



German-American International School

School Development Plan

Focus on Learning

Submitted to the Western Association of
Schools and Colleges on January 30, 2011

*This document describes who we are, where we are, and
where we are going as an institution aiming to provide our
children with a bilingual world-class education.*

German American International School

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PREFACE

Over the period of a full year, the GAIS leadership has guided the GAIS stakeholders through the Self-Study process. Our WASC self-study process brought staff, parents, and students together in an in-depth inquiry into students' success at the German American International School. We have probed into and evaluated what our students know and are able to do. After identifying successes and challenges, we developed an action plan for the next five years. There is much to celebrate at GAIS, yet more work needs to be done in order to ensure academic success.

The entire staff participated as members of Home groups and interdisciplinary Focus Groups in regular meetings over the fifteen months. These were assisted by parent representatives as well as the school's Board of Directors. All chapters of the report were revised multiple times based upon input from all stakeholders.

The Leadership Team and the Education Committee played the primary supervisory and decision-making role as the process unfolded. The entire staff voted to ratify the report on January 10, 2011.

One of the outcomes of the self study process is this document. Another perhaps more significant outcome is a clearly articulated sense of purpose, direction and prioritization of the tasks that lay ahead in order for GAIS to continuously improve itself as a world class international school.

The following chart outlines the process and timeline for the self study.

Task	Responsible	Timing
Members of GAIS leadership team attend WASC Accreditation Workshops	Leadership Team: Peter Metzger & Dominic Liechi	Nov. 2009 March 2010
Develop student and community profiles	Leadership Team	March – November 2010
Review the school's purpose and the ESLR's	Leadership Team, Education Committee, staff, Board of Directors	April-September 2010
Summarize progress since previous WASC visit	Education Committee	September – November 2010

Review the criteria and identify what evidence is needed to compare the school program with the criteria and the ESLR's	School-wide focus groups	August – December 2010
Gather and analyze evidence about the quality of the school program with respect to the criteria and the ESLR's	School-wide focus Groups	August – December 2010
Analyze and synthesize all information and data, including findings of all focus groups, to determine strengths and growth needs within criteria categories	Home Groups	August – December 2010
Create a comprehensive action plan that will drive achievement of the ESLR's	Leadership Team & Education Committee	December 2010-January 2011
Ensure School wide consensus to the action plan and the specific action steps to support the plan	Leadership Team	December 2010-January 2011
Establish an on-going follow-up process to monitor implementation and accomplishment of the school wide action plan.	Leadership Team & Education Committee	January 2011 onwards

This process has taken our school and our staff a leap forward and it has been a very rewarding experience to all the various participants.

Chapter I - Student and Community Profile

1. School/Community

A. School Description

The German American International School was founded in 1988 by German and American families, who shared the desire to give their children a unique education, while at the same time upholding the German and American traditions and embracing the multicultural environment. Over the years GAIS's population has grown to incorporate a rich and diverse community representing many different nationalities.

The school is situated in a residential area of Menlo Park, California. The campus has been leased from the Menlo Park School District since 1991. Leases have been on a five year cycle and the newest five year lease will start in August of 2011. The campus is composed of a main building which houses the offices, Preschool Section and classrooms in the lower elementary. Portable structures are used for classrooms, a gym and library.

The school's curriculum follows the guidelines of various German regions and German speaking countries for all subjects taught in German and the California guidelines for all subjects taught in English. Both German and English are taught as native languages. The program at GAIS is bilingual, with approximately 75% of subject matter being taught in German and 25% in English. An English Support program is provided for students recently arriving in the USA and a German Support program is offered for all students. All children, many of whom are not bilingual at home, become bilingual through the GAIS program, and are able to successfully transition to both US and German school systems when the need arises. The introduction of the International Baccalaureate (IB) Primary Years Program, for which the school received authorization in 2007, has drawn more international families to the school and will facilitate transition of students to other IB schools world-wide. In April of 2011 the school will also make application for the Middle Years Program of the IB.

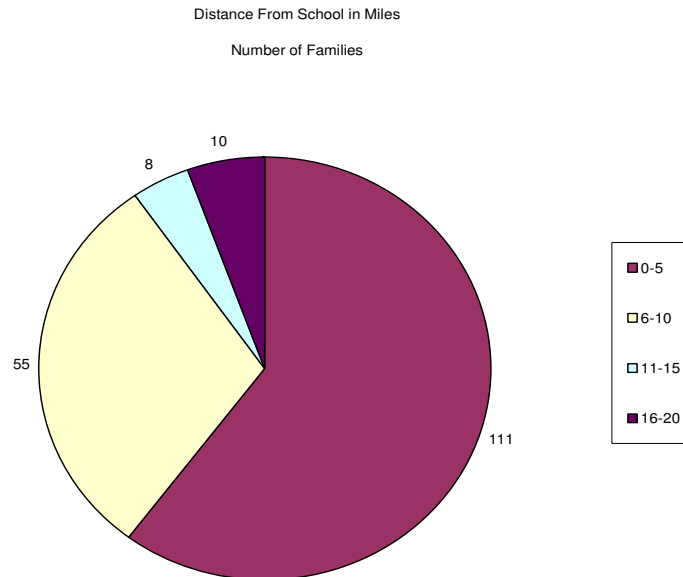
B. School Community

The San Francisco Bay Area in California has one of the most expensive real estate markets and cost of living areas in the U.S. Despite this, the Silicon Valley has grown into a world-renowned center of high-tech industries and innovation, bringing with it population growth along with a demand for quality housing and education. Experts from all over the world are drawn into this area. Education is very important to most families living in the area and therefore many high quality public and private schools exist in the Bay Area. The German American International School is proud to be among these.

The German American International School is located in Menlo Park, California, a suburban part of the Silicon Valley and part of the greater San Francisco Bay Area. It is located approximately halfway between San Jose and San Francisco, thus drawing from

the geographic area surrounding these two cities. Students are generally driven to school by parent cars and car pools are encouraged by the school. A small number of families are located in the area close to the school and are able to walk or use bicycles.

Of the students in grades K-8, 5% travel between 15 to 25 miles to attend school, 4% live between 10 and 15 miles away, 30% live between 5 to 10 miles away, and 60% live within a 5-mile radius of the school.



The general socioeconomic level of the area and neighborhood is mixed, with single-family homes predominating in the immediate neighborhood, but affordable housing /low-income housing located within $\frac{1}{2}$ to $\frac{3}{4}$ miles away. There are several small neighborhood shopping centers within easy walk of the school.

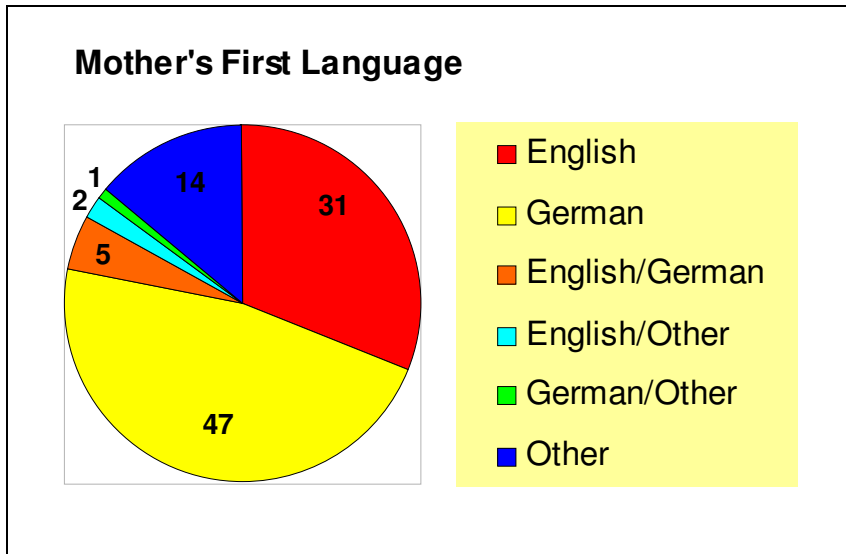
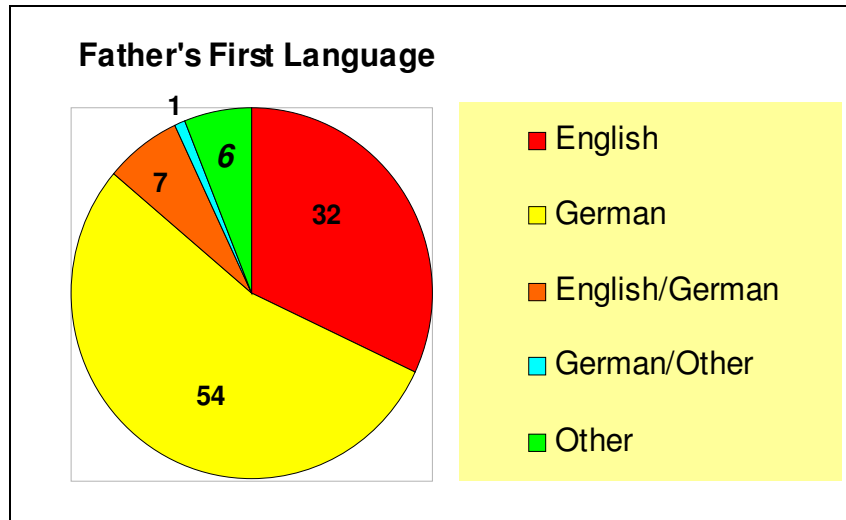
C: External Political/Economic Influences

Like many private schools, the economic situation has a direct impact on the school's enrollment. After a period of sustained enrollment growth, the school's numbers have not increased for the 2009-10 and 2010-11 academic years. With many large companies being affected by the economic downturn which started in 2008, the transfer of employees from outside of the USA has declined and some families have been re-located back to Europe.

GAIS has a successful Preschool program which feeds into the Elementary School section and thus enrollment in the lower Elementary is solid. Enrollment thins out in the upper Grades as students transferring out of the school are not replaced at the same rate.

D: Demographics

The school has a strong international flavor due to the composition of its family mix. Besides attracting German speaking families because of its bilingual program, the school also attracts persons from diverse cultures due to its International Baccalaureate program. Rather than look at different ethnic groups, GAIS compiles data on its community's language use and citizenship. Of the families which make up the GAIS Community:

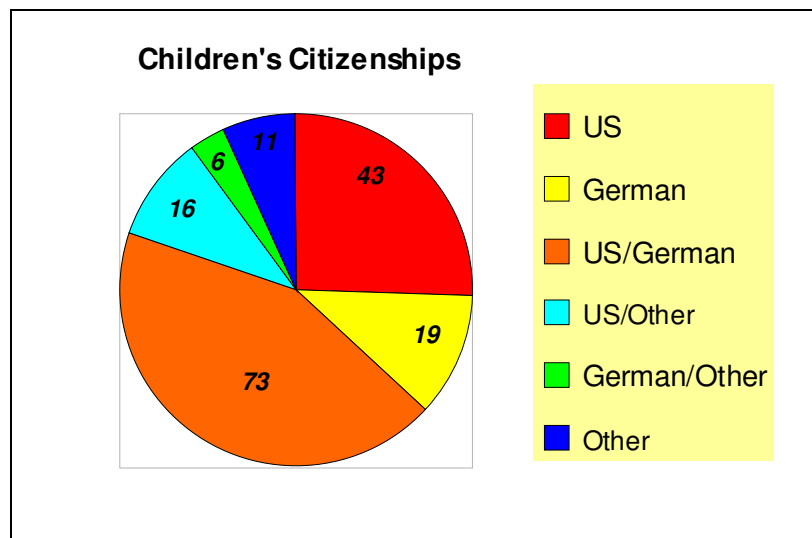
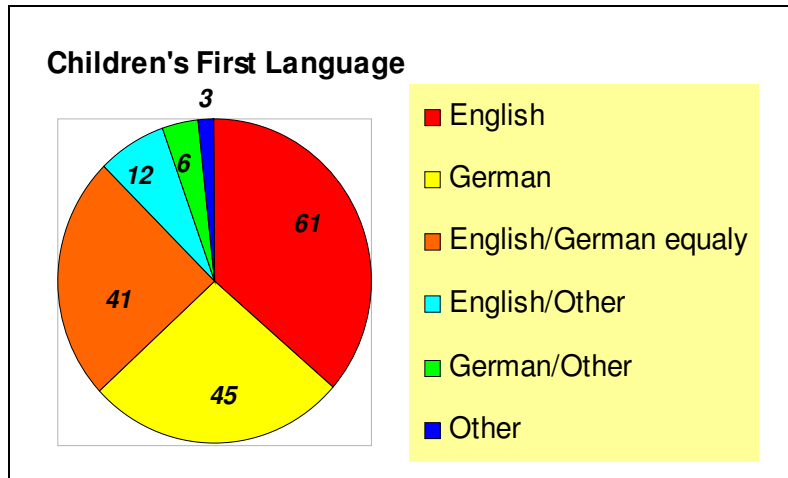


The following chart lists the nationalities of students and parents (2010 Parent Survey).

Citizenship	Parent	Percentage	Student	Percentage
USA	241	64.4 %	250	87.7%
Germany	159	42.5 %	171	60%
Switzerland	16	4.3 %	21	7.4%
Austria	8	2.1 %	9	2.7%
Canada	6	1.6 %	4	1.4%
Italy	4	1.1 %	3	1.1%
France	3	0.8 %	4	1.4%
Mexico	3	0.8 %	3	1.1%
Netherlands	3	0.8 %	2	.7%
South Africa	3	0.8 %	2	.7%
Finland	2	0.5 %	4	1.4%
Russian	2	0.5 %	4	1.4%
Ireland	2	0.5 %	3	1.1%
Bulgaria	2	0.5 %	1	0.3 %
UK	2	0.5 %	3	1.1%
Chile	2	0.5 %		
Japan	1	0.3 %	1	0.3 %
Peru	1	0.3 %	1	0.3 %
Chinese	1	0.3 %		
Jordan	1	0.3 %		
Greek	1	0.3 %		
Slovenia	1	0.3 %		
India	1	0.3 %		
Sweden	1	0.3 %		
Taiwan	1	0.3 %		
Guatemala	0		1	0.3 %

Many of the parents and students hold more than one citizenship. Students with dual citizenships account for 63.5% of the population and about 9% have three citizenships.

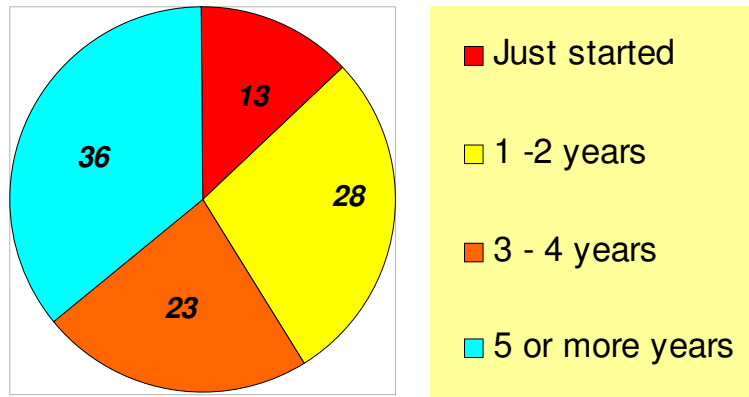
Being an international school, GAIS students come from around the globe. Many are with families that have moved to the Bay Area due to company transfers, other have become long term residents. GAIS tracks the citizenships of students as this information is also of relevance to the various governments that have consulates in the Bay Area.



