



**Taipei
American
School**

STRATEGIC ACTION PLAN OVERVIEW

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Strategic Area 1



A Strong Foundation

GOAL 1:

To strengthen foundational structures through the implementation and assessment of systematic processes and practices, ensuring the delivery of a world-class education and achievement of the mission and schoolwide learning outcomes.

Aligned to:

WASC Category A: Organization for Student Learning

Rationale:

To ensure the continued existence of a strong foundation that allows for the delivery of a world-class education, TAS must implement and evaluate, clear, systematic, and mission-aligned practices. This involves further establishing structured, research-based organizational and operational processes that foster a culture of shared commitment and collective accountability across all areas of the school.

1.1 ENSURE STRATEGIC DIRECTION AND COLLECTIVE ACCOUNTABILITY:

Ensure TAS is guided by the mission, values, and schoolwide learning outcomes through a clear and comprehensive strategic plan that articulates shared KA-12 goals, establishes benchmarks for success, and fosters collective responsibility for achievement.



1.2 OPTIMIZE BOARD GOVERNANCE FOR CONTINUOUS SCHOOL IMPROVEMENT:

Develop and continuously evaluate the governance framework for the TAS Board of Directors, incorporating clearly defined metrics to measure board performance, and enhance the effectiveness of board structure, processes, onboarding, and training to ensure alignment with the school's evolving needs, as well as clarity of role and responsibilities.



1.3 IMPLEMENT CONSISTENT STRUCTURES FOR COMMUNITY FEEDBACK:

Establish and execute a structured system for regular and official communication channels to actively gather, analyze, and respond to community (faculty, staff, students, and parents) feedback, thereby enhancing engagement, addressing concerns, and fostering a collaborative school environment.



1.4 ESTABLISH MECHANISMS TO ENHANCE AND ASSESS THE EFFECTIVENESS OF PROFESSIONAL GROWTH, EVALUATION, AND DEVELOPMENT PROCESSES FOR ALL EMPLOYEES:

Foster a culture of continuous improvement and alignment with institutional goals by ensuring that all employees are equipped with current skills and knowledge in research-based best practice.



1.5 ATTRACT, RECRUIT, TRAIN, AND RETAIN EXEMPLARY FACULTY, STAFF, AND ADMINISTRATORS WHO ARE COMMITTED TO CARRYING OUT TAS'S MISSION, VALUES, AND SCHOOLWIDE LEARNING OUTCOMES:

Implement a comprehensive strategy that includes targeted recruitment, a rigorous selection process, robust onboarding and professional development, a supportive work environment, and clear pathways for career advancement and recognition, all designed to foster commitment, collaboration, and excellence within the TAS community.



1.6 ENHANCE THE EDUCATIONAL INFRASTRUCTURE THROUGH THE EXECUTION OF THE 2024 CAMPUS MASTER PLAN:

Prioritize the development and optimization of facilities to ensure safe, sustainable, and mission-centered learning environments.



Strategic Area 2



An Enduring Commitment to Learning

GOAL 2:

To cultivate an enduring commitment to learning across the TAS community through the implementation of current research-based best practices.

Aligned to:

WASC Category B: Curriculum, Instruction, and Assessment.

Rationale:

To reinforce an enduring commitment to learning, TAS must adopt a comprehensive approach encompassing the systematic development and documentation of curriculum, coupled with the strategic collection and analysis of student data to enhance teaching effectiveness and inform educational strategies. By investing in robust professional development opportunities aligned with evolving pedagogical landscapes and fostering methods for divisional and cross-divisional collaboration, the aim of Goal 2 is to ensure that all students experience a cohesive, research-driven educational journey supported by the implementation of a vertically and horizontally aligned curriculum and underpinned by data-driven decision-making.

2.1 ENSURE THE MISSION AND SCHOOLWIDE LEARNING OUTCOMES SERVE AS THE FOUNDATION OF THE CURRICULAR AND EXTRA-CURRICULAR PROGRAMS:

Develop and implement a detailed approach for integrating the mission and SLOs into all aspects of the program, along with considerations for scope and sequence documents which outline the progression of the Mission definitions and Schoolwide Learning Outcome indicators.



2.2 DEVELOP A SYSTEMATIC AND WELL-FUNDED APPROACH TO PROFESSIONAL DEVELOPMENT IN ALIGNMENT WITH SCHOOLWIDE INITIATIVES AND PROFESSIONAL GROWTH AND EVALUATION:

Ensure all faculty are keeping pace with the constantly evolving landscape of pedagogy promoting greater uniformity in teaching strategies through schoolwide professional development aligned with TAS initiatives.



2.3 ACTIVELY NURTURE A CONSISTENT CULTURE OF COLLABORATION:

Develop structures to ensure collaboration systematically takes place within and across divisions to provide dedicated time for teachers to meet, plan, and share ideas effectively.



2.4 IMPLEMENT OF A DOCUMENTED, HORIZONTALLY AND VERTICALLY ALIGNED CURRICULUM THAT ENSURES THE ACHIEVEMENT OF THE MISSION AND SCHOOLWIDE LEARNING OUTCOMES FOR ALL STUDENTS:

Adopt a centralized curriculum repository and consistent KA-12 standards for each discipline in effort to enhance alignment. Implement structures to support systematic curricular implementation and oversight.



