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

EXCELLENCE BY DESIGN

2016 Edition

A Self-Study for Accreditation by the Middle States Association

Modern English School Cairo
Cairo, Egypt

Dates of Visit - 17-20 November 2019

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[1] Include the name of every curricular area completed as a part of the school's self-study.

LESSONS LEARNED
GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL'S NEW CYCLE OF ACCREDITATION

If your school is preparing for reaccreditation this section must be completed.

The accreditation experience should be a developmental process in which the school community becomes more familiar with the school improvement process, the staff's skill with strategic planning is increased and the school's capacity for continuous growth and improvement is enhanced.

As you complete the accreditation cycle it is important that you take stock of what has been achieved, those things yet to be completed and the lessons learned from the Planning Process. In addition to celebrating what has been accomplished as a result of the accreditation process it will be important to reflect on the experience and to use the lessons learned in planning for the school's new cycle of accreditation.

To assist you in this reflection the following questions are provided as a framework for a substantive discussion about the improvement cycle which is about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

Directions

These questions should be discussed with your existing Planning Team or with those who will be responsible for planning **before you begin the self study.** Use this reflection as the first activity of the new planning process. Participants in this exercise may find it helpful to review the last Team Report, the last Mid-Term Report, and the recent periodic/annual reviews to inform this discussion. Briefly summarize your discussions in the spaces provided.

1. How has the context of your school and/or the school community changed?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

During the last Team Visit, we had only 2049 students across Primary and Secondary school. Currently, we have a total of 2246 students which is a 9% increase across the entire school, 15% increase in students in the Secondary, and we have doubled the size of the IB Program. As a result, we added a DP Coordinator position and the Whole School Principal now oversees the program. The overall increase in student population has impacted staffing, the procurement of rooms for classes, the care blocking/scheduling of classes, speciality classroom time is at a premium (PE facilities, science and computer science labs).

In addition to our ongoing commitment to meaningful accreditation by reputable authorities such as MSA, IBO, AdvancED, BSME, and BSO it is a requirement of our school that we

comply with the national Ministry of Education's expectations. The Ministry of Education met for over a year to change the entire American protocol for credits earned and how courses are counted at Egyptian Universities. Once it was approved, the protocol was later cancelled by the Ministry of Education. Schools have to be flexible and open-minded as changes can come about swiftly and then revert to the status quo.

The Ministry of Education impose an annual audit of school registers, teaching faculty, curriculum and teaching resources. We always receive positive feedback from them and there is never any question that MES Cairo is fully compliant. Since the last visit, our school has been granted flagship status with regard to MOE compliance.

A change in protocol for international School offering a British curriculum has recently been decreed, enabling schools to apply for 'Independent Exam Centre' status. We were one of the first schools to register our interest in independence from the British Council with regard to exam administration and have since become the first school in Egypt to obtain 'Independent Exam Centre' status.

The entire school has migrated to single Learning Management System – Google Classroom whereby students and parents can access the curriculum at any time and anywhere. Teachers post all assignments to the platform itself and this has led to more online feedback, decrease in the use of paper, more collaboration among departments, an immediacy of feedback to students and parents, and teachers can access their Google Drive and classrooms anywhere they wish. The use of Google Drive and Team Drives have replaced the network folders the school had in place. In order to access your file, if not locally stored, you would need to be on campus in order to do so. We are also beta testing Google Gradebook as a part of the educational tools they offer.

The Whole School Principal currently in post was appointed in 2016 and her essential focus has been on unifying the school. The 'One School' ethos is more palpable than before; there is greater cohesion between Primary and Secondary, and between sections. This has been achieved through the alignment of policies and practices, as well as leadership that has deliberately sought to bring stakeholders together. School Development Advisories have been critical to the progress we have made in this regard.

2. Will you need to revise your foundation documents for this self-study?

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

Foundation documents are reviewed annually. With accreditation approaching particularly close attention was given to our Mission Statement, our core values and our Graduate Profile. The consensus of the review was that no revisions were necessary.

3. What progress has been made on the attainment of the school's improvement goals/objectives and implementation of the action plans?

a. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

Our Whole School Development Plan presents the school's priorities for future improvement. It begins with the presentation of essential, generic aims which are then interpreted by each Section, in turn translated into specific goals at Departmental/Year Group level. This has changed since the last Team Visit. The very nature of how we define and drill down to specifics and measure progress has been more inclusive allowing a number of teachers and Year Team Leaders/Head of Department to take on ownership and a leadership role defining those generic aims to more meaningful goals for their department.

In 2012, we identified the need to streamline the tracking of students from Primary to Secondary. We sought to implement a common database so that information could be shared with greater ease and efficiency. We designed a Classroom Monitor database with software providers specific to our school's needs. Currently, all information that is added to Primary Classroom Monitor teachers in Secondary can view. Students in the British section continue to use Classroom Monitor in Key Stage 3, while the American Section students utilize GradeQuick. The programming in GradeQuick has been modified based upon the sectional need for reports to track student performance. Mean, mode, and average sections were added per assignment and the termly average. Reports have been added that allows for Heads of Department to utilize improved reporting so grades can be formally audited on a regular basis.

In order to track and show to students and parent math and reading improvement, we have used the MAP data information and are using ReadTheory (for improved Lexile levels), NoRedInk (language acquisition), and the Khan Academy Math program for math in Middle School through Grade 9. Students are able to see their success rates beyond the twice annual MAP test, which improves overall disposition of learning as well as communicating valuable information to the parents.

The use of the Graduate Profile has been improved by the development of the Elements in Secondary whereby students are engaged in specific activities through the Homeroom Community Forum to improve focus on dependability, effort, integrity, readiness, and respect.

Since the last accreditation, the school migrated to Google Classroom so we can shift the focus across the school from merely being able to access curriculum, to a more collaborative online approach to teaching and learning. Training has been provided to all teachers across the campus based upon staff surveys. The school has upgraded the interactive panels in classrooms, improved wifi accessibility, and extended the BYOD from Secondary into Primary [Years 5-6].

Recognition of students demonstrating 5 Rs is acknowledged with a certificate at 'Star of the Week' assemblies
Class and Pod assemblies will focus on the 5Rs
SDA group has reviewed how the 5Rs in Primary School align with the Elements in Secondary to ensure consistency in the approaches used
Review of planning documents to explore how the 5Rs can be incorporated in the planning of each topic

Consistency in ensuring all classes have a 5Rs display

All staff have completed at least four Educare courses relevant to child protection, safeguarding, well-being, health and safety as well as having to attend staff assemblies.

b. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

We have determined that measurable progress has been made in each of the identified priority areas for development since the last accreditation term, and more.

c. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

1) The independent learning goal has been continued as a 21st Century Soft Skill as a part of our use of collaborative instructional tools;
2) The goal we submitted in 2012 about being socially responsible member of the community has been extended through organizational capacity goal #2; our focus now is drilling down into the qualities of the graduate profile and focussing on developing students in Primary through the 5 R's, the Elements in Secondary, through the increased offering of after school activities that focus on service.
3) Our previous goal to enhance communication of student attainment has been met through the use of Google Classroom, an open grading application called the Parent Portal, sharing CAT and MAP data with parents, and the use of Classroom Monitor in the Primary and British Systems. The IB system uses ManageBac. The Secondary school also offers full parent day progress meeting times [three times per year] similar to the open days offered in the Primary. Intervention and teacher team meetings are still offered across the school.

4. How effective was your Planning Process?

a. Consider the role of the internal coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

Each member of the planning team are members of the School Development Advisories (SDA's) for the Whole School Development Plan, which on an annual cycle. The planning team was not devised out of the need for reaccreditation, but serve to improve the performance of the school and school community. During each meeting of the 4 SDA's, they reviewed the previous minutes to determine the next steps and create action plans. The

committees meet at least twice per school term, for a total of 6 times during the academic year to monitor progress, review steps moving forward, and to report out to the other committees the progress with supporting documentation. In addition, the planning team and the Senior Leadership Team monitored progress made and produced solutions for areas where progress appeared to be insufficient. This format will continue with the new Whole School Development Plan.

Each staff member was updated on the goals and progress of each committee at the onset of the academic year, mid-year, and at the close of the academic year. In short, the planning team met during the academic year, determined the next steps and the plan of action to achieve and make progress towards the goals, routinely communicated the progress with supporting evidence of progress made, received feedback from the Senior Leadership as a way to guide the team's progress to achieve those goals, and modified the development plan with the input of the senior leadership team so that continuous progress was made.

As a senior leadership team, the school development plan is consistently reviewed with the progress committee Chairs and Assistant Chairs. For this academic year, the entire plan has been revised based upon the feedback from our multiple accreditations and the self-assessments that we have completed. The revised Development Plan will enable the school to focus on making additional strides with regards to learning strategies and the continued implementation of interactive technologies so students are engaged and can achieve their learning goals.

