13	10	3	13	13
Middle school 3	2	120	2	20	22	6	16	22	11
Middle school 4	2	120	6	28	34	25	9	34	17
Total	6	480	13	67	80	47	33	80	13.3
High school 1	3	200	7	35	42	24	18	42	14
High school 2	3	200	1	49	50	33	17	50	16.7
High school 3	3	200	1	46	47	26	21	47	15.7
High school 4	3	200	4	50	54	29	25	54	18
Total	12	800	13	180	193	112	81	193	16.1
Total	24	1560	63	266	338	203	135	338	14.1

Seventy six (76) students stay in the dormitory: twenty eight (28) girls and forty eight (48) boys. Boys and girls stay in separate buildings. There are two dorm supervisors for boy's building and one for girl's building who are responsible for the overall management of the dorm life for the students. Each student gets his/her own room.

Tuition Fees

All students at CDS are fee paying students with the exception of faculty children.



Status of tuition and fees (all expenses paid by parents) (Base Date:2014.09.01)

Unit: Korean Won

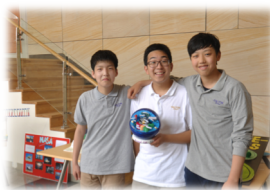
Division	Entrance fee	Annual tuition	Annual school bus fee	Annual dormitory fee	Meal charge per meal
Kindergarten	3,500,000	19,090,000	2,500,000		5,000
Elementary school	3,500,000	19,090,000	2,500,000		5,000
Middle school	3,500,000	21,490,000	2,500,000	10,000,000	5,000
High school	3,500,000	22,890,000	2,500,000	10,000,000	5,000



CDS Graduates

2015 will see the first graduating class of 54 students from CDS. Already many have been accepted into universities. The division of students applying, to US: Korea :Others, is about 6:3:1. The others are China, Japan, Australia and the UK. Students have 2 options when applying to Korean universities they can either apply for early graduation in February 2015 to start college March 2015 or they may graduate with their class in June 2015 and apply to university for March 2016. Of 11 students who opted to apply for early graduation 6 have been accepted. As of February 25th 2015, the graduating class of 2015 has been accepted into the following universities

<u>United States of America</u>			<u>Republic of Korea</u>
SUNY (Binghamton)	University of Illinois Urbana-Champaign	University of the Arts	Kookmin University
Emory University	Lawrence University	University of the Pacific	SUNY Korea
SUNY (Buffalo)	Michigan State University	University of Utah	Hanyang University
Indiana University Bloomington	Middle Tennessee State University	Embry-Riddle Aeronautical University	University of Utah (Korea)
Iowa State University	Ohio Wesleyan University	Saint John's University	Yonsei University
University of Missouri Columbia	SUNNY (Albany)	Adelphi University	<u>Others</u>
Purdue University	SUNY (Stony Brook)	University of Iowa	Les Roches International School of Hotel Management
Pennsylvania State University	Temple University	University of Missouri Columbia	University of British Columbia
Beloit College	Clark University	Goucher College	Waseda University
Juniata College	Lawrence University	Middle Tennessee State University	
School of the Art Institute of Chicago	Soka University of America	Syracuse University	
College of Wooster			



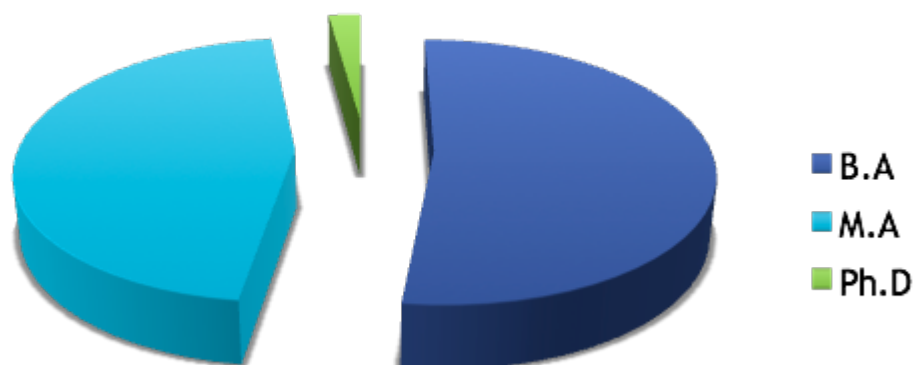
Faculty

CDS has 47 full-time teaching faculty members; 21 US, 13 Korea, 7 Canada, 2 UK, 1 South Africa and 2 China and 1 Spain. Qualifications are as follows: Ph.D. (2), M.A. (21), and B.A. (24). All teachers participate regularly in weekly faculty meetings to discuss the set agenda. Each subject has its own department head and department meetings are held on a weekly basis. The student to teacher ratio is 7.2 :1

Nationality of faculty



Qualification

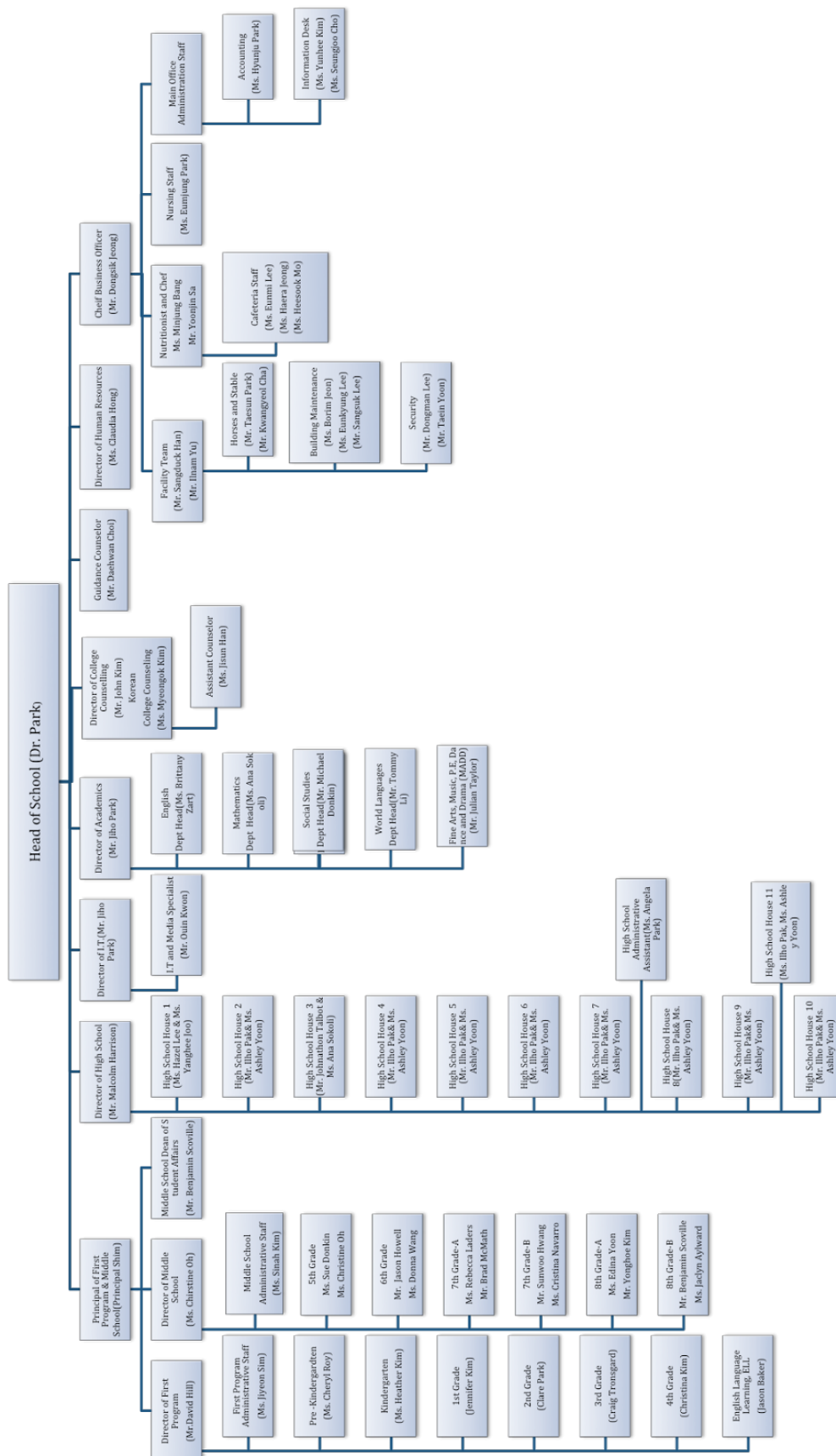


Classification		Head of school	Principals	Division Directors	Teachers	Librarians	Counselor	School Nurse	Others	Total	Ratio
Gender	M	1	0	2	19	0	3	0	2	26	41.9
	F	0	1	1	28	2	0	1	1	36	58.1
Total		1	1	3	47	2	3	1	3	62	-

The structure of administration has been more effectively organized for meeting the needs of students and faculty. The elementary school (K-4) operates in a separate building and its Principal and Director are responsible for its entire academic program. The Director of Middle, Dean of Student Affairs and Director of High School play a vital role of both disciplining and promoting student behavior for better adjusting to school life.

Academic affairs are overseen by the Director of Academics who is based in the high school. He coordinates academic affairs with the Heads of each department. These positions were created in December 2014 and are rolling positions that are reviewed for each academic year.





School Facilities

Status of school land and school buildings (Base Date: 2014.09.01)

(Unit: m²)

Area for school land											Gross area for school buildings		
Land for school building			Sports ground			Total (A+B)	Other land			Total (A+B+C)	Owned by founder	Owned by other	Total
Owned by founder	Owned by other	Sub-total (A)	Owned by founder	Owned by other	Sub-total (B)		Owned by founder	Owned by other	Sub-total (C)				
34,200	0	34,200	12,000	0	12,000	46,200	0	0	0	46,200	25,962	0	25,962

Status of school buildings (Base Date: 2014.09.01)

(Unit: Rooms)

Teaching /learning space					Faculty lounge	Administrative and support space	P.E./ assembly space	Health/sanitary space		Meal service space	Dormitory	Other space	Remarks (construction year)
Regular classroom	Library	Audio visual room	Special classroom	Other classroom				Health room	Restroom				
78	3	0	15	0	1	1	4	1	34	1	3	0	2011

Status of convenience facilities for the handicapped (Base Date: 2014.09.01)

External facilities			Internal facilities			Sanitary facilities
Main entrance access road	Exclusive parking zone for the handicapped	Removal of height difference on main entrance	Main entrance (door)	Hand rail for corridor	Elevator, ramp, wheelchair lift	Restroom
Yes	Yes	Yes	Yes	Yes	Yes	Yes

Status of support facilities required for student education activities (Base Date: 2014.09.01)

Classification	Gymnasium	Auditorium	Dormitory (Capacity(persons))	Library (Number of seats)	Swimming pool	Hands-on activity (exclusive) classroom	Other
Actual number of facilities	2	2	315	500	1	13	0

Status of school library (Base Date: 2014.09.01)

(Unit: books, units)

No. of books	No. of materials other than books (DVD, CD, video, etc.)	Annual increase in library materials	Total	No. of books per student
14,092	200	1,000	14,292	41



Curricular Program

CDS utilizes the Dalton Plan. The Dalton Plan is a progressive educational plan developed by Helen Parkhurst in the early 20th century. Focusing on developing the whole child, the Dalton Plan tailors each student's program to his or her needs, interests and abilities; to promote both independence and dependability. It seeks to enhance the student's social skills and sense of freedom. House, Assignment and Lab continue to be the structural foundation of a Dalton education. CDS builds upon this educational plan and seeks to expand upon it by providing innovative ways to educate each student.

The Dalton Plan is adopted in different ways in the 3 divisions of the school although all still adhere to the concept of House, Assignment and Lab. In addition to the Dalton educational structure, CDS employs a five term cycle that includes two assessment periods per school year. Being focused on content mastery, we believe that shorter terms and assessment cycles allow better learning experiences for our students as well as a better measure of progress for our teachers. Each term contains six weeks of study followed by one week of student assessment at the end of terms 2 and 5. CDS utilizes a block schedule of 75 minutes for high school students, middle school and first program use 50 minute periods.

The standards and content taught across the whole curriculum are vertically integrated and this is overseen by the Academic Director whose role is to ensure a cohesive curriculum is delivered. He is assisted in this task by both Department heads and the Division Directors.

Academic Term

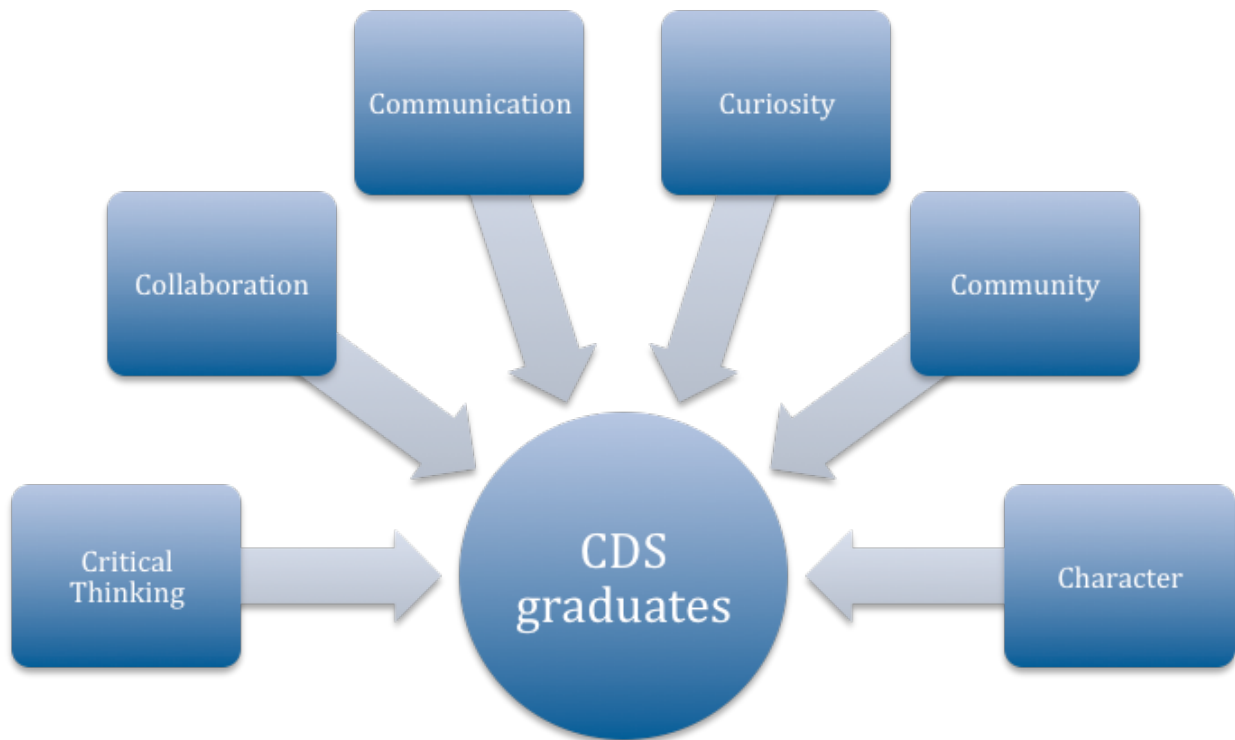
CDS utilizes a five-term academic cycle. The five-term cycle allows for more focused instruction and allows for more feedback both to students and parents. It also provides a better means of measuring progress for our teachers and to provide struggling students earlier in the academic year. Each term consists of approximately six weeks of instructional class time and at the end of term 2 and 5 we have a week of assessments.

We expect our students to take ownership of their academic career. They will gain the skills to solve problems like scientists by learning from experimentation. We focus on collaboration and cooperation as a vital part of learning.



CDS Essential Schoolwide Learner Results

The school has 6 learner outcomes that were established at the initial WASC visit during meetings involving all stake holders and they are as follows.



These are graded slightly differently between the different divisions in order to make the language accessible to students. At each level of the school students are given awards throughout the year to demonstrate and reinforce that these and not purely academic success are the true values of the school.



First Program Descriptors

Character

CDS students develop their beliefs about what is good and right by:

- Respecting themselves
- Respecting others

Curiosity

CDS students show an interest in learning about the world around them by:

- Asking questions about what they are learning
- Showing enthusiasm

Critical Thinking

CDS students view and manage their world by:

- Recognizing problems
- Finding solutions
- Being reflective while they are learning



Communication

CDS students effectively communicate by:

- Communicating politely
- Speaking sensibly and listening actively
- Learning other languages

Collaboration

CDS students work well with others by:

- Working together efficiently
- Working together in a balanced and fair way

Community

CDS students make the world a better place by:

- Showing respect for their neighborhood
- Being environmentally responsible
- Helping others in the community



Middle School Descriptors

Character

CDS students exhibit a developed sense of ethics by:

- Maintaining a consistent set of values based on careful thought and the study of a variety of belief systems
- Applying those values to their choices, and taking responsibility for the consequences of their actions
- Acting with integrity in all aspects of their lives



Curiosity

CDS students demonstrate self-motivation in learning by:

- Thinking carefully about the direction of their own learning and experiences throughout their lifetimes
- Independently striving for deeper knowledge in the areas of study they favor
- Exploring those areas in an academically rigorous manner

Critical Thinking

CDS students observe and process their world by:

- Carefully selecting documents and media from a wide range of digital, print, and multimedia resources
- Analyzing those sources and demonstrating their understanding with academic rigor
- Seeking and evaluating a range of views with an open mind

Communication

CDS students present their ideas with clarity, creativity, purpose, and an understanding of their audience by:

- Speaking and writing in precise English, and at least one other World Language
- Giving careful thought and attention to the words of others
- Communicating using appropriate technology and the visual and performing arts

Collaboration

CDS students work with others by:

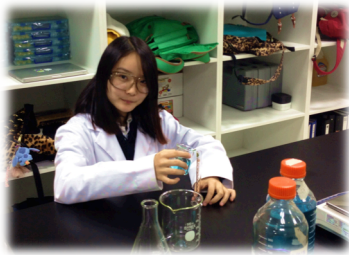
- Recognizing that people can achieve more through working together
- Cooperating in a way that is smooth, respectful, and productive
- Knowing when to allow the group's needs to come before their own

Community

CDS students contribute positively to society by:

- Displaying respect for others in all words and actions
- Volunteering their time and talents to make positive differences in the lives of others and to the environment
- Leading an active, balanced, and healthy lifestyle

High School Descriptors



Character

CDS students exhibit a developed sense of ethics by:

- Maintaining a consistent set of values based on careful thought and the critical study of a variety of belief systems
- Applying those values to their choices, and taking responsibility for the consequences of their actions
- Demonstrating integrity in all aspects of their lives

Curiosity

CDS students demonstrate self-motivation in learning by:

- Giving thoughtful consideration to the direction of their own learning and experiences throughout their lifetimes
- Independently striving for deeper knowledge in the areas of study they favor
- Exploring those areas in an academically rigorous manner

Critical Thinking

CDS students observe and process their world by:

- Carefully selecting documents and media from a wide range of digital, print, and multimedia resources
- Analyzing those sources and demonstrating their understanding with academic rigor
- Seeking and evaluating a range of views with an open mind

Communication

CDS students present their ideas with clarity, creativity, purpose, and an understanding of their audience by:

- Speaking and writing in precise English, and at least one other World Language
- Giving careful thought and attention to the words of others
- Communicating using appropriate technology and the visual and performing arts

Collaboration

CDS students work with others by:

- Recognizing that collaboration can produce synergistic results
- Endeavoring to make interaction smooth, respectful, and productive
- Knowing when to allow the group's needs to supersede their own

Community

CDS students contribute positively to society by:

- Displaying respect for others in all words and actions
- Volunteering their time and talents to make positive differences in the lives of others and to the environment
- Leading an active, balanced, and healthy lifestyle

Curricular Outline by Division

As mentioned previously the Dalton Plan is utilized in different ways by each division in order to best suit our students. The following is a brief description of the curriculum offered by each division of the school. In addition to the curriculum offered there is also data from each division regarding student achievement.

First Program Curriculum

The First Program uses a curriculum that is modeled on aspects of the Dalton Plan. We have largely adopted the common core.

In following the Dalton Plan, the FP offers co-curricular options for students in the form of Lab. Throughout students' time at CDS, they gradually have more independence regarding their education. This allows students the opportunity to take some initiative in determining what they want to focus on regarding academics and extracurricular activities. Through Lab, First Program students are introduced to the choosing of co-curricular activities based on individual interests. Lab occurs Mon./Wed. and Tues./Thurs. Each class runs from 3-4pm. All First Program students will choose two Labs, one Lab on M/W, and one Lab on T/R.

The array of what is offered in Lab is broad and differs in each of the five terms, e.g. musical, artistic or physical activity classes; Chinese, Spanish, ELL; and several more interesting possibilities. Lab choices offered in the current term are varied: swimming, horseback riding, violin, adventure education, leather craft, ELL, rhythm ensemble, ceramics, Spanish, Chinese, Arabic, badminton, team challenges, cooking for kids and yoga.



First Program Student Achievement Data

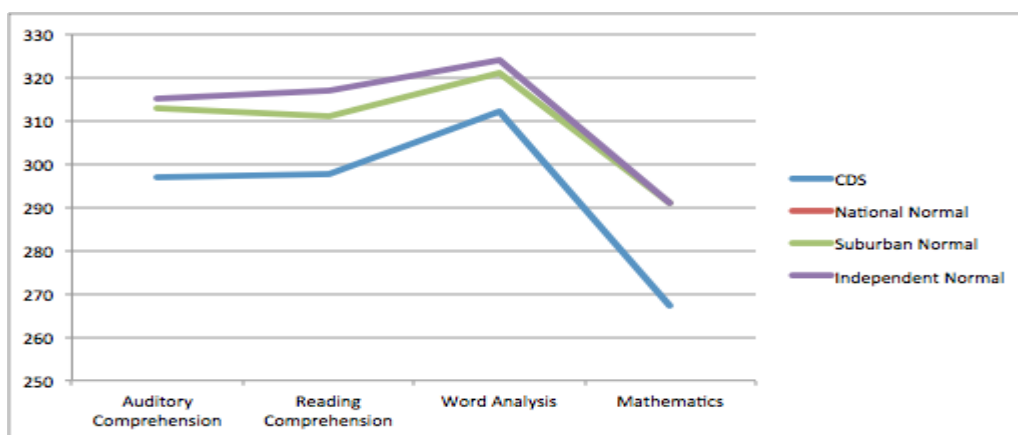
ERB Test Scores

ERB testing for the First Program takes place each Spring. As recommended by the Education Research Bureau, the results of the tests have not been used to directly affect student grades, nor have the results been shared with the parent community or students. This is scheduled to take place after we have completed testing for three years. Looking for trends over time is what the goal is, and is what we have been doing, but it simply requires more time.

Of the First Program, Grades one, two, three and four complete ERB tests. Pre-K and K do not write them.

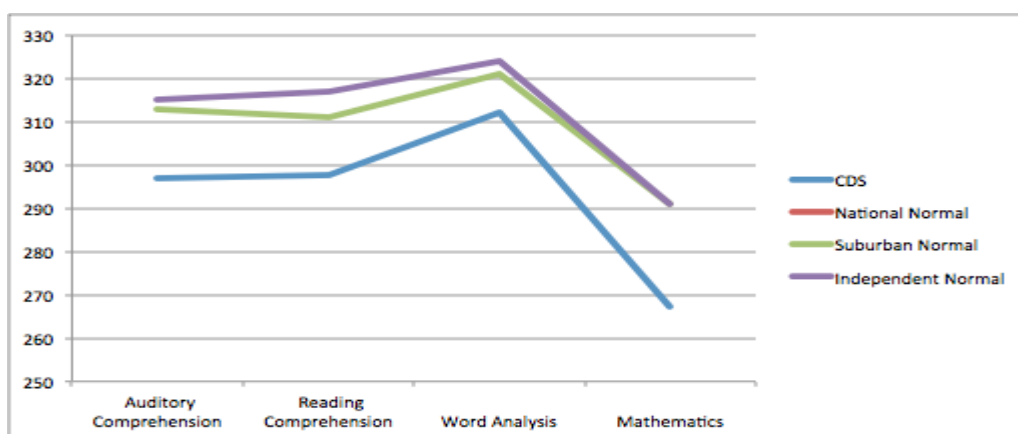
1st Grade

Spring 2013

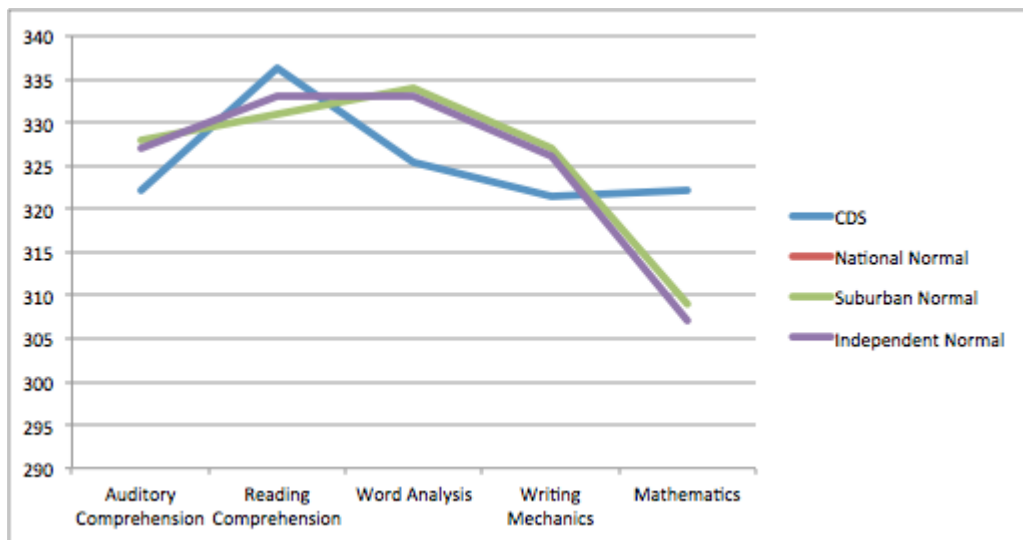


1st Grade

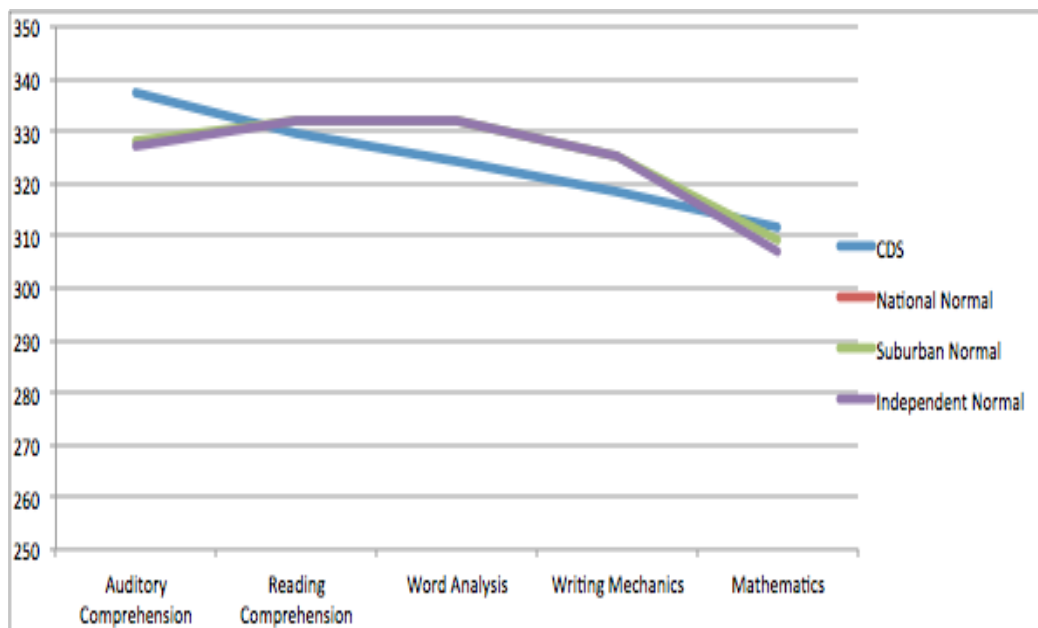
Spring 2014



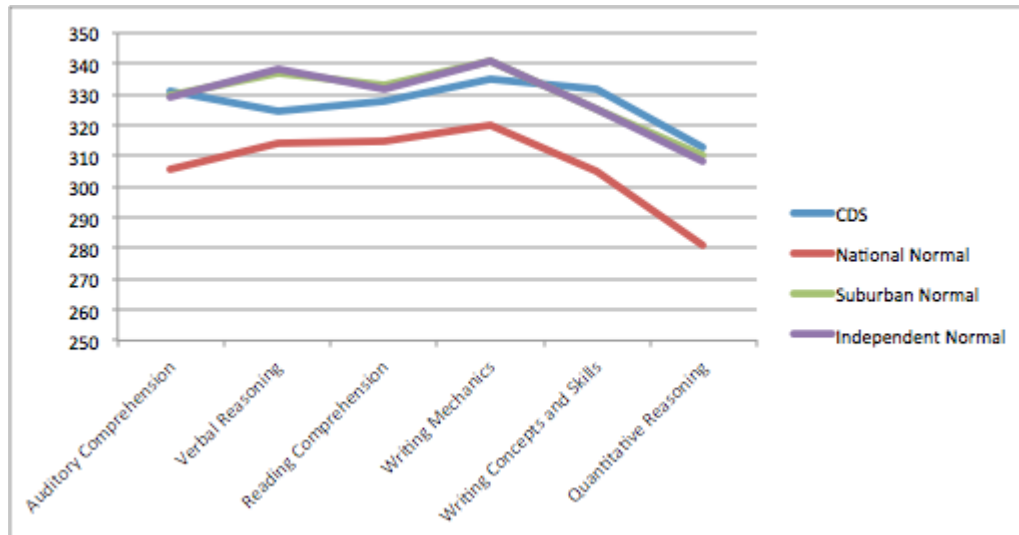
2nd Grade
Spring 2013



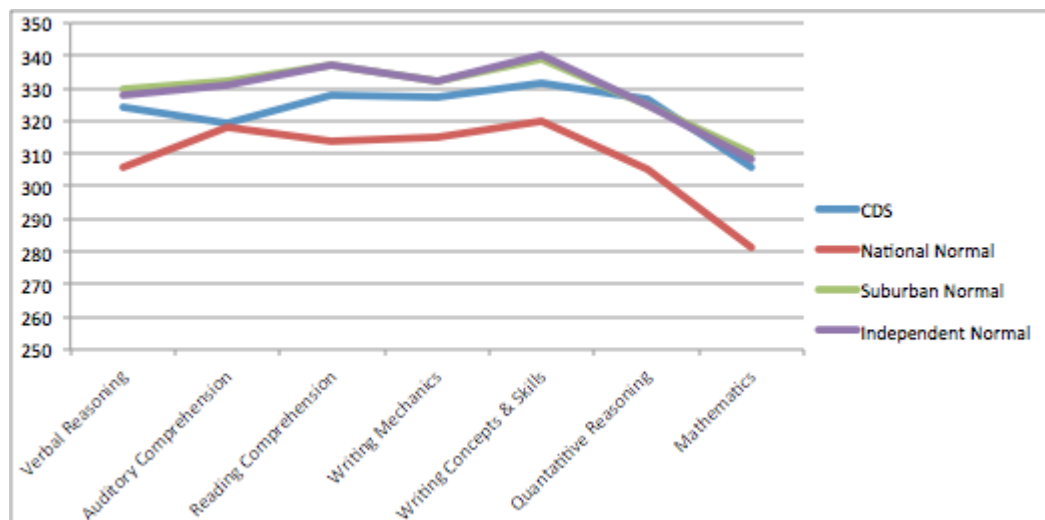
2nd Grade
Spring 2014



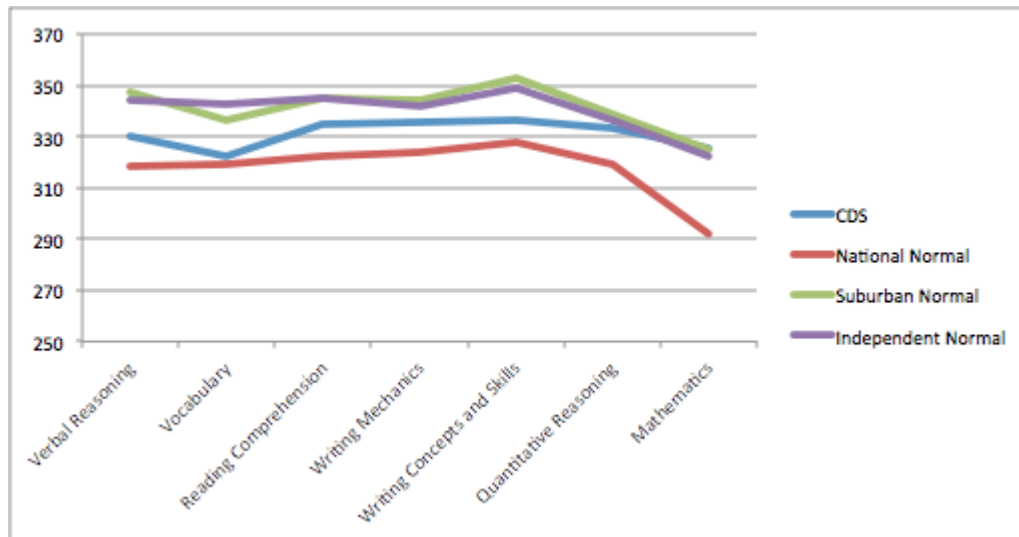
3rd Grade
Spring 2013



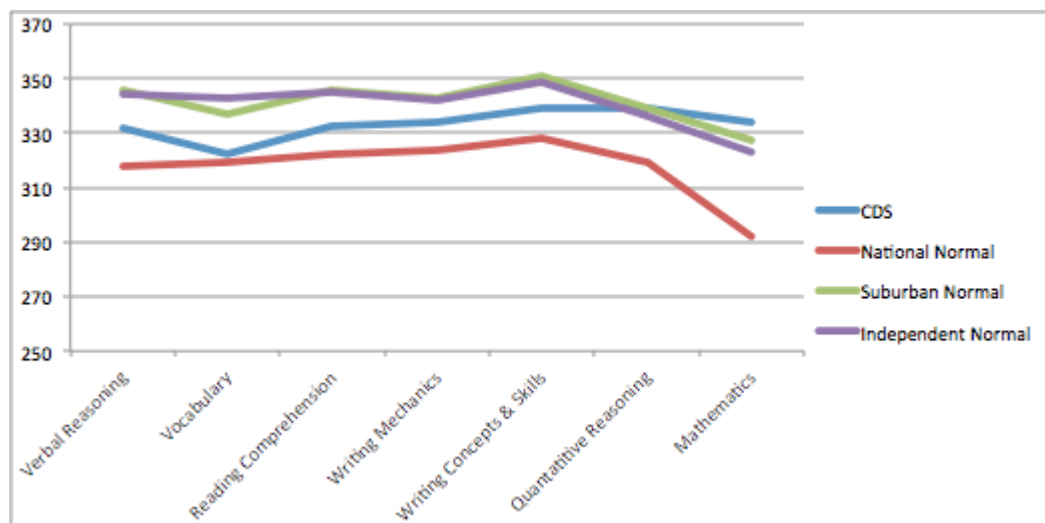
3rd Grade
Spring 2014



4th Grade
Spring 2013



4th Grade
Spring 2014



Middle School Curriculum

Below is a chart to help students plan the courses they will take during the fifth, sixth, seventh, and eighth grades. Students must enroll in 7 courses every year.

Grade 5	Grade 6	Grade 7	Grade 8
English - 5	English - 6	English - 7	English - 8
Social Studies - 5	Social Studies - 6	Social Studies - 7	Social Studies - 8
Mathematics - 5	Mathematics - 6	Mathematics - 7	Mathematics - 8
Science - 5	Science - 6	Science - 7	Science - 8
P. E.	P. E.	P.E.	P.E.
Fine Art*	Fine Art*	Fine Art*	Fine Art*
World Language**	World Language**	World Language**	World Language**

* Fine Art Options: Students will take Music, Visual Arts, Dance, and Drama (MADD) on a rotating basis throughout the year according to grade level. Students will choose their MADD course during the 5th term only.

** World Language Options: Students must choose between Korean, Chinese, and Spanish.

** Students with Korean nationality must take Korean Class. In addition to Korean class, they must take one world language class, either Chinese or Spanish.

** Korean as a Second Language (KSL) is offered to students without Korean nationality.

The middle school also offers classes for English Language Learners. Students who need support with the English language take ESL classes in lieu of a world language.



Extra-Curricular Activities

In addition to its academic offerings the middle school offers 2 periods (75 minutes each) per week of extra-curricular activities. Extra-curricular activities take the form of clubs in which students engage in more self-driven activities with the support and guidance of supervising teachers. A list of these is provided below. Students have the opportunity to choose their clubs in week 1 of term 1 and an opportunity to change their club twice during the year--before term 3, and again in term 4 following the spring break. This allows students to participate in a variety of activities and interests.

Young Adult Novels & Film Adaptations	Fencing	Around the Globe (Geography)	Orchestra
Dance	Fitness	Blogging & Vlogging	Arts & Crafts
Flower Embroidery	Model UN	Basketball	Leatherworking
Yearbook	Horse Riding	Golf	

Mentoring Program

The Mentoring Program at CDS provides guidance and support for middle school students who seek to increase their academic knowledge and skills. High school students who excel in certain subjects serve middle school mentees. By means of one-on-one support, mentors hold their mentees accountable, encouraging them to achieve their full potential. Mentees not only receive support in academics, but also with the social and emotional issues of daily school life.

After School Study Club

One of the ways the Middle School offers support is through the After-School Study Club. Students who have been identified as struggling are required to attend the After-School Study Club from 4:00pm to 5:00pm Monday through Thursday. Students are recommended for the After School Study Club by their individual subject teachers. The club provides students with a consistent and structured environment where they receive extra support with their homework and guidance on other academic issues.

Athletics Program

CDS Middle School is a member of the KISAC sports conference and as such participates in a number of competitions annually. KISAC tournaments provide students with a variety of sporting opportunities at an appropriate level for all members in a safe, appropriate and competitive environment. Students are provided with a learning experience in sportsmanship and in the value of healthy competition. Seasonal KISAC sport competitions are listed below. Other sporting activities in the middle school include fencing and swimming competitions.

