

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

Singapore American School
40 Woodlands Street 41, Singapore, 738547

November 9-13

ACS WASC FOL 2017 International Edition

Visiting Committee Members

Ron Roukema, Co-Chairperson
Head of School, Hong Kong International School

Gregory A. Franklin, Ed.D., Co-Chairperson
Superintendent, Tustin Unified School District, California
Debi Caskey

Deputy Head of Learning, International School of Bangkok
David Chadwell

Associate Head of School, Saigon South International School
Genevieve Ermeling

Assistant Head of School for Teaching and Learning, Concordia International School, Shanghai
Dr. Jim Hardin

Head of School, The American School of Japan
David Daehyun Han

MYP Mathematics and Schoolwide Academics, Seoul Foreign School
Dr. Adam Nelson

Interim Deputy Head of School, Taipei American School
Elaine Nicholson

Deputy Head for Curriculum, Jakarta Intercultural School
Stephen Roderick

Principal, Nakornpayap International, Thailand

ACS WASC FOCUS ON LEARNING INTERNATIONAL VISITING COMMITTEE REPORT

Preface

Include a copy of the schoolwide learner outcomes.

Comment on the school's self-study process with respect to the expectations of the self-study.

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement*
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards*
- 3. The analysis of data about students and student achievement*
- 4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria*
- 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.*

Chapter I: Progress Report (2 pages)

Singapore American School has created a consistent narrative as it has involved the community in WASC preparation. The school used its existing structures of Professional Learning Communities (PLC's) to develop and explore areas of strength and improvement. Through these inquiries, they have created an accurate account of their school. These learning communities included teachers by department or grade level. These committees consisted of students, support team representatives, administrators, and teachers.

SAS provided well-structured agendas and outcomes from the meetings throughout a multi-year process. As the visiting committee spoke with faculty and parents it became obvious that the systemizing of the processes has allowed for multiple opportunities for individuals to provide feedback.

As a community SAS has experienced growth since the mid-term visit three years ago. SAS has taken to heart the systems and processes in place and tightened their work with teachers on communication and change management. This will be elaborated upon further in ensuing sections of this report. For the purpose of this accreditation, SAS has permission to focus on their Desired Student Learning Outcomes (DSLO) in section B.

Singapore American School has demonstrated a strong commitment to collaboration during the construction of their progress report, as witnessed by:

- The transparency within the report and the verification through observations by the Visiting Committee.
- The involvement and collaboration of all staff and other stakeholders to support student achievement.
- The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
- The analysis of data about students and student achievement.

- The assessment of the entire program and its impact on student learning in relation to the desired schoolwide learner outcomes, academic standards, and ACS WASC criteria.
- The alignment of a long-range action plan honed the Academy's areas of need, which is the capacity to implement and monitor the accomplishment of the schoolwide improvement plan.

During the 2014 Self-Study, four areas were recommended for continued development. The areas were as follows:

1. Healthy culture and climate;
2. Change leadership;
3. Communications; and
4. Desired student learning outcomes (DSLOs)

Since 2014, through existing Professional Learning Community (PLC) structures, the school has completed yearly operational plans which focused on these areas. The processes strengthened their PLC's as well as led to the following mid-term recommendations in 2017.

The midterm visiting committee made the following specific recommendations:

- Continue to explore change leadership possibilities and change management strategies that are distributed through the workforce and to be willing to 'hold things lightly' as ideas and prototypes to develop and to let ideas go when they fail to deliver.
- The substantial efforts already made to successfully address issues of culture, climate, change management and communication become part of the fabric at SAS.
- Continue the work done with the DSLOs and in particular the focus on developing ways to encourage adult modelling of these characteristics.
- Given the intended core nature of the DSLO's there needs to be an emphasis on developing the faculty in how they explicitly develop these learning objectives in their courses / grade levels.
- Given the pivotal role 'personalized learning' has for the intended curriculum delivery outcomes, a more clearly refined definition of personalized learning for SAS's context be developed with explanations how this is manifesting in the community.
- Ascertain the impact of planned changes in the SAS 2020 on faculty at each grade level and make any necessary adjustments ("Our appetite is bigger than our ability to deliver").
- Continue to refine systems and structures to align them to the goal of providing greater personalization at SAS (governance, recruitment, succession planning, support structures, and so on).

Since 2017, the school has continued to work with the four areas of follow up. During our virtual visit, we worked to verify their report. SAS has reported the following growth through their self-study report.

Promoting a Healthy School Culture:

Since 2017 the school has taken multiple steps to foster a collective responsibility to build a healthy culture and climate as demonstrated by the actions detailed above. The school recognizes that promoting a healthy culture and climate must remain a priority for the well-being of the organization and learner learning.

Managing the change process:

SAS has taken multiple steps to implement change management strategies as well as to increase change management and change leadership capacity. The school recognizes this is to remain a priority for the well-being of the organization, inclusive of all stakeholders. In addition, the school recognizes that although work has been completed in defining the DSLOs for learners, there are not clear expectations for adults in terms of modeling the DSLOs. The next step is to continue to clarify what we mean by personalizing learning for all students and to clarify our expectations for how adults are expected to model our DSLOs.

Communication:

SAS has taken multiple steps to improve communication. The school recognizes that parents and faculty may be overwhelmed with the amount of communication. The school continues to work on distilling information and finding ways to communicate to targeted audiences using multiple channels.

Desired Student Learning Outcomes (DSLOs):

SAS has taken steps to further the work on DSLOs, specifically by defining each of them. While there are pockets of practice within the school that explicitly teach and assess details, this is not consistent throughout the school and these pockets are not the result of a DSLO implementation plan. The school recognizes there is much work to be done with regard to explicitly teaching and assessing the DSLOs and incorporating them into the school culture for both learners and adults. In moving forward, the school needs to consider dividing the DSLO implementation into small, manageable pieces that include unpacking each definition schoolwide. DSLOs should be integrated systematically into the school curriculum, rather than being an add-on in some grade levels or programs of study.

Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

SAS focuses on ongoing improvement and uses the self-study findings to inform its strategic and school improvement plans. As recommended by the mid-term visiting committee, SAS has continued to make significant progress in the recommendations that emerged from the 2014 self-study and visit. As a reflective institution, SAS has accurately identified areas for continuing their work and need to clarify and explicitly teach and assess the DSLOs and the personalization of learning.

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

Chapter 2: SAS PROFILE AND SUPPORTING DATA AND FINDINGS**A. BACKGROUND/CONTEXT**

Singapore American School (SAS) is a large, flagship school for expatriate students living in Singapore. As you will see below, the school exceeds in academic key performance indicators with a diverse student body. SAS is an independent, non-profit school founded in 1956 with 105 students and now has over 4,000 students. SAS offers educational programs through its early learning center, elementary school, middle school, and high school.

The SAS campus is located on 36 acres of land in Woodlands, near Singapore's northern coast. SAS is one of the largest single campus preschools through grade 12 (PS-12) schools in the world. The school includes 1.58 acres of natural rainforest used by science classes as a living laboratory. The school strives to be responsible in its consumption of resources; over one million kilowatt hours of electricity is produced annually by solar panels.

Mission and Vision

The mission of SAS is to provide “**each student an exemplary American educational experience with an international perspective**” (SAS Strategic Focus, 2019).

The vision of SAS is “a world leader in education, cultivating exceptional thinkers, prepared for the future” (SAS Strategic Focus, 2019).

The school’s vision is supported by three strategic anchors: a culture of excellence (every student learns at high levels), a culture of extraordinary care (every student is known and advocated for), and a culture of possibilities (every student personalizes their learning).

As part of the development of the new SAS Strategic Framework, the mission, vision, and strategic anchors were reaffirmed.

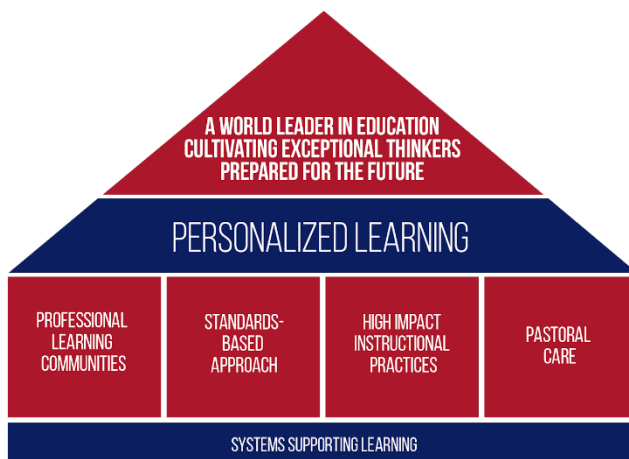
As a component of the school’s vision; SAS is working to improve the campus with spaces that are flexible, responsive, and adaptable to innovations in education. The school is upgrading campus facilities to create a better learning environment with more natural light, better indoor air quality, more connections to nature, and improved outdoor play spaces.

Institutional Commitments

SAS has developed six institutional commitments to ensure teaching and learning:

- Healthy organizational culture
- Professional learning communities
- Integration of technology
- Common guaranteed viable curriculum
- High impact instruction
- Evidence of learning

These commitments are written into all educational employee contracts and form the foundation of the performance appraisal system and professional development.



SAS Strategic Plan

In order to strive towards and achieve the school's vision, a comprehensive, schoolwide strategic plan, known as SAS 2020, was developed and shared with the community in 2015. Each subsequent year, the school has revised the plan in response to current research as well as feedback from stakeholders. The plan focuses on institutionalizing professional learning communities, a standards-based approach to curriculum and assessment, high impact instructional practices, and pastoral care. Pastoral care at SAS focuses on students' social and emotional well-being as well as systems and structures to support learning. As a result of the current self-study and the superintendent's listening tour, the strategic plan is being revised to focus on current areas of growth.

Curriculum

SAS has developed a PS–12 curriculum aligned to US standards. This includes adoption of the Common Core State Standards (CCSS) for Mathematics and English language arts (ELA), Next Generation Science Standards and College (NGSS), and Career and Civic Life (C3) Framework for Social Studies. During 2019–20, SAS had 396 teachers, 256 support staff, and 7 professional technical employees. The SAS leadership team consisted of 27 administrators. Eleven of these positions were divisional administrators, principals and deputy principals; the remaining have schoolwide responsibilities. For the 2020–21 school year, two additional deputy principals have been added to support the work of the campus upgrade project.