From the Whole School Development Plan, each section then adds meaning and provides an interpretation about how that particular section can support the WSDP. Within each section, each department will then provide specific strategies and data reviews regarding each component of the sectional and whole school plans. In the end, the school has a rich, full, and descriptive development plan that the whole staff is able to be aware of and be participatory. Involving multiple stakeholders allows for positive buy-in by each teacher. This process of sharing, collaboration, critical review, and reflection is vital to make continuous improvements.

It is important to note that our approach enables compliance with the sentiment of the various accreditation processes we engage in: BSO, IBO, Cognia, MOE Egypt and MSA. This is significant for our school and our staff as adopting 5 entirely different approaches to strategic planning and target setting would be untenable.

b. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

As outlined in 4a, the systematic way in which we utilize the SDA's as the planning teams for the school along with the Year Team Leaders/Heads of Department allow for ownership and leadership of school improvement amongst our staff. Moreover, it is vital for our success as a school to keep this system in place whereby committees are not borne out of the necessity of accreditation, but driven by school improvement. Basically, the SDA's along with our Senior Leadership Teams (SLT, SSLT and PSLT) guide us through each accreditation/inspection process. The SDA's and the SLT are the constants in a dynamic international school that offers multiple curricula.

5. Did you use Excellence by Design for your last accreditation?

Yes__X__ No_____ Not Sure _____

If no, what protocol did you use?

NA

6. Why did you choose Excellence by Design for this self-study?

During a training session at the NESA conference last year, each protocol was reviewed. Based upon that information, the resources provided on the website, a discussion with the team, the *Excellence by Design* protocol seemed to suit the needs of our school as we are seeking re-accreditation.

DESCRIPTION OF THE SCHOOL

Official Name of the School	Modern English School Cairo	
Address of the Main Campus (street address, city, state, zip code)	P.O. Box 5, New Cairo, Tagamoa Khamis, 11835 Cairo, Egypt	
Telephone Number of Main Campus	+202 2618 9600	
Fax Number of Main Campus	+202 2537 9400	
Name and Title of Head of School	Nicola Singleton, Whole School Principal	
E-mail Address of Head of the School	nsingleton@mescairo.com	
Website Address for the School	http://www.mescairo.com/mesnew/index.html	
Type of Organization (check all that apply)		**Public**
	x	**Independent**
		Not for Profit
	x	**Proprietary**
		Religious
	x	**Academic**
		Career and Technical
	x	**Secondary Students**
		Postsecondary Students
Names and Addresses of All Branch Campuses (if any)	Name: NA Address:	

	Name: NA Address:	
	Name: NA Address:	
Year School Began Operating	1990	
Date Charter/License to Operate Granted	1990	
Grade Levels Currently Served	Pre-K through Year/Grade/DP12	
Number of students	2246	
Year of First Graduating Class	1991/1992	
State/Agency/Country Granting License to Operate	Ministry of Education/Egypt	
Diplomas/Certificates School is Licensed to Grant	American High School Diploma	
	Advanced Placement courses	
	IB Diploma	
	IGCSE/GCSE qualifications	
	A Level qualifications	
	Egyptian School Completion Diploma - Thaniwiyama	
Calendar System (quarter, semester, trimester, 12-month, other)	3 Terms	
Currently Accredited by	**Name of Agency**	**Accredited Until**
	AdvancED	6/2022
	BSO	3/2022
	IBO	10/2021
	MSA	5/2020
Other (Indicate):		

ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

Instructions: If the school has in place organizational structures and systems that meet the criteria for the information requested below, the school is encouraged to change the terminology in this template and to enter the information and data that are appropriate to the school.

Leadership

A. Internal Coordinators

The Internal Coordinators for the self-study and accreditation process are:

Name	Role in the School
Nicola Singleton	Whole School Principal
Dodie Pfeil	Principal, Secondary American Section

How and why were the Internal Coordinators selected?

The Internal Coordinators were selected by the Managing Director and the Chairman of the Board. It was important, due to the structure of the school and the complexities of multiple accreditations, that members be selected that were in a position to have a comprehensive understanding of the workings of the school.

Nicola Singleton was chosen because of her familiarity with all aspects of the school (in her capacity as WSP as well as her length of service) and her appreciation of the MSA accreditation process and standards.

Dodie Pfeil was chosen because of her familiarity with MSA standards and her ability to support MSA and visiting team members decipher aspects of our multi-curricula school form the perspective of a US educational background.

Both Nicola and Dodie are senior leaders at MES Cairo with expertise, experience and capacity to best represent the school for the purposes of MSA accreditation.

How did the Internal Coordinators fulfill their role and responsibilities?

From January 2019, the Internal Coordinators along with the MSA Team and (School Development Plan Advisories), planned, organized, and met for the purpose of school improvement and to complete the self-study. In addition, the team used the training materials

provided on the MSA website for workshops in order to have a clear understanding of the various phases of the review and planning process. It was critical that the Internal Coordinators had time to meet frequently to ensure that progress was being made in the completion of the protocol per the MSA guidelines.

Nicola and Dodie undertook the coordination of the self-study ensuring consultation with a wide range of representative stakeholders.

They pooled feedback from multiple focused discussions with a variety of contributors to best ensure a full consideration of the school's performance against the MSA standards, and define plans for future development.

A significant amount of their work on the Self-Study is reflective of the embedded practices that are a routine part of their roles and responsibilities. Additional meetings provided the necessary focus to ensure that the self-study objectives were best met.

What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

Members of the school's Senior Leadership Team which includes both our Chairman of the Board and Managing Director provided feedback and offered suggestions. The Internal Coordinators were supported by assisting with survey delivery, providing documentation and notes from the School Development Advisories, facilitating groups meetings, and clarifying questions for the Planning Team.

Dedicated time and access to relevant information. We benefit from a highly supportive and consultative culture within the school. As stated above, much of the Self-study completion was aligned to pre-existing processes within the school; additional 'work' was limited.

B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Sawsan Dajani	Chairman of the Board
Ghada Dajani	Managing Director
Nicola Singleton	Whole School Principal
Catherine Readman	Headteacher, KS1
Cath Jama	Headteacher, KS2
Linda Talbot	Headteacher, Secondary British Section
Dodie Pfeil	Principal, Secondary American Section
Sarah Clingan	Deputy Head Teacher, Secondary British Section
David McKoski	Vice Principal, Secondary American Section

Christine Downey	Deputy Head Teacher, Secondary
Jane Boukottaya	Deputy Head, Primary KS2
David Barton	Deputy Head, Primary
Suzanne Sheehan	Assistant Head Teacher, IBDP
Jennifer Cole	Assistant Head Teacher, Teacher Training
Samantha Rawlings and Sarah Farag	SDA1 Representatives/YTL Y3 + YTL Y5
Rachel Bennett and Christine Flake	SDA2 Representatives /Prim AH + Sec DOS
Sarah Clingan	SDA3 Representative/Sec DH
Taher Naggar	SDA4 Representative/ Secondary IT Teacher
Nesreen Saleh	IT Coordinator – Administrative Staff

What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?

MES Cairo is led by an extraordinary BOD, led by the inimitable Chairman, Mrs Sawsan Dajani. She is ever-present in a way that is truly constructive to the efficient leadership and management of our school. She has profound respect for the educational leaders and teaching staff, empowering them with significant autonomy to positively direct all aspects of teaching and learning for the benefit of students. Mrs Dajani and Ghada Dajani, as representatives of the BOD, ensure accountability through their continued interest in all aspects of school life and meticulous attention to detail. Each serve as chairs of the Whole School Development plan led by our Whole School Principal, Nicola Singleton.

The Whole School Principal leads a highly competent, passionate Senior Leadership Team. The four Heads of Section work closely with her to define and implement targeted improvements; they lead their staff teams with the common focus and clarity that is defined in SLT meetings. Heads of Sections are attached to SDAs for SLT input as required, but they are not allowed to Chair the SDAs; member of PSLT nor SSLT are permitted to be non-office holding members of the SDA to ensure that these forums are teacher-led.

We use the WSDP SDA's as a catalyst for focused action. Occasionally we must respond to unanticipated need, but for the most part school leadership and management is guided by the WSDP and suggested outcomes of each SDA. CPD requests are only considered if they align to an aspect of the WSDP.

How does the membership of the Team reflect the diversity within the school's community of stakeholders?

School Development Advisory groups comprising members who are carefully selected to ensure school-wide representation, inform and monitor progress over their associated WSDP objective. In addition, the agendas of SLT, SSLT and PSLT meetings prioritise discussion and review of our progress in realizing the WSDP aims.

