Accreditation Progress Report

The International School of Port of Spain

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Progress Assessment

Introduction

The Accreditation Progress Report provides this institution the opportunity to engage in a structured continuous improvement process to review, analyze, reflect, and report on progress it has made subsequent to the External Review. Additionally, the process facilitates ongoing professional learning, collaboration, and cooperation among the institution's staff and key stakeholders in identifying and articulating progress made in the areas most in need of improvement.

As such, this Accreditation Progress Report is the summary of this institution's focused improvement efforts, actions, and activities that demonstrate how it has addressed Improvement Priorities resulting from an AdvancED External Review. AdvancED uses the report to assess the progress this institution is making in improving its impact on teaching and learning, leadership capacity, and use of resources.

This Accreditation Progress Report includes the analysis and response by AdvancED to the institution's self-reported progress. Based on the findings in this report AdvancED re-assesses this institution's accreditation status. This determination is communicated through a formal letter from AdvancED and includes next steps, if appropriate, in the process.

About AdvancED
AdvancED® provides accreditation and school improvement services that are supported by state-of-the-art educational technologies, policy and advocacy outreach, education research and innovation to education providers of all types to create a world of opportunities for every learner. AdvancED works with over 32,000 institutions in more than 70 countries serving over 20 million students. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Progress Assessment

Improvement Priority 1

Statement:

Develop and implement a plan and set of protocols that anticipate staff turnover so all teachers, teacher assistants, and other staff undergo scaffolded training in the evaluation, interpretation, and use of data to improve, adapt and differentiate instruction thus driving increased student success within a constantly changing school community.

Description:

Interviews, data, and a variety of documents provided by the school, demonstrate that the school experiences turnover each year in both teaching staff and students. This is a recurring phenomenon which results in a situation where some staff have received training in the use of data and others have not. Given the school has set its own priority regarding the use of data to improve instruction and better differentiate for students with varying needs, the team requires that the school develop a plan and set of protocols that ensure all staff (leaders, teachers, teaching assistants and other staff) are provided scaffolded and ongoing training in this area. In this way, the school will build the capacity of its staff to evaluate, interpret, and use data to drive increased student success and so ensure that the practice becomes ubiquitous across all levels and content areas.

Indicator 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

Institution Response

Progress Status:

Implemented

Response:

A direct result of the AdvancEd required action following the External Review Team visit to ISPS was the creation of a "Data Plan" as part of the overall school improvement plan. This plan was created in the first quarter of 2014 to be implemented during the 2014-2015 school year. The data plan had three main elements:
1. A plan for "scaffolded" support and training, provided on an "as needed" basis.

2. The inclusion of protocols to be used in the analysis of data.

3. The ultimate goal of the data analysis is to improve teaching and learning.

On September 23rd 2014 a survey was sent to all school staff to gauge their skills in data acquisition, analysis and use. Staff were asked to self evaluate on questions that determined various skill levels for data use; from being able to access the data, using the data to differentiate instruction, and using data to set growth targets with students.

The results of the survey allowed for the planning of tiered professional development with the following levels:

Data access; types of reports, communication of meaning of data with students and parents.

Data analysis and use; a simple but powerful protocol to assist teachers with student groupings for differentiated instruction.

Data analysis and use; using the student goal setting protocol to assist students taking control over their own learning.

The first level of training was actually given to all staff. The introduction of the cloud-based MAP necessitated that all staff were trained in how to access the new system, along with a brief explanation of the types of reports available and the benefits of the cloud-based system. The training for all staff was preceded by two sessions for proctors and administrators to bring them up to speed with the new style of test management.

The second level of training, in how to use MAP scores as a guide for grouping students for differentiated instruction was given to staff members in three sessions, with elementary, middle and high school teachers respectively. This training level involved using data to inform instruction and plan for differentiation using a protocol based on the NWEA bands by goal. Students in the "red" band for a particular goal or skill – could be identified. Teachers would then be able to plan targeted differentiated instruction base on the skill level of individual students. Lessons could be planned to address the specific learning needs and areas of weakness of students in orange and red bands for a particular learning strand.

