

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**



**2015 MID-TERM REPORT**

**AMERICAN INTERNATIONAL SCHOOL OF  
MOZAMBIQUE  
MAPUTO, MOZAMBIQUE**

**DR. MARY JO HEATHERINGTON  
HEAD OF SCHOOL**

**KAREN CROOKE  
COLLEEN FLETCHER  
SHARON CANADINE  
INTERNAL COORDINATORS**



## MID-TERM REPORT

### Introduction

When the Middle States Association grants accreditation to an educational institution, the accreditation action includes several conditions that must be met in order to retain that accredited status throughout the term of accreditation. These conditions include the expectation that the school will:

1. Continue to meet the Middle States Standards for Accreditation.
2. Comply with all policies of the Middle States Commissions on Elementary and Secondary Schools that granted the accreditation.
3. Notify the Commission(s) prior to making any substantive changes to improvement objectives on which the accreditation is based.
4. Make a good faith effort to implement the improvement plan and to achieve the improvement objectives.
5. Conduct periodically but at least once annually a formal review of the Plan for Growth and Improvement.
6. Submit an Annual Profile updating statistical data and information about the institution.
7. Pay annual membership dues and any applicable fees.
8. Nominate members of the professional staff who meet the qualifications for and are willing to serve on an evaluation team.
9. During the third year of the accreditation term, submit a Mid-Term Report.
10. In the sixth year of your accreditation term, begin a self-study to prepare for the next team visit

### The Mid-Term Report

At the mid-point of the term of accreditation, Middle States requires accredited members to prepare and submit evidence that they are in continuing compliance with the expectations for accreditation

Once submitted the Mid-Term report will be reviewed by the Middle States staff. If in the opinion of the staff the report is complete an onsite Mid-Term Review Visit is not required. If the report is incomplete an on-site Mid-Term Review will be required. When no visit is

required an institution wishing to receive the feedback and input that can be obtained by an onsite reviewer, may request a one-day Mid-Term Review Visit.

### **The Mid-Term Visit (if applicable)**

If an onsite Review Visit is either required or requested, the Reviewer will seek to validate that the evidence and data provided by in the Mid-Term Report. In addition, the Reviewer will provide feedback in a written report including feedback on the institutions culture of planning and continuous review, and progress being made in achieving the improvement goals. As a “critical friend,” the Reviewer will seek to validate, motivate, and provide assistance to the institution in invigorating and sustaining its improvement process.

The Mid-Term Reviewer will add to the Mid-Term Report a report their observations, comments, and conclusions and submit the report to the Middle States Association. After reviewing the Report, the Middle States staff will provide a copy of the report to the school.

# SECTION 1

## CONTEXT OF THE SCHOOL

### MAJOR CHANGES

#### **Strategic Planning**

Since the accreditation team visit in April 2012, AISM concluded its 2010-2015 Strategic Plan and a summation of progress on goals and objectives was addressed in the 2014-2015 [Annual Report](#) to the AISM Association. Some areas of focus, including the identified MSA objectives, carry over into the next five-year plan.

In January 2015, the Board of Directors selected a consultant to facilitate the next five-year plan for 2015-2020. The process is somewhat unconventional – a process referred to as *Outcome Mapping*. Outcome Mapping is an approach to planning, monitoring and evaluation that provides engagement of all strategic partners (stakeholders); defines outcomes as changes in behavior; and measures change through progress markers (indicators).

The implementation of the new [Strategic Plan 2015-2020](#) is underway this current school year (2015-2016). A new position, Director of Teaching and Learning, was created purposely to support the engagement with all strategic partners to identify strategies and measurement tools, and to track progress over time. The Director of Teaching and Learning meets regularly with the planning team and other strategic partners and shares strategies developed by all partners; designs means by which to collect data; and reports to the community through the monthly newsletter. Results of the first year will be reflected in the 2015-2016 Annual Report through the use of dashboards.

#### **Facilities**

Based on findings from financial and pedagogical feasibility studies, the AISM Board of Directors sought to acquire additional property to grow and expand the school since our accreditation visit in 2012. With a large waiting list of students until 2014, we were successful in raising sufficient funds to purchase prime property by introducing a *Guaranteed Student Enrollment* campaign to a number of international companies. These companies, in an effort to ensure placement for dependents of incoming expatriate families, purchased reserved seats for a period of ten years, resulting in more than two million dollars for capital funds.

In 2013, the Board commissioned a new Facilities Master Plan and also selected architects along with management and construction companies in 2014. Expansion projects include three phases for a total of \$18M.

Phase 1 of new construction was initiated in SY2014-2015. With the opening of SY2015-16, we now have four new primary school and 16 new secondary school classrooms, six science labs, a music complex and a dedicated primary school soccer field. A two-story cafeteria is under construction and is slated for completion in April 2016. Also included in Phase 1 is a new sports facility, which initially will provide an enclosed perimeter wall around one hectare of land, an official size soccer field, changing rooms and three covered basketball courts. These projects are to be completed by February 2016. Phase 2 will be implemented in SY2016-17 if student enrollment is sufficient to fund new

projects. This next phase includes a 50 meter swimming pool and an administrative building with classrooms, health facilities, changing rooms, weight training facilities and PE offices. The final phase of construction includes an Early Learning Center, a two-story administrative block and a center for maintenance services. Without unforeseen delays, all projects are slated for completion in June 2017.

### **Finances**

Before initiating the Facilities Master Plan, the Board of Directors developed a complex financial model to forecast the feasibility of growth and expansion. Financial modeling accommodates revenue, increased costs to staffing, and the phases of construction; ensures efficient and effective analyses; and informs the Board's decision making process. At the AGMs each year in May, the Board presents data dashboards to the Association to ensure transparency and engagement of all strategic partners.

### **Social, Economic and Political Factors**

For a number of years, student numbers increased substantially and waiting lists formed at most grade levels. Since SY2013-2014, however, several major economic and political factors impacted heavily on the school and continue somewhat today.

