



Midterm Visit School Report

FOR

International Christian School Uijeongbu

Uijeongbu, South Korea

November 2018

Head of School

John Havill

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I. School Profile Data

- Provide an updated student profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and expected student outcomes; student and faculty/staff demographics; and a brief summary of student achievement data for a three-year period.

Introduction to the International Christian School Uijeongbu

International Christian School Uijeongbu (ICSU) is a fully accredited K-12 foreign school located ten kilometers north of Seoul, South Korea. We have been serving this community for over 30 years. We educate our students from a Christ-centered Biblical worldview through the American curriculum. We offer our students AP courses, online courses, three seasons of athletics, visual arts, performing arts, music programs, after school clubs, weekly chapels, community service opportunities, and mission trips. ICSU provides all of its students with a laptop computer for learning, creating, and collaborating. We are accredited by ACSI, WASC, and the Korean Ministry of Education.

School Mission Statement

To provide an education which will enable the student to be a productive, responsible citizen with a Biblical worldview. Education, being the pursuit of truth, is provided in the context that Jesus Christ is the absolute truth.

School-wide Learning Expectations (ESLRS)

Students should be:

INVESTIGATIVE LEARNERS WHO:

- Assess their needs and apply appropriate strategies to learn identified concepts and skills
- Formulate positive personal values based upon Biblical principles
- Formulate and pursue realistic goals
- Evaluate progress
- Continue learning throughout life

PERCEPTIVE LEARNERS WHO:

- Identify, analyze, discriminate, prioritize, and apply information

- Utilize multiple frames to reference
- Make responsible decisions
- Apply critical thinking skills to life's problems

EFFECTIVE COMMUNICATORS WHO:

- Convey messages clearly and accurately to others
- Understand and use the fundamental processes of communication in dealing with others
- Receive and interpret messages of others in an effective manner

QUALITY PRODUCERS WHO:

- Create intellectual, artistic, practical, and physical products
- Reflect creativity and high standards
- Take advantage of emerging technology

COOPERATIVE CONTRIBUTORS WHO:

- Develop appropriate skills in personal and social relationships
- Foster, develop, and maintain relations within varied cultures and diverse settings
- Establish and accomplish effective goals with others

INVOLVED CITIZENS WHO:

- Respect and submit to proper authority
- Demonstrate positive attitudes and produce quality citizenship
- Contribute their time, energies, and talents to improve the quality of life in our world
- Practice their beliefs with God and man

Student and Faculty/Staff Demographics

ICSU's student body is currently made up of 82 students from 8 different countries. 41% percent of the students are Korean nationals, an equal 41% are US nationals, 9% are Chinese, while the remaining 9% are from Japan, Kyrgyzstan, Germany, Hungary, and the Philippines. Many of the US nationals are from Korean-American families, while according to MOE standards their primary nationality is the US unless both parents are fully Korean. While 9% of our current student body are Chinese, this is a group that the school is currently attempting to market further through EFL and our Homestay program. As a foreign school in South Korea, we are permitted to accept South Korean citizens, although we are limited by the Ministry of Education to accept Korean citizens who have met the minimum number of days living outside of the country for 1095 days (3 years).

ICSU's administration and teaching staff primarily are US nationals but we also have staff from South Korea, Canada, Kyrgyzstan, Mongolia, and Hungary. All staff are Christians, dedicated to serving and teaching children from a Biblical perspective. The faculty of ICSU is comprised of certified teachers that are passionate about their work. Teachers are dedicated to the success of their students. All hold at least a bachelor's degree and many hold a master's degree. Our average teachers' and administration tenure is about seven years, which is longer than many other international schools around the world.

-2018-2019 Student Demographics *current summary*:

https://docs.google.com/spreadsheets/d/1G9walt-groc3zp5eldFViPHMikjXadVxKxhnMtgBi_E/edit#gid=0

-2018-2019 Staff Demographics *current summary*:

https://docs.google.com/spreadsheets/d/1tgHIOLy2sqioDD-EfsCktFeLO4fyBwNI27_thQkTzc4/edit#gid=1353425331

-2017-2018 Statistical Report to NICS:

<https://docs.google.com/spreadsheets/d/1y07JxghUvUhh8Rr4irWGvNOepHwrNpsS2cNfni4wLPc/edit?usp=sharing>

-2016-2017 Statistical Report to NICS:

<https://docs.google.com/spreadsheets/d/1P1ER7mUd2Pfc-w-aNOqVy6mT8lekuyLzDYfb6fQ4lFM/edit?usp=sharing>

Student Achievement Data

MAP- ICSU students are performing above the norm. However, recent internationally normed data is not available. While the difference between the norms and the ICSU score at the K-2 level is marginal, it shows strong performance in that grades K-2 at ICSU is 50% EFL students. With 36% EFL students, grades 3-5 are scoring 3-6 points above the norm while middle school is scoring 4 -10 points above norm. High school mathematics excels with a 21 points above norm average.