Season	Month	Sports
<i>Season 1:</i>	<i>August</i>	<i>Soccer</i>
<i>Season 2:</i>	<i>November</i>	<i>Volleyball</i>
<i>Season 3:</i>	<i>March</i>	<i>Basketball</i>



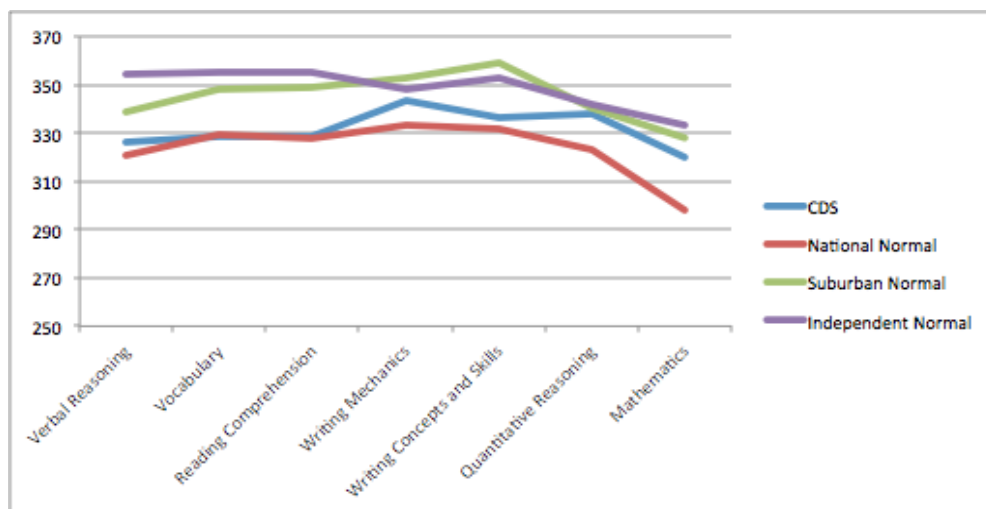
Middle School Student Achievement Data

ERB Test Scores

For the past two years, the middle school has participated in an annual standardized testing program administered by the Educational Testing Bureau (ERB). In a span of four to five days, students in grades 5 through 8 all take the CTP4 test, which measures proficiency in concepts related to verbal and quantitative reasoning skills. Students are assessed through various methods to best determine their abilities in reasoning, reading, and math.

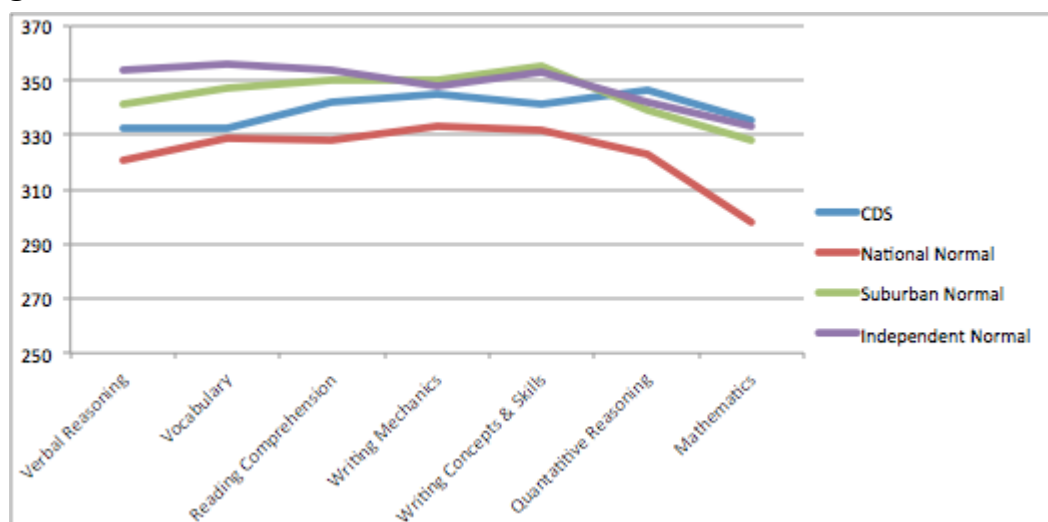
5th Grade

Spring 2013

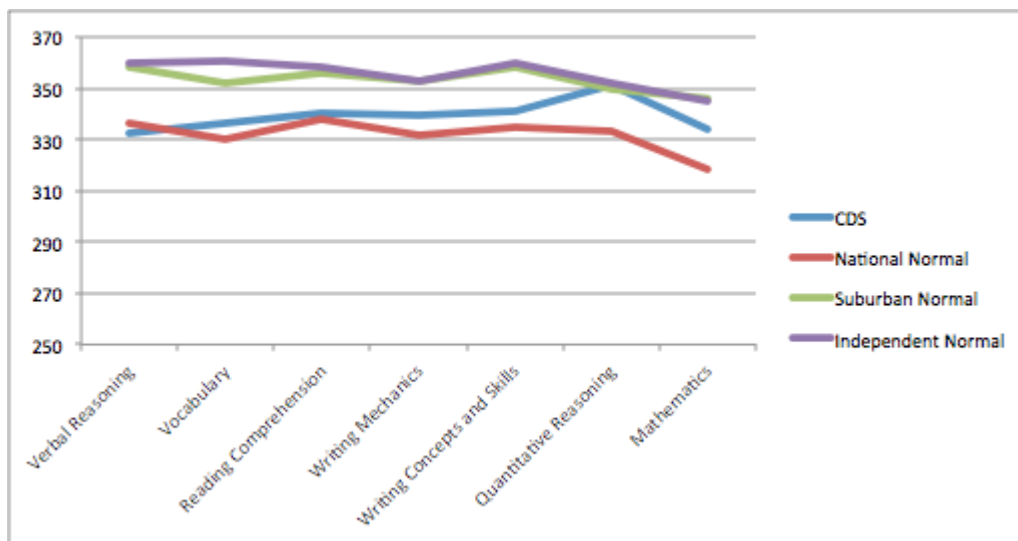


5th Grade

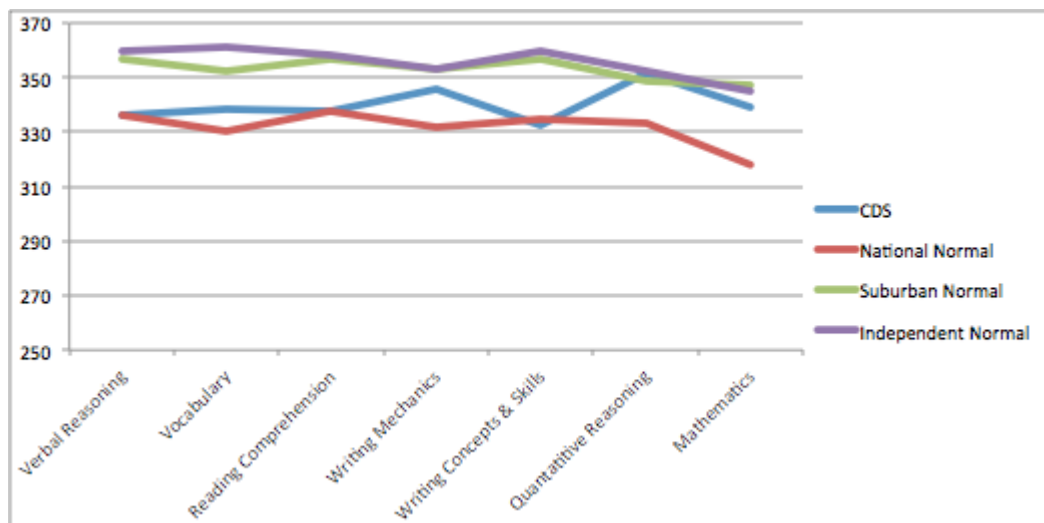
Spring 2014



6th Grade
Spring 2013

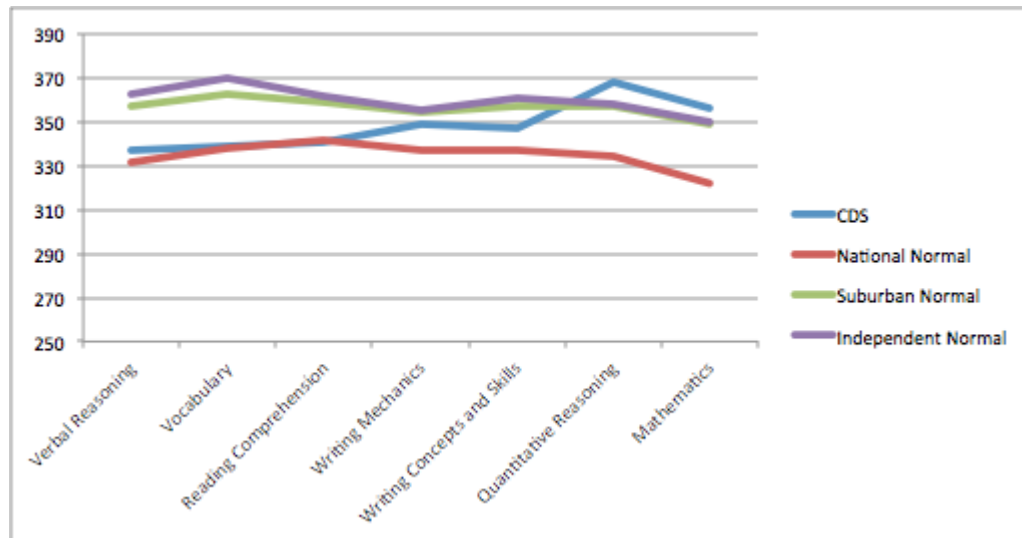


6th Grade
Spring 2013



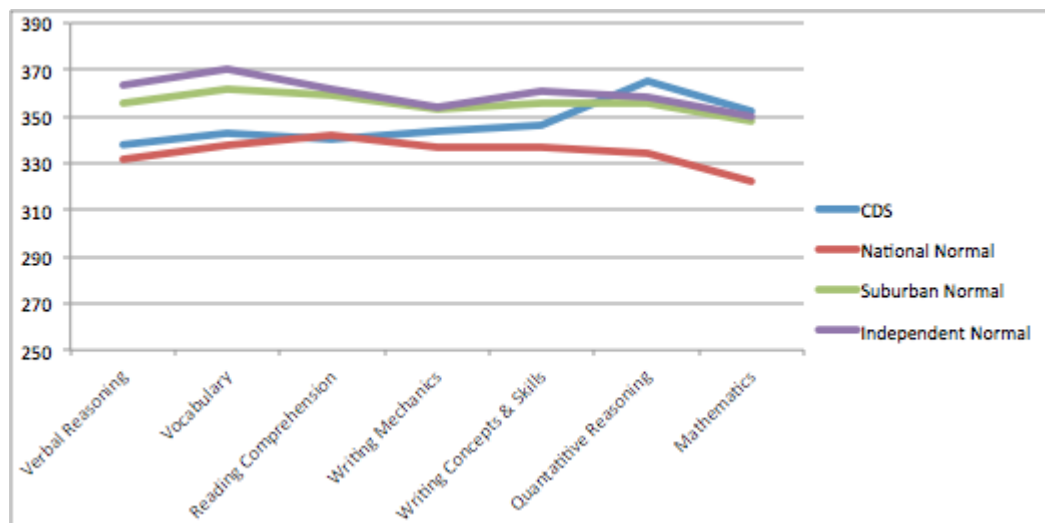
7th Grade

Spring 2013



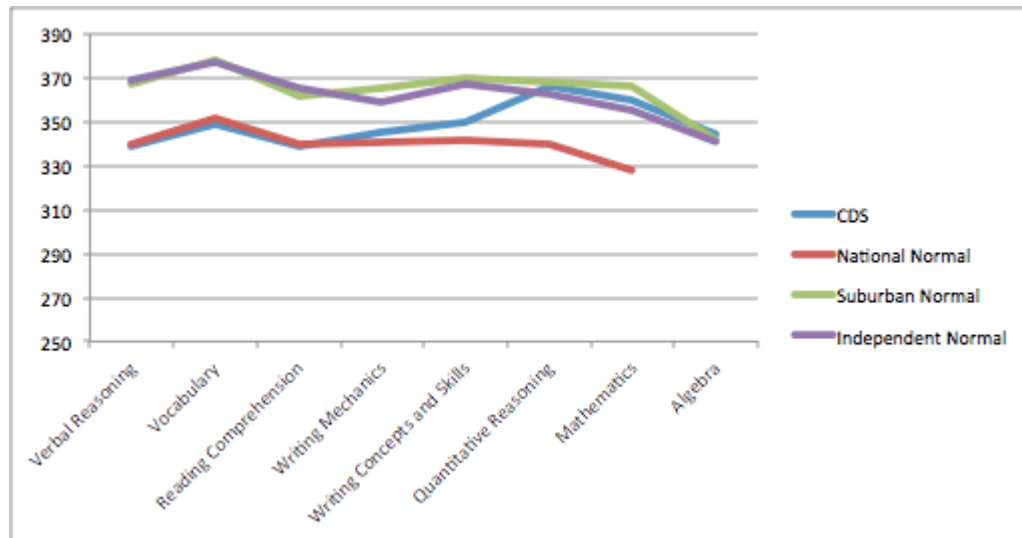
7th Grade

Spring 2014



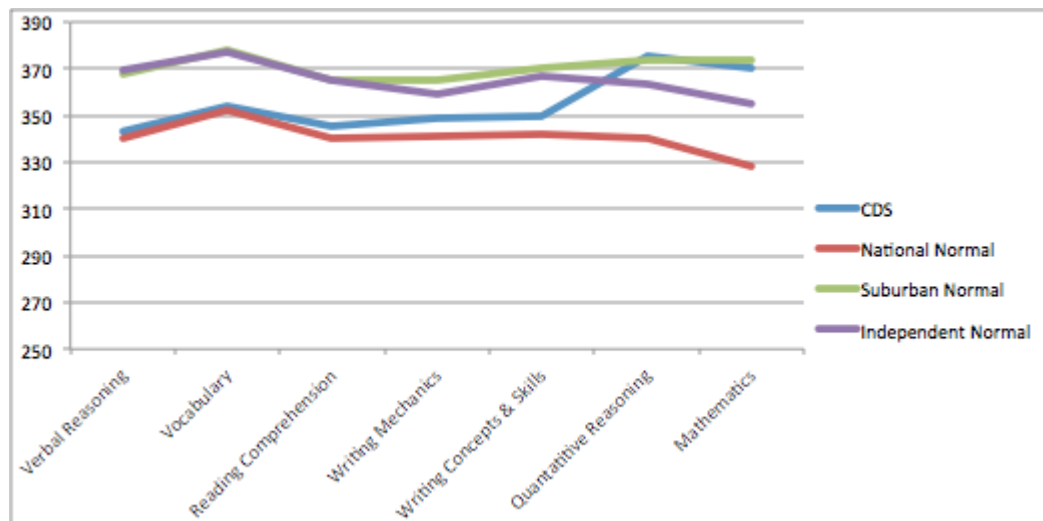
8th Grade

Spring 2013



8th Grade

Spring 2014



High School Curriculum

The High School uses a curriculum that is modeled on aspects of the Dalton Plan. We have largely adopted the common core however it has been adapted and extended in areas where it was felt necessary. This has been true in a number of areas. Firstly, a number of AP courses are offered to provide students with a greater challenge in the form of college level courses.

In addition, MADD and PE departments utilize the Illinois State standards as it was felt they offer a more comprehensive and staggered approach to these subjects. The science department uses the Californian standards. The complete list of courses offered in the High School for 2014-15 is shown below.

2014-15 Course Offerings

	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9	English 10	English 11 H	AP English Literature
			English 11 R	English 12 H English 12 R
Math	Algebra II	Pre-calculus	AP Calculus AB ★	AP Statistic ★
			AP Calculus BC ★	AP Calculus AB, BC ★
			Pre-calculus	College Math
Science	Biology	Chemistry	Physics	
			AP Chemistry ★	AP Chemistry ★
			AP Biology ★	AP Biology ★
			AP Physics ★	AP Physics ★
			Environmental Science	Environmental Science
Social Studies	World History I	World History II	Korean History	
		AP World History ★	AP U.S. History ★	AP U.S. History ★
			AP Economics ★	AP Economics ★
			AP Psychology ★	AP Psychology ★
		AP Psychology ★	U.S. History	Comp. Religion & Government
Arts	Music	Music	Music	Music
	Art	Art	Art	Art
	Dance	Dance	Dance	Dance
	Drama	Drama	Drama	Drama
World Language	Spanish	Spanish	Spanish	Spanish
	Chinese	Chinese	Chinese	Chinese
	Korean	Korean	AP World Language ★ Korean 10	AP World Language ★ Korean Literature
PE	PE (0.7)	PE (0.7)	PE (0.6)	

Implementation of the Dalton Plan in the High School

Within the High School we use three basic ideas of the Dalton Plan. These are House, Lab and Assignment.

House

All CDS high school students are assigned to a House. The House is a place for students to meet with their house teacher(s) each morning and during the Long House period on Fridays. The House is a vital part of the Dalton Plan as it serves as the basic social unity in the school as such the house is a microcosm of the high school. The House teacher plays a vital role in communication between the school and home and between the student and the school. As the student's advocate and mentor, the house teacher must play a vital role in monitoring the advisee's academic, social, and emotional well-being. It is to the House teacher that students and parents first come when they have a problem.

In the morning Short House sessions, attendance, announcements, and messages are delivered. During this time, students may also arrange for appointments with the House teacher for any reason. In Long House session on Fridays, discussions and activities can be held to bring the House closer together as a group and address issues and topics regarding the growth of the advisees.

Assignment

The Assignment is a written document, which is available online, that introduces the course topics in a class's curriculum. Every class at CDS has an Assignment package for the students and parents to review. These are available on teacher websites, the high school website and are distributed as hard copies to students at the beginning of each term. The Assignment provides the student with a detailed list of tasks and their due dates. The purpose of the Assignment is to provide students with a blueprint for what they will learn and to encourage students to learn how to organize their time over the term. It keeps the students accountable for their work and holds the students responsible for their own education. Also, the Assignment may list other resources that students may use so that they may arrive to a better understanding of the topic.

Lab

The Laboratory (Lab) is another integral aspect to the educational culture of the Dalton Plan. It provides students with an opportunity for individual consultation with teachers or for small group interaction with peers as they pursue the study as written in the Assignment. Students are encouraged to make appointments to tailor the courses to their needs and personalize the learning experience. Furthermore, Lab can be used to pursue independent study projects that peak the students' interest that is separate from course work. Each week it is required that students visit two teachers during lab time and obtain signatures in the reading/lab log.

Extra-Curricular Activities

In addition to academic offerings the school also offers 2 periods (1hr 30mins) per week of extra-curricular activities. The extra-curricular activities take the form of student led clubs. A list of these is provided below. Students have the opportunity to choose their clubs in week 1 of term 1 and an opportunity to change their club in week 1 of term 3.

Model UN	Biology Club	Band	Orchestra
Audio Production	Fitness	Cooking Club	Making Club(Arts & Crafts)
IT Programming	Robotics	Basketball	Sports for Life
Swimming	Horse Riding	Golf	Poetry & Drawing
Yearbook	DECA/Entrepreneurship club	Musical	

Our orchestra performs twice a year in the winter and summer concerts at the end of terms 2 and 5. In addition students have the opportunity to audition for the KIMEA National Honor Festival which takes place in February each year and offers students the opportunity to join with other international students from around Korea to collaborate as members of the National Honor Band, Orchestra or choir. The school also offers talent contests throughout the year so that students have the opportunity to showcase talents that might otherwise go unrecognized.

Student Created After-School & Labtime Clubs

Amnesty International	Habitat for Humanity	Forrest	Dalton TV
Newspaper	Literature Discussion Club	Performing Dance	

Athletics Program

CDS High School operates a number of Varsity level teams that since 2012 have competed in the KISAC sports conference. In January 2015 CDS was granted membership of KAIAC and will compete within this conference from 2015. At present the school fields teams in Basketball, Volleyball and Soccer. In addition to this we also compete in swimming and have had individuals compete in cross-country, tennis and table tennis.





KOREAN-AMERICAN
INTERSCHOLASTIC
ACTIVITIES CONFERENCE



Graduation Requirements

In order to graduate from the High School students must complete a minimum of 22 academic credits and complete the prerequisites outlined below.

Subject	Required Credits
English	4
Math	3 or more
Science	3 or more
Social Studies	3 or more
Arts	1 or more
World Language	3 or more
P.E.	3 years= 2 credit
Credit	22 or more
Senior Project	Pass/Fail
Health and Wellbeing Course	Pass/Fail
Service Learning	60 documented hours



High School Student Achievement Data

Each year in the High School a number of standardized tests are undertaken. They are as follows

Grade	Standardized Tests taken	Optional Tests
9	ERB	SAT AP SAT II
10	ERB PSAT	SAT AP SAT II
11		SAT AP SAT II
12		SAT AP SAT II

SAT Summary

Section	Middle 50%	Mean	Students Tested
Critical Reading	460-660	561	
Math	620-750	693	
Writing	490-680	600	
Total	1560-2040	1854	31

ACT Summary

Section	Middle 50%	Mean	Students Tested
English	26-32	28.6	
Math	32-35	32.9	
Reading	20-29	24.2	
Science Reasoning	26-33	28.8	
Composite	27-31	28.3	18

SAT II Test Results by year

2011-2012		
Subject	Mean Score	Participants
Math Level II	800	1
Korean with Listening	780	1

2012-2013		
Math Level II	753.1	13
Chemistry	677.5	4
World History	670	3

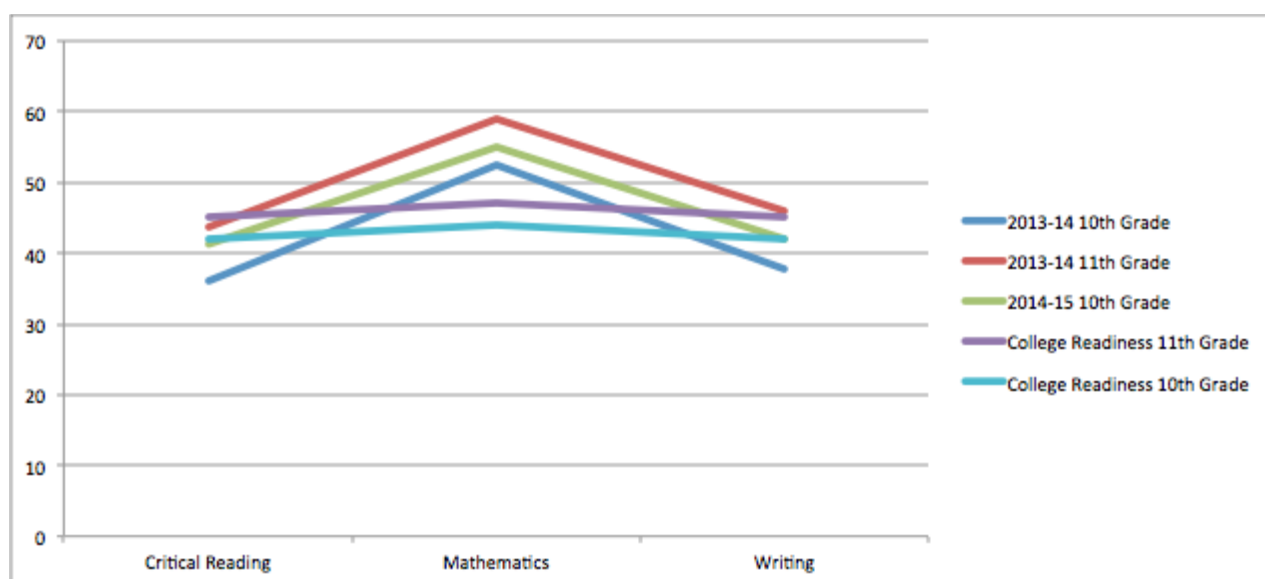
2013-14		
Math Level II	711.3	15
Chemistry	652.8	18
Korean with Listening	796	5

US History	605	6
World History	615	2
Physics	650	1
English Literature	610	1
Math Level I	630	1

2014-15		
Math Level II	698.3	12
Chemistry	736.7	3
Chinese with Listening	522.9	6
Biology- Molecular	740	2
Korean with Listening	795	2
English Literature	740	1
Physics	630	1
Spanish with Listening	540	1

PSAT Test Results

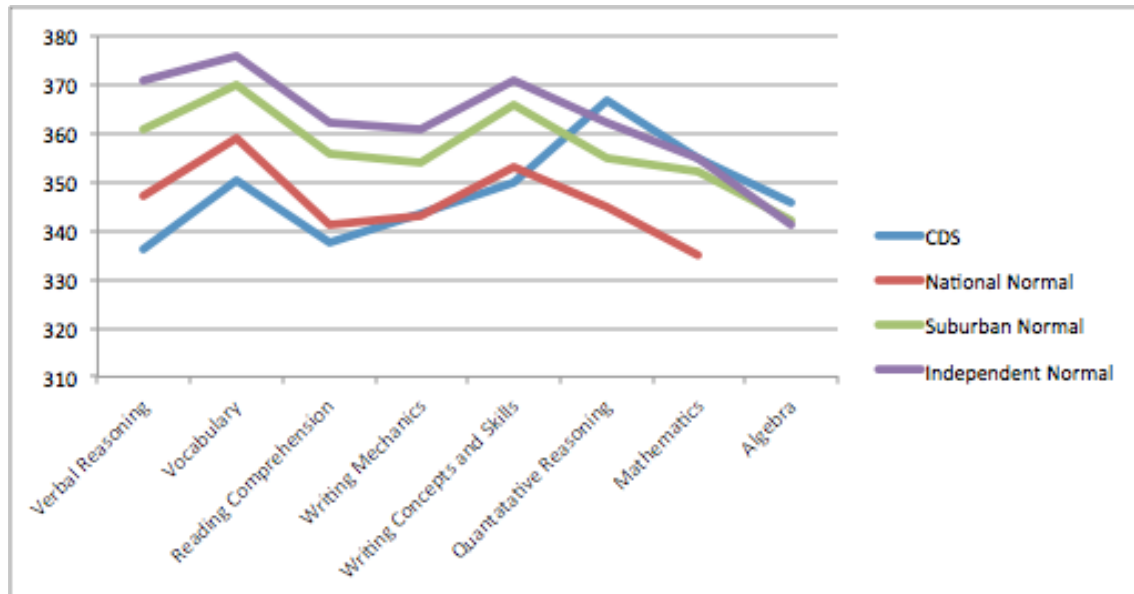
The PSAT test has been administered twice at CDS. In October 2013 both 10th and 11th grade students took the test. In 2014 and in future years it was and will be administered only once to those in the 10th grade. The exception from this is for 11th grade students who wish to attempt to qualify for National Merit Scholarships. In 2014 there was only one student who attempted this and his results have been omitted so as not to affect the data. In the table below only the mean scores are included more detailed information is available in the appendix.



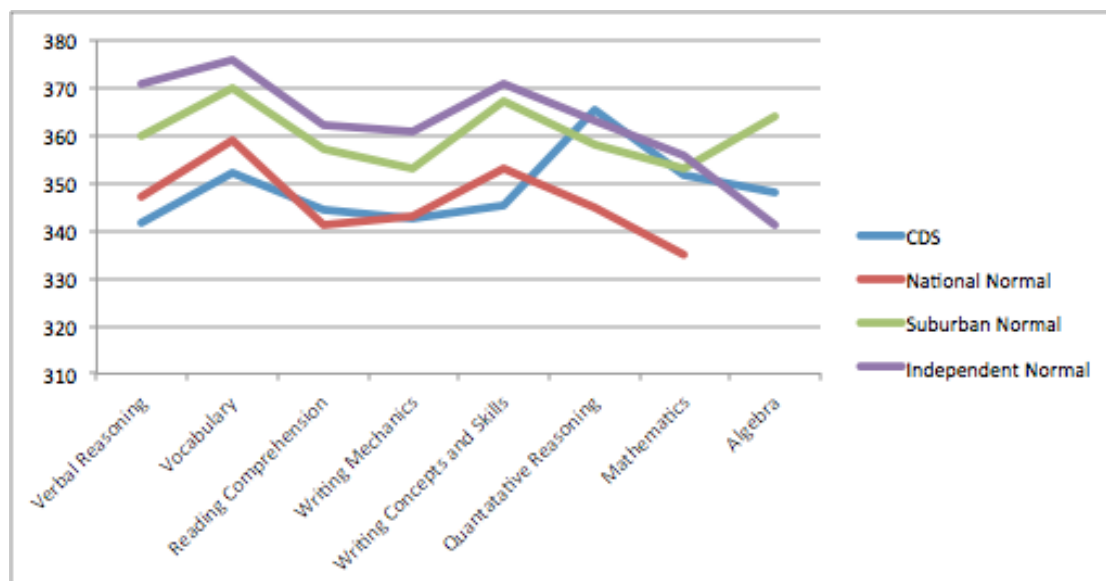
ERB Test Results

Spring 2013

9th Grade

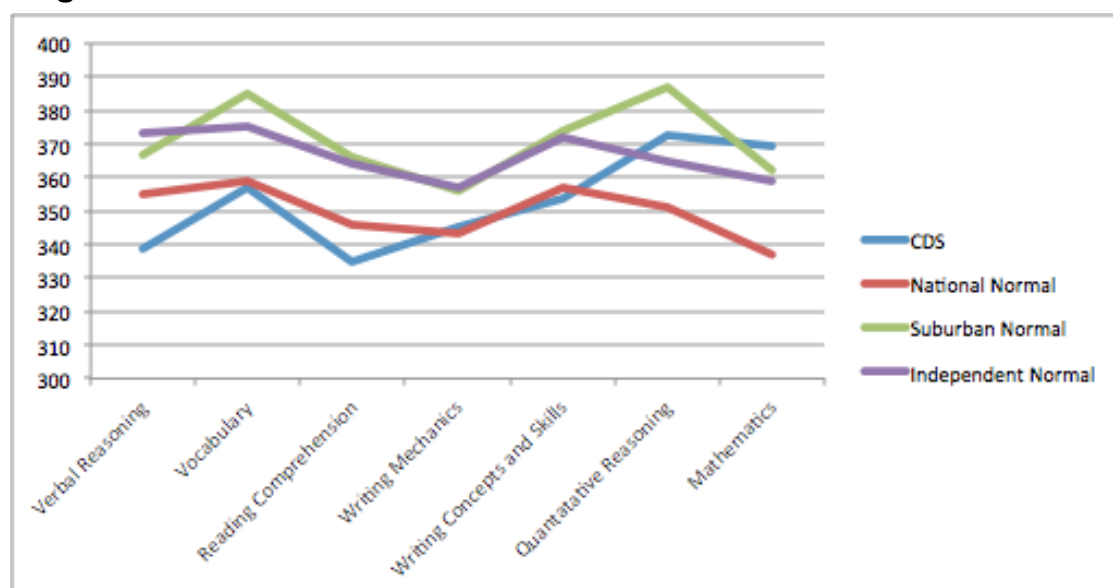


Spring 2014

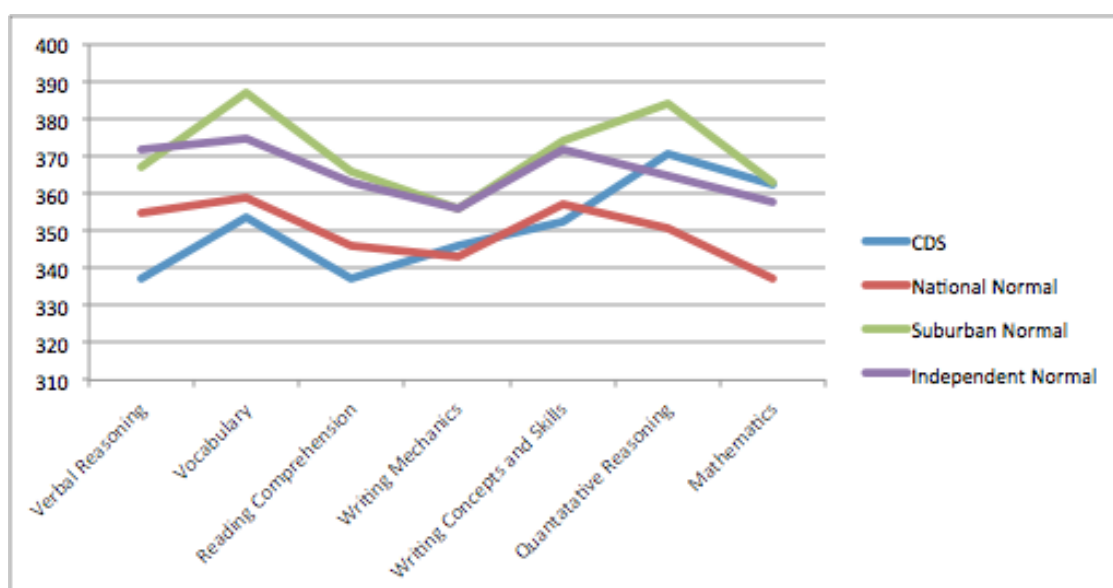


10th Grade

Spring 2013



Spring 2014



Chapter II: Progress Report

The current school wide action plan was initiated at the last WASC visit and addressed 7 areas for improvement.

Goal 1 Keep up to date a reliable, accurate and consistent set of regulations governing the various aspects of operation of the school.

Progress:

2012-13	Student Handbook, Faculty Handbook (version II)
2013-14	Middle and High Student Handbook, First Program Handbook, Faculty Handbook (version III)
2014-15	First Program Student Handbook(version II), Middle School Student Handbook, High School Student Handbook, Faculty Handbook (version IV)

Addressing this goal first required the initial versions of the CDS Student Handbook and Faculty Handbooks. These have been updated each academic year since the last visit as the school and its stakeholders discover new areas to address or more clarification of policies is required. There has also been a splitting of the handbook into 3 versions for the respective divisions this allows the information to be better tailored to the readers. It is expected that this process will continue indefinitely in addition to this there is also a plan to introduce a Parents Handbook for High School students that addresses the information that will allow Parents to be more involved in the school process.

Goal 2 Develop clear language policies to be implemented throughout the school that aid student's ability to learn.

Progress:

2012-13	Student Handbook, Code of conduct, Faculty Handbook (version II)
2013-14	Student Handbook, Code of conduct, Faculty Handbook (version III)
2014-15	First Program Student Handbook(version II), Middle School Student Handbook, High School Student Handbook, Faculty Handbook (version IV)

This has proven to be a large and ongoing challenge in the school. As the demographic data shows within the middle and high school the population is mainly of Korean ethnicity and speak Korean as the first language. Within classrooms and under direct supervision students have no issue with using English however when communicating with peers they often revert to Korean. This has led to continual efforts to modify the language policy so that it encourages the use of English but is also possible to enforce. This is much less of an issue in the First Program where a diverse student population leads to the constant use of English.

Goal 3 Develop a clear organizational structure within the faculty, with clear roles and responsibilities to ensure the orderly operation of the school.

Progress:

2012-13	Principal appointed in First Program
2013-14	Principal of First Program is appointed to Principal of Middle School Division Directors have been appointed for First Program, Middle and High school. At present a system of Department Representatives is in place with this being planned for review in January 2014.
2014-15	Due to staff turnover again the appointment of Department Heads has been postponed with an application process due to start in Fall 2014. Administrative assistants have been appointed in both FP and Middle School with budget set aside for a position in High School. A Dean of Student Affairs has been appointed for Middle School. An overall Academic Director position has also been created.

The organizational structure of the school has been evolving over the period of the last Action plan as the student body has grown in numbers. It has also seen the growth of the high school from a single grade to the largest Division in the school. This has led to a number of new positions being created each year with the goal of maintaining effective administrative control of both the growing student body and faculty.

Goal 4 Develop technology plans and increase the physical quantity of technology as well as increasing the quality of technology instruction

Progress:

2012-13	AR Renaissance Learning, Wireless printers, laptop carts for Middle School, Computer Technology class covering MS Office and Prezi, Razkid, Reading AtoZ, WritingAtoZ, First Program Website
2013-14	Naviance, Google Drive, High School Website, Smartphone App, public announcement monitors installed

The school has continued to increase the amount of technology available within the school in an effort to improve both instruction and communication. Although there have been significant increases in the tools available to both students and faculty there is still a lack of an organized technology plan to allow this technology to be fully utilized. Since 2013-14 it has become mandatory for all high school students to bring a laptop to school. This has freed up the school computers for use in the middle school.

Goal 5 Develop a standards based curriculum across all grades this should be updated regularly to keep up with changes in standards.

Progress:

2012-13	First Program has developed school-wide curricula that are consistent with Californian and Korean standards
2013-1	Standards for Middle and High School are in place and the units being taught are being planned for a term-by-term breakdown of standards.
2014-15	Departments are working on developing a seamless curriculum from K-12 to address issues with gaps in the curriculum. The Academic Director is overseeing this work.

The curriculum has been an area of focus for the last 3 years and there is now in place a standard based curriculum across all three schools. The departments review this yearly in order that it can evolve to better suit the needs of our students.

Goal 6 To develop a comprehensive College Counseling Program serving the needs of students to apply to both Korean & U.S. colleges and abroad.

Progress:

2012-13	College counselor appointed to work on the Korean college entrance system.
2013-14	Director of College counseling appointed. As students proceed through the course-selection process, they are guided by their college counselors to ensure that all graduation requirements will be met to be college ready. The College Counseling Office educates both students and parents on colleges, college admission standards, procedures and trends. The College Counseling Office seeks to stay current on college admission policies through professional affiliations and conferences.

College counseling has been a major area of growth in the school and one that we are now beginning to see the effects of as the first class of seniors graduate. The US system has been relatively straight forward as the requirements for application are clearly understood. However, the Korean system has proven more of a challenge as our school is in a somewhat unique situation in Korea of being an international school with Korean Accreditation. This has meant that the process has been new to both our school and the Universities. As our students have now been accepted as Early Graduates CDS feels sure that effective college guidance can now be provided to students aiming for either Korean or International Colleges.

Goal 7 To develop a plan to provide emotional and behavioral counseling and support for at risk students.

Progress:

2012-13	Mr. Daehwan Choi a counselor with other 14years experience volunteered at the school .
2013-14	Mr. Choi was employed by the school. Mentoring systems were put in place within the residential facilities.
2014-15	The appointment of Administrative assistants has allowed for more support of house teachers as they can communicate more effectively with both parents and guidance counsellors about student issues. The Dean of Student Affairs allows the needs of Middle School students to be dealt with more efficiently.

The development of the guidance counselor position has led to improvements in the number of disciplinary incidents across the school. By adding the Dean of Student Affairs in Middle School the level of emotional and behavioral counseling has continued to increase.

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Analysis of Whole School Data

The first finding that was made when performing analysis of the data for the whole school is that we do not have enough data about student achievement. The school has only been performing ERB tests for 3 years and only has access to the results from the last 2 years. This means that appropriate benchmarks have not yet been identified at each grade level as indicators of future success. This has led us to ask what are our students learning and achieving? This will allow us to make better decisions about the future of the school when we do this from a data rich position.

The demographic data for the school shows that our First Program is the most internationalized of our divisions. This means that the teachers in the First Program must take into account many more cultural factors when planning curriculum. In addition to this we are presented with the fact that our students have very diverse backgrounds across each division and so it leads us to ask. “Are we doing everything possible to allow our students the best opportunity to achieve.”

Demographic data also shows that English is the first language for almost none of our students and that it is often not spoken by parents at home. This has led us to concentrate on studying if we are doing everything possible to assist our students in an environment where English is often not the first language.

