

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



# EXCELLENCE BY DESIGN

A Report of the Visiting Team for Accreditation  
by the Middle States Association of Colleges and Schools

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

**APRIL 1 TO APRIL 4, 2019**

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# INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 125 years, the Association has provided leadership in educational quality and school improvement for its member schools in the United States and around the world.

The school that is the subject of this report selected the *Excellence by Design (ExBD)* self-study and accreditation protocol. *ExBD* is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CES), links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association.

*Excellence by Design* also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of

representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

#### **NOTE TO THE READERS OF THIS REPORT**

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

## ORGANIZATION FOR GROWTH AND IMPROVEMENT

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

## Leadership for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students; and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

### A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school’s planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

#### **The Visiting Team observed that:**

- The Internal Coordinators (ICs) have been very diligent in preparing the Self-Study Report and communicating with the Team Members in advance of the visit.
- The school activated access to the Google Team Drive on the day of arrival, with limited evidence available at that time and some Standard folders completely empty. Evidence continued to be

added to the Team Drive throughout the visit only after being requested by Visiting Team members.

- The ICs appeared to be solely responsible for working with the Self-Study participants and directing the evidence-gathering process.
- The ICs will not continue in their current roles at the school, either shifting back to the classroom or assuming a new leadership role outside of the academic program.

### **The Visiting Team recommends:**

Given that the ICs will hold substantially different roles next school year, there is a concern among the Visiting Team regarding sustainability and continuity of the Student Performance Objectives. It is suggested that the ICs work closely with those who will be assuming responsibility for overseeing the Performance Objectives during the initial transition period.

## **B. The Planning Team**

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission.
- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

### **The Visiting Team observed that:**

- With the exception of the Head of Department for Technology, the members of the Planning Team as listed in the Self-Study (p. 6) were not the same Planning Team members with whom the Visiting Team met during the visit.
- Members of the Planning Team were not involved in the creation of the Student Performance Objectives or the Organizational Performance Objective. This observation comes both from the Self-Study document as well as the meeting. All three of the Objectives leading the Growth and Improvement process for the next five years were developed by the Director and the Internal Coordinators.
- Members of the Planning Team were divided as to the extent to which the Student Performance Objectives will drive the work of the school, given that they represent a narrowly-focused and small part of the paradigmatic changes occurring in curriculum, assessment, and instructional practice.

**The Visiting Team recommends:**

- Based on the considerable lack of consensus among the Planning Team concerning the new vision for the school and the roles that the Performance Objectives will play in attaining this vision, the Visiting Team wonders if the Student Performance Objectives will be the driver of the school's improvement plan. Therefore, it is recommended that the Student Performance Objectives be shared widely with the faculty in order to create concrete action plans.
- The new Director of Learning apprise himself of the Strategic Performance Objectives and lead the teams creating the concrete action plans.

### C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

**The Visiting Team observed that:**

- There has been substantial turn-over among the Senior Leadership in recent years. According to the Self-Study, 11% of the administrators are new to the school in the last two years (p. 24). Organizational changes for 2019-2020 indicate that all of the Senior Leaders involved in the implementation and monitoring of the Performance Objectives will be new to the school within the past three years: one in his third year; two in their second year; four in their first year; and another two in his/her first year in a new role.
- No administrators attended the Planning Team meeting with the Visiting Team.

### **The Visiting Team recommends that:**

- a crosswalk be created between the stated Student Performance Objectives and the other planned changes for curriculum, instruction, and assessment.
- Administrators be mindful of fostering a supportive environment to address cognitive dissonance during dialogue and decision-making.

### **D. The Plan for Institutionalizing a Planning Ethic**

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. An effective planning ethic addresses the essential question: "Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique mission, beliefs, Profile of Graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school's stakeholders.

**The Visiting Team observed that:**

- The Director has presented his 5 Year Plan to the community, tailoring the presentation for various constituencies, to include physical plant expansion and a “pedagogical shift to an inquiry model” (Self-Study, p. 8).
- The Self-Study indicates that the Board of Directors has initiated the creation of a new strategic plan which will be completed in October 2019 that will “incorporate the findings of the MSA Self-Study” (p. 8). The 2019-2026 plan includes an expansion among academic leadership to create five new administrative positions in 2019-2020.

**The Visiting Team recommends that:**

- Given that AISM has been an IB school for almost fifteen years (DP in 2005 with addition PYP in 2009 and MYP in 2010), the school honor the existing inquiry-based pedagogical approach of the IB Programmes in any strategic planning.

## E. The Plan for Communication and Awareness

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback

regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

**The Visiting Team observed that:**

- The school is very proud of the community-inclusive process used to create the new mission and core values. Over 900 members of the community were involved in the creation of the process (Annual Report 2017-2018).
- The new mission and core values are posted at the entrance of the school and in some other locations throughout the campus.
- The Director has presented extensively to the Board concerning his plans and actions through the lenses of "Inspiring Mission, Clear Identity, and Strategic Plan," "Future-focused Learning," and "People-centered systems".
- Numerous constituencies expressed concern about the pace of change regarding curriculum, revised organizational structures, community ethos, vision, etc. One teacher indicated in the survey response that "the plan that has been sold is based on a very agreeable end goal. There has been no mapping towards this. The educational revolution needs to be slowly and meticulously implemented; no student deserves to be a guinea pig." Other teachers and students commented to the Visiting Team that they agree with the vision and changes, but are confused with their role in implementation because of "cognitive overload".
- Teachers, parents, and students at all grade levels expressed concern about the lack of communication. This includes everything from daily activities to long-range goals. There is a strong desire among all to be "intentional (in) embedding (changes in a) collaborative way".

**The Visiting Team recommends that:**

- The main thread concerning the Plan for Growth and Improvement among all constituencies has been communication. Although many faculty, students and some parents believe they can voice concerns and are asked for their opinions, they think their concerns are not being actioned or are subsumed into a top-down, pre-determined vision.
- leadership create a common understanding of terminology among faculty, students, and parents so that that the language and messaging are unified and consistent. A parent commented that "this school uses a lot of jargon to explain how and what it teaches our children. I consistently have a very limited idea of what exactly is being taught to our kids on a day-to-day basis."
- leadership clarify the ways in which the "old" system and the "new" system complement each other in language free from educational jargon with concrete plans for implementation
- leadership work to ensure that community voices in regard to designing and implementing the plan are clearly heard, examined and addressed.

## F. The Plan for Periodic Reviews of the Plan for Growth and Improvement

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and “evergreen” process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

### **The Visiting Team observed that:**

- The Self-Study indicates that action teams will create and monitor action plans to include “foundational academic targets as well as visionary innovations”. The school has reserved US\$250,000 in the 2019-2020 budget for “responsiveness for new opportunities” to meet the needs of these visionary innovations as they arise.
- Documents have been created, including baseline data from Fall MAP testing, to measure growth toward Student Performance Objectives #1 and #2.

### **The Visiting Team recommends that:**

- the school create Action Plans in a shared lexicon free from educational jargon and communicating them in a manner that allows community members access to the plan throughout implementation.
- the school be judicious in allocating the funds reserved for visionary innovations as the strategic plan evolves.
- the school clarify the chain of responsibility for overseeing the collection, analysis, and reporting of data as it relates to the Student Performance Objectives.

## THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

### Recommended Monitoring Issues

**In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to**

requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's accreditation.

