Columbia International School of Japan
Self-Study Report 2018

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TOKOROZAWA, SAITAMA 359-0027
JAPAN

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Preface

Columbia International School of Japan continues to be committed to a process that is self-reflective, transparent and collaborative which serves the purpose of improving the educational experiences and learning outcomes of all students. The Self-Study process is one in which all stakeholders participate and have a voice in the growth of the school. Upon completion of the 2011 Three-Year Interim Report and inspection, the Principal and coordinator’s council has monitored the progress of the critical areas and directed initiatives to address these areas. In 2012 a five member teacher committee was formed as a focus group to oversee the process of current and future data collection. They were given leadership roles in the five WASC category areas and were to monitor the assembly of information for the report. In 2013, members of the student council and PTSA began to be involved in the process of looking at the data and identifying our strengths and challenges. Since 2011, however, all stakeholders in one capacity or another have contributed to the process of self-reflection and collaboration which has led to the final product of this Self-study journey.

Self-Study Key Members:

Robert Skinner – Self-Study Coordinator and Section A Leader
Gerard Hagerty – Section B Leader
Daniella MacDonald – Section C Leader
Steven Twist – Section D Leader
Jacob Hall – Section E Leader

School Management:

Hiroshi Tanaka – Executive Director
Barrie McCliggott – Principal
Robert Skinner – Head Teacher
Tetsuya Morimata – Office Manager
Chapter I: Student/Community Profile and Supporting Data and Findings

DEMOGRAPHIC DATA

Community

The school is located on an acre and a half campus in the midst of suburban Tokyo. Tokorozawa, Saitama (population 342,939), is located in the west of Tokyo with convenient access to central Tokyo. The nearest station is Higashi-Tokorozawa on the JR Musashino-line (48 minutes from Tokyo station, 37 minutes from Shibuya station, 64 minutes from Yokohama).

The school is located in a mixed residential and business (mostly industrial) area. However, the school does not serve its immediate geographical location; students commute from outside areas, therefore, there is no relevant demographic data to identify certain student profiles at Columbia International School.

Parent/Community Organizations

The school is represented by an active Parent-Teacher-Staff-Association (PTSA) which has regular monthly meetings. The PTSA operates under an elected chairperson who cooperates with other volunteers to organize events, provide gifts for a variety of achievements and ceremonies and maintains an operational budget.

The mission of the PTSA is for the students' parents/guardians, the school's executive director, principal, and teaching and office staff to cooperate with each other to foster the well-being of the students at home, school, and in the community, making the most of Columbia International School's educational philosophy and international education, as well as to promote mutual amity among its members.

The PTSA shall conduct the following activities to realize its mission:
1. Seek to improve the life of the students through close contact between home and school.
2. Conduct activities aimed at improving the school educational environment of the students.
3. Hold workshops, lectures, seminars, social get-togethers, etc.

The PTSA shall, as an educational organization, act according to the following policies:

1. The PTSA shall cooperate with other organizations and institutions that are active in areas related to the students' education and welfare.
2. The PTSA is a non-profit organization and shall not have connections with any specific race, nationality, religion or political party. However, funds may be raised to meet expenses and to improve the well-being of the students.
3. The PTSA shall not be directly involved in the management of the school.

Some of the events related to the PTSA:

Library Renovation
Christmas Fiesta
Saitama Police Orchestra
Graduations gifts

WASC Accreditation History

CIS received a one-year term of accreditation on our first WASC-Focus on Learning (FOL) Self-Study Visit in 2002. Subsequent visits in 2003 and 2004 each added one-year terms. The Three Year Visit in April, 2005 also granted an extension of another one-year term to their accreditation status. In the Self-Study accreditation visit in 2008, Columbia received a Three-Year Term which was extended in the Mid-Term visit in 2011.
School Purpose and ESLRs

In 1988, CIS developed a written mission statement that reflects the beliefs and philosophy of the school. The purpose has been further supported by adopted ESLRs that are the basis of the educational program for every student. The ESLRs were revised in the fall of 2007 when a committee of four teachers was given the task to refine them so that they “reflect more accurately what the school is doing in terms of student learning.” The teachers, student council, and the PTSA approved the ESLRs and the indicators of success. Subsequent meetings demonstrated that teachers, parents and students continue to support the school’s purpose. The ESLRs were revisited again in 2012 and slight modifications were made by the leadership team. However, they are still reflective of the original purpose and the outcomes we want our students to achieve.

Mission statement:
“Columbia International School fosters the personal growth of each individual student, instills a sense of social awareness, and encourages respect for achievement. The school strives to develop powers of critical and creative thought, preparing students both for demands of post-secondary education in North America’s finest universities and life as international people. Recognizing the importance of personal development and self-esteem for success in life, the school provides students with varied opportunities for achievement and personal fulfillment through academic studies and other extra-curricular pursuits.”

Expected School-wide Learning Results:
(Individual Growth) Students will grow in intra-personal awareness and self-esteem.

(Community Participation) Students will grow inter-personal awareness by participating in curricular and extra-curricular activities.

(Academic Success) Students will grow academic and English language skills for post-secondary studies globally.

(Global Citizen) Students will grow a global awareness and understanding of cultures other than their own.

Other Accreditation

Columbia International School is an overseas-inspected private school accredited by the Ontario Ministry of Education of Canada. The Ministry of Education in Ontario, Canada issues the Ontario Secondary School Diploma (OSSD) to graduating students. The OSSD is recognized and accepted throughout the world. In order to obtain this, each student must earn 30 course credits, 18 compulsories and 12 electives. (One credit represents satisfactory completion of the learning expectations of a formal secondary course of study, requiring a minimum of 110 student-teacher contact hours.) Compulsories normally include English, Mathematics, Science, Geography, History Humanities, Arts, Health and Physical Education, Computers and Business studies: The 12 electives are usually chosen from a similar list. As part of the diploma requirements, students must complete a minimum of 40 hours of voluntary community involvement activities. These activities may be completed at any time during their years in the secondary school program. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Enrollment

Columbia International School admits students of any race, colour, and national and ethnic origin to all the rights privileges, programs, and activities generally accorded or made available to students at the school. The admission process is designed to allow applicants to enter at any grade and from any trimester. An examination and on campus interview for both students and parents are part of the
admission process. Minimal competency in written and oral English is required for admission to the school, where all instruction is in English. The school actively recruits students from the Japanese public school system.

The school currently enrolls 61 students in grades 10 through 12. The school is coeducational and students are mainly native Japanese. The present school campus has the capacity for approximately 180 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>14</td>
<td>22</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>2014</td>
<td>26</td>
<td>15</td>
<td>20</td>
<td>61</td>
</tr>
<tr>
<td>2015</td>
<td>23</td>
<td>27</td>
<td>19</td>
<td>69</td>
</tr>
<tr>
<td>2016</td>
<td>17</td>
<td>34</td>
<td>26</td>
<td>77</td>
</tr>
<tr>
<td>2017</td>
<td>8</td>
<td>20</td>
<td>32</td>
<td>60</td>
</tr>
</tbody>
</table>

### Nationalities

<table>
<thead>
<tr>
<th>Year</th>
<th>Japanese</th>
<th>Korean</th>
<th>Chinese (Mainland, HK, Taiwan)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>71%</td>
<td>4%</td>
<td>3% (Mainland, HK, Taiwan)</td>
<td>22%</td>
</tr>
<tr>
<td>2014</td>
<td>62%</td>
<td>6%</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>2015</td>
<td>59%</td>
<td>6%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>2016</td>
<td>50%</td>
<td>2%</td>
<td>16%</td>
<td>32%</td>
</tr>
<tr>
<td>2017</td>
<td>43%</td>
<td>3%</td>
<td>18%</td>
<td>36%</td>
</tr>
</tbody>
</table>

### Attendance Policies

Regular attendance is an essential component of all courses at Columbia International School. As attendance at school is very important to student success, daily attendance is taken and recorded every morning.
Notice to Parents
If you know in advance that your child will be absent, late, or leave early from school please notify the school office and HR teacher by submitting an explanation note in advance. If no advanced notice can be given parent/guardian must contact the school office at (#04-2945-7622) by 9:00 a.m. (or before school bus leaves for school bus users). A parent’s note must be submitted when the student arrives at school.

Absence Policy
If a student has had a long-term absence because of illness or injury, please provide a medical certificate when the student returns to school. An information letter is mailed to parents after four and eight absences.

Lateness Policy
When students arrive at school late they must sign in at the office before going up to their classroom. Some unavoidable lateness may be considered, each case on its own merit. Lateness caused by a travel disruption requires a delay certificate from the railway/bus station.

Early Leaving Policy
In case of emergency or sickness a student is permitted to leave early after contacting parents. Parents/guardian are required to pick up their child at school. Student must stop by the office before leaving for a sign out slip which needs to be given to the school guard at a gate.

Safety Conditions and Plans
The school strives to continue its commitment to ensuring the safety of all individuals on campus. Due to the frequency of earthquakes and typhoons, and the ever present danger of fire, the school regularly holds emergency drills throughout the year in conjunction with the Tokorozawa City Fire Department. The students have had safety lectures on protecting themselves and escape strategies. The school maintains a separate storage container with emergency food and shelter supplies. In addition, students in grades 10-12 have had instruction on CPR and the use of defibrillation devices.

Figure 1 "Do you feel safe and comfortable in the school?"

In the 2013 student survey most grades expressed a positive attitude towards feeling safe and comfortable at the school. However, there was a noticeable dip in the chart for grade 10. Upon analyzing the results it has become evident that there could be some confusion as to the intention of the question. Perhaps students might be responding to a question related to their emotional well-being rather than physical. Also, students from grade 11 experienced the 2011 earthquake. During this event CIS provided a safe and comfortable environment for students until they could be reunited with their families. The survey question might have divided responses between emotional and physical well-being. The structure of the question needs to be re-visited, however, the overall results of the survey suggest that the majority of the students feel both physically and emotionally safe at the school. A further investigation of the grade 10 class via a cross-analysis of other data sources might be warranted.
Facility Maintenance, Supervision, Classrooms and other Facilities

The school is built on a half-acre that has one building with a capacity to educate 180 students. The building (built in 1998) houses 10 regular classrooms, a science lab, a health room, a library, a cafeteria, offices, and a guidance room. Furthermore, Columbia has a one to one laptop computer system for all high school students. Students are required to purchase laptop computers. A wireless LAN system is installed in the school, which allows all students unlimited access to the Internet from anywhere within the school property, using his/her own personal computer.

Students can be housed in co-residence dormitory. The school owns the co-ed dormitory, which is an 8-minute walk from school. The dormitory has both double and single rooms. The dorm students are under the care of a dorm manager who resides in the dormitory and conform to contemporary standards of comfort and safety.

There is after-school teacher supervision of the campus until 5pm Monday to Friday. Teachers are required to ensure student safety, lights and temperature control devices are turned off and students are out of all classes. If students wish to stay longer they may do so in the cafeteria until 5:30pm.

The facilities are maintained daily by a team of four externally hired staff. There is a guard on duty at the front gate during campus hours.

Currently there are five females and six males housed in the dormitories.

Staff Development and Staff Data

The school self-study in 2008 revealed that teachers wanted a more comprehensive teacher appraisal process in the school. In the spring 2009 a committee of four teachers was formed to evaluate the current process and formulate ways to improve it. The Ontario ministry’s teacher appraisal process was reviewed and adapted specifically for the school’s environment. It was decided that the overall process should be cyclical or on-going, collaborative, integrate observations with professional development, reciprocal and include multiple means of identifying and collecting relevant information. The main purpose of the program is to improve student learning with a particular emphasis on English language learners (ELLs). The program began in the autumn of 2009.

The purpose of the program is to assist teachers to be reflective of their practice so that they can identify their strengths and weaknesses. These reflections would inform areas they might pursue for professional development. The role of the administrative group would be to act as both formal and informal observers/consultants to guide teachers through the process and assist them to achieve their professional goals. Ultimately teachers measure their guided practice on the learning impact of ELLs or other areas of the school or programs. The process includes the following components:

- Peer observation
- Student survey
- Classroom observation
- Walk-through/Anecdotal
- Annual Learning Plan
- Professional Development
- Professional Learning Implementation
- Self-evaluation
- Mentoring

Upon completion of the cycle, the administrative team provides each participating teacher with narrative feedback on their professional development, school involvement, teaching and professionalism.
In addition to each individual teacher’s pursuit of professional learning, the school also provides a variety of on-site professional development opportunities.

Examples of school-sponsored professional learning opportunities in the past three years:

- Policy on Assessment, Ministry (2 sessions)
- Assessment in practice, Morrison (2 sessions)
- Smart board session
- Computer: Blog training (3 sessions), Microsoft 365 training onsite, Microsoft 365 training (Microsoft center 2 sessions)
- Peer counselling (2 sessions)
- Tokyo English Lifeline (sessions on bullying, cyberbullying)
- CPR Training Session
- Columbia Teacher sessions featuring workshops presented by teachers on the PD cycle

Student Extra-curricular activities

Columbia offers students a variety of extra-curricular activities in addition to PTSA sponsored events. On Wednesday afternoons the timetable is blocked off from 1:30pm to 3pm for mandatory club activities. Student may select a club at the beginning of the spring term in April and request to change clubs if they want at the beginning of January. Current clubs offered on Wednesdays are music, sports, art, year book, photography, and manga. Participation in clubs is mandatory as they are part of official contact hours stipulated by the Ontario Ministry of Education so regular attendance is taken.

The school is also a member of the International Schools of Tokyo Athletics Association (ISTAA). The association organizes a variety of leagues and tournaments; CIS organizes boys and girls’ volleyball, basketball and futsal teams. Participation is voluntary and practices and games are held after school or on weekends. Teachers volunteer to coach these teams and supervise them on off-campus events.

The school organizes an annual Guidance Overseas Trip where students are taken Canadian or American campuses to experience lectures and what it might be like to live there. Also, for the past two years students have been given the opportunity to participate in the Habitat for Humanity program. Habitat for Humanity works in partnership with the people of more than 100 countries and communities worldwide, regardless of race, religion or nationality, to support the advancement of society through the construction and renovation of safe, secure homes. It is our vision that, through building alongside one another, we can also build a spirit of mutual support and cooperation that will enrich the lives of our partner families and humanity as a whole. Approximately, 34 Columbia International School students, teachers and parents have participated in the Global Village (GV) Program, volunteering at least 40 hours of their time, at their own expense and supported by school wide fund raising activities associated with our community chest program, dress down days and other activities. We have had incredibly successful trip to Sri Lanka and when students returned they visited each class to share their learning and experiences gained through the Habitat for Humanity journey. The next trip scheduled in 2015 is to Malaysia.

Other opportunities include the Outdoor Adventure Club, Glee club and the Rock Challenge club.
The PTSA is also active in providing experiences for the students. This year they have brought in an artist for a police concert.

After-school programs:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Survey Year</th>
<th>Grade</th>
<th>Team Sports</th>
<th>Rock Challenge</th>
<th>Outdoor Club</th>
<th>Drama Club</th>
<th>Other</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2012</td>
<td>12</td>
<td>40</td>
<td>0</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>9</td>
</tr>
<tr>
<td>2008</td>
<td>2012</td>
<td>11</td>
<td>22</td>
<td>0</td>
<td>33</td>
<td>11</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>2012</td>
<td>10</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>12</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>2012</td>
<td>9</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>66</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>10</td>
<td>17</td>
<td>17</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>6</td>
</tr>
</tbody>
</table>

The survey results show a variety of programs students participate in, including students who participate in multiple programs. Other survey items also reveal that 73% of students in the past two years have responded favourably to both having extra-curricular activities that meet their interests and clubs being a positive part of school and increasing their confidence.
CIS uses the Ontario curriculum, which is rigorous academically and includes the Ontario Achievement Chart; the school actively requires focused literacy content in all courses at the secondary level (based on Ontario’s Think Literacy Program). The Ontario curriculum and graduation requirements are rigorous. Some teachers use course profiles developed by Ontario and sanctioned by the Provincial government while others develop their own in accordance to Ministry guidelines. Teachers maintain files of student work samples to demonstrate learning. Students are given the opportunity to meet the requirements on the standardized Ontario Achievement Chart. The school updates courses of study when new curriculum is mandated by the Ontario Ministry of Education. Course outlines are revised each time a course is taught. Teachers share one course per term. Most students generally take the same course progression. When students do not take the same course progression the alternative courses are equally challenging. Students and parents are made aware of graduation requirements.

Student achievement at Columbia is measured in a variety of ways. Each course requires grades to be calculated at 70% Formative and 30% Summative. The 70% comprises ongoing assessments for learning and the 30% is a culminating activity near the end of term as an assessment of learning. Assessments are varied and reflect opportunities to show learning through tests, quizzes, projects, assignments, demonstrations, performances, group work etc. These assessments are also reflected in the learning strands for each course. Although courses have different emphases, learners are assessed in the categories of Knowledge and Understanding, Thinking, Communication and Application. In 2010 the Language Department piloted a Common Assessment which was shortly thereafter gradually implemented into the core and ESL streams until full integration was completed in 2012. These assessments reflect the core standards of the language program in grade 10 and are intended as achievement benchmarks and sources of data to inform program strengths and weaknesses and teacher instruction. Students are also assessed on their learning skills in six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Achievement in these categories is reflected by letter grades on the report card.
Learning Support Program

This program is intended to an early identification of students who are at risk of failure in a course. In the third week of each term, teachers are asked to identify students who are performing below expectations academically, missing tests or assignments, having behavioral issues or attendance problems. A form is completed outlining strengths and weaknesses and next steps for success. The document is translated and sent to parents. Teachers develop strategies to help these students achieve expectations within their classrooms. Students can also be referred to the mentoring program.

A Learning Support Form is completed by each student. This form asks students to identify their strengths and weaknesses in the learning skills categories of: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers’ conference with students and give feedback of their own perceptions. A letter grade for each category is assigned on the report card. A question on the student survey asked if the program was helping students to achieve success in class. However, there could be some confusion as to the intended purpose of this question as some students might have thought it was referring to the at-risk form which is sent home for students identified as struggling in the first part of each term.

Graduation Data

<table>
<thead>
<tr>
<th>Year - Term</th>
<th># of Students Identified</th>
<th># of Successful Students</th>
<th>% of Successful Students</th>
<th># of Students Promoted</th>
<th>% of Students Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 1</td>
<td>29</td>
<td>11</td>
<td>38%</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>2012 - 2</td>
<td>27</td>
<td>9</td>
<td>33%</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>2012 - 3</td>
<td>42</td>
<td>21</td>
<td>50%</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>2013 - 1</td>
<td>17</td>
<td>11</td>
<td>65%</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>2013 - 2</td>
<td>11</td>
<td>7</td>
<td>64%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2013 - 3</td>
<td>23</td>
<td>10</td>
<td>43%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>2014 - 1</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>2014 - 2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>2014 - 3</td>
<td>13</td>
<td>11</td>
<td>85&amp;</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>2015-1</td>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>4</td>
<td>66%</td>
</tr>
<tr>
<td>2015-2</td>
<td>8</td>
<td>5</td>
<td>63%</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>2015-3</td>
<td>4</td>
<td>2</td>
<td>50%</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>2016-1</td>
<td>12</td>
<td>4</td>
<td>33%</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>2016-2</td>
<td>6</td>
<td>1</td>
<td>17%</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>2016-3</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2017-1</td>
<td>11</td>
<td>5</td>
<td>45%</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>2017-2</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>2017-3</td>
<td>3</td>
<td>1</td>
<td>33%</td>
<td>1</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Promoted students earned lower than a fifty but were given a 50 by the teacher. Successful students include those who were promoted and those who earned over a 51.