Data analysis that tracked ICSU data trends from 2014 to 2018 showed K-2 Scores on decline as would be expected based on loss of the US military population and 50% of our current K-2 students being enrolled in EFL. In grades 3-5, a pattern of less growth was noted for Winter testing than both Fall and Spring. Winter special events and activities may be impeding growth. Scores for grades 6-8 are holding steady through the transition while, in general, high school scores are on the increase compared to the scores prior to the departure of our US military dependents.

SAT/ PSAT - SAT scores are on the increase over the last 5 years, improving by 198 points. The average total SAT score for ICSU students in 2017-2018 was 77 points above the norm while so far 2018-2019 scores are 185 points above norm. Similar patterns are noted in the PSAT with ICSU students scoring an average of 1052 as compared to the 974 scored by International and US test takers .

AP - ICSU is in the process of regrowing its AP program after a decline between 2016 and 2017. 2018 finds an increase in the number of students taking AP tests and the number of exams taken, but also an increase in the percentage of students scoring a 3 or higher. In 2016 and 2017 only 5 students took AP tests and only 60% of those students scored over a 3. In 2018 we had 87.5% of the 8 students who took exams scoring at a 3 or higher. In general, ICSU students perform better than their 2+ million global counterparts but fall behind the 3000+ students taking AP tests in Korea.

Data Resources

[Long Term Data Analysis](#)

[MAP 2018 Data Analysis](#)

[SAT/PSAT Data for Accreditation](#)

[SAT and PSAT individual analysis](#)

II. Changes Since Last Visit

- Give a description of any significant changes and/or developments since the last full team visit. Include any changes in student enrollment, administrative and governance structure, facilities, faculty and staff composition, etc.

As addressed during the last full visit ICSU continues to struggle with student enrollment with the closing of the US military bases around the school. ICSU currently has 84 students and is running a deficit. The budget has been trimmed and can be in the black with 100 students. The school has over \$2,000,000 in cash assets so we are not in crisis. The current administration realizes that the current law requiring the school to only admit Korean students who have been outside the country for at least 1095 days is hindering growth in the elementary and is looking for ways to counter this.

- Describe the impact these changes and/or developments have had on the school and its programs.

Over the years of decline the school's administration has slowly cut back on programs and even announced the school's closure last November. A new Director was brought in to rebuild the school in January 2018. In April of 2018 he hired an Academic Principal to continue to develop our academic program. After meeting monthly with parents we are bringing back more programs like onsite Advanced Placement classes and the Science Fair. In the 19/20 school year we will add other past programs like International Cultures Day and the Spelling Bee. The administration is also developing an intensive English and homestay program for students coming from China.

III. Maintenance of Standards

- Identify any standards or indicators that are not at compliance level or above (taken from the ACSI Standards/Indicators Checklist) and explain why the school is not in compliance and what the plans are to come into compliance. (Include the full ACSI Standards/Indicators Checklist.)

The complete school improvement task force met on October 12, 2018. An evaluation of the school was conducted using the [ACSI Reach 2.1 Rubric](#). The group collaboratively completed the [ACSI Standards/ Indicator Checklist](#). All indicators for standards 1,2,4,7, and 8 were in compliance or exceeded compliance. Indicators 3.1 and 3.11 in standard 3, indicators 5.1 and 5.2 in standard 5, and indicator 6.18 in standard 6 were deemed in partial compliance by the school improvement task force. The following statements explain why the school is not in compliance and what the plans are to come into compliance.

Indicator 3.1 - Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary).

Partial Compliance: The enrollment is marginal to operate as a viable school, meet the needs of students, or operate with financial stability.