<b>Requirement of the Protocol</b>	<b>Recommended Action</b>
NONE	

## THE PROFILE OF THE SCHOOL

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school’s community(ies) and the “distinctive personality” and the unique characteristics of the school. The Profile presents contextual information that establishes a “developmental snapshot” of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school’s Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and
- Number and characteristics of the student population

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

<b>Head of School</b>	Dr. Sascha Heckmann
<b>Internal Coordinator(s)</b>	Colleen Fletcher, Ana Gil
<b>Number of Students</b>	623
<b>Grade Levels Evaluated</b>	PreK to Grade 12
<b>Additional Locations/ Branch Campuses visited (if any):</b>	n/a

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.**

- AISM, including both students and staff, is outstanding in its commitment to service beyond their specific school community. The outreach by students and staff on Friday Community Outreach touches every aspect of life in and outside Maputo, schools, hospitals, environmental projects, village infrastructure. This is hands-on service, not just fund raising. The success and productivity and the community spirit are inspiring.
- In the past 7 years AISM has nearly doubled in size; yet the school has retained its strong sense of identity and community. The metaphor of the buffalo herd, introduced nearly 20 years ago, remains the focal point of that unity. As their elf Study stated: "all members of the community are welcomed to our herd."
- AISM with its 52 nationalities among its students is obviously and enthusiastically committed to diversity and universal welcome to all who come.
- The school has maintained an impressive record of passing scores in the IB Diploma program, with 100% earning the diploma in 2016/2017 and 90% passing in 2017/2018. Yet AISM has not been complacent, striving not just to pass but to raise scores even higher in the future.
- The AISB faculty has committed to introducing a more North American arrangement of primary school, middle school grades 6 to 8, and high school grades 9 to 12 while still maintaining its commitment to all 3 IBO programmes: PYP, MYP, IBDP. This complex conceptual realignment is supported by a determined professional staff.
- AISM is a young school, founded in 1989 and opening in 1990 as a US primary school. Between 1990 and 2011 AISM moved from one house to the current site, built a modern full service PreK to Grade 12 school and added all 3 IBO programmes in 21 years.

### Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of the School to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- The school might examine and reflect on the relationship between its two documented identities in Mozambique: US Embassy sponsored school operating under a bilateral agreement between the governments of Mozambique and the United States; a "recognized educational institution in Mozambique, authenticated with two stamped Alvara documents. Careful reflection and prudent planning on managing both identities will ensure the school's long term smooth operation in the host country.

- “The country is just beginning to recover from 4 years of political instability, civilian kidnapping and abductions, and a severe financial crisis, all of which has had a dire effect on AISM in terms of enrollment and economic liquidity.” (Self Study) The team recommends that school leadership and Board remain alert to the school’s context in Mozambique and its continuing financial vulnerability since that crisis.
- The Self Study anticipates “moderate and significant development scenarios” as being most likely. The “No growth” scenario is not likely. The Team recommends that the school follow its stated commitment to “conservative and cautious moving forward” in its budgets and financial planning.
- With current enrollment showing that EU citizens constitute 42.79% of the student population (a slight increase from 2017/2018), the Team recommends that the school maintain its commitment the three IBO programs PYP, MYP, IBDP.
- In Professional Certifications B. 4, the School Profile omitted completion of the grid on teacher certification except to state that 100% of teachers were certified. The comment box stated that “All teachers are certified and have IB training or receive IB training in their first year of being at AISM. A significant number of teaching faculty have a masters degree in education.” The Team recommends that, as a matter of course, certification records be made more transparent and available those needing such data.

## PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.**

- The Visiting Team has observed the students at AISM to be generally happy and connected in their leaning experiences.
- Through the Self Study and discussions with the Secondary Principal and Elementary Principal, it is noted that AISM is in the process of adopting new standards sets in all subject areas.
- Both principals have acknowledged the standards adoption process to be highly impactful for the future of AISM.
- MAP testing in Math, Reading and Language Usage for grade 3-9 has been introduced this year to the students and the data form this year's assessments will be used as a baseline in measuring future growth and success of Student Performance.
- The Secondary Principal has shared the need to establish alternate pathways towards graduation

as the school becomes more inclusive and attracts more students in the future.

- School's continued attention and action towards adequate numbers of instructional hours in IB DP Higher Level courses is noted.

## Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of Student Performance to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

Following are some recommendations by The Visiting Team:

- AISM will be benefitted from additional staff and proper training of the staff in the Admissions Office.
- AISM should add systems and resources in using standardized testing data (MAP etc.) to inform teaching and learning.

## THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

### A. MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.

**The school's Mission is:**

#### **AIMS MISSION STATEMENT**

AIMS pursues excellence by empowering learners to achieve mastery of self, advance their communities, and flourish in an ever-changing world.

**What is the aim or purpose of the school as stated in the Mission?**

The main aim of the mission statement is to encourage the school to pursue excellence. It also

encourages students to understand their own learning, and to be connected to the outside world in a constructive manner.

### **What is the means the school will use to accomplish its Mission?**

To accomplish this Mission the school follows all three of the IBO programmes, is planning to introduce new standard sets in all subject areas, new PLI's and learning hubs. They are also planning to create new school-wide positions to direct learning, school partnerships and communication.

### **To what extent do the school's stakeholders know, understand, and support the school's Mission?**

The majority of administrators, staff members and teachers who interacted with the Visiting Team fully support the new Mission Statement and many were involved in writing it. The Board Members also support the mission. During the Visiting Team's meeting with parents, some of them stated that the new Mission Statement was created for, and is only a matter for, the Board. As the Mission Statement becomes more visible around the school, more stakeholders are expected to take ownership of the Statements.

## **B. BELIEFS**

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

### **The school's Beliefs are:**

#### **AIMS CORE VALUES CELEBRATE HUMANITY**

Welcoming learners as they are, embracing diversity, and nurturing relationships.

#### **CULTIVATE GRIT**

Fostering learners' resilience, perseverance, and commitment to achieve.

**INSPIRE CURIOSITY**

Challenging learners to imagine, create, and innovate with passion, inspiration, and purpose.

**EMBODY INTEGRITY**

Living ethically through honesty, respect, and stewardship.

**To what degree do the school's Beliefs meet the criteria of the *Excellence by Design* protocol? If they do not meet the criteria, explain why.**

The school's Beliefs very clearly meet the criteria of the Excellence by Design protocol. The Beliefs are clear, well formatted, and easily understood. While all four Values are accepted by the whole community, certain Values were weighted differently by different sections of the community. The parents were strong supporters of the Value referring to integrity, and the students were the group that introduced and defended the concept of cultivating grit.

**How well do the school's Beliefs represent what the Team heard from the school's stakeholders?**

After meetings with a number of different stakeholder groups it became apparent to the Visiting Team that the list of Beliefs are recognized and followed by the school community. Adults were quick to talk about student advocacy on a number of different occasions; for example, to assist in relief efforts after a recent flood. Parents feel that their children are given the time to be curious, helped to study well, and encouraged to assist one another.

**To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?**

The majority of students and all current staff understand and support the Belief Statements. They will need to be published in more places to reach a wider audience of stakeholders.

## **C. PROFILE OF GRADUATES**

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.

- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

**The school's Profile of Graduates is:**

The school currently uses the IB Learner Profile as the Profile of Graduates. The Curriculum Coordinator is leading the team that is creating a school-specific profile which, while centered on the IB Learner Profile, will also include elements of ATL Skills and UNESCO's Four Pillars of Education.

**To what degree does the Profile of Graduates express:**

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**

The Profile of Graduates is not school specific and is based around the core area of the curriculum.

**To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?**

The School has been using the IB Learner Profile since 2012, and students are very familiar with this profile.

## THE VISITING TEAM'S RECOMMENDATIONS—FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- None

### Recommended Monitoring Issues

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
Profile of Graduates	The Visiting Team recommends that the Curriculum Coordinator leads a team to create a Profile of Graduates that is school specific.