The third level of data training involved coaching teachers in the use of the NWEA/MAP goal setting worksheet for individual students. Using this protocol, students could see their areas of relative strength and areas for improvement. Teachers and students would then collaboratively set learning goals for the year – with the understanding that these learning goals would be evaluated at the end of the year (after the spring MAP test). As well as giving students ownership of their own learning, this process again facilitates teachers planning differentiated instruction for individuals in their class.

It should be noted that the primary data set used throughout ISPS for training, analysis and use is the NWEA/MAP test. This test is used throughout the school – from K to grade 10 – and is administered three times each academic year. Therefore, most of the school's training efforts were focused on the MAP test. However, protocols were developed and implemented for the analysis and use other data sets, such as PSAT, WrAP, and Advanced Placement scores.

In addition to the training outlined in the data plan, four teachers will be attending the MAP "Island Institute" in Miami in September 2015. This training will mirror and support the training already completed at ISPS and be focused on essential reports for teachers and administrators, differentiated instruction, and using the student goal setting and growth report.

The school has also retained the services of Mr. Scott Genzer, from Genzerconsulting, to assist the school leadership team with ongoing data analysis. The

expectation is that Mr. Genzer will support the leadership team in the analysis of multiple data sets with a view to monitoring and evaluating the overall school program. Mr. Genzer will be using techniques for data-mining in an educational setting to analyze and report on the school's data from NWEA/MAP, student grade reports, WrAP, PSAT, and Advanced Placement scores.

In conclusion, the school has taken significant steps to build capacity and be compliant with the required action; training staff, implementing protocols, making decisions regarding teaching and learning that are informed by data, as well as seeking assistance from external consulting services. It would be unreasonable to expect data analysis and use to be ubiquitous in just over a year, but teachers have undergone training and data is being used throughout the school to improve instruction. The leadership team of the school understands the priority of this required action and will continue efforts to turn ISPS into a data informed school.

Attachments:

Data Plan 2014
Data Plan 2015

Reviewer Response

Status:

Accept

Response:

AdvancED commends the school for the steps it has taken to address the Improvement Priority of the External Review team. As outlined in the school's response, a comprehensive school – wide data plan has been established for 2014 and 2015. The plan is the result of ISPS belief that all students achieve their full potential by participation in an educational experience that is relevant, challenging and individualized. It was designed based on the overarching goals of achievement, innovation, instruction, and collaboration by using the student goal setting protocol to assist students taking control over their own learning. A three-tiered level of data training was implemented to coach teachers and administrators in the use of the NWEA/MAP goal setting worksheet for individual students.   In further evidence of the school's ongoing attention to this priority, confirmation that ISPS has retained the services of a consultant to assist the school leadership team with ongoing data analysis of multiple data sets with a view to monitoring and evaluating the overall school program demonstrate a commitment in using data to support teaching and learning. The school is encouraged to monitor and assess its performance aligned to the school's purpose and direction as a meaningful measure of accountability.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Student Performance Evaluation	Equity of Learning		3.00	3.00
Standards Diagnostic	Professional and support staff are trained in the evaluation, interpretation, and use of data.	• Documentation of attendance and training related to data use • Policies specific to data training • Professional learning schedule specific to the use of data • Training materials specific to the evaluation, interpretation, and use of data	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	5.3 Student performance will be improved by teachers' analysis of data.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: 5.3 Student performance will be improved by teachers' analysis of data.

Measurable Objective 1:
increase student growth by conducting a thorough examination of data and applying that knowledge to inform instruction by 06/10/2016 as measured by revision to unit plans; teacher walk-throughs which reflect an increase in differentiation strategies; and improvement in student performance.

Strategy 1:
Scaffolded training - A direct result of the AdvancEd required action following the External Review Team visit to ISPS was the creation of a "Data Plan" as part of the overall school improvement plan. This plan was created in the first quarter of 2014 to be implemented during the 2014-2015 school year. The data plan had three main elements:
1. A plan for "scaffolded" support and training, provided on an "as needed" basis.
2. The inclusion of protocols to be used in the analysis of data.
3. The ultimate goal of the data analysis is to improve teaching and learning.
On September 23rd 2014 a survey was sent to all school staff to gauge their skills in data acquisition, analysis and use. Staff were asked to self evaluate on questions that determined various skill levels for data use; from being able to access the data, using the data to differentiate instruction, and using data to set growth targets with students.

