

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



DESIGNING OUR FUTURE

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

2020-2021 Blended Edition

DUNECREST AMERICAN SCHOOL
DUBAI, UAE

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INTRODUCTION TO THE VISIT

The Dunecrest American School, located in Dubai, UAE, is in its third year of operation. It is associated and supported by Esol Schools, and is inspected annually by local governmental authorities (KHDA) charged with the assessing and maintaining the quality of education in Dubai. The Self Study Team/Planning Team, headed by the **Internal Coordinator, Dylan Carter**, worked to align the two of the school's three objectives with the goals outlined by the local authorities. The local authorities focus on academics, thus two goals for the school for MSA and local authorities are aimed at increasing math scores as measured by MAP test results, and CAT 4 scores. The same is true for English/Language Arts.

The third goal is in the area of Organizational Capacity, and focuses on the more holistic and social/emotional aspect of the school. This was addressed by the **Head of School, Mr. Bill Delbrugge**, during the pre-visit when we focused on Facilities and Finances. Being watchful of the growth in enrollment and maintaining the culture of the school as enrollment grows is very important to the administration and community. The school's capacity is 1200 students, and it currently has 367 students. The accreditation process focused on grades Pre-K through Grade 12, with the first cohort of Grade 12 students graduating in SY 20-21.

This visit was conducted virtually due to the CoVid pandemic. Despite the limitation of not having the level of informal interaction typical during an on-site visit, the Internal Coordinator did an excellent job of scheduling formal meetings, and iPad tours of the facility and classroom observations. What the Visiting Team did feel was a strong sense of community in the school, a high level of positivity among the constituent groups, and dedication to the students and the school on the part of the faculty and administration.

There are two sets of letters referred to throughout the report:

1. KHDA = Knowledge and Human Development Authority
2. DHA = Dubai Health Authority

Instruction to the Team Chair: What follows is an example of an Introduction to the Visit. Please use this sample as a guide only and

- *construct an introductory statement that describes and is appropriate for the school your Team visited.*
- *Please make sure to include the name of the Head of School,*
- *name(s) of Internal Coordinator(s),*

- *number of students,*
- *grade levels evaluated and if there were any additional locations or branch campuses visited as part of the visit.*



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

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

Instructions:

- 1. Provide observations and recommendations about each of the components of the school's Organization for Growth and Improvement.*
- 2. If there are no Recommended Monitoring Issues, enter the word "None."*
- 3. If the Requirements of the Protocol have been met only partially or are in need of improvement, the Team should recommend that they are addressed as Monitoring Issues.*

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

Instructions:

Provide observations and recommendations regarding:

- 1. Examples of how the Internal Coordinators contributed to the success of the self-study effort;*
- 2. The amount of assistance provided to the Internal Coordinators to help them perform their duties; and*
- 3. How the responsibilities of the Internal Coordinators will be accomplished after the Team Visit and during the implementation of the Plan for Growth and Improvement.*

The Visiting Team observed that:

- The Internal Coordinator was well suited for the role, and the School provided time for him to complete his tasks

- The Dunecrest Administrative Team is part of the school's Improvement Team and MSA Self-Study Team.
- They support the work of the Self-Study Team and plan to maintain the Improvement Team and committees to support goals chosen for Student Performance, Organizational Development, and address recommendations included in the Visiting Team's report
- Interviews indicated that members of the Planning Team felt informed and supported by the Internal Coordinator
- The Visiting Team's impression was that both the Internal Coordinator and Head of School are approachable and listen to input from all constituent groups

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 achieve the objectives.

Instructions:

Provide observations and recommendations regarding:

- 1. How well the Planning Team functioned;***
- 2. To what degree the Planning Team's membership is representative of the school's community of stakeholders and the diversity present within the school and its community; and***
- 3. How the responsibilities of the Planning Team will be accomplished after the Team Visit and during the implementation of the Plan for Growth and Improvement.***

The Visiting Team observed that:

- The Planning Team includes members of all constituent groups and plans to continue that.
- Discussions are taking place about expanding the Planning Team as the school grows and positions are added (subject coordinators).
- Along with parent representation on the Planning Team, parents feel welcome in the school and that the administration listens to their input.
- The Planning Team and committees will work as they did during the self-study, but refocus in implementing the plans for growth and addressing recommendations in the Visiting Team report.
- Communication of improvement plans takes place regularly within the school and community, and is presented at board meetings several times per year.
- KHDA also conducts annual evaluations of the school, and visits the school multiple times per year to insure adherence to local regulations and progress towards school goals.

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. 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.

Instructions:

Provide observations and recommendations regarding:

- 1. The roles the school's Leadership and Governance played in the self-study process;***
- 2. Examples of the kinds of support given to the Internal Coordinators and Planning Team by the School's Leadership and Governance; and***
- 3. The degree to which the School's Leadership and Governance support the self-study and accreditation process and the school's Plan for Growth and Improvement.***

The Visiting Team observed that:

- The governance body and leadership team actively support and participate in the self study and Plan for Growth and Improvement.
- Time has been provided for the Internal Coordinator to fulfill his role.
- Meeting time is allocated for members of the self-study team to take on the extra work of completing the self-study.
- The leadership is dedicated to keeping the team together to implement their Plan for Growth and Improvement.

D. The Plan for Communication and Awareness

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 *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. 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.

Instructions:

Provide observations and recommendations regarding the school's Plan for Communication and Awareness, including the school's plans to:

- 1. Keep its community of stakeholders informed about the progress the school is making toward achieving its objectives and its Plan for Growth and Improvement; and***
- 2. Provide opportunities for the school's community of stakeholders to provide input into and participate in implementing the Plan for Growth and Improvement.***

The Visiting Team observed that:

- The various constituent groups are represented on the self-study team.
- The school communicates with the school community regularly about the progress of the team.
- KHDA also monitors the Plan for Growth and Improvement.

E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* 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.

Instructions:

Provide observations and recommendations regarding the school's Plan for Periodic Reviews of the Plan for Growth and Improvement, including:

- 1. The group of stakeholders given responsibility to conduct the Periodic Reviews of the Plan for Growth and Improvement;***
- 2. The frequency with which the plan will be reviewed;***

3. *The school's plan for revising action plans if needed;*
4. *How information and data obtained from administering the assessments identified for measuring accomplishment of each objective will be collected; and*
5. *Who has been given responsibility for ensuring that the assessments for each objective are administered and the data and information obtained from the assessment are collected, analyzed, and reported;*

The Visiting Team observed that:

- The school communicates with the school community regularly about the progress of the team.
- KHDA also monitors the Plan for Growth and Improvement.

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.

Instructions:

Copy and paste into the table below

1. *The specific aspects of the school's organization for growth and improvement that are met only partially or not met; and*
2. *The recommended action the school should take to meet fully these Requirements of the Protocol. If there are no Recommended Monitoring Issues enter the word “None.”*

Requirement of the Protocol	Recommended Action
NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

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

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).

Instruction: Copy from the Self-Study Document and paste the school's Mission into the space below.

The school's Mission is:

DUNECREST AMERICAN SCHOOL MISSION STATEMENT

At Dunecrest American School we provide a holistic American international education that inspires students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

DUNECREST AMERICAN SCHOOL VISION STATEMENT

To be a vibrant learning community that nurtures global leaders.

DUNECREST AMERICAN SCHOOL MOTTO

Raising Student Achievement Every Day, Every Way.

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.

Instruction: Copy from the Self-Study Document and paste the school's Beliefs into the space below.

The school's Beliefs are:

DUNECREST AMERICAN SCHOOL PHILOSOPHY

Dunecrest American School provides a co-educational, English language, college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma and/or International Baccalaureate Diploma. A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and wellbeing. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking

strategies for finding solutions to the complex challenges posed in developing a sustainable and peaceful world.

The Beliefs and Core Values are exhibited and brought to life through our Dunecrest American School Pillars.