- 1. What are our students learning and achieving?**
- 2. Are we doing everything possible to allow our students the best opportunity to achieve?**
- 3. Are we doing everything possible to assist our students in an environment where English is often not the first language?**

Analysis of First Program Data

In general, our scores are near those of the Independent Normal, which is where they should be. They are generally far above the National Normal, above the Suburban Normal, and on average with the Independent Normal. What can be seen though is that the results are inconsistent from grade to grade, from subject to subject, and from year to year. Auditory Comprehension for example is far *below* average for grade 1s, but far *above* average for grade 2s.

Each year, our confidence grows with practice and familiarity of ERB. After completing ERB testing of students during the last two years, we have lacked consistency in how the tests have been administered; rather we have greatly improved in this area in a relatively short time. The testing process is arduous and time consuming, and teachers and administrators now understand better how to administer the tests more effectively and efficiently. This includes preparing students and facilities for better test taking conditions.



Analysis of Middle School Data

The middle school displays steady growth from 2013 to 2014, particularly in Quantitative Reasoning (QR) and Mathematics (M). In comparison to other schools (National, Suburban, and Independent), CDS's fifth graders fell below suburban and independent schools for the aforementioned subjects in 2013. Nevertheless, in 2014 CDS exceeded all other schools in 2014, marking an improvement in M. The scores for the sixth graders reveal no significant changes, but an improvement in Writing Mechanics (WM) from 2013 to 2014 was evident, despite dropping slightly in comparison to other schools in Writing Concepts and Skills (WCS). Seventh grade ERB scores remained similar for 2013 and 2014 and exceeded all other schools in QR and M, although they were below in WM and WCS for both years. Eighth graders made modest growth in Reading Comprehension for both years and made slight progress in QR and M.

In summary, middle school students exceeded the national schools, despite scoring below the suburban and independent schools. They made an overall progress in Quantitative Reasoning and Mathematics, but remained below suburban and independent schools in verbal reasoning, likely due to a population comprised primarily of students whose second language is English. This is reflected in their lower performance in reading and writing exams in comparison to other schools who have a greater percentage of native speakers.



Analysis of High School Data

The high school benefits from having more data about student achievement than the other divisions however it is still limited to a very short time period of only 2 full academic years. The demographic data shows that the student population is overwhelmingly of Korean citizenship although our entrance requirements require that if of Korean citizenship students must have spent a minimum of 3 years living overseas to gain admission. This means that for the majority of students English is their second language and as a result their level is below that of native speakers.

The ERB tests have been conducted twice in the Spring and in accordance with ERB guidance results have not been shared with parents until 3 years of data is available to the school. The turnover in students and inconsistent testing procedures has also made it difficult for us to track individual students or class results. This lack of clean data has been the first finding of the self-study process.

In looking at the ERB results we can see that our students perform at a very high level in Math and Quantitative Reasoning where they are at or above the measures for both Suburban and Independent Schools. These trends are also repeated when looking at both the PSAT results and SAT results where students consistently achieve at above National Norms in both the Math areas.

The area where our students are underperforming are those of Verbal Reasoning, Vocabulary, Reading Comprehension, Writing Mechanics and Writing Concepts and skills. This is to be expected as for almost all our students English is their second language however the level that we are below National Normals is concerning.

The PSAT results show a similar pattern with 10th grade students in the last 2 years falling below the College readiness indicators in both Critical Reading and Writing. Encouragingly the 2014-15 10th grade students are much closer to exceeding these indices than the previous years students and are on track with Writing.

Our SAT results show that students are performing at the level of most college entrants but again the area of Critical Reading is where our students are falling short and that of Math is where we are excelling.

AP courses were offered for the first time in the school in 2013-14 so the number of students achieving AP scores has increased significantly. This is expected to continue this year as over 100 students are registered in AP courses.

Chapter IV: Self-Study Findings

Category A: Organization for Student Learning

A1. School Purpose Criterion

Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the school and its constituency.

Prompt: *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
<p>The leadership team believes that the school mission reflects the beliefs and philosophy for the school. The mission is as follows:</p> <p>“We seek to educate our students in the tradition of excellence building on the Dalton Plan so that our students will engage in the global community with intellectual independence, creativity, curiosity and compassionate mind.”</p> <p>Assignments provide evidence of and adherence to this mission, as we aim to build upon the Dalton Plan.</p> <p>All of our school events are planned to correlate with our ESLRs which reflect the core values that we wish our graduates to possess. This however is not a finished process, as we are a very young school. Many events/situations are still being dealt with for the first time.</p> <p>The FP has a minute amount of individualized learning going on, but not necessarily as much as what is stated in the mission. The FP has a plan to improve upon this next year.</p> <p>The MSHS needs to be surveyed about how this can improve in their areas.</p> <p>A survey of the Faculty home group reports strong agreement that we are meeting this indicator; 90% of the teachers who answered the survey believe the school mission reflects the beliefs and philosophy for the school.</p> <p>However, we see lower agreement with the students; 38% of the students are uncertain that they align with the school mission, but 58% believe so.</p>	<p>High School Assignments</p> <p>Middle School Assignments</p> <p>FP syllabus eg.</p> <p>Teacher survey response summary</p> <p>Parent survey response summary</p> <p>FP student survey response summary</p> <p>MSHS student survey response summary</p> <p>High School Events Dates</p> <p>FP Handbook - pg 6</p> <p>MS Handbooks</p>

Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified global competencies, and current educational research.*

Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological environmental and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world.

Findings	Supporting Evidence
<p>The leadership home group believes that the global competencies are consistent with the values and mission and schoolwide learner outcomes.</p> <p>The teacher survey showed that 48% of the teachers understand the global competencies. A further 38% of them showed general understanding.</p> <p>These findings indicate that at present enough is not being done to ensure that global competencies are understood by teachers as although the leadership team believe them to be reflected by the school's ESLR's few of the teachers are able to explain what they are or how they address them.</p>	<p>CDS Teacher Survey</p>

Involvement of All

Indicator: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

Prompt: *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Findings	Supporting Evidence
<p>A recent survey sent out to parents and teachers indicated that the FP students feel highly involved in the development of their own curriculum. However, parents and HS and MS students had more mixed opinions with views on their involvements.</p> <p>The faculty felt that there is a wide range of representatives involved in the defining the direction of the school.</p> <p>The school has an active community with frequent parent teacher meetings that help develop policies and achieving the school's goals.</p>	<p>Sample PTA meeting agenda</p> <p>CDS Parent Survey</p> <p>CDS Student Survey</p>

Consistency of Purpose, Schoolwide Learner Outcomes, and Program

Indicator: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent. with the school's explanation of global competencies.*

Findings	Supporting Evidence
<p>Teachers and staff believe that the global competencies are consistent with the values and mission and schoolwide learner outcomes. In each department, teachers develop syllabi and assignments for each term and indicate the school vision, mission, schoolwide learner outcomes, and program.</p> <p>The surveys conducted show that 39% of students are unsure about how the school curriculum helps them display the 6Cs. However, 49% of them agreed that they know the expectations and resources for term assignments. 52% of the teachers agreed that student standards and objects are consistent with the school's core values, visions, and missions. 31% of the parents</p>	<p>CDS Parent Survey</p> <p>CDS Student Survey</p>

agreed that school works hard to produce global citizens.

Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

Findings	Supporting Evidence
<p>The school's website is available in both Korean and English with the mission and values shown. CDS is built on the three core values of the Dalton Plan, encouraging cooperation and an environment of freedom to learn.</p> <p>At the beginning of the school year, each student is given a handbook that goes through the core values of the school and expectations for the upcoming year. These handbooks are available online to parents and must be signed to ensure that they have received them.</p> <p>Before each term begins the MS and HS students are given an assignment packet that outlines the expectations and activities for the upcoming term for each course. This packet is uploaded to the school's website that parents can access. It clearly indicates a schedule of day to day activities and contains a breakdown of the grading structure for the term.</p>	<p>CDS Mission and Values</p> <p>Dalton Plan</p> <p>Handbooks - see above (FP)</p> <p>HS Assignments</p> <p>MS Assignments</p>

Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

Prompt: *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.*

Findings	Supporting Evidence
<p>Teachers and students are familiar with the 6 Cs/ ESLRs and are welcomed to make suggestions on how to improve the system. The 6Cs and ESLRs were reviewed 2 years ago and were found to be working well. As we are now accumulating more data about student achievement the ESLRs will be reviewed on a yearly basis in conjunction with analysis of yearly ERB results.</p>	<p>FP Report Card</p> <p>MS Awards</p>

The teachers use the 6Cs and ESLRs to help them develop their curriculums to reflect the goals of the school.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Overall CDS is meeting the criterion for A1. There is evidence through teacher, parent, and student surveys that reveals that the mission and values of the school are clearly communicated. However, the surveys also indicate that some aspects of the mission and values of the school (such as global competencies and alignment of personal values to the school) are unclear to students and teachers. With 40% of MSHS students unclear about the meaning of the 6Cs and half of the teachers in both departments unclear of the meaning of global competencies, it is clear that we could strengthen the understanding of these values throughout our school community. The FP evidence reveals higher understanding for these items than the MSHS.	*see above

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The publication of mission and values (the 6C) has allowed teachers to incorporate both into classroom assignments, which directly influences student achievement; the teachers use the 6Cs and ESLRs to help them develop their curriculums to reflect the goals of the school. However, as seen above, with relatively low understanding of the meaning of the 6Cs, ESLRs, or global competencies, the impact these can have on our curriculum may be limited and is a point for improvement.	

A2. Governance Criterion

Clear Policies and Procedures

Indicator: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Prompt: *Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.*

Findings	Supporting Evidence
The policies and procedures regarding the selection and operation of the board are made in accordance with Korean Law, which governs these issues. There are clear policies and procedures in place for the selection, composition and duties of the board. However, these are all laid out in Korean and are therefore difficult for non-Korean speakers to understand.	

Pretraining of Potential Board Members

Indicator: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Prompt: *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
At this time no training is offered to new or prospective board members, though the selection is done based on agreed criteria.	

Relationship of Policies

Indicator: The governing authority's policies are directly connected to the school's vision, mission and schoolwide learner outcomes that focus on student achievement of global competencies.

Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
At this time the board has not involved itself with the reflection on schoolwide learner outcomes; these reflections are left to those in the tactical/operational spheres, namely those in positions below the head of school. As such, any suggested revisions to the schoolwide learner outcomes are reviewed by the board and their suitability is judged. An example of this would be the amending of the descriptors by the directors for both the MS and FP ESLRs.	Teacher Survey

The teacher survey revealed that a majority of the teachers feel that the school regularly reflects on how school policies affect student learning.	
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Involvement of Governing Authority

Indicator: The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Board meetings generally cover topics in the strategic sphere for example future budgets and future staffing needs. They also cover topics relating to the long term planning of both CDS and Hangaram High School.	Board Adenda

School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
<p>The board is aware some stakeholders may not fully understand its role but is working to be more open about its operations.</p> <p>The teacher survey shows that almost half of the teachers do not understand the governing authority's role (42% rated their understanding at a 3 (neutral) or under.)</p> <p>The parent survey also shows that almost half of the parents do not understand the governing authority's role (47% rated their understanding at a 3 (neutral) or under.)</p> <p>The student survey reveals a similar trend - 70% of students rated their understanding of the structure of the school (board, administration, teachers, and students) at a 3 or under.</p>	Teacher Survey Parent Survey Student Survey

Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings	Supporting Evidence
<p>The teacher survey reveals that the understanding about the relationship between the governing authority and the responsibilities of the professional staff is rather low; again, 42% of teachers rated their understanding of the governing authority's role at a 3 (neutral) or under on the Teacher Survey.</p> <p>The board is aware some stakeholders may not fully understand its role but is working to be more open about its operations.</p>	Teacher Survey

Board Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

Findings	Supporting Evidence
<p>The evaluation and monitoring of procedures are done on a regular basis and form the majority of board meetings, including review and staffing needs for future years.</p>	Board Meeting Agendas & Meetings

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.

Findings	Supporting Evidence
<p>At present the school has not had to deal with any formal complaints to the board, however procedures are in place for dealing with these due to the boards experience in running its sister school, Hangaram High School.</p> <p>A majority of the faculty home group reported on the survey that they found the complaint and conflict resolution procedures effective (42%). Another 41% rated a "3" (neutral), with 17%</p>	Teacher Survey Handbooks Student Survey

expressing dissatisfaction with a 1 or 2.

The Leadership home group noted that the procedures for complaint and conflict resolution are laid out in the respective handbooks. Work is constantly being done to improve these procedures as new situations are encountered. For the next school year a Parent Handbook is being produced for High School Parents (parents are going to be involved in the production of this).

The student home group survey revealed that some students understand and some do not understand the complaint and conflict resolution procedures. The results were evenly spread from a 5 to a 1 for student understanding.

Indicator: The governing authority carries out clearly defined evaluation procedures.

Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority.*

Findings	Supporting Evidence
<p>Faculty are provided feedback on all evaluations that are conducted. Evaluations take a number of forms, such as informal classroom observations, formal classroom observations, and student evaluations. After each one, a review discussion takes place and the teacher is provided with a copy of the evaluation results.</p> <p>The Faculty home group understands the role of evaluations in the form of informal and formal evaluations. Teachers and administrators visit classrooms to take part in evaluations. The survey results indicate that 52% of the faculty reported a rating of “4” (agree) towards their understanding of the evaluation procedure.</p> <p>The Board home group reports that faculty is provided feedback on all evaluations that are conducted.</p> <p>The Leadership home group notes that the evaluation procedures for faculty are communicated through various meetings and also through the CDS copy of Enhancing Professional Practice, which each faculty member is given, as well as being posted on the school intranet. This process has just been commenced in the last 18 months and so it is still evolving put the data being produced by this process is becoming more important in the evaluation process.</p>	<p>Teacher’s Survey</p> <p>CDS Enhancing Professional Practice</p> <p>Sample student teacher evaluation</p> <p>Sample Summative Performance Report</p>

Evaluation of Governing Authority

Indicator: There is a process for evaluating the governing authority.

Prompt: *Review and assess the process for evaluating the governing authority.*

Findings	Supporting Evidence
The focus group is unaware of the evaluation process of the board.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Overall, performance falls rather low on this criterion. Although the board has clear policies and procedures in place for the board members, many stakeholders are not aware of the role of the board in the school community. 42% of teachers are unsure of the role of the governing authority, with a similar trend for parents' and students' understanding of the governing authority. Furthermore, the lack of an evaluation process or training for board members, the fact that board policies are currently only being available in Korean, and the lack of evidence on the board's reflection of learner outcomes leaves room for improvement.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
At this time the board has not involved itself with the reflection on schoolwide learner outcomes; these reflections are left to those in the tactical/operational spheres. Therefore, the influence of the governing authority on critical learner needs is currently low.	

A3. School Leadership Criterion

Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The school has had involvement from administration and faculty in the writing of the individual handbooks for each division as well as the faculty handbook. These are developing documents as they are updated each year to provide for unforeseen issues or to provide more clarity.</p> <p>There has been a move towards providing more conclusive job descriptions for each position and the latest job descriptions give in depth definitions of responsibilities.</p> <p>Decision-making processes have seen an improvement with the implementation of Enhancing Professional Practice to clarify the faculty assessment process; however, there is still scope for improvement in this area as it should be extended to include all members of staff both specialists such as librarians and administration.</p> <p>93% of the faculty home group reported that the policies, charts and handbooks for faculty and staff are understandable. A majority also reported that unclear policies and handbook items are updated and clarified.</p> <p>The Leadership faculty group reported that information is communicated to faculty through emails, handbooks and weekly Division meetings. Review and reflection periods are required after each school event this leads to better understanding by faculty. As a new school many things are being done for the first time, so feedback is essential.</p> <p>Human Resources runs review quizzes each time changes are made to policy affecting faculty and for all new faculty.</p>	<p>FP, MS, HS Handbooks Faculty Handbooks Sample Job Descriptions (Department heads) Enhancing Professional Practice</p> <p>Teacher Survey: https://docs.google.com/forms/d/1oop2OkuvMh0WUkEoTyCw_g_2xObwOgGY0Vw1jzxwfl/viewanalytics</p> <p>CDS Intranet site</p>

Existing Structures

Indicator: The school has existing structures for internal communication, planning, and conflict resolution.

Prompt: *How effective are the existing structures for internal communication, planning, and conflict resolution?*

Findings	Supporting Evidence
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The school has weekly meetings for each division as well as weekly administration meetings. In addition to these, faculty members also meet each week in departments to discuss specific issues.

The school utilises an internal intranet to ensure that all communication is available to staff. Meeting minutes, notices, etc. are all posted here.

The Board reported that existing structures for internal communication, planning, and conflict resolution are continually being worked on as the board is aware that open communication is vital for efficiency and trust amongst faculty.

The Faculty home group survey showed that 73% agreed or strongly agreed that the existing structures for internal communication are effective. 55% of the teachers agree or strongly agree that the existing structures for conflict resolution are effective. Finally, 83% of the Faculty home group agreed or strongly agreed that the structures for planning meeting and events are effective.

The leadership group believes that the structures for internal communication are effective but can always be improved and so welcome suggestions on how to do this.

The planning for the school has often been done on a needs basis and thus is not entirely structured this has been discussed and a more formal method of planning for school calendars, school development is being sought.

The conflict resolution procedures have worked to the leadership group's satisfaction, however, as a new school they are constantly in need of adjustment to better fit the school's needs.

Teacher Survey:

https://docs.google.com/forms/d/1oop2OkuvMh0WUkEoTyCw_g_2xObwOgGY0Vw1jzxwfl/vie/wanalytics

[CDS Intranet site](#)

[Weekly division meeting agendas and notes](#)

Involvement of Staff

Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?*

Findings	Supporting Evidence
Information is communicated to faculty through emails, handbooks and Division meetings. Review and reflection periods are required after each school event this leads to better understanding by faculty. Again as a new school many things are	Teacher Survey Handbooks

<p>being done for the first time and so feedback is essential. Human Resources runs review quizzes each time changes are made to policy affecting faculty and for all new faculty.</p> <p>The school leadership group holds weekly meetings in which the focus is often on how each area of the school is assisting student learning.</p> <p>The results of standardized tests are considered as well as our own internal assessments. This has led to changes; for example, this year all mid-year and final exams were required to be directly linked to standards. This was done to ensure closer correlation between internal exam results and external exams.</p> <p>Disciplinary data is also shared in an effort to better manage this process so that student achievement is the main area of responsibility for teachers not dealing with disciplinary problems.</p> <p>72% of the Faculty home group reported that they agree or strongly agree that school leadership and staff work together to promote student learning and student acquisition of 21st century skills. 48% also agree or strongly agree that school leadership regularly reviews existing procedures to determine how actions of leadership and staff affect student learning.</p>	<p>Division Meeting Agendas & Minutes</p> <p>Assessment to Standard correlations</p> <p>HS Detention List (Disciplinary Data)</p> <p>MS Detention List (Disciplinary Data)</p>
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Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and global citizenship.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies?*

Findings	Supporting Evidence
<p>The Leadership home group reports that learning communities have been set up in accordance with faculty members self-improvement goals so that groups of teachers can study, research, and learn together to help professional development. At this stage groups to focus on the global competencies specifically have not been established but this is a great idea for moving forward after the self-study process is complete. The Faculty home group survey revealed that 72% of the faculty agrees or strongly agrees that the school leadership and staff work together to promote student learning and student acquisition of 21st century skills. Also, 48% agree or strongly</p>	<p>Teacher Survey:</p> <p>HS grouping of teachers by PGG</p> <p>Initial questions for PGG groups</p>

agree that school leadership regularly reviews existing procedures to determine how actions of leadership and staff affect student learning.

The Board feels the collaboration is effective however it would like to see greater results in the areas of global competencies. The board supervises the review process that is carried out each year by the leadership team.

Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Prompt: *Evaluate these processes and the results in relation to the school's interconnectedness to the world to promote a globally minded culture.*

Findings	Supporting Evidence
Teachers work to promote a globally minded culture through individual assignments, including world-connection between learning standards and instruction (see Assignment evidence). Teachers also utilize House time to increase a globally minded culture, discussing world events and learning about news from different areas of the world.	Assignments
We also plan world experience tours for each grade to experience a different culture, offering tours to the HS division such as Germany, Thailand, China, and Spain, as well as tours within Korea for the HSMS.	Weekly House Plans World Experience Tour Offerings Madrid Berlin

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Overall the school leadership is meeting the criterion. The school utilizes several different strategies to share information between leadership, faculty, and staff. 93% of the faculty reported understanding of the Faculty & Staff Handbook. Furthermore, 73% of faculty finds communication between leadership, faculty, and staff effective, and 72% agree or strongly agree that faculty, staff, and leadership work together toward student achievement. At the same time, we found weaknesses in the planning methods for the school calendar (which are currently informal and on an as-needed basis), opportunities for professional development or more formal learning communities, and increasing our school's understanding of global competencies in a more concrete way.	Teacher Survey:

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The criterion for leadership in relation to our critical learner needs reveals several supports in place. Reflection of assessment strategies moved the school to incorporate standards matched to assessment questions, which ensured a match between learning standards and assessment and kept accountability for measuring student achievement. The teamwork regarding discipline or low grades (such as detention and academic probation) also increases the likelihood of giving each student the best opportunity for s/he to achieve. The lack of structured learning communities or understanding of implementing global competencies is an area of weakness for this criterion.	Teacher Survey:

A4. Staff Criterion

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>The school has clear policies in regard to employment. These are indicated in the CDS Faculty Handbook and the school website (both in Korean and English).</p> <p>The teacher survey indicates that over 48% of CDS faculty has a good understanding of faculty handbook and policies. The teacher survey also indicates that unclear policies and updates are clarified (41% of the teachers).</p>	<p>School website:</p> <p>Employment Rules and regulations</p> <p>CDS Faculty Handbook (Employment Section) (Handbooks)</p> <p>Teacher Survey:</p>

Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
<p>CDS has a hiring process for all faculty and staff. In addition to required items posted on the school website, CDS Human Resources completes the hiring process, including:</p> <ul style="list-style-type: none"> -Employment Application -Review of Experience and Qualification (international and local) -Interview -Reference Check -Offer Letter -Employment Contract -Background Check -Status Process (including visa) -Medical Check -Employee Orientation -Department/Director Connection and Training 	<p>CDS Faculty Handbook (Handbooks)</p>

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that

the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
Each year, an orientation period of approximately 7-10 days is provided for new staff, and 5-7 days for returning staff. There is a plan to increase this orientation period for 2015-16. The process of orientation begins much earlier than the teachers' arrival in Korea. New faculty members are introduced to the Division Directors, who can start to inform them of their duties and the subject(s) to be taught. Teachers are then provided with the curriculum from previous years, including standards and assignments, and if possible, a reflection(s) from previous teacher(s).	New teacher orientation packet: sample HS packet 2014-15 orientation schedule: Returning faculty orientation

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The leadership group believes these documents to be well written and understood well. However, they have been updated almost yearly, as evidenced by the school action plan, and will continue to be updated. Surveys should give additional feedback and evidence to use towards updates and revisions.	Handbooks

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
The school is using the "Process to Enhance Professional	Sample Faculty

Practice and Student Achievement” to evaluate the performance of faculty and staff regarding the effectiveness of the process, and procedures for involving members in shared responsibility and accountability to support and lead student learning.	Evaluation Sample Administration Evaluation (Enhancing Professional Practice and Student)
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Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
CDS currently does not have any online staff members in professional development activities.	

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Findings	Supporting Evidence
<p>The school has an annual schedule and plan for faculty professional development opportunities. These include, but are not limited to, KORCOS, KOTESOL, AP Workshop, and mini-workshops. The school is improving to provide additional professional development opportunities every school year. The school has recently become partners with USC (University of Southern California) to provide professional opportunities in Masters and Doctorate programs for faculty and staff.</p> <p>41% of students (in the student survey) have indicated that the schoolwide learner outcomes are important, and the school is supportive in providing professional development opportunities for faculty and staff to facilitate all students achieving the academic standards and schoolwide learner outcomes.</p>	School Calendar (including professional development days, World Experience Tour):

Indicator: The school supports professional learning of the staff members that develops their

use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

Prompt: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

Findings	Supporting Evidence
The school uses the “Process to Enhance Professional Practice and Student Achievement” to support professional learning. Peer observations and department meetings are used to communicate, collaborate, and exchange feedback. Faculty and staff then learn from, and to solve problems within departments.	(Enhancing Professional Practice and Student) Peer Observation Forms

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
The school is using the “Process to Enhance Professional Practice and Student Achievement” to evaluate the performance of faculty and staff regarding the effectiveness of the process and procedures for involving members in shared and responsibility, and accountability to support lead student learning throughout all program.	Sample Faculty Evaluation Sample Administration Evaluation (Enhancing Professional Practice and Student) Peer Observation Forms
The MSHS program offers “World Experience Tours” for students to develop global competencies.	

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning, e.g., developing the students’ global competencies.*

Findings	Supporting Evidence
Professional development includes AP workshops, KORCOS, KOTESOL, and mini workshops. There are no operating processes that determine the effect of professional development.	School Calendar (including professional development days, World Experience Tour):

For the FP, new teachers are paired with a mentor teacher. The FP director and HR plan on giving a survey or asking for feedback about the mentor process. There is no system that determines the measurable effect of the mentoring system.

The MSHS core subject lead teachers are in touch with new teachers for getting them on board. There is no set coaching or mentoring program for teachers during the year, but we use peer observations for feedback each term.

We will be able to look at data correlating professional development to student performance as we move forward. Currently, our data set is too small to find any correlation between attending professional development leading to improved student achievement.

[\(Enhancing Professional Practice and Student\)](#)

[Peer Observation Forms](#)

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>In summary, the school meets the criterion. The school has clear policy and procedures. Over 48% of faculty has a good understanding of policy and procedure. The school has its hiring procedure in place to review all information regarding staff, their background, and qualifications.</p> <p>The schoolwide programs such as faculty orientation and practicing the “Process to Enhance Professional Practice and Student Achievement” support members’ ability to address critical learner needs.</p> <p>The school has increased the options of professional development by pre-planning for KORCOS, KOTESOL, AP workshops, and college partnership.</p> <p>Improving consistency in the written policy for administrators and faculty will increase the degree to which the school meets the criterion.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The school leadership and staff are qualified for their assigned responsibilities, and are committed to the school’s purpose and engage in ongoing professional development that promotes student learning in a global society.</p>	

Growth opportunity in this criterion remains. The school plans on increasing the number of faculty orientation and training for upcoming year. In terms of professional development opportunities, although options have increased, no operating process exists.

A5. School Environment Criterion

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>The school demonstrates caring, concern and high expectations for students in an environment that honors individual differences and is conducive to learning by providing a curriculum that is wide ranging and varied in its scope. Awards are given for many different areas within the school. Academic honors are bestowed on students at the end of each year. Awards for other areas such as sports, world languages, the arts, forensics, etc. are also available, thereby demonstrating that the school values success in these areas.</p> <p>In the FP and MS, the 6 C's are recognized each term with students achieving awards in each of these areas independent of academic successes.</p> <p>In the middle school the end of the year sees one student receiving the principal's award for best demonstrating the schools' core values.</p> <p>At the high school level, one student is awarded the honor of Exemplar of (each global competency) at the end of the year. There has been discussion of these awards being posted in the school lobby on wooden boards to demonstrate this above academic success is what we value most.</p> <p>A majority of the Faculty home group reported on the survey that they found the school demonstrates care, concern, and high expectations fostered in an effective learning environment, with a 55% rating of "4" and a 34% of "5."</p> <p>51% of the Parent home group reported a rating of "4" or "5" on</p>	<p>High School 6 C's awards</p> <p>High School Calendar of events</p> <p>Teacher Survey:</p> <p>Parent Survey:</p> <p>Student Survey:</p>

the survey that they found the school effective in producing global citizens. Parents also gave a 49% rating of either “3” or “4” towards the school’s vision addressing current and future student needs.

62% in the Student home group reported a rating of “4” towards the school demonstrating care, concern, and high expectations for students.

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
<p>The school demonstrates caring, concern and high expectations for students in a environment that honors individual differences and is conducive to learning by providing a curriculum that is wide ranging and varied in its scope. Awards are given for many different areas within the school.</p> <p>Academic honors are bestowed on students at the end of each year. Awards for other areas such as sports, world languages, the arts, forensics etc are also available demonstrating that the school values success in these areas also.</p> <p>In the FP and MS level the 6 C’s are recognized each term with students achieving awards in each of these areas independent of academic successes.</p> <p>In the middle school the end of the year sees one student receiving the principal’s award for demonstrating the schools core values best.</p> <p>At a high school level at the end of each year one student is awarded the honor of Exemplar of (each global competency). There has been discussion of these awards being posted in the school lobby on wooden boards to demonstrate this above academic success is what we value most.</p>	<p>High School 6 C’s awards</p> <p>High School Calendar of events</p> <p>Teacher Survey:</p> <p>Parent Survey:</p> <p>Student Survey:</p>

Mutual Respect and Communication

Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: *What evidence supports mutual respect and effective cross-cultural communication among and between staff, students, and parents?*

Findings	Supporting Evidence
<p>Each division has a division assistant who is fluent in both English and Korean, allowing for translation services to be available as needed. This is not just for the language barrier, but also can be helpful with cross-cultural issues. As the school grows and becomes more international the cross-cultural differences are growing in number. For example our school menus have had to have significant changes made to them to cater to the differing dietary requirements of staff, faculty, and students.</p> <p>Representatives of each different cultural group present at CDS, are necessary. For example, Arabic classes were organized for Muslim students whose parents did not want them participating in Music class, due to religious concerns.</p>	<p>Teacher Survey:</p> <p>Parent Survey:</p> <p>Student Survey:</p>

Teacher Support and Encouragement

Indicator: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
<p>The leadership believes there is support and encouragement for teachers to use innovative approaches to enhance student learning, and can only think of one instance(a request to allow hypnotism) when this wasn't allowed due to concern about possible repercussions for the school. Even at this time, the request was not turned down entirely, but instead the school asked for more information and investigation before a final decision was made.</p> <p>The teacher survey also confirmed that teachers feel that innovative approaches are supported by the school.</p>	<p>Teacher Survey:</p> <p>Parent Survey:</p> <p>Student Survey:</p>

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>The leadership group believes the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures</p>	<p>Teacher Survey:</p>

learning are effective; however we are always open to suggestions of how to improve this. Examples of recent improvements are the restructuring of the main parking lot to ensure safer drop off of students, relocation of the FP student pick up/drop area to the FP playground, installation of CCTV cameras in school buses due to concerns that students were not wearing seatbelts, and the installation of a covered walkway between the FP building and the Middle School building.

[Parent Survey:](#)

[Student Survey:](#)

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Overall, the related evidence points to CDS meeting this criterion. The evidence also points to regular implementation of said policies in this category. However, there were no survey questions regarding how the school views students' self-esteem.	See above

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Revision and implementation of building cross-cultural communication would further benefit CDS as a global-culturally minded environment.	

A6. Reporting Student Progress Criterion

Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes, i.e., global competencies.*

Findings	Supporting Evidence
Reporting of student progress is done in a number of ways depending on the division. In FP the students are given in-depth report cards on the last day of Term 2 and Term 5. These report cards are in depth and give a large amount of information about student achievement. In addition to this there are Parent-Teacher conferences in Terms 2 and 5. In Middle and High School, students receive report cards in the week following the end of Terms 2 and 5. In addition to this,	FP sample report card * FP ERB Administrators' Summary PowerSchool Teacher Survey:

students and parents have access to PowerSchool at all times. On PowerSchool, students and parents can review each individual score that students achieve. This system also offers real-time attendance tracking. Parent-Teacher conferences are also held twice a year.

Students in academic probation have additional conferences scheduled each term and parents are welcome to request meetings with teachers at any time to address issues that cannot be solved via email.

In the high school, 10th grade students receive individual score reports from the PSAT tests that are taken each year.

The school also completes ERB tests each year, however at present these results are not shared unless specifically asked for as the school feels it does not have sufficient data yet to effectively analyze the results for individual students as they progress through the entire school curriculum.

As far as the school constituents, 65% of parents feel they are involved in their child's learning according to the parent survey. 69% of teachers feel CDS has effective communication among all stakeholders concerning academic standards and student achievement. 65% of teachers feel CDS employs an effective system to monitor the progress of all students towards meeting academic standards and school-wide learner outcomes. Finally, according to the student surveys, 92% of FP students and 62% of MSHS students know and understand their grades.

[Parent Survey:](#)

[Student Survey:](#)

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and school wide learner outcomes.

Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and school wide learner outcomes.*

Findings	Supporting Evidence
<p>The leadership group believes the system used to monitor student progress towards academic standards and schoolwide learner outcomes are correct, however this doesn't necessarily mean it is effective yet as the amount of data we have is still limited. Predicting future success from a student's current level is not yet possible. As the school collects more data and has more students move through the school the information that can be obtained from standardized tests will increase dramatically.</p> <p>The tying of assessments to individual standards will also help in this process.</p> <p>85% of FP students believe that assessments reflect what is</p>	<p>ERB summaries</p> <p>Sample assesments and standards</p>

taught in class. 50% of MSHS students believe that assessments reflect what is taught in class.

The governing body gets its information directly from the head of the school. This information includes all of the details usually included in an annual report but at present it is not published.

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: *Comment on how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
<p>The CDS Middle School and High School have an academic probation policy based on a student having a GPA below 2.0 in any particular term. In the event of a student being in Academic Probation the following notification is sent to parents:</p> <p>Academic probation is in no way a punishment. Instead, it is a way for the school to focus on assisting students back to acceptable grade levels. There are 4 parts to academic probation that are outlined below.</p> <ol style="list-style-type: none"> 1) Parent/ Teacher Conference- This will be an individual meeting between the parents and the Director of High School as well as any particular subject teachers. In this case we recommend meeting with the following teachers 2) Students on academic probation will have all grades forwarded directly to parents to ensure continual updates. 3) The student will be assigned an individual mentor who will check up and guide the student to improve their study habits. 4) The student will be required to attend a weekly conference with the Director of High School to ensure there is no deterioration of effort <p>Concerns among teachers, administrators and, parents can determine the appropriate grade level for the the student. Academic, social, and behavioral development are taken into consideration.</p>	<p>Academic Probation report 2013-2014</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Reporting of student progress to the students and wider CDS community is done effectively. However, due to limited data, it is difficult to assess the use of assessment data in determining instructional effectiveness or using data to inform re-teaching priorities.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
What our students are learning and achieving is understood well and constantly improving. Academic weaknesses pertaining to English determine enrollment into our ELL program. Finally, we haven't been able to utilize data due to being a new school but have not taken steps to analyze or utilize the data we do have to inform instruction.	

A7. School Improvement Process Criterion

Broad-based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>In the past, surveys have been used to gain feedback from stakeholders to assist in the planning process. Meetings were held with faculty, parent representatives, and the student council.</p> <p>The self-study process has opened many new avenues in which to gain feedback, and the leadership group is hopeful that these lines of communication can be kept open in the future.</p> <p>69% of the Faculty home group report that CDS has effective communication among all stakeholders concerning academic standards and student achievement. Teachers also take part in weekly meetings with departments and divisions, as well as are encouraged to attend PTA meetings.</p>	<p>FP surveys</p> <p>Minutes of Parent meetings</p> <p>Parent Survey:</p> <p>Student Survey:</p>

A majority of the students on the student survey reported that they do not feel like they are part of the school planning process (they disagreed that they are part of the planning process). 37% of students reported that they don't feel loyal to the school, while 25% of the students rated their loyalty at neutral.

School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: *How does the school ensure that the analysis of student achievement about the critical learner needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>The Board recognizes that the school wide action plan is the result of the comprehensive self-study that was undertaken to identify the improvements that are possible at all levels of the school. This process involved all stakeholders. It is the wish of the school to continue the groups that were formed so that feedback and improvements may be monitored to ensure a cycle of continual growth.</p> <p>The Action Plan has encouraged incorporation of several aspects that lend themselves to student achievement, such as increasing access to learning technology, cultivating clearer language through Student and Faculty Handbooks, and developing a standards-based curriculum. The Head of School ensured the Action Plan was kept updated and followed over time.</p>	<p>Action Plan:</p>

Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
<p>Faculty has selected professional development goals related to the CDS Enhancing Professional Practices guide. Teachers have met in groups with similar goals and planned peer observations in those groups.</p>	<p>(Enhancing Professional Practice and Student)</p>

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: *Examine and evaluate the degree to which the allocation of time/fiscal/personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
<p>The board feels that the outcomes and improvements demonstrated by the action plan show that personnel, materials and resources supported the implementation, monitoring, and accomplishment of the schoolwide action plan.</p> <p>The leadership group concurs.</p>	Action Plan:

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school leadership facilitates school improvement in several ways and much of the evidence reveals that the criterion is being addressed. The school and leadership utilize surveys for parents, faculty, and students to incorporate community support and involvement in the planning process. 69% of the faculty agree or strongly agree that there is effective communication regarding student achievement between all the stakeholders. The previous Action Plan also helped to create many improvements within the school. On the other hand, 37% of students feel that they are not part of the planning process.</p>	Action Plan:

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Several aspects of school leadership's facilitation of school improvement lead to increased student achievement, including student surveys that incorporate students into the planning process; on the other hand, many students reported that they do not feel like they are part of the planning process which may negatively affect student achievement.</p> <p>The system for setting professional goals for teachers is</p>	

effective in that teachers are in learning groups to work on individual professional goals and offer peer observations throughout the school year, which increases the opportunity for students to achieve academically. However, the lack of formal professional development may be a hindrance to student performance.	
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WASC Category A. Organization for Student Learning: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization for Student Learning: Areas of Strength

The school's vision and mission is clearly defined and easily accessible.

The school's website is available in both Korean and English.

The school shows transparency by publishing all meeting minutes and agendas

The ESLRs have been clearly defined. In the past, they have been revised into three documents to be grade-appropriate and achievable for FP, MS, and HS.

Division and faculty meetings are held weekly where issues can be addressed and resolved with minutes available to all staff. The vast majority of staff agree that the lines of communication are effective.

The school gives students the opportunity to engage in various cultural experiences.

The school offers a wide range of extracurricular activities to supplement student learning.

There is a highly diverse staff with a wide range of cultural, geographic and educational backgrounds mirroring the global environment in which we aim to prepare the students for. New positions for department heads have been filled to provide better communication and development between departments.

The school takes safety and security to be of paramount importance.

Students have access to their grades in real time and are able to check for upcoming deadlines via Powerschool.

The school and leadership use surveys to understand the impact of decisions and planning and incorporate stakeholder feedback into the planning process. Teachers and parents feel that communication regarding student achievement and the school is effective.

Category A: Organization for Student Learning: Areas of Growth

Improvements in communication among the parents, students and teachers will improve the overall understanding of the school's vision and mission

There is not enough understanding of what is the precise role of the board. This needs to be clarified for teachers, students and administration.

Communication from the board to administration and teachers has room for improvement.

The orientation period for new staff will be brought forward to allow more time to acclimate and prepare for the beginning of the school year.

The position of department head is still in its infancy. Training and guidance is recommended to further aid those to better understand their roles and responsibilities.

New opportunities for cross-cultural education and experiences for students will further allow a more globally-minded school environment.