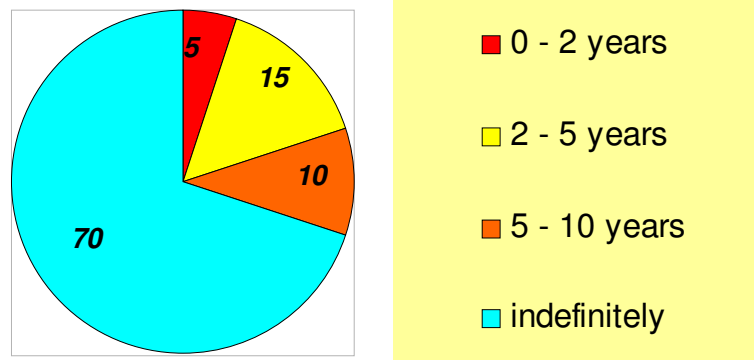
GAIS families tend to be middle class, with the majority of income earners employed in professional or technical fields. 95% of fathers and 52% of mothers are employed outside the home. 93% of school families earn annual incomes over \$60,000.

Retention rates from year to year are in the mid 80% range and 59% of families have been with the school for 3 or more years.

Affiliated with GAIS



Plans staying in area



E. Enrollment Patterns

Following a number of years of steady enrollment increases, the last three academic years have been flat. This coincides with the economic difficulties in the bay area and the throughout the USA. The enrollment pattern from 2005 is shown in the following chart.

Section	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Preschool	88	88	88	108	100	89
Kindergarten	29	24	31	31	36	31
Elementary	59	93	118	128	124	133
Middle School	9	9	7	18	24	30
TOTAL	185	214	244	285	284	283

F. Mobility of Students

Students graduating from the 8th grade go on to either American public or private high schools or their European equivalents. Anecdotal reports indicate that when students leave the GAIS, they generally have no transition difficulties into their new schools and are generally academically well-prepared, if not ahead of their other peers in certain subject areas.

Students who leave the school before the 8th grade, do so predominantly for reasons relating to parental employment (job relocations, returning to Europe) but in some cases students leave after the 5th grade to transition into American middle schools.

Student Transfers from GAIS

End of School Year	No. of Students K-8	Transferred		Total	Retention rate K-8
		Local Schools	Outside of USA		
2007/8	155	10	10	20	87%
2008/9	174	19	17	36	79%
2009/10	179	17	6	23	87%

G. Summary of Instructional and Support Programs

GAIS offers a bilingual German/English educational program in Grades 1-8 and a full German language immersion program in Preschool and Kindergarten. The goal of the school language policy is to enable all students to attend the GAIS irrespective of their native language or land of origin. The main mechanism of assistance in language acquisition is remedial instruction and support with the objective to quickly bring participating students up to the required level that allows them to successfully attend the main program.

A bilingual education is a stated goal of the school and is articulated in the school's mission statement. Most students come to GAIS with either English or German as their first language. A substantial percentage of the students are bilingual by virtue of their home environment. Languages play a significant role in the educational program at GAIS. In considering student applications it is important to determine if the school provides an appropriate program for the prospective student and their family. Some of the factors that are determinant are:

- German is official language of instruction for about 75% of the curriculum
- English is the official language of instruction for about 25% of the curriculum
- A sufficient command of the German language is prerequisite to attend the school

- Non-native German-speaking students may be admitted in 1st and 2nd grade and should reach required level of proficiency by the end of 2nd grade
- Non-native German-speaking students in 3rd grade and older may be admitted to the school after successfully undergoing a trial period of attendance in class and upon recommendations of both the pedagogical staff and school leadership. This decision is reviewed after 6 months
- German support is provided in the program from Grades 1-8
- English support is provided for students with limited or no English language proficiency in Grade 1-8

It is expected that all students that follow the GAIS program will become bilingual and biliterate.

German in K-8th Grade: According to the structure of the GAIS, with German as the official language of instruction, a sufficient command of the German language to follow the instruction is a necessary prerequisite to attend grades 1-8th. Non-native German-speaking students in the first and second grade should generally reach the required level by the end of the second school year. German lessons in the Elementary School have a language support for 50% of the instructional time. This is designed to help non-native German speakers and allows the teacher to differentiate instruction to meet all of the students' needs. For students with weaknesses in their German language skills, the school can also recommend that the parent provides additional help outside the regular school program.

English in 1-8th Grade: Starting in Grade 1, English is taught as a native language, rather than as a foreign language. The language program follows a GAIS-specific adaptation of the American language curriculum. In the report card, the subject is listed as English and implies native language level. Other subjects taught in English are US Social Studies (in Grades 6-7) and US Government (in Grade 8).

Students who enter the GAIS with little or no knowledge of the English language can receive language support through the English Support program. Support for English lessons is organized on a needs basis within budget restrictions. Because of the immersion situation in an all-English-speaking environment, it can be assumed that those students can generally be integrated in the regular language program after one year. Should the command of the English language still be insufficient, it is the parents' responsibility to provide additional help outside the regular school hours. Students with two or more years of English language education in the US or abroad prior to their entering in the GAIS generally take part in the regular language program at grade level. Students receive English language support can receive a comment on their report cards noting a successful/not successful participation in CA History and US Social Studies instead of a regular grade in these subjects.

Spanish and French: Beginning in Grade 5, Spanish and French have been taught as mandatory elective subjects to all students. This will change in 2011-12 when the third language elective will start in Grade 6. In the future, students entering the 6th grade have

to choose one or the other language. Once the language has been elected, the student will study the language up to the 8th grade. The various levels of prior knowledge of Spanish or French among the students are taken into account within the context of the language classes.

The GAIS academic program is divided into three sections, Kindergarten, Elementary School and Middle School. A brief summary of each program follows.

Kindergarten: ‘Vorschule’ – as Kindergarten is called in German - is designed for those children who will be attending first grade in the following year. Children who turn five by September 1 will be admitted to Vorschule. The Preschool teacher can recommend students to the Preschool Director with birthdates that fall outside of this deadline for accelerated promotion following the same criteria for accelerated promotion throughout the school. This involves clear and demonstrated capacity to work and interact socially at a higher level. Such promotion is at the discretion of the Preschool Director.

In Vorschule the children are expected to become more responsible for what they do. They are expected to start and finish a project. Activities include language arts (listening to, discussing and creating books), math (by measuring, sorting, etc.), science (conducting and predicting experiments), arts (projects that require fine motor skills), etc. Children in the Vorschule program need to be able to participate at the required level set by the teacher.

The GAIS Kindergarten program follows the guidelines of the International Baccalaureate Organization (IBO) Primary Years Program. This program is divided into six themes, with the time and flexibility to explore these in considerable depth. We practice math via measurements, estimates, concepts, sequencing and science projects rather than simply memorizing numbers. We improve our language skills – in German and in English - through presentations, stories, reading, music, theater and self-initiated, teacher assisted writing introduction. We do not memorize the alphabet. By the end of the kindergarten year, the children are ready for the parallel introduction of writing in German and English in the first grade.

Elementary School -The Primary Years (Grades 1-5): In Grades 1-5, students follow the guidelines of the International Baccalaureate Organization (IBO) Primary Years Program. This program is divided into six trans-disciplinary themes entitled: 1) Who We Are, 2) Where We Are In Time And Place, 3) How We Express Ourselves, 4) How The World Works, 5) How We Organize Ourselves, and 6) How We Share The Planet.

At GAIS, we put a great emphasis on students taking responsibility for their own work. Naturally, we still spend a significant time on skill-building and problem-solving techniques. But we also go far beyond that: we challenge the students early on to take risks, to explore deeper, to question the obvious and to articulate their opinions in both German and in English. At the same time we continue to nurture their creativity through art, music and physical education, which are an important part of the curriculum through Primary and Middle School.

The children are introduced to writing in both German and English in the first grade. Linguistics plays a significant role in the early years. With the help of expert native-language speaking staff, the students are immersed in a challenging yet very supportive environment.

Middle School (Grades 6-8): The GAIS middle school follows a departmentalized structure with specific subject teachers and introduces subjects like geography, biology, physics, and chemistry. By the time they reach middle school, GAIS students are ready to fully apply the skills acquired in Primary School such as inquiry-based learning, primary research, and critical thinking.

We encourage our students not only to become bilingual, but also to be prepared for the challenges of the world. In our eighth grade math preparation courses, we ensure that the students are meeting all the requirements for advanced placement in US high schools, as well as being prepared for a seamless integration into top international schools. They do this in both German and in English, with 75 percent of the curriculum being taught in native German and 25 percent in native English. A major revision of the Middle School program is planned for the 2011-12 academic year to increase the language offerings for various courses and thus allow for a broader enrollment base.

The project-based approach introduced in kindergarten is applied consistently throughout the grades right up to graduation. As the projects get more complicated, the research more refined and the final presentations more comprehensive, the core values remain the same. Our goal is to enable students to discover the world and allow them to learn and master the skills they need to take on any challenge.

The following chart shows the subject areas in Grades 1-8 during the 2010-11 school year and the number of lessons taught in each subject area per week.

Academic year 2010-11

Subject	Grades 1-4	Grade 5	Grade 6-8
German	8	7	6
English*	6	6	6
Math	5	6	6
Social Studies/Science	5	5	-
Music	2	2	1
Art	2	2	1
Physical Education	2	2	2
Information Technology	1	1	-
US Social Studies*			2
History			2
Geography			2
Biology			2
Physics			2

French/Spanish*		3	3
TOTAL	31	34	35

* Indicates subjects not taught in German

Changes in the academic program planned for the Middle School will take effect during the 2011-12 school year and result in a modification of the lesson allocations for Grades 5-8 as shown in the chart which follows:

Academic Year 2011-12

Subject	Grades 1-4	Grade 5	Grade 6-8
German	8	8	6
English*	6	7	6
Math	5	7	6**
Social Studies/Science	5	5	-
Music	2	2	1.5
Art	2	2	1.5
Physical Education	2	2	2
Information Technology	1	1	-
Humanities			4**
Science* (Biology, Physics, Chemistry)			4
French/Spanish			4
TOTAL	31	34	35

* indicates subjects taught in English

** indicates subjects offered in English and German

Student Success Team: Starting in 2008 the school instituted a Student Success Team. The team is made up of teachers, an administrator and an outside consultant. Teachers refer students to the team which helps through student observations, discussions with the parents and the teaching team, recommendations for program or instructional modifications. The team will also make outside referrals to outside agencies if necessary for testing or make suggestions for more appropriate programs than the school can offer.

Extra-Curricular Program: Every semester, a variety of after-school activities, both sports and arts-related, are offered. In addition, after-school day care and after school homework supervision are offered to children up to 8th grade. In the past three school years between 233 to 303 students participated in after school activities. The table below shows the statistics for the years 2007-10:

	Total Enrolled	Homework Club	% in Homework Club
Fall 2010-11	287	73	25%
Spring 2009-10	268	63	24%
Fall 2009-10	233	59	25%
Spring 2008-09	249	61	24%
Fall 2008-09	251	62	25%
Spring 2007-08	303	56	18%

H. Teaching and Support Staff

The teaching staff is recruited world wide with the majority being German. All teachers hold either a BEd or MEd degree from their home country and 76% of the teaching staff members have a Masters degree. Apart from the English teaching staff, all teachers are bilingual in German and English. Teachers come to GAIS with International Baccalaureate training and experience or are sent to official IB workshops. Because teachers come to the school with work visas which have a three year life span, the school has more turnover than you would typically find in a private school. The following tables give information about the teaching staff at GAIS for the current school year:

Years at GAIS	Number of staff
Less than 1	5
1-2	3
3-5	17
6-10	3
More than 10	4

Nationality	Number of teachers	Number Support Staff
Germany	17	5
USA	4	1
Switzerland	2	
Austria	1	
Canada	1	
Australia	1	
France	1	

Highest Degree	Number of Teachers & Administrators
Masters of Education	19
Bachelor of Education	5
other	1

I. Educational Philosophy

Since 2001, the school’s educational approach has followed that of the International Baccalaureate Organization (based in Geneva, Switzerland). This educational philosophy stresses child-centered, inquiry based, active learning across and within disciplines. The IB philosophy of educating students who learn awareness, responsibility, tolerance, respect, and compassion, and who reflect it through their actions, corresponds with the philosophy of the GAIS and has influenced its mission statement. GAIS is an officially authorized IB World School for the Primary Years Programme and is the process of obtaining authorization for the Middle Years Programme.

J. Student Behavior and Discipline

Average daily attendance is 98% of students. Truancy and disciplinary issues are extremely rare occurrences. Similarly, academic problems of a nature severe enough to impede promotion to the next grade level are also uncommon. In cases of academic difficulty or behavioral problems, the school administration attempts to intervene at an early stage and monitors progress closely. The administrative staff is supported by a Student Success Team meets every two weeks and employs an outside consultant who is an educational psychologist. Appropriate referrals are made to outside agencies when necessary.

K. Student Achievement Data

Given the nature of the school and its unique educational program, the school has been challenged to find tools for measuring its overall program quality and progress. Some parents want the school to compare itself with local private schools, others want guarantees about the level of the German language instruction, and yet others recognize the problems of comparing apples and oranges and are averse to extensive testing of students. At present the school conducts the SAT 10 for Grades 6-8, after having used the SAT 9 edition for a number of years. All students in Grades 6-8 take the AATG test put out by American Association of Teachers of German. Starting in 2009-10 the school has also introduced the German Diploma which follows the European Framework for

Languages. Grades 6&7 sit for the A2 level and Grade 8 sit for the B1 level. For the past three years, the Grade 8 students have also taken AP exams in German at a local high school.

The school’s administration, education committee and teaching staff have been looking at various assessment tools and introduced the ISA program in 2007. It is an international school-focused assessment which represents the closest cohort group to the school’s population, even though the tests are conducted in English and most of the instruction at GAIS is in German. At present, student achievement is measured using the following instruments:

SAT 9: The SAT 9 was taken from 2003 - 2009 in Grades 6 & 7. Averages for all students taking the tests are listed below:

Grade 6 Results			
Year	Verbal	Math	Language
2003	713	727	692
2005	690	691	686
2006	720	726	687
2008	685	733	673
2009	709	742	684
GAIS Ave 2003-09	703	724	684
Hillview MS (2003)	699	707	685

Grade 7 Results			
Year	Verbal	Math	Language
2004	745	707	711
2006	719	697	678
2009	707	731	679

SAT 10: The SAT 10 was introduced in 2010 for the first time to Grades 6-8. The scores are given in National Percentile Ranking (NPR) and include averages over the past three years. Prior results are converted from SAT9 to SAT 10 with the official conversion tables from the publisher (Pearson)

	<i>Grade 6</i>			<i>Grade 7</i>			<i>Grade 8</i>		
<i>Years (2008 to 2010)</i>	<i>08*</i>	<i>09*</i>	<i>10</i>	<i>08*</i>	<i>09*</i>	<i>10</i>	<i>08*</i>	<i>09*</i>	<i>10</i>
Total Reading	63	78	85	**	63	78	**	**	79
Reading Vocabulary	**	**	77	**	**	71	**	**	67
Reading Comprehension	**	**	85	**	**	81	**	**	83
Total Mathematics	90	86	95	**	89	95	**	**	96
Math Problem Solving	**	**	94	**	**	95	**	**	97
Mathematics Procedures	**	**	92	**	**	91	**	**	95
Language	59	74	87	**	69	87	**	**	73
Prewriting	**	**	71	**	**	75	**	**	74
Composing	**	**	91	**	**	90	**	**	67
Editing	**	**	82	**	**	84	**	**	73
Spelling	**	**	72	**	**	87	**	**	69
Listening	**	**	79	**	**	74	**	**	86

** : no class or no data

AATG Test: The American Association of Teachers of German (AATG) test is administered every year to 7th and 8th graders, and students generally perform very well. It evaluates German language competency for both native and non-native speakers. The following chart gives AATG Test Results from the last two years.

