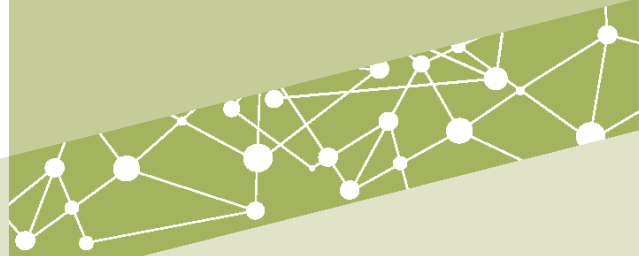**October 14-17, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» Results for:

International School of Port of Spain
1 International Drive, Westmoorings, Trinidad & Tobago

Table of Contents

Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Emerging
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Needs Improvement
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging

Learning Capacity Standards		Rating
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Emerging
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Exceeds Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations	**39**	
Environments	**Rating**	**AIN**
Equitable Learning Environment	3.11	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.57	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.66	3.74
Learners are treated in a fair, clear and consistent manner	3.55	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.68	2.06
High Expectations Environment	3.09	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.18	3.17
Learners engage in activities and learning that are challenging but attainable	3.25	3.14
Learners demonstrate and/or are able to describe high quality work	3.09	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.98	3.06
Learners take responsibility for and are self-directed in their learning	2.93	2.89
Supportive Learning Environment	3.42	3.61

eleot® Observations		
Total Number of eleot® Observations	**39**	
Environments	**Rating**	**AIN**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.18	3.66
Learners take risks in learning (without fear of negative feedback)	3.55	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.50	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.45	3.66
Active Learning Environment	2.98	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.14	3.34
Learners make connections from content to real-life experiences	2.80	2.80
Learners are actively engaged in the learning activities	3.36	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.61	2.74
Progress Monitoring and Feedback Environment	2.93	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.75	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.14	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.27	3.37
Learners understand and/or are able to explain how their work is assessed	2.57	2.63
Well-Managed Learning Environment	3.59	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.55	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.50	3.83
Learners transition smoothly and efficiently from one activity to another	3.64	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.66	3.54
Digital Learning Environment	2.48	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.77	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.34	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.34	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met		Unmet	**X**
Unmet Assurances	Assurance # 9, 19, 25		

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution's continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation.   Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, Standards 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.12, Standards 3.1, 3.2, 3.3, 3.7 Assurances # 9, 19, 25
Improve Opportunities for Improvement	Standard 1.6 Standard 2.11 Standards 3.4, 3.5, 3.8
Impact Effective Practices	Standards 2.1, 2.9, 2.10 Standards 3.6

Accreditation Recommendation and Index of Education Quality® (IEQ®)

The Engagement Review Team recommends to the AdvancED Global Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the intuition is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	264.50	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The International School of Port of Spain is celebrating its twenty-fifth year; after several tumultuous years, including the year of the "perfect storm," and school stakeholders have been preparing to transition into the next twenty-five years with renewed vigor. As the director indicated, "No longer will the school be functioning reactively, but proactively." This aligns with the purpose of Stephen Covey's time management matrix of identifying the difference between important and urgent. The Engagement Review Team's findings will be among the input data considered for determining strategic steps to guide the school forward. To assist the school, the team identified comprehensive themes organized around three categories: initiate, improve and impact.

The team found that instability in school leadership across the last several years has led to inconsistent data-driven processes foundational to ongoing review and revision of policies and the accountability to ensure implementation of school-wide expectations. As was described in the Executive Summary and, again confirmed through interviews with leaders, teachers, and parents, the high level of administrative turnover since the 2013 External Review culminated in the termination of long-standing employees and the dismissal of a second director. At the same time, the difficult implementation of the newly formatted Middle School Programme (MYP), and a disconnected Board of Directors were factors that led to the "tipping point." The resulting dissatisfaction and a decrease in enrollment resulted in Board actions designed to initiate a turnaround. The Board hired a director who had been previously employed by the school to be the "change agent." The lack of cohesion across the school resulted in a regression of overall operational school effectiveness. Although engagement and, to a degree implementation, were evident, interviews with leaders, school board members, and parents revealed inconsistent understanding of policies, procedures, and processes. The team reviewed the comprehensive "Board Policy Manual 2018 -2019" and the article, "A Message from the ISPS Board" in the Annual Report. The article was detailed and gave specifics as to Board responsibilities and actions; the policy manual sections addressed "Board Powers and Duties," operations, and instructional expectations. The current director, regarded as the "uniter," initiated programs to build accord within the school community through morning coffees, open forums, and "Late Start Wednesdays." Inflection Consulting Limited (ICL), a change management firm, was hired by the Board to identify areas for improvement within the school. The eighteen-month process prioritized three critical focus areas: leadership, communication and effective meeting protocols.