Our Self-study journey spanned the second half of one academic year and the beginning of another, so as to ensure consistency, we appointed a number of additional Planning Team members beyond the SDA groups initially consulted. This ensured continuity that reflected

the diversity of our complex school which survived beyond the reconstitution of SDAs for the next academic year.

How were the members of the Planning Team selected?

The membership of the team is reflective of the team members associated with the other accreditations, those involved in the School Development Advisories, and members of the leadership teams across all phases and sections of Primary and Secondary. This team was selected as they represent all phases of the school, however their membership and dedication to the School Development Advisories was a key factor. The MSA Planning Team is also the School Improvement Committee.

How does the Planning Team function and make its decisions?

The Planning Team serves as an egalitarian group making recommendations and decisions by consensus guided by the Internal Coordinators and members of the Senior Leadership Team.

How often did the Planning Team meet? (Provide a list of the Planning Team's meetings and minutes in the Visiting Team's workroom.)

October 2018
December 2018
January 2019
February 2019
March – Workshop
March – Planning Team Retreat
September - Planning session for revisions to the WSDP and SDA membership
November - SDA Meetings Continue - Whole School SDA Meeting November 3rd

What is the Planning Team's relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?

All other strategic planning team bodies are represented on the Planning Team:
-Senior Leadership Team
-Primary Leadership Team
-Secondary Leadership Teams
-School Advisories - 1, 2, 3, and 4
-Board of Directors
-Secondary Heads of Department Team
-Primary Year Leader Team

What is the Planning Team's plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?

The Planning Team are members of the Whole School Advisory Committee. The Secretary and Chairs are rotated each year voted on by the SDA. Members that leave are replaced on a yearly basis ensuring that there is representation from all sections and age phases of the

school. All staff and new members to the advisories receive an induction to the goals for school improvement.

How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?

The Self-Study and Action Plans within the context of the Whole School Development Plan (WSDP) are now complete. The Whole School Development Plan is supported/monitored by four School Development Advisories (SDA's) with members from each phase and section of the school. SDA 1 represents issues regarding teaching and learning; SDA 2 is about Student Leadership; SDA 3 was Alumni connectedness and is now School Community Well-being; and SDA 4 is instructional technologies. Each of the SDA's are responsible for the implementation and monitoring of the achievement of the WSDP goals. Each member of the Senior Leadership Team are members of each SDA (although may not fulfil the role of SDA Chair).

Members of each SDA meet at least twice per term (minimum 6 times per year) with the Whole School Development Plan committee meeting once per term. Achievement of goals are reported by each Head of Department for Secondary and the Year Team Leaders in Primary. Achievement of goals are celebrated among the staff during staff briefings that take place weekly, reported in MESsenger articles and the Whole School Newsletter, and published through a variety of social media outlets.

The SDA structure and impact will continue after the MSA visit; it is imbedded structure within our cycle of strategic planning, evaluation and review.

C. Role of the School's Leadership and Governance

What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?

Members of the Senior Leadership Team are also members of each SDA and are members of the Planning Team. The Principals/Headteachers all coordinated the collection and organization of all documentation during the self-study.

School Leaders are an integral part of the Whole School Development Plan review, consultation and redrafting process. In terms of school improvement school leaders are the colleagues responsible for defining next steps and best ways forward in consultation with a variety of other POR holders across the school's line-management structure.

How has the leadership provided support for the self-study and accreditation processes?

The biggest gift was that of time to provide training and guidance to each member of the Planning Team and opportunities to meet as a collective to ensure progress towards the intended goals.

School Leaders also carefully managed the process to best avoid 'accreditation fatigue'. They are conscious of ensuring that school practices and review routines align generally with the

expectations of the various accreditation agencies we work with. They worked extensively prior to and during this process to ensure that established practices aligned to MSA Excellence By Design objectives.

If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?

NA

D. Implementing a Planning Ethic

Instruction: Describe below the school's plan for implementing a planning ethic, including:

- ***A system for monitoring implementation of the action plans;***
- ***A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans; and,***
- ***A plan for celebrating the school's successes in moving toward achievement of its objectives.***

Within the Whole School Development Plan each key action includes a plan for documentation of progress as well as a timeline for full implementation. For each key action, the stakeholders involved are denoted clearly within the WSDP. All SLT, PSLT, SSLT meetings agendas include discussion on perceived and realised progress with WSDP aims.

The Self-Study and Action Plans within the context of the Whole School Development Plan (WSDP) are now complete. The Whole School Development Plan is comprised of 4 School Development Advisories (SDA's) with members from each phase and section of the school. SDA 1 represents issues regarding teaching and learning; SDA 2 is about Student Leadership; SDA 3 was Alumni connectedness and is now School Community Wellbeing; and SDA 4 is instructional technologies. Each of the SDA's are responsible for the implementation and monitoring of the achievement of the WSDP goals. Each member of the Senior Leadership Team are members of each SDA (although cannot Chair the SDA).

E. A Plan for Communication and Awareness

Instruction: Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process and the implementation of the Plan for Growth and Improvement.

Our review structure identifies committees for each School Development Advisory – all members of the Planning Team – who dutifully met and spend an enormous amount of time and effort to report the outcomes in order to keep everyone informed of the continual progress.

The Whole School Principal is the Chair of the Whole School Development Plan and outcomes are shared during the weekly Senior Leadership Team Meetings. Progress is also shared during faculty meetings by the SDA Chair and/or secretary. All notes are shared via Google Docs so that addendums are easily recorded and shared with a wider audience. Moreover, the school newsletter, staff and student assemblies, and student council meetings are also mechanisms for updates.

F. A Plan for Periodic Reviews of the Plan for Growth and Improvement

Instruction: Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:

- ***The schedule of reviews by the Planning Team***
- ***How the Planning Team will review***
  - ***Progress toward implementation of the actions plans***
  - ***The results of implementation of the action plans***
  - ***The results obtained from administrations of the assessments used to measure achievement of the objectives***
  - ***Revisions made to the action plans based on those results.***

As stated in sections B9 and D, the SDA chairs and secretaries meet with their review committees through the academic year (at least 6 times as calendared). Progress is noted and shared through the minutes. Minutes and progress are shared in meetings of all Whole School Development Committee (combined SDA's). Key actions and progress are shared and articulated throughout the academic year. Data analysis from surveys and assessments are also carried out annually and reported and noted in the Whole School Development Plan.

The WSDP is reviewed throughout each academic year, with a final review completed in early June. This involves a full disaggregation of data and aligns to the completion of the Professional Learning Development Portfolio by all teaching staff, including school leaders; a significant part of the PDP process is a review of progress with WSDP targets. Through this process of deep review we arrive at a point of confidence in defining priorities for the year/s ahead, which then get translated into the revised edition of the WSDP.

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

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: 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?*

These statements are the cornerstone of the school's long-range planning and day-to-day decision-making.

A. MISSION

What is the school's Mission?

Leadership through Education: Care, Challenge, Inspire

MES Cairo is committed to excellence in education. The core business of the programs we offer is to foster a school culture that values individual growth, daily success, and positive relationships. Ultimately, students will emerge from the program as confident and well prepared individuals ready to meet the rigorous challenges that life has to offer. We recognize that we live in an ever-changing world. Our purpose is to assist, prepare, and inspire our students to harness their interests and passions and set them on a post-secondary curricular path that will achieve those ends. The challenges of current times in the country, in the region and indeed globally, mean that our students have crucial roles to play in the future state of the nation and beyond. The heavy weight of responsibility to best prepare them for this is taken seriously by our Board of Directors, School Leaders, Teachers and other stakeholders. Beyond the explicit curriculum at our school we have a strong commitment to helping the young people in our care develop into responsible, reflective young adults. Our graduates are the best evidence of this.

How and by whom was the school's Mission developed/reviewed/revised?

The school's Mission was devised by the founding BODs in consultation with the founding Principal and the team of teachers who started the school in 1990.

Annual consideration is given to its relevance in a context which is constantly evolving yet we have concluded on each occasion that it still reflects our essential purpose well. Minor adjustments were made in 2012, which is the same year we introduced our Graduate Profile. Senior school leaders, other faculty members and the senior most Student Council representatives are involved in the annual review.

How does the school ensure that its community of stakeholders understands and supports its Mission?

Our Mission is visible around campus and in school literature. 'Care, Challenge, Inspire' is something our students, parents, teachers and alumni are all familiar with - it is consciously and deliberately referred to in every parent information meeting and student assembly. The language of our Mission statement features in report commentaries and individual meetings with students and/or parents.

What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?