Year	Average Non-native German Speakers in %	Average for German speakers in %
2006	95	96
2007	92	94
2009	82	93

International School's Assessment (ISA): The ISA is designed for students in international schools world-wide. GAIS began using this assessment tool in 2007 in Grade 3. The group average represents about 3000+ Grade 3 students in international schools throughout the world. The school will also begin to give the assessment to 5th Graders starting in 2009.

Grade 3	Mathematical Literacy	Reading	Writing - Narrative	Writing - Exposition
GAIS Average 2007	380	329	369	437
International Average	312	237	371	416
GAIS Average 2008	401	366	395	465
International Average	313	252	362	421
GAIS Average 2009	365	319	403	396
International Average	312	243	364	403
GAIS Average 2010	358	290	362	422
International Average	311	237	356	396

Grade 5	Mathematical Literacy	Reading	Writing - Narrative	Writing - Exposition
GAIS Average 2009	555	386	465	434
International Average	426	341	458	472
GAIS Average 2010	497	428	488	464
International Average	413	350	447	470

L. High School Transition

GAIS graduates continue their education at local high schools and around the world. The school's Director of Academic Programs helps all students and their families with counseling on High Schools admissions procedures and options. Last year, all students who applied to private and public schools were accepted to their first choice school. Recent high school admissions include:

- Pinewood
- Harker
- Castilleja School
- Sequoia IB Program
- St Francis High School
- Sacred Heart Atherton
- Gunn High School Palo Alto
- International Schools of Shanghai, Munich and Berlin

M. Tuition and Parent Involvement

School tuition is \$11,475-14,250 per annum, with multiple child discounts available. This amount is higher than comparable parochial schools but considerably lower than other comparable independent schools. Some families receive discounted tuition based on their income levels. The chart below indicates financial aide statistics over the last three years which show that requests for aide have increased with the economic downturn which also influenced enrollment growth since 2008.

As a private non profit educational institution, GAIS funds its operations through tuition and fund raising. The school is supported strongly by parent volunteering. On an average, about 93% of the parents are self payers and are thus required to offer 20 hours per year of volunteer duty. Fundraising accounts for approximately 7% of the school's overall budget, and is wholly parent-run.

	2008-09	2009-10	2010-11
Enrollment	277	280	282
Tuition Range	\$10,550-13,150	\$10,975-13,675	\$11,475-14,250
% of Self payers	93.8	95.7	93.6
% of Financial Aid	.7	2.5	4.3

2. Overall Summary from Analysis of Profile Data

A. Implications, interpretations, trends, patterns

The implementation of the International Baccalaureate has had a significant impact on the school community. This has given the school a clear direction and focus and has addressed the needs of a highly international community with a predominant European profile. The school's mission statement has been influenced by that of the International Baccalaureate. The implementation of the IB has also resulted in a constant growth of enrollment up to the time when economic issues compromised this pattern. The Bay Area has a high percentage of international families and these have discovered and recognized the school's program as being compatible with their educational needs.

Another pattern that has been seen is the consistently high results on school wide achievement tests. In order to measure the school's performance and given the parent community an indicator of the quality of the programs, the school has implemented tests such as the SAT9 and SAT10, the ISA and the AATG. Recently the school offered the German Language Diploma and began allowing 8th Graders to sit for AP German exams.

B Critical Academic Needs

A growing population has resulted in the need for improved and enlarged facilities. The ability of the school to address this need has been hampered by the school's lease with the local school district which has been formulated in 5 year lease terms. Not having a formal guarantee of permanence on the campus has hindered any large scale improvement projects. As a consequence the school has been adding portable classrooms to meet growth in numbers. However, the need for better athletics facilities, an auditorium, general facilities renovations and infrastructure upgrades involving large scale financial commitments have been not possible due to the time frame restraints.

Having more students has also resulted in the need for more staff and in more professional development to address the needs of the IB Program. The school has thus moved from a part time to a full time PYP Coordinator. In order to address the need to revise and improve the curriculum and to build a Middle School Program, the school has also recently added the position of Director of Academic Programs. To support these positions and the growing public relations and marketing needs, the school has added a full time administrative assistant.

C. Important Questions

Following an analysis of the data presented in Chapter 1 the following questions emerged:

1. Is the school's tuition level adequate to support its programs?
2. Would the offering of a bus service increase enrollment?

3. How effective is the support for non-native German or English speakers?
4. Is the Student Success Team program effective in meeting the needs of the school?

Chapter II - School Purpose and School-wide Learner Outcomes

A. Statement of the School's Purpose

Since the last accreditation visit, the German-American International School has continued on its mission to provide an excellent bilingual education in an international setting to children from all around the world. To this end, the school adopted the following Mission Statement in 2005 and re-affirmed it in 2009 and modified it slightly in 2010 to read:

The German-American International School's (GAIS) mission is to provide an outstanding international, bilingual education focused on inquiry-based learning with the goal to foster confident, respectful, creative and responsible life-long learners and global thinkers.

The Mission statement evolved out of a process of discussion and reflection with administration, parents and staff and underscores the school's academic path as well as its goal to broaden the cultural and linguistic horizons of its students. A close correlation exists between the school's mission and that of the International Baccalaureate Organization.

B. List of the School-wide Learner Outcomes and Explanation of the Process Used to Determine Them.

In accordance with the German-American International School (GAIS) focus, as articulated in the last WASC Self Study of 2005, on the total growth of the developing child and addressing social, physical, emotional, and cultural needs in addition to academic welfare, the school has moved forward on its planned implementation of the International Baccalaureate Program. This supports GAIS' vision which is to put the student into the center of learning and to educate a global thinker. Toward finishing their education, GAIS wants students to be well prepared to enter a social, multicultural, economical, and political life.

Having become an IB authorized World School since the last accreditation self-study, the school-wide learner outcomes have been integrated with the IB Learner Profile. As such, during their course of study at the GAIS our students will become:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Revision of the Expected School-wide Learner Results

With the process of implementing the IB Primary Years Programme, which occurred after the last WASC accreditation Self Study and visit, it became necessary to review and revise the ESLR's so as to incorporate the IB terminology and align with the IB structure and philosophy. As a result the ESLR's were looked at in connection with the IB Learner Profile and it was decided that the concepts were in harmony and that using the IB terminologies was appropriate for the school's direction and mission.

This is an overview of the process steps we have used to revise the expected school wide learning results (ESLRs) for our school:

Date	Participants	Goals and Results
February 2005	All School	Presentation of ESLR's as part of Focus on Learning Report to WASC
December 2007	Education Committee	Proposal for revision of ESLR's to coincide with IB Program
February 2008	Teachers conference	Revision of ESLRs discussed and approved
February 2008	Board	Approval of Midterm Progress Report and revision of ESLR's in light of IB authorization.
May 2010	Teachers Conference	Review of ESLR's and decision to leave them unchanged

Chapter III: Progress Report

Summary of progress on the school-wide action plan that incorporated all critical areas of follow-up from the last full self-study.

Goal 1: Develop a process to address pedagogical issues in collaborative environment.

The school has taken the following steps to achieve this goal:

- 1) **Weekly Staff Meetings:** Every Monday all teachers attend a 90 minute long staff meeting which is planned by the Head of School, Director of Academic Programs or IB coordinator and is clearly focused on addressing pedagogical issues in a collaborative environment. Participation in weekly staff meetings is included in the teacher's contract. These meetings allow for the sharing of teaching strategies, alignment of the curricular and PYP Units and various topics related to our program. In order to effectively make use of the meeting times, during the 2007-08 school year the Head of School and IB coordinator created a year plan with staff development topics that were addressed during weekly staff meetings and in-service days. These included a review of assessment criteria, service learning, teacher workshop presentations, sharing of teaching materials. In the 2009-10 school year a calendar of staff meetings was published with some meetings involving the entire faculty and others divided between the Elementary School and Middle School. A structure for staff meetings was revised to include meetings run by the Math and Languages departments, The Primary and Middle Years Programmes, General Housekeeping, and Team Planning. A yearly calendar of these meetings was published at the start of the year.
- 2) **Team Planning Meetings:** In 2006 the teaching schedule was revised to incorporate a common planning period for each grade level team. These Team Planning meetings are included in each teacher's contract. Planning is an ongoing process that is clearly facilitated by the small size of the school, this scheduled lesson block during the school day is a time when concerted attention can be given to the unit planners, activities and assessments. The PYP Coordinator participates in these meetings. Starting in 2010 the weekly schedule was adjusted so that grade level teams have one additional planning time together so that they can better coordinate the units.
- 3) **In-Service Days:** The school has created an academic calendar which includes 8 in-service days per year. For the past 4 years, five days have been used at the beginning of school year for orientation, goal setting, planning and developing a yearly focus. Three other days are divided throughout the school year, one in the fall, one in the spring and one at the end of the year as a wrap-up day.

Goal 2: Increase level of collaborative, paid planning time for faculty.

Staff compensation has been a key focus point in the last three years. At the end of the 2005-06 school year all staff were given a bonus of 2.5% of their annual salary as recognition of their contribution to the school's healthy financial situation. Starting in the 2006-07 academic year a staff compensation committee was instituted and compensation was reviewed annually. Increases of the school salary scale were deliberated in all but the last two years where a declining economy and zero student growth impacted the school's financial resources. Annual salaries have grown from the 2006-07 school year to 2010-11 by approximately 22% for teachers and 35% for assistants. The Board also set a goal of bringing the compensation package to a competitive level with other bay area private schools. In the past school year there was no increase to the salary scale, however, an HRA health plan was implemented for each staff member with the school shouldering the set up cost and annual fees. In addition the staff tuition discount policy was adjusted to give part time staff greater tuition discounts.

Hand in hand with this process of improved compensation, the school has required the teachers to increase their time for collaborative work and planning. For the past four years, the school has allocated five full days of mandatory in-service at the start of the school year. In addition, all teachers have a weekly 45 minute team planning block, a 45 minute coordinated team prep time and a 90 minute staff meeting block scheduled. During the 2008-09 academic year, paid teacher professional development/in-service days increased from seven to ten days.

Goal 3: Develop a process for regular review/revision of school purpose, ESLR's and their impact on curriculum/program as needed.

The school administration, working with the teaching staff and the Education Committee, has made significant progress in the achievement of this goal. Specific actions are as follows:

- One page curriculum overview flyer was created in 2005 for all Grades K-5. These are given out with all school information packages. An update of these is in progress.
- A curriculum guide for parents was produced in 2006 and is available on the school website.
- A curriculum review committee made up of teachers and administrators worked on a complete revision of all curriculum documents during the 2006-07 school year.
- A review and revision of the Middle School English program in 2005-06 resulted in the adoption of a new Middle School Literature based program.
- The review of the English program, conducted during the 2006-07 school year by the aforementioned committee, resulted in the adoption of a new English program in Grades 1-5 and new supplemental materials.
- The school has regularly used the SAT9 assessment tool for students in Grades 6 and 7 to measure their level of preparation for High School.

- An evaluation of the math program was conducted in 2005, comparing it to the US standards. This resulted in some modification in the GAIS math program. Greater attention was given to the teaching of US math in English in Grade 8. The hours of math instruction were increased from five to six in Grade 6 and from four to six in Grades 7 and 8.
- In the 2007-08 year, the number of lessons of German language support was increased from two to three lessons per week in Grades 2-5. In 2009-10 the number of German support lessons was further increased to 4 lessons per week in all Grades 1-4 and 2 lessons per week in Grades 6-6. There was also 5 hours per week of German support lessons added to the Kindergarten program.
- During the 2006-07 school year, the International Schools Assessment program (ISA) was introduced at the Grade 3 level. This measures students in the areas of Math, Reading and Writing against a norm group made up of international schools world-wide. Starting in the 2008-09 year the ISA tests were also taken in Grade 5.
- A curriculum review cycle was begun in 2007-08 starting with Language. This was followed by Mathematics, Foreign Languages and Creative Arts.
- The Education Committee, chaired by the Head of School and with the participation of a Board member, has regular meetings to review the school's academic program and implement needed changes and revisions as per the school's action plan.
- During the 2007-08 school year, the ESLR's were completely integrated into the IB framework of Learner Profiles and Attitudes and were completely incorporated into the instructional program from K-8.
- In 2008-09 school year the Director of Academic Programs post was created. The Director of Academic Programs is in charge of all curriculum review and revision as well as the assessment and monitoring of school-wide academic levels and quality control.
- In the 2008-09 school year, GAIS had an evaluation visit by the International Baccalaureate Organization which resulted in continued authorization by that organization.
- In the 2009-10 school year the curriculum was again reviewed and was posted on the newly modified website for access by all parents.
- In the 2009-10 school year the German Language Exam and Diploma was introduced as an assessment tool for German language instruction. In the same year the school changed from the SAT9 to the SAT10 in the Middle School.
- During the 2010-11 school year, the Middle School adopted the International Baccalaureate MYP.
- Planned for the 2011-12 school year is a further revision and enlargement of the Middle School to allow for various course language options and thus allow non-German speakers access to the school.

Goal 4: Employ various teambuilding strategies for faculty, particularly between Elementary and Middle School.

The school administration, together with the teaching staff, has made significant progress in the achievement of this goal. Specific actions are as follows:

- **Classroom visits:** In 2007 an agreement was reached whereas all teachers are required to observe one other classroom per semester and provide that teacher with feedback. During that time cover for his or her classroom was scheduled. We created a rubric to be used as a guideline.
- **End of Unit Student Presentations:** After most units, classes present what they have learned. This could be in the form of an oral presentation, a play or skit, a demonstration, or a display. Various presentation formats, venues and audiences are included. Here the goal is to celebrate the unit, create community and often provide a platform for a summative assessment.
- **Integration of Middle School:** Middle School teachers participate in at least one K-8 staff meeting per unit. Middle School teachers have been teaching IT and/or German support in Elementary School to keep a connection between the Middle School and Elementary School.
- **Planning across grade levels:** Activities during in-service days and staff meetings involve participation across grade levels. (Examples: Grade levels had to cross-check each others' Units of Inquiry, lower and upper grades create rubrics for 6 traits...). During all in- service days a portion of the time is scheduled for the entire staff to promote Unity.
- **ESLR's:** For each Unit learning objectives in connection with the ESLR's are created in a written Unit planner by the grade level team.
- **Surveys:** Staff and parent surveys have been conducted to establish areas of satisfaction and for improvement.
- **Communication:** Regular meetings between the teacher representatives and the head of school and PYP coordinator have been established to promote open communication. Pre-School director takes part in school staff meetings and reports back to Pre-School staff. Head of school participates in Pre-School meetings.
- **Social events:** Social events have been established to facilitate team building. These include activities like an annual Christmas Party, a whole staff outing to play Bocce ball, staff camping trips, staff cultural outings to local venues, concerts etc.