First, a spate of abductions and kidnappings for ransom, suspected by criminal syndicates, targeted largely the Asian community (Indians) here in Maputo, but eventually included some of the wealthy Portuguese and even Mozambican families. A growing concern developed among the expatriate community and some families chose to relocate and other potential families opted for alternative assignments.

In addition, only a few years ago, Mozambique was slated to be one of the major suppliers of coal and natural gas. However, plunging coal and oil prices today, weak infrastructures in Mozambique, natural disasters and flare-ups between rival political parties have dramatically altered investors' calculations and risk tolerance. International coal mining companies downsized radically in a relatively short time, impacting heavily on our student numbers. Likewise, delays in finalizing investment decisions by leading oil/gas companies have postponed the arrival of anticipated new expatriate families.

The AISM Advancement Office aggressively pursued new students, both nationals and foreigners, from within the local community so that student numbers held steady over the past two years, but our waiting list of students was depleted. This year -2015-2016 - is the first year that student intake has increased by 40 students. The Board, however, remains cautious and future construction projects may need to be delayed.

These changes also impact on school demographics. We've witnessed as high as 78% turnover in the primary school in one year. Furthermore, the pressing need to attract more students from within the local community has resulted in an influx of Portuguese speaking students - Mozambican, Portuguese and Brazilian nationals. The school, however, maintains a student population reflecting more than 40 nationalities, and no one nationality exceeds 20-22%. Mozambicans, Americans and South Africans reflect the top three categories.

### **Staffing**

Several key positions have been created to support our plans for improvement. A newly appointed Director of Teaching and Learning works with individual teachers and groups of teachers to assist in the use of data: informing decisions; re-teaching when needed; and guiding curriculum adjustment. She

also assists in the implementation, monitoring and evaluation of the new strategic plan.

With the inclusion of more students without English language proficiency, we've added an additional ESOL teacher in the primary school, now totaling two full time qualified ESOL teachers. Although we remain somewhat selective with students in the middle school, we have, nonetheless, accommodated students who require added support in academic English and as such, we now have a full-time ESOL teacher for middle school. Moreover, we have added an additional counselor so that we now operate with dedicated primary school, middle school and high school counselors.

To better support our MSA objective to engage all students in a rigorous inquiry-based mathematics program that enables students to show proficiency through performance-based assessment, we hired a Mathematics Coach in the primary school and a Mathematics support teacher in middle school.

### **Education Program Highlights**

- ✓ IB Programs
  - Three IB evaluations – PYP 2012; MYP 2013; DP 2015 – assessed without stipulations;
  - 64% of all teachers have five+ years teaching in the IB programs;
  - 60% of the IBDP teachers are examiners and/or moderators, two staff are IB workshop presenters;
  - IB Diploma exam results over five years indicate students exceed worldwide averages;
  - Six new courses were added in DP to enhance student options.
- ✓ MAP testing in mathematics is now administered in grades 3 through 5 and to select students in grades 6 through 10. The ACER mathematics test is administered to all students in grades 3 through 10. MAP testing in science is now administered to all students in grades 4 through 10.
- ✓ The Service Learning Program, one of our organizational capacity objectives, has expanded significantly in the diversity of projects and the level of participation by students. AISM was awarded the Outstanding Service Project in the region over the past two years by the Association of International Schools in Africa (AISA). Furthermore, AISM is the only AISA school to host the Global Issues Service Summit twice, comprising more than 400 students in attendance and representing 10 countries across Africa.
- ✓ A written 'life skills' curriculum has been implemented in both the primary and secondary schools and is overseen by school counselors.
- ✓ The primary school counselor was selected by AISA and the US State Department to participate in the Child Protection Committee here in Africa for the past three years. She was instrumental in helping to develop AISA's child protection curriculum and continues to attend workshops. Her knowledge and skills are shared with all staff and parents.
- ✓ AISM is now a full member of the International Schools of Southern and Eastern Africa (ISSEA) league. The league comprises seven other international schools in nearby countries, providing our secondary school students access to highly competitive team sports as well as opportunities to participate in the ISSEA Arts and STEM conferences each year.
- ✓ In addition to the four ICT labs, we've now added a new media center equipped with Apple laptops. All IT equipment increased significantly with tools such as the number of iPads, Kindles, mobile laptops, digital listening centers and video cameras. We also support a BYOD policy in secondary school.
- ✓ In addition to start-up days, six full-days of planned Professional Development are included in the school calendar, frequently involving external consultants.
- ✓ Mathematics, Science and Language Focus Groups were created to provide a forum for parents

and teachers to engage in dialogue.

- ✓ AISM *OpenDoors* Scholarship Program was initiated in SY2014-2015. Two scholarships are awarded to local Mozambican students each year. The scholarship program is competitive, merit and needs based, providing students three years' of IB program study at AISM (grade 10 -12). Currently, four scholarship students attend AISM and two more will be selected in May 2016.

## SECTION 2

### STATUS OF THE PLANNING PROCESS

An ongoing planning is critical to achieving a school's goals for improvement in student performance and the school's organizational capacity.

A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and its student performance and organizational capacity objectives. As required by the accreditation process, the school should have held at a minimum an annual review of the results of its efforts and willingly opened its processes and results to review by its peers in the Middle States Association. In the following section please summarize the results of the annual reviews and the processes used to accomplish them.

