



East-West International School

ACS WASC

Mid-Cycle Progress Report

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Kingdom of Cambodia

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

School Accreditation Summary

East-West International School was founded in September 2006. Its vision was to provide an affordable, international education for primarily, but not exclusively, Cambodian children.

East-West International School has an enrollment of 468 students from Nursery to Grade 12. The school opened in September 2006 and graduated its first senior class in June 2014. East-West is accredited by the Cambodian Ministry of Education, Youth and Sport (MoEYS) and the Western Association of Schools and Colleges (WASC). East-West International School is an independent, nonsectarian, coeducational, day school that provides a blended international curriculum from Nursery to Grade 12 for students of a variety of nationalities. The school is governed by a School Board with input from the School Leadership Team, the Student Council, staff, and the school community, including parents. The school operates under the umbrella of its parent company, the Newton Thilay Community Group (NTC Group).

East-West was initially granted WASC accreditation in 2013 for its entire program from Kindergarten through Grade 10, which was, at the time, the highest grade level at the school. East-West added its 11th and 12th grades over the next two years as the students moved up. We held our first graduation in June 2015.

In 2016, we welcomed WASC Visiting Committee members to campus for our mid-cycle review. Accreditation was extended through the 2018-2019 school year, though no mention was made of the fact that the school had graduated students already without having accreditation through to Grade 12.

In 2019, East-West underwent its second Self-Study, producing a report and welcoming a WASC visiting committee to our campus. East-West was granted probationary accreditation for two years (Kindergarten to Grade 10). The East-West leadership reached out to WASC during the 2019-2020 academic year in an attempt to extend the school's accreditation throughout the full program, from Early Years to Grade 12 through a substantive change visit. The school produced a [Substantive Change Report](#) and was preparing to welcome a representative from WASC in March 2020 in an effort to receive full, albeit probationary, accreditation for its entire academic program but the visit had to be canceled due to the effects of the COVID-19 pandemic. Instead, the school submitted its [2019-2020 International Interim Report](#) in September 2020.

During the 2020-2021 academic year, East-West held two separate virtual visits:

- The first was the rescheduled Substantive Change Visit. This took place in December 2020 with Mr. Stephen Massiah. Though the visit initially was [three days](#), communication between Mr. Massiah and the school was ongoing throughout the year, and a concluding meeting was held in May 2021. East-West was informed in July 2021 that we had been granted full accreditation - from our Nursery program to Grade 12 - as a result of this visit.
- The second visit was based on the [Probationary Progress Report](#) and was held two years after our most recent Self-Study with Dr. Marilyn George and Ms. Karen O'Neill. Dr. George was familiar with East-West from previous visits to the school, and Ms. O'Neill served as a visiting committee member during the 2019 Self-Study. This two-day visit was held virtually due to the covid pandemic as well. As a result of this visit, some of which overlapped with the Substantive Change topics, East-West International School's accreditation was extended from probationary to the full-term through June 30, 2025.

East-West is hosting a virtual Mid-Cycle Visit on April 4-5, 2022 with Dr. Gary Robson and Mr. John Tucker. Both members of the Visiting Committee were on the 2019 Self-Study Visit.

Guiding Statements

Mission

East-West International School is a community of students, educators, staff, and parents striving to achieve excellence in a caring environment.

It is the mission of East-West to develop responsible global citizens who are creative problem solvers, lifelong learners, effective communicators, and active community members.

Vision

It is the vision of East-West to provide each and every student the opportunity to learn, to be challenged, to be creative, to think critically, to know acceptance, and thus to provide a strong foundation for further study and/or work in an ever-changing world. East-West is dedicated to academic excellence. By making learning relevant and appropriate, East-West hopes to instill in each child a lifelong love of learning and the ability to solve problems creatively. East-West also wishes that each student learns about and appreciates Cambodian culture and language, as well as other cultures of the world, thus giving them a global perspective so that each becomes a responsible world citizen and a contributing member of society. Respect for cultural differences, language, and background of all who *are* the East-West community is an everyday expectation which engages students in the realities of this global perspective. East-West strives to become a leading educational institution, both locally and internationally.

East-West International School students are:

C reative Problem Solvers	Who: <ul style="list-style-type: none"> ● Identify strengths and weaknesses and set goals ● Collect, evaluate and use information from different sources ● Demonstrate higher order thinking skills
L ifelong Learners	Who: <ul style="list-style-type: none"> ● Are curious and open to new learning experiences ● Organize and take responsibility for their own learning ● Stick with a task until it is completed ● Use failure and mistakes as learning opportunities ● Apply their learning to real life situations ● Balance social, emotional and physical wellness
E ffective Communicators	Who: <ul style="list-style-type: none"> ● Communicate verbally with confidence in more than one language ● Listen and respond appropriately to others ● Express thoughts, ideas and knowledge in writing and other ways
A ctive Community Members	Who: <ul style="list-style-type: none"> ● Value other people and different points of view ● Are fair, just and inclusive ● Work cooperatively with peers in and out of the classroom ● Participate actively in community life at school and outside school
R esponsible World Citizens	Who: <ul style="list-style-type: none"> ● Respect our common humanity ● Take responsibility for the shared guardianship of the planet ● Strive to create a better and more peaceful world

Student Data

468 students are enrolled at East-West International School as of December 1, 2021. This includes the following enrollment, by grade:

- Nursery: 0
- Preschool: 1
- Prekindergarten: 6
- Kindergarten: 15
- Grade 1: 24
- Grade 2: 21
- Grade 3: 30
- Grade 4: 37
- Grade 5: 27
- Grade 6: 37
- Grade 7: 45
- Grade 8: 50
- Grade 9: 41
- Grade 10: 33
- Grade 11: 52
- Grade 12: 49

Overall	2018-19	2019-20	2020-21	2021-22
Early Years (Nursery, Preschool, Pre-Kindergarten, Kindergarten)	51	49	35	22
Elementary Grades 1 - 5	155	151	152	139
Middle School Grades 6 - 8	130	115	137	132
High School Grades 9 - 12	157	182	176	175

The majority of East-West students are Cambodian nationals, while Korean students make up the next largest nationality group. We also have students from the following countries: Australia, China, India, Indonesia, Ireland, Japan, Malaysia, the Philippines, Russia, South Africa, Sri Lanka, Switzerland, Thailand, the United Kingdom, the United States and Vietnam.

Nationality	2018-2019	2019-2020	2020-2021	2021-2022
Cambodian	78%	78%	80%	80%
South Korean	13%	10%	10%	10%
Other - Asian	6%	8%	6%	6%
Other - Western	3%	4%	4%	4%

	2018-2019	2019-2020	2020-2021	2021-2022
Student Retention Rate	83%	87%	85%	89%

The School Leadership Team, in conjunction with the School Board, has decided to limit enrollment for this year. This is to ensure that we can fit all of our currently enrolled students in the classrooms while following the health and safety guidelines put forth by the Cambodian government and MoEYS. While most classes would normally be capped at 22 students, we have kept that number closer to 15-20 this year, depending on the size of the rooms.

Staff Data

For the 2021-2022 academic year, EWIS has employed 103 staff members. This includes full-time and part-time teachers, administrators, office staff and operations staff.

East-West International School Board	
Name	Role
Board Chair and Founding Head of School	Ms. Sandra Chipps
General Director of NTC Group	Mr. Chea Thilay
Chief Financial Officer of NTC Group	Mr. Van Vannak
Human Resource Director of NTC Group	Mr. Chhy Sothy
Head of School	Mr. Jeffrey Kane
Education Consultant	Ms. Ali Copple
Khmer General Education Principal	Mr. Ny Nikmul (Associate Board Member)

East-West International School Leadership Team		
Name	Role	1st Year at EWIS
Miss Heather Abernathy	Early Years Coordinator	2017
Ms. Angie Ang	Head of Arts	2014
Ms. Brandie Carroll	Milepost 2 Coordinator	2018
Mr. Justeen Clements	Head of Data and Digital Learning	2019
Mr. Andrew Duggan	Elementary Principal	2018
Mr. Joseph Manoj	Head of Mathematics	2021
Mr. Hel Leakena	Operations Officer	2012
Ms. Koam Sarun	School Coordinator	2006
Mr. Elias Laleo	IT Manager	2020
Mr. Timothy LaRocco	Secondary Principal	2014
Mr. David Marland	Athletic Director	2019
Mr. Gary McCluskey	Head of English	2017
Mr. Ny Nikmul	Khmer General Education Principal	2017

Mr. Taing Meng	Communications Coordinator	2018
Ms. Minami Seki	Head of Social Studies, Middle School Curriculum Coordinator	2020
Mr. Landon Seigler	Middle School Principal, Guidance Counselor	2020
Ms. Monyroth Pen	Customer Service Coordinator	2007
Ms. Rosario Sulangi	Head of Science	2006
Mr. Jeffrey Kane	Head of School	2006

*Names highlighted in red indicate Senior Leadership Team

Staff Qualifications and Nationalities

East-West has made it a priority to only hire qualified teachers whose educational background is in line with the teaching and learning we want to see in our classrooms. When it has not been possible to hire a qualified teacher, the school has ensured that the staff member who was hired will be working towards earning their teaching certification as part of the contractual agreement. While the COVID-19 pandemic made hiring difficult for the current school year, East-West has remained on track with this progress towards hiring only certified, experienced educators. The school has made great progress in this regard since the Self-Study in March 2019. A comparison of qualifications is below:

Qualification Status (Percentage)	2018-19	2019-20	2020-21	2021-22
Fully Qualified Core Subject Staff	39%	54%	64%	65%
Staff Working Towards Qualification	NA	15%	20%	28%
Unqualified Core Subject Staff	61%	31%	16%	7%

Country of Origin: Full-Time International Faculty	2018-19	2019-20	2020-21	2021-22
USA/Canada	19	11	13	12
UK/Australia	14	14	12	10
Southeast Asia	11	11	11	12
Asia (including Korea, Japan, India)	2	2	3	4
Africa	9	9	6	2
Continental Europe	3	4	5	8

Cambodian Staff	2018-19	2019-20	2020-21	2021-22
Full-Time Teachers	18	18	18	18

Part-Time Teachers (Secondary)	15	15	15	15
Assistant Teachers	2	3	3	3
KGE Manager	1	1	1	1
School Coordinator	1	1	1	1
Library	1	1	1	1
Office Staff	2	2	2	2
Nurse	1	1	1	1
Cleaners	10	10	10	10
Guards	4	5	4	3
Drivers	3	3	3	3
Driver Assistants	3	3	2	0
Operation Officer	1	1	1	1
Maintenance	1	1	1	1

East-West has made it a priority since the 2019 Self-Study to recruit and retain qualified educators from backgrounds that fit within the teaching and learning philosophy of the school. While the covid pandemic made recruitment a challenge during 2020-2021, the school began working with external recruitment organizations to assist with the hiring process. East-West moved away from TIE Online in 2020, as we were unhappy with the quality of educators we found there, as well as the number of staff who reneged on their contracts. In 2021, East-West joined the Teacher Horizons platform, and found a few staff with their assistance. Luckily, retention was high so that not many teachers needed to be hired.

As the school continues to improve and grow, we have partnered this year with Schrole to assist with recruitment for the 2022-2023 academic year. The School Board also formally approved the [International Staff Hiring Policy](#) in December 2021. This policy approved salary and benefit increases to recruit and retain top educators, prioritizing those who have a qualification to teach in US schools (or the equivalent).

For staff who have not yet earned a qualification, East-West has prioritized their personal growth by providing support for their studies, and ensuring they have more support in the classroom, either from other staff members, or from Heads of Department or Principals. All staff at East-West must be qualified to teach their subject, or be working towards their certification.

Staff Educational Background

Another priority for East-West has been hiring teachers who have a more advanced educational background. The charts below show that the school has prioritized hiring staff with higher levels of education completed. Additionally, East-West staff demonstrate the SLO of being Lifelong Learners, with many staff members currently working towards their next level of education. This is a great example of how our faculty truly live our school goals.

International Staff Highest Degree Earned	2018-19	2019-20	2020-21	2021-22
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Working Towards Bachelor's	29%	27%	24%	12%
Bachelor's Degree	48%	45%	41%	36%
Master's Degree (or higher)	23%	28%	35%	52%

Along with hiring more qualified staff, East-West has seen a jump in the educational background of our educators. Pay scales have been approved which help recruit and retain staff with higher levels of education. Teachers who are working towards their degrees are supported by the school with time off for exams as well as more flexibility when it comes to personal days and extra time off.

Staff Retention

One other important factor for student achievement is staff retention. At East-West, we are fortunate to have staff who are deeply committed to our school mission, vision and students. Many of our staff members have been at the school for several years, and have indicated a desire to continue with us for years to come. The School Board has reciprocated this appreciation, especially during times of uncertainty that we have faced. Last year, the Board ensured that all teaching staff received full salaries and benefits despite the volatility in enrollments during the final quarter of the year. Additionally, the Board ensured that all staff hired for the 2020-2021 academic year were guaranteed their full salaries and benefits despite not knowing how the pandemic would affect enrollment.

The Board had hoped to make significant changes to the tuition structure and staff salaries and benefits ahead of offering contracts for the 2021-2022 school year but instead waited one more year due to uncertainties caused by covid. Compensation - salary scales and benefits - was reviewed in December 2021 and changes have been put in place ahead of the 2022-2023 academic year. We are optimistic that increasingly the Cambodian community will see East-West as a school of integrity and value that will equip students for 21st century education and living, which would mean our enrollment will increase.

International Staff Retention	2018-19	2019-20	2020-21	2021-22
First Year on Staff	14	NA	15	7
2-4 Years on Staff	29	NA	26	22
5-9 Years on Staff	13	NA	8	12
10 or More Years on Staff	3	NA	4	4

East-West International School benefits from a higher-than average teacher retention rate when compared to other local and worldwide international schools.

This graph includes two teachers who have worked at East-West in separate occasions, as well as:

- One intern who graduated from East-West last year
- Four staff members hired locally this year in order to reach appropriate staffing levels for enrollment

East-West expects to retain 90% of our international teachers for the 2022-2023 school year.

Tuition Fees

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Early Years	\$3,600	\$3,600	\$3,600	\$3,600	\$4,320
K to Grade 3	\$4,776	\$4,776	\$4,776	\$4,776	\$5,731
Grade 4-5	\$5,100	\$5,100	\$5,100	\$5,100	\$6,120
Grade 6-8	\$5,340	\$5,340	\$5,340	\$5,340	\$6,408
Grade 9-10	\$5,520	\$5,520	\$5,520	\$5,520	\$6,624
Grade 11-12	\$5,700	\$5,700	\$5,700	\$5,700	\$6,840
Notes	<ul style="list-style-type: none"> 2020-2021 School Fees included the following discounts: <ul style="list-style-type: none"> 5% off (New students) 15% off (Returning students) 21% off (Staff's children) 60% off after loyalty discount (Staff's children) Sibling discount of 5% for second child, 10% for third child (after loyalty discount) Families who needed further support could access the school's Tuition Assistance Program 2021-2022 School Fees included the following discounts: <ul style="list-style-type: none"> 5% off (pay by term) 10% off (pay by semester) 15% off (pay by year) 16% off (Staff's children) 60% off after loyalty discount (Staff's children) Sibling discount of 5% for second child, 10% for third child (after loyalty discount) Families who needed further support could access the school's Tuition Assistance Program (maximum 20% off) 2022-2023 School Fees include the following discounts <ul style="list-style-type: none"> 10% off (pay by term) 15% off (pay by semester) 18% off (pay by year) Referral Sibling discount of 5% for second child, 10% for third child (after loyalty discount) Tuition Assistance Program 				

Cambridge Assessment International Education (CAIE)

The following charts show the student achievement data from the period of June 2018 to November 2021 with respect to CAIE exams.

June 2018 Exams - Held as normal

June 2019 Exams - Held as normal

June 2020 Exams - School-assessed grading was done in lieu of sitting exams. Students who chose to sit exams instead had three pieces of evidence selected and graded by East-West teachers. These scores were then submitted to Cambridge.

November 2020 Exams - Due to fewer covid cases in Cambodia, these exams were held in-person at school. These results are included with the June 2020 series.

June 2021 Exams - Since schools were closed to in-person learning at this time, we returned to the evidence-based grading system that was similar to June 2020.

We are expecting to be able to hold exams as scheduled in June 2022, though ultimately this is a decision that

will be made by Cambridge, not East-West. Below is a list of our students' scores on Cambridge A Level and IGCSE Exams during the past four years:

East-West International School 2018-2021 A Level Progression

**Data is a significant figure and has been rounded to the nearest whole number, which means percentages may not always add up to 100%.*

AS English Language				
	A	B or C	D or E	Ungraded
2018	2% (1)	17% (7)	36% (15)	45% (19)
2019	0% (0)	5% (1)	32% (6)	63% (12)
2020	9% (3)	18% (6)	70% (23)	3% (1)
2021	15% (3)	60% (12)	25% (5)	0% (0)

A2 English Language				
	A	B or C	D or E	Ungraded
2018	N/A	N/A	N/A	N/A
2019	0% (0)	18% (2)	73% (8)	9% (1)
2020	0% (0)	20% (1)	80% (4)	0% (0)
2021	22% (3)	39% (7)	39% (5)	0% (0)

Analysis: AS and A2 English Language is a very popular course because at AS Level, it is mandatory for students pursuing the AICE Diploma (more below), but also because in order to qualify for graduation from East-West, students need 8 credits in English through their high school years (2 credits each year). The majority of East-West students are host nationals, according to our Student Profile data, and English is not the native language for nearly all of these learners. With this in mind, the new secondary leadership team got together in 2020 to review the student achievement data and discussed a variety of approaches for corrective action to take in the high school as a result of the high proportion of students getting a U grade in 2018/2019. We considered an unorthodox approach, of breaking up the AS English syllabus over two years for some students who required a slower pace of study, with the first year (Grade 11) taking the first half of the syllabus, and in the second year (Grade 12) taking the second half to complete the syllabus and sit for the exam at the end of Grade 12 (the specific standards and content covered in each year is written in the [Official EWIS Curriculum document](#)). The advantage to this approach is that it gave some students who were struggling more time to complete their work (one extra year). The tradeoff was that because it took two years to complete, students studying in this "Prep Course" would not be permitted to sit for the full A Level as they only have 23 months to complete both AS and A2 to qualify for A Levels. We will know how successful this intervention was after the 2022 exam series, because then it will have been a full two years since the secondary leadership team decided on this course of action. Preliminary data, such as comments from English teachers, and mock exams, suggests student achievement data may rise.

AS English Literature				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	100% (2)	0% (0)	0% (0)
2019	0% (0)	42% (5)	42% (5)	16% (13)
2020	0% (0)	100% (4)	0% (0)	0% (0)
2021	29% (2)	14% (1)	43% (3)	14% (1)

A2 English Literature				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	50% (2)	50% (2)	0% (0)
2019	0% (0)	100% (1)	0% (0)	0% (0)
2020	0% (0)	50% (3)	33% (2)	17% (1)
2021	0% (0)	100% (2)	0% (0)	0% (0)

Analysis: AS and A2 English Literature is considered by Cambridge to be a Humanities class, and thus, it is unpopular with students pursuing the AICE Diploma because they have preferred other Humanities classes. In 2021-22 we have not run the AS English Literature course, although we are running the A2 English Literature course for students who studied AS Level last year. We are planning to offer AS English Literature next year, but whether we will run it or not depends on student interest which we will know later this year.

AS Mathematics				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	17% (4)	39% (9)	44% (10)
2019	4% (1)	31% (8)	34% (9)	31% (8)
2020	23% (5)	18% (4)	50% (11)	9% (2)
2021	35% (4)	55% (6)	9% (1)	0% (0)

A2 Mathematics				
	A or A*	B or C	D or E	Ungraded
2018	50% (1)	50% (1)	0% (0)	0% (0)
2019	0% (0)	25% (2)	63% (9)	12% (3)
2020	9% (1)	73% (8)	9% (1)	9% (1)

2021	40% (4)	30% (3)	30% (3)	0% (0)
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Analysis: After seeing standardized math scores dip somewhat after the 2019 exam series, the new secondary leadership team got together in 2020 and discussed a variety of approaches or corrective action to take in the high school as a result of the weak achievement data. It was remarked that the most pressing challenge facing teachers was a lack of contact teaching hours to complete the syllabus. We considered an unorthodox approach, of breaking up the AS Math syllabus over two years for some students who required a slower pace of study, with the first year (Grade 11) taking Pure Math 1 only, and in the second year (Grade 12) taking Pure Math 2 to complete the syllabus and sit for the exam at the end of Grade 12. The advantage to this approach is that it gave some students who were struggling more time to complete their work (one extra year). The tradeoff was that because it took two years to complete, students studying in this “Prep Course” would not be permitted to sit for the full A Level as they only have 23 months to complete both AS and A2 to qualify for the full A Level. However, this allowed students to maintain their path towards earning the AICE Diploma (more below), which is more interdisciplinary in nature and can be completed with a mix of AS and A2 qualifications. We will know how successful this intervention was after the 2022 exam series, because then it will have been a full two years since the secondary leadership team decided on this course of action. Preliminary data, such as comments from math teachers, and mock exams, suggests student achievement data may rise.

AS History				
	A or A*	B or C	D or E	Ungraded
2018	9% (1)	46% (5)	45% (5)	0% (0)
2019	6% (1)	64% (11)	24% (4)	6% (1)
2020	33% (1)	67% (2)	0% (0)	0% (0)
2021	N/A	N/A	N/A	N/A

A2 History				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	33% (1)	67% (2)	0% (0)
2019	0% (0)	100% (4)	0% (0)	0% (0)
2020	16% (1)	68% (4)	16% (1)	0% (0)
2021	100% (1)	0% (0)	0% (0)	0% (0)

Analysis: History has proven to not be such a popular subject at AS and A2 level. One of the concerns voiced by students is the volume of reading and writing needed for upper level history sources. Another one of the challenges in the social studies department is vertical planning, with a disjointed history curriculum from Grades 6-12 being a challenge. The perceived difficulty of history class and its subsequent lack of popularity in earlier years may have been because of the gaps in content knowledge that would typically be useful to students. For example, the history of the world before 1800 was not covered in Grades 6-8, meaning students entering IGCSE History in Grade 9, may have found the subject challenging, which in turn may have influenced their decision to take the AS/A2 courses. However, there are 15+ students taking it currently. Student achievement data has been mostly in the mid-range for History.

AS Geography				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	20% (1)	20% (1)	60% (3)
2019	0% (0)	0% (0)	43% (1)	57% (4)
2020	0% (0)	86% (6)	0% (0)	14% (1)
2021	20% (1)	50% (3)	20% (1)	0% (0)

A2 Geography				
	A or A*	B or C	D or E	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	100% (1)	0% (0)	0% (0)	0% (0)
2021	33% (1)	33% (1)	33% (1)	0% (0)

Analysis: There has been significant improvement in Geography scores from 2018-2021. From the 2020 - 2021 school year, efforts were made to purchase more relevant and up-to-date geography resources. There was improved coordination within the social studies department where the content, skills and concepts being delivered in Geography classes were more closely aligned with what is required in the AS/A2 level courses. Assessment practices were standardized, with clearer training on how to design assessments in preparation for the Cambridge curriculum. The geography teacher hired in 2020 has also received good reviews from students in that they feel comfortable asking for additional guidance from the teacher, with the Geography class developing a positive learning environment and maintaining its popularity among students.

AS Global Perspectives				
	A or A*	B or C	D or E	Ungraded
2018	19% (6)	62% (20)	19% (6)	0% (0)
2019	0% (0)	50% (12)	50% (12)	0% (0)
2020	25% (5)	40% (8)	35% (7)	0% (0)
2021	23% (6)	37% (10)	37% (10)	3% (1)

A2 Global Perspectives				
	A or A*	B or C	D or E	Ungraded

2018	33% (1)	33% (1)	33% (1)	0% (0)
2019	29% (2)	57% (4)	14% (1)	0% (0)
2020	67% (4)	16% (1)	16% (1)	0% (0)
2021	57% (4)	14% (1)	14% (1)	14% (1)

Analysis: AS Global Perspectives is a mandatory class at East-West and the exam is necessary to pass for all students seeking the Cambridge AICE Diploma. Student achievement data has remained relatively strong from 2018-2021. Department-wide efforts for vertical planning from 2020-2022 have resulted in students entering the AS Global class with more adequate preparation around extended writing and source analysis. Efforts to introduce students to the skills needed in this course prior to entering the IGCSE/AS/A2 courses, and efforts to design and implement assessments in line with Cambridge exams has made the prediction of scores easier in the last two years, and will hopefully lead to an increase in marks, or at least maintenance of current marks in the future. The only student receiving an ungraded score (2021) suffered a death in his family and missed most of the school year.

AS Business				
	A or A*	B or C	D or E	Ungraded
2018	7% (1)	7% (1)	33% (5)	53% (8)
2019	0% (0)	6% (1)	59% (10)	35% (6)
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

Analysis: AS Business was first introduced at East-West in 2014 due to parent and student demand while the school was adding a grade level every year. It is a very challenging class because it incorporates elements of Humanities, Science (Economics), and Math, so students really need to be well-versed in all aspects in order to achieve high marks on the rigorous exam. After several years of very weak student achievement data, AS Business was shelved. In 2020, the secondary leadership team met and planned to re-introduce Business due to demand from students and parents, but by first offering the pre-requisite course, IGCSE Business. This, it was felt, would give students a more firm foundation to begin studying the AS level course during upper high school years. It has proven to be very popular, but still very challenging. To this extent, an AS Business Prep Course has also been introduced. We expect new data after the 2022 exam series in June.

AS Physics				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	20% (1)	40% (2)	40% (2)
2019	8% (1)	8% (1)	38% (5)	46% (6)
2020	33% (3)	27% (3)	33% (3)	22% (2)
2021	64% (7)	18% (2)	18% (2)	0% (0)

A2 Physics				
	A or A*	B or C	D or E	Ungraded
2018	50% (1)	0% (0)	50% (1)	0% (0)
2019	0% (0)	33% (1)	33% (1)	33% (1)
2020	25% (1)	50% (2)	25% (1)	0% (0)
2021	67% (2)	33% (1)	0% (0)	0% (0)

Analysis: AS and A2 Physics scores have increased from 2018-2021. We have included an AS Physics Prep Course as of 2021-22 to meet the needs of students who want to pursue an AS Physics at a slower pace. More students are choosing to take Physics over the last two years, which may be reflective of the results that the school has been producing in the IGCSE, AS and A2 levels. Although there have been challenges to completing the full course, time has been staggered between different topics and laboratory experiments to allow for sufficient discussion on the entire syllabus. The school also made a significant investment to make the physics lab more functional and up-to-date, so that most of the advanced experiments required for AS and A2 classes can now be practiced.

AS Chemistry				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	0% (0)	50% (2)	50% (2)
2019	0% (0)	14% (1)	0% (0)	86% (6)
2020	0% (0)	100% (5)	0% (0)	0% (0)
2021	40% (2)	20% (1)	40% (2)	0% (0)

A2 Chemistry				
	A or A*	B or C	D or E	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	33% (1)	67% (2)	0% (0)	0% (0)

Analysis: AS and A2 Chemistry are taught concurrently because there only tends to be 3-4 students in both classes. This has proven to work very effectively for both students and the chemistry teacher, however due to schedule constraints, it is still difficult for students to achieve high scores because we are not able to reach the suggested hours of study for the course. This is an issue for many classes due to the dual curriculum we offer at East-West, and seems to be of a particular detriment to our science results. Student achievement data has increased significantly from 2018-2021, partly due to the fact that the school has finally been able to retain the

same chemistry instructor for several years. Previously, this was a position of high turnover for the school, and sometimes there were even two or three teachers hired during the same year.

AS Biology				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	25% (2)	25% (2)	50% (4)
2019	0% (0)	9% (1)	9% (1)	82% (9)
2020	0% (0)	61% (11)	39% (7)	0% (0)
2021	20% (2)	50% (5)	30% (3)	0% (0)

A2 Biology				
	A or A*	B or C	D or E	Ungraded
2018	0% (0)	0% (0)	100% (1)	0% (0)
2019	0% (0)	33% (2)	50% (2)	17% (1)
2020	0% (0)	100% (2)	0% (0)	0% (0)
2021	0% (0)	75% (6)	25% (2)	0% (0)

Analysis: AS and A2 Biology continues to be one of the more challenging courses students take at A Level. Few students achieve A or A* grades, but East-West achievement data for Biology has remained relatively constant from 2018-2021. We have included an AS Biology Prep Course as of 2021-22.

The course has always been popular, and is regarded as one the more manageable science subjects by the students. After analyzing the 2019 performance, secondary leadership decided to implement stricter controls for students being able to enroll in AS and A level Biology. Students who achieved lower than a C in IGCSE Coordinated Science could not progress to the standard AS Biology course in Grade 11. If they were interested in the subject, they would instead take AS Biology over two years. We have thus included an AS Biology Prep Course as of 2021-22. With stricter requirements we are seeing an increase in the cohort's capabilities with no students failing the subject in 2020 or 2021. Current data indicate that we expect approximately 29% of the students to receive A or A* grades; 58% of the students receive a B or C; and the remaining 12% to get a D or E.

The language used in upper level biology is often difficult for the students, but terminology is explicitly taught at the beginning of each lesson to enable them to have a better understanding. The students are also encouraged to use the scientific terminology when in class, as opposed to layman terms. The mathematical requirements also provide a source of frustration for students with weak numeracy skills.

IGCSE Coordinated Science leads very well into AS level Biology, as many of the concepts overlap. Seven of the 11 AS level topics are covered in the IGCSE phase. AS Biology leads seamlessly into A2 Biology, with A2 Biology being a bridge into university and higher academia. The generalized nature of A2 biology allows for students to have more choices for tertiary education leading into medicine, biology, zoology, botany, or other life sciences.

The students enjoy biology due to its exploratory nature, and the hands-on experiments and investigations conducted in class. Students tend to do better with the practical aspects of the subject, more so than the

theoretical. The 2021 -2022 cohort scores between 10% - 25% higher on practical tasks, tests, assignments, and exams than on the theoretical equivalents.

AS ICT				
	A or A*	B or C	D or E	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	0% (0)	100% (1)	0% (0)	0% (0)
2021	40% (2)	60% (3)	0% (0)	0% (0)

Analysis: AS ICT student achievement data remains strong. However, the Head of Data has plans to gradually phase ICT out as a subject while bringing in new syllabi such as Design and Technology. As the school has engaged in the Google for Education platform, this has allowed access to new tools for teaching and learning. With respect to the holistic delivery of curricula, students are using the Google office suite applications to complete tasks. There are many added benefits of using the Google applications, for example, the convenience of cloud-based content, the ease of collaboration and the incorporation into content via applications such as YouTube. These developments have rendered the current ICT course impractical with regards to the course being focused on the skills of utilizing Microsoft Office (as well as the high costs of licenses for students and teachers). An alternative consideration is to focus on skills in a more creative course such as the Cambridge International AS and A Level Digital Media and Design (9481), an AICE course selective.

East-West International School 2018-2021 IGCSE Progression

IGCSE English as a Second Language				
	A or A*	B or C	D - G	Ungraded
2018	18% (2)	45% (5)	36% (4)	0% (0)
2019	0% (0)	25% (1)	75% (3)	0% (0)
2020	0% (0)	21% (3)	78% (11)	0% (0)
2021	N/A	N/A	N/A	N/A

IGCSE English - First Language				
	A or A*	B or C	D - F	Ungraded
2018	17% (4)	70% (16)	9% (2)	9% (1)
2019	14% (5)	60% (21)	23% (8)	3% (1)
2020	29% (9)	42% (13)	29% (9)	0% (0)
2021	66% (25)	26% (10)	8% (3)	0% (0)

Analysis: The Head of English decided several years ago to encourage more students to take IGCSE English - First Language instead of English as a Second Language. By encouraging more students to sit for the First Language exam, rather than the ESL one, East-West students are better prepared for the more rigorous A Levels. Other factors that went into encouraging more students to take IGCSE English First Language were:

- Students who had previously been placed in ESL went on to pass AS English Language, suggesting inaccuracy in their initial placement.
- All Grade 9 students are currently in IGCSE English - First Language with the understanding that it is much easier for a student to cope with moving into the Second Language class in Grade 10 rather than it would be to move from the ESL class to the First Language class.
- The near 100% pass rate achieved in IGCSE English - First Language suggested that it was an achievable goal for the vast majority of our students.

The addition of an EAL Specialist for the 2022-2023 school year will help struggling middle school students stay tracked for the First Language course, though we are able to offer the Second Language option for students if it is deemed necessary to do so. Class test scores are combined with teachers' judgments to determine which students take the Second Language class rather than the First. This is usually a small number of no more than 4-5 students.

IGCSE Mathematics				
	A or A*	B or C	D - F	Ungraded
2018	21% (7)	45% (15)	30% (10)	3% (1)
2019	46% (18)	38% (15)	15% (6)	0% (0)
2020	24% (9)	41% (15)	30% (11)	5% (2)
2021	45% (17)	42% (16)	13% (5)	0% (0)

Analysis: IGCSE Mathematics scores have remained relatively consistent over the past four academic years. East-West does not utilize a standardized approach to splitting students based on Math results and relies more on feedback and reporting from the math teachers themselves who teach the students throughout the course of the year. At the end of Grade 8, students are split into three groups roughly based on teacher assessments: a strong group, an average group, and a group which tends to feature students below grade level proficiency for math. All students study the IGCSE Mathematics Extended syllabus. At the end of Grade 9, students are split into either one core and two extended classes, or two core and one extended classes based on report card grades and teacher qualitative comment. Typically there are two extended classes, however there is a [department policy](#) that students receiving a report card grade of C or higher can study for Extended, E or lower can study Core, and students between a C- and D- are discussed on a case-by-case basis between the math teachers, the Math HOD, and the Head of Secondary.

IGCSE History				
	A or A*	B or C	D - F	Ungraded
2018	12% (3)	56% (14)	32% (8)	0% (0)
2019	10% (2)	53% (10)	37% (7)	0% (0)
2020	50% (3)	33% (2)	17% (1)	0% (0)

2021	50% (4)	38% (3)	12% (1)	0% (0)
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Analysis: Student achievement data for IGCSE History has remained very strong. Despite some gaps in history preparation from Grade 6-8 and students commenting on the challenging nature of this course, guidance from the Secondary Principal, who previously taught history courses, along with efforts to vertically align history content from 2020-2022 could be contributing to the maintenance of strong marks.

IGCSE Geography				
	A or A*	B or C	D - F	Ungraded
2018	17% (1)	57% (4)	17% (1)	0% (0)
2019	20% (1)	20% (1)	60% (3)	0% (0)
2020	14% (1)	0% (0)	86% (6)	0% (0)
2021	55% (11)	25% (5)	20% (4)	0% (0)

Analysis: Stronger than average results in IGCSE Geography are likely a result of three or more factors. The first is that greater continuity in teaching and learning meant a more stable classroom experience for Geography students. Additionally, Cambridge evidence-based assessment likely benefited the 2021 cohort as evidence was fully standardized across both Grade 10 sections and effective communication of assessment objectives was prioritized during evidence collection. Finally, an emphasis on revision during home-based learning from March 2021 onwards may have aided in the academic success of those students taking their IGCSE certification. It is worth noting that while results for IGCSE Geography were not externally audited in 2021, those for AS/A Geography were, and an external audit made no significant changes to school-assessed grades.

IGCSE Global Perspectives				
	A or A*	B or C	D - F	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	14% (1)	43% (3)	29% (2)	14% (1)
2021	43% (3)	43% (3)	14% (1)	0% (0)

Analysis: IGCSE Global Perspectives is an elective offered for Grades 9-10, but only for students who do not study the Khmer program. This began in 2019 with Grade 9, who then took the first exam in this syllabus in 2020 when they were in Grade 10. Data is limited due to most East-West students being in the Khmer program, but it stands to reason that these students would be better prepared for AS Global Perspectives having taken this foundational course first. In the 2020-2022 year, efforts were made to better vertically align the skills and concepts for Grade 9-12 Global Perspectives. According to student feedback and lesson observations, the extended writing skills needed for this course are still quite challenging for students in IGCSE Global Perspectives, especially for students transitioning from Grade 8.

IGCSE Business Studies				
	A or A*	B or C	D - F	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	59% (7)	41% (5)	0% (0)	0% (0)

Analysis: When East-West reintroduced AS Business in 2021 (see above), the school had done so only after offering IGCSE Business the year before. This was so students would be better prepared for the more rigorous AS Business class having taken this foundational course first. In the first and only year that exam data was available, student achievement was very strong.

IGCSE Coordinated Science				
	AA or A*A*	BB or CC	DD - GG	Ungraded
2018	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A
2020	7% (1)	54% (7)	38% (5)	0% (0)
2021	30% (10)	42 (14)	28% (9)	0% (0)

Analysis: East-West moved from single-subjects in science during the 2018-2019 academic year to IGCSE Coordinated Science. This was due to many universities requiring a minimum of 5 IGCSE marks when taking applications from international students. As many of the students at East-West have commitments to the Khmer program, making it hard to study for the fifth course (when the timetable was more rigid than it is today), the Double Award offered by Coordinated Science allowed many to do so while also adhering to the requirements of the Khmer Program. Student achievement data has been relatively strong for IGCSE Coordinated Science. The most challenging issue with running this course is the time element. Our teachers have reported that there is not enough time in one semester to cover all content; students then switch after the semester is over (i.e. Grade 9, Semester 1 – Biology; Grade 9, Semester 2 – Chemistry; Grade 10, Semester 1 – Physics). The teachers have to use precious revision time in Grade 10, Semester 2, to cover remaining content. We hope to solve this beginning next year with the introduction of an extra science lab for Grade 10. Unfortunately, this will only be for students who do not study in the Khmer program, as there is no other time left to carve out in the timetable. With the changes made to the timetable this year (moving to block scheduling and 1.5 hours long classes), and the extra lab next year, this would provide students and teachers with an extra 30 hours over the course of two years, which would allow them to finish each syllabus.