The School's Mission is reviewed annually. It was last reviewed in January 2019 by our BOD, SLT, PSLT, SSLT and senior Student Council members. The consensus of all groups was that the Mission was still pertinent to our values, aims and prerogative and accurately captured the essence of what MES Cairo stands for; accordingly the Mission statement was ratified unchanged.

Where is the Mission formally published?

-staff and student handbooks/Planners/Link Books
-in each classroom
-in office spaces across the entire campus
-on school-sanctioned social media
-in the school magazine
-in the school website
-on official school reports
-on the wall in central atrium areas

B. BELIEFS

What are the school's Beliefs?

We believe in:

- recognizing the value of each individual and his/her relationship with others;
- promoting international understanding and responsible citizenship in a multicultural context reflecting the best of Arab, Western and other world cultures;
- providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- creating opportunities for all to develop confidence, responsibility and integrity.

How and by whom were the school's Beliefs developed/reviewed/revised?

The school's Beliefs statement was devised by the founding BODs in consultation with the founding Principal and the team of teachers who started the school in 1990.

Annual consideration is given to its relevance in a context which is constantly evolving yet we have concluded on each occasion that it still reflects our essential beliefs well. Senior school leaders, other faculty members and the senior most Student Council representatives are involved in the annual review.

How does the school ensure that its community of stakeholders understands and supports its Beliefs?

Our Beliefs Statement is visible around campus and in school literature. 'Care, Challenge, Inspire' is something our students, parents, teachers and alumni are all familiar with - it is consciously and deliberately referred to in every parent information meeting and student

assembly. The language of our Beliefs statement features in report commentaries and individual meetings with students and/or parents.

C. PROFILE OF GRADUATES

What is the school's Profile of Graduates?

An MES Cairo graduate is:	An MES Cairo graduate can:	An MES Cairo graduate shows:
• A leader • Confident • Articulate • Flexible • Pro-active • Reflective • Principled • Independent • Resourceful • Resilient • Inspired • Creative • Visionary	• Communicate fluently in the English language • Intelligently express their views • Problem solve • Lead by example • Recognize personal strengths and passions • Relate well to others • Take appropriate risks • Make a difference	• Integrity • Initiative • Empathy • Excellent interpersonal skills • Appreciation of individuals' rights and responsibilities • Cultural awareness • Respect for self and others • Global understanding • Commitment to lifelong learning • Understanding of the Egyptian culture and the Arabic language

How and by whom was the school's Profile of Graduates developed/reviewed/revised?

The Graduate Profile was first devised in 2011. It was further developed and worked on during the 2016-2017 Academic Year by the Secondary Deans of Students and Assistant Heads. The reason for the development of the Elements, was because the Graduate Profile seemed daunting. It is also not embedded well throughout the curriculum per se. During the 2017-2018 and 2018-2019 academic years, we have furthered the use of the Graduate Profile by way of the Elements through the use of Performance Growth Points, in reflections sheets used during detentions or internal suspension, within our HRCF curriculum and in grade-level assemblies. In the Primary portion of the school, they use the 5 R's related to the Graduate Profile and transition students in Years 5 and 6 to the Graduate Profile prior to entering the Secondary school.

How does the school ensure that everyone understands and supports its Profile of Graduates?

Each Head of Department during their meetings with the Secondary Leadership team discuss how the department are using the Elements to support the Graduate Profile. Likewise, in Primary that is discussed in the Year Team Meetings. The SDA's are aware as the progress is recorded by each department/year group in the sectional plans that supports the Whole School Development Plan.

The language of our Graduate Profile is used in student assemblies and is featured prominently in Graduation speeches delivered by staff and students.

THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

Instructions:

1. ***In Sections A, B, C of the self-study template, the school is asked to gather, analyze, and report information and data about the school and its community(ies). The information and data requested are intended to give the Planning Team a complete portrait of the current state of the school. This information and data will help the Planning Team as it determines which areas of student performance and organizational capacity should be addressed in the school's Plan for Growth and Improvement.***
2. ***If the school has in place information and data that are requested by the template but in a different format, the school is invited to insert those information and data sets in the appropriate sections of the template and delete the tables that are provided for reporting information and data.***

A. THE COMMUNITY

Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.

Modern English School Cairo was established in 1990 and is a multi-national, co-educational school offering an international education for students from Foundation Stage 1 to university level entrance taught by international staff. Most of the students are Egyptian nationals, yet over 30 nationalities are represented in our records as many of our students are dual-passport holders. The student body is stable, with most students joining the school at Foundation Stage (3.5 years old) continuing through graduation. There are currently 1297 students in the Primary; in the Secondary there are 56 students enrolled in the IB program in DP 11, 489 in the British program, and 404 in the American program. Since the last MSA accreditation our enrollment has increased from 1215 to 2246.

Irrespective of grade/year level or section, all students who identify as 'Arab' are required to fulfill the Egyptian Ministry of Education requirements by taking the National Curriculum examinations for Arabic, Arabic Social Studies, and Religious Studies in addition to international curricula. The MOE curriculum is quality assured by our Managing Director. Performance in ministry examinations is excellent. Over the past 5 years, MES Cairo has maintained an average pass rate of 97.49% for the initial examination, with 100% pass rate obtained upon reexamination.

MES Cairo exercises a significant amount of autonomy from Ministry rules and regulations. Our Chair of the Board has the respect of key Ministry personnel and we are, more or less, allowed to operate without significant intervention from the government. They frequently refer to MES Cairo as an example of best practice for independent, international schools in Egypt. MES Cairo prides itself on the quality of education provided to the students; where barriers exist, we seek solutions in order to ensure the quality of teaching and learning.

Situated outside of central Cairo in a suburb known as Tagamoa Khamis, the school features a campus that houses both a Primary and a Secondary school. MES Cairo facilities include primary and secondary buildings that house the Learning Media Center, offices, classrooms, science labs, computer classrooms, visual and performing arts facilities, academic support services, and administration offices. The campus also includes a theater, design technology classrooms, senior students' common room, gymnasium, 2 covered swimming pools, a full outdoor track, and other athletic facilities.

The Chair of the Board and the Managing Director are full-time members of staff and are empowered by the Board of Directors (BOD) to make decisions autonomously. The BOD meets bi-monthly and reports annually to the Board of Trustees all of whom have a financial interest in the school; the majority are parents of current MES Cairo students and/or alumni.

The Whole School Principal (WSP) position drives the educational mission of MES Cairo. The WSP is key in leading and further developing the Whole School Development Plan (WSDP) and ensuring academic compliance. Further, the WSP is responsible for ensuring the school exceeds accepted academic accreditation standards through management of the Senior Leadership Team (SLT).

The Principal and Vice Principal for the American Program are responsible for supporting the ethos and achieving the aims of MES Cairo; line managing designated Heads of Department and Deans. They jointly taking responsibility for the welfare, conduct and progress of students, communicating with staff and guiding instruction and curriculum. This structure is replicated with similar roles of responsibility in the British Primary and Secondary sections.

Foundation Stage provides an excellent start for formal education. Students then progress to a curriculum based on the National Curriculum of England (KS1 and KS2). Having the expertise of certified French, PE, Music, Computing and Special Educational Needs teachers. A broad curriculum is offered within all three curricula areas in Secondary: British (Y7-12: KS3 followed by IGCSEs, then AS/A Levels), American Section (G7-12: Middle School followed by High School Diploma and Advanced Placement courses) and the IB Diploma Program (DP11-12). We have a full offering of elective courses with fully certified teachers in suitable learning environments. Irrespective of grade/year level or section, all students who identify as 'Arab'

are required to fulfill the Egyptian Ministry of Education requirements by taking the National Curriculum examinations for Arabic, Arabic Social Studies, and Religious Studies.

A diverse co-curricular program complements the whole school. In the secondary school, student representatives from all three sections are actively involved in Student Council, Model United Nations and NHS/NJHS. Students are also involved in drama/musical productions as well as national and international athletic and curricular competitions. The International Award is a popular initiative as are a variety of community service projects. The Primary School offers similar programs.

Describe any changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next five years.

Last Five Years:

As Egypt is continuing to transition as a country since the revolution and in terms of country leadership, there has been a substantial increase in the number of our graduates who are applying for and taking offers at American, Canadian, British, and other European universities over the past 4 years. Traditionally, many elected to be educated within Egypt. This past academic year, 56% of our graduates attended universities outside of Egypt. MES Cairo Alumni are currently studying at top league universities including Cambridge, Oxford, Chicago, and Brown Universities. The success of our alumni serves to reassure stakeholders that a MES Cairo education has prepared them well for further study at top universities abroad. This extends not only to academic preparedness, but also socially, culturally and ethically; our graduates hold their own on a global platform. Certainly, we are very proud of their achievements and feel that our mission statement is reflected best in our graduates.