Why marked PC: With the loss of the US military market due to base closures, overall enrollment has decreased drastically. ICSU is financially sustainable running current programs at 100 students. That means 7.7 students per class are needed for sustainability. Our secondary programs are close or over that threshold. Average class enrollment in middle school is 7.6 students per class and high school has 7.75 students per class. However, elementary enrollment has decreased to an average class enrollment is 4.5 students per grade.

Plan to get into C with time frame: A marketing manager was hired in July 2018 in order to grow our potential student marketing base. Brochures, pamphlets and banners have been made and are being distributed to potential families and companies. Plans have been made to wrap the school vehicles for more exposure and advertising. A homestay program was started in August 2018 and we are looking at starting an intensive EFL program for foreign students (mainly Chinese). The school also started a golf team with the hopes of recruiting some Korean junior golfers who would like an English education with the possibility of getting a scholarship to a US university.

Indicator 3.11 - Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location.

Partial Compliance - Student records are maintained but are difficult to reference. There are no accessibility limits, and they are in a non secure location.

Why marked PC: A dual set of student records have been used including both a paper file and a digital file. However, the materials in the paper file are not backed up in the digital file. The digital files are only accessible by select office and administration members. Paper files are available in the general office area during office hours. The cabinets holding the files are keyed, but the keys have been misplaced and therefore not kept locked.

Plan to get into C with time frame: Paper student records are currently being scanned and added to the digital student records. The scanning will be complete by May of 2019. Additionally, the cabinet holding the paper files will be lockable by May of 2018. This will entail either finding the current keys, rekeying the doors, or moving these files into the principal's office.

Indicator 5.1 - The curriculum documents developed by the school provide a well-documented Biblical basis for instruction of students in each course consistent with the goal of developing a Biblical worldview of students.

Partial Compliance - Curriculum plans/maps are partially completed for some of the core courses, but there is little evidence of a thoughtfully developed, Biblically based curriculum.

Why marked PC: Biblical integration is partially developed. Some unit plans address Biblical integration but Biblical integration present indicates an undeveloped understanding of developing a Biblical worldview through academic integration.

Plan to get into C with time frame: Full time staff attended professional development led by Nancy Percy in August 2018. As per the updated formalized [Professional Development Program](#), all staff will complete the Philosophy of Christian Education coursework as prescribed by the Association of Christian Schools International. All current staff will complete training by July of 2020.

Indicator 5.2 - The curriculum plans/maps drive the instructional program. The plans/maps are current and include the following components: (1) schoolwide expected student outcomes, (2) scope and sequence of instruction for each subject area at each grade level, (3) biblical integration concepts, (4) school-selected standards, and (5) assessments. The plans include course goals and objectives, resources, as well as the time allotted for each unit. The plans/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child - spiritually, intellectually, physically, emotionally, and socially.

Partial Compliance _ The curriculum plan/maps are somewhat developed, but several of the requirements (1-5) are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily

accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven.

Why marked PC: Unit plans in Atlas Rubicon were started and systematically developed until June 2016. Through a change in administration the development of unit plans in Atlas Rubicon halted leaving the existing unit plans underdeveloped and out of date.

Plan to get into C with time frame: A small team of teaching staff along with the school principal will attend an Atlas Rubicon curriculum summit in January 2019. Professional development on unit planning in Atlas Rubicon will be offered during teacher orientation in July/August 2019. Curriculum maps and guides will be revised and updated by June 2022 while unit plans in Atlas Rubicon will be revised and/or completed over a four-year period with all core class unit plans complete and up-to-date by June 2023.

Indicator 6.18 - Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents.

Partial Compliance: Some policies and procedures are in place, but they are inconsistently applied or poorly communicated.

Why marked PC: The school vehicles' insurance and registration are renewed and maintained consistently. The school drivers who also work with campus and vehicle maintenance are properly licensed and trained for vehicle safety and response before hiring. Mr. Kim, our bus driver with the longest tenure at ICSU is our lead driver/maintenance staff. They regularly follow procedures to take school vehicles for inspection, repairs, oil changes, etc. The vehicles all must contain emergency/first aid kits. All school vehicles contain video and voice recording for safety and incident reporting purposes. Our large school bus has bus monitors for morning and afternoon routes. There is currently a general communication procedure for vehicle accidents in writing in the school's EPP. This part of the EPP is posted in each vehicle with pertinent contact information. However, there are not currently *written, detailed* policies in place to govern *all* these procedures *consistently* which should be clearly communicated to all constituents. "Some policies and procedures are in place, but they are inconsistently applied or poorly communicated."