### Recommended Stipulations

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

## THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

### Standards for Accreditation for Schools

- Standard 1: Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Organization and Staff
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources

## MISSION STANDARD FOR ACCREDITATION

*(Indicators 1.1-1.6)*

**The Standard:** The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s Mission	X
Samples of publications that communicate the mission to the school’s community of stakeholders	x
Marketing, recruitment, and admissions materials	x
Address of the school’s website	x
Policies related to the Mission	x

### C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The school has recently completed a review of their Mission and Beliefs. The process was very inclusive, included Board Members, staff, parents and students, and took 9 months to complete. It was launched at the beginning of the 2018-2019 school year.
- The new statements are on the school website with a detailed explanation of how they were created. The handbooks, admission documents etc. provided to the Visiting Team were dated 2015 and did not contain the new Mission and Beliefs. The Visiting Team did see the Mission and Beliefs on some notice boards in classes around the school. The Mission Statement is also on the weekly secondary newsletter.
- Staff members and administrators are very proud of the new Mission and Beliefs and of how it was created. They sincerely believe that these new documents will move the school forward and already point to the positive impact on students who are showing more advocacy and feel they have a better voice.
- The Mission Statement is concise and refers to excellence, individual development, and service to the community. The Beliefs include a set of core values that support the Mission Statement and demonstrate what is important to AISM.
- There are plans to roll out the new Statements on all marketing materials, handbooks and other documentation during the first half of 2019.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- the substantive process that the School Administration used to review and create a new Mission Statement and supporting documents.
- the creation of a precise set of Foundation Documents that dictate a clear path forward for the school.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends that:**

- the school leadership team ensures that the Mission Statement and Beliefs are distributed widely through all relevant school publications and are displayed where community members meet to make decisions.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
1.2	“Communicated widely, understood and supported by the students, their families, and the school’s community of stakeholders.	Make the new Mission and Beliefs an integral part of all handbooks, marketing, and admission statements.

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

*(Indicators 2.1-2.39)*

**The Standard:** The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel (Job description for Head of School not available in evidence)	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Job descriptions for the head of the institution and other key administrative personnel	X
Chart of lines of authority/responsibilities: 3 Organograms (current and two possible future)	X
Policies related to governance and leadership (Policy Manual 2015). A new Board Policy Manual is currently in draft status to be implemented in the near future. Team had access to most recent draft but the new partially completed manual is not yet Board approved and in use. This does affect evidence provided.	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The relationship between the Director and the Board is one of cordiality and mutual respect.
- All Board members have joined the Board since the Director's arrival at school in August 2017. None were involved in the head search process.
- Board and Director demonstrated a shared commitment to the Director's vision for the curriculum and learning, which places new emphasis on competencies, standards referenced assessment, and a discreet separate middle school for grades 6 to 8.
- The Board Chair was knowledgeable about the "big picture" of the myriad initiatives currently in progress. She expressed satisfaction with the expansion to a more typical "division" structure of the school with a discreet middle school in grades 6 to 8.
- The Board member from the host country, though new to this current Board, has a history of nearly 20 years with the school. He evidenced satisfaction with the new Director and his vision.
- The Board responses in the interview session touched only in general terms on financial implications of the ambitious initiatives in the Director's comprehensive program of rapid change to a new paradigm for curriculum and student learning. The approved budget reflects an overall increase of US\$2 million.
- The Board approved hiring an external consultant to revise the Board-approved Policy Manual. Since that Manual remains in draft form, the old Policy Manual remains in effect until the approval of a final version.
- All Board members present at the meeting with the Visiting Team said they understand the need to pay off the existing debt of approximately US\$8 million while supporting the expenses of the Director's new initiatives.
- All Board members and the Director attended the Governance training in South Africa in September 2018.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The exceptionally positive relationship between Board and Director observed during our interview.
- The entire Board attended the Governance training as a team, and all members understand the scope of their role in supporting the mission of the school.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality.**

**Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- the Board and Director take advantage of their positive connection to work more closely together to achieve a specific mutual understanding of the financial consequences of creating new top-level administrative positions.
- the Board and Director work more closely examine the significant increased expenditures connected with the current comprehensive curricular and organizational changes.
- the Board and Director articulate to the wider AISM community the financial implications of the ambitious and transformational changes in curriculum and learning currently underway in the school.
- the Board, Director, newly added top Administrators, Principals, and Vice Principals all communicate simply, clearly, continuously and publically the positive benefits of the shift in focus from striving to be “the best IB school in Africa” to the new, more holistic Mission.
- school leadership give increased time and attention to AISM staff anxieties and tensions resulting from this year of intense and rapid change.
- AISM leadership differentiate their modes of communication and planning in order to accommodate varied levels of professional experience and varied learning styles among the professional adults, thus modeling the instructional approach fostered by the new initiatives to benefit students.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
2.26	“Undertakes operational, long range, and strategic planning aimed at the school’s mission and goals.”	Begin the specific process of creating a formal, written strategic plan

**Recommended Stipulations**

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

**The Standard:** The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	Not provided; Under development
Enrollment plan	X
Policies related to school improvement planning	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- many of the strategic and/or long-range plans are under development.
- only evidence that was shared via the Google Team Drive was a presentation that the director presented to the faculty in November 2018.
- it was difficult to get all the evidence in a timely manner. The Visiting Team had to email the Internal Coordinators and the Director on the second day of the visit requesting much of the evidence. It was not until the third day of visit that the team had received all requested evidence.
- Some faculty and students feel that their opinion and feedback are not taken into account when decisions are made regarding various improvement plans.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- creating a detailed Strategic Plan for the school with specific time-line and action items.
- clearly indicating the criteria of success for the implementation phase of the Strategic Plan.
- creating a detailed Financial Plan for the school with particular attention towards enrollment trends, projections, and assumptions, and consistently keeping in mind any past situations/challenges that negatively impacted the school in financial matters.
- creating a detailed Facilities Plan with particular attention towards students’ needs and enrollment projections.
- systematic and consistent review of all improvement plans that includes voices from all stakeholders.
- systematic and authentic approach in inquiring and valuing faculty/staff input towards decision-making, particularly when it comes to adding new positions and personals.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
3.3	“Communicates regularly to its community of stakeholders’ information about the school’s planning process, strategic plan, and the	AISM leadership - provide timely, concrete responses to staff and faculty suggestions

	results being achieved by implementing the plan.”	<ul style="list-style-type: none"> <li>- ensure that the language in all stakeholder communications is easily understood by each specific targeted constituency</li> <li>- demonstrate concrete responses to suggestions;</li> <li>- ensure the message is consistent to each group of stakeholders.</li> </ul>
3.4	“Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.”	<p>AIMS</p> <ul style="list-style-type: none"> <li>- create open forums that elicit feedback</li> <li>- ensure that dissenting views are heard and noted in minutes and surveys</li> <li>- design, publish, and adhere to norms of behavior for all modes of interaction among the community (e.g. face-to-face and digital).</li> </ul>
3.5	“Takes into consideration the school’s capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.”	<p>AIMS leadership</p> <ul style="list-style-type: none"> <li>- be mindful of pacing for the introduction of new initiatives;</li> <li>- formally review the wellness of the stakeholders in regard to the pace of change</li> <li>- be open to pausing or abandoning initiatives based on these check-ins.</li> </ul>

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## FINANCES STANDARD FOR ACCREDITATION

*(Indicators 4.1-4.17)*

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution’s ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students’ financial obligations	X
Summary of the institution’s insurance coverage (for main campus and each branch)	X

Policies related to finances, financial aid, and refunds	X
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## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- It is noted that the Financial Assurances section of the Self-Study was signed off by the Director and that the Chief Financial Officer (CFO) signed on behalf of the Board of Governors.
- The school has a large debt to service but is free of any ongoing litigations.
- The Board has written policies that relate to financial procedures.
- The CFO is in the process of creating a new budgeting system that will give the staff appropriate opportunities in determining financial priorities for curriculum and instructional needs.
- There are clear published fee schedules for all families.
- The school has insurance for buildings and equipment and covers fire, theft, group personal accident, workmen's compensation, funeral cover and Director's and Officers' liability.
- Due to a small increase in fees and an expected rise in enrollment, the budget is due to increase by US\$2,000,000 (approx. 14%) in the coming school year.
- Over US\$1,000,000 more next year than this year will be spent on salaries and wages which includes the salaries of new leadership staff.
- A US\$250,000 has been allocated to Strategic Initiatives that may arise.
- Funds for "Other Contracted Services" has been increased by US\$200,000 to cover new consulting support.
- The annual amount allocated to the Emergency Fund (currently at US\$250,000) is to be increased from US\$60,000 to US\$69,000.
- The annual loan repayment will be reduced by US\$200,000.
- The school has been audited by Deloitte. This year, the CFO has expressly asked for and received a management report that helps inform changes that need to be made in financial systems.
- The Business Office has moved from Quickbooks to Sage and associated software to improve efficiency and financial controls.
- Work is underway to devolve financial planning to budget managers in the coming school year.