IGCSE ICT				
	A or A*	B or C	D - F	Ungraded
2018	N/A	N/A	N/A	N/A

2019	N/A	N/A	N/A	N/A
2020	40% (2)	60% (3)	0% (0)	0% (0)
2021	17% (1)	83% (5)	0% (0)	0% (0)

Analysis: IGCSE ICT student achievement data remains strong. However, the Head of Data has plans to gradually phase ICT out as a subject while bringing in new syllabi such as Design and Technology. As the school has engaged in the Google for Education platform this has allowed access to new tools for teaching and learning. With respect to the holistic delivery of curricula, students are using the Google office suite applications to complete tasks. There are many added benefits of using the Google applications, for example, the convenience of cloud-based content, the ease of collaboration and the incorporation into content via applications such as YouTube. These developments have rendered the current ICT course of being impractical with regards to the course being focused on the skills of utilizing Microsoft Office and the costs of licenses for students and teachers. In addition, as we have evolved into a Bring Your Own Device (BYOD) school and therefore students are naturally tethered to their own devices.

There is a significant number of Mac users within the school. The database application, Microsoft Access, is not part of the Microsoft Office for Mac Suite. This creates another complication with respect to convenience and financial costs for students wishing to complete the specification of the current Cambridge ICT course.

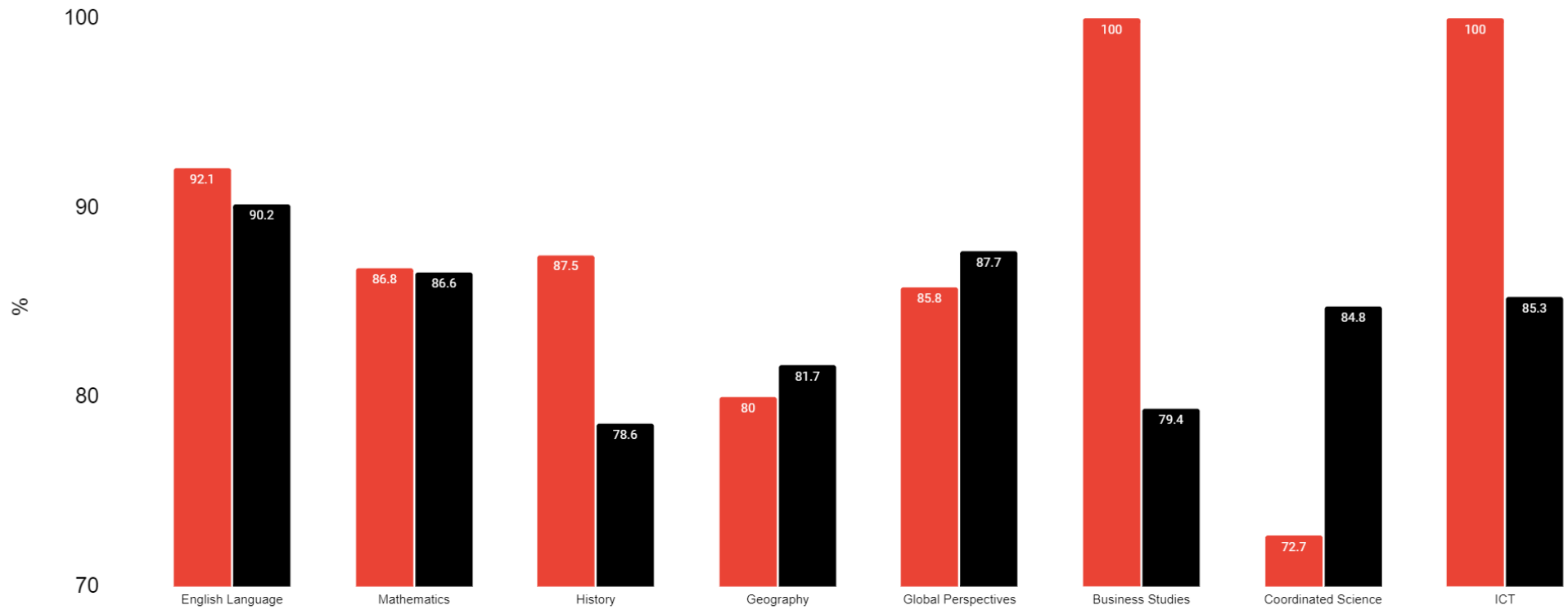
East-West International School 2018-2021 Advanced International Certificate of Education Diploma

AICE Diploma				
	Distinction	Merit	Pass	Ungraded
2018	N/A	N/A	N/A	N/A
2019	15% (2)	31% (4)	15% (2)	39% (5)
2020	0% (0)	100% (1)	0% (0)	0% (0)
2021	100% (1)	0% (0)	0% (0)	0% (0)
2022	<i>This year we have 21 students on track to attempt to earn the AICE Diploma.</i>			

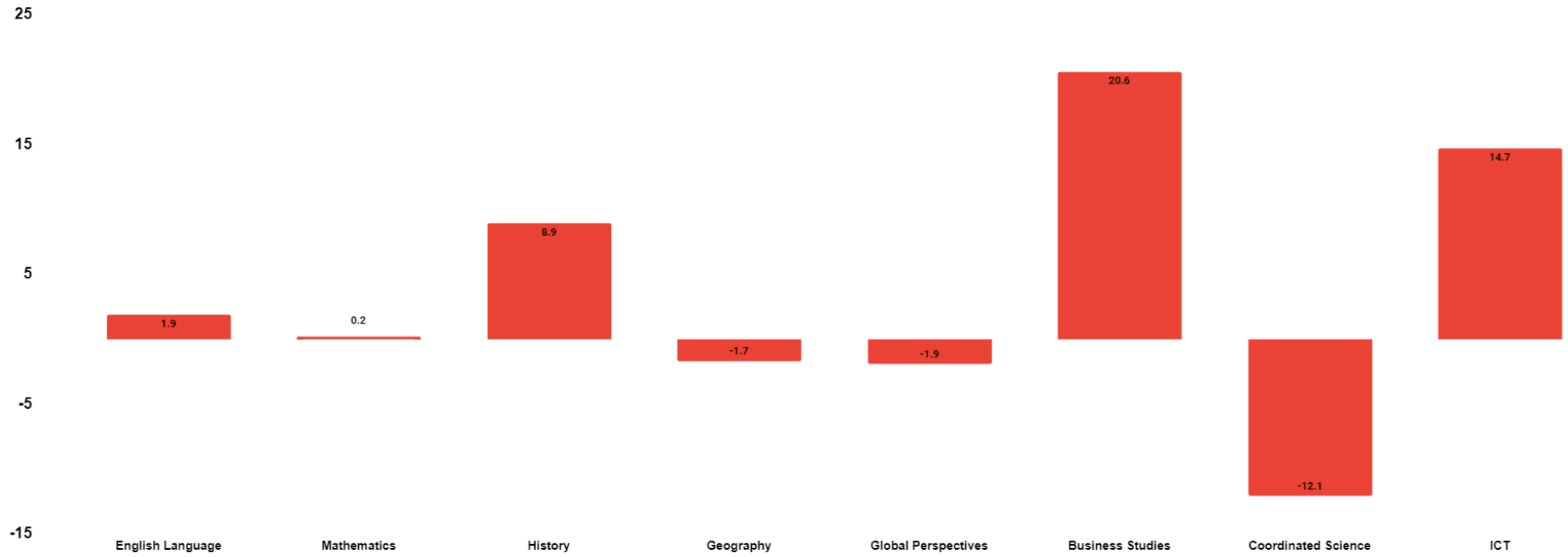
Analysis: The Cambridge Advanced International Certificate of Education (AICE) is an internationally recognized diploma awarded to students who have completed 7 credits at AS or A2 level. It is multidisciplinary, requiring at least one credit in Math/Science, one credit in Humanities, one credit in Language, and AS Global Perspectives. It is an official codified pathway to graduation at East-West, and one which is valued very highly by universities in our network. During the school's Substantive Change visit last December, two graduation pathways were finalized: the AICE Diploma and the EWIS Diploma. A third pathway, that of the 3 A-Levels, is being discussed this year for students who know exactly what they want to major in and would prefer a more specialized (rather than multidisciplinary) pathway. The secondary leadership team has highlighted the benefits of the AICE Diploma very heavily in student and parent meetings over the past two years, and we are on track to see the number of students graduate with this diploma increase from 1 the previous two years, to [as many as 21 in June 2022](#), provided that these candidates pass their exams.

GCSE, A*- C, EWIS vs Worldwide

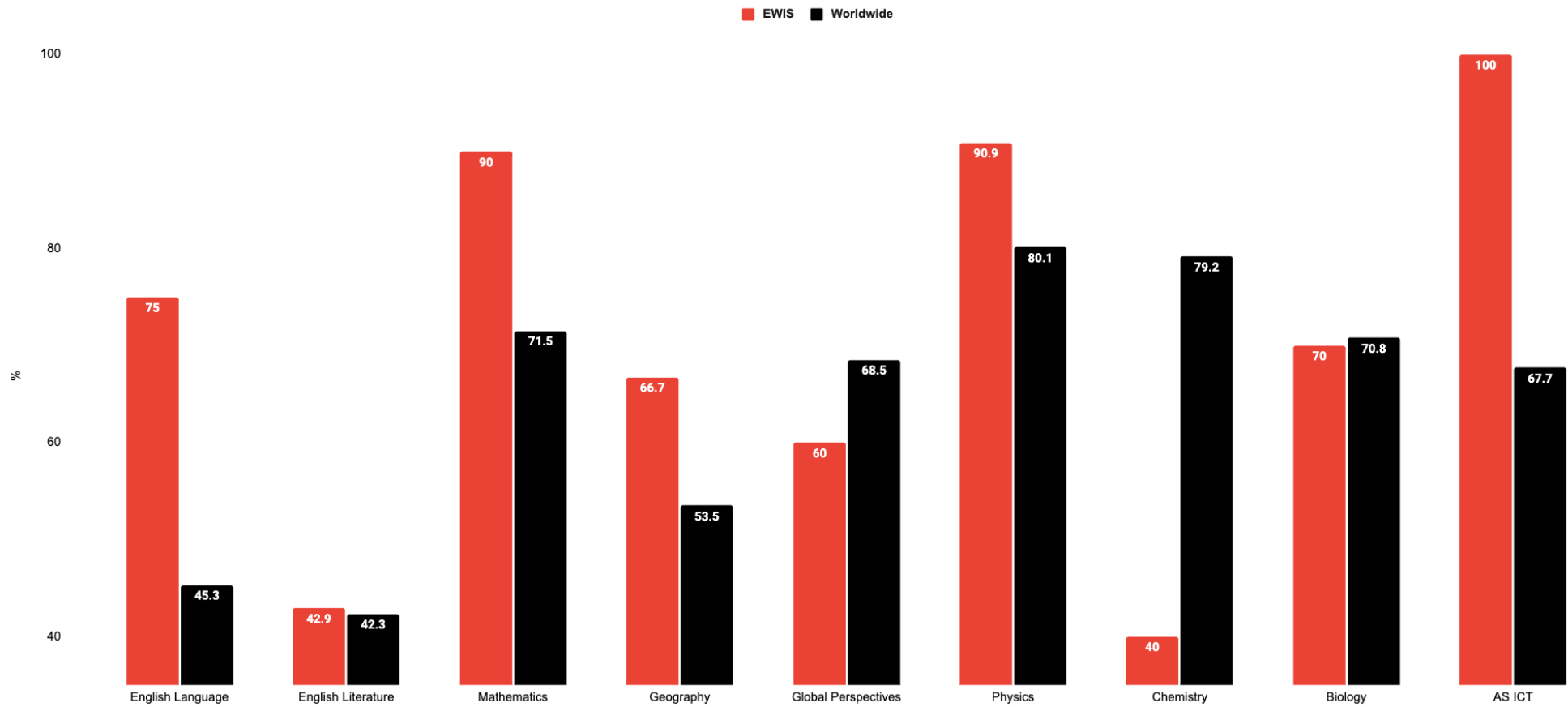
EWIS Worldwide



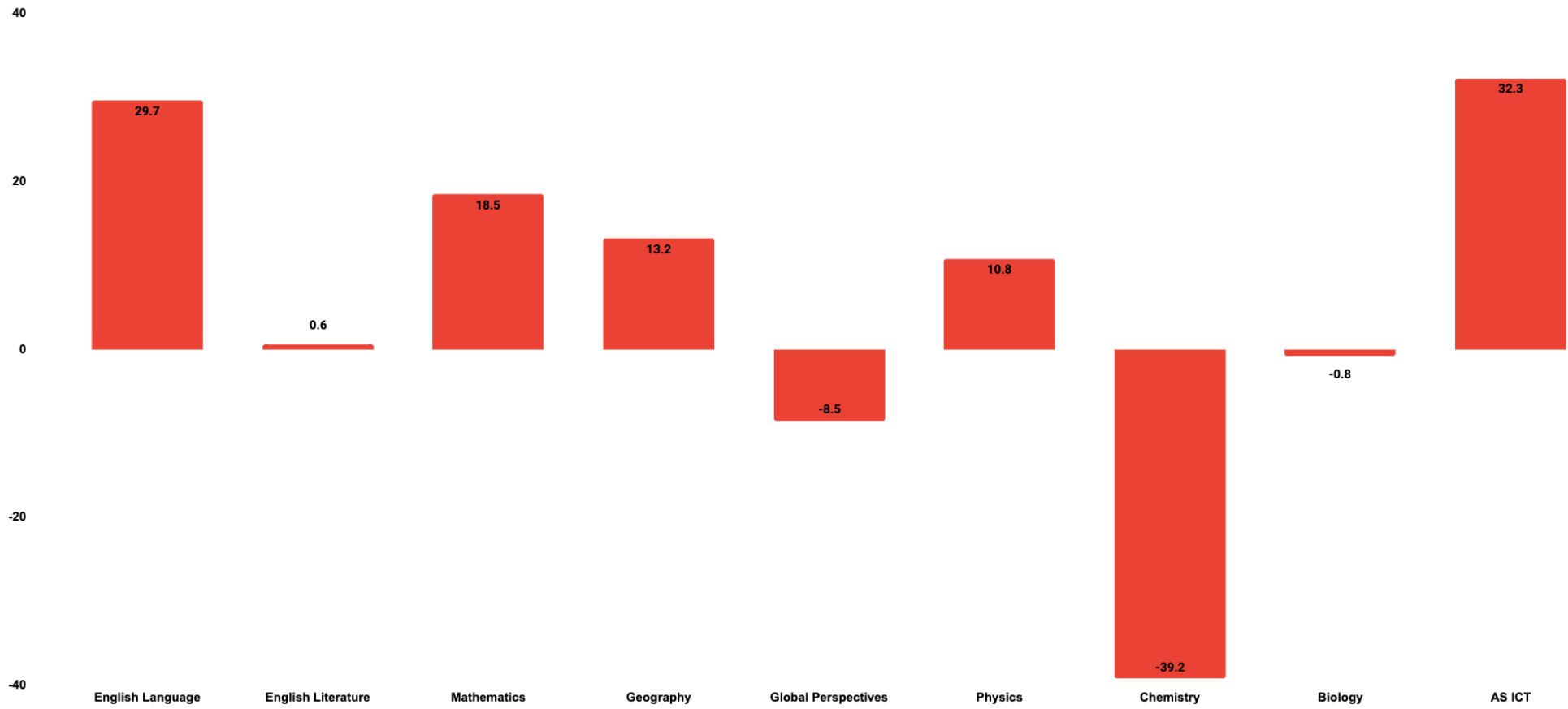
iGCSE Difference from worldwide %



AS, A* - C, EWIS vs Worldwide

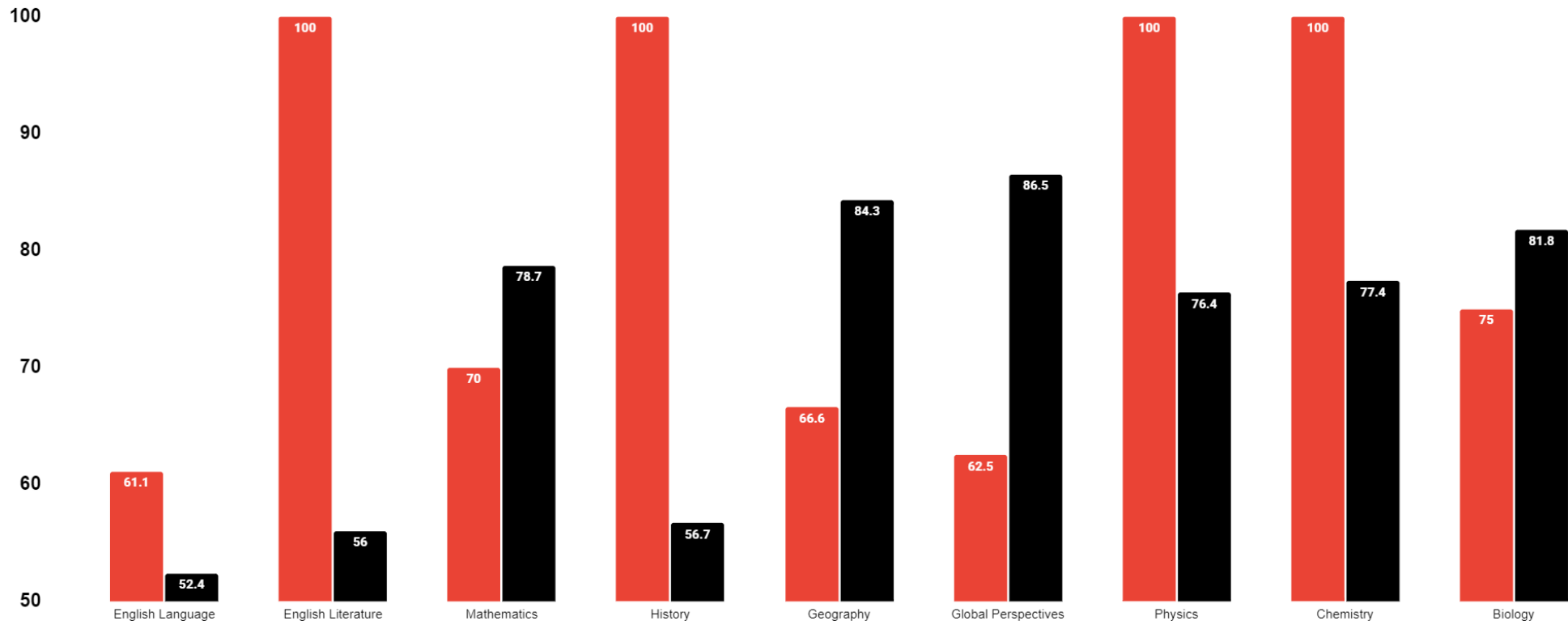


AS Difference from worldwide%

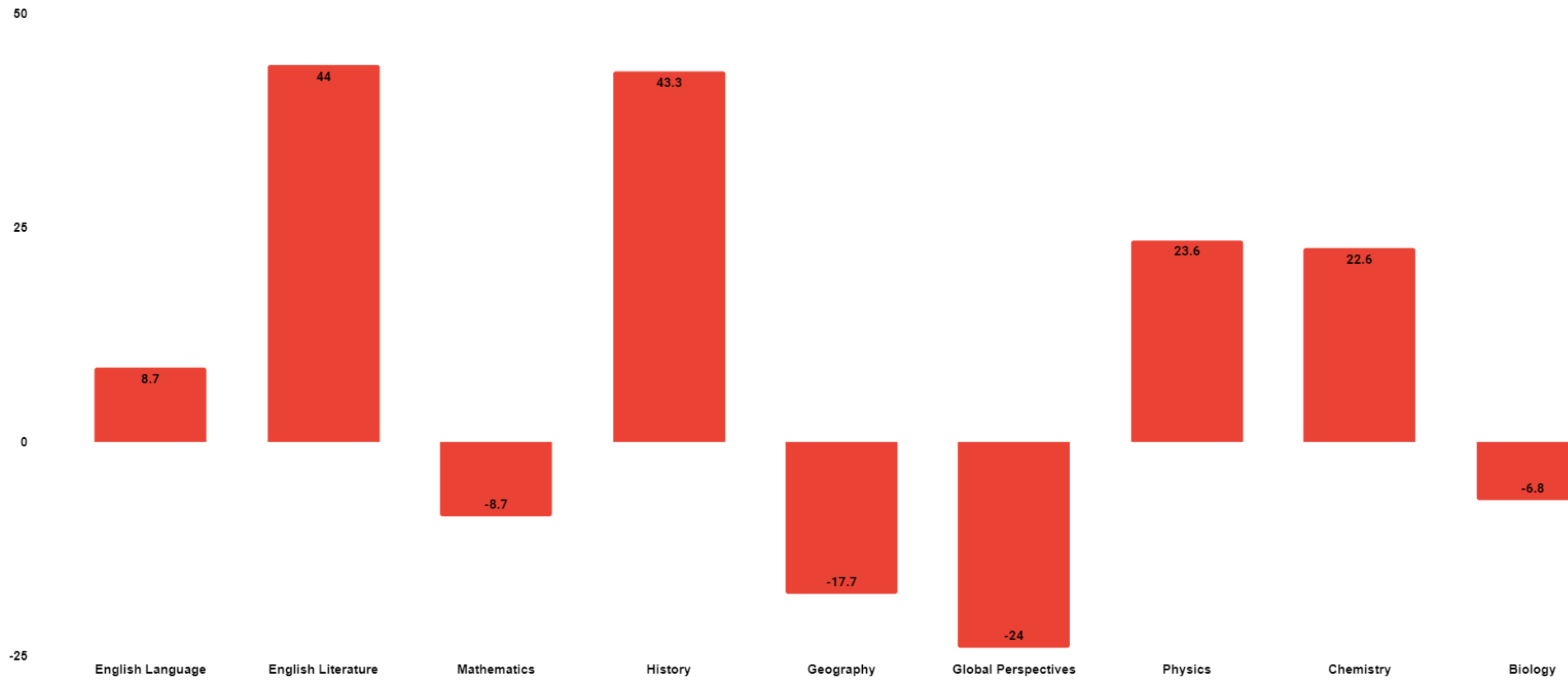


A2, A* - C, EWIS vs Worldwide

EWIS Worldwide



A2 Difference from worldwide%



Australian Council for Educational Research International Schools' Assessment (ACER-ISA)

The Australian Council for Educational Research International Schools' Assessment (ACER-ISA) testing has provided East-West with standardized data with which to benchmark our Grade 3, 5, and 7 students in English, Mathematics, and Science, against students across the world, in regional schools, and in schools with a similar language demographic to East-West.

At East-West, we use the results of these tests as one of several ways in which we can see how well our students are achieving, especially compared to similar schools both regionally and locally. The testing is designed to test literacy in both science and math, which means that the skills of applying already accumulated knowledge to new and unique situations are valued highly. Another important facet of this testing is the ability to self-evaluate where we are in the learning and teaching process, with regard to different areas. If we are falling short in an area, such as expository writing, this becomes obvious and we can shift our focus to address this issue. We do not share individual scores with families unless there is a critical and worrying need that needs to be addressed with the classroom teachers and the Learning Support Coordinator. It is suggested that the individual summary reports be uploaded into the school database so classroom/subject teachers can review the data and use it to aid in differentiating instruction.

We are entering the fourth year of our use of the ACER testing, this means that the results we get are becoming more meaningful with each year we continue. Already we have used these results to fine-tune our focus. At the moment, this usage is blunt and unsophisticated. As we develop, and as our use of the testing data becomes more refined, the usage will become more sophisticated.

An area of growth for East-West is to develop ways in which we use this data to make better, more informed decisions about the development of our programming to best meet all the needs of our learners. Presently, we have compared our own results to measure, shape and nurture our own development. They are ways to develop areas which we identify as weak points, but also can be ways to develop our strengths. The data we get from ACER has graphic ways to compare schools to other regional schools, as well as globally and schools which are demographically similar. We need to also remember that our demographic is different from the majority of other schools, as more than 90% are English language learners, and ensure this is reflected in the analysis of data (i.e. focus on comparison with "Like" schools rather than regional or all.

Reading

Reading Comprehension	2019	2020	2021
Grade 3	245	190	272
Grade 5	316	345	371
Grade 7	426	365	412

Reading 2021	EWIS	Like	Regional	All
Grade 3	272	211	284	275
Grade 5	371	353	431	416
Grade 7	412	410	474	457

Elementary School:

Use of the ACER-ISA data is still developing in the elementary grades. It is noted that the Grade 3 and 5 cohorts compared favorably with "Like" schools (similar English Second Language background), while slightly lower than All schools and Regional schools. It is also good to note that from Gr 3 2019 to Gr 5 2021 there was a 126 scale point improvement for the cohort, which while not quite 2 levels, is a solid improvement, especially given the circumstances. The improvement for Gr 5 2019 to Gr 7 2021 was 94 scale points which is also not quite 2 levels. In 2021-2022, one of the Grade 4 teachers reviewed ISA-Data at the start of the school year to assist in assigning appropriate Learning A-Z reading levels to students who, due to lack of engagement during online learning, were sometimes assigned material which was much lower than the ISA test scores indicated they were capable of. This teacher is also working to develop student understanding and application of reading strategies which they can apply in both English and Khmer. Further to this, it has been noticed that many students struggle with reading and answering multi-step instructions/questions, and the need for students to take care in reading questions is being reinforced daily in the 4th grade classroom. An area for development will be using the ISA data alongside other reading data sources (such as Running Records, Sight words assessments, and the skill reports available in the Learning A-Z suite). Using this data will facilitate focused and individualized instruction in the elementary classrooms.

Middle School:

For middle school, there was a significant drop in Reading Comprehension scores from 2019-2020, but a rebound in 2021. Nonetheless, East-West's middle school reading comprehension scores have historically been low in comparison to regional schools. The sharing of, and planning using, ISA data has not been a regular part of teaching practice. Students have struggled with reading comprehension, in particular of texts like news articles where discerning implied meaning is a key skill. One area of progress made from 2020 and onwards was to ensure that reading comprehension skills were addressed across different middle school subjects; the initiative has begun in the Social Studies department to explicitly teach reading comprehension, including the identification of main ideas versus supporting details, distinguishing between fact and opinion, and finding explicit versus implicit meaning across Grades 6-8. Middle School-wide initiatives such as Silent Sustained Reading started in the 2020 school year. It is difficult at this stage to discern the impact of these initiatives due to recent implementation. Going forward, the school's EAL Specialist will work closely with middle school learners, the practices in the social studies department will ideally be replicated across every subject, and ISA data will be shared and discussed regularly with all departments under the direction of the Middle School Curriculum Coordinator, a role created this year to facilitate more effective use of data.

Narrative and Expository Writing

Narrative Writing	2019	2020	2021
Grade 3	360	349	359
Grade 5	427	423	418
Grade 7	488	488	473

Narrative 2021	EWIS	Like	Regional	All
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Grade 3	359	330	370	362
Grade 5	418	415	466	455
Grade 7	473	480	534	518

Expository Writing	2019	2020	2021
Grade 3	411	409	392
Grade 5	477	423	430
Grade 7	533	456	497

Expository 2021	EWIS	Like	Regional	All
Grade 3	392	402	430	436
Grade 5	430	468	512	500
Grade 7	497	514	558	544

Elementary School:

Since we have renewed our focus on Narrative Writing, we have seen slight improvements at the Grade 3 level. While the results so far are too limited in scope to be truly significant, they do show an improvement. Our Expository Writing now shows that we need to do more work on this type of writing. The results here show that we are underperforming against "like" schools, but more importantly, that our results have been decreasing slightly over the last three years. Two years ago, we identified that we were underperforming in narrative writing, at both Grades 3 and 5, and holding steady at Grade 7. In response to this, we focused strongly on the teaching and practice of narrative writing, and the results were seen to improve, at least in grade three. Subsequent to this, we have seen that while the narrative writing has improved, the results in expository writing show a lower level of performance. These results will lead us to focus strongly on the area in question, while retaining the focus on narrative.

Middle School:

For middle school, there was a drop in narrative writing scores across the last three years. There was a decline from 2019 to 2020, but a rebound in 2021 for expository writing. As with reading comprehension, East-West's writing scores have historically been lower than regional scores. The use of ISA data has not been a regular part of teaching practice for writing. The focus from 2020 has been to ensure that all departments - and not just the English department - are instructing students in expository writing. As with reading comprehension, the social studies department has started this initiative, integrating expository writing and evidence-based writing into the curriculum from 2020 onwards, ensuring that students in Grade 6-12 social studies courses are utilizing writing frameworks and strategies similar to those covered in English classes, such as the "point, evidence, explanation, and link" format. Furthermore, the social studies department has shifted its instructional focus from didactic instruction to student-led instruction with a significantly higher emphasis on research and extended

writing, and the volume of writing produced by students between 2020-2022 is significantly higher compared to that of previous years. It is difficult to discern whether this was the reason for improvement between 2020 and 2021 due to recent implementation of these changes, but one observation is that students are more comfortable with extended writing this year in Grades 8 and 9 in particular. Going forward, ISA data should be shared and discussed regularly with all departments; another area of growth is for all departments to standardize the writing frameworks and strategies used.

Scientific Literacy

Scientific Literacy	2019	2020	2021
Grade 3	NA	450	299
Grade 5	NA	491	468
Grade 7	492	485	531

Science 2021	EWIS	Like	Regional	All
Grade 3	299	335	362	358
Grade 5	468	436	476	461
Grade 7	531	495	530	513

Elementary School:

The Grade 3 Science results showed a marked drop of about 30% between 2020 and 2021. There are of course many factors which could be playing into this, especially considering that this is a year where we have had significant interruptions in the delivery of the curriculum which may have had an impact on the results. We can also see that there was a similar, albeit less significant, drop in like schools. The drop, while also present to a lesser degree in Grade 5, gives us a focus point. We can focus on making sure that science based units are placed at the most efficient points during the scope and sequence, and that they are being taught in such a way that the learning prepares them to adapt acquired skills for use in other, unique situations. We need to be focusing on scientific literacy, the ability to use scientific knowledge and skills to understand situations which are unknown to the learners. In summary, we need to focus on understanding and general scientific principles and knowledge which can be applied across the board to unique situations.

Middle School:

The science results are on par with regional scores for 2021, although there has been some fluctuation in the scores from 2019-2021. One reason for the relative strength of scientific literacy in Grade 7 could be attributed to the stability and low turnover of staff members teaching science in middle school and the resulting consistency in teaching. Furthermore, lab work and data analysis had been a significant part of the middle school science curriculum. The use of ISA data has not been a regular part of teaching practice for scientific literacy. Going forward, it might be practical to take advantage of the consistency in teaching/staffing and introduce ISA results to the department at the beginning of the year to inform instruction.

Mathematics

Mathematical Literacy	2019	2020	2021
Grade 3	261	269	240
Grade 5	376	368	377
Grade 7	477	454	454

Math 2021	EWIS	Like	Regional	All
Grade 3	240	289	312	324
Grade 5	377	395	443	429
Grade 7	454	473	527	502

Elementary School:

The Math results show a decline in performance of year levels as well, which could be connected to the past two years of difficulty in curriculum delivery. It is worth noting here that we have been aware that our learners underperform in the area of problem solving since the first round of ISA testing. Partly this is unsurprising when you consider that our children are almost entirely non-native English speakers and language plays a large part in problem solving. It is worth noting that from Gr 3 2019 to Gr 5 2021 there was a solid 116 scale point improvement, so this indicates that while performing lower than Like schools, the students are making progress. A smaller improvement is seen from Gr 5 2019 to Gr 7 2021 (78 scale points).

It is worth noting that Grade 3 is a pivotal year in mathematical terms as this is the time when more abstract elements are introduced. This is also a time when cognitively, children start to become more able to deal with abstract concepts. This has been an influence on our approach. The last two years we have started a move towards a more aware, problem-based and child-centered way of learning Math. We focused first on Early Years, then shifted our focus this year to develop the provision in Milepost One. Our focus next year will be Milepost Two.

This shift in pedagogy is a mindset shift, a paradigm change. We are moving towards a process based around the Singapore math methodology, or the math mastery methodology. This is aimed to facilitate a shift towards a more concept-based understanding of the content, and while this should improve the results in the ISA testing, this is not the sole aim, it should however be a natural result of our move towards a better, more holistic approach to the teaching of Math.

It could be worth mentioning that one of the challenges within Mathematics is the need to cover the Khmer Mathematics curriculum, which is very rigid in methodology and tends to focus on algorithms over problem solving. Most problem solving questions in the Khmer mathematics program appear to follow a set formula that does not require a great deal of creative thinking. This in turn provides

additional challenges for the mindset change required to move pedagogy to mastery and problem solving.

Middle School:

For middle school, the decline/stagnation in the scores is consistent with the current challenges we are experiencing in the Middle School math curriculum. New math teachers have consistently commented on how Grade 6-8 students have gaps in mathematics skill and knowledge. The decline/stagnation in math scores, along with East-West's scores compared to regional schools, can likely be attributed to the lack of vertical planning in mathematics within middle school, with little information about the mathematics curriculum being shared between Grade 5 and Grade 6. Like other subjects, the use of ISA data to inform teaching practices has been minimal. This lack of vertical planning has had implications for vertical planning in terms of transitions between middle and high school too. Historically, the mathematics covered in Grades 6-8 has not been aligned with the mathematics covered in the IGCSE and A-Level courses in high school, leading to students struggling to complete more advanced mathematics courses. While the rest of middle school's planning was focused on shifting to the new IMYC curriculum, the mathematics department has instead been given the planning time to fill gaps in student skills and knowledge. Discussions between the Middle School Curriculum Coordinator and Principal, Mathematics Head of Department, and Elementary Principal are needed to further identify gaps in mathematics goals, skills, and content to create a vertically aligned math middle school curriculum.

The full results for East-West students on the ACER-ISA exams can be found below:

- [February 2019 ACER-ISA Results](#)
- [February 2020 ACER-ISA Results](#)
- [February 2021 ACER-ISA Results](#)

Khmer National Exams

Khmer classes are offered throughout the day. Many of the teachers who teach in the secondary Khmer program at East-West International School also teach at the public, government-run schools in Phnom Penh. The study of Khmer is compulsory through Grade 5, with students who do not study the Cambodian National Curriculum taking a class aimed at improving spoken communication skills in Khmer. The majority of our students continue their Khmer studies in Grades 6 – 12, however they are not required to do so. There are some Cambodian students who do not study in this program, and some non-Cambodians who do.

Our results on the Khmer National Exams, set by the Ministry of Education, Youth and Sport, for the past four years are listed below:

Grade 6

Year	# of Students	Grade A	Grade B	Grade C	Failed
2017-2018	21	50%	35%	15%	0%
2018-2019	30	56%	30%	14%	0%
2019-2020	32	56%	28%	16%	0%
2020-2021	36	37%	47%	16%	0%

Grade 9

Year	# of Students	Grade A	Grade B	Grade C	Failed
2017-2018	38	25%	61%	14%	0%
2018-2019	30	3%	90%	7%	0%
2019-2020	38	39%	18%	42%	0%
2020-2021	24	66%	30%	4%	0%

Grade 12

Year	# of Students	Grade A	Grade B	Grade C	Grade D	Grade E	Failed
2017-2018	14	0%	0%	6%	0%	67%	27%
2018-2019	19	0%	5%	5%	21%	53%	16%
2019-2020	23	Due to COVID-19, the MoEYS did not allow students to sit the exams. Instead, all students were awarded a passing grade.					
2020-2021	23	13%	22%	13%	17%	17%	17%

The 2019-2020 academic year included the school's first ever in-depth review of the teaching in the Khmer program, based on an implementation of the Ambitious Teaching and Learning framework led by the Head of School and the KGE Principal. While this program continued in 2020-2021, it was more challenging to

present in the online context.

In looking at the data related to Khmer National Exams, it is important to keep in mind that, especially at the Grade 12 level, there are not many A, B and C marks achieved nationally. Even a Grade E pass is a good score. Parents and students value the certificate, though high grades do bring a lot of pride for families, and many of our students spend lots of extra time with tutors outside of school to earn a high grade.

East-West's pass rate for the 2021 exam was 83%, which is higher than the national average of 65%. This is likely to be expected at an international school. Despite many disruptions to these students' learning, we have by far achieved our highest results in the Khmer National Exam yet. This could be due to a variety of factors:

- Many members of this Class started at East-West as preschool students, so they have had the "full" experience of an East-West education.
- We have hired and retained better Khmer part-time (and full-time teachers), under the leadership of our excellent Khmer General Education Principal.
- Some of the professional learning experiences with staff have helped our students, who are used to an "international"-style of education, get a more similar experience in the Khmer program, which has traditionally relied on rote learning.
- This class also achieved well at the Cambridge level, and teachers have commented that they were a particularly motivated group of individuals.

Another factor to keep in mind is that the majority of our students earn two school certificates. While most students in England study just for Cambridge, and most students in Cambodia study just for the Khmer National Exam, in the same timeframe our students study and do well enough to meet the graduation requirements of two rigorous graduating systems. It is an incredible achievement and sits well with all the other analyses.

Sports Programs

East-West International School was a founding member of the International School Sports Association of Phnom Penh (ISSAPP) and has also participated in international competitions in Bangkok and Chiang Mai. The following table shows participation in school sports teams. These are broken down into Junior (Grades 6-8) and Senior (Grades 9-12) teams, and by gender. Many seasons in 2020-2021 were canceled due to the covid pandemic, though there was a brief window where Season 2 teams could practice. Sports have been reinstated for the 2021-2022 academic year, though parents have been more reluctant than in years past to let their children play due to the health and safety risks. It has been great to see morale on campus improve with the return of our sports program, and we hope our good fortune continues.

Sports Team Participants			
Team	2019-2020	2020-2021	2021-2022
Senior Boys Volleyball	18	Season Canceled	8
Senior Girls Volleyball	12	Season Canceled	9
Junior Boys Volleyball	14	Season Canceled	March 2022

Junior Girls Volleyball	12	Season Canceled	March 2022
Senior Boys Basketball	30	17	13
Senior Girls Basketball	14	6	11
Junior Boys Basketball	20	Season Canceled	20
Junior Girls Basketball	17	Season Canceled	14
Senior Boys Soccer	28	Season Canceled	March 2022
Senior Girls Soccer	7	Season Canceled	March 2022
Junior Boys Soccer	17	14	22
Junior Girls Soccer	10	8	13

Annual Budget Reports

Starting in the 2020-2021 Academic Year, the School Board authorized the Head of School to produce an expenditure report to share with stakeholders. This started as a way to transparently share the school's financial situation with stakeholders, and was done at the suggestion of our WASC 2019 Visiting Committee members. These slidedeck presentations were shared with staff during orientation, and with parents at meetings during the previous years (though attendance at these meetings was not as high as expected). These presentations detailed the percentages of income allocated to different areas of the school's budget.