#### The Planning Team

Name of Team Member	Stakeholder Group Represented	No. of Years on Team
Karen Crooke	PS Principal	4 years
Colleen Fletcher	SS Principal	4 years
Sharon Canadine	Director of Teaching & Learning	3 years
Mary Jo Heatherington	School Director	4 years
Ana Gil	PYP Coordinator/Teacher	4 years
Poppi Smith	MYP Coordinator/Teacher	4 years
Sue Rhodes	DP Coordinator/Teacher	4 years
Lee Clagnaz	Athletics Director	4 years
Gabriel Limaverde	Service Learning	4 years
Tania Ribeiro	PS Counselor	4 years
Claudia Schweitzer	MS Counselor	2 years
Chelsea Dullea	SS Counselor	4 years
Michelle Miller	Literacy Coach	1 year
Jessica Boland	Mathematics Coach/Teacher	3 years
Patti Fernandez	MS Learning Support	4 years

<b>Name of Team Member</b>	<b>Stakeholder Group Represented</b>	<b>No. of Years on Team</b>
Ben Damaso	IT Coordinator/Teacher	1 year
Dani Queiroz	IT Coordinator/Teacher	2 years
Kevin Kelpin	Board Member	1 year
Sheryl Stumbras	Board Member	1 year
25 students (grades 6-12)	Student Leadership Team	Varied
Amy Fischer	Parent	2
Henry Richards	Parent	3
Ellie Young	Parent	3
Darcy Compton	Parent	1

**Describe briefly the role the Planning Team has played in directing, overseeing, and monitoring implementation of the Plan for Growth and Improvement.**

At the time of our evaluation in April 2012, AISM was mid-way through its 5-year strategic and monitoring plans. The monitoring plan identified a number of goals and objectives, including the three objectives submitted to MSA for approval.

Over the past three years, the Planning Team, comprising mid-level administrators and teachers who are responsible for various departments, continued to implement the monitoring plan and report out annually to the Association. Administrators/teachers developed action plans each year around areas of focus based on identified objectives in the five-year monitoring plan. The administrative Planning Team meet weekly and ample time was and still is devoted to collaborative discussions about progress and areas of concerns.

Select members of the planning team also met with the Education Monitoring Committee three times per year. The Education Monitoring Committee comprised at least one board member who served as Chairperson, as well as parents and teachers. Each September, the Planning Team representatives presented annual action plans to the Education Monitoring Committee and shared their strategies, targets and means of measurement. A progress meeting was then scheduled in February and again in May. The Education Monitoring Committee meetings coincided with the Board’s three open board meetings per year and served to keep the school community well-informed. At the final meeting in May – the Annual General Meeting – the planning team submitted an Annual Report to the Board of Directors and Association. The Annual Report is posted every year on the school’s website.

**List the dates on which the Planning Team conducted formal annual/periodic reviews of the Plan for Growth and Improvement.**

Representatives of the Planning Team reported to the Education Committee three times per year accordingly:

Sept 2012; Feb 2013 & May 2013

Sept 2013; Feb 2014 & May 2014

Sept 2014; Feb 2015 & May 2015 – Annual Report attached

**Describe briefly any significant successes and/or problems in the operation of the Planning Team.**

The Planning Team, affirmed by the Education Monitoring Committee, successfully achieved most of the goals and objectives of the 2010-2015 Strategic and Monitoring Plans (see 2014-2015 Annual Report). Areas that were identified during our self-study process, specifically the mathematics and science objectives and service learning program, continue as ongoing objectives in our new 2015-2020 Strategic Plan.

### **The School’s Self-Assessment of Compliance with the Expectations for Planning**

<b>Expectation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A Planning Team reflective of the school’s community of stakeholders continues to provide direction and decision-making for implementing the Plan for Growth and Improvement.				X
The Planning Team has conducted periodic formal reviews of the Plan for Growth and Improvement and progress toward achieving the student performance objectives at least once annually.				X
The Planning Team has approved revisions to the action plan(s) based on the results obtained by implementing the action plans.				X
The school’s leadership continues to make implementing the Plan for Growth and Improvement and achieving the student performance objectives a priority in the school.				X
The school’s community of stakeholders is generally informed about the Plan and the results the school is obtaining in its efforts to achieve its objectives.			X	

## **SECTION 3**

## REVIEW OF THE FOUNDATION DOCUMENTS

Foundation documents serve as the cornerstone of accreditation and the school improvement process. Ensuring that a school’s mission, core beliefs and profile of the graduate remain relevant and serve to guide the day to day decision-making and the implementation of the school improvement plan are important indicators of the school’s planning ethic.

### Mission

X	Our school’s Mission remains the same as submitted in our Self-Study Document and reviewed by the Visiting Team.
	Our school’s Mission has been revised, and the revised mission is: Under the new strategic planning process, comprehensive mission and vision statements were developed in accordance with the Outcome Mapping process. These statements serve to drive the new strategic plan but do not replace the existing AISM Mission Statement.

### Beliefs

X	Our school’s Beliefs remain the same as submitted in our Self-Study Document and reviewed by the Visiting Team.
	Our school’s Beliefs have been revised, and the revised Beliefs are:

### Profile of Graduates

X	Our school’s Profile of Graduates remains the same as submitted in our Self-Study Document and reviewed by the Visiting Team.
	Our school’s Profile of Graduates has been revised.

## SECTION 4 IMPROVEMENT OBJECTIVES AND ACTION PLANS

### Mid-Term Assessment of Student Performance Objectives:

Student performance data related to the school’s student performance objectives needs to be monitored frequently, analyzed and used to inform decisions regarding curriculum, instruction, assessment and professional development and the continued implementation of

the school improvement plan. The school should provide a summary of the results achieved as indicated in the assessments/indicators used to measure growth/improvements for each student performance objective and to discuss briefly to what extent the institution achieved each of its student performance objectives; and what were the factors (root causes) that either contributed to or hindered success.

**Student Performance Objective #1:**

**Objective #1 Mathematics**

**Objective:** All AISM students will engage in a rigorous inquiry-based mathematics program that enables students to show proficiency through performance-based assessment.

***I. AISM Primary School***

**Target:** By 2019, 80% of all AISM primary school students will meet or exceed the grade level expectations for Mathematics as demonstrated by report card data and International Schools Assessment (ISA) results.