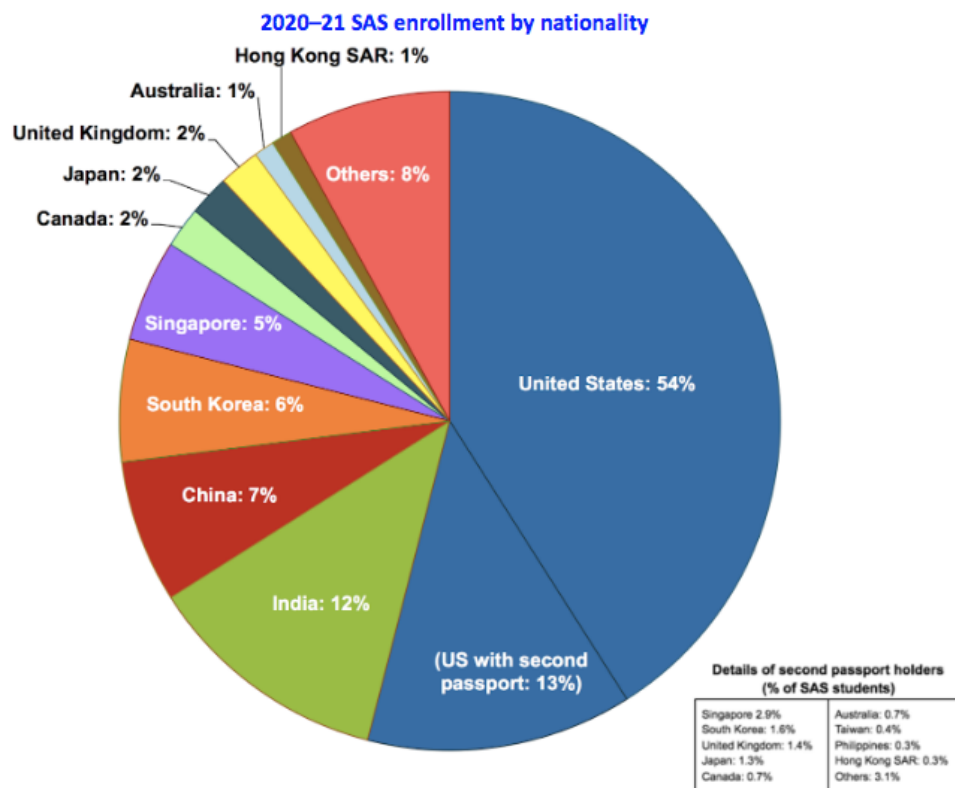
B. STUDENT DEMOGRAPHICS

SAS is a single campus school. SAS provides priority acceptance to students with US passports and to students whose parents work for US companies in Singapore. As of September 2, 2020, 4,029 students are enrolled for the academic year 2020–21.

SAS is committed to maintaining a diverse and inclusive student population. The relevant school board policy states that the school "will seek to maintain a student body comprising American and non-American students so as to provide strong American character as well as international diversity."

SAS has 2,153 students holding US passports in August 2020. A fourth of our American students also hold a second passport. SAS is diverse with their students holding 66 separate passports. They recognize that even this number understates the diversity of our student population, because many of our American students have lived outside the U.S. for most of their lives, and some have at least one parent with a different citizenship.

Graph illustrating the diversity of the student population by nationality:



Shifts in student nationalities

The school assesses and monitors the demographic makeup of the community. After US citizens, their Indian and Chinese passport holders are the next largest groups. Singaporean students may only attend foreign system schools (FSS) with government approval, and in 2017–18 the Ministry of Education decreased the number of waivers allowing local students to attend FSS. This year they make up 5% of the student body.

STUDENT LEARNING

Class Size

SAS maintains a small class size per grade level. The early learning center has an enrollment of 16 students per class, with one teacher and one instructional assistant (IA). For kindergarten through grade 12, class sizes are targeted at 22 students per class. Overall, the 2019–20 student-teacher ratio is 10.2:1 (10.2 students to 1 teacher). For kindergarten to grade 2, every teacher is assisted by one IA. For grades 3 to 5, two classes share one IA.

Support for Diverse Learners

SAS provides support for diverse learners. The admissions process identifies students who are able to access the services they need to be successful; this includes a cap on how many students per grade level can receive designated learning support or English Language Learner (ELL) services. There are dedicated learning support teachers from kindergarten through grade 12. On average, 3% of each grade level receives support from these teachers. The school offers English language learner (ELL) support from grade one through grade 3. Elementary school students who are ready for extensions are supported through classroom-based activities that are guided by specialist teachers; in the middle and high schools they are able to select advanced courses. Speech and language pathologists are available at all grades.

External Assessments

In addition to PLC-developed internal assessments for monitoring learning, the school also administers external assessments, starting in grade 3.

Measures of Academic Progress Results: Elementary and Middle Schools

Students in third through eighth grade take the Measures of Academic Progress (MAP) assessments in language skills, math, and reading. Prior to fall 2019, MAP assessments were given twice each year. The school decided to move to spring-only testing because they felt the fall data received on returning students was not significantly different from the spring results. However, to establish baseline data, all new students in third through eighth grade take the test in the fall.

Due to the COVID-19 pandemic, the Northwest Evaluation Association, the organization governing MAP, recommended in Spring 2020 that schools not attempt to conduct the test virtually.

Spring 2019									
	Math			Reading			Language		
Grade	SAS	EARCOS	NWEA	SAS	EARCOS	NWEA	SAS	EARCOS	NWEA
3	214	210	203	209	202	199	209	204	200
4	231	221	214	217	210	206	217	212	207
5	241	232	221	223	216	212	223	217	212
6	240	236	225	229	221	216	228	221	215
7	249	243	229	233	225	218	231	225	218
8	257	251	231	237	230	220	234	229	219

Programme for International Student Assessment Results: High School

The Programme for International Student Assessment (PISA) is administered every three years to a random sampling of 15-year-old students. SAS participates by invitation of the Singapore Ministry of Education. Through multiple choice and open-ended questions, the PISA measures the extent to which students can apply their knowledge to real-life situations and are equipped for participation in society.

Mean PISA Scores (2018 Test)				
Subject	SAS	Singapore	USA	OECD
Science	611	551	502	489
Reading	601	549	505	487
Math	564	569	478	489

The SAT assesses college readiness and predicts future academic success. High school juniors and seniors typically take the exam. The SAT includes critical reading, mathematics, and writing sections. At the high school level, the SAS mean SAT scores are consistently higher than the global mean. Among members of the Class of 2020, in evidence-based reading and writing, the SAS mean was 670, compared

to a global mean of 536. In mathematics, the SAS mean was 700 compared to a global mean of 531 (SAS Data, 2020).

SAT: Mean and Middle 50%						
	Class of 2018 N = 222		Class of 2019 N = 235		Class of 2020 N = 283	
Section	Mean	Middle	Mean	Middle	Mean	Middle
Evidence Based Reading & Writing	664	620-710	673	630 - 720	670	620 - 720
Mathematics	682	630-760	692	640 - 770	700	640 - 780

Advanced Studies Enrollment - High School

The advanced studies program at SAS is made up of Advanced Topic (AT) and Advanced Placement (AP) courses. Advanced Topic courses give SAS students learning opportunities that are relevant, align to the desired student learning outcomes (DSL0s), and are recognized by colleges as a part of a rigorous and challenging course of study so they can successfully apply to best fit colleges, including the world's most selective schools. AP exam scores range from one to five, with many US universities granting credit or advanced course placement for scores of three or higher.

Year	2016	2017	2018	2019	2020
Graduating Class Size	284	283	276	292	299
# of students doing at least one AP/AT	273	281	264	280	290
% age of class who took at least one AP/AT	96%	99%	96%	96%	97%
Avg # of AP	5.76	6.08	5.80	6.05	5.38
Avg # of AT	0.00	0.38	0.89	1.05	2.49
Avg # of AP+AT	5.76	6.47	6.68	7.09	8.12
Avg # of Honors	1.15	1.29	1.12	1.02	1.00
Avg Total	6.91	7.75	7.79	8.12	8.87

Advanced Placement Results - High School

SAS offers 20 AP courses and 25 AP exams. A total of 632 students took AP exams in May 2020. SAS exam results continue to be among the highest in the world. As seen in the graph below, over the past five years, the percentage of SAS students' AP exams scoring three, four, or five has consistently been at least 96%, which is significantly higher than the global percentage of approximately 60%.

Class of 2020 AP Exam Results

	Number of Students Scoring:					
	5	4	3	2	1	Total Exams
Number of Exams	744	536	273	86	20	1,659
Percentage of Total Exams	45%	32%	16%	5%	1%	
Number of AP Students	373	363	221	77	20	

Percentage of total AP students who score 3 and above			
Year	SAS	Singapore	Global
2015	96%	96%	61%
2016	96%	95%	60%
2017	96%	94%	60%
2018	97%	96%	61%
2019	96%	-	61%

College Admissions

Consistently, 99% of SAS graduates matriculate to a four-year college within two years of graduating. Universities admitting SAS students include many highly selective schools. Approximately 80% of graduates matriculate to a US post-secondary institution, while the remaining students attend universities in the United Kingdom, Canada, Asia, Australia, and elsewhere.

Singaporean males are required to complete National Service, and most choose to do so immediately after high school. Some students apply to institutions on a different admissions cycle, and a few take a gap year. To account for this variety in when students start their university careers, SAS college matriculation data are reported for the last three graduating classes.

Chapter III: Quality of the School's Program

What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization for Student Learning*
- B. Curriculum, Instruction, and Assessment*
- C. Support for Student Personal and Academic Growth*
- D. School Culture and Environment*
- E. ONESQA Standards (for ACS WASC/ONESQA schools)*
- F. Boarding Program, if applicable*
 - a. Summarize an analysis of what currently exists and its impact on student learning.*
 - i. Highlight areas of strength (if any)*
 - ii. Highlight the key issues (if any)*
 - iii. List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.*

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS WASC Accreditation Status Determination Worksheet).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose

To what extent has the school established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution?

To what extent is the purpose further defined by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Beliefs and Philosophy: *The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.*

Purpose, Schoolwide Learner Outcomes, and Profile Data: *The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.*

Involvement of All: *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.*

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: *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.*

Communication about Vision, Mission, and Schoolwide Learner Outcomes: *The school has means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

Regular Review/Revision: *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.*

Singapore American School (SAS) has a well-defined and articulated purpose that reflects the philosophy and beliefs of the school and fits the context of the school. The school's mission is to provide "each student an exemplary American educational experience with an international perspective". The vision of SAS is to be "a world leader in education, cultivating exceptional thinkers, prepared for the future". The school's mission and vision, along with the core values and the three strategic anchors (*a Culture of Excellence, a Culture of Extraordinary Care, a Culture of Possibilities*), serve as a solid foundation to guide, direct and impact student learning and student well-being. The seven learning aspirations, known as the desired student learning outcomes (DSLOs), serve as the formalized and

articulated means to measure the outcomes of the vision on student learning. Stakeholder perception data indicates that the vision for the school is clear and there is strong agreement that SAS is preparing students for the future. There is an unwavering focus on the school's purpose and direction and the vision significantly drives decision-making at the school on all levels to create exemplary learning opportunities and environments for student success.

The school's purpose and direction are clearly communicated within the school stakeholder community. The school's mission, vision, core values and DSLO's are prominently displayed within the school campus, are referenced and discussed. In particular, the SAS core values known as the "Eagle Way", and the DSLOs have been integrated into physical branding elements of school buildings across divisions. They are frequently publicized and socialized throughout the school community in meetings, presentations and publications, and within SAS communication channels (such as eNews) and social media platforms.

As observed through conversations with groups within the school community and seen within documented evidence, there is a strong identity, energy and commitment to the SAS mission, vision and core values. It is evident that the school's purpose and direction are aligned and lived out in practice through all elements of the SAS experience. The "Eagle Way" was commonly cited with pride by stakeholders and it was clear that the school's core values permeate all aspects of student life. Evidence of the school's engagement with the school's strategic anchors--*a Culture of Excellence, a Culture of Extraordinary Care, a Culture of Possibilities*, were consistently demonstrated within classroom observations, discussions with stakeholders, within systems and structures (such as the PLCs), and by way of the curriculum and learning environments.

The school has comprehensive processes for the regular review and refinement of the school's mission, vision, core values and DSLOs that includes a look at current research and trends and involves an ongoing process of collective inquiry and reflection. The review processes include broad collaborative community stakeholder representation, involvement, feedback, and input through many formats such as focus groups, parent coffees, summits, and "World Cafes." The Superintendent's extensive series of "listening tours" have been an integral part of the recent process of gathering authentic feedback and input from stakeholders. The new Director of Community Engagement position is helping to enhance communication and leverage stakeholder engagement and involvement in major school initiatives and processes.