A summary of the slidedeck presentations can be found below:

Item	2019-2020	2020-2021	2021-2022
Income	100% (though only collected 87% of possible income due to bursaries & discounts)	100% (though only collected 78% of possible income due to bursaries and discounts)	100% (though only collected 85% of possible income due to bursaries and discounts)
Staff	65%	63%	68%
Materials	5%	5%	5%
Operations	22%	22%	21%
IT	2%	2%	1%
Reserve	6%	8%	5%

Additional School Profile Data

While it is important for the school to consider a lot of the data above related to teacher qualifications and standardized test scores, East-West has also placed a renewed focus on other data related to our community's experience at school, as well as health and wellbeing.

East-West asks all stakeholders - Students (Grades 1-12), Staff and Parents - for feedback in our annual November Climate Surveys. Key information collected this year is shared below. Results are now scored on a scale of 1 to 5. For some questions, the 1 to 5 scale may represent a range from Untrue (1) to Very True (5), or Uneffective (1) to Highly Effective (5). Scores are averaged to get the results below. Note, many questions in this survey were asked for the first time in 2021, so we'll be using this year's data as a benchmark. Other answers are quantified by a percentage of "Yes" responses.

Result classification	Pleased	Satisfactory	Monitoring	Concerned
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Staff Climate Survey Results

Indicator	2019	2020	2021
How comfortable have you felt working at school with the health and safety protocols that have been in place?	n/a	4.1	4.0
I incorporate the school's guiding statements into my teaching	n/a	n/a	3.8
East-West students want to learn	4.2	4.1	3.8
East-West provides students with high quality education	3.9	4.3	4.0
Teachers treat students with respect	4.5	4.6	4.1
Students treat each other with respect	3.8	4.3	4.1
East-West prioritizes staff wellbeing	n/a	n/a	4.1
There is an overall positive climate at East-West	4.1	4.4	4.1
East-West puts a strong emphasis on Child Protection and Student Wellbeing	n/a	n/a	4.2
Teachers have opportunities to provide input about school-related issues	3.8	4.2	3.8
I know the school's guiding statements	n/a	n/a	4.1
East-West students are developing as Creative Problem Solvers	n/a	n/a	95%
East-West students are developing as Lifelong Learners	n/a	n/a	90%

East-West students are developing as Effective Communicators	n/a	n/a	83%
East-West students are developing as Active Community Members	n/a	n/a	90%
East-West students are developing as Responsible World Citizens	n/a	n/a	95%
Satisfaction with Head of School	n/a	4.4	4.2
Satisfaction with Head of Secondary	n/a	4.6	4.4
Satisfaction with Middle School Principal	n/a	n/a	4.4
Satisfaction with Elementary Principal	n/a	4.7	4.0

Overall, we are very pleased with the results from our Staff Climate Survey. When past data points are available, there is a trend in the indicators that the result classification has decreased between 2020 and 2021. It has been suggested that this trend is due to the Pandemic and the effect it has had on Education.

14/20 of the data points received a result classification of “pleased” which shows that the majority of staff believe we are in a good place so those data points. For the 10 indicators that were introduced in 2021, 6/10 of them received a “pleased” result classification which shows that a majority of staff recognize the newer initiatives at East-West as successful.

1/20 indicators (East-West students are developing as Effective Communicators) returned the result classification of “monitoring”. This has been suggested as a consequence of the challenges faced during online learning, especially in the situations in which students were unreachable.

The indicator “Teachers have opportunities to provide input about school-related issues” received a result classification of “satisfactory” for 2019, increased to “pleased” in 2020, and then reverted to “satisfactory” in 2021. This improvement may be linked to the timing of the staff climate survey and our return to in-person learning in 2020. The decrease in 2021 may be linked to the COVID restrictions in place at school which limited the school’s ability to conduct in-person staff meetings.

The indicator “East-West students want to learn”, measured since 2019, has shown a downward trajectory. This may be linked to the length of the pandemic and the negative side effects online learning has on student motivation.

One consideration for next year would be to make the survey more inclusive by translating some (or all) questions into Khmer.

Students

Grades K-2	2020 (70 students)	2021 (38 students, no K)
I like coming to school	90%	97%

I have friends at school	99%	100%
My teachers listen to me	93%	97%
My teachers help me learn	100%	100%
I feel safe at school	86%	100%
I know what I need to learn	87%	100%
I know when I have done my work well	99%	100%
My teacher helps me know when I have made mistakes and how to fix them.	97%	97%
I know how to get help if I have a problem at school.	91%	100%
I am ok asking for help at school	93%	97%

Kindergarten students were not included in the 2021 survey as they were doing online learning at the time when the surveys were sent out. Results from the Kindergarten to Grade 2 survey were overwhelmingly positive, likely due to a significant improvement in students' attitudes to school with an increase in time spent on campus. There has been a significant improvement in students' attitudes towards feeling safe in school and knowing what they need to learn. There seems to be a general improvement in students' attitudes in all questions that were asked. This would help to explain the trend in the improved responses to the climate survey. The students are now able to interact with their peers in person which is most likely helping them to feel better about being in school. The teachers are able to assist the students in person versus online which helps the students to retain information better than online. Teachers seem to also have improved their online teaching skills since the beginning of the pandemic. This made it easier for the students to understand the lessons and what was expected of them.

Grades 3-5	2021 (69 students)
On a typical school day, how much time do you spend on social media accounts?	1.7 hours (100 minutes)
On a typical school day, how much time do you spend playing video games?	1.7 hours (100 minutes)
I have been bullied at East-West	13%
Have you ever had people post rude, insulting or bullying comments about you on the internet?	17%
I have cheated on a test or quiz	6%
I have copied another student's work	6%
I have allowed another student to copy my work	20%

I feel like I belong at East-West.	3.9
Teachers at school care about me as a person, not just my academic performance.	4.3
My teachers treat me with respect.	4.5
I am happy that I get to go to school at East-West.	4.5
In the past month, I felt like I belonged with my friends.	4.0
In the past month, I felt motivated to learn.	3.9
I believe I am a Creative Problem Solver	2.9
I believe I am a Lifelong Learner	3.1
I believe I am an Effective Communicator	3.1
I believe I am an Active Community Member	2.9
I believe I am a Responsible World Citizen	3.3
Satisfaction with the Head of School	3.8
Satisfaction with East-West's ability to provide college guidance	3.6
Satisfaction with the International Program Teachers	3.7
Satisfaction with the Khmer Program Teachers	3.5
Satisfaction with the School Facilities	3.2
Satisfaction with the Resources and Materials	3.2
Satisfaction with the Student Council Offerings - Clubs, Events	3.5
Satisfaction with Online Learning	3.1

The 2021 Climate Survey was adapted this year to reflect similar questions and data from the survey given to secondary students. While we were pleased to find more information about our students' habits (such as time spent playing video games or using social media), upon reflection, we have understood that many of the questions were quite complicated for students of this age. Difficulty with the survey could have led to lower scores than we had hoped for, so we will look to adapt questions or maybe break the survey into different sections that can be administered over the course of week.

There were a few results that we would like to investigate more closely, including those related to academic integrity and understanding of the school goals. We were happy to see that the highest scores were related to questions about belonging and being happy to go to East-West. Another area to investigate is bullying, as those numbers are higher than we would like to see. Further investigation - perhaps during Life Skills lessons - could be useful to find out more about their understanding of bullying.

Grades 6-12	2019	2020	2021
On a typical school day, how much time do you spend on social media accounts?	n/a	1.9 hours (116 minutes)	2.4 hours (144 minutes)
On a typical school day, how much time do you spend playing video games?	n/a	1.5 hours (87 minutes)	1.6 hours (96 minutes)
I have been bullied at East-West	28%	25%	18%
Have you ever had people post rude, insulting or bullying comments about you on the internet?	32%	26%	27%
I have cheated on a test or quiz	37%	35%	47%
I have copied another student's work	49%	38%	38%
I have allowed another student to copy my work	73%	58%	54%
I feel like I belong at East-West.	3.7	3.9	3.4
Teachers at school care about me as a person, not just my academic performance.	3.4	3.9	3.5
My teachers treat me with respect.	4.0	4.3	4.1
I am happy that I get to go to school at East-West.	3.8	4.2	3.9
In the past month, I felt like I belonged with my friends.	4.1	4.1	4.0
In the past month, I felt motivated to learn.	3.2	3.2	3.4
I believe I am a Creative Problem Solver	n/a	n/a	3.1
I believe I am a Lifelong Learner	n/a	n/a	3.1
I believe I am an Effective Communicator	n/a	n/a	3.1
I believe I am an Active Community Member	n/a	n/a	2.9
I believe I am a Responsible World Citizen	n/a	n/a	3.3
Satisfaction with the Head of School	n/a	n/a	3.8
Satisfaction with the Head of Secondary	n/a	n/a	3.6
Satisfaction with the Middle School Principal	n/a	n/a	3.8
Satisfaction with the Khmer General Education Principal	n/a	n/a	4.1
Satisfaction with college guidance	n/a	n/a	3.6
Satisfaction with the International Program Teachers	n/a	n/a	3.7

Satisfaction with the Khmer Program Teachers	n/a	n/a	3.5
Satisfaction with the School Facilities	n/a	n/a	3.2
Satisfaction with the Resources and Materials	n/a	n/a	3.2
Satisfaction with the Student Council Offerings	n/a	n/a	3.5
Satisfaction with Online Learning	n/a	3.5	3.1

The secondary student results can be considered in two different areas: One is most of the questions listed at the top of the chart above, which can be tracked over the past three years, while the second includes questions that will need to be monitored going forward as they were just asked for the first time this year.

One area of concern is the amount of time students spend on social media, as that went up significantly during the past year. While this may be due to the pandemic, or general worldwide trends, it will be important to address how this could be harmful to students' health and wellbeing.

Students seemed to give themselves low scores when it came to self-assessment of their own progress towards living our school goals. While these are assessed in all classes and students are recognized in monthly assemblies for demonstrating the traits of our School Goals, it may be worth considering if these are discussed explicitly enough in class. Perhaps students do not know what it "looks like," exactly, to be an Active Community Member, for example.

We were pleased to see a significant decrease in some academic integrity issues in the past two years, especially related to copying. However, we also saw an increase in self-reported cheating, which means that there is more work to be done to help our students understand the importance of academic integrity, especially in an international school setting.

Other areas to monitor include ensuring that East-West can maximize the value of the Materials and Capital Fees so that students feel more satisfied with the school facilities and resources on offer.

Parents

Indicator	2020 43 responses	2021 31 responses
Satisfaction with communication of news, updates and learning expectations	3.9	3.9
Satisfaction with safety precautions on campus	4.2	3.9
Satisfaction with online learning platforms	3.7	3.5
Satisfaction with the quality of online learning	3.2	3.3
Satisfaction with the quality of on-campus learning	4.1	3.8

Satisfaction with discounts provided for tuition and capital fees	3.5	3.4
East-West teachers care about their students	4.2	3.9
East-West provides high-quality, affordable, bilingual education	3.9	3.5
My child enjoys going to East-West	4.2	3.9
Students at East-West are respectful	4.0	3.7
My child feels a sense of belonging at East-West	4.0	3.7
East-West values and respects diversity, and is a welcoming community to all	4.1	4.0
There is an overall positive climate at East-West	4.1	3.8
The Head of School is visible	4.2	3.8
The Head of School is approachable	4.2	3.9
Parent input is valued	4.1	3.8
Enough time and resources are dedicated to the Khmer program	3.6	3.2
I understand the vision and mission of East-West	60% - Yes 40% - I know they exist but don't know them 0% - No	87% - Yes 10% - I know they exist 3% - No
EWIS students are developing as Creative Problem Solvers	n/a	93%
EWIS students are developing as Lifelong Learners	n/a	90%
EWIS students are developing as Effective Communicators	n/a	83%
EWIS students are developing as Active Community Members	n/a	87%
EWIS students are developing as Responsible World Citizens	n/a	77%

The number of parent responses is low and has decreased from 2020-2021. While we have shared this as broadly as possible - through our Telegram News Channel and Weekly Updates, we are disappointed to have received so few responses. To that end, we are also unsure how well parents' opinions are reflected in these responses. It will be important to consider changes to how we ask parents these questions, as well as when we ask them, in order for us to get a better understanding of our parents' opinions. While we have many indicators that parent involvement in their children's learning has increased during online learning, this is not reflected in the survey results.

The school shifted in 2019-2020 to more parent educational events, where we tried to inform parents more about what we do as a school. These informational events were related to health and safety, our Cambridge classes and post-secondary options, or the overall direction of the school. Attendance at these events, especially online, has been limited.

In October 2021, we made parent-student-teacher conferences mandatory for the first time, and this led to a 100% attendance rate across the school. It will be good to know more precisely about the long term effect of this on how parents can remain involved or in what other ways they can be included in East-West's development towards becoming a better school than it already is.

Communication mainly through a few channels. We send a Weekly Community Update by email to all parents in English and Khmer every Friday afternoon. This is also posted on our East-West Telegram News Channel, as many parents do not use email. It remains to be seen if there are more effective ways of reaching the entire community in a meaningful, continuous way. Parent involvement in on-campus events has been limited due to health and safety restrictions put in place since the beginning of the pandemic, and it will be good to consider how they can participate more in school life when it is safe to do so.

Overall, though the responses we have received are positive, we believe them to be inconclusive. What the results clearly tell us is that we need to review our communications strategy and consider how to best include the voice of all parents.

Summary of Data with Implications

Student Data: We are pleased that we have been able to ensure enrollment and student retention goals have been met despite the challenges we've faced during covid. We would like to see enrollment creep back up towards the 520+ level when it is safe to do so by government standards. We are launching a marketing push and a renovation campaign to ensure East-West becomes more well-known in the community, especially as we seek to regain more students in our Early Years program. If we are unable to continue to keep our high retention rate, and attract more students, it will be difficult to balance the budget in a way that allows us to offer salaries and benefits to meet our staff recruitment needs.

Staff Data: We are pleased with the progress we have made in terms of recruiting and retaining highly experienced and qualified staff. We see that we still have some progress to be made in this regard, and have had to make some concessions in this regard during the covid pandemic as student enrollment numbers have been inconsistent and hard to project. The Board's willingness to increase the salary and benefit package to international staff has helped, as has their willingness to invest in recruitment platforms such as Schrole and Teacher Horizons that help us fill the more difficult positions (A Level Cambridge teachers). This is still an area for growth at East-West. We are also pleased with our staff retention data, and it is a strength of the school that most staff are long-term Cambodian residents, rather than teachers on the "international school circuit."

Tuition Fees: East-West is proud that we have been able to make the improvements we have while keeping school fees low enough to be affordable to our target student group, middle class Cambodian and expat families. The tuition increase for the 2022-2023 will be our first in many years, and should help the school continue to offer an excellent educational experience for students in terms of the best staff, materials and resources available. While increases are modest enough for current families, it remains to be seen how the pandemic will affect enrollment, though we are optimistic that this will be a solution that works for families and the school.

Cambridge Assessment International Education: While it has been hard to gauge, precisely, the students' achievements the past few years while we have been doing school-assessed grading, there is no doubt that East-West is providing a more effective program for our students in Grades 10-12. This has come about through better planning and teaching practices (including having more experienced and qualified teachers), as well as through a general improvement throughout the school. The likely return to

actual exams this year will give us a better idea of how we are doing compared to previous years. It will also be interesting to see if the AS Prep-Level courses (where students complete the AS Level course over two years, rather than one) will help students who are interested in earning the AICE Diploma, which will make it easier for university entrance.

Australian Council for Educational Research International Schools' Assessment: This remains an area of growth for East-West. While we have been collecting student data on this exam for three years, we have only really organized it in an effective way during the 2021-2022 year. We are concerned that student achievement, as measured by these tests, has either remained consistent, or has dropped in some subjects, and the school will continue to investigate ways in which we can improve student achievement in these areas. In particular, we would like to retain the focus on narrative writing, while focusing urgently on scientific literacy. We need to increase momentum in the learning and teaching of math, which has been slowed down either directly or indirectly because of covid. Expository and argumentative writing needs to be a focus, and we would like to extend that to an expository and argumentative mindset rather than just limiting it to just writing (it should include discussion and debate as well). This is ideal to embed into the IPC. Reading should also be a focus. The implementation of the Daily 3/5 across the elementary school will go a long way towards this if implemented properly.

Khmer National Exams: The Class of 2021 has had the best results we've earned yet in the Khmer program, which is encouraging since we have introduced programs like the Ambitious Teaching and Learning training with staff. We have noted that students still do a lot of extra tutoring after school, which speaks to the rigor of the dual-curriculum program.

Sports Programs: We are pleased to see a bounceback in participation in our sports program since we have been able to hold practices and competitions again for the first time since March 2020.

Annual Budget Reports: Stakeholders have appreciated the insights into the budget that the school leadership team has authorized as a result of the recommendations from the 2019 Visiting Committee. There is probably still some room for growth in this area, as many parents do not seem interested in joining these sessions, and transparency, while improved, is not fully complete, as percentages are used instead of the actual numbers.

Climate Survey Results: East-West introduced a new way of "calculating" scores related to the Climate Survey, which will give us a better idea of our satisfaction with the results of the survey itself. We also believe we have found the key questions we want to ask to various stakeholders over the past two years, so our progress in each area will be easier to assess going forward. Some general thoughts on each stakeholder group are below:

- Overall, we had very strong, positive responses to the survey from staff. It will be important to continue to keep this as a strength of the school.
- Student responses were very positive with our younger learners. It will be important for the school to consider how the pandemic continues to impact children going forward. Critical areas to monitor for upper elementary students include bullying and understanding the school goals. In secondary, it will be important to continue to focus on issues surrounding academic integrity, use of technology, and understanding of the school goals.
- When it comes to parents, it is critical that we get more feedback from them on these questions, as their voice is not particularly well-represented.

Identified Critical Learner Needs

1. We are very proud of the growth of the academic program since the 2019 Self-Study and subsequent Probationary and Substantive Change Visits. While the school has made significant improvements to the learning and teaching happening at East-West in the past few years, further Improvements are needed to make an even more effective student learning experience.
 - a. Standardized, Consistent, Accurate, Informative Assessment
 - b. Planning
 - c. Unified Approach to Learning and Teaching and Professional Learning
 - i. Further progress towards a more unified, standardized vision of East-West's approach to teaching and learning, based in research-based pedagogical approaches and methodology that fit with the three key tenets of East-West learning: Ambitious, Child-Centered, Language-Based.
 - d. Ensuring students are sufficiently prepared for academic life beyond East-West
 - e. Continuing to be able to hire and retain highly qualified educators
2. The pandemic has helped remind us that, more than ever, we need to lean into the "caring environment" that is codified and lived in the school's Mission. The wellbeing of our learners will need to remain at the forefront of all we do going forward. The Board, through the analysis of student achievement data and a vision for where it wants the school to go, has authorized the creation of four new positions next year that will make up the Student Support Team. This group will allow the school to really begin to assess the needs of each and every learner more effectively, to better support them academically and with their social and emotional wellbeing.
3. While we have made improvements in how we collect, measure and analyze data, there remains room for growth in how we use this data to make programming changes at the class, grade and schoolwide levels. While scores on our Cambridge exams have continued to show improvement and growth over the past few years, there is some concern about how our students have performed compared to other schools on the ACER-ISA exams. We need to be sure that we can best support the learning, and intervene when necessary, for each and every student at East-West.

Important Questions for Staff Discussion

With the return of a more "normal" school year in 2021-2022, East-West has used the pandemic and disruptions to think critically about who we are as a school, as well as who we want to be going forward. Staff have been involved in these discussions, with notes on our discussions being updated throughout the year on this [Schoolwide Improvement Shared Doc](#). After reflecting on the data above, some of the key questions for staff to consider are below?

- Near-Term:
 - How can we better support the learning of each and every student with their different needs and abilities (especially in the context of EAL and SEN)?
 - How can we help all of our teachers move towards more ambitious, inquiry-based practices?
 - How does Cambridge fit our students with a modern focus on skills and inquiry-based/project-based learning rather than content?
 - Can we finally get an LMS to help make our recordkeeping more efficient and useful?
 - What will be the most effective way to best support new teachers and vertical alignment throughout the school?
 - Our Guiding Statements have not been revised since the founding of the school. Do

- our Guiding Statements and our ways of assessing our School Goals need revision?
- How can we effectively bring parents into their children's learning experience?
- How can we grow East-West's impact on Phnom Penh, Cambodia and the world?
- Longer-Term:
 - Who are we, and who do we want to be as a school? How can we create a learning experience that blends 21st Century Skills with two rigorous, exam-based systems (Cambridge, Khmer National Curriculum)?
 - How can we ensure that East-West's vision for affordable, high-quality, bilingual education is sustainable?
 - Is it possible to effectively integrate the Khmer and English programs in secondary?
 - Where is the future of the school - current location or new campus?

II: Significant Changes and Developments

East-West International School has experienced many significant changes and developments since the 2019 Self-Study Visit. While it is hard to even consider how much our school (and the world) has changed since then, we have tried our best below to categorize many of the most significant developments below.

Leadership Stabilization

Perhaps the most significant change has come from a stabilization at the school's level. At the end of the 2018-2019 school year, the secondary and elementary school principals were both replaced with experienced school leaders hired from outside of Cambodia. While both of these individuals were strong and fit the school's needs, neither of them stayed beyond the 2019-2020 year. This meant, going into our 2020-2021 academic year, we would be working with our third set of principals in three years (under the same Head of School).

Luckily, we found the perfect fits for these roles from within our building. Tim LaRocco, who is now in his 8th year at East-West, moved into the role of Secondary Principal after previously serving as the Head of Social Studies and our WASC Coordinator. Andrew Duggan, who is now in his fourth year at the school, moved from his role as a Grade 5 Teacher to the Elementary Principal position. These gave us two dedicated, reliable leaders whose strength came from their understanding of the school's culture and vision, as well as their relationships with teachers and students.

Likewise, other key leadership roles emerged. Landon Seigler started as the school's Guidance Counselor and Academic Coordinator in January 2020, and slowly took on more leadership with students and teachers. His interest and expertise in middle school led to his promotion to Middle School Principal in May 2021, which finally gave East-West the leadership presence it had been missing in our middle school program. Justeen Clements, who joined us as a mid-year hire to replace a chemistry teacher, moved into another new role as our Head of Data and Digital Learning. This had been a need for us as well, as the school had previously not had anyone in charge of helping us see what student and teacher data we had collected, nor how to use it effectively to drive changes and improvements to our programming. Having someone in charge of digital learning also helped as we adjusted to changes in learning because of the covid pandemic.

We have been fortunate to have four Cambodian staff - KGE Principal Nikmul Ny, School Coordinator Sarun Koam, Customer Service Coordinator Monyroth Pen and Operations Manager Leakena Hel - who have also provided stable leadership during the past few years.

A stable group of leaders has also allowed East-West to really embrace a whole school vision and culture that is summarized in [The East-West Journey](#) chart below:

East-West International School - The East-West Journey 2021-2022

Mission	East-West International School is a community of students, educators, staff, and parents striving to achieve excellence in caring environment.
Vision	<p>It is the vision of East-West to provide each and every student the opportunity to learn, to be challenged, to be creative, to think critically, to know acceptance, and thus to provide a strong foundation for further study and/or work in an ever-changing world.</p> <p>East-West is dedicated to academic excellence. By making learning relevant and appropriate, East-West hopes to instill in each child a lifelong love of learning and the ability to solve problems creatively. East-West also wishes that each student learns about and appreciates Cambodian culture and language, as well as other cultures of the world, thus giving them a global perspective so that each becomes a responsible world citizen and a contributing member</p>

	of society. Respect for cultural differences, language, and background of all who <i>are</i> the East-West community is an everyday expectation which engages students in the realities of this global perspective. East-West strives to become a leading educational institution, both locally and internationally.				
School Goals (Schoolwide Learner Outcomes)	Creative Problem Solvers, Lifelong Learners, Effective Communicators, Active Community Members, Responsible World Citizens				
Approach to Teaching and Learning	<p>East-West, in line with our Mission, prioritizes Care and Academic Press</p> <ul style="list-style-type: none"> Learning happens in a “caring environment” where students feel safe, supported, known and valued as individuals for who they are. This is reinforced through positive relationships modelled by all members of the East-West community. We strive to support academic excellence for each individual student, helping them become the best versions of themselves that they can be <p>Teaching and Learning is:</p> <ul style="list-style-type: none"> Student-Centered: Units and lessons are carefully planned and reflected on, with the student and their world in mind Ambitious: Teachers are given autonomy to craft engaging, collaborative, authentic learning experiences for deep learning Language-based: All teachers, emphasize fluency and thinking skills in English and/or Khmer 				
School Area Individual Approach within the whole school context	Early Years - Nurturing Curiosity Nursery Preschool Pre-Kindergarten Kindergarten In a play-based environment, students learn to develop their own ideas and interests while learning the routines and culture of East-West.	Elementary - The Foundation Milepost 1: Grade 1 Milepost 2: Grades 2 - 3 Milepost 3: Grades 4 - 5 <ul style="list-style-type: none"> Inquiry-led & problem-based Teaching and interaction is bilingual. 	Middle School - The Bridge Grades 6 - 8 “How can we help students navigate changes in themselves, in their perceptions of their environments, in their development of becoming who they are? How can we do this in a safe, friendly, accepting framework where they are willing to take risks in leading, in learning, in discovering?” Creative Problem Solvers Lifelong Learners	High School - Changemakers Grades 9 - 12 East-West graduates are global citizens who are ready to make an impact on their world Effective Communicators Active Community Members Responsible World Citizens	
				Grades 9-10	Grades 11-12
International Curriculum Learning at East-West is grounded in skills, concepts and processes. Curricula are considered windows for student exploration, rather than	English: Cambridge International Curriculum Mathematics: Cambridge International Curriculum IEYC Foundation (ICT, Science, Geography, History, Art) Nursery/Preschool <ul style="list-style-type: none"> English language 	English: Cambridge International Curriculum Mathematics: Cambridge International Curriculum . (mapped to the Khmer National Curriculum) IPC Foundation (Technology, Society, Science, Geography, History, Art,	Curriculum IMYC (English Language, History, Geography, Health and Wellbeing, Biology, Chemistry, Physics, ICT, PE) <ul style="list-style-type: none"> Grade 6: Adaptability, Creativity, Discovery, Collaboration, Balance, Consequence 	Curriculum IGCSE <ul style="list-style-type: none"> English First/Second Lang. Mathematics Core/Ex Geography, History, Business Studies, GP Coordinated Science ICT 	Curriculum AS/A2 Level <ul style="list-style-type: none"> English Language <ul style="list-style-type: none"> Prep Option) English Literature Mathematics <ul style="list-style-type: none"> Prep Option Geography History Business

<p>things that “have to be covered.”</p> <p>Activities that take place outside of the general scope of the school day are considered co-curricular, rather than extra-curricular.</p> <p>Special subjects, including art, music, sports and technology are considered integral to learning and are valued the same as traditional academic subjects.</p>	<p>acquisition through storytelling, songs, mark making, counting and expression.</p> <p>Pre-Kindergarten</p> <ul style="list-style-type: none"> Some expectations of letter/number recognition Encouragement of mark making and decoding <p>Kindergarten</p> <ul style="list-style-type: none"> Khmer and English Literacy and numeracy taught bilingually, using a child’s own world as the starting point. Equal respect given to both languages, meaning equal value, prestige and real estate, if not exactly equal time. 	<p>Computing, International Learning)</p> <p><u>Standards:</u></p> <ul style="list-style-type: none"> Personal learning goals (Linked to CLEAR goals) International learning goals Content learning goals <p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Khmer and English literacy and numeracy taught bilingually. Equal respect given to both languages, meaning equal value, prestige and real estate, if not exactly equal time. Embedded wherever possible into the thematic study which is taking place as part of the IPC. Numeracy is strongly based on problem solving. 	<p>s</p> <ul style="list-style-type: none"> Grade 7: Communication, Respect, Relationships, Resilience, Curiosity, Tradition Grade 8: Responsibility, Community, Identity, Interpretation, Challenge, Leadership <p>Mathematics: Cambridge International Mathematics Curriculum</p> <p>Art: National Core</p> <p>Music: London College</p> <p>Design, Technology and Innovation:</p> <p>School Media: Texas State Standards</p> <p>Service Learning: Based on IB CAS</p>	<p>Non-CAIE</p> <ul style="list-style-type: none"> Art: National Core Music: London College Digital Media: Deakin College School Media: Texas State Standards Service Learning: IB CAS Coding PE: Cambridge Spanish Language (CEFR) 	<p>Studies (AS)</p> <ul style="list-style-type: none"> Global Perspectives Biology Chemistry Physics ICT Art and Design (AS) Media Studies (AS) <p>Non-CAIE</p> <ul style="list-style-type: none"> Art: National Core Music: London College Digital Media: Deakin College School Media: Texas State Standards Service Learning: IB CAS Psychology: PE: Cambridge Spanish Language (CEFR) Life Sciences Food Chemistry: Cornell University History Through Film
<p>Khmer Curriculum</p> <p>Students sit national exams in Grades 6, 9 and 12.</p>	<p>The Khmer National Curriculum begins at the Kindergarten level.</p> <p>While lessons in English and Khmer are planned for and taught by their respective teachers, communication between the two teachers is paramount, and learning is linked as much as possible.</p>	<p><u>Khmer National Standards</u></p> <ul style="list-style-type: none"> Linked, where possible, with the international curricula <p>While lessons in English and Khmer are planned for and taught by their respective teachers, communication between the two teachers is paramount, and learning is linked as much as possible.</p>	<p><u>Khmer National Standards</u></p> <p>Khmer classes are taught either by full-time East-West staff or by part-time teachers who also teach at public schools.</p> <ul style="list-style-type: none"> Khmer Language (x4) Mathematics (x5) Chemistry, History, Geography, 	<p><u>Khmer National Standards</u></p> <p>Khmer classes are taught either by full-time East-West staff or by part-time teachers who also teach at public schools.</p> <ul style="list-style-type: none"> Khmer Language (x4) Mathematics (x5) Chemistry, History, Geography, Biology, 	<p><u>Khmer National Standards</u></p> <p>Khmer classes are taught either by full-time East-West staff or by part-time teachers who also teach at public schools.</p> <ul style="list-style-type: none"> Khmer Language (x4) Mathematics (x5) Chemistry, History, Geography, Biology,

			Biology, Earth Science, Physics, Morals & Civics (x1 each)	Earth Science, Physics, Morals & Civics (x1 each)	Earth Science, Physics, Morals & Civics (x1 each) In Grade 12, students choose to specialize in the Sciences or Social Sciences track, which determines which exam they will take at the end of the year.
Character Development - Personal Goals and Advisory	IPC 2020 Personal Goals <ul style="list-style-type: none"> • Adaptable • Collaborator • Communicator • Empathetic • Ethical • Resilient • Respectful • Thinker 	IPC 2020 Personal Goals <ul style="list-style-type: none"> • Adaptable • Collaborator • Communicator • Empathetic • Ethical • Resilient • Respectful • Thinker 	*Transition Program into Grade 6 <ol style="list-style-type: none"> 1. Change 2. Working with Other People 3. Thoughts and Feelings 4. Study Skills 1: How to Study 5. Effort 6. The Learning Brain 7. Needs of the Teenage Brain 8. Study Skills 2: Note-Taking 9. Time Management 10. Reflection Grade 7 <ol style="list-style-type: none"> 11. Neuroplasticity 12. Resilience 13. Self-Esteem 14. Empathy 15. Decision-Making 16. Managing Stress & Anxiety 17. Bullying 18. Study Skills: Learning Styles 19. Lateral Thinking 20. Reflection Grade 8 <ol style="list-style-type: none"> 21. Acceptance 22. Emotional Intelligence 23. Relationships 24. Coping with 	*Transition Program into Grade 9 <ol style="list-style-type: none"> 1. Planning for Your Future 2. College & Career Readiness 3. What are Qualifications? 4. Effective Communication 5. Independence 6. Extracurricular Activities 7. Lifelong Learners 8. The Feynman Technique 9. Self-Care 10. Teamwork Grade 10 <ol style="list-style-type: none"> 11. Organization 12. Jobs and Careers 13. Staying Relevant 14. Furthering Your Learning 15. Gratitude 16. A-Level Classes 17. CV Building 1 18. Study Groups 19. Social Awareness 20. Diversity, Respect, Community 	Grade 11 <ol style="list-style-type: none"> 21. Pathways 22. CV Building 2 23. How to Apply to University 24. The World of Work 25. Self-Motivation 26. Writing about Yourself 27. Interview Skills 28. Focus & Intensity 29. Stress & Anxiety 30. Locus of Control Grade 12 <ol style="list-style-type: none"> 31. Employability 32. How to Write a Cover Letter 33. (Academic) Integrity 34. (Globalized) Citizenship 35. Self-Management 36. Building a Network 37. Financial Literacy 38. Study Skills 39. CV Building 3 40. Coping with Change

			Failure 25. Nutrition 26. Self-Control 27. Self-Advocacy 28. Study Skills: Time Mgmt. 29. Workload 30. Planning for Your Future *HS students as mentors to MS students (can extend to Grade 5 or below?).		
Restorative Justice Practices	<p>Our approach to discipline is grounded in a culture of communication and listening to resolve conflict. We promote wanted behaviors, rather than punish unwanted behaviors. We want to teach students the kind of skills, supported by research, to help them improve their behavior. Restorative practices draw their strength in their ability to empower students to learn from unacceptable choices, to understand their impact, and to grow personally in their ability to make more sound decisions and resolve problems. Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. Restorative practices fit in well with our Community Norms of Engagement and our SLOs, as everyone in our community seeks to:</p> <ul style="list-style-type: none"> ● Build relationships ● Strive to be respectful to all ● Provide opportunities for equitable dialogue and decision-making ● Involve relevant stakeholders ● Address harms, needs and obligations <p>Restorative Justice Framework establishes a culture of expectations that we hold students to, students hold each other to, and students hold themselves to. Secondary School Essential Agreements Teacher Training, Student Training, Tracking Data on this</p>				
Parents	<p>Parents play a critical role in their child's growth and development while they are studying at East-West. At East-West, we view parents as partners, and try to include them as much as possible in their child's education. This has been easier, online, in some ways, with the expansion of our use of Google Workspace for Education Plus, Seesaw, and other virtual tools. The East-West Parent-Teacher Organization was established to provide an opportunity for parents to be Lifelong Learners in line with our school goals. The group meets monthly, either in person or virtually. An open invitation is provided to all parents via the school newsletter. Parents who have previously attended are also invited via email. An agenda is prepared for each meeting, and minutes are recorded. In 2021-2022, we are launching the first ever East-West Parents University, to provide more of an educational experience for our parents who want to learn more about what an international education entails.</p>				
Belonging: Diversity, Equity, Inclusion Community Norms	<p>East-West International School is committed to being a community of belonging, upholding the values of diversity, equity and inclusion. All qualified applicants will be considered for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status. East-West International School is a secular, non-denominational school that is welcoming and accepting of students, families and staff of any religious, political or belief background. Therefore, it is inherent in what we do that teachers refrain from commenting on issues that could potentially isolate and devalue the diversity that is so important to our school community.</p> <ul style="list-style-type: none"> ● We are a community built on respect and relationships. We treat each other as we wish to be treated ourselves. We value common courtesies, such as saying hello and smiling to each other in the hallways and public spaces. ● We are dedicated and devoted to each other and our students and are helpful and professional. We are collaborative and team-oriented. ● We are humble, selfless, empathetic and supportive of each other. ● We listen to truly hear and understand. 				

- We are **growth-oriented** and aspire to be the best we can be, knowing that **it is okay to be wrong** and ask for help.
- We are **flexible, adaptable**, and are not bothered by the little things that can sometimes get in our way.
- We are always **positive** and **inspirational** towards each other and our students. We create a **fun environment** for learning to take place.
- We are **inclusive** and **open-minded**, valuing **diversity** and **equality**. We want to engage all stakeholders in meaningful ways.
- We are **grateful** for each other.

The impact of having a stable leadership team is that the school is actually able to create a vision for the future, and collectively move towards it. Previously, with the turnover at the upper levels of the school, it often felt like we were spinning our wheels, and trying to implement new strategies without fully understanding the reasoning behind those strategies. Now, as we move into our third year together as an SLT, we have a collective vision that we can move towards, especially since staff retention is so high.

The Covid-19 Pandemic

Like all schools around the world, East-West has found itself adapting and growing in the face of the covid pandemic. While Cambodia has fared relatively well throughout the pandemic in terms of cases, deaths and vaccination rates, there is no doubt that the disruptions to learning have been significant. School was held in-person through Friday March 13, 2020. From Monday March 16 2020 (which was supposed to be the first day of our Substantive Change WASC Visit to add our Early Years and Grades 11/12 to our accreditation) until the end of the 2019-2020 year, all school was held virtually. East-West adapted to these changes slowly, giving teachers a chance to set up Google Classrooms (many were doing this for the first time) with the school-issued email addresses. Students, at this point, were using personal email accounts, which caused confusion. However, despite all of the challenges, we made it to the end of the year.

The 2020-2021 academic year opened online as well, though we had students return to in-person learning in mid-September. In order to meet health and safety requirements, we moved all students from Grades 1 to 11 to an East/West schedule, where they would learn at home one day, and then at school the next.

Schools were closed again for three weeks due to a covid outbreak caused by visiting diplomats in November 2020, and then we opened again in January 2021. We had six weeks of what felt like a return to normal - cases were low across the country, sports teams resumed practices, field trips went ahead for the first time in a year - until the government closed schools again in response to the "February 20th Community Spread Incident." East-West moved back online for the remainder of the year as Cambodia faced lockdowns and curfews for the first time during the pandemic. April 2021 marked the time where teachers were able to receive their covid vaccinations, as the government prioritized local and international schools for the Sinovac shots that were donated by China. Luckily, we were able to hold an outdoor, in-person graduation ceremony for the Class of 2021 in groups of 10 at a time at a local hotel.