**Baseline statistical data collected from report cards**

<b>Report Cards Mathematics</b>					
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Met</b>
<b>Kindergarten</b>	100%	90%	87%	81%	☑
<b>Grade 1</b>	80%	96%	89%	88%	☑
<b>Grade 2</b>	94%	93%	86%	72%	☒
<b>Grade 3</b>	82%	88%	85%	89%	☑
<b>Grade 4</b>	79%	65%	92%	87%	☑
<b>Grade 5</b>	84%	80%	90%	88%	☑

**International Schools Assessment. (ISA) results**

<b>ISA Mathematics</b>					
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Met</b>
<b>Grade 3</b>	83%	87%	85%	84%	☑
<b>Grade 4</b>	73%	84%	91%	80%	☑
<b>Grade 5</b>	93%	72%	95%	87%	☑

**Action Plan for Primary School Student Performance Objective #1:**

**Primary School Notes from Initial Report:** AISM primary school is a PYP school. We have a transdisciplinary approach to learning; however, Mathematics is taught as a stand-alone subject through *Everyday Mathematics*. This statistical data was taken from report cards and the International Schools

Assessment, completed in February every year since 2008. February 2011 provided noted baseline. Report card data may not reflect a true representation of students' abilities in Mathematics. As part of our action plan we will develop common assessments that can be used to create authentic goals. These new assessments will be moderated across grade levels and will be used to inform teaching. They will also measure our success in adjusting from a stand-alone Mathematics program to a transdisciplinary Mathematics program.

**Primary School Mid-Term notes:**

- Since the 2013-14 School year, PYP made a pedagogical shift and initiated a constructivist mathematics curriculum that is embedded in the PYP units of inquiry.
- Using the IB standards, the English National Curriculum and the U.S. Common Core, we created benchmarks and standards.
- A full time Mathematics Coach was hired to lead the pedagogical shift toward deeper understanding rather than only processes of mathematics, creating greater ease of transferability to real world math problems.
- With the exception of Grade 2 - 2014 SY report card grades, all grades met the 80% objective on both ISA and Report Card grades.

**Primary School concern:**

- AISM primary school, since 2013, has ranged from 29% to 78% turnover of students biannually. The results of assessment will be analyzed and new goals/revised goals will be established that revolve around a three-year cycle in order to maintain accuracy and pertinence.
- In the 2013-2014 a full time Mathematics Coach was hired to support the transition. In 2014-15, the coach was reduced to part time. We recognize need again for a full time coach for the 2016-17 school year.
- Comparing the report card grades to the ISA grades, there is a 8-9% difference between: Grade 4- 2012; Grade 5- 2011, 2012. This may be the result of several factors which require further analysis such curriculum changes; need for more in depth moderation between 3-4 grade level teachers; etc.

**Objective: All AISM students will engage in a rigorous inquiry-based mathematics program that enables students to show proficiency through performance-based assessment.**

***II. AISM Secondary School***

**Target:** By 2019, AISM secondary school students will demonstrate improved achievement in mathematics through the following performance based objectives.

1. Meet or exceed world –wide averages in the IB Diploma Math courses for 3 consecutive years

<b>Math Studies</b>			
	<b>School average</b>	<b>World-wide average</b>	<b>Meet or exceed world average?</b>
2010	4.22	4.75	<input type="checkbox"/>
2011	4.83	4.66	<input checked="" type="checkbox"/>
2012	5.14	4.65	<input checked="" type="checkbox"/>

2013	5.96	4.65	<input checked="" type="checkbox"/>
2014	4.7	4.51	<input checked="" type="checkbox"/>
2015	5.31	5.08	<input checked="" type="checkbox"/>

Math SL			
	School average	World-wide average	Meet or exceed world average?
2010	4.33	4.48	<input checked="" type="checkbox"/>
2011	4.57	4.44	<input checked="" type="checkbox"/>
2012	4.75	4.46	<input checked="" type="checkbox"/>
2013	5.26	5.68	<input checked="" type="checkbox"/>
2014	5.30	4.48	<input checked="" type="checkbox"/>
2015	4.00	4.00	<input checked="" type="checkbox"/>

Math HL			
	School average	World-wide average	Meet or exceed world average?
2010	3	4.37	<input checked="" type="checkbox"/>
2011	4	4.37	<input checked="" type="checkbox"/>
2012	6	4.38	<input checked="" type="checkbox"/>
2013	N/A	N/A	N/A
2014	6.5	4.41	<input checked="" type="checkbox"/>
2015	6.5	4.43	<input checked="" type="checkbox"/>

Math Further			
	School average	World-wide average	Meet or exceed world average?
2014	7	4.65	<input checked="" type="checkbox"/>

2. Meet or exceed world-wide averages in ISA test scores ( mathematical literacy) for 3 consecutive years

ISA Mathematics															
	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	Sch Av.	World Av.	Met												
Grade 6	410	450	<input checked="" type="checkbox"/>	471	451	<input checked="" type="checkbox"/>	428	441	<input checked="" type="checkbox"/>	448	459	<input checked="" type="checkbox"/>	509.5	495.5	<input checked="" type="checkbox"/>

Grade 7	482	479	<input checked="" type="checkbox"/>	471	490	<input checked="" type="checkbox"/>	481	486	<input checked="" type="checkbox"/>	476	504	<input checked="" type="checkbox"/>	529.5	529.5	<input checked="" type="checkbox"/>
Grade 8	517	507	<input checked="" type="checkbox"/>	504	515	<input checked="" type="checkbox"/>	510	514	<input checked="" type="checkbox"/>	524	523	<input checked="" type="checkbox"/>	564.5	553	<input checked="" type="checkbox"/>
Grade 9	532	535	<input checked="" type="checkbox"/>	561	543	<input checked="" type="checkbox"/>	543	548	<input checked="" type="checkbox"/>	537	557	<input checked="" type="checkbox"/>	589.5	580	<input checked="" type="checkbox"/>