The results of the survey allowed for the planning of tiered professional development with the following levels:
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learning, this process again facilitates teachers planning differentiated instruction for individuals in their class.

It should be noted that the primary data set used throughout ISPS for training, analysis and use is the NWEA/MAP test. This test is used throughout the school – from K to grade 10 – and is administered three times each academic year. Therefore, most of the school's training efforts were focused on the MAP test. However, protocols were developed and implemented for the analysis and use other data sets, such as PSAT, WrAP, and Advanced Placement scores.

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The school has also retained the services of Mr. Scott Genzer, from Genzerconsulting, to assist the school leadership team with ongoing data analysis. The expectation is that Mr. Genzer will support the leadership team in the analysis of multiple data sets with a view to monitoring and evaluating the overall school program. Mr. Genzer will be using techniques for data-mining in an educational setting to analyze and report on the school's data from NWEA/MAP, student grade reports, WrAP, PSAT, and Advanced Placement scores.

In conclusion, the school has taken significant steps to build capacity and be compliant with the required action; training staff, implementing protocols, making decisions regarding teaching and learning that are informed by data, as well as seeking assistance from external consulting services. It would be unreasonable to expect data analysis and use to be ubiquitous in just over a year, but teachers have undergone training and data is being used throughout the school to improve instruction. The leadership team of the school understands the priority of this required action and will continue efforts to turn ISPS into a data informed school.

Research Cited: Research provided by NWEA

Activity - Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scaffolded training in the use of data to inform instruction	Professional Learning	10/27/2015	06/10/2016	$0	Other	John Horsfall and the data team

Improvement Priority 2

Statement:

Identify and implement instructional strategies that include, among others, the use of technology as a learning tool, to engage all learners in meaningful ways and to ensure the achievement of expected outcomes.

Description:

ISPS has adopted specific programs of study including the PYP and MYP to meet the needs of its community of learners and to support growth in skills and understandings. With these programs comes a greater emphasis on student-centered learning as reflected in interdisciplinary projects, inquiry based practices and many authentic assessments.   Through interviews with teachers and the use of the Effective Learning Environments Observation Tool (ELEOT), the team identified many opportunities for teachers to increase their repertoire of learner-centric instructional strategies in general and the use of technology as a learning tool in particular.
Although students are engaged at all grade levels in activities that provide learning opportunities, the team witnessed a significant amount of teacher-directed learning.   The authentic engagement and inspiration which comes from student-centered activities was evident in some areas but is not yet wide-spread throughout the school. Discussions are taking place at the planning stage upon how these student-centered instructional strategies might be used, but there is a need for greater support and guidance in their practical application in the classroom. Developing a toolbox of strategies and the ability of all teachers to implement them effectively will increase institutional capacity to optimize resources and engage learners in meaningful ways.

Indicator 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Institution Response

Progress Status:

Implemented

Response:

During the 2013-14 school year, the leadership team worked to address this required action through developing several related objectives within the school's Improvement Plan. The desire to create a greater emphasis on teachers' improving their student-centered and inquiry-driven repertoires was included within the Professional Development plan (see attached as evidence for 3.11). The principals worked together during the spring of 2014 to identify a number of research-based practices, based in large part on Harvard's Project Zero, which were shared with teachers during development sessions. This includes offering after school classes to teachers in the utilization of technology and tech integration strategies in preparation for the implementation of the 1:1 laptop initiate from grades 6-12, beginning in the fall of 2014. Teachers were challenged to experiment with new strategies, and then collaborative time was provided during which they could process and share their experiences and ideas with one another.

In the fall of the 2014-15 school year, a new middle school principal came on staff, and she took on the task of carrying forward the work which had already been started with increasing teachers' repertoires as well as helping them to name the strategies and articulate their purpose. Together with the technology department, a document, "Ensuring Student Engagement," was developed and then shared with teachers in a full day workshop in November. Teachers were presented with a core set of research-based instructional strategies which were further divided into categories identifying when to use each. This core strategies document also included information on the research-base behind each strategy. These strategies were posted to the school's website to allow teachers easy access during planning. In addition to introducing the strategies and modelling/practicing more than a dozen of those strategies within the training, a new model of technology integration was shared with staff. Using the SAMR model (Substitution, Augmentation, Modification, Redefinition), and seeing it side-by-side with Bloom's taxonomy, teachers were challenged to create lessons and authentic tasks for learning at the modification and redefinition levels. A number of resources were shared, and practice time was given for teachers to explore and collaborate.