A2. Governance

To what extent does the governing authority adopt policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies?

To what extent does the governing authority delegate implementation of these policies to the professional staff and monitor results?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Written Procedures and Coherent Practices: *The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.*

(Only for Governing Authorities with an Appointed/Elected Board): *There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.*

Pretraining of Potential Board Members: 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 international school board.

Relationship to Professional Staff: 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.

Relationship of Policies: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Involvement of Governing Authority: 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.

Professional Development of Governing Authority/Ownership: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding: The school community understands the governing authority's role.

Stakeholder Involvement: The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.

Board's Evaluation/Monitoring Procedures: 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.

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

Evaluation Procedures: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Evaluation of Governing Authority: The governing authority evaluates its processes and procedures.

Singapore American School is governed by a twelve-member elected board composed entirely of parents of current students at the school.

Recognizing the challenges associated with that model of governance, the Board has worked hard to keep itself appropriately focused on strategic, rather than operational, matters. It sees its responsibilities as 1) influencing and guiding the long-term strategic plan to accomplish the vision and mission; 2) fiduciary responsibility for the school and; 3) hiring, evaluating, and supporting the superintendent. It is committed to governing the school through the development of policies and has recently worked to review and revise those policies to ensure they are consistent with the Board's role in the life of the school.

Furthermore, the Board is committed to its own development and the training of new members. It has an annual retreat and learns more about best practices by attending regional conferences, such as EARCOS, and relying on documents like the NAIS Trustee Handbook.

It was clear during conversations with board members that they understood the difference between their board and parent roles. They understood the challenges that can be associated with parent elected boards and are committed to addressing them.

It was also evident that the Board is well-informed about the work of the school and committed to making decisions based on the vision, mission, and DSLOs that it has helped develop. The Board is speaking the same language as the senior leadership team, which is speaking the same language as the school's other stakeholders, including its parents, students, and teachers.

Ultimately, the Superintendent feels supported by his board, and the Board has confidence in their one employee. The strength of the Board and its relationship with the school's staff is perhaps best demonstrated by their role in the ongoing campus upgrade project, which they approved by a unanimous vote in March of 2020.

While there have been some contentious elections recently, and historical issues with the Board being overly involved in the operations of the school, the Board has directly addressed those challenges and made impressive strides towards being more transparent and communicative, as well as more professional. The development and work of the community engagement task force is a particularly noteworthy indication of that increased transparency and communication and has clearly had a positive impact on the relationship between the Board and the larger school community.

The Board should remain committed to all of this work, including by continuing to invest in ongoing training for its members. The Board is very thoughtful and reflective about both its own work and that of the Superintendent, so it is clear those evaluative mechanisms are in place, which makes its commitment to that work, and the growth and endurance of its current strength all the more likely.

A3. School Leadership

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies?

To what extent does the school leadership empower the staff?

To what extent does the school leadership encourage commitment, participation, and shared accountability for student learning in a global environment?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Defined Responsibilities, Practices, etc.: 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.

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

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

Evaluation of Existing Processes: 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.

Child Protection: The school has clearly defined leadership responsibilities for child safety and duty of care.

Interconnectedness of the School to the World: *The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture*
In addition to a comprehensive organization chart and clearly defined responsibilities for those in administrative roles, the school has several leadership structures that work together to ensure learning is optimized for each student.

This starts with the Senior Leadership Team (SLT), which takes the “Team 1” concept to heart by modeling collaboration, clear communication and centralized decision-making, allowing the team to function at a high level, and thereby ensuring coordination between the central administration and each division and promoting purposeful and alignment across the school.

In addition to the SLT, the school also has an Extended Leadership Team that allows key messages to be delivered to the entirety of the school's administration.

When there is a meeting of the Extended Leadership Team, there is then a meeting the following day with the Leadership Cohort, which includes the school's PLC leaders, thereby ensuring further communication, alignment, and collaboration.

Those Professional Learning Communities are then the primary mechanism for including faculty in shared responsibility and accountability for improvements in teaching and learning. Each member of the faculty is expected to participate in at least a primary PLC, and many are involved in secondary PLCs as well. Time during the school day has been allocated for PLC meetings.

Faculty are also regularly invited to participate in school-wide committees that focus on specific initiatives, such as the campus upgrade project.

There is regular written communication with the staff and parent communities in the form of weekly newsletters from the superintendent: “In the Loop” for employees and “eNews” for parents. It is especially noteworthy that the employee newsletter is shared with all members of the staff, and the Communications department reported that 80% of parents open their weekly newsletter.

While any school of this size is going to have challenges reaching every member of its community and both meaningfully and appropriately including them in decision making, SAS has made impressive progress towards that goal. The school should continue investing in these efforts and continue to explore and implement strategies to increase the efficacy of existing structures and develop new structures as appropriate.

There are also appropriate systems in place to ensure child protection. The Director of Student Life and co-curricular programs is responsible for coordinating student-related child protection practices and guidelines. That person works closely with a child protection team consisting of the director of human resources and a child protections officer from each division. Members of the staff, as well as those volunteers with an extended relationship with the school, receive child protection training that is refreshed on a regular basis.

A4. Staff

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose?

To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning in a global society?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Child Protection: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

The school provides training for all faculty and staff in the implementation of child protection policies.

Maximum Use of Staff Expertise: 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.

Defining and Understanding Practices/Relationships: 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.

Staff Actions/Accountability to Support Learning: 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.

Support of Professional Development: 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.

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.

Supervision and Evaluation: 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.

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

Faculty and Staff at SAS are supported through the Human Resources Department (HR). HR ensures that the school is ethical in its hiring, recruiting and retention policies and ensures that governing laws and regulations are adhered to. HR is the guardian of the numerous employee policies and procedures that govern the workplace environment and define relationships and decision-making processes. These written policies and procedures can be found with ease on the schools Employee Portal. HR also takes a

key role in providing a system of care and support to all faculty and staff to ensure employee well-being.

As evidenced through conversations, the school's faculty and staff demonstrate a strong commitment to the school's purpose and direction. They also solidify their commitment by agreeing to the SAS institutional commitments as part of their annual contract renewal process.

The school has the necessary faculty and staff to deliver an exemplary program aligned with the school's purpose. Faculty and staff at SAS are highly qualified and have extensive educational experience, as well as the required qualifications and skills in their field that relates to the position. All faculty and leadership hold at least an academic qualification of a bachelor's degree, with 81% holding master's degrees or higher. SAS with its strong reputation as a world leader in education, is highly sought out by prospective faculty and staff recruits. The demographics of the current faculty comprise individuals from a variety of regions. Not surprising, in alignment with the school's mission, US passport holders comprise 59% of the faculty. The school has expressed a desire to continue looking outside the "traditional" recruiting pools to ensure more diversity with applicants.

The school has a comprehensive process for the screening and hiring of prospective faculty and staff. This includes background checks, verifying experience and qualifications, and ensuring suitability and alignment with the SAS institutional commitments. The Human Resources (HR) department continues to work diligently with hiring managers to ensure that all individuals involved in the screening and hiring process adhere to and align to school stated and HR policies and procedures. Rigorous procedures and common screening questions are executed during the hiring process to ensure child safeguarding and all hiring managers must complete a minimum of two confidential reference checks on each candidate from recent supervisors, including a verbal reference call. HR obtains independent background checks that includes a criminal record check for all applicants prior to final hiring. New recruits must sign off that they have read and understood the school's child safeguarding policies and procedures before being hired.

Child Safeguarding is of paramount importance at SAS. All faculty, staff and contractors must agree to abide by the school's Child Safeguarding Policy and Child Safeguarding Procedures and are required to engage in Child Safeguarding training which is provided in various formats.

Staffing decisions are made based on student and programmatic needs and are driven by the vision and the strategic priorities of the school. Hiring managers assign staff members with care and intentionality to ensure that the assignment maximizes the expertise of the employee and is a good fit for the organization and complements the existing team. An intensive orientation program is in place to onboard and transition new hires.

The solid structures and foundations in place within the school's Professional Learning Communities (PLCs) model ensure that all faculty and staff share a collective responsibility for student learning throughout the school. Within conversations, PLCs were often referenced as a collaborative structure that supports student learning through the lens of the 4 Critical Questions of Learning. The divisional leadership and Office of Learning supports the success of this structure. The newly proposed "PLC Coach" roles will be a powerful addition to the existing structures and will help further support and transform PLCs and enhance student learning.

The school supports the continuous professional learning for all faculty and staff that is purposeful, powerful and aligned with the school vision, DSLOs and strategic priorities. As demonstrated through conversations and documentation, professional learning at SAS is an intentional process focused on student learning and embedded in a culture of collaboration and inquiry. The strong PLC culture at SAS, with support of the leadership and the Office of Learning serves as a conduit for these processes and

discussions. Focused and needs-based professional learning is provided in-house and through external consultants. The strong degree to which the school has invested in professional learning on schoolwide, divisional and department levels to enhance knowledge, skills, understanding and professional practice is impressive, not only in terms of the scope, but with the dedicated time and funds budgeted. Faculty and staff are also provided with annual funds for individual professional development. The Office of Learning has processes in place to evaluate the effectiveness of professional learning and coaching structures on professional practice, professional growth and student learning, which are continually being refined.

The school uses a growth-oriented performance model and there are clearly defined and communicated supervision and evaluation appraisal processes within the school for all roles and classifications, including the leadership. The Professional Growth and Excellence (PGE) framework is in place for all teachers and the rubrics align with the SAS institutional commitments ensuring consistency in expectations. Walkthroughs and observations, complemented with targeted feedback, is an essential part of this process. Classified support staff have a separate defined appraisal process that includes a self-assessment. Teachers who are identified as underperforming are moved to a Performance Improvement Plan (PIP) and supported. These supervision and evaluation frameworks and processes allow faculty and staff to reflect on practices and competencies and grow as individuals. It is the hope of the leadership team that the new PLC Coach positions will add in an additional layer of support, feedback, reflection and collaboration to allow SAS educators to continue to refine, grow and lead within their professional practice.

A5. School Improvement Process

To what extent does the school leadership facilitate school improvement which is driven by plans of action that enhance quality learning for all students?

To what extent does the school leadership facilitate school improvement which has school community support and involvement?

To what extent does the school leadership facilitate school improvement which effectively guides the work of the school?

To what extent does the school leadership facilitate school improvement which provides for accountability through monitoring of the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Systems Alignment: 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.

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

The school engages in continuous planning for growth and improvement in broad-based, reflective and collaborative ways with school stakeholders as evidenced through conversations and documented evidence.

There is clear strategic focus and alignment with the mission and vision within the SAS 2020 Strategic Plan that articulates five key focus areas and priorities (professional learning communities, standards-based approach, high impact instructional practices, pastoral care and systems supporting learning) to support and enhance student learning. The identification of personalizing learning as one of the means to accomplish the desired student learning outcomes (DSLOs) and developing initiatives under the umbrella of personalizing learning has ensured further alignment and dedicated focus. Since 2014, the Strategic Plan, SAS 2020 has been refined and updated to ensure that the action plans are current, and the most relevant goals are focused on. The action plans are reviewed regularly and directly correlated to analysis of achievement data and student learning needs, as well as student outcomes and academic standards. This is demonstrated through the school's use of student data to inform decisions and the ongoing conversations that occur with divisional leadership and within PLCs. SAS continues to strengthen the alignment of systems and structures as part of the school's commitment to improvement within the strategic priorities. Operations and resources at SAS are evaluated and monitored regularly to ensure the success of the Strategic Plan. An example of this is the addition of dedicated curriculum and assessment specialists within divisions.