With covid restrictions still in place at the start of this year, it was certainly a challenge running orientation and getting school set up this year. Gatherings were limited to no more than 15 people, which meant that small groups could meet, but most of our orientation was held virtually - with some staff at home, and others (who felt comfortable) on campus. The school year started virtually again, though East-West was one of the first Cambodian schools to be granted permission to reopen, and we started in-person learning for upper secondary students again in mid-September 2021, while elementary students returned in November 2021. At first, the uptake was low - many parents felt reluctant (or scared) to send their children to school, however over time, in-person attendance crept up to about 80% of normal by the end of the first semester in December 2021. With the Omicron variant spreading, it will

remain to be seen how the school will be affected in the second semester, however we will continue to prepare for all of the various scenarios we could face.

While we have been significantly impacted by covid - like all schools - we remain fortunate compared to most. The disruptions have surely affected learning, though we have been able to largely continue on our path of growth and achievement despite the challenges. We have kept our community united and safe during these trying times, and in many ways we have become a better school due to the “crucible” moment that covid has presented to the world.

Academic Achievements

As mentioned earlier in the report, one of the biggest achievements we have made is related to our WASC Accreditation status. In May 2019, we were informed that East-West had been granted probationary accreditation, in part because we were an Early Years to Grade 12 school while only being accredited from Kindergarten to Grade 10 (which had been granted when the school earned its initial accreditation in 2013, as those were the grades we had). During the 2020-2021 school year, East-West held both a Substantive Change Virtual Visit (with Stephen Massiah) and a Probationary Visit (with Marilyn George and Karen O’Neill). The results of these visits led to the school being granted Full Accreditation (Early Years to Grade 12) through the end of the six-year accreditation term, June 30, 2025.

Both the Probationary and Substantive Change visits focused heavily on the school’s progress towards achieving items on the 2019 Action Plan. While the full progress on the action plan can be read below, three main items we would like to highlight here are:

1. A Challenging, Rigorous, Fully Documented [Elementary](#) and [Secondary](#) Curriculum
2. Documented, Tracked [Graduation Requirements](#)
3. Development of policies, schoolwide plans and visions
 - a. Secondary Code of Conduct in [English](#) and [Khmer](#)
 - b. [Digital Citizenship](#)
 - i. [Standards](#) (K-12 with 6 Streams of Focus)
 - ii. [Middle & High School Units of Learning](#) formatted against school-wide unit planning documentation
 - c. [Learning Handbook for MS Students](#)
 - d. Parent Handbook in [English](#) and [Khmer](#)
 - e. Learning Handbooks documenting program changes due to covid in [English](#) and [Khmer](#)

The impact of all the pieces has resulted in all stakeholders feeling that East-West is a more serious, “real” international school where learning is the order of the day. While people come before policy at East-West, having policies in place ensures that our processes are documented and equitable. This has helped foster an environment where everyone is on the same page, and where students can feel confident to experiment and make mistakes and where teachers can concentrate on the development of the whole child, not only his or her standing in a subject. This helps in the long-term as student progress is now tracked and a more personalized learning experience can be tailored throughout their academic career with the school.

Secondary Advisory Program

This school year marks the second year of the secondary school’s advisory program. The goal of the program is to connect with students – and get them connecting with each other – as people. It is the hope that, in doing this, the school will build authentic relationships that foster open communication, community, care, academic progression, intellectual reflection, and recognition of achievements. The main objectives of this program, and teachers’ role as an advisor, are to:

- advocate for the student and be on their side.
- ensure that each student is developing social connections with other classmates and becoming a member of a peer group.
- help every student find ways of being successful within the academic and social options the school provides.
- be the communication link between home and school for the student.

Each secondary student is assigned to one teacher who is their advisor. The role of an advisor is to be present in the students' lives. This may encompass many different areas of development, including academic and social/emotional. Advisors are tasked with ensuring that each of their advisees knows that they are the adult in the school that they can go to for any kind of support they need.

The secondary advisory program is driven by a custom-built curriculum designed specifically for East-West International School that focuses on social & emotional development and college and career readiness. There are a total of 70 units of learning in the advisory program, 10 units per academic year. Each unit explores a topic through a Big Question that, over the course of the month, advisors and students explore. There are suggested learning tasks and resources available in each unit, as well as guiding questions for helping students discuss the themes.

Middle school students explore the social/emotional side of the curriculum (Units 1-30), where they develop essential qualities of character in order to function socially with others. The 30 units of learning span Grades 6-8 and are linked in a way that scaffolds the learning around meaningful topics without being overwhelming to teachers or students; topics and themes are explored over the course of a month. There are two transition programs built into the design of the middle school advisory curriculum. The early units in Grade 6, and later units in Grade 8, are designed in a way that imparts essential knowledge to students who are going into and out of middle school. By the end of all three years of studying the middle school advisory curriculum, students will be able to manage their emotions more effectively and add themselves to social situations in a positive, helpful way.

High school students explore the college and career readiness side of the curriculum (Units 31-70), where they develop awareness of the world outside of high school to prepare for different pathways beyond. The 40 units of learning span Grades 9-12 and are linked in a way that scaffolds the learning around meaningful topics without being overwhelming to teachers or students; topics and themes are explored over the course of a month. There is one transition program built into the design of the high school advisory curriculum. The early units in Grade 9 are scaffolded in a way that imparts essential knowledge to students who are transitioning out of middle school. By the end of all four years of studying the middle school advisory curriculum, students will be able to leave high school with the necessary skills and knowledge to be successful in the world of work or institute of higher learning.

New Positions

East-West is fortunate to have a supportive, flexible School Board that is responsive to the school's needs. Since 2019, the Board has approved the following new positions to meet the needs of our learners and educators. Many of these positions came about both because of the need of the school, as well as the individual expertises of the people in the building. While we were not necessarily on track to have all of the positions we had hoped to have during our Self-Study in 2019, we have taken great pride in ensuring that no positions were cut and all staff have been fully paid and received all benefits since the pandemic started. Positions listed below have been added since the 2019 Self-Study Report, with **BOLD** indicating the position is operating currently.

- 2019-2020
 - Secondary Academic Coordinator
 - **Guidance Counselor**
 - **Communications Coordinator**
 - Student Support Officer
 - Elementary Support Coordinator
 - **Milepost Coordinators**
- 2020-2021
 - **Service Learning Teacher**
 - **Head of Data and Digital Learning**
- 2021-2022
 - **Middle School Principal**
 - **Grade Level Leaders - Grade 6, Grade 8**
 - **HR Support Officer**
 - **Student Affairs Officer**
 - **Middle School Curriculum Coordinator**
 - **Learning Support Coordinator**
- 2022-2023
 - Guidance Counselor (full-time)
 - School Counselor
 - English as an Additional Language Specialist

Technology Advancements

Another area in which the school has made strides is in the expansion of the use of technology in the learning program. While this has taken many shapes and forms, the most significant is the school's adoption of the Google Suite for Education platform during the summer of 2020. This came at a critical time, especially since we had dealt with the challenges of doing home-based learning with students using personal email accounts, and staff using a variety of computers and drives to store school documents. As a school that is not technically a non-profit, despite being operated as one, we were granted access to the G Suite for Education tools through the tireless work of our Head of Data and Digital Learning, who worked closely with a local consultant to make this happen. The establishment of the @ewiscambodia.edu.kh domain gave us greater security with our emails, the ability to share and access data across the Google Shared Drives, and run secure, safe classes online through Google Classroom and Google Meets. Students were all assigned school Gmail accounts, as were parents who did not previously have access to email.

Having G Suite allowed us to launch a one-to-one device program in our Elementary School, where each student was given a school-owned device to take home and use at school to help with learning. We had found that during home-based learning the year before, many students were using tablets or phones, which were not effective for learning. Our allocation of one Chromebook to each student allowed them access to tools that would help them learn remotely using the tools that have become so important for us today. Having G Suite gave us access to a suite of applications and programs which enable and facilitate simple and efficient methods for our children to stay on top of all the tasks they are required to complete, without issues connected to compatibility or availability of provision of these apps.

The pandemic has created enough obstacles for our youngest learners as it was. Using different, and often highly inappropriate, unsecured and even shared devices, was an issue which seriously impaired the ability of our younger stakeholders. The provision of a basic Chromebook, while not

without its own issues, allowed us to remove many of these obstacles at once, while also adding a significant perceived and real value for them.

We connected this with our use of Seesaw up to Grade 4 and Google Classroom in Grade 5, to be able to make the online learning experience as valuable as it could possibly be. Grade 5 classes opted to use Google Classroom rather than Seesaw because Google Classroom is the platform used at middle and high school, and so Grade 5 served as a transition year for the children.

During the initial months of the pandemic we used Class Dojo as a communication platform for Elementary students. While Dojo had been an effective way to engage and communicate with parents, we found that it wasn't ideal as a learning platform during the early months of the pandemic. Following research, we made a decision to move to Seesaw as our online learning platform for students up to and including Grade 4. Seesaw offers teachers and students a wide range of creative tools to engage learning, including integrated audio and video recording, video embedding, a screenshot extension, and drawing and writing tools. Seesaw integrates well with Google, with teachers and students able to import Google Suite work into Seesaw for easy sharing with parents. Seesaw also includes a skills/progress feature which aids teachers in record keeping.

In Secondary, we moved in 2020 towards a policy for students to bring their own devices to school. As with the elementary, this allowed learning to be less disrupted if we had to switch between online and in-person learning. It also allowed us to expand the learning possibilities with more access to online content, both in the international and Khmer programs. Many secondary students already had their own devices, which is why the school opted not to provide devices for them as we did with the elementary students. Previously, students had used phones or tablets to access online content, which was not ideal on many levels. Students had trouble focusing on their lessons because phones were a distraction, nearly all of them were too small for effective learning, and it was difficult to type on the screens. East-West offers to provide computers to any secondary student who does not have a device of their own.

As we have found more students interested in design and digital media, the school has purchased additional Mac Pros to serve our students who take our Cambridge (and non-Cambridge) Digital Media courses. We have opened an AS Media Studies class in 2021-2022. The Cambridge International AS and A Level Digital Media and Design (9481) course is an option for the "Group 3: Arts and Humanities" for the Cambridge AICE Diploma. This will give our students more flexibility. We are exploring the feasibility of further developing a STEAM center ahead of the 2022-2023 year under the guidance of our Head of Data and Digital Learning.

Under the leadership of our IT Manager, we further secured the safety of students and staff on campus this year with the purchase and installation of a firewall. After investing lots of time and money to improve our network in 2020-2021, we found the need to better monitor the traffic within our school building. The firewall allows us to better support the Child Protection Team by filtering inappropriate media and make the network less vulnerable to malware. This is significant in regards to our secondary school's BYOD program with regard to keeping the network safe from malware from students' personal devices. In addition, the incorporation of the firewall into the infrastructure automatically flags issues regarding the accessibility of the school's network and thus ensures the security and safety for both students and teachers.

International Partnerships

Another significant development was East-West's push to connect itself with more globally recognized organizations. After the first few months of the pandemic in early 2020 showed us where we had gaps in terms of our home-based learning program, we partnered with the Global Online Academy and became Cambodia's first member school. This gave our teachers access to many different

professional learning modules specifically related to online learning, including wellbeing, relationships, wayfinding and course design. We ended this partnership after the initial year, as many of the professional development courses were unchanged, and the extra GOA classes we had hoped to offer for students ended up costing almost as much as our tuition fees.

This year, East-West built partnerships with two additional organizations. Our partnership with EduCare, part of TES, has been borne out of our desire to make continual and ongoing improvements to our understanding of Child Safeguarding and Protection. This year, staff will undertake at least two self-paced courses with EduCare - one on First Aid Essentials, and the other of their choosing.

East-West was incredibly proud to earn its first official membership with East Asia Regional Council of Schools (EARCOS). We had been planning to join EARCOS earlier, though with the delays to our accreditation status because of covid, we were not able to fully launch our application until August of 2021. East-West is proud to be one of only three EARCOS schools in Cambodia, and our teachers have already participated in several professional learning experiences offered virtually. We hope to attend, and maybe even present, at the Teacher and Leadership Conferences that will be held in 2022.

East-West also earned recognition from the College Entrance Examination Board in 2021 as many of our students now are applying to schools in the US. This is the first year that we have had our own school code, which helps when students are applying to American universities.

Strategic Planning/New Campus

The Head of School led the Board, along with the Secondary Principal and School Coordinator, through [a strategic planning session on December 7, 2021](#). This process, using the VISIS Pyramid tool learned through professional development with Compass Education, allowed the Board to look at the long-term sustainability of East-West through the lenses of Nature (and environment), Economy, Wellbeing and Society. The Board started with what it wanted as the school's Vision, and then looked at Indicators, Systems, Innovations and eventually came up with a Strategy to address some of the questions. The results from our discussion are below:

Sustainable Future for East-West Action Plan	
Wednesday December 8, 2021	
Central Challenge	How can we develop a sustainable future for East-West International School?
Clearly Articulated Goal	<p>This sustainable future needs to address:</p> <ul style="list-style-type: none"> Income (mostly generated through school fees) that matches the school's needs, quality and aspirations The ability to hire and retain the best educators through a salary/benefit package that more closely approaches schools in our tier (WASC-accredited, EARCOS members) Renovations to our non-purpose built campus that better reflect the quality of learning happening inside the building The ability to fully support each and every student
The VISIS Pyramid (with the Compass)	
Context	<p>On Tuesday December 7, 2021, Jeff led the School Board (which included two key non-Board members from our staff) in a discussion about systems thinking related to our central challenge.</p> <p>Other than myself, our group included:</p>

	<ul style="list-style-type: none"> ● School Board Members <ul style="list-style-type: none"> ○ Chea Thilay (NTC Chairman and school owner) ○ Chhy Sothy (NTC Group Human Resources Manager) ○ Van Vannak (NTC Group CFO) ○ Sandra Chipps (Board Chair and Founding Head of School) ○ Ali Copple (Education Consultant) ● Non-Board Members <ul style="list-style-type: none"> ○ Sarun Koam (School Coordinator) ○ Tim LaRocco (Secondary Principal) <p>Our workshop included some pre-meeting work to familiarize everyone with the Compass and concept of systems thinking. Then, we worked through the following slide deck up through the third level of the pyramid (systems). The slides and handbooks that guided our discussion can be found at the link here.</p> <p>The initial work related to our central challenge then framed our Board discussions - including decisions related to staff salaries/benefits, tuition fees, hiring new positions, and even the potential building of a new campus - for the remainder of the week.</p> <p>The final two levels - Innovations, Strategy - were completed by me at the end of the Board meetings in reflection of what our group decided.</p>			
	Nature	Economy	Society	Wellbeing
Strategy	Design teams will create options for what a renovated campus will look like; First steps done in December 2021, major renovations in summer 2022 (with furniture changes)	<p>Covid tuition discounts removed, fees raised by 20%, though significant discounts given to returning families so that many are paying our pre-covid fees, or just a bit more.</p> <p>Increased marketing campaign to raise awareness about East-West</p>	<p>New salary scales adopted that prioritize and value hiring qualified staff from six main countries</p> <p>Board willingness to invest in services that assist with recruitment and higher quality staff</p>	<p>Addition of four support staff</p> <p>School Counselor Guidance Counselor EAL Specialist Learning Support Coordinator</p>
Innovation	<p>Replace wooden chairs and desks with better tables and chairs</p> <p>Outfit classrooms with mounted projectors, more outlets to reflect digital learning</p> <p>Make EY and Elementary look different from Secondary</p> <p>Separate entrances for secondary/elementary</p>	<p>Raise Tuition Fees by 10-20% so that EWIS remains affordable for current families while also reflecting our needs, quality and aspirations for excellence</p> <p>To increase NTC's optimism about enrollment, NTC Marketing Team will provide support to East-West so that we can get the word out</p>	<p>Investment in recruiting platform - Schrole</p> <p>Structured approach to professional learning that aligns with vision; framework from the top</p> <p>Retention: Needs to have financial and non-financial components (keep the strong work-life balance)</p> <p>Bring parents into</p>	<p>Need to continue to improve our structures that are already in place to support students</p> <p>Need to hire LSCo, EAL, Counselor and full-time Guidance Counselor</p>

	<p>Redesign ground floor to reflect quality of school, then redesign upper floors over summer break</p> <p>Improved bathrooms, toilets for younger learners</p>	<p>about what East-West is and why it is valuable</p>	<p>school life (explain curriculum, vision) and grow engagement</p> <p>Professional development pathway for teachers to move to higher positions (with more responsibility and more salary)</p>	
Systems	<p>Primary: Need to increase awareness that we are not just a secondary school;</p> <p>People do not know what our environment looks like and how it compares to other schools</p> <p>Redesign so facility matches the curriculum and vision</p> <p>Current campus is three buildings, one of which is owned, two are leased through 2030 - need to balance costs of improvements so as not to waste money on someone else's property</p> <p>Feasibility of building a purpose-built campus</p>	<p>People need to see and understand the value of the East-West experience (why it is worth it, and why it is worth paying more for); Also, why it is worth paying for our elementary program, as increased enrollment there helps our budget because the cost of running the elementary is lower</p> <p>Have not yet shown "the world" how great East-West is. Need to do more marketing</p> <p>NTC Group has limited resources, so any investment needs us to be optimistic about how enrollment is affected</p>	<p>School culture is a product of our recruitment, training, values and retention</p> <p>PD - Staff needs to understand the importance of it; grow capacity</p> <p>Ensure parents understand the value of the classroom learning and the skills/social competencies that the students wouldn't get elsewhere</p> <ul style="list-style-type: none"> Parents' misconception of "international" education 	<p>Many students suffer from "affluent neglect" - absent parents who are too busy to be involved in their lives and don't understand international education</p> <p>Teachers carry a large burden of supporting students</p>
Indicators	<p>Pictures on the wall outside so parents will see what is happening inside the building</p> <p>Redesign entrances (and signs) so that it is clear EWIS is a Primary and Secondary school</p> <p>Vision: A school middle class Cambodians go to with quality, true international standards</p> <p>More green spaces on campus, including downstairs and at</p>	<p>Willingness of NTC Group to invest is connected to likelihood of enrollment increase</p> <p>Parents are going to continue to be very careful of how they spend money. Factors include:</p> <ul style="list-style-type: none"> Building appearance Reputation What other Cambodians think <p>About 80% of our families are significantly affected, financially</p>	<p>Recruitment and retention, compensation and benefits</p> <p>Train and treat people the right way - loyalty to the school during covid should be reciprocated</p> <p>Professional learning - action research for all staff so that teaching practice is correct and based in data</p> <p>Challenges with the curricula - Cambridge</p>	<p>New students struggle to adapt to East-West</p> <ul style="list-style-type: none"> East-West's full Khmer and international curricula is a very rigorous program Almost all students are EAL Transfers from lesser international schools are not often independent learners Growing number of students with social and emotional needs

	entrances	We expect a 5-10% expected financial recovery next year	and Khmer; What are our expectations of students?	School needs these students - they are our target audience, and if we don't meet their needs enrollment will go down
Vision	East-West is a strong school academically and holistically. To continue in the direction we want to develop means a big change in how we structure our finances - both our income related to school fees as well as our expenditure on staff, facilities and resources. The school is at a crossroads in its development, and the Board's vision is to continue to develop in the direction the school is currently heading: more qualified teachers, affordable fees, WASC accreditation, EARCOS membership, better facilities - all in line with our vision of providing an excellent opportunity for middle class families in Cambodia. We want to be a better school, and we want to invest with that in mind.			
Timeline	It seems like everything that was agreed to at the Board meeting will take place during the next 8-9 months, from now until the beginning of the 2022-2023 academic year.			

Digital Citizenship

Towards the end of the 2020-2021 academic year, we noticed a worrying increase in instances of inappropriate behavior amongst some of our students and their peers online. In August 2021, East-West International School adopted a [Responsible Use Policy](#) and developed Digital Citizenship lessons to help students better understand that they are responsible for their own ethical and appropriate use of the Internet and their devices. Currently, the Digital Citizenship lessons are taught to elementary students to help them develop their life skills and make them aware of the risks and dangers of the digital world. These lessons are taught by our Student Affairs Officer, who engages with each elementary grade twice per month. Middle school students have Digital Citizenship lessons based on debates, sharing circles, reflections, individual activities and group projects at the end of each learning stream. These classes are held by grade level on a weekly basis in the place of a special class like PE, Art, Music or ICT. High school students attend a monthly Digital Citizenship workshop with their grade level. Our Student Affairs Officer is a staff member who had originally been hired to teach in our Early Years program. Due to low enrollment in those classes because of the pandemic, we pivoted and moved her into this role that became a critical need. As the school has embraced more technology to improve student communication and collaboration skills, provide an authentic audience, and extend learning beyond the classroom walls, it was deemed more important than ever before to build digital citizenship skills. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use. It is important that students and parents recognize that information posted on the internet is public, permanent, and needs to be appropriate. To that end, East-West adopted the following vision statement related to responsible use of technology:

East-West International School students will become responsible digital citizens who know how to safely harness the learning potential of digital media in today's connected world, thus allowing them to gain the skills they need to succeed as digital learners, leaders and citizens tomorrow.

The future of the digital citizenship program is based on the research that led to its conception: the best digital citizenship programs are the ones that are embedded. Thus, the digital citizenship standards have been embedded in every subject of learning starting in the 2022-2023 academic year, with representation of all 6 strands of learning.

Essential Documentation:

- [Digital Citizenship Standards](#)
- [Proficiency Rubrics](#)
- [Secondary \(6-12\) Unit Plans](#)
- [Pacing Guide \(Scope & Sequence\)](#)

Women's Week and DEI

At the start of the 2020-2021 academic year, East-West decided to codify its vision to be a leader when it comes to belonging in the international school (and Cambodian) community. Our Belonging: Diversity, Equity and Inclusion statement is included in our Staff Handbook and is listed below:

East-West International School is committed to being a community of belonging, upholding the values of diversity, equity and inclusion. All qualified applicants will be considered for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status. East-West International School is a secular, non-denominational school that is welcoming and accepting of students, families and staff of any religious, political or belief background. Therefore, it is inherent in what we do that teachers refrain from commenting on issues that could potentially isolate and devalue the diversity that is so important to our school community.

Additionally, East-West was one of the first schools listed in the Diversity Fair, a recruiting agency founded in 2021 whose vision is to diversify recruitment in international schools. As a further statement of the importance East-West has placed on growing in this area, East-West held its first ever Women's Week in March 2021. This event included a week's worth of discussions, presentations, guest speakers and other virtual activities in support of awareness around social justice and gender issues. This was open to students and staff, as well as some carefully vetted individuals from outside the East-West community.

Equivalency

Lastly, one further significant development is that the school has submitted its application to the Ministry of Education, Youth and Sport so that the East-West diploma is valued equivalently to a passing score on the Grade 12 Khmer National Exam. While many of our students still choose to study the full Cambodian National Curriculum (and sit the Grade 6, 9 and 12 National Exams), we do have more students now who only study our international program. These students often struggle to gain admission into Cambodian universities, which mainly require the Grade 12 National Diploma. To make it easier for our non-Khmer studying students, we have submitted our application for equivalency. This will put East-West into a group of about 10 international schools in the country that have this status, and will make it easier for our graduates to continue with their studies in Cambodia. A decision on our application will be made at some point in the second semester of the 2021-2022 academic year.

III: Ongoing School Improvement

Obviously the past few years have not been the easiest to navigate when it comes to ongoing schoolwide improvement. Teachers have been pushed to (and beyond) their limits, and have spent more time than ever trying to facilitate effective learning experiences while facing a global pandemic. Students have struggled to remain engaged with online learning and have missed out on the best parts of the East-West experience: time with friends, engaging face-to-face connections, and drama, sports and music programming. Parents have been unsure about what their financial futures look like, and have relied on East-West to remain a key support for their families at this time. Many staff have been away from their home countries and families since the start of the pandemic. We've all been in this together.

As a school, our belief has been to lean heavily into fully supporting our teachers as much as possible during this time. Our key focus has been that teaching (and learning) has to be sustainable in order for everyone to make it through the pandemic feeling positive, engaged, encouraged and connected. To that end, we have tried to take more of "extra" pieces that go along with ongoing schoolwide improvement off teachers' plates as much as possible, so that they had more time to devote directly to students. While this hasn't been entirely impossible the whole time, it has been our guiding principle since we started home-based learning in March 2020.

We've done our best, considering the circumstances, to include all stakeholders in this process. To that extent, all stakeholders have been involved in the review of student achievement data:

- Of all of our stakeholders, staff are the most involved in reviewing, analyzing and implementing changes in regards to student achievement data. Further developments in this regard are detailed in the Schoolwide Action Plan Progress in Section IV of this report.
- For Middle School, the units of learning from the IMYC curriculum are chosen by teachers in collaboration from Heads of Department. The school relies heavily on teacher feedback in terms of observations of student performance, relevance of content, individual learning needs, and approaches to instruction in making decisions about content for learning. Invaluable in this endeavor have been the Heads of Department who, along with the Middle School Curriculum Coordinator, are completing a comprehensive, multi-faceted curriculum for the needs of any student in a post-pandemic world. To do this, department heads are leading their teachers in charting content-specific timelines that will be used to describe the process in visual form to parents whose first language is other than English. Springboarding from this is the Middle School's Units of Learning compendium, aimed to be completed by May 2023 with a full suite of 30 IMYC Units that can be adapted each year to any learning lineup. The Middle School curriculum from Fieldwork Education has 10 units of learning per year group, with a total of 30 units of learning for three years of a middle school learning career. Each year, teachers choose the five units they think would best support their students over the next year (this process is currently being implemented now at East-West) and then design a learning plan around each unit's Big Idea. Learning goals (objectives for learning) are designated by Fieldwork's IMYC curriculum; however, there are too many goals to explore over a three-year period in each subject. In collaboration with their Heads of Department, teachers choose which learning goals 1) best reflect our school ethos and then 2) plan a unit of learning (approximately 10-12 weeks) around those goals.
- The School Board reviews student achievement data annually, though this has been more challenging for us to do collectively since the pandemic began in Cambodia in March 2020. Since then, the Board has continued to meet regularly via Google Meet, and has actually met more often than it did pre-pandemic. However, with Board members scattered around the world, and the situation in Cambodia being such that in-person meetings were not possible, the Board has spent

less time reviewing student achievement data than it has previously. This is an area of growth for the Board, though its efforts to focus on keeping the school running smoothly for all stakeholders had to be considered a priority during the past few years. The Board receives an annual report from the Head of School in which student achievement data and stakeholder survey data is shared and discussed. These discussions often center around programming changes that the school wants to make, such as hiring additional staff or offering alternative courses to meet student needs.

- Students are mostly involved in the reviewing of their own personal data, rather than schoolwide achievement data. At the end of the 2020-2021 academic year, the Secondary Principal sat down with each student individually to create a schedule that met their needs as best as possible. This review included class grades, CAIE test scores, as well as student input, and has allowed us to better stream students into classes that fit their abilities and their future (university) needs.
- Parents have been, traditionally, a difficult group to engage, especially when it comes to data and information that is not directly involving their own child. While we have made strides to involve parents as partners in their child's education, turnout has been lower than we would have liked at meetings where we shared information regard schoolwide achievement results. One encouraging development was that our October 2021 Parent-Student-Teacher Conferences resulted in 100% attendance across the school. This has given us hope that if we can pick and choose the places we would like to connect with parents, we will be able to find higher rates of engagement.

When it has come to monitoring the Schoolwide Action Plan, we have also involved all stakeholders along the way:

- As mentioned above, the School Board has been incredibly supportive during the past few years, with its main focus being on ensuring that parents can continue to access high-quality education for their children at East-West. The Head of School shares the school's progress towards meeting the Action Plan regularly throughout the year. Traditionally, the School Board has met at three points during the year:
 - August/September: The Board's main focus at this time is to get a clearer picture of the school's situation - staffing, enrollment, finances - at the start of the year. In terms of the Schoolwide Action Plan, the Head of School confirms the progress made previously, and explains what the school's goals for the upcoming year.
 - December: It's at this point in the year where the Board confirms school fees and staff salaries and benefits for the following school year. It is also when new positions for the upcoming school year are approved. The Head of School shares student achievement data on CAIE, ACER-ISA and Cambodian National exams with the Board so that everyone is aware of how our students are achieving on standardized exams. In December 2021, for example, the Board approved the addition of an EAL Specialist and Learning Support Coordinator. This approval was granted because it was part of our Schoolwide Action Plan from previous years, and our ACER-ISA scores have shown us the need to provide further support for English language learners.
 - May: It's at this point in the year that the Board approves the final budget for the year, and sets goals for the year ahead. In terms of schoolwide improvement, this is the time of year when the Head of School outlines the achievements and progress towards our Schoolwide Action Plan, areas we excelled in and those we fell short of achieving, as well as a general plan for how we will move forward the following year.
 - On a side note, the Board was particularly involved in the WASC improvement process the last two years as we were working towards progress on our Substantive Change and Probationary

Visits. The Board also considered several factors related to schoolwide improvement in December 2021 as it set its future vision for the school.

- At East-West, our approach is that the whole school owns the schoolwide improvement process. This starts with getting input from staff. The groups that were the most involved the past two years were our Early Years and Grade 11/12 teachers, as those were the areas that we had been working towards in our Substantive Change. Last year, while those teachers remained involved in the Substantive Change Visit, we also tried our best to include everyone in the Probationary Visit, though much of that report and visit focused on conversations with members of the School Leadership Team. At the elementary level, two policies were written with contributions by a small focus group of six educators (including members of each milepost and management): a Learning and Teaching Policy and an Assessment Policy. The final draft of these documents, before finalization, was shared with all the educators in elementary. A key component of our each year's orientation week is to go over, with all staff, our progress and goals related to the Action Plan. Staff are involved to share their feedback on what has been achieved, as well as what areas need to be considered that might not have been included in previous reports. This year, we also had several meetings with staff to review our progress:
 - July 27, 2021 - Whole school update on our WASC accreditation status, as well as information shared about our Action Plan and general timeframes for accomplishing items
 - October 20, 2021 - Key members of the SLT participated in the WASC Mid-Cycle Report Webinar hosted by Marilyn George.
 - October 21, 2021 - School Leadership Team meeting where teachers had a chance to read through the Action Plan and give comments or feedback on progress (or lack thereof).
 - October 27, 2021 - We hosted a meeting related to [Schoolwide Improvement](#) where teachers joined together as a team virtually, and then broke out into small groups to discuss the following questions:
 - Who are we?
 - What are our students' critical learning needs?
 - How well do our guiding statements reflect today's world and who we want our students to be?
 - What questions do you have when it comes to student achievement, and what data (that we may or may not have) would be helpful for us to consider?
 - Where do we want to go?
 - Among key issues that came up from these fruitful discussions were reflections on our students' motivation towards achievement and understanding their pathways to university, an urgent need to provide more support to each and every learner, as well as ultimately, some hard questions for us to consider as we move forward as a dual-curriculum school that is quite rigorous. These insights have been expanded upon in our revised Action Plan in Section V of this report.
 - Late November 2021 - The school's annual climate survey asked several questions, including a few asking teachers to highlight what they believe to be the school's critical needs to support student achievement. Results from that survey are below:

Staff Climate Survey (57 responses) - If you had to rank the top three priorities for the school for the 2022-2023 academic year, they would be:

Item	Responses
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<ul style="list-style-type: none"> • Hiring a qualified Special Needs Coordinator • More professional learning opportunities 	37%
<ul style="list-style-type: none"> • Hiring a qualified EAL Specialist • Tightening the connection between English and Khmer learning • Funding scholarships for those in need • More collaborative planning time 	25%
<ul style="list-style-type: none"> • Standardized planning and assessment across all grade levels 	23%
<ul style="list-style-type: none"> • Parent education 	21%
<ul style="list-style-type: none"> • More resources and teaching materials • Hiring only qualified teachers 	19%
<ul style="list-style-type: none"> • Hiring a qualified school counselor • A university career and college readiness class for Grade 11/12 students • Additional Cambridge and non-Cambridge offerings in Secondary 	18%

- December 1, 2021 - Leadership Team Meeting where we took a deep dive into the progress made towards each item on our Action Plan. This meeting was the foundation for the writing of Section IV of this report, as discussions were had around each Action Plan item, and evidence was collected to support the conclusions reached.
- January 2022 - The Head of School shared the draft of the report with all staff to collect feedback on the report's accuracy, including any items that might have been omitted, written incorrectly, or neglected. This was further revised again with staff before being submitted to the WASC Portal and the VC members.
- It has been a challenge to include students in the schoolwide improvement process as much as we would have liked during the past few years with all of the starts, stops and changes when it has come to in-person and online learning. The main way that we have included students' voices is through regular, ongoing meetings with the Student Council. These allow us to hear about issues that our students are facing, as well as solutions that could be found. In May 2021, for example, while the staff were meeting to discuss what was perceived to be an increase in academic integrity violations, members of the SLT met with students to get their feedback and insight into the issue as well. This led to a solution and policy that included students' voices, rather than just those of the teachers. Students were also involved in the discussions with WASC members during our Substantive Change and Probationary Visits. The Head of School met with members of Student Council as well in January 2021 to share the school's progress on its current Action Plan, as well as to solicit feedback on the new one submitted in Section V of this report. Student Council members are also involved in discussions surrounding the redesign of our school campus.
- Parents have traditionally been the hardest group to engage when it comes to schoolwide improvement and WASC. In fact, while we are proud of our recent 100% attendance at October 2021 conferences, we were disappointed that Parent responses on our November 2021 Climate Survey were our lowest in recent years (31). The Head of School held a [Parents as Partners, Envisioning the Future](#) Meeting open to all parents (though several were specifically invited due to their previous involvement with schoolwide improvement) in December 2021 to share both the school's progress towards its Action Plan, as well as to discuss future possibilities. During this

discussion, the Head of School laid out possible visions for the future, as well as what it would take, financially, to reach those different visions. Parent input was collected and shared with the School Board in December 2021 as the Board discussed possibilities for the future of the school.

This report was written and prepared by Jeffrey Kane, Head of School, with contributions from a variety of members of our school community.

- Key contributors from the leadership team:
 - Head of Secondary Tim LaRocco
 - Elementary Principal Andrew Duggan
 - Middle School Principal and Guidance Counselor Landon Seigler
 - Head of Data and Digital Learning Justeen Clements
 - Middle School Curriculum Coordinator Minami Seki
- A collaborative sharing of the process, understanding the importance of schoolwide improvement and a collective vision for the future from all staff

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

East-West International School Action Plan - March 2019

The section below is a summary of the progress we made on the 2019 Action Plan items based on the schoolwide improvement goals set out in the 2019 Self-Study. The summaries below reflect progress made during the 2019-2020 and 2020-2021 academic years, and were written for the Probationary Progress and Substantive Change visits held in 2020-2021. Progress on these items was confirmed by the Visiting Committees and resulted in East-West being granted full accreditation from Early Years to Grade 12 through June 2025. These sections have been added to this report without any changes.

A) Curriculum Improvements	
2019 Action Item	2019 Description
Area for Improvement:	East-West International School needs to ensure it has a fully-documented challenging, coherent, and relevant international curriculum that results in students achieving the SLOs through successful completion of any course of study offered.
Rationale:	Although East-West has made great strides in curriculum since both the initial self-study and the mid-cycle visit, there is still progress to be made in this area. The self-study process highlighted that, due to the turnover of leadership, there is still not a formal middle school curriculum. In addition, the secondary Khmer and English curricula and instruction are not as well aligned as they could be. Graduation requirements also need to be determined, especially if we move away from CIE. There is also still work to be done mapping the Khmer and English curricula, although considerable integration currently exists in elementary. There is also a need for greater continuity from Kindergarten through to Grade 12. As East-West moves towards 21 st century teaching practices and more PBL and inquiry-based learning, decisions need to be made to ensure our chosen and documented curricula support the development of global competencies and our SLOs.
Critical student learning needs and SLOs	A challenging, coherent, and relevant international curriculum will help ensure all our students grow to be Creative Problem Solvers and Lifelong Learners. Our students are 21 st century learners and we need to ensure they are developing the 4Cs of 21 st century skills: Critical thinking, Creativity, Collaboration, and Communication

Action Item	<i>Develop a comprehensive curriculum document that will facilitate 21st century teaching practices and meet the needs of East-West students as they develop in accordance with our SLOs.</i>
Progress and Impact on Learning	One of the most critical areas for improvement for East-West following the self-study report was the development of a comprehensive curriculum document that aligned the school's curriculum vertically and horizontally from Early Years all the way to Grade 12. While this documentation is on-going, we believe we have made significant progress in this area, and are finally in the right place as a school to develop further. The school's Substantive Change Visit in December 2020, under the guidance of Stephen Massiah, contributed significantly to the developments of this action plan item moving forward.