A Learning Support Form is completed by each student. This form asks students to identify their strengths and weaknesses in the learning skills categories of: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers’ conference with students and give feedback of their own perceptions. A letter grade for each category is assigned on the report card. A question on the student survey asked if the program was helping students to achieve success in class. However, there could be some confusion as to the intended purpose of this question as some students might have thought it was referring to the at-risk form which is sent home for students identified as struggling in the first part of each term.

Graduation Data

<table>
<thead>
<tr>
<th>Graduates</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered a foreign PSI</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Entered a domestic PSI</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

**PSI – Post-secondary Institution

Survey question #24 “I plan to go to university or college after I graduate”, indicates an upward trend of senior students over time who plan to make post-secondary education their destination of choice; this is
supported by graduation data. The guidance team continues to work with students to help them make the best decision for their futures through individual conferences and arranging information sessions by universities. There continues to be an emphasis on encouraging students to study abroad as this is consistent with the school’s mission statement. However, in the past three years there has been an increase in students opting to study in a domestic institution. Further analysis of this trend vis-à-vis more data sources is needed to identify the causes.

**Ontario Secondary School Literacy Test**

The Ontario Secondary School Literacy Test (OSSLT) is a compulsory standardized test for secondary school students in Ontario who wish to obtain the Ontario Secondary School Diploma.

It was established in 2001 by the Conservative government. It is administered by the Education Quality and Accountability Office (EQAO).

The OSSLT is written every year in April in all public, private and Catholic secondary schools in the province of Ontario. It is used to assess students' reading and writing skills. Students are asked to read a variety of selections and answer questions about each of them. The questions asked are designed to measure students understanding of ideas and information that are directly or indirectly stated in the text. Students are also expected to make personal connections related to the reading selections.

The selections used in the OSSLT consist of common reading materials, including information materials (e.g. instructions, newspaper articles), graphic materials (e.g. graphs, diagrams, legends) and literary materials (e.g. stories).

Students have to produce four pieces of writing for the OSSLT. The writing component is designed to measure the student's ability to develop a main idea, provide supporting details, organize and link ideas and information, use a tone for the particular type of writing and use correct grammar and spelling.

Ontario students must take the test at least once. If they are unsuccessful they may repeat the test or opt to take the Ontario Secondary School Literacy Course (a grade 12 compulsory accredited course). CIS student generally are encouraged to take the test in grade 11 to give them more time to develop English literacy skills, however, they may be recommended to take the test in grade 10 if their literacy skills are advanced.

Examples of pieces requested in the OSSLT include summaries, opinion pieces, news reports and information paragraphs.

<table>
<thead>
<tr>
<th>Year</th>
<th># Participated</th>
<th>Fail</th>
<th>Pass</th>
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<tbody>
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<td>14</td>
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<td>2013</td>
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</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>4</td>
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</tr>
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**Community Involvement Program**

Every student must complete a minimum of 40 hours of community involvement activities as one of the requirements for an Ontario Secondary School Diploma (OSSD).

The purpose of mandatory Community Involvement is:
- to encourage students to develop awareness and understanding of civic responsibility;
• to increase awareness of the role students can play and gain satisfaction from the contribution they can make in supporting and strengthening their communities;
• to develop a positive image and a greater sense of identity within the community.

Students may complete the requirement starting on the first of July after they leave grade 8 and ending before graduation. This requirement is to be completed outside the student’s normal school instructional hours and in a variety of settings. Students may not complete the hours through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Documentation attesting to the completion of each community involvement activity, in the form of the Community Involvement Tracking Record Sheet, must be submitted.

There has been an overall positive response to this graduation requirement as 73% of grade 10-12 students over the past two years believe that working with people in the community to get volunteer hours has been a good learning experience.

2h. Mentoring Program

The mentoring program started in March 2006 but at that time was only for math students. Since that time, senior students (grades 11 or 12) have been the student leaders and assisted with the overall running of the program. In addition, in the spring of 2008, the program expanded to ESL, and then in the past two years has encompassed all subject areas. Last year, the Elementary school was added, and this has grown substantially so that at the present time, there are 9 students in grades 1 to 5 who are paired up with a Sr. student once a week.

The program is designed to provide academic help for those students identified as “at-risk” or who have approached the program voluntarily or teacher-recommended. There has not been enough data collected over time to correlate between students who have entered the mentoring program and an increase in performance. However, perception data of mentors indicates that the program is benefitting those students in need. The next step for the program is to improve its data collection process.

PERCEPTION AND PROCESS DATA

Annual Student Survey

The student survey consists of 32 questions which offer students an opportunity to reflect on a variety of items related to school life. The questions were also created with the school’s ESLRs in mind. Students have taken the survey annually in June for the years 2013 and 2014. Previous surveys have been conducted but were revised to reflect the current question set.

A selection of some of the successes and challenges is provided below.

Successes:
My teachers expect me to do my best.

Student Survey

I am having a positive experience with the other students at the school.

Student Survey
I am giving my best effort in school.

Overall, I am satisfied with the quality of courses at the school.

Challenges:
My understanding of world issues has increased while as a student at CIS.

My spoken English is improving.
Course Surveys

Course surveys are given at the end of each term so students can give teachers specific feedback on a set of 12 question items related to the course just taught. The questions are scored out of 10 and teachers have immediate access to results and are encouraged to reflect on the reasons for successes and areas for improvement.

Survey Questions:
1. Did the teacher use different sources (textbook, notes, books, Internet, videos, audio) to give you information?
2. Did the teacher use many different activities (pair work, group work, games, worksheet, plays, projects, Field trips, surveys, Internet or computer programs) to make the class interesting?
3. Did the teacher help students during class time?
4. Did the teacher tell you how to improve?
5. Was the teacher available to answer questions and/or provide extra help before or after school?
6. Did the teacher make a friendly and comfortable class?
7. Did the teacher put pictures and posters on the walls to help you learn?
8. Did the teacher make rules that were fair and equal for all students?
9. Could you understand the teacher when he/she was speaking?
10. Did the teacher always encourage you to speak English in class?
11. Did the teacher show you (ex. on the board) what you will study or learn at the beginning of each class?
12. Did the teacher help you make learning goals with the Learning Skills Rubric?

Chapter II: Progress Report

PROGRESS

Revised action plans based on original self-study findings and WASC visiting committee recommendations 2008.

To improve the overall communication methods of goals, policies and special interests in the school community.

- The school has continued to develop a variety of communication tools and processes to keep the school community better informed of issues of interest. The school website has been revised and is a source of updates to parents and students. There is also an electronic newsletter sent out highlighting a variety of school items. Direct mail contact to parents’ mobile devices has been established and can be used in case of emergency situations or school closures. The parent-teacher conference has been revised so that parents of Grade 10-12 students can now converse with specific subject teachers

Developing Guidance in the School will be community driven and will serve to meet the emotional and educational needs of our students.

The school counseling department at Columbia International School (CIS) focuses on maximizing the success of all students in the areas of academic, career, and personal/social development. Using the American School Counseling Association (ASCA) National Model, the
The development of a program framework at CIS has also been the focus over the past few months. The school counseling department collaborates with all members of the school community to address needs and concerns of all students.

Areas that have been developed include direct student services, responsive services, and indirect services. Individual and small group counseling were provided throughout the year by the guidance counselor and school counseling interns (under supervision) to support all students such as those identified as at-risk and students with personal challenges. College counseling and individual student planning are a large part of the school counseling program at CIS and students are supported through individual, group, and classroom services for academic improvement and career development. Classroom guidance lessons emphasized building resilience, self-esteem, and addressed relevant topics to grades 10 through 12.

Short and long term program goals include: Implementing a peer mediation program, continuing to build relations with community services for collaboration and referrals, developing crisis response plans, using more data for accountability, and continuously improving the overall school counseling program.

Develop an effective teacher evaluation system that promotes student achievement of the ESLRs, professional growth and professionalism. →Adopt a teacher performance appraisal process that is transparent and collaborative, linked to classroom performance, and provides timely feedback for teacher improvement.

- The Ontario ministry’s teacher appraisal process was reviewed and adapted specifically for the school’s environment. It was decided that the overall process should be cyclical or on-going, collaborative, integrate observations with professional development, reciprocal and include multiple means of identifying and collecting relevant information. The main purpose of the program is to improve student learning with a particular emphasis on English language learners (ELLs). The program began in the autumn of 2009.

Teachers will participate in professional development activities, will be supported in those endeavors, and administration will attempt to increase professional development activities and memberships in professional development organizations.

- The Ontario ministry’s teacher appraisal process was reviewed and adapted specifically for the school’s environment. It was decided that the overall process should be cyclical or on-going, collaborative, integrate observations with professional development, reciprocal and include multiple means of identifying and collecting relevant information. The main purpose of the program is to improve student learning with a particular emphasis on English language learners (ELLs). The program began in the autumn of 2009.

The school will work on the development of an online resource library with quality research materials that are level appropriate for our students.

- The school has acquired the Encyclopedia Britannica online resource which offers three levels of text difficulty. All students have access to this resource via the school website. The school also has an account with A-Z Reading and Science. With the variety of needs in different courses, teachers provide a variety of online sources to their students as well.

The school will work to purchase more computers/LCD projectors and DVD players to encourage teachers to use more technology in the classroom.
• The school regularly updates its technology. Purchases have included new computers for teachers, an interactive projector system, and portable projectors. There have also been professional development workshops on the use of the school blog system. Teachers were instructed on how to set up a class blog and basic features and functions on how to use it. All students have access to the blog via the school website. The school has also purchased the Microsoft Office 365 system and has placed the entire staff and student population on it. This platform has eliminated the obstacle of teachers and students sometimes using different versions. This system has also created other communication possibilities through its Lync function where all registered users can communicate with one another on this platform.

The school will work to increase the extra-curricular activities available to students.

• The school has expanded its offerings of extra-curricular opportunities and student and parent surveys reveal a high level of satisfaction with these programs.

The school adheres to the WASC Parameters of Self-Study and provides the necessary training for the self-study coordinator.

• The self-study coordinator, Robert Skinner, attended the WASC Self-Study and Visiting Committee Member Training session in Tokyo in April 2009.

Consider providing a library environment that encourages reading for pleasure in conjunction with information literacy thus enhancing the ESL program and the learning opportunities for all students.

• The school had originally intended to convert the small in gym in the annex building into a multi-media room. However, due budgetary considerations and its function as a play area for the Kindergarten program this has not developed. Presently, the PTSA has a committee investigating ways the current library can be reformed and made functional. The Reading Program has offered one solution to address the need for more literacy opportunities and although in its early stages has had a positive influence on increasing students’ reading frequency, choices and measuring progress.
The school considers the addition of a mid-managerial level person to assist the Principal in continuing his duty of evaluating schoolwide initiatives and programs for their effectiveness, determine where systems are lacking, and implement appropriate follow up procedures in order to meet the ESLRs.

- The school continues to support the current administrative structure of Executive Director, Principal, Head Teacher, Guidance Coordinator, Junior High Coordinator, office staff. The Head Teacher and Guidance Coordinator are compensated with more resource time for their additional duties. This current administrative structure has been successful to date as data suggests that the school is successful in meeting the learning and emotional needs of students with parents also indicating a favourable impression of the school in general. However, the school would consider a permanent mid-managerial level position if there was a need for one.

The Principal continues to evaluate school-wide initiatives and programs for their effectiveness, determine where systems are lacking, and implement appropriate follow up procedures in order to meet the ESLRs.

- The principal with support from all stakeholder groups continues to monitor and evaluate school wide initiatives and programs for their effectiveness. Through various committees such as the Coordinator council, Principal’s advisory council, School council, PTSA executive meetings, staff meeting student and parent surveys help inform this process related to what is working well, where we need to improve and what step we can take are reviewed. The ESLRs are now being more closely linked to the types of data the school collects. The types of data currently collected:
  - Student survey
  - Parent survey
  - Course survey
  - Subject achievement data
  - Common assessments
  - Reading Program

The school principal revisit the school's Professional Development model to increase staff development opportunities and to prepare teachers to address key school programs.

- The Ontario ministry’s teacher appraisal process was reviewed and adapted specifically for the school’s environment. It was decided that the overall process should be cyclical or on-going, collaborative, integrate observations with professional development, reciprocal and include multiple means of identifying and collecting relevant information. The main purpose of the program is to improve student learning with a particular emphasis on English language learners (ELLs). The program began in the autumn of 2009.
The school principal establishes memberships in internationally recognized organizations in order to improve the learning environment and allow for the creation of a network with other schools of a similar profile.

- The school or school members have established memberships in the EARCOS, ASCD, TAIP, OECD, TESOL, JALT, OHPEA, and International Schools of Tokyo Athletics Association (ISTAA) which was founded by our school and which has hosted several athletic events in our new gym.

The school principal and admissions department examine student recruitment policies and staffing needs to ensure that all students who are allowed to enroll in the school will receive the appropriate support they need to be successful learners.

- This has been addressed by our new junior high program, ESL intensive course and professional development model.

The school provides extra support within the classroom for teachers to meet the diverse needs of all learners.

- The school has actively sought student teachers to assist teachers in classrooms. In the spring of 2013 the ESL classes benefited from having a teaching assistant for six weeks. She helped to implement the intensive ESL class which was introduced that spring.
- The school has also created opportunities for teachers to have more regular resource time throughout the year.

The principal and teachers gather appropriate data to analyze program effectiveness and student progress for data-driven decision making.

- The school has implemented several means of collecting data in addition to what already exists. Annual student and parent surveys, common assessments, reading program, an international math test and term course surveys are some examples.

The principal explore the need for streamed classes, small classes, exit plans and staff development in language proficiency in meeting student learning needs.

- In the spring of 2013 the curriculum model was revised to more successfully meet the needs of all students. These grades were revised from three classes per term to five periods throughout the day for a calendar year as opposed to grades 10-12 who continue to have three periods per day in a three term calendar year. There are two established streams for Core and ESL students. Subjects such as English, math and science are taught separately to the two different streams. However, some subjects such as physical education and art combine the two streams. The opportunity exists for students to crossover from the ESL stream to the Core stream and this has already happened on several occasions within the past year. The school has also established an intensive ESL course from grade 10. This course provides extended ESL instruction during the day for students who have entered from grade 10 or the ESL stream and are still below the required language proficiency at the Core level.

The school continues to explore avenues for recruiting additional female teachers in order to provide a gender balanced school environment and the necessary role models for all students.
• The school is committed to recruiting additional female teachers and will continue to give preference to qualified candidates in order to provide a gender balanced school environment and the necessary role models for students.

Revised action plans based on recommendations from Three-Year interim visit.

The school principal continues to empirically evaluate school wide initiatives and programs for their effectiveness, determine where systems are lacking, and implement appropriate follow-up procedures in order to meet the ESLRs. This appears to remain an area which requires attention. While ESLRs may be undergoing consideration for modification, mechanisms that measure attainment of ESLRs need to be developed.

• The school has implemented several means of collecting data in addition to what already exists. Annual student and parent surveys, common assessments, reading program, an international math test and term course surveys are some examples.

While the school continues to enjoy the generosity of the proprietor, transparency for faculty understanding school budgetary processes has not been changed since the 2008 report. Measures should be taken to assure the faculty that, should there be any change to the current situation, they are assured that the fiscal reality is not one that is placing them or their families in any position for concern.

• The school has a five member Advisory Board. The Chairman of the Board appoints the Board members. The school principal is a “non-sitting” member of the Board. The Chairman of the Board is also the full time Executive Director of the school. The Board acts as an advisory group to the Executive Director. The Executive Director administers the fiscal matters of the school. The Executive Director delegates the implementation of the educational policies and programs to the principal of the school.

• Although details of the budgetary processes remains at the discretion of the proprietor and there are no plans for more transparency at the moment, there has not been a single incident of a teacher being released due to economic constraints since 1998. Through an economic recession and the Great Tohoku Earthquake and Tsunami the school has retained all staff who have committed to contracts. In fact, the proprietor has been pro-active in working with the Principal to create opportunities through timetable re-alignment and other measures to ensure that faculty and their families do not have any reasons of concern.
The visiting committee would recommend that the school consider assigning a faculty or staff to be responsible for developing relationships with publishers, hardware and software and other providers of educational materials. These relationships should provide opportunities to field-test equipment, e-learning materials, etc. and provide a more enlightened expenditure of fiscal resources.

- The office staff and teachers are encouraged to seek any opportunities that create these relationships but as we are a very special and limited market in Japan we have been unable to develop worthwhile relationships in this area.

The school should develop a budget that outlines annual expenditure allotments for departments or grade levels, depending on whether it is middle school or high school. Teachers could then become more sensitive to the operational costs of their programs as well as that of their school.

- The school Principal works closely with the proprietor for program acquisitions and budgets. Although, there are no set budgets for the different academic divisions or programs the 2012 parent survey have revealed a very positive attitude towards what is available for their children at the school.

<table>
<thead>
<tr>
<th>The school has adequate resources and facilities to meet the developmental needs of my child.</th>
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<td>Strongly Agree</td>
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</table>

The school principal and admissions department examine student recruitment policies and staffing needs to ensure that all who are allowed to enroll in the school will receive the appropriate support they need to be successful learners.

- This has been addressed by our new junior high program, ESL intensive course and professional development model.
The school continues to provide extra support within the classroom for teachers to meet the diverse needs of all learners.

- This has been addressed by our new junior high program, ESL intensive course and professional development model.

The principal and the teachers gather appropriate data to analyze program effectiveness and student progress for data-driven decision making. External assessments against which the school can benchmark its progress, while possibly being cost-ineffective, given the school population, continue to be lacking to validate perceptions that school personnel have about student progress in a standardized context.

- External assessments have been researched and considered, however, there has been no match with the school’s academic and cost-effectiveness needs. However, the school continues to be committed to finding something that compliments academic program and learner profiles. There has been an effort to assess students’ language proficiency through the readtheory.org website as a pilot project. Correlating reading levels with grade level benchmarks and Lexile levels is a project in its beginning stages but illustrates how the school has an interest in comparing student achievements to external benchmarks.

The school considers providing a library environment that encourages reading for pleasure in conjunction with information literacy thus enhancing the ESL program and the learning opportunities for all students.

- The school had originally intended to convert the small in gym in the annex building into a multi-media room. However, due budgetary considerations and its function as a play area for the Kindergarten program this has not developed. Presently, the PTSA has a committee investigating ways the current library can be reformed and made functional. The Reading Program has offered one solution to address the need for more literacy opportunities and although in its early stages has had a positive influence on increasing students’ reading frequency, choices and measuring progress.

- In 2014 December the library was renovated by the PTSA committee with students’ support.

The visiting committee recommends that the counselor be replaced by one who is not also part of the parent community. There appears to be potential for a conflict of interest regarding student privacy-of-information issues.

- Although the counselor has not been replaced in a permanent capacity, the parent no longer functions as a counselor for the school.

Apparently the school considers the addition of a mid-managerial level person (or persons) to be importance and has designated some individuals to take on responsibilities associated with these mid-managerial positions. These individuals are not officially recognized other than through the provision of increased resource time. It is recommended that this situation change.