The next cycle of strategic visioning and planning is underway after a comprehensive process of reflection that involved stakeholder feedback and input. The Superintendent's listening tours, as well as meetings and focus groups, provided valuable perspectives within this process. Not only did the SAS leadership team engage in reflections on the school's future strategic direction but they also engaged in extensive investigations into effective change leadership practices. It is the Leadership and Board's goal to have the plan finalized and completed by March of 2021.

Within the new process, there continues to be clearly articulated definitions of the elements deemed necessary when setting the school's strategic direction, thus ensuring a consistent common vocabulary and understanding of the layers involved. The new draft strategic framework is comprehensive and builds upon the school's previous plans and includes the core values, the learning aspirations (DSLOs) and the key strategic areas of focus--the 3 strategic anchors-- that will help them realize their vision. The strategic anchors will be unpacked into areas of focus and then broken down into action areas and results in order to guide and ensure success. To simplify communication and ensure a better understanding with stakeholders, the draft messaging is currently framed around a *Why, Where, What* concept.

As evident through discussions and documentation, the leadership and Board have the drive, commitment, dedication and the enthusiasm involved in the creation of a new strategic plan, but they are also cognizant of the realities, nuances, and complexities involved in the successful implementation and monitoring of such a plan. A joint task force has been created by the leadership and Board in order to finalize the strategic plan, which is being led by school leaders. The school has committed to ensuring multiple and varied opportunities for stakeholder involvement within the action planning processes. As the leadership moves forward with the strategic plan, they will need to be mindful of faculty and staff concerns with the number of large priorities in play at SAS and ensure manageable and realistic goals and timelines.

A6. Resources

To what extent are the resources available to the school sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: 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.

Practices: 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.

Facilities: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Child Protection: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Instructional Materials and Equipment: 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.

Well-Qualified Staff: 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.

Singapore American School is very well-resourced. There is a strong relationship between decisions about resources allocations and the school's vision, mission, and student achievement of the DSLOs. Decisions about resource allocations are collaborative and involve the entire SAS community.

Perhaps the clearest example of this is the ongoing campus upgrade project. From the ground up, that project was designed with the importance of creating spaces that support the school's approach to learning in mind. The process started with an external audit of the alignment of the existing facilities with the school's mission and goals. The process also included the formation of design working groups of faculty, which worked together to create the design principles that ultimately guided the design for these planned new learning spaces. Unsurprisingly, the DSLOs were prominent in the design process.

The school also pursued a number of pathfinder projects designed to test new ideas before their implementation as part of the new project. This also allowed the gathering of extensive data about the impact of some of the proposed changes, providing further evidence that the proposed plans would improve student learning.

Given how extensive and inclusive the process was, and how focused it was on putting learning first, it is little surprise the Board unanimously approved the project, despite the significant investment it represents. And while the school decided to take on debt to finance the project, the school is justifiably confident that decision was reasonable given the circumstances.

That kind of inclusive decision making about resource allocation extends to the annual budget cycle as well. Before the budget is developed, the superintendent and senior leadership team identify resource requests based upon staff and community input and school priorities. Following a review of the proposed annual budget by the board, an invitation is extended to the parent community to review, ask questions, and comment on the proposed budget and schedule of fees.

The soundness and transparency of the resource allocation process is further validated by strong government oversight. That oversight includes periodic random audits, intended to 1) assess the school's level of governance, 2) review its internal controls, 3) ensure compliance with government requirements, and 4) ensure anti-money laundering safeguards are in place. The school's most recent such audit, which took place last year, found SAS to be satisfactory in all elements.

Child protection is also a priority in the design of the school's facilities, with sight lines being preserved wherever possible and security cameras being strategically deployed around campus.

In terms of human resources, the school consistently receives a healthy pool of applicants for all teaching roles. This is no doubt due in part to the school's outstanding human resources department, which manages to do impressive work despite having a relatively small team for a school of SAS's size.

The school also devotes considerable resources, time, and funding, to the recruitment, relocation, and onboarding of new faculty. The school's impressive PLCs play an important role in onboarding by helping new teachers integrate into the community.

It comes as little surprise, then, that the school has strong retention rates, with an average faculty tenure of 8.4 years and an average leadership tenure of 9.5 years.

A7. Resource Planning

To what extent do the governing authority and the school leadership execute responsible current and future resource planning?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Long-range Resource Plan: *The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have 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.*

Use of Research and Information: *The governing authority and the school use research and information to form the master resource plan.*

Involvement of Stakeholders: *Stakeholders are involved in the future planning.*

Informing: *The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Marketing Strategies: *The school has marketing strategies to support the implementation of the developmental program.*

The school takes an appropriately long-term approach to resource planning. The school leadership team develops, and the Board reviews a long-range financial plan—15 years for facilities and three years for the operating budget—on an annual basis. This process includes staff changes, major initiatives, and changes in fee levels.

The Board and the finance team also think deeply about the school's position in its market and have developed a strong strategic understanding of the school's strengths, weaknesses, opportunities, and threats, further supporting its resource planning efforts.

Involvement of the school's stakeholders in these processes, and the process of keeping the community informed of the resulting decisions, is supported by strong teams in both Communications and Advancement. Given the importance of word of mouth to interest in the school, these teams are also central to the school's marketing efforts, which help preserve its impressive levels of enrollment.

Appropriately, then, both the communications team and the marketing budget have been expanded, in order to allow for 1) an increased social media presence, 2) the use of professional photography to

highlight SAS assets, and 3) enhancing and increasing readership of the school's publications. These steps have the advantage of both improving the school's marketing and increasing the quality of its engagement with parents and other stakeholders.

The creation of the Director of Community Engagement position is another important step towards further coordinating parent communications and promoting understanding and support for school policies across the parent population. The flexibility and creativity of the fundraising team, especially in light of the ongoing pandemic, have also helped to both further promote parent engagement and ensure the school continues to have access to funding to supplement its operating budget. The success of the school's fundraising efforts is evident in the more than 20% increase in donations to the school's affiliated foundations since 2010.

While the school has identified the inclusiveness of its communications as an area for growth, it has already invested in a simultaneous translation system that has supported engagement with Japanese, Korean, and Chinese speakers within the community. It also has "community ambassadors" for speakers of those languages. The school should remain committed to this increase in the inclusivity of its communications.

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Areas of Strength for Organization for Student Learning (if any):

- SAS has a clearly defined and articulated mission and vision and there is a strong school identity.
- There is an unwavering focus and commitment on the school's purpose and direction.
- The school's vision significantly drives decision-making at the school on all levels to create exemplary learning opportunities and environments for student success.
- SAS has an elected board dedicated to effectively governing the strategic direction of the school through the development and oversight of policy.
- There is a strong school narrative and consistency in the vocabulary used to talk about the school's purpose and direction and the approaches to student learning.
- SAS hires qualified administrators, faculty and staff that are aligned with the school's Institutional Commitments.
- Through a robust and comprehensive PLC structure, there is shared responsibility for student well-being and learning.
- There is a concerted effort to ensure engagement of stakeholders in the decision-making process and with communication of key decisions.
- SAS is well resourced to provide innovative and flexible approaches to student learning that allows for choice, agency and personalization.
- SAS is financially sound and works to ensure fiscal stability and sustainability.

Key Issues for Organization for Student Learning (if any):

Note: Not issues, just areas of potential growth

- Continue ongoing training for board members regarding the policies and protocols of school governance.

- Continue to invest in ways to enhance change leadership practices as the school moves into a new Strategic Plan.
- Continue to invest in ways to ensure demographic groups can access communications in different languages and be involved in engagement activities that inform planning.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- SAS Virtual Meetings
 - Category A Focus Group
 - Senior Leadership
 - Divisional Leadership
 - Board Members
 - Admissions
 - Human Resources
 - Office of Learning
 - Advancement
 - Communications
 - Campus Upgrade
 - Finance
 - MS and HS Student Leaders
 - Category B Focus Group--ES, MS and HS Faculty
- SAS Virtual Classroom Observations/talks with teachers
- Internal Sites
 - SAS Portal--Policies and Processes
 - General Policies and Procedures
 - Child Protection Policies and Procedures
 - Campus Upgrade Microsite
- Internal Documents
 - SAS 2020 Strategic Plan
 - Six Institutional Commitments
 - SAS Professional Growth and Evaluation System
 - SAS Performance Improvement Plan
 - E-News, In the Loop
 - Board foundational documents
 - Articles of Association
 - Policy Statements
 - Board Election Rules and Procedures

- Community Engagement Task Force White Paper
- Facilities Audit 2019
- SAS “Glimpses into Life” videos--promotional, Day in the Life, Highlights
- SAS website
- Perception surveys administered by the school
 - Faculty
 - Student
 - Parent

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Desired Student Learning Outcomes (DSLOs) - structure change as approved by WASC.

B1: Desired Student Learning Outcomes (DSLOs)

The SAS senior leadership team, in consultation with WASC, made the decision to conduct the self-study process of chapter 3, category B through the lens of the SAS DSLOs: character, collaboration, communication, content knowledge, creativity, critical thinking, and cultural competence. The self-study process was framed by the following two questions: a) How do we explicitly and implicitly *teach* the DSLOs? and b) How do we explicitly and implicitly *assess* the DSLOs?

The section of chapter 3 in the self-study consisted of three main parts: a) Overview of curriculum, instruction, and assessment at SAS; b) DSLOs; and c) DSLOs’ areas of strength and growth.

Overview of Curriculum, Instruction, and Assessment at SAS

Elementary School

Strong evidence of a culture of excellence, care, and possibilities exists in the elementary school. Students are able to explain what they are learning and how their teachers help them learn. Teachers and assistants interact with students one-on-one and in small groups to provide feedback and targeted instruction to access the curriculum. PLCs provide the space and time for conversations about student learning and responsive teaching to students’ needs. There is a time set aside within the day for students to be grouped across 3-4 classrooms to further explore or review content and skills at a more targeted level. The faculty plan with the DSLOs in mind, embedding them in morning time, special projects, and some curricular units across the subjects and specials. Planning documents and faculty feedback indicate alignment with standards, assessment, and teaching, as well as progress in the explicit teaching and some assessment of the DSLOs since the last self-study. ES students personalize their learning through project choice and decisions about how to solve problems and explain their learning within the curriculum. Additional support of learning is provided through push-in and pull out assistance to ensure that all students are able to access what is being taught. Faculty, supported by the Office of Learning, continue to explore alignment between curricular standards and the DSLOs, finding natural areas for integration and opportunities for the explicit teaching and ways to assess student learning. Faculty indicate the explicit assessment of DSLOs continues to prove challenging in some areas and the need to explore how to effectively assess or quantify and report learning in these competencies to young learners.