Goal 5: Increase intra-teacher education and enrichment

The school administration, together with the teaching staff, has made significant progress in the achievement of this goal. Specific actions are as follows:

- **In-House workshops:** In 2006 we started the school year with a two day in-house workshop on PYP topics with outside presenters to make sure our pedagogical practices are aligned. In 2007 we added one more in-service day at the beginning of the year, which allowed for three days of collaboration to work on issues like our Program of Inquiry, review of our essential agreements, review of the staff handbook, discuss and plan for transdisciplinary skills, discuss practical strategies and activities to promote the ESLR's in lesson-planning, create portfolio

agreements, plan for student led-conferences and create personal goal settings. The meeting was in a workshop format conducted in collaboration between the Head of School and IB Coordinator.

- Teacher Attendance at Workshops: Several Members of the staff have been sent to IB workshops and have reported back to the rest of the group during staff meetings. They distributed hand-outs and demonstrated several strategies learned during the workshop. Workshops visited included (PYP in Early childhood, leadership, collaborative planning, inquiry in the classroom, assessment, language and math in the PYP).
- Leadership attendance at Workshops: In the past two years, the Head of School and PYP coordinator participated in leadership workshops over the summer, which resulted in the creation of action plans for the school year.
- Sharing of Teacher expertise: Several staff meetings are used to share strategies and practices used in the classroom.
- Financial support: The financial commitment to the program made by school administration underscores the high level of commitment in our school community. The budget for IB related professional development for the 2006-2007 year has been tripled in order to insure that the teaching staff can be effective practitioners of the PYP.

Goal 6: Consolidate school resources for teachers and students:

The following actions have taken place or are planned for the upcoming school year:

- At the start of the 2007-08 school year, the computer lab was moved to a new classroom giving more space and better access for the students that used it most in Grades 3-8. This involved complete rewiring and an improved internet connection for the lab and all classrooms. At present there are eighteen computers in the lab, two or three per classroom and two in the staffroom. During this year, all of the computers in the lab, classrooms and staff room have been systematically replaced with newer models. The IT team has been very active in upgrading the IT infrastructure at GAIS. During the 2010-11 school year the computer room was eliminated and a laptop cart was put into service to support IT lessons. In the same year it became a requirement that all Middle School students bring a laptop computer to school for use during their lessons.
- During the 2005-6 and 2006-7 school year, all teachers received training in using computers. Teachers have also been given digital cameras per class which they can use for project work and for assessment purposes.
- Class budgets for materials have been increased from \$50 per student to \$100 per student to allow teachers to acquire more classroom resources.
- The school has sponsored all teachers to join RAFT.
- The school plans to move the staff room to a larger room in 2008-09 and provide more computer access.
- The library began the process of moving to an electronic cataloging and circulation system (Mandarin) in 2006-07. All of the collection has since been cataloged and a

librarian was hired to work at the school on a part-time basis. In addition to the library collection being cataloged, the school has now included all teacher class libraries into the database. The number of books has been increasing constantly over the past three years with many new additions selected to support the IB Units of Inquiry. Currently the library has over 11,000 volumes with 70% being in German.

- In 2008-09, the library was moved to a new portable building.
- The new PYP Coordinator has taken on some of the functions of a Resource Center Coordinator with specific focus on the PYP Program which has been implemented and authorized K-5.

Goal 7: Fully utilize willingness of parent volunteers to help in the classroom.

The school administration, together with parents, has made significant progress in encouraging parent volunteerism. At the beginning of this review, parents felt very welcomed in the preschool and vorschule (Kindergarten), but more support was needed throughout Grades 1-8. Teachers in Grades 1-8 have made increased efforts to encourage parents to participate and are using parent volunteers more effectively. Specific actions are as follows:

- The parents have established a “Parent Council”, a working body of class representatives, in which each class has at least one class representative with class helpers that back up the class representatives. The parent council is co-led by a school parent rep (Grades K-8) and a preschool parent rep (Preschool), which are elected by the class reps. The parent council meets once a month with the Head of School, the Preschool Director, the IB Coordinator, and a Board Representative to discuss the status of the school, any positive recognition, concerns, or questions from the parents of each class, and upcoming events. The class reps may begin initiatives such as bringing in speakers on topics such as “Raising Multilingual Children”, Kidpower, or other subjects in which parents are interested, or starting committees such as “Support for Non-Native Language Families” in which parents outline the types of support available and create new support such as after school storybook reading.
- Each year with school re-enrollment contracts, GAIS sends out Volunteer Request forms to ask parents to explain their skills and to make their request for the specific committee in which they like to be involved for the following academic year. The class reps and helpers are managed by the school and preschool parent reps.
 - Class Representatives (approx 18) – reps work closely with their teachers to ensure that there is good communication with the teacher about their needs, events, and any other matter that may be important. Reps help build community among parents. They also run eScrip for “Class Rep funds” to promote parent education and arranged by school and preschool parent reps.
 - Class Helpers (approx 14) – helpers work directly with their teachers to support their teachers’ needs in the classroom.- organize lunches, hang decorations or student’s work, copy materials, help plan and organize field trips, shopping for

the teacher, etc, and are managed by school and preschool parent reps and teachers..

The following committees are managed by school administrators:

- Yearbook Committee (approx 6) - parents work with administration, teachers and students to put together the annual yearbook. Managed by Head of School.
- Laundry Committee [for the preschool] (approx 10) - Preschool parents support the teachers directly by washing laundry on a weekly basis. This group is managed by the preschool director.

The following Committees are managed by a board member:

- Library Committee (approx 20) - parents work with newly hired library intern to organize and manage library books and their circulation, and new purchases.
- Education Committee (approx 7) – parents work to support administration with board members to address all academic issues of core curriculum and the IB.
- Events Committee (approx 20) – a board member works with parents to plan, organize and implement traditional social events for the school community including Welcome BBQ, Fall Beach Party, Holiday Festival, Pizza/Game Nights, Easter Picnic, and Sommerfest (Summer Festival).
- Hospitality Committee (approx 5) – parents greet and supply drinks and snacks for Members’ meetings and Grandparents/Special Friend’s Day as well as a number of other special events throughout the year.
- Fundraising Committee (approx 10) –a board member works with other parents to plan, organize and implement the two focused fundraising drives of GAIS including the Annual Fund (\$125,000 in 2007-8 with 95% participation) conducted from Nov-Dec and the school Auction which will be held in the spring (March 29).
- Book Fair Committee - English and German (approx 10) – the Fundraising committee chair also works with parents to plan and organize up to two English book fairs and at least one German book fair each year, working with book suppliers. Parents ask teachers for their lists of books before each book fair.
- Facilities Committee (approx 5) – a board member works with administration and parents to plan the future expansion of the school and help with day-to-day repairs not taken on by outside personnel. Some workdays are held to do special work in the classrooms and the yard to maintain the school
- Marketing/Outreach Committee (approx 7) –a board member works with other parents to plan, organize and implement the marketing and outreach for the school including participation in pre-school fairs around the area, PR, communication with German and parent club email groups, and more. An annual Open House is held in January to introduce new families to GAIS
- IT Committee- a board member works with administration and parents to ensure that computers and the school network maintained and updated.

- At the beginning of each IB unit, teachers each send an email infomail to parents asking for any appropriate support materials (books, videos, posters, other objects, etc.) that the students and families would like to share with the class throughout their

- unit of study. Parents are also asked to let the teachers know if they have skills that they could share with the class in a workshop style or presentation. For example,
- Grade 4 – Religion Unit “Have Faith” – As a part of the unit, presenters which included parents presented their religions to the children. One parent gave an overview of Jewish holidays and their traditions. Another presenter talked about Hindu customs to the children.
 - Grade 4 – History Unit “How Things Change over Time” – The teacher worked with the parents to organize a “wash day” as from the past with washboards and clothes lines. The children compared how laundry was washed in the past to how it is done today.
 - Grade 3 – Magnetism Unit – In one class, a parent made kits for the children so that they could each make an electromagnet and walked the children through the experiment. In another classroom, a parent gave a demonstration of electromagnets.
 - Grade 2 – Time Unit – A parent brought “build-yourself” see-through clocks and worked with the children to build their own clocks with gears.
- Parent Helpers and Representatives have also become more involved with teachers in ensuring the quality of field trips and their alignment with the IB units since parents often have knowledge of local resources that our international staff may not be aware of. For example, the following new field trips have been organized:
 - Grade 2 – Landforms Unit – Lawrence Hall of Science – visit with science teachers at LHS to study two types of volcanoes and build models to demonstrate them.
 - Grade 2 – Habitat Unit – Oakland Zoo – visit with zoo experts to study a specific habitat in a workshop environment.
 - Grade 4 – Belief Systems Unit- Beth Am Temple-one of five field trips to religious institutions. Met with a Rabbi for a synagogue tour, as well as a tour of ark, and close-up tour of torah scrolls.
 - Grade 5 – Global warming unit-UG Geological Survey –a visit with scientists who are studying global warming and global climate change effects around the world.
 - The Education Committee conducts parent surveys to solicit feedback from parents in all areas of the school. This January, the survey was implemented online for the first time to increase convenience for the parent community. The results will be tallied and communicated in the coming month.
 - Twice a year, the school holds a Parent Night for parents to meet with teachers to understand what the teachers will cover in their class and to discuss any questions or concerns. The class representatives usually ask the parents of their class for any questions in advance to give to teachers for advance preparation. The teachers may also use this time to ask for what type and amount of involvement they would like from the parents.
 - Teachers also welcome the parents to come to make appointments and visit on office hours to discuss their children’s work and progress.

Chapter IV: Self-Study Findings

Categories

A: Organization for Student Learning

Focus Group Members: Peter Metzger (Head of School)
Dagmar Scheel (Kindergarten)
Luise Genzinger (Grade 1)
Janet Roitsch (Grade 2)
Jorg Matzeit (Grade 4)
Andre Biesel (MS German)
Amy Parsons (Elementary English)
Anneliese Messner (Music)
Renate Doerry (Parent)

B: Curriculum, Instruction, and Assessment

Focus Group Members: Dominic Liechti (Dir of Academic Programs)
Ina Berenger (Kindergarten)
Barbara Bensen (Grade 2)
Erika Van Deusen (Grade 4)
Bridey Baring (MS English)
Amanda Rodriguez (IT and Spanish)
Dagmar Stullich (Office Manager)
Tracey Grown (Parent and Board Member)

C: Support for Student Personal and Academic Growth

Focus Group Members: Maike Silver (PYP Coordinator)
Birgit Schweingruber (Kindergarten)
Christine Burris (Grade 3)
Michaela Strasser (Grade 5)
Katherina Taatz (Grade 5)
Julia Mumme (MS Math)
Celine Wahl (French)
Stella Klose (Admin Assistant)
Hala Kleinknecht (Parent)

D: Resource Management and Development

Focus Group Members: Heike Schmalstieg (Preschool Director)
Jutta Cottarel (Kindergarten)
Claudia Gruber (Grade 1)
Birgit Pape (Grade 3)
Jana Seidel (Librarian)
David Giesen (EL English)
Susi Lindley (Office manager)
Laura Vaughan (Parent and Board Member)

Category A: Organization for Student Learning

A1. School Purpose Criterion

To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected school-wide learning results (school-wide learner outcomes) that form the basis of the educational program for every student?

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

Findings	Supporting Evidence
The statement of purpose, or mission statement, evolved out of the school's move to the IB program which began in 2003 with the submittal of Application A and then in 2004 with Application B. The statement was created with the involvement of the entire community and clearly reflects the community's beliefs about its role as an institution of learning. These beliefs are closely intertwined with both the international composition of the parent community and its identification with the International Baccalaureate which is followed in the majority of international schools throughout the world. The GAIS mission statement is closely aligned with the IB mission statement and is posted in all classrooms and on school promotional materials. Parents also reflect on the mission in the annual parent survey.	<ul style="list-style-type: none">• Mission statement (posted in every classroom and included in school presentations)• IB Applications A and B• Parent survey• IB Mission Statement

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected school-wide learning results (school-wide learner outcomes).*

Findings	Supporting Evidence
As seen in the nationality lists, GAIS represents an international community with a strong German speaking and European culture. Many of the parents have European passports and/or ancestry, have lived and worked in other countries and have had experience with international schools. GAIS students, as evidenced in the transition chart, often transition to other international or European schools. All students at GAIS are bilingual and most are bicultural or multicultural. As such the adoption of the International Baccalaureate Program was	<ul style="list-style-type: none">• Nationality lists• Student transition chart• IB Learner Profile• Parent Survey

an obvious choice and its implementation was promoted by the parent community. The expected school-wide learning results (ESLRs) are in direct accordance with the International Baccalaureate Learner Profile. Parents choose GAIS because of its program and the ESLRs which reflect the IB program and foster global learning and sensitivity as evidenced in annual parent surveys.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected school-wide learning results (school-wide learner outcomes).*

Findings	Supporting Evidence
<p>The mission statement and ESLRs were reviewed by the school’s Education Committee which is made up of parents and the administrative team. The ESLRs are merged with the IB Learner Profile which is a component of the International Baccalaureate Primary Years and Middle Years Programmes. Parent surveys ensure that the community is involved in their development.</p>	<ul style="list-style-type: none"> • IB Making It Happen • Education Committee minutes • Staff Meeting Minutes • Board Minutes • Parent Survey

Prompt: *Provide a range of examples that the school purpose, expected school-wide learning results (school-wide learner outcomes) and program are consistent.*

Findings	Supporting Evidence
<p>The structure of the Primary Years Program and Middle Years Program ensures that the school adheres to learner outcomes in each class and vertically through all levels. The outcomes, also called the Learner Profile, are imbedded in the PYP and MYP as seen in the PYP Making It Happen document. The school’s mission statement was crafted in such a way and using language to ensure consistency with the International Baccalaureate mission. Teachers plan their units incorporating the ESLR’s into their instructional components and in their reflection after each unit as can be seen in the unit planner forms. In addition the ESLR’s are brought up in student assemblies, school presentations and impact student’s external activities through the action cycle. All grade level team meetings and end of unit curriculum checks incorporate the ESLRs. A component of the teacher evaluation procedures addresses the implementation of the ESLRs as do the guidelines for peer teaching activities.</p>	<ul style="list-style-type: none"> • GAIS Curriculum documents • Teacher evaluation process and forms • Mission Statement • IBO Mission Statement • IB Making It Happen • Peer teaching rubrics • Unit Planners

Prompt: *Examine the effectiveness of the means to publicize the purpose and the expected school-wide learning results (school-wide learner outcomes) to the students, parents and other members of the school community.*

Findings	Supporting Evidence
<p>The school has been effective in publicizing its mission statement and expected school-wide learner outcomes to the students, parents and other members of the school community. These are contained in various school documents, such as promotional materials, newsletters, report cards, and handbooks. The school website highlights the mission statement and ESLR's and they are posted in all of the classrooms. These also come up in school assemblies and parent presentations. The teaching staff works with these on a regular basis in their unit planning.</p>	<ul style="list-style-type: none"> • Parent survey • Report Card • Personnel Handbook • Mission statement and ESLR's posted in classroom • GAIS Newsletter • Website • Parent Handbook • School Brochure

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected school-wide learning results (school-wide learner outcomes) based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
<p>There is an effective review process of the school purpose and expected school-wide learner results through the various committees and components of the school community. The Education Committee, which has Board representation and reports to the School Board, is entrusted with periodic review and revision. These reviews and revisions are discussed at staff meetings, department meetings, Grade level team meetings, and by the Board in full session. Parent surveys and teacher and student reflections are also components of the review process. As evidenced in Board meeting minutes and staff meeting minutes, the school mission statement was recently revised in light of the need for a concerted school wide focus on respect. This was a consequence of environmental as well as social issues in the USA and around the world. In addition the mission included life-long learning as a goal to address student transition once they leave GAIS.</p>	<ul style="list-style-type: none"> • Board minutes • Education Committee Meetings • Staff Meeting minutes • Parent survey

A2. Governance Criterion

To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected school-wide learning results (school-wide learner outcomes) for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?