During the last accreditation, when looking ahead at the next 5 years, the focus was on providing social, emotional, and personal care as Egypt was transitioning from the Revolution. Personal safety and security were deemed to be a focus. While Egypt is still evolving, personal care and security would be considered similar to any large and heavily populated area in the world. We are still providing additional personal services to our teachers and have annual surveys for new and existing staff regarding what can be improved. The results of those surveys also rank extremely high on personal care the school provides each staff member when coming to work at MES Cairo. These surveys given to teachers each year and are reviewed in leadership team meeting with ‘matters arising’ informing our planning of the following year’s staff induction program.

Recruitment can sometimes be an issue due to how Egypt is depicted in the media, MES Cairo has created a teacher certification program in conjunction with authorised UK partners. Individuals can become fully certificated/qualified teachers in this rigorous program. The school can then attract individuals who may have been teaching abroad without certification or for those entering the teaching field from practical fields.

Next Five Years:

None foreseen.

Describe the major challenges currently faced by the community—social, economic, political.

The negative depiction of Egypt in the media continues to be a challenge as far as recruitment is concerned. We have an extremely stable student population and wider community, but a rather transient teacher base. While we attract highly qualified staff and have a number that stay in excess of 5 years, a significant amount of time and effort is put into supporting new teacher cohorts. A thorough induction to the country and its culture is offered on arrival to help staff acclimatize to Egypt. Providing stability and upholding standards in a landscape of substantial change and occasional disorder within the country and region is a significant achievement. The quality of teaching and learning has been upheld for the benefit of students. Maintaining a clear sense of purpose and promoting resilience in times of difficulty has enabled students and teachers alike to overcome obstacles that many would find insurmountable. A key feature of that success has been our determined efforts to maintain a high caliber of staff. While recruitment efforts take significantly longer with an increased budget, the Board of Directors is fully invested in doing whatever it takes to locate and to hire excellent teachers.

Power and interruption of wifi services is something that is ever-present in the area that we work in. While the number of interruptions has been significantly lower, it still can interrupt communication within the school as well as the possibility of not being able to stream or access content temporarily. As a result, the school has many overlapping technical systems to reduce the duration/impact of such outages. Backup generators are used for specific systems (ie. separate generators for the servers, school heating/cooling systems, electricity, etc.). In addition, if internet connectivity is an issue, we do have two different service providers. If one is experiencing difficulty or an outage, the school can switch to the secondary system. Thus, allowing the intranet and communication among all staff to continue. While nothing can solve a rolling outage for an area, the remedies employed, and the plans moving forward are really about limiting the impact on students and the learning environments.

List the major educational and cultural programs and facilities in the community that are available for use by the school and its students.

Program/Facility
Learning Resource Center – Maadi, Cairo
British Council in Egypt
Amid-East Educational and Training Services
American University of Cairo – university library access
Local golf and gym clubs – for use of the facilities for students after school activities such as tennis, golf, spin class
Cambridge Assessment International Education
Various day and overnight trip facilities

B. SCHOOL INFORMATION

Instructions:

1. ***Collecting information and data that describe the school and its staff is important because the school needs these data and information to determine if it is has the organizational capacity necessary to deliver the educational program and to produce the levels of student performance desired and expected by its community of stakeholders.***
2. ***It is understood that not all of the areas requested in this template will apply to all schools, nor will all schools have all of the data sets that are requested.***
3. ***Therefore, the school is expected to report the most current data and information for all areas that are applicable to the school and for which it has data. If data requested are not applicable or not available, note this fact in the appropriate areas.***
4. ***Also, if the data and information are available in a different format, the school may delete the format contained in this template and import the data into the Self-Study Document in its own format.***
5. ***If data are not available for areas that are applicable to the school, it is recommended that the school develops a plan to collect, analyze, and track those data, as they are important for determining if the school has the capacity to accomplish its mission.***

B.1. HISTORY OF THE SCHOOL:

Provide a brief history of the school. Include key milestones and developments in the life of the school.

The school was founded in 1990 by a group of educators and educational leaders who had worked together in Kuwait. The school in Kuwait closed during the invasion, displacing the school's students and their families; a number of students were Egyptian and parental request led to the establishment of Modern English School Cairo. From 28 students on day one, to a roll of 2246 now, the reputation of MES Cairo has grown alongside student numbers.

Initially offering a British curriculum (EYFS to A Levels), the move to new school premises in 2000 led to capacity for the eventual development of an American High School Diploma curriculum. We introduced an American Middle School programme in Grades 7 and 8 in 2006 in order to best support student transition from one curriculum to another. The IB Diploma was added to our graduation pathway in 2005 and has become a viable option for our students seeking associated challenge.

MES Cairo is an avid and active member of various educational organisations and associations, both internationally and in Egypt. We are regarded as a legitimate, reputable and successful school within the broader community.

Beyond successful school accreditation processes with other awarding bodies (most recently British Schools' Overseas who determined MES Cairo to be 'outstanding' in all Standards during their visit in March 2019), we have a proven track record of excellence in terms of results, both tangible and less so. Our graduates are extraordinary young people who credit their MES Cairo education for their success at university and beyond.

B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

To be completed by independent, religious, and proprietary schools

	This section is not applicable to our school.

Is the school incorporated?	X	**Yes**
		No
If yes, name of corporation:	International Education Systems	

Is the school licensed to operate as an educational school?	X	**Yes**
		No
If yes,		
In what state(s) is the school licensed to operate?	Cairo	
In what country(ies) is the school licensed to operate?	Egypt	
If no, explain the school's authority to operate:		

Is the school licensed to grant diplomas or certificates?	X	**Yes**
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	NA	
Type(s) of diplomas or certificates offered	American High School Diploma; AP (College Board); IGCSE; AS/A2 Levels; IBDP; MOE Egypt School Completion Certificate	
If no, explain the school's authority to grant diplomas or certificates:		

To be completed by faith-based schools

Religious Affiliation:	No

B.3. SCHOOL INFORMATION: PUBLIC SCHOOLS

To be completed by public schools

Is the school part of a larger school district, system, or corporation?		**Yes**
	X	**No**
If yes, name of district/system/corporation:		

B.4. SCHOOL INFORMATION: ALL SCHOOLS

To be completed by all schools

B.4.a. Enrollment Trends

Instruction: Complete the following table to show past, present, and projected student enrollment of the school.

FOR THE ACADEMIC YEAR:	20	19	to	20	20

Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago		BOYS/GIRLS One Year Ago		BOYS/GIRLS This Year		BOYS/GIRLS Next Year	
Infant	NA	NA	NA	NA	NA	NA	NA	NA
Foundation Stage 1	82	76	87	74	83	75	80	80
Foundation Stage 2	82	70	84	77	92	75	83	75
Year 1	84	72	84	75	84	79	92	75
Year 2	72	81	84	81	87	75	84	79
Year 3	87	71	75	79	90	82	87	75
Year 4	80	72	89	68	80	76	90	82
Year 5	77	77	84	76	88	69	80	76
Year 6	83	71	77	79	84	78	88	69
Grade/Year 7	85	68	82	75	79	85	84	78
Grade/Year 8	89	64	87	68	87	77	79	85
Grade/Year 9	81	67	93	64	88	72	87	77
Grade/Year 10	85	71	79	66	94	63	88	72
DP/Grade/Year 11	78	80	83	72	77	72	94	63
DPGrade/Year12	67	69	69	78	83	72	77	72
TOTALS	1132	1009	1157	1032	1196	1050	1193	1058

Explain any significant or unusual enrollment trends for this school.

During the last Team Visit, we had only 2049 students across Primary and Secondary school. Currently, we have a total of 2246 students which is a 9% increase across the entire school,

15% increase in students in the Secondary, and we have more than doubled the size of the IB Program. As a result, we added a DP Coordinator position and the Whole School Principal now oversees the program. The overall increase in student population has impacted staffing, the procurement of rooms for classes, the care blocking/scheduling of classes, speciality classroom time is at a premium (PE facilities, science and computer science labs). While the majority of our students are host nationals, we have had some students fleeing unsafe domicile from Syria and Libya. More recently we have seen the return of higher than usual number of Egyptian families from UAE and Gulf Countries.

Curriculum choice for Secondary continues to be difficult to anticipate and we are yet to determine any reliable trend. Secondary role is stable, but option selection from year to year between British and Ameircan Sections continues to sway unpredictably. We have cohesive Secondary school structures, policies and practices in place to best accommodate student/parent preference, year by year.