Use and analyze data as we get more data to inform instruction. Seek out other ways to gather or analyze data (such as MAPS testing, data tracking, and standards-based exam reflection).

A majority of students feel that they are not part of the planning process, so increasing student incorporation (or student awareness of their incorporation) into the planning process would be beneficial.

Offering mentor programs or professional development in the planning process will help increase student achievement.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

Students at Cheongna Dalton School are engaged in a rigorous, relevant and coherent standards-based curriculum derived from various State and national curriculum standards. The departments are responsible for aligning the standards with curriculum and the selection of appropriate resources and assessment strategies. Standards are prescribed according to a yearly plan by each department and this is then broken down into termly assignments in which weekly planning is set out.

Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>Summary:</p> <p>CDS classes are updating curriculum with the findings of students' level each year and incorporating recent events in the real world into students' learning. The World Language department assesses students through level tests at the end of each year to know what level students need to be in the following year (Middle and High School students). In the Math department, students take pre-assessments prior to each chapter and tiered math assessments to modify and adjust lesson plans to support students in their best interest. Social Studies department modified their curriculum this year (2014-2015), incorporating a backwards design, which is shaped around our students' abilities and interest.</p> <p>Each of our subjects incorporate real world situations to students' learning. The Science Department incorporates recent events for the students to see how the issues discussed are relevant to their lives today. The High School World History curriculum is based on persistent issues in history, where historical events are viewed, evaluated, and linked to modern issues.</p>	<p>Three different leveled class and homework assignments, and quizzes were given: Green, Blue and Black. (2014-2015, Precalculus, Grade 10 and 11) Class Work G10-11.Precalculus.B1.1.So hee (2014-2015, Class work) http://cdsmshan20142015.weebly.com/term-2-homework.html (2014-2015, Term 2 Precalculus Homework) G10-11.Precalculus.B1.1.So hee (2014-2015, Precalculus Chapter 6</p>

Comments specific to departments that lead to the summary

<Kelly> Pre-assessment (2014-2015, Grades 5, 6, and 8)
 <Sohee> Tiered math assessments (2013-2014, Grade 10)
 <Ana> Magazines, Research Study, Projects that require use of technology to experiment, interpret results and support conclusions.(2014-2015)

<Ilho> To prepare a new term, teachers create an assignment document for the term. Based on students' assessment result, I modify what I plan for the next term. For instance, for the first term of this year there was no weekly quizzes but only two major tests. Many of my students showed lack of consistency in their effort to review learned material, so I changed the grading rubric starting term 3 to include weekly quizzes.

Lab sessions with students

Teachers create pre-assessments, tiered math assessments, and incorporate research study materials to understand students' level of mathematics before each new chapter to modify or adjust lesson plans to support our students in best interest. Lab sessions with students is another way teachers support our students in small groups or individually for extra support.

Evidence (description and reference here, upload copy to evidence folder):

<Sohee> Two different quizzes were given: Blue and Black. (2013-2014, Grade 10) **G10.Algebra2.B1.1**

<Kelly> Pre-assessment is designed similar to an end of chapter quiz/test to understand how much students already know about the materials to adjust the depths of each lesson. (2014-2015, Grades 5, 6, and 8) **G05.B1.1; G06.Prealgebra.B1.1, G08.Geometry.B1.1**

<Ana> Magazines, Research Study, Projects that require use of technology to experiment, interpret results and support conclusions

English - Teachers regularly discuss teaching methodology with each other and share ideas that have worked for them in their classrooms. We discuss issues as they come up and rely on our combined expertise.

World Language department, students are assessed through level tests at the end of the year so that we as teachers know what level students need to be in the following year (Middle and High School students).

Throughout the different terms, teachers give short quizzes to assess students progress.

This year students are placed into levels according to their

Quizzes) [Precalculus Term 3 Chapter 6 Quiz \(Black\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Blue\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Green\)](#)

<Kelly> Pre-assessment is designed similar to an end of chapter quiz/test to understand how much students already know about the materials to adjust the depths of each lesson. (2014-2015, Grades 5, 6, and 8) [G05.B1.1](#); [G06.Prealgebra.B1.1](#); [G08.Geometry.B1.1](#)

<Ana>

AP Statistics:

[APStatistics.Assignment_Term2](#), [APStatistics.Assignment_Term3](#), [APStatistics.Articles and Videos](#), [APStatistics.IndependentStudyProject.Term3](#), [APStatistics.Term2ProjectRubric](#)

AP Calculus:

[APCalculusBC.Assignment_Term2](#), [APCalculusBC.Assignment_Term3](#), [APCalculusBC.IndependentStudyProject.Term3](#), [APCalculusBC.ProjectRubricSample-Term2](#), [APCalculusBC.Projects_Term2](#)

<Ilho> Assignment document for term 2 and term 3, showing the difference in grading rubric.

language ability.

In the Social Studies department, it is entirely new this year in Middle and High school. This requires all of us to adapt a new curriculum, which is shaped around our students' abilities and interest. Lessons are created through backwards design. The high school World History teachers use student center and inquiry based teaching methodologies which incorporates the learning theories of J. Dewey, H. Gardner, and Bloom.

Finally, the AP Psychology teacher attended a one week intensive professional development workshop over the summer to better understand the curriculum and ensure that best practices are a part of the AP course for all students.

The High School World History curriculum is based on the persistent issues in history strategy where historical events are viewed as value conflicts, and then those value conflicts are linked to modern issues that share the same value conflict (Example: Prior to the Protestant Reformation, the Catholic Church told lies to the people, saying that they needed to buy indulgences in order to receive forgiveness of their sins. Martin Luther exposed these lies and it caused a massive discontent for the Catholic Church for many people. Similarly, in 2013 Julian Assange released many government secrets on his site Wikileaks website, which caused many people to become discontent with the U.S. government. This issues can be linked because they share similar value conflicts of faith in authorities vs. knowledge of the truth).

Science is always being updated with new research and discoveries. We incorporate current and recent events into our classes so that students can see how the issues discussed are relevant to their lives today. Such topics may include the BP oil spill in environmental science, the reclassification of Pluto from planet to dwarf planet in physics, the discovery of graphene in chemistry, and the gene sequencing of Ebola which is currently an epidemic in West Africa.

Fine Arts: Formative assessment tools; on going reflections to determine strength and weaknesses in the curriculum. Using this information to gauge student interest and issues and pull information in the curriculum

Acquiring material

[G09.Algebra2.B1.1.Ilho](#)

<Bo> Algebra 1 class: Assignment document for term 1, term 2 and term 3.

[G07.Algebra1.B1.1.Bo](#)

[English Department Meeting Minutes](#)

PE- [Assignments](#)

Fine Arts: [see assignments](#)

World Language - [Level tests](#)

<http://www.chineseculture.net>

2) <http://geneva-eval.blogspot.kr/2011/03/chinese-evaluation-network-founder-to.html>

3) <http://ncic.re.kr/>

[Link to Science Folder](#)

Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

Findings	Supporting Evidence
<p>Summarizing Paragraph:</p> <p>All subjects at CDS are specifically oriented to a predefined US state or national standard. For the English, Math, and Social Studies departments, this includes the Common Core objectives. State education chiefs and governors in 48 US states came together to develop this Common Core. It is a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. The standards are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce.</p> <p>Other departments such as World Languages, Science, Social Studies, Fine Arts, and PE use standards developed by both US federal and state educational boards as well as those being incorporated in the Korean education system.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>English - Curriculum follows standards provided every year in the CDS Yearly Plan, which are based on Common Core standards. For each class, teachers state what standards will be covered to ensure that all standards will be met within the course of a year. Standards for each class are included in the Assignment Packets handed out to the students at the beginning of each term.</p> <p>World Languages - We use California World Language Standards (2009) and the Standards of the Korean Ministry of Education.</p> <p>Science - The standards for science are based on the “Science Content Standards for California Public Schools” published by the California Department of Education. For AP courses, the standards are taken directly from the College Board website relevant to each class.</p> <p>Math - Common Core Standards is used for K - 10th grade. List of topics to be covered that is outlined in the College Board’s AP course description is used for AP classes.</p>	<p>English - CDS Yearly Plan, Assignment packets</p> <p>Math - CDS Math Standards CDS Math Standards Full Deck 2014</p> <p>World Language - CDS World language framework</p> <p>http://ncic.kice.re.kr/nation.inventory.degree.court.do?degreeCode=1010</p> <p>Social Studies - CDS Social Studies Standards & Yearly Plan</p> <p>Fine Arts: assignments folder</p> <p>PE- Assignments Standards</p>

Social Studies - CDS has created its Social Studies standards based on an amalgamation of the Common Core, Californian and Korean National Standards. The Korean standards are in place to ensure that students of Korean nationality gain sufficient education to be accredited by the Korean board of education. The standards were developed in 2012 and updated on a yearly basis where it was deemed necessary. The standards are published on the school intranet and available to all teachers. In addition to the complete list of standards the standards are also broken down by grade so that the flow is integrated across grade levels.

Fine Arts- National Standards, Illinois State Standards. Standards are addressed and listed in Assignments

PE- Lesson plans are based on Illinois and Michigan PE Standards, as well as NASPE. The standards posted on the PE Weebly website. The standards inherently cover all grade levels.

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
At present CDS only offers a single outsourced course. This is Health and Wellness and is a graduation requirement. The course is provided by University Lincoln-Nebraska High School and is accredited by both Nebraska Department of Education since 1967 and AdvancEd since 1978. As this is the first year of its use there has been no data collected about its effectiveness	UNHS Accreditation Information

Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global education concepts, perspectives, and issues are embedded within the curricular areas.

Prompt: *Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.*

Findings	Supporting Evidence
For various departments, the global perspective and issues are embedded within the curriculum. For instance, the English department chooses texts to cover a wide range of social issues and perspectives. The Science department has an ongoing discussion regarding global issues such as global warming and acid rain. Also, while teaching statistics, Math department collects and analyze data from current events. The Social Studies department teaches the importance of viewing historical and global issues from various perspectives to get a better picture of how these affect us today. They incorporate primary and secondary sources in order to provide different voices and	English - Winter Writing Contest (High School) Winter Writing Contest (Middle School) Math - World Language - Textbook, Assignments (Standards)

perspectives throughout the course of history and to analyze how the events from the past affect us today. For PE class, written work assignments are related to global issues such as ‘Wrestling Banned from Olympics Games’ for students to explore and analyze.

Comments specific to departments that lead to the summary

The Social Studies department teaches the importance of viewing historical and global issues from various perspectives to get a better picture of how these affect us today. They incorporate primary and secondary sources in order to provide different voices and perspectives throughout the course of history and to analyze how the events from the past affect us today. In economics, various topical issues are debated from different worldview points. For instance, the class will engage a debate on development indicators and discuss why an indicator developed from the perspective from a developed country may not work for developing countries. In the PE department, written work assignments relate to global issues such as “Wrestling Banned from Olympics Games” and “ESports” for students to explore and analyze. Also the games from foreign countries are explored as well as sports physics and sports science are perused. English - Texts are chosen to cover a wide range of social issues and perspectives. These issues are discussed in Socratic seminars, where students are encouraged to come up with their own questions and answer them together in class.

World Language - Learning a foreign language requires global understanding of cultural aspects. Students are exposed to learn diversity among the countries that speak the foreign language. Students are given the opportunity to travel to different countries in order to learn more about the language and culture. There are several websites in Spanish that cover cultural topics. We teachers share this information with the students, and ask them to use them outside of the classroom for their projects.

http://www.donquijote.org/culture/spain/index_es.asp
<http://www.accioncultural.es/>

Science - We highlight how science in the real world often tries to tackle problems on a global scale, such as global warming and acid rain. We also discuss how global collaborations are set up to tackle some of these problems (e.g. The Kyoto Protocol). There is also a great deal of international projects such as the International Space Station and Biosphere II which are covered in class.

Math - Problem solving questions that include real-life situations

<ilho> Problems placed in real-life context are presented and

http://www.donquijote.org/culture/spain/index_es.asp

<http://www.accioncultural.es/>

<ilho> Assignment document for term 3 includes summary for the term project, long term financial planning. G10.Algebra2.

<name> Problems involving real-life situations are included in lesson presentations. G09.Algebra2.B1.3.Ilho

<Ana> Magazines, Movies with Activities, Research Study and Projects:

AP Statistics:

[APStatistics.Articles and Videos,](#)

[APStatistics.MoneyBall and JoyOfStats Movies with Worksheets,](#)

[APStatistics.ProjectRubric.Term2,](#)

[APStatistics.Assignment_Term2,](#)

[APStatistics.Assignment_Term3](#)

AP

Calculus: [APCalculusBC.MoviesExample,](#)
[APCalculusBC.Extrema](#)

[RealLifeApplicationLesson,](#)

[APCalculusBC.Related Rates-](#)

[RealLifeApplicationLessonExample,](#)

[APCalculusBC.Term2ProjectRubricSample,](#)

<p>solved by students. For instance, students in 9th grade Algebra 2 class will create a long term financial plan based on exponential function knowledge.</p> <p><Ana> Incorporate research study material (2014-2015)</p> <p><Sohee> Research Project, Fibonacci Numbers (2014-2015, College Math, Term 1 Project)</p> <p>Social Studies - The middle school history teacher looked at industrialization from different perspectives (Child Labor wrong vs. what happens if we don't use it?). The high school World History teachers teach the importance of viewing historical and global issues from various perspectives to get a better picture of how these affect us today. They incorporate primary and secondary sources in order to provide different voices and perspectives throughout the course of history and to analyze how the events from the past affect us today. In psychology we work to understand how various cultures and individual backgrounds affect human behavior and worldview. The preschool is comparing and contrasting where their families are from and what sort of similarities and differences students and teachers have because of these cultural backgrounds. In US History, the curriculum stresses the importance of incorporating multicultural perspectives when evaluating primary sources. In economics, various topical issues are debated from different worldview points. For instance, the class will engage a debate on development indicators and discuss why an indicator developed from the perspective from a developed country may not work for developing countries.</p> <p>Fine Arts- Integrating current issues or events into the curriculum; structuring lessons that focus on these issues. Teaching from a variety of historical or social perspectives.</p> <p>PE-Written work assignments such as "Wrestling Banned from Olympics Games," "ESports," and other sports issues around the world are assigned. Games from foreign countries are explored. Sports physics, and sports science are also perused.</p>	<p>APCalculusBC.Term2Projects</p> <p><Sohee></p> <p>G12.CollegeMath.B1.3. Sohee (2014-2015, College Math Term 1 Project, Golden Ratio]</p> <p>Research Project College Math</p> <p><Bo> Example of Real world problem project</p> <p>G07.Algebra1.B1.3.Bo</p> <p>PE- Assignments</p> <p>Fine Arts- Assignments Student Work</p> <p>Social Studies Evidence</p>
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Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Summary:	

<p>Our findings indicate that curriculum is consistent through assignments, all skills covered in lessons are written into the assignments, and that lesson materials are prepared so that relevant skills will be approached in class. This system is checked by supervisors that evaluate whether or not congruence is actually taking place.</p> <p><u>Comments specific to departments that lead to the summary</u></p>	
<p>Math - <ilho> Starting this year, each assessment will outline items from the CDS math standards on which students are assessed so the topics that are taught are consistent with the curriculum that is described in assignment documents. For more subjective parts of curriculum, such as instructional methodologies, I rely on supervisor's class evaluations, which take their places two to three times a year, to check congruence my lesson along with many other criteria.</p> <p><Ana> Standards are aligned with College Board standards for AP courses, students practice on past AP Exams and take a Cumulative Assessment on Term 1 and 2 that aligns every question to the standards</p> <p><Kelly> Students are given skills chart each term which aligns with standards. Students can self reflect their understanding of the materials and rank from understanding to mastery, not sure, and do not know after each lesson.</p> <p><Sohee> Skills and concepts are listed in accordance with the daily lesson overview.</p>	<p><ilho> The documentation for the alignment between assessment problems and curriculum standards. G09.Algebra2.B1.4.Ilho</p> <p><Ana> <i>AP Statistics:</i> APStatistics.Curriculum Congruency, APStatistics.MidYearExam-Alignment</p> <p><i>APCalculusBC:</i> APCalculusBC.CurriculumCongruency, APCalculusBC.MidYearExam-Alignment</p> <p><Kelly> Skills chart is provided with terms' assignment packets. G05.B1.4, G06.Prealgebra.B1.4, G08.Geometry.B1.4</p> <p><Sohee> Daily lesson overview in term assignments. G10.Precalculus.B1.4.Sohee (2014-2015, Precalculus Term 3 Assignment) Precalculus Term 3 Assignment</p>
<p>PE- The skills taught are sport specific. The skills are taught in drills and activities and then applied in game situations.</p>	<p>PE - Assignments</p>
<p>Social Studies - We ensure that our curriculum is consistent through assignments, which detail the lessons we will teach for the entire term and the standards that they will cover, and yearly plans that show the categories of assessments and how the students will be assessed in each category. This is done</p>	<p>Social Studies Evidence</p>

from our First Program all the way to our High School.	
Science - Each teacher submits a detailed assignment which contains a list of standards as well as day by day plan of how and when each standard is implemented. Lesson materials such as note and presentations will be submitted to show exactly how the skills are being approached in class.	Science Evidence
World Languages - All the skills covered in our lessons are written in the assignments, so both teachers and students are aware of them. We teachers include in our daily assignment exercises and activities that support all skills. Our textbooks are linked to an interactive website that has a wide variety of learning modules and devices.	www.classzone.com
<p>Fine Arts- This is ensured by developing a clear and consistent Assignment packet and making sure you keep to it.</p> <p>Summary: Our findings indicate that curriculum is consistent through assignments, all skills covered in lessons are written into the assignments, and that lesson materials are prepared so that relevant skills will be approached in class. This system is checked by supervisors that evaluate whether or not congruence is actually taking place.</p>	Fine Arts: Assignments folder

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Summary</p> <p>All departments have implemented a standards-based curriculum and have used various methods to engage the students. In all departments, curriculum objectives have been reflected in student work based on the teacher's term assignments and lessons. In Fine Arts, engagement and meeting of the standards have been achieved through lessons that promote teamwork and collaboration. In PE, kinesthetic and tactile activities promote learning while students are participating in fun activities. In the science department, giving students choices in choosing research topic has been one of the ways to promote student engagement while adhering to standards. In English, World Language,</p>	<p>In Drama, students are showing teamwork / collaboration skills in a variety of ways. SEE: drama video</p>

<p>Mathematics and the Social Sciences, project-based learning has been utilized to promote engagement and learning. Overall, supporting evidence indicates that various methods of student engagement have been used to teach the standards effectively.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>Fine Arts: Documenting student work and presenting tangible evidence of students meeting these standards.</p>	
<p>Social Studies: Curriculum objectives are reflected in student work based on the teacher's term assignments and lessons, which are designed to cover the objectives, and the assessments of the student work, which are graded based on their success in achieving those objectives.</p>	<p>Social Studies Evidence</p>
<p>PE: Kinesthetic and tactile activities. Students are engaged in lessons and should enjoy learning the skills.</p>	<p>PE: Assignments</p>
<p>World Languages: Students' work is related to each skill and matches the topics of each unit. During each term we teachers chose a topic that students are learning and design some lessons where students are dedicated to plan, create and expose either leaflets, posters or any other creative project on their own.</p>	<p>Oral presentation, projects, and even homework are reflected.</p> <p>http://english.cntv.cn/learnchinese/ http://www.accioncultural.es/ http://www.bbc.co.uk/languages/spanish/ http://www.cervantes.es/default.htm</p>
<p>English: Student assignments are tailored to the objectives of each class. Assignment packets outline which standards will be covered in each task.</p>	<p>Copies of student essays and projects</p>
<p>Math: <ilho> Project work from previous years will demonstrate the reflections. <Kelly> Chapter Quiz/Test or Project <Sohee> Term project <Ana> Term Projects throughout the year and a Final Year Project for 2014-2015</p>	<p><ilho> Project work from calculus class. G11.Calculus.B1.5.Ilho <Sohee> Term project posters & videos G12.CollegeMath.B1.5. Sohee (2014-2015, College Math Term 1 Project) Project</p>

	<p><Ana> <i>AP Statistics:</i> PStatistics.JunkFoodV SExcercisingToBeHap py- InvestigatingRelations hipProject, APStatistics.PriceVSBa tteryLife- InvestigatingRelations hipProject, APStatistics.SleepDepr ivationReport, APStatistics.VideoGam es <i>AP CalculusBC:</i> APCalculusBC.AShape OfACanProject, APCalculusBC.BCLang uage-VideoProject, APCalculusBC.Calculus Jokes, APCalculusBC.Student sTeachHowToSaveThe Rainbow-Project, APCalculusBC.Student sTeachTheClass- PreciseDefinitionOfAL imit, APCalculusBC.Term2. Projects <Kelly> Term quizzes/tests or project G05.B1.5; G06.Prealgebra.B1.5; G08.Geometry.B1.5 <Bo> Term Final G07.Algebra1.B1.5.Bo</p>
<p>Science: All of the standards being tested are stated on each assignment packet created for the school term/year. Students are also allowed to choose topics that interest them to conduct research on topics of their choice</p> <p>In the First Program, lessons are created based on the curriculum and we state the curriculum objectives on student handouts in student-friendly language. The FP also have student portfolios available so the students and parents can review which</p>	<p>Science Evidence</p>

objectives match what activities or tasks.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *What has been learned about the accessibility of a rigorous, relevant and coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.*

Findings	Supporting Evidence
<p>Summary</p> <p>In each term Common Core standards are implemented in the course materials so that students are able to improve their skills in those standards. The entire term is planned out in advance and most classes have websites through which students are able to access course information and materials online (for a few cases, a class website is still in the process of being implemented). This includes the Assignment, the Dalton Plan equivalent of a syllabus, which extends to the level of outlining the content of each daily lesson and homework, and also covers how the course will be assessed, including rubrics and a detailed breakdown of grading categories. This document is available from the beginning of the term, and students and their parents can access it at any time. They can also use this as a resource to look ahead and preview upcoming classes. Students have access to individual teachers' websites, which may include additional resources, and other important information. Teachers are also available during lab, which allows students the opportunity to immerse in the content and to gain clarity on both assignments and curriculum. In addition, the middle school and high school have implemented third-party course management system Powerschool, in which grades are entered and made available to both students and parents.</p> <p><u>Comments specific to departments that lead to the summary</u></p>	<p>Fine Arts: assignments folder</p> <p>PE website</p> <p>High School Class Websites (Click "Class Websites")</p> <p>Assignments on CDS High School Website</p> <p>English Evidence</p>

<p>Fine Arts: PowerSchool, CDS Weebly sites, Assignments</p> <p>Social Studies: Curriculum objectives are reflected in student work based on the teacher's term assignments and lessons, which are designed to cover the objectives, and the assessments of the student work, which are graded based on their success in achieving those objectives.</p> <p>PE: PE Weebly Website</p> <p>Science:</p> <p>World Languages:</p> <p>Leadership:</p> <p>English: Assignment packets are distributed to all students at the beginning of the term. They are also available online. Teachers input assignments and due dates into Powerschool at the beginning of each term. Some classes also have class websites.</p> <p>In the First Program, each grade level teacher has a class website that shares information regarding the curriculum. The FP does not utilize Powerschool.</p> <p>Math:</p> <p>IT:</p>	
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Acceptable Student Achievement

Indicator: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

Prompt: *What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?*

Findings	Supporting Evidence
<p>Summary</p> <p>Cheongna Dalton School uses US Common Core State Standards to guide curriculum planning and assessment for non-AP courses. Specific Common Core standards are identified and emphasized in course planning for each term, and they are made available in the Assignment. Assessments are designed to engage the skills in focus for that term and evaluate the students' abilities in each area. The exams and rubrics for each class are made available online, and samples of student work are saved for WASC purposes. These samples, along with the requirements of the assignments that prompted them and the grades received, can be reviewed as evidence of the assessments performed and student progress in the relevant standards across academic years.</p>	<p>English Evidence</p> <p>Copies of exams, grading rubrics</p>

Comments specific to departments that lead to the summary

Social Studies - Answer: Teachers use rubrics, and California standards to inform their assessment. We also use the student handbook to help us define acceptable student achievement.

Also lessons are built with the goal of achieving certain standards. The students grade on those assignments then reflect how successful that student was in achieving those standards.

English - Student performance is reflected in their grades. Grading rubrics differ for each class but usually cover essay writing, literary analysis, and vocabulary. Each term counts for 20% of the final grade. Exams or final projects are assigned in terms 2 and 5.

Fine Arts - Acceptable student achievement can be measured as it is defined in the rubric. Teachers and students can be reference standards.

Math - <ilho> There is no dept-wide defined performance indicator but for Alg 2 and AP Calc AB classes summative assessments such as quizzes, exams, and projects are used to measure acceptable student achievement and improvement. Students' performance on those assessments above certain level, for example above B- grade, is an indicator of achievement. For AP classes, students' satisfactory AP exam scores (4 or 5) are considered acceptable performance indicators.

<Ana> Defined performance indicator of the AP classes are cumulative assessments, such as the Term1 &2 Mid-Year Exam, designed in AP format and term projects. In addition students performance on ongoing quizzes and chapter tests that are graded with AP scoring rubric. Satisfactory AP Exam Scores is 4-5 and evidence will be provided after the AP exams in May.

P.E. - Performance rubrics help assess proper form of skills. Evidence of achievement is displayed at the end of the unit when all learned skills are applied to game situations via authentic assessment by the teacher.

Science - At the beginning of each term, every student receives an assignment packet which indicates the acceptable level of achievement they much achieve by the end of the term. The degree to which students meet these performance indicators is measured via assessments throughout the course of the term.

Fine Arts: [assignments folder](#)

<ilho> Year-long student's quiz results.
[G09.Algebra2.B1.7.Ilho](#)
 ; G11-
 12.APCalcAb.B1.7.Ilho
 AP Calculus AB exam scores (To be provided by the end of May, 2015)
 <Ana>
AP Statistics:
[APStatistics.Assement+ScoringRubric_+StudentSampleWork](#),
[APStatistics.ChapterAssessment-](#)
[APExamFormat](#),
[APStatistics.Mid-YearExam-](#)
[APExamFormat](#),
[APStatistics.POPQuiz-AssessHomework](#)
AP CalculusBC:
[APCalculusBC,MidYearExam-](#)
[APExamFormat](#),
[APCalculusBC.PopQuiz-AssessHomework](#)

PE3 [Assignments](#)

World Languages - Answer: The school measures student achievement and improvement based on improvement of the California Standards. For example, for projects and presentations, students are given rubrics reflecting what they are expected to achieve. Teachers follow each student progress throughout each term and may vary the assignment accordingly.

1) http://www.lindholm-leary.com/present&handout/CARLA_ChinImmOct08_4web.pdf

2) <http://flats.byu.edu>

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.*

Findings	Supporting Evidence
<p>Summary</p> <p>Though interdisciplinary teaching is the goal of all departments, not all have been able to successfully implement it to date. English, Math, World Language, Social Sciences and PE have all discussed integration among disciplines in the future but no concrete curriculum has been designed as of yet. Of the two departments that have integrated among disciplines, Fine Arts has successfully achieved this goal by executing lessons that reference global, contemporary or historical issues. The Science Department has included projects such as designing posters to boost their art skills and applying real life examples in physics based on equations they have learnt in mathematics.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>Fine Arts- Acceptable student achievement can be measured as it is defined in the rubric. Executing lessons reference/address global, contemporary or historical issues.</p> <p>English : At this time this has not been discussed</p>	<p>(description and reference here, upload copy to evidence folder): See 3rd/4th Visual Arts Assignment</p> <p>(evidence to follow)</p> <p><ilho> To be provided once the initiative is documented.</p> <p><Kelly> One temple out of three of students' work is preserved. (2011-2012, Grade 5)</p> <p><Kelly> Project information. (2013-2014, Grade 5)</p> <p>G05.B1.8</p>

Math : <ilho> None at this point for Alg 2 and AP Calc AB classes. There is a plan for the initiative with the science department, but no documentation yet.

<Kelly> Integrated Social Studies Roman Empire unit to design temples in Math Ratio unit. (Grade 5)

<Kelly> Integrated Social Studies Egypt unit to design pyramids and ziggurats to find surface area and volume in Math. (2013-2014, Grade 5)

Science : The curriculums are designed so that there is a lot of interdisciplinary focus. Examples include designing posters to boost their art skills, applying real life examples in physics based on equations they have learnt in mathematics, to the etymology of words increasing the students' knowledge of language.

Social studies : We maintain the same reading and writing standards are held in English department. Currently, there is no forum available to in the middle and high school for cross curriculum integration. This is something we would hope to improve in the future. In the first program, the classroom teacher integrates multiple subjects into each lesson. The teacher may be teaching a new writing concept and have them practice it by writing about something they are working on in social studies.

PE : Math curriculum could be incorporated into PE classes by scorekeeping, problem solving, etc. Reading curriculum could be incorporated by performing some skills read in books (e.g. Dr. Seuss). Health games with model vegetables could be included in chasing games. Reading autobiographies of Michael Jordan or other famous athletes. Sports physics discussed in class. Students make a sports newspaper.

World languages : Teachers discuss student discipline in division meetings. Within our department we make links to other subjects by including cross-curricular aspects and topics.

Evidence: [Assignments](#)

Minutes from each division
[HS](#), [MS](#), [FP](#)

Curricular Review, Revision, and Evaluation

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Supporting Evidence
<p>Summary</p> <p>All departments have implemented processes that review, revise and evaluate curriculum. At the beginning of each term, all teachers are required to submit term assignments which then undergo peer review. The Assignments discuss the scope of curriculum, formative and summative evaluation methods, and alignment of curriculum to the standards. The grading procedures, including grading rubrics and scheduled class work for each class, are formatted into term-based assignment packets which are made available to students and parents online, for the sake of academic transparency. Additionally, student feedback is incorporated through teacher evaluations, which helps teachers to modify, when necessary, the following term's curriculum. Throughout the term, teachers attend weekly departmental meetings to discuss ways to improve the execution of the curriculum and provide constructive feedback for mutual benefit.</p> <p>The curriculum follows standards outlined in the CDS Yearly Plan. Every teacher uses the appropriate resources relevant to their classes based on their own teaching experiences, recommendations from other teachers, and reading lists recommended by other educational institutions. Most departments rely on a set of pre-determined standards, either taken directly from, or modified from, the California standards. In the case of Social Studies, teachers in the Social Studies department develop their curriculum using standards set by the AP College Board and the Korean Ministry of Education, as well as the California standards. The curriculum is peer reviewed in department meetings held just before the beginning of the school year and term-based assignment packets are also reviewed before the beginning of each term.</p> <p><u>Comments specific to departments that lead to the summary</u></p>	<p>Fine Arts: assignments folder</p> <p>ESLR evaluation of assignments 2013-14</p> <p>Sample End of year reflections</p>

Fine Arts: Departmental meetings; providing feedback and critiques of peer work. In preparing multiple Assignments a year, teachers have the opportunity to re-evaluate and modify curriculum.	
Social Studies: At the beginning of each term, high school teachers meet to engage in peer review of curriculums. They discuss the scope of curriculum, formative and summative evaluation methods, and alignment of curriculum to the standards. Additionally, student feedback is incorporated through teacher evaluation at the end of term to modify, when needed, the following term's curriculum. The first program has a time where teachers observe each other's lessons and then take time to compare teaching techniques, give constructive criticism and potentially learn some new teaching strategies from other teachers.	ESLR evaluation of 2014-15 assignments
PE: Sports change. Rules change. We keep up to date with the changes. We ask ourselves are the students being successful. Are the majority understanding? We compare to other teaching strategies and discuss with other teachers.	PE: Assignments
World Languages: All the teachers have access to assignments and we share contents and standards. In the World Language Department, we read and reflect other teachers' assignments. Then, we give feedback and comments to revise or improve them by levels. Also, we modify them throughout the year.	See Assignments
English: Curriculums are peer reviewed in department meetings before the beginning of the term.	English Department Meeting Minutes
Math: In the beginning of every term, math department faculty members have assignment peer-review meeting. That's five times a year. In the beginning of this academic year, the flow of math department standards was reviewed and revised. Some new courses' standards were added as well. Other part of curriculum, such as instruction methodologies, is reviewed by supervisor two to three times a year, and the results is discussed to make any necessary revision.	Meeting minutes of assignment peer-review meeting and standards flow checking meeting. MathDept.B1.9.IIho: Math Department Minutes January 21,2015 and Math Department Minutes August 21,2015
Science: Each curriculum is first reviewed by fellow teachers for suggestions and improvements. After changes have been made and finalized they are then reviewed again by the department. Each teacher also observes fellow teachers for constructive feedback for mutual benefit. There is also teacher evaluation forms that are given to the students to monitor performance and classroom environment.	Science Evidence

Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Findings	Supporting Evidence
<p>Summary</p> <p>Each department has its own meeting regularly to assess standards, collaborate, and discuss and improve teaching strategies. Some of the departments use the shared folder on Google Drive, in which teachers can share lesson plans, ideas, and items of interest. At meetings, teachers share strategies and report on how effective these methods are when put into practice in the classroom. Teachers also meet to engage in peer review of term assignments. Peer-observations between teachers provide crucial feedback necessary for self-correction and improvement. Various departments also cooperate across grade levels to host school-wide projects and initiatives. For instance, the science department worked together to plan, direct, and host the annual science fair. Also, the high school social studies department worked collaboratively to host a public speech contest for their students.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>Fine Arts: Department meetings offer an opportunity for teachers to communicate ideas within or about the curriculum. Peer observations.</p> <p>Social Studies: The social studies department meets weekly to assess standards, collaborate, and discuss and improve teaching strategies. In the first program, teachers communicate about what each class is learning. If there is a way that more than one class can come together and work on project across the grade levels, they take advantage of it. The pre-kindergarten and kindergarten classes come together about once a day to work on skills that both classes are learning. In high school, one of our many goals is to design ways to work on projects that are across grades levels.</p> <p>PE: We discuss the activities that we use and share different game ideas on an almost daily basis.</p> <p>Science: The science teachers are all working together to host</p>	<p>Fine Arts: Attending meeting..see attached photo</p> <p>Social Studies: PE: Meeting Minutes Fine Arts: meeting minutes</p> <p>Science: World Languages: World Language meeting</p> <p>English: English Department Meeting Minutes CDS English Department Professional Development Facebook Page Peer Observation Results</p> <p>Math: Shared experiences are often anecdotal and not formally recorded. Peer-observation record. All peer observations: Peer Observation Responses</p>

the annual CDS science fair which will take place November 28th. We have also created a CDS science shared folder on google drive, where teachers can share lesson plans, ideas, and items of interest. We also use a single lab rubric for the entire department for consistency.

World Languages: Each language has weekly meetings in order to share resources and different strategies to implement our performance. Also, the whole department gets together to discuss issues and improvements.

English: Weekly department meetings give teachers an opportunity to collaborate. Teachers share ideas and strategies and report on how effective these methods are when put into practice in the classroom. Within the high school, each teacher was provided with assignments from previous years and reflections from previous teachers.

Math: Department meeting is held regularly, and lessons learned from instructional experience are shared. There will be peer-observations between teachers in the future.

Accessibility of all Students to Curriculum

Indicator: All students have accessibility to a challenging, relevant, and coherent curriculum.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
<p>Summary</p> <p>In each term Common Core standards are implemented in the course materials so that students are able to improve their skills in those standards. The entire term is planned out in advance and most classes have websites through which students are able to access course information and materials online (for a few cases, a class website is still in the process of being implemented). This includes the Assignment, the Dalton Plan equivalent of a syllabus, which extends to the level of outlining the content of each daily lesson and homework, and also covers how the course will be assessed, including rubrics and a detailed breakdown of grading categories. This document is available from the beginning of the term, and students and their parents can access it at any time. They can also use this as a resource to look ahead</p>	<p>Fine Arts: assignments folder</p> <p>Social Studies: PE: PE Weebly Website / Assignments</p> <p>Science:</p> <p>World Languages: Assignments</p> <p>English: Website URLs</p> <p>Math: <ilho> cdsalgtwo2014.weebly.com; cdsapcalcab2014.weebly.com</p>

and preview upcoming classes. Students have access to individual teachers' websites, which may include additional resources, and other important information. Teachers are also available during lab, which allows students the opportunity to immerse themselves in the content and to gain clarity on both assignments and curriculum.

Comments specific to departments that lead to the summary

Fine Arts: PowerSchool, CDS Weebly sites, Assignments

Social Studies: Students have access to main school website and individual teachers' website which includes assignments, assessments and other important information. Through teachers' website, not only students but also parents could check class announcement and homework. Teacher are also available during lab which allows students the opportunity immerse themselves in the content and to gain clarity on both assignments and curriculum.

PE: PE Weebly Website

Science: On the first day of a new term, a hard copy of the assignment is handed to the students. All of the assignments are also available on the school's website. The entire term is planned out in advance so that if anybody misses a class they can see what material they have missed and catch up. They can also use this as a resource to look ahead and preview for upcoming classes.

For the First Program, information related to the curriculum are posted on the class website.

World Languages: All the assignments are posted in our school website and also we distribute them at the beginning of each term. Throughout the year, we apply each Standards that we chose into each term so that students are able to improve their skills depending on different Standards.

English: Assignment packets are distributed to all students at the beginning of the term. They are also available online. Teachers input assignments and due dates into Powerschool at the beginning of each term. Some classes also have class websites.

In the First Program, each grade level teacher has a class website that shares information regarding the curriculum. The FP does not utilize Powerschool

Math: <ilho> Students have access to class web for Algebra 2 and AP Calculus AB classes, and they contain all materials used

y.com
<Kelly>
<http://mschomath.weebly.com/>
<Ana> CDS School website
<http://cdshighschool.weebly.com/>

<ilho> Class websites.
<http://cdsalgtwo2014.weebly.com/>;
cdsapcalcab2014.weebly.com
<Kelly>
<http://mschomath.weebly.com/>

and discussed during a class. For people with special needs, such as physical disability, we are currently not well equipped with to provide sufficient accessibility.

<Kelly> Students can access class webpage for few soft-copies of the class materials as well as the assignment packets. There is a homework page that divides into each week where students can ask questions. Accessible to students who missed class as well. (2014-2015, Grades 5, 6, and 8)

<Ana> Students have access to all high school assignments, curriculum and standards on the CDS website and class website.

<Sohee> Class website

<Ana> CDS School website

<http://cdshighschool.weebly.com/>, Class website:<http://msanasokoli.weebly.com/>

<Sohee>

<http://cdsmshan20142015.weebly.com>

<Bo> Algebra 1 :

<http://mskimdaltonschool.weebly.com>

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Prompt: *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Supporting Evidence
<p>Summary</p> <p>Curriculum follows standards outlined in the CDS Yearly Plan. Every teacher uses the appropriate resources relevant to their class based on their own teaching experiences, recommendations from other teachers, reading lists recommended by other educational institutions, etc. For Social Studies, teachers in the Social Studies department develop their curriculum using standards set by the AP College Board and the Korean Ministry of Education as well as the California standards. The curriculum is peer evaluated in department meetings held just before the beginning of the school year.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>Fine Arts: Assignments are reviewed/handed in once per term</p> <p>Social Studies: Teachers in the social studies department develop their curriculum using standards set by the AP collegeboard, Korean Ministry of Education as well as the California standards.</p> <p>PE: We decide what sports skills are important for students to</p>	<p>Fine Arts: assignments folder</p> <p>Social Studies: PE: Yearly Plan</p> <p>Science Evidence</p> <p>World Languages: Assignments and California Standards.</p> <p>English:</p> <p>Math: <ilho> CDS Math Standards MathDept.B1.12</p> <p><Kelly> Math course map outline (soon)</p>

learn. We look at what equipment is available. We teach skills that help students be successful in KISAC, the athletics league that we participate in. Evaluated every year in the fall.