Middle School

With support from the Office of Learning, MS faculty and division leadership continue to explore gaps and opportunities where DSLOs can be integrated into programming. Critical to this effort are the PLCs that exist in the MS and in other divisions. Members of these PLCs provide deep understanding of

curriculum and programming, both vertically and horizontally. Teachers on these PLCs further understand the developmental needs of MS students exceptionally well and adhere with fidelity to the SAS middle school philosophy. Discussions and decision-making are consistently research-based, supported often by the extensive resources from the Office of Learning. Processes encourage teams to reflect on what is being taught and the relevance of topics to learners. PLCs are increasingly focused on surfacing critical skills and dispositions that must be taught explicitly within various competencies. For example, division leaders, faculty, instructional coaches, and others agree that a particularly meaningful area for growth in the MS is the DSLO *Cultural Competence*. This is a competency that has been mostly addressed implicitly over the years, but the school's recent focus on Diversity, Equity and Inclusion may provide an opportunity to approach associated skills more explicitly.

High School

The DSLOs are defined. They provide the skills and dispositions to be successful in an uncertain future. Teachers are aware of the existence of the DSLOs and are able to identify the degree to which they implicitly or explicitly teach them in their courses. The high school has Learning Behaviors (Collaboration, Learning Attitude and Responsibility) defined. Teachers report on these each term. The high school is based upon a strong foundation of academic standards. Within PLCs, teachers have identified appropriate power standards for courses and specific skills within each of these power standards.

Some PLCs have or are in the process of redesigning power standards to incorporate selected DSLOs as appropriate for the subject area and course. Further, there are specific courses which are built upon DSLOs as well as academic standards. Quest and Catalyst are clear examples of this and can serve as exemplars as the school continues its work with DSLOs.

Activities, Athletics, and Clubs

Students have access to an impressive array of clubs and activities and are encouraged to get involved. The DSLO *Character* receives a heightened level of focus in most sports, although *Collaboration* is emphasized well in team sports. Students are exposed to *Creativity* through many clubs and activities.

B2. Desired Student Learning Outcomes (DSLOs) - What Students Learn

Overview

Students at SAS access a strong curriculum, based on standards, taught by dedicated professionals within a well-resourced learning environment. The curriculum is not static, rather it is responsive to the needs of the students as evident by the growing and different types of courses and learning programs available to students, Tri Time Days in Middle School and Catalyst and Advanced Topics in High School.

The school is focusing on the DSLOs and their intersection with academic standards. The school has established the following schoolwide definitions:

Character Definition

The current SAS definition of the Character DSLO is “character engages both the heart and mind, helps us experience and express ourselves in relation to others, and ultimately helps us to improve the world around us.” Components of character, outlined in the SAS core values and known as the Eagle Way, are:

- Compassion: We are kind, show we care, express gratitude, forgive others, help people in need, and are charitable and altruistic.

- Honesty: We tell the truth, are reliable and do what we say we will do, have the courage to do the right thing, build a good reputation, and are loyal.
- Fairness: We play by the rules, are open-minded and listen to others, avoid taking advantage of others or blaming others carelessly, and treat all people fairly.
- Responsibility: We do what we are supposed to do, plan ahead, persevere, do our best, are self-disciplined, think before we act, are accountable for our words, actions, and attitudes, and set a good example for others.
- Respect: We accept differences, treat others as we would like to be treated, use good manners, are considerate of others' feelings, avoid hurting anyone, and deal peacefully with disagreements.

Collaboration Definition

The current SAS definition of the Collaboration DSLO is “the ability to work effectively towards a common goal in the process of shared creation while optimizing group and individual contributions within diverse teams.” Collaboration is addressed in a few curricular frameworks (e.g., ELA comprehension and collaboration, PE personal and social behavior).

Communication Definition

The current SAS definition of the Communication DSLO is “the ability to effectively exchange ideas and information through oral, written, digital and creative expression on an interpersonal and global level.” Communication is addressed in many of SAS’s curricular frameworks (e.g., narrative and persuasive writing in ELA, obtaining, evaluating, and communicating information in NGSS, communicating ideas in C3, interpersonal and interpretive communication in ACTFL).

Creativity Definition

The current SAS definition of the Creativity DSLO is “the ability to integrate and combine ideas while following a passion or curiosity to develop a useful and novel idea, process, or product.” Creativity is addressed in a few curricular frameworks (e.g., NGSS in science, C3 in social studies).

Critical Thinking Definition

The current SAS definition of the Critical Thinking DSLO is “the ability to access and analyze key information to develop responses to complex problems and questions that may have no clear answers.” Critical thinking is addressed in curricular frameworks (e.g., reading analysis, reading comprehension, application of mathematical practices).

Cultural Competence Definition

The current SAS definition of the Cultural Competence DSLO is “the ability to understand human diversity and interact effectively with others in a variety of settings, applying skills that build positive interactions with all people.” Cultural competence requires students to gain self-awareness of their personal worldview, as well as the worldviews of others.

Elementary School

This ambitious work to prioritize all seven DSLOs, not simply content knowledge, is well underway. All the DSLOs are defined and some competencies nested within the DSLOs have leveled learning progressions. Examples include “engage in teamwork” and “navigate conflict” found within

communication and “design solutions” found within creativity. Teachers noted that additional kid-friendly language should be developed to help students internalize the meaning of each of the DSLOs. The significant investment in personnel provided time and expertise to create these progressions with feedback from the faculty. ES Leadership highlighted the pivotal role PLCs play in making progress, as well as the collaboration with the Office of Learning. The structure of the small PLCs provided a place for this in-depth work and the close communication needed to understand student needs well. Faculty noted the strong culture of trust and appreciation. Leadership and faculty both recognize the importance of prioritizing this work and ensuring that time is set aside to accomplish this work well.

Middle School

Robust professional learning anchored in current research supports teachers’ growth toward strategic aims. MS PLCs, with support from the Curriculum, Assessment, and Data Specialist (CADS), continue to advance the important work of developing competency-based learning progressions for each DSLO. While developing this work can be slow and arduous, it is evident that these conversations are deepening understanding of the work and the faculty appreciate that shortcuts often yield superficiality. Faculty report appreciating the importance of DSLOs. Division leadership is sensitive to the challenges teachers are facing and has been reflective about the change process, where they may have moved too quickly, where more time and patience might have been advisable, and how to nurture culture within PLCs.

High School

PLCs are a central component to the high school in their articulation of what students learn. PLCs are empowered to adjust their power standards for courses as appropriate, including restructuring to include DSLOs. The Quest program and Catalyst structure are two high school programs which are built upon and clearly incorporate DSLOs into their structure, core definition, and student learning experiences. Students in the high school explained that they are aware of the DSLOs, however their focus remains upon the academic standards. Parents indicated that they have some understanding of the DSLOs yet acknowledge that their children have a better understanding.

The school is in the process of defining, articulating, and mapping levels of competency for selected skills and dispositions within each DSLO. Having greater clarity about the different levels of a person’s development of a competency will help provide a deeper understanding of each DSLO.

Activities, Athletics, and Clubs

It is evident that extracurricular programs available to students at SAS are intentional about DSLOs, offering activities and clubs that extend opportunities for students to experience DSLOs in areas where they choose to participate and engage. Students learn about team dynamics and collaboration on the basketball court, for example, and these experiences are fruitful to their academic studies. Students also have access to clubs and activities that allow them to explore real-world interests, including climate change activism.

B3. Desired Student Learning Outcomes (DSLOs) - How Students Learn - structure change as approved by WASC

Elementary School

Students in the elementary school learn by doing, evidenced in classroom visits and videos as students write, read, collaborate, think critically, and solve problems. Students have access to rubrics and examples, so they are able to reflect on their writing and monitor progress while they are learning. There is a clear culture of care as adults interact with students, modeling skills and guiding learning, practice and exploration. Students see the value in learning and trust their teachers to help them learn. Teachers reported that it is helpful to see the big picture of how the DSLOs are taught throughout the grade levels. They desire more examples of what it “looks like” to explicitly teach and assess to assist in planning and

evaluating the learning opportunities they provide for their students. Continued mapping of the competencies and learning progressions across the grade levels will provide teachers with curricular tools to understand learning outcomes and build on the effective design practices already in evidence.

DSLO 1 – Character: Students learn the Core Values during morning meetings, counselor lessons and social studies units focused on advocacy and navigating conflict. All classrooms have posters with these values that are referenced and intentionally woven into classroom learning.

DSLO 2 – Collaboration: This DSLO is most commonly taught implicitly through sharing and negotiating in the younger grades, with explicit instruction occurring through anchor charts for expected behaviors during group work or as reading partners. Effective collaboration was evident during classroom visits. Next steps include finding more opportunities to teach teamwork and conflict navigation more explicitly.

DSLO 3 – Communication: This is an area of particular strength across the ES, noting the implementation of responsive classrooms in the early grades and communication tools embedded in planning documents students use in class. Students were confident communicating with the visiting adults. In the upper grades students also learn communication skills by sharing about their goals during parent, student, teacher conferences.

DSLO 4 – Content Knowledge: SAS has formally adopted CCSS, NGSS, C3, SHAPE, ISTE, ACTFL and CASEL, which guide the UbD planning in content areas. Students mentioned this DSLO and shared that their teachers or peers help them learn. Teachers have identified some areas of congruence with other DSLOs and these standards sets. A stated goal is to continue to look for areas of synergy to help students learn content knowledge as they are developing the other skills outlined in the other DSLOs.

DSLO 5 – Creativity: This is an area of growth for the ES. While examples of explicit teaching include design thinking challenges, poetry and science units, SAS noted that there is a significant decrease in explicit teaching as students move from the lower grades to the upper grades. Upper elementary students shared they value this DSLO and the opportunity to create, including music and their own math problems to solve.

DSLO 6 – Critical Thinking: This is an area of strength across the school, though specialists are teaching it more implicitly. Students learn through inquiry practices that are made visible to students by anchor charts and claims, evidence, reasoning planners.

DSLO 7 – Cultural Competence: The ES specialist program, which includes World Languages, Art, Music, and PE, provides many opportunities to learn about traditions and music in other cultures. However, students have less opportunities to explicitly learn cultural competence and the teachers rated this DSLO lowest in explicit teaching. Teachers commented that the new Diversity, Equity, and Inclusion program will help them make progress in this area.

Middle School

The creation of the Curriculum, Assessment, and Data Specialist (CADS) position has been valuable to understanding the work of implementing DSLOs, both from curricular and data perspectives. It is evident the school wishes to be data-driven in its decision-making processes.

DSLO 1 – Character: MS teachers indicate this DSLO is an area of particular strength, one where most faculty are comfortable and familiar with competencies. Work remains shifting from *implicit* to *explicit* teaching of associated competencies, however, and PLCs have identified

topics where this might occur naturally and without disruption. Students are comfortable discussing competencies associated with Character and exhibit awareness of their importance.

DSLO 2 – Collaboration: MS teachers report moving toward the explicit teaching of collaborative skills. Students acknowledge this shift.

DSLO 3 – Communication: It is evident that MS teachers understand this DSLO is not exclusively the domain of ELA or foreign language teachers, but that critical writing, listening, and speaking skills are essential to success in all disciplines. Teachers in other disciplines are becoming more comfortable emphasizing discrete communication skills. Assessment data reveals that students excel in this area. Students are impressive in their communication.

DSLO 4 – Content Knowledge: MS teachers have transitioned well to CCSS, C3, NGSS, NCAS, SHAPE, etc. over the past decade, a shift where again PLCs have been an integral mechanism for driving the work forward. Teachers continue to grapple with the challenge of using standards to support student learning *through* DSLOs. Students are confident in their content knowledge and proud of their achievement.