#### The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- New financial systems (Sage) have been put in place to ensure that financial data is processed in a more secure, efficient, and responsible manner.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
4.3	"Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations."	- the Board re-examine spending priorities in light of the existing loan and very low reserve fund.
4.9	"Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs."	- roll-out the new AISM budgeting process to staff, families, and faculty as soon as it is available - create a formal process for faculty input on staffing needs in their respective areas

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## FACILITIES STANDARD FOR ACCREDITATION

*(Indicators 5.1-5.14)*

**The Standard:** School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Majority of the facilities are in good condition and well maintained.
- Aspects of safety and cleanliness around the school are all on par with standard expectations of an educational institute.
- Furniture and other equipment are well maintained throughout the school.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Outdoor learning/meeting places are inviting and functional.
- Attention has been given to maintaining native trees and plants in certain areas of the campus.
- Hard court areas are covered to provide protection from the sun while allowing for air flow and protection from rain.

**Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Investing in immediate repair and maintenance of the swimming pool and the adjacent area
- Investing in building a theater that is adequate for curriculum and programming needs.
- Investing in building an indoor (climate controlled) gymnasium.
- Investing in creating separate play-space for middle school students.
- Investing in upgrading the locker-rooms next to the swimming pool.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

*(Indicators 6.1-6.37[PA6.38-PA6.41])*

**The Standard:** The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Organizational chart for the school and school system	x
List of members of the professional and support staffs	x
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	x
Contracts (e.g. union, collective bargaining agreements)	n/a
Results of any climate survey	x
Instruments used for evaluating the performance of the staff	
Professional development plan	x
Policies related to school climate and organization	x

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### **The Visiting Team observed that:**

- The school has adequate staffing in terms of teaching faculty, administrative staff and support staff to facilitate the functions of the school.
- The school is adding more administrators in the next academic year to ensure they can deliver on the new Mission statement as they move forward.
- The Visiting Team was informed by community members of a small number of areas, including Special Needs, Library and more where staffing numbers could be increased.
- The school provided evidence to the Visiting Team that all staff are well qualified and well experienced. Many teachers have advanced degrees.
- The school informed the Visiting Team that all faculty are certified and have IB training, but there was not supporting evidence in Google Drive.
- Although there was a relatively large turnover of teaching staff two years ago, this is unusual and most teachers stay beyond their initial contract.
- Due to a downturn in the local economy three years ago, student numbers, and consequently income, dropped. This resulted in staff being paid a greater percentage of salary in a weaker local currency and in faculty and staff lay-offs. This caused some resentment which is still noticeable.
- Salaries for Faculty and Administrative staff are generous and competitive for the region. The Support Staff Payscale is much lower but still generous for the region. All staff members receive health insurance. While overseas and local hire teachers are on the same salary scale, overseas teachers also receive school housing, relocation allowance, and flights for annual home leave.
- In the meeting with the Primary faculty, teachers have explained that one of the great strengths of the school is collegiality. Foreign hire teachers are especially appreciative of the warm, open friendships and assistance offered by the Mozambican staff.
- In the meeting with the Secondary faculty, several teachers expressed dissatisfaction with school climate and many others later informed Visiting Team members that they did not feel safe to speak authentic opinions in the meeting.
- All teachers receive tuition waiver for two children (3 if a couple) and qualifying Administrative staff receive tuition waiver for one child. Tuition waiver does not extend to teaching assistants or to support staff.
- Of the 24 respondents to the MSA faculty and staff survey, 76% feel that the leadership team maintains constructive relationships with the staff and community in general.
- Staff and faculty evaluation methods are being re-organized. Currently they are created by individual section leaders. Teachers would prefer systems that are more interactive and involve ongoing dialogue throughout the year.
- A number of faculty have informed the Visiting Team that they often feel that while the leadership

team listens to their voice, their suggestions have little impact.

- Teacher initiatives are brought to the leadership level through principals who will check with the Director on budget restrictions. New initiatives also need to meet the requirements of the new vision of the school.
- There is a Learning Innovation Team made up of faculty members who work directly with the Director on innovation in education. Members of the LIT have received PD money to explore innovation in a number of other countries.
- All new positions are advertised internally by email and on the website as well as being advertised externally.
- There is an increase in PD allocation for the coming school year, from 1% to 1.7% of the budget. A large proportion of this new budget will be used to bring consulting trainers to the school to support staff-wide workshops.
- The school ensures that all new employees have police clearance certificates.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Mozambican staff for their warm welcome and assistance to overseas staff.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends that:**

- Where possible, PD allocation should be more closely aligned with individual feedback from the Teacher Evaluation System.
- An open system that allows for greater faculty involvement in decision-making should be created (as per 7003 Staff Involvement in Decision Making of the Board Policy Manual).

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
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6.18 to 6.20	<p>“Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.”</p> <p>“Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.”</p> <p>“Is provided with an opportunity to discuss performance evaluations with the evaluator and the ability to appeal evaluations to a designated level of leadership above the evaluator.”</p>	<ul style="list-style-type: none"> <li>- Seek formal faculty input on the new school-wide Teacher Evaluation System and provide concrete evidence some input was used in the design</li> <li>- Design and implement the Teacher Evaluation System in timely, transparent process</li> </ul>
6.21	“(The school staff) is provided opportunities to offer input into the content of professional development experiences.”	Tie new Teacher Evaluation System to professional development.

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

*(Indicators 7.1-7.18)*

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Emergency and crisis plans	x
Records of most recent health and safety inspections	x
Record of emergency drills	x
Emergency Procedures section of Faculty Handbook	x
Emergency Management Plan 2018-2019	x

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The school has satisfactory 2018-2019 Emergency Management Plan with the purpose of ensuring safety for school community. The goal is to increase awareness regarding campus security and preparedness in case of an emergency, and to provide procedures and guidelines to follow. It includes the January 2015 Risk Assessment findings.
- The school has installed an electronic entrance and exit system whereby the community uses pass cards. These pass cards are monitored to ensure the safety of the students and the grounds.
- Arrival and departure from school has been organized to ensure for the safety of the child and the ease of drop-off. There are city police officials as well as crossing guides present to help with disembarking and embarking of students.
- Eight city police officers are assigned to the school to ensure safety. There are four armed officers outside the gate and four traffic police.
- There are six permanent round-the-clock security officers on school grounds.
- The Head of Security has regularly scheduled meeting with the RSO from the American Embassy to be apprised of any risks.
- During special and after school or extra-curriculum activities the Head of Security does a risk assessment of the sites and busses.
- During extra sporting events there is an ambulance present – this service is contracted by the school.
- All students are required to wear a hat during breaks and outside activities; however, the Visiting Team noticed very few students wearing hats. Students are encouraged to wear sunscreen and avail themselves of the water coolers placed throughout the school, in particular near the sport centers.
- Prior to any field trips, students need to bring in completed medical forms and emergency information data.
- Teachers have yearly first aid training; the self-study acknowledges the need for a “more profound first aid training for the staff as well as introduce a fire training and awareness”
- The grounds are clean and safe for the use of the community.
- The school has a 13-person internal fire brigade that is trained yearly. This brigade helps control any fire situation until the city fire department arrives.
- There are review meetings after each emergency drill to assess the effectiveness of the drill and to identify any risks. As a result of past drills, the school has refined the alarm system to differentiate sirens and ensure that all parts of the school are able to hear the alarm.
- During the Evacuation Drill, the team observed that some of the evacuation procedures were not well adhered to: students not remaining quiet at all time; a few teachers not using the red/green cards after all the students are all accounted for; teachers and students slowly exiting buildings and assembling at the designated spots.
- At the conclusion of the Evacuation Drill, there were no concluding remarks on the drill quality made by the Director. Further, students returned to class in a loud, disorderly manner.
- According to the Self-Study, the administration recognizes the need to have more frequent practices, particularly during off-schedule times in the day.
- The Self-Study identifies the need to “reinforce better understanding of the use of visual cues-red/green cards, during assembly to better assist the emergency response team”.
- The director shared that the school employs three part-time nurses. One nurse is responsible for managerial aspect of the health services (e.g. organizing the field trip safety, health records, sight and hearing screening). The other two nurses offer triage assistance to students. The Nurse’s Office