Science: The science department curriculum are designed around a set of standards approved by the science department. First program standards are based around the New York state standards, middle and high are based around school around California state standards, while AP course curriculum are based around standards set by the college board.

World Languages: Assignments are created according to the number of students in each group, the numbers of school days and the level of students. Each department requires every teacher to create assignments that are closely reflected to the California Standards. Curriculum is evaluated at the beginning and end of each term.

English: Curriculum must follow standards outlined in the CDS Yearly Plan. Texts are chosen based on appropriate reading levels based on Common Core standards; every teacher uses the appropriate resources relevant to their class (based on their own teaching experiences, recommendations from other teachers, reading lists recommended by other educational institutions, etc). Curriculum is peer evaluated in department meetings held just before the beginning of the school year.

Math: <ilho> Standards are created based on widely accepted standards such as common core standards and College Board listed topic list so the curriculum has least systematical coherency in terms of standards, but as a department there is no shared policy set among the members to ensure uniformity in rigor and relevance.
<Kelly> After 5th graders' general mathematics, our 6th graders do an unusual jump to Pre-Algebra where it's rigorous and challenging to successfully move forward in the later years of math courses (high school) in CDS.

<ilho> CDS Math Standards
[MathDept.B1.12.Ilho](#)

Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
As mentioned above the school has only 1 outsourced curriculum that of Health and Wellness. Before its selection a significant amount of research was done regarding alternatives	

and into the curriculum and provider to ensure it maintained the integrity of the overall CDS curriculum.	
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Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

B2. How Students Learn Criterion

Students are taught using established, research-based teaching methods and teaching tools well suited for the respective areas of learning. Teachers use suitable and research current trends in academic techniques and strategies by reading journals and articles related to their respective field. Various teaching tools are incorporated into daily teaching. Students are allowed to work in both small and large groups to enhance peer learning and encourage a more collaborative learning environment. Teachers use different forms of formative assessments to evaluate material taught. Student progress is measured based on different types of assessments such as: quizzes, term exams, term projects, homework assignments, discussions and observations.

Teachers work closely with the administration to meet students' needs. Weekly divisional meetings are held to discuss ways to help students use available resources and to make a collaborative effort to help struggling students. During departmental meetings, teachers are able to share ideas, have a more targeted and intensive response to student needs and work closely to review term assignments. This collaborative environment allows teachers to share ideas and resources across the department.

Research-based Knowledge

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
Summary	Social Studies- Social Studies Evidence of Student Work
In the core subjects, teachers research current trends in academic techniques and strategies by reading journals and articles related	

to their field. For example, Social Studies practices project based learning which allows for student guided learning and fosters student understanding of the course content. In the fine arts and world language courses, teachers focus on modern themes and practical studies. For instance, in world languages students are learning conversational speaking skills and in music students learn pieces from contemporary artists.

Comments specific to departments that lead to the summary

MATH:

<Ana> Current research studies results on various fields are incorporated in AP Statistics class for students to see the application and understanding the importance of the concepts they are learning

- Social Studies – We use project based learning in the classroom which allows student guided learning which fosters student understanding of the course content and creates meaningful project
- World Language – Research about the culture such as food, religion, clothes, custom, and traditional festivals
- PE – Teachers read peer-reviewed journals to understand the latest practices. Many resources are available, including books that demonstrate a wide variety of teaching games and activities.
- Science – Teachers research topics ahead of time and we try to keep up to date with new developments in Science related news that can be presented in school.
- Fine Art – Keeping up with contemporary issues or ideas within the field; referencing contemporary musicians, performers, artists, etc.
- English – All members of the English department regularly do independent research to improve their instruction.
- Math – Current research studies are incorporated in AP statistics class for students to see the application and understanding the importance of the concepts they are learning.

<Ana> Readings from journals, magazines, newspapers, videos, websites. [APStatistics. Articles and Videos on Current Statistics Research](#)

[English-](#)

PE- PE8 (picture of book)

World Language-
http://www.chinesehour.com/tools/pinyin_chart/
<http://www.travelchina.guide.com/map/>
<http://personal.colby.edu/~bknelson/SLC/index.php>

Fine Art- Visual Arts 10,11,12 Assignment [assignments folder](#)

Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic

standards and schoolwide learner outcomes, i.e., global competencies.

Prompt: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Summary</p> <p>Teachers utilize a variety of formative assessments both in and outside the classroom, which enable teachers to sufficiently evaluate their students' educational progress. Among the various methods of assessment include: quizzes, term exams, term projects, homework assignments, discussions and observations.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p><ilho> Observation on in-class discussions is the main formative assessment for Alg 2 and AP Calc AB classes but it's not an agreed method across all grades and levels.</p> <p><Kelly> Math Message in the beginning of each class and exit ticket at the end of each lesson to check students' understanding.</p> <p><Sohee> Class assignment is given at the end of each class to check students' understanding.</p> <p><Ana> group work and participation in in-class activities, occasional pop quizzes at the end of the class</p> <ul style="list-style-type: none"> - PE – Learned skills are tested in game situations - Science – We utilize a variety of formative assessments both in and out of the classroom, which enables teachers to sufficiently evaluate their students' educational progress. - Fine Arts – Examining ongoing work - World Language – Quiz, Homework, Tests, Projects - Math – observation on in-class discussions, Math message, exit tickets, class assignments, and group work and participation - English – Teachers use the following formative assessments in their classrooms across grade and level: reflection journals, exit-tickets, do-nows, quickwrites, think-pair shares - Social Studies – We use quizzes, rubrics, portfolios and self-reflection to formatively assess our students 	<p>PE: Assignments (Game with assessment)</p> <p>World Language- http://www.travelchinaguide.com/map/ http://test2011.chinese.cn/onlinelearning/node_22763.htm</p> <p>Social Studies- Evidence of different forms of assessment can be found in the Social Studies evidence folder.</p> <p><ilho> Assignment document explains how students' citizenship is major portion of their grade. G09.Algebra2.B2.2.Ilho <Kelly> Students' work on Math Message and Exit Ticket are on their math notebook. (Math Message - Grades 5, 6, and 8; Exit Ticket - Grades 6 and 8 G05.B2.2; G.06.Prealgebra.B2.2, G.08.Geometry.B2.2 <Sohee> Class assignments uploaded on the class website. http://cdsmshan20142015.weebly.com/term-1-class-assignment.html (2014-2015, Term 1 Precalculus Class</p>

	<p>Assignments) <Ana> APStatistics_Term3 Assignment, APStatistics.BeginningAndEndofClassPOPQuiz</p> <p>English- All teachers should submit examples of formative assessments (Exit tickets, quizzes, do-nows, etc.) Video recordings showing examples of informal “checks for understanding”</p>
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Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt: *Comment on how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
<p>Summary</p> <p>Administrators and teachers meet in weekly meeting to discuss any issues going on within the different departments. Also, every subject area meets once a week to collaborate within the subject area and share ideas. To be intentional about their instruction and the goals that the teachers have for each lesson, teacher complete a term assignment prior to every term. These assignments outline every lesson within that term and the skills/goals that will be addressed with that lesson. These assignments are then reviewed by both administrators and the other teachers within each subject area.</p>	

Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: *Comment on how the school uses ongoing professional development to enhance the*

curriculum and improve learning and teaching.

Findings	Supporting Evidence
<p>Summary</p> <p>Professional development program provides an opportunity to employees to gain and improve knowledge and skills important to their professions and performances. Generally, school provides the chance of attending conferences where teachers and staff from different international schools share ideas, listen to guest speaker, and improve their teaching skills for educational purposes. This conference is called KORCOS, which is organized by International school committee in Korea every year. In addition to this opportunity, each department has its own subject developmental program. For example, there is a weekly meeting for science department where teachers share feedback and input. KIMEA, Global Education Leadership Conference is provided for Art department. Conference of International School Union in Korea and Teaching Learning & Technology Conference for International School Teacher are available for Foreign Language department. IT Department has College Board AP conference. AP psychology teachers from Social Studies Department went to AP psychology conference for a week. The Middle School history teacher attended a professional development conference covering project based learning integration. The preschool teacher attended a workshop on how to integrate music and movement into your lesson plans.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>PE-PD has been applied for and approved by school in some situations.</p> <p>Science-In order to ensure the continuous professional development of our staff we conduct weekly departmental meetings in which all science teachers may share their feedback and input.</p> <p>Fine Art-KIMEA, Global Education Leadership Conference 2014</p> <p>IT-(Powerschool usergroup workshop) AP coordinator: College board AP conference</p> <p>World Language-</p> <p>1) Conference of International School Union in Korea 2) Teaching Learning & Technology Conference for</p>	<p>PE- Assignments (Floorball certificate)</p> <p>World Language-</p> <p>1) ATC-Association of Teaching Chinese 2) http://www.cita-edu.com</p> <p>English- This very document--WASC analysis Agenda of today's events Evidence</p>

<p>International School Teacher</p> <p>Math- KORCOS conference</p> <p>Social Studies- The AP psychology teacher went to an AP psychology conference for week. The Middle School history teacher attended a professional development conference covering project based learning integration. The preschool teacher attended a workshop on how to integrate music and movement into your lesson plans.</p> <p>English- At this point no one in the English department has participated in school sponsored professional development. Although, the WASC process has given each department member the opportunity to reflect on our practice and identify specific areas for improvement.</p>	
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Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.*

Findings	Supporting Evidence
<p>Summary</p> <p>The utilization of varied and challenging instructional methods is necessary to ensure that all students have the opportunity to fully engage in their own learning process. Incorporating teaching strategies that target specific individual interests and then connect them to the broader curriculum is essential to the healthy educational development of all those involved in the classroom.</p> <p>The curriculum at large is held up by general scaffolding which keeps everyone on track and ensures that academic standards are being achieved. The use of textbook materials and traditional lecture-based lessons serve to maintain class progress toward overall academic competence. Such lessons can be enhanced with the use of technology, such as powerpoint presentations, short video clips and even hands-on demonstrations.</p>	<p>Evidence:</p> <p>1) http://www.chinese-tools.com/learn/chinese</p> <p>2) http://www.learnchinese.com/characters/learn-to-write-chinese/</p> <p>3) http://www.learnchinese.com/read-write/traditional/index</p> <p>Evidence:</p> <p><ilho> Assignment document explains the class structure, and an Excel sheet is used to</p>

The concepts presented in these lessons are then reinforced with the use of various individual assignments, which range from simple review questions and summary notes to more individually- tailored homework assignments and term projects.

Such projects present students with the opportunity to take control of their own learning experience, by allowing them to research and investigate topics that they find interesting and exciting. In this way students take responsibility for their own learning and feel a strong sense of achievement which further boosts their desire to learn. It also provides students with the opportunity to prove to their teachers, fellow peers, and themselves, just how much they can achieve.

Group projects are another method of engaging students actively in their own learning experience. Group projects are particularly well suited to those students that may be easily distracted or lack a strong sense of personal motivation. By working in a group, such students receive the support and encouragement they need from their peers to succeed.

Comments specific to departments that lead to the summary

World Language: Translation, Finding references, Reading article in newspapers.

- 1) Writing: Dictation, Composition, Paragraph, Essay
- 2) Speaking: Answer the questions, Presentations
- 3) Listening: Textbook listening practice, multiple choice, answer the questions.

Math: <ilho> Typical lesson is a combination of whole class instruction and group work. Scaffolding is largely used for whole class instruction, and for group work students are grouped together and each student takes specific role for the group. Each student is expected to fulfill the responsibilities of his/her role, and the fulfillment directly affects the student's grade.

<Sohee> Tiered math assessments (2014-2015, Pre-calculus, Grade 10 and 11)

<Ana> The teaching method utilized in the AP Calculus AB and AP Statistics is mostly student learned based through experiments, activities, group work and projects where the teacher's role is that of a facilitator. In addition there is extra material incorporated for each lesson to challenge the students that have mastered their understanding and would like to further investigate the topic at a deeper level and/or would like more practice. .

Science: The science course curriculum involves a broad variety

assign role for each student.

[G09.Algebra2.B2.5.Ilho](#)

<Sohee> Three different leveled class and homework assignments, and quizzes were given: Green, Blue and Black. (2014-2015, Pre-calculus, Grade 10 and 11) [Class Work](#)

G10-

11.Precalculus.B1.1.So hee (2014-2015, Class work)

<http://cdsmshan20142015.weebly.com/term-2-homework.html> (2014-2015, Term 2 Pre-calculus Homework)

G10-

11.Precalculus.B1.1.So hee (2014-2015, Pre-calculus Chapter 6

Quizzes) [Precalculus Term 3 Chapter 6 Quiz \(Black\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Blue\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Green\)](#)

<Ana>The following material was planned for teaching Chapter 6.1.

[investigatingActivities and UsingTechnology, APStatistics.Chapter6ExtraExamples, APStatistics.AFairCoin Activity, APStatistics.CasinoLab Activity](#), AP Exam format practice questions [APStatistics.F RAPPY](#)

of activities which require diverse instructional methods. First, there are purely theoretical classes explaining the foundational ideas and concepts of science which require a more traditional lecture format. These lectures may be supplemented and diversified with the addition of multimedia support and/or simple science demonstrations. Second, there are hands-on experiential classes in which students conduct laboratory exercises and experiments to test the theories they have previously learned.

English: We use pre-assessments which measure multiple intelligences/learning preferences and background knowledge (funds of knowledge). We use the data to tailor our instruction to meet the diverse needs of our students.

-We all provide opportunities for students to demonstrate their learning in a variety of ways:

-Provide students with choices regarding projects and assignments

-We have labs in which students can receive extra support from their teachers

-We communicate with ELL instructors to support students struggling with the English language

-We provide an extension section in our assignment packets for students who want to pursue study beyond the assigned texts.

In the First Program, lessons are differentiated for English Language Learners after identifying the English ability of each student. Once identified, lessons are tailored to meet all students' needs. Students with higher ELL needs are offered different avenues of communication – for example, offering a verbal presentation as opposed to a written one. Students with high ELL needs also spend time with a specialist to help them find success. Each ELL lesson is designed with specific needs mind.

Social Studies: We use multiple teaching methodologies in the classroom to accommodate the differing learning needs of the students, such as Bloom, H. Gardner, J. Dewey, A. Kohn, student-centred learning, etc.

Evidence:

- Student work
- Pre-assessment results
- Email exchanges between support staff and teachers
- Assignment packets
- Term projects which allow students to make choices about demonstrating their competencies.
- Dalton School offers faculty lead, world experience tours to Spain and China as a way of “linking” their experiences to the real world.

Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students

develop a wide range of technological skills.

Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
<p>Summary</p> <p>In order to allow for a more conducive and efficient educational environment, the incorporation of technology in the classroom is essential. Theoretical lecture classes can be enhanced with the inclusion of Powerpoint presentations and short, relevant videos. Homework and term projects require that students utilize programs such as Microsoft word, excel, and Powerpoint in order to accomplish their assignments.</p> <p>Powerpoint presentations save writing time for both teachers and students, and the animation effects on the slides increase the attention level of students by highlighting parts that are being discussed at the moment. Various diagrams and animations that help students to understand a concept are referenced from the Internet.</p> <p>In order to facilitate clear and consistent communication between students and teachers, as well as further educational support, all teachers have their own personal class webpages. Class websites are used for sharing information, storing documents, discussion forums, communication between teachers and students, surveys, quizzes, etc. Students are taught to create and edit documents using word processors, collaborate on projects using Google Drive, and to use search functions to conduct research.</p> <p>Some subjects may use Skype so that students can communicate with other students around the world. Graphing Calculators are also utilized in math classes to investigate various mathematical patterns that emerge from data sets which require repeated calculations with large numbers. Even cell phones (for online surveys, research, etc) are utilized in some classes to enhance the learning experience.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>English: All middle school teachers are required to use class websites. Class websites are used for sharing information, storing documents, discussion forums, communication between teachers and students, surveys, quizzes, etc. Students are taught to create and edit documents using word processors, collaborate</p>	<p><u>English Evidence:</u></p> <ol style="list-style-type: none"> 1) Screenshot (picture)/links of class website 2) Video of class using technology adequately 4) Library sign-out sheet for laptops 5) Collaborative student projects produced using Google Drive 6) Peer edits using Microsoft Word. 7) Recording Skype correspondence <p>Math Evidence:</p> <p><ilho> Lessons slides, diagrams referenced from internet, and project descriptions requiring calculator use. G09.Algebra2.B2.6.Ilho</p> <p><Sohee> Students' term project</p> <p>G10.Algebra2.B2.6, Sohee (2013-2014, Algebra2, Term Project on Graphing Calculator Manual) Verify Operations</p> <p><Ana> AP CalculusBC.PowerPointLesson-Example, APStatistics.OnlineApps.Rossman/Chance, APStatistics.SocialEconomicAndEnvironmental development at localNationalAndGlobalLevels., APStatistics.YoutubeGraphicVideos</p>

on projects using Google Drive, and to use search functions to conduct research. We are planning to use Skype so that students can communicate with other students around the world.

All First Program teachers have class websites. We use various online reading resources to target reading comprehension, at home and at school. The fourth grade utilizes word processing, PowerPoint, and various online resources as research resources. The FP is conscious of implementing more technology into the classroom among all grade levels.

Math: <ilho> Powerpoint slides saves writing time for both teacher and students, and the animation effect on the slides increase the attention level of students because it can highlight parts that is being discussed at the moment. Various diagrams and animations that help students to understand a concept are referenced from Internet. Graphing Calculator is also utilized to investigate various mathematical patterns that emerge from data set which require repeated calculations with large numbers.
<Sohee> Students had a term project based on graphing calculator manual and Desmos (online graphing calculator)
<Ana> Power Point slides are used for most of the lessons and posted on the class website, online graphing calculators are used to give the class tutorials on how to use them, online Apps are used to investigate concepts on AP Statistics, internet is used to watch videos that will expand the students' understanding.

Science: In order to allow for a more conducive and efficient educational environment, the incorporation of technology in the classroom is essential. Theoretical lecture classes can be enhanced with the inclusion of Powerpoint presentations and short, relevant videos. Homework and term projects require that students utilize programs such as Microsoft word, excel, and Powerpoint in order to accomplish their assignments. Also, in order to facilitate clear and consistent communication between students and teachers, as well as further educational support, all teachers have their own personal class webpages.

Social Studies: The social studies department uses laptops, projectors, and cell phones (for online survey, etc) in our classrooms on a daily basis. The preschool frequently uses the projector to help us learn new educational songs and dances.

World Language: Projector, Powerpoint, Chinese/Spanish/Korean Websites, Youtube.

[FP class websites](#)

World Language
Evidence:

- 1) <https://sites.google.com/site/chinesebasiclevel/>
- 2) <http://english.cntv.cn/program/learnchinese/growingwithchinese/>
- 3) <http://www.slideshare.net/shazza08/how-to-use-games-in-the-chinese-classroom>

Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking,

problem solving, knowledge attainment, and application skills.

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
<p>To ensure that the different learning preferences of the students are being addressed, teachers use a variety of instructional strategies to cover the course content and develop the desired skills/standards. These strategies range from traditional lecture-based lessons to more engaging and interactive lessons such as simulations, group discussions, inquiry-based learning, debates, and projects. This provides opportunities for all students to learn in an environment that is suitable to their learning preferences. To further differentiated learning, teachers incorporate technology into the classroom through use of PowerPoints and other presentation software, relevant videos, and student developed projects.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>MATH: <ilho> Problems assigned for group work are mostly multi-step questions or questions requiring answer in sentences. The main purpose of these problems is to require students to use their critical thinking skills and also collaboration skills.</p> <p><Kelly> Class discussions to understand how students think and process to solve.</p> <p><Sohee> Group work is given in class so students can communicate and share their ideas to solve some challenging, multi-step problems.</p> <p><Ana> Students are challenged through group projects, independent studying and research, and teaching new concepts to the classroom</p>	<p><ilho> Lessons slides showing group work prompts. G11-12.APCalcAB.B2.7.Ilho</p> <p><Sohee> Group work G10-11.Precalculus.B2.7.Sohee Class Assignment #2 (6.2) Group Activity</p> <p><Ana></p> <p><i>AP Statistics:</i></p> <p>PStatistics.JunkFoodVSExcercisingToBeHappy</p> <p>InvestigatingRelationshipProject, APStatistics.PriceVSBatteryLife-InvestigatingRelationshipProject, APStatistics.SleepDeprivationReport, APStatistics.VideoGames, APStatistics.IndependentStudy</p> <p><i>AP CalculusBC:</i></p> <p>APCalculusBC.AShapeOfACanProject, APCalculusBC.BCLanguage-VideoProject, APCalculusBC.CalculusJokes, APCalculusBC.StudentsTeachHowToSaveTheRainbow-Project, APCalculusBC.StudentsTeachTheClass-PreciseDefinitionOfALimit, APCalculusBC.Term2.Projects,</p>

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

Findings	Supporting Evidence
<p>Summary</p> <p>All departments at CDS implement a standards-based curriculum and use various methods to engage the students. In all departments, curriculum objectives are reflected in student work based on the teacher's term assignments and lessons. In fine arts, engagement and meeting of the standards is achieved through lessons that promote teamwork and collaboration. In PE, kinesthetic and tactile activities promote learning while students are participating in fun activities. In the science department, giving students choices in choosing research topics has been one of the ways to promote student engagement while adhering to standards. In English, world languages, mathematics and the social sciences, project-based learning has been utilized to promote students' engagement and learning. Overall, supporting evidence indicates that various methods of student engagement have been used to teach the standards effectively.</p> <p>Cheongna Dalton School uses US Common Core State Standards to guide curriculum planning and assessment for non-AP courses. Specific Common Core standards are identified and emphasized in course planning for each term, and they are made available in the assignment packets, which students receive at the beginning of each term and which indicate the acceptable level of achievement they must achieve by the end of the term. The degree to which students meet these performance indicators is measured by assessments throughout the course of the term. These assessments are designed to engage the skills in focus for that term and evaluate the students' abilities in each area. The exams and rubrics for each class are made available online, and samples of student work are saved for WASC purposes. These samples, along with the requirements of the assignments that prompted them and the grades received, can be reviewed as evidence of the assessments performed and student progress in the relevant standards across academic years.</p> <p>- Translation, Finding references, Reading articles in newspapers Writing: Dictation, Composition, Paragraph essay Speaking: Answering questions and presentation Listening: Textbook listening practice, multiple choice</p>	

- We use pre-assessments which measure multiple intelligences / learning preferences and background knowledge (funds of knowledge) We use the data to tailor our instruction to meet the diverse needs of our students
- We have Labs in which students can receive extra support
- We communicate with ELL instructors to support students struggling with English Language
- In the First Program, lessons are differentiated for ELL students after identifying the English ability of each student. Once identified, lessons are tailored to meet all students' need.
- We use multiple teaching methodologies in the classroom to accommodate the different learning needs of the students such as Bloom, H. Gardner...

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Students at CDS claim to understand the 6 C's or essential schoolwide learner outcomes well as shown in our student surveys however often they find it difficult to identify which learning experiences are related to each outcome. In the middle school students thought that Community and Character were the most important as they valued getting on with others highly. The high school students were more likely to rate Critical-Thinking and Collaboration highly.</p> <p>In general students found the standards easy to understand as they were presented in each assignment and well explained by the teachers. They did find that the 6C's were much more subjective and harder to evaluate.</p>	<p>Student Surveys 1,2, Student Interviews</p>

Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
Summary	English -

Students' needs and use of resources are discussed during weekly meetings of administrators and teachers within different departments, and every subject department meets once a week to collaborate and share ideas. Every teacher completes a term assignment prior to each term to have deliberate instructions with the set goals for each lesson. The assignments teachers create outline daily lessons for each term with corresponding skills/goals. The assignments are reviewed by both administrators and within each subject department to provide clear and supportive resource guidance for the students. In doing so, students are also able to preview the upcoming materials and take more responsibility in their schedule and learn to manage their time independently and effectively. In the classrooms, teachers use a wide variety of aids in order to cover visual, audio, and kinesthetic learning strategies. Visual aids include videos, pictures, worksheets, Powerpoint presentations, graphs, charts, and notes on the board. Audio aids include audiobooks, lectures, and music. Kinesthetic learning incorporates outdoor activities, science experiments, group presentations, dancing, acting out skits, and creative projects. Other than listed above, teachers utilize a variety of online tools such as study guides, graphing tools, and instructional websites as well. Students are also encouraged to read primary sources and secondary texts--everything from historical contexts to graphic novels. Some classes also integrate resources from other disciplines--history classes may use music, and literature classes may integrate artwork.

Comments specific to departments that lead to the summary

English - Teachers use video and pictures or images for visual learners and audiobooks, read-alouds, and discussions for audio learners. We need to work on developing strategies for kinesthetic activities.

Fine Arts - Peer teaching, differentiating instruction by offering a variety of learning sources/access of information: e.g, YouTube, visual aids, worksheets, etc... choice of projects, portfolio projects

Math -<ilho> It's mostly visual and auditory. No other teaching strategies are considered for other types of learners.

<Sohee> Powerpoints are used for each lesson. Students who have hard time sitting still for the whole block can stand up or

Fine Arts - Self guided Visual Arts portfolio: see Visual Arts 11-12 rubric, Week 6/7 [assignments folder](#)

Math - <Sohee> Powerpoints slides. G10-11.Precalculus.B2.10.So hee [5.4 More Trigonometric Graphs](#)
<Ana>Example of a lesson: APStatistics Chapter 6.1. [investigatingActivities and UsingTechnology, APStatistics.Chapter6ExtraExamples, APStatistics.AFairCoinActivity, APStatistics.CasinoLabActivity](#), AP Exam format practice questions [AP Statistics.FRAPPY](#)

IT- n/a

Science -

P.E. - [Assignments](#)

Social Studies -

World Languages -

walk around the back of the classroom as long as they do not disturb the class.

<Ana>The teaching method utilized in the AP Calculus AB and AP Statistics is mostly student learned based through experiments, activities, group work and projects where the teacher's role is that of a facilitator. The media used are Powerpoint, worksheets, internet and technology (calculators and online applications) level and/or would like more practice. In addition there is extra material incorporated for each lesson to challenge the students that have mastered their understanding and would like to further investigate the topic at a deeper

Science - Each of the science teachers use a varied and diverse set of methods to teach science through open ended projects, hands on experiments, models and simulations, using audio/visual materials through lectures and video.

FP: Teachers use “centers” that include various hands-on activities to learn the same skills so students with different multiple intelligences meet their needs.

PE - Yes, we speak, we are kinesthetic by actually doing the skills, and we are visual by writing on a whiteboard and actually demonstrating the skills.

World Languages - 1) Reading story book, fairy tales, newspaper article, etc, for audio learners.

2) Using Powerpoint, pictures, images, etc, for visual learners.

Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
<p>Summary</p> <p>Teachers utilize a variety of online tools: study guides, graphing tools, instructional websites, etc. Students are also encouraged to read primary sources and secondary texts: everything from historical contexts to graphic novels. Classes can also integrate resources from other disciplines; for example, history classes may use music, literature classes may integrate artwork.</p> <p>English - Teachers sometimes use audio books, graphic novels,</p>	<p>English</p> <p>Fine Arts - Everywhere</p> <p>IT -</p> <p>Math - <Ana> APStatistics.OnlineApps.Rossman/Chance, APStatistics.SocialEconomicAndEnvironmental</p>

and study guides to help second language learners better understand the texts. Sometimes classes will include analysis of other interpretations of the text; e.g., movies, songs, artwork, etc. Secondary reading (e.g., poetry, news articles, critical essays, etc) are also provided.

Comments specific to departments that lead to the summary

Fine Arts - Everything

IT - n/a

Math - <ilho> None at this point.

<Ana>Students use graphing calculators, online applications to investigate statistics concepts, websites to collect statistical information for independent projects, education videos on statistics and calculus, such as Khan Academy.

PE -Our department website includes links to PE related websites.

Science - Worksheets are produced to facilitate student participation and ensure that essential concepts are mastered. Class webpages are utilized for review of class materials and for supplementary materials such as modelling activities, simulation, animation and lab experiments.

Social Studies - The social studies department utilizes primary sources, secondary sources, visual art, computers, internet, journals to supplement the use of a textbook and/or workbook.

World Languages - Websites for language learners, teachers' worksheet, different types of audios, different regions for language books.

[development at localNationalAndGlobalLevels.](#),
[APStatistics.YoutubeGraphicVideos,](#)
[KhanAcademy](#)

PE - [PE website](#)

Science [Evidence](#)

Social Studies [Evidence](#)

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Summary</p> <p>In every department, teachers keep track of student progress by giving regular assignments and assessing them at regular and frequent intervals, starting from the very beginning of the term. In this way teachers can easily track student progress as the term goes on, and can offer additional guidance if a student seems to be lagging behind his or her peers. Student achievement of both short-term and long-term goals is acknowledged by teachers in various ways, ranging from verbal praise to tangible rewards.</p>	<p>English - Assignment packets, teaching schedules</p> <p>Fine Arts -</p> <p>IT -</p> <p>Math - <ilho> Excel sheet of each student's year-long performance</p> <p><Sohee> Microsoft</p>

Teachers also offer additional assistance in the form of lab times, where students can come and ask any questions they have about class material. Teachers also suggest outside resources that may aid comprehension for second language learners, including ESL classes for students in the lower grades.

Comments specific to departments that lead to the summary

English - Teachers keep track of student progress by giving regular assignments and assessing them at regular and frequent intervals, starting from the very beginning of the term. In this way teachers can easily track student progress as the term goes on, and can offer additional guidance if a student seems to be lagging behind his or her peers.

Teachers offer additional assistance in the form of lab times, where students can come and ask any questions they have about class material, including but not limited to difficulties related to reading literary texts in a second language. Teachers also suggest other resources that may aid comprehension for second language learners, such as audiobook/graphic novel versions of the text and study guides. These resources are not meant to replace the original text. Teachers show students how to utilize these secondary resources as a means of facilitating their comprehension of the primary text.

MATH: <ilho> Each student's year-long performance is recorded and is available for students to check. Whenever a student achieves his/her personal best score on a quiz, it's celebrated with class and awarded.

<Sohee> Personal Best Performance Record Sheet

Fine Arts - Peer-teaching, partnering students up with each other to help ELL learners

IT - n/a

Math - <ilho> Each student's year-long performance is recorded and is available for students to check. Whenever a student achieves his/her personal best score on a quiz, it's celebrated with class and awarded.

<Sohee> A student with most improvement on his/her quiz score will get a sticker for his/her class (the class with most number of stickers will get a pizza party at the end of the year)

PE - Closure at the end of class. A short review session is held at the end of each class. We enforce an English policy in class, but use body language to demonstrate in lessons, and reinforce positive behavior.

Science - Results from Term Exams, Tests and Quizzes,

word document that keeps each student's record.

G10.Algebra2.B2.12, G11.Precalculus.B2.12

PE - [Assignments](#)

Science -

Social Studies -

Languages -

<ilho> Excel sheet of each student's year-long

performance.[G09.Algebra2.B2.12.Ilho](#)

<Sohee> Personal Best Performance Record Sheet G10-

11.Precalculus.B2.12.S

ohee [Personal Best Performance Record Sheet](#)

Assessments, Projects and Essays are used to evaluate student learning. The school offers English Second Language(ESL) classes to students who are in need of such classes.

Social Studies - Teachers in the social studies department use visual clues, define simplify and repeat concepts and sentences in order to differentiate instruction for second language learners. Formative and summative assessments are used to gain insight into whether students are progressing and learning..

Languages - By reading, speaking, written quiz, projects, and field-work. By creating different materials for different level of learners and different nationalities.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>English - Teachers keep track of student progress by giving regular assignments and assessing them at regular and frequent intervals, starting from the very beginning of the term. In this way teachers can easily track student progress as the term goes on, and can offer additional guidance if a student seems to be lagging behind his or her peers.</p> <p>Teachers offer additional assistance in the form of lab times, where students can come and ask any questions they have about class material, including but not limited to difficulties related to reading literary texts in a second language. Teachers also suggest other resources that may aid comprehension for second language learners, such as audiobook/graphic novel versions of the text and study guides. These resources are not meant to replace the original text. Teachers show students how to utilize these secondary resources as a means of facilitating their comprehension of the primary text.</p> <p>Fine Arts - Peer-teaching, partnering students up with each other to help ELL learners</p> <p>Science - Results from Term Exams, Tests and Quizzes, Assessments, Projects and Essays are used to evaluate student learning. The school offers English Second Language(ESL) classes to students who are in need of such classes.</p> <p>P.E. - closure at the end of class. A short review session is held at the end of each class. We enforce an English policy in class, but use body language to demonstrate in lessons, and reinforce positive behavior.</p>	<p>English - Assignment packets, teaching schedules</p> <p>Fine Arts - n/a</p> <p>Math - <ilho> Excel sheet of each student's year-long performance</p> <p><Sohee> Microsoft word document that keeps each student's record.</p> <p>G10.Algebra2.B2.12, G11.Precalculus.B2.12</p> <p>IT -</p> <p>Science -</p> <p>P.E. - Assignments</p> <p>Social studies -</p>

Social Studies - Teachers in the social studies department use visual clues, define simplify and repeat concepts and sentences in order to differentiate instruction for second language learners. Formative and summative assessments are used to gain insight into whether students are progressing and learning..

World Languages - By reading , oral , written quiz, projects, and field-work; By creating different materials for different level of learners and different nationalities.

B3. How Assessment is Used Criterion

Students at CDS must earn 22 credits to graduate and can earn up to 26 (English 4, Math 3, Science 3, Social Studies 3, World Language 3, Fine Art 2, PE 2, Elective 6). Students must also complete a senior project, a health course and 60 hours of Service Learning.

We offer the following 13 AP courses: English Literature and Composition, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics C, Economics, Psychology, U.S. History, World History, Chinese, and Spanish. Students can take an AP exam without having taken the AP course.

Students can also earn Korean high school graduate equivalency credentials by completing Korean history and Korean language classes in 11th grade.

Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?*

Findings	Supporting Evidence
<p>Summary</p> <p>Pre-assessments are used to determine learning goals and student readiness for standards we will cover during the term. Pre-assessments may involve multiple choice questions to test for acquisition of a specific body of knowledge, or more complicated writing and problem-solving tasks to test for required skills. A variety of pre-assessments allows us to also determine the best learning methods for targeting each student's needs.</p> <p>Formative assessments are used on a daily basis to determine student progress and identify needs for individual coaching. Formative assessments allow the teacher to evaluate understanding of specific lessons. For standards that require analysis or synthesis of information, more involved formative assessments, such as essay responses and monitoring notes, may be used.</p> <p>Finally, summative assessments are used to determine student mastery of standards throughout the term. Summative</p>	<p>Science: See rubric in assignment</p> <p>Fine Arts: See Rubric within Assignments assignments folder</p> <p>Math: <ilho> Lab quiz problems and students' records. G09.Algebra2.B3.1.Ilho</p> <p><Sohee> Three different leveled class and homework assignments, and quizzes were given: Green, Blue and Black. (2014-2015, Pre-calculus, Grade 10 and 11) Class Work</p> <p>G10-11.Prcalculus.B1.1.Sohee (2014-2015, Class work) http://cdsmshan2014201</p>

assessments usually take the form of final projects, including presentations, research papers and creative projects to demonstrate competence and internalization of global competencies. Self-assessments and peer assessments are also used on a limited scale.

Comments specific to departments that lead to the summary

Science: Teachers use various types of entry and exit assessments to assess student readiness, these include quizzes and presentations. Different sets of tools are used to assess student's mastery of skills listed on the assignment.

Fine Arts: self-assessment, peer assessment.

Math: <ilho> For students who are in need of remedial support, short quiz that was voluntary to take was offered during the lab period last year. It encouraged struggling students to study more consistently because passing a quiz, which was relatively easy, gave them extra credit incentive on their grades.

<Sohee> Tiered math assessments (2014-2015, Pre-calculus, Grade 10 and 11)

PE: Authentic Assessment. Watching students do the skills in real situations without the student knowing they are being watched. Verbal assessment at the end of each lesson with review. Written assessment tasks are used occasionally.

English: We have used pre-assessments to determine learning goals and student readiness for standards we will cover for the term. Pre-assessments have been on reading comprehension (multiple choice), writing (essay response), grammar, and listening comprehension (multiple choice). Using a variety pre-assessments allows us to determine student readiness and learning methods that will target student needs.

Formative assessments are used on a daily basis to determine student progress and determine where re-teaching or individual coaching. Formative assessments such as conferencing, Reader's Notebook Responses, and sticky note annotations (questioning, connections, inferences, vocabulary) allow the teacher to assess student use of reading strategies and mastery of standards related to reading strategies. Formative assessments such as exit tickets (short response or multiple choices) allow teachers to assess understanding for a lesson's goal standard(s) for standards that can be assessed (such as standards that ask students to *identify* or *determine*). For standards that require analysis or synthesis of information, more involved formative assessments such as essay responses and monitoring notes can be used.

5.weebly.com/term-2-homework.html (2014-2015, Term 2 Precalculus Homework)

G10-

11.Precalculus.B1.1.Sohee (2014-2015, Precalculus Chapter 6 Quizzes) [Precalculus Term 3 Chapter 6 Quiz \(Black\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Blue\)](#) [Precalculus Term 3 Chapter 6 Quiz \(Green\)](#)

English: [Evidence](#)

[Reading Independent Project Pre-Test Feedback](#)
[Speaking Independent Project Pre-Test Feedback](#)
[Writing Feedback & Assessment Using Google Drive \(9th Grade\)](#)

[World Language:](#)

[High School 2014-15 Mid year exams](#)

Finally, summative assessments are used to determine student mastery of the standards throughout the term. The English department utilizes final projects, including presentations about plot and summary of novels (middle school), student composition of creative written work cultivating a theme and extending characterization and plot from a novel they engaged with throughout the term.

World Language: Teachers use informal and formal assessment in order to evaluate students' learning and achievement. For example, in-class activities or projects, students consider how their classmates produce them differently, evaluate one another, and discuss the results.

Also, in students' discussion, teachers assess how each student ask more in-depth questions each other, how students' attitude is, and how students access the difficulties of questions.