Plan to get into C with time frame: The School Improvement Task Force, in collaboration with the office and driving/maintenance personnel, will create in writing more detailed and specific policies and procedures for routine safety inspections, service, and repair of school-owned vehicles and expand on written policies for reporting vehicle accidents (include applicable phone numbers and other pertinent information) - including communication with all constituents. A vehicle maintenance manual will be created and the vehicle accident procedures will be expanded upon in the school's Emergency Preparedness Plan (EPP) and shared with constituents through handbooks or other means. This should be completed and shared with constituents by the start of the 2019-2020 school

year (August 2019). Currently a safety officer is in review of our EPP and will offer suggestions for improvements which should include the area of vehicle accident protocol. We will also pull resources from other schools or attempt to find previous written policies/procedures that were in place when previously marked compliant.

IV. Progress on Major Recommendations

- Provide an analytical summary of the progress made on each Major Recommendation from the last visiting team report.
- Comment on any other items on the continuous school improvement plan (CSIP) and on any refinements made to the CSIP since the last team visit.
- Provide evidence supporting the progress for each Major Recommendation and its impact on student achievement (if applicable).

Major Recommendation 1

The Administration should develop a comprehensive strategic plan with input from multiple perspectives that articulates a vision for the future and informs financial decisions in the present to ensure the sustainability and growth. (Standard 2)

The current CSIP and strategic plan was developed and reviewed by the ICSU Field Leadership Team (FLT) after getting input from parents, students, and staff. It has been discussed with parents and staff during meetings and placed on the school's website as a public document. The plan will be reviewed and updated each semester with a report on whether the goals have been achieved. New goals and areas of improvement will be added as appropriate.

ICSU [Continuous School Improvement Plan](#) (CSIP)

Major Recommendation 2

The Administration and faculty should develop and implement a comprehensive process through which student achievement data is collected and analyzed to provide a more informed understanding of student needs and to facilitate the adjustment of instructional strategies to meet those needs more effectively. (Standard 5)

ICSU utilizes the Measures of Academic Progress (MAP) created by the Northwest Evaluation Association. The MAP test is given to ICSU students in grades K-10 three times a year. ICSU has been using MAP for more than five years, however a formalized method of using the results has not been in place. In September of 2018 ICSU formalized MAP data use with the development of the [MAP Data Protocol Handbook](#). The handbook dictates the use of MAP data for schoolwide, multi-grade

level (called PODS at ICSU), class level, and student analysis. Each level of analysis looks for patterns and opportunities for improvement. Included in the protocol is student goal setting. ICSU will also be moving to annual student led conferences for students in grades K-5 and EFL students in all grades. The results of the 2018 fall MAP testing can be found in the [MAP 2018 Data Analysis](#) file along with student personal improvement goals.

Schoolwide analysis looked not only at current MAP scores, but at five years of school-wide MAP performance. The [Five Year Review of MAP Strengths and Weaknesses](#) tracked school wide performance that was below or above the normed averages to see where our school excelled and the areas of needed overall improvement. The analysis clearly showed a needed improvement in statistics and probability instruction and middle grades writing instruction. It also corroborated teacher beliefs on the strength of our phonics programs. POD level improvement goals were set to address areas of need and this information will help inform curricular decision-making.

Additionally a [Long Term Data Analysis](#) database was created to record and track data on MAP, AP, SAT, & PSAT performance. The following patterns were identified.

MAP- ICSU students are performing above the norm. However, recent internationally normed data is not available. While the difference between the norms and the ICSU score at the K-2 level is marginal, it shows strong performance in that grades K-2 at ICSU is 50% EFL students. With 36% EFL students, grades 3-5 are scoring 3-6 points above the norm while middle school is scoring 4 -10 points above norm. High school mathematics excels with a 21 points above norm average.

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ICSU will continue utilizing the Long Term Data Analysis database and the MAP Data Protocol Handbook yearly to evaluate the academic achievement of individual students as well as groups, and the entire school academic program.

Major Recommendation 3

The Administration, in collaboration with multiple stakeholders, should develop a comprehensive facilities plan that addresses current and future needs and opportunities. (Standard 8)

The school has renovated the entire building, repairing every possible safety issue, such as exposed electrical wiring, introducing health and safety features, such as automatic hand sanitizers on every floor, revising all cleaning procedures, replacing all broken equipment and furniture, securing physical facilities, added windows to classroom doors bringing the school into compliance with organizational Child Safety mandates and physical facility improvements. In order to safeguard the health of our students, the school purchased an AirVisual air quality monitor in 2018. This monitor allows us to have real time data on the quality of air on and around our campus. The data is used to determine outdoor activities such as recess, athletics, and other outside activities.