DSLO 5 – Creativity: This DSLO may be taught somewhat unevenly at present with some subjects more naturally offering projects, units, and assessments that require associated competencies and others preferencing traditional critical thinking skills. Reiterating what Creativity is within the DSLO framework may be an important area of growth for all faculty, especially as it pertains to helping students generate and iterate ideas. Even so, there remain many excellent examples of opportunities for students to develop Creativity. Students report confidence in their abilities to think creatively and are thoughtful about the value of this competency in all subject areas.

DSLO 6 – Critical Thinking: This DSLO is another particular strength, along with Content Knowledge, of SAS's strong academic program in its middle school. Students enjoy ample opportunities to develop Critical Thinking competencies in all disciplines. Their ability to analyze, process data, see patterns, generate and test hypotheses is impressive. Teachers report greater comfort teaching Critical Thinking explicitly. Students are impressive in their abilities to discuss the importance of Critical Thinking and how they apply it across different disciplines.

DSLO 7 – Cultural Competence: This DSLO is an area of growth for SAS's middle school. Teachers indicate enthusiasm for the importance of Cultural Competence but have not completely worked at how and when to integrate it in their subject area. Further, some teachers are more comfortable than others teaching students explicitly about associated competencies. Students themselves indicate confidence in their abilities to be culturally fluent, able to understand and communicate comfortably in moments requiring cultural awareness and empathy.

High School

All teachers are aware of the DSLOs and students are able to explain how the DSLO are connected to their learning. Students provided different examples of using DSLOs within different courses. Teacher evidence shows great variety in the range of implicit or explicit teaching of the DSLOs. Teachers are waiting for clear expectations from administration about the teaching of DSLOs within and across courses. This work is underway at the central administration level the competency mapping.

DSLO 1 – Character: Character incorporates the core values of the school. These elements are reinforced through the procedures and routines of the school. The high school reports on Learning Behaviors including: Collaboration, Learning Attitude, and Responsibility.

DSLO 2 – Collaboration: Collaboration takes place frequently and is a part of the Learning Behaviors rubric for the high school. Students explain the importance and use of collaboration. Depending on the learning task, teachers provide explicit instructions and expectations about how the collaboration takes place.

DSLO 3 – Communication: Communication also is common across all classes. As with collaboration, the form of learning task will often determine how explicit the teaching is around the steps, form, and expectations for communication, such as Socratic Circles or presentations.

DSLO 4 – Content Knowledge: Content knowledge is a clear strength of SAS. All courses are built upon recognized academic standards. The depth and breadth of courses and instruction across the school is evident from conversations with teachers, students and parents. The creation of Advanced Topic courses extends the variety of offerings for students and provides for individual choice and pursuit of passions within these courses.

DSLO 5 – Creativity: Creativity has a wide range of teaching and interpretation by students. Often, students want to know what is expected to achieve a high score, which at times seems to run counter to demonstrating creativity as defined within the DSLO.

DSLO 6 – Critical Thinking: In conversations with students, they are quick to recognize the incorporation of Critical Thinking across most of their classes and learning experiences. This is a clear strength of the high school.

DSLO 7 – Cultural Competence: Students recognize the importance of cultural competence and explain ways in which it is fostered most consistently for all students through Advisory. Students explained that advisory puts them in contact with people whom they may never have met otherwise and through activities and discussions, build bonds, friendships and appreciation.

B4. Desired Student Learning Outcomes (DSLOs)- How Students are Assessed - structure change as approved by WASC

Elementary School

As the school continues to more explicitly teach the DSLOs, assessment follows. Good progress has been made evidenced by the learning progressions available for use and the ways students may be *explicitly*, rather than *implicitly* assessed. Some DSLOs such as content knowledge and critical thinking are further along in the assessment development journey. The ES plans to examine the effective practices used for assessing critical thinking and explore how they might be applied to other DSLOs. Additionally, teachers value time to dialogue about how and if to quantify learning in some of the DSLOs, reflecting on what would be a helpful way to communicate to students about their growth in these areas.

DSLO 1 – Character: Currently the school does not desire to develop explicit assessments to avoid behavior driven by grades. However, feedback is given to students when a core value is violated to help guide behavior.

DSLO 2 – Collaboration: Work to assess the competencies in this DSLO is underway using teacher feedback and self-reflection. Future work in this area includes leveraging the SMART goal work currently done by students.

DSLO 3 – Communication: This is an area of relative strength, especially in the upper grades using language arts rubrics and checklists which already exist within the curriculum.

DSLO 4 – Content Knowledge: Effective systems are in place to ensure standards-based learning, grading, and reporting. Internal and external assessment results indicate student learning is at a high level.

DSLO 5 – Creativity: Assessment of this competency is much more implicit as very few explicit assessments exist at this time in the upper grades and specials. The lower grades assess through performance tasks and observations, a possible avenue for the upper grades to consider.

DSLO 6 – Critical Thinking: As noted earlier, this is a strength, though specialists still assess more implicitly. Teachers College Reading Writing Project (TCRWP) curriculum includes effective tools that employ critical thinking skills and teachers use assessment employment claim, evidence, reasoning in science.

DSLO 7 – Cultural Competence: Assessment is more implicit, and some are not yet assessing this DSLO. One possible avenue for assessment could be SMART goal work done by students. Better understanding of what is meant by cultural competence will lay the foundation for more explicit assessment.

Middle School

Good progress has been made toward developing DSLO assessment practices and tracking systems in the middle school. It is expected that this work on assessment will accelerate after PLCs further surface the skills that are being taught explicitly. Students are thoughtful and aware of feedback systems, the difference between formative and summative assessments, and are motivated to learn. Students report teachers give excellent feedback on how to improve academically. It is evident that DSLO assessment systems are still a work in progress and will be an area for improvement in the next few years.

DSLO 1 – Character: Work to assess the competencies in this DSLO is under development, with some subjects better suited than others to accelerate how to measure student progress in Character.

DSLO 2 – Collaboration: Work to assess the competencies in this DSLO is under development, with some subjects better suited than others to accelerate how to measure student progress in Collaboration.

DSLO 3 – Communication: Robust systems for assessing student communication exist in the middle school and in other divisions. Teachers in subject areas other than ELA and world languages are frequently assessing students' skills to write and speak effectively.

DSLO 4 – Content Knowledge: Internal and external assessment results indicate student learning toward academic standards is excellent, indicative of an environment where students are highly motivated and serious about learning. Robust systems are already in place to ensure standards-based learning, grading, and reporting.

DSLO 5 – Creativity: The assessment of competencies in this DSLO are under development with some subjects better suited than others to accelerate this work.

DSLO 6 – Critical Thinking: Teachers report greater comfort teaching Critical Thinking explicitly and are developing structures now to assess it.

DSLO 7 – Cultural Competence: As reported elsewhere in this report, school leaders and faculty acknowledge this DSLO will be an important area of improvement in the middle school and in other divisions. Experiences are being developed that will explicitly teach these skills to students. Assessments and systems to measure progress will be developed subsequently.

High School

Overall, as explained by administration, the DSLOs are the overarching framework for learning at the school and course academic standards are in service to the DSLOs. At this time though, the high school is not formally assessing the DSLOs. There is substantial work being done at the macro level to define the levels of competency for each DSLO. This clarity and consistency across the whole school and all divisions will support any decisions about assessing the DSLO. The school is also in the process of determining which DSLOs are natural fits within which courses, based on standards, and which DSLOs need to find appropriate placement. As this work progresses, greater clarity about where the DSLOs will be taught and to what degree. In turn this will support the expectations about assessment.

The school is also in the process of developing a new highly integrated platform for student learning management, gradebook, curriculum documentation, and more. Incorporation of how the DSLOs are able to be represented here will also support appropriate assessment and reporting.

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Areas of Strength for Teaching and Assessing DSLOs (if any):

- DSLOs have been defined.
- Content Knowledge, Critical thinking, and Communication are explicitly taught across the school.
- The school is clear about their overall direction for developing an effective system of assessment to measure DSLOs.
- A process for surfacing the degree to which DSLO are explicitly or implicitly taught.
- PLCs are positioned to strengthen and deepen the work.

Key Issues for Teaching and Assessing DSLOs (if any):

Provide and emphasize professional learning about cultural competence.

- Continue competency mapping to encourage consistency and alignment in how DSLOs are taught and assessed as a system.
- Recognize and articulate the connection and alignment between standards and DSLOs.
- Develop a common understanding of the definition of DSLOs; how DSLOs can be explicitly assessed and how DSLOs can be explicitly taught; and provide examples in a broad range of disciplines.
- Develop kid-friendly language for DSLOs

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- SAS Virtual Meetings (via Zoom)
 - Senior Leadership
 - Divisional Leadership
 - Board Members
 - Office of Learning

- Advancement
- Communications
- Campus Upgrade
- Divisional Teachers
- Parents
- Students
- Category B Focus Group--ES, MS and HS Faculty
- MS and HS Student Leaders Focus groups
- ES G5 Leadership Team
- SAS Virtual Classroom Observations/talks with teachers (Video)
- SAS Virtual Live Classroom Observations - Guided via Zoom
- Internal Documents
 - Competency Map 2020-21 version 3
 - ES DSLOs Evidence Folders (photos, videos, lesson plans, DSLOs Teach & Assess sheets for grade levels, competencies progressions)
- SAS “Glimpses into Life” videos--promotional, Day in the Life, Highlights
- SAS website

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion — Personal and Academic

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

The admissions team starts the application and acceptance process with the premise of “Can we serve the student?” As files are reviewed, the question is “do we have the services the student needs.” Families of potential students with 504 plans or IEPs are asked to reach out to an admissions officer before completing an application so they can do a pre-screening and work with the family to determine if SAS is the best fit for their child. SAS can accommodate students with mild to moderate learning needs.

SAS utilizes the Response to Intervention (RtI) model for identifying and supporting student learning. The PLC structure incorporates intentional conversations about student needs, interventions, and enrichments for all students (tier 1). Additional opportunities for professional collaboration and referral exist beyond the PLC, including Kid Chats, and Student Support Meetings (SSMs). The PLC structure supports the Response to Intervention model and creates opportunities within the schedule for

focused conversations about student work, then the crucial next step of identifying interventions and enrichment strategies. Referrals can come from teachers, counselors, or parents.

The PLC's are very much a part of the SAS culture, these teams are "where the work gets done". There is some area for review and additional reflection around the amount of time spent on PLC questions 1 and 2 (What do we want students to know and be able to do? & How do we know?) versus focusing more time on questions 3 and 4 that address student learning and access to the curriculum for all students (What do we do for those learners who don't get it? What do we do for those students who already know it?).

One parent stated, "Teachers are very good at identifying student needs." She shared that her student received Learning Support services and "loved it...the teacher made it fun and the classroom teacher worked with" the child as well. Teachers do a good job using assessments, noticing and identifying where students are struggling or doing well.

The student support program is staffed by 50 professionals including specialist teachers, speech-language pathologists, EAL teachers, counselors (personal and academic), and psychologists to ensure that the systems are "fluid and effective in meeting student needs." One Learning Support teacher who talked about pushing in and supporting all learners also acknowledged that those on IESPs are prioritized. They also talked about further prioritizing the learning objectives for some.

Counseling services are available to all students. Elementary counselors do push in lessons in class around different topics such as those associated with the school's DEI work. Middle School and High School have robust house programs and advisories that support inclusion. These advisory groups stay together starting in middle school, promoting relationships and community experiences. Students noted that "advisory is really valuable, I really found a connection, have friends...it is like a more personalized counselor; a little family that really cares for you." Eagle Day was also noted as an effective way of building community within the HS advisory groups.