- The school continues to support the current administrative structure of Executive Director, Principal, Head Teacher, Guidance Coordinator, office staff. The Head Teacher and Guidance Coordinator are compensated with more resource time for their additional duties. This current administrative structure has been successful to date as data suggests that the school is successful in meeting the learning and emotional needs of students with parents also indicating a favourable impression of the school in general. However, the school would consider a permanent mid-managerial level position if there was a need for one.
The school continues to provide avenues for recruiting additional female teachers in order to provide a gender balanced school environment and the necessary role models for students. While this may appear to be a recurring need, the ability to provide gender appropriate role models for the student body cannot be overstated.

- The school is committed to recruiting additional female teachers and will continue to give preference to qualified candidates in order to provide a gender balanced school environment and the necessary role models for students.

Gathering data, the analysis of this data and reporting assessment results, related to the ESLRs continues to be a point of concern. While evidence exists to support the gathering of data and their analysis vis-a-vis the curriculum, the relationship of this data and the ESLRs needs to be improved. It is understood that the ESLRs are being considered to both meet the school’s and Ontario’s needs and this is appreciated.

- The principal with support from all stakeholder groups continues to monitor and evaluate school wide initiatives and programs for their effectiveness. Through various committees such as the Coordinator council, Principal’s advisory council, School council, PTSA executive meetings, staff meeting student and parent surveys help inform this process related to what is working well, where we need to improve and what step we can take are reviewed. The ESLRs are now being more closely linked to the types of data the school collects. The types of data currently collected:

The author of the Three Year Term Report should recognize that the use of acronyms related to the Ontario licensure are not necessarily understood by the members of the Visiting Committee.

- All acronyms in the 2014 Self-study report will be defined.

The VC members recommend that reports, minutes of meetings as well as memos, coming from either administration or faculty, be compiled by the WASC coordinator and filed according to the criteria prompts found in the Accreditation Handbook in order to help present the evidence for the next report.

- All documentation and evidence will be made accessible to the visiting committee of 2014 and filed according to the criteria prompts in the Accreditation Handbook.
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

The Language Department common assessment was first piloted in the winter term of 2010. The program recognized a need for the English and ESL curriculum to be focused on clear objectives that were taught consistently and rigorously at all grade levels. With the introduction of the Nelson Literacy textbook series, the program was able to identify a series of skills that were already being taught in the curriculum however not in a uniform, sequential and cyclical manner. These units would form the basis of instruction and would thus help to form the focus of the common assessments. Additionally, there were sections which included assessment of Academic Word List knowledge, mechanics and demonstration of writing skills that were taught in that term. The structure of the test was also influenced by the Ontario Secondary School Literacy Test (OSSLT). Essentially similar skills are evaluated on the OSSLT so the common assessment was created with this in mind as a way for students to have more exposure and practice for the type of test that most of them would take in grade 11. The common assessment was gradually implemented in the next two years so that presently both English and ESL streams in grade 10 take the test. The grade 11 and 12 English classes are structures slightly differently, thus they are currently not taking a common assessment. However, this is now under consideration and the option of implementing the common assessment in winter term course ENG3U (grade 11) is being reviewed. Data for the Core program indicates that students are not achieving the benchmark levels of the Ontario Achievement Chart, however, this must be put into the context of the language proficiency of our learners. The vast majority of our students are considered English Language Learners (ELLs) so with this in mind their achievements must be celebrated.

The Reading Program is another initiative that was implemented to address the learning needs of our students. Through anecdotal observations and teacher discussions it was felt that students needed something outside of their classrooms texts to help them develop into more proficient readers. Their ages, genders and reading levels were taken into consideration when developing the program. A comprehensive system was created to identify their reading levels, reading targets and benchmarks to determine when they were ready to move up to the next level. There was some inconsistency from term to term and grade levels in reading achievements so discussions were based on how to keep students motivated beyond the appeal of the choice of readings. The issue of external assessments was raised in previous WASC inspections and although this remains an avenue for the school to consider, for various reasons including cost-effectiveness and relevancy it still has not come to fruition; however, the reading provides an opportunity for the school to compare the reading proficiency of its students with outside standards including those created by the Lexile reading levels which are being incorporated into large programs such as Common Core Standards and TOEFL. Correlation charts are available as reference points to place our students on to assess where they are in terms of their reading proficiency and recognized North American grade level benchmarks. The school is currently looking into online reading programs which provide diagnostic evaluations and reading practice that develops skills in a variety of skill areas such as literal and inferential meaning, and vocabulary, and monitors student progress with data instantly available to assist teachers in making decisions for classroom instruction and/or intervention measures. There is also a need to emphasize the need for the cross-curricular instruction of reading skills, and reading levels will help teachers to connect students with their reading proficiency and classroom instructional materials. This awareness is key to differentiating instruction.

The Learning Support Program is an initiative which supports all learners as it is intended to be both self-reflective and collaborative between teacher and student. It aligns with the learning skills identified by the Ministry of Ontario and encourages students to be more aware of themselves as learners. This program is also an intervention strategy as it identifies students at-risk in the third week of the term; the forms are sent home to parents who are encouraged to work with their children to follow through on recommendation of their teachers. In addition, the Mentoring Program is another option for student to receive the extra help needed to grow academically.

Critical Learner Need 1: Critical Thinking Skills and Literacy Skills
In order to balance the achievement categories on the common assessments the school must improve the ability of students to think critically when responding to non-fiction and fiction texts. The data shows that this area has been a challenge to both English and ESL streams and considered an important component to academic success across the curriculum.

ESLRs:
(Academic Success) Students will grow academic and English language skills for post-secondary studies globally.

Evidence:

Common Assessment Data

- Data for the 2010 cohort shows a score of 53%
- Data for the 2011 cohort shows scores of 46% in 2011, 59% in 2012 and 56% in 2013 in the Thinking category of the common assessment.
- Data for the 2012 cohort shows a drop from 75% in 2012 to 49%.
- Data for the 2013 cohort shows a score of 58%
- Discussion are ongoing in the language department on the creation of inference and evaluation questions and the types of responses expected from students.

Student Survey Data

- Data shows that overall there is a higher number of responses indicating a Medium and Low perception of reading and writing skills compared to other academic and non-academic areas. Reading data shows 39% and writing data shows 38% of students responded that their improvement was either Medium or Low in these categories.
- Data shows that there is a large number of students (49%) who expressed a Medium to Low satisfaction of the quality of courses at the school. Although, this is inconsistent with Course Survey data it is worth investigating further in terms of how the language curriculum and indeed all courses are meeting student learning needs especially in the critical thinking category.

Readtheory.org Data

- Data for this pilot project reveals that students’ reading levels are below grade level for the two classes in the project. The levels on this website are designed to approximate U.S. grade school levels.
- Data for the grade 10 English academic course shows students are reading in from a grade 3 to 7 range.
- Data for the grade 11 English academic course shows students are reading from a grade 4 to 9 range.
Critical Learner Need 2: At-Risk Students

The school needs to improve its system of following-up with students identified as “at-risk” in order to maximize opportunities for learner growth and achieving success. There have been efforts made to meet the needs of all learners as has been addressed in the progress report section and this needs to continue. However, tracking students more accurately and recording teacher intervention strategies is required to more effectively align with other programs in the school.

ESLRs:

(Academic Success) Students will grow academic and English language skills for post-secondary studies globally.
(Individual Growth) Students will grow in intra-personal awareness and self-esteem.

Evidence:

- In the past three years there were 307 recorded student at-risk reports; many are often for the same student
- The success range of these students was 33-75%
- The Student Survey shows varying disconnect between students and their homeroom teachers depending on the grade ranging from a low of 6% to a high of 57% responding that they Sometimes or Never feel the homeroom teacher makes an effort to know them personally.

Important Questions Raised by Analysis of Student Data

- How are critical thinking skills such as inferring and evaluating being taught and assessed in English and ESL classes?
- How are critical thinking skills such as inferring and evaluating being taught and assessed in all subject areas?
- How can critical thinking be improved across the curriculum?
- How can reading levels be improved?
- What online resources can be used as a supplement for reading and as a measurement to monitor reading levels and progress?
- How can teachers be more aware of at-risk students outside of their own classrooms?
- What kinds of follow-ups can the school put into the system to check progress of at-risk students?
- What other data is needed to analyze these students and connect them more effectively with other school programs such as the mentoring program?
Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Columbia International School fosters the personal growth of each individual student, instills a sense of social awareness, and encourages respect for achievement. The school strives to develop powers of critical and creative thought, preparing students both for demands of post-secondary education in North America’s finest universities and life as international people. Recognizing the importance of personal development and self-esteem for success in life, the school provides students with varied opportunities for achievement and personal fulfillment through academic studies and other extra-curricular pursuits.</td>
<td>Teacher Survey</td>
</tr>
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</table>

Columbia International School’s purpose is clearly outlined in its mission statement to prepare students academically, individually and socially for post-secondary life and beyond. Student achievement at Columbia is defined as high levels of student learning as measured by the Ontario curriculum expectations and achievement charts. Attesting to the school’s commitment to its mission, 82% of parents polled in a recent survey Strongly Agreed or Agreed that Columbia has a quality and meaningful curriculum.

Columbia’s mission is understood and valued by all staff. On the WASC Teacher Survey, 100% of teachers Strongly Agreed or Agreed that their lessons are rigorous and aligned to Ministry of Ontario Standards. Also, 100% of teachers surveyed Strongly Agreed or Agreed that they require students to use higher order and cognitive thinking skills.

The school is in the process of using data to drive decision making towards increasing student learning and achieving expectations and school-wide learning results. Common assessments have been implemented in the English language curriculum and are currently undergoing revision for accuracy and validity. It is the goal of the school to use data more consistently to inform program and instructional decisions.

The ESLRs were revised in the fall of 2007 when a committee of four teachers was given the task to refine them so that they “reflect more accurately what the school is doing in terms of student learning.” The teachers, student council, and the PTSA approved the ESLRs and the indicators of success. Subsequent meetings demonstrated that teachers, parents and students continue to support the school’s purpose.
The ESLRs were revisited again in 2012 and slight modifications were made by the leadership team to reflect ‘growth’ in student learning and development. However, they are still reflective of the original purpose and the outcomes we want our students to achieve.

(Individual Growth) Students will grow in intra-personal awareness and self-esteem.

(Community Participation) Students will grow inter-personal awareness by participating in curricular and extra-curricular activities.

(Academic Success) Students will grow academic and English language skills for post-secondary studies globally.

(Global Citizen) Students will grow a global awareness and understanding of cultures other than their own.

Again, 100% of teachers responded that they incorporate elements of the ESLRs into their lessons. However, it is possibly due to the nature of the curriculum expectations and how the ESLRs naturally fit into them. Based on anecdotal feedback there seems to be no specific documentation of ESLRs in the curriculum even though teachers are aware of them and feel they are being met.
A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The school has a five member Advisory Board. The Chairman of the Board appoints the Board members. The school principal is a “non-sitting” member of the Board. The Chairman of the Board is also the full time Executive Director of the school. The Board acts as an advisory group to the Executive Director. The Executive Director administers the fiscal matters of the school. The Executive Director delegates the implementation of the educational policies and programs to the principal of the school who has the full support of the Executive Director to align school policies with the school’s purpose and the achievement of the expected school-wide learning results and academic standards. The school continues to support the current administrative structure of Executive Director, Principal, Head Teacher, Guidance Coordinator, Junior High Coordinator, office staff to delegate the implementation of policies to the professional staff. The Head Teacher and Guidance Coordinator are compensated with more resource time for their additional duties. This current administrative structure has been successful to date as data suggests that the school is successful in meeting the learning and emotional needs of students with parents also indicating a favourable impression of the school in general. The principal with support from all stakeholder groups continues to monitor and evaluate school wide initiatives and programs for their effectiveness. Through various committees such as the Coordinator council, Principal’s advisory council, School council, PTSA executive meetings, staff meeting student and parent surveys help inform this process related to what is working well, where we need to improve and what step we can take are reviewed. The ESLRs are now being more closely linked to the types of data the school collects.</td>
<td>Chapters 1-3</td>
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A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The use of student performance data is a growing process at Columbia. The WASC report of 2008 indicated a need to for more data-driven decision-making by the school. Although, a variety of surveys were taken there was no systematic or consistent approach to the collection and use of data. The language department initiated a common assessment and a reading program which was aimed at generating more useable data over time. Also, course, student and parent surveys were also formatted for this purpose and have been in place for over two years. This data has been shared with staff and parents as a platform for stakeholders to be involved in the improvement process. As a next step, the data will be used more consistently to shape school programs and academic success. Scholarships are awarded to high-achieving students every term to celebrate student success.</td>
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<tr>
<td>WASC Report 2008</td>
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<tr>
<td>The school leadership and staff have been focusing on student achievement through the Professional Development program and on-site based professional learning opportunities. There is now an expectation that teachers measure the impact of their professional learning on student achievement.</td>
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<tr>
<td>Professional Development Program</td>
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<tr>
<td>The reading program was introduced in the spring term of 2012 for students in grade 10. The Oxford Bookworms series was selected for its variety of genres, gender interest, content and age appropriateness, cost efficiency and multiple levels of difficulty. The program coordinator recognized the need for extended reading opportunities for students that reflected choice, student independent reading levels, motivation to move up levels and a source of data to track progress.</td>
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<tr>
<td>Language Curriculum Documentation; Data</td>
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<tr>
<td>In 2010 the Language Department piloted a Common Assessment which was shortly thereafter gradually implemented into the core and ESL streams until full integration was completed in 2012. These assessments reflect the core standards of the language program in grade 10 and are intended as achievement benchmarks and sources of data to inform program strengths and weaknesses and teacher instruction.</td>
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<tr>
<td>Course Calendar</td>
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<tr>
<td>In the spring of 2013 the curriculum model was revised to more successfully meet the needs of all students. These grades were revised from three classes per term to five periods throughout the day for a calendar year as opposed to grades 10-12 who continue to have three periods per day in a three term calendar year. There are two establish streams for Core and ESL students. Subjects such as English, math and science are taught separately to the two different streams. However, some subjects such as physical education and art combine the two streams. The opportunity exists for students to crossover from the ESL stream to the Core stream and this has already</td>
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happened on several occasions within the past year. The school has also established an intensive ESL course from grade 10. This course provides extended ESL instruction during the day for students who have entered from grade 10 or from the ESL stream and are still below the required language proficiency at the Core level. In the 2014 calendar year, the Junior ESL program will be further supported by the creation of an upper and lower level class.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

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<tbody>
<tr>
<td>Columbia International School has a highly professional and qualified staff. All teachers have teaching degrees and many with advanced degrees and qualifications. Professional development is mandatory and supported by the school. A recent teacher survey showed that 70% of teachers feel that funding for the program is adequate. The purpose of the program is to assist teachers to be reflective of their practice so that they can identify their strengths and weaknesses. These reflections would inform areas they might pursue for professional development. The role of the administrative group would be to act as both formal and informal observers/consultants to guide teachers through the process and assist them to achieve their professional goals. Ultimately teachers would measure their guided practice on the learning impact of ELLs.</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>The Principal reviews all applicants for qualifications and experience. Interviews are conducted either on-site, via Internet communications or at education fairs such as the annual Queen’s fair in Kingston, Canada. The majority of teachers are matched by their qualifications with the courses they teach. Courses change from one term to another so this is not always possible so there are instances when teachers are asked to teach out of their subject area, however, this is usually for an English or ESL course which is already well supported. The school leadership holds regular Thursday meetings to discuss events, policies and other school related matters. Monthly staff meetings are held for the same purpose as well as to provide occasional professional development in addition to the five annual professional development days.</td>
<td>Teacher Survey</td>
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A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

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<tr>
<td>The majority of teachers (70%) feel that funding for professional development is adequate. The time-frame to complete the professional learning cycle is 15 months which includes the summer break when many teachers elect to pursue courses or training. The process itself allows for multiple avenues for learning and feedback and is 100% teacher-focused and directed.</td>
<td>Teacher Survey</td>
</tr>
<tr>
<td>All teachers are required to participate in professional learning that reflects ongoing research and data-based correlations to development.</td>
<td>Professional Development Program</td>
</tr>
<tr>
<td>Professional learning, implementation and other professional responsibilities are evaluated by the school leadership and is communicated to participating teachers via a post-observation feedback and a Progress Report.</td>
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</table>
A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

<table>
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<td>The school has a five member Advisory Board. The Chairman of the Board</td>
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<tr>
<td>appoints the Board members. The school principal is a “non-sitting”</td>
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<td>member of the Board. The Chairman of the Board is also the full time</td>
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<tr>
<td>Executive Director of the school. The Board acts as an advisory group to</td>
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<td>the Executive Director. The Executive Director administers the fiscal</td>
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<td>matters of the school. The Executive Director delegates the implementation</td>
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<td>of the educational policies and programs to the principal of the school.</td>
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Although details of the budgetary processes remain at the discretion of the proprietor and there are no plans for more transparency at the moment, there has not been a single incident of a teacher being released due to economic constraints since 1998. Through an economic recession and the Great Tohoku Earthquake and Tsunami the school has retained all staff who have committed to contracts. In fact, the proprietor has been pro-active in working with the Principal to create opportunities through timetable re-alignment and other measures to ensure that faculty and their families do not have any reasons of concern.

The school remains committed to providing the resources necessary to maintain an effective learning environment. Student and parent surveys indicate satisfaction with the facilities and opportunities provided for their children. Columbia has a competitive pay and benefits package. This is supported by the low turnover rate and long-term teaching staff.
WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

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

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

1. The school has a clearly defined mission statement.
2. The school’s ESLR’s reflect the overall goals of the school and focus on growth.
3. There is growth in collecting data and using it for decision making.
4. A leadership group that is balanced and functions effectively.
5. The school has streamlined classes to better support learners.
6. Columbia has a comprehensive teacher evaluation and professional development program.
7. Funding for professional development is adequate.
8. Columbia employs highly educated and qualified staff.

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. The school needs to align ESLRs with the curriculum more effectively and define whether or not students show achievement or growth.
2. ESLRs could be reviewed to assess relevancy in connection to the changes the school has made since the last self-study.
3. More data needs to be collected for other programs and a process to use of data to make decisions should be implemented.
4. Teacher appraisal feedback and progress reports need to be completed in a timelier manner.
5. Teachers need to measure impact of professional learning on student learning more consistently and accurately.

### Category B: Standards-based Student Learning: Curriculum

#### B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.
Findings

Columbia International School is rigorous, relevant, coherent and standards-based. Additionally, the school’s curriculum supports student attainment of the ESLRs in various ways in each department. Parent Survey Grades 10-12, 80% of parents indicated that Columbia offers a high quality and meaningful curriculum.

Validating the existence of a rigorous curriculum, 85% of teachers Strongly Agreed or Agreed that their lessons were rigorous either in instruction or learning, while 80% of teachers surveyed indicated that there standards and lessons were coherent to the students.

Attesting to the relevance of the school’s curriculum, 81% of students responded favorably (Strongly Agreed or Agreed) on the end of term course surveys when asked if their class was made interesting by the teacher, ie., use of pair work, group work, games, work-sheet, plays, projects, field trips, surveys, Internet or computer programs. 82% of students surveyed agreed that teachers put pictures and posters on the walls and/or use a class website to help them learn. When surveyed, 97% of Junior and Senior parents indicated that teachers and school programs offered good feedback and learning support for their child. However, when surveyed, 90% of teachers agreed that all students understood their learning objectives.

In order to maintain a coherent, standards-based curriculum, all courses at Columbia International High School have Curriculum Guidelines and Calendars, which are updated annually. These reflect the Ontario Ministry of Education Standards as well as indicate means to assess student progress.