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

Findings	Supporting Evidence
The school is organized as a CA public benefit corporation with the Membership of the school being the governing authority. The school has bylaws which define board selection and procedures. Board elections are held each January during a Members Meeting.	<ul style="list-style-type: none">• Bylaws• Members meeting minutes

Prompt: *Comment on the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
The school does not have a formal training program for new Board members. Information on Board procedures is communicated by the Board President during Board only sessions which follow each Board meeting. An off-site is scheduled each year following Board elections where new Board members receive information and guidance by the Board President and returning Board members. A policy manual for Board members is in the process of being developed.	<ul style="list-style-type: none">• Board Manual (draft)• Board Off-site Agenda

Prompt: *Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected school-wide learning results (school-wide learner outcomes).*

Findings	Supporting Evidence
The Board's policies are directly connected to the school's purpose and vision and expected school wide learning results. The Education Committee, with Board representation, is the key link between Board policies and the school's mission and expected school-wide learning results. Policy proposals come from the various school committees all of which have participation from GAIS administrators. The Policy and Procedures Committees clears all policy proposals with the Head of School and thus ensures that they are directly connected	<ul style="list-style-type: none">• Board Committee Membership Chart

to the mission and ESLR's.

Prompt: *How is the governing authority involved in the regular review and refinement of the school's purpose and expected school-wide learning results?*

Findings	Supporting Evidence
The school's Education Committee is made up of Board and administration and reports to the Board as a standing Board Committee. The Education Committee reviews and makes recommendations to the School Board on the school's purpose and expected school-wide learner results. The School Board and Education Committee rely on administrative expertise in matters relating to school effectiveness. The administrative team is in turn guided by the International Baccalaureate Organization through their offices in New York and Geneva.	<ul style="list-style-type: none">• Board Meeting Minutes• Education Committee Minutes• Board Committee Membership Chart

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

Findings	Supporting Evidence
The GAIS community is well informed about the school's governance and administrative structure. The parent handbook includes detailed information about the school's organization including an organization chart and section on channels of communication. Members meetings are conducted three times a year where this information is reviewed and where the Board and administration give updates on programs, policies and the budget. The Board holds monthly meetings where all administrators, teacher representatives, head class parents attend. These are Open Sessions and all interested parents can attend. Board meeting minutes are posted on the school website. The school conducts an annual parent survey which does not include a specific question on the understanding of the governing authority's role.	<ul style="list-style-type: none">• Parent Handbook• Board Meeting Schedule• Board Meeting Minutes• Members Meeting Minutes

Prompt: *To what degree is there clear understanding about the relationship between the governing authority and the responsibilities of the professional staff?*

Findings	Supporting Evidence
There is a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The Personnel Handbook	<ul style="list-style-type: none">• Personnel Handbook• Parent Handbook

articulates the responsibilities of the professional staff and this is reviewed annually by the Personnel Committee. The school publishes information about proper channels of communication which addresses the issue of responsibility for action and decision making. Information about Board composition, roles and duties is also on the school website.

- Website

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

Findings	Supporting Evidence
Each Board member heads or co-heads one of the school committees. Committee work is monitored and discussed by the Board in regular meetings. The education committee conducts a yearly parent survey. The Board evaluates the performance of the Head of School, who in turns evaluates the admin, teaching and support staff.	<ul style="list-style-type: none"> • Parent Survey • Personnel Handbook

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

Findings	Supporting Evidence
The governing body is made up of parents elected for office. Each officer has a two year term before going up for re-election. Three members' meetings a year allow for Board members and the parent community to discuss and review programs and projects.	<ul style="list-style-type: none"> • Members Meeting Schedule • Members Meeting Minutes

A3. School Leadership Criterion

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected school-wide learning results (school-wide learner outcomes), b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

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

Findings	Supporting Evidence
The Personnel Handbook is concise and clearly written. It is well organized and gives good directions and guidance. The Personnel Handbook is reviewed every year by the Personnel Committee which has Board, Administration and Staff representation and reports to the School Board.	<ul style="list-style-type: none">• Personnel Handbook

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

Findings	Supporting Evidence
The school has effective structures for internal communication, planning and resolving differences. There are regular staff, team, and department meetings. The teaching staff elects four teacher representatives that attend meetings with the administrative team, Personnel Committee and Board. There is some concern that they do not have enough time for in-depth discussion and exchange with the staff at large. The structures for internal communication include email communication with every teacher having a school email account. In addition there are regular staff notes in both email and paper form, bulletin boards in the staff room and outside the building, a weekly newsletter, a website that gets updated weekly and a white board in the staff room for daily communication and notices. The administrative team has an open door policy and make themselves available for parent, student and staff concerns.	<ul style="list-style-type: none">• Staff Representatives Information• Team Meeting Schedule• Staff Meeting Schedule• Department Meeting Schedule• GAIS Newsletter• Staff Notes

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

Findings	Supporting Evidence
<p>The school has effective processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning. All teachers work together weekly in grade level teams with either the Primary Years Coordinator in the Elementary School or the Director of Academic Programs in the Middle School. These times are scheduled and the team works on planning units, formative and summative assessments and reflections. The school has department chairs for Math, English, German and Sports. Department meets are scheduled throughout the year and Department Chairs work with the staff and administration to identify agenda items and school-wide projects. The curriculum is always being reviewed and teachers have an important role in leading this review and revision with end of unit reflections and curriculum review meetings with the Director of Academic Programs. The school has a collaborative agreement on assessment policy and procedures which was formulated by staff input and is reviewed periodically. A teacher evaluation program involves all teachers and works towards the setting of personal goals for professional improvement. Teachers work in various committees which have an important role in activities that support student learning. These include such things as teacher representatives, event organization, student council and yearbook. The school also has a Student Success Team which involves teachers, administrators and outside professionals in addressing specific student needs. Teachers are responsible for semester report cards which involve a team meeting to review and establish consensus on student progress. Teachers also establish professional development goals in a collaborative manner.</p>	<ul style="list-style-type: none"> • Staff Responsibilities Chart • Head of Department Job Description • Unit Planners • Report Cards • Department Meeting Notes • SST Information Sheet • Professional Development Goals for Year

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>The leadership team regularly reviews the existing processes to determine the degree to which actions of the leadership and teaching staff focus on successful student learning. The leadership team meets on a regular basis to review teacher performance, as articulated by the teacher evaluation process. Student learning and achievement is evaluated by regular team meetings, curriculum review meetings, student results in school wide assessments (ISA, SAT 9/10, DSD) and in class observations.</p>	<ul style="list-style-type: none">• Team Meeting Schedule• Unit planers• Teacher Evaluation Process and Forms• ISA Results• SAT 9/10 Results• DSD Results

A4. Staff Criterion

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification requirements of staff.*

Findings	Supporting Evidence
The school has clear employment policies/practices related to qualification requirements of staff. These are articulated in the Personnel Handbook. The school also sends out a job description to all candidates and posts job requirements in all postings for open positions. There is a section on the school website which articulates the requirements of the job and the professional characteristics the school values.	<ul style="list-style-type: none">• Personnel Handbook• Job Postings• Job Description• Website

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training, and preparation.*

Findings	Supporting Evidence
The school has a procedure for reviewing information on staff background, training and preparation. This starts with clarity in the job postings about the kind of teachers the school looks for. This involves an interview process which includes both a screening interview and a panel interview. All references are checked and staff must provide documentation of professional credentials for their employment file. Staff hired in Europe must also go through a screening process by the US Consulate in order to receive their work visas.	<ul style="list-style-type: none">• Personnel Files• Professional Reference Form• Cordell Hull application forms for a J1 visa

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
Staff member assignments are determined in hiring process. Staff members are employed to work in their area of expertise. Staff members can, however, switch assignments at the discretion of the administration and based on qualifications and experience.	<ul style="list-style-type: none">• Personnel Handbook

Prompt: *How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?*

Findings	Supporting Evidence
<p>As the school is an International Baccalaureate World School, all teachers must have IB related professional development in order to work in the program. Each year the IB Coordinator presents a list of teachers for IB workshop participation. The yearly PD budget is established based on IB requirements and individual needs. As part of the annual; teacher evaluation process, each teacher also creates personal professional goals. An annual assessment of staff professional needs is done to create a list of PD activities and workshops.</p>	<ul style="list-style-type: none">• Teacher Evaluation Process and Forms• IB Making It Happen• PD Goals for the Year

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
<p>There is a clearly articulated evaluation procedure that results in goals for individual improvement and professional development.</p>	<ul style="list-style-type: none">• Teacher Evaluation Process and Forms

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
<p>Much of the professional development is IB related and the effectiveness can be clearly seen in the execution of the IB program and on student performance. In Grade 5 the students do an Exhibition Unit which showcases all of the skills, attitudes and knowledge that they have accumulated in the PYP program. This serves as a form of summative assessment of the program's overall goals. The student assessment process, which focuses on backward design summative assessments give a clear picture of student performance and can be evaluated in the light of teacher PD activities over time. ISA and SAT10 test scores give a measure of student performance and data can be analyzed over time and correlated to PD activities. A yearly PD focus on one of the IB attitudes can be evaluated in terms of qualitative and/or quantitative outcomes. For example, a focus on Respect resulted in fewer student conflicts and disciplinary consequences.</p>	<ul style="list-style-type: none">• Grade 5 Exhibition Projects• ISA Results• SAT 9/10 results

A5. School Environment Criterion

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

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

Findings	Supporting Evidence
GAIS is an international school that honors diversity in culture, language and beliefs. IB attitudes such as caring, respect, creativity are seen throughout the school and focused on as an integral part of the academic program. Students and teachers are regularly engaged in self-reflection and personal goal setting. Clear codes of conduct, based on the IB attitudes are designed for each classroom with student input. Students participate in student led conferences where they reflect and comment of their strengths, skills and goals. Students feel safe at school and there is a focus on the prevention of bullying and exclusion through workshops, assemblies, and conflict resolution programs.	<ul style="list-style-type: none">• Mission Statement• Parent Handbook• IB Program guides• Self reflections sheets• Student portfolios• IB Attitudes posters/visuals• Wheel of Choice

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

Findings	Supporting Evidence
Student presentations in the classroom and in assemblies help them build confidence and self esteem. An emphasis on group work allows students opportunities to interact, develop communications skills and learn teamwork. Student successes are recognized formally through summative and formative assessments and on report cards, and informally by the teachers and through peer assessment activities. Following the IB program, which emphasizes student-centered, inquiry-based and trans-disciplinary learning approach, the students become more engaged and reflective on their personal growth and successes.	<ul style="list-style-type: none">• Mission Statement• Transdisciplinary Skills• Report Cards

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

Findings	Supporting Evidence
<p>GAIS has a weekly newsletter that outlines upcoming events and comments on school activities. The school website has an intranet for parents, staff and students. Class postings include events, assessments, assignments, trips, a unit outline, class schedules and access to the entire academic curriculum. This the school is embarking on a curriculum mapping project with ATLAS which will make planning easier for teachers as well as program analysis and accountability.</p> <p>Regularly scheduled back to school nights, parent teacher conferences, a class representative system, class coffee mornings with the Head of School are diverse means of communication. The student council ensures a student voice in the community and a policy on respectful use of emails helps make communication positive. The school also has a detailed channels of communication document.</p>	<ul style="list-style-type: none"> • Parent Handbook • Student Council Organization • GAIS Newsletter • Website • ATLAS • Academic Year Calendar • Coffee Morning Program Invitation

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

Findings	Supporting Evidence
<p>The school has a yearly professional development focus and plan. Teachers have yearly evaluations where goal setting occurs. The weekly team meetings to plan, discuss, and adjust the unit plan allows teachers to exchange ideas and come up with effective teaching strategies to promote the inquiry process.</p>	<ul style="list-style-type: none"> • PD Goals for the Year • Team Meeting Schedule • Unit Planners

Prompt: *Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?*

Findings	Supporting Evidence
<p>The campus is located in a cul-de-sac in a residential area. The campus is safe and not in a location to attract intruders. The close-knit school community increases safety, as every school family knows each other. School policies on Emergency Procedures, Visitors on Campus Policy, Anti Bullying Policy, and Food on Campus Policy are designed to make the campus safe. A custodian monitors the school grounds every morning and adequate teacher supervision is organized for recess periods. The school has invested in facilities improvements to provide an attractive and functional</p>	<ul style="list-style-type: none"> • GAIS Emergency Plan • Policy on Visitors to Campus • Parent Handbook • Yard Duty Plan • Anti-bullying Policy

learning environment for the students and positive work environment for the teachers and staff.

A6. Reporting Student Progress Criterion

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's expected school-wide learning results (school-wide learner outcomes) and b) report student progress to the rest of the school community?

Prompt: *How is student progress based on school-wide learning results and curricular objectives determined and monitored?*

Findings	Supporting Evidence
The school has an assessment policy that includes both formative and summative assessment strategies. The academic program is broken up into six week units which are planned by the grade level team using the IB backwards design planning format and includes assessment. Teachers complete report cards twice a year with parent teacher conferences also occurring twice a year. Criteria for assessment are articulated in the teacher and parent handbooks. Student portfolios are kept and used by the teacher, student and parent to monitor progress. Students engage in self reflection both on their academic progress and their personal/social growth.	<ul style="list-style-type: none">• Assessment Policy• Student portfolios• Teacher Handbook• Parent Handbook• Unit Planners

Prompt: *How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the expected school-wide learning results (school-wide learner outcomes) and the curricular objectives?*

Findings	Supporting Evidence
Teachers explain their assessment policies and practices at the two annual school nights. Measures of student progress are articulated in the parent handbook. Parents are encouraged to hold frequent parent teacher meetings. Teachers use rubrics for many summative assignments which give students clear indicators of performance expectations. The report cards include evaluation of trans-disciplinary skills.	<ul style="list-style-type: none">• Report Cards• Parent Handbook• Rubric Samples

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
In order to evaluate and compare school results with comparable institutions, the school uses the International	<ul style="list-style-type: none">• Mission Statement• ISA Results

Schools Assessment test in Grades 3 & 5 and the SAT 10 in Grades 6-8. German language competency is evaluated through the German Language Diploma (DSD) given by the German Government. These tools give the leadership data about how the school's program compares to both national and international measures and thus supports the mission of providing an outstanding education.