HS students were very satisfied with the split model for counseling, saying that they "love that they are separated, PAC and college counseling...it is nice knowing that the social emotional support is there, and just having someone to talk to." The practice of assigning the same counselor(s) to siblings was also noted by students as a strength of the program. There are "perceived discrepancies" between individual counselors. The feeling shared with this visiting team was that some of the college counselors do more to provide feedback and support students getting accepted into their universities of choice. Alignment of expectations / support provision may be an area for review and growth.

Support for Diversity and Inclusion within the school is growing. HS students noted that SAS does a lot, but maybe not enough--there is more to be done in the area of DEI. There was a comment that at this point, there seems to be a bit of disconnect between the stance of the school with regard to DEI and the expectations on students to be accepting and "do the right thing". There is a recognition by students that more education is needed in support of the LGBTQ+ community.

Parents also see the value in the counseling model providing support over multiple years.

Strategies Used for Student Growth/Development: 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.

SAS utilizes the PLC's to assess and plan for student learning needs. These structures are well-established, and the culture of the school supports the work of these teams. There is an understanding that the DSLOs serve the vision and the learning standards and competencies serve the DSLOs. There are multiple avenues for students to receive support for their learning needs, both remedial and enrichment. These include, but are not limited to:

- Flexible grouping
- Customized pathways
- Small groups
- Flexible support structures
- Intervention block within the schedule
- Learning support classes
- ELA & Math labs
- Course choices (AP, AT)
- SEL--tier 1 by counselors; small group; one on one
- Student Services Meetings (SSM)

Curriculum, assessment, and data coaches and instructional coaches provide support for PLCs in functioning effectively and working through the four PLC questions. There is a recognition of the need to systematically evaluate the effectiveness of the PLC's and to ensure adequate focus on PLC questions 3 & 4--student learning opportunities.

HS students see teachers as being "willing to help even if it isn't for [their] class...an overwhelming willingness to help." Teachers also support peer coaching and tutoring which makes it "easier to ask other students" for help. Students are supported to "value the grit from failing sometimes."

The transition between divisions of the school are viewed by parents as effective and supportive of the learning and change that students and families face in moving from one level to the next. The school recognizes the need to align language to maximize common understandings as students move from one level to the next. Parents also noted that a challenge for students is the shift from MS grading systems (standards based) to more "traditional" letter grades in HS.

Support Services and Learning: 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.

SAS utilizes their RtI model for identifying and supporting student needs in all areas: academic, behavioral, and social / emotional.

PLCs include learning support teachers and counselors and are the foundation of planning for student learning. Data is analyzed and used to inform decisions. To increase team effectiveness in collaboration, coaches focus the majority of their time on building teaming practices and building the capacity of team members to ensure the effectiveness of PLC time. There is a recognition that because of the different skill sets within a team and the turnover in staff that is inherent within an international school, PLCs are in different places and have differing levels of effectiveness, thus the supports given these groups are differentiated based on need.

Co-Curricular Activities: 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.

Curricular and co-curricular activities are linked to academic standards and DSLOs; SAS supports and requires teacher leadership of these activities in order to ensure consistency in expectations and links to Core Values.

In ES and MS, parents note that there is “so much choice” in Arts, STEM, languages, journalism, athletics, and service learning for students to participate in and try. In High School, the EAGLE WAY connects co-curricular activities to the DSLOs in a meaningful way. Students have access to a multitude of activities and sports, and the SAS students are still “engaged even now” in spite of limitations due to COVID. Parents note the creativity and flexibility of the faculty in providing co-curricular activities to meet student needs.

HS students have opportunities to participate in service learning, clubs, affinity groups, student council, and other clubs and athletics. Students note that there is a lot of mentoring of students by faculty and admin including such things as teaching assistantships and leadership mentoring (including a female leadership group). Funding is available to students to facilitate their attainment of goals and taking action.

Parents recognize also the efforts made by SAS to provide students with extracurricular activities that allow for “non-athletic” participation and include activities in the arts, MUN, etc. that allow students to remain engaged in co-curriculars even with COVID restrictions in place.

Student Involvement in Curricular/Co-Curricular Activities: 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.

The co-curricular team is a vertical PLC which does allow for collaboration and alignment of programs. The school recognizes and articulates in the self-study and interviews the need to more accurately track data about participation in and effectiveness of the co-curricular programs. The Athletics program does not focus on winning, but on developing students as team members, asking “How are you showing your character? How do you treat others?”

Student Perceptions: 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. Students are given weekly (or every other week) wellbeing surveys that allow counselors and admin to keep track of how students are doing. Teachers would like to see more sharing of these results, so this may be an area for reflection and growth.

The self-study recognizes the negative perceptions of some students in MS around the learning support program. This is an area that must be followed up and addressed.

The consistent message from all stakeholder groups around the presence of an extraordinary culture of care highlights the school’s willingness to listen and act. High School students do feel that the admin is “really adaptive, plans ahead, and are ready to work with us, they take everyone seriously, listen, and try to act to make it work.”

SAS students can be aware of differences in performance. Many students are very grade conscious and strive to excel in all aspects of school life. SAS works to emphasize strengths and “doing your best” in order to minimize feelings of additional stress and anxiety. Efforts have been made to alter the perceptions of students receiving support by adjusting the service delivery model to be more push-in where the LS teacher works with all students, thus creating the understanding that the LS teacher is “just another teacher and part of the core team.”

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of Strength for Support for Student Personal and Academic Growth (if any):

- Support for the social emotional wellbeing of students and dedication to the SAS core value of Extraordinary Care is a strength. The intentional maintenance of relationships between counselors and students promotes this and the advisory programs in MS and HS add additional connections for students with caring adults. All of the ES students in the group asked if they have a trusted adult they can speak with if they need to.
- The PLC structures and culture of collaboration create appropriate channels for ongoing conversations about student learning, data to inform and guide next steps. These PLCs are well supported, and extensive work has gone into establishing these processes. By establishing PLC's as the “place where the work happens” and empowering teams, SAS teachers feel their efficacy and impact on student learning.
- Dedicated teaching, counseling, and administrative teams listen to and respond to student voices.

Key Issues for Support for Student Personal and Academic Growth (if any):

- The school has identified a need for alignment of processes and language in relation to the student support services. This work will be critical into the future, especially as SAS considers who they serve and explores the possibility of meeting the needs of a more diverse range of learners.
- Additional work can be done to support students in understanding their place in the world and recognizing the realities of race relations and inclusion issues outside of SAS.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- PLC protocols
- Student Service Meeting Notes Template
- Interviews / Focus group meetings
- RtI Flow Chart
- Universal Screening Data (AIMSweb)
- Counseling Referrals, Documents
- Eagle Pathways Philosophies
- SAS has clear processes and documentation for student support programs (Learning Support, SEL, Co-curricular activities (clubs, etc.))

D. SCHOOL CULTURE AND ENVIRONMENT

D1. School Environment and Child Protection

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

SAS provides a safe, healthy and nurturing environment that reflects the school's vision and mission. Student related decisions are made through the lens of the SAS Strategic Anchors, to create a culture of excellence, extraordinary care, and possibilities for all students.

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Caring, Concern, High Expectations: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.*

SAS demonstrates care and concern for each student through classroom and schoolwide practices that ensure each student is known and cared for. The Elementary School uses a responsive classroom approach for social emotional learning, and the Middle School has adopted the CASEL standards as a framework for social emotional learning. Students in the middle and high schools are also supported through their advisory programs and house system. Each student at SAS, starting in elementary school, is assigned a counselor, and supported as they progress through each division. Students in high school are also assigned a college counselor in Grade 10.

SAS demonstrates high expectations for students by providing a rigorous curriculum supported by PLC teams that look at student assessment data to identify needs and next steps for students. A multi-tiered support services system along with dedicated learning support faculty are available for remediation and extension. High expectations for students, while honoring their individual and cultural differences, are also present through curricular programs that are unique to SAS, such as the creativity center (ES), TRi Time (MS), Catalyst (HS), and Quest (HS). In addition, elective classes in Middle and High School, along with extensive co-curricular activities, schoolwide, are also available.

While highly developed, there remains space for continued discussion around individual and cultural differences and connections to the SAS DSLO Cultural Competency.

Student Self-Esteem: *The school fosters student self-esteem through high expectations for each student and recognition of successes.*

SAS fosters student self-esteem through clear and high expectations for each student and through recognition when students meet those expectations. In the Elementary School, recognition occurs in classrooms, assemblies, and various opportunities to present student work. In Middle School and High School, students also have the opportunity to be recognized for their participation in co-curricular and extracurricular activities such as dance, drama, band, strings, talent shows, and or sports competitions. Curricular programs that are unique to SAS, such as the creativity center (ES), TRi Time (MS), Catalyst (HS), and Quest (HS), also provide opportunities for students to perform at high levels and foster self-esteem. Additionally, these programs create opportunities for success for all students, including those who may not succeed or receive recognition in a "traditional" sense, through assemblies, certificates, or success in co-curricular and extracurricular activities.

As a high-achieving school, SAS leadership and faculty also acknowledged an overly academic and competitive culture among students and families, especially in High School. In the 2018 school year, as a response, the SAS High School introduced a cum laude academic recognition and highlighted student excellence awards into alignment with the DSLOs. SAS Leadership also pointed to an emphasis on recognizing character (the Eagle Way) and the unique curricular aspects of SAS, such as TRi Time, Catalyst, and Quest as opportunities for all students to be recognized, achieve high expectations and foster self-esteem.

SAS also recognizes that these systems can still be improved.

Collaborative Culture of Mutual Respect, Inquiry and Communication: *A collaborative culture of mutual respect, inquiry 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.*

Healthy climate and culture, and communication were two of the four recommendations from the previous self-study. Following the 2014 self-study, SAS developed the school's Statement of Community (adopted in 2015) to support a collaborative culture of mutual respect, inquiry and communication between all stakeholder groups.

For SAS faculty and staff, an employee engagement survey, climate committee, faculty senate, an employee wellness initiative, and Working on Wellness (WOW) have been and are available and contribute to a consistent thread of care and collaboration at SAS. For parents, a Community Engagement Task Force was launched and has developed community norms, recruited volunteer parent ambassadors, and implemented WhatsApp broadcast groups. In addition to English, major announcements and WhatsApp groups are also made available in Chinese, Japanese, and Korean. These have supported the behavior expectations for all community members and improved communication among stakeholder groups. Finally, respectful and effective communication between faculty and students appears to be strong, as evidenced through positive *Care* and *Confer* data points in Tripod.

Teacher Support and Encouragement: *There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.*

SAS provides support and encouragement for teachers to use innovative approaches to enhance student learning. With the support of the Office of Learning and investment in dedicated curriculum and assessment specialists, students have access to physical and curricular resources. Unique to SAS are the creativity center in the Elementary School, makerspace and TRi-Time in Middle School, and the Catalyst project and Quest program in High School.

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

SAS provides a safe, clean, orderly environment that nurtures learning through a dedicated campus health and safety specialist, schoolwide safety committee, facilities services manager, IT team for internet safety, and a contract services manager who ensures overall orderliness, cleanliness, and safety of third-party services.

In addition to clear safety protocols and practices as a response to the COVID-19 pandemic, there are existing policies, regulations and resources that support regular drills for emergencies and evacuations.

Child Protection: *In 2015-2016, SAS developed, adopted, and implemented a Child Protection Policy and Procedures including an appropriate legal definition of child abuse focused on physical, emotional*

or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

To ensure the safety and welfare of all students, SAS provides ongoing staff training of the specific child protection policies, practices, and reporting protocols as well as mandatory background checks. This includes policies for off campus excursions, trips, and student exchanges.