Major investments in technology took place in 2016-2017 and is continued in 2017-2018. The building LAN was completely replaced with fiber optic and modern network switches and equipment. An enterprise level WiFi network was constructed using Cisco Meraki devices, providing 100% WiFi broadband coverage. All internal servers were replaced with cloud-based services. Every classroom has dedicated Apple TV's devices to wirelessly connect all teacher devices. All teachers are standardized on MacBooks. The school is now a 1:1 school, with every Grade 2 to Grade 12 student being issued school owned Chromebooks. Kindergarten and Grade 1 students have dedicated iPads. 100% of grade levels and subjects are now using a "blended learning" concept, where physical classrooms are combined with a school-wide Learning Management System (Schoology). In 2017-2018, the old computer lab was renovated into a "Design Lab."

With our current gymnasium we are not able to host home games in volleyball or basketball. In May of 2018 we signed a new 3-year contract with the gym owner to provide us a new larger gym next door to our current gym. He has agreed to expand the current building by adding a locker room, bathrooms and a storage room. However, he must first get permission from the city to do the renovations and change the zoning to a school athletic building. The plan was to move into this new gym during the end of August so we planned our home games in volleyball for October. In October we were notified by the gym owner that the city was requiring him to sell this piece of land to them for city planning and development. We are now working with our lawyer to see what type of recourse we have as a school to hinder this as we have a 3-year contract.

During the 1st semester of the 2018-2019 school year, we have a parent volunteering to help review and offer recommendations to our school's safety and Emergency Preparedness Plan (EPP). The parent works with the U.S. military in Korea and is a certified safety and health official that has agreed to review our EPP after signing a confidentiality agreement, to offer suggestions of areas of improvement. This offers an additional outside perspective aside from the health and

safety inspections that are already done throughout the school year by local authorities. During the 1st quarter, the parent voluntarily conducted a walk-through of our school building and gym facilities with a school administrator in order to give a report for any suggestions and areas of improvement in regards to safety and health. Once the report of recommendations is received by the administration, we will work on implementing any health and safety recommendations throughout the school.

Major Recommendation 4

All faculty should be trained and coached in best practices that clearly align to the vision of ICS and its outcomes, formalizing current professional development initiatives, and as financially feasible furthering professional development opportunities that are consistent with school goals and current plans. (Standard 4)

Professional development at ICSU has been formalized with the development of the [Professional Development Program Handbook](#). The handbook provides foundational basis for professional development and a formal structure and timeline. The program includes [teacher self-evaluation](#), [Personal Professional Development Plans](#), required completion of ACSI Philosophy of Christian Education coursework, and teacher selected professional development goals. In May 2018, the teacher self-evaluation instrument was converted to a digital format in order to gain school-wide insights. The [Teacher Self Evaluation 2018 Summary Results](#) provide ICSU administration with a glimpse of teacher needs. The 2018 self-evaluation showed that 42% of ICSU teachers do not have confidence in unit plan design, 31% are not pre-planning Biblical integration, and 36% struggle with engaging students in deep discussion. The data gathered through the teacher self-evaluation along with classroom observations will continually inform professional development decision-making. To address the needs of unit planning and curriculum design, a team of core teachers along with the school principal will attend the Atlas Rubicon Summit in January of 2019.

In April 2018, NICS, our mother organization, adopted [Standards of Best Practices](#). The NICS standards of best practices were introduced to the teachers during staff orientation in August 2018 and used as a springboard for professional development on [Academic Excellence in the Christian School](#). Each year, all NICS schools, including ICSU, will address policies, training, assessments, and accreditation standards for four NICS Standards of Best Practice. During the 2018-2019 school year standards 1,2,5, & 16 will be addressed.

Standard 1 ~ Students enrolled in NICS schools are provided maximum opportunities to learn.

Standard 2 ~ Students enrolled in NICS schools are taught by highly qualified teachers.

Standard 5 ~ NICS schools have instructional leaders that empower educator growth and development.

Standard 16 - NICS schools provide environments where students and staff feel valued and safe.