Leadership effectiveness is key to the future of International School of Port of Spain (ISPS). Due to the current director's resignation, the Board members are searching for a new director, a "critical hire."   The relationship between a board and its head of school is often identified as the factor most critical in determining the success of a

school in meeting its goals and serving its students. An essential element in that relationship is mutual understanding of the roles and responsibilities of the head and the Board. Board members emphasized the importance of moving the Board's functioning to one of oversight, rather than being "in the weeds of the school." Initiating improvement and sustaining gains are key. Sustainability will depend upon the school's internal capacity to maintain and support developmental work and sustaining improvement requires the leadership capability of a leadership team, rather a single person.

During a Board retreat scheduled for November 2018, members will review school data to gain insight and understanding of the school's current strengths and weaknesses. The goal is to develop a strategic plan for the years ahead. The timely event will provide direction for movement toward school cohesiveness: from separate divisional thinking to whole-school unity and from disconnection in improvement efforts between and among the multitude of actions, plans, and improvement efforts (*MYP Action Plan*, *PYP Action Plan*, *SIP Goal Statements and Comments*, *Grades Two to Five Writing Action Plan 2017-2018*, *Draft Outline for Development-Tech Plan*) to school-wide endeavors. An inclusive planning platform might be a consideration, wherein, the initiating, planning, executing, controlling, and closing the work of the team to achieve specific goals and meet specific success criteria at specified times are managed.

The analysis of data for decision-making and to monitor effectiveness of classroom practices and organizational practices is in the initial stages of implementation. The school had access to multiple forms of data to guide decision-making and validate growth; however, except for the Support Services Department, analyzed data was seldom used to track student performance, program, or process effectiveness and growth. As the Engagement Review Team reviewed documents and interviewed stakeholders, it was evident that the school had access to multiple sources of data for both student performance and operational programs and processes. Measures of Academic Progress (MAP) for kindergarten through grade 9, Educational Records Bureau (ERB) testing for writing concepts and skills for grades 3-8, PSAT for grades 9 and 10, SAT for grades 10-12, and Advanced Placement for grades 11-12 were noted in the *All Staff Handbook* as the school's external assessments. Data from the tests were depicted through graphs, charts, and lists. Elementary fall 2018 MAP data reflected students in grades 1-8 who met or exceeded projected growth; PSAT scores indicated grade cohort scores increased from 2015-2017, and "Advanced Placement-Examination Results Five-Year Average" showed instability in growth for students achieving "3+" scores. In all instances, the team did not hear nor see consistent analysis and use of data. Data was also accessible from other sources, such teacher inventories, eleot observations, and teacher evaluations. However, aside from eleot analyses with inadequate narrative specificity and a summary of the inventory results, limited other data was collected, analyzed, or used. There was a lack of data-driven decisions, as was confirmed through interviews with the school leaders and Board; analyses of data were not used to inform decision-making for previous strategic planning, programs, practices, or procedures.   Today's effective educational leaders use data extensively to guide them in decision making, setting and prioritizing goals, and monitoring progress; data are used to define needs, set goals, plan interventions, and evaluate progress. The continuing analysis of the gaps between goals for student learning and student performance defines the actions of effective schools. The school is encouraged to develop capable data-based decision makers who understand the array of data that are needed for school improvement. When it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used.

Comprehensive, systematic supervision and evaluation processes for all staff are not in place. The team found that evaluative instruments had been inconsistently implemented across the school and evaluations for only some instructional classroom staff had been executed. Interviews with the school leaders and Board disclosed limited evaluations for non-instructional staff and leadership. Although there was annual implementation of Charlotte

Danielson's Framework for Teaching Evaluation Instrument in the elementary Primary Years Programme (PYP), it was inconsistently administered in the MYP and high school due to leadership changes. The team reviewed several completed elementary level teacher evaluations using the Charlotte Danielson Instrument and narrative analyses of eleot observation summaries: "Elementary eleot Data Analysis," "MS eleot Data Analysis," and "High School (9-12) eleot Analysis." The director and principals of both divisions use the eleot for "walkthroughs," as confirmed by interviews with the administrators and teachers. However, teachers expressed uncertainty of the school's supervision and evaluation process. The *Board Policy Manual 2018-2019* delineated staff evaluation expectations and the expectation that the performance results of each staff member be made available to the Board. Educational research has repeatedly identified teacher "effectiveness" as the most important factor in student learning, and school leadership is key to effective, comprehensive teacher supervision and evaluation. As the Association of Supervision and Curriculum Development (ASCD) publication, *Supervision for Learning*, describes: "Performance-Based Supervision and Evaluation requires teachers to reconsider their approach to their work. It asks them to make different decisions and use different procedures; to focus narrowly and deeply on content related to essential learning; and to commit to improving their diagnostic and problem-solving skills along with their instructional skills." ISPS acknowledges the current inconsistencies, as well as the requirements for developing effective supervision and evaluation policies and procedures. Next steps include reading the most recent educational research on supervision and evaluation, determining/creating instruments for all staff, and developing policies and procedures that delineate ISPS expectations.