Our school maintains a viable, meaningful instructional program for students. The school staff stays current and relevant through a Professional Development Appraisal Program, and an end of term student course survey.

First and foremost, we use the Ontario ministry’s teacher appraisal process. The main purpose of the program is to improve student learning with a particular emphasis on English language learners (ELLs). The program began in the autumn of 2009.

Supporting Evidence

Parent Survey
Ontario Curriculum Guidelines

Teachers Survey

Student Survey

Junior and Senior Parent Survey

Teachers Survey

Ontario Curriculum Guidelines
The purpose of the program is to assist teachers to be reflective of their practice so that they can identify their strengths and weaknesses. These reflections would inform areas they might pursue for professional development. The role of the administrative group would be to act as both formal and informal observers/consultants to guide teachers through the process and assist them to achieve their professional goals. Ultimately teachers measure their guided practice on the learning impact of ELLs or other areas of the school or programs.

**English Language Arts**

In order to meet the diverse needs of our students, the English Department offers a set of leveled courses in each grade consisting of an ESL stream and an English mainstream. The ESL program is designed to meet the range of English Language Learners needs from the newcomer stage to transitioning into the mainstream classroom. Students are placed in the appropriate classes through use of a modified diagnostic exam designed by teachers and Japanese administrative personnel.

The textbooks and Curriculum guides are aligned to the Ontario Ministry ESL and Language Arts Content Standards by grade level. Teachers supplement the texts with various readings, articles, worksheets, etc., that are appropriate and divided into grade level guidelines based on reading level difficulty and complexity of literary or abstract concepts. The ESL classes utilize texts that incorporate ESL skill level and concept standards. Student work analyzed by the department indicates a correlation to either a reading or writing standard. All English classes use a term calendar.

Common assessments administered by the department are aligned to grade level Language Arts Standards. These assessments are administered in each term in Grade 10. They reflect the core standards in reading and writing and aligned with course expectations and the Ontario Achievement Categories, and are similar to the Ontario Secondary School Literacy Test (OSSLT) - giving students years of practice before taking the OSSLT.

Lessons and curricula taught in all English classes address the critical thinking aspect of the ESLRs. To promote a high expectation for independent reading, a reading program was introduced in the spring term of 2012 for students from grade 10. The Oxford Bookworms series was selected for its variety of genres, gender interest, content and age appropriateness and multiple levels of difficulty. Through the use of this diverse reading program, students gain a sense of motivation to move up reading levels. The Department has also adopted a policy that students must learn forty new Academic words each term. These words are chosen from the Nottingham Academic Word List which
was created by Averil Coxhead in New Zealand at the University of Nottingham. Starting in 2011, all students were required to learn forty words from the AWL, as administered by their teacher through course content material. However, as this policy was only implemented in 2011, there hasn’t been sufficient time to analyze the data on AWL to inform instruction. As well, the Bookworms reading program is used to inform curriculum development, lesson planning and student placing. As a result, lessons for each level ensure maximum comprehension and retention of material.

The English department has adopted new textbooks within the last three years, so the nonfiction reading selections are reasonably modern and up to date. The curriculum used in both streams incorporates reading and writing units that involve different aspects of literal, inferential, evaluative and synthesizing activities. 90% of teachers surveyed, Agreed or Strongly Agreed that their students were required to use higher order cognitive thinking skills (apply, analyze, synthesize, evaluate). As well, writing units are devoted to voice, word choice, narrative essays, self and peer editing. The final units are comprised of Listening and Speaking and finally Media.

In order to provide a relevant curriculum, the English Department consistently provides nonfiction and expository reading selections and real world, standards–based assignments, such as analyzing functional and workplace documents, writing personal statements, developing resumes and completing job applications. Thus, 70% of teachers agreed that their curriculum included real-world knowledge and applications for future employment.

All students enrolled in a mainstream English class complete multiple step writing tasks and projects that are aligned to the grade level writing applications, writing strategies and technology requirement standards. 90% of teachers surveyed responded favorably that students use technology to complete assignments for their class.

According to analysis of student work and lesson plans, the English Department ensures rigor through the application of students participating in open-ended, inquiry based activities in my classroom. 80% of teachers surveyed indicated that this was taking place. However, 67% of teachers indicated that ESL classes, though their level is not high enough to give them access to grade level language Arts applications, were still required to use higher order cognitive thinking skills (apply, analyze, synthesize, evaluate).

**History/Social Science**

The History/Social Science Department offers Courses from Grades 10-12. In Grade 10, we offer CGC1D : a starter Geography course. This is a Grade 9 level
course. In Grade 11 we offer CHY3O (History) and HRT3M (Religion). Grade 12, we offer a lot of different courses from CHY4U (History) to CIA4U (Economics) to CGW4U (word issues). All senior classes are university prep courses. The main pre-requisite for these courses is the CGC1D we offer. These are mainstream courses, and the majority of students are ELLs. Due to the small school population, sometimes levels are mixed and on occasion there have been a few non-English Learners in the classes, but every effort is made to address the differentiation in student levels within the classroom.

Students are given opportunities to show their creative talents and to make the curriculum more meaningful through individual, cooperative learning and multimedia as is indicated by 90% of teachers surveyed. Strategies to promote critical thinking include common forms of projects that are required in all grades which include making a model (terracotta warrior, religious site), drama, maps (reading, drawing), presentations, research assignments, essays and others. These projects offer critical thinking opportunities for the students as 100% of teachers indicated on the Teacher Survey that students are required to use higher order thinking skills. In addition, assignments show the use of higher order thinking skills and critical thinking.

To further the relevance of the history curriculum with that of students’ other classes, teachers incorporate relevant pieces of literature where applicable to support course content and all History/Social Science courses integrate reading and writing into their curriculum.

All classes and contents in the History/Social Science Department have defined academic standards and 80% of teachers surveyed indicate their lessons are aligned to these standards.

Teachers have ESLRs displayed as posters in their classrooms and these are incorporated into the curriculum in a variety of ways in the History/Social Sciences curriculum. When applicable, students are reminded of the ESLRs and 90% of teachers indicated that their lessons incorporate elements of the ESLRs. The expectations of the classes require students to look at the world so most of the classes directly connect to helping students appreciate, accept and value international communities better. A valuable example is CGW4U where students look at International Problems that the world is currently facing and discuss the impact the issue has on them and how they can help solve the issue. All of the classes are focused on preparing students for university by providing them with the skills needed to be successful. They work on AWL, writing, reading and
research skills which they will need to be successful in their post-secondary school careers. These are directly connected to the third ESLR, developing the academic and English language skills for post-secondary studies globally. Included in the History/Social Science curriculum are various projects like presentations, interviews and group work which helps “foster the personal growth and self-esteem of each student.” For the second ESLR, “fostering positive participation in a variety of social activities and communication” there are some activities like interviews that get students out and communicating with people in their communities.

Not only do teachers promote respectful classrooms by communicating and posting expectations, but most History/Social Science courses, by nature, discuss events where people have been discriminated against due to race, gender, sexual orientation or religion. These events provide multiple opportunities to teach about tolerance and encourage students to be respectful in their daily lives. Students are encouraged to be life-long learners.

**Math**

There are a wide range of courses provided in the Math Department. Various strategies are used to ensure all students have access to standards through course offerings at various levels and through differentiation techniques. University Preparatory courses are offered in the curriculum: MCR 3U to MHF 4U. The department applies varying strategies and methodology to benchmarks and diagnostic tests.

Department policies provide accessibility for all students. Students are recommended to the next level class if they have the academic pre-requisite. All classes are open to all students when passing the academic requirement.

The math content taught is aligned with the Ontario Ministry Documents and all classes have defined academic standards and a standards based curriculum guide. This is reinforced by the fact that 80% of teachers Agreed that their lessons are aligned to the Ontario Ministry Documents. Also, according to the Teacher Survey, 80% of teachers Agreed that they monitor student progress toward achievement of the standards.

ESLRs are incorporated into the curriculum through Academic success by meeting Ministry of Ontario curriculum expectations and requirements. 78% of teachers Agreed or Strongly Agreed that ESLRs are incorporated in
daily Math activities. They are placed as posters around the classroom. The strategies used to promote the ESLRs include: problem solving (word problems) and test taking strategies which promote critical thinking. Cooperative learning activities are included as well, which teach how to work together with a respectful attitude. Decisiveness is taught with open-ended projects in curricula that are completed in class or outside of class. Finally, students participate in strategies such as think-pair-share and peer tutoring during classroom instruction.

The Math Department integrates its content with several disciplines as aligned with the Ontario Ministry Think Literacy Cross-Curricular Approaches document. Word problems include reading and comprehension skills. Math journals and letter writing about math problems provide opportunities for practicing writing skills.

Science concepts include Geometry and graphing investigations, English concepts include Developing and Organizing Ideas: Supporting the Main Idea with statistics research projects, and technology concepts include power-point presentation of model solutions. Many of these integrated assignments and projects have real-world applications, as indicated by 70% of the teachers surveyed.

The department offers a rigorous curriculum. In these courses, emphasis is placed on students’ utilization of higher order thinking. Critical thinking skills are a necessity as students apply increasingly higher levels of mathematical skills to problem solving applications.

Science

The Science Department provides rigorous, relevant and coherent standards-based curricula through its course offerings in Environmental Science, Biology, Chemistry. These include any of SNC2D (science 10), SBI3U (biology 11) SBI4U (biology 12), SCH3U (chemistry 11), and SCH4U (chemistry 12). Defined Ontario Ministry academic standards are listed in Curriculum guides for each science subject and level. Textbooks used for these courses are current and standards-aligned. Grade 11 and 12 courses are university preparatory. The prerequisite for each course is to have taken the course the term before. Since the majority of students are ESL, the students are together in one class. All courses are treated as mainstream, though accommodations and modifications are made for necessary students. Some common forms of assessments over the terms are research assignments whereby students do lab reports, and prepare posters and pamphlets.
In courses required for high school graduation, the department offers University preparatory courses. Student placement is determined by prerequisites for the course. Students enrolled in these courses are provided opportunities to do projects which are more inquiry based or open-ended. Laboratory activities may be more complex or require students to extend their analysis. Expository texts used are at high school reading level or higher. Discussions and Socratic questioning are techniques that instructors use to foster critical thinking. Students are also asked to analyze real-world problems and suggest solutions based on research.

All the ESLRs are incorporated into the syllabi: Personal—learning to do group work, to write own reports from shared data. Participation—group work doing labs, making reports/posters/pamphlets, gr11 and 12 bio make informational videos and Academic- new vocabulary, new ideas in the fields of science (ex. stem cells, batteries, etc), writing in lab report format, research report format, poster format, informational pamphlet format, etc. And finally Community—field trips to science museums, gr10 present information on stem cells for various countries, gr11 debate on stem cells pretending to be various groups (stockholder, scientist, various religions). The Science Department supports the ESLRs as indicated by 90% of teachers surveyed in these laboratory investigations, research projects, discussions and debates, instructors help nurture critical thinkers.

**Visual Arts**

All Visual Arts classes are open to students to fulfill their graduation requirements. Courses offered include 10 (AVI-20), 11 (AVI-30) and (AVI-3M). All courses include lessons that are based on the Ontario Ministry Art Documents. The Art Department encourages students daily to be ambitious, respectful, decisive and points out the benefits they will gain in return. Critical thinking is evaluated and researched through art history and the elements and principles of art. Students are expected to be ambitious in their courses of completing open-ended assignments that provide opportunity to create highly motivated and meaningful expressive art. Class rules are created based on respectfulness where students learn by helping each other in a safe learning environment. Exposure to problem solving skills and projects help students become independent learners.

The Arts Courses have undergone a revision of sorts. Up until Spring 2012 there was no G10 art, so the G10 course (AVI-20) was delivered to G11s. This term is the first time
we’ve taught AVI-30 to G11. We do offer one university prep course which will be taught for the first time, this upcoming term, AVI-3M. All courses are mainstream, though the majority of students are ESL, so accommodations and modifications are offered where necessary at the instructors’ judgement. Most times these courses are split into Art ESL stream and Art English stream. This only happens when the class size numbers dictate such a move. Looking ahead there are two AVI-20 classes (one in Fall and one in Winter). The Fall course is for our mainstream students and the Winter one is for new Gr10 and our ESL stream students. The only course that has pre-requisites as stipulated by the Ontario Ministry Documents is the AVI-3M, which is the one we do offer. The pre-requisite for this course is Visual Arts Grade 9 or 10, Open. Common forms of project are not required in all grades, however work must be both 2D and 3D and incorporate the elements and principles of design. ESLRs incorporated into the curriculum through academic success and individual growth.

The Arts Department is able to integrate with language arts through reading and writing assignments, math by using shapes, (ie. Geometry and the calculation of precise measurements), science through science themed projects (ie. environmental issues) using analytical thinking and history/social science by providing period and background knowledge for art history.

The art class teacher sets due dates for student work and checks on student’s progress daily by using a variety of formal and informal assessments. Students are encouraged to do better than their last project regardless of their skill level in order to build a body of work, or portfolio.
### B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

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<tbody>
<tr>
<td>All students at Columbia International school have access to all course offerings. Based on diagnostic assessment results in math and reading, students are placed in an appropriate program. Within the course offerings are levelled classes designed to meet the academic needs of the mostly ELL population at Columbia International School. There are University preparatory courses in all subject areas. All students are monitored to ensure on-time graduation. Homeroom teachers monitor their homeroom students through one-on-one interviews, monitoring the requirements needed for graduation. This interview process occurs every term, starting from grade nine and finishing in their final semester in Grade twelve.</td>
<td>Ontario Ministry of Education Mandates</td>
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<tr>
<td>All teachers encourage students to participate in clubs, sports and other extra-curricular activities. This is a part of the ESLRs, as it promotes individual growth. The importance of participating in extracurricular activities is heavily stressed during the registration process each term.</td>
<td>ESLRs guide</td>
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### Personal Assistance and Monitoring

**Learning Support Program**

This program is intended to an early identification of students who are at risk of failure in a course. In the third week of each term, teachers are asked to identify students who are performing below expectations academically, missing tests or assignments, having behavioral issues or attendance problems. A form is completed outlining strengths and weaknesses and next steps for success. The document is translated and sent to parents. Teachers develop strategies to help these students achieve expectations within their classrooms. Students can also be referred to the mentoring program.

**Mentor Program**
Mentoring Program
The mentoring program started in March 2006 but at that time was only for math students. Since that time, senior students (grades 11 or 12) have been the student leaders and assisted with the overall running of the program. In addition, in the spring of 2008, the program expanded to ESL, and then in the past two years has encompassed all subject areas. Last year, the Elementary school was added, and this has grown substantially so that at the present time, there are 9 students in grades 1 to 5 who are paired up with a Jr. or Sr. student once a week. The program is designed to provide academic help for those students identified as “at-risk” or who have approached the program voluntarily or teacher-recommended. As well, this is a peer-helping program that enables students, in grades 9 through 12, who mentor to obtain community volunteer hours. This is a necessary component of the graduation requirements which requires the completion of 40 hours in total. As well, this program contributes to the first 3 of the 4 ESLR’s.

There has not been enough data collected over time to correlate between students who have entered the mentoring program and an increase in performance. However, perception data of mentors indicates that the program is benefitting those students in need. The next step for the program is to improve its data collection process.

Mentor Survey:

2010 Data
This was completed by 10 students who have participated in the program for up to 2 years. They have approximately 150 hours in total. Some suggested improvements which will be implemented in the coming term. The key indicator was:

In most cases, do you feel that the student improved?

Results:

a) a great deal 25%
b) somewhat 45%
c) a little 30%
d) none 0%
e) don’t know 0%

2013 Data
This was completed by 20 students who have participated in the program for up to 4 years. They have approximately 600 hours in total. Some suggested improvements which
will be implemented in the coming term. The key indicator was:

In most cases, do you feel that the student improved?

**Results:**

a) a great deal 10%
b) somewhat 65%
c) a little 25%
d) none 0%
e) don’t know 0%

**Mentee Survey:** this was designed and will be used to collect feedback on an on-going basis.

**General comments:** the programme is particularly useful for our students in that it allows them to bridge the language gap. It benefits the mentor in gaining valuable teaching experience and seems to show improved academic performance for the mentee. It contributes to a positive and caring atmosphere in the school.

**B3. Curriculum Criterion**

Upon completion of the high school program, students have met all the requirements of graduation.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Graduation Requirements</td>
<td>Ministry of Ontario Mandate</td>
</tr>
</tbody>
</table>

The Ministry of Education in Ontario, Canada issues the Ontario Secondary School Diploma (OSSD) to graduating students. The OSSD is recognized and accepted throughout the world. In order to obtain this, each student must earn 30 course credits, 18 compulsories and 12 electives. (One credit represents satisfactory completion of the learning expectations of a formal secondary course of study, requiring a minimum of 110 student-teacher contact hours.) Compulsories normally include English, Mathematics, Science, Geography, History, Humanities, Arts, Health and Physical Education, Computers and Business studies. The 12 electives are usually chosen from a similar list. Also, as part of the diploma requirements, students must complete a minimum of 40 hours of voluntary community involvement activities.
Community Involvement Program

Every student must complete a minimum of 40 hours of community involvement activities as one of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of mandatory Community Involvement is: to encourage students to develop awareness and understanding of civic responsibility; to increase awareness of the role students can play and gain satisfaction from the contribution they can make in supporting and strengthening their communities; to develop a positive image and a greater sense of identity within the community. Students may complete the requirement starting on the first of July after they leave grade 8 and ending before graduation. This requirement is to be completed outside the student’s normal school instructional hours and in a variety of settings. Students may not complete the hours through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Documentation attesting to the completion of each community involvement activity, in the form of the Community Involvement Tracking Record Sheet, must be submitted.

There has been an overall positive response to this graduation requirement as 73% of grade 10-12 students over the past two years believe that working with people in the community to get volunteer hours has been a good learning experience.

Credit Tracking Program

Starting from the beginning of high school, specifically grade 10, students and their homeroom teacher monitor their progress toward graduation with the aid of the Credit Tracking sheet. The homeroom teacher keeps it on file and at the beginning and end of each term discusses what courses the student has and will do to attain graduation status. Grade 9 credits - these will be given by the principal (usually 7 credits) ***the credits will only be awarded after the student has achieved 3 credits at the Grade 10 level. The following compulsory courses are needed to graduate: four English credits, three social studies credits (one Canadian history, one Canadian geography, and their choice of either a social sciences or Canadian and world studies), three science credits, two mathematic credits, one art credit, and one physical education or business studies credit.

It is clear that Columbia International School takes seriously its commitment to student achievement through the programs it offers. Upon graduation, the school also monitors the student population to help evaluate its success regarding student achievement of the academic standards and the ESLRs
in preparation for post-secondary education and the workforce.
WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

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

### Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. Columbia International School offers challenging and rigorous learning experiences for all students.
2. Core classes are offered in multiple levels to provide access to all students, especially ELLs.
3. All classes have Curriculum Guidelines aligned to Ontario Ministry Mandates. 95% of teachers Strongly Agree or Agree this takes place.
4. All departments provide relevance across the curriculum by integrating concepts from multiple subject areas into activities and assignments.
5. Columbia International School offers a variety of support systems to aid students in reaching graduation, achieving their personal learning goals and the ESLRs.
6. Each secondary course is required to include literacy activities that promote greater English functionality (via Ontario’s Think Literacy program).
7. Most teachers are teaching in their teaching field of expertise.
8. Most teachers use assessment techniques consistent with the Ontario Achievement Chart.
9. Teachers that are exposed to Additional Qualifications courses are exposed to current teaching practices with a high standard.
10. Students are exposed to a wide range of assessment strategies in many courses (computer-based, art-based, tests and quizzes, etc.)
11. Homeroom teachers have the opportunity to meet with parents to discuss achievement a minimum of 3 times per year (once per term).
12. Students are exposed to extra-curricular learning through Wednesday club activities in which participation is mandatory.

### Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. Columbia International would benefit from an increase in common curriculum and assessments in all core classes.
2. Although many courses integrate concepts from other subject areas, Columbia International School should increase cross curricular, collaborative activities and assignments.
3. Columbia International School students would benefit from an increase in and variety of course offerings.
4. Columbia International School teachers need to improve on how students understand how the objective of their lesson relates to a standard.
5. Columbia International School needs to create a comprehensive system for gathering information on the success of students after graduation.
6. There are no on-going remedial programs during regular school or remedial summer school.
Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Findings

Columbia International School is a member of the Association of Ontario Overseas Schools. It is accredited by the Ontario Ministry of Education of Canada and by the Western Association of Schools and Colleges. Our school effectiveness and improvement frameworks and our regular Canadian and WASC certification processes along with tremendous support from our parent's organization ensure our ongoing development as a learning community. All teachers are involved in continuous learning through Columbia International School's professional learning circles. Columbia International School follows a common but rigorous curriculum from kindergarten to Grade 12. It is a rich curriculum which emphasizes on continuous evaluation based on learner outcomes for each subject area. Real life project and experiences increase our students' critical thinking and problem solving skills, preparing them to be global thinkers for the 21st Century!

All students are involved in challenging learning experiences. All teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the external exams. The rigor of the school’s program is reflected by the achievement of students who succeed as they transit to local and international universities.

CIS is committed to and implements a standards-based curriculum that uses best practices in education. CIS is seeking to further develop technology integration by implementing updated K-12 technology standards and learning targets, by providing training, and by increasing access to technology. Currently teachers are integrating technology tools into their instruction in addition to using the technology to enhance personal productivity. CIS continues to look for ways to embed technology as part of subject curriculums, not as a curriculum unto itself.

There is a high degree of student engagement in the classrooms. Students collaborate, review through games, present class projects, debate, and do peer editing/grading. Students at CIS demonstrate that they are cooperative and collaborative workers by participating with others as a team in

Supporting Evidence

Ontario Ministry of Education Inspection reports

Class Observations
Student Survey

Students Survey

IXL math program
Khan Academy
Teacher’s Blogs

Brock University Math Competition Program

Student Survey
The observation data indicate that there is strong evidence that students are clear about what they are learning. Standards and objectives are visible and students are involved in the lesson and are engaged in learning activities. There is strong evidence that teachers check for comprehension and students are responsible for applying information that they have learned to their in-class activities. Students are monitored for their participation in the learning process. Students have voiced that they appreciate having a detailed agenda on the board, with learning objectives and standards. They want teachers to be more explicit about referencing the standards and making connections to how a particular activity or lesson fits into the overall arc of a class.

Teachers hold firmly to the philosophy that instruction must be guided by the analysis of student work and achievement data. To ensure that all students are involved in challenging learning experiences, teachers must consistently review the strengths and weaknesses of each individual student and class in creating the focus for lessons and activities. To this end, there is progressive increased emphasis on school-wide data collection and analysis. All departments are currently in the stages of developing common assessments within the department that focus on data analysis in order to inform decisions regarding instructional practices.

The English Department already has the common assessments in place, introduced as a pilot study in 2011 and implemented as a means to assess student learning. The assessment focuses on reading and writing skills as well as vocabulary from the Academic Word List. In response to feedback from the assessment data a reading program, which uses the “Oxford Bookworm Series” was introduced in the spring term of 2012 for students in Grade 10. The program has provided a source of data to track student’s progress and their reading levels. After each grading period, the faculty meets to analyze data, and discuss on instructional practices and student learning. The goal is to develop similar assessments for each department in the school. Informed by the student work and achievement data, teachers design lessons to engage a wide variety of learning styles and capabilities.

The Science department routinely involves all students in laboratory experiments which require communication through cooperation, analytical and critical thinking skills through problem solving, an understanding of the topic covered in class through knowledge of the subject matter, and further extension of the topic to other areas of study, through real world application. Lab reports require writing so the Science
Department needs to collaborate with the English Department to ensure that they have consistent requirements.
The Math department uses internet resources like Khan Academy, Hippocampus, and IXL reinforce concepts and provide remedial work. The individualized feedback form IXL helps the instructor to tailor the instruction to an individual student’s needs. The performance of the mainstream students in the Caribou Mathematics Competition sponsored by Brock University of Canada shows that the students are performing at or above level. The ESL students’ performance has been below level as a result of the high reading content in the tests.

CIS offers a comprehensive curriculum, including CORE and elective/specialist subjects. The curriculum is designed to prepare students for pursuing further education, entering the workforce and being positive contributors to the world. Individual curriculum specific courses have integrated the Student Objectives into their content curriculum.

With the content standards at the essence of what is taught, teachers use an array of instructional strategies that allow students to demonstrate their knowledge and to explore concepts in depth: research projects, community internships, projects, portfolios that demonstrate work and progress over time, inter-departmental articulation, internet research and lessons, computer-based instruction, community service, group-work, student-student instruction, performance-based instruction, and the integration of arts and technology in all disciplines.

Effective Instructional strategies has been to focus this year and was also the foundation for the staff development day in January where the top nine instructional strategies were gone over in detail and compared to current practices.

In an effort by school leadership to infuse the most recent instructional research into the classrooms of Columbia International School, teachers are continuously informed on best practices and are provided opportunities to expand upon their instructional knowledge through workshops and conferences. During the 2012-2013 school year, more than seventy percent (70%) of CIS teachers attended one or more workshops to enhance classroom instruction.

CIS’s philosophy is to encourage students to value their learning and to help motivate students to be advocates for their education.

The Expected School Wide Learning Goals are posted in each classroom and are visible to the students.
Teachers empower a student’s independence through various techniques. A Unit’s goals and objectives are posted on the board at the beginning of each unit. The student is also given a course outline and syllabus at the beginning of each course. The description includes the standards, objectives, activities, homework and grading policies of the particular course. The teachers at CIS are expected to post course information online on the school’s website where students also have access to individual teacher websites.

In some classes parents and students sign and return a form to teachers indicating that they understand the classroom expectations and grading policies.

Students are aware of the expectations for each assignment. For each lesson or activity that is introduced, the teacher identifies the learning objective to help and how it relates to the concept being taught. Homework is posted on the whiteboard and/or teacher’s website. Teachers post test dates on the whiteboard at least one week in advance to let students organize their time and perform at their best. Project assignments are distributed with rubrics so that students know the expectations. Clearly communicating the teachers’ and school's expectations to students is key to student learning and enabling them to apply their learning to their lives outside the classroom.

Student expectations are also in the Student Handbook.

The instructional staff members at CIS are aware that our teaching practices are keenly shaped by such external factors as cultural shifts, changes in the family dynamic, and technology improvements. The teachers are constantly exploring ways to make modifications to reach students of different backgrounds and levels of ability. Our classrooms today are diverse and have learners with a wide range of interests, levels of readiness, and learning styles. Teachers are challenged to use methods ensuring high levels of student achievement. They modify their instruction to address that diversity and to meet curricular objectives. Students are also encouraged to learn to take the responsibility for their learning and achievement.

Teacher and classroom observations reveal that there is modification of instruction to address student diversity and to meet curricular objectives. Teachers emphasize student accountability for learning and high levels of participation through flexible grouping and simultaneous activities, such as learning centers and WebQuests.

Most lessons involve group-driven tasks, but it also rely on whole-class and individualized instruction to complement
group work. There is a focus on the quality of activities versus the quantity of work assigned.

Teachers realize that their organization and presentation of content profoundly affects students’ motivation to learn and their perceived ability to comprehend.

Student surveys, both formal and informal, reveal that high percentage (70%) of students feel safe in their learning communities and are intrigued by the subject matter at hand. Most of the students are ELL, smaller group interactions encourage more effective participation and a sense of responsibility.

Group work enable the instructors to get feedback from pre-, ongoing, and post-assessment that utilizes both traditional and non traditional evaluation methods, such as teacher observation, self-assessment, and project work. CIS provides a wireless one-to-one laptop environment allows both teachers and students to access the latest information and learning strategies. This creates a fun, challenging and supportive lifelong learning environment that allows our students to develop at their own pace and provides instant feedback to the instructor which helps in the modification of instruction to enhance learning.

Some students have learned about Khan Academy, which allows them to find individual support on academic topics with which they struggle. Students feel that teachers are open to questions, showing that they want students to fully understand the lessons. Teacher observations reveal that planning, teaching, and assessment are focused on the needs and abilities of students.

**Expected School-wide Learning Results:**

(Individual Growth) Students will grow in intra-personal awareness and self-esteem.

Over 70% of the students across Grade levels feel that they have had a positive experience working with others. Students are comfortable in their relationship with the homeroom teacher and also feel accepted by others. About 50% to 60% of the students feel that there are adults at the school to whom they can go to for support.

(Community Participation) Students will grow inter-personal awareness by participating in curricular and extra-curricular activities.

Students are actively involved in team sports and other activities offered at CIS. Over 70% across grades feel that the school programs have been a positive experience in terms of sharing, cooperating, conflict resolution, goal setting, achieving goals and communicating idea and feelings.

(Academic Success) Students will grow academic and English language skills for post-secondary studies globally.
Over 60% of the students are satisfied with the quality of courses at the school. The numbers vary depending on the cohort in consideration. Over 70% plan to go to college when they graduate. The students are aware of the Learning Support Program and the mentoring program which are available if there is a need.

(Global Citizen) Students will grow a global awareness and understanding of cultures other than their own. The data show that over 70% of the students in grades 11 and 12 acknowledge the fact that their awareness of the world issues has increased while enrolled at CIS. In grade 10 about 50% of the students make that assertion. In students informal interactions and class observations, there is a sense of awareness of the diversity since the student body has people from diverse cultures namely China, Canada, Japan, America and England.

C2. **Instruction Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

<table>
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<tr>
<th>Findings</th>
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<tr>
<td>The instructional staff members at CIS are aware that our teaching practices are keenly shaped by such external factors as cultural shifts, changes in the family dynamic, and technology improvements. The teachers are constantly exploring ways to make modifications to reach students of different backgrounds and levels of ability. Our classrooms today diverse and have learners with a wide range of interests, levels of readiness, and learning styles. Teachers are challenged to use methods ensuring high levels of student achievement. They modify their instruction to address that diversity and to meet curricular objectives. Students are also encouraged to learn to take the responsibility for their learning and achievement.</td>
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Teacher and classroom observations reveal that there is modification of instruction to address student diversity and to meet curricular objectives. Teachers emphasize student accountability for learning and high levels of participation through flexible grouping and simultaneous activities, such as learning centers and Web Quests. Most lessons involve group-driven tasks, but it also rely on whole-class and individualized instruction to complement group work. There is a focus on the quality of activities versus the quantity of work assigned. Teachers realize that their organization and presentation of content profoundly affects students’ motivation to learn and their perceived ability to comprehend.
Student surveys, both formal and informal, reveal that high percentage of students feel safe in their learning communities and are intrigued by the subject matter at hand. Most of the students are ELL, smaller group interactions encourage more effective participation and a sense of responsibility.

Group work enables the instructors to get feedback from pre-, ongoing, and post-assessment that utilizes both traditional and non-traditional evaluation methods, such as teacher observation, self-assessment, and project work. CIS provides a wireless one-to-one laptop environment allows both teachers and students to access the latest information and learning strategies. This creates a fun, challenging and supportive lifelong learning environment that allows our students to develop at their own pace and provides instant feedback to the instructor which helps in the modification of instruction to enhance learning.

Teacher observations reveal that planning, teaching, and assessment are focused on the needs and abilities of students.

Teachers at CIS are committed to making sure that students are advocates for their education. Teachers apply many different strategies to help engage students in the learning process and to make sure that learning is student-centered. Teachers act as the coaches helping encourage, facilitate and direct student success. In most classes, students are engaged in collaborative activities when appropriate. Many of the classes are structured so that students may work in groups. Often times, teachers model tasks and help ensure that students take on the responsibility for their own learning.

In the English Department, students write thesis statements, introductions, body paragraphs, etc. modeled after the teacher samples. Teachers showcase Power Points or other lessons before asking students to lead the class in a similar lesson. In many cases the learning is student-centered. Teachers model how to perform a task and then the students work alone, with a partner, or with a small group to accomplish the task while the teacher monitors.

The writing process is taught in steps: brainstorming, prewriting, drafting, peer reviewing, revising, and polishing. English students also are expected to write in-class essays to demonstrate their preparation for advanced writing competency. The entire English department uses the same writing terminology to ensure students’ comprehension and application of good writing techniques.
Teacher strategically creates groups for major projects by including students at all levels in each group. Additionally, each project contains individual expectations as well as group expectations so as to ensure engagement by all members. Students learn to communicate, problem solve, and take responsibility to accomplish their goals.

CIS has mentoring Program. This establishes a personal relationship between high school and middle school students. Interview with Homeroom Teacher encourages a connection with the students in their classrooms. Teachers answer questions, teach them strategies to be successful in high school and direct them to the resources they need.

**Learning Support forms**

At CIS teachers, administrators, and counselors work in collaboration to be successful in early identification of each student who encounters academic difficulties. They collaborate to formulate a plan to help them overcome those difficulties.

In Science, teachers take opportunities during laboratory experiments to have students collaborate with each other, work on critical thinking, and develop the ability to analyze. English and Science are working together to reinforce similar essay writing citations, and Math and Science are collaborating to effectively communicate similarities and differences between the two fields of study to students.

Teachers strive to get students involved in discussions. Teachers tell students their expectations of the class, and their responsibilities. Teachers trust students to take what they have taught and apply it to independent activities. When applying their knowledge on their own, students solidify what they have learned, teach their peers, and realize the need to ask the teacher for help or clarification when necessary.

Students create Power Point presentations for evaluation and for peer teaching. Teachers often times provide students with additional examples to help guide student comprehension. Students are involved in a variety of projects that give them the opportunity to address complex, real-world PROBLEMS logically, to demonstrate their ability to ANALYZE and APPLY essential data to prepare for future opportunities outside of the school environment. Through the projects, students learn to COMMUNICATE ideas to their classmates in an effective manner through writing, dialogue and technology and finally, the projects allow students to develop
the moral and civic responsibility to KNOW how to become contributing members in our community.

In business the students are taught the spirit of entrepreneurialship as they research on forming their own companies, gathering information and making official business propositions as they seek for fund for their start up ventures.

In Science all the students have to participate in the Science Fair. This is an exercise in research, information gathering, and experiments, culminating in a presentation to an authentic audience.

In the humanities student projects and presentations show that the students have learned how to use the tools they have to create knowledge and present this information to larger audiences.

In English/ESL blogs are used to post work, give and receive peer feedback and make revisions. This technology has become a part of the writing process

The Business class teaches students the value of preparing a business proposal, a mock interview where they apply for funding for their proposition. The quality of the preparations and the presentations reflect the depth of their understanding.

In Science class students are engaged in making posters, presentations and perform experiments to prove their understanding. All Science students have to participate in the annual Science Fair where they present on a field in which they have done some research.

In PE the students use video analysis to improve their execution of passes and swings. The students also use video sites to learn about games then present and teach the games to the other students.

The walls of most classrooms are decorated with representative student work which show the quality of the instruction. The posters for the Biology Lab, Historical writings for the social sciences and creative poetry for the Japanese writing class.

Math classes use Excel and other presentation tools to produce high quality presentations using technology and media.

In Math the students all take the Brock University Contest six times a year.

Students use PowerPoint, video, Excel to make presentations in class. The school is connected through “Office 365” Every student has the capability to produce good quality presentations.

Common Assessments are kept for data and reviewing/observing/measuring student achievement.

There has been an increased interest in getting involved in the Global Outreach with Habitat for Humanities.
Some classes have gone to help in Ishinomaki – the Earthquake struck area as part of their class trip.

Students use PowerPoint, video, Excel to make presentations in class. The school is connected through “Office 365” Every student has the capability to produce good quality presentations.

There is a general use of research from the Internet, presentations using the latest technologies and an active effort by the teachers to encourage the use of new technologies in class.

In Science class all students have to participate in the annual Science Fair where they make presentations on some research that they have done. This is also an opportunity for them to interact with Professional Scientists from local Universities who are responsible for judging the projects.

In PE the students use video analysis to improve their execution of passes and swings. The students also use video sites to learn to teach and present the games to the other students.

The walls of most classrooms are decorated with representative student work which show the quality of the instruction. The posters for the Biology Lab, Historical writings for the social sciences and creative poetry for the Japanese writing class.

Math classes use Excel and other presentation tools to produce high quality presentations using technology and media.
All graduating high school students are expected to have completed volunteer hours of community service.

The service has ranged from helping the earthquake victims in Ishinomaki, a city north of Japan that was devastated by the Tsunami, putting some hours in geriatric nursing homes, being designated reporters for athletic teams, and mentoring students in lower grades.

On the global outreach, opportunity is provided for students to go and work with Habitat For Humanities every summer in East Asia. The students have spent a few weeks in Thailand and Cambodia building houses under the auspices of Habitat For Humanities.

As previously stated, In Science all the students are involved in the Science Fair where they display and exhibit the results of their scientific research. A team of graduate students and professors from Rikei University, a leading university in Space Exploration in Japan is invited to come and judge the event. Professors also give lectures on their type of research and its significance to the real world. There is usually a representative from NASA who also gives a talk on space exploration.

The PTSA has been instrumental in inviting people from the community who are highly acclaimed in their field of interest. The students have been exposed to a hands on activity in robotics, an introduction to professional wrestling, the history and the culture of the “Tea Ceremony”, an immersion into classical piano and an experience in “Painting Murals”. All these presentation were led by artists recognized in their fields.

The students also spent a day experiencing pottery under the tutelage of ceramic artist who has been recognized as a “Japanese living natural treasure” in Japan.

In the Business Class students are required to prepare a resume, mock interviews, cover letters, etc. Then they are required to research and contact a minimum number of companies to attempt to find an internship. They must provide a detailed portfolio of the work done to find the internship and the contacts they made along the way. They need to write a profile of at least one of the companies and the industry in which they are active and of the entry level positions available there as well as the requirements for attaining one of those positions.

CIS also offers classes in Chinese to students who are interested in studying Chinese. This recognizes the possible future dominance of the Chinese language in the global market.

Graduation Requirements

Habitat For Humanities Global Outreach.
Teacher and/or Career Counselor plan field trips around content areas. Career Counselor sends relevant field trip materials to teachers as she receives them, so that teachers are aware of the opportunities available to students.

The strength of the instructional program at CIS is enhanced by the Administration which focuses on the best research based teaching methods.

Teachers are encouraged to take PD courses to update their learning on the latest teaching methods. Up to 5 teachers recently had their ESL Certification qualifications updated.

The strength of our program depends on the English language instruction. The English department has worked to develop the common assessments in the department to provide data for analysis over a period of time.

The idea is to develop common assessments in all the departments.

All CIS students are ELL learners. The quality of the programs offered depends on the learners’ ability for critical analysis and higher level thinking.

An emphasis on Academic Vocabulary across all the subjects forms a common bond which will help teachers identify the needs and as a group device strategies to help the learner.