is housed in the Primary School.

- The Emergency Management Team acknowledged the need for an updated risk management assessment. In particular, the EMT will consider the addition of more effective camera system to eliminate blind spots.
- There is a Child Protection Coordinator who provides all staff with yearly child protection training.
- The school has a Child Protection Policy.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Activities Department has integrated many safeguard procedures to ensure students remain safe during field trips and afterschool activities.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends that:**

- Ensure all emergency equipment is labeled in both English and Portuguese.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
7.4	"Conduct drills of its emergency and crisis plans regularly, maintain written records of drills, and based on the outcomes of the drills, assess the effectiveness of its plan and revises them accordingly."	<ul style="list-style-type: none"><li>• Ensure that students enter and leave the drill in a quiet orderly and safe manner</li><li>• Include concluding remarks after each emergency drill that indicate drill quality to all participants</li></ul>

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.**

<b>No.</b>	<b>Requirement of the Standard or Indicator</b>	<b>Recommended Action</b>
	NONE	

## EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

*(Indicators 8.1-8.61)*

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Two years ago, the school perceived the need for a “pedagogical shift to an inquiry model” (Self-Study, p. 8) that would allow for an alternate pathway to a high school diploma other than the IB DP as well as create a “middle school model” for grades 6-8 that allows for developmentally-appropriate pastoral care and curriculum. Therefore, the Learning Innovation Team (LIT) has undertaken the monumental task of adopting various standards sets in different subject areas to co-exist within the IB framework.
- Four criteria have been devised by the LIT as a guide for teachers to evaluate various standards sets. These criteria include standards that are competency-based, conceptual in nature, complementary of the IB Framework, and aligned with the Enhanced ATLs continuum bands being developed (see Standard 9, Assessment, for more on Enhanced ATLs).
- Teachers believe that the introduction of standards will be “very powerful” in providing specific feedback for student growth. Standards will also “clarify our language”. However, there is concern that the adoption process is focused solely on vertical articulation of content and skills within the subject areas and is not accounting for ways in which the various standards sets can facilitate horizontal, interdisciplinary opportunities. The Visiting Team also observed that there is a growing desire for the curriculum coordinators to investigate and choose the standard sets so that teachers can “move on” to begin the identification of Priority Standards and development of the scope and sequence.
- The school is restructuring the administrative curriculum team to account for the new pedagogical vision. This includes the creation of a Director of Learning position supported by one PK-12 Curriculum Coordinator and the merging of IB Coordinator responsibilities with new Vice Principal duties at all three levels. Principals believe this restructuring will provide more support for curriculum development given that the previous organizational configuration had IB Coordinators also serving as classroom teachers.
- Library resources (materials and staffing) may not be able to adequately support a robust, inquiry-driven curriculum as well as the expansion of new literacy initiatives, specifically in the changing needs of the middle school (grades 6-8) and the overall MYP programme. Secondary students also shared that they would like more resources for research.
- Scheduling for IB DP course offerings are first created by the administrators who then consider student course requests.
- DP teachers are concerned that the shift to a standards-based learning approach will not build student content and skills capacity for success in the rigorous DP.
- AISM is dedicated to expanding student agency. Members of the community are excited about this development with the caveat that there is neither a universal understanding of this approach to learning nor a consistent application among teachers. Primary students shared that they have “choice about topics,” “a lot of flexibility,” and “learn multiple strategies for all sorts of things”. Secondary students also welcome the new approach but were very vocal in their concerns about the introduction of student agency as “very abrupt,” “hard for kids who normally don’t struggle let alone those who usually need help,” and “not helpful in certain subjects (like math and science)”. One secondary student summarized the student experience best: “we want the school to be

student led but we need the comfort of our teachers -- they know more than we do, and we need their help.”

- The school currently employs two subject-specific instructional coaches (math and literacy), will reclassify the Learning Support Teachers as Learning Intervention Coaches in 2019-2020, and will also add a Digital Living Coach. Coaches work with both teachers and students as well as provide workshops for parents. One teacher who completed a coaching cycle with the Math Coach this year expressed, “I’ve learned a lot which means my children have learned lots”.
- Teachers have been actively involved in creating departmental philosophy statements to guide the standards adoption process.
- Observations in some classrooms reflect varied, student-centered, creative and inquiry-based learning. Students were actively engaged in posing questions, working in small groups, and discussing process and product. Student work and anchor charts were displayed on the walls. Students were using technology to support their learning. There was evidence of student choice. Teachers were respectfully engaged with students as supports for the child’s learning. Observations, however, indicated these positive teaching-learning strategies were not consistently implemented in all classrooms.
- Some students independently utilized outside spaces for learning.
- The school currently has a Homeroom program (grades 6-12) based on CASEL standards using Second Steps curriculum. Students meet with a Homeroom teacher daily for 20 minutes. The school did not find this timing adequately met the social-emotional needs of the students, and in the school year 2019-2020 the school will abandon the daily meetings and adopt an extended time meeting two to three times a week. There will be a 1:5 teacher-student ratio meeting in triads of three. This new arrangement in the timetable will allow for delivery of the Enhanced ATLs program, time for students to access teachers, and engage in independent study.
- Some teachers expressed an overall sense of stress due in part to the pace in which changes are being made and the uncertainty of what exactly are the expectations. There is a concern that these changes will have a direct impact on the students. This sentiment was echoed by the students in grades 6-12 who have experienced loss of access to their teachers. Students applaud their teachers and the work they are doing, stating that “the teachers are as busy and pressured as us -- they’re really excelling given what they’re going through”.
- The Primary School has a Program of Inquiry (POI) that meets the guidelines of the PYP section of IBO; it is interdisciplinary, conceptual and ATL-based.
- In many classrooms the written curriculum does not align with the taught curriculum. The written curriculum on Managebac has gaps and missing pieces.
- The Visiting Team did not observe any existing evaluation systems that assess the impact of faculty professional development on the educational program and student achievement.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Visiting Team observed the art room on more than one occasion throughout the visit. During each visit, be that first thing in the morning or well into the evening, the art teacher was actively engaged with DP students as they completed their exhibition pieces. The energy in the room was one of professionalism and collegiality as the teacher served as a guide and mentor while students worked diligently on their pieces and conceptualizing their curation approach. The Visiting Team

believes that this classroom environment exemplifies the inquiry-based, student-centered, student agency approach of AISM’s past, present and future.