IT: n/a

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Cheongna Dalton's grading system serves as a largely effective measure of determining our students' performance levels. A uniform grading policy converts percentages into letter grades such as A or B+ (see handbook for details), allowing comparison across departments and courses. However, the components which make up the grades within a particular class may differ.</p> <p>The curriculum at Cheongna Dalton follows the California Standards (2009). In addition to adopting California's Common Standards in curriculum development, Cheongna Dalton also uses California Standards' level tests to determine student progression into next levels. The only exception is the Korean Language department, which follows the Standards of Achievement established by the Korean Ministry of Education.</p> <p>To assess performance, students are given formative and summative assessments to demonstrate their mastery of the</p>	<p>Science: Student Handbook</p> <p>Fine Arts: n/a</p> <p>Math: Alg 2 and AP Calc AB classes' grading rubric is new starting this year. Possible improvements in students' performance shall be observed later this year.</p> <p>Social Studies: n/a.</p> <p>PE: Grading Scale</p> <p>English:(n/a)</p> <p>World Language: California Standards (2009)</p> <p>Standards by Korean</p>

<p>material covered during the course of the year. The level and the types of questions are set by the teacher, who in turn is guided by California Standards where applicable, and otherwise U.S. national standards. School-wide final exams are administered and taken by all students. The cumulative scores from all assessments offered during the year and the final exams are used to assess student mastery of the material covered. Students are required to obtain a passing grade in order to move on to the next level.</p> <p>For students struggling academically, CDS has an academic probation policy. Students on academic probation are required to get additional help, for example, by joining the Study Club in the English Department, or the mentoring club for middle school students. Required lab attendance is another consequence of being on academic probation.</p> <p>Assessment data is used to inform future instruction by indicating students' current level of understanding as well as areas for improvement. Departments meet on a weekly basis to discuss individual course assignments, assessment strategies, and individual student progress to incorporate best practices for learning. Several departments are keeping track of student progress via formative assessments consisting of student portfolios, test results, student conferences, level tests at the beginning of the school year. For example, a teacher may confirm an ELL students' understanding with an oral exam rather than a written one. Furthermore, all students and parents are able to check their progress in Powerschool, and opportunities, such as parent-teacher conferences, are made available for them to discuss their progress with teachers and administrators.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>Science: The school has an academic probation policy and a grading system which determine student performance and achievement on assessments</p> <p>Fine Arts: School policies vary slightly between FP, Middle and High School.</p> <p>Math: One uniform percentage grade breakdown to letter grade is enforced school-wide, but its effectiveness on student achievement is unknown. For Alg 2 and AP Calc AB classes,</p>	<p>Ministry of Education</p> <p>IT: n/a</p>
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students' citizenship is 50% of their entire grade and their citizenship is daily assessed and reflected on their grade. The expectation for such approach is consistency in all students' effort and focus.

Social Studies: At CDS, we utilize the 6Cs (character, curiosity, critical thinking, community, collaboration, and communication) and grade scale (CDS school handbook) to help determine the achievement of our students.

PE: There is a grading policy in place. This gives the students some form of extrinsic motivation to succeed in class.

English: School policies Study Club help student achievement. Students who are in academic probation are required to join the Study Club, and teachers can also recommend students. This policy will help students do their homework which allows them to practice the skills that they are engaging with in class. Further policies such as offering support to all students who are below a certain grade (such as required lab attendance to that class).

World Language: Our school policy helps setting goals for students to achieve academically and socially in success. The policy for our curriculum follows Standards but they may changes depending on students' level since they are learning world language other than English. World languages such as Spanish and Chinese adapt California Standards (2009) in order to determine for students being in different levels and also from the results from level test. The Korean language establishes Korean Educational process for students based on Standard of accomplishment suggested by Ministry of Education from Korean government. However, for students whose Korean language is not familiar with such as foreigners or students who lived in other countries for a longer period, may be adjusted based on their levels.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Summary	Science: n/a
Students are given formal assessments and final exams to	Math: <ilho> A

demonstrate their mastery of the material covered during the course of the year. The level and the types of questions are set by the teacher who in turn is guided by standards used in the respective department. Some of the standards used in various departments include the California Standards adapted to be more suitable for our student. The Korean language establishes Korean Educational process for students based on Standard of accomplishment suggested by Ministry of Education from Korean government.

The school wide final exams are administered and taken by all students. The cumulative score from all assessments offered during the year and the final exams are used to assess student mastery of the material covered. Students are required to obtain a passing grade in order to move to the next level.

Comments specific to departments that lead to the summary

Science: Students demonstrate their mastery of the skills through quizzes, final exams, homework, research papers and projects.

Fine Arts: Using formative and summative assessments to best measure student progress/achievement in the goals and standards we have set forward.

Math: <ilho> Each summative assessment will be aligned with CDS math standards. Students with satisfactory performance on a summative assessment will be deemed learning the standards. <Kelly> Pre-assessment that was created based on standards and end of chapter quiz which also aligns with pre-assessment and standards can demonstrate students' understanding of the materials. (2014-2015, Grades 5, 6, and 8)

Social Studies: Teachers in the social studies department utilize Informal and formal assessments to ensure that students are learning our standards. Assessments are created with learning targets in mind.

PE: Pre-assessment and post-assessment.

English: Pre-assessment allows us to know if students have already mastered the standards, and allows us a benchmark for measurement on student growth on the standards. Formative assessments (including homework) allow us to check on student progress on the standards and know when students need extra support. Finally, summative assessments, particularly projects and in-class essays, allow us to measure student growth from the beginning (pre-assessment) to the end (summative assessment),

document aligning assessment problems with the department standards. [G11-12.APCalcAB.B3.3.Ilh](#)
[o](#)

<Kelly> Comparison of the students' pre-assessment and end of chapter quiz.

[G05.Math.B3.3.Kelly](#);
[G06.Prealgebra.B3.3.Kelly](#);
[G08.Geometry.B3.3.Kelly](#)

Social Studies: n/a.

PE: [Rubric](#)

English: [Evidence](#)

[Independent Project Grade Tracker & Conference Notes Writing Feedback & Assessment Using Google Drive \(9th Grade\)](#)

World Language:

[Mid Year 2014-15 Exams showing correlation to standards](#)

therefore knowing if students have learned our standards.

World Language: Our school policy helps setting goals for students to achieve academically and socially in success. The policy for our curriculum follows Standards but they may changes depending on students' level since they are learning world language other than English. World languages such as Spanish and Chinese adapt California Standards (2009) in order to determine for students being in different levels and also from the results from level test. The Korean language establishes Korean Educational process for students based on Standard of accomplishment suggested by Ministry of Education from Korean government. However, for students whose Korean language is not familiar with such as foreigners or students who lived in other countries for a longer period, may be adjusted based on their levels.

Correlation

Indicator: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Prompt: *Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.*

Findings	Supporting Evidence
<p>Summary</p> <p>Based on recognized standards, each department devises an assignment for the semester. Assignments are designed and planned out before the beginning of each term in order to facilitate smooth class progression and development. Assessment dates and types are planned in advance along with the assignment to ensure regularity and correlation between them. Using the final assessment or project as a goal for what students will be able to achieve and how they will need to demonstrate understanding, teachers work backwards to create a day by day plan that will teach the individual standards students will need to know to succeed on the final project or assessment.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>English: Using the final assessment or project as a goal for what students will be able to achieve and how they will need to demonstrate understanding, teachers work backwards to create a day by day plan that will teach the individual standards students will need to know to succeed on the final project or assessment.</p> <p>Maths: <ilho> Daily lesson plan is aligned with the department</p>	<p>English Evidence</p> <p><ilho> A document aligning assessment problems with the department standards.G11-12.APCalcAB.B3.4.Ilh o</p> <p><Kelly> Day by day from our assessment. G05.Math.B3.4.Kelly; G06.Prealgebra.B3.4.Kelly; G08.Geometry.B3.4.Kelly</p> <p>2014-15 Assignments were all planned after the standards and learning objectives were set</p>

<p>standard, and the alignment between summative assessments problems and the department standard is documented.</p> <p><Kelly> Standards correlated with textbooks that we teach from help us assess our students and plan daily lessons.</p> <p>World Language: Each language establishes our own purposes of learning a foreign language for our school based on California Standards (Spanish, Chinese) and Standards from Korean Ministry of Education. Then, we teachers reflect various methods and educational contents. Finally, we evaluate those methods towards the purposes in our assignments. The day by day plan reflects these contents, standards and purposes that we established.</p> <p>Science: Assignments are designed and planned out before the beginning of each term in order to facilitate smooth class progression and development. Assessment dates and types are planned in advance along with the assignment to ensure regularity and correlation between the two.</p> <p>Fine Arts: Pre-determined plan created by individual teachers. Assessment is addressed within the assignment</p> <p>Social Studies: At CDS assignments are pre-planned before term has begun. Term by term assessments are created for the whole year.</p> <p>PE: We all submit an “assignment” to the school director. These assignments include progressions of skills throughout the unit.</p>	<p>Fine art: assignments folder</p> <p>Evidence to follow</p> <p>PE: Assignments</p>
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Modifications/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Supporting Evidence
<p>Summary</p> <p>Assessment data is used to inform future instruction by understanding students' current level and where they need more assistance. Departments meet on a weekly basis to discuss individual course assignments, assessment strategies, and individual student progress to incorporate best practices for and of learning. Several departments are keeping track of student</p>	<p>Independent Project Grade Tracker & Conference Notes</p> <p>Curriculum Reflections</p> <p>English Evidence</p>

progress via formative assessment through student portfolios, student conferences, providing differentiation of assessments, modified class curriculum, level tests at the beginning of school. For example, a teacher may check ELL students' understanding orally instead of written assessment. Furthermore, all students and parents are able to check their progress in Powerschool and opportunities are available for them to discuss their progress with teachers and administrators.

Comments specific to departments that lead to the summary

English: We use assessment data to inform future instruction by understanding students' current level and where they need more assistance. Because we have required texts, it is important for students who are lower-level readers or more advanced readers to provide differentiation. Some strategies we use to differentiate texts include one-on-one conferencing during Silent Sustained Reading, intentional pairing and grouping strategies that allow high-level students to help lower-level students, and grouping in which more advanced students work on a more rigorous implementation of the standard while lower-level students can be working with extra assistance from the teacher and utilizing tools such as graphic organizers and sentence starters. Furthermore, we utilize supplemental reading tools for students struggling with the required texts, such as audio books and graphic novel versions of the texts that students can utilize in conjunction with the required text. Strategies such as showing scenes from a novel in movie or play version also help students access difficult texts.

Every student is also required to read an independent reading book 20 minutes per night every day of the week throughout the school year. Independent reading allows students to practice their reading skills at their own individual level. Teachers utilize either conferencing or book reports to ensure students are understanding their independent reading and benefiting from the practice. Another independent reading practice we've been using is the Accelerated Readers program, where students can choose a book at their independent reading level, read the book, then take a quiz that reveals comprehension of the book. This allows students to be clear about their own level, pick books at their level, and check their own comprehension, which lets students at any reading level to practice reading skills.

Maths: <ilho> To prepare a new term, teachers create an assignment document for the term. Based on students' assessment result, I modify what I plan for the next term. For instance, for the first term of this year there were no weekly

<ilho> Term 2 assignment document and term 3 assignment document showing different grading rubric. [G09.Algebra2.B3.5.Ilho](#)

quizzes but only two major tests. Many of my students showed lack of consistency in their effort to review learned material, so I changed the grading rubric starting term 3 to include weekly quizzes.

<Kelly> After 5th graders' general mathematics, our 6th graders do an unusual jump to Pre-Algebra where it's rigorous and challenging to successfully move forward in the later years of math courses (high school) in CDS.

World Language: To modify class curriculum, I took level test in the first day of class. Level test is good way to find students' level and skill. Based on that result, teachers can adjust their curriculum to their level by using different textbook. As a world language teacher, there are specific rubric and curriculum to develop students' language level. However if students' skill and curriculum is too far away from each other, teachers can use another level textbook to make up their level.

Social Studies: assessment data is used to show students how they are progressing and thus allowing for modified instruction and assessments. Teachers use a varied of assessment tools in order to cater to student individual learning needs; such use of quizzes, portfolios, rubrics, variety of assignment choices.

Science: Individual teachers scale the course difficulty in accordance with the level of the students. Specific subject may be further elaborated in order to further enhance student mastery. In the First Program, teachers modify as to how we assess students with different English abilities. For example, a teacher may check ELL students' understanding orally instead of written assessment.

Fine Arts: Formative assessments, getting to know your students, their strengths and weaknesses and adjusting accordingly

PE: The size and weight of the equipment and the dimensions of the field varies by age and ability. Equipment can also be modified to make the game easier.

Simple ice breakers: asking students how long they have attended Cheongna, how many art classes they have taken, etc... See [document](#)

PE: [Assignments](#)

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?*

Findings

Supporting Evidence

Summary

Bi-annual surveys are held in order to get students' feedback and evaluate the extent to how teachers are meeting student needs. Individual teachers and each subject department may also conduct their own evaluations for their own personal development and departmental needs.

English - In the beginning of the year, some teachers asked students questions such as "How do you learn best?" "What are qualities of your best teacher ever" and "What are you interested in?" Other strategies such as Reading & Writing Interest Surveys are also utilized. Using the answers from these questions allowed planning to student interests from the very beginning of the term. From there, frequent use of KWL Charts (Know-Want to Know-Learned) and other elements of student-choice (students choosing research topics, partners or groups, or types of projects) ask for student feedback to develop the class and lessons.

At the end of each term some teachers use a survey to check in with students on aspects of the class such as: *Do you feel comfortable in the classroom? Do you feel like what we are learning is important? Do you feel like you are learning in class? How long does homework take you? Do you feel like homework is valuable?* See individual surveys for more detail. These surveys are then used to inform instruction in the future.

Comments specific to departments that lead to the summary

Fine Arts - Teacher evaluations offer feedback, both from students and supervisors, parental feedback

IT - IT: Student – Teacher evaluation. I'll find the result of the evaluation as evidence. But one question! Shouldn't this result be confidential?

Math -<ilho> Students evaluate all teachers twice a year using an online survey, and their evaluation results are available for teachers to review. I focus one criteria at a time for self-improvement, and the criteria is the one with the lowest student evaluation score.

<Sohee> In addition to online survey from the school, I also give anonymous survey to students to get feedback and improve my class atmosphere.

PE - The school has the students do a teacher evaluation before winter break and during the fourth term.

English - [Student answers to surveys and questions, KWL Charts, examples of student choice in lessons or projects, term surveys, and examples of changes implemented based on student feedback](#)

Math - <ilho>
Professional growth goal.
[G09.Algebra2.B3.6.Ilho](#)
<Sohee> The End of Term 1 Survey G10-11.Precalculus.B3.6.Sohee [The End of Term 1 Survey](#)

[Sample student teacher evaluation](#)

Science - Bi-annual surveys are held in order to gain satisfactory student feedback and evaluate the extent to which teachers are meeting student needs. Individual teachers may also conduct their own evaluations for their own personal development.

Social Studies - At the conclusion of our courses students have the opportunity to fill out a course/teacher evaluation which helps to improve our practice. Teachers in the social studies department also utilize an end of term reflection to get a read on students concerns, ideas and vision for the course.

World Languages - This school usually uses teacher evaluation as students' feedback. After students finish their evaluation, each teacher can get their result. Evaluation questions are mainly focused on teachers' attitude during class time, so it is good way to re-think about our class time. Also, there is blank space to write down anything about to teacher, and students are usually requesting something on that line; make class speed more faster/slower, give some extra works to do, use another mass media to focus more and so on. Regarding these comments, teacher can develop different teaching way and prepare class in other way. Also, school can find how classes are going on and give some directions about using mass media, managing class time and period and so on.

Teacher Monitoring

Indicator: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Prompt: Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.

Findings	Supporting Evidence
<p>Summary</p> <p>A wide variety of techniques are used to monitor student progress: individual conferencing with students on daily or weekly basis; tracking students through their portfolios or reading records; homework and class tests with verbal or written feedback; individual student tracking of assessment results and grades through PowerSchool. This regular monitoring and feedback is used to keep track of student progress in line with the target goals and to inform future planning to maintain the overall success of the assignments.</p> <p><u>Comments specific to departments that lead to the summary</u></p> <p>English - Some teachers use daily conferencing with students or</p>	<p>English evidence</p> <p>Fine Arts: Student work sample</p> <p>Mid Year 2014-15 Exams showing correlation to standards</p> <p>PE: Assignments</p>

groups to monitor progress. Reader's binders in the Middle School Program are also evaluated on a weekly basis. During conferencing, suggestions are recommended and followed-up in the next conference with students. Reader's Binders also show reading comprehension are also used in conferencing to track student progress.

The high school program uses many different strategies. Some teachers utilize independent conferencing on a bi-weekly basis with students to check-in with student progress on the standards and reaching their individual goals. Other teachers use regular assignments such as homework and quizzes regularly given that check in with student progress and communicate in writing or in person if there is a need for further communication.

Fine Arts - Creating a checklist, developing a general portfolio of student work to show progress and development throughout the term/year

Math - <ilho> I keep an excel sheet to record each student's performance throughout a year, and pair up a student who is in need of remedial support with his/her peer so that they can form mentor-mentee relationship.

<Sohee> Personal Best Performance Record Sheet. I also take self-video of my classroom to improve teaching.

PE Compare the results of the pre-assessment to the post-assessment.

Science - We use an online program called Powerschool to keep a record of all the grades for each student. Every student and their parents can access their grades online to keep track of their own progress. The school gives out teacher evaluation forms that are completed anonymously by the students throughout the year.

Social Sciences - The social studies department utilizes both formative and informative assessment in order to track student progress over time. Quizzes, exit tickets and other forms of assessments are created with our target goals in mind. Student feedback helps to inform teachers of how they can better meet the needs and goals of our students.

World Languages - To approach students' goals, teachers should collect students' works and test results to look over how they become better compare to previous year(or level). If teachers are giving some similar topic(but different contexts/works/things), and watching how they are dealing with things then teachers can assume about their growth. Of course, feedback is good as a

Math:<ilho> Record of students' performance, and mentor-mentee pair list.

[G09.Algebra2.B3.7.Ilho](#)

<Sohee> Personal Best Performance Record Sheet G10-

11.Precalculus.B3.7.So

hee [Personal Best](#)

[Performance Record Sheet](#)

Self-video [Grade 10A Rational Function](#)

method. Just right after quizzes/homeworks/group works/tests, I always try to meet with them and discuss about their result one by one. At that time, teacher can focus more on specific student's work so it makes teacher to realize deeply on student's progress.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Student feedback is essential so that it allows students and teachers to know students' academic needs, skills, and weaknesses. In order to get students' feedback and evaluate the extent to how teachers are meeting student needs, bi-annual surveys are held. Individual teachers and each subject department may also conduct their own evaluations for their own personal development and departmental needs.</p> <p>A wide variety of techniques are used to monitor student progress: individual conferencing with students on a daily or weekly basis; tracking students through their portfolios or reading records; homework and class tests with verbal or written feedback; individual student tracking of assessment results and grades through Power School. This regular monitoring and feedback is used to keep track of student progress in line with the target goals and to inform future planning to maintain the overall success of the assignments. After the exam, teachers analyze the final exam to determine whether students achieved the standards.</p> <p>Based on recognized standards, instructors devise an assignment for each class taught in a given term. Assignments are designed and planned out before the beginning of each term in order to facilitate smooth class progression and development. Assessment dates and types are planned in advance along with the assignment to ensure regularity and correlation between them. Using the final assessment or project as a measurement for what students will be able to achieve and how they will need to demonstrate understanding. Teachers use backwards design to create a day by day plan that will teach the individual standards students will need to know to succeed on the final project or assessment.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence

WASC Category B. Curriculum, Instruction, and Assessment:

Strengths and Growth Needs

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

CDS provides transparency of curriculum. Assignments are made available online for parents and students to access.

Departments hold weekly meetings to develop ideas and strategies for curriculum (assessment, projects, cross-curricular instruction).

Teachers are required to submit term assignments prior to the beginning of term, allowing teachers the opportunity to reflect upon previous terms and refocus their goals to better meet student needs.

Students receive regular feedback and can keep track of their own progress through Power School.

Project based-learning promotes student engagement and learning.

Lab allows students access to extra support from teachers according to individual needs. It also encourages independent learning and ownership of personal progress.

CDS has a good teacher-to-student ratio that allows for individual instruction and attention.

A wide range of extra-curricular activities encourages students to explore learning outside the classroom.

Integration of global perspectives and issues are embedded throughout the curriculum.

Counselors monitor student progress toward college entrance supported by our academic director.

There is active parental involvement through the PTA and parent-teacher conferences.

CDS offers AP classes that can help students better prepare for university courses.

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

CDS needs to develop a better system of collaboration between departments in order to foster interdisciplinary learning.

Teachers should be given more opportunities for professional development: paid courses, advanced degree offerings, workshops, sabbaticals for teachers to pursue professional growth. This would also make it possible for CDS to offer a wider variety of courses.

The library should offer a wider range of resources for teachers, such as electronic journals and secondary resource materials (such as critical texts or media resources). In many situations resources are available but more training of teachers is required so that they know how to access and use them.

There is a need for the IT department to integrate IT into the curriculum more effectively. Technology courses should be made available for staff and students

There is limited support for students with special educational needs or language difficulties to access the curriculum.

Increased cooperation between all three levels of school (First Program, Middle and High School) would provide opportunities for students to develop interpersonal skills and also work to foster a stronger sense of community.

Summer schools in middle school and high school could help students make up credits or enhance their learning. (The school does not intend to offer summer school for the purpose of credit recovery)

The math curriculum should provide more flexibility in terms of progression, particularly for students who face challenges.

Establishing international partnerships with schools in other countries could give students more opportunities to experience differing global views.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.*

Findings	Supporting Evidence
<p>Within the First Program, students who require academic assistance or have personal issues that cannot be resolved by their homeroom teacher are referred to other FP teachers who have expertise or background in providing remediation services or ELL support. The principal and director of the FP are also available for assistance.</p> <p>For middle school and high school students, the CDS guidance counselor is available during school hours to assist students with all their personal and social issues. Students can be referred to the guidance counselor for a variety of reasons. First, all new students are required to attend a counseling session, including students who transfer to CDS midyear. The guidance counselor determines if these students have had any problems at their previous schools, and anticipates problems they might experience during their transition stage. The counselor then follows up with these students periodically in the weeks after they arrive at CDS. Within the middle school and high school, students are referred to the guidance counselor for social or academic issues. This includes both before and after disciplinary committee meetings. The guidance counselor at CDS also visits with students who have been referred by dorm supervisors for issues related to dorm life. Teachers can also refer individual students to the guidance counselor when necessary. Students can also see the guidance counselor of their own volition and ask for support related to any personal or academic issues. The guidance counselor has reported that middle school students are more likely than high school students to seek counsel of their accord.</p> <p>CDS recently conducted a survey in which students were asked how comfortable they feel visiting the guidance counselor. The majority of students in the school reported that they were either comfortable or very comfortable visiting the guidance counselor</p>	<p>Sample Disciplinary Committee Report</p> <p>Guidance Counselor Interview</p> <p>Student Survey</p>

to discuss their problems. School directors and administrators follow up with the guidance counselor after visits to ensure that students are making progress on the goals addressed during their counseling sessions.

When students require help for issues beyond the school counselor's expertise (e.g., suicidal thoughts, severe anger issues, and depression), they are referred to outside psychologists and counselors. The guidance counselor follows up with these students each week to discuss their progress in these outside sessions. The counselor then helps them to apply any new social and behavioral skills they are learning to their everyday lives at CDS.

In addition to support for personal/social issues, the middle and high school also strive to offer a comprehensive network of academic support for students. In the middle school, subject teachers review student progress weekly and then refer struggling students to the After School Study Club, where they receive extra support with their homework and guidance on other academic issues in a structured environment. Students also receive additional assistance from their individual subject teachers during lab time, which is a half-hour period before lunch on Monday through Thursday.

The middle school also has a mentoring program where students of all levels can receive further academic assistance with one-on-one support. Mentors are high school students who excel in certain subjects. They hold their mentees accountable and encourage them to achieve mastery in their subjects. Mentees not only receive support with academics, but also with the social and emotional situations of daily school life.

In the high school, house teachers have begun utilizing an extra curriculum during house period that teaches life skills. The curriculum is called Overcoming Obstacles. This can be viewed [here](#) and its incorporation into house classes can be viewed through the weekly house plans [here](#).

College counseling for high school students subscribes to the Naviance system which offers an array of services, including career suitability, diagnostics, and guidance on college major selections. This year, CDS has its first batch of high school graduates. University acceptance rates this year will help the college counseling office to better support next year's 12th grade students.

There are concerns that the high school is not doing enough at

(See [Guidance Counselor Interview](#))

After School Study Club

[Permission Letter](#)

[Mentoring Program Photo](#)

[-Permission Letter](#)
[-Rule](#)

[Overcoming obstacles](#)

[HS Weekly House Plans](#)

[Naviance Website](#)

present to measure the effectiveness of support service the high school provides. General career guidance is particularly lacking. This year the school is getting feedback as part of the WASC process, which will help in improving the system overall. At present, much of the guidance offered comes from the director of the high school through personal conferences with students and parents. Going forward, the school should be looking to implement more of a systematic approach.

Both the middle school and the high school have an academic probation policy based on a student having a GPA below 2.0 in any particular term. In the event of a student being on Academic Probation, the following notification is sent to parents:

Academic probation is in no way a punishment. Instead, it is a way for the school to focus on assisting students back to acceptable grade levels. There are 4 parts to academic probation that are outlined below.

- 1) Parent/ Teacher Conference- This will be an individual meeting between the parents and the Director of High School as well as any particular subject teachers. In this case we recommend meeting with the following teachers
- 2) Students on academic probation will have all grades forwarded directly to parents to ensure continual updates.
- 3) The student will be assigned an individual mentor who will check up and guide the student to improve their study habits.
- 4) The student will be required to attend a weekly conference with the Director of High School to ensure there is no deterioration of effort

For health issues, CDS employs a full time nurse who is available to students throughout the school day. When students enroll at CDS, they are required to fill out a medical form. The nurse reviews students' medical histories and keeps track of any ongoing health issues. The nurse also informs all teachers about any students who have issues that require regular monitoring.

The nurse's office is available to students who need rest due to an injury or illness. The nurse will follow up with them the next day. Teachers are able to access this care as well. Students are also encouraged to come to the nurse with any questions they have about their health or health-related subjects. Students that come to the nurse with conditions that require special care will be referred to an outside specialist. In case of emergency, the nurse will call an ambulance and contact the student's guardians.

Additionally, the nurse is in charge of planning information sessions, including sex education. The nurse coordinates the

[Academic Probation](#)

Photos of Sex Education Classes [1](#) , [2](#)

sessions by inviting specialists to come and give talks to students on specific subjects. Parents are also invited to attend.

The leadership group constantly reviews the level of support for students, and it is one of seven areas that is addressed in the schoolwide action plan. For more information on the progress that has been made, please refer to the document. Surveys have been conducted with students, parents, and faculty members to determine the areas of school support that are lacking, and these areas have greater focus on the action plan so they can be improved in the future.

Additional Online Instruction Prompt: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>The college counseling office is utilizing the Naviance system to provide information about the college application process online. The system can also coordinate college visits for students. The office also alerts students to relevant resources freely available on the internet.</p> <p>The guidance counseling office do not offer any online resources at this time.</p> <p>All three schools (FP, middle school, and high school) have their own Weebly websites. On these websites, students can find the yearly calendar, announcements for upcoming events, and information about school activities and class curriculum. They can also use the websites to communicate with teachers and administrators. The school websites have links to individual class websites, which provide students with assignments, handouts, learning resources, and class specific calendars.</p> <p>On FP class websites, students have access to various online learning tools which are accessible both in school and at home. In particular, reading skills are addressed through several sites: Accelerated Reader, Reading A-Z, Spelling City, Raz-Kids, Starfall, Arcademics, etc.</p> <p>In addition, the high school website offers an online health course for 12th grade students, which is supplied by University of Nebraska Online High School. The completion of the course is a graduation requirement.</p>	<p>First Program Weebly Middle School Weebly High School Weebly</p> <p>Raz Kids example for G1 Accelerated Reader Reports</p> <p>University of Nebraska High School website</p>

School Support Systems

Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Prompt: *Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?*

Findings	Supporting Evidence
<p>According to the college counselor, at the high school level there is an improved correlation between outstanding student performance in the classroom and scores on various forms of standardized assessment (SAT, AP, ERB, etc.). CDS also provides after-school curricular programs to support students in need of remediation. The school needs to strengthen the effectiveness of these resources, as attendance is quite low. This will be a focus moving forward.</p> <p>Based on student need, CDS handles referral situations in a variety of ways. In the first program, teachers, parents and students communicate together, and the course of action depends on the student's specific needs.</p> <p>In the middle school, there are two after-school programs available for students: the After School Study Club and the Mentoring Club. There is also a 30-minute lab period Monday through Thursday. Lab time is a block of time where all teachers and students are free to meet about questions, concerns or further study in that subject area. House teachers regularly check their students' performance (in all classes) using PowerSchool. If they see that a student is falling behind, they speak with the relevant subject teachers who then provide the necessary remediation. Likewise, subject teachers actively watch for students in need of remediation and communicate with the appropriate services (after school programs, lab appointments, etc.) If language is an issue, the house or subject teacher will speak with the director about placing the student in ESL or KSL classes.</p> <p>Finally, in the high school, academic remediation was offered during previous years, but will not be offered again. Throughout the year students have the ability to utilize lab periods Monday through Thursday. Also, at weekly staff meetings high school teachers discuss any individual students who may be struggling with classes. Finally, if a student needs to drop or change a class, he/she needs to meet with the HS director and teacher to give a reasonable explanation. The student then needs to go meet with his/her college counselor to check if he/she fulfills all the requirements for college entrance. Classes may only be dropped or changed within the first two weeks of school.</p>	<p>Middle School After-School program</p>

All teachers participate in lab time, which is an important part of the Dalton plan. In the First Program, lab offers many opportunities to address the individual needs of each student. Both parents and teachers have a voice in the selection process, ensuring the student's needs are met. The ELL program also attempts to meet the needs of students struggling with language barriers. Students receive ELL aid both during the regular school day and during lab. In the middle school and high school, lab time is used to personalize instruction. In the middle school, students are required to schedule conferences with their teachers at least twice a week. In both schools, teachers assess students' individual needs during these conferences, and find additional learning materials to provide other types of support if necessary. Finally, in the high school, CDS provides differentiated class levels for some subjects, depending on a student's abilities after grade nine.

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>At the beginning of every school year, all teachers at CDS set a "Professional Growth Goal," which gives them the opportunity to reflect upon their objectives and expectations for that year. Based on this goal, the middle school and high school directors conduct numerous walkthrough observations, which include at least one informal observation and one formal observation.</p> <p>These observations are to evaluate progress of student performance according to each teacher's professional goal and to ensure that all teachers are actively and consistently engaged with students in the classroom. Before classroom observations, the directors meet with each teacher and discuss the goal of the observation, focusing on specific criteria from each teacher's yearly professional goals. After the observation, the director gives each teacher feedback and suggestions for improvement.</p> <p>Additionally, teachers conduct regular peer observations to provide support and feedback. Individual teachers often perform</p>	<p>Enhancing Professional Practice</p>

more feedback and discussion sessions whenever they feel is necessary, in an effort to ensure that the students are engaged.

In the First Program, informal observations of teachers and staff take place regularly. With the open-classroom setting that the FP has, this is easier to achieve. Formal observations are done annually. Peer observations take place in the FP in terms 1, 3, and 5. The “Supervision of Teachers - Process to Enhance Professional Practice and Student Achievement” is the process by which the FP seeks to accomplish improved student learning.

In addition to developing personalized approaches, CDS provides student-teacher evaluations three times per year in the middle school and high school to highlight areas of concern for teachers so they can think of ways to improve student engagement in class.

The teacher summative performance report has following criteria:

Student achievement: the work of the teacher results in measurable progress based on established standards and school

Instructional Planning: the teacher plans with the end result in mind by articulating Key Learning and Essential Questions which are embedded in instruction

Instructional Delivery: the teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.

Assessment: the teacher systematically gathers, analyzes, and uses data to measure student progress, provide timely feedback, and guide instruction.

Learning Environment: the teacher provides a safe, student-centered environment that encourages positive social interaction, active engagement in learning, and self-motivation

Communication and Community Relations: the teacher communicates effectively with students, school personnel, families, and the community to enhance student learning

Professionalism: the teacher maintains a professional demeanor, participates in professional growth opportunities, and contributes to the profession

The teacher evaluation occurs three times a year – both formal and informal – as suggested in the Process to Enhance Professional Practice. CDS utilizes three methods for collecting data on teaching effectiveness. First, the division directors and the principle run summative evaluations to measure the range of instructional activities such as instructional delivery, course planning, and assessing student learning. Secondly, the school gathers feedback from student surveys and written comments.

[HS Peer Observation Results](#)

[MS Peer Observation Results](#)

[MS Student Teacher Evaluation](#)

[HS Student Teacher Evaluation](#)

[Sample summative performance review](#)

Students get access a link to evaluate all subject teachers and these are undertaken in November, late January, and June. Lastly, there are peer reviews that include a method for classroom observation as well as discussion of reviewing course material.

Parent surveys are conducted in the FP of both the child's classroom teacher and of the services provided by the school as a whole.

CDS teachers have the freedom to design their own lesson plans to meet the needs and interests of students. However they must be based around the standards set out by the school and follow both the yearly plan and term assignment. The school wide curriculum is overseen by the Academic Director in conjunction with the Division Directors. Curriculum flow and sequence among grades and schools is regularly reviewed and additionally, the teachers of each department conduct weekly meetings to ensure the effectiveness of the curriculum.

For AP courses, curriculums are developed using information and standards provided by the College Board. All syllabi are reviewed by the College Board to ensure quality and precision.

[Sample AP syllabi](#)

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Teachers support individual students outside the classroom via emails and/or through classroom web pages. Teachers also assign homework based on what students have learned in class so the students can individually apply their learning outside of the classroom.</p> <p>Lab time gives each student the opportunity to ask questions outside of class time. For students who are struggling with their school life or academic work, they can either seek help themselves or be identified by school directors through meetings. Directors communicate with the counseling office to</p>	<p>MS Weebly (See Class Websites Menu)</p>

coordinate after-school programs.

Lab time and house time also give teachers an opportunity to interact more personally with students, identify their specific needs, and refer them to the support services they need to be successful at CDS.

Within the middle school, house time - particularly Long House on Friday - is a time designated for character education: team building activities, organizational skills, study skills, and fostering a sense of community. In this way, it is connected to our ESLRs (6Cs). We also use Long House for Term Assemblies. However, the middle school has not been as successful as it would like to be with using house time for its intended purpose.

When a student is found to be at risk academically, teachers may first set up after-school programs to help students individually. If the problem continues, or if the academic concern is more widespread, the school sets up parent-teacher meetings to solve specific academic concerns.

In our First Program, under-performing or struggling students are identified through various assessments both formal and informal. If students are continuously under-performing, then further assessment identifies particular areas or reasons. For example, if the problem lies in the student's English ability, those students are sent to an ELL Specialist. Differentiation is used to address the needs of struggling students.

For middle and high school students, a program called Powerteacher is available. Powerteacher is a digital system used by teachers on a daily basis to keep records of student progress. Students have access to their grades, and feedback between teacher and students occur as regularly as is needed.

Each term, students whose GPA falls below a 2.0 are placed on academic probation, parents are contacted, and students are recommended for the After School Study Program and may be assigned a mentor from the Mentoring Program.

The middle school has an After School Study Club for under-performing students. These students are recommended by their subject teachers. Students participate from 4pm-5pm, Monday through Thursday. Students use this time to catch on homework and other assignments, and can also ask for extra help from teachers if needed.

[MS & HS Lab Record \(Reading Log\)](#)

[Middle School Assemblies](#)

[Sample High school assembly](#)

[After School Study Program](#)
[Parents Letter](#)

The high school offers after-school classes in speech, debate, reading, and writing for students who wish to expand their knowledge of these areas beyond what is covered in regular classes.

The middle school does not provide alternative schedules for repeat or accelerated classes. This is an area in which we could improve.

[SAT/ACT rosters](#)

[Dalton Track rosters](#)

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?*

Findings	Supporting Evidence
<p>In the middle school, co-curricular activities are reviewed by the administration and approved based in part on the extent to which they will help students achieve the CDS ESLRs (6Cs). For example, the After School Study Club and the Mentoring Club are an extension of the middle school curriculum. If students are falling behind in any subjects, they can receive additional academic and social support to help them catch up. The middle school also offers various academic and social co-curricular activities, such as MUN, Young Adult Novels & Film Adaptation, Yearbook Club, Arts and Craft, Fencing, and many other activities that are linked to school's academic standards and ESLRs.</p> <p>In the First Program, through Lab, the students are able to choose from an array of co-curricular activities. When the co-curricular activities include ELL lessons, the focus tends to be more on student enjoyment rather than solely on academic improvement.</p> <p>The First Program also offers After-School Program for students to enjoy sports and games designed to promote team-building and physical health. Activities include traditional sports such as badminton and soccer as well as a variety of games allowing for cooperative and critical thinking. These classes are not connected to academic standards</p> <p>The college counseling also has influence on the school's curricular and co-curricular activities by suggesting course</p>	<p>Sample of 6C's Certificate of Recognition</p> <ul style="list-style-type: none"> -Character -Community -Collaboration -Communication -Critical Thinking -Curiosity <p>Middle School Extra Curriculars</p> <p>Model UN Conference Registration Form</p> <p>http://cdsfp.weebly.com/fp-lab--asp.html. First Program Lab (ECs) and ASP</p>

offerings, for example, English/Literature and AP classes, eliminating honors classes and grading system.

In the high school, students generate their own options for extra-curricular activities on a yearly basis such as: Model UN, Band, Biology Club, Robot Club, Fitness Club, Audio Production, Golf, Making Club, Cooking Club, Poetry and Drawing Club, Horseback Riding, Sport for Life, Soccer and basketball, Orchestra, Amnesty International, Habitat for Humanity.

In addition, all of our middle and school high school events are linked to our ESLRs. For example, the CDS Public Speaking Contest, Winter Writing Contest and the World Language Speech contest are linked to our Communication ESLR. The science fair is meant to produce Curiosity. The Math Contest is linked to Critical Thinking. Our sports teams and Dalton Cup activities aim to improve Collaboration and Character for participants but also engender a sense of community in the school. Other events like Spirit Week, Halloween Day, Valentines Dance are to improve the sense of Community.

[Winter Writing Contest \(Middle School\)](#)

[MS Halloween Party 2014](#)

[HS Calendar of Events and description](#)

[Dalton Cup Activities](#)

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
<p>In both the middle and high school, on Tuesdays and Thursdays, students are offered opportunities to participate in extracurricular activities where they have the opportunity to learn beyond the curriculum and share time with other classmates and teachers in a context outside the classroom.</p> <p>CDS also plans events where the entire school can participate as a community, such as We Run Cheongna, a marathon that all three schools take part in. Such activities give both students and staff the opportunity to break from daily routine and foster a sense of school spirit.</p> <p>High school students are required to undertake 60 hrs of service learning. Last year we had 80 students volunteer at the Para-Asian games. Students are encouraged to use these service learning opportunities to think about what role they can play in the greater community. High school students who excel in certain subjects are encouraged to become mentors to middle school students. Through such programs, CDS hopes to foster a stronger sense of community among the students, both at school and in society in general.</p>	<p>We Run Cheongna Sample of WRC Certificate</p> <p>Photos of some of our volunteers</p>

New students attend an orientation session where they learn about school activities, clubs, and behavioral expectations. All CDS students are assigned a mentor within their house who is responsible for helping them become familiar with school life at CDS.