- SAT 9/10 Results
- DSD results

A7. School Improvement Process Criterion

To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the school-wide action plan?

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.*

Findings	Supporting Evidence
<p>All school plans are approved by the Board of Directors which is a parent elected body. Board committees on Education, Facilities, Policy and Procedures, Finance, Marketing and Personnel, work with the school administration in the planning process. All teachers participate in school committees that plan various programs and events. Essential agreements on many operational procedures are decided in staff meetings. Members meetings, involving all parents, are held three times a year to give parents input on school plans and finances. The student council meets regularly to give student input on school issues.</p>	<ul style="list-style-type: none"> • Admin Chart • Board Committees Membership Chart • Essential Agreements • Student Council Organization • Members Meeting Minutes

Prompt: *What evidence supports that there is a correlation between the school-wide action plan and analysis of student achievement of the expected school-wide learning results (school-wide learner outcomes)?*

Findings	Supporting Evidence
<p>IB workshop attendance is required of all teachers in the PYP and MYP programs. These workshops are specifically correlated to the ESLRs. Grade level team meetings to plan units of inquiry focus on designing strategies and ways to evaluate student achievement of the ESLRs. The school also uses external achievement tools, such as the SAT10, International Schools Assessment and German Language Diploma to analyze both student achievement and overall program quality</p>	<ul style="list-style-type: none"> • Unit Planner • IB Workshop Participation List • SAT 9/10 Results • ISA Results • DSD Results

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

Findings	Supporting Evidence
<p>The teacher evaluation process integrates personal and</p>	<ul style="list-style-type: none"> • Teacher Evaluation

professional development with school wide goals. IB workshops provide professional development that is directly aligned with the school's strategic goals.

- Process and Forms
- IB Workshop Participation List

Prompt: *What evidence supports the correlation between allocation of time/fiscal/ personnel/ material resources, expected school-wide learning results (school-wide learner outcomes), and the improvement of the school-wide action plan?*

Findings	Supporting Evidence
<p>The school budget takes into consideration the needs of the school in order to achieve its goals and action plan. The fact that 75% of the budget is related to staff expenses, shows that attention is given to personnel so that the school can provide a low student teacher ratio and enable it to recruit and retain good staff. There is a tendency to favor teachers over facilities or other expenses. The results of alumni support that this correlation is effective.</p>	<ul style="list-style-type: none"> • Budget • Feedback from ex-students

WASC Category A. Organization for Student Learning: Strengths and Growth Needs

Category A: Organization for Student Learning: Areas of Strength

- ◆ Based on a high-standard, rigorous curriculum paired with a daily learning environment geared towards real world applications, GAIS students are being offered diverse learning opportunities to be well prepared for their future educational development (they show all ESLR).
- ◆ The constant revision, adjustment and updating of the learning strategies used at GAIS fosters the achievement of the learning goals for all students (ESLR).
- ◆ The learning culture is one of high expectations and confidence in the students' abilities and desire to learn, staff professionalism and leadership, and community support.
- ◆ Clear and detailed written policies: Assessment Policy, Teacher Handbook, Parent Handbook, Middle School Essential Agreements, etc.
- ◆ The mission statement reflects the community's vision
- ◆ Very engaged staff, administration, students and parents
- ◆ The faculty, administration and parents reflect on many areas of learning and teaching, and change occurs in an effective manner.
- ◆ There is a safe, healthy, nurturing environment that reflects the school's purpose.
- ◆ The school community is committed to the school's mission, and engaged in ongoing professional development that promotes student learning.
- ◆ There is a broad base of people that are involved in making decisions about the school.
- ◆ There is an organized structure for internal communication and planning.
- ◆ There is a school wide focus on teaching transdisciplinary skills.

Category A: Organization for Student Learning: Areas of Growth

- ◆ Implement more effective programs or procedures for identifying and assisting at-risk students.
- ◆ Implement a structure for more effective communication with the staff about what is discussed at Board meetings.
- ◆ GAIS should put a greater focus on staff team building activities.
- ◆ A greater focus is needed on the integration of inquiry based learning balanced with the need to achieve expected learning skills.
- ◆ GAIS should create a Board Policy Manual.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected school wide learning results (school wide learner outcomes) through successful completion of any course of study offered?

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>GAIS follows the International Baccalaureate PYP and MYP programs. The staff and administration receive constant professional development through IB workshops which focus on the implementation of current educational research in the school's instructional program across all subject areas. The IB is essentially a compendium of best practices with particular emphasis on:</p> <ul style="list-style-type: none">• Inquiry based learning• Social and emotional education• Transdisciplinary skills• Differentiated instruction• Backward design• Critical Thinking• Creativity and Problem Solving• Effective Communication Skills in more than one language• Fostering a global perspective• Formative and Summative assessment	<ul style="list-style-type: none">• IB Workshop Participation list• IB Making It Happen• Student self evaluation form• Department Meeting Schedule• Assessment Policy• PYP Coordinator Job Description• Department Chair Job Descriptions

All teachers base their planning, instruction and assessment on the IB guidelines. The school has a clear assessment policy and agreement which all teachers follow which includes formative and summative assessment strategies and unit planning using the principles of backwards design. An IB PYP Coordinator works closely with the teaching staff, both individually and in team meetings to support and guarantee the integrity of the program and guides the teachers in the planning and implementation process. The school stays current with all changes to the IB guidelines and all teachers have access and use the IB website Online

Curriculum Center. GAIS has department chairs for German, English, mathematics and Sports. There are regular department meetings which include the discussion and sharing of current best practices and resources in each curriculum area.

Prompt: *Provide evidence that the expected school wide learning results (school wide learner outcomes), such as critical thinking, form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning.*

Findings	Supporting Evidence
<p>All teachers plan units of inquiry and instruction using an IB template and under IB guidelines. The ESLR's are incorporated in the planning process and are reflected in the curriculum, the teaching methodologies, the daily class work and the assessment strategies. Teaching critical thinking skills is an important component of the educational process and the positive results of the school's program can be seen in the strong results achieved in various school wide assessments such as the SAT 10 test, German Language Diploma results and International Schools Assessment program. The school actively assesses Transdisciplinary Skills as part of the student report card. The school promotes student action through the Action Cycle.</p>	<ul style="list-style-type: none"> • Student led conference day Information • Unit planners • SAT 10 Results • DSD results • ISA results • Action Cycle • Report Card

Prompt: *To what extent are there defined curricular standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
<p>GAIS has a clearly articulated curriculum which is available for all parents on the school's website. The academic program is based on the International Baccalaureate curricular standards and is in alignment with German and Californian standards. The German standards are specifically used for those subjects taught in German and the California standards are specifically used for subjects taught in English. Starting in the Fall of 2010, GAIS has begun a curriculum mapping project using Atlas Rubicon.</p>	<ul style="list-style-type: none"> • GAIS Curriculum guides • Atlas Curriculum Maps

Prompt: *From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the school wide student goals?*

Findings	Supporting Evidence
<p>GAIS has implemented a curriculum based on International standards in conjunction with California State standards for the English language program. The school's inquiry and student centered approach to learning ensures student engagement, intercultural awareness, and holistic learning. This approach encourages critical thinking, questioning, problem-solving, effective communication and application of learned skills. This is clearly seen in student projects and presentations at assemblies. Field trips are directly connected to the unit themes and allow the students to connect their learning with real life situations. The system of Buddy classes allow for role modeling and school wide community building. Student unit portfolios show the holistic connection between curricular goals student goals. Within the IB framework, the student goals are articulated as attitudes, the learner profile, transdisciplinary skills and student action. These are in line with the school's mission statement and are fully implemented at GAIS</p>	<ul style="list-style-type: none"> • Student project presentations • Assemblies Schedule • Field trip Schedule • Student portfolios • Buddy System • Action Cycle

Prompt: *What evidence demonstrates acceptable student achievement of the curricular standards and the expected school wide learning results (school wide learner outcomes) through defined performance indicators?*

Findings	Supporting Evidence
<p>Teachers at GAIS use formative and summative assessments to measure student achievement. Assessment strategies are determined during team meetings and/or by individual teachers in accordance with the school's assessment policy. Teachers use rubrics and other assessment tools and keep portfolios of student work showing growth over time. In addition to the assessment of each individual as a function of the subject curricula, as defined by the GAIS assessment policy, the school conducts a variety of school-wide assessments to evaluate general school levels of competency. These include the International Schools Assessment test, the SAT 10, the AATG German test, and the German Language Proficiency test (DSD) based on the European Union Language Framework. Upon</p>	<ul style="list-style-type: none"> • Assessment Policy. • Student portfolio • Student self evaluation • IB Making It Happen • SAT 9/10 Results • ISA Results • AATG Results • DSD Results • Student Exit Survey

leaving GAIS, student performance in other schools is tracked to evaluate transition levels through student exit surveys.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area and its impact on providing a challenging, coherent, and relevant curriculum for all students.*

Findings	Supporting Evidence
<p>At the end of every unit, teachers carry out a unit reflection in both oral and written form. Meetings with the IB coordinator or Director of Academic Program occur to check content, concepts and context. Ongoing review of curriculum occurs at weekly team planning meetings and department meetings.</p>	<ul style="list-style-type: none"> • Atlas curriculum maps • Curriculum Review Schedule • Team Meeting Schedule • Unit Planners

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

Findings	Supporting Evidence
<p>The weekly team planning meetings provide a forum for the discussion of curriculum design, student work and performance and the refinement of units and individual lessons. A unit planer helps the team to create well rounded and engaging units of inquiry. A program of peer evaluation and feedback helps teachers improve teaching performance and co-teaching lessons allow teachers to model effective practices. Vertical alignment meetings are held twice per year.</p>	<ul style="list-style-type: none"> • Team meetings Schedule • Unit Planners • Co-teaching schedule • Peer assessment form • Vertical Alignment Meeting Schedule

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

Findings	Supporting Evidence
<p>Class sizes at GAIS are small, ranging from 11 – 19. Often there are lessons involving team-teaching and differentiation is practiced by all teachers to meet specific student needs, learning styles and ability ranges. Modification of the curriculum is also done for specific students to better accommodate their needs. A Student Success Team (SST) evaluates student learning needs and gives support and guidance to teachers and parents. The school wide use of inquiry based learning puts more</p>	<ul style="list-style-type: none"> • Class enrollment lists • SST program Information • English Support Teacher schedule • German Support Teacher Schedule • Scope and Sequence for writing tasks in both languages

focus on the individual student to engage in the learning process and extensive use of group work allows the students to work on meaningful tasks. Students with limited skills in English or German receive additional in class or pull out instruction from support teachers. A focus on bilingual language development is supported by an extensive school library and through a coordinated approach to teaching writing in both languages.

Prompt: *What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?*

Findings	Supporting Evidence
GAIS has a rigorous, relevant and coherent curriculum based on International Baccalaureate guidelines supported by clear policies regarding assessment, grading, language, behavior, and homework.	<ul style="list-style-type: none"> • Assessment Policy • Language Policy • Report card guidelines • IB Making It Happen • Homework policy

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

Findings	Supporting Evidence
GAIS is an IB school following the PYP & MYP which has a natural continuum between levels and also guarantees a fluid transition between all other IB schools around the world. The school's Director of Academic Programs is responsible for the liaison with other local High Schools and regularly visits schools and maintains communication with admissions officers. The school tracks the progress of alumni which indicate a high degree of adaptability of GAIS students moving from a German language based program to an English language High School. The success of GAIS students is generally high due to the accelerated math program which follows European standards and the language abilities obtained through bilingualism. Alumni give presentations at Open Houses to parents about their transition to local High Schools. Anecdotal evidence of successful transition abound.	<ul style="list-style-type: none"> • Student Exit Surveys • Director of Academic Program contact with local High Schools • Anecdotal evidence

B2. How Students Learn Criterion

To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected school wide learning results (school wide learner outcomes)?

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

Findings	Supporting Evidence
<p>All teachers at GAIS are required to have training in the IB. These workshops are in depth, multi day programs with intense and focused professional development which incorporates all of the components of the IB program. This training is supported by the work and mentoring of the school's IB Coordinator which is a full time administrative position and part of the school's leadership team. A regular calendar of staff meetings and in-service activities are offered including collaborative activities with other IB schools in the area. The school has begun Atlas curriculum mapping which gives teachers the opportunity to share teaching units with teachers globally. GAIS is also part of the IB Virtual community which allows students and teachers to share work online. Teachers also have access and consult the IB's Online Curriculum Center which is both a pedagogical resource as well as a forum for discussion of topics.</p>	<ul style="list-style-type: none">• Online Curriculum Center• IB workshop Schedule• Staff Meeting Schedule• In-service schedule• IB PYP Coordinator job description

Prompt: *Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the curricular standards and expected school wide learning results (school wide learner outcomes).*

Findings	Supporting Evidence
<p>GAIS teachers work in teams to plan units using an IB planner template. Students' various learning styles are addressed through a variety of instructional approaches and different teaching methodologies according their needs. A large focus is given to meeting student needs through differentiation. Formative assessments are included in the planning process to evaluate student progress in leaning and help teachers match instruction</p>	<ul style="list-style-type: none">• Unit Planner• Assessment Policy

to needs.

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

Findings	Supporting Evidence
<p>GAIS uses a variety of collaborative strategies to examine curricular design, student work and achievement and ways to improve learning and teaching. These include the following:</p> <ul style="list-style-type: none"> • Regular team planning meetings • Team planning times • Vertical alignment meetings • End of unit reflection and curriculum update meetings • Education Committee Meetings • Administration meetings • Peer feedback & class visits • Co-teaching • Teacher project groups 	<ul style="list-style-type: none"> • Unit planner • Peer evaluation forms • German Support Teaching schedule • Vertical Alignment meeting schedule • Team Meeting Schedule • Staff meeting Calendar • IB Making it Happen
<p>The use of a variety of instructional approaches, and in particular, approaches to foster inquiry, is part of the IB teachers training. The variety of approaches are articulated in the PYP Making It Happen and the PYP Coordinator facilities their use.</p>	

Prompt: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
<p>AS an IB school, GAIS focuses on the ongoing professional development offered by the IB organization to enhance the curriculum and improve learning and teaching. Each teacher must attend at least one multi-day IB workshop and ongoing development is proved by the IB PYP Coordinator at the school. In addition the school has begun to train the teaching staff on curriculum mapping using the Altas software which allows teachers</p>	<ul style="list-style-type: none"> • IB Workshop attendance chart

the opportunity to share teaching units with teachers globally. In addition, teachers collaboratively decide of professional development topics for a yearly focus.

Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving, knowledge and application.*

Findings	Supporting Evidence
<p>Students' various learning styles are addressed through a variety of instructional approaches and different teaching methodologies according their needs. A large focus is given to meeting student needs through differentiation. GAIS follows an inquiry based approach to learning, an extensive use of group work, projects, presentations and problem solving is employed. Students conduct one student led parent conference per year where they illustrate their individual progress through a portfolio and show parents the connections in their learning and how they are working on their goals.</p>	<ul style="list-style-type: none"> ● Student self-assessment ● Student Led Conference Guidelines ● Student Goal Sheets ● Individual student work including project posters, texts, drawings, literature circles, etc.