A review of professional development documents which noted participants, courses, and costs across years indicated a myriad of growth opportunities above those supporting PYP, MYP, and AP. Documented were trainings for faculties of all divisions, as well as for administrative and support services, such as security and counseling. Application procedures for professional development funds and expectations were designated in the *All Staff Handbook*. Professional staff names, along with the titles of trainings were organized by academic years; five-year equivalent-hour totals in lieu of credit hours were not available for individual professional staff members. The team was unable to confirm the requirements Assurance 9. While documentation of child protection policies and procedures were in place and training documented, the school was still in process for developing regular, systematic professional training and conducting an annual review and revision the policies: Assurances 19 and 25.

The school is in the process of definitive planning, use, and accountability for effectively integrating the available technological resources into teaching, learning, and operations. Through observations and interviews the team found the school acknowledged the importance of technology through the accessibility of technology to students and staff. Students and teachers in all classrooms have access to technological devices: 1-2 class sets of iPads for Pre-kindergarten, 1-1 class sets of iPads for kindergarten through grade 2, 1-1 Chromebooks for grades 3-5, and a bring your own device policy (BYOD) for grades 6-12. Students confirmed regular use of Google Classroom to share files among them or their teachers. *SeeSaw*, used for student-driven digital portfolios, gave teachers opportunity to offer differentiated support though comments and feedback. Teachers used *Atlas* curriculum planning software for unit and lesson planning and administrators employed Google Suite.

Technology planning was a conundrum. The plan offered the team was a draft and leaders were not sure who wrote the plan; leaders were unsure of the content as it had not been reviewed. Although students all had immediate access to devices in classrooms, 39 eleot observations found that the Digital Learning Environment had the lowest summary average of 2.48. Technology is a tool to aid education and learning; it can transform classroom experiences. An all-encompassing technology plan which includes ongoing training and development for users with the vision of active use and collaboration is imperative. Weaving technology into classroom learning is paramount to improving pedagogy.

Student Support Services is an integral part of the school's culture and permeates teaching and learning at all levels through facilitating personalized and differentiated learning opportunities for identified students. Through interviews with Student Support Services personnel, teachers, and parents the team discovered the specialized needs of students, including learning disabilities, anxiety, and behavior, were under the careful guidance and direction of Student Support Services. Individualized Learning Plans (ILP) were in place to support the children's learning and student performance data were tracked to determine and adjust services and evaluate the effectiveness of the programs. The Student Support Services Team included teachers, Student Support Services Personnel, the school principal, guidance counselors, and the parents. ISPS employs an inclusion model with most assistance occurring through in-class support. Integral to implementation was the adjustment of instructional strategies to ensure equitable opportunities to develop and achieve. Student Support Services offered cooperative consultation to teachers, supportive teaching through working inside the classrooms along with the teachers, and small group instruction wherein students are pulled out for more intensive, targeted academics. The unit planner template had a section for noting differentiated strategies; planners revealed teachers differentiated by ability levels, learning styles, multiple intelligences, collaborative learning and interests. Although the team eleot summary score for "Learners engage in differentiated learning opportunities that meet their needs" was 2.57, other eleot items scored related to equal access, challenging but attainable activities and learning, active engagement in learning activities, and support to accomplish tasks all rated above 3. 25. Information regarding special needs was located on the website, in the *Parent-Student Handbook* and *Policy Board Manual.*

Although the team was initially concerned at the percent of students enrolled with learning disabilities, the Student Support Services provides the students with the assistance necessary for success. The team does caution that the current 24% of the total enrollment is high and might cause pause for the current expectation of AP classes following MYP. Currently, the sixth-grade class has 44% identified as needing Student Support Services assistance. Student Support Services is a vital part of academic program success at ISPS. Not only does the school support its students academically, but, also, stimulates personal, social, and cultural development.   The team cautions ISPS that the large percentage of students needing Student Services Support might ultimately impact the academic successes of the current programs; especially at the high school grade levels.