	<p>During the 2019-2020 year, East-West made great strides to ensure all of its classes were following internationally recognized standards.</p> <p>In 2019-2020, East-West adopted the International Early Years Curriculum for use in the Nursery, Preschool and Prekindergarten programs. It was decided at the end of the 2019-2020 year to shift the Kindergarten program to the IEYC as well. Introducing young learners to inquiry-based learning through the IEYC provides a better foundation as they shift to the IPC in Grade One. The Fieldwork learning goals and our SLOs are embedded into the planning at every stage of the journey. The children develop the skills needed to be inquiry based learners, beginning with structured inquiry, then guided inquiry and finally true inquiry at the end of Milepost 3 which allows them to seamlessly merge into IMYC and middle school.</p> <p>In addition, during the curriculum review process, the elementary school adopted the Australian National Curriculum standards for English in 2019. This was decided on after a detailed inquiry into whether to adopt the Australian or British standards. Another curriculum development in 2019 was the creation of Milepost Coordinators to better vertically align our programming in elementary. Milepost One includes Early Years; Milepost Two includes Grades 1, 2 and 3, and Milepost Three includes Grades 4 and 5.</p> <p>In addition, the school decided to adopt the International Middle Years Curriculum in the 2019-2020 academic year as a bridge between the elementary and the Cambridge program in Secondary. The school hired an Academic Coordinator during the 2019-20 academic year, and, working in conjunction with the Secondary Principal and other members of the secondary leadership team, finalized our curriculum document based on the International Middle Years Curriculum (IMYC). East-West's middle school curriculum aligns with the SLOs through six separate six-week long learning goals which correspond to rubrics in the IMYC Assessment for Learning Program. The final six-week long learning goal at the end of Grade 8 —Leadership— provides an appropriate exit point and segue for students to then begin their studies in the rigorous Cambridge Assessment International Education (CAIE) in Grade 9.</p> <p>East-West also wanted to ensure that its non-Cambridge courses had documented, challenging, coherent, relevant curricula and standards to follow. During the year, the Secondary Principal led the process of aligning each non-Cambridge class (for example, Drama or Spanish Language) with the Cambridge standards, or the standards from another internationally recognized curriculum.</p> <p>During the Substantive Change Visit that was rescheduled to December 2020, WASC Team Leader Stephen Massiah gave the school leadership team great insights into the next steps of this process. While the school was praised for its adoption of Cambridge standards or other internationally recognized standards for its non-CAIE offerings, the next step for the school is to ensure that we make the necessary adaptations, so that we have a curriculum document that is East-West's own. This horizontally and vertically aligned document is in the process of being created. There will be a draft of the East-West International School Curriculum Standards for Grades 6 - 12 available to the Visiting Committee in March 2021, at which point we will gladly seek feedback from the Visiting Committee members as we seek to grow, improve and evolve the document. The process of adding Early Years to Grade 5 to the document will take place after we have had a chance to get feedback from the Visiting Committee in March 2021.</p>
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	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • East-West International School Curriculum • Syllabi, Assessment Outcomes (AOs) and Schemes of Work (SoW) for Cambridge and non-CAIE courses • East-West IMYC Curriculum Documentation • EWIS Gradebook • EWIS Weekly Planner • 2019-2020 Elementary English Language Arts Curriculum Review <ul style="list-style-type: none"> ○ Presentation to Senior Leadership ○ Comparison between British and Australian National Curricula
Action Item	<i>Increase use of 21st century teaching practices, including PBL and inquiry based learning with greater opportunity for flexible assessment and instruction.</i>
Progress and Impact on Learning	<p>East-West International School teachers have adopted the Lifelong Learner mindset when it comes to professional learning and growth.</p> <p>In the elementary school, improvements were made to the lesson planning documents to allow for more inquiry-based learning connected with the SLOs. The school also made a significant shift into how learning was monitored throughout the school. In conjunction with the teachers, through several PD sessions, each principal developed a “learning observation form” which took the place of the teacher appraisal form used previously. This allowed the school leadership team to focus on what was really important - the teaching and learning they observed in the classrooms - rather than the teachers themselves. The format of this observation tool is based on the Ambitious Teaching and Learning framework introduced by the Head of School into the secondary Khmer program, with a focus on Talk, Tasks, Tools and Participant Structures.</p> <p>Beginning in the 2020-21 academic year, East-West expanded the use of devices in school to all students in Grades 2 to 12. The East-West leadership team agreed to this new policy so that the school can better prepare students to have the skills necessary to achieve our SLOs by the time they graduate. In addition, establishing proper understanding of how to use technology to further learning would be important this year as we would face the ongoing possibility that we would have to revert to home-based learning. To prepare teachers for a more regular use of technology by students both at home and on-campus, the school partnered with Global Online Academy in July 2020 to provide more PD on topics such as Wayfinding, Student Agency, Assessment, Relationships and Designing for Online Learning ahead of the new school year. East-West was also approved as a G Suite for Education school in the summer of 2020, and all teachers and students have migrated over to the new email provider.</p> <p>Grade 2 to Grade 5 students have been issued school-owned Google Chromebooks that they are required to bring to school every day.</p> <p>Grade 6 to 12 students are asked to bring their own laptop computer to school to support learning. Students are given access to the school’s monitored Wi-Fi network to enable research and communication that enhances their learning. The school provides devices for students who are unable to purchase their own. These are rented out after a deposit has been collected, which will be returned when the laptop is returned at the end of the year in good condition.</p>

<p>The use of devices in these grades has allowed teachers to plan lessons and activities which allow for more 21st century skills that can be learned and demonstrated during on-campus or home-based learning situations.</p> <p>The IMYC has also played a key role in helping the school resolve this action area, and specific learning goals and their alignment with the SLOs can be seen on the curriculum document linked in this report. Moreover, as the school expects the rest of this year (and possibly next year) to include in-person and remote learning, East-West is committed to further leveraging the use of various technological applications to provide greater flexibility for assessment and instruction. These include the utilization of Seesaw, Google Classroom and Education Perfect as online learning platforms.</p> <p>Other progress in relation to improving teaching and learning came from the school's investment in professional learning with Global Online Academy over the summer of 2020. Another significant change was driven by data connected to student engagement. As we saw participation during the end of the year drop, we decided to make an investment in professional learning related to remote instruction, due to the assumption that we would continue with home-based learning in some form in the 2020-2021 academic year. Using some of the money saved on professional development during the second semester, East-West partnered with the Global Online Academy to ensure our teachers were better prepared for effective home-based learning in 2020-2021. During the summer, all returning and new teaching staff were asked to complete GOA's course on Designing for Online Learning. Additionally, all international staff were asked to complete one additional course from the options below:</p> <ul style="list-style-type: none"> ● Designing for Online Learning - Wayfinding ● Designing for Online Learning - Elementary ● Designing for Online Learning - Relationships ● Designing for Online Learning - Assessment ● Designing for Online Learning - Student Agency <p>Cambodian staff were given the option to complete additional courses if they were interested, however it was not mandatory to do so, as several teachers would have struggled to complete the courses in English. During Orientation Week in August 2020, staff shared their learning from the summer so that all staff members were able to gain insights into the different areas.</p> <p>Professional Learning with GOA has continued during the year, with staff continuing with online courses including:</p> <ul style="list-style-type: none"> ● Designing for Learning: Science ● CBL: From Educator-Designed to Co-Designed ● Designing for Learning: Math <p>Additionally, the Head of School led the Secondary Khmer teachers through a year-long professional learning program around the "Ambitious Teaching and Learning" philosophy. These sessions aimed to analyze the learning in our secondary Khmer program with aims to improve the Tools, Talk, Tasks and Participant Structures being used. Due to the success of these sessions, which have continued into the 2020-2021 academic year, it is expected that</p>

	<p>this program will be rolled out, school-wide, at the beginning of the next school year.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • GOA Certificate Example • Orientation GOA Learning sessions • Elementary Lesson-Planning Documents <ul style="list-style-type: none"> ◦ Template ◦ Grade 4 - Karen and Vichheka example • Khmer Ambitious Teaching and Learning <ul style="list-style-type: none"> ◦ Video ◦ Report - December 2019 ◦ Report - June 2020 ◦ January 6, 7 2020 ATL PD Slide Deck ◦ January 7, 2021 ATL Working Doc • Learning Observation Forms - Elementary and Secondary • Cambodian E-Learning Forum Presentation Slidedeck • Cambodian E-Learning Forum Video Presentation • PPT on Best Assessment Practices • EWIS Secondary Participation Rubric • Use of G Suite for Education and Google Classroom (please request access to Google Classrooms and the East-West Professional Learning Hub) • Elementary Chromebooks and Secondary BYOD Policy • January 7 Professional Learning Agenda • Staff Handbook - Excellent Teaching and Learning
Action Item	<i>Expand our philosophy of assessment through Balanced Assessment PD</i>
Progress and Impact on Learning	<p>While this action item is ongoing, improving and standardizing the assessment philosophy across the school has been a priority for East-West. Secondary teachers created a rubric connected to our SLOs which was in the process of being finalized during the second semester last year. Unfortunately, due to the pandemic we were unable to use the grading rubric for the second semester as we had hoped. It has been shared with teachers and students for use during the 2020-2021 school year. In elementary school, the IEYC and IPC have helped us develop a more balanced assessment protocol, blending teacher and student observations, summative and formative assessments, and clear exit points as a way to create a more standardized, balanced philosophy of assessment.</p> <p>East-West has also looked to external providers for support in this area. Staff members attended Fieldwork and Cambridge conferences in Kuala Lumpur (September 2019) and Bali (December 2019) to become more familiar with the curricula. The school also became a member of the Global Online Academy. This partnership has allowed us to better support staff members to reimagine learning in order to empower students and educators to thrive in a globally networked society. In particular, the GOA online workshops and modules assisted teachers in designing and improving the delivery of lessons online should the need to return Home-Based Learning become necessary, as we anticipate it will be.</p> <p>During the orientation for the new academic year, staff members participated in a few professional development workshops on IEYC, IPC, IMYC, and CAIE in order to become familiar with assessment designs of the school's curriculum, and how that aligns with the SLOs. Rubrics to assess the school goals have been shared through G Suite and are available to every teacher to further standardize grading and assessment.</p>

	<p>With respect to curriculum, students in Grades 6-8 are assessed via the IMYC Assessment for Learning, which uses rubrics to assess skills which lead to an exit point of the unit. Students in high school (Grades 9-12) have the option to take either Cambridge Assessment International Education (CAIE) courses, or non-Cambridge electives.</p> <p>With respect to assessment, all students in Grades 6-12 are given letter grades that correspond to the EWIS Grading Policy. 80% of this letter grade is based on formative and summative assessments that are up to the teacher's discretion; 10% is based on participation, which is assessed with a rubric; 5% is based on attendance; and 5% is based on an assessment of the SLOs. Rubrics were created for each school goal, and each month one of these goals is highlighted--both explicitly and implicitly in daily lessons and unit plans--and at month's end, students self-assess what level of the SLO rubric they have satisfied. That level corresponds to a number between 1 and 5, which is how SLOs are incorporated in the grade.</p> <p>Students who take IGCSE or A-Level courses can sit for an externally graded exam in either October/November, or May/June. This is a separate grade from their East-West letter grade, and typically on report cards, CAIE teachers will add a comment about a student's forecast grade which is based on mock exams and past papers solely.</p> <p>In Grade 10, students interview with the Secondary Principal to select the appropriate graduation pathway - either the East-West Diploma or the AICE Diploma from CAIE - based upon the students' academic achievements on both CAIE summative exams, as well on the more holistic approach that has been constructed for the East-West Diploma.</p> <p>East-West also codified its standards of what Excellent Learning looks like in its Staff Handbook during the 2019-2020 academic year, with a focus on Care and Academic Press.</p> <p>In addition to the above, there is also a Khmer Program. Students are assessed based on standards from the Ministry of Education, Youth and Sport.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● PPT Best Assessment Practices (including CAIE Mark Scheme Assessment) ● EWIS Secondary Participation Rubric ● IMYC Fieldwork Rubric and Assessment Material ● Secondary Gradebooks ● Secondary Report Cards (including the assessment policies) ● Staff Handbook - Excellent Teaching and Learning
Action Item	<i>Continue and expand integration of the Khmer and English programs</i>
Progress and Impact on Learning	<p>One on-going project for our school has been the continued advancement and improvement of our secondary Khmer program. While our programs are naturally bilingual in the elementary side, this has proven to be more difficult to integrate in secondary, as most of our Khmer teachers work at the school part-time while also being employed at public schools.</p> <p>This year, however, we were able to make some real progress towards improving the delivery of our Khmer program. Head of School Jeffrey Kane participated in a workshop in Beijing with three of his professors from Vanderbilt University's graduate school program. This program's aim was to establish "Ambitious Teaching and Learning" practices with Chinese language instructors at public schools in China. Mr. Kane co-led some of these sessions, though mostly</p>

	<p>he observed, while working on one of the projects for his Master's program.</p> <p>Upon his return, Mr. Kane observed Khmer lessons using the ATL framework and determined, through the use of data, that the Tools, Tasks, Talk and Participant Structures could be improved in order to boost student achievement. Together with the KGE Principal, he led several professional learning workshops to help teachers become more "ambitious" with their practice, as well as more comfortable with technology. Some changes included the Khmer science classes using the laboratories for experiments, as well as more group projects and collaborative assignments.</p> <p>There is still more work to do to get English and Khmer secondary teachers working together, and the language barrier is a significant challenge to overcome.</p> <p>Additionally, the school has made two changes to the leadership of the Khmer program for the 2020-2021 school year. The school has promoted the Khmer General Education Coordinator to the position of KGE Principal due to his exceptional work with our Khmer Program. In addition, we have promoted a teacher to the role of Elementary Khmer Coordinator to continue to drive innovation and improvement with this aspect of our programming.</p> <p>One other change in the 2020-2021 year is that all learning in elementary and middle school will happen in one classroom, rather than having Khmer instruction happen in a separate room. This has allowed, and will continue to allow for, more integration between the languages, as well as a focus on numeracy and literacy, rather than separate Khmer and English languages and mathematics.</p> <p>Finally, one exciting development in January 2021 has been the creation of after-school Khmer language classes for East-West international staff members. Since many teachers have made Cambodia their home for many years, and plan to stay indefinitely, staff members requested a class be created to help them learn the language. East-West will employ one of our elementary Khmer teachers to lead this class twice per week, for one hour per day, to help build the language capacity of our staff.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Khmer Ambitious Teaching and Learning <ul style="list-style-type: none"> ○ Video ○ Report - December 2019 ○ Report - June 2020 ○ January 6, 7 2020 ATL PD Slide Deck ○ January 7, 2021 ATL Working Doc ● Promotion of Elementary Khmer Coordinator ● Cambodian E-Learning Forum Presentation Slidedeck ● Cambodian E-Learning Forum Video Presentation ● Early Years Bilingual Activities ● Bilingual Seesaw Activities & Google Classroom ● After-School Khmer Language Classes for Staff
Action Item	<i>Hire qualified teachers or ensure acquisition of qualifications</i>
Progress and Impact on	Despite the limitations in place for recruitment due to the global pandemic, East-West remains committed to hiring qualified teachers, and helping support dedicated teachers to earn their

Learning	<p>qualifications. In 2019-20, the School Board approved policies which would allocate any unused funds in the PD budget to staff working towards qualifications or education-related degrees.</p> <p>Although it was the school's goal to only have qualified teachers working at East-West International School this year, we have had to make a few exceptions due to positional needs and difficulty hiring during the COVID-19 pandemic. Significant progress has been made in terms of hiring and retaining qualified teachers, and a full chart can be seen in the attached document. Teaching staff are either qualified in their home countries, or they are working towards becoming qualified at an international standard.</p> <p>The East-West International School Board has informed staff that it will revisit salary scales and benefits during the first semester of the 2021-2022 academic year to ensure it can attract and retain only the best teachers.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Teacher Qualification Status • Board Letter re: Salary Scale Revision Process
Action Item	<i>Developing greater understanding of and assessing the SLOs</i>
Progress and Impact on Learning	<p>Over the course of several meetings and workshops, a special school committee composed of a few Heads of Department, secondary, and elementary teachers, in consultation with the school leadership team, developed a rubric for assessing the SLOs. This rubric was explained to teachers and students at the beginning of the 2020-2021 academic year in an assembly to raise awareness of its significance and to provide an opportunity to ask questions of clarification. Each month, one of the school goals is highlighted in the secondary school-through emails, social media posts, and virtual assemblies. The SLO rubrics are available for every teacher to use on Google Classroom, and each teacher implicitly and explicitly links the school goal of the month to the content covered in their respective classes. Towards the end of the month, students self-assess at what level they satisfied that month's school goal, and 5% of their EWIS grade comes from this assessment. A virtual secondary school-wide assembly is held at the end of the month, where teachers recognize students in each grade who have best exemplified the school goal of the month. We feel that the SLOs are much more effectively embedded into the fabric of EWIS life, and they are routinely referenced in daily lessons, in unit plan documents, and around the campus on student-made posters and projects. Students were also asked to reflect on the SLOs in their report cards in December 2020.</p> <p>Furthermore, the Secondary Principal created a new mid-term progress report for the current academic year for parents and students in which assessment for the SLOs featured prominently.</p> <p>In elementary, SLOs are integrated into every teacher's weekly plan. Additionally, the students and teachers reflect on progress towards achieving the SLOs in their report cards.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • SLO Rubric • Secondary Gradebooks

	<ul style="list-style-type: none"> • School Goal Assembly Certificate • Report Cards • Student Reflections • Progress Reports • Excerpt in Weekly Newsletter about the monthly goal
Action Item	Documentation of Graduation Requirements
Progress and Impact on Learning	<p>The East-West leadership team has codified the school's graduation requirements. In short, there are three tracks, or academic pathways, that students may elect to take:</p> <ul style="list-style-type: none"> • An East-West International School Diploma, earned upon successful completion of the school's graduation requirements. • A Grade 12 Diploma from the Cambodian MoEYS, earned upon passing the Grade 12 Khmer National Examination. • A Cambridge Advanced International Certificate of Education, or AICE Diploma, awarded by Cambridge Assessment International Education. <p>The academic pathways are determined by students themselves, reviewed by and in consultation with teachers, parents, advisors, the Guidance Counselor and the Secondary Principal. Students are encouraged to align their high school paths with their post-high school career and/or university plans. More specific details can be found in the document itself.</p> <p>EWIS has hired a full-time Academic Coordinator and Guidance Counselor. The school Guidance Counselor has arranged several university fairs on campus, as well as virtual fairs. In addition to providing guidance and support on an everyday basis, the counselor has rolled out UniFrog, a college readiness program to assist students with the university application process.</p> <p>With the documentation of graduation requirements now complete, the school will promulgate these requirements this year starting with the current Grade 10 students (incorporating retroactive data from the previous academic year) and Grade 9 students. The current Grade 11 and 12 students, while being "grandfathered" in, are also being informed of the pathways in an effort to best help them achieve their academic goals for applying to universities and for life after East-West in general.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Graduation Requirements & Pathways • Student Graduation Pathway Course Selection
Action Item	Increasing opportunities for PD
Progress and Impact on Learning	<p>As noted above, East-West purchased a schoolwide membership with GOA for summer professional development sessions for new and returning staff members. During the 2019-20 academic year, certain staff members undertook continuing education that was covered by the school. Other staff members attended seminars and conferences abroad during the first semester, including a Fieldwork Conference in Malaysia and a Cambridge International Conference in Bali. As noted above, the Head of School and KGE Principal led several "Ambitious Teaching and Learning" sessions for the secondary Cambodian teachers as well. There were plans for further professional development during the second semester, including sending staff to a WASC conference in March and a SENIA conference in February. However, these were canceled due to travel restrictions put in place during the COVID-19 pandemic. The</p>

	<p>School Board has also updated its policies in agreeing to use leftover PD funds to help support teachers who are studying for further qualifications. Despite the decreased income projected for the 2020-2021 school year, the School Board acknowledged the importance of professional learning by approving the same level of professional development funding for the 2020-2021 school year.</p> <p>Professional Learning in the 2020-2021 academic year looked different due to the travel restrictions put in place by COVID-19. In order to facilitate sessions in-person and virtually, an East-West International School Professional Learning Hub was set up using the features of Google Classroom. This allowed for us to meet virtually when required, or share important information ahead of in-person meetings. Key information has been stored here as well for quick access by staff. More sessions were led in-house, including:</p> <ul style="list-style-type: none"> ● Elementary: Flipped Classrooms ● Hybrid Learning ● Inquiry-Based Learning ● G Suite Tips and Trick ● Reopening Safely During the COVID-19 Pandemic ● Child Protection ● Best Assessment Practices: Effective Use of CAIE Marking Schemes ● Assessing Student Participation ● Secondary Khmer Ambitious Teaching and Learning ● Lesson Planning Tips and Tricks ● Problem-Solving in Mathematics ● Effective Seesaw Practices <p>There have also been opportunities for us to participate in remote professional learning, or become affiliated with organizations who provide those experiences</p> <ul style="list-style-type: none"> ● Subscription to <i>Impact</i>, an educational journal ● International School Counselor Association (ISCA), per the recommendation of Stephen Massiah during our Substantive Change Visit ● Cambodian E-Learning Forum - as presenters on Ambitious Teaching and Learning and Effective Student and Parent Engagement ● Harvard University's Graduate Certificate in School Management and Leadership <p>Furthermore, new positions of management were created for emerging school leaders to help develop necessary leadership skills. These positions include Milepost Coordinators in elementary, a Head of Data and Digital Learning, an Academic Coordinator and Guidance Counselor, and two Elementary Student Support Coordinators - an English-speaking staff member and a Cambodian teacher.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● East-West International School Professional Learning Hub (ask for invitation to join class) ● GOA PD Certificates ● Access to Orientation Google Classroom and East-West International School Professional Learning Hub ● Budget Allocation for PD (\$20,000 for the current academic year, contact Jeff for access to the file) ● Staff Handbook Policy (Page 38) - Tuition/Certification Reimbursement
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B) Student Wellbeing

2019 Action Item	2019 Description
Area for Improvement:	East-West International School has identified three key areas under the overall heading of Student Wellbeing which require further attention: Child Protection, student health (social, emotional, physical, and intellectual), and post-secondary preparation.
Rationale:	We recognize the need to continue to grow in this area as our students learn to navigate a rapidly developing world. The area of child protection is one which was addressed in a minor way during our last self-study. We want our students to know that school is a safe place for them, and we are committed to developing this area. We have noted the global rise in mental health issues and want to be sure that we are proactive in dealing with these issues. We also want to ensure that children leave East-West well-prepared to either pursue further education or enter the workforce upon graduation. At East-West, our focus is on the whole child, encompassing social, emotional, physical, and intellectual well-being.
Critical student learning needs and SLOs	Children who feel safe and cared for are better able to learn. This links to all areas of our SLOs: Creative Problem Solvers, Lifelong Learners, Effective Communicators, Active Community Members, and Responsible World Citizens

Progress and Impact on Learning	<p>East-West developed and adopted a Child Protection Policy based on international standards during the 2019-2020 school year in collaboration with ChildSafe and a parent who works in the field. This policy was formally adopted in February 2020 and is available on the school's website. East-West's child protection policy is routinely reviewed and updated, appearing both in the Staff Handbook and on the school website.</p> <p>The Code of Conduct was also translated into Khmer before the start of the 2020-2021 academic year so that it was clear and easy to understand by all staff upon signing.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Child Protection Policy - English • Child Protection Policy - Khmer • www.ewiscambodia.edu.kh
Action Item	Professional development about child protection
Progress and Impact on Learning	<p>East-West held its first training for its Child Safeguarding Team officers in July 2019, ahead of the school year. Child protection workshops were organized for all staff during Orientation Week in August 2019. At those sessions, all staff signed the Code of Conduct. Training sessions were held in English and Khmer for all teaching and operations staff. In addition, the school held a follow-up session in January 2020 even though plans to invite local partner ChildSafe for an additional workshop fell through. New members of the Child Safeguarding Team were trained during July 2020, and delivered a very well-received training session in English and Khmer to all staff during orientation week in August 2020. Staff who were unable to be at Orientation due to travel restrictions and quarantine participated virtually, and attended a follow-up session in January 2021.</p> <p>The Head of School and Safeguarding Team members regularly participate in</p>

	<p>professional development in this area with credible, external experts.</p> <p>Child safeguarding has become a key part of the East-West International School identity, and will remain a foundational piece of who we are.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Signed Codes of Conduct - English, Khmer • Photos from Child Protection Training <ul style="list-style-type: none"> ◦ Photo 1 ◦ Photo 2 ◦ Photo 3 • Slide Deck from Child Protection Training
Action Item	Stakeholder education about child protection
Progress and Impact on Learning	<p>The East-West International School Board read through the Child Protection Policy in December 2019 ahead of granting its approval. The school hoped to hold education sessions for parents and students after the official adoption of the policy in February 2020, however due to the school campus being closed, plans were delayed.</p> <p>After staff had Safeguarding training during August's Orientation Week and again in January 2021, the Child Safeguarding Team turned its attention to education aimed at students and parents. Secondary students were split into age level groups by gender, and the Safeguarding Team led them through Child Protection and Child Rights sessions in January and February of 2021. The Safeguarding Team will organize training for elementary students later in the school year. The next step is to hold sessions for parents, however those sessions will likely have to be virtual in line with our SOP document.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student Education Presentation • Photos of Events
Action Item	Develop and implement a more substantial formal student learning program addressing child protection issues in a student-friendly way
Progress and Impact on Learning	<p>The Child Safeguarding Team has started the development of this program recently, and will be continuing to work on this item as we move towards the next academic year. This program will include dissemination of child protection-related materials around campus, as well as information shared by the Safeguarding Team with students in class or through assemblies. The assemblies will be held either virtually or in-person, depending on the situation regarding COVID-19. The Safeguarding Team will reflect on how the January/February 2021 sessions go in order to inform us of the best way forward with students.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student Education Presentation • Screenshot of e-Learning and child online safety lesson plans from Education Perfect • Task Completion Report for Global Digital Citizenship • Climate Survey Results

	<ul style="list-style-type: none"> ○ January 2021 Secondary ○ January 2021 Elementary 3-5 ○ January 2021 Elementary K-2
Action Item	<i>Establish and maintain a Child Safeguarding Team</i>
Progress and Impact on Learning	<p>A Child Safeguarding Team was established during the 2019-2020 academic year, composed of several key members of the staff. This team was provided with further training in July 2020 to prepare for Orientation Week 2020-2021. Members of the Safeguarding Team undergo annual training with our partner organization, ChildSafe, and attend sessions from other leading organizations when possible. Officers joined a session hosted virtually by Cambridge in January, 2021.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Child Protection Policy ● Child Safeguarding Team Poster
Action Item	<i>Further development of the Crisis Management Team</i>
Progress and Impact on Learning	The Crisis Management Team was effectively replaced with the Child Safeguarding Team. This action item has been removed.
Action Item	<i>Ensure student access to the required support services for mental and emotional health when required</i>
Progress and Impact on Learning	<p>In addition to the Child Safeguarding Team, the school has hired a Guidance Counselor in the secondary school to ensure student access to support services for mental, emotional, and academic help. Additionally, the schedule for the 2020-2021 school year includes daily check-ins with advisors, as well as an advisory period once per week. This allows all secondary students to have one teacher, in particular, who is designated with supporting them at all times. In addition to the weekly meetings, centered on the ideas of community, connection and reflection, the advisor is responsible for connecting with their advisees' parents as needed.</p> <p>East-West is proud to report improvement related to the issue of reported bullying at school. In 2019-2020, 51% of secondary students reported that they believed bullying was a problem at East-West. In January 2021, only 28% of students reported witnessing or hearing of classmates being bullied, and only 24% of students reported an issue related to bullying. Additionally, 81% of secondary students reported feeling that they belonged as members of the East-West community, whereas only about 57% of secondary students reported being happy being a part of the East-West community in 2019-2020. Additionally, 80% of students this year reported that they believe their students care about them as a person, rather than just caring about their academic performance.</p> <p>The Student Council, in recognition of the stresses and difficulties faced by students during the COVID-19 pandemic, have also been proactive in their approach to helping our student body when it comes to mental wellbeing. Ahead of the Cambridge Mock Exams in January 2021, students reported feeling stressed due to the fact that so much learning had been online and that with the uncertainty regarding exams at the end of the year, the Mock Exams might carry greater weight than years before. In order to help</p>

	<p>students, they organized study sessions over the winter break to help students connect with others who had taken those courses before, or could help advise with revision. Student Council also organized a student-only, virtual Reality Rant session, to let students vent frustrations they had been feeling during the home confinement period to others who felt similarly. Lastly, the Student Council and Guidance Counselor launched a Mentorship program in January 2021, the purpose of which is to develop positive relationships between students at school. This will hopefully lead to further success for students inside and outside of the classroom. The hope is that the Mentorship program will be extended to all secondary students next year.</p> <p>The elementary school has an Elementary Support Coordinator who provides student support assistance as part of her role, though students were also referred to the Secondary Student Support Counselor, or to the Child Safeguarding Team. Some of our students had ongoing support from our external partner, METU.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Mentee/Mentor Program • Student Events, including virtual events • Middle School Technology Skills-Gap Lessons • Student Referral Form • Seven-Year Advisory Track Curriculum with Scope and Sequence (in-progress) • Middle & High School Transition Programs • Climate Survey Results <ul style="list-style-type: none"> ○ January 2021 Secondary ○ January 2021 Elementary 3-5 ○ January 2021 Elementary K-2
Action Item	Expand in-house programs to support positive student mental health
Progress and Impact on Learning	<p>The Guidance Counselor is in the process of inaugurating a student mentor program which will contribute to the support of positive student mental health. With an end objective in improving the school community and increasing communication across the school, the mentor/mentee program is being developed to specifically pair students together in big brother/big sister roles. The mentor/mentee program will focus intrinsically in building formative relationships between students to support the following areas of need:</p> <ul style="list-style-type: none"> • Student emotional support, specifically self-esteem and positive role-models; • Teacher/Student collaboration & communication • Curriculum alignment with student career interests and ever-changing skills • Orientation for new and/or transitioning students (including elementary to secondary) <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student Referral Form • Seven-Year Advisory Track Curriculum with Scope and Sequence (in-progress)
Action Item	PD on safe hiring practices

<p>Progress and Impact on Learning</p>	<p>Head of School Jeffrey Kane attended the eeVoices Zoom webinar on September 10, 2020 from 10:00 – 11:30 am to learn about the latest background check best practices. Additionally, he had a personal followup conversation with Joshua Choi, a senior consultant for eeVoices Limited on November 27, 2020 to get a more personal, in-depth understanding of the school's needs related to safe hiring practices. The school was praised for its reference request form and policies related to hiring, and saw room for growth the need to possibly verify teachers degrees and certifications, while also checking their social media presence. Mr. Kane also intends to attend another eeVoices event at the end of January 2021.</p> <p>All staff members are required to undergo background checks as part of their employment agreement in order to be successfully employed by the school.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Jeff's Attendance at webinar - September 2020 • Jeff conversation with Josh Chui • Attendance at eeVoices event with David Ottaviano - March 2021
<p>Action Item</p>	<p><i>Appointment of a Guidance Counselor</i></p>
<p>Progress and Impact on Learning</p>	<p>A full-time guidance counselor was hired in November 2019 and started work with us in January 2020. In addition, the school contracted the services of external resources such as UniFrog and Concourse to help students with the college and career guidance process.</p> <p>UniFrog is a university and career-readiness platform that gives students the opportunity to find areas of interest, explore relevant content related to prospective fields of study, and aid in the transition from high school to higher education and/or the workforce.</p> <p>Concourse is a web-based application useful for giving students interested in attending universities overseas the chance to be recognized by a greater number of schools worldwide.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Guidance Counselor Job Description • UniFrog • Concourse
<p>Action Item</p>	<p><i>Use of data to provide and monitor interventions when students are struggling academically, behaviorally, and/or emotionally</i></p>
<p>Progress and Impact on Learning</p>	<p>This action item is currently in development by our Guidance Counselor. The school has also employed a Head of Data and Digital Learning, who is working to establish a clear way to collect this data through our partnership as a G Suite for Education school and our future LMS.</p> <p>To best support students academically while educating all stakeholders in the benefits of a school-wide ethos that supports positive social/emotional development, the Guidance Counselor regularly meets with students, both in groups and individually, to explicitly position the needs of the students with avenues of development offered at East-West. Along with academic pathways specifically tailored to the scholastic goals of students, the counselor carefully monitors the mental health of the student body and</p>

	<p>collects records to make data-driven decisions. Parents are given a strategic voice in these discussions, as well as the professional advice from each student's advisor - a new endeavor that provides care and understanding for all students' needs holistically. Decisions and recommendations for students' futures - whether they be aligned academically or linked back into the greater community - happen through review of past records, academic performance, and monitored progress of strengths and talents leveraged against the socioeconomic standards. Additionally, the school conducts an annual Climate Survey which includes a variety of questions related to their attitudes about school and learning, as well as others related to screentime and their parents' involvement in their lives.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Student Referral Form • Communication Improvements - Weekly Updates, G Suite Guardian Emails • Climate Survey Results <ul style="list-style-type: none"> ○ January 2021 Secondary ○ January 2021 Elementary 3-5 ○ January 2021 Elementary K-2
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C) Collection, Analysis and Use of Data to Inform Decision-making

2019 Action Plan Item	2019 Description
Area for Improvement:	East-West needs to substantially enhance its resources, policies, and procedures for the collection and use of data. The effective use of data informs and improves curriculum and instruction and ensures our program meets the needs of all students. Professional development for staff is needed so they better understand the importance of using data, to provide a differentiated learning program.
Rationale:	Data-driven decision making is an area where East-West is still developing. Historically, records have been haphazardly kept, making longitudinal studies extremely difficult. Additionally, many staff do not understand the importance of qualitative data in decision making, assuming that test scores and data are synonymous. A change in the culture where the use of data to help inform critical decisions regarding student learning is paramount.
Critical student learning needs and SLOs	The consistent and accurate collection and use of data will benefit students in ensuring we are providing the best curriculum to meet their learning needs and is thus relevant to all aspects of our SLOs as we seek to develop globally competent individuals in a 21 st century learning center.

Progress and Impact on Student Learning	Upon a critical review of the needs of the East-West community, the school leadership decided to cancel the purchase of the database from the firm contracted to develop it during the 2018-2019 school year. During the 2019-2020 school year, the East-West investigated several other options related to databases and record keeping. These included using RosarioSIS, an open-source school management system used by another international school in Phnom Penh. After several months of working to establish the database within the school community, including the purchase of the product itself and most of the add-ons, it was decided that the product did not fit our school's needs, especially when considering the secondary Khmer program. After that, the school looked
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	<p>into the option of creating a database using Microsoft's Access, though this was abandoned due to the cost of loading the program on to each staff member's computer, and the fact that the school was moving towards becoming a G Suite for Education School. Additionally, it was not a web-based platform. After that attempt failed, the school investigated using its timetabling software, aSc Timetables, as an LMS. The program came with an app called EduPage, which would function as an LMS and allow for easier communication between the school and parents, as well as easy tracking of essential school functions such as attendance. While this held promise, the effort to establish this was dropped in the summer of 2020 as we ran into the same difficulties of inputting student and teacher data related to the secondary Khmer program.</p> <p>For the 2020-2021 school year, the school leadership team decided on a different course, utilizing Google's G-Suite, in order to maintain good record keeping practices, as well as other software applications - such as Education Perfect and Seesaw - in order to harvest necessary data for schoolwide decisions.</p> <p>While East-West has made substantial progress in terms of standardizing student records, especially now that the school can utilize the tools of G Suite for Education, the purchase of a school LMS is the top priority for the school. We are currently working with a local group called AUXSWOT, which works with other schools in the NTC Group. If this software is able to handle our needs, we will proceed with them as our database program, however if not, we will look to purchase another established software program. Among the few companies that the leadership team has been in contact with and/or have investigated critically to determine whether it would fit our needs as a school community are: TeacherEase, SEQTA, PowerSchool Unified Classroom, Alma and SIMS. We hope to resolve this top priority item before the end of the 2020-2021 academic year so that everything is in place for the next year to start with staff members having access to a school database.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Evidence of previous database attempts - Tidewater, RosarioSIS, EduPage, Rediker, TeacherEase, PowerSchool and AUXSWOT
Action Item	<i>Consistent and correct use of a school database</i>
Progress and Impact on Student Learning	While the school has made great strides and progress utilizing a variety of tools to collect data, including Seesaw, Class Dojo, Google Classroom and Education Perfect, we are still without an official database. The school has named a Head of Data and Digital Learning to lead this process.
Action Item	<i>PD on how to use the database</i>
Progress and Impact on Student Learning	<p>The school has provided many professional learning experiences to help staff become more familiar with many of our tools that we are using to enhance learning and collect data, including Seesaw, Class Dojo, Google Classroom and Education Perfect. However, since there still is not an official school database, there have not been any professional learning experiences connected to the database itself. Action on this item will be ongoing throughout the next academic year, and has started with office staff becoming familiar with the AUXSWOT program, in particular for billing and attendance.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Professional Development related to the Effective Use of G Suite can be found in

	<p>the East-West Professional Learning Hub</p> <ul style="list-style-type: none"> ● Khmer Teacher Training with G Suite
Action Item	Use of data to make curriculum related decisions
Progress and Impact on Student Learning	<p>There has been some progress towards this action item. The IMYC was adopted for Grades 6-8, but when the school was reviewing the associated curriculum documents, as well as achievement data, it was determined that the Music department will remain outside the scope of IMYC and to continue to use the curriculum planning documents from the London College of Music. This is because the department has been very successful in doing so. Likewise, the secondary Math department does not fit as well with IMYC as the other subjects, and so the Education Perfect software was purchased in order to harvest data for the Math department in order to make curriculum-related decisions.</p> <p>In the elementary school, data harvested through the ACER-ISA testing has led us to make certain purchases for resources for the elementary program. Additionally, decisions have been made to appoint Milepost Coordinators in elementary, as well as a Khmer Coordinator for the elementary program. The Australian National Curriculum for English was adopted after a thorough investigation of the best options available to us. Modified tracking of elementary mathematics data has made it more user-friendly and helpful for teachers.</p> <p>Also, the elementary teachers and leadership team uses several other data streams to inform planning:</p> <ul style="list-style-type: none"> ● Quarterly diagnostic testing in Stepping Stones Math program, used as an assessment for/of learning. ● Regular performance tasks in Stepping Stones related to each unit. ● RAZ Kids diagnostics in the form of running records are used to track progression and to flag issues. This has been more challenging this year with the constant shift between on-campus and home-based learning. ● Each student has a continuum for English and Mathematics that allows for teachers to have a good understanding of where each student is at to allow for building on previous knowledge. <p>The secondary school has made developing a more comprehensive understanding of the student profiles a top priority, in order to facilitate a better and more effective understanding of both learner needs and decisions pertaining to the curriculum. One item trialled this academic year was the development of A Level prep courses for students in Grade 11 ("half-paced" courses, in East-West parlance). This was done after a critical analysis and assessment of English and Math IGCSE scores, so that students who struggled at lower levels were not rushed into a full AS course; instead, they could sit in newly developed prep courses, where the curriculum was delivered over the course of two years, rather than one. This would still allow them to earn Cambridge AS Level credits for university as well. In the evidence folder, there are examples of how Cambridge curriculum documents have been adapted for this purpose. This is an ongoing process, and the Secondary Principal and Heads of Department will review testing score data again before the 2021-22 Academic Year timetable is created to determine whether the prep courses were useful and effective, whether to expand these prep courses to cover other subjects (such as AS Physics which is popular among students but also a difficult class as adduced by recent test score data), or whether an</p>

	<p>alternative solution is required (such as the creation of more non-Cambridge courses for learners i.e. Digital Media, Food Chemistry, and Foreign Languages).</p> <p>Mock exams are held at the beginning of the second semester of the academic year for Grades 10-12. Mock exam scores have a bifurcated purpose: forecast grades for CAIE, which are typically due in April on the exam series year, and also to make decisions with respect to student graduation pathways. If students show high acumen and potential to do well on CAIE exams, and if it aligns with their post-East-West interests and future study plans, the Secondary Principal will work with the student to build their future timetable in a way which satisfies the requirements of the AICE diploma. For students who struggle with CAIE standardized exams, the Secondary Principal will put them on the track for satisfying the requirements for the East-West diploma only. Mock exam data is not the only data considered when discussing with students and parents the appropriate pathway for graduation, but it is a critical component.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ Learning A-Z: RAZ Kids Running Records and Reading Level Records ○ Stepping Stones Quarterly Tests ○ February 2019 ACER-ISA Results ○ February 2020 ACER-ISA Results ○ Core Continuums ● Secondary <ul style="list-style-type: none"> ○ Education Perfect ○ Two-Year AS Course Curriculum Documents ● Mock Exam Results ● Graduation Requirements and Pathways
Action Item	Use of data to conduct longitudinal studies
Progress and Impact on Student Learning	<p>Like all schools around the world, the COVID-19 pandemic has forced East-West to really take a close and critical look at its programming and how well we are actually meeting the needs of our students as they face the world today. The uncertainty and constant change that staff and students have faced during the 2020-2021 school year has made us more adaptable and flexible as we have adjusted to the policies of the MoEYS. Identifying student learning needs the school's policies moving forward in 2021 must be considered in the context of the COVID-19 pandemic. Engaging students in home-based learning, or some type of hybrid system with both online learning and in-person learning has been a key element of our professional learning, and will be a key element to consider as we move forward. More is written on this topic in Section II of this report.</p> <p>Some of our critical student learner needs:</p> <ul style="list-style-type: none"> ● Critical needs that we identified for our secondary students include various measures to ensure our students are put on pathways for successful completion of East-West's graduation requirements. <ul style="list-style-type: none"> ○ To begin with, students need more support from the school as they seek to choose classes and pathways that will lead them on the correct pathway to their post-East-West lives. ○ One need that we are addressing in an ongoing manner is the expansion

of non-Cambridge courses that meet an international standard, so that students who are not on the Cambridge AICE pathway can still access relevant, rigorous, challenging classes that are in line with our SLOs. Examples of this include Digital Media, General Math, Food Chemistry, Environmental Studies, Life Sciences, History Through Film, School Media, and Service Learning.