B.4.b. Student Demographic Trends:

Instruction:

- ***Complete the following tables to show changes in student demographics. Select the student characteristics most pertinent to your school (e.g. ethnic group, socioeconomic background, nationality, special needs populations, day/boarding, etc.).***
- ***Duplicate the table below to report as many student characteristics as the school believes are important for understanding the makeup of the student population.***

FOR THE ACADEMIC YEAR:	20	19	to	20	20

Student Characteristic:	Percent of Student Body Now 2019-2020	Percent of Student Body Two Years Ago 2017-2018
Muslim	90.16%	89.9%
Christian	9.44%	9.62%
Other Religion or N/A	0.4%	0.4%
Egyptian	96.08%	94.96%
British	0.76%	1.49%
American	0.49%	0.33%
Jordan	0.49%	0.61%
Libya	0.36%	0.37%
Syria	0.31%	0.33%
Kuwait	0.27%	0.23%
Saudi Arabia	0.27%	0.33%
Other Nationalities (fewer than 5 students or)	0.97%	1.35%

TOTAL	**100%**	**100%**

Explain any significant or unusual demographic trends for this school.

Our school role is densely populated with Egytian children; many of the non-Egyptian nationalities reflected above indicate children who are dual citizens and declare their 'other' nationality for purposes of school enrollment.

Religious identity is significant in Egypt. We provide MOE religious education accordingly.

There is no significant change in demographic - current roll demographics reflect what is typical for MES Cairo

B.4.c. Size of The Professional and Support Staff:

Instruction*: *In the table below, indicate the current number of full- and part-time members of the professional and support staff in each of the positions indicated below. Count each person only one time.

FOR THE ACADEMIC YEAR:	20	18	to	20	19

	Full-Time	Part-time[2]	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	11	0	11
INSTRUCTIONAL STAFF:			
Classroom teachers-elementary/lower school	68	0	68
Classroom teachers-middle school	107	1	107.5
Classroom teachers-high school/upper school			
Special needs teachers	14	0	12
STUDENT SERVICES STAFF:			
Guidance/college/ career counselors	3	0	3
Specialists and consultants	-	-	-
Technology services personnel	16	0	16
Information resources/ library personnel	6	0	6

[2]Record using FTE. For example, if a staff member works one of five days, he/she would be considered 0.2.

Health services personnel	5	-	5
SUPPORT STAFF:			
Paraprofessionals and aides	30	0	30
Secretaries and clerks	41	0	41
Custodial personnel	100	0	100
Maintenance personnel	42	0	42
Food services personnel	Contracted Provider		
Security personnel	85	0	85
Other: Bus Drivers	102	0	102
Other: Bus Matrons	110	0	110
Other:			

Describe significant trends in the size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

MES Cairo benefits from local employment laws which stipulate that for every foreign work visa sponsored a company must employ 9 host-nationals. Because our BOD is committed to recruiting properly qualified, international teachers, our school is very generously staffed with ancillary, transportation, security and support colleagues etc.

B.4.d. Experience of The Staff:

Instruction: In the table below, indicate the total years of experience members of the staff have in the job role in which they currently serve. Include years of service in the same role at other schools. Count each person only one time.

FOR THE ACADEMIC YEAR:	20	18	to	20	19

Years	0-1+	2-5+	6-10+	11-20+	over 20
Administrative Staff					
• **Women**	1	2	3	1	2
• **Men**	0	0	2	0	0
Instructional Staff					
• **Women**	40	34	5	6	0
• **Men**	38	14	4	4	1
Student Services Staff					
• **Women**	6	6	1	0	0
• **Men**	1	1	0	0	0

Describe significant trends in the experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

In 2011-2012, we had 58 members of the instructional staff that had 11 or more years of experience in their current position. Egypt has been a more challenging country to recruit teacher to since then. Competition has increased globally for teachers, the devaluation of the British Pound and the floating of the Egyptian Pound have had an impact on the instructional staff. As a result, the school has responded with revisions of salary schedules and strengthening the induction program for new staff. New teacher cohort meetings have been implemented across the school and mentorship of new teachers has been extended.

B.4.e. Academic Preparation of The Professional Staff:

Instruction: In the table below, indicate the level of professional preparation in each category. Count each person only one time, indicating the highest level of professional preparation.

FOR THE ACADEMIC YEAR:	20	18	to	20	19

	Associate's or No Degree	Bachelor's Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff						
● **Women**	0	9	n/a	3	n/a	0
● **Men**	0	2	n/a	1	n/a	0
Instructional Staff						
● **Women**	0	92	n/a	21	1	3
● **Men**	0	60	n/a	10	n/a	0
Student Services Staff						
● **Women**	0	15	n/a	3	n/a	0
● **Men**	0	2	n/a	0	n/a	0

Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

All teaching staff must hold a recognised teaching qualification - that credential must be officially endorsed in the country it was obtained, and recognised in the UK or USA. UK teaching qualifications are more general than US equivalents; 5 colleagues in school are working on their teaching credential with us and have extensive monitoring, support and reduced teaching loads in order to fulfil their course requirements.

B.4.f. Professional Certifications of the Professional Staff:

Instruction: In the table below, indicate the number of persons on the staff with each type of professional certifications noted.

Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

All teaching staff must hold a recognised teaching qualification - that credential must be officially endorsed in the country it was obtained, and recognised in the UK or USA. UK teaching qualifications are more general than US equivalents, so it is not possible to translate these into the categories outlined above.

5 colleagues in school are working on their teaching credential with us and have extensive monitoring, support and reduced teaching loads in order to fulfil their course requirements.

B.4.g. Staff Demographic Trends:

Instruction: In the table below, indicate the demographics of the staff. If you collect this data in a different way for example, by nationality, please amend the chart accordingly.

FOR THE ACADEMIC YEAR:	20	18	to	20	19

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
British	56%	57%
American	21%	18%
Canadian	3%	3%
Egyptian	12%	13%
Other:	8%	8%
TOTAL	**100%**	**100%**

Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Trends in international education and the evolution of quality off-shore, distance education teacher training programs have contributed to a change in staff demographics at MES Cairo.

We have been able to train highly capable, locally recruited colleagues, who we have then recruited into our teaching staff upon successful completion of their teaching certification.

B.4.h. Staff Mobility:

Indicate the number of each category below that were new hires in the year indicated.

FOR THE ACADEMIC YEAR:	20	18	to	20	19

	Number New Hires Three Years Ago	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff	2	0	1
Instructional Staff	32	42	57
Student Services Staff	3	0	2
TOTAL	36	42	60

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	15%	0%	8%
Instructional Staff	18%	24%	34%
Student Services Staff	18%	0%	12%

Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Historically, the average length of service for instructional staff has been 4 years [prior to 2012]. During the last self-study we noted that the average duration of service as MES is 2.2 years. Our current data reflects that the length of service is hovering around 2 years. While this also seems to be a trend in international schools, as stated earlier, the political impact on the value of currencies has remained constant. The school has revised the salary schedule, strengthened the school induction program for new staff, a strong professional development offering, hiring additional personnel to offset cover in the Secondary, continuing to offer free tuition to children of teachers have all assisted in ensuring the educational program, student services, facilities and finances have continued to be of sound quality.

C. STUDENT PERFORMANCE

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the

school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

Instructions:

1. ***In this section, the school is asked to gather and report data describing its students' performance in a variety of areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its Mission.***
2. ***It is understood that not all of the areas of performance requested in this template will apply to all schools, nor will all schools have all of the data sets that are requested.***
3. ***Therefore, the school is expected to report the most current data for all areas that are applicable to the school and for which it has data. If data requested are not applicable or not available, note this fact in the appropriate areas.***
4. ***Also, if the data and information are available in a different format, the school may delete the format contained in this template and import the data into the Self-Study Document in its own format.***
5. ***If data are not available for areas that are applicable to the school, it is recommended that the school develops a plan to collect, analyze, and track those data, as they are important for determining if the school is making progress toward accomplishing its Mission.***

C.1 ACADEMIC PERFORMANCE DATA—PUBLIC SCHOOLS

C.1.a. Student Performance Data

Instruction: Duplicate Section C.1.a for each state assessment. Section C.1.a is mandatory for all publicly funded schools.