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

Findings	Supporting Evidence
<p>As seen in the Computer Distribution Chart, all GAIS classrooms are equipped with computers and the Middle School math room has a Smart Board. The school has a laptop cart which is available to all classes to support instruction. IT lessons are part of the curriculum in Grades 1-5. In Grades 6-8, IT is integrated into each subject area and students are required to have laptops. During the learning process students regularly use technology to enhance their learning and many students use Power point to enhance their presentations. All parts of the campus have internet access.</p>	<ul style="list-style-type: none"> ● Smart Board ● Laptop cart ● Internet Infrastructure Diagram ● Computer Distribution Chart

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

Findings	Supporting Evidence
<p>Student work clearly demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills. During the 2010-11 academic year a school wide focus on creativity was implemented. The</p>	<ul style="list-style-type: none"> ● Student work samples

school's IB programs stress critical thinking skills, problem solving, knowledge attainment, and application skills through the use of the Areas of Interaction and Transdisciplinary themes.

Prompt: *Comment on the level of understanding of representative students of the expected level of performance based on the standards and the school wide learning results and their perceptions of their learning experiences.*

Findings	Supporting Evidence
<p>Students regularly reflect on their performance in relation to school wide standards. Reflections sheets are used in the portfolios at the end of units. Students also evaluate their level of performance using the ESLR's and communicate this with their parents during a student lead conference. Peer assessment and feedback is used as a formative assessment methodology.</p>	<ul style="list-style-type: none"> • Unit Portfolios • Peer assessment forms • Learner Profile self assessment form • Student lead conference guidelines

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

Findings	Supporting Evidence
<p>Teachers address the variety of ways in which students learn and their individual needs through a variety of instructional approaches. The unit planner and team planning meetings are ideal ways for teachers to identify instructional approaches that will provide good student engagement. Differentiation in instruction, expectations and assessments help match the learning process to student needs and abilities. The use of regular team teaching lessons and extensive group work helps teachers to design effective differentiation and support student needs. Group work is used extensively as a means to engage students and learn collaboration skills and modeling. Teachers are also supported by the Student Success Team to address specific student learning challenges.</p>	<ul style="list-style-type: none"> • SST program Information • German Support Teaching schedule • English support schedule • Unit Planners • Team Meeting Schedule

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

Findings	Supporting Evidence
<p>Students use a wide variety of resources for learning beyond the limits of the textbook including the effective use of technology, collaborative activities, and</p>	<ul style="list-style-type: none"> • Field trip schedule • IT curriculum

community resources. IT lessons are part of the curriculum for Grades 1-5 and all students in the Middle School must have laptops for use in all subjects. All students have access to the internet at school and learn how to find information on the web for research projects. Field trips throughout the year and guest speakers are resources to support the units of instruction. Extensive use of group project work allows the students to share, collaborate and model skills and ideas.

- Student project samples
- Guest speakers List
- Computer Distribution Chart
- Antolin program Information

B3. How Assessment is Used Criterion

To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected school wide learning results (school wide learner outcomes); c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis.

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
A variety of formative and summative assessments are used as an integral part of instruction on a regular basis. Assessments are planned for each unit of work and are in accordance with the taught curriculum which follows the German, Californian and International Baccalaureate standards. A myriad of assessment strategies are employed and include essays, portfolios, individual or group projects, tests.	<ul style="list-style-type: none">• Assessments Policy• Student self assessment and peer assessment• Progress report• Report cards• Student Portfolios• Student work samples

Prompt: *Comment on the correlation of assessment of expected school wide learning results (school wide learner outcomes), curricular standards, course competencies and instructional approaches used.*

Findings	Supporting Evidence
There is a correlation of assessment of expected school wide learning results, curricular standards, course competencies and instructional approaches used. Formative and summative assessments are built into the planning stage of every unit using the IB unit planers and use a backward design approach to achieving unit curricular and program goals.	<ul style="list-style-type: none">• Unit planers• Assessment Policy

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

Findings	Supporting Evidence
<p>The school uses assessment to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. During team meetings, teachers evaluate formative assessment tasks to determine the course of instruction. At the beginning of units, teachers do analytic assessments to evaluate the skills and knowledge which students already possess. School wide assessments are analyzed to highlight areas of weakness and these are discussed in department meetings. Feedback from alumni is also collected and has resulted in program changes and resource allocations. Data is presented at Education Committee meetings, Board meetings and Members' meetings.</p>	<ul style="list-style-type: none"> • Unit Planers • Staff meetings Minutes • Department meeting notes • Curriculum Review Schedule • Teacher evaluation process and forms • Student-led-conferences guidelines • Member meetings minutes • Board Meeting minutes • Student Exit Surveys

Prompt: *Provide a range of examples of how student work and other assessment demonstrate proficiency in the knowledge and skills necessary to be successful learners of the challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Examples of student work and a variety of assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the GAIS curriculum.</p>	<ul style="list-style-type: none"> • Formative and summative assessments including tests observations, rubrics, anecdotal records, checklists, quizzes, writing pieces, student work samples and presentations. • Individual and group projects • Presentations and assemblies • Portfolios • Personal exhibition project in Grade 5 • Author's day • Project week in Middle School • Community service work in middle school • Parent, teacher and student

surveys

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the expected school wide learning results (school wide learner outcomes) and the curricular standards?*

Findings	Supporting Evidence
<p>Student feedback is incorporated in the monitoring of student progress over time based on the ESLR's and the curricular standards? Students do reflections on their own progress throughout the year, setting goals and reviewing their progress towards attainment. These are communicated in the student-led conference day. Student reflections on work are included in the portfolios. Students do self assessment of their IB learner profile and also do peer assessments. Student and parent surveys give feedback to the staff and administration. Regular feedback on student progress through formative assessments give teachers the needed input to help with lesson and program planning.</p>	<ul style="list-style-type: none">• Student Surveys• Parent surveys• Student learner profile self assessment• Student led conference Information• Student Portfolios• Assessment Policy

Prompt: *How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?*

Findings	Supporting Evidence
<p>Teachers regularly monitor student progress over time using feedback from formative and summative assessments to determine whether curricular standards have been met.</p>	<ul style="list-style-type: none">• Assessment policy

WASC Category B. Curriculum, Instruction, and Assessment: Strengths and Growth Needs

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

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

- There are clearly articulated assessment strategies.
- There is collaborative planning process in designing engaging teaching units.
- There is support from Director of Academic Programs and PYP Coordinator in helping teachers with curriculum and instructional strategies.
- There is the use of international curriculum standards within the IB framework.
- There are unit theme related field trips.
- There is a student centered inquiry based educational program.

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

- We need greater proficiency in the use of online Atlas mapping software for planning.
- We can better inform and involve parents and students through the IB Virtual Community.
- We need to implement the MYP.
- We need to create a fluid continuum from PYP to the MYP.
- We need to design indicators for the Transdisciplinary skills (PYP) and Approaches to Learning (MYP).

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

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

Prompt: *How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected school-wide learning results (school-wide learner outcomes)?*

Findings	Supporting Evidence
<p>There are a variety of ways in which the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected school-wide learning results. Through the PYP/MYP program the teachers provide learning activities which are specially designed to support the ESLR's (IB-Learner profile). These include the following:</p> <ul style="list-style-type: none"> • Students have regular opportunities to reflect on the ESLR's. The ESLR's are part of the reporting system and parents receive both teacher and student self evaluations on progress. • As evidenced by the IB unit planners, teachers collaboratively plan units of instruction which include activities to promote the ESLR's and support each individual student best achievement. • Every student sets personal goals twice a year and reflects on the progress. Students organize and participate in student led conferences sharing their strength and goals with their parents. • There is consistent focus on ESLR's during school wide assemblies. • Students are actively involved in designing inquiry activities as well as the whole learning process including presenting findings regularly. • The teachers role is mainly that of a facilitator in a student centered classroom. • The school has developed a policy and procedures involving student behavior directly linked to the ESLR's which includes personal 	<ul style="list-style-type: none"> ▪ Student work displayed in the classroom ▪ Unit planners ▪ Student Survey ▪ Student Learner Profile Reflection forms ▪ Learner Profile Forms ▪ Behavior policy ▪ Description of student counselor ▪ Circle of choice ▪ Student Goal Sheets ▪ SST program Information

reflection and choice of action. Each classroom has a specifically designed action cycle for active involvement hanging in the classroom..

- The student take part in a survey to give feedback regarding the learning and social environment of our school. Based on this the school created an action plan to support the student needs.
- A student counselor (one of the teachers) is available to talk to the students should they feel the need to do so
- On the playground is a circle of choice used by students to do independent conflict resolution
- The school offers an extra-curricular Homework Club to help students do homework.
- The school offers a Student Success Team to help students, parents and teachers address student problems.

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

Findings	Supporting Evidence
<p>In general, the student population does not require nor does the school provide an extensive support service. The school organizes a modified program for special needs students. The school has hired an educational psychologist that observes students with special needs and supports teachers, students and parents by establishing a special program for them. This is called the Student Success Team (SST). Sometimes students are referred to outside services. In case of language deficiencies in English the school offers a support program with a specialist teacher. For the German program each class has assigned a second teacher for 4 lessons to support the German language acquisition or special needs. These programs complement the regular classroom instruction and support the achievement of the ESLRs.</p>	<ul style="list-style-type: none"> ▪ Referrals to school district or outside professionals ▪ German Support Teaching schedule ▪ English support schedule ▪ SST program Information ▪ Student Success Team Referral forms

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.*

Findings

GAIS employs various strategies to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment. The school organized a buddy system throughout the school, as seen in the Buddy System Chart, where older students work with younger students to develop positive role modeling skills and institute a sense of a learning community. The older grades participate in overnight fieldtrips to foster the social environment. As seen in the events calendar, the school participates in Earth Day and Peace Day activities as part of the International community and to gain a sense of responsibility for their extended environment. The school organizes a Winterfest, Sommerfest, Sankt Martin and Sportsfest to which it invites the larger community. The school is in direct contact with other IB school around the world and participates in an active exchange with a local school. The PYP coordinator organizes contacts for different classes with schools from around the world. The students have ample opportunity to build self esteem through in-class and whole-school presentations.

Supporting Evidence

- Buddy System Chart
- Fieldtrip Schedule
- Events calendar
- Assemblies Schedule

Prompt: *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom?*

Findings

The school leadership and staff endeavors to ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom. In case of language deficiencies in English the school offers a support program with a specialist teacher. For the German program each class has assigned a second teacher for 4 lessons to support the German language acquisition or special needs. These programs complement the regular classroom instruction and support the achievement of the ESLRs. Students in each grade level are involved in personal goal settings that are kept in a continuum folder. Teachers and students work on strategies to accomplish the goals set by the students. Students plan and prepare for student led conferences sharing their learning progress and goals with their parents. Students also share their learning in school wide assemblies.

Supporting Evidence

- German Support Teaching schedule
- English support schedule
- Continuum portfolio
- Student led conference Information
- Assemblies Schedule

Prompt: *To what extent does the school leadership and staff link co-curricular activities to the expected school-wide learning results (school-wide learner outcomes)?*

Findings	Supporting Evidence
<p>Co-curricular activities mainly take place as afternoon program. The school offers language classes, art and sport classes, science activities, theatre, choir and music classes. As an extra curricular the school also offers a leadership class which supports student council activities. Through the extra-curricular program, students have the opportunity to develop all different areas: social, physical, emotional and cultural. These activities are in direct support of the ESLR's</p>	<ul style="list-style-type: none"> ▪ Extra curricular program catalog ▪ List of students participating

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?*

Findings	Supporting Evidence
<p>Besides the Student Success Team the school has an integrated Personal and Social Education curriculum. The PYP coordinator is responsible to assist the grade level teams in planning activities to support Personal and Social growth as part of their unit planners. In case of language deficiencies in English the school offers a support program with a specialist teacher. For the German program each class has assigned a second teacher for 4 lessons to support the German language acquisition or special needs. These programs complement the regular classroom instruction and support the achievement of the ESLRs. As seen in the extra-curricular program guide, the school provides the service of a homework club as an extra curricular activity. In addition a preparation class for ICEE and High School admissions testing is offered as an extra curricular activity. In order to allow for smooth transition to local English language schools, specific math or science terminology is often taught in both the English and German languages. Achievement tests such as the SAT 10 and Deutsche Sprach Diplom (DSD) support student transition into High Schools in both the USA and Germany.</p>	<ul style="list-style-type: none"> ▪ SST program Information ▪ PSE curriculum document ▪ Unit planners ▪ SAT 9/10 Results ▪ ISA Results ▪ DSD Results ▪ Extra curricular program catalog

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>As part of the IB programs the students are encourage to participate in community services. This is shared and recorded in the classroom as well in the reflection component/ action of the Unit Planner. Through the IB programs teachers use a variety of assessment strategies and tools to provide students with formative and summative assessments. Students are actively involved in peer and self assessment, using peer assessment forms and self assessment forms, to gain a better understanding of the expectations and to set goals for themselves. Teachers actively participate in the co curricular activities to fulfill the students’ needs including homework club. After each unit teachers reflect on the process and student involvement and record their findings on a unit planner. Several teachers are involved as mentors during the Grade 5 exhibition unit with clearly defined roles as articulated in the guidelines for mentors. Teachers track community service activities of students. Under the supervision of two teacher advisors, students form an organization called SMV as defined by the SMV guidelines. All students participate in the election of class officials. The students vote for four officers from the middle school, who organize certain events. The organization is also responsible for fund raising and budgeting. As evidenced in the extra-curricular programs guide, offerings include a leadership academy, art in action club which has involvement in community projects.</p>	<ul style="list-style-type: none"> ▪ Extra curricular program catalog ▪ Unit planner ▪ List of teachers involved in extra curricular activities ▪ Guidelines for Exhibition Unit Mentors ▪ List of Community Service activities ▪ Peer assessment forms ▪ Self assessment forms ▪ SMV guidelines

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Students feel that the support services are generally adequate and are pleased with the development of the Middle School common area and lockers that were added this past year. They are also pleased with the field trips especially the Berlin trip for Grade 8. The students had some suggestions for future improvement s which included more extra-curricular activities such as theater</p>	<ul style="list-style-type: none"> • Student Council Minutes

and languages. The also suggested an external eater fountain and eventually a locker room for PE.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The IB programs in our school are designed to foster the development of the whole child. The schools curriculum fosters the connection of the school and the home. Personal and social education is part of the daily classroom life. School wide activities promote the feeling community. The school actively involves parents in the understanding of the program via info mails, newsletters, end of the unit presentations, assemblies, student exhibition, parent evenings, student led conferences and parent conferences. Teachers participate consistently in reflections regarding best practices to support the students’ needs. A high priority is placed on professional development, especially through the International Baccalaureate Organization, in and outside of the school. GAIS teachers are required to attend IB Workshops as a condition of participation in the program.</p>	<ul style="list-style-type: none"> ▪ School enrollment numbers ▪ Parent surveys ▪ Student surveys ▪ Students projects exhibiting global awareness ▪ IB Workshops participation list

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

Findings	Supporting Evidence
<p>It is evident in the school that everything done actively supports the schools mission promoting it inside and outside of the curriculum</p>	

C2. Parent/Community Involvement Criterion

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

Prompt: *Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.*

Findings	Supporting Evidence
<p>The school has processes for the regular involvement of parents and the community which includes:</p> <ul style="list-style-type: none"> • Parents are required by virtue of the enrollment contract to participate actively through volunteering at the school. This is outlined in the GAIS Parent Handbook • Parents are invited to participate as guest speakers, fieldtrip drivers or help in classroom activities. • A large number of parents regularly participate in end of the unit presentations. • The school has a Class Rep organization, as articulated in the GAIS Parent Handbook, that plans workshops, guest speakers on educational topics and provides a forum for discussion on the schools mission, goals and programs. • Through the use of a newsletter, the school administration provides weekly information about events at the school as well as information regarding school programs and activities. • The school has parent evenings, such as the Back to School Night, to discuss class related topics or Open Houses to give information on school programs. • As evidenced by the events calendar on the school website, the school organizes social events, fundraising events, parent teacher conferences, student led conference. • The school regularly exhibits art at a local café • The IB coordinator regularly provides updates and information regarding the IB Programs at the members Meetings. • As articulated in the Parent and Teacher 	<ul style="list-style-type: none"> ▪ Parent Handbook ▪ Enrollment Contract ▪ Fund Raising Results ▪ Class Rep lists and meeting minutes ▪ Members Meeting Minutes ▪ GAIS Newsletter ▪ Back to School Night information sheets ▪ Open House Program Information Sheets ▪ Personnel Handbook ▪ Website

- Handbooks, teachers provide opportunities to meet with parents as needed.
- Regular members meetings provide information regarding school wide goals and focus areas, as well as the accomplishments.
 - Parents help support the school's programs through fund raising activities.