- For students who are tracking towards the AICE diploma, we are making scheduling improvements for the 2021-2022 academic year to ensure students have enough time to cover all of the material in those classes.
- Additionally, we are expanding our Cambridge offerings with classes like A2 ICT, AS Business Studies and AS Media Studies now that our students have had the chance to gather the prerequisite skills at the earlier levels.
- A further analysis of the student achievement data on CAIE exams, along with a strong foundational knowledge of the student profile, led the school leadership team to *adapt* the rigorous Cambridge curriculum by adding AS Level “prep” courses, which run at a slower pace. For example, because many students were struggling in AS Math, which covers Pure Math 1 and Statistics 1, the school introduced an AS Math prep course which only taught Pure Math 1 during Grade 11; students would not sit for that particular exam at the end of the year. The following year, the students would take Statistics 1, which would allow them to sit for the AS Math exam in May of that year as they would have then covered both aspects of the course over two years. The thought process behind this decision was that, if taught at a slower pace, students would be put in a better position to succeed in the courses that they needed in order to satisfy the components of the AICE diploma pathway. The trade off to taking a prep would be that students would not be permitted to take the A2 class, which would not allow them to earn double credits in the A2 course towards graduation, a fact that would also be noted on their transcripts when applying for universities. The school added prep courses in both Math and English, and are considering expanding this model to other AS subjects in future years if it proves to be successful.
- Our students’ participation in the ACER-ISA exams has given us excellent data with which to continue to make programmatic changes to our elementary school and middle school classes. While we do not yet have enough data for a full analysis, we have gained insight into areas that need further attention.
 - Our 2020 Reading results were below what we had achieved in 2019. While this could be attributed to being an anomaly within the year group, it is a situation that will require further monitoring and follow-up once we receive results from this year.
 - Our students’ writing abilities are on-level with expectations for student achievement around the world, though we have room for improvement in teaching narrative writing.
 - Scientific literacy, rather than just content, needs to be a focus going forward. We need to find ways to guide the children towards understanding the scientific method and way of thinking so that they can apply this knowledge to unique situations within the subject.
 - Our focus in Mathematics will take us towards problem-based math in the elementary years, thereby giving our learners the skills and understanding they need to solve unique mathematical problems as they move up through the school.

	<ul style="list-style-type: none"> The continued improvement and growth of our Khmer program (especially in secondary) is another area we want to continue to focus on. While the strides we made in 2019-2020 were a great start, we do have more room for growth in this area. Continued alignment of Khmer teaching to our international program will be one area of focus, despite the challenges we face working with the national curriculum and teachers who come from a different educational background and training than our international staff. There is great hope for optimism here, however, as the steps we have taken over the last 18 months have shown room for further potential. <p>Related to ACER-ISA data, 2021 will see the first year where students are taking the exam for a second time, so we can compare their results from two years ago to the results we are earning this year.</p> <p>In secondary, the data related to student achievement will continue to be studied so that we can determine appropriate pathways for students.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> Cambridge Results (Raw Data) February 2019 ACER-ISA Results February 2020 ACER-ISA Results
Action Item	<i>Use of data to provide interventions when students are struggling academically, behaviorally, and/or emotionally</i>
Progress and Impact on Student Learning	This item is redundant, and has been addressed under the same action plan indicator in the section above related to Student Wellbeing.

D) Continued Parent and Community Involvement in School, and School Involvement in the Community	
2019 Action Plan Item	2019 Description
Area for Improvement:	To unify the community around the vision, mission, core values and goals of the school with particular emphasis on parent/community involvement.
Rationale:	This was one of our key goals from our 2013 action plan. The self study findings indicate that although we have made substantial progress in this area, there is more to be done. From parent surveys, it is clear that we are doing a better job of communicating the school's mission, vision, and SLOs. Parental involvement is still minimal, although a core group of active parents is beginning to emerge, and student performances are generally well attended. Additionally, as we develop global citizens at East-West, we recognize that there needs to be more involvement in both the local community and the wider world.
Critical student learning needs and SLOs	When parents and the wider community have a better understanding of our mission, vision, and SLOs, they will be better able to support their children in becoming Active Community Members and Responsible World Citizens.

Action Item	Increase student involvement in the wider community
<p>Progress and Impact on Student Learning</p>	<p>East-West routinely holds field trips throughout the school year, and wider community involvement is always a key aspect of these trips. East-West students have engaged in beach cleanups, learned about environmental protection issues, and have observed fair trade manufacturing facilities where they have engaged with people in the communities they have visited. East-West students are also involved with other local international schools in various ways. Our students participated in four Model United Nations' conferences in the 2019-20 academic year, including one held on our own campus. East-West is a proud member of the ISSAPP sports league. We have also held collaborative events like music performances with iCan British International School, which we were even able to happen digitally during the COVID-19 pandemic. In an effort to reach out even further, the school debuted a Service Learning class as an elective for secondary students. This program, though only in its first year, has led to partnerships with local NGOs and organizations who are looking to do good in the Cambodian community. One project in the first semester raised awareness of animal rights issues, and led to a campaign where people donated money to the Phnom Penh Animal Welfare Society. Second semester initiatives in the Service Learning class have not been finalized, though classes are hoping to work on issues related to clean water and composting.</p> <p>East-West believes strongly in community outreach and participation, and wants to expand its abilities to connect with people safely even during the time of COVID-19.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Photos of East-West students impacting their community • East-West Involvement with other schools
Action Item	Increase involvement of external experts in the learning programs
<p>Progress and Impact on Student Learning</p>	<p>East-West welcomed a variety of guests and external experts to connect with its student population during the past two school years. Guests included:</p> <ul style="list-style-type: none"> • Animal Rescue Cambodia • Four Paws • Toursanak Educational Adventure Travel • Roomchang Dental Hospital • GFA Soriya Football Team • Academy of Culinary Arts Cambodia • La Pops and Krispy Kreme • BeTreed Adventures • Una McCarthy-Fakhry, Director of STEM Cambodia • Rithy Thul, founder of Koompi • Australian Ambassador to Cambodia, Pablo Kang, as part of the Grade 4 culminating activity for its IPC Unit - Here and Now • Yale Science of Wellbeing Course • Social Media campaign with Sound of Animals & PPAWs <p>EWIS recognizes that this is an ideal moment to leverage an online network from beyond our school. While the campus may remain temporarily closed to external visitors, per the policy of the MoEYS, staff are encouraged to invite people from beyond their classrooms and school to be guest speakers on video. New faces and voices can enliven an online learning routine, and for many people it is much easier to join us</p>

	<p>virtually (from anywhere in the world) than it would be pre-COVID. This action item will be ongoing.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • East-West Involvement with External Experts
Action Item	Strengthen family and community engagement in learning
Progress and Impact on Student Learning	<p>The 2019-2020 school year was the school's most successful year yet in terms of family engagement in learning. This was true from the beginning of the year, when the Senior Leadership Team took the WASC Visiting Committee's advice in how to improve parent involvement. Rather than continuing to operate the Parent-Teacher Organization as it had in the past, the school took an active role in providing education to parents about issues related to school. During the first half of the year, East-West hosted parents for the following events:</p> <p>Open Day (September 2019) - This event, entitled <i>A Community of Lifelong Learners</i>, invited parents to come visit the school, meet their children's teachers, and learn more about a variety of issues, including the mission/vision, SLOs, curricula, the schedule, and a variety of other topics. About 60 families attended this event.</p> <p>Financial Transparency (October 2019) - This event allowed the Head of School to share the school's budget with parents in an open, transparent way. About 11 families attended this event.</p> <p>Khmer General Education Program (November 2019) - This event allowed the Head of School and KGE Coordinator to share the success of our KGE program, while also allow parents a forum to ask questions about improvements to what we offer. We also introduced the Ambitious Teaching and Learning project to parents with activities grounded in ATL principles. Four families attended this event.</p> <p>Food Fiesta and Barbecue (December 2019) - This event, put on by our Elementary Principal, was a celebration of our community, as we brought parents, teachers and operations staff together for a get-to know each other event. The food was bought by the school and cooked by our staff members. Around 50 families attended this event.</p> <p>Envisioning the Future (January 2020) - This event invited core members of the PTO to a discussion with the Head of School as the first step of incorporating parent voice into the project of constructing a new school campus. Four families attended this event.</p> <p>Parents also played an important role in attending Parent-Teacher Conferences and events such as sports matches or STEM Fairs, school concerts and productions.</p> <p>Other sessions planned for the year, including on the Cambridge curriculum, WASC accreditation and its importance, graduation pathways and students' futures, the child protection policy and the importance of mental health and wellbeing were delayed due to the COVID-19 pandemic.</p> <p>In the absence of having regular, on-campus meetings during the second term, the Head of School and School Coordinator scheduled regular virtual meetings with parents during the final few months of the year, mostly to keep them informed of the school's</p>

	<p>plans and expectations for home-based learning, decisions from the MoEYS, and the 2020-2021 school year. Though this period presented many challenges for continuing to strengthen family and community engagement in learning, we were proud that our work during the first semester helped our community stay connected during this difficult time. The Head of School communicated almost daily with updates regarding the pandemic and its effect on learning at East-West through social media and the school website. Teachers also informed their students' families of the latest developments and instructions for how to help their children with home-based learning through platforms such as Class Dojo and Seesaw. The global situation left only minimal time for East-West, as with other schools throughout the world, to prepare for the new normal. 63% of parents polled in May 2020 answered that they were either satisfied or very satisfied with their overall experience of home-based learning provided by the school.</p> <p>Ironically, we believe that the distance created between the school and families during COVID has actually led to a closer connection between parents and their children's learning. The 2020-2021 academic year has built upon the success of the year before, and with the rollout of G Suite for Education, the school has been able to include parents as guardians on all Google Classrooms. This, along with ensuring all parents have email addresses, has allowed parents to receive weekly communication and updates directly in their email. For parents who do not frequently use email, we still are able to connect with them via Telegram, or platforms such as Facebook, when there is important information to share.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Parent Lifelong Learning Sessions (photos, slide decks, agendas, minutes) ● Weekly Community Updates ○ 2019-2020 - From Head of School ○ 2020-2021 - From Communications Coordinator ● Google Classroom Weekly Update to Guardians ● Parent-Teacher Conferences (October 2020 - in-person or virtual)
Action Item	Develop stakeholder understanding of the SLOs
Progress and Impact on Student Learning	<p>Over the past two years, the school has reached out to all stakeholders in a variety of ways to promote the SLOs and mission and vision of the school.</p> <p>East-West hosted Open Day (September 2019) - This event, entitled <i>A Community of Lifelong Learners</i>, invited parents to come visit the school, meet their children's teachers, and learn more about a variety of issues, including the mission/vision, SLOs, curricula, the schedule, and a variety of other topics. About 60 families attended this event.</p> <p>The Elementary Principal held a well-attended barbeque dinner in December 2019, under the theme of <i>Active Community Members</i>, for parents. All of the food was purchased by the school, and a variety of staff members (guards, cleaners, teachers, administrators) spent the entire day cooking together.</p> <p>76.5% of parents polled in our November 2019 Climate Survey answered that they knew the mission, vision, and SLOs of EWIS. That number increased to 100% of parents being aware of our mission, vision and SLOs in January 2021, however only 60% of parents</p>

	<p>reported being familiar with what they were. In order to increase this, the school has made efforts to make the SLOs a more substantial part of its reporting to parents, whether in report cards, progress reports, conferences or its social media. Also, the Head of School begins all meetings with parents with a slide that revisits the SLOs and the Mission and Vision</p> <p>During the Substantive Change Visit, feedback was shared with the Senior Leadership Team that students and staff not only were aware of the SLOs, but that they also truly lived them in day-to-day school life.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • January 2021 Parent Climate Survey • Gradebooks • Secondary Assembly Awards • Report Cards
Action Item	<i>Continue expanding and developing the PTO</i>
<i>Progress and Impact on Student Learning</i>	<p>Rather than continuing to operate a Parent-Teacher Organization, the school took an active role in providing education to parents about issues related to school. This suggestion came from the WASC Visiting Committee in March 2019. During the first half of the year, East-West hosted parents for the following events:</p> <p>Open Day (September 2019) - This event, entitled <i>A Community of Lifelong Learners</i>, invited parents to come visit the school, meet their children's teachers, and learn more about a variety of issues, including the mission/vision, SLOs, curricula, the schedule, and a variety of other topics. About 60 families attended this event.</p> <p>Financial Transparency (October 2019) - This event allowed the Head of School to share the school's budget with parents in an open, transparent way. About 11 families attended this event.</p> <p>Khmer General Education Program (November 2019) - This event allowed the Head of School and KGE Coordinator to share the success of our KGE program, while also allowing parents a forum to ask questions about improvements to what we offer. We also introduced the Ambitious Teaching and Learning project to parents with activities grounded in ATL principles. Four families attended this event.</p> <p>Food Fiesta and Barbecue (December 2019) - This event, put on by our Elementary Principal, was a celebration of our community, as we brought parents, teachers and operations staff together for a get-to know each other event. The food was bought by the school and cooked by our staff members. Around 50 families attended this event.</p> <p>Envisioning the Future (January 2020) - This event invited core members of the PTO to a discussion with the Head of School as the first step of incorporating parent voice into the project of constructing a new school campus. Four families attended this event.</p> <p>Other sessions planned for last year, including on the Cambridge curriculum, graduation pathways and students' futures, the child protection policy and the importance of mental health and wellbeing were delayed due to the COVID-19 pandemic.</p>

	<p>In the absence of having regular, on-campus meetings during the second term, the School Director and School Coordinator scheduled regular Zoom meetings with parents during the final few months of the year, mostly to keep them informed of the school's plans and expectations for home-based learning, decisions from the MoEYS, and the 2020-2021 school year. Though this period presented many challenges for continuing to strengthen family and community engagement in learning, we were proud that our work during the first semester helped our community stay connected during this difficult time. The Head of School communicated almost daily with updates regarding the pandemic and its effect on learning at East-West through social media and the school website. Teachers also informed their students' families of the latest developments and instructions for how to help their children with home-based learning through platforms such as Class Dojo. The global situation left only minimal time for East-West, as with other schools throughout the world, to prepare for the new normal. 63% of parents polled in May 2020 answered that they were either satisfied or very satisfied with their overall experience of home-based learning provided by the school.</p> <p>Engagement with parents during the 2020-2021 school year has been a challenge as well. Virtual parent meetings have been arranged at two different points this year. One session, early in the year, was aimed at fielding questions and sharing changes the school would make during the COVID-19 pandemic. A later session this year was more aimed as an overview of our programming and budgeting. Although we planned each session to have two parts - one in English and one in Khmer - neither session in Khmer was held because parents did not attend. We are looking into the many reasons behind that - poor planning or communication on the school's part, a lack of interest from parents due to other commitments, or even a deep trust in the school based on longstanding relationships with leadership. Although the PTO hasn't been as successful this year as before, parents are much more connected to their children's daily learning through Seesaw and Google Classroom, as well as the advisory program in secondary.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Meeting Agendas and Minutes, and Photos, from PTO Lifelong Learner Meetings
Action Item	<i>Involve stakeholders in long range planning</i>
<i>Progress and Impact on Student Learning</i>	<p>The most exciting development of the school's long-range planning in the 2019-2020 year was the decision to eventually relocate to a purpose-built campus just two kilometers from our current location. After the Board decided on this, the Head of School was charged with getting teacher, student and parent feedback on what they wanted implemented in terms of innovative design for improved learning. While the COVID-19 pandemic has put a delay in the plans, the Board officially hired an architect in December 2020, and there will be continued work with her as we move through the remainder of the year.</p> <p>While the Board and Senior Leadership Team have discussed long-range issues that the school will address, the new campus is a key component of the process, and the future pathways will be further discussed once there is more resolution to that question. Additionally, many of the items related to the school's long-term plans (staff compensation, tuition fees, etc...) were put on hold as we navigate COVID-19.</p>

	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • SLT visit to site • Architect's Plans • Grade 7 Class Presentations ○ Report ○ Slide Deck • Board Meeting Notes (these are confidential, please ask Jeff for access) • Stakeholder Input - January/February 2020
Action Item	<i>Increase parent and guardian attendance at school events – especially Parent-Teacher conferences</i>
<i>Progress and Impact on Student Learning</i>	<p>During the first term of the 2019-20 academic year, East-West held student-led parent-teacher conferences for the first time with the hope of increasing parent/guardian attendance. A pilot group of secondary school students across grade levels were asked to complete a form prior to the conferences which posed prompts such as:</p> <ul style="list-style-type: none"> • Brief Review of What Has Been Learned • What is Going Well • Where I Need Some Help <p>Students then led the conferences, which were attended by all or most of each student's teachers (both international and Khmer teachers). It was a worthwhile experience, although it would be a stretch to state that it resulted in an increase in secondary parent attendance of PTCs. Parent-teacher conferences—and other events that parents/guardians typically attend—were canceled during the second term due to the effects of the COVID-19 pandemic.</p> <p>During the 2020-21 academic year, parents were invited to arrange meeting times with student advisors, rather than meeting with each of their child's teachers, either in-person or virtually through Google Meet. As noted in the previous section, with G-Suite for Education, each parent was given an East-West Gmail account (if they did not have one already) and so virtual meetings were able to be facilitated very effectively and efficiently. In that sense, the pandemic presented an opportunity to improve the participation of parents at the PTCs. In secondary school, parental participation in PTCs in Semester 1 of the 2020-21 academic year reached 44%, which was nearly doubled from the Semester 1 PTCs in the 2019-20 academic year.</p> <p>Additionally, and as mentioned above, East-West hosted parents for the following events:</p> <p>Open Day (September 2019) - This event, entitled <i>A Community of Lifelong Learners</i>, invited parents to come visit the school, meet their children's teachers, and learn more about a variety of issues, including the mission/vision, SLOs, curricula, the schedule, and a variety of other topics. About 60 families attended this event.</p> <p>Financial Transparency (October 2019) - This event allowed the Head of School to share the school's budget with parents in an open, transparent way. About 11 families attended this event.</p> <p>Khmer General Education Program (November 2019) - This event allowed the Head of School and KGE Coordinator to share the success of our KGE program, while also allowing parents a forum to ask questions about improvements to what we offer. We</p>

	<p>also introduced the Ambitious Teaching and Learning project to parents with activities grounded in ATL principles. Four families attended this event.</p> <p>Envisioning the Future (January 2020) - This event invited core members of the PTO to a discussion with the Head of School as the first step of incorporating parent voice into the project of constructing a new school campus. Four families attended this event.</p> <p>Other sessions planned for the year, including on the Cambridge curriculum, WASC accreditation, graduation pathways and students' futures, the child protection policy and the importance of mental health and wellbeing were delayed due to the COVID-19 pandemic</p> <p>While parents are still not allowed onto the school campus while students are at school due to health and safety precautions put in place by the MoEYS, we are still doing our best to include them in school events. School communication - via Telegram, email, Facebook and Seesaw - has increased dramatically, and is helping ensure that parents feel connected to their children's education at this time.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Photo of student-led conferences (2019) • Student-Led Conference Form • Parent-Teacher Conferences (October 2020 - in-person or virtual) • Progress Reports - October 2020
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East-West International School Updated Action Plan - March 2021

The section below is a summary of the progress we have made on the schoolwide action plan items from our revised plan published in May 2021 as a result of our Substantive Change and Probationary visits during the 2020-2021 academic year. Some of these items reflect growth out of items from the 2019 plan, while other items are additions made based on our critical learner needs that have evolved since the original 2019 Self-Study. The summaries below largely reflect progress made from during the past calendar year, and were first documented for this report. Items in **bold** are complete.

A) Continue to Improve Teaching and Learning	
2021 Action Plan Item	Description
Areas for Improvement	<p>East-West International School needs to continue to build on its improvements related to effective teaching and improved student achievement. To that end, East-West needs to continue to only employ the best teachers who understand our approach to teaching and learning, provide effective professional learning opportunities, and work towards further improvements related to powerful, accurate assessment and collaborative planning across the school. Improved instruction will help us grow in relation to student achievement in line with our SLOs.</p> <p>Another key component in this area will be the codification of a fully-documented, challenging, coherent and relevant international curriculum document. This will ensure that the students can work towards achieving the SLOs through successful completion of any course of study offered.</p>
Rationale:	<p>After years of instability at the leadership level, East-West finally has a core team with the capacity to lead change and improvement, a longstanding commitment to the school, and the intention of remaining in place for a significant time. This stability, combined with our high teacher retention rate, will allow us to make more headway in these critical areas, as we will start from a place of deep understanding of the school's history and needs.</p> <p>The Head of School's work with the secondary Khmer teachers the past two years has given the school direction in its approach to teaching and learning. The Ambitious Teaching and Learning Framework has not only given us plenty of data to improve our Khmer program, but it has also become the framework for learning observations of international teachers. It is expected that this will be rolled out schoolwide in a more formal way next year.</p> <p>East-West has made great strides in assuring its classes follow internationally recognized curricula and standards. There is still progress to be made in this area, especially as East-West looks to adapt its adopted curriculum into a formal East-West International School curriculum. This document will eventually link the Early Years program to the learning in Grades 11 and 12.</p> <p>There is also further room for understanding among teachers about how to employ the IMYC, as well as how to link Khmer and English learning in the secondary school.</p>
Critical student learning needs	East-West's dedication to improvements to teaching and learning will continue to drive student achievement of high academic standards and the SLOs. Our experiences in the past

and SLOs	year have also made East-West look more carefully about what will be important in a post-COVID 19 world, including a focus on skills and wellbeing.		
Goal or Action	Responsible Person(s) Involved	Timeline of Progress	Progress and Evidence Shared Drive
<i>Establishment of a fully documented, challenging, coherent and relevant international curriculum document, horizontally and vertically aligned from Early Years to Grade 12</i>	HOS, MCs, Principals, HODs	<p>March 2021 - Learning and Assessment Outcomes for Grades 6-12</p> <p>November 2021 - Documentation of Early Years and Elementary Learning and Assessment Outcomes</p> <p>October 2021 - Vertical alignment, and scope and sequence completed for each secondary department</p> <p>March 2022 - Vertically and horizontally aligned curriculum for all subjects from Early Years to Grade 12</p>	<p>In the weeks after the school's Substantive Change visit in December 2020, East-West established an Instructional Core Team with the stated objective to establish a fully documented, challenging, coherent, and relevant international curriculum. This Secondary Curriculum Project was completed in March 2021 and standards (or Assessment Objectives, in Cambridge parlance) are documented fully from Grades 6-12. The Elementary Curriculum Project was likewise completed as of October 2021. East-West now has completed the establishment of its schoolwide curriculum, and will move to an ongoing process of adaptation and improvement of the curriculum, which is detailed below.</p> <p>As the high school uses Cambridge Assessment International Education for its standards and assessment objectives, and the middle school uses the International Middle Years Curriculum for its standards, progress towards curriculum alignment was separated and progressed at two different paces with two different groups.</p> <p>For Grades 9-12, the High School Development Program was presented to stakeholders in April 2021. This called for a timeline of action to be completed in three stages, with a fourth staged meant to be ongoing and continuous:</p> <ul style="list-style-type: none"> ● Phase 1 – To align the high school curriculum vertically and horizontally and offer clear, concise pathways for all stakeholders. Completed May/June 2021 ● Phase 2 – To clearly document student and teacher responsibilities regarding attendance, participation, and learning. Completed July 2021 ● Phase 3 – To move from adoption of the school curriculum to the adaptation of it through a more organized approach to planning. Ongoing, anticipated completion by June 2022 ● Phase 4 – To maintain a broad, balanced, and consistent learning program with properly trained teachers and with clear and smooth progression routes designed for the needs of all learners. Ongoing. <p>The curriculum for IMYC is an organic, ongoing endeavor. It required its own Development Program. The timeline of action, to be completed in four phases,</p>

			<p>was as follows:</p> <ul style="list-style-type: none"> • Phase 1 – Leadership Development. Completed September 2021. • Phase 2 – Teacher Training. Ongoing. • Phase 3 – Assessments and evaluation. Ongoing. • Phase 4 – Curriculum realignment for 2022-23. Beginning January 2022. <p>A content map was created by the HODs that outlines specifically which content students study and what skills are trained (i.e. organization, communication, research) over the course of each year. Middle School teachers choose which units of learning from Fieldwork's IMYC curriculum that they want to explore with their students the following year (this process is new this year in preparation for the upcoming academic year). After the five units per grade, per year, have been chose, HODs, Middle School Curriculum Coordinator and Middle School Principal sit down and discuss the choices, looking specifically for matches between elementary (for Grade 6) and high school (Grade 9). Careful attention is given to the amount of time a particular skill needs to develop along with its relevance in upcoming grades. More is written on this in the section for the action goal of improving delivery of IMYC, including transition from elementary and IPC into high school and CAIE. Of particular consideration are the transferable skills between the grades.</p> <p>As the landscape of education changes with the shift of world events (exponentially, of late), the process of organic vertical planning throughout the school is even more paramount. Just as the curriculum yields flexibility based on student needs, the malleability of each unit of learning for middle school is also important - as exponential growth reminds us, change is something to be planned for and used accordingly. Planning for middle school is not only a process done at the periphery of each academic year; teachers are in constant negotiation with one another and their respective subjects in order to find connections and make links cross-curricularly. The process actually demands reflection and analysis just as much as it welcomes fine tuning. The goal of planning in middle school is to be cognizant of the changing dynamic of students during their formative teenage years and respond by allowing the content being learned to be expressed in a myriad of ways.</p>
<i>PD and training related to use of the East-West Curriculum</i>	Principals, HODs, MCs	May/June 2021 - Sharing of Progress related to Grades 6-12 to inform preparations for new academic year	<p>East-West Secondary teachers arrived at school at the beginning of the academic year and were presented with a refresher on the accomplishments towards the establishment of the curriculum from the prior year. The Orientation Session on How to Plan Units</p>

		<p>July 2021 - Professional Learning at Orientation to ensure staff understanding of how to use the document</p> <p>2021-2022 - Ongoing training, including in IMYC and IPC; Workshop led by external consultant related to effective scope and sequence planning; Elementary focus on child-centered teaching, Backwards Design Planning and Inquiry-Based instruction</p>	<p>Effectively in the context of the EWIS Curriculum took place in July 2021.</p> <p>Throughout the year, there have been additional training sessions on the use of the curriculum itself, as well as supporting documentation. Related to Phase 4 (the final phase) of the Development Program: To maintain a broad, balanced, and consistent program of learning with properly trained teachers and with clear and smooth progression routes designed for the needs of all learners. This involved the following training sessions:</p> <ul style="list-style-type: none"> • Curriculum Planning – completed and ongoing throughout the year (on hyperlink, click on any Phase folder) • Teacher Evaluation – new teachers were evaluated in Semester 1. Returning teachers will be evaluated in Semester 2. • Professional Development – PDs were done on Adaptive Challenges (March 2021), Child Safeguarding (July 2021), Writing Effective Report Card Comments (October 2021), and Teaching English to Non-Native Speakers (November 2021). <p>In late May, 2021, the MS Principal gave a presentation to all MS staff related to the Action Plan for Middle School Progress. As part of that action plan, the school published a Middle School Handbook for Students and another Middle School Handbook for Teachers.</p> <p>At the department level, some initiatives have been taken to ensure teaching and learning is inquiry-based and student-centered. The humanities department runs regular PD sessions where teachers new to East-West learn about backward design and share common strategies to make learning project-based and student-centered:</p> <ul style="list-style-type: none"> • Introduction to backward design PD for humanities department • Inquiry-based learning brainstorming session for humanities department <p>In the Elementary School, we have carried out PD around creativity in schools and agency and autonomy in the classroom.</p> <p>The elementary leadership team has also held regular conversations to establish that we are all headed in the same direction, including conversations about the learning and teaching of math with our Milepost One team. These conversations aimed to develop the delivery of the math curriculum, to be firstly bilingual and unified, and secondly increasingly child-centered and constructivist.</p>
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			<p>East-West will be holding its first ever purposely scheduled in-service days for staff professional development in February 2022. The Elementary sessions will be focused on:</p> <ul style="list-style-type: none"> • The learning and teaching of Math, specifically how do we take steps to ensure that our Math sessions are constructivist and child centered, and how do we embed problem solving heuristics every step of the way. Problem solving needs to become a central methodology, not a topic. • Unit planning. It will be a requirement next year that all classes are planned a unit (six weeks average) in advance. This planning will be collaborative and centrally accessible to all. The second half of this PD will be planning an actual unit to finish the year, complete with whole school entry and exit points, and hopefully, community involvement. <p>From September to November 2021, we developed and finalized two elementary school documents:</p> <ul style="list-style-type: none"> • Learning and Teaching Policy • Assessment Policy <p>A third policy on Inclusion will be completed in semester two with the support of our Learning Support Coordinators.</p>
<p><i>Improve delivery of IMYC, including transition from elementary and IPC into high school and CAIE</i></p>	<p>Principals, MSCC, HODs, Grade 5 Teachers</p>	<p>2021-2022 - Improvements related to alignment of curriculum and teacher training in inquiry-based learning</p> <p>Beyond - Construction of purpose-built classrooms to facilitate more effective teaching environments for IMYC</p>	<p>As recommended in the Visiting Committee's 2019 Report, East-West had lots of work to do when it came to improving the learning experience for middle school students. While there have been gradual changes from 2019-2021 listed in the Action Plan Progress report above, we have seen major progress since appointing a Middle School Principal and Middle School Curriculum Coordinator in May 2021.</p> <p>The MSCC has assisted middle school teachers in understanding the interdisciplinary nature of the IMYC curriculum through PDs where teachers brainstormed and shared potential connections between subjects; the MSCC also served as a point of contact for questions about the curriculum. The MSCC has also met with teachers across departments to understand the challenges in the implementation of the IMYC.</p> <ul style="list-style-type: none"> • IMYC Content by Subject (created by humanities teachers so that other departments can refer to to make interdisciplinary connections) • Sample IMYC units <p>Additionally, this year we partnered with Margaret O'Donell, a longtime Australian educator based in Cambodia, who has extensive experience with the IMYC. Margaret encouraged the school to nominate two Grade Level Leaders to help facilitate two intrinsic parts of the IMYC pedagogy: Entry and Exit Points. Vital to the development of an adolescent and indivisible</p>

			<p>from the underlying goals of the program, Entry & Exit Points are times when students explore the parameters of a particular big idea (entry) and demonstrate their learning of said idea through a collaborative project:</p> <ul style="list-style-type: none"> • MS work with Margaret and Grade Level Leaders <p>The MSCC coordinated the first entry and exit point of the year as an example for teachers to follow, and organized the planning and implementation of the next three Entry and Exit points, with teachers taking on more responsibility and independence in each unit. The objective of the PDs, check-ins and meetings facilitated by the MSCC was for teachers to be able to coordinate the Entry and Exit Points without assistance from the MSCC by the end of the academic year, with all teachers familiar with horizontal planning. Due to the collaborative nature of the Entry & Exit points, support staff were need to help departments link big ideas through content, communicate effectively the logistics of the collaboration both on and offline, and act as an advocate for this esoteric project-based approach to teacher and learning:</p> <ul style="list-style-type: none"> • Exit point work day schedule (Grade 8, Grade 6) • Collaborative planning for unit 2 (documents to share interpretation of big ideas): Grade 6, Grade 7, Grade 8 <p>While the focus of the first half of the semester of 2021-2022 was on horizontal and interdisciplinary planning for middle school, the second semester of the 2022 school year has focused on vertical planning and integration with IPC and CAIE. Last year, the Middle School Principal created a transition program from Grade 5 to Grade 6 with particular focus on socio-emotional learning. This year, the focus was on mapping out the current skills and content being taught in each of the subject areas, which culminated in documentation of present course objectives, skills and content in the form of a content map in collaboration with the Middle School Principal:</p> <ul style="list-style-type: none"> • Last year transition program with MS Principal and Grade 5 teacher • Middle School Content and Skills map as a starting point for vertical planning. The purpose of this content map is to identify potential gaps in skills and content in Grade 5-6, and between 8 and 9. <p>2020-2021 Transition Program Material with MS Principal and Grade 5 teachers</p>
<i>Improved unit and long-term planning, facilitated by purposely</i>	Principals, HODs MCs Teachers	June 2021 - Refinement of planning documents in connection with database	<p>Towards the end of the second semester of the 2020-21 academic year, the Secondary Leadership team met to strategically plan a more coherent and cohesive planning strategy, and decided on a 3-year plan in order to facilitate it.</p>

<p><i>scheduled collaborative time for staff</i></p>		<p>2021-2022 - Scheduling improvements to allow for more improved teaching and scheduled planning time; ongoing professional learning related to unit planning and adaptations of curriculum in line with the East-West approach to teaching and learning</p>	<p>The first step in this process was a more effective master schedule and timetable for teachers and students. The Head of Secondary met with student groups of three or four in March-April 2021 to discuss schedule options dependent on their prior grades, future goals, and the flexibility of the timetable and the staff available. A new block schedule was created which saw the secondary school move from 40 minute periods to 1.5 hour periods and a 2-day schedule; the Khmer program was shifted to the afternoon to facilitate this change. Departments have most of their teaching staff free in the afternoons, save for a few who teach electives, and this has allowed departments to meet together to collaboratively plan; it has also afforded teachers time at school to catch up on planning, marking, and preparing future lessons.</p> <p>Regarding planning, the first year was focused on establishing a long-term yearly planning map, which involved the creation of Scope and Sequence documents. This was accomplished collectively by all high school teachers of both Cambridge and non-Cambridge classes. The second year (presently underway) focused on medium-term unit planning. All high school teachers have completed at least three unit plans as of December 2021, and will continue throughout the rest of the academic year with a goal of completing all units for all subjects by June 2022. In the third year, 2022-23, we will turn our attention to short-term lesson planning. By the end of next academic year, EWIS should have a fully documented and comprehensive planning regime to abet the school curriculum.</p> <p>In Middle School, planning is largely collaborative within each year group, working on one collaborative document, which is uniform. These documents are housed together in a shared drive. The Middle School program has also benefited from a specific Middle School Action Plan Timeline, the progress of which can be found linked above. The impact of having a middle school-specific timeline can be seen with better organization among staff members and a greater adherence to deadlines; the scope of the program is more in focus due to this and, as a result, it has increased teacher buy-in. Further positive points regarding the timeline is the ability for teachers (and administrators) to look back on the progress done and reflect on what went well and which areas need more stability. A steady frame of reference and sharper learning pathway has also made it easier for teachers to set longer-term goals for themselves and their students, which can be seen through the development of administration observations & peer-to-peer observations and more collaborative planning.</p>
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			<p>The Elementary School schedule is very much dependent on the Secondary schedule, so some of the positive changes we saw in secondary actually had an adverse effect on timings for the elementary classes, mostly due to specialist teachers teaching across the whole school. While elementary teachers have collaborative in-person planning time, there is not as much during the school day as there has been before, though much of this can now be done remotely using tools such as we have in G Suite. Here is one example of the Grade 5 Full Power unit plan.</p>
<p><i>Clear Philosophy & Understanding of East-West's Approach to Teaching and Learning</i></p>	<p>HOS, Principals, Staff</p>	<p>May/June 2021 - Feedback gathered from classroom learning observations formulated into a clear approach to teaching and learning, and assessment</p> <p>July 2021 - Philosophy clearly shared during Orientation 2021 and followed up on during the year</p>	<p>East-West has made a concerted effort to bring the whole school under the same umbrella and vision, despite the wide age range of students that we serve. An overview of this is described in the East-West Journey, which documents the whole school guiding statements, as well as how each division of the school operates differently under those terms.</p> <p>In addition, the School's approach to Teaching and Learning is documented in the Staff Handbook.</p> <ul style="list-style-type: none"> • Excellent Teaching and Learning (p.8) • Approach to Teaching and Learning (p. 9) <p>The Elementary School has developed other policies in this regard during the first semester of this school year. Teaching and Learning at East-West (Elementary) aims to provide a more detailed look at what our schoolwide approach to teaching and learning looks like in elementary. To further strengthen the unity in this regard, the Elementary Principal also wrote an Assessment Policy to help us standardize our grading between classes and grades. Next up is an Inclusion Policy, which should be ready to be shared with staff by June 2022.</p> <p>The Secondary School has continued to draft and develop policies and training sessions as needed to help support the teachers and learners. The first in a series of workshops about Teaching in English to Speakers of Languages Other Than English ran in November 2021. These will be ongoing and adjusted as we move into 2022-2023. Further support is provided to teachers when it comes to Learning Observations. Rather than these being about appraising teachers, the aim of this program is to help principals observe the learning that is happening in classes. Teachers are encouraged to also use our Teacher Train: Teacher Observation Program as they seek to grow as educators in line with East-West expectations. The Secondary School has tried to standardize its approach to various other aspects of its programming through its Student Code of Conduct and Responsible Use Policy.</p>