Grade 6- ISA Mathematics			
Year	School average	World-wide average	Meet or exceed world average?
2010-11	410	450	<input checked="" type="checkbox"/>
2011-12	471	451	<input checked="" type="checkbox"/>
2012-13	428	441	<input checked="" type="checkbox"/>
2013-14	448	459	<input checked="" type="checkbox"/>
2014-15	509.5	495.5	<input checked="" type="checkbox"/>

Grade 7-ISA Mathematics			
Year	School average	World-wide average	Meet or exceed world average?
2010-11	482	479	<input checked="" type="checkbox"/>
2011-12	471	490	<input checked="" type="checkbox"/>
2012-13	481	486	<input checked="" type="checkbox"/>
2013-14	476	504	<input checked="" type="checkbox"/>
2014-15	529.5	529.5	<input checked="" type="checkbox"/>

Grade 8-ISA Mathematics			
Year	School average	World-wide average	Meet or exceed world average?
2010-11	517	507	<input checked="" type="checkbox"/>
2011-12	504	515	<input checked="" type="checkbox"/>
2012-13	510	514	<input checked="" type="checkbox"/>
2013-14	524	523	<input checked="" type="checkbox"/>
2014-15	564.5	553	<input checked="" type="checkbox"/>

Grade 9-ISA Mathematics			
Year	School average	World-wide average	Meet or exceed world average?
2010-11	532	535	<input checked="" type="checkbox"/>
2011-12	561	543	<input checked="" type="checkbox"/>
2012-13	543	548	<input checked="" type="checkbox"/>

2013-14	537	557	<input checked="" type="checkbox"/>
2014-15	589.5	580	<input checked="" type="checkbox"/>

3. Increase the above average margin in PSAT test scores in Math (for grade 9-11) for 3 consecutive years

Grade 9- PSAT Mathematics				
Year	School average	US/International average	Above average margin	Increase above average margin?
2010-11	-	-	-	-
2011-12	43	40.2	7%	-
2012-13	Stopped Testing			

Grade 10- PSAT Mathematics				
Year	School average	US/International average	Above average margin	Increase above average margin?
2010-11	48.4	43.2	12%	-
2011-12	50	42.3	18%	<input checked="" type="checkbox"/>
2012-13	47	42.6	10%	<input checked="" type="checkbox"/>
2013-14	46.3	42.8	8%	<input checked="" type="checkbox"/>
2014-15	45.7	41.7	9.5%	<input checked="" type="checkbox"/>

Grade 11- PSAT Mathematics				
Year	School average	US/International average	Above average margin	Increase above average margin?
2010-11	47.6	41	16%	-
2011-12	53	47.5	12%	<input checked="" type="checkbox"/>
2012-13	50.8	47.3	7%	<input checked="" type="checkbox"/>
2013-14	46.9	47.8	-1.8%	<input checked="" type="checkbox"/>
2014-15	48	47.6	.8%	<input checked="" type="checkbox"/>

4. Ensure 90% of all grades 6-11 students meet or exceed grade level expectations. (Achieving 4 or above on the IB scale of 1-7 at the final semester grade)

Baseline data June 2010/11 level				
Grades	IB scale 4 and above (old AISM C and above)	Below IB scale 4 (old AISM C)	Proportion of students meeting or exceeding grade level expectations	Objective met?

Grade 6	37	0	100%	<input checked="" type="checkbox"/>
Grade 7	35	5	88%	<input checked="" type="checkbox"/>
Grade 8	35	5	88%	<input checked="" type="checkbox"/>
Grade 9	29	1	97%	<input checked="" type="checkbox"/>
Grade 10	35	3	92%	<input checked="" type="checkbox"/>
Grade 11	17	5	77%	<input checked="" type="checkbox"/>

<b>June 2011/12</b>				
<b>Grade level</b>	<b>IB scale 4 and above</b>	<b>Below IB scale 4</b>	<b>Proportion of students meeting or exceeding grade level expectations</b>	<b>Objective met?</b>
Grade 6	37	1	97%	<input checked="" type="checkbox"/>
Grade 7	30	6	83%	<input checked="" type="checkbox"/>
Grade 8	31	8	79%	<input checked="" type="checkbox"/>
Grade 9	28	9	76%	<input checked="" type="checkbox"/>
Grade 10	30	5	86%	<input checked="" type="checkbox"/>
Grade 11	37	2	95%	<input checked="" type="checkbox"/>

<b>June 2012/13</b>				
<b>Grade level</b>	<b>IB scale 4 and above</b>	<b>Below IB scale 4</b>	<b>Proportion of students meeting or exceeding grade level expectations</b>	<b>Objective met?</b>
Grade 6	35	1	97%	<input checked="" type="checkbox"/>
Grade 7	40	2	95%	<input checked="" type="checkbox"/>
Grade 8	39	0	100%	<input checked="" type="checkbox"/>
Grade 9	38	0	100%	<input checked="" type="checkbox"/>
Grade 10	42	0	100%	<input checked="" type="checkbox"/>
Grade 11	33	1	97%	<input checked="" type="checkbox"/>

<b>June 2013/14</b>				
<b>Grade level</b>	<b>IB scale 4 and above</b>	<b>Below IB scale 4</b>	<b>Proportion of students meeting or exceeding grade level expectations</b>	<b>Objective met?</b>
Grade 6	31	0	100%	<input checked="" type="checkbox"/>
Grade 7	41	0	100%	<input checked="" type="checkbox"/>
Grade 8	40	1	98%	<input checked="" type="checkbox"/>
Grade 9	38	1	97%	<input checked="" type="checkbox"/>
Grade 10	30	0	100%	<input checked="" type="checkbox"/>
Grade 11	30	4	88%	<input checked="" type="checkbox"/>

June 2014/15				
Grade level	IB scale 4 and above	Below IB scale 4	Proportion of students meeting or exceeding grade level expectations	Objective met?
Grade 6	36	0	100%	<input checked="" type="checkbox"/>
Grade 7	32	0	100%	<input checked="" type="checkbox"/>
Grade 8	30	1	97%	<input checked="" type="checkbox"/>
Grade 9	31	2	94%	<input checked="" type="checkbox"/>
Grade 10	30	2	94%	<input checked="" type="checkbox"/>
Grade 11	21	5	82%	<input checked="" type="checkbox"/>

Note. For all grade levels, IB criteria are used to structure the semester grade on the IB scale. For MYP mathematics, these criteria include (a) Knowledge and Understanding, (b) Investigating Patterns, (c) Communication, and (d) Reflection. A variety of assessment tools are used within each of four criteria.