Prompt: *How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>The school regularly uses community resources to support students. For each unit teachers, often with the help of the parent community, organize speakers or fieldtrips to support the curriculum. For special topics the school invites local organizations such as fire department, police department, local theatre groups to foster a sense of community as well as provide them with important safety information. Twice a week a local German bakery services the school community as well as the neighborhood community with baked goods. The school receives a small percentage of sales as a donation. At the annual Summerfest, Winterfest and especially during the Auction, local businesses donate goods or services to support the schools fund raising program. Several classes have exhibited their art work at a local café. Class Reps organize speakers for parent community.</p>	<ul style="list-style-type: none"> ▪ Anti bullying theatre performance ▪ Internet safety talk info ▪ German Bakery Schedule ▪ Art Exhibition Café Zoe ▪ Guest speakers schedule on website ▪ Auction Catalog

Prompt: *How does the school ensure that the parents and school community understand student achievement of the expected school-wide learning results (school-wide learner outcomes) through the curricular/co-curricular program?*

Findings	Supporting Evidence
<p>The ESLR'S are integrated into the curriculum. They are displayed in the classroom and as evidenced in the unit planners, activities around them are planned in every unit. They are also highlighted in teacher communication with the parents. During the student led conferences, students share a Learner Profile self reflection form based on the ESLR's with their parents. The ESLR'S are referred to regularly in news letters. Presentations are made at Members meetings on student achievement indicators as well as through written communications.</p>	<ul style="list-style-type: none"> ▪ ESLR's displayed in the classroom ▪ GAIS Newsletter ▪ Unit planners ▪ Learner Profile Student reflection form ▪ Members Meeting minutes

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>For the past eight years the school has been implementing the PYP curriculum framework (Pre-School through grade 8) of the IBO and is currently in the application process for the MYP (grade 6-8). These programs provide the school with extensive guidelines geared towards the achievement of standards and practices relevant to fulfill the need of the whole child. They are based on best practices that put the students in the center of their learning. Extensive self study programs help us identify areas in need of improvement. These are reflected in our action plan.</p>	<ul style="list-style-type: none"> ▪ Evaluation by the IBO

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

Findings	Supporting Evidence
<ul style="list-style-type: none"> • As seen in the enrollment contract, the school requires parent involvement in the school. • As seen in the GAIS Parent Handbook, the school has set expectations for parent support in the students' achievements and progress. • Parents support teachers in organizing and exploring field trip opportunities and guest speakers. • As seen in the Making It Happen Guide, one of the IB program components focuses on attitudes that support the achievement of the ESLR's. 	<ul style="list-style-type: none"> • IB Making It Happen • Enrollment Contract • Parent Handbook

WASC Category C. Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

Category C: Support for Student Personal and Academic Growth: Areas of Strength

- The support for students' personal and academic growth is an integrated part of our curriculum. Personal and social development is planned for and taught in every unit of study.
- The school schedules time for collaborative planning to ensure that the curriculum is dynamic, relevant, engaging and challenging for all students.
- Students are constantly engaged in global thinking and responsible actions based on specific attitudes and the promotion of the ESLR's.
- The ability of being a multi lingual and multi-cultural school community provides the students with a confidence and inter-cultural awareness that promotes international mindedness.
- The school has a yearly area of focus which is directly linked to attitudes and supports the ESLR's. Last year the focus was placed on respect for self, others, environment and learning. This year the focus is on creativity in visual arts, communication, problem solving and performing arts.
- This year the school is piloting an after school program that involves a teacher facilitating a leadership course in which students plan and organize community building events and community service.

Category C: Support for Student Personal and Academic Growth: Areas of Growth

- Increase the enrollment, especially in the Middle School, to create a more dynamic social environment.
- Implement MYP as a continuum in fostering global community and academic excellence.

Category D: Resource Management and Development

D1. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected school wide learning results (school wide learner outcomes)?

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's purpose and student achievement of the expected school wide learning results (school wide learner outcomes) and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
<p>A process is in place to allocate funds to the various needs of the school. Staff can give input on educational materials and books needed as well as capital items such as furniture and equipment. In addition, each class receives a class budget based on enrollment numbers. The facilities committee makes annual recommendations for facilities improvements. Other committees, such as Marketing, or Fund Raising make requests annually. A Personnel Committee does an annual review of compensation and makes recommendations to the Board. The administration and board make the final decisions on how money is allocated, based on needs voiced by the community and the income generated from tuition and fund raising. All financial information is presented at three yearly Members Meetings for comment and discussion.</p>	<ul style="list-style-type: none"> • Facility Committee Recommendations • Board meeting minutes • Members Meeting minutes • Class Budget Allocations Table • Compensation Committee Proposals

Prompt: *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
<p>The school's financial dealings are handled in a professional way in accordance with the school's bi-laws. There are established protocols for financial decisions and transactions on all structural levels</p>	<ul style="list-style-type: none"> • External annual audits • Bylaws • Board Committees Membership Chart

(expenditures, re-imbursements). There are clear procedures and policies in the Staff Handbook regarding financial dealings relating to travel policy, check requests, budget allocations etc. The annual budget is developed by the school's finance committee in collaboration with the Head of School and GAIS has always kept within a clearly defined budget. An annual audit is conducted

- Monthly budget reports
- Members Meetings minutes

Prompt: *Determine if the facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.*

Findings	Supporting Evidence
<p>The facilities are adequate and meet the school's purpose and are safe, functional, and well-maintained. The campus and main building are leased from the Menlo Park School District. The leases run for five year terms and have been repeatedly renewed over the school's 20 years on the facility. Despite the uncertainty inherent in the lease, the school has conducted many big projects in a continuous upgrading of facilities and materials. Obtaining additional space for growth has involved installing portable buildings which the school has purchased outright. The school employs a janitorial service to clean the premises daily, a landscaping company to maintain the grounds, and has hired a custodian to control the campus and perform minor maintenance jobs. Larger projects are contracted out to local companies. Recent improvement projects have included:</p> <ul style="list-style-type: none"> • Resurfaced asphalt play area and added new parking spots and improved outside lighting • Constructed new middle school meeting area and lockers • Improved lunch area • New portables, new and improved 	<ul style="list-style-type: none"> • Campus plan • Custodian job description • School Lease • GAIS Emergency Plan

- library, new lighting in classrooms.
- New and improved staff room with added computers
- New science lab
- New laptop computer cart in addition to existing computer lab
- Improved playing fields
- Renovated front office and landscaping
- New school sign
- The lunch facilities were improved by adding a shade structure

The school has an emergency plan and performs regular fire drills. The main office complex has a security alarm system.

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
<p>There is a budget for buying books and materials and there is a prompt administrative response for staff requests for the updating of appropriate class materials. There is a procedure to purchase new materials requested by teachers. Request forms for books and materials are distributed in the Spring and teachers can make purchase requests. These are reviewed by the admin team for suitability and discussed with the Finance Committee when formulating the budget. Teachers also have their own set classroom budget to purchase their own class materials. There is a separate budget line items for Information Technology. We have constantly upgraded resources for technology and web connection and added new science materials. A list of materials recently added to the school includes:</p>	<ul style="list-style-type: none"> • Book and Material Request forms • Class Budget Allocations Table • Budget
<ul style="list-style-type: none"> • Updated textbook series for many 	

classes

- All books have been bar-coded for inventory purposes and easier access in the library
- Laptop cart for new arsenal of laptops
- Added computers in the classrooms and staff room
- Color printer for staff use
- Added USB compatible projectors
- New science lab with materials
- New music room with new keyboards
- New and improved library with all books catalogued

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
<p>The hiring process has improved in the past few years. The Head of School interviews candidates in Europe and the USA. Prospective candidates are generally flown to the school for panel interviews and demo lessons. Teacher reps, board members and sometimes parent reps are involved in the hiring process by serving on the panel interviews. Job openings are posted on the school website, local job boards and international job boards. Attendance at hiring fairs has started this year. The school has a clearly articulated teacher evaluation protocol. There is a commitment to staff development and an effort to increase staff compensation and benefits. The budget contains a line item for professional development. IB Conference attendance is required by the program and the school has an annual list of teachers being sent to conferences. A Board led personnel and compensation committee interacts with teacher reps on a</p>	<ul style="list-style-type: none">• Teacher evaluation process and forms• Job postings on website• Job descriptions• IB Workshop Participation List• New Teacher Mentor Program• Information for New Teachers• Budget• Board Committees Membership Chart

regular basis to review the school's compensation package.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The school has made a commitment to remain at the Elliott St. campus.	<ul style="list-style-type: none">• Renewed lease with the Menlo Park School District

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

Findings	Supporting Evidence
School was able to obtain some financial support from the German state support for the school. The outstanding quality of the program was recognized in the IB Evaluation Report.	<ul style="list-style-type: none">• Grant from Germany• IB Evaluation Report

D2. Resource Planning Criterion

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

Prompt: *Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected school wide learning results (school wide learner outcomes).*

Findings	Supporting Evidence
The school has an annual budget, drafted by the Head of School and finance committee, and reviewed and approved by the board. Financial updates are regularly given at Board and Member meetings. There is an audit done annually by an external accountant. The Board and administration have an annual Off-site for strategic and long term planning.	<ul style="list-style-type: none">• Budget• Annual audit report• Monthly reports to Board by the finance committee• Financial reports at Members meetings

Prompt: *To what extent does the school leadership and staff use research and information to form the master resource plan?*

Findings	Supporting Evidence
Past budget and financial information, current and projected enrollment numbers, current economy indicators, the needs of the school community, and tuition and fund raising data are used to determine the budget.	<ul style="list-style-type: none">• Budget• Tuition tables• Enrollment data• Parent surveys

Prompt: *Is there effective involvement of stakeholders in the school's future planning?*

Findings	Supporting Evidence
Throughout the year there are members meetings, class reps meetings and surveys which are opportunities for the school's stakeholders to become involved in the school's future planning.	<ul style="list-style-type: none">• Members meetings minutes• Parent surveys• Class rep meeting agendas

Prompt: *Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?*

Findings	Supporting Evidence
<p>The school’s Board and leadership team are active in informing the public and getting community support for lease negotiations and use permit revisions. Members meetings and written communications inform the parent body. There is a clearly defined process of communication with the neighbors to ensure school adherence to the terms of its use permit. A neighbors meeting is held once a year. There are regular meetings with the School District as articulated in the lease agreement. The most recent results of which were the extension of the school campus lease and the repaving of the parking lot. The school has been able to establish good relations leading to financial support by the German government. The school is also now receiving financial support by the Swiss government.</p>	<ul style="list-style-type: none"> • Member’s Meetings minutes • GAIS Newsletter • GAIS-sponsored annual neighborhood meetings • Campus Lease • Grant from Germany • Grant from Switzerland

Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
<p>There are effective marketing strategies to support the implementation of the developmental program. The school has good marketing materials that are reviewed periodically by the Marketing committee which is Board chaired. Information is gathered on parent inquiries and enrollment patterns. A school sign was put up this year. Participation at local school fairs is organized with the help of parents and staff. The school website has been reviewed and revised this year following a significant overhaul two years ago. There are events throughout the year promote the school and the school’s visibility. These include community events, concerts, talks, Open Houses and Information Evenings and art</p>	<ul style="list-style-type: none"> • Marketing materials • School sign • School & preschool fair calendar • Inquiries tracking chart • Website • International Middle School Marketing Flyer and information • Events calendar on website • GAIS Newsletter • Alumni Newsletter

exhibitions. Plans are under way for increased visibility through the use of banners before Open Houses and more marketing of the revised Middle School program. The school newsletter has wide distribution as does a recently revised Alumni newsletter.

WASC Category D. Resource Management and Development: Strengths and Growth Needs

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

Category D: Resource Management and Development: Areas of Strength

- There is good overall planning and oversight.
- There is a strong vision for the future of the school.
- There is continuous effort and improvements in the areas of facilities, staff and program development.
- There is a well developed bilingual library and science lab.

Category D: Resource Management and Development: Areas of Growth

- We should review staff compensation package and benefits.
- We need an improved multi-purpose facility and lunch area.
- Additional playground and staff facility improvements to accommodate the growth of the school.

CHAPTER V: SCHOOLWIDE ACTION PLAN

Stated Improvement Growth Areas/Goals	Action Required	Personnel/ Groups Responsible	Time Line	Evidence of Achievement of, or Progress towards, the Goal
Review and revise the staff compensation package to ensure that GAIS is competitive on both the local and international levels to attract good teachers and ensure staff retention.	<ul style="list-style-type: none"> • Revise Compensation package • Research both local and international school packages 	Personnel Committee Financial Committee Board	August 2011	Revised compensation package
Increase student enrollment in the Middle School through the Development and marketing of the International Middle School program	<ul style="list-style-type: none"> • Revise marketing plan • Improve pr materials • Greater visibility in schools fairs, media etc. 	Marketing Committee Admin Team	August 2013	Enrollment increase to target of 75 in MS
Increase the number and diversity of extra-curricular programs to give the GAIS community an outlet for creative, social and physical activities	<ul style="list-style-type: none"> • Annual interest survey • Enlarged plan of activities 	Class rep organization Extra Curricular Coordinator	August 2014	More and diverse classes Parent survey
Plan for GAIS' long term facility and financial stability	<ul style="list-style-type: none"> • Develop a long term facilities and financial plan 	Financial Committee Facilities Committee Board	June 2011	Plan
Obtain verification for the MYP Program	<ul style="list-style-type: none"> • Professional Development Plan • Fulfill IBO requirement as articulated in Guide to MYP Authorization 	Dominic Liechti Maike Silver MS Teachers	June 2013	Letter of notification of status
Increase behaviors of respect and tolerance in the student community.	<ul style="list-style-type: none"> • Implement programs and activities 	Administration Education Committee Staff Student Council	June 2013	Student Survey