Results of State Student Performance Assessments (for public schools): Not Applicable

Results of Assessments of Student Performance—All Schools
(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

Instructions:

1. ***Section C.1.b. is mandatory for all schools.***
2. ***The following table is provided as an example. Amend the table to fit the unique needs of the assessment data being reported.***
3. ***Duplicate Section C.1.b. for each assessment.***
4. ***In the table below, record the results of standardized academic assessments administered in the most recent academic year.***

FOR THE ACADEMIC YEAR	20	18	to	20	19

Primary

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[3]
End of Year Writing Assessment	All 159 students	Y1	Above Standard - 5% At Standard - 64% Below Standard -31%
	Male	84 students	Above Standard -5% At Standard - 59% Below Standard - 36%
	Female	75 students	Above Standard -4% At Standard - 67% Below Standard -29%
	IEP	14 students	Above Standard - 0% At Standard - 7% Below Standard -93%
End of Year Writing Assessment	All 165 students	Y2	Above Standard - 9% At Standard - 55% Below Standard -36%
	Male	84 students	Above Standard -3% At Standard - 60% Below Standard -37%
	Female	81 students	Above Standard -13% At Standard - 53% Below Standard -34%
	IEP	10 students	Above Standard -0% At Standard - 0% Below Standard - 100%
End of Year Writing Assessment	All 154 students	Y3	Above Standard - 5% At Standard - 64% Below Standard -31%
	Male	75 students	Above Standard -4% At Standard - 63% Below Standard -33%
	Female	79 students	Above Standard -6% At Standard - 66% Below Standard -28%
	IEP	10 students	Above Standard -0% At Standard - 10% Below Standard - 90%
End of Year Writing Assessment	All 157 students	Y4	Above Standard - 12% At Standard - 55% Below Standard -33%
	Male	89 students	Above Standard -10% At Standard - 58% Below Standard -32%
	Female	68 students	Above Standard -13% At Standard - 50%

[3] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			Below Standard -37%
	IEP	8 students	Above Standard -0% At Standard - 0% Below Standard - 100%
End of Year Writing Assessment	All 160 students	Y5	Above Standard - 17% At Standard - 61% Below Standard -22%
	Male	84 students	Above Standard -17% At Standard - 57% Below Standard -24%
	Female	76 students	Above Standard -17% At Standard - 64% Below Standard -21%
	IEP	8 students	Above Standard -0% At Standard - 13% Below Standard -87%
End of Year Writing Assessment	All 156 students	Y6	Above Standard - 15% At Standard - 57% Below Standard - 28%
	Male	77 students	Above Standard -12% At Standard - 52% Below Standard -36%
	Female	79 students	Above Standard -18% At Standard - 61% Below Standard -21%
	IEP	10 students	Above Standard -0% At Standard - 20% Below Standard -80%
End of Year Reading Assessment	All 159 students	Y1	Above Standard - 15% At Standard - 57% Below Standard -28%
	Male	84 students	Above Standard -15% At Standard - 58% Below Standard -27%
	Female	75 students	Above Standard -15% At Standard - 57% Below Standard -28%
	IEP	14 students	Above Standard - 0% At Standard - 7% Below Standard - 93%
End of Year Reading Assessment	All 165 students	Y2	Above Standard - 21% At Standard - 56% Below Standard -23%
	Male	84 students	Above Standard -19% At Standard - 54% Below Standard -27%
	Female	81 students	Above Standard -21% At Standard - 56%

			Below Standard -23%
	IEP	10 students	Above Standard - 0% At Standard - 20% Below Standard -80%
End of Year Reading Assessment	All 154 students	Y3	Above Standard - 28% At Standard - 49% Below Standard -23%
	Male	75 students	Above Standard -25% At Standard - 44% Below Standard -31%
	Female	79 students	Above Standard -30% At Standard - 51% Below Standard -19%
	IEP	10 students	Above Standard - 0% At Standard - 20% Below Standard -80%
End of Year Reading Assessment	All 157 students	Y4	Above Standard - 15% At Standard - 61% Below Standard -24%
	Male	89 students	Above Standard -16% At Standard - 60% Below Standard -24%
	Female	68 students	Above Standard -13% At Standard - 64% Below Standard - 23%
	IEP	8 students	Above Standard -0% At Standard - 13% Below Standard -87%
End of Year Reading Assessment	All 160 students	Y5	Above Standard - 27% At Standard - 53% Below Standard - 20%
	Male	84 students	Above Standard -27% At Standard -49% Below Standard -22%
	Female	76 students	Above Standard -27% At Standard - 56% Below Standard -19%
	IEP	8 students	Above Standard -0% At Standard - 25% Below Standard -75%
End of Year Reading Assessment	All 156 students	Y6	Above Standard - 23% At Standard - 49% Below Standard -28%
	Male	77 students	Above Standard -22% At Standard - 42% Below Standard -36%
	Female	79 students	Above Standard -24% At Standard - 55%

			Below Standard -21%
	IEP	10 students	Above Standard -0% At Standard - 30% Below Standard -70%
End of Year Math Assessment	All 159 students	Y1	Above Standard - 15% At Standard - 69% Below Standard -16%
	Male	84 students	Above Standard -16% At Standard - 71% Below Standard -13%
	Female	75 students	Above Standard -12% At Standard - 68% Below Standard -20%
	IEP	14	Above Standard - 0% At Standard - 36% Below Standard - 64%
End of Year Math Assessment	All 165 students	Y2	Above Standard - 22% At Standard - 55% Below Standard -23%
	Male	84 students	Above Standard -20% At Standard - 57% Below Standard -23%
	Female	81 students	Above Standard -23% At Standard - 51% Below Standard -26%
	IEP	10 students	Above Standard -0% At Standard - 20% Below Standard -80%
End of Year Math Assessment	All 154 students	Y3	Above Standard - 13% At Standard - 66% Below Standard -21%
	Male	75 students	Above Standard -12% At Standard - 67% Below Standard -21%
	Female	79 students	Above Standard -14% At Standard - 65% Below Standard -21%
	IEP	10 students	Above Standard -0% At Standard - 40% Below Standard - 60%
End of Year Math Assessment	All 157 students	Y4	Above Standard - 14% At Standard - 59% Below Standard -27%
	Male	89 students	Above Standard -18% At Standard - 60% Below Standard -22%
	Female	68 students	Above Standard -6% At Standard - 56%

			Below Standard - 38%
	IEP	8 students	Above Standard -0% At Standard - 13% Below Standard -87%
End of Year Math Assessment	All 160 students	Y5	Above Standard - 18% At Standard - 57% Below Standard -25%
	Male	84 students	Above Standard -25% At Standard - 55% Below Standard -20%
	Female	76 students	Above Standard -10% At Standard - 60% Below Standard -30%
	IEP	8 students	Above Standard -0% At Standard - 0% Below Standard -100%
End of Year Math Assessment	All 156 students	Y6	Above Standard - 16% At Standard - 55% Below Standard -29%
	Male	77 students	Above Standard -20% At Standard - 48% Below Standard -32%
	Female	79 students	Above Standard -10% At Standard - 63% Below Standard -27%
	IEP	10 students	Above Standard -0% At Standard - 30% Below Standard -70%

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

- Since the last inspection Classroom Monitor has been introduced throughout Primary. This allows teachers to identify gaps in learning quickly and effectively and allows for robust tracking of attainment and progress across the school.
- Interventions will be led by members of PLT and LDD staff in tandem to avoid duplication or repetition. By using the data from Classroom Monitor, shared monthly, it will ensure they are fluid and focused on the needs of the student.
- New ways to assess and gain evidence in reading are being introduced in Primary. This includes updated reading assessments, e-books and applications on the i-Pad such as 'See-Saw'.
- Students working at Greater Depth (above standard) within the expected standard is a focus for Primary Action Plans related to assessment and curriculum this year. CPD training and moderation sessions focused on these students have begun and have been planned throughout the year. After School Activities focusing on these students will also be set up.

- An assessment focus group has been set up for teachers across year groups. One of the key objectives will be to discuss ways to stretch higher achieving students and to develop assessment tools and resources to support this.
- Moderation sessions, which take place monthly, will ensure a regular focus is given to higher ability students and will focus on additional subjects alongside writing.
- The introduction of CAT testing into Key Stage 1 and 2 is identifying students who, alongside focused support, have the potential to achieve well.
- In Upper Key Stage 2, there will be a focus on narrowing the gender gap in attainment for the year ahead, particularly in reading and writing. High interest topics have been introduced to engage all students in their learning along with the purchase of books aimed at encouraging boys to read more regularly at their level.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[4]
MAP	All	7 63 students	**Mathematics** Above: 20% At Grade Level: 43% Below: 37% **Reading:** Above: 44% At Grade Level: 32% Below: 24% **Language:** Above: 46% At Grade Level: 30% Below: 24%
	Male	25 students	**Mathematics** Above: 28% At Grade Level: 48% Below: 24% **Reading:** Above: 44% At Grade Level: 36% Below: 20% **Language:** Above: 44% At Grade Level: 28% Below: 28%