Instruction, the quality of instruction the ability to differentiate the instruction and to incorporate technology into the classroom will aid in the school’s ability to address to the individual needs of the learner.

**WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

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

<table>
<thead>
<tr>
<th>Category C. Standards-based Student Learning: Instruction: Areas of Strength</th>
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</thead>
<tbody>
<tr>
<td>1. Teachers use differentiated instructions in their classrooms.</td>
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<tr>
<td>2. Small classes encourage student centered environment</td>
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<tr>
<td>3. Funds are available for PD courses for teachers</td>
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<tr>
<td>4. Habitat for Humanity program to encourage global awareness.</td>
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</tbody>
</table>

Teacher Meetings
Communication with Headmaster from Edutopia.

**Chapter One Data**

**English Common Assessments**
Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. More investment in newer technologies and resources to enhance student skills in the use of the technologies in their presentations and productions. – (Software packages like Photoshop, and video production software)
2. Greater parent-teacher communication/feedback.
3. Common assessments for all the departments

Category D: Standards-based Student Learning: Assessment and Accountability

D1. The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

<table>
<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>The school has a clear process for assessing student performance and progress towards academic goals. High standards are important and are supported through the school’s use of Ontario Ministry of Education curriculum expectations. The school issues six annual academic reports (two per trimester) for grade 10 to 12 students and parents. All teachers record marks in the four categories (Knowledge, Thinking, Communication, Application) and use Easy Grade Pro software to calculate marks using the category weightings. These category weightings are consistent in subject disciplines and set out clearly in the course descriptions which are distributed to students on the first day of class, as well as the course outlines. Three times a year at mid-semester, subject teachers meet with parents on Parent-Teacher conference day to provide feedback on student achievement. Translators are on-hand to assist. An additional early-warning system called the Learning Support Program is in place to communicate concerns regarding missed assignments and/or low achievement approximately two weeks before the mid-term reports are issued. These forms are translated where necessary and data is collected to record whether the students identified are ultimately successful. An honor roll is posted for students achieving at least 80% at midterm and at the end of each term. A term-by-term scholarship, or an entrance scholarship which continues on the basis of standing, of $1000 towards tuition is issued for up to 10 students each term based on model behavior and participation in school life. All of the above activities have helped to contribute to a feeling of commitment to education and achievement.</td>
<td>Ontario Ministry of Education Inspection Process, Ontario Curriculum Documents Easy Grade Pro Software Category Weightings Mid-Term Reporting Cycle, Parent-Teacher Conferences, Learning Support Program for At-Risk Students Honor Roll, Student Scholarships</td>
</tr>
<tr>
<td>The Ontario Literacy Test results show that 20 students (77%) passed in 2012 as opposed to 6 students (60%) in 2011. This increase suggests that the program for literacy has strengthened. Students not passing take the grade 12 Ontario Literacy Course to meet the OSSD Literacy requirement. They</td>
<td>Ontario Literacy Test Ontario Literacy Course Honor Roll</td>
</tr>
</tbody>
</table>
have always been successful in completing this and so, may graduate. In Fall 2013, 30 students achieved honor roll status, a slight increase from Winter 2012 when only 27 students got this award.

Teachers meet to discuss cohort data using data carousels for the common assessment data in English and ESL. The process of studying the data in groups allows for discussion that bridge different subject areas. Cohorts are identified by the year in which they began. Occasionally, attrition in a particular cohort reduces the ability to analyze the data over the long term. However, the analysis using data carousels proves valuable in recognizing which cohorts have greater needs for support to ensure success.

Online instruction options include class blogs on the school Intranet, Reading A-Z, a Brock University math contest (the Caribou Competition), Khan Academy, and IXL (a popular website for practicing and testing math concepts and skills in Language Arts). The school Intranet can be accessed by parents to monitor instruction, but this does not have information on assessment results. Reading A-Z is standards-based to provide grade-level fluency in reading comprehension. This is an individualized program with each student reading at his/her appropriate grade-level. These grade-levels are easily linked to Oxford University Press Bookworms Graded Readers in the independent reading program for grade 10 to ensure that it is individualized appropriately. Each reader has a multiple-choice test that is currently paper-and-pencil. However, in the near future these tests will be offered online. An additional website to support developing readers is www.readtheory.org. It is being piloted with the grade 10s and 11s. The math contest data has only been recently collected, but so far shows that the average results are slightly below that of the global averages. IXL has been used with grade 10 math classes to provide extra practice and opportunities for students to self-check understanding. The teacher can view all results online. If the tests are written unsupervised, then it becomes clear that when there is a discrepancy between those results and their class work which can be addressed. Furthermore, these are learning opportunities not used as a summative assessment. Lastly, Khan Academy is another source of online instruction that provides videos which explain math concepts. The teacher can register students and check their viewing times to ensure that they are being watched. These online instruction features help expand the breadth and depth of learning.

Online blogs developed for a course using WordPress are easily transferred from one teacher to another to enable the sharing of instructional materials. Instructional materials can then be modified and improved to fit the students’ needs. Staff PD has been held thrice annually to encourage teachers to further progress in this instructional approach.

In addition to feedback on percentage grades, students receive feedback on their success in developing six Learning Skills.
which support them in becoming autonomous learners. These categories on the Ontario Report Card include Responsibility, Organization, Collaboration, Initiative, Works Independently, and Self-Regulation. Feedback can be assessed as Excellent, Good, Satisfactory, or Needs Improvement. Staff PD has been held to discuss these categories and encourage reflection on what each means. The TREVLAC mark recording software has provided summary results that average these six categories to assist in analyzing the class results. A variety of opportunities are present for teachers to meet and discuss student performance: staff meetings with PD time, grade-level meetings, department meetings, data carousels, and common assessment meetings.

The ESLRs were revised in the fall of 2007 and further, albeit minor revisions, were made in 2011. Over that timeframe, attempts were made to measure growth in the ESLRs. In particular, since the last self-study report, the school leadership has developed a more formalized process for identifying measures of growth for each of the ESLRs using the Annual Student Survey. It is now possible to assess the degree to which students feel that they understand performance data. For example, the Annual Student Survey asks students to state the extent to which they understand the report card and comments. The results of this question, #27, are divided by cohort. The majority (80%) of students feel that they do understand these - responding with “always” or “usually.” The grade 10 cohorts have poorer results and teachers have had an opportunity to address these during a data carousel. This information has been shared with parents via PTSA reps at two monthly meetings in the past year.

**D2. Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Teachers have a clear process for assessing student performance and progress towards academic goals based on the Ontario Ministry of Education guidelines. Formative assessment is reflected in a term mark that contributes 70% of the final report card mark. A final examination or final project comprises 30% and is a summative assessment in keeping with Ontario standards. The WASC teacher survey found that 100% of the teachers check for understanding during content delivery and 80% use assessment results to...</td>
<td>WASC Teacher Survey</td>
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modify curriculum and instruction. The coursework typically includes individual and group projects, posters, graphing assignments, debates, article analysis, summaries, essays, crossword puzzles, peer editing, audio recordings, skits, PowerPoint presentations, midterm exams, multiple choice questions, laboratory investigations, laboratory reports, unit tests, unit quizzes, vocabulary quizzes, worksheets, portfolios, web pages, journals, pamphlets, and videos. With regards to the assessment of group work, it is worth noting that when group work is summatively assessed, this will be done individually, based on the product of each of the individual group members. All of the aforementioned types of curriculum-embedded assessments are usually equipped with rubrics that conform to the Ontario Achievement Chart in each subject area. The Ontario Achievement Chart is broken down into four levels, with level 3 corresponding to the Ontario Standard of 70% to 79%. Each level has descriptors for the four categories (Knowledge/Understanding, Thinking, Communication, and Application) which will pertain to different skills and content for the particular assessment. The sharing of rubrics within departments assists with consistency and modifications to further enhance student learning.

Test documents are securely stored. All tests are administered by the teachers and proctors are not used. There has never been an instance of cheating as a result of a lack of security for the test documents.

The communication of the ESLRs and assessment results are constrained by student and parent proficiency in English and by the framework of parent/teacher interviews. A formal schedule has been created for parents to meet subject teachers with translators assisting. The entire faculty surveyed thought that this schedule benefits parent/school communication.

The annual inspection of the school by Ontario Ministry officials and the bi-annual onsite visit ensure the adherence to defined course curricula with clear standards. The Ministry Inspection criteria include the requirement that there be a variety of assessment types, as mentioned earlier. As well, the highly-qualified, caring staff, and the compulsory requirement of a literacy test success add credibility and accountability to the program at CIS.

Data for the past five years shows that 100% of graduates continue at a post-secondary institution. This data speaks to the university/college readiness of our graduates. The average number going abroad is 60% over that time period. However, of the 40% continuing their educational studies in Japan, universities such as Temple Japan are included. Temple Japan has a special school/college partnership that enables our graduates to apply at no cost for consideration. It is also one of the several universities which visit our senior high school to hold information sessions (between 4 to 8) on an annual
basis. These are held primarily during the Fall and Winter terms, when the university/college application process is underway. As well, the Graduate Overseas Trip (GOT) is an opportunity for the grade 11 students to travel to Canada and visit the Universities of Alberta, British Columbia, Simon Fraser, and Victoria. Lastly, students attend the University Fair at the Canadian Embassy held every November. Our students not only attend, but also volunteer to assist as translators and guides. Six Columbia International High School Students provided this community service in November 2013. All of these factors help contribute to encourage students to pursue higher education and be university/college ready.

Student feedback is collected via the course survey taken on the last day of each term, three times per year. This survey is used to provide feedback to teachers on student perception of using a variety of formative and summative assessments. Question #1 reports on the teacher’s use of different sources of information and question #2, on the variety of classroom activities. The averages for these were relatively high at 84% and 81% respectively. These results are broken down by teacher and class to enable teachers to adjust their programs appropriately. However, this data is for teachers only and is not shared with parents or students.

Teachers use a Learning Support Form to allow students to set learning goals at the start of the course and at the end of a course according to a checklist (E for Always, G for Usually, S for Occasionally, or N for Rarely/Never) to determine progress. Teachers meet with students to discuss learning goals and suggest ways of improving based on individual needs close to the beginning of the term, and then at the end of the term meet to discuss progress. This process allows for student feedback in monitoring student progress over time. It is based on the six Learning Skills on the report card (Responsibility, Organization, Collaboration, Initiative, Works Independently, and Self-Regulation). The form is bilingual (Japanese and English) to further assist our English Language Learners who may be new to our program, as well as the parents who speak little English. The purpose of this process is to monitor student feedback on their progress in becoming autonomous learners and this can be reviewed by teachers to further develop and modify instruction.

Students complete 30 course credits (18 compulsories and 12 electives) to obtain an Ontario Secondary School Diploma. Each course requires a minimum of 110 teacher/student contact hours. Students must also complete 40 hours of community work and pass the Ontario Literacy test as requirements for graduation. The Ontario Literacy Test is given to grade 10 and grade 11 students. The school achieved very good results in 2013, with a pass rate of 77% that was
higher than the previous year’s rate of 60%. Students who failed must successfully complete the Ontario Literary Course (OLC) offered in grade 12 to graduate. All students who remain with the school through to graduation have successfully completed the OLC.

The development, implementation, and management of the curriculum is defined by how all teachers adhere to and comply with the Ontario standards. While teachers create course syllabi and course outlines, management and accountability of their implementation is controlled by the Ontario Ministry of Education Inspection process.

The school strives to deliver a quality program that reaches all learners. Due to the high ESL population (virtually 100%) and the varied levels of English proficiency that exist within the classrooms, teachers are called upon to continually differentiate content and instructional strategies. Some teachers, on their own volition, have pursued introductory ESL course work and are presently adapting teaching models to address individual needs. ESL qualifications have been obtained by five of the nine Ontario qualified teachers. The school should explore ESL training for all teachers to better meet the needs of ESL students. All course outlines include the Ontario Ministry of Education “Think Literacy” component in which English is integrated across the curriculum.

Business Studies/Information Technology

All students complete courses up to grade 11 offered by this department. This can culminate in Microsoft Office Certification, which is a 1.5-hour test at a Tokyo testing center. They also prepare and present a “Business Venture Plan” that combines theory with practice to add real-world experience to the program. The Business Studies department strongly agrees that instruction is modified using assessment results. Examples of formative assessments include: individual and group projects, posters, graphing assignments, simulations, article analysis, summaries, essays, crossword puzzles, verbal query, daily assignment checks, homework checks, peer editing, PowerPoint presentations, multiple choice questions, reports, unit quizzes, vocabulary quizzes, mastery tests, worksheets, portfolios, web pages, and videos. A variety of summative assessments are given: individual and group projects, midterm exams, reports, and web pages.

English Language Arts

The English department uses a variety of informal assessments: individual and group projects, posters, article analysis, summaries, essays, crossword puzzles, exit cards, verbal query, daily assignment checks, homework checks, peer editing, audio recordings, self-assessment templates, skits, PowerPoint presentations, multiple choice questions,
reports, unit quizzes, vocabulary quizzes, mastery tests, shadow/choral reading, worksheets, and videos. As well the Bookworms Independent reading program has six levels for individual placement. In order to advance to a higher level (lexile), students must obtain an average of 90% on the last five books, and then achieve 90% on a benchmark comprehension quiz for a Reading A-Z reader for that level. To encourage the students to read more on a daily basis, they are expected to read 6 books per term. This data is discussed with the entire faculty as part of the data carousels. 100% of teachers surveyed in this department felt that the discussions were beneficial.

A variety of summative assessments are used in the English Department: individual and group projects, posters, debates, essays, audio recordings, skits, PowerPoint presentations, multiple choice questions, reports, unit tests, and vocabulary tests. For vocabulary tests, an emphasis is placed on Academic Words, those words taken from the readings that are cross-curricular and not subject-specific. Question types on the summative Common Assessment include literal, inferential, and evaluative. Lastly, 100% of the teachers use the results of assessments to modify instruction.

History/Social Science

This department uses a variety of formative assessments: individual and group projects, graphing assignments, essays, peer editing, audio recordings, skits, multiple choice questions, reports, and mastery tests. A slightly greater range of summative assessments is used: individual and group projects, posters, graphing assignments, essays, audio recordings, PowerPoint presentations, multiple choice questions, reports, unit tests, vocabulary tests, pamphlets, and videos. Assessments using Think Literacy (reading strategies, discussions, making notes, reading between the lines, concept mapping, think-pair-share) are incorporated to help support the English Language Learners. Lastly, all of the teachers use the results of assessments to modify instruction on an ongoing basis.

Mathematics

A wide variety of assessment types are used by the math department. Examples of formative assessments include: individual and group projects, posters, graphing assignments, crossword puzzles, verbal query, daily assignment checks, homework checks, PowerPoint presentations, multiple choice questions, laboratory investigations, unit quizzes, vocabulary quizzes, worksheets, and journals. Using the above enables teachers in this department to continually check for understanding. Summative assessments are typically the following: individual and group projects, posters, graphing assignments, PowerPoint presentations, midterm exams,
multiple choice questions, reports, unit tests, vocabulary tests, portfolios, and journals. All of the teachers in the math department agree that the results of these assessments are used to modify instruction.

Physical Education

In the Physical and Health Education Department, a wide variety of formative assessments are assigned: individual and group projects, posters, debates, simulations, article analysis, summaries, essays, crossword puzzles, verbal query, daily assignment checks, homework checks, peer editing, audio recordings, skits, PowerPoint presentations, multiple choice questions, reports, and unit quizzes. Students design and complete their own fitness program. SMART goal-setting strategies are used and developed in a number of courses. On the summative side, the following were indicated: individual and group projects, midterm exams, unit tests, vocabulary tests, portfolios, journals, pamphlets, and videos. Finally, all of the surveyed teachers stated that they use the results of assessments to modify their instruction.

Science

An annual science fair is hosted at Columbia International school every fall with a scientist guest speaker. This inquiry-based activity provides students the highlight of sharing and sparking their interest in science. It exemplifies the project-based nature of assessment. Other types of assessments include: individual and group projects, posters, graphing assignments, debates, verbal query, summaries, PowerPoint presentations, multiple choice questions, laboratory investigations, reports, unit quizzes and tests, worksheets, pamphlets, and videos. All of the teachers in this department modify instruction to improve learning based on the assessment results.

Visual Arts

The Visual Arts program at Columbia International School is portfolio-based, with students developing a host of artistic skills such as line drawing, perspective, application of the colour wheel, and shading, to name a few. Art appreciation and history are assessed using essay writing. Individual and group projects figure prominently in formative and summative assessment. Lastly, the recent teacher survey showed that 100% of teachers modify instruction based on the results of assessments.
D3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the university/college- and career-readiness standards, and the schoolwide learner outcomes.

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<th>Findings</th>
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<td>Because Columbia International School is a private school with onsite management at all levels, there is an efficient link between the allocation of funds, development of interventions, and the use of the four types of data to make informed decisions. The establishment of a School Council has facilitated openness and a sense of community within the school. Office staff assists in the orientation of new families. Parents and students sign agreements at the time of enrollment and student handbooks are distributed. Information packets, which are translated into Japanese, are generated 4 times per year. Classroom teachers are responsible for reporting attendance to the office staff, which in turn makes verifications with the home. Parents are invited into the classroom 3 times per year and meet with the subject teachers for conference sessions on that day as well. Since the last WASC visit in March 2011, there has been a new format, changing the meetings from parents with homeroom teachers, to parents with all three subject teacher. An additional transitions presentation is given to grade 9 parents at the end of the year to prepare them for grade 10. Teachers feel these changes have greatly benefitted parent/school communications.</td>
<td>School Council Meeting Minutes</td>
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<td>The administration (e.g. the Coordinators Council), teachers and office staff have a variety of programs to monitor student progress toward the achievement of Ontario Ministry of Education’s general and specific objectives in all curricula and the ESLRs. Columbia International School monitors progress through midterm and final term reports, the Learning Support program, an early warning notification for at-risk students, Parent-Teacher interviews with open classrooms, adherence to the CIS Student Handbook Regulations, Ontario Secondary School Diploma (OSSD) requirements, graduation rates, community volunteer service (compulsory 40 hours minimum), club participation, participation in athletics, post-secondary institution acceptance rates, term scholarships, Habitat for Humanity participation, annual science fair, attendance, and numerous surveys. Ongoing school activities are shared with stakeholders via the Columbia Times which is produced once per term. In addition to being sent home with students, PDF copies are accessible from the Columbia International School Blog. Updates to the CIS Blog are accompanied by an email notification stating that a new item has been posted. The principal, with support from all stakeholders, gathers data to assess the learning environment and make appropriate decisions at Columbia International School. Since the last self-study in 2010, teachers have taken a more pro-active approach to reaching parents of at-risk students.</td>
<td>Coordinators Council Meeting Minutes</td>
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<td>Learning Support – Parent Notification Letters Binder</td>
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<td>Sign In/Out Sheets, Attendance Log, Parent Contact Log</td>
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<td>CIS Intranet</td>
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<td>Annual Junior Parent Survey</td>
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was felt that by the time the parents contact the school, it is too late and they have already made the decision to withdraw their child. For this reason the *Learning Support Program* was developed.

Several surveys have been taken that provide a picture of how well parents and students feel a part of the assessment and feedback cycle. On a recent survey of Senior parents, grades 10 to 12, the feedback was positive or very positive with regards to stakeholder involvement in assessing and monitoring feedback. 84% of parents surveyed felt that the curriculum was meaningful and had a high quality (Q5). Close to 90% agreed that literacy skills were improving (Q7), but only 64% agreed that was the case with numeracy skills (Q8). 96% of parents felt that the parent-teacher conferences adequately informed them (Q11) and 100% stated that report card comments were informative (Q12). These two nearly-perfect scores demonstrate that the assessment of students is being shared and monitored by these stakeholders.