At the end of the November 2014 session, a Google Classroom for teachers (assuming the role of students) was created to both experience how to utilize this tool as well as provide a platform for on-going reflection regarding strategy implementation. Teachers were paired in three ways: 1) with a grade level (ES) or department member (MS/HS); 2) with a divisional partner outside their grade level and department; and 3) with a partner from another division. Over the spring semester of 2015, the teachers followed SRI Protocols to visit and observe each other in classrooms, including pre- and post-conferences. During each of these collegial observations, teachers were asked to try a new strategy from the newly established core set, something they hadn't used with students before. As a final step, after the post-conferences, teachers completed their "assignment," a reflection regarding the strategy, in the Google Classroom. At the end of the year, principals submitted reports based on classroom walk-through data which indicated significant growth in the areas of student engagement and technology integration.

Throughout the school years, 2013 to the present, the IT department has continued to offer training sessions to teachers, and a Technology Integration Specialist was brought on staff to direct the department beginning in the 2015-16 school year. Projects currently underway include the development of a blog for teachers to highlight strategies being employed in the classroom as well as a push to move more teachers into utilizing Google Classroom for engagement and productivity. There are also plans for a collaborative training "EduCamp" style professional development in which teachers will share their expertise with one another, and baseline data is being collected regarding both utilization of technology as well as user attitudes. While this continues to be an area of growth our school will most likely choose to focus on as we create our new four-year strategic improvement plan, leading us to the year 2020, significant strides have been made to shift attitudes and practices. There is good momentum as we move forward.

Attachments:

Ensuring Student Engagement - Plan and "Toolbox" of Strategies

Professional Development Instructional Engagement Strategies, Including Initial SAMR Training

Staff Mtg Agenda, Evidence of Focus on Articulation of Strategies & Tech Integration

Reflection Strategies PD w/ Engagement & Tech Integration Strategies Embedded

Google Classroom Evidence of Collegial Observations of Engagement Strategies with Reflections

Email Directing Teacher Goal-Setting based on ELEOT

Reviewer Response

Status:

Accept

Response:

The actions taken by the school, i.e. implementation of a Professional Development Plan focusing on research-based practices to address student-centered and inquiry-driven repertoires, an updated School Improvement Plan (SIP) that includes student-centered instructional strategies and the integration of technology, implementation of the new technology integration SAMR model aligned to Bloom's taxonomy, establishment of Google Classroom for teachers, teacher-pairing system to visit and observe each other in classrooms, reports based on classroom walk-through data to indicate growth in the areas of student engagement and technology integration, and hiring a Technology Integration Specialist are evidence of the school's successful measures to address this Improvement Priority and it can be considered, "implemented." The school is congratulated for all these measures taken to date in addressing this priority item.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Interdisciplinary projects • Professional development focused on these strategies • Ensuring Student Engagement - Plan and "Toolbox" of Strategies Professional Development Instructional Engagement Strategies, Including Initial SAMR Training Staff Mtg Agenda, Evidence of Focus on Articulation of Strategies & Tech Integration Reflection Strategies PD w/ Engagement & Tech Integration Strategies Embedded Google Classroom Evidence of Collegial Observations of Engagement Strategies with Reflections Email Directing Teacher Goal-Setting based on ELEOT	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	3.3 Teaching and Assessing for Learning: All students at ISPS will be engaged learners.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: 3.3 Teaching and Assessing for Learning: All students at ISPS will be engaged learners.

Measurable Objective 1:

80% of All Students will demonstrate a behavior which exemplifies active engagement in learning in Art & Humanities by 06/10/2016 as measured by classroom observation.

Strategy 1:

Development of Core Engagement Strategies - The school will develop and train teachers in a core set of research-based instructional strategies which promote high levels of student engagement.