1. Increase the number of successful students by 5% in the first round of the annual South African Math Olympiad (Grade 7-11) for at least 3 years

South African Math Olympiad		
Year	Proportion of students successful in round one	Increase from previous year?
2010	20%	-
2011	28%	<input checked="" type="checkbox"/>
2012	16%	<input checked="" type="checkbox"/>
2013	22%	<input checked="" type="checkbox"/>
2014	35%	<input checked="" type="checkbox"/>

### Action Plan for Secondary School Student Performance Objective #1:

#### Secondary School Mid-Term notes:

- IB Diploma Math is well on the way to meeting the objectives having met the objective in Math Studies and HL, already.
- ISA test scores met or exceeded world averages for all grades in SY 2014-15
- With the exception of Grade 11 in 2013, AISM's mathematics PSAT scores have ranged between .4 to 7.7 points above the world mean over the last five years.
- With the exception of Grade 11 in 2014, 90% or more of our students meet or exceed grade level expectations achieve 4 or above on the IB scale of 1-7 at the final semester grade.

**Student Performance Objective #2:**

**Objective #2 - Science**

**Objective:** All AISM students will engage in a rigorous inquiry-based science program that enables students to demonstrate proficiency through performance-based assessment.

**I. Primary School ELC – Grade 5**

Targets: By 2019, all primary school students will demonstrate improved achievement in the science component of the PYP as stated in the following indicators:

- a) 80% of all students will meet or exceed *PYP Science Process Skills* as a part of the units of inquiry

Process Skills – tables of success

Science Process Skills								
2013-14	ELC	K	1	2	3	4	5	Totals
Observation	50%	82%	91%	83%	80%	94%	100%	83%
Communication	50%	73%	89%	81%	88%	72%	78%	75%
Classification	22%	97%	95%	97%	100%	NA	100%	85%
Measurement	22%	68%	95%	89%	91%	75%	87%	75%
Prediction	42%	80%	87%	81%	75%	81%	92%	76%
Inference	22%	70%	NA	81%	75%	NA	87%	67%
Attitude and Action	42%	90%	97%	83%	64%	86%	95%	79%
Total	35%	80%	92%	85%	81%	81%	91%	78%

Science Process Skills								
	ELC	K	1	2	3	4	5	Totals
Observation	47%	62%	94%	78%	86%	89%	70%	75%
Communication	46%	62%	72%	76%	63%	78%	68%	66%
Classification	46%	72%	80%	90%	76%	100%	100%	74%
Measurement	46%	60%	76%	70%	76%	72%	70%	61%
Prediction	44%	62%	84%	84%	73%	83%	100%	75%
Inference	44%	50%	100%	78%	68%	100%	92%	76%
Attitude and Action	39%	68%	86%	78%	100%	97%	85%	79%
Total	44%	62%	84%	79%	77%	88%	83%	73%

- b) 100% of all students develop portfolios which demonstrate a wide range of science-specific concepts, skills and processes.

**Goal met through diverse portfolios inclusive of scientific reflections.**

- c) Narrative Reports including Science Concepts and Skills at the end of each unit indicate 80% of students meet or exceed expected progress and achievement.

<b>Science Concepts and Skills</b>			
	2012-2013	2013-14	2014-15
ELC	84%	57%	64%
K	97%	89%	70%
Grade 1	60%	91%	60%
Grade 2	100%	94%	82%
Grade 3	100%	89%	97%
Grade 4	82%	81%	95%
Grade 5	82%	84%	100%

- d) The Exhibition (culminating PYP project) reflects 80% of 5<sup>th</sup> grade students meet or exceed expectations of the PYP Exhibition Rubric/s.

<b>Exhibition</b>				
	2011-12	2012-13	2013-14	2014-15
Grade 5	65%	94%	88%	79%

- e) MAP science scores reflect 80% of students meet or exceed (*new objective*)

<b>MAP Science Scores 2013-14</b>					
	Physical	Living	Earth and Space	Total	Met?
Grade 4	89%	75%	92%	85%	<input checked="" type="checkbox"/>
Grade 5					
Total					

<b>MAP Science Scores 2014-15</b>					
	Physical	Living	Earth and Space	Total	Met?
Grade 4	77%	80%	74%	77%	<input checked="" type="checkbox"/>
Grade 5	82%	80%	82%	82%	<input checked="" type="checkbox"/>
Total	79.5%	80%	78%		

**Action Plan for Primary Student Performance Objective #2:**

**Primary School concern:**

- Science Process skills in ELC and Kindergarten are still developing and have yet to meet the 80% goal. Science Communication and Measurement are areas to investigate.
- MAP science is relatively new, so trends cannot be determined. There is a need to observe the cohort Grade 4- SY2014-15, our current Grade 5 in all areas of Science.