- Faculty genuinely care about the academic success of their students, and the students feel this. Primary students value that “all of the teachers teach differently” while secondary students are “close with some of the teachers” who are “always open to us” and with whom they share a “strong bond”.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

The Visiting Team recommends:

- Reconsider the pace at which change is implemented. The experience of co-creating the mission and core values has produced ideas that are co-owned and understood by the majority of the community.
- Clarify the definition of “student agency” and co-create parameters with students concerning implementation.
- Utilize the experience and expertise of the incoming Director of Learning, Curriculum Coordinator, IB Coordinators, Instructional Coaches and Learning Intervention Coaches to select standards sets for the remaining subject areas, identify Priority Standards, and create the scope and sequence. Throughout the process, utilize the content area expertise of teachers to vet the decisions.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
8.1	“Has and complements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new program of study/courses, and eliminating program of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school’s mission and goals for student learning.”	Create and adopt a continuous, transparent review and evaluation system that assesses concretely the impact of AISM professional development on the new educational programming, curricular innovations, with an emphasis on student achievement.

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION (Indicators 9.1-9.15)

**The Standard:** The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning – <i>the Assessment Policy presented by the school is not the most recent iteration. See Recommendations below.</i>	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- Starting next academic year, AISM will discontinue administration of the Australian-based International Schools' Assessment (ISA) standardized test because it does not correspond with the proposed new curricula which is predominantly American.
- NWEA's Measures of Academic Progress (MAP) for science has been administered to Grades 4-9 over the past several years. Beginning in Fall 2018, the science test was eliminated and Math, Language Usage, and Reading were introduced for Grades 3-9. This decision was made to gather baseline data for literacy and numeracy in relation to the Student Performance Objectives #1 and #2.
- AISM has administered the PSAT in Grade 11 and has provided data for the last three years. They began administering the PSAT to Grade 9 in 2017-2018 and will expand to Grade 10 in February 2019.
- Based on conversations with the faculty and some administrators, there appears to be a confusion concerning the use of standardized tests, especially concerning MAP as it is new to AISM.
- The four criteria given to the faculty teams who are considering various standards sets for adoption (see Standard 8 for more information) do not include consideration of the associated standardized tests that complement the standards (e.g. when considering the CCSS for ELA, teachers do not seem fully aware of the ways in which MAP can provide valuable student and cohort data to inform teaching practice, curriculum development, and individual student growth). As one teacher commented, "until we have standards in place, assessment will be a challenge."
- The Secondary School departments have created a graphic detailing the various types of assessment tasks used in the subject areas. Examples include self-assessment, plays and skits, journals, projects, and brain teasers.
- Examples of Primary Report Cards were provided to the Visiting Team. The report cards include the new mission and core values, the IB Learner Profile, detailed information concerning the Units of Inquiry, the student's aggregate achievement in that unit, and narrative comments on student progress. Progress is reported on a four-point scale labeled Developing, Approaching, Meeting, and Exploring beyond the expectations.
- Examples of MYP Report Cards for grades 6-10 from June 2018 were provided to the Visiting Team. MYP Report Cards include an introduction from the MYP Coordinator and the IB Learner Profile. For each class, the IB Assessment Criteria are reported separately on a 1-7 scale along with an aggregate course grade of 1-7. The length and breadth of narrative comments vary by teacher.
- Examples of DP Report Cards for grades 11 and 12 from June 2018 were provided to the Visiting Team. DP Report Cards include an introduction from the DP Coordinator and the IB Learner Profile. Student progress is reported as an aggregate course score on the IB 1-7 scale with a narrative of student progress written by the teacher. The length and breadth of narrative comments vary by teacher.
- There are currently numerous platforms for reporting student progress across the divisions. One teacher reported in the survey that "it is confusing and double work to use multiple platforms to give feedback." One parent echoed this concern that "the methods used to communicate progress are cumbersome." AISM is responding to these observations and adopting PowerSchool in 2019-2020.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- During several conversations with the two curriculum coordinators, Lower Primary teachers, administrators and others, they shared plans for the ongoing development and trialing of a banded continuum for ELC-12 skills, which they are naming “Enhanced ATLS”. These skills are grounded in the IB ATLS and LP and framed through the UNESCO Four Pillars of Education: “to be, to know, to do, and to live together”. The development of this skills-based scope and sequence will help unify a shared approach to teaching and learning and provide quantifiable data concerning ways in which the school community can address areas to intentionally teach and model growth in these critical areas. The implementation of the Enhanced ATLS will also help address and manage transitions between IB programmes concerning student capacity and readiness at each level.
- MYP Personal Project scores for June 2018 indicate that faculty are very skilled at aligning their predicted scores with IB Assessed scores. Of 47 students, only 12 did not receive a 5 or above.
- The PYP assessment guidelines are not numeric, allowing the learner and his/her parents to “reflect on their progress and set growth goals and learning targets” rather than concentrate on grades. The Visiting Team is especially impressed with the use of “Exploring beyond the expectations” as the top level of achievement, as it allows for various ways in which learners can demonstrate individual application and excellence on their learning journey.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Create an Assessment Policy that drives practice. At present, the Assessment Policy presented to the visiting team does not align with, nor inform, practice. As one faculty member expressed, “we need to align what we *say* with what we *do* every time we make a change.” The visiting team’s observation was expressed to current administrators who explain that the policy is currently under revision as part of a larger, schoolwide shift in curriculum and instructional practice.
- Clarify with all members of the community the ways in which data from external standardized testing informs instruction for individual students and cohorts.
- Educate students concerning their external standardized testing results and the ways in which that data can help with individual goal-setting as well as inform for institutional advancement toward the Student Performance Objectives.
- Clarify with all members of the community the ways in which external standardized testing informs curriculum development and refinement.
- Provide professional development concerning the numerous ways in which teachers can design formative assessments to gather both qualitative and quantitative data and the ways in which that data can be used in responding to individual student progress. As one teacher observed, “we need to commit to using data to drive next steps for learning in a more robust way. We are still focused

on teaching and not enough on learning.”

- For Grades 6-10: clearly identify ways in which the reporting might/will change with the adoption of standards, given that the current reporting is aligned with the MYP Assessment Criteria.
- For Grades 11 & 12: clarify if the adoption of standards will affect the reporting criteria and categories.
- Establish guidelines for narrative comments on report cards to ensure consistency of feedback for every learner in every class. Aspects to consider include specific ways in which the learner can show growth in meeting benchmarks within the standards.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## STUDENT SERVICES STANDARD FOR ACCREDITATION

*(Indicators 10.1-10.34)*

**The Standard:** The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Guidance and counseling plan	x
Examples of student schedules	x
Results of follow-up studies of graduates	x
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	x
Admissions criteria (if applicable)	x

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- The Learning Support team is a cohesive group of professionals who are self-directed.
- The school has a referral system in place for students of concern.
- The school has employed an educational psychologist and speech therapist in 2018/2019
- The school introduced a fee for service in 2018-2019 to financially support the hiring for these positions.
- The Student Service Support team request the school add an occupational therapist as a member of staff. The support team stated there are a number of students in need that would support the hiring of this person.
- The Student Support Service faculty are concerned for the number of students who are unable to pay for services but who still need the additional services to meet the educational goals of the school
- The *Parent Handbook* has not been updated since 2015.
- The study listed results of follow-up studies of graduates as evidence to support their assessment, but they were not provided in the supporting document folder in the Team Drive. The team asked for this evidence on the second day and again on the third day and when it was provided in the early afternoon.
- According to the Director the number of Learning Support Coaches will increase by one teacher in the year 2019-2020. This Learning Support Coach will be working in the Primary school. There will be one Learning Support Coach and assistant assigned to support grade 2/3, another Learning Support Coach and assistant assigned to support grade 4/5 and one Learning Support Coach to support grades 6-12. The instruction will use both the push-in and pull-out model.
- Students who receive assistance are identified using the Special Education Referral process.
- When the population of the school decreased, the school enrolled students with greater educational needs and some of these students are still part of the student body resulting in Special Education services.
- The school provides support for English Language Learners.
- There are two counselors in the school, one who works with the Primary school providing individual assistance and working in classrooms and one who works with Secondary students providing individual counseling. Both counselors offer support for parents, students transitioning grades and teachers.
- The school provides transportation services for families for a fee.
- The school outsources the food providers. According to the survey, the stakeholders are not completely satisfied with the quality and nutritional value of the food.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Learning Support Team is very supportive of all members of the school community. They are an exceptionally strong, cohesive group.