Research Cited: Harvard Project Zero & Making Thinking Visible

Activity - Implement/Utilize Core Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to Present Core Lexicon of Instructional Strategies for Teacher Planning; Presentation of SAMR model for Planning Tech Integration	Professional Learning, Technology	11/07/2014	06/10/2016	$0	No Funding Required	Principals and Instructional Technology Department

Improvement Priority 3

Statement:

Provide ongoing, measurable, school-wide professional development opportunities for all staff focused on research-based practices that promote student learning and the conditions that support student learning.

Description:

The school has made considerable efforts to increase the funding and provision of professional development. Policies exist which indicate that staff must comply with certain professional development requirements and documents indicate that there is recognition of the need to align professional learning and identified needs. A program is also in place to ensure that the school complies with the requirements of the IB PYP and MYP programs. A professional development committee has been formed to revise teacher applications for training but the minutes of the meetings indicate concerns with equity of provision across sections. Also, the absence of a whole-school professional development plan means that it is difficult to ensure all staff are receiving the training they need on a regular, systematic basis. Documents also indicate that teachers reflect upon their professional learning but there is little to indicate that these reflections are then used to evaluate and design subsequent professional development opportunities.

A whole-school professional development plan will enable the school to anticipate needs and ensure equity of provision among staff.   Centralizing all the information on professional development in a plan which includes PYP and MYP needs and requirements, together with other research based practices will enable the school to systematically build institutional capacity to support student learning thus anticipating and mitigating the impact of teacher turnover.

Indicator 3.11

All staff members participate in a continuous program of professional learning.

Institution Response

Progress Status:

Implemented

Response:

During the last academic year there were eight monthly meetings for the year from September 2014 to May 2015. The committee meetings were changed from monthly Mondays to Wednesdays at 2:30 p.m., and minutes from each meeting were shared with administration. Additionally, the minutes were placed in the allfaculty folder on the network for faculty to view. All members who represented a division were expected to inform their colleagues of application process, new developments or initiatives that the committee takes. In addition, the members were assigned to new teachers for the induction program.
The committee focused on the required actions based on the AdvancED Report:
Provide ongoing, measurable, school-wide professional development opportunities for all staff focused on research-based practices that promote student learning and the conditions that support student learning. The school-wide budget for 2014-2015 was 50K and funds from that budget trained teachers in individual areas for development, school-wide goals and divisional goals. Funds were used to train 25 employees from various departments (administration, support staff Board, IT, Special Education, counselors, library) within the school. In addition, training for divisions (elementary middle and high) was conducted in August 2014. For example, 25 elementary teachers received training in Math Habits, and Concept-based Curriculum and Instruction and middle and high school received training on inquiry-based. Strengths Finder summer reading for all elementary staff (30 books) was purchased and distributed in July 2015. These books were used during the two-day August 2015 workshop, and will be used throughout the academic year 2015-2016. The school continues to comply with mandated professional development for International Baccalaureate Primary Years Programme (IBPYP), and International Baccalaureate Middle Years Programme (IBMYP). The budget for PYP was $16,000 and MYP$26,000. Three new staff PYP members were trained in introductory courses, while 10 teachers were trained in levels two and three categories of the programme. MYP training for 33 teachers and 4 administrators received training in inquiry- based learning. Further, 8 MYP teachers and 1 coordinator received training categories 1-3. All professional development for staff training was conducted on a regular, systematic basis. Teachers were required to return to their peers and conduct workshops. Professional Development for individuals was discussed with their principals as integral part of their development. Once principals have agreed upon the training, an application was sent to the Professional Development Committee (PDC) for discussion and recommendations. These recommendations were sent to the Director for final approval.
PDC conducted a survey based on the professional development experiences and the impact on student learning. That survey was shared with the ISPS staff. A report based on achievement of objects and required actions was submitted to the Director at the end of June 2015.
This year we had seven members volunteer for the professional development committee, and these members were from various sections (elementary, middle and high) of the school. The committee comprised of two teachers from middle school, two from elementary school, one from high school, IB Coordinator and the Elementary School Principal. A comprehensive school-wide professional plan document was written as indicated in the AdvancED Report 2013. The team worked with the Director and Principals to ensure that professional development was aligned to the Student Improvement Plan (SIP), divisional goals and staff individual growth.