In addition, the school has developed regular, systematic professional training and tutorials for substitutes, volunteers, and contractors on student safeguarding, child abuse prevention, recognition, intervention and reporting. The school also provides formal learning programs through the school experience related to child protection.

The school has designated Child Protection Officers (CPO) for the Elementary, Middle and High schools who are responsible for following through with any suspected child protection incidents, concerns, or reports. The CPOs are familiar with and cognizant of cultural expectations as well as the legal and compliance requirements of the Singapore Ministry of Social and Family Development. In addition, the school is committed to reporting any matter to the Child Protection Service Helpline or the police.

While SAS has formal programs related to child protection, SAS acknowledges the need to endorse annual child protection training for the CPOs and a Divisional Deputy.

D2. Parent/Community Involvement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The SAS leadership understands the importance of communication and utilizes a dedicated nine-member communications team to keep all parents informed and up to date via a wide range of internal, external, and online platforms. Parents reported that these efforts have allowed them to be actively involved with their child's education and other aspects of the school.

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Regular Parent Involvement: *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.*

Regular eNews communication and a weekly message from the Superintendent that includes division updates and news items from the PTA, Booster, alumni, and community organizations are some of the key communication strategies and processes. In addition, parents receive information through division Parent Coffees and student-led conferences in the elementary and middle schools, while the Superintendent has initiated highly successful "listening tours" involving parents and other stakeholders. Outside facilitators have also been engaged to ensure that all parents' voices are heard in an equitable manner.

The PTA and Booster Club offer parents and community members opportunities to volunteer and get involved. A Director of Community Engagement (DCE) was appointed to further develop parent networking and engagement. The DCE liaisons with the Parent Ambassadors from the non-English language groups to ensure effective communication. Understanding there is a need for better translation and interpretation services SAS has recently purchased interpretation software that is capable of interpreting three languages simultaneously. Setting up WhatsApp groups has also assisted with

improving communication. In addition, Superintendent Tom Boasberg is fluent in Chinese making communication with the Chinese community personal and effective.

Use of Community Resources: *The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.*

The school has taken full advantage of the many and varied community resources including guest speakers, local field trips, Classroom Without Walls, Interim Semester courses and partnering with the Center for Innovation – a central business district organization.

Parent/Community and Student Achievement: *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.*

All three divisions of SAS work to ensure the parents and community understand student achievement of the academic standards and schoolwide student outcomes as well as the emphasis on global competencies. Parents have access to PowerSchool in order to track student progress and achievement while the SAS website outlines the school's standards-based approach and assessments targeting essential outcomes as well as elaborating on the DSLOs.

Back to School Nights offer parents an opportunity to meet with the teachers and learn about the course syllabus, planned curriculum, and learning outcomes that their student can expect to achieve. Each division also holds coffee sessions to discuss school wide strategies, key initiatives, and instructional strategies. Parents have regular opportunities to sign up their children for co-curricular and sports throughout the year.

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT

Areas of Strength for School Culture and Environment (if any):

- SAS has a strong culture of care for students as evidenced by multiple opportunities for support.
- Social and emotional wellness of students is a high priority as demonstrated by social-emotional learning programs and dedicated faculty positions in elementary, middle, and high school.
- Teacher Support and Encouragement: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.
- SAS has taken multiple steps to foster a collective responsibility to build a healthy culture and climate by listening to and communicating with all stakeholder groups proactively, seeking out feedback, and continuing traditions to help “make a big school feel small.”
- SAS has developed Child Protection Policy and Procedures as well as mandatory background checks to safeguard the safety and welfare of all students.
- Ongoing child protection training ensures that all teachers, staff, substitutes, volunteers, and contractors are up-to-date and compliant with the policy and procedures.
- Three divisional Child Protection Officers (CPO) guarantee the necessary oversight of the policy and procedures when incidents are reported.

- A 9-member communications team and the appointment of a Director of Engagement exemplifies the school's commitment to keeping parents informed on all school matters - especially those related to students' progress and achievement.
- The Superintendent's "listening tours" have enhanced parent involvement and improved communication - "you said, we did."
- SAS has improved communication among non-English speaking parents by providing translation services.
- SAS has a multitude of community resources that add to the students' educational experience.

Key Issues for School Culture and Environment (if any):

- Honoring individual and cultural differences through the lens of Cultural Competence should continue to be an area of focus, aligned with planned DEI work.
- While the school has a strong model in place to support students, there are opportunities for school leadership to enhance their cultural proficiency and understanding of the best ways to support students' changing and evolving social and emotional needs
- Follow through with the endorsement of annual Child Protection Training for the CPOs and one Divisional Deputy.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Zoom meetings with SAS Leadership groups
- Zoom meetings with SAS Students
- Zoom meetings with SAS Parents
- Zoom walk-through lead by SAS Faculty
- SAS Portal and HR microsite with school policies
- 17-18 Tripod School Reports re: Student Perception
- Communication samples (eNews, Youtube Channel, Perspectives Post)

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

- **Briefly comment about the previously identified schoolwide strengths and critical areas for follow up**
- **Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report***
- **Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***
 - **Confirm areas already identified by the school in the action plan sections**
 - **Confirm areas to be strengthened within the already identified areas**
 - **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

Brief Comments

SAS has a strong history of excellence and school improvement. It did a very good job of responding to the accreditation recommendations made by the Visiting Committee in 2014 and the additional recommendations made during the 2017 mid-term visit. SAS responded to the recommendations in a thoughtful and systematic manner.

Schoolwide Areas of Strength

1. SAS has established a clear mission and vision. These statements have driven the development of and are supported by the implementation of clearly articulated desired student learning outcomes (DSLOs) as well as preschool to grade 12 standards-based curriculum.
2. SAS has highly qualified faculty, staff and school leaders who are committed to the vision and strategic direction and high levels of learning for all students.
3. Collaboration amongst educators is strong. The structure of Professional Learning Communities (PLCs) has become a part of the school's culture, creates a shared responsibility for student well-being and learning, and provides for on-going job-embedded professional development.
4. SAS has a supportive and involved parent community. This is evidenced by a school board who cares about the school and is committed to fulfilling their responsibilities as well as strong parent organizations like the PTA and Booster Club.
5. SAS has established policies and procedures for ensuring the safety of children, including identification of a child protection team, regular training of all faculty and staff, mandatory background checks when hiring, and procedures for reporting and conducting investigations.
6. SAS is financially healthy, providing a wealth of resources to both educators and students.
7. SAS has well-resourced support services to attend to students' learning and social-emotional needs by providing different levels of support as required.

Schoolwide Critical Areas for Follow Up

(Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

SAS made significant progress in these areas since the 2014 self-study, but they have identified additional work that needs to be done in regard to change management and desired student learning outcomes (DSLOs).

1. Change Leadership While implementing the new strategic plan, SAS should prioritize what is most important and understand the impact of changes underway to make adjustments as needed, ensuring that changes are manageable and are having intended consequences. SAS also needs to ensure parents are regularly invited to provide input into and have opportunities to learn about changes underway.
2. DSLOs SAS needs to continue to provide professional learning so all educators understand the DSLOs and how they can be taught and assessed (especially the cultural competence DSLO), more explicitly connect the DSLOs to the curriculum (standards and competencies), and ensure assessments and reporting practices address the DSLOs.

The following new areas for growth emerged from the self-study and are confirmed by the Visiting Committee.

1. Social-Emotional Wellbeing Building on programs and practices already started (e.g., responsive classroom in the ES, advisory in the MS and HS, counseling services, Working on Wellness activities), SAS should deepen and expand its focus on the social-emotional needs and wellbeing of students and educators. This includes attending to the high levels of stress for high school students.
2. Support Services While SAS has support service programs and practices in place, the school needs to evaluate the effectiveness of these offerings in providing aligned support across from preschool to grade twelve. This includes identifying how classroom teachers use Tier 1 Response to Intervention (RtI) strategies as the basis of providing support to all students as well as how learners are supported through Tier 2 and 3 interventions or extensions.
3. Curriculum, Program, and Practice Alignment While SAS has a clearly articulated curriculum in place and faculty are committed to implementing pedagogically sound practices, there are inconsistencies within and across grade levels that impact a student's journey through the school. SAS needs to ensure appropriate alignment of curriculum, programs, and practices by focusing on what is taught (power standards, competencies), how it is taught (high impact instructional practices), and how it is assessed and reported.
4. Child Protection SAS needs to continue to focus on child protection, ensuring that child protection officers and faculty receive regular training and that volunteers/hosts have been screened and trained before interacting with students.

Chapter V: Ongoing School Improvement (1–2 pages)

- *Include a brief summary of the schoolwide action plan*
- *Comment on the following school improvement issues:*
 - *Adequacy of the schoolwide action plan in addressing the identified critical areas for follow up*
 - *Do the action plan sections address the critical areas for follow-up?*
 - *Will the action plan steps enhance student learning?*
 - *Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., technology plan, staff development plan)?*
 - *Is the action plan feasible within existing resources?*
 - *Is there sufficient commitment to the action plan, schoolwide and systemwide?*
 - *Existing factors that support school improvement*
 - *Impediments to improvement that the school will need to overcome*
 - *Soundness of follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.*

Singapore American School (SAS) has an excellent history of follow-up and progress on WASC recommendations. One reason for this is that the school creates only one school-wide plan for improvement that is based on the WASC recommendations and any other important initiatives or issues. Currently, SAS is forming the schoolwide action plan on the WASC recommendations and the recent Listening Tour that was completed by the new SAS Superintendent last year. The first step in the

formation of this action plan is to create a new Strategic Plan that is anticipated to be complete in March 2021.

SAS has a solid base from which to operate. They have strong foundational elements including a clear vision, mission, core values, learning aspirations (DSLOs) and strategic anchors. The WASC Visiting Committee (VC) was impressed by the degree to which these elements were widely known and referred to by students, staff and parents. They have been reaffirmed by the school and follow below:

- **Vision:** A world leader in education, cultivating exceptional thinkers, prepared for the future.
- **Mission:** Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.
- **Core Values:** compassion, fairness, honesty, respect and responsibility
- **Learning Aspirations (DSLOs):** character, collaboration, communication, creativity, critical thinking, cultural competence, content knowledge
- **Strategic Anchors:** excellence, extraordinary care, and possibilities

The Action Plan is being organized under the three strategic anchors with three results indicators under each one, giving 9 focus areas. Each focus area will have a task force assigned to it. Three of the WASC schoolwide areas of growth have been built into the strategic framework: DSLOs, Social-Emotional Wellbeing, and Curriculum, Program, and Practice Alignment.

Two schoolwide areas for growth are not embedded in the strategic framework: Support Services and Child Protection. During the 2020/21 school year the director of support services is facilitating a program review of support services. She is using the information from the WASC self-study to inform her work. The result of this program review will be a set of recommendations to be implemented in 2021-22. The director of student life and co-curricular programs leads the SAS child protection team and oversees the child protection practices. He and the team will use the areas of growth from the self-study to inform their ongoing work.

SAS has spent a great deal of time over the last six years strengthening their change management practices. They have follow-up processes that are board-based and collaborative. This concludes annual priority/goal setting and monitoring by the senior leadership team and board. Educators, parents and students are invited to provide feedback through annual surveys, engaging in dialogue with school administrators and participating in focus groups. Additionally, the senior leadership team regularly reflects on where progress is going as expected and where it is not in order to adjust plans as necessary.