## **Recommendations**

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends that:

- the school revisit the concept of fee-for-service
- the school explore other options for their food program.
- the school consider employing another Learning Support Coach to work with grades 6-12 to achieve the educational goals of the curriculum.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION (Indicators 11.1-11.19)

**The Standard:** A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students’ special interests.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- Students were very happy and engaged with each other socially and academically.
- Students demonstrated respect for the adults and peers.
- The school provides a plethora of afterschool activities for the students (grade K-12) to participate in and there is a vehicle for students to suggest new activities.
- They are exploring including ELC in the afterschool activities.
- A well-structured Weeks Without Walls programs has been established for grades 6-12 with a possibility of expanding it to include grade 4 and 5 and to add trips throughout Mozambique.
- Students feel their voices are heard by the teachers, but there is little change.
- There is a strong Primary Student Voice Team for grades 3-5 and Secondary Leadership Group with many members across grades 6-12. This group is very articulate and respectful of each other.
- Students in grade 12 expressed concern for the elimination of HL time at the end of the school day.
- Students in the upper school participate and host ISSEA (International Schools of Southern and Eastern Africa) activities throughout the year.
- Students using outside space for learning.
- Policies on academic eligibility and other policies related to student life and student activities, were delivered to the visiting team on the second day of the visit.
- The Community Connections program is a student-driven program that meets six times per year and focuses on building relationships with a local organization. This program will be expanded in 2019-2020 with intentional curricular connections.
- Students would like to expand the Community Connections by exploring internships with local businesses.
- The school survey acknowledges the need to develop more authentic community partnerships as part of their Plan for Growth and Improvement. A designated Director of Community Partnerships has been appointed for the school year 2019-2020.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Organizing and offering many varied activities for students to participate in that includes both academic and non-academic offerings.
- A vibrant, energetic Activities Department that organizes activities, field trips, and integrated learning trips both in Mozambique and internationally.
- A robust sense of spirit for the school. Go Herd!

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- Scheduling teacher curriculum adoption and development meetings in a way that is mindful of the impact of learning time for students.
- Creating a vehicle for the student voices to be acted upon or addressed
- Ensuring that the community knows that the afterschool HL instructional time has been reinstated.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## INFORMATION RESOURCES STANDARD FOR ACCREDITATION

*(Indicators 12.1-12.15)*

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- classrooms have access to Internet, projectors, and other necessary IT equipment to support everyone's educational and instructional needs.
- many of the current information, database and support systems will move into new systems next year (Admin Plus to PowerSchool, SchoolDude, Open Apply etc.).
- faculty and staff will need substantial training and resource management to have a smooth transition towards these new systems.
- the Technology Plan is well thought-out and will support the school's vision.
- the Library uses Follett systems for circulation, online databases, and collections management.
- the Library has two separate sections, one for Primary and one for Secondary. The Secondary section is being redesigned to create specific space for the middle school. Middle school students are eager to have their own space.
- there is a green screen in the Library for students to create their own videos for special effects editing
- the school would like to introduce Kindle Fire devices to provide faster and more cost-effective access to newly published books.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Students' engagement and excitement in the design and other technology classes were observed and appreciated.
- the Librarian has created an inviting space which has increased the number of students using the Library from 10-20 students last year to 50-60 per day this year
- the Library has an exceptional collection of Mozambiquan books in Portuguese, including many First Editions

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- AISM pays close attention towards any/all IT systems adoption and/or migration.
- proper external training as well as ongoing internal training on various new systems should be planned and budgeted.

- migration of current data to the new systems (e.g. PowerSchool) should be done with proper care and planning.
- the addition of a second Librarian who can support the current (and only) Librarian in implementing and supporting the school’s ambitious educational and programmatic metamorphosis.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

### A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and

improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

**Technical Review**

The Team was provided with a copy of the school's approved Technical Review.	X	YES		NO
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### A.1. Objective #1:

X	This is a student performance objective
	This is an organizational capacity objective

By 2026, AISM will become a highly effective learning community by ensuring that all learners have attained and are sustaining proficiency in the revised and newly implemented AISM **Mathematics** competency-based curriculum.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

NONE

**A.2. Action Plan for Objective #1:**

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

<b>Does this action plan:</b>	<b>YES</b>	<b>NO</b>
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

NONE

**A.3. Objective #2:**

X	This is a student performance objective
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	This is an organizational capacity objective
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By 2026, AISM will become a highly effective learning community by ensuring that all learners have attained and are sustaining proficiency in the AISM **Literacy** competency-based curriculum.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- NONE

#### A.4. Action Plan for Objective #2:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	

Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

NONE

### A.5. Objective #3: Organizational Objective

	This is a student performance objective
X	This is an organizational capacity objective

By 2026, AISM will create and implement operational systems that support the AISM mission, values and educational vision as measured by

- Review and condense the Board Manual by extracting procedures from policy and create separate and aligned Board Policy and School procedure documents
- Review and restructure stakeholder handbooks to align with policy and procedure

- Identify and implement effective systems of communication with all stakeholders Identify and implement data systems to gain operational and learning efficiencies
- Identify and implement a consolidated operating system for event management, work order management, and the IT help desk
- Identify and implement a new student information system to facilitate learning and support academic systems
- Identify and implement a learning relationship management system that enhances the ability to provide a learner-centered education

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?		X
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- This is an Organizational Plan and did not undergo Technical Review.

#### A.6. Action Plan for Objective #3: First and Only Organizational Objective

Does this action plan:	YES	NO

Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?		X
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?		X

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- The Team recommends that the pace of change be adjusted to allow for both institutional acclimatization to changes and financial concerns.

## **B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.**

### **The Requirements of the Protocol for the Plan for Growth and Improvement**

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none"> <li>One or more assessments for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>Baseline data for at least one assessment for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>Technical approval of the objectives</li> </ul>	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol

- The action plans presented are not yet comprehensive over 7 years and will need further detail in fleshing out the action steps. The Team reviewed the original 3 objectives submitted by AISM to MSA at the school’s request. The ICs said that these original submissions were deemed more like action plans and would give us a better idea of their action plan steps. While helpful, these 3 items are not yet fully developed action plans. They do cover the first 3 years as required.