**II. Secondary School Grades 6-12**

Targets: By 2019, all secondary students will demonstrate improved achievement in science as stated in the following indicators:

- a) 80% of students will score at or above the 2011 NWEA International Partners Norm Data (IPND) Mean on the MAP Science Processes Test (Winter data for International schools)

MAP Science				
	2011-12 Baseline	2013-14	2014-15	Met?
6	50%	73.3%	75%	<input checked="" type="checkbox"/>
7	65%	76.2%	79%	<input checked="" type="checkbox"/>
8	63%	85%	76%	<input checked="" type="checkbox"/>
9	61%	89.7%	89%	<input checked="" type="checkbox"/>
10	72%	90.3%	94%	<input checked="" type="checkbox"/>

- b) 100% of grade 12s will be entered for at least ONE science IB exam/IB certificate by 2019

IB Science	
Year	%
2012 Baseline	81
2013	100
2014	96
2015	88

- c) 80% of grade 12 students will meet or exceed a pass mark of 4 in their IB science exam by 2019

DP- Score of 4-IB science exam		
Year	%	World %
2011	55	69
2012	61	70
2013	87	70
2014	92	69
2015	77	Not yet available

- d) 80% of MYP students will gain a 4 or more at end-of-semester science classes in criteria C, D and E (covering science knowledge, skills, processes and inquiry) by 2019

MYP- 4 or more in Science					
Grade	2011-12 Baseline	2012-13	2013-14	2014-15	Met?
6	39%	100%	100%	100%	☑
7	71%	100%	100%	100%	☑
8	61%	91%	95%	100%	☑
9	51%	73%	97%	95%	☑
10	69%	76%	97%	88%	☑

### Action Plan for Secondary Student Performance Objective #2:

#### Secondary School Mid-Term notes:

- Looking at the progress of one group year to year and note the significant increase. We are well on track.
- The goal is a redundant goal as our enrolment has changed in that students enter into grade 12 and may not enroll for the IB Diploma examinations if they have not completed grade 11 in IB. We also have offered options to grade 11 students that do not include the full diploma program.
- Criteria C are accurate and reflect our trends. In 2012-2013 we introduced two additional sciences to choose from in DP which is reflected in higher success rates as there are more options.
- Observation of year to year growth is noteworthy. A significant growth was indicated in 2011 grade 6 to grade 7 in 2012. This was simultaneous to the introduction of criteria measurement in 2011, a transition in PYP to MYP in 2012 and a reshuffling of staffing in 2012.

### Organizational Capacity Objective #3:

AISM's Service Learning Program promotes purposeful learning and growth for students beyond the classroom.

#### **A) IB CAS – Creativity, Activity and Service Learning (Grades 11 & 12).**

**Objective:** Provide students with opportunities for personal growth and awareness of the world around them while balancing the demands of a rigorous academic program.

#### Activities:

##### **1) Provide appropriate resources to support delivery of a successful IB CAS program.**

- CAS and service are crucial components of AISM's school life.
- Service and global citizenship are expressed in school's mission and values.
- The entire secondary school faculty is involved in regular Service Learning Visits and implementation of the Service Learning program.

See the attached document for an external assessment of the CAS Program in the last year. [CAS Program Monitoring Form.](#)

Increase in Staff:

2012-13	2013-14	2014-15	2015-2016
20% FTE position	20% Service Learning Coordinator Position	20% Service Learning Coordinator Position	Integrated Learning Director + 20% FTE position + project advisors

Adoption of educational software (ManageBac) to store and assess CAS activities and reflection:

2012-13	2013-14	2014-15	2015-2016
Manual collection	ManageBac	ManageBac	ManageBac

**2) Guide and coordinate individual CAS programs with each student.**

- All CAS students have access to AISM’s CAS Partners Network, comprising nearly 30 organizations.
- We use a constructivist approach to CAS: at primary school, students become familiar with concepts of service and belonging to a community. In middle school, students participate in semi-structured service learning activities with regular off campus visits. Finally, in DP, students participate in the established IB CAS program.
- Students meet with CAS coordinator in 1:1 meetings, 3-4 times a year, lasting for 15-20 minutes. Objectives are:  
 Year 1: Advise students on objectives of the program; learning outcomes; how to register activities; how to be reflective; develop first timeline of activities.  
 Year 2: Follow up on progress; review timeline requirements, learning outcomes, reflection practices, and CAS essay tutoring.
- CAS Student Handbook was created and is updated yearly.
- Some projects require students to meet with assigned CAS advisors bi-weekly.

**3) Promote active, compassionate, lifelong learners through reflection.**

Reflection is not only required but also highly motivates students throughout the CAS Program. AISM promotes the use of multi-media as a means to demonstrate reflection. Below are samples:

*“Reflecting on the deeds finished in this past year, I have many memories that outline the great happiness when I’m there at the school. Just watching the eager children listening as they hear me teach or looking at their smiles as they gracefully color in the worksheets we gave for them, or watching the kids as they play different games with the balls we brought along with us. While working in the project, I am just a new person open to the new experiences ready to eat them up as they come my way, and I am truly grateful to have the opportunity to experience this amazing project.” Sophia*

*“The rawness of my experiences is incomparable to any other Service Learning project. My first-hand experiences, conversations and communal events have helped annihilate a line between “givers” and “receivers” that clearly exists in most other SL I have been involved in. In the end, the line between “giver” and “receiver” dissolves when relationships and authentic experiences are desired. Because of*

*my role as a filmmaker, I desire these relationships to not only produce the highest quality videos, but also to form life-lasting bonds.” Sebastian*

*“... this didn’t only teach me what are the things needed in order to teach but I also realized that I am as well revising my French and able to communicate with someone verbally and improving my French. Before teaching Felipe, I also had to make sure that I had the right things to teach him and guidelines from the books to make sure I wasn’t teaching him the wrong things, and that I had planned everything at first and know what I was going to teach.” Carlota*

**B) – Service Learning Program (all students)**

**Objective:** Expose students to the diverse Mozambican reality through learning experiences on and off-campus so that they are better prepared to contribute to their communities as global citizens.

Activities:

**Integrate Service Learning (SL) into school-wide curriculum.** Rather than a curricular integration, the aim is to nurture a service learning culture within our school community. Learning experiences for students will not only connect to the curriculum (whenever possible), but also provide students with the opportunity to learn what is not in any curriculum. From metacognitive learning to transformational experiences, the aim is to grow a sense of citizenship and character building in students over time.