DUNECREST AMERICAN SCHOOL EDUCATION VALUES

PILLARS

As a member of the Dunecrest American School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.

ACADEMIC EXCELLENCE

Our drive to instill bold curiosity and diligent effort is the hallmark of Dunecrest American School. Our coursework, from Pre-Kindergarten through Grade 12, provides meaningful and challenging opportunities for both individual and collective achievement. We foster our students' desire to pursue their highest academic potential, and through a wide variety of learning opportunities, we strive to empower them with the means to achieve it. We want our students to take a question that's really compelling in the world or in their lives and have many tools to help them answer it.

CREATIVITY

Learning is embraced when it is personalized, when the learner's interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored. Dunecrest American School fosters curiosity about the world by creating learning situations that stimulate thinking and inquiry while providing time to experiment and to make sense of what is observed. Learning is both a personal process of discovery and a collaborative process that leads to a deeper appreciation of knowledge and academic growth.

INDEPENDENCE

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need opportunities to exchange their reflections with other students and teachers. We must ask our students what they believe in, so they can know themselves and their role in the world. We must give our students the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. Every aspect of Dunecrest American School encourages both students and teachers to become increasingly more responsible for directing their own personal and collective learning.

WELLNESS

The interaction between student and teacher is the heart of our school. All that we do must stem from enhancing that relationship. Our mission is to challenge the mind, excite the

imagination, and train the bodies of the students in our care. We guide our students to make healthy choices and to have respect for their own minds and bodies. We lead them to distinguish right from wrong, and to choose to do what is right so they can develop into responsible and courageous citizens. At Dunecrest American School, exacting inquiry and thoughtful conversations foster the life of the mind, instruction and actively promote fitness and health, and the daily interactions of faculty and students build integrity and nurture empathy, and kindness.

INTERNATIONAL MINDEDNESS

In our commitment to help our students be internationally minded, we demonstrate how to be colleagues and friends, so they act with respect and love. As a school community with these purposes and responsibilities, we will engage the larger communities of city, nation, and world of which we are a part. Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. At Dunecrest American School, students investigate and value their different histories and talents as well as those of other communities and cultures. Because learning and growth at Dunecrest American School arise from each individual's engagement with others, students and faculty value the differences they bring to enrich the community they share.

SERVICE

In life and at school we are crew, not passengers. Students and teachers are strengthened by acts of service. One of Dunecrest American School's primary roles is to prepare students with the attitudes and skills to learn from and be of service to others. Our school is committed to uniting knowledge, service and good moral values to foster the students desire for humankind's common good, and to increase their capacity for mutual and self-respect. We prepare our students to learn confidently for the rest of their lives, and to give generously and joyfully to others. We seek to develop students who combine proven academic ability, intellectual curiosity, and determination with decency, good character and service.

INNOVATION

Learners are most engaged when the learning community challenges them with interesting and achievable objectives. Learning happens best with passion, challenge and the essential support to experience success. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. At Dunecrest American School, we help students overcome their fears and discover their innate ability to innovate and solve real world problems. Individual and group development are integrated so that the value of friendship, trust, and group action is clear. The school culture is grounded in principles of trust, respect and responsibility. Faculty and staff continually teach students how to responsibly use their access of technology to enhance knowledge and learning. Students are

encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

FEEDBACK

Learners require regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards. Learning and innovation are fostered best in communities where student and teacher ideas are respected and where there is mutual trust provided by a caring adult monitoring the progress of each child and advocating for their best interest. Older students' mentor younger ones, and students feel physically and emotionally safe. This is the Dunecrest American School's focus on "Raising Student Achievement Every Day, Every Way."

PERSEVERANCE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. However, it is also important for students to learn from their failures, to persevere when things are hard, and learn to turn challenges into opportunities. The challenges that students meet at Dunecrest American School and the support they receive have a common purpose: to stimulate their development as individuals and as members of their local and global communities.

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.

Instructions: Copy from the Self-Study Document and paste the school's Profile of Graduates into the space below.

The school's Profile of Graduates is:

ACADEMIC EXCELLENCE

The Dunecrest American School graduate has faced a challenging curriculum that has prepared him/her for a successful college experience. The courses taken at Dunecrest American School matched the student's strengths and interests, as well as challenged his/her mind, imagination, feelings and social consciousness. The Dunecrest American School graduate is able to think critically and can express ideas clearly through oral and written expression. The student has developed an academic skill set that allows for mastery of highly rigorous coursework and problem solving skills. The graduate has learned to discern quality work from mediocre efforts and has chosen to pursue excellence by relying on self-discipline, initiative, creativity and integrity. The graduate is able to take a question that's really compelling in the world or in their lives and have many tools to help them answer it.

RISK TAKER

The Dunecrest American School graduate has a diverse background of formational experiences that have given him/her opportunities to learn and grow. The graduating senior has learned to be reflective and self-evaluative. Having experienced Dunecrest American School as a safe haven for the mistakes and false starts inherent in learning, the graduate understands that risk-taking and resiliency are necessary for growth. The graduate has also learned that it is important for him/her to learn from their failures, to persevere when things are hard, and learn to turn challenges into opportunities. He/she values being viewed as an adult and feels prepared to manage more complex responsibilities. The Dunecrest American School graduate accepts the challenges of lifelong learning.

CREATIVITY

The Dunecrest American School graduate has embraced their learning and personalized it to their interests, preferences, strengths, contributions, and prior knowledge. The graduate is curious about the world and they understand the need to reflect to make sense of what is observed. The graduate creates learning situations that is a personal discovery and a collaborative process that leads to a deeper appreciation of knowledge and academic growth.

INDEPENDENCE

The Dunecrest American School graduate enjoys time alone to explore their thoughts, to make connections, and create their own ideas. The graduate understands the need to exchange their reflections with other scholars. The graduate understands their belief system, and they know their role in the world and what they are trying to achieve. Dunecrest American School graduates direct their own learning and growth.

INTERNATIONALLY MINDED

The Dunecrest American School graduate has had a variety of experiences beyond the classroom. Opportunities to excel in art and music, on the stage and on the athletic fields as well as travel have led the graduate to view aesthetic and physical development as essential to an education. The graduate has participated in extracurricular activities that promotes teamwork, leadership, responsibility, humility and physical and emotional fitness. In competitive arenas, the graduate has learned the value of fair play and respect for teammates and adversaries alike. The graduate has been part of a school community that engaged the larger communities of city, nation, and the world of which we are a part. The graduate learned that both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. The graduate investigated and values different histories and talents of those of other communities and cultures. Because learning and growth at Dunecrest American School arise from each individual's engagement with others, students value the differences they bring to enrich the community they share. The graduate has a willingness, ability and poise to tackle global challenges. They learned that society has sustainable goals that need educated shareholders as partners to help solve these global challenges and crises. The Dunecrest American School graduate has been instilled with the necessary values and knowledge to be an active, compassionate lifelong learner that effectively contributes to the solutions of these obstacles.

WELLNESS

The Dunecrest American School graduate has demonstrated the self-discipline to pursue physical, cognitive and emotional health. She/he has developed the desire to engage in a healthy lifestyle, including a life-long commitment to physical activity. The Dunecrest American School student understands the physiological effects of lifestyle, including nutrition, exercise, and high-risk behaviors, on long-term health. He/she has developed the habits and self-discipline to achieve lifelong wellness. The graduate has the ability to distinguish right from

wrong, and they choose to do what is right so they can be a responsible and courageous citizens.

SERVICE

The Dunecrest American School graduate had the opportunity to interact with students, teachers, administrators and parents in a variety of settings. These experiences have led the student to go outside himself/herself to find happiness and joy in the love, friendship, and companionship of others. The graduate has learned that students and teachers are strengthened by acts of service. The graduate is committed to uniting knowledge, service and good moral values to foster their desire for humankind's common good, and to increase their capacity for mutual and self-respect. The graduate learns confidently and gives generously and joyfully to others. The graduate combines proven academic ability, intellectual curiosity, and determination with decency, good character and service.