**Recommendations**

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends that:

- the current Internal Coordinators work with the newly appointed 2019/2020 Internal Coordinators to plan for a thorough review of action plans at the start of the 2019/2020 school year.
- this review of the Action Plans be accomplished primarily in-house and not out-sourced to an external consultant.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

### Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

## ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school’s community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

### ACCREDITATION

An “Accredited” institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

### Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
1.2	“Communicated widely, understood and supported by the students, their families, and the school’s community of stakeholders.	Make the new Mission and Vision an integral part of all handbooks, marketing, and admission statements.
2.26	“Undertakes operational, long range, and strategic planning aimed at the school’s mission and goals.”	Begin the specific process of creating a formal, written strategic plan.
3.3	Communicates regularly to its community of stakeholders’ information about the school’s planning process, strategic plan, and the results being achieved by implementing the plan.	AISM leadership <ul style="list-style-type: none"> <li>- provide timely, concrete responses to staff and faculty suggestions;</li> <li>- ensure that the language in all stakeholder communications is easily understood by each specific targeted constituency</li> <li>- ensure the message is consistent to each group of stakeholders.</li> </ul>
3.4	“Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.”	AISM leadership : <ul style="list-style-type: none"> <li>- create open forums that elicit feedback;</li> <li>- ensure that dissenting views are heard and noted in minutes or surveys;</li> <li>- design, publish, and adhere to norms of behavior for all modes of interaction</li> </ul>

		among the community (e.g. face-to-face and digital).
3.5	“Takes into consideration the school’s capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.”	<p>AIMS leadership:</p> <ul style="list-style-type: none"> <li>- be mindful of pacing for the introduction of new initiatives;</li> <li>- formally review the wellness of the stakeholders in regard to the pace of change;</li> </ul>
4.3	“Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school’s finances and all financial operations.”	<ul style="list-style-type: none"> <li>- the Board re-examine spending priorities in light of the existing loan and very low reserve fund.</li> </ul>
4.9	“Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.”	<ul style="list-style-type: none"> <li>- roll out the new AISM budgeting process to staff, families, and faculty as soon as it is available.</li> <li>- Create a formal process for faculty input on staffing needs in their respective areas</li> </ul>
6.18 to 6.20	<p>“Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.”</p> <p>“Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.”</p> <p>“Is provided with an opportunity to discuss performance evaluations with the evaluator and the ability to appeal evaluations to a designated level of leadership above the evaluator</p>	<ul style="list-style-type: none"> <li>- Seek formal faculty input on the new school-wide Teacher Evaluation System and provide concrete evidence that some input was used in the design</li> <li>- design and implement the announced new school-wide Teacher Evaluation System in a timely, transparent process.</li> </ul>
6.21	“(The school staff) is provided opportunities to offer input into the content of professional development experiences.”	<ul style="list-style-type: none"> <li>- Tie the new Teacher Evaluation System to professional development.</li> </ul>
7.4	“Conduct drills of its emergency and crisis plans regularly, maintain written records of drills, and based on the outcomes of the drills, assess the effectiveness of its plan and revises them accordingly.”	<ul style="list-style-type: none"> <li>- Ensure that students enter and exit the drill in a quiet orderly and safe manner</li> <li>- Design and implement a formal review process for all drills</li> </ul>
8.1	“Has and complements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing	<ul style="list-style-type: none"> <li>- Create and adopt a continuous, transparent review and evaluation system that assesses concretely the impact of AISM professional</li> </ul>

	new program of study/courses, and eliminating program of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's mission and goals for student learning.”	development on the new educational programming with an emphasis on student achievement.
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**Recommended Stipulations**

<b>Indicator No.</b>	<b>Requirement of the Standard</b>	<b>Recommended Action</b>
NONE		

## NEXT STEPS

As American International School of Mozambique proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**  
The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.
- **Implement the Plan for Growth and Improvement.**  
When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.
- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**  
As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.
- **Conduct Periodic Reviews of the Plan for Growth and Improvement**  
While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.
- **Complete a Mid-Term Report**  
At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.
- **Prepare for Reaccreditation**  
At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

# SUMMARY AND CLOSURE

## MOZAMBIQUE CLOSING REMARKS

It is my honor to speak for the Team at the end of our visit. Arriving as strangers, all of us were welcomed by the buffalo and immediately taken into the herd. No longer strangers. Every day you have supported us, responding to our endless questions and ubiquitous presence. It's not easy having a team visit. Our need to review and reflect on every aspect of your school feels intrusive. The herd is proud. Rightly so, you are strong, capable individuals and together you are creating a dynamic learning environment. You hope the team understands. We do see your strengths.

- The Student Support Team is just one example of the strength, collaboration, selfless dedication, and talent that make AISM a place where students can explore and inquire, directing their own learning while supported by wise, strong teacher guides.
- Your library is amazing with inviting small spaces to read and think, a green screen to stimulate imagination, and Maputo's finest collection of books by Mozambiquan authors.
- In the territory of the buffalo herd, technology is seamlessly integrated into learning, organic and authentic, in every subject. The AISM Tech Plan is clear and comprehensive.
- The architecture of your school blends new buildings into older structures with green spaces and trees that entice learners to be outside and that welcome visitors.
- AISM students are warm, friendly, and helpful. They love their school. They can think for themselves, they are curious and imaginative, and they know how to ask for support when they need it.
- The buffalo are ambitious. AISM is bursting with innovations and ideas about every aspect of school.

As we explored and observed, we saw the challenges and risks of your commitment to becoming the very best you can be. We are inspired by your new Mission. It's brief, simple and powerful. Remember and use it during these challenging times.

### AISM MISSION STATEMENT

AISM pursues excellence by empowering learners to achieve mastery of self, advance their communities, and flourish in an ever-changing world.

### AISM CORE VALUES

#### CELEBRATE HUMANITY

Welcoming learners as they are, embracing diversity, and nurturing relationships.

#### CULTIVATE GRIT

Fostering learners' resilience, perseverance, and commitment to achieve.

#### INSPIRE CURIOSITY

Challenging learners to imagine, create, and innovate with passion, inspiration, and purpose.

#### EMBODY INTEGRITY

Living ethically through honesty, respect, and stewardship.

When the hard work of achieving world class learning for every member of the herd seems overwhelming, when leaders, teachers, staff, and students feel anxious, tired, and confused, our team wants to remind you to rely on your most precious resource. You are the buffalo. You are strong. You are tenacious. You are alert, intelligent, and brave. Above all buffalo are cohesive. Buffalo never leave

one member behind. In your unity lies the strength to weather disruption with confidence there's a solid future ahead.

You are creating standards. You are fostering student agency. You are improving resources. You are innovating in every aspect of teaching and learning at a dizzying pace. But never forget that, most importantly, you have one another. Sustain your trust and community and your success is assured. Student learning is your purpose. That's why you do the work. Humanity, Grit, Curiosity, Integrity are your strengths.

Our team has completed our report. The Visiting Team is a verification team. We have thoroughly reviewed your Self Study and will make our recommendation to MSA on re-accreditation.

I will shortly send our report to your director Dr. Sascha Heckman for a basic fact check. Dr. Heckman will check only for facts (names, spellings, job titles etc.). The report then goes to MSA where it will be meticulously reviewed by both MSA professional employees and by ISAC (the International School Advisory Committee) composed of international school heads who will make a recommendation on re-accreditation to MSA. The final decision rests 100% with the accrediting agency alone.

MSA will inform Dr. Heckmann of their official decision on your re-accreditation in July of this year. We offer each of you our appreciation for kindness and support this week. Students inspired us every day with their joy in learning and love for this school. We've observed classes in all grade levels and many subject areas and seen so many instances of outstanding teaching. I mention by name a few people who have given us extra assistance. Thank you to Djennings who took such good care of us in the team room, and Leonel who solved our IT problems. Yolanda and Silvia have been patient and efficient in meeting our numerous requests for evidence. Internal Coordinators Colleen Fletcher and Ana Gil, stand up to be recognized, your over the top work on the Self Study and Visit have been awe inspiring. We thank CFO Jorgen Hoeven for his prompt, precise responses to our questions and requests for further evidence. We appreciate Dr. Sascha Heckmann's willingness to meet with every team member to provide clarifications and produce needed evidence.

We are humbled by your ambition, grateful for your hospitality, and enriched by observing great learning and teaching at AISM. Thank you for welcoming us into your herd.

## VISITING TEAM ROSTER

<b>Role</b>	<b>Name</b>	<b>School/Organization</b>
<b>Chair of the Team</b>	Irene Epp	American International School of Freetown
<b>Team Member</b>	Dorothy Broussard	American International School of Lesotho
<b>Team Member</b>	Andrea H. Fossum	American Community School, Amman
<b>Team Member</b>	Seamus Hennessy	International School of Kigali, Rwanda
<b>Team Member</b>	Iftexhar Syed	American Embassy School, New Delhi