2.5 PROMOTE DEEP TRANSFER LEARNING:

Develop a more integrated or transdisciplinary approach to learning to support students with making conceptual connections and effectively transferring skills and knowledge across content areas.



2.6 DEVELOP PROCESSES FOR THE SYSTEMATIC COLLECTION AND UTILIZATION OF DATA:

Implement a robust data analytics system that allows for the systematic collection, analysis and utilization of data across the school providing increased opportunities to make data-informed decisions to better meet the needs of students.



Strategic Area 3



A Supportive, Personalized, and Empowering Student Journey

GOAL 3:

To ensure every student's academic and social-emotional needs are proactively identified and addressed.

Aligned to:

WASC Category C: Support for Student Social-Emotional and Academic Growth

Rationale:

To ensure a systematic and schoolwide approach to identifying and supporting the academic and social-emotional needs of each student, TAS should implement the Multi-tiered Systems of Support (MTSS) Framework, as well as the CASEL Framework to establish a cohesive and integrated model that encompasses both academic interventions and social-emotional learning. This approach will be reinforced by targeted professional development for faculty, as well as clearly defined roles and responsibilities of members within the Student Support Services Department, both of which will help to ensure consistent, personalized interventions for students. By doing so, TAS commits to fostering a nurturing environment where all students are empowered and supported to reach their fullest potential.

3.1 DEVELOP AND EXECUTE A PROCESS THAT ENSURES THE SYSTEMATIC IMPLEMENTATION OF MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) ACROSS KA-GRADE 12:

Proactively and consistently identify academic and social-emotional needs, while ensuring students receive timely and appropriate interventions, leading to improved student outcomes.



3.2 PROVIDE TARGETED PROFESSIONAL DEVELOPMENT AND EVALUATIVE MEASURES SURROUNDING SOCIAL-EMOTIONAL LEARNING:

Equip faculty and administrators with the skills to support student wellbeing consistently and effectively and develop mechanisms through which student wellbeing is constantly measured to ensure the effectiveness of approaches.



3.3 CLARIFY THE ROLE AND RESPONSIBILITIES OF THE STUDENT SUPPORT SERVICES DEPARTMENT:

Streamline and define clear roles and responsibilities within the student support services team to facilitate effective collaboration and support including tailored interventions for students' social-emotional and academic needs.



3.4 ENSURE KA-12 IMPLEMENTATION OF THE CASEL FRAMEWORK:

Systematically organize, implement, and improve the adoption of the CASEL Framework to ensure that all students benefit from a consistent, research-based strategy for developing competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



Strategic Area 4



Culture of Safety and Belonging

GOAL 4:

To nurture a secure, inclusive, and engaging learning environment.

Aligned to:

WASC Category D: School Culture, Child Protection, and Parent / Community Involvement

Rationale:

To nurture a culture of safety and belonging, it is essential that TAS enhances policies and practices related to child protection, digital safety, DEIJ, multilingualism, service learning, and parent engagement, as well as providing opportunities for students to develop stronger connections with Taiwan and Taiwanese culture. These measures, collectively, will help to create a secure, inclusive, and engaging learning environment where every community member experiences a sense of belonging.

4.1 ENHANCE CHILD PROTECTION POLICIES AND PRACTICES:

Address gaps within the TAS Child Protection Policy to incorporate detailed definitions and real-world examples while strengthening professional development surrounding child safeguarding to ensure that all employees share a comprehensive understanding of the policy's content, processes, and procedures.



4.2 IMPLEMENT A COMPREHENSIVE DIGITAL SAFETY PLAN:

Ensure students are well-equipped with the knowledge and skills needed to navigate digital spaces responsibly and ethically, while educating students, parents, faculty and staff in developing an understanding of internet safety protocols, digital footprints, respecting online privacy, and recognizing and responding to cyberbullying.



4.3 ADVANCE BELONGING ACROSS THE SCHOOL:

Embed the principles of Belonging (DEIB) into every aspect of the school's operations, from pedagogy to policy.



4.4 STRENGTHEN KA-12 PRACTICES TO SUPPORT AND EMPOWER MULTILINGUAL LEARNERS:

Implement targeted instructional strategies and tools that cater to the diverse linguistic needs of students, ensuring personalized support and equitable learning opportunities.



4.5 ENSURE AUTHENTIC SERVICE LEARNING IS EMBEDDED INTO CURRICULAR AND EXTRACURRICULAR PROGRAMS:

Integrate genuine service-learning opportunities within the school's academic and extracurricular programs by implementing structured curricular frameworks to ensure that service-learning experiences are an integral part of the educational journey for students across all divisions of the school.



4.6 INCORPORATE DEEPER CONNECTIONS TO TAIWAN AND TAIWANESE CULTURE INTO EDUCATIONAL PROGRAMS:

Increase opportunities within curricular and extracurricular programs to enhance students' understanding and awareness of Taiwan and Taiwanese culture, helping to foster a global perspective, and respect for cultural diversity among students.



4.7 INCREASE OPPORTUNITIES TO STRENGTHEN PARENT PARTNERSHIPS:

Capitalize on opportunities to strengthen trust and communication with the parent community. Work in partnership with the Parent Teacher Association (PTA) to develop a parent handbook that will help to ensure clarity, consistency, and mutual understanding between schools and families.