[4] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

	Female	38 students	**Mathematics** Above: 16% At Grade Level: 39% Below: 45% **Reading:** Above: 45% At Grade Level: 29% Below: 26% **Language:** Above: 47% At Grade Level: 32% Below: 21%
	IEP	4 students	**Mathematics** Above: 0% At Grade Level: 25% Below: 75% **Reading:** Above: 0% At Grade Level: 25% Below: 75% **Language:** Above: 25% At Grade Level: 0% Below: 75%
Average Lexile Range	All Grade 7	990-1140L Grade Level Performance is (G8 to G11)	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[5]
MAP	All	8 73 students	**Mathematics** Above: 45% At Grade Level: 23% Below: 32% **Reading:** Above: 45% At Grade Level: 25% Below: 30% **Language:** Above: 48% At Grade Level: 26%

[5] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			Below: 26%
	Male	35 students	**Mathematics** Above: 49% At Grade Level: 23% Below: 29% **Reading:** Above: 43% At Grade Level: 26% Below: 31% **Language:** Above: 34% At Grade Level: 31% Below: 34%
	Female	38 students	**Mathematics** Above: 42% At Grade Level: 24% Below: 34% **Reading:** Above: 48% At Grade Level: 24% Below: 29% **Language:** Above: 61% At Grade Level: 21% Below: 18%
	IEP	8 students	**Mathematics** Above: 12.5% At Grade Level: 25% Below: 62.5% **Reading:** Above: 25% At Grade Level: 12.5% Below: 62.5% **Language:** Above: 0% At Grade Level: 37.5% Below: 62.5%
Average Lexile Range	All Grade 8	1010-1160L Grade Level Performance is (G9 to 11G)	

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[6]
MAP	All	9 67 students	**Mathematics** Above: 36% At Grade Level: 25% Below: 40% **Reading:** Above: 29% At Grade Level: 30% Below: 40% **Language:** Above: 42% At Grade Level: 17% Below: 41%
	Male	40 students	**Mathematics** Above: 36% At Grade Level: 20% Below: 46% **Reading:** Above: 21% At Grade Level: 28% Below: 53% **Language:** Above: 33% At Grade Level: 13% Below: 55%
	Female	27 students	**Mathematics** Above: 36% At Grade Level: 32% Below: 32% **Reading:** Above: 45% At Grade Level: 33% Below: 22% **Language:** Above: 57% At Grade Level: 23% Below: 19%
	IEP	5 students	**Mathematics** Above: 0%

[6] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			At Grade Level: 20% Below: 80% **Reading:** Above: 0% At Grade Level: 20% Below: 80% **Language:** Above: 0% At Grade Level: 0% Below: 100%
Average Lexile Range	All Grade 9	970-1120L (Grade Level Performance is G8 to G11)	

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

-ESL classes for students performing below the standard level has been moved into the morning homeroom sessions and through the Homeroom Community Forum times.
-Creation of a systematic process for student groupings: Middle School cohorting of students has been revised. The process is as follows:

MAP Scores				Core Subject Grades				Attitudes to Learning				Teacher Reccommendations
Math	Language	Reading	Lexile	Math	English	Science	Social Studies	Readiness	Respect	Dependability	Effort	Recommendation worth 10%
MAP worth 35%				Core subject grades worth 30%				Average from Teachers 25%				

	Score	Worth
MAP	160-199	1
	200-210	2
	211-219	3
	220-229	4
	230-260	5

	Grade	%	GPA
0-4 GPA	A	90%	4
	B	80%	3
	C	70%	2
	D	60%	1
	F	0-59%	0

The development of this process took two years of revisions and a dedication of time by our Head of LDD, Dean of Students for Middle School, and review and input from the Vice Principal and Principal. The differentiation levels are much smaller; all students are more accurately placed, English and Math course outlines and pacing have been revised based upon student needs in each cohort.
We have invested more training and workshops for teachers and parents with regard to the data that MAP provides. The Middle School, in particular, uses Read Theory and Middle School through High School uses NoRedInk to bolster students no matter where they are in the range of development. Grades 7 and 8 have incorporated the use of Mappers that links to the Khan Academy to support students in Math.
LDD support, inclusion services, and resources have been shifted into the English, Math, and Science courses across grade 7, 8, and 9.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[7]

[7] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

PSAT ***Above standard 430-760 ERW and 480-760 for math; At standard 410-420 for ERW and 450-470 for math; below standard is 160-400 for ERW and 160-440 for Math***	All MES	10 47 students	**Mathematics** Meets or Exceeds: 38% Approaching Benchmark:17% Needs to Strengthen Skills: 45% **Evidence Based Reading and Writing:** Meets or Exceeds: 60% Approaching Benchmark: 11% Needs to Strengthen Skills: 30% **Met Both Benchmarks:** 32%
	For all US and International Test Takers	1,863,278 students	**Mathematics** Meets or Exceeds: 43% Approaching Benchmark:11% Needs to Strengthen Skills: 46% **Evidence Based Reading and Writing:** Meets or Exceeds: 63% Approaching Benchmark: 6% Needs to Strengthen Skills: 31% **Met Both Benchmarks:** 40%
	Male	28 students	**Mathematics** Meets or Exceeds: 46% Approaching Benchmark: 11% Needs to Strengthen Skills: 43% **Evidence Based Reading and Writing:** Meets or Exceeds: 50% Approaching Benchmark: 11% Needs to Strengthen Skills: 39% **Met Both Benchmarks:** 36%

	Female	19 students	**Mathematics** Meets or Exceeds: 26% Approaching Benchmark: 26% Needs to Strengthen Skills: 47% **Evidence Based Reading and Writing:** Meets or Exceeds: 74% Approaching Benchmark: 11% Needs to Strengthen Skills: 16% **Met Both Benchmarks:** 26%
	IEP	4 students	**Mathematics** Meets or Exceeds: 25% Approaching Benchmark: 75% Needs to Strengthen Skills: 0% **Evidence Based Reading and Writing:** Meets or Exceeds: 25% Approaching Benchmark: 75% Needs to Strengthen Skills: 0%
Mean Score for Math	All Grade 10's *Score range is between 160-760*	448	
Mean Score for Evidence Based Reading and Writing	All Grade 10's *Score range is between 160-760*	450	
Mean Total Score	All Grade 10's Score averages range from 320-1520	898	
Mean Score for Math *For all US and International Test Takers*	*Score range is between 160-760*	462	
Mean Score for Evidence Based Reading and Writing *For all US and International Test Takers*	*Score range is between 160-760*	470	

Mean Total Score *For all US and International Test Takers*	Score averages range from 320-1520	932

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

We have moved the SAT Prep course from the after school program to a formalized instructional offering in the grade 10 [English Prep] and grade 11 [Math Prep] curriculum offered in terms 1 and 2 during homeroom and through the HRCF time. All students in grades 10 and 11 load their PSAT code into the College Board website. A personalized study program is offered to each student and links directly to the Khan Academy lessons. Those lessons are completed by students during the time mentioned above. For Grade 10 homerooms we have purposely scheduled the English teachers and the Grade 11 homeroom teachers are Math teachers. In addition to the Khan Academy activities, each Head of Department has formalized the SAT curriculum outline provided in the evidence.

FOR THE ACADEMIC YEAR	20	18	to	20	19

October 2018

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[8]
SAT ***Above standard 480-800 ERW and 530-800 for math; At standard 460-470 for ERW and 510-520 for math; below standard is 200-450 for ERW and 200-500 for Math***	All MES	11-12 6 grade 11; 29 grade 12 students	**Mathematics** Meets or Exceeds: 61% Approaching Benchmark: 3% Needs to Strengthen Skills: 36% **Evidence Based Reading and Writing:** Meets or Exceeds: 72% Approaching Benchmark: 11% Needs to Strengthen Skills: 17% **Met Both Benchmarks:** 53%
	For all US and International Test Takers	524,183 students	**Mathematics** Meets or Exceeds: 62% Approaching Benchmark: 8% Needs to Strengthen Skills: 30%

[8] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			Evidence Based Reading and Writing: Meets or Exceeds: 79% Approaching Benchmark: 6% Needs to Strengthen Skills: 15% **Met Both Benchmarks:** 59%
Mean Score for Math	All Grade 11-12 *Score range is between 200-800*	October – 591	
Mean Score for Evidence Based Reading and Writing	All Grade 11-12 *Score range is between 200-800*	October – 576	
Mean Total Score	All Grade 11-12 Score averages range from 400-1600	October – 1129	
Mean Score for Math *For all US and International Test Takers*	*Score range is between 200-800*	October – 568	
Mean Score for Evidence Based Reading and Writing *For all US and International Test Takers*	*Score range is between 200-800*	October – 557	
Mean Total Score *For all US and International Test Takers*	Score averages range from 400-1600	October – 1125	

December 2018

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[9]
SAT ***Above standard 480-800 ERW and 