If students have emotional or social conflicts, they can inform their house teachers, a director, or the guidance counselor. The guidance counselor in particular works closely with students who are having trouble socializing with their peers. Counseling focuses on teaching these students interpersonal skills and helping them put these into practice. The counselor is also available for teachers who may be having problems with bullying or isolation in their classrooms.

Sample [Academic Record](#)

[Sample HS New student orientation](#)

[MS New Student Orientation Agenda 2014](#)

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>All CDS students have equal access to different services that our school provides such as clubs, after-school sports, counseling session regardless of their residential status (dorm or non-dorm), which is the improvement from the last year.</p> <p>In the First Program, LAB classes are offered on a first-come, first-serve basis allowing all parents an equal opportunity to sign-up for classes. These processes are managed by the Director.</p> <p>In the Middle and High school, students are required to have EC clubs. In the case of other activities, they get equal opportunity to try out if they want to. Procedures are the same as the First Program does and it is managed by each director.</p> <p>The middle school administration has asked teachers leading ECs to work with their students to create an EC board in the MS lounge where they display student work and evidence of engagement within their ECs.</p> <p>In the high school, we hold students accountable by encouraging them to create, select and run their own EC clubs and/or organizations.</p>	<p>Middle School EC Offerings</p> <p>EC Sign-up Form: Response Summary</p> <p>MS Meeting Minutes (EC Boards)</p> <p>High School Term 3 EC offerings</p> <p>EC sign up website</p>

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>In a recent survey, students were asked, “The last time you were struggling, and you asked a teacher for help, were they able to fully support you?” 75% of students answered yes, with 51% of students saying that they felt teachers were quick to respond. Only 8% said they felt the teacher's response was too slow. The results of this survey seem to indicate students generally feel well supported by their teachers.</p> <p>On the same survey, students were asked to rate the school's support/referral services in general on a scale of one to five. The results were as follows: 6% chose a 1, 12% chose a 2, 37% chose a 3, 32% chose a 4, and 10% chose a 5. The results suggest that students rate these services around average or a little above average.</p> <p>Students were also asked how comfortable they feel visiting our school guidance counselor when/if they have/had issues. 37% of students in the school reported that they were either comfortable or very comfortable visiting the guidance counselor to discuss their problems. 29% were neutral, and 29% claimed they were not comfortable visiting the counselor. In the future, there is a need to learn what specific concerns students have regarding the guidance counselor and how these concerns can be addressed. Students who seek guidance counseling independently report that their visits have had a positive impact on their social and personal experience at CDS.</p> <p>In terms of ELL support, 47% of students reported that they receive the support they need as English language learners. 31% were neutral, and 17% reported that were not receiving adequate support with improving their English language skills.</p>	<p>Student Interview</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students at CDS have adequate support services in areas of health, personal counseling, and academic assistance. Career services are lacking and this is an area in which we need to improve.</p>	

The First Program, Middle and High School divisions all have effective systems in place for identifying students in need of support and ensuring they receive it. Student surveys indicate that the majority of our students are aware of the available support services and know how to access them.

The school has a variety of afterschool programs that provide enrichment opportunities as well as academic support. The high school would like to improve the effectiveness of these programs and increase attendance. Each division provides opportunities and resources for students to receive online instruction.

CDS uses PowerSchool and Weebly websites to communicate with students and parents regarding academics, school events, support services, and enrichment opportunities. Surveys indicate that parents are satisfied with the level of communication they currently have with the school. However, it has become evident that parents are not fully aware of the school's expectations for students in terms of behavior and academics.

CDS uses lab time to ensure personalized approaches to learning. The school also has systems in place for evaluating and enhancing teacher effectiveness thus improving instruction for our students. CDS uses a House system (similar to Homerooms). House teachers, as well as school administrators, regularly monitor students' academic and social wellbeing and refer them to support services when necessary.

CDS offers students a wide variety of co-curricular and extra-curricular activities to support their growth. The high school provides service-learning opportunities for students, which involve them directly with their community. Although all CDS students are required to participate in co-curricular activities, the school needs to do more to measure engagement and connection to our ESLRs (6Cs).

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Although the school has conducted several surveys with stakeholders, CDS needs to collect more data in order to evaluate the effectiveness of our support services. Additionally, the school needs to develop a method for evaluating the extent to which our students have achieved the CDS ESLRs (6Cs).	

C2. Parent/Community Involvement Criteria

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>CDS uses a variety of methods to reach out to parents. The First Program uses online resources (Weebly) as the primary method to communicate, while the middle and high school both use emails. In all cases, texts are used to follow up the initial form of communication. Phone calls are used if more explanation is required, or to contact the parents about unexcused absences, behavioral issues, or otherwise special situations. In-person meetings and conferences are used to address specific situations in further detail and to discuss solutions. If translation is required, division assistants are available (Korean and English), but outside translators may be needed for different languages.</p> <p>When asked to answer "Do you feel that the school communicates with you effectively?" on a scale of one to five, 7% of parents responded with a 1, 19% responded with a 2, 28% responded with a 3, 29% responded with a 4 and 19% responded with a 5 (total average of 3.3).</p> <p>In that same survey, when asked "When needed, has a translator been present?" 17% of parents responded with a 1, 14% of parents responded with a 2, 26% of parents responded with a 3, 19% of parents responded with a 4 and 21% of parents responded with a 5 (total average of 3.12). These results suggest that there is still some room for improvement when it comes to communicating effectively with non-English speaking parents.</p> <p>In the First Program, the assistant schedules meetings between parents and teachers. For middle school, a department assistant handles the task if requested by either parents or teachers. High school meetings with teachers are organised directly with teachers, and the HS Assistant can help with translation if needed.</p>	<p>Parent Survey</p>

When asked “Does the school provide opportunities and avenues for parents to schedule meetings with teachers (other than conferences already in place)?”, 1% of parents responded with a 1, 11% responded with a 2, 33% responded with a 3, 32% responded with a 4 and 19% responded with a 5 (total average of 3.58). Similarly, when asked “Does the school provide an easy streamlined method for parents to communicate with one another and with teachers?”, 7% of parents responded with 1, 15% responded with 2, 26% responded with 3, 37% responded with a 4, and 14% with a 5. Again, this indicates room for improvement in terms of allowing parents to schedule separate meetings with teachers throughout the year.

Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>CDS faculty have the opportunity (during weekly department meetings) to discuss how outside speakers may benefit our school. These individuals can be parents, professionals in their fields, and friends from our community. They can help us as teachers (professional development) and can also enhance the student’s educational experiences (speakers, storytellers, etc.). Once the decision has been made on whom to invite, formal documents are drawn up and sent out.</p> <p>When asked the question “Do you feel the school does a good job using community resources to support and enhance student learning?” 5% of parents responded with a 1, 20% responded with a 2, 38% responded with a 3, 21% responded with a 4 and 15% responded with a 5 (total average of 3.21).</p> <p>In the past, CDS has had a few guest speakers come to give lectures on various topics; however, this is definitely an area we could try to improve upon in the future.</p>	<p>Photos of guest speakers 1 2 3</p>

Parents/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students*

demonstrating global competencies.

Findings	Supporting Evidence
<p>CDS employs a number of strategies to ensure that parents and the school community understand student achievement through the curricular/co-curricular program.</p> <p>In the first program, objectives are written on students' portfolio submissions. Objectives are based on curriculum, which is in turn based on academic standards. This communicates to students and parents the specific link between the students' work and the FP curriculum. Teachers also utilize class blogs to communicate current lessons and units allowing parents to see what their students are learning.</p> <p>In middle school and high school, students are provided with a term assignment packet at the beginning of each term. These packets specify what standards are being covered that term, and individual projects and assignments are linked to specific standards. These packets are also made available on the each teacher's individual class websites. Parents can also verify their child's academic progress during and after the semester by logging into Power School. If questions or concerns arise, parents may schedule an appointment with the department director to meet teachers in person. Parent conferences are also provided to help parents understand the level of their child's individual progress. In the high school, Back to School Nights are provided at the beginning of the school year for each grade to give parents information about each subject and to provide parents with an opportunity to ask teachers questions about the curriculum.</p> <p>When asked the question "How well does CDS ensure that students, parents, and the rest of the school community understand the student achievement goals?" 5% of parents responded with a 1, 19% responded with a 2, 31% responded with a 3, 28% responded with a 4 and 14% responded with a 5 (total average 3.28). The results of this survey indicate that more could be done to help students and parents better understand what the student achievement goals of CDS are.</p>	<p>CDS Assignment Packet Folder 2014/15</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
CDS uses PowerSchool and Weebly websites to communicate with parents regarding academics, school events, support	

services, and enrichment opportunities. Surveys indicate that parents are generally satisfied with the level of communication they currently have with the school. However, it has become evident that parents are not fully aware of the school's expectations for students in terms of behavior and academics.

Survey results also suggest a need for improvement when it comes to communicating effectively with non-English speaking parents.

In the past, CDS has invited guest speakers to give lectures on various topics; however, this is an area we need to improve upon in the future.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
In order to enhance cooperation with parents, CDS needs to take measures to increase attendance at student orientations and parent teacher conferences. The school also needs to improve its translation services to ensure that all parents understand the high expectations CDS has for its students. The school needs to take measures to further utilize the community as a resource.	

WASC Category C. Support for Personal and Academic Growth: Strengths and Growth Needs

Category C: Support for Student Personal and Academic Growth: Areas of Strength

CDS provides students with adequate personalized support services both in school and online.

There is evidence of communication and coordination in identifying and providing support to our students.

CDS has processes that are used to identify under-performing or struggling students along with effective interventions to address these students' needs.

The majority of our students feel satisfied with the support they receive from their teachers when seeking help.

CDS provides several avenues for parents to learn about what their children are learning and accomplishing at CDS.

CDS offers students a large variety of co-curricular and extra-curricular activities to support their learning.

Category C: Support for Student Personal and Academic Growth: Areas of Growth

CDS should implement a more systematic approach to measuring and evaluating the effectiveness of its support services.

CDS needs to develop a system for identifying and supporting students with learning disabilities.

CDS needs to develop a way to measure the extent to which students have achieved the school's Expected Schoolwide Learning Results (the 6Cs).

CDS uses Lab to provide students with personalized approaches to learning; however, the school needs to create a system for evaluating its effectiveness and impact on student learning.

There is a lack of understanding among teachers that extra-curricular activities should be connected to our school's Expected Schoolwide Learning Results (the 6Cs).

There is a lack of understanding among parents regarding the academic and behavioral expectations we have for students at CDS. We need to develop more effective strategies for increasing parent participation at back to school night sessions and parent-teacher conferences.

Category D: Resource Management and Development

1. Resources Criterion

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt 1: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The board reports that it believes that it is making all of its decisions with regard to resource allocation in order to meet the school's vision, mission, and student achievement of the critical learner needs, schoolwide learner outcomes and the academic standards. Each year, resources are allocated towards new areas that the board believes can assist our students in reaching our schoolwide learner outcomes. For example; last year, it was noted that students' English communication skills were below the standards that were desired so resources were provided to provide a drama class to all students K-9.</p> <p>The participation in sports teams is seen to have major benefits in the areas of collaboration and character, central aspects of our school mission, so each year the board has increased the allocation of resources for sports. This has led to CDS first joining KISAC, then later expanding our involvement to hosting tournaments for basketball and soccer. In addition to this, CDS has also invested heavily in the horse riding program, which the board believes provides benefits to many students and is an increasingly important part of the FP and MS curriculum.</p> <p>For teachers to acquire supplies, they submit a supply request form at the beginning of each term. If the school can't find the exact items that the teachers have requested, then the school finds other items to make sure teachers' supply request needs are satisfied. The school has inventory lists for 1. Library 2. Science (in division) 3. IT (Computers, Printers, Projector) 4.</p>	<p>Supply Request Form Library Inventory List (FP / MHS)</p> <p>Science Inventory List IT Inventory List (PC / Printer & Scanner) Furnishing Inventory List</p> <p>Sports Equipment Inventory List</p> <p>FP Inventory List</p> <p>Drama Class Schedule from Kinder through 9th grader</p> <p>Athletic Calendar</p> <p>List of Text books</p> <p>CDS library catalog:</p>

School furnishings (Chairs, Desks, Boards and so on).

In order for supply requests to be fulfilled on time, teachers must meet with the deadlines that are given in order to allow administration sufficient lead time to procure the supplies. The last year has seen the appointment of administrative assistants in all 3 divisions and this has led to a much smoother supply procurement procedure. As an international school in Korea, some supplies that are available in other countries are not available to CDS; in these situations every effort is made to provide a suitable local alternative as soon as possible. In addition, the Head of School makes regular trips to the US to purchase supplies that are unavailable locally.

Within the MS and HS it is clear that there is an attempt by the school to allocate resources in order to address learner needs. However, the process by which this is done is not very transparent and can lead to frustrations about why certain things are purchased and others are not. For example, a small whiteboard provided for each student in math class is very helpful in students' learning. Students can discuss their ideas and teachers can easily see what progress students are making. Although most classroom resources are approved and provided, the math department is still waiting for calculators to be approved for the middle school classrooms.

The teacher survey revealed that teacher satisfaction with their School Supplies requests average 3.4 on a scale of 1 to 5 (5 being the most satisfied). They report that the fulfillment process has been slow or supplies just haven't come at all, so some teachers end up buying their own supplies. It would help if teachers could see the status of a request after it is made. Teachers also reported that a budget would be more useful in order to decide what to purchase rather than hoping they get what they need.

Teachers are highly involved in the selection of student textbooks. Each department has been responsible for the selection of textbooks. Each year a review is carried out of the textbooks before the next year's texts are ordered.

Inventory lists are available for each department, although for some departments the lists are minimal. The science inventory lists are available through cdsteacher.weebly.com. The library catalog lists the resources available for most other departments and the catalog can be accessed through the [school's website](#).

Parents' satisfaction with the resources in their child's classrooms is an average of 3.33 on a scale of 1 to 5 (5 being

<http://daltonschool.follettdestiny.com>

[Teacher survey](#)

[Supply request forms](#)

[Term assignments include materials needed for students](#)

[Parents Resource Survey \(Responses\)](#)

[Students Resource Survey \(Responses\)](#)

[Teachers Resource Survey \(Responses\)](#)

the most satisfied).

Students' satisfaction with the resources in their classrooms is an average of 3.5 on a scale of 1 to 5 (5 being the most satisfied). Students feel that the high school should lend laptops to students. They also reported that there are only a limited number of resources in the classrooms, and some resources are broken and not usable. In particular, students mentioned that the materials available in the chemistry lab and the collection of books in the library could be improved.

Regarding internet use at CDS, the student survey revealed that student satisfaction with their Internet use is on average 1.9 on a scale of 1 to 5 (5 being the most satisfied); Students, teachers and administration staff all reported that they are not satisfied about the wifi on campus.

Regarding resource allocation for professional development and teacher learning, the leadership group would like to encourage more teachers to do research and suggest additional professional development opportunities. Teachers have also reported that they would like to be involved in more professional development opportunities but that resources for PD have not been widely available.

Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Prompt 2: *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
<p>Each year the school develops an annual budget. The process for developing the budget is audited by two of the board members. Then, in accordance with Korean law, the budget is posted to the ISI website which is available to be viewed by Korean government officials.</p> <p>CDS has an annual budget plan. This budget is revised three times per year. The constituents involved in the budget revision are teachers, division directors, the principal, and the Head of School.</p> <p>The budget is posted online (https://www.isi.go.kr/en/index.do)</p>	<p>Budget Statement</p>

for the Korean government to view it. A link is also being added to the CDS website.

The budget is allocated by looking at student enrollment and needs of the school. It is set once a year and re-evaluated 6 months into the year. There is a set annual budget that is reflected in the overall budget. The funds are allocated on request. Procedures vary across departments but the general procedure is as follows: Director approval to Principal approval to Head of School approval. In the case of large purchases the Head of School will take a proposal to the Board.

Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt 3: *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools' mission, desired learner goals and educational program.*

Findings	Supporting Evidence
<p>The board takes the health and safety of students very seriously and as such makes sure that all health and safety regulations are adhered to. In addition, the board also ensures that the facility staff all has the correct and up-to-date licenses and training.</p> <p>To support the school's mission, the school has invested heavily in the facilities. The campus covers 46,200 square meters.</p> <p>In the MS and HS building, there are 2 testing rooms with seating for 40 students, 5 science labs, 2 student lounges, 1 HS faculty lounge, 1 student lounge, and 1 MS administration office. CDS also has a main administration office and school communications center, a college counseling office, guidance counseling office, PTA room, school store, and an IT control room. The high school utilizes three floors at present and the middle school utilizes two. The cafeteria has seating for 250 people. The school is equipped with wireless internet with filtering for students.</p> <p>For arts CDS has a small theatre with seating for up to 200 people and Dalton Hall with seating for 400 students, 3 music rooms with X instruments, 2 art classrooms, and an art gallery to display student. The MS/HS library has X books, X computers, and subscriptions to the following periodicals (...). The MS and HS library has seating on 2 floors for X students. The building also includes a nurse's room with beds for 5 students.</p> <p>For physical education and sports, CDS has a mat room which</p>	<p>Furnishing Inventory List IT Inventory List (PC / Printer & Scanner)</p> <p>Photos of school facilities</p> <p>Report of annual fire drill Photos of Caution Signs Rubber knobs</p> <p>Student Survey #3</p>

can be used for PE classes and table tennis, a full sized gymnasium (1 basketball court), a full size grass soccer pitch, 2 outdoor basketball courts, a clay tennis court, stables and covered exercise yard for 3 to 4 horses, and outdoor education facilities.

To communicate with students and parents, CDS has 2 large-screen TVs and the MS and HS utilize PowerSchool SIS to communicate attendances and academic information. Additional information goes out during house announcements.

The First Program has a playground with play facilities, FP building (add FP facilities),

CDS also has dormitory accommodation for up to 315 students. The campus includes teachers guest house rooms for 45 people (to house faculty), an exercise room and swimming pool, and 20 townhouses for faculty. There is a 24-hour guard security and parking space for X cars.

The school has an internal fire drill twice a year, but information dissemination in regards to student safety can be improved further. The student survey revealed that 68% of students rated 3, 4, 5 in the scale of 1-5 on awareness of emergency procedures (5 being the highest awareness). However, the rest answered they were not sure about the emergency procedures. This suggests that the school needs to improve communicating safety information to the students.

Health and safety measures in place for students and staff include an annual medical check-up. Students must submit their health record when they apply to the school.

To prevent any safety hazards, the school has 'Caution' signs on the glass doors, rubber knobs on sharp edges, and written announcements from the school nurse.

The school has been taking measurements to improve student lifestyle, such as offering different meal options (western, Asian, and vegetarian), a variety of club activities (horseback riding, fencing, golf, and so on), various school bus routes, and meetings with the student council.

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt 4: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online. Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

Findings	Supporting Evidence
<p>There are inventory list for the following: Library, Science, IT and School Furnishings. To order materials, each term teachers submit supply request forms in which the school will either purchase or find an equivalent item. Through cdsteacher.weebly.com and www.daltonschool.kr teachers can find some of the inventory lists and resources available for the departments, but most are not listed. For ordering learning supplies, there is deadline for supply requests the teachers are notified of in weekly department meetings. There is administrative assistance in each division that handles the teacher supply requests. Supplies are often requested from other countries and cannot be fulfilled and therefore a local alternative is often sought out. If the local alternative cannot be sought out the Head of School makes regular trips to the US to purchase the needed supplies.</p> <p>Each year there is a review of the previous textbooks used in collaboration with the department and teachers.</p> <p>The textbooks are decided once a year in collaboration with the departments, but some new teachers have reported frustration with the textbook chosen the prior year because supply orders for textbooks must take place months before the beginning of the new school year.</p> <p>Across all departments, supply ordering process has not been entirely transparent and has led to frustrations with teachers been unsure of the reasons why their requests have been denied. Teachers are not informed of the department allocated budget.</p> <p>For checking out learning materials, CDS has an inventory list of materials which is maintained by each department. Each teacher is responsible for the equipment that s/he uses. However, equipment is not always maintained because faculty from other departments may use it without permission and things then get lost/damaged. Equipment is also taken to be used during recess and it is not monitored for proper use.</p>	<p>Science Inventory List</p> <p>Library Inventory List (FP / MHS)</p> <p>Science Inventory List</p> <p>IT Inventory List (PC / Printer & Scanner)</p> <p>Furnishing Inventory List</p> <p>Sports Equipment Inventory List</p> <p>FP Inventory List</p> <p>MS/HS Inventory List</p> <p>FP Inventory List</p>

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt 5: *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.*

Findings	Supporting Evidence
<p>The board ensures that sufficient resources are available to enable the hiring of well-qualified staff for all programs depending on the requirements of the program. This is increasing each year in alignment with the increasing student population. The board reports that professional development has been supported by the school with many teachers undertaking courses specific to their subjects.</p> <p>This year CDS staff has had opportunities to participate in KOTESOL, KORCOS, AP Workshops, and the school is currently working to secure a partnership with USC Rossier. Within specific departments and divisions there have been a number of other opportunities for professional development. The High School and Middle School Music department are participating in both KAIAC and KIMEA conferences this year. In the Fall CDS offered a Storytelling and Narrative Workshop. While this was offered to all staff members, it was emphasized strongly for the First Program.</p> <p>Much of the professional development is geared towards English and ESL. Some departments have noted a lack of professional development opportunities specific to their subject matter; Science, Social Studies and Math had few opportunities geared specifically toward their subjects in the last year. CDS is working to explore more opportunities for these subjects, but also encourages staff members to seek out professional development opportunities outside of the school. Additionally, the majority of professional development opportunities seem to be located in or near Seoul.</p> <p>During 2014-2015 school year CDS has set aside an in-service day in order to ensure all teachers to attend KORCOS. This has been an improvement over previous years, as it has been up to the teachers to attend professional development on their own time while paying out of pocket. This year has also have the most information about professional development at CDS. Information regarding professional development is disseminated through HR as well as the Administration (in</p>	<p>Page 17 of this documents</p> <p>Events Calendar</p>

department and division meetings), and email.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Overall Although CDS has many systems in place for acquiring and providing adequate materials and resources, the evidence from faculty and students reveal that many constituents feel that the allocation of resources are not sufficient or effectively used to carry out the school's purpose and student achievement. Several departments reported dissatisfaction when requesting learning materials, and there seems to be a lack of cohesive decision-making between teachers, leadership, and the board on what materials are essential to student achievement and CDS's mission and vision. The dissatisfaction with learning technology, such as the Wifi service or availability of laptops for student use, seems to be of particular concern to constituents.</p> <p>With that being said, there have been clear improvements made based upon teacher and student feedback from previous years (regarding athletic programs, student learning programs, and amenities on campus.) Furthermore, the growing opportunities for professional learning are beginning to improve support of the school's purpose and SLRs, and the existing facilities are satisfactory to the school's constituents. Additionally, the health and safety expectations are being met; students and staff express a feeling of general safety and community within the school. CDS has adequate security resources. Finally, it is clear that CDS is committed to recruiting well-qualified staff and maintains high standards for employment.</p>	See above

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>As stated above, several departments reported dissatisfaction when requesting learning materials, and there seems to be a lack of cohesive decision-making between teachers, leadership, and the board on what materials are essential to student achievement and CDS's mission and vision. This can particularly affect CDS' high ELL population; materials like malleables, leveled readers, and visual aids (made easier through technology like ELMO cameras or tablets), and wifi availability can help to support English Language Learners.</p> <p>However, overall facilities and resource allocation does lend</p>	

itself to supporting CDS' SLRs, providing the space for academic focus but also putting emphasis on physical and creative endeavors and community collaboration. The recruitment of well-qualified staff and the improvement in seeking out and providing opportunities for professional development align with CDS' mission by ensuring teachers have the tools and knowledge available to promote inquiry and creativity while maintaining high academic standards.

D2. Resource Planning Criterion

Long-Range Resource Plan

Indicator: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Prompt 6: *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.*

Findings	Supporting Evidence
Currently there is no long resource plan, but it is in development and the board is working on it.	

Use of Research and Information

Indicator: The school uses research and information to form the master resource plan.

Prompt 7: *To what extent does the school leadership and staff use research and information to form the long-range plan?*

Findings	Supporting Evidence
At present CDS does not have a long-range plan for the school. The Board and Leadership committees are aware of this and have cited that they are in the process of developing a long-range plan as well as a master research plan.	

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt 8: *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Findings	Supporting Evidence
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The board feels it takes the stakeholders opinions into consideration when making future plans. The teacher survey revealed that teachers felt their feedback was valued. From the Student survey, students felt they were part of the school planning process. However, more students felt uninvolved than felt highly involved.

The leadership home group reported that the student council and student body as a whole are often asked about short- and mid-term goals for the school but, as CDS is still a new school facing many new challenges each year, little time is given to discussing long-term goals with the student body. This is not to say their input is not welcomed, it is just that they have more immediate concerns. For example, in previous years the cafeteria food has always been an issue; this has led to the school offering both Western and Korean menus each day. In the high school organized sports were a big request and the school has addressed this by joining KISAC and now joining the larger KAIAC organization. The student council has been responsible for many of the changes for the better in the school, even if sometimes they are unaware of the impact they have had.

The PTA allows parents and teachers to be involved in long-term planning and goal-setting for the school. At present, the teachers are not really involved with the PTA. The leadership is working on establishing a better PTA organization that involves both the parents and teachers working in partnership. Teacher attendances at PTA meetings have been highly encouraged over the last year with increasing teacher attendance at PTA meetings.

[CDS Student Survey-Organization for Student Learning](#)

[Teacher Survey](#)

Informing

Indicator: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt 9: *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>According to the data provided by the leadership and board groups, the school is led by the board. The school is entirely independent and completely solvent through student fees and other sources of income. The school is run independently from any governmental body through the Bongduk Education Foundation.</p> <p>Each year a school wide budget prepared and is audited by two members of the board. The generalized budget breaks down into payroll, teacher expenses/student activities, operating expenses,</p>	<p>Budget Statement</p>

capital expenses, capital reserves and other expenses. The budget is then posted to the ISI website in accordance with Korean law. The budget is then viewable by government officials through the website.

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt 10: *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
Currently the school does not have marketing strategies to support the implementation of the developmental program. The school is aware of this and is willing to hire person for “Public Relations” in the future. CDS’s focus target is international students.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Overall criteria regarding Resource Planning within CDS is being addressed, as revealed through Parent/Student Surveys, Staff input and Administrative and Board responses.</p> <p>As for the short-range resource plan, the school has been consistently communicating with Student Council to meet the student’s needs and make changes according to their requests in terms resources and students support programs.</p> <p>At this point many of these areas are still in the initial stages of planning and development. CDS is aware and working towards developing a long-range resource plan for the school.</p>	<p>Budget Statement</p> <p>Teacher Survey</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The improvements in the short-term resource plan have led to improvements in the degree to which critical learner needs are being addressed.</p> <p>For example, through the development of an athletic program CDS was able to encourage a sense of community, collaboration, and character. CDS’ library collection has expanded, which has enabled students to have more access to learn and meet their</p>	<p>CDS Student Survey-Organization for Student Learning</p> <p>Teacher Survey</p>

curiosity. With the improvement of our internet services students can more easily communicate and better utilize resources. The available resources for the science labs have continually grown each year, further allowing for a greater depth of experiments promoting greater critical thinking, curiosity, and collaboration.

By developing further on a long-range resource plan, CDS will better able to meet the critical learners needs.

WASC Category D. Resource Management and Development: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D: Resource Management and Development: Areas of Strength

Overall the allocation of supplies was found to be adequate based upon teacher and student surveys, however, within specific departments there have been some difficulties in acquiring materials (see areas of growth).

CDS consistently seeks feedback the stakeholders (students, staff, parents, and faculty.) Students and staff express a feeling of general safety and community within the school.

CDS has adequate security resources (CCTV, 24-hour Security, Emergency Drills, and locks.)

There have been clear improvements made based upon teacher and student feedback from previous years (regarding athletic programs, student learning programs, and amenities on campus.)

CDS is committed to recruiting well qualified staff and maintains high standards for employment.

Category D: Resource Management and Development: Areas of Growth

The process for ordering supplies is overly complicated needs to be streamlined and made consistent throughout the three schools.

There needs to be clearer communication regarding the reasoning/explanation of denied requests (supplies, professional development opportunities, etc...)

There is no allocated departmental budget. It is suggested that CDS should better inform teachers of how money is split between departments.

CDS needs to works towards better developing a school-wide health and safety plan and clearly communicating procedures to students, staff and parents (more formal training: drills, discussions, guidelines)

There is a demand for more (plentiful and diverse) professional development opportunities. CDS needs to develop a long-range research plan for the school.

There is not an assigned PR representative on staff at CDS. The school needs to develop a marketing strategy.

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

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) Organization 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

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 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 1)Implementation of standard tracking technology (Masteryconnect)
 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 protocols 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 student's English proficiency has an effect on their ability to master all other aspects of the curriculum.

Appendices

A. Results of student questionnaires

Although the surveys were administered by individual focus groups their results were available to share and utilize in all focus groups studies.

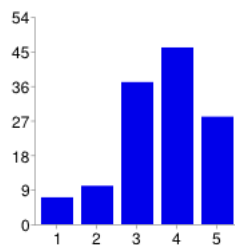
Student Survey WASC_Organization for Student Learning (Middle & High School)

Total Number of Respondents: 128

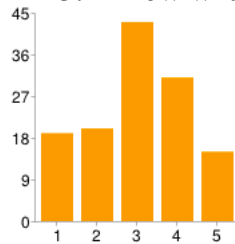
[Link](#)

Summary of Results

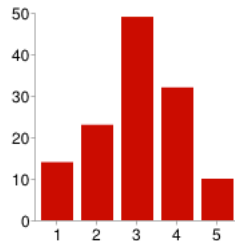
A1-3: I feel involved in the school curriculum.



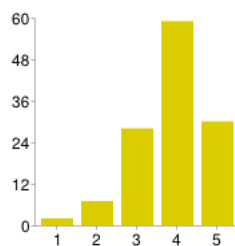
A1-3: I know what the schoolwide learner outcomes are. 6C's



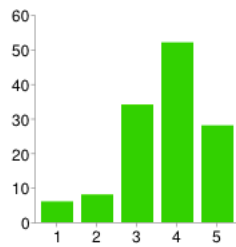
A1-4: I feel the school curriculum helps me to display the 6 Cs.



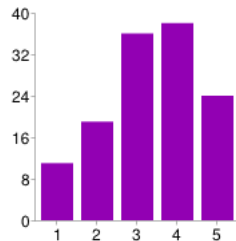
A1-4a: I know what I am expected to do each term and know where to access information about Assignments.



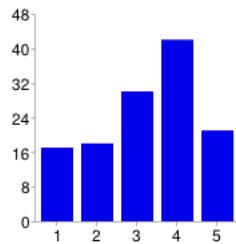
A2-3: I feel the schoolwide learner outcomes are important.



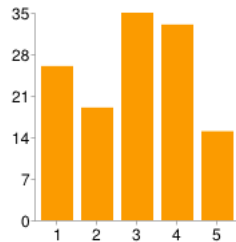
A2-5: I understand the school structure from the board to administration to teachers to me.



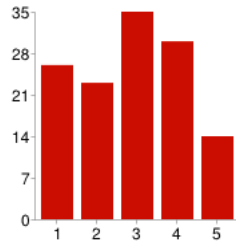
A2-7: The School uses tools to communicate with students, parents, and faculty members.



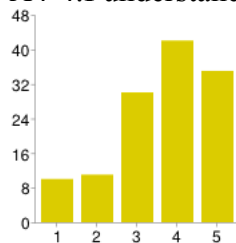
A2-8: I understand the complaint procedure.



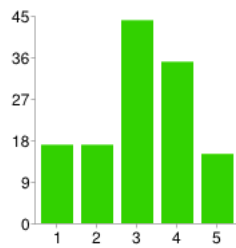
A3-5: I believe the school leadership and staff work together.



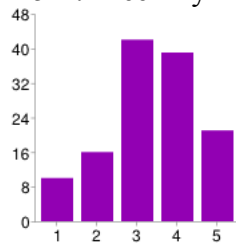
A4-4: I understand the student handbook.



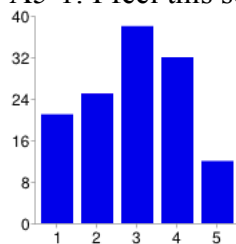
A5-1: The school demonstrates caring, concern, and high expectations for students.



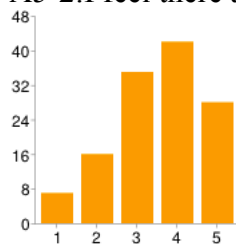
A5-1: I feel my individuality is recognized.



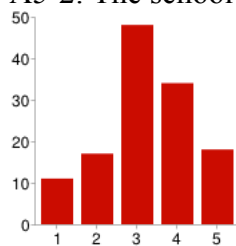
A5-1: I feel this school is a good environment to learn.



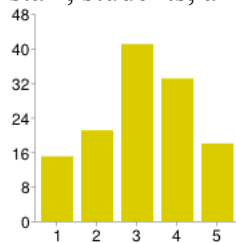
A5-2: I feel there are high expectations for me.



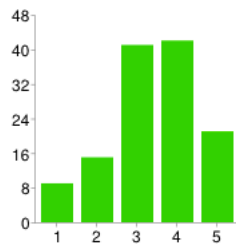
A5-2: The school recognizes student success.



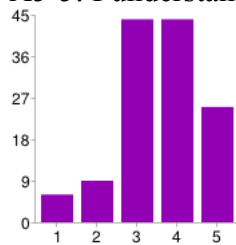
A5-3: The school utilizes respectful and effective cross-cultural communication between staff, students, and parents.



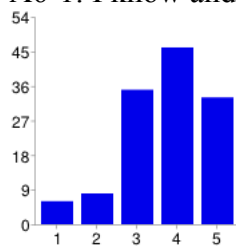
A5-5: I feel the school ensures is a safe, clean and orderly place that nurtures learning.



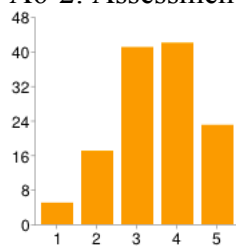
A5-5: I understand school's safety regulations.



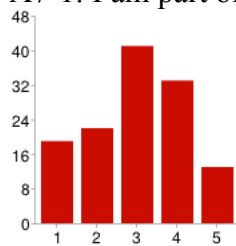
A6-1: I know and understand my grades.



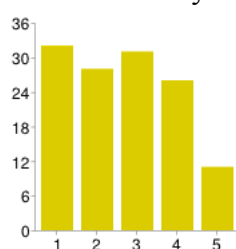
A6-2: Assessments reflect what is taught in class.



A7-1: I am part of the school's planning process.



A7-1: I feel loyal to the school.



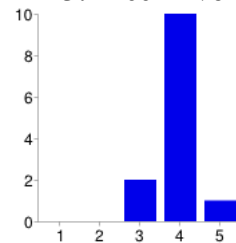
Student Survey WASC_Organization for Student Learning (First Program)

Total Number of Respondents: 13

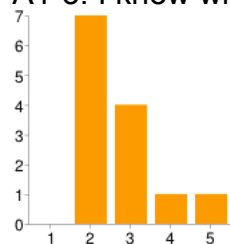
[Link](#)

Summary of Results

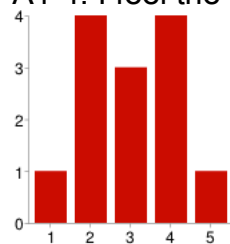
A1-3: I feel involved in the school curriculum.



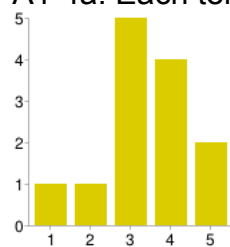
A1-3: I know what the 6Cs are.



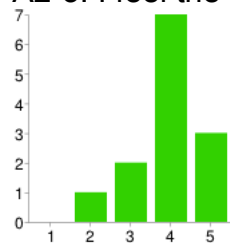
A1-4: I feel the school curriculum helps me to display the 6 Cs.



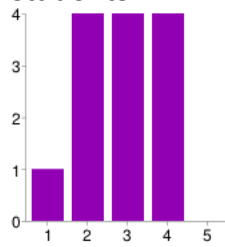
A1-4a: Each term, I know what I am going to study in each class.



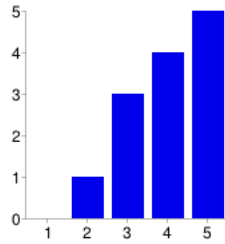
A2-3: I feel the 6Cs are important.



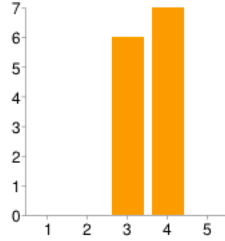
A2-5: I understand the school structure: the board, administration, teachers and students.



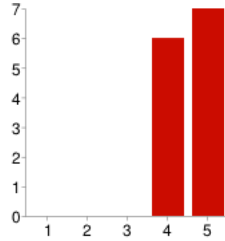
A2-7: The School uses tools to communicate with students, parents, and faculty members.



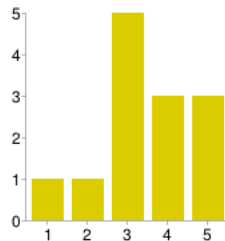
A2-8: I understand the complaint procedure.



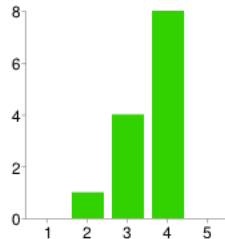
A3-5: I believe the school leadership and staff work together.



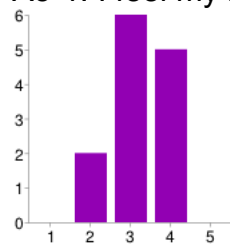
A4-4: I understand the student handbook.



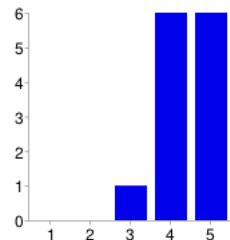
A5-1: The school demonstrates caring, concern, and high expectations for students.



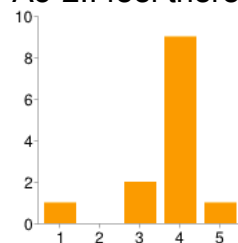
A5-1: I feel my individuality is recognized.



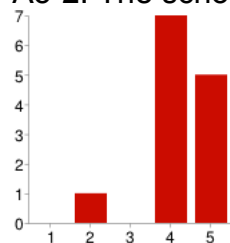
A5-1: I feel this school is a good environment to learn.



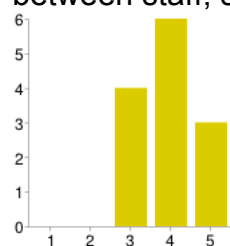
A5-2: I feel there are high expectations for me.