ICSU will utilize the network produced self-assessment to evaluate our programs in light of these four standards by December 2018. In February 2019, we will begin using the results of the self-assessments to set goals for improving standards 1, 2, 5, and 16. The process will be completed by July 2019.

Major Recommendation 5

The school should continue its curriculum review cycle and documentation to ensure the delivery of a robust, viable curriculum. (Standard 5)

In 2015, ICSU developed a ten-year [Curriculum Review Cycle](#). However, with the previous administration moving to close the school, little curriculum work has been accomplished over the last two school years. The current school principal, who arrived in July 2018, is in the process of a complete review of the current state of the curriculum development. While the review is in process, it has included teacher informal interviews, a rudimentary survey of [elementary](#) and [secondary](#) teachers' input on current textbooks, and an audit and reorganization of curriculum files. Additionally, a [Five Year Review of MAP Strengths and Weaknesses](#) tracked school-wide performance that was below or above the normed averages to see where our school curriculum is meeting or exceeding learning norms and to identify areas in need of improvement in Literacy and Math. This information will help inform curricular decision-making.

The review of ICSU's curriculum will be completed by December of 2018. At that time, a new curriculum review cycle will be adopted and a [Curriculum Development Handbook](#) will drive ongoing curriculum development. The new curriculum review cycle will be instituted in January 2019.

As part of the curriculum review cycle, unit plan development must also be addressed. Unit plans in Atlas Rubicon were started and systematically developed until June 2016. Through a change in administration, the development of unit plans in Atlas Rubicon halted leaving the existing unit plans underdeveloped and out of date. To update and improve unit planning at ICSU, professional development on unit planning in Atlas Rubicon will be offered during teacher orientation in July/August 2019. Curriculum maps and guides will be revised and updated by June 2022 while unit plans in Atlas Rubicon will be revised and/or completed over a four year period with all core class unit plans complete and up-to-date by June 2023.

Major Recommendation 6

The administration should develop a detailed School Improvement Plan to include a 3-5 year outlook, with analysis and detailed reporting procedures to determine whether the goals have been achieved. (Standard 10)

The CSIP and the school's Strategic Plan have been put into one document and is being reviewed and updated twice a year.

V. Midterm Report Development Process

- Briefly comment on the school's midterm report development process including who was involved in preparing the report and how the school plans to utilize the findings of the report.

The ICSU midterm report was developed by the Field Leadership Team and the school improvement task force. The FLT consists of the school director, Mr. John Havill, business manager, Mr. Scott Lancaster, and principal, Ms. Kathy McKinney. The school improvement task force is a team of individuals who volunteered to invest their time and energies in long term school improvement. The school improvement task force members represent school administration, office staff personnel, elementary and high school teachers, and parents.

Committee Members

FLT & School Improvement Task Force

John Havill, *Director*

Scott Lancaster, *Business Manager*

Kathy McKinney, *Academic Principal*

John Yoo, *Technology & Parent*

Dekota Lancaster, *Guidance Counselor*

Dawn Doorenbos, *Secondary English*

Semy Lee, *Grade One Teacher*

Argon Chong, *Marketing Manager & Parent*

Midterm Report Completion Assignments

Part I Scott Lancaster, John Yoo, & Dekota Lancaster

Part II John Havill, Kathy McKinney, Scott Lancaster

Part III Complete School Improvement Task Force

Part IV. Major Recommendations

Major Recommendation 1 - John Havill, Kathy McKinney, Scott Lancaster, Argon Chong

Major Recommendation 2 - Kathy McKinney, Scott Lancaster, John Yoo, Dekota Lancaster

Major Recommendation 3 - John Havill, Kathy McKinney, Scott Lancaster

Major Recommendation 4 - Kathy McKinney, Semy Lee, Dawn Doorenbos

Major Recommendation 5 - Kathy McKinney, Semy Lee, Dawn Doorenbos

Major Recommendation 6 - John Havill, Kathy McKinney, Scott Lancaster, Argon Chong

The specific action plans for utilizing the findings of this report can be found in each point of Part III. Maintenance of Standards and Part IV. Progress on Major Recommendations. To ensure the completion of those plans, the school improvement task force will meet quarterly to review progress on goals and on the CSIP/Strategic Plan. Plans and timelines will be accessed and revised as needed until full completion of both the Maintenance of Standards and Progress on Major Recommendations are achieved.