Lastly, a recent student survey on how students felt they were informed on their progress was fairly positive. The main exception was the current grade 8 students. As well, this group had a poor response on the quality of programs. Nonetheless, it should be noted that all of the other grades showed an improvement, year-over-year, in the top-two categories.

**D4. The assessment of student achievement in relation to the academic standards, the university/college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.**

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<th>Findings</th>
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<td>Columbia International School continues to adapt programs to changes in enrolment and student needs. There are a variety of needs for the ESL population, which can be due to their previous environment of limited English. Students who have attended for several years, but who lag behind their peers, need additional support which means that the timetables need to be individualized. The principal in conjunction with feedback from teachers ensures that all students are in a position to succeed. These decisions are based on formative and summative results that are tied directly to the Ontario Curriculum. Additional resources such as Reading A–Z, <em>Oxford Bookworms</em> Leveled Readers, IXL (for math skills), Khan Academy (for math skills), Office 365, and <em>Encyclopedia Britannica</em>, have been purchased to provide support. All of these resources can be tailored to the individual student’s level and pace.</td>
<td>Master Schedule, Individual Student Timetables, Curriculum Documents, Courses of Study, Meeting Minutes</td>
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Administrative decision making is influenced via a variety of stakeholder meetings: monthly staff meetings, Coordinators Council weekly meetings, Parents Council monthly meetings, Teacher PD sessions, and WASC teacher-leader meetings once per semester on average. These occasions present
opportunities to review student achievement data, the school program, and how resources are allocated.

The PD program receives support from the school and the school’s financial support for PD is acceptable. The total PD budget is roughly $16,000 per year from which one thousand dollars maximum per year may be made available to teachers for their personal professional development (coursework = 50% of tuition costs). A majority of teachers surveyed felt that this was adequate funding. The principal is responsible for distributing these funds based on subjective value judgments. Factors such as the school’s high ESL population is taken into account. However, a small majority of teachers felt that ESL-related PD funding needs to be increased to better meet the needs of our students. The extremely high percentage of ESL students who need professional attention needs to be addressed. A certified ESL specialist is an important consideration. Current programs and teachers would benefit greatly from this level of guidance and ongoing support. Professional organizations and sponsored conferences, such as JASCD, are strongly supported as well as Master’s Degree programs, CPR training, and Ontario Additional Qualifications (AQs) for teachers.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

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

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. High standards are important and are supported through the school’s use of Ontario Ministry of Education curriculum expectations which is a professionally acceptable assessment process.

2. Three times a year at mid-semester, subject teachers meet with parents on Parent-Teacher conference day to provide feedback on student achievement with translators on-hand to assist. Surveys of both teachers and parents found that a high majority agreed this was an area of strength.

3. The analysis using data carousels is valuable in recognizing which cohorts have greater needs for support to ensure success.

4. There is a variety of online instruction options include class blogs on the school Intranet, Reading A-Z, a Brock University math contest (the Caribou Competition), Khan Academy, and IXL (a popular website for practicing and testing math concepts and skills in Language Arts).

5. The school leadership has developed a more formalized process for identifying measures of growth for each of the ESLRs using the Annual Student Survey.

6. Student course surveys reports on the teacher’s use of different sources of information, with a relatively high average of 84%.

7. The Annual Parent Survey showed that 90% of Junior HS parents and 96% of Senior HS parents felt that the parent-teacher conferences adequately informed them.

8. The Annual Parent Survey showed that 100% of parents found report card comments were informative, and this extremely high result demonstrates that the assessment of students is being shared and monitored well by these stakeholders.

Course/Program Request Forms

WASC Teacher Survey On Assessment & Evaluation
Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Staff PD on online instruction needs to continue to encourage teachers to further progress in this instructional approach.
2. The school should explore ESL training for all teachers to better meet the needs of ESL students.
3. A slight majority of teachers felt that ESL-related PD funding needs to be increased to better meet the needs of our students.
4. Annual Student Survey data needs to continue to be shared and discussed with PTSA reps at monthly meetings.
5. More attention needs to be placed on students’ progress in numeracy to strengthen the high achievement of all students.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

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<th>Findings</th>
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<td>Columbia International School implements a variety of strategies and processes for the regular involvement of family, business, industry, and the community in the learning process. This is accomplished through having the school website, open communication between the school office and parents, open communication between administration and parents, open communication between teachers and parents, an involved PTSA, large school events that involve teachers, school staff, students, parents, and members of the greater school community (e.g., local residents and businesses), parent-teacher interviews, and small events that integrate community services with the school.</td>
<td>Parent Survey, Letters from Office Binder, School Website, Columbia Newsletter, PTSA meeting minutes, PTSA newsletter, Christmas Fiesta meeting minutes, Parent-Teacher meeting schedule</td>
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<td>Columbia has a school website that is accessible to all parents, office staff, teachers, and students. This allows all members of the Columbia community to view office blogs, teacher’s online course content, and other information relating to the school which is posted on the website (e.g., sports results).</td>
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The office has a six line phone system with enough staff to take every call from Monday to Friday. There is also staff on for half the day on Saturday. All office staff are bilingual and can answer inquiries in English or Japanese. Two days a week there is Chinese language assistance available for Chinese speaking parents. The office also has a message recording system for regular days as well as special circumstances (e.g., school closures). A letter package is sent out two times per term with 8-10 letter documents that cover all information parents need to know for the upcoming term. A second letter package is sent a month into the term with additional information. All information is in both English and Japanese. An e-mail with a PDF attachment is sent to parents not living in Japan. Parents can also request that information be explained to them over the phone. This can be done in English, Japanese, or Chinese. A newsletter is also sent out once a month. All letters, updates, and reminders are posted to the school website. The office staff keeps a copy of every document mailed out in a binder in the school office. The school has a bulk e-mailing system for sending out important information to parents. This is also used in emergencies. Parents are welcome to visit the office any time.

The principal has an open door policy for parents.

Columbia has an established Parent Teacher Staff Association (PTSA). The PTSA is actively involved in school events like the Halloween and the Christmas Fiesta. There are also two annual events organized by the PTSA that bring parents, students, staff, and teachers together in an informal setting. The PTSA also helps the school to achieve our ESLER’s by sponsoring events that bring in special guests who conduct seminars or organize activities for our students that promote Individual Growth and teach what it means to be a Global Citizen. The Student Survey indicates a generally positive trend among students that field trips and guest speakers inspired or motivated them to make changes in their life. There was one cohort; however, that showed a generally negative trend and didn’t feel that field trips and guest speakers inspired or motivated them to make changes in their life.

The school has also implemented community service into homeroom. Each homeroom spends one day a term cleaning the local neighborhood. Homerooms also conduct one community service activity per year.

The local fire department participates in school fire drills and provides demonstrations on fire extinguisher use and how to use the emergence equipment as well as providing a smoke tent.

Connections have been made between local business and Columbia International School through school events like the Christmas Fiesta.
Formal parent-teacher interviews are conducted 3 times a year. Translators are present to assist with non-English speaking parents. Teachers are encouraged to use these interviews as an opportunity to build positive relationships with parents. On the parent survey, 80% of parents across both divisions indicated a favorable view of parent-teacher interviews and the effectiveness of these interviews in informing parents about their child’s academic and social development and how they can improve. Teachers are also available to meet outside of regular parent-teacher interview times if an appointment is made.

Numerous field trips are planned throughout the year. This is done at both the individual class level and at the whole school level. These field trips are planned with the intention of meeting both Ontario Ministry expectations, as well as the ESLR’s. The Student Survey indicates a generally positive trend among students that field trips and guest speakers inspire or motivate them to make changes in their life. There was one cohort; however, that showed a generally negative trend with 50% of respondents stating they never feel that field trips and guest speakers inspire or motivate them to make changes in their life. As a whole, there is an average of 30% of students who only sometimes feel that field trips and guest speakers inspire or motivate them to make changes in their life. As part of the homeroom process, students are expected to complete one community service activity as a homeroom group once per year. This also ties into the school’s ESLR’s. To date this community service has consisted of cleaning up the local area, including parks and rivers, volunteering at a local old age home and several days volunteering in areas impacted by the 2011 earthquake and tsunami. Students are also required to complete 40 hours of community service to graduate with the Ontario diploma. Over 71% of students feel that working with people in the community has been a good learning experience. The school also participates in Habitat for Humanity. Over the past two years, 24 students have travelled to developing countries to help build homes for families. Students can complete their 40 volunteer hours as part of this program.

Report cards are sent home twice a term and six times a year. Through the percentage based marks, learning skills, and teacher comments parents are informed of student achievement of curriculum expectations. A very high percentage of parents across both divisions indicate that they feel report card comments are informative with 100% of parents in the Junior Program and the Senior Program agreeing or strongly agreeing that report card comments were informative.
A question regarding parental understanding of report card comments was included on the Parent Survey. 100% of parents in the Junior Program and the Senior Program agree or strongly agree that report card comments are informative.

It is important that the school effectively communicates to parents and the school community student achievement of the academic standards/school wide learner outcomes through the curricular/co-curricular program. Data from the parent survey indicates that parents understand and find the comments informative.

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

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<th>Findings</th>
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<td>On the Parent Survey most parents agreed that the school is clean and properly maintained with over 80% of parents in the Junior Program agreeing or strongly agreeing and over 85% of the parents in the Senior Program agreeing or strongly agreeing. There were 6% of parents in the Junior Program that disagreed. The Parent Survey also showed parents viewed Columbia as a safe and comfortable environment for their child to learn, join activities and make friends as over 90% of parents in the Junior Program agreed or strongly agreed with this statement and 100% of parents in the Senior Program agreed or strongly agreed with this statement. Columbia conducts a disaster drill once per term to prepare students to evacuate the building in case of earthquake or fire. The school also has a systems check (e.g., fire alarms, extinguishers) twice per year. All classrooms have an evacuation plan on the wall. The school has emergency supplies (e.g., blankets, dry non–perishable foods and water for each student for 3 days) contained in a storage container in the school parking lot. The school is in the process of establishing a school safety committee that will be in charge of emergency planning. The school has an AED in gymnasium. The school has a full time nurse and two teachers and one office staff member are CPR &amp; First Aid certified.</td>
<td>Parent Survey, Emergency Supply List, Self Fire Extinguishing, Fire Protection and Evacuation Drill Report, Nurses Log, Accident Reports to Insurance Company, Health Check Form Copies, Allergy and Medical History Report Folder, E-mails from nurse, AED Battery / Pad Expiration Card, Cube Janitorial Service Monthly Invoice, Cube Communication Booklet,</td>
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</tbody>
</table>
The school has a full time nurse who deals with all health related issues in the school. Every time a student sees the nurse, she records the information and writes a note outlining the nature of the incident. The note is sent home with the student to the parent. For any serious injury or sickness an accident report is filled out and sent to the school insurance company. Serious cases are referred to the school doctor, Dr. Yokoyama, who also receives all health check information. A health report is also sent out every month to the Tokorozawa Health Center. The nurse also tracks any outbreaks (e.g. flu) and keeps doctors’ notes for students that miss school due to illness. The nurse also keeps a record of allergy information and medical records for every students in the school, including mental health issues. As well, she has a copy of every students’ annual health check results. Relevant information is passed along to homeroom teachers and subject teachers. The school receives information from the Saitama Registration Office about anything related to the high schools in Saitama, including health information. This information is then translated and then e-mailed out to school staff. The nurse has a first aid kit at her desk as well as a sanitizing kit and a material for disposing of any possibly contagious items. The nurse checks the school AED every morning when she arrives at the school and makes a note of the battery and pad expiration dates.

The school contracts out school cleaning to a janitorial company. The company is called Cube. The company usually supplied 4 janitorial staff from 3:00 to 5:00 Monday to Friday. The office makes a note of any specific cleaning requests and these are passed along to the company.

Columbia International School has a strong relationship with the local police and the school is often contacted by telephone by the local police box whenever there is an incident in the community. Columbia students are taught to go to the police box if they have any problem. Whenever the school phones the police number (11-10) a record is kept by the police. This record is not available to the school unless it were to pertain to a legal matter.

The school is protected by a security system comprised of motion detectors, magnetic detectors, and smoke detectors. This security system is serviced by the security company Alsok. Alsok also maintains the school’s AED.

One staff member rides on each of the Columbia buses as an attendant both in the morning and after school to ensure the safety of students who ride the bus.

Columbia has a web filtering service that blocks out social networking sites, game sites, and pornography sites. All student computers have mandatory security software installed. The shared storage sites are monitored / scanned by a security program. The school's online security environment is in a sub domain that is blanketed by security software.
The purpose of the Homeroom Program is to develop a trusting relationship between students and their homeroom teacher. To accomplish this, homerooms complete a variety of team building/initiative games, as well as complete homeroom volunteer activities. The purpose of the Homeroom/Teacher advisor program is to establish a relationship of trust between students and an adult in the school (e.g., teacher advisor). The Homeroom Program also ties into the ESLR’s as it offers opportunity for Individual Growth and Community Participation. Most students feel that if they have a problem or questions, there are adults in the school that they can go to for support; however, there was one cohort that felt a lack of adult support within the school with 44% answering they felt there was sometimes or never an adult they could go to for support. The majority of students feel their homeroom teacher makes an effort to get to know them personally, but there were two cohorts 44% felt their homeroom teacher only makes an effort to get to know them sometimes.

Administrators, teachers, office staff members, and the PTSA all contribute to a supportive, collegial school culture where students feel comfortable and that they are valued. The Parent Survey showed parents viewed Columbia as a safe and comfortable environment for their child to learn, join activities and make friends as over 90% of parents in the Junior Program agreed or strongly agreed with this statement and 100% of parents in the Senior Program agreed or strongly agreed with this statement. Perception data from the school survey shows that most students feel that they are accepted for who they are as an individual by other students in the school, with an average of 67% this year and 77% of students last year responding usually or always to this statement. This decrease is the result of low results in the Junior Program. The Junior Program has the lowest percentage with only 54% of students last year responding usually or always. Most students also felt they are accepted for who they are as an individual by teachers in the school. Data from the Student Survey over the past two years shows an average of 67% of students answered always or usually to this question. Again, the percentage in the Junior Program was significantly lower than the school average with 60% responding usually or always. There was also one cohort in the Senior Program who only had 50% of students responding usually or always. Data also indicates that most students feel they are having a positive experience with the other students at the school with an average of 80% of students agreeing or strongly agreeing. This is reflective of the school administration’s policy of creating a supportive and caring environment, so students feel comfortable and can focus on learning.

Columbia is a uniform school and students are expected to wear the uniform properly. Teacher also are expected to adhere a dress code.
The school administration has implemented a policy of creating a supportive and caring environment, so students feel comfortable and can focus on learning. The Homeroom Program is in place to promote a relationship of trust between homeroom students and the homeroom teacher. Homeroom teachers schedule meetings with students every Thursday to discuss academics, social, and other issues the students would like to discuss. This has helped to establish a trusting relationship within the school where students have someone to go to when they have a problem. This is supported by the data as results from the student survey indicate most students feel that if they have a problem or questions, there are adults at the school that they can go to for support and the majority of students feel their homeroom teacher makes an effort to get to know them personally. Data also shows that students feel

By addressing the social-emotional component of the school, Columbia has created an atmosphere where students feel safe and comfortable and thus can focus on learning. Although the data was generally positive there seems to be some issues in the Junior Program with feelings of acceptance within the school. As well, the data seems to indicate a percentage of students lack a trusting relationship with an adult in the school.

### E3 & E4. School Culture and Student Support Criteria

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A number of personal support services are available to students of Columbia International School. The first is the homeroom teacher / teacher advisor. Office staff members are also available and willing to talk to students. A member of the office staff with training in the field also serves as a guidance counselor; however, this is not a formal position and there is no established system in place for students who need personal counseling; however, students who are identified as being in need of counseling are referred to their local city health office. Guidance Coordinator helps manage individual programs, credit requirements, with principal and teacher input. Guidance Coordinator has an open door policy and students can go to him about university / career planning whenever they wish. The office guidance team has two members that are available at various times throughout the day to help students deal with their career planning. Office staff helps with transition from Japanese to North American approach. Guidance Overseas Trip (GOT) has been established to let students experience life abroad.</td>
<td>Student University Destinations Excel Spreadsheet,</td>
</tr>
</tbody>
</table>
Columbia International School follows the Ontario Curriculum. The majority of courses offered in the Senior Program are University Preparation Courses. This is reflected by our student body with 70% of our students planning to study overseas. Although two years ago 30% of students indicated they were not sure what they would do after graduation these numbers dropped for each cohort the following year. This would seem to indicate that students are becoming surer of their future plans as they approach graduation. To graduate from the school with the Ontario Diploma students must complete 30 credits. Credits are tracked within the homeroom program and by the Guidance Coordinator. According to the student survey, most students feel confident that they can study overseas. This is also supported by the data collected as over 90% of graduating students go on to college/university. The Guidance Coordinator makes a presentation at the beginning of grade 12 for the students and parents that outlines the expectations for graduation. The Guidance Coordinator also meets with the grade 12’s periodically throughout the year to help them track their credits and volunteer hours. This information is tracked. Columbia has an excellent track record as over 90% of graduating students go to college/university. Since data has been tracked about 47% of our graduating students have went overseas to study while about 53% have stayed in Japan to study. A lot of our students are accepted into top universities overseas and in Japan.

With the exception of a few students, our student body is made up of entirely ELLs. Due to the nature of our school, students will need ESL assistance – accommodation – in every class until they graduate. Our high school program (grade 10 to grade 12) is made up of two streams: those students who have attended our school from elementary/junior high school or enter the school with a high proficiency in English – English stream – and those students who enter the school in grade 10 or upon entering grade 10 are identified as needing additional ESL support – ESL stream. The students in the English stream will take ENG 2D in grade 10 and then subsequently ENG 3U and ENG 4U in grade 11 and 12. The students in the ESL stream will take a full year of Ontario ESL courses in grade 10. The ESL stream students will concurrently take ESL BO / ESL CO in term 1, ESL CO / DO in term 2, and ESL DO / ESL EO in term 3. While taking the intensive ESL program, students also have the opportunity to take mainstream classes. As a result, students transferring from the ESL stream to the English stream within one year will graduate with their peers. The goal of the ESL stream is to provide extra language support and prepare students to enter the English stream. Although we don’t have enough data to accurately gauge if this program, which is fairly new, is preparing our students for the English stream we should be Common Assessment Data - Pending
able to examine data over the next several years and evaluate if our students are effectively transitioning from the ESL stream to the English stream. One way we will be able to assess the students is to monitor and collect data on individual students: how quickly are they transitioning from the ESL program to the English program and how successful they are once they enter the English program. Some of this data will be gathered through our school’s common assessments, which are given every term in the ESL / English classes and will allow us to measure how individual students entering the English program perform compared to their cohorts already in the English stream. We can also look at our student reading profiles and see how the students in the ESL stream progress in their reading stages. The Ontario Literacy Test results will also give us some feedback on the effectiveness of the ESL program as we will have a better idea of the areas we need to focus on.