Attachments:

PD Comrehensive Guide
Professional Development Chart
Professional Development Report
Summary PD Report

Reviewer Response

Status:

Accept

Response:

This Improvement Priority can be considered to be "implemented" given the APR's description of efforts taken to establish an ongoing, measurable, school-wide professional development opportunities for all staff focused on research-based practices that promote and support student learning. . Through a supportive and shared leadership approach the school developed opportunities for Collaborative Learning Communities to occur by implementing induction processes and timelines, daily schedule designated time for teachers to collaborate, and periods for ongoing discussion about collaborative planning and voluntary inquiry into innovative teaching practices. Sufficient evidence such as PD Comprehensive Guide, Professional Development Chart, Professional Development Report, and Summary PD Report was provided to support school's committed attention to this priority. The school is congratulated for all these measures taken to date in addressing this priority item. The school is encouraged to embed and sustain these strategies to ensure continued results.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	All staff members participate in a continuous program of professional learning.	• Brief explanation of alignment between professional learning and identified needs • Crosswalk between professional learning and school purpose and direction • Evaluation tools for professional learning • Results of evaluation of professional learning program. • PD Comrehensive Guide Professional Development Chart Professional Development Report Summary PD Report	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	1.3 Strengthen the School Improvement Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: 1.3 Strengthen the School Improvement Plan

Measurable Objective 1:

collaborate to Review the School Improvement Plan to include measurable targets and a detailed plan of action with time frames by 11/30/2015 as measured by A Review Committee (SIP).

Strategy 1:

SIP with SMART Goals - Actions identified will be assigned to members of the SIP Committee to report on progress

Research Cited: Collaborate with other schools in the region to identify best practices

Activity - Revise SIP Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehensive analysis of goals and identify measurable targets, time frame and responsibility roles	Community Engagement, Parent Involvement, Professional Learning, Policy and Process	08/15/2014	11/30/2015	$0	Other	SIP Committtee

Improvement Priority 4

Statement:

Strengthen the current school improvement plan through a focus on   measurable student performance targets and the development of a detailed plan of action including specific time frames and responsibilities.

Description:

 The current school improvement plan, although aligned with the school's mission and vision does not provide sufficient guidance for the successful implementation and monitoring of strategies aimed at improving student learning.   Although targets are identified, these are not expressed in the form of S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic and Timely) but are more generally related to the completion of actions or the implementation of strategies. As such, they do not allow for the effective measurement of the impact those actions and strategies may have on student growth or the conditions which support student growth. There is a need to include baseline data and specific targets which can be used for this purpose linked to e.g., % turnover of staff or % student attendance together with student performance results.   Discussions with staff indicated that progress in the implementation of school improvement initiatives had been somewhat halting and reception of some chosen strategies was mixed. The ability to clearly identify how any particular strategy may impact positively upon student growth or the conditions that support student growth, through the monitoring of progress towards measurable goals will increase commitment towards its successful implementation and ensure that time and effort is spent on high yield activities.
The absence of a detailed time line and specific responsibilities also means that while the current plan maps out the general direction and time-scale for improvement, it does not facilitate the effective monitoring of progress.   The inclusion of this detail will not only increase accountability but   also ensure that improvement efforts are given timely and appropriate support, promoting a culture of participation, shared responsibility and ownership. Enabling the school to better assess progress towards each goal will also make it more possible to celebrate success on a regular basis.

Indicator 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Institution Response

Progress Status:

Implemented

Response:

Immediately following the Advanced Ed Report, the SIP Team (comprising Director; SIP Coordinator, IB PYP/MYP Coordinator; 3 Principals, Director of Admission, 1 teacher, 1 board member, 3 students; 1 PTO members) met to amend the SIP that was in place.