**Primary School:** Service is embedded in the PYP units of inquiry through the Action component. Virtually all PYP units end with the Action component, referring largely to service-related activities, from advocacy to direct action. The Service Learning Coordinator works with primary school staff to align Action components to some of our established service learning partnerships in the community.

**Secondary School:** Service learning is experienced through six dedicated Service Learning days and several clubs dedicated to Critical Service – i.e., extended stays in local communities to engage with the people, culture and language around mutually agreed upon projects.

<b>Indicator</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
AIMS SS students involved in off campus projects	260	270	260	262
AIMS PS students involved in off campus service projects	24	32	54	75
% Secondary School student participation	100%	100%	100%	100%
Students per project	26	18	17	14
Net hours spent per year per student	36	38	40	40

**1) Establish sustainable community partnerships.**

<b>Indicator</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Projects outside campus	11	17	18	19
Formal partnerships	10	15	15	16
Community students/children	1540	2400	2600	2800
Community teachers/educators	35	50	52	54

Interns involved	0	15	0	4
Volunteers involved	10	15	15	10
School rooms/libraries built	2	6	2	2
School toilets built	4	2	2	3

**2) Promote skills for planning, implementing and evaluating service-learning experiences.**

The focus of this activity has been to equip student leaders and staff to take ownership of their projects, in an asset-based approach instead of a needs-based. Student leadership and responsibility has grown in the last two years as a result of planned and structured meetings with the SL coordinator, student project leaders and select staff members.

Teachers also have developed their capacity as a leader of service activity. Currently, more than 50% of the projects are teacher initiated.

Indicator	2012-13	2013-14	2014-15	2015-16
Planning evidence	Partner-completed forms	Teacher completed forms	Student completed forms	Student completed forms
Teacher-Initiated projects	1	5	6	11
AISM teaching staff involved	25	38	42	44

Excellence of the program is also evidenced by the awards earned in the period:

2012-13	2013-14	2014-15	2015-16
Category Award-Arco Iris	No awards	1) Category Award: Inhaca Island 2) Personal Award: Student	Developed internal process for selection of AISA awards to include parents, teachers, administration and alumnae
3 project nominations	Not applied	5 project nominations 6 students nominated	6 project nominations 12 student nominations

**3) Raise student awareness of significant social issues and problems through reflective activities.**

- Reflection is the center piece of service learning activities. Students have a reflection meeting every day in their SL groups.
- Students choose their service learning projects and make a commitment statement.
- At the end of the year students reflect, comparing their initial commitment with effort and achievements. See samples of reflection above.

**Action Plan for Organizational Capacity Objective:**

*Primary School:*

- The focus is to make service-related activities more evident, strengthening the relationship in the units of inquiry.

- Teacher training is a focus, as the program and network of partners increase in the life of primary school students.

*Secondary School:*

- The service learning activities are now consolidated, and service learning days are embedded into school life. The focus now is to reinforce training of teachers and student leaders to enhance their autonomy in implementing Service Learning activities.

**Measuring success:**

- The impact of our Service Learning activities is measured in various ways including both educational and social dimensions along with a financial dimension that illustrates the amount of resources gained by our local community partners as a result of our involvement in projects.
- We continue to encounter difficulty in measuring qualitative changes in student learning and changes in attitudes and perspectives (global citizenship; Learner Profile attributes; skills in project planning and execution). Most measurement is derived from students’ reflection and statements gathered in students’ portfolios or surveys. Some qualitative indicators and measurements are evident in samples of student work - for example, the ones portrayed in the *OpenDoors* Microsite and other social media from school.
- Finally, some of the students learning and growth can be seen through their reflections, mostly for 11<sup>th</sup> and 12<sup>th</sup> graders.

## SECTION 5

### Summative Assessment of the Schools Compliance with the Expectations for the Plan for Growth and Improvement

Expectation	1	2	3	4
The school has worked diligently and faithfully to implement its Plan for Growth and Improvement.				X
The school has administered the assessments it had identified for measuring achievement of its student performance objectives.				X

The school has conducted formal periodic reviews of its Plan for Growth and Improvement (at least once annually).				X
Assessment data indicate the school is making progress toward achieving its objectives. If not, has the school 1) sought to identify the reasons for the lack of progress and 2) made adjustments to its action plans to address the lack of progress.				X
The school continues to have wide-spread acceptance of and support for its Plan.			X	
The school has been critical and reflective about its progress.				X

## SECTION 6

### The School's Self-Assessment of Compliance with the Middle States Standards

Standard	Meets	Does Not Meet
<b>Philosophy/Mission</b>	X	
<b>Governance and Leadership</b>	X	
<b>School Improvement Planning</b>	X	
<b>Finances</b>	X	
<b>Facilities</b>	X	
<b>School Climate and Organization</b>	X	
<b>Health and Safety</b>	X	
<b>Educational Program</b>	X	
<b>Assessment and Evidence of Student Learning</b>	X	
<b>Student Services</b>	X	
<b>Student Life and Student Activities</b>	X	
<b>Information Resources and Technology</b>	X	

## SECTION 8 B

### SCHOOL SIGNATURES

  X   *By my signature below, I attest that the information provided in this Annual Report is true and correct to the best of my ability.*

\_\_\_\_\_ *By my signature below, I request a Mid-Term Visit*

Mary Jo Heatherington, PhD \_\_\_\_\_

Name of Head of School

\_\_\_\_\_  
Signature of Head of School

\_\_\_\_\_  
Date

## SECTION 9 STAFF ACTION

*Staff Use Only*

- \_\_\_\_\_ Accepted as presented
- \_\_\_\_\_ Supplementary information is required
- \_\_\_\_\_ Mid Term Visit required

\_\_\_\_\_  
Associate Director

\_\_\_\_\_  
Signature of Associate Director

\_\_\_\_\_  
Date