INNOVATION

The Dunecrest American School graduate understands how to make and achieve goals and objectives. Graduates understand learning happens best with passion, challenge and the essential support to experience success. The graduate knows their abilities, values, passions, and responsibilities in situations both expected and unexpected. The Dunecrest American School graduate understands how to innovate and solve real world problems. The graduate is grounded in principles of trust, respect and responsibility. The graduate uses technology to enhance knowledge and learning in a responsible manner. Dunecrest American School graduates understand teamwork and success for all is an important aspect of their own advancement and success. They compete, not just against others, but with their own personal best and with rigorous standards of excellence.

FEEDBACK

Dunecrest American School graduates understand the importance to give and receive regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards. Graduates understand innovation is fostered best in communities where ideas are respected.

PERSEVERANCE

Dunecrest American School graduates have built internal confidence to take risks and meet increasingly difficult challenges. Graduates understand that failure is part of the creative process and they persevere when things are hard. Graduates have the ability to turn challenges into opportunities.

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

Observations

In this section, the Team lists any observations regarding the Mission, Beliefs, and/or Profile of Graduates.

The Visiting Team observed that:

- There is broad coherence and community buy in with the school's mission/vision, "pillars" and graduate profile;
- As a new school, work on the mission began at first with just leadership and future staff of the school;
- One year prior to opening the school, teachers in Dubai and Egypt (Esol teachers who had been selected to work at Dunecrest) were guided in monthly meetings by the designated head of school;
- The process was built on finding consensus;
- Once school started, students and parents were involved in the process;
- Community members were presented with the results of the work to date and were given a choice to "wordsmith" the product and vote on the mission & vision (and the "pillars");
- At the end of the year, the school conducts parent surveys (good participation, around 80%);
- KDHA stipulated that the school should increase ways and means for the community to participate more; the school followed through by adding parents and students to committees;
- The Dunecrest American School mission and vision statements are unique (and not an Esol mandate);
- An Esol Board member has been active and visible at the school since its inception;
- The student representative stated that the mission statement was highly visible in every day; student life at the school;
- The school has processes and policies in place to bring the mission alive; students feel that they have input to design the school's program and that the school is living up to its mission statement;

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.

-

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.

Instructions:

In the table below, list:

- 1. The specific requirement(s) for Mission, Beliefs, and/or Profile of Graduates that are met only partially; and*
- 2. The action recommended to bring the school into full adherence to the requirement(s) for Mission, Beliefs, and Profile of Graduates. If there are no Recommended Monitoring Issues, check "None."*

Requirement of the Protocol	Action Recommended
NONE	

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.

Instruction:

In the table below, list

- 1. The specific requirement(s) for Mission, Beliefs, and/or Profile of Graduates that are not met; and*
- 2. The action recommended to bring the school into full adherence with the requirement(s) for Mission, Beliefs, and Profile of Graduates. If there are no Recommended Monitoring Issues or Stipulations, check "None."*

Requirement of the Protocol	Action Recommended

NONE	
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MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

The Standard: The school has a Mission that conveys clearly and concisely the school’s vision of a preferred future for the school’s students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s Philosophy/Mission	X

Samples of publications that communicate the Mission/Philosophy 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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- As a new school, work on the mission began at first with just leadership and future staff of the school;
- One year prior to opening the school, teachers in Dubai and Egypt (Esol teachers who had been selected to work at Dunecrest) were guided in monthly meetings by the designated head of school;
- The process was built on finding consensus;
- Once school started, students and parents were involved in the process;
- Community members were presented with the results of the work to date and were given a choice to "wordsmith" the product and vote on the mission & vision (and the "pillars");
- At the end of the year, the school conducts parent surveys (good participation, around 80%);
- KDHA stipulated that the school should increase ways and means for the community to participate more; the school followed through by adding parents and students to committees;
- The Dunecrest American School mission and vision statements are unique (and not an Esol mandate);
- An Esol Board member has been active and visible at the school since its inception;

- The student representative stated that the mission statement is highly visible in every day student life at the school;
- The school has processes and policies in place to bring the mission alive; students feel that they have input to design the school’s program and that the school is living up to its mission statement;

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- The school self assessed standards 1.3 and 1.4 as exceeding expectations;
- There are annual reviews and community surveys with high stakeholder input;
- Given that Dunecrest is a new school and had to present a “finished” product to the community in order to attract families, the process to write the mission was as transparent as possible even though students and parents were only able to join the process at a later stage (consultative rather than creative);
- Planning team members stated that the MSA process was extremely helpful in guiding the establishment of a new school and school community.

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:

- Continue to promote the mission & vision, particularly as the school’s enrollment grows;
- Preserve the “community feel” which emanates from the mission/vision.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL
- STUDENT PERFORMANCE DATA
- SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The data and information contained in the Descriptive Summary of the School are not evaluated by the Visiting Team. Instead, it 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 Summary provides one of the lenses through which Team members will view and evaluate the school. Thus, the 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.

Instructions:

- 1. The data and information contained in the History and Context of the School are not evaluated by the Visiting Team. Instead, the Visiting Team uses the data and information contained in the profile to assist in developing a lens through which to look when determining whether the school meets the Standards for Accreditation and the Requirements of the Protocol.***
- 2. Delete these instructions (all text in blue font) prior to sending this report to the school for correction of errors of fact.***

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

Instructions:

- 1. In the space provided below, report any observations seen and heard by the Team during its visit regarding the Descriptive Summary of the School.***
- 2. This is an opportunity for the Team to report on what it found regarding the school's history, culture, challenges, and accomplishments. The observations may be in***

the form of verification of what the school reported in its Summary or additional observations made by the Team.

3. The Team is encouraged to provide any observations and recommendations regarding the information and data provided by the school in its Summary and how they were used to inform the school and its Planning Team in developing its Plan for Growth and Improvement.

4. Because readers of the report are directed to read the Team's report in conjunction with the self-study (and they will be provided with the self-study), there is no need to copy or re-write information from the Descriptive Summary of the School in the Self-Study Document.

5. Also provide any recommendations to the school regarding its Summary. Recommendations are the opportunity to provide professional observations and suggestions to help the school understand and respond to its data. Recommendations are just that, and the school is not obligated to follow or respond to any recommendations.

6. Be sure to identify the specific information and/or data included in the Self-Study Document to which the Team is referring when it is making observations and recommendations.

7. Delete these instructions (all blue fonts) prior to sending this report to the school for correction of errors of fact.

Observations

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

- The school is a member of the Esol group.
- The school was in its third year of operation when the visit was conducted.
- Overall, stakeholders emphasized often the "community" factor as the most favorable characteristic of the school.
- Students mentioned in more than one occasion that the school administration listens to them and they feel they are heard.
- Parent interviews indicated that the school is strong academically, and offers a range of options and differentiation for students.
- Student performance is also regularly monitored by KHDA.

Recommendations

In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context 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.

●

STUDENT PERFORMANCE DATA

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.

Instructions:

- 1. The data and information are not evaluated by the Visiting Team. Instead, the Visiting Team uses the data and information contained in this section to assist in developing a lens through which to look when determining whether the school meets the Standards for Accreditation and the Requirements of the Protocol.*
- 2. Delete these instructions (all blue fonts) prior to sending this report to the school for correction of errors of fact.*

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

Instructions:

- 1. In the space provided below, report any observations seen and heard by the Team during its visit regarding the student performance data.*
- 2. This is an opportunity for the Team to report on what it found regarding the how well the school's students are doing in achieving the expectations for them as described in the school's Mission and in its Profile of Graduates.*
- 3. The Team is encouraged to provide any observations and recommendations regarding the information and data provided by the school in this section*

and how they were used to inform the school and its Planning Team in developing its Plan for Growth and Improvement.