The school has implemented a Learning Support Program. Students who are at risk of not earning a credit are identified at the end of the 3rd week of the term. A form is filled out and signed by the teacher. This form is translated by the office staff and then sent home to the parents to be read and signed by the parent and the student. Returned forms are kept on file and data is tracked. According to the most up to date data, the average success rate of the program (e.g., students earn the credit) is 50%.

There is a peer-helping program that enables students, in grades 9 through 12, who mentor to obtain community volunteer hours. The mentoring program started in March 2006 but at that time was only for math students. Since that time, senior students (grades 11 or 12) have been the student leaders and assisted with the overall running of the program. In addition, in the spring of 2008, the program expanded to ESL, and then in the past two years has encompassed all subject areas. Since Fall 2009, it has encompassed all subject areas and the Elementary school was added. This has grown substantially so that at the present time there are 12 students in grades 1 to 5 who are paired up with a Jr. or Sr. student once a week. The program is designed to provide academic help for those students identified as “at-risk” or who have approached the program voluntarily or teacher-recommended.

In 2010, a mentor survey was completed by 10 students who have participated in the program for up to 2 years. They have approximately 150 hours in total. In 2013, this was completed by 20 students who have participated in the program for up to 4 years. They have approximately 600 hours in total. There has not been enough data collected over time to correlate between students who have entered the mentoring program and report card marks. However,
perception data of mentors indicates that the program is benefitting those students in need. The next step for the program is to improve its data collection process.

Columbia International School follows the Ontario Curriculum. Due to Columbia’s small size there is some limitation in course selection with courses often offered only once per year, and in some cases not offered at all. Students do have the option of taking online courses if a course they want is not offered by Columbia International School. To accommodate differences in student English ability the school has two streams (e.g., English and ESL) as well as an ESL support program. Columbia also offers a two week ESL summer course for Columbia students who need extra support. Students can also take online courses through Ontario Ministry Documents, Course Profiles, Master class schedule.

Students have club activities on Wednesday afternoon. Columbia also offers a variety of after school programs. Data from the Student Survey indicates that 75% of students feel club activities have a positive impact on their confidence. The school has numerous extra-curricular activities. Data from the Student Survey shows consistent participation through the grades and an overall positive trend with 75% of students indicating they felt school programs had been a positive experience for participating with other students in terms of sharing, cooperating, conflict resolution, goal-setting, achieving goals, communicating ideas and feelings. 76% of students felt that there was an extra-curricular activity offered by CIS that meets their interests.

The student survey is used to evaluate the level of student involvement in curricular/co-curricular activities, as well as student use of support services. Data for students at risk is tracked through the Learning Support Program.

The school has an annual Student Survey were students respond to several questions relating to the effectiveness of student support services. Student responses to these questions provides feedback on the student view of student support services. Representative of the student council often are invited to participate on school committees.

Results of the Student Survey are analyzed by teachers and successes and challenges are identified.

Although the student survey allows students an opportunity to comment on their view of student support services, more direct involvement, such as consultation with student representatives may be beneficial.

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs
Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- The school implements strategies and processes for the regular involvement of family, business, industry, and the community.
- Information is provided to parents in a variety of ways and multiple languages, involving all parents.
- The school has an established PTSA that plays an active role in the school, especially school events.
- The school is a safe, clean, and orderly place that nurtures learning, including internet safety.
- The school leadership has implemented two streams and an ESL support program which allows access to and progress in a rigorous standards-based curriculum.
- The school offers a variety of club activities to develop Individual Growth.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- A higher than expected number of students aren’t inspired or motivated by field trips and / or guest speakers. Individual teachers and the school may want get more student input on the choice of field trips and / or guest speakers.
- Some students in the Junior Program do not feel they are accepted for who they are as an individual by other students in the school and students in the Junior Program tend to feel less accepted than students in the Senior Program for who they are as an individual by teachers in the school. The school should review the programs in place to support the Junior High School students.
- Although the number decreases as students approach grade 12 there are still many students who are not sure what they will do when they graduate, including 14 % of grade 12’s over the past two years. Although under 20 % represents a success, a challenge for the school would be to try and reduce this percentage to under 10 %.
- The school lacks a formalized personal counseling service. Although there are members on staff who fulfill this roll, the system needs to be more formalized, so that everyone is aware who to direct students to who may need counseling services.
- Course selection is limited due to the small size of the school. The school may want to explore ways to diversify the course offerings. (e.g., online courses, summer programs).

Areas of Growth Needs

1. The school needs to align ESLRs with courses and expectations more effectively and consistently, and be more transparent on how the achievement of the ESLRs is being measured and the results of these measurements.
2. The collection of data needs to be expanded to other programs and a systematic process for consistently using data for decision making needs to be implemented.
3. A systematic process for including all stakeholders to discuss school data as on on-going element of school culture needs to be implemented.
4. The school needs to further investigate its efficacy of ESL support vis-à-vis additional programs and ESL focused training for staff.
5. A continued focus on funding and implementation of technology and on-line resources for courses, and programming in some courses.
6. The school reviews non-digital classroom resources for relevancy and quality, replacing resources where necessary.
7. The school needs to review and investigate the social development of Junior High School students and implement programs or initiatives which facilitate their growth.
8. More data needs to be collected for other programs and a process to use of data to make decisions should be implemented. Annual Student Survey data needs to continue to be shared and discussed with PTSA reps at monthly meetings. Teachers need to measure impact of professional learning on student learning more consistently and accurately.
9. There are no on-going remedial programs during regular school and remedial summer school English courses available which have high student-teacher ratios.
10. More funding for technology and programming courses
11. New textbooks for some courses
12. The school should explore ESL training for all teachers to better meet the needs of ESL students.
13. Some students in the Junior Program do not feel they are accepted for who they are as an individual by other students in the school. Students in the Junior Program feel less accepted than students in the Senior Program for who they are as an individual by teachers in the school.
14. Although the number decreases as students approach grade 12 there are still many students who are not sure what they will do when they graduate, including 14% of grade 12’s over the past two years.
**Chapter V: School-wide Action Plans**

**GOAL:** To align ESLRs with courses and expectations, and programs more effectively and consistently, and be more transparent on how the achievement of the ESLRs is being measured and the results of these measurements.

**RATIONALE:**
Although ESLRs are addressed in assemblies, school literature, connected to data sources, posted in classrooms and are addressed by teachers, they need to be more clearly measured and communicated.

**ESLRs:** Academic Growth, Individual Growth, Community Involvement, Global Citizen

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s) Involved</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratify revised ESLRs.</td>
<td>Principal WASC Coordinator Focus groups</td>
<td>WASC Reports Student, teacher, and course, surveys Course Outlines Teacher Interviews</td>
<td>Meetings Interviews PD day</td>
<td>Term 1 2017</td>
<td>Action Plan Staff meeting School Newsletter School website</td>
</tr>
<tr>
<td>Communicate ESLERS to stakeholders</td>
<td>Principal, teachers, office staff</td>
<td>Program Documents Student, teacher, and course, surveys Course Outlines</td>
<td></td>
<td>Term 1 2017</td>
<td>Classroom and school posters School newsletter and website</td>
</tr>
<tr>
<td>Curriculum map ESLR goals to focus on each term.</td>
<td>Principal Teachers</td>
<td>ESLRs Course Outlines Student, teacher, and course surveys Assessments</td>
<td>Interviews Surveys On-going reviews</td>
<td>2017-2018 calendar year</td>
<td>Classroom and school posters School newsletter and website</td>
</tr>
<tr>
<td>Explore strategies to implement ESLR goals and how it is measured to facilitate student success</td>
<td>Principal Teachers</td>
<td>Program Documents Course Outlines</td>
<td>Assessments Interviews Surveys On-going meetings and reviews</td>
<td>2017-18 calendar year</td>
<td>Staff meetings Email Focus groups meetings</td>
</tr>
<tr>
<td>Measure ESLR impact on student learning</td>
<td>Teachers Focus groups</td>
<td>Measurement tools</td>
<td>Measurement tools</td>
<td>2017-18 calendar year</td>
<td>Staff meetings School website and newsletter</td>
</tr>
<tr>
<td>Align scholarship to Student ESLER success</td>
<td>Principal teachers Administration</td>
<td>Scholarship rubric</td>
<td></td>
<td></td>
<td>Assemblies, School website and newsletter</td>
</tr>
</tbody>
</table>
**GOAL:** To collect data for all school programs and implement a systematic process for consistently using data for decision making.

**RATIONALE:**
The data collection process has revealed that there are programs that do not collect information in a meaningful and purposeful manner in order to measure the growth of students partaking in the program.

**ESLRs:**
Academic Growth, Individual Growth, Community Involvement, Global Citizen

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s) Involved</th>
<th>Resources</th>
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<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review programs that do not currently collect data to measure the success of students.</td>
<td>Principal WASC Coordinator Focus groups</td>
<td>Program documentation and coordinators.</td>
<td>Summary Report on findings</td>
<td>Term 2 2017</td>
<td>Summative report</td>
</tr>
<tr>
<td>Develop sources of data collection, data dashboard</td>
<td>Principal Focus groups</td>
<td>Current data sources</td>
<td>Meetings Interviews</td>
<td>2017 Calendar Year and On-going</td>
<td>Staff meetings, School Council meetings</td>
</tr>
<tr>
<td>Implement a systematic process to collect and analyze data.</td>
<td>Principal Teachers PTSA Students</td>
<td>Current data sources</td>
<td>On-going reviews</td>
<td>2017 Calendar Year and On-going</td>
<td>PTSA newsletter / meeting, Columbia website, staff meetings, School Council meetings</td>
</tr>
</tbody>
</table>
**GOAL:** To implement a systematic process for including all stakeholders to discuss school data as an on-going element of school culture.

**RATIONALE:**
The WASC Self-Study process has revealed that stakeholders would find it beneficial to have a data review system which is inclusive and systematic.

**ESLRs:**
Academic Growth, Individual Growth, Community Involvement, Global Citizen

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<tr>
<th>Task</th>
<th>Responsible Person(s) Involved</th>
<th>Resources</th>
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<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an annual calendar to identify dates for PD,</td>
<td>Principal</td>
<td>School calendar</td>
<td>Revised calendar</td>
<td>Term 1 2017</td>
<td>Email Staff</td>
</tr>
<tr>
<td>departmental, leadership, school and student council</td>
<td>WASC Coordinator</td>
<td></td>
<td></td>
<td></td>
<td>meetings Media</td>
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<tr>
<td>meetings</td>
<td>Teachers</td>
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<td>PTSA</td>
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<td></td>
<td>Students</td>
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</tbody>
</table>
GOAL: To further investigate the efficacy of ESL support vis-à-vis additional programs and ESL focused training for staff and implement programs and policies that support the language development of ELLs.

RATIONALE:
Although the school has continued to address the needs of its ELL students by revising streams and individual teachers taking the initiative to participate in ESL professional development, the school can continue to investigate potential support programs and faculty can focus on English literacy development within all subject areas.

ESLRs:
Academic Growth

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<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Review historical results of the Ontario Secondary School Literacy Test (OSSLT), test administration and test support</td>
<td>Principal WASC Coordinator, Language Department Teachers</td>
<td>Course outlines, Academic Calendar</td>
<td>Stakeholder meetings</td>
<td>Term 1 2017</td>
<td>Summative report</td>
</tr>
<tr>
<td>Determine English language literacy development goals in all courses offered at CIS that align with ESLRs or the OSSLT</td>
<td>Principal Teachers</td>
<td>Course outlines and assessments, Think literacy program strategies</td>
<td>Stakeholder Meetings, Achievement data</td>
<td>Term 1 2017</td>
<td>Course achievement data, Report cards, Faculty meetings, School Council meetings</td>
</tr>
<tr>
<td>Implement ELL support programs dependent on programs assessment results and efficacy of programs.</td>
<td>Principal Teachers</td>
<td>Current program documentation</td>
<td>Stakeholder Meetings, Achievement data, Surveys</td>
<td>Term 2 2017</td>
<td>Course achievement data, Report cards, Faculty meetings, School Council meetings</td>
</tr>
</tbody>
</table>
GOAL: To focus on funding and implementation of technology and on-line resources for courses, and programming in some courses.

RATIONALE:
Teacher surveys revealed an interest in continued progress on the application of technology in instructional practices.

ESLRs:
Academic Growth, Individual Growth

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<tr>
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<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess current use of technology in classroom</td>
<td>Principal Focus groups Teachers</td>
<td>Course outlines, Course Surveys, Teacher Surveys</td>
<td>Faculty meetings</td>
<td>Term 1 2017</td>
<td>Meeting minutes</td>
</tr>
<tr>
<td>Resource elementary computer program</td>
<td>School administration</td>
<td>Teacher surveys</td>
<td>Faculty meetings</td>
<td>Term 1 2017</td>
<td>Invoice of purchase order</td>
</tr>
<tr>
<td>Curriculum map core technology learning goals for each division</td>
<td>Principal Focus groups Teachers</td>
<td>Course outlines, Course Surveys, Teacher Surveys, PD Funding</td>
<td>Faculty meetings</td>
<td>Term 1 2017</td>
<td>Faculty meetings, division meetings, course outlines, meetings minutes</td>
</tr>
<tr>
<td>Measure the impact on student learning of the strategy</td>
<td>Principal Focus groups Teachers</td>
<td>Online programs, Software programs, Technology funding</td>
<td>Achievement data Surveys</td>
<td>Term 3 2017-18</td>
<td>Faculty meetings, Achievement data Surveys</td>
</tr>
</tbody>
</table>
**GOALS:** To review non-digital classroom resources for relevancy and quality, replacing resources where necessary.

**RATIONALE:**
Teacher surveys and interviews revealed that there is a need to update non-digital resources in some subjects.

**ESLRs:**
Academic Growth, Global Citizen

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<tr>
<th>Task</th>
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<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create master list of core non-digital resource materials</td>
<td>Principal Teachers Support staff</td>
<td>Office records</td>
<td>Master list</td>
<td>Term 1 2017</td>
<td>Master list</td>
</tr>
<tr>
<td>Assess non-digital resources needs</td>
<td>Principal Teachers</td>
<td>Course outlines Teacher Surveys Parent Surveys</td>
<td>Faculty meetings</td>
<td>Term 1 2017</td>
<td>Summative report</td>
</tr>
<tr>
<td>Create a purchasing plan</td>
<td>Principal Teachers</td>
<td>Trillium list Education publishers</td>
<td>Faculty meetings</td>
<td>2017 Calendar Year and On-going</td>
<td>Faculty meetings School Council meetings Email</td>
</tr>
</tbody>
</table>
**GOAL:** To review and investigate the social development of Junior High School students and implement programs or initiatives which facilitate their growth and to expand efforts teaching character development to sustain the positive learning climate appreciated by all students.

**RATIONALE:**
Student surveys showed lower responses for junior high students on some items compared to the higher grades. Although it is understood that this age group undergoes more social and emotional development, it is important to investigate the results further and determine if programs and initiatives are best serving the junior high division.

**ESLRs:**
Academic Growth, Individual Growth, Community Involvement, Global Citizen

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<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote positive learning environment philosophy</td>
<td>Principal, teachers, students, school community</td>
<td>Ministry documents, Edugains, PD site</td>
<td>Interviews, Surveys, On-going meetings and reviews</td>
<td>2017 ongoing</td>
<td>Internal professional development, staff, leadership meetings, school council, Posters, assemblies</td>
</tr>
<tr>
<td>Provide opportunities for students to manage behavior</td>
<td>Principal, Teachers, Students</td>
<td>Course curriculum, Visible learning program, Character logs</td>
<td>Course assessments</td>
<td>2017 ongoing</td>
<td>Report cards, Parent teacher interviews, Character logs</td>
</tr>
<tr>
<td>Map character and learning skills focus aligned with ESLERS that facilitate positive growth in junior high school</td>
<td>Principal, Jr teachers</td>
<td>Course curriculum, Ministry resources, Character logs</td>
<td>Character and learning skills curriculum map</td>
<td></td>
<td>Share character and learning skills curriculum map</td>
</tr>
<tr>
<td>Measure the impact on student character growth</td>
<td>Teachers Focus groups</td>
<td>Student and Course surveys, course assessments</td>
<td>Term 3 2017-2018</td>
<td></td>
<td>Report cards, Parent teacher interviews, Character logs</td>
</tr>
</tbody>
</table>
GOAL: The administration strengthens organizational communication to ensure efficient and effective operations.

RATIONALE:
The WASC Self-study visiting committee identified this as a critical area in their 2014 Visiting Committee Report.

ESLRs:
Academic Growth, Individual Growth, Community Involvement, Global Citizen

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s) Involved</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Methods to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen the use of running records and minutes through shared Google documents</td>
<td>Staff and Focus groups</td>
<td>Documentation Staff Teachers</td>
<td>Coordinators Council</td>
<td>2017-18 Calendar Year</td>
<td>Faculty meetings School Council Focus groups</td>
</tr>
<tr>
<td>Strengthen the use of the school’s Social Network Sites for communication</td>
<td>Focus group</td>
<td>School media</td>
<td>Impact Surveys</td>
<td>2017-18 Calendar Year</td>
<td>Faculty meetings School Council Focus Groups</td>
</tr>
</tbody>
</table>
**GOAL:** The administration and teachers expand professional development about effective instructional strategies, such as visual learning, to implement practices informed by data.

**RATIONALE:**
The WASC Self-study visiting committee identified this as a critical area in their 2014 Visiting Committee Report.

**ESLRs:**
Academic Growth, Individual Growth, Community Involvement, Global Citizen

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<tr>
<td>Support learning and training in the areas of visible learning and data driven decision making.</td>
<td>Administration</td>
<td>Current PD program Professional Affiliations PD workshops in Tokyo</td>
<td>Faculty meetings PD program observations and self-reflections</td>
<td>2017-18 calendar year</td>
<td>PD Program Progress Reports</td>
</tr>
<tr>
<td>Implement visible learning and data strategies for teaching and program purposes.</td>
<td>Administration Teachers</td>
<td>Training Sources: Edu gains PD site, Visual learning text and resource materials</td>
<td>Observations and self-reflections. Student course surveys</td>
<td>2017-18 calendar year ongoing</td>
<td>Summative report Faculty meetings School Council meetings PD Progress Reports</td>
</tr>
</tbody>
</table>
Chapter VI: Parents Survey

1. Columbia is a safe and comfortable environment for my child to learn, join activities and make friends.

2. The school is clean and properly maintained.
3. Columbia offers a high quality and meaningful curriculum.
Follow-up Process

The goal of the follow up process is to ensure that the Action Plan is followed through and meeting timelines so that Columbia International School continues to provide students with an environment where they can achieve all ESLRs.

The Principal and Leadership Team shall be the primary persons responsible for ensuring that the process for implementation of the Action Plan is carried out. The follow up and implementation will be accomplished through the following steps:

1. The Action Plan will be addressed at each staff, coordinator’s and school council meeting starting from April 2015 to ensure that all stakeholders are aware of the plan and the persons responsible for its implementation.
2. The Action Plan will be published on the school website for the first time in the spring of 2015. It will then be published once a year, and whenever revisions are made.
3. The group or groups responsible for the specific steps of the Action Plan will report their progress to the Leadership Team at the beginning of each term. The Leadership Team will analyze progress and suggest the next steps to be taken, as well as the resources necessary. The Leadership Team will then communicate this report and resulting suggestions to the entire staff and school community via staff and School Council meetings, the newsletter, and website. All stakeholders will have an opportunity to make suggestions for implementation and revision.
4. At the staff development days preceding the beginning of each school year the Action Plan and ESLRs will be analyzed and revised as needed, in order to set annual goals.