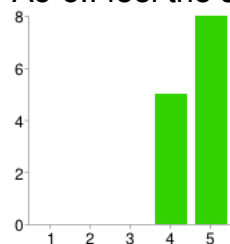
A5-2: The school recognizes student success.



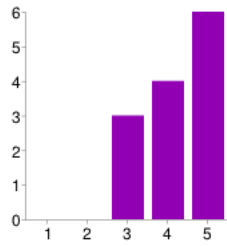
A5-3: The school utilizes respectful and effective cross-cultural communication between staff, students, and parents.



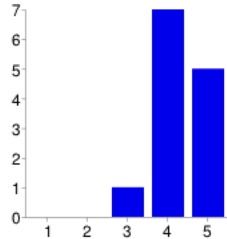
A5-5: I feel the school ensures a safe, clean and orderly place that nurtures learning.



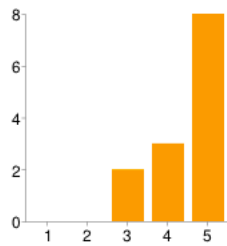
A5-5: I understand school's safety regulations.



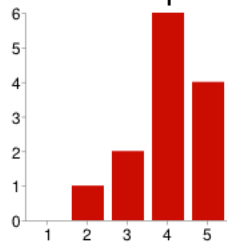
A6-1: I know and understand my grades.



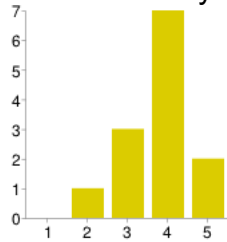
A6-2: Assessments reflect what is taught in class.



A7-1: I am part of the school's planning process.



A7-1: I feel loyal to the school.



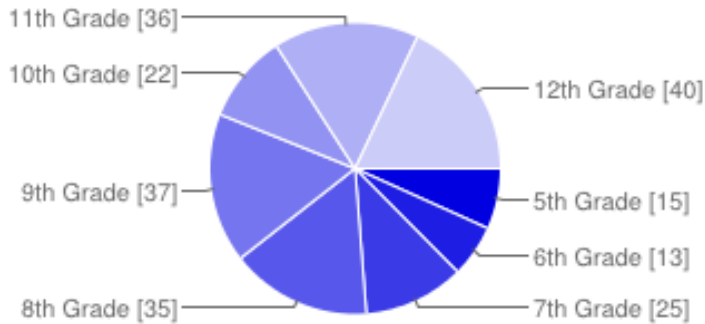
Student Survey WASC_Support for Student Personal and Academic Growth

Total Number of Respondents: 226

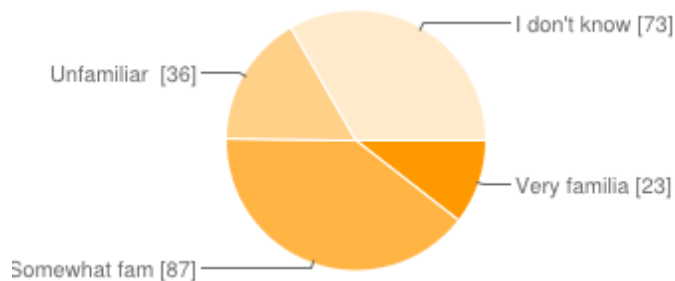
[Link](#)

Summary of Results

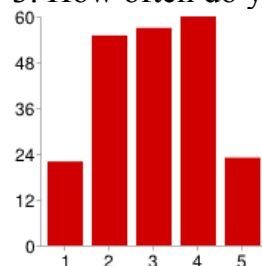
1. What grade are you in?



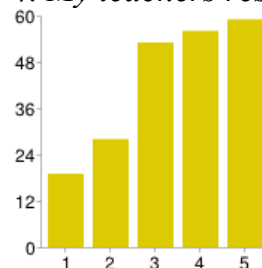
2. How familiar are you with our school's 6 Cs?



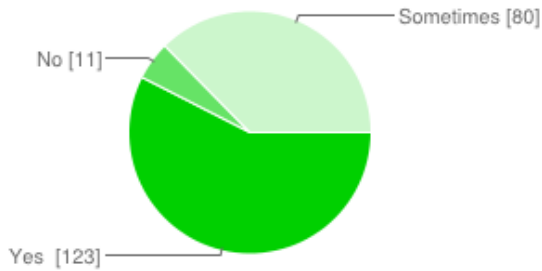
3. How often do you use email to communicate with teachers or administration?



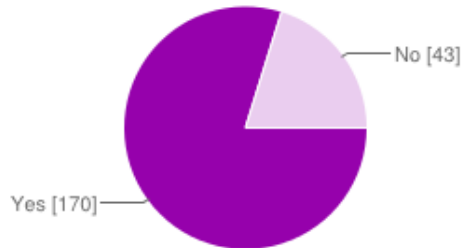
4. My teachers respond to my emails within 24 hours.



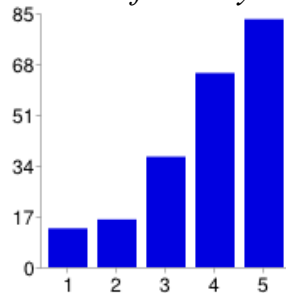
5. The school provides opportunities for me to have meetings with teachers?



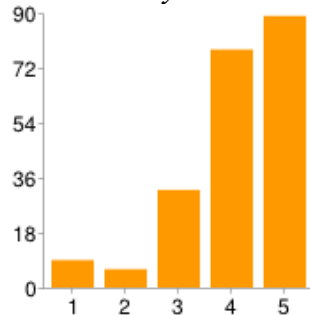
6. The last time you were struggling, and you asked a teacher for help, were they able to fully support you?



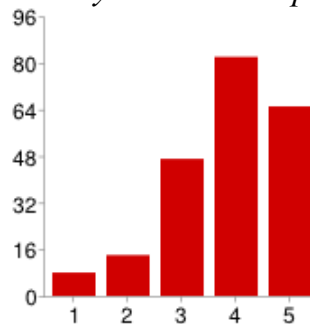
7. How often do you use your teachers' class websites?



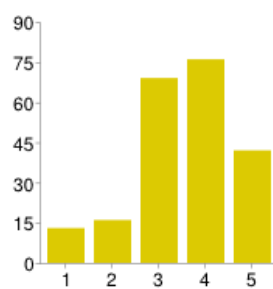
8. How easy is it to use your teachers' websites?



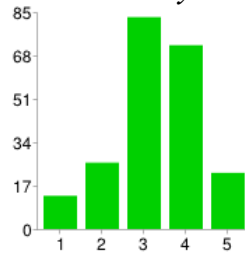
9. Do your teachers provide you with enough support when using technology?



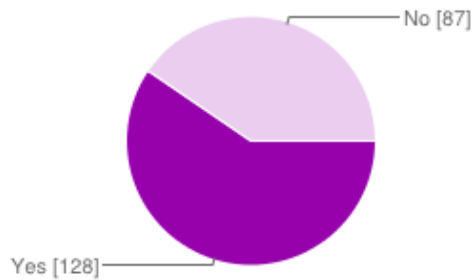
10. I know what my teachers expect from me.



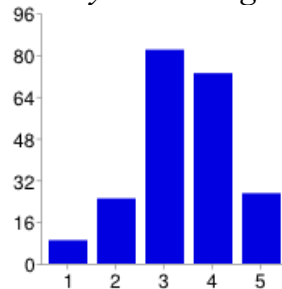
11. How do you view the school's student support/referral system?



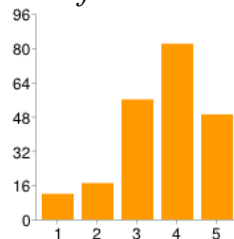
12. I have had an experience at CDS when a guest speaker visited our school to share their special knowledge and expertise.



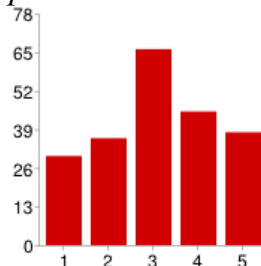
13. My teachers give me the individual attention I need to be successful at CDS.



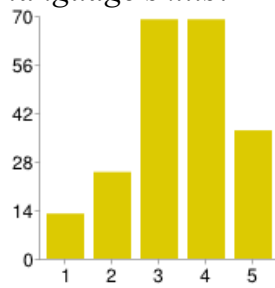
14. I feel involved in school and community activities.



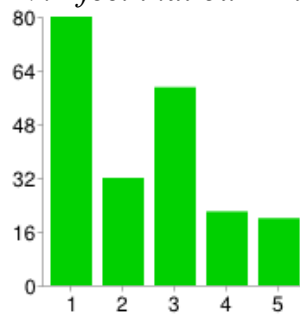
15. I feel comfortable meeting with the school Guidance Counselor to talk about my problems at school.



16. Does the school provide enough support in helping you improve your English language skills?



17. I feel that our Friday Long House activities support my learning.



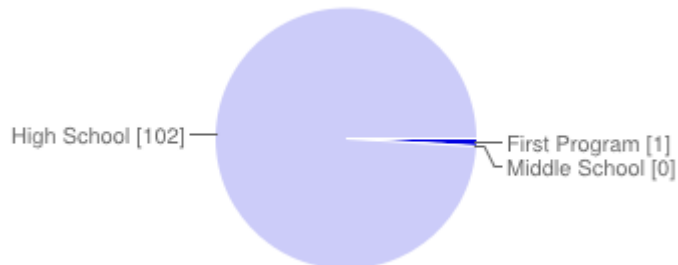
Resource Management and Development Student Survey

Total Respondents: 103

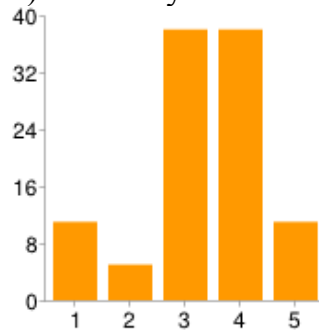
[Link](#)

Summary

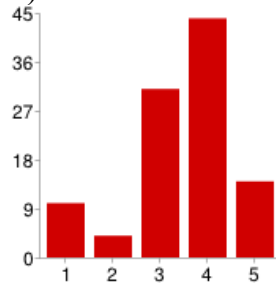
Which School do you study in?



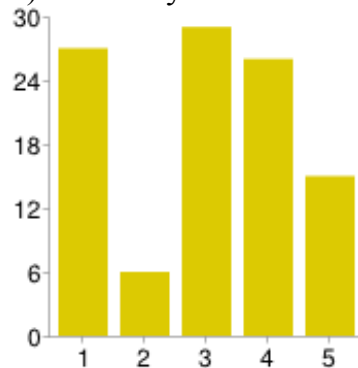
1) Are you satisfied with the resources in your classrooms?



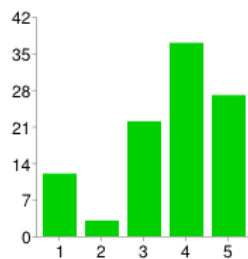
2) How well are you using the resources given in your classrooms?



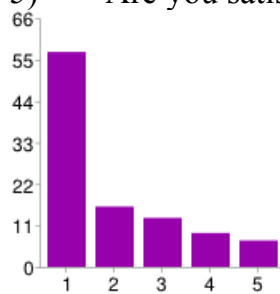
3) Are you aware of the escape plan?



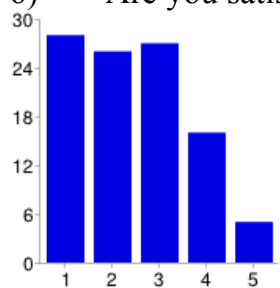
4) Are you satisfied with the nurse service?



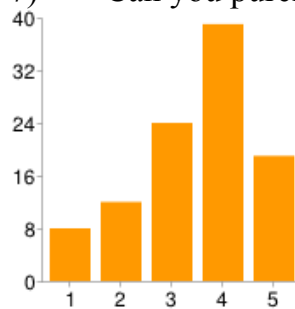
5) Are you satisfied with your Internet service on campus?



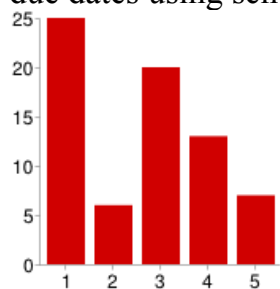
6) Are you satisfied with your school lunch or snacks?



7) Can you purchase all the school supplies from the school store?



8) If you are a dorm student, are you able to print out your homework before the due dates using school printer?



B. Results of parent/community questionnaire/interviews

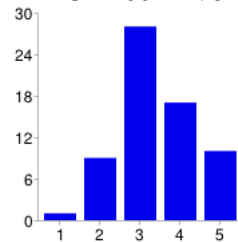
Organization for Student Learning Parent Survey

Total Respondents: 65

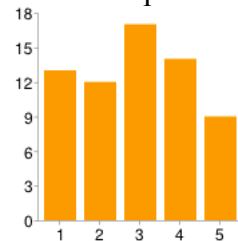
[Link](#)

Summary

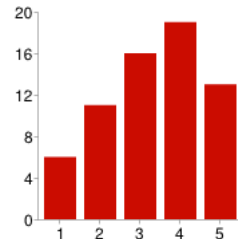
A1- 3 I feel involved in the school curriculum.



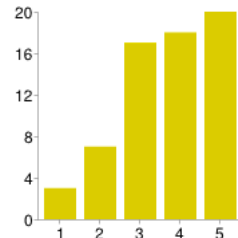
A1-3 The parents are aware of the schoolwide learner outcomes (also called 6Cs or ESLR's).



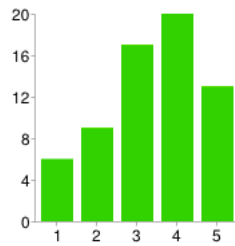
A1-4 The school works toward producing global citizens.



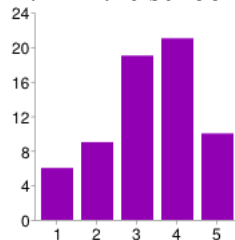
A2-3: I feel the schoolwide learner outcomes (ESLRs/6Cs) are important.



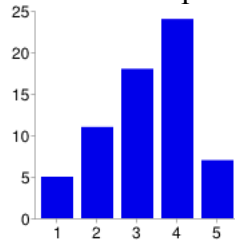
A2-5 The school community understands the governing authority's role.



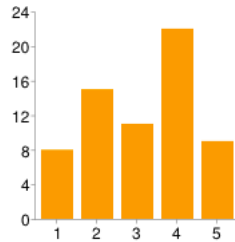
I think the school's vision addresses current and future learner needs.



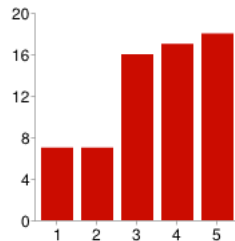
A2-7: I understand the school structure: Chairperson of the Board, Administration, Teachers, Students and parents.



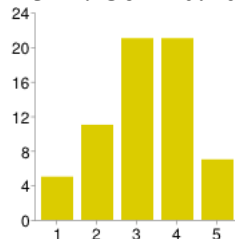
A2-8: I understand the complaint procedure.



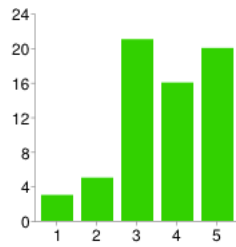
A2-7: The School uses tools to communicate with students, parents, and faculty members.



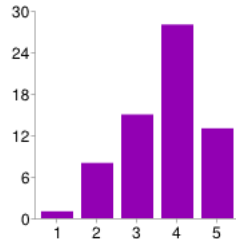
A3-2 : Conflict resolution and communication from the school is effective.



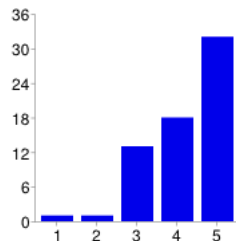
A3-4 I believe school leadership and staff focus on successful student learning.



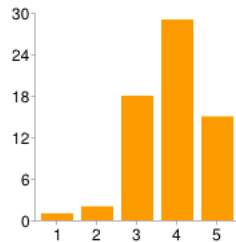
A4-4: I understand the Student Handbook.



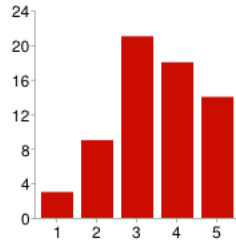
A4-8: I know how to access my child's grades.



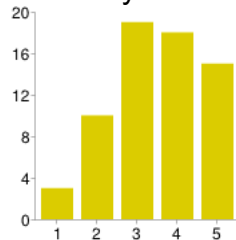
A4-8: Assessments reflect what is taught in class.



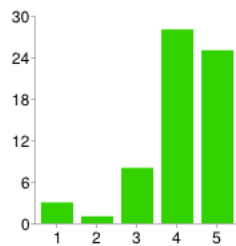
A4-8: The school effectively and fairly disciplines my child.



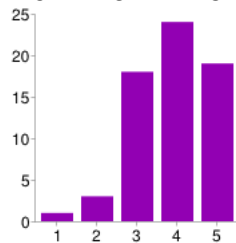
A5-1: My child receives support from school.



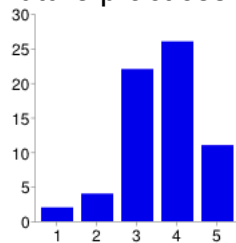
A5-5 : The school offers a safe environment.



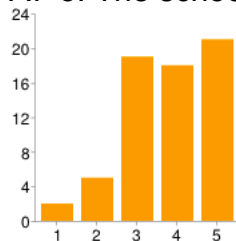
A6-1: I am involved in my child's learning.



A6-3: The school uses student performance on assessments to plan and improve future practices.



A7-3: The school is consistently improving.



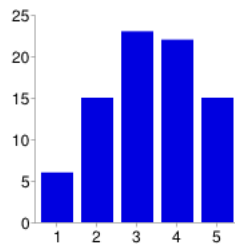
Support for Student Personal and Academic Growth Parent Survey

Total Respondents: 81

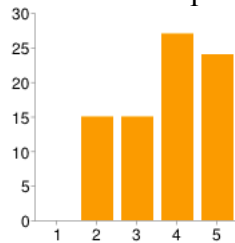
[Link](#)

Summary

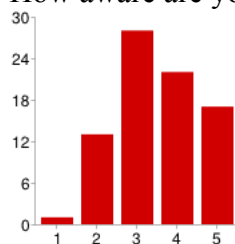
Do you feel that the school communicates with you effectively?



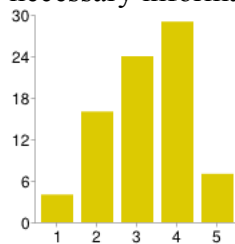
Does CDS respond to emails in a timely manner?



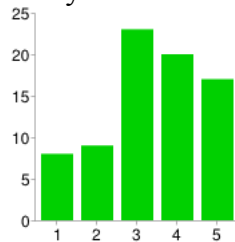
How aware are you of the school's website and its contents?



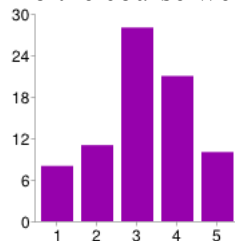
Do you find that the school's website is organized for you to efficiently navigate and find necessary information?



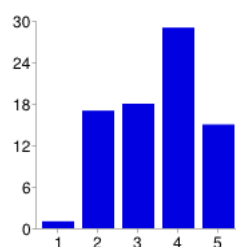
Are you aware of your child's individual course website(s)?



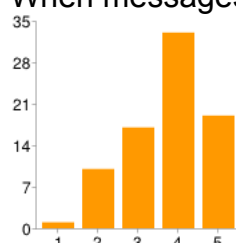
Do the course websites communicate information effectively?



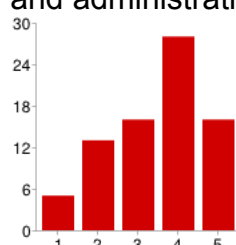
Do you feel that CDS utilizes the telephone as an efficient tool for communicating with teachers and administration?



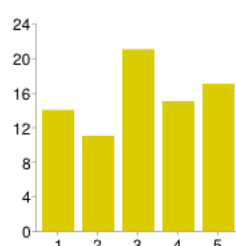
When messages are left, are responses handled in a timely manner?



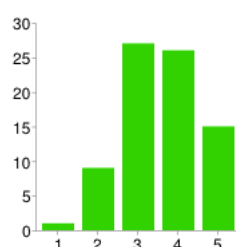
Are you satisfied with the number of in-person meetings you've had with teachers and administration?



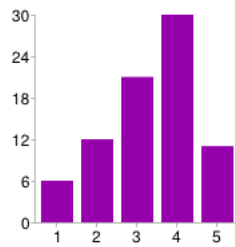
When needed, has a translator been present?



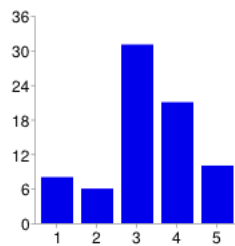
Does the school provide opportunities and avenues for parents to schedule meetings with teachers (Other than conferences already in place)?



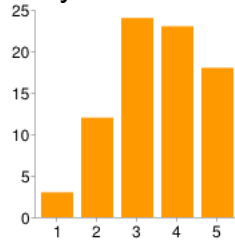
Does the school provide an easy, streamlined method for parents to communicate with one another and with teachers?



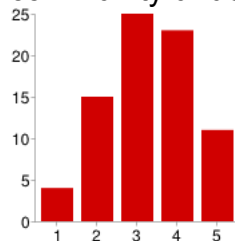
How well does the school accommodate and involve non-Korean speaking parents?



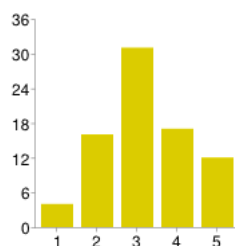
Do you feel that you play an active role in your student's education?



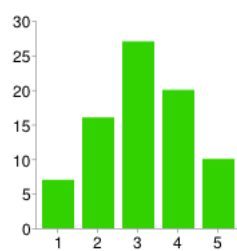
How well does CDS ensure that students, parents, and the rest of the school community understand the student achievement goals?



Do you feel the school does a good job using community resources to support and enhance student learning?



Do you feel the school does a good job providing extra support and guidance for struggling students.



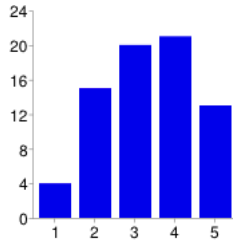
Resource Management and Development Parent Survey

Total Respondents: 75

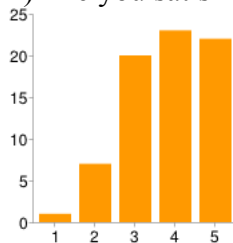
[Link](#)

Summary

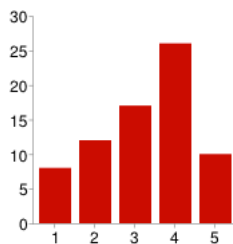
1) Are you satisfied with the resources in your child's classroom?



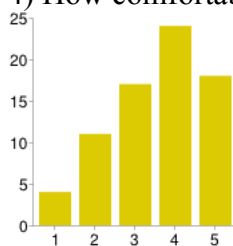
2) Are you satisfied with the nurse service?



3) Are you satisfied with the teachers' professionalism?



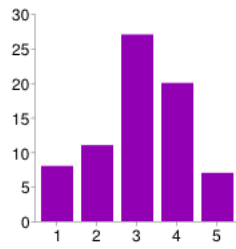
4) How comfortable are you using PowerSchool to check your child's attendance and grades?



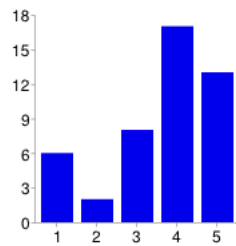
5) How often do you check your child's attendance and grades per week using PowerSchool?



6) Is it easy for you to contact your child's teachers?



If your child takes the school bus to CDS, are you satisfied with the service?



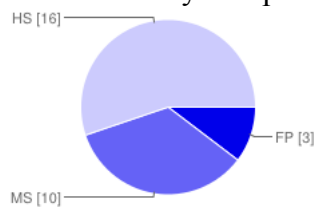
Organization for Student Learning Teacher Survey

Total Respondents: 29

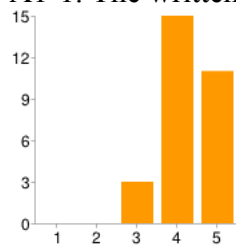
[Link](#)

Summary

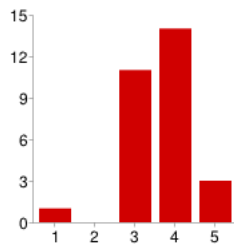
Which division do you report to?



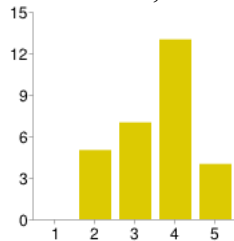
A1-1. The written mission and vision of the school reflect my beliefs and philosophy.



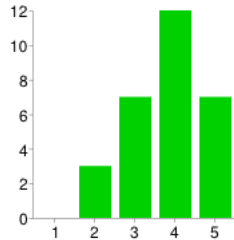
A1-1. The written mission and vision of the school reflect my students' beliefs and philosophy.



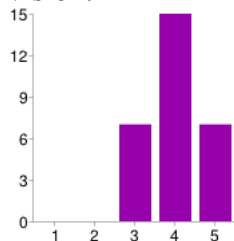
A1-3. The school involves representatives from the entire school community in defining the core values, mission, and vision of the school.



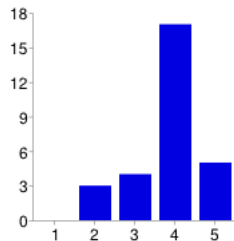
A1-3. The school involves representatives from the entire school community in defining learner outcomes (such as standards and learning goals).



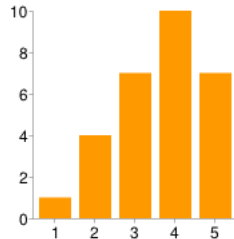
A1-4. Student objectives/standards are consistent with the school's core values, mission, and vision.



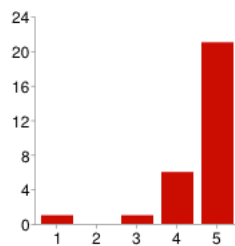
A2-3. The school regularly reflects on how school policies affect student learning.



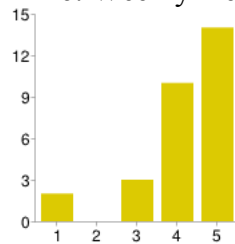
A2.5 I understand the governing authority's role.



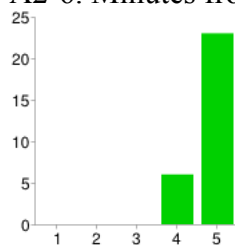
A2-6. There are weekly meetings between administration and faculty for discussion.



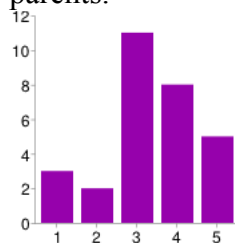
A2-6. Weekly meetings between the administration and faculty are productive and helpful.



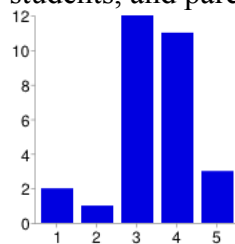
A2-6. Minutes from meetings are documented and shared among the faculty.



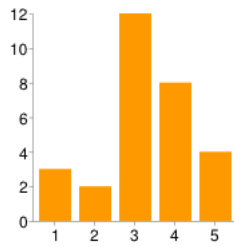
A2-7. There is regular communication between the board, faculty members, students, and parents.



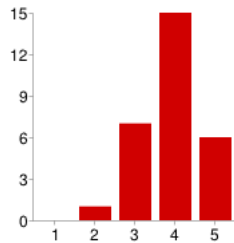
A2-7. The school has improved communication between the board, faculty members, students, and parents over time.



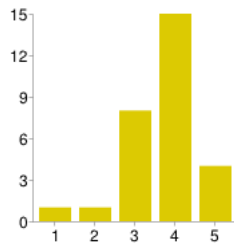
A2-8. The policies for complaint and conflict resolution are effective.



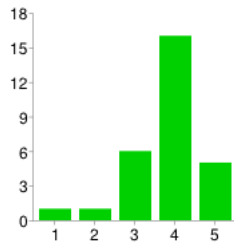
A2-9. I know and understand the staff/faculty evaluation procedures of CDS.



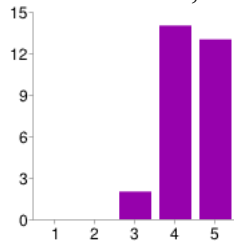
A2-9. Communication about evaluation procedures is clear.



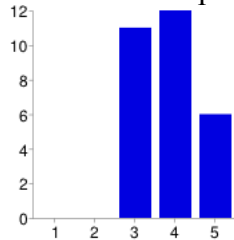
A3-1. Information is communicated clearly.



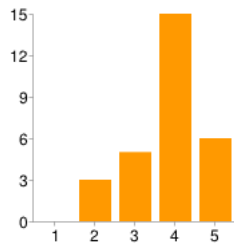
A3-1. Policies, charts, and handbooks for staff and students are understandable.



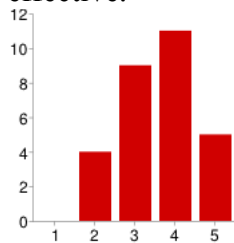
A3-1. Unclear policies and handbooks are updated and clarified.



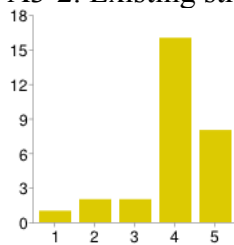
A3-2. Existing structures for internal communication are effective.



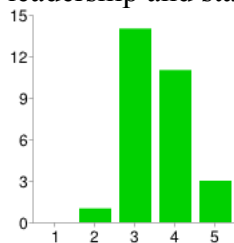
A3-2. Existing structures for conflict resolution are effective.



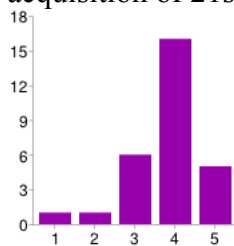
A3-2. Existing structures for planning meetings and events are effective.



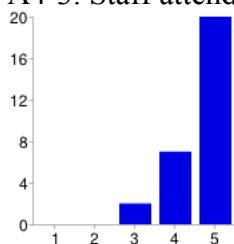
A3-4. School leadership regularly reviews existing procedures to determine how actions of leadership and staff affect student learning.



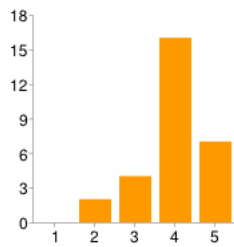
A3-5. School leadership and staff work together to promote student learning and student acquisition of 21st century skills.



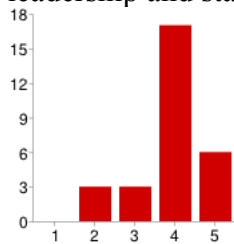
A4-3. Staff attend an orientation process.



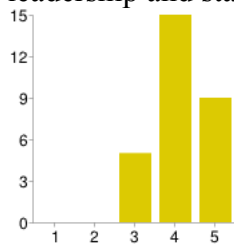
A4-3. Staff orientation prepares teachers for their responsibilities.



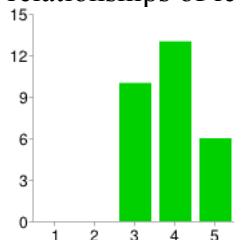
A4-4. Administrator and faculty written policies (charts, pacing guides, and handbooks) that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff are clear.



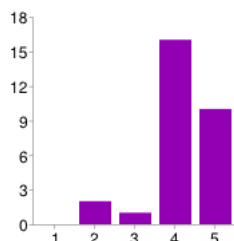
A4-4. I understand the written policies (charts, pacing guides, and handbooks) that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.



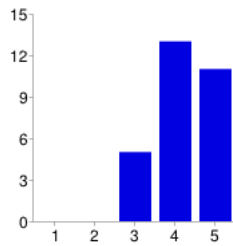
A4-4. Other staff and faculty understand the written policies (charts, pacing guides, and handbooks) that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.



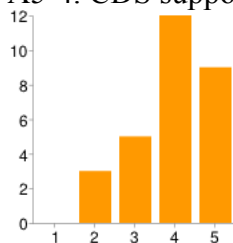
A5-1. CDS demonstrates care, concern, and high expectations for students in an effective learning environment.



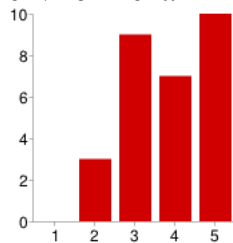
A5-3. There is a mutual sense of respect and effective communication among faculty, students, and parents.



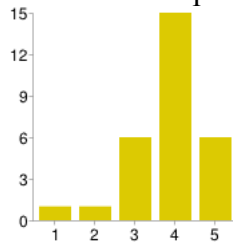
A5-4. CDS supports teachers to utilize innovative approaches to enhance student learning.



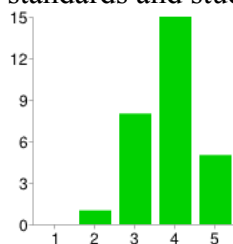
A5-5. CDS provides the necessary resources and policies to support a safe, clean, and orderly environment.



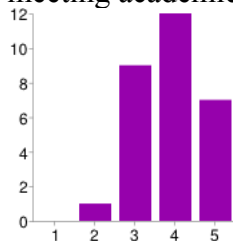
A5-5. CDS implements a variety of safety regulations, including Internet safety.



A6-1. CDS has effective communication among all stakeholders concerning academic standards and student achievement.

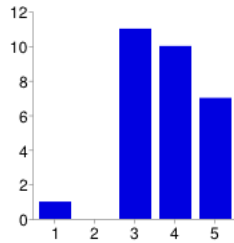


A6-2. CDS employs an effective system to monitor the progress of all students towards meeting academic standards and school-wide learner outcomes.



A7-1. CDS employs an effective planning process that is broad-based, collaborative, and

fosters the commitment of all stakeholders.



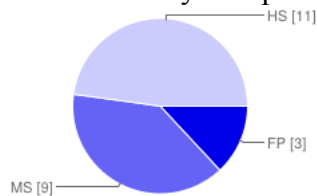
Resource Management and Development Teacher Survey

Total Respondents: 23

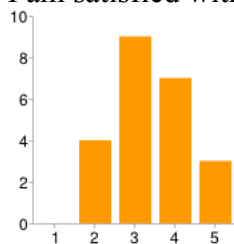
[Link](#)

Summary

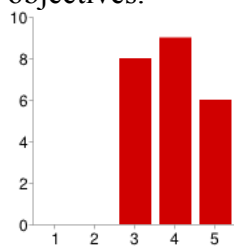
Which Division do you report to



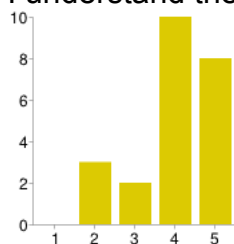
I am satisfied with how my school supply needs are being met.



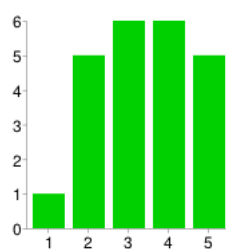
My classroom is currently equipped with adequate resources to meet my classroom objectives.



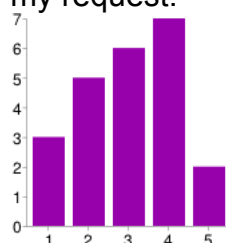
I understand the process of ordering supplies.



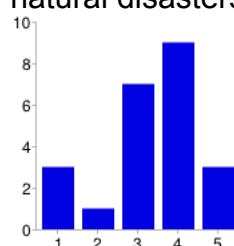
I feel the process of ordering supplies is efficient.



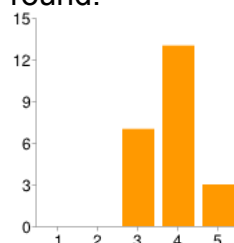
The school provides me with alternatives to the supplies that are not available from my request.



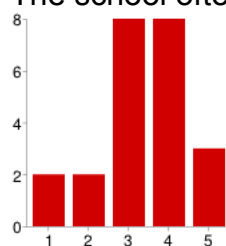
I understand the safety procedures in case of emergencies such as fire drills and natural disasters.



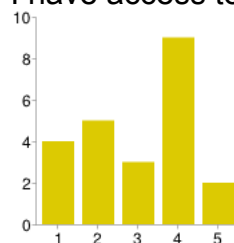
I feel the school facilities provide a safe environment for the students and staff year round.



The school often informs the staff about professional development opportunities.

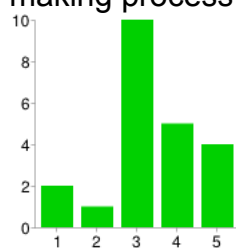


I have access to professional development opportunities outside of school.



My feedback regarding the school's performance is valued in the schools decision

making process and is applied.



C. Master schedule

High School

	Mon			Tue			Wed			Thurs			Fri		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Britany	9B	9A	11R-1	11R-2	9C	11R-1	11R-2	9C	11R-1	11R-2	9C	11R-1	11R-2	9C	11R-1
Eric	10B	12R-1	12R-1	12R-2	10A	12R-1	12R-2	10A	12R-1	12R-2	10A	12R-1	12R-2	10A	12R-1
Ryan	9C	9B	11H	12H	12AP	11H	12H	12AP	11H	12H	12AP	11H	12H	12AP	11H
Ilho	12CM	10A	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Schree H	12CM	10A	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Anna	12CM	10A	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Duncan	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Melanie	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Brad	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Edna	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Jacobson	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Beier	9A	10C	12AP	11H	9C	10A	10B	11H	9C	10A	10B	11H	9C	10A	10B
Chris	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Kimberly	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Ashley	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Diana	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Jace	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Mimi	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Jacqueline	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Byrnie	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Sumnroo	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Daniel	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Oh	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Tommy	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Donna	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Ramon	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Christine	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Yonghee	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Konun	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H
Schree Ann	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H	11H

Middle School

	Mon			Tue			Wed			Thurs			Fri		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
에라베스	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A	7A
루치엔	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B	8B
크리스틴	8A	8B	8B	8A	8B	8B	8A	8B	8B	8A	8B	8B	8A	8B	8B
지호	7B	7B	7B	7A	7A	7A	7B	7B	7B	7A	7A	7A	7B	7B	7B
브라드	6	6A	6	6	6A	6A	6	6A	6A	6	6A	6A	6	6A	6A
에디나	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
제이슨	5	5E	5	5	5E	5E	5	5E	5E	5	5E	5E	5	5E	5E
코난	5	5E	5	5	5E	5E	5	5E	5E	5	5E	5E	5	5E	5E
아울리	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
폴리양	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
코아스	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
디에나	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
김다진	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
지영진	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
드미타	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
시우	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
디나영	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
오	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
도리	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
비영가	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
라영	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
크리스틴	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
유영진	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
이규호	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
임소희	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

D. Glossary of terms unique to the school

First Program- Refers to the elementary part of the school from Pre-K to 4th grade

Middle School-Refers to grades 5-8

6C's- The school ESLR's