ISPS provides a wide-variety of high-quality resources aligned to curricular, instructional, and organizational needs, and school initiatives. Observation of facilities, review of budget, and interviews with all stakeholders confirmed the plethora of resources at ISPS. The materials, professional training opportunities, technology, and cultural arts and sports facilities were among those available to stakeholders of the 400-enrollment school. The library, the hub of learning, was located strategically: in the center of the classroom building. The library was a welcoming common space that encouraged exploration, creation and collaboration between and among students, teachers, and the broader community. ISPS brought together the best of physical and digital resources to create multiple learning hubs within the one space. Data is continually collected and analyzed to track circulation and the school's Accelerated Reader Program.

ISPS is a school in transition. However, the future is bright. Stakeholders' descriptive words of the school encompass the past, the present and the future: committed, collaborative, progressive, supportive, community, integrity and team-oriented. These certainly indicate a foundation upon which the future ISPS can be built!

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Barbara Johnson, Lead Evaluator	Dr. Johnson has served in a multitude of positions in education for over 40 years. She has taught from pre-school through university levels during her career as an educator. Her degrees from Miami University (B.S.), Portland State University (M.S.), and University of Central Florida (Ed.D.) provided the educational qualifications and certifications for her positions as a teacher, elementary principal, high school principal, and director of instruction and professional development for kindergarten through high school teachers, and a university professor. Her roles in government education systems and in private educational institutions enabled her to experience and understand the characteristics unique to both types of organizations. In addition to her school roles, Dr. Johnson has served as President of Central Florida Association of Nonpublic Schools and as a director in Florida Association of Academic Nonpublic Schools. Because her passion is to guide, coach, and encourage teachers toward higher levels of expertise, Dr. Johnson's focus across the years has been on effective classroom teaching. She has taught professional development workshops, served as the Director of New Teacher Institutes, and presented at AdvancED Global Conferences. As a Lead Evaluator for AdvancED, she has led state, corporation, and international accreditation teams in the United States, Middle East, Europe, and Asia. Along with her Lead Evaluator responsibilities, Dr. Johnson is an independent education consultant for Teaching Learning Link.

Team Member Name	Brief Biography
Mr. Dan Yamasaki	Dan Yamasaki is a Canadian educator who works at Colegio Panamericano, where he has been a teacher, principal, and is currently, the school director. Prior to this post, he was an elementary teacher in the Toronto District School Board in Toronto, Canada and a principal at Colegio Granadino in Manizales, Colombia. Dan holds a Masters' Degree in Administration and Supervision and a certificate in International School Leadership. He has written a chapter on culturally relevant pedagogy in mathematics for a textbook published by the University of Toronto.
Ms. Melaney Tinkness	Melaney Tinkess has over 12 years of international experience both in teaching and/or administration. Currently she is serving her fourth year as Early Childhood Education (ECE) Principal at School of the Nations, a Bahá'í-inspired, N-12, bilingual, international school in Brasilia, Brazil. Previous teaching and administrative positions experiences were in Ho Chi Minh, Vietnam; Dubai, United Arab Emirates; London, England; and on a First Nations reservation in Canada. Ms. Tinkess holds a Master of Science in teaching from the State University of New York (SUNY); her bachelor's degree is in Psychology from SUNY as well. Her degrees and additional coursework qualify as a kindergarten to grade 10 teacher, special education specialist, reading specialist and a principal. She not only continues to grow in the field of education through formal courses, but she also enjoys reading articles on current research, such as cognitive brain science behind learning. Ms. Tinkess served as a team member for an AdvancED External Review in Latin America in 2017.
Ms. Ivonne Cordoba Revaque	María Ivonne Córdoba Revaque was born in México City. She recieved a Bachelors Degree in Biology and a Masters Degree in Education. Ms. Cordoba Revaque worked at the University of Namibia (UNAM) in the School of Medicine for eight years as a microcirculatory researcher. In 1988 was employed at Instituto Alpes in Guadalajara as a biology, ecology and health science teacher. Her subsequent promotions include science coordinator and dean of studies for middle and high school. Ms. Cordoba Revaque has several publications and recognitions. Previously, she participated as member of an AdvancED External Review Team.

References and Readings

AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/continuousimprovement-and-accountability

Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.

Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/what-continuously-improving-system-looks like

Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools.* Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/sites/ default/files/CISWhitePaper.pdf

Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from http://www.advanc-ed.org/source/savvy-school-change-leader

Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.

Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.

Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education.* San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf

Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.

Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.

AdvancED®

advanc-ed.org

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.