It was recommended that we contact other schools in the region that had recently completed a similar process of re accreditation and have a look at their models of a school improvement plan and have a look at how they measured goals and the timeline. In particular the SIP from Graded School in Brazil was reviewed. At the January meeting the decision was taken to adjust our SIP to include the headings: Timeline and Evidence 0f Success/ Performance Targets.
Old SIP Headings
Nov 10, 2014 (5:00 p.m.) - summary of steps to be completed by December 2014
Action Step Topic Responsibility Notes Comments
(work completed; tasks remaining);

Revised SIP Headings
Action Steps Responsibility Center Timeline Costs and Resources Evidence of Success /
Performance Targets
1.1 Strengthen the current SIP through a focus on measurable student performance targets and the development of a detailed plan of action including specific time frames and responsibilities (AdvancEd Required Action)

Maintain a School Improvement Team to monitor SIP and accreditation processes
Director; SIP Coordinator; SIP team (including 3 principals, Director of Admission, 2 teachers, 1 board member, 3 students; 1 PTO members) Updated SIP completed by end of Feb, 2014

Monthly meetings for review and analysis of SIP steps and actions
 Use of PD day in February 2014 for staff review of SIP
 Team is struck for August, 2013 including varied stakeholders (Admin, Parents, Board, Teachers, Students) and meeting schedule is set (exercise to be repeated each year of SIP implementation)

SIP is revised based on AdvancEd's accreditation requirements and approved by the ISPS board by end of Feb, 2014 and by AdvancEd (by June, 2014)

Progress on SIP action steps are monitored and reported publicly; Implementation of the SIP is monitored by the Quality of Education Board Committee monthly

On the next scheduled school wide professional development day, Feb 7, 2014, the revised ISPS SIP was presented to the whole staff. Small group activities were

planned for the staff to review each item, comment and provide feedback. Staff feedback was incorporated/discussed at full SIP meetings on Feb 17th and Feb 25th

The Updated SIP plan was discussed at Quality of Education Board committee meeting in February and subsequently discussed and shared with the full Board at end of February 2014 meeting.

This new SIP revised plan was the basis for all other monthly meetings March – June 2014, monitored, adjusted and updated at each meeting. The updated ISPS SIP plan was submitted to Advanced Ed in June 2015.

Examples of Timelines and Performance Targets can be found throughout the SIP Action Plan.
Use of Data:
• A plan is created with protocols for use and interpretation of data (across MAP, ERB, AP, SAT, and classroom assessments) by May 2014
• 100% of teaching staff and teaching assistants are trained in the essential use and interpretation of data during the 2014-2015 year; including proctor training
• 100% of teaching staff and teaching assistants undergo scaffolded training in the evaluation, interpretation, and use of data during the 2015-2016 year

Differentiation:
• Evidence exists in 100% of PYP and MYP Unit Plans for use of student assessment data to differentiate individual instruction
• By May, 2015, principals observe a 25% increase in teachers' use of differentiation strategies (based on Fall 2014 walkthrough baseline data from observation protocols). Walkthroughs occur every two weeks.

Curriculum Review:
• Gap analysis conducted for implementation of Common Core Standards in Math by May 2014
• Standards and Benchmarks updated on ISPS network annually by June of each year

Attachments:

ISPS Response to Required Action Narrative
Updated ISPS SIP

Reviewer Response

Status:

Accept

Response:

The submitted APR and evidence attachments provide affirmation that the school has successfully implemented a number of efforts to address the Improvement Priority and it can be considered "implemented." An updated School Improvement Plan (SIP) that embodies a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program was submitted as evidence. As outlined in the school's response, the school has maintained a School Improvement Team to monitor SIP, established monthly meetings for review and analysis of SIP steps and actions, supported monthly SIP monitoring process by the Quality of Education Board Committee, and staff feedback was incorporated/discussed at SIP meetings. The school is encouraged to monitor its ongoing activities to ensure that the actions taken to address this required action are sustained over time.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Agenda, minutes from continuous improvement planning meetings • The school continuous improvement plan • ISPS Response to Required Action Narrative Updated ISPS SIP	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	1.3 Strengthen the School Improvement Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: 1.3 Strengthen the School Improvement Plan

Measurable Objective 1:

collaborate to Review the School Improvement Plan to include measurable targets and a detailed plan of action with time frames by 11/30/2015 as measured by A Review Committee (SIP).

Strategy 1:

SIP with SMART Goals - Actions identified will be assigned to members of the SIP Committee to report on progress

Research Cited: Collaborate with other schools in the region to identify best practices

Activity - Revise SIP Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehensive analysis of goals and identify measurable targets, time frame and responsibility roles	Community Engagement, Parent Involvement, Professional Learning, Policy and Process	08/15/2014	11/30/2015	$0	Other	SIP Committee