4. There is no need to copy or re-write information from the Self-Study Document.

5. Recommendations are the opportunity to provide professional observations and suggestions to help the school understand and respond to its student performance data. Recommendations are just that, and the school is not obligated to follow or respond to any recommendations.

6. Be sure to identify the specific information and/or data included in the Self-Study Document to which the Team is referring when it is making observations and recommendations.

7. Delete these instructions (all blue fonts) prior to sending this report to the school for correction of errors of fact.

Observations

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

- The school does periodic analysis of student performance data.
- Student performance data is used for planning and decision making purposes regarding academic support opportunities and student progress.
- MAPs data is shared with teachers, students, and parents to guide them towards ways of improving the current student attainment level. All mentioned stakeholders are provided with training to understand the dimensions of the presented data.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data 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.

- Include students in use of data to develop their own goals for growth in academics.

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

(Indicators 9.1-9.15)

The Standard: The school has a program for assessing student learning and performance that is consistent with the school’s mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
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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	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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Dunecrest has met the standards of assessment by creating a firm plan and policy for assessments both external and internal
- Triangular assessment plan uses Cat4 for learning aptitude, MAP for growth, internal assessments for attainment
- Internal assessments include formal, summative, running reading records, and the use of rubrics.
- There is a 3 tier approach in disseminating data and understanding it to improve student learning and teaching strategies.
- Teachers meet in learning communities to understand data as it relates to students growth and individual trackers are created to continue to observe growth in students
- Counselors use the data from CAT4 to speak about realistic career goals to both,parents and students.
- External Assessments are given yearly for CAT4 and trimesterly for MAP. Other internal assessments such as benchmarks are given to students to track growth beginning of a unit and end of the unit assessment.

- Teachers are given training as to how to give the external assessments and how to use the assessments for data driven lessons. Directors are also taught how to use the data in regards to school growth.
- All stakeholders are held accountable for the results and the implementations of the data.
- Parents and students are given results and students meet with advisories to determine strengths and weaknesses and determine a growth plan.
- Parents are given training on how to interpret assessment data.
- For PreK and KG1 internal assessment and feedback is given through SEESAW in which students are able to immediately hear teacher feedback and communicate directly with teachers
- Dunecrest has begun a contingency plan if the Pandemic continues and online schooling is fully implemented again. This includes partnering with MAP to help with external online assessing
- Data demonstrates student learning through report cards, MAP data demonstrates growth
- The school is using the regulations of KHDA to determine assessment success guidelines as this is the criteria needed for UAE.
- External data assessment is compared locally and internationally to U.S. with no specific region at this time
- All data is kept in a database system

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:

- Continue populating ATLAS as a curriculum hub to support teachers and administration.
- Use information to assist students to track their own growth and attainment and set SMART goals

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

- STANDARD FOR GOVERNANCE AND LEADERSHIP
- STANDARD FOR SCHOOL ORGANIZATION AND STAFF

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION *(Indicators 2.1-2.39)*

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.
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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
<i>For independent, non-public, and proprietary institutions only</i>	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school is part of a larger organization (Esol);
- The school is run as a stand alone entity with much autonomy within the organization;
- Esol provides “skeleton” frameworks (e.g. curriculum), but each school will develop its own program;
- The Dunecrest policy manual is comprehensive and covers all areas of school operations;
- There are clear job descriptions for all leadership positions, including the Esol Board;
- There is a clear organizational structure and hierarchy;
- An Esol Board member’s child attends the school; the parent/Board member is a regular presence at the school;
- Administrators are very accessible and have an “open door” policy;
- The Head of School expressed happiness with the relative ease with which he can operate within this framework (only has to report to 1 person);
- Dubai’s KHDA authority is very strict about operations of international schools, and between KHDA and MSA, the school adheres to these standards;
- Esol appoints the Head of School, but there are strict KHDA guidelines and requirements that need to be met;
- Through various committees and subcommittees, the community is able to provide feedback to the school leadership as well as the mother company Esol;
- The school and mother company are receptive to feedback and committed to implementing suggestions;
- Goal setting is informed by various data points (“Statement of Education”);
- The school’s administration took advantage of the MSA process to help with “getting all the ducks in a row” to open the school;
- Esol school heads communicate with each other for PD and “problem solving”;
- Students unanimously reported that the leadership was very accessible and responsive;

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- There is a strong sense of community within the school;
- Parents have expressed confidence/positive feelings about the school being part of a larger organization (good reputation);
- Morale within the school is high;
- The school is deliberate about conducting regular surveys to receive feedback from students, parents, and 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:

- Continue to make efforts to ensure that the voice of all stakeholders is heard when designing the educational program of the school;
- Ensure that the community continues to have direct access to the school’s leadership as well as Esol leadership.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

No.	Requirement of the Standard or Indicator	Recommended Action
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	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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

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 organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staff are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

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

Instructions:

- 1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
- 2. If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

- 1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to this Standard.*
- 2. Add any types of evidence used but not included on the list in the spaces provided.*

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)	
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Staffing plans are set in place with various input from stakeholders. For example, a Business course was provided due to a student survey, where students showed interest in enrollment;
- Although the school has faced reduction in school fees as a requirement by the UAE government due to the Covid-19 pandemic, the school still managed to recruit for a couple of teaching positions as planned;
- Recruitment is done with the involvement of representatives from the administration and

concerned department;

- A mentoring system (“Staff Buddy”) is set in place to ease the joining process for new staff members;
- Administrators spend time in the classrooms and monitor teaching and learning through walk-through visits.
- The overall goals for teachers are driven from the KHDA framework and approved by the school’s administration.
- Due to the small size of the school, so far, teachers are provided with opportunities for working on administration projects and thus get a hands-on exposure to such experiences for future growth and development.
- Compensation packages (examples: housing and travel tickets) provide additional increments for salaries of staff members.
- Esol provides access to required budgetary needs when it comes to staffing needs.
- Teachers can approach members of the administration with ease of access in a situation of concern or grievance.

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- A dedicated professional development fund is available for staff members to use as a tool for growth and development.

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:

- Continue working on developing a comprehensive appraisal system that supports the learning and development of staff members aligned with professional development needs.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*

- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the self-study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:

- **Curricular Areas**
- **Self-Assessment of Standard for Educational Program**
- **Self-Assessment of Standard for Information Resources**

A. CURRICULAR AREAS

Description and Evaluation of the Curriculum Areas in the School's Educational Program

The school conducted a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment was to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- Alignment of the curricular component with any applicable state and national curriculum standards.

Instruction: Copy and duplicate this section for each curricular area in the school's self-study

CURRICULAR AREA	Technology
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- The school is well resourced in terms of technology.
- Use of drones, teaching coding, etc., enrich the overall experience with technology in the school.
- Specific technology instruction takes place across the grade levels and incorporates appropriate use of technology.
- Technology is actively used throughout the school program, and technology-related learning goes well beyond the specific technology classes.
- Given the extensive use of technology, the school was well positioned to move to online learning during the CoVid school closure.
- Continued development of computer curriculum is taking place, with an emphasis at the elementary school level to prepare students more thoroughly for middle and high school courses and use of technology.
- The school offers IB Computer Science as an elective in grades 11 and 12.
- Students use technology in many classes, including Language Arts. Teachers utilize the use of technology in the classroom to track student progress and deliver lesson requirements.

CURRICULAR AREA

Physical Education

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

B. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- Students are given a fully integrated Physical education curriculum
- The school has planned for online learning through physical fitness challenges
- Students are taught skills for sports
- The school has provided fitness equipment to assist with physical health
- The school included nutritional classes to accompany P.E.
- P.E. is offered for all grade levels
- P.E. is well developed and fully funded to provide students with a variety of equipment.
- For online students any necessary equipment can be provided to them to use for instructional purposes

CURRICULAR AREA	English
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THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

C. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- Again, the school is well resourced for English language instruction, both mainstream and ELL
- During classroom observations, it was evident that students were learning not just grammar, etc., but freedom of expression; latitude on projects and activities was seen
- The school offers well defined assessment process and levels of support for students whose first language is not English
- Teachers express concern about vertical articulation between divisions, but have this as a priority in further curriculum development
- Increasing reading scores as measured by MAP and internal assessments is one of the schools “Student Performance” goals

CURRICULAR AREA	Social Studies
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THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

D. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- The School provides opportunity for students to use social studies cross curricular to promote deeper understanding
- School provided technology for students to research online and to collaborate
- Social Studies was an American curriculum and taught American history

- Teacher developed further understanding through collaborative student activities
- Resources were online for students

CURRICULAR AREA

World Languages

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

E. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- Students are allocated in different leveled classes based on their Arabic language attainment. This is done based on whether the student is a native arab speaker and an assessment that is conducted by the school
- In beginning classes, teachers used English to clarify grammar or pronunciation point to insure student understanding, but consistently returned to the target language
- Arabic is taught throughout the school, and French and Spanish are offered as 3rd languages at the middle and high school levels

CURRICULAR AREA

Science

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

F. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- As with all curricular areas, science is well-resourced
- A variety of resources are used throughout the grade levels

- Until high school grades, general science is incorporating STEAM activities to involve student thinking and problem solving
- At the high school level, science is still required, but specific courses are taught (biology and physical science in grade 9 and 10)
- In grades 11-12 a wide range of IB science courses are offered, especially given the small size of the school
- IB classes observed at the high school level were small and a great deal of teacher and student interaction took place
- Both students and teachers actively used technology, yet classes were personal and lively

CURRICULAR AREA	Mathematics
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

G. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- The school provides students with online resources such as digital textbooks
- Teachers use a variety of methods such as math discussions and modeling to instruct lessons
- Technology is used throughout the classroom to communicate with online learners and to access documents for teachers and students to use together
- In the elementary school, students were also observed using hand-held whiteboard for students to share their thinking with fellow students
- The School uses Common Core/ IB Standards and for high school subjects including Algebra, Precalculus and Calculus
- This is a subject area in which the school seeks to improve student performance, work on this objective has already begun

CURRICULAR AREA	The Arts
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

H. Observations

1. The Team's general observations regarding this curricular area.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes this program area.

- The school has integrated arts into the classroom through Music, Drama, and Art, Filming
- Students are taught techniques and integrate a variety of subjects within the program
- Art has been used by the school to include it in the design of the school, whereas, student art work is viewed in the hallways and ceilings, etc.
- Students are allowed freedom to create
- During Covid students kept with the health standards having limited collaboration and wore masks at all times.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION (Indicators 8.1-8.61)

The Standard: The school’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school’s mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school’s community of stakeholders.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

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	
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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team Observed:

- At the elementary school level, subjects are required, but starting with middle school there is choice of an additional language, and at the high school level, a significant range of course options are available, especially for a small school.
- Plans are in place for additional course options as school enrollment grows.
- The combination of Esol Schools, KHDA and the school's own development plans provide clear focus for instructional program improvement.
- The school offers a well-rounded academic program supplemented by a wide range of co-curricular activities.

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

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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:

-

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

INFORMATION RESOURCES STANDARD FOR ACCREDITATION (Indicators 12.1-12.15)

The Standard: The school’s information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school’s adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

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
Survey of parents online learning	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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Dunecrest is well-resourced for technology funding. This funding includes flexibility to grow for future technological advances
- All levels have access to technology in the classrooms with each level using tools which enable students to be successful within their grade levels.
- Students and teachers were comfortable with using the devices and students were given access to study in school or online. Teachers were given bluetooth to communicate to online students without disrupting in class learning
- Common Sense curriculum is used to promote digital citizenship and safety
- A variety of software is used within the classroom to increase efficiency. Students are given online textbooks which are uploaded to Class Notes.
- The school uses Atlas to align curriculum both horizontally and vertically
- New teachers are trained for one week on all platforms before being in the classroom and ongoing training is developed on an as needed basis. Technology makes up to 50% of the beginning of the year training for staff

- Surveys demonstrated that parents were favorable of the school's program and implementation of technology during the Pandemic. The lowest scores came from KG with a complaint of long classes, special needs for a student, and the number of Zoom classes. The school improved upon the KG Zoom classes as a result, by adding a Zoom meeting for one of the students when needed, allowing parents flexibility in letting the child attend classes, and teacher and parent collaboration in regards to class timings.
-

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- For standards 12.7, 12.8, 12.9 Dunecrest exceeds the standards of expectations
- Funding has been giving to support the school before and after the Pandemic, staff is supported in their options to find better solutions for teaching and are able to use their input to determine purchase of software
- The IT department has three full time and one part time employees which include help desk, database monitoring, network monitoring, and establishing and maintaining accounts.
- The school budget includes needs for future technological advances

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:

- One recommendation is regards to online assessments. The difficulty of keeping the integrity of assessments has been well thought of by the staff. In particular, Dunecrest has students and parents sign an Honesty agreement. The Team recommends continuing with the idea of using webinars, such as the ISS Deep Dives for online assessment.
- Develop workshops for stakeholders to teach about cyberbullying and cyber safety.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*

- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child’s development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the self-study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:

- **Self- Assessment of Standard for Student Services**
- **Self-Assessment of Standard for Student Life and Activities**

STUDENT SERVICES STANDARD FOR ACCREDITATION *(Indicators 10.1-10.34)*

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

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

Instructions:

- 1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
- 2. If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.
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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	
Results of follow-up studies of graduates	NA
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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school has its first grade 12 class this year, but has been supporting career and college counseling since opening (in year 3 of operation).
- While the school does not yet have a group of graduates to survey about their school and guidance experience, they are gathering information from current students.
- The school provides tiered intervention and support for students, seeking to be an inclusive school. The local government is requiring schools to be inclusive.
- The school has identified outside resources to augment the range of support services provided in-house.
- The Student Support Team provides support for both students and teachers, as well as working with parents to support their children.
- The Student Support Team is proactive in identifying students who are receiving support, as well as identifying those who may need support.
- The school provided significant support to students and families during the school closure, but also as students returned to school this school year (20-21).

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- The school provides tiered and varied support to students, teachers and families.
- The school provided social/emotional support to students and families during the pandemic, as well as afterward.

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 school considers ways to incorporate the House System in providing support should another school closure take place (digital reading buddies; online tutoring or support for fellow House

members, etc.).

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*

- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*

- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

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: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s Mission.

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

Instruction:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
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Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	
Budget for all non-athletic activities	
Policies on academic eligibility	X
Policies related to student life and student activities	X
For boarding schools	
Description of <ul style="list-style-type: none"> ● Programs to develop healthy relationships with adults ● Plan for continuous and responsible supervision by responsible adults 	X
Descriptions of <ul style="list-style-type: none"> ● Provisions for student privacy ● Recreational programs ● Provisions for religious practice 	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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- | |
|---|
| <ul style="list-style-type: none"> ● The school offers a wide range of activities, sports, clubs, etc. |
|---|

- The school values student input into activity options as well as encouraging student-led activities.
- The new gym facility with the workout area is focused on wellness and learning about fitness, not just body building.
- “Purpose” in the development of co-curricular activities, as well as school events, appears to be important over quantity.
 - The school demonstrates cultural sensitivity towards its population taken into consideration religious accommodations
 - The school is developing its student council to meet the needs of the students

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- The Student and Athletics Department focuses on the purpose of activities (learning outcomes, extension of curriculum, service), rather than solely on the quantity of activities.
- The school encourages “voice and choice” in presenting activities.
- Students are encouraged to propose and lead activities (Kindness Club).
- Some of the activities can be extended to include certification after graduation of the student.
- Teachers are active and engaged in creating after school activities
- A culture of leadership, and self-agency has been developed

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:

- Continuing to research outside resources to augment teacher contributions to support a range of activities.
- Continue focusing on “purpose” of activities, rather than quantity of activities.
- Consider ways to incorporate the House system into supporting wellness and social/emotional wellbeing should there be another school closure due to CoVid or other situation.
- Research ways to provide “intrinsic reward” for older students in the House system, who are less

- interested in points gained for their houses.
- Develop the STEAM program

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*

- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*

- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section will examine three areas of the operation and maintenance of the school – Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:

- **Self-Assessment of the Standard for Finances**
- **Self-Assessment of the Standard for Facilities**
- **Self-Assessment of the Standard for Health and Safety**

FINANCES STANDARD FOR ACCREDITATION

(Indicators 4.1-4.17)

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

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

Instructions:

- 1. After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
- 2. If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.
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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

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)	
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

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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school's relationship with support from Esol Education allows it to operate in its start-up years with decreased concerns about initial deficit budgets.
- The school works with Esol Education to develop the annual budget, but the school then implements it.
- Due to enrollment increases despite CoVid, the school predicts that it will be able to break even one year earlier than projected (year 4 of operation, rather than year 5).
- The tuition increases or decreases are approved by the local government, therefore there is less parental input (lower rating).
- The local government allowed a decrease in tuition (18%) due to patrons' decrease in income due to CoVid related employment cuts.
- Over and above the tuition increase, families may apply for a short term scholarship through a process including an application and proof of financial situation.
- The school facility was provided by Esol Education and is now considered an asset of the school itself which accounts for the ability to break even in 4-5 years while increasing enrollment more gradually.

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- The relationship with Esol Education allows the school to provide quality facilities, reasonable (competitive) tuition and long-range financial planning and stewardship.

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:

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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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

Evidence	Visiting Team
Data from Observations and Interviews	X

Floor plan of facilities	X
Long-range facilities plan	
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X

A. 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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Facility and maintenance standards meet or exceed local governmental standards.
- The facility and systems are well and regularly maintained.
- The administration has been responsive to input by teachers and other community members.
- Although the facility is new, adaptations have already been made to further support programs (EC playground, 2 new science labs).
- The facility is new (3 years), has been designed to create age group zones and admit natural light into all areas.
- Facilities are viewed as outstanding by constituent groups and appropriate to support the educational goals of the school.
- Student artwork is present/highlighted in the facility.
- Short-term plans are in place to complete a larger indoor gym to expand PE facilities, and an auditorium to support larger school community gatherings than can be accommodated in the current black box theater.
- Longer-term plans are under discussion about expanding the classroom wings should enrollment

warrant additional classrooms.

- The school has made (recognized) adaptations to continue on-site schooling in a safe manner during the CoVid pandemic. A very clear video was provided to community members to help them understand and follow precautions.

In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- Responsiveness to constituent input even though the facility is new.
- Adding facilities both in the short-term (in process) and long-term (under consideration).
- School videos about the facility and CoVid measures involving students and giving clear examples.
- Bringing natural light into the facility through skylight tubes.

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:

- Move forward with their goal of completing the new gymnasium and adding a larger auditorium/multi-use space.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION (Indicators 7.1-7.18)

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add any types of evidence used but not included on the list in the spaces provided.*

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

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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school conducts, in collaboration with the Dubai Health Authority (DHA), annual clinical checks for all its students (Vision, Hearing, Dental, Physical, and Skin).
- Over 50% of the staff have completed first aid training and the rest are in the process of fulfilling the training requirements.
- The school collects data from KHDA and DHA wellness surveys - latest results showed 100% feel safe at the school and 90% believe the school is focusing on wellness needs.
- Students set wellness goals on a yearly basis and meet with an advisor 3 times per week to reflect on their wellness and academic needs.
- A nutrition committee is set in place to monitor and continuously improve quality of service and food provided by the school. This committee consists of parents and is found as a KHDA requirement.
- A dedicated Food Safety Officer is appointed and trained as a requirement of Dubai Municipality and Dubai Health Authorities.
- The school goes through periodic health and safety inspections by KHDA and DHA, and is consistently granted clearance with some minor recommendations which have been addressed and dealt with.
- During the Covid-19 lockdown, attention was given to family and individual needs and to check on them. Families received weekly calls from school administration, while students were

allocated in groups of 10 and met once every two weeks with assigned advisors. If an issue was flagged, the school handed the case over to the counselor.

- The school has put in place a comprehensive emergency procedure manual. Safety drills training takes place 4 times a year with students and teachers. Teachers are trained at the beginning of the year on the required actions and policy expectations.
- The school has put in place various measures to meet the different external health and safety agencies regulations.

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- The school works in collaboration with external institutes to assure health and safety requirements are met regularly for all its stakeholders: KHDA, Dubai Health Authority (DHA), and the Dubai Municipality.

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:

- Due to the increase in student population, the team recommends the availability of automated external defibrillators (AED) at the access points at the school and lobbies, and incorporates the necessary training associated with the use of the equipment into the first aid training being offered currently.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
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	NONE	

SCHOOL IMPROVEMENT PLANNING

In this section the Team reports on the school’s self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

As the final component of its self-study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the self-study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

(Indicators 3.1-3.8)

The Standard: The school plans strategically and continuously to grow and improve its students’ performance and the school’s capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school’s strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET 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

Instructions:

1. Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.
2. Add any types of evidence used but not included on the list in the spaces provided.

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	
Enrollment plan	X
Policies related to school improvement planning	X

B.1 Continuity of Education Plan/Policy/Procedure

Instructions: Absence of a plan results in a Stipulation.

The Team was provided with a copy of the school's Continuity of Education Plan/Policy/Procedure as found in the school's Self-Study Addendum.	X	YES		NO
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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.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to this Standard for Accreditation and its Indicators of Quality.

****During this period of time, the team should include a comment on the school's responses to the Self-Study Addendum questions.***

The Visiting Team observed that:

- Various stakeholders are involved in the setting of the short-term and long-term school objectives.
- KHDA drives the action planning along with the Esol group on the Director's level.
- Although there has been a shift in the deadlines set for the action plans, they still hold valid and are highlighted as a priority by the school.
- School administers end of year surveys to collect input from stakeholders.
- During the lockdown, the school held meetings with parents on Zoom once a month to collect feedback.
- Student input was gathered through "feedback loops" using Google Classroom and Google Forms.
- Student performance objectives focus on Map testing for up to Grade 10. Students in Grade 11 and Grade 12 had two sets of data to benchmark and reflect on: SAT and PSAT results and historic average grades shared by the coordinators in Dubai.
- The school put into place a comprehensive system of support for students and families during the lockdown. Regular check-ins with families were conducted by school administration and student support personnel, along with supporting students. Any concerns noticed by teachers were referred to admin and student support personnel.
- Parents expressed strong support of the school's efforts to continue student learning combined with supporting families during the closures.
- Some measures of student performance were not able to be gathered in the spring (MAP test results, etc.). This did not seem to deter the school from continuing to examine student performance growth in the last half of last school year.

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations for this Standard for Accreditation and its Indicators of Quality. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE STANDARD.

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

- School is building a culture of continuous self-reflection and growth systems.
- Communication with and support of parents during Covid-19 lockdown “stood-out” as a strength and has continued to be so during the current academic year.

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:

- Continue to use the communication lines put into place during the school closure to maintain close communication and support should schools be required to close again over the next few months.

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.

In the table below, list the specific requirement(s) of the Standard and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Standard of an Indicator is met only partially, include the number of the Indicator in the No. column and copy and paste the Requirement or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality.*
- *If there are no recommended Monitoring Issues, place an X next to the word “NONE”.*

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.

In the table below, list the specific Requirement(s) of the Standard and/or Indicator(s) of Quality the school does not meet.

- *If an Indicator is not met, include the number of the Indicator in the No. column and copy and paste the Requirement of the Standard or the Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Standard and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Standard and/or Indicator(s) of Quality. If there are no recommended stipulations place an X next to the word "NONE."*

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

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.

Action plans describe the methods the school will use to accomplish its Mission/Philosophy 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/philosophy.

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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Instructions:

- 1. The DOF protocol requires the school to have a minimum of three but not more than five measurable objectives.*
- 2. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement.*

3. 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.

4. Space is provided below to evaluate the maximum number of objectives. If the school has fewer than five objectives, delete the remaining sections.

5. The DOF protocol requires the school to have action plans to achieve its student performance objectives. The school may have a separate plan for each objective or, when appropriate, may have an action plan for two or more of the objectives. Space is provided below to evaluate the maximum number of action plans. If the school has fewer than four action plans, delete the remaining sections.

6. The action plans should be included in the Self-Study Document. Examine the action plans and then 1) answer the question below and indicate in the table provided the degree to which each Action Plan meets the DOF criteria for action plans.

A.1. Objective #1

Instruction: Copy the school's Objective #1 from the Self-Study Document and paste it into the space below.

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

Insert objective here

Achieve student growth in the outstanding category (75% and above) for Math in all phases with MAP external assessments and Dunecrest internal assessments (End of Year Report Card Grades) by 2027.

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

-

A.2. Action Plan for Objective #1:

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

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 year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.	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 and/or to improve the clarity and focus of this action plan?

●

A.3. Objective #2:

Instruction: Copy the school's Objective #2 from the Self-Study Document and paste it into the space below.

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

Insert objective here

Achieve student growth in the outstanding category (75% and above) for Reading and Language Usage in all phases with MAP external assessments and Dunecrest internal assessments (End of Year Report Card Grades) by 2027.

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

-

A.4. Action Plan for Objective #2:

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

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 year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.	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 and/or to improve the clarity and focus of this action plan?

•

A.5. Objective #3:

Instruction: Copy the school's Objective #3 from the Self-Study Document and paste it into the space below.

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

Insert objective here

To provide outstanding pastoral care with 80% student participation in extracurricular activities, athletics, and academic tutoring by 2027.
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What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

-

A.6. Action Plan for Objective #3:

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

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 year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.	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?		
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 and/or to improve the clarity and focus of this action plan?

•

A.7. Objective #4:

Instruction: Copy the school's Objective #4 from the Self-Study Document and paste it into the space below.

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

Insert objective here

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

•

A.8. Action Plan for Objective #4:

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		
Include a logical sequence of strategies and/or action steps?		
Outline clearly and in detail the action steps to be taken in year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.		
Include enough activities to ensure that the objective will be achieved?		

Address as many aspects of the institution's programs, activities, and services as appropriate?		
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?		
Identify the resources required to implement the action steps?		
Identify the persons/groups responsible for implementing each action step?		
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		
Establish reasonable timelines for implementing the action steps?		
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?		

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this action plan?

?

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A.9. Objective #5:

Instruction: Copy the school's Objective #5 from the Self-Study Document and paste it into the space below.

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

Insert objective here

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What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this objective?

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A.10. Action Plan for Objective #5:

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		
Include a logical sequence of strategies and/or action steps?		
Outline clearly and in detail the action steps to be taken in year one of the accreditation term? *During the current time, this is an accommodation to the traditional one to two year timeline.		
Include enough activities to ensure that the objective will be achieved?		
Address as many aspects of the institution's programs, activities, and services as appropriate?		
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?		
Identify the resources required to implement the action steps?		
Identify the persons/groups responsible for implementing each action step?		
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		
Establish reasonable timelines for implementing the action steps?		

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?		
--	--	--

What recommendations can the Team offer to the school for any areas and/or to improve the clarity and focus of this action plan?

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C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Instructions:

1. *Most deficiencies in objectives and action plans can be addressed in Recommendations or Recommended Monitoring Issues.*
2. *Stipulations should be recommended only in the complete absence of the required objectives or action plans.*

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.		
<ul style="list-style-type: none"> • One or more assessments for each objective 		
<ul style="list-style-type: none"> • Baseline data for at least one assessment for each objective 		
<ul style="list-style-type: none"> • Technical approval of the objectives 		
Comprehensive action plans for each objective		

Plan for regular monitoring and review of the Plan (at least once annually)		
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Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol and 2) any areas in which the school exceeds the requirements of the protocol.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to the protocol.

The Visiting Team observed that:

•

Instruction: In the space provided below, describe in bulleted form the evidence seen and heard by the Team during its visit the areas in which the school exceeds the expectations of the protocol. DELETE THIS SECTION IF THE TEAM FEELS THAT THE SCHOOL DOES NOT EXCEED THE EXPECTATIONS OF THE PROTOCOL.

The Visiting Team determined that the school exceeds the expectations of the protocol in the following ways:

•

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

The Visiting Team recommends:

•

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.

Instructions:

Copy and paste into the table below

- 1. The specific aspects of the school's plan for growth and improvement that are met only partially or not met and*
- 2. The recommended action the school should take to meet fully these Requirements of the Protocol. If there are no Recommended Monitoring Issues enter the word "None."*

Requirement of the Protocol	Recommended Action
NONE	

Recommended Stipulations:

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

Instructions:

Copy and paste into the table below

- 1. The specific aspects of the school's plan for growth and improvement that are met not met. There must be a sufficient number of Requirements of the protocol to support this assessment.*
- 2. The recommended action the school should take to meet fully these Requirements of the Protocol. If there are no Recommended Stipulations enter the word "None."*

Requirement of the Protocol	Recommended Action
NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Associations Visiting Team is charged with making a recommendation to the 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:

Instruction: The accreditation options are shown below in green. Select the action recommended by the Team together with the definition of the action, change the color of the font to BLACK, and delete the remaining options.

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.

Instruction: Copy and paste below any Monitoring Issues and/or Stipulations recommended in the Team Report. Note: If there are no recommended Monitoring Issues or Stipulations, you may delete these tables.

Recommended Monitoring Issues

In this section, the Visiting Team lists any Standards with which the institution is in partial compliance and in need of improvement and, therefore, 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 a specific time set by the Commission.

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

In this section, the Visiting Team lists any Standards with which the institution is not in compliance. Therefore, a Stipulation is added to the institution's accreditation. Stipulations must be addressed satisfactorily by a specific time set by the Commission.

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Accreditation Options:

If the school has previously been accredited by the Middle States Association, the Accreditation options are:

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.

ACCREDITED WITH STIPULATIONS

An institution "Accredited with Stipulations" 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. However, the institution has been given significant Stipulations in one or more areas that require follow-up and monitoring in order to ensure that the Stipulations are met. In such cases, MSA will identify the Stipulations and specify the nature, purpose, timelines, and scope of any corrective action required or additional information to be submitted to the Commission by the institution. Subsequent reports and/or onsite visits may be required to provide the Commission with assurance that appropriate corrective action has been taken. Corrective action must take place within the specified time limit unless otherwise approved by the President.

The Visiting Team recommends the following Stipulation(s):

PROBATIONARY ACCREDITATION

An institution granted “Probationary Accreditation” is a previously MSA accredited educational organization that does not meet one or more of the MSA Standards for Accreditation, does not adhere to applicable MSA policies, and/or does not follow the requirements of the self-study protocol used. The institution is provided with specific corrective actions that must be followed in order for the institution to have its accreditation in good standing reinstated with MSA. Subsequent reporting and/or onsite visits confirming those corrective actions are required within defined time limits in order for the entity to remove probation and gain accreditation for the full term as specified by the protocol used. Probationary Accreditation is typically granted for a period of one year, but shall not exceed a maximum of three years.

If the school has not been accredited by the Middle States Association previously and is a Candidate for Accreditation, the accreditation options are:

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.

ACCREDITATION WITH STIPULATIONS

An institution “Accredited with Stipulations” 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. However, the institution has been given significant Stipulations in one or more areas that require follow-up and monitoring in order to ensure that the Stipulations are met. In such cases, MSA will identify the Stipulations and specify the nature, purpose, timelines, and scope of any corrective action required or additional information to be submitted to the Commission by the institution. Subsequent reports and/or onsite visits may be required to provide the Commission with assurance that appropriate corrective action has been taken. Corrective action must take place within the specified time limit unless otherwise approved by the President.

The Visiting Team recommends the following Stipulation(s):

ACCREDITATION DECISION POSTPONED

A candidate for accreditation must meet all of the MSA Standards in order to be recommended for Accreditation or Accreditation with Stipulations. The option of recommending “Accreditation Decision Postponed” is an accreditation action that may be taken only when in the judgment of the Chair of a Visiting Team and the MSA staff that a candidate institution does not meet all of the Standards for Accreditation and/or the specific requirements of the protocol. Before making an Accreditation Decision Postponed recommendation, the Team Chair must consult with MSA staff during the Visiting Team’s deliberations and before any announcement to the school as to the Visiting Teams accreditation recommendation. The school will be notified by MSA of specific corrective actions it must take before being re-considered for accreditation.

NEXT STEPS

As Dunecrest American School 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 *Designing our Future* 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 *Designing our Future* 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

Instructions:

Insert the oral report to the school in this section. Ensure that the report includes, as a minimum, the following:

- *The school's three to five outstanding strengths;*
- *The school's three to five areas most in need of improvement; and*
- *Any other important comments by the Peer Review Team*

Good afternoon. I am Dr. Paul Johnson, chair of the Middle States Visiting Team to Dunecrest American School in Dubai. I am pleased to see so many members of the school community present to hear our report. We leave at the end of this report feeling that we have had a full and rich experience in your school, despite having to conduct the visit virtually. The virtual visit is a new experience for our team, as well as for your school. The experience, however, has given us a fuller appreciation for the challenges teachers and students have faced over the course of the last few months due to CoVid, and the dedication shown in addressing those challenges. Despite working virtually, we appreciate the warm reception we have received and the candor with which you have shared your positive comments, wishes and concerns.

This oral report is a very brief summary of the major points that will be included in the written report, which will follow in approximately 2 to 4 weeks. I will touch on the major commendations and recommendations we have, and will share our recommendation to MSA regarding the school's accreditation.

At the conclusion of this oral report, we will leave your school. We will not entertain questions or engage in discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank the other three members of our team for their service to you and to the Middle States Association—Radia Ali, Andrea Wallace and Dr. James Pilton. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. We have worked hard throughout the days and evenings to conduct as thorough an evaluation of your school as is possible. It is a tribute to the team's professionalism and expertise that we were able to coalesce as a team so quickly and to produce a valuable report to encourage your school's continued

growth. I am sure you will join me in thanking the team for their service to your school and students.

It is important that you know that accreditation is a voluntary activity for the school, but is also a requirement of your local education authorities. We are here because you invited MSA for accreditation, asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Dunecrest meets the Middle States Standards for Accreditation.

Second, in addition to meeting the standards, the protocol you chose—*Designing Our Future*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your school was asked to develop one or more organizational capacity objectives. The expectation is that, after the team leaves, you will faithfully implement your improvement plan over the next years and make a good faith effort to achieve the goals you set.

Third, we came as your “critical friends.” What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

There were many strengths clear to us during our visit.

1. Among them were the sense of community and safety, the strides made even during the Covid pandemic, and the balance of academic success and social/emotional support and growth. The mission and core values, articulated through CREST were obvious throughout the school, and curricular and activities programs.
2. We commend the school for taking the risk to re-open for on-campus learning. Strict guidelines are obviously being followed, but the chance for students to learn and interact in person appears to be greatly appreciated. Our sense is that students and faculty much prefer on-site learning and the interaction that it brings.
3. The support provided to individual students, groups of students, parents and faculty is significant, and was another common theme heard. Besides having processes on paper, there are concrete examples shared of ways in which student

support services were put into action addressing either academic or social concerns. During the pandemic, this support went beyond the student to include family members as needed. This support also continues now as the school community adjusts to being physically back at school.

4. Another is the school's awareness that it is new, although it has the history of the Esol organization to draw on. Because of its relationship with Esol, the school is well resourced both facility and materials-wise, plus can draw on other resources, while working to develop Dunecrest's unique personality.
5. We asked all of the groups with whom we met to identify what they see as the primary strengths of your school. The responses almost uniformly focused on the word "community." Many schools talk about being a community, but the atmosphere and actions at Dunecrest strongly exemplify this. Parents expressed how open the school faculty and administration are to listening, the CoVid survey indicated that the school listened and dealt with certain specific needs or concerns, and the sense of community remained intact despite being physically distant.
6. Finally, we commend the administrative team for their accessibility and willingness to listen. This was mentioned by various teachers, the students and the parents. An example of that accessibility is members of the administrative team having desk spaces in hallways, as well as private spaces for confidential meetings and matters.

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school, but also about the areas in which the school can grow. Therefore, we also asked the groups with whom we met to identify the challenges the school faces in achieving its mission. We may or may not make recommendations in each of the 12 standards, but we will address general recommendations if we feel it will help you as a school grow. It is only possible to touch on a few recommendations here, just as we only touched on a few of the commendations.

1. Continue working on a more comprehensive and formalized teacher appraisal and professional development system unique to Dunecrest. We understand that this is a work in progress, and that plans have been discussed with administration and faculty.
2. Continue to support student voice and advocacy, as well as seeking input from Dunecrest constituent groups, especially in activities and events. Student ownership will likely build greater student participation in activities.

3. Further support student advocacy, responsibility and independence by expanding faculty use of student achievement data to involve students in using data to formulate their own goals for growth and development.
4. Continue clarifying and codifying curriculum articulation across all grade levels and all content areas. This was stated in almost all areas and is important as the school grows and additional academic options are provided. Making sure the curriculum and units are lodged in Atlas will provide a resource for current and new teachers. Given the current small size of the school, and limited number of faculty members, such work might focus first and foremost on reading and mathematics, followed by other content areas when implementing the curriculum review cycle.
5. Build on the strong base of communication with parents to gain support for long term planning efforts at the school. Also, maintain that base so that communication is facilitated should the school have to close again due to the pandemic or other external reasons.

Now, let me move to the accreditation recommendation we will make to the Middle States Association.

As I stated earlier, part of the decision regarding whether to recommend accreditation of Dunecrest American School is based on whether the school meets all of the standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your students. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

We concluded that Dunecrest American School meets the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Dunecrest meets the requirements of the *Designing our Future* protocol. These requirements were summarized earlier in this report. In regard to these requirements, we found that Dunecrest has an improvement plan focused on improving student performance in English and math, as well as focusing on the organizational goal of greater student participation in activities. Action plans to achieve the objectives are in place. An overall culture of planning and action will support these objectives and other school growth activities.

Based on meeting the standards, the level of involvement of the entire community in the process and planning, and the objectives and plans you have for the upcoming years, the team will recommend to the Middle States Association that Dunecrest American School be accredited without monitoring issues or stipulations.

As we take our leave, the members of the Visiting Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here has been a rich and rewarding one.

Many thanks especially go to Dylan Carter, your Internal Coordinator, and Bill Delbrugge, your Director and the Administrative Team, for their hard work and dedication in organizing our visit and preparing your school for it. In addition to them, many members of the community contributed to making the entire self-study process a success. We especially recognize and appreciate the dedication and time of the Self-Study Committee.

We leave you with this thought. We are convinced that this community cares deeply about and seeks the best for your students. We are also convinced that when a community considers the education and well-being of its students as its number one priority, it can help make a difference in the world in which we live.

We wish you success as you celebrate your accomplishments and continue your growth as a quality school.

Thank you and goodbye.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Dr. Paul W. Johnson	Retired HoS; Senior Leadership Executive, International Schools Service
Team Member	Ms. Radia Ali	Bahrain Bayan School
Team Member	Ms. Andrea Wallace	Ghars Bilingual School,
Team Member	Dr. James Pilton	International School of Zanzibar