			<p>We have noted throughout this report that one main area of concern for the school has been the development of its previously neglected middle school program. The Middle School Development Action Timeline highlights some of our areas of achievement and further growth as well. There are ongoing professional development sessions into IMYC's specific approach to learning and teaching, including this example from September 30, 2021.</p>
<p><i>Clear understanding of Graduation Pathways and requirements for all stakeholders</i></p>	<p>HOS, Guidance Counselor</p>	<p>2020-2021: One-to-One conversations between students and Secondary Leadership</p> <p>2021-2022: Ongoing</p>	<p>Graduation Pathways and Requirements were codified during the 2020-21 academic year. Credit tracking data has been added to the Report Cards of high school students in line with Secondary's 3-Year Strategic Plan:</p> <ul style="list-style-type: none"> • 2020-21: Classes of 2023 and 2024 • 2021-22: Classes of 2023, 2024, 2025 • 2022-23: All students will have credits tracked <p>In lieu of the database being ready, this data is being tracked manually for the time being. Example of student report card with data tracker on bottom.</p> <p>The advisory program and curriculum has helped students see more doors to their futures, though it might not be enough, as teachers have a lot of classes and prep work in addition to advisory. The anticipated hiring of a full-time guidance counselor doing specialized work on behalf of students and their future plans will go a long way to aiding this action item.</p> <p>As a further support for students, East-West is applying for Equivalency with the MoEYS. This will value the EWIS Diploma at the same level as the Cambodian High School Diploma for the purposes of enrolling in national universities. More details can be found in the Significant Development Section II of this report.</p> <p>There is further work to do in helping parents understand the different pathways, as well as how each will allow their child the opportunity for further education after East-West.</p>
<p><i>Continued growth of modern teaching practices in the secondary Khmer program</i></p>	<p>HOS, Head of Secondary, KGE Principal</p>	<p>2020-2021: Ongoing professional learning connected to Ambitious Teaching and Learning</p> <p>2021-2022: Ongoing</p>	<p>As mentioned in the 2019 Action Plan progress report above, the Head of School worked closely with the KGE Principal and all secondary Khmer teachers to institute more ambitious teaching and learning experiences for students in secondary Khmer classes. This proved to be so valuable that the Head of School was invited to present this learning at the Cambodian E-Learning Forum in December 2020.</p> <p>This year, there have been disruptions that have made it more difficult for the English-speaking staff to assist with training the secondary Khmer teachers, however our KGE Principal has worked hard on strengthening teacher capacity in many ways. He has led an internal</p>

			<p>workshop on Ambitious Teaching and Learning in online teaching and built more support for teachers through class observations. The KGE Principal has also provided training this year to all Khmer teachers on how to better support the use of ICT and Google Apps in their lessons. The KGE Principal has also made progress on the Khmer Curriculum and has been allocated more funds in the KGE Budget Plan to provide resources and materials for the Khmer classes, pay for more teacher training sessions, and increase the wages so that we can attract and retain the best part-time Khmer teachers.</p> <p>Development of the Khmer program remains a critical need for the school, as it comprises half of the curriculum for the majority of our students, remains a key value of the school in the eyes of parents, and has a ways to go in terms of reaching a similar standard to our international program. The language barrier continues to be a significant impediment to the linking of our two programs, though it remains a goal to bring them more closely together.</p>
<p><i>Continue to employ only qualified, experienced teachers, and ensure income allows for better compensation for staff, while also keeping school fees affordable for families</i></p>	<p>HOS, School Board</p>	<p>Revisit salary scales in October/November 2021 and approve new policy for hiring for 2022-2023</p>	<p>As mentioned throughout this report, several action plan items from 2019's Self Study were delayed due to the pandemic. Among those was the initial plan to revisit salary scales in 2020. Instead, the Head of School met with the Board Chair and another member of the Board during November 2021 to draft possible changes to the salary and benefits package to put East-West closer in line with other schools of our caliber in the country and region. The Board met in December 2021 and approved these scales for use in hiring for the 2022-2023 year.</p> <p>As part of this process, the Board also revisited School Fees, which have remained the same since 2018 (and even were decreased the past two years because of covid). While the school remains aware of financial struggles that families may face, it also became unsustainable to run the school at its current level without raising tuition fees. These increases are minor, and essentially move school fees back to their pre-covid levels for all current families, while new families are expected to pay about 20% more. This was deemed justified by the Board since there have been major improvements to teaching and learning (including more qualified staff), our facilities, our accreditation and membership statuses, and the overall school experience. In order to help drive enrollment, the Board also authorized NTC Group's marketing team to work closely with the school's Communications Coordinator as we enhance our marketing strategies.</p> <p>In addition, the Board has approved for East-West to</p>

			<p>pursue more appropriate recruitment strategies to ensure that we can continue to find teachers who fit the teaching vision of the school. The school partnered with Teacher Horizons to help us find key personnel for the 2021-2022 academic year, and we are keeping that partnership, while adding recruitment with Schrole and the Diversity Fair for the 2022-2023 academic year.</p> <p> Hiring Philosophy Salary Scales Teacher Horizons Profile Schrole Profile Diversity Fair Profile Teacher Qualification and Education Chart </p>
B) Focus on Community Wellbeing			
2021 Action Plan Item	Description		
Areas for Improvement:	<p>The pandemic has forced schools around the world to rethink their approach to their community's wellbeing. East-West International School has identified several key areas under the overall heading of Community Wellbeing which require further attention:</p> <ul style="list-style-type: none"> • Provide opportunities for stakeholder awareness of child protection • Hire a Counselor • Provide further support for students with special learning needs • Continue to support the growth of the college and career guidance program • Promote and support community wellbeing initiatives 		
Rationale:	<p>East-West is proud of the progress we have made since the 2019 Self-Study visit, in particular with its significant actions related to college and career guidance and child protection. It's clear that going forward, schools are going to have to prioritize the mental wellbeing of all stakeholders - staff, students and parents - and East-West wants to remain a leader in this regard.</p> <p>Continued stakeholder education related to child safeguarding is a priority, as is the school's ability to support all of its learners in their pursuit of academic excellence and achievement of our school goals, hence the need for a counselor and a renewed focus on supporting students who have special learning needs.</p> <p>East-West wants to ensure that our learners are more aware of their pathway options both while they're with us, as well as for their futures after East-West. We would like to make sure we develop students who can pursue academic excellence, while also ensuring they have the skills needed to thrive in the modern world.</p>		
Critical student learning needs and SLOs	<p>Children who feel safe and cared for are better able to learn, and staff who feel cared for are more effective teachers. This links to all areas of our SLOs: Creative Problem Solvers, Lifelong Learners, Effective Communicators, Active Community Members, and Responsible World Citizens.</p>		
Goal or Action	Responsible Person(s)	Timeline of Progress	Progress and Evidence

	Involved		
<i>Translation of Child Protection Policy into Khmer</i>	School Coordinator	Completed before the start of the 2021-2022 academic year	<p>This item has been accomplished, and is shared both internally at the school and on our website alongside our Child Protection Policy in English.</p> <p>Child Protection Policy (KH)</p>
<i>Continued PD on child protection - internal and external; for staff, students and parents</i>	Child Safeguarding Team	<p>Safeguarding Team and Head of School - Ongoing</p> <p>Students - Completed by end of 2020-2021 academic year and ongoing</p> <p>Parent Education Session - Completed by end of 2020-2021</p> <p>2021-2022 - A renewed focus on socio-emotional needs and awareness of diversity, equity and inclusion issues</p>	<p>East-West continues to take safeguarding extremely seriously, and has continued to build on our growth in this area during the current year.</p> <p>The Child Safeguarding team led sessions for students prior to the return to home-based learning in late February 2021. These sessions were held in person and focused specifically on the Rights of a Child (based on the UNESCO Guidelines). The parent session, however, was postponed and has not been held yet, as it was deemed critical for this session to be held in-person, rather than online. Careful attention to bringing this delicate topic up during individual parent meetings is taken to ensure the school operates within the cultural norms of Cambodia.</p> <p>The 2021-2022 year started off with our Child Safeguarding Team providing a professional learning workshop for new staff at the beginning of orientation, as well as another session for all staff on Child Safeguarding: What to Look for and How to Report (PowerPoint Slidedeck).</p> <p>As always, signs with information on how to contact the Safeguarding Team are posted around campus so that everyone is aware of the procedures.</p> <p>In addition, East-West chose to partner with EduCare, a division of TES, for the 2021-2022 year. Since we were unable to get our regular First Aid trainer to come to campus due to travel restrictions, we chose EduCare after doing some research into what our best options would be for online Child Safeguarding Training. Our partnership with EduCare gives staff unlimited access to their wide array of PD lessons. This year, it is mandatory that all teachers complete the first aid course, and we have allocated time on professional learning days for staff to complete another training of their own interest to present to staff at a later date.</p> <p>One area that grew as a concern for us was an increase in reports of online bullying amongst our students, as well as in Phnom Penh. As a response, our Middle School Principal launched a Digital Citizenship Initiative (MS, HS, Elementary), by which we would teach digital citizenship skills to our middle school students twice a month during their special (ICT, Art, Music, PE) classes. High school students received these lessons once a</p>

			<p>month at assemblies, and elementary students had Life Skills embedded back into their classes. One of our teachers who had been planning to teach Early Years was moved into the position of Student Affairs Coordinator to help lead this.</p> <p>At the start of the year, the School's Service Learning class conducted a needs analysis of critical areas of need that the students could raise awareness of. In support of student agency - finding the topics that mattered most to our learners - presentations were made and voting identified that bullying was the most pressing need to be addressed by the class. At the end of the first semester this year, their idea came to fruition through a schoolwide awareness campaign design and implemented exclusively by the class. Posters were made and "Have you ever experienced bullying?" anonymous comment boxes were put throughout the school. After this endeavor, the class and teacher analyzed the comments and suggestions made and found another area of critical need: <i>student wellness</i>. In response to this, the same class created a "Safe Space Meditation Room". The space was divided into different areas, each geared towards promoting positive mental health. The impact of this was immediately seen with students bringing reports to the child safeguarding team, as well as principals, of students who were experiencing some form of mental anguish. Due to this, we as a school were able to intervene with these students and offer guidance before any ill-effect took place.</p>
<p><i>Ensure community access to mental and emotional wellbeing support</i></p>	<p>HOS, School Board</p>	<p>2021-2022 - Collaborate with local organizations for access to counseling</p> <p>2022-2023 - Hire a Counselor</p>	<p>A critical area of focus in East-West's 2019 Self-Study Action Plan was to ensure students had access to support services to mental and emotional health. At the time, the school hoped to hire additional support specialist staff to assist with this item. When the pandemic hit in March 2020, the school had to make decisions about how to allocate what we expected to be more limited funds in the years ahead. Since our priority was to ensure current staff could continue receiving their expected salaries and benefits, and parents could continue to afford school fees, this was an area that was compromised. We were not able to follow through on our 2019 plans to put everything in place as we had hoped, like most schools around the world.</p> <p>While we were unable to stay on track, the pandemic magnified this as an area of concern and critical need for our students and staff.</p> <p>Our Safeguarding Team and Guidance Counselor have played key roles in collaborating with the best local resources available, including ChildSafe, First Step, the Beekeeper and Bamboo Center. We have also sought</p>

			<p>support from a locally-based Australian child psychologist in one instance.</p> <p>We have also, as a school, looked to promote our own teachers and students as leaders in supporting our community. Many students chose to do mental health-related projects during the Cambridge School-Assessed Grading Period in May 2021. These student-led projects were facilitated by the Head of School while teachers worked on completing grading for Cambridge exams.</p> <p>In addition, our MS Health and Wellbeing class has led awareness campaigns on the following topics during the 2021-2022 school year:</p> <ul style="list-style-type: none"> • Self Care Unit • Self Care Unit 2 • Mindfulness Meditation Video Students • Coping with Stress • That Sugar Film - Educational Movie Guide <p>The Head of School attended the Global Online Academy's Belonging AMA event in October 2021 as a way to gain more insight into how to help support all members of the community at this time.</p> <p>Our Service Learning took this on as well, during 2021-2022, and led two projects to help students deal with some of the social and emotional challenges they were dealing with. The class led a project on cyberbullying that ended in the creation of a Healing Room on campus where students could talk about things that were troubling them and, even, bring reports to the child safeguarding team, as well as principals, of students who were experiencing some form of mental anguish. Due to this, we as a school were able to intervene with these students and offer guidance before any ill-effect took place.</p> <p>Additionally, members of the school leadership team hold meetings with parents, when necessary, regarding best learning practices at home and social/emotional interventions. This year, the Middle School Principal led parents through a Video Game Intervention Discussion, which resulted in the students reflecting on and working to improve their behavior in that regard.</p>
<i>Embed restorative behavioral practices schoolwide</i>	HOS, Principals	<p>June 2021 - Documented plan for this approach during the next academic year</p> <p>July 2021 - Professional learning in relation to restorative practices</p>	<p>East-West has been fortunate throughout the years to have few, if any, issues related to discipline and behavior. During the 2020-2021 academic year, the Head of School recommended that other members of the Senior Leadership Team read the book, Hacking School Discipline, as the restorative practices approach to behavior issues melded well with East-West's relational approach to discipline. After the principals also read the book, it was agreed that this would</p>

		<p>2021-2022 - Ongoing growth, for students and staff, in these methods</p>	<p>become the official way forward for the school in terms of behavior management.</p> <p>We planned a July 2021 session to launch this Restorative Practices approach, however that was postponed due to more pressing matters during orientation, as well as the inability to work together in-person. Instead, we held our first session on October 20, 2021. This was a chance to share the language around restorative practices and take some examples of actual case studies that have happened at school to help teachers learn how to approach these in a restorative way. The restorative practices were implemented as a first step in a wider school plan for inclusion, equity and diversity.</p> <p>While there remains a long way to go on making this a fully-embraced part of East-West culture, the foundation has been laid for further work to come.</p> <p>Documented Plan, Including Timeline October 20, 2021 - Slides from Minami Restorative Chat Folder Hacking School Discipline Book Study</p>
<p><i>Further bespoke support for all students, especially those with learning needs</i></p>	<p>School Board, HOS, Principals</p>	<p>2021-2022 - Coordination with external community support groups who could work with our students; Establish a tracked system related to IEPs to help teachers support students; Expansion of the student-led Mentorship Program in Secondary</p> <p>2022-2023 - Explore the possibility of hiring a SEN Coordinator</p>	<p>A critical area of focus in East-West's 2019 Self-Study Action Plan was to ensure students had access to support services to mental and emotional health. At the time, the school hoped to hire additional support specialist staff to assist with this itm. When the pandemic hit in March 2020, the school had to make decisions about how to allocate what we expected to be more limited funds in the years ahead. Since our priority was to ensure current staff could continue receiving their expected salaries and benefits, and parents could continue to afford school fees, this was an area that was compromised. We were not able to follow through on our 2019 plans to put everything in place as we had hoped, like most schools around the world.</p> <p>That said, with a limited number of staff, we believe we have done our best to help each and every student learn to the best of their abilities, as much as possible.</p> <p>The Board approved the hiring of a Learning Support Coordinator who started in January 2022, who will help us create a more inclusive learning environment. Our Learning Support Coordinator will make it easier for us to streamline our processes and align them with middle and high school.</p> <p>Up to now, we have been accommodating our students with special needs on an individual teacher basis. This has previously been very well-coordinated by a Grade 4 teacher. We also have IEPs and a basic selection of</p>

			<p>testing materials with which this teacher supported others.</p> <p>In secondary school, the MS Principal launched an intervention and IEP system so that teachers can collaborate on shared student files and stay up-to-date on how learners are doing in other classes. One major intervention that took place earlier this year was designed to help students and parents deal with video game addiction.</p> <p>Additionally, the MS Principal has launched a series of Individual Learning Plans to help students who need further support to achieve their best. While these interventions have shown significant progress over the limited formal support that was offered before, we have found that we are still stretched too thin.</p> <p>Also, we have made changes to our enrollment procedures to help better facilitate a student's transition to (and suitability for) learning at East-West. The New Student Learning Plan now includes sections with explicit instructions to parents for how they can support their child's education at home. There is a section for students to write "Three things I need to have at home in order to be successful in my schooling are..." as well as "Three ways I can help my parents understand me are..."</p> <p>Fortunately, in December 2021, the Board approved the hiring of four key personnel who will be able to assist in this area:</p> <ul style="list-style-type: none"> • English as an Additional Language Specialist • Guidance Counselor (full-time) • School Counselor • Learning Support Coordinator <p>These four people will partner to help share the burden currently carried by principals and teachers in the hope that we can better serve each student.</p> <p>Middle School Intervention Individual Learning Plans Student Files</p>
Reestablishment of a Life Skills program for Elementary students	HOS, Elementary Principal, MCs	2021-2022 - Explore how to better help students develop appropriate ways for handling conflict, anxiety and self-management skills, in a way that is consistent with IPC Personal Goals and SLOs	<p>We were pleased to re-launch a Life Skills program for our elementary students at the start of the 2021-2022 academic year. This program is linked to the work we have done with our MS classes related to digital citizenship, though is adapted to fit the needs of our younger learners. When our enrollment for Early Years was lower than expected because of covid, we appointed one of the hired EY teachers to become our Student Affairs Officer. While also helping with the secondary students, our Student Affairs Officer has helped bring in a Life Skills curriculum. Part of this</p>

			<p>curriculum is, and will continue to be, digital citizenship. The syllabus we have started with is from common sense media, and has been adapted for our situation by the Student Affairs Officer.</p> <p>This is a first step, it will be reviewed at the end of the year when adaptations can be made.</p> <p>Digital Citizenship Standards for East-West</p>
<p><i>Creation of month-long scope and sequence plans for Advisory with resources and teaching strategies included, including Transition Programs built into Grades 6 & 9</i></p>	<p>Guidance Counselor, Head of Secondary, HOS</p>	<p>July 2021 - Follow the initial draft of first-semester topics during advisory</p> <p>December 2021 - Full 7-year advisory scope and sequence plans completed; Review of program</p> <p>July 2022 - Officially approved Advisory Program Curriculum put into practice</p>	<p>After rolling out an advisory program in 2020-2021 for the first time, we were pleased to launch a more complete version of what we had hoped for at the start of this year. Grade 6-12 students meet for Advisory class every Tuesday from 3:15 to 3:45 pm. The comprehensive Advisory Character and College/Career Readiness program was written by our own Guidance Counselor specifically for our students. This will be added to and adapted on an annual basis for our students' needs.</p> <p>Advisory - Curriculum (MS) Advisory - Curriculum (HS) Advisory - Teacher-Created Materials</p>
<p><i>Growth of the Guidance Counseling Program</i></p>	<p>Guidance Counselor, Head of Secondary</p>	<p>Ongoing - Frequent workshops for students involving life skills, college/career readiness, college visits, opportunities for external scholarships and competitions.</p> <p>August 2022 - The expansion of a school-wide counseling program to include a Counselor and potentially a SENCO specialist</p> <p>(upon on-campus return) More one-on-one conferences with students regarding Social/emotional guidance and college/career readiness</p>	<p>East-West has prioritized offering more support for students as they prepare for their academic or professional lives after graduation. The advisory program is one key aspect of this, as it is written and sequences to help give students access to the types of materials and information they need</p> <p>In early 2019, East-West adopted a partnership with UniFrog, a college and career readiness platform that tracks student progress and offers resources for learning about life after high school. This has been folded into our Advisory Program as a way to help students become more informed and independent about their college choices, as oftentimes, parents are not as informed about these decisions.</p> <p>In addition, our Guidance Counselor held the school's first ever Parent Night in August 2021. This event, held virtually, was attended by a large number of students and parents, and gave an overview of the college entrance process.</p> <p>This year we have also had 25 virtual college experiences & visits with schools such as Cambodia's American University of Phnom Penh & The University of Calgary in Canada.</p> <p>Advisors also help provide one-on-one support with students when it comes to college preparations as well, and even act as liaisons with parents when necessary.</p>

			<p>East-West remains on track to continue to improve in this area moving forward, as our current Guidance Counselor has been working in the role part-time, in conjunction with his duties as our Middle School Principal. With a growing number of students in Grades 10-12, the Board approved the appointment of a full-time Guidance Counselor in 2022-2023. We will also be employing a full-time School Counselor, which will take further strain off the Guidance Counselor, who had also been acting in that capacity.</p> <p>Advisory - Curriculum (MS) Advisory - Curriculum (HS) Advisory - Teacher-Created Materials</p>
<i>Scheduling of frequent staff wellbeing events</i>	HOS, CC, Guidance Counselor	<p>June 2021 - Creation of events related to wellbeing from staff input</p> <p>August 2021 - Schedule of wellbeing events, created with staff input, for the 2021-2022 academic year</p>	<p>One major change in our Action Plan has been how we've thought about wellbeing. Pre-pandemic, our focus really had been just on the wellbeing of students, whereas since covid, we've realized that if we are going to be able to serve the students at all, it all needs to begin by taking care of our staff.</p> <p>That said, we've also been limited in what we could do in terms of scheduling staff events because of government restrictions on in-person gatherings and a general unease from many members of staff about group events. Much of orientation was held virtually, though we have had the fortune to be able to hold several in-person staff events for our teachers and operations staff throughout the year. These have helped build camaraderie (safely).</p> <p>Staff wellbeing plays a big role in our annual November Staff Climate Survey.</p> <p>As an additional way to promote wellbeing, the Head of School shares articles related to wellbeing as part of the daily Community Update each Wednesday.</p>
<i>Continued PD on safe hiring practices</i>	Head of School	Ongoing	<p>The Head of School continues to stay up-to-date with the latest professional development in child safeguarding, especially when it comes to hiring practices. An ongoing partnership with eeVoices Limited, in Hong Kong, has helped him attend virtual events with Safeguarding experts such as David Ottaviano. In addition, the school explored partnering with Childsafeguarding.com before choosing to join with EduCare for its safeguarding needs.</p> <p>Educare Module on Hiring Practices 2021/08/18 ChildSafeguarding.com Webinar 2021/03/04 - eeVoices Limited Webinar</p>

C) Improve Organizational Capacity Throughout the School

2021 Action Plan Item	Description		
Areas for Improvement:	<p>East-West International School has made great strides in collecting data and improving the organization of its key documents over the past two years. However the school still does not have the structure in place to make it easy for this data to be accessed. While our data collection systems are improved, they are by no means efficient yet, limiting their efficacy.</p> <p>It is critical that the school ensures that it has streamlined its processes for attendance, connection with parents, as well as the organization of curriculum, planning for units and recordkeeping.</p> <p>Continued professional development for staff is needed so they better understand the importance of collecting, analyzing and using data to make improvements to immediate and long-term learning and teaching.</p>		
Rationale:	<p>Although East-West has made numerous good-faith efforts in order to improve its organizational capacity to collect and use data within the school over the past two years, we have been unable to actually establish a proper database and data collection system. With some small improvements into how data is stored, it will be easier for leadership and teachers to focus their attention on harnessing the power in the data to drive changes to the educational programming on offer, all within the school's student-centered approach to learning. It is critical that we are better able to use data to provide insight into how we can best serve our community. Improved record-keeping will ensure our records are easier to navigate and use for longitudinal studies.</p> <p>With more qualified and experienced staff at East-West, we will be able to rely on their expertise in this area to collect better evidence that will also reflect on our practices and use the data to improve instruction in a student-centered way.</p>		
Critical student learning needs and SLOs	The consistent and accurate collection and use of data will benefit students in ensuring we are providing the best teaching and learning opportunities to meet their learning needs and develop in accordance with our SLOs.		
Goal or Action	Responsible Person(s) Involved	Timeline of Progress	Progress and Evidence
<i>Purchase of learning management system to improve organization and record-keeping</i>	HOS, School Board, Principals, HDDL	<p>February 2021 - Rollout of purpose-built, AUXSWOT official East-West International School app to track attendance and connect with parents</p> <p>April 2021 - Appraisal of app's effectiveness and capacity to satisfy our requirements</p> <p>May 2021 - Purchase or</p>	<p>While the school has made great strides in its ability to collect, house, and analyze data in the past few years, we remain without an actual content management system despite a sincere effort to make something work. Fortunately, many aspects of the CMS - including attendance tracking, schedules and gradebooks - have been addressed through the school's use of the G Suite for Education Plus tools. That said, this is an area of extreme need and urgency that needs to be addressed this academic year, as the lack of an effective, Khmer/English LMS has made for an inefficient use of time.</p> <p>While the whole timeline of our LMS pursuit can be</p>

		<p>full investment in AUXSWOT, or an alternative LMS</p> <p>August 2021 - New LMS in operation for start of new academic year</p>	<p>read in the 2019 Action Plan, the AUXSWOT LMS was finally launched in August 2021. However, there were many ongoing and persistent issues which inhibited teacher and administration usage of the system during the first semester of the 2021-22 academic year.</p> <p>First, this system was designed for other schools owned by East-West's parent company, the NTC Group. The student profile at these schools is typically 100% host-country nationals along with host national teachers, and so there were many features which were superfluous for teachers at East-West. There was an apparent lack of understanding on the developer's part about the critical differences between the needs of international school teachers and the host national teachers they typically serve. For example, they continue to confuse report cards with transcripts. Additionally, they didn't understand at first why teachers would want to compare grades between students on an assignment. On a separate note, the school invested heavily in G-Suite for Education in the previous year, and the AUXSWOT system is, at present, unable to work as a single sign-on with Google. Thus, the utility of the gradebook function of AUXSWOT's CMS is not very important for teachers, who maintain their grades on Google Classroom. As a result, teachers have voluntarily chosen to forgo putting grades into the AUXSWOT system.</p> <p>Second, the naming conventions took a long time to correct so that first names and last names were exact across both pre-existing East-West platforms and the AUXSWOT CMS. This has now been achieved, and is no small feat considering the vast array of naming conventions from our students, who are from 19 different countries.</p> <p>A third issue pertained to the problem of attendance. With students at home for many weeks due to the ongoing effects of the Covid-19 pandemic, the QR codes which were created and deployed during the 2020-21 academic year were not able to be scanned. Attendance was thus kept outside of the AUXSWOT CMS for the first semester and resulting in further inefficiencies with this system.</p> <p>The developers at AUXSWOT have been tweaking their programming to better suit East-West's needs, but as this is ongoing the result has been that teachers prefer to simply use the tools in Google Suite for Education and Google Classroom to manage grades, reporting, and accessing student information.</p> <p>A meeting in January 2022 with AUXSWOT staff leads us to believe that we will move forward with a combination of Google tools (for keeping gradebooks)</p>
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			<p>and AUXSWOT (for keeping historical records, attendance, student profiles and all school reports) moving forward beginning either with Semester 2 this year, or the start of next school year at the latest. We are also in communication with Schoolytics, which may be able to provide some of the support we need so that the AUXSWOT system can be as limited (and effective) as possible.</p> <p>We are optimistic that with a few further tweaks, the combination of AUXSWOT, G Suite, and possible other tools will allow us to improve our efficiency in this area either later this year, or at the latest, by the start of the 2022-2023 academic year.. It is a priority to keep working towards building this during the remainder of this year. In the meantime, we will accept some of the extra time that is spent due to inefficiencies in our own recordkeeping.</p>
PD on correct use of LMS	LMS Company, HDDL	<p>June 2021 - Basic introduction of program to staff</p> <p>July 2021 - Training on use of LMS during Orientation Week</p> <p>2021-2022 - Ongoing training, as necessary</p>	<p>When we believed the AUXSWOT system was ready for use, there was a demonstration with all teaching staff in May 2021. This session gave teachers a further chance to give us feedback on how we could create a CMS to best fit our needs. During the summer, further tweaks were made in the hope that we could launch the CMS during orientation week. This ended up not being possible due to conditions beyond our control - namely that the system still had some issues to work out, much of orientation was held virtually, and staff were quite overwhelmed with preparing for the year as it was. In order to prioritize staff wellbeing, it was decided that we would hold off on initiating new projects, such as the launch of the CMS.</p> <p>As we settled into the year, the team from AUXSWOT led staff through another demonstration of the program in October 2021. This was done virtually as well, after many meetings with key members of the school's development team, including the Head of Secondary, the Head of Data and Digital Learning, as well as a Physics Teacher with a background in developing software.</p> <p>AUXSWOT team members then came to campus in October for two days of in-person training to help any teachers who needed support troubleshooting the software itself. The hope was that everything would be ready to go in January 2022, however that hasn't proven to be the case yet either, so further PD will be necessary closer to the school's official launch date.</p> <p>Parents will also need training on how to download and use the official East-West app that will go along with this LMS, allowing them to stay more connected with their child's learning on a daily basis.</p>

			Training for staff will happen once we have a finished version of the product ready to share.
<i>Creation of student profiles in database with different levels of access for staff</i>	HOS, Principals, Guidance Counselor, School Coordinator	June 2021 - Initial entry of critical student information December 2021 - Complete student profiles documented	<p>While the staff are not yet fully utilizing the AUXSWOT database, work behind the scenes has gone on to ensure it is ready to be launched. The database has multiple levels of access for the protection of sensitive information. While the development is ongoing, we have currently added photos to all student profiles and are adding features so that there is a more pastoral element to the system.</p> <p>For example, certain private information would only be available to members of the school's leadership team, while other more general information (ex - allergies, parent contacts) would be available to all staff for child safety reasons.</p>
<i>Synchronization of data across records</i>	HOS, HDDL	August 2021 - Critical data and student profile information synchronized June 2022 - All historic data uploaded and synchronized	<p>While the school's struggle to set up an actual CMS has been documented above, we believe we are close to doing so, and we are encouraged by early progress to use AUXSWOT with our shared drives and data collected in G Suite.</p> <p>One way the school has evolved in this area is through our use of G Suite for Education tools. This has allowed many school records to be updated and accessed in real time. For example, staff through Google Sheets are able to access student information related to enrollment, parent emails, etc. Previously, this information was only available on the Customer Service Coordinator's computer, and versions of documents sent around were often incomplete or out of date.</p> <p>At the moment we are working on developing a system that automatically migrates pertinent student data between our G Suite records and the CMS.</p>
<i>Use of data to drive improvements in teaching and learning</i>	SLT, Teachers	Ongoing	<p>While we are still looking at ways to continue to improve our data collection, storage and analysis, many strides have been taken to more effectively use the data we have to drive improvements in teaching and learning.</p> <p>The use of data to drive changes to instruction was highlighted in Section I of the report, mainly in the CAIE and ACER-ISA results sections.</p> <p><u>Secondary Initiatives</u> A student database for teacher usage was created towards the end of the 2020-21 academic year and housed on our Google Shared Drive. These are reports (not scores or grades) 'from teachers for teachers' about East-West students showing comments on their progress, wellbeing, needs, and other information that</p>

			<p>may help the child. These are used by teachers to:</p> <ul style="list-style-type: none"> • Find trends of learning • Learn more about students they have in classes • Find past areas of support to revisit • Flag students to earlier provide support • Flag students who need to be challenged more • Check daily, weekly, quarterly progress of students who have had previous interventions • Help the growth and development of each child <p>The High School and Middle School Principals use the data in these files to:</p> <ul style="list-style-type: none"> • Make informed decisions on student academic pursuits, wellbeing, strengths, weaknesses, etc. • Create individual learning pathways and plans to better support individual student needs • ‘Catch’ students before they fall through the cracks and end up in the multiverse of educational limbo <p>Regarding grades, there are four reporting periods:</p> <ul style="list-style-type: none"> • October (Secondary Progress Reports for Term 1) • December (Whole School Report Cards for Semester 1) • March (Secondary Progress Reports for Term 2) • June (Whole School Report Cards for Semester 2) <p>The purpose of Progress Reports is to identify students who are falling through the cracks academically and to ameliorate such instances before the end of the semester when Report Cards are due. Professional development workshops were conducted for this area during the 2021-22 academic year.</p> <p>The Head of Secondary meets individually with all students from Grades 8-11 in Semester Two to carefully review prior grades and schoolwork, as well as to understand future learning and/or career goals so as to make a workable timetable for the following academic year. The creation of Prep Course for AS Level subjects in Grades 11-12 (which normally takes 1-year AS Level courses and teaches it over the course of 2 years) has allowed many students who would normally eschew taking Cambridge classes to continue on in preferred subjects and to pursue the AICE Diploma through Cambridge. Students are placed in the Prep Course based upon their prior grades, a discussion with the Head of Secondary, and a conversation between the Head of Secondary and HODs and teachers involved in these courses.</p> <p>During the 2020-2021 academic year, the Secondary Leadership team discovered that we were not fully supporting students we had enrolled at the school. This was due to a variety of reasons, including social/emotional issues, a lack of English ability, or just</p>
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			<p>the challenges teenagers face at a new school. Due to this, they re-imagined the way new students are interviewed, enrolled, and supported. A new questionnaire document was released, along with a New Student Learning Plan and a pro forma Confidential Education Report to be filled out as a reference by the student's prior school. Here is a sample of how the data is used (Data shown is of a student who started in Jan. 2022). This process is now standardized and will be repeated for each student who is interested in enrolling. This process, and the data collected, already gives the principals, teachers and student support team more data to help with a student's start at the school.</p> <p>Evidence showed, towards the end of the 2020-2021 academic year, that our students urgently needed more support with digital literacy. The digital citizenship program was conceptualized to fill a critical need in digital literacy education. The gap was discovered through child safeguarding and was identified as being a urgent need in order to course correct students who were visiting websites of questionable nature; using language that was inappropriate online; sharing personal information (including videos and photos) that put others at risk; using media at inappropriate times that was either negatively affecting their learning, cognitive development, safety, or all of the above. The school wrote Digital Citizenship Standards for EWIS based upon the EWIS Digital Citizenship Vision. Additionally, the school created a Responsible Use Policy, and installed a firewall to better monitor and restrict internet traffic on campus.</p>
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<p><i>Use of data to inform SLT and Board of the need for changes in programs</i></p>	<p>SLT, School Board</p>	<p>Ongoing, tracked on a two-year basis</p>	<p>The School Board reviews student achievement data annually, though this has been more challenging for us to do collectively since the pandemic began in Cambodia in March 2020. Since then, the Board has continued to meet regularly via Google Meet, and has actually met more often than it did pre-pandemic. However, with Board members scattered around the world, and the situation in Cambodia being such that in-person meetings were not possible, the Board has spent less time reviewing student achievement data than it has previously. This is an area of growth for the Board, though its efforts to focus on keeping the school running smoothly for all stakeholders had to be considered a priority during the past few years. The Board receives an annual report from the Head of School in which student achievement data and stakeholder survey data is shared and discussed. The Board was also involved in reviewing the analysis of data in this Mid-Cycle Report. These discussions often center around programming changes that the school wants to make, such as hiring additional staff or offering alternative courses to meet student needs.</p> <p>As mentioned above, the School Board has been incredibly supportive during the past few years, with its main focus being on ensuring that parents can continue to access high-quality education for their children at East-West. The Head of School shares data related to student achievement and the school's progress towards meeting the Action Plan regularly throughout the year. Traditionally, the School Board has met at three points during the year, though most of the significant data review comes in December, which is the point in the year where the Board confirms school fees and salaries/benefits for the following school year. It is also when new positions for the upcoming school year are approved. The Head of School shares student achievement data on CAIE, ACER-ISA and Cambodian National exams with the Board so that everyone is aware of how our students are achieving on standardized exams. Other key data related to parent, staff and student satisfaction is shared from the November Climate Surveys. In December 2021, for example, the Board approved the addition of an EAL Specialist and Learning Support Coordinator. This approval was granted because it was part of our Schoolwide Action Plan from previous years, and our ACER-ISA scores have shown us to be part of what into their decision was viewing and discussing the ACER-ISA scores from the past few years. Staff also highlighted this as a critical need in the November 2021 Climate Survey.</p>
<p>D) Expand Mutual Collaborative Impact Between East-West and Our Community</p>			

2021 Action Plan Item	Description		
Area for Improvement:	<p>East-West wants to continue to ensure that we are doing all we can to make a positive impact on the world around us, and to fully include our community as partners. While our efforts to engage parents have shown admirable steps of progress, there is still room for them to become more active participants in their children's education. Additionally, the pandemic has shown us all how truly interconnected we are, and hence, the school would like to ensure that we do all we can to continue to grow in line with our community-oriented SLOs. Our goals in this area include:</p> <ul style="list-style-type: none"> • More direct correlation between classroom learning and community impact in line with our SLOs • Further inclusion of external experts and resources in our learning • Continued growth of parent involvement in their child's education and school life 		
Rationale:	<p>As a truly Cambodian school offering an international standard of education, East-West wants to continue to make a positive impact in our community and involve the community to positively impact student learning. Although the school made solid progress in engaging parents around the mission, vision and values of the school during 2019-2020, momentum faded a bit upon school closures beginning in March 2020. While it has been harder to engage parents, and involve the greater community in school life since then, it is important to keep this as a priority going forward, and be creative in our approaches. Student achievement will improve with more parent understanding of who we are, what we do, and why our school is the best choice for their children.</p> <p>We see now, more than ever, the need for a school to be deeply dedicated to its stakeholders and community, as the pandemic has reinforced the importance of strong relationships, a pillar of East-West. As citizens and residents of a developing country, it is important for the school to prioritize ensuring that our students leave East-West with the skills needed to make an impact on their country.</p>		
Critical student learning needs and SLOs	When parents and the wider community have a better understanding of our mission, vision, and SLOs, they will be better able to support their children in becoming Active Community Members and Responsible World Citizens.		
Goal	Responsible Person(s) Involved	Timeline of Progress	Progress and Evidence
<i>Student involvement in community</i>	Principals, Teachers	<p>June 2021 - Communication of Semester 2 Service Learning Projects; Analysis of where to take the SL program next</p> <p>2021-2022 - Ongoing growth of the SL program and its impact, including educating students about importance of community involvement</p>	<p>Despite the health and safety obstacles that arose during the pandemic, East-West continued to do its best to have our students connect with the greater Cambodian (and global) community.</p> <p>One main driver of this was the school's Service Learning program, which took on several initiatives since it started in August 2020, including:</p> <ul style="list-style-type: none"> • PPAWS project (Social media campaign and \$1 challenge to raise money for a local animal welfare group) • CCF project (Social media campaign and fundraising events that raised \$1174 for the

		<p>2021-2022 (if possible) - Return to, and expansion of, collaborations with other schools and organizations</p>	<p>Cambodian Children’s Fund). Students were recognised for their efforts in an article; ‘Cool School’ published on the CCF website.</p> <ul style="list-style-type: none"> • Creation of ‘Plastic Island’ book for elementary students, distributed to other schools digitally • Environmental month which involved numerous events including expert panel discussions, elementary and secondary eco-design competitions and a Letter Campaign aimed at getting local businesses, such as Brown/Amazon/KOI to reduce plastic use. <p>In February 2021, about 25 high school students went on a field trip to two locations in Cambodia - Vitamin Air and Vitamin Sea - to learn more about sustainability. Several students continued to be involved with these groups during projects described below.</p> <p>In May 2021, all students in Grades 10-12 participated in a personal project while their teachers were working on getting school-assessed grades prepared for their Cambridge exams. These projects, facilitate by the Head of School, tapped into students’ passions, and many had a direct community impact:</p> <ul style="list-style-type: none"> • Several students raised money and awareness for people trapped in government designated “Red Zones” that were under extreme lockdown due to covid • Other students chose projects based on mental health and wellbeing <p>In August 2021, East-West joined the Global School Alliance’s Student Council. This allowed 10 members of our Student Council to join a global group to discuss issues facing young people worldwide. Our school’s long-term involvement with the GSA will depend on how well it fits our interests.</p> <p>In November 2021, East-West hosted a group of students from another school to learn more about the Google RISE Challenge. After this informational event, East-West had several students enroll for the challenge, which allows them to connect with students around the world who are looking to make the world a better place. Students introduce themselves, comment on others’ videos and projects, and eventually can submit a project of their own. 100 winners get benefits for life as they work to serve others.</p> <p>The school would like to, at some point this year, do a more in-depth analysis of the Service Learning program to see what it needs, how effective it has been, and where it can go next. Other examples and evidence of East-West’s connection to the community are linked below:</p>
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			Grade 3 Magawa in Washington Post IMYC Exit Points Global Schools Alliance May 2021 Projects Science Recycled Garden Project RISE Partnership Student Clubs Example of Student Club
Expand the involvement of external experts	Principals, Teachers	2020-2021 - Involve guest speakers and experts virtually, when possible 2021-2022 - Intentional inclusion of external industry experts in learning units, either virtually or in-person; Investigate opportunities for students to participate in experiential or career-related programs	<p>While the covid pandemic prevented East-West from hosting external guests for much of the past two years, we have done our best to engage our students with experts from around the world as much as possible during this time.</p> <p>In February 2021, about 25 high school students went on a field trip to two locations in Cambodia - Vitamin Air and Vitamin Sea - to learn more about sustainability. Several members of the Vitamin Air team joined us later in the year for a Service Learning panel on the environment.</p> <p>In January 2020 Service Learning students arranged a video call with an animal welfare expert from 'The Sound of Animals' who was based in Ireland but working on projects in Cambodia. Students led the meeting and asked questions related to the dog meat trade and identified ways in which they could help. This laid the foundation for their final project which included a social media campaign and '1\$ challenge' fundraiser.</p> <p>In April 2020 students arranged a meeting with the founder of start-up 'Oyika' to discuss the future of electric transport in Cambodia. They learned about setting up a for-profit business, which also gives back to the wider community.</p> <p>Service learning students forged close relationships with the team at Cambodian Children's Fund via a number of video conferences, learning about the NGO's holistic approach to lifting children out of poverty .</p> <p>Our Service Learning Class put on an entire Environmental Month in May 2021. During this time, the group hosted a wide array of experts from Cambodian environmental groups, including: Compost City, TOOM Farm, Only One Planet, Vitamin Air, Wildlife Alliance, Marine Conservation Cambodia, Oyika, Grood, Smiling Gecko.</p> <p>In December 2021, we welcomed our first in-person visitor to campus since the pandemic started, Australian Ambassador to Cambodia Mr. Pablo Kang.</p>

			<p>Mr. Kang joined the Grade 4 classes to read a story and speak about the relationship between Cambodia and Australia. He had done a similar visit the year before virtually, and was happy to be with us in person for the first time.</p> <p>We hosted our second in-person visitor to East-West in December 2021, when a guest speaker joined our Business Club to discuss entrepreneurship.</p> <p>PPAWs & CCF fundraising (service learning) Environmental month expert panelists Vitamin Air/Sea Australian Ambassador</p>
<i>Strengthen family and community involvement in learning</i>	HOS, CC, Principals	<p>2020-2021 - Continue virtual events for parents; Attempt to host off-campus events for parents</p> <p>August 2021 - Specific parent orientations for Early Years, Elementary, Middle School and High School</p> <p>2021-2022 - Return of on-campus, parent events (if possible), including the possibility of more community events like Open Day, House Games or STEAM Fair</p>	<p>While the pandemic forced people to stay away from one another, East-West tried to do all we could to keep our community close during the past few years. While this has been challenging, there have been some real triumphs that we would like to celebrate.</p> <p>One main way that we have kept parents involved in our community is through the use of our three main channels of communication:</p> <ul style="list-style-type: none"> • Facebook - Public announcements and sharing of learning (a private Instagram account shares school information and events for verified members of our community only) • Telegram - The main communication app in Cambodia. We have a news channel as well as a group chat where parents can contact the school. • Email - Though not widely used by parents, more are starting to receive our weekly Community Update (in Khmer and English) here, rather than in the Telegram group. <p>Parents have indicated in conversation, as well as in Climate Surveys, that they feel the school is communicating well.</p> <p>The 2021-2022 year saw the launch of additional means of communication:</p> <ul style="list-style-type: none"> • A monthly newsletter produced by our elementary teachers that shares the learning happening classrooms in connection with IPC goals • The Middle School Rolling Thunder Newspaper • The High School Media Class <p>In addition, to help draw in more parents, the school has held the following virtual events to bring parents together, as well as to help them better understand their role as partners in their child's education:</p> <ul style="list-style-type: none"> • February 2021 - Phare Circus Community Event • May 2021 - Transition Event • August 2021 - Back-to-School Night: This virtual event, which drew between 46-100 parents,

		<p>allowed parents to hear from principals, the Head of School, and to meet with their children’s teachers.</p> <ul style="list-style-type: none">• August 2021 - College and Career Night• College & Career Guidance Handbook• September 2021 - IMYC Exit Point<ul style="list-style-type: none">◦ Sample Schedule Followed• October 2021 - Parent-Student-Teacher Conferences• November 2021 - Parent Health Information Night presented by SingMed• December 2021 - Parents as Partners: Envisioning the Future <p>Middle School has been one main area of focus for us as well this year. Students have been given agendas this year to write homework assignments and weekly reflections in. These are shared with parents on a weekly basis as another means to strengthen family understanding of what’s happening at school.</p> <p>Our Parent-Student-Teacher Conferences were made mandatory this year, and we saw attendance rise in the following way:</p> <table><tr><th>Year</th><th>Elem.</th><th>MS</th><th>HS</th><th>Sec. KH</th></tr><tr><td>Oct 2020</td><td>90%</td><td>58%</td><td>40%</td><td>n/a</td></tr><tr><td>Mar 2021</td><td>82%</td><td>64%</td><td>27%</td><td>37%</td></tr><tr><td>Oct 2021</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>While it remains to be seen what kind of an impact this has on learning, we are pleased to see parents being more engaged than ever before, and we are sure this will lead to improvements in student achievement.</p> <p>School-Wide Entry and Exit Points (Middle School Specific)</p> <p>Photographic Examples</p> <p>Weekly Update Example Email</p> <p>Elementary Newsletter</p> <p>Rolling Thunder</p> <p>High School Media Class</p> <p>Phare Circus Night</p> <p>Middle School Transition SlideDeck</p> <p>HS Transition</p> <p>Open Day</p> <p>College and Career Night</p> <p>IMYC Exit Point</p> <p>Conference Attendance</p> <p>Parent Health Night</p> <p>Parents as Partners Meeting - December 3, 2021,</p>	Year	Elem.	MS	HS	Sec. KH	Oct 2020	90%	58%	40%	n/a	Mar 2021	82%	64%	27%	37%	Oct 2021	100%	100%	100%	100%
Year	Elem.	MS	HS	Sec. KH																		
Oct 2020	90%	58%	40%	n/a																		
Mar 2021	82%	64%	27%	37%																		
Oct 2021	100%	100%	100%	100%																		

			Meeting Minutes MS Agendas
<i>Provide education to support parents</i>	HOS, Principals	<p>2020-2021 - Virtual Parent Lifelong Learner sessions on: Child Protection, Graduation Pathways, Accreditation Status and changes for 2021-2022</p> <p>2021-2022 - Ongoing Parent Lifelong Learner sessions, or informal "Coffee Club"-style parent networking events</p>	<p>One area that was identified as a critical need for East-West was to provide education to support our parents, as many (or most) did not understand what a true international education meant, or how they needed to be part of their children's academic experience. While our younger generation of parents has a better idea of how to be involved, it is clear that this is still an area of growth for the school, and we are experimenting with ways in which we can better help support our parents as "learners" as well.</p> <p>In May 2021 the incoming MS Principal held a transition event for Grade 5 families to help prepare them for the changes in their child's learning and development as they moved to middle school. This was well-attended, and teachers report that our Grade 6 students are adjusting better to MS life than in previous years.</p> <p>In August 2021, there was a similar event for parents of students transitioning from Grade 8 to Grade 9.</p> <p>East-West held a parent Back-to-School Night on Thursday, August 19th. This event included presentations by the Head of School and principals, as well as a chance for parents to virtually meet their children's teachers. Attendance was better than anticipated, at around 50 parents, though most of those were elementary families.</p> <p>Our Guidance Counselor held a College and Career Night in August 2021. While this event was aimed at helping parents, we had more students attend than parents.</p> <p>Another virtual event held this year was our Parent Health Information Night in November 2021, presented by SingMed (which is run by a parent who sends their child to East-West). This event gave parents information about how to help their children with several pandemic-induced issues, including weight gain, screen time and mental wellbeing. A free health screening was offered to parents who attended.</p> <p>Our last event of 2021 was designed to help parents see the possible futures that East-West could have, as well as what their roles would be in getting there. The December 2021 - Parents as Partners: Envisioning the Future event had five in-person attendees.</p> <p>Clearly, there is still a lot of work for us to do when it comes to engaging with parents. We believe that while parents remain happy with the school - this is shown</p>

			<p>by our high student retention rate and climate survey results - we need to continue to do more to engage parents in a way that helps them better understand their role in their child's education.</p> <p>Furthermore, the New Student Learning Plan now includes sections with explicit instructions to parents for how they can support their child's education at home. There is a section for students to write "Three things I need to have at home in order to be successful in my schooling are..." as well as "Three ways I can help my parents understand me are..."</p> <p>There are plans to unveil an EWIS Parent University, which would entail several modules that parents could complete in an effort to learn more about the school's vision and mission. We also envision that this would teach parents how best to support students at home with regards to study habits, provide a better understanding of the psychology of students at a given age, and provide a roadmap to curtail behaviors that detract from effective learning at school which we have witnessed in recent times, especially during the move to online learning (i.e. addiction to video games, cyberbullying, etc.). However, the conception of this idea is still in the development stage, and the school's leadership has committed to meeting about moving this forward in the near-future.</p> <p>School leaders also frequently meet with parents on an individual basis when needed. Examples of these meetings during the 2021-2022 academic year include:</p> <ul style="list-style-type: none"> • The Head of Secondary meeting with parents and students who were in danger of not meeting the minimum expectations for learning. • The MS Principal meeting with parents of students who needed an intervention related to a video game addiction. • The Head of School meeting with a parent who wanted to learn more about her son's opportunities for university in Cambodia and abroad.
Involve stakeholders in long-range planning	HOS	2020-2021 - Ongoing involvement of parents, students and staff in the new campus design	<p>As mentioned throughout this report, much of the East-West long-range planning had been put on hold when the pandemic hit Cambodia in March 2020. Just a few months earlier, the Head of School had met with parents to get more input on their desires for the school's new, purpose-built campus. However at this point, the school's main focus became supporting all stakeholders and moving forward as best as we could despite the uncertainties facing Cambodia and the world. More details related to work done in this area before the current school year can be found in the Action Plan above.</p>

			<p>Since August 2021, the Head of School has led a renewed push to think about East-West's future with a variety of stakeholders. It is incredibly important that all stakeholders feel like their voice is an important part of this process. Staff have been involved in discussions about Schoolwide Improvement, including discussions about who we are as a school and who we want to be in the future (as well as how we can make that happen). Parents likewise, have been involved in an Envisioning the Future exercise, where conversations led to what we needed to do financially to make ongoing schoolwide improvements and accreditation possible. The Head of School led the Board through a Future Sustainability of East-West workshop as well, the results of which are detailed in Section II of this report. That workshop laid the foundation for many key decisions at the December 2021 Board meetings, including revised salary scales and benefits for international staff, an accepted proposal for campus renovations, a larger budget for marketing, as well as an ideal of financial targets that we would need to hit to make the new campus a reality.</p>
<i>Decisions related to the new campus</i>	HOS, School Board	<p>June 2021 - Campus design completed</p> <p>December 2021 - Further decisions related to construction and relocation</p>	<p>At the time of the last Self-Study, East-West had been hoping to move into a purpose-built campus not far from our current location right around now. While the covid pandemic made us put a pause on our plans at the time, progress has been made in a few areas.</p> <p>Initial designs for the campus were completed in June 2021 after an architect was selected for the project.</p> <p>While construction hasn't started yet, the Board highlighted financial targets that it needed to reach in December 2021, and remains on track to make these goals in the next few years, keeping the possibility of a new campus alive. In the meantime, the Board has authorized significant renovations to the current school campus, beginning in March 2022, so that the campus better reflects and contributes to the quality of learning and teaching at East-West.</p>

East-West International School Action Plan March 2021 - Summary

Action Plan Items	Schoolwide Progress
A) Continue to Improve Teaching and Learning	
<i>Establishment of a fully-documented, challenging, coherent and relevant international curriculum document, horizontally and vertically aligned from Early Years to Grade 12</i>	Accomplished and Ongoing
<i>PD and training related to use of the East-West Curriculum</i>	Accomplished and Ongoing

<i>Improve delivery of IMYC, including transition from elementary and IPC into high school and CAIE</i>	Ongoing
<i>Improved unit and long-term planning, facilitated by purposely-scheduled collaborative time for staff</i>	Accomplished and Ongoing
<i>Clear Philosophy and Understanding of East-West's Approach to Teaching and Learning</i>	Accomplished and Ongoing
<i>Clear understanding of Graduation Pathways and requirements for all stakeholders</i>	Accomplished and Ongoing
<i>Continued growth of modern teaching practices in the secondary Khmer program</i>	Ongoing
<i>Continue to employ only qualified, experienced teachers, and ensure income allows for better compensation for staff, while also keeping school fees affordable for families</i>	Ongoing
B) Focus on Community Wellbeing	
<i>Translation of Child Protection Policy into Khmer</i>	Accomplished
<i>Continued PD on child protection - internal and external; for staff, students and parents</i>	Accomplished and Ongoing
<i>Ensure community access to mental and emotional wellbeing support</i>	Ongoing
<i>Embed restorative behavioral practices schoolwide</i>	Ongoing
<i>Further bespoke support for all students, especially those with learning needs</i>	Ongoing
<i>Reestablishment of a Life Skills program for Elementary students</i>	Accomplished and Ongoing
<i>Creation of month-long scope and sequence plans for Advisory with resources and teaching strategies included, including Transition Programs built into Grades 6 & 9</i>	Accomplished and Ongoing
<i>Growth of the Guidance Counseling Program</i>	Accomplished and Ongoing
<i>Scheduling of frequent staff wellbeing events</i>	Accomplished and Ongoing
<i>Continued PD on safe hiring practices</i>	Accomplished and Ongoing
C) Improve Organizational Capacity Throughout the School	
<i>Purchase of learning management system to improve organization and record-keeping</i>	Ongoing
<i>PD on correct use of LMS</i>	Some training accomplished
<i>Creation of student profiles in database with different levels of access for staff</i>	Ongoing
<i>Synchronization of data across records</i>	Improved and ongoing
<i>Use of data to drive improvements in teaching and learning</i>	Not Yet Fully Accomplished
<i>Use of data to inform SLT and Board of the need for changes in programs</i>	Improvements Made and

	Ongoing
D) Expand Mutual Collaborative Impact Between East-West and Our Community	
<i>Student involvement in community</i>	Accomplished and Ongoing
<i>Expand the involvement of external experts</i>	Accomplished and Ongoing
<i>Strengthen family and community involvement in learning</i>	Accomplished and Ongoing
<i>Provide education to support parents</i>	Ongoing
<i>Involve stakeholders in long-range planning</i>	Ongoing
<i>Decisions related to the new campus</i>	Accomplished and Ongoing

V: Schoolwide Action Plan Refinements

East-West International School Updated Action Plan - February 2022

A) Continue to Improve Learning and Teaching		
2022 Action Plan Item	Description	
Areas for Improvement	<p>East-West International School has made significant progress related to improved student achievement. The school needs to continue to employ the best teachers who understand our approach to learning and teaching, provide effective professional learning opportunities to help teachers grow, and work towards further improvements related to accurate assessment and collaborative planning across the school. Improved instruction will help us grow in relation to student achievement in line with our SLOs.</p> <p>Another key component will be to build on the progress made related to the school's curriculum. These growth areas are divided into school divisions - elementary, middle school and high school - as each area of the school has slightly different directions for growth. Throughout the school, it is critical that the school continues to grow in its vertical and horizontal alignment so that students can work towards achieving the SLOs through successful completion of any course of study offered.</p>	
Rationale:	East-West has made great strides in assuring its classes follow internationally recognized curricula and standards. There is still progress to be made in this area, especially related to unit and lesson planning.	
Critical student learning needs and SLOs	East-West's dedication to improvements to teaching and learning will continue to drive student achievement of high academic standards and the SLOs. Our experiences in the past year have also made East-West look more carefully about what will be important in a post-COVID 19 world, including a focus on skills and wellbeing.	
Goal or Action	Responsible Person(s) Involved	Timeline of Progress
<i>Further growth and development of the primary program</i>	Primary Principal, Milepost Coordinators, Primary Teachers	<ul style="list-style-type: none"> March 2022: Scope and Sequence documents in place for Math and English, along with a new Scope and Sequence for the IPC using the IPC 2020 units of learning for Mileposts 1 & 2 May 2022: Review ISA testing data (with Coordinators, then teachers) to lay out strategic focus for the 2022-2023 academic year. June 2022: Use previous years' data, and 2022 data, to determine initiatives for reading and writing as well as Student Support July 2022: Share ACER-ISA results with all staff at orientation August 2022: Milepost 3 IPC 2020 units in place Academic Year 2022-2023: <ul style="list-style-type: none"> Three whole school exit points, including involvement of stakeholders such as parents. Unit planning done so that each unit is ready before the exit point of the previous unit.

		<ul style="list-style-type: none"> ○ Expand the problem-based math methodology and approach beyond Milepost 1 and into Mileposts 2 and 3 ● December 2022: Primary Learning and Teaching, Assessment, and Inclusion policies in place. ● August 2023: Consider the viability of pursuing Fieldwork Education accreditation, which is a two-year process.
<i>Further growth and development of the middle school program</i>	MS Principal, MS Teachers, Head of Secondary, Heads of Department	<p>The action items below are all based on the IMYC and Middle School Development Timeline</p> <ul style="list-style-type: none"> ● February 2022: IMYC Teacher Training with external expert ● June 2022: <ul style="list-style-type: none"> ○ Use previous years' data, and 2022 data, to determine initiatives for reading and writing, as well as Student Support ○ First series of middle school unit plans completed based on course content maps and route planning documents. ● July 2022: <ul style="list-style-type: none"> ○ Share ACER-ISA results and our approach to the trends in the data with all staff at orientation ○ Employment of full-time MS Principal ○ Professional learning related to adolescent brain development led by MS Principal ● August 2022: Develop first draft of standardized Knowledge, Skills, Understanding assessment rubrics with staff ● January 2023: Develop course syllabi ● 2022-2023 Academic Year: <ul style="list-style-type: none"> ○ Parents as Partners session on middle school grading ○ Further training in project-based learning and inquiry-based practices for staff ● August 2023: MS grading shifts to the KSU assessment rubric system developed in 2022-2023
<i>Further growth and development of the high school program to ensure East-West students are well-prepared for future studies at international universities</i>	Head of Secondary, High School Teachers	<ul style="list-style-type: none"> ● December 2021: Complete first draft of the College and Career Guidance Class ● April 2022: Professional development workshop introducing the new lesson planning template and suggestions for filling it out ● August 2022: Students take the College and Career Guidance Class on a rotating basis led by the Guidance Counselor ● August 2022: Begin utilizing lesson planning documentation to complete the third and final phase of the planning improvements, short-term planning. Teachers expected to file lesson plans on a routine basis for each course. ● September 2022: Heads of Department review lesson plan documentation and preliminarily review for teachers. This process will be repeated again in October & November 2022. ● December 2022: Head of School and Head of Secondary review lesson plan documentation and evaluate teachers on effectiveness of documentation
<i>Whole School Unified Approach to PD and Learning and Teaching</i>	HoS, Principals	<ul style="list-style-type: none"> ● June 2022: Review of the East-West Approach to Learning and Teaching ● July 2022: Sessions on the East-West Approach to Learning and Teaching during Orientation ● 2022-2023: Ongoing professional learning related to East-West's approach to Learning and Teaching (both internal

		and external) <ul style="list-style-type: none"> June 2023: Further review
<i>Continue to recruit, retain and employ qualified educators who fit the school's vision and approach to learning and teaching</i>	HoS, Principles, HR Support Officer	<ul style="list-style-type: none"> May 2022: Ensure the budget includes sufficient funding for appropriate recruitment resources 2022-2023: <ul style="list-style-type: none"> Continue to increase the percentage of staff with degrees and qualifications Ensure staff who are working towards qualifications or degrees have adequate support to provide the most effective learning experiences possible December 2022: Review of salary scales for Cambodian staff January 2023: Continued use of recruitment platforms to find and employ only qualified educators 2023-2024: Continue to increase the percentage of staff with degrees and qualifications 2024-2025: Employ only teachers who have at least a bachelor degree and teaching qualification
<i>Further growth and improvement of the Khmer General Education Program</i>	HoS, KGE Principal, Head of Secondary, KGE teachers	<ul style="list-style-type: none"> May 2022: Earn equivalency for the East-West high school diploma with the MoEYS to ensure students can access domestic universities without their Khmer certificate July 2022 (and ongoing): Further Ambitious Teaching and Learning training with Cambodian staff August 2022: Continue to achieve at least an 85% pass rate on Khmer Grade 12 National Exams August 2023: Improve to at least a 90% pass rate on the Khmer Grade 12 National Exams August 2024: Improve to a 100% pass rate on the Khmer Grade 12 National Exams

B) Focus on Community Wellbeing

2022 Action Plan Item	Description
Areas for Improvement:	<p>As we are amidst the third year of school during the pandemic, East-West International School has identified several key areas under the overall heading of Community Wellbeing which require further attention. We seek to improve in our abilities to help each and every student achieve to the best of their abilities and ensure that all members of our community have the support they need to do their best at East-West and in their futures. We want to continue to grow as a school that values wellbeing and diversity among our school population.</p>
Rationale:	<p>East-West is proud of the progress we have made since the 2019 Self-Study visit, in particular with significant actions related to college and career guidance and child protection.</p> <p>Continued stakeholder education related to child safeguarding is a priority, as is the school's ability to support all of its learners in their pursuit of academic excellence, achievement of our school goals, and their futures after East-West. We would like to make sure we develop students who can pursue academic excellence, while also ensuring they have the skills needed to thrive in the modern world.</p>

Critical student learning needs and SLOs	A caring environment is espoused in the school's mission and vision, as children who feel safe and cared for are better able to learn, and staff who feel cared for are more effective teachers. This links to all areas of our SLOs: Creative Problem Solvers, Lifelong Learners, Effective Communicators, Active Community Members, and Responsible World Citizens.	
Goal or Action	Responsible Person(s) Involved	Timeline of Progress
<i>Ongoing stakeholder education regarding child protection</i>	HoS, Safeguarding Team	<ul style="list-style-type: none"> June 2022: Child Safeguarding Training for Parents 2022-2023: Ongoing training for all stakeholders, with the inclusion of traffic safety
<i>Establishment of a Student Support Team</i>	HoS, Principals, Guidance Counselor, School Counselor, EAL Specialist, Learning Support Specialist	<ul style="list-style-type: none"> January 2022: Employment of a Learning Support Specialist February 2022: Introduction of the Student Support Team to Staff March 2022: Employment of a School Counselor July 2022: Employment of a full-time Guidance Counselor and EAL Specialist August 2022: Official launch of the SST with staff, students and parents 2022-2023: New Student Welcome Protocol established, including standardized process to inform teachers, and student mentor relationships December 2022: Review of the SST's achievements, progress and next steps August 2023: Possible department additions or modifications as a result of December 2022 review
<i>Further expansion of restorative practices across the school</i>	HoS, Principals, Head of Social Studies	<ul style="list-style-type: none"> August 2022: Session on restorative practices during orientation for new staff September 2022: Ensure documentation on Restorative Practices and incidents is accessible to staff November 2022: Restorative practices training for SLT and Leadership January 2023: Restorative practices training complete for SLT/Leadership June 2023: Restorative practices training complete for teachers; review by SLT/Leadership to ensure restorative practices are embedded in school policy
<i>Ongoing growth of East-West's character education programs, including Secondary Advisory, Primary Life Skills and Digital Citizenship</i>	Principals, Staff	<ul style="list-style-type: none"> May 2022: Discussion on the direction for next year's Elementary Life Skills class (and the topics for consideration) and Secondary Advisory August 2022: Digital Citizenship standards embedded into middle school classes August 2022: Enact changes to Life Skills program discussed at end of 2021-2022 academic year August 2022: Enact changes to timing and structure of advisory program in consideration of sustainability and impact for all stakeholders January 2023: Review progress and assess the way forward for both programs

<i>Ongoing focus on belonging for all community members</i>	HoS, DEI Advisor	<ul style="list-style-type: none"> • May 2022: Develop a more inclusive new staff welcome program to help incoming teachers better adjust to East-West and Phnom Penh • July 2022: <ul style="list-style-type: none"> ○ HR Support Officer leads welcoming sessions for new staff ○ Hold training sessions on belonging during orientation • January 2023: Facilitate belonging workshops for students • June 2023: Establishment of inclusive and culturally responsive conflict resolution team for staff
<i>Ensure all school policies reflect a focus on wellbeing</i>	HoS, Board, Principals	<ul style="list-style-type: none"> • May 2022: Review Staff Handbook and policies ahead of the 2022-2023 year; Budget for Staff Wellbeing Events • August 2022: Appoint a staff member as Wellbeing Lead • 2022-2023: Adapt and write school policies for students with wellbeing in mind
<i>Further college prep support for each individual student</i>	Guidance Counselor, MS Principal	<ul style="list-style-type: none"> • July 2022: Employment of a full-time Guidance Counselor • August 2022: Launch of College Prep classes for students in Grades 11 and 12 • June 2023: Reassess college guidance program needs and way forward

C) Improve Organizational Capacity Throughout the School

2022 Action Plan Item	Description
Areas for Improvement:	<p>Since 2019, East-West International School has made significant strides in collecting and using data to inform decisions related to schoolwide improvement. The school's partnership with the cloud-based Google Workspace for Education Plus has greatly improved organizational capacity while allowing teachers and students to utilize the tools available in the suite. While this has helped standardize many practices and made data more easily accessible, without a content management system (CMS), the school still lacks the capacity to efficiently access historical records.</p> <p>It is critical that the school ensures that it has streamlined its processes for attendance, connection with parents as well as the organization of curriculum, planning for units and recordkeeping.</p> <p>Continued professional development for staff is needed so they better understand the importance of collecting, analyzing and using data to make improvements to immediate and long-term teaching and learning.</p>
Rationale:	<p>Although East-West has made numerous good-faith efforts in order to improve its organizational capacity to collect and use data within the school over the past three years, we have been unable to actually establish a proper CMS. We have seen that the progress we have made has led to significant improvements allowing leadership and teachers to focus their attention on harnessing the power in the data to drive changes to the educational programming on offer.</p> <p>Teachers have adapted very well to the current climate and methodologies that have been enforced due to covid circumstances. Continual introduction, awareness and</p>

	utilization of tools is ongoing. In particular with the Google Classroom the acquisition of student data for set tasks is seamless within the platform. There is a need for a consistent, schoolwide system that allows all staff to use tools to collect and visualize data to inform learning and teaching practices.	
Critical student learning needs and SLOs	The consistent and accurate collection and use of data will benefit students in ensuring we are providing the best possible student-centered learning experiences to meet the needs of each and every student in accordance with our SLOs.	
Goal or Action	Responsible Person(s) Involved	Timeline of Progress
<i>Implement content management system to improve organization and record-keeping</i>	HOS, School Board, Principals, HDDL	<ul style="list-style-type: none"> June 2022: Investigate the utility of using Schoolytics to process reports, transcripts and historical data. Have teachers use the program for trial data analysis June 2022: Ensure AUXSWOT system can meet the school's needs for the upcoming school year July 2022: Staff are trained in how to access student profile and attendance data in our CMS October 2022: Secondary Progress Report data is entered into the CMS and reports are done through this method December 2022: Semester One Report Cards are done through the system January 2023: Revisions or further considerations on how to use the CMS are discussed for implementation ahead of the 2023-2024 academic year June 2023: All relevant historical data input into CMS
<i>Unified professional learning on how to effectively collect, analyze and use data to drive student achievement</i>	HoS, Principals, HDDL, Staff	<ul style="list-style-type: none"> May 2022: Work with some staff using the Schoolytics software, directly integrated with Google Classroom, for data analysis June 2022: Topics for whole school professional learning are decided upon for the 2022-2023 academic year 2022-2023: Ongoing professional development on harnessing the power of using data (including Cambridge and ISA data, but also school-based data). Ensure clarity on where and how data is stored for the ease of teacher access. August 2023: Changes to learning and teaching approaches based on data collected in 2022-2023 2023-2024: More of an embrace of being a student-driven, data-informed school culture
<i>Improving the ICT provisions across the school</i>	HOS, School Board, Principals, HDDL	<ul style="list-style-type: none"> June 2022: Purchase and use of a Uninterruptible Power Supply device to help protect resources and devices from the recurring power cuts August 2022: <ul style="list-style-type: none"> Use of an asset management system to monitor school resources Upgrade 30% of staff computers Purchase additional projectors and other audio-visual aids Mount projectors in all classrooms 2022-2023: <ul style="list-style-type: none"> Investigate further ICT accreditation using the NAACE Framework

		<ul style="list-style-type: none"> ○ Continued development and addition of EdTech tools in the classrooms ● August 2023: <ul style="list-style-type: none"> ○ Use of a mobile device management system to help manage all student and teacher computers ○ All staff are Google Level 1 Certified Educators ● August 2024: <ul style="list-style-type: none"> ○ At least 25% of staff are Google Level 2 Certified Educators
<i>Review of Organizational Policies and Procedures</i>	Principals, School Office Staff	<ul style="list-style-type: none"> ● July 2022: Implementation of attendance procedures with discussions regarding Essential Agreements ● October 2022: Streamlined enrollment process with multiple interviews and opportunities for students to describe their goals and academic trajectories. Discuss the possibility of exit interview protocols for students who leave the school ● November 2022: Implementation of early checkout form and procedures to help keep track of students ● June 2023: Establishment of a transparent conflict resolution process for staff

D) Expand Mutual Collaborative Impact Between East-West and Our Community

2022 Action Plan Item	Description
Area for Improvement:	<p>East-West wants to continue to ensure that we are doing all we can to make a positive impact on the world around us, and to fully include our community as partners in our students' lives. While our efforts to engage parents have shown admirable steps of progress, there is still room for us to help them become more active participants in their children's education. Additionally, the COVID-19 pandemic has shown us all how truly interconnected we are, and hence, the school would like to ensure that we do all we can to continue to grow in line with our community-oriented SLOs. Our goals in this area remain:</p> <ul style="list-style-type: none"> ● To better connect classroom learning and community impact in line with our SLOs ● Further inclusion of external experts and resources in our learning ● Continued growth of parent involvement in their child's education and school life
Rationale:	<p>The balance of being a truly Cambodian school with an international-standard curriculum is directly reflected in the school's name: East-West. It is important to continue to grow in this area in a way that reflects both our stakeholders' needs and understanding to maximize the impact we have.</p> <p>Although connection with parents has improved - through the use of digital tools like Seesaw, Google Classroom, email and Telegram - there remains a difficulty in fully integrating parents into the educational experience their children have at East-West.</p> <p>We see now, more than ever, the need for a school to be deeply dedicated to its stakeholders and community, as the pandemic has reinforced the importance of strong relationships, a pillar of East-West. As citizens and residents of a developing country, it is important for the school to prioritize ensuring that our students leave East-West with the skills needed to make an impact on their country.</p>

Critical student learning needs and SLOs	When parents and the wider community have a better understanding of our mission, vision, and SLOs, they will be better able to support their children in becoming Active Community Members and Responsible World Citizens.	
Goal or Action	Responsible Person(s) Involved	Timeline of Progress
<i>Infuse the importance of sustainability into school life</i>	HoS	<ul style="list-style-type: none"> March 2022: Whole School workshop with Compass Education on Sustainability and Systems Thinking Tools May 2022: Creation of a working group of teachers interested in sustainable practices to set goals for 2022-2023 August 2022: Find further ways of developing as a plastic-free campus 2022-2023: Introduction of sustainability mindsets in classes, as well as systems thinking with staff
<i>Actively engage parents in their children's learning</i>	HoS, Principals, Teachers	<ul style="list-style-type: none"> March 2022: Redesign East-West's current campus to include parents at school in a child-safe way May 2022: Encourage referral discounts for parents who recommend East-West to other families August 2022: If safe to do so, explore ways of getting parents onto campus, including Exit Points, Parent Meetings, Informational Sessions and Social Events August 2022: Investigate the possibility of streaming sports matches, if possible October 2022: Change the timing of the Parent Climate Survey to coincide with conferences
<i>Ensure the school's mission and vision is reflective of the school East-West wants to be in today's world</i>	HoS, Board, Staff	<ul style="list-style-type: none"> August 2022: Begin the mission and vision review process with the Board and staff June 2023: Launch revised mission and vision with school community
<i>Investigate ways that East-West could more regularly and effectively impact our community</i>	HoS, Principals, Service Learning Teacher, Guidance Counselor	<ul style="list-style-type: none"> May 2022: Consider adding service components to other non-Cambridge courses 2022-2023: Review of Service Learning Program, and partner with other local and international schools when possible August 2022: Explicitly teach the importance and value of community service in the College Prep classes August 2022: Investigate the feasibility of requiring community action service as a component for earning an East-West diploma
<i>Ensure the current school campus reflects and contributes to the quality of learning happening at East-West</i>	HoS, Board	<ul style="list-style-type: none"> February 2022: Complete the redesign of the ground floor and outer walls of the current campus March 2022: Begin construction on items that do not affect learning and teaching April 2022: Complete renovation plans for classrooms for the 2022-2023 academic year (work to be done over summer) Summer 2022: Complete campus redesign ahead of the 2022-2023 academic year, including improved staff facilities August 2022: Establishment of a Student Success Team space
<i>Continue to plan for an eventual move to a</i>	Board	<ul style="list-style-type: none"> 2022-2023: Monitor the school's current and projected financial situation

<i>new, purpose-built campus</i>		<ul style="list-style-type: none"> June 2023: Update school community on the status of the eventual new campus
<i>Expand the involvement of external experts</i>	Principals, Teachers	<ul style="list-style-type: none"> Ongoing: Continue to explore ways to bring external experts to campus either in-person or through virtual meetings
<i>Grow the connection between East-West and our alumni</i>	HoS, Guidance Counselor, Head of Secondary, Communications Coordinator	<ul style="list-style-type: none"> September 2022: Send out revised annual Alumni Survey, and use data from survey to make adjustments to learning program 2022-2023: Host recent graduates to provide advice to younger students. Share monthly features on graduate stories

Appendix

Glossary of East-West International School Terms and Acronyms

CAIE	Cambridge Assessment International Education
EAL	English as an Additional Language
EWIS	East-West International School
EARCOS	East Asia Regional Council of Schools
HDDL	Head of Data and Digital Learning
HOD	Head of Department
HOS	Head of School
IEYC	International Early Years Curriculum
IMYC	International Middle Years Curriculum
IPC	International Primary Curriculum
ISSAPP	International Schools Sports Association of Phnom Penh
KGE	Khmer General Education
KNC	Khmer National Curriculum
KNE	Khmer National Exams
LS	Learning Support
MPC	Milepost Coordinator
MoEYS	Ministry of Education, Youth and Sport
MSCC	Middle School Curriculum Coordinator
NTC	Newton Thilay Community
SLT	Senior Leadership Team
WASC	Western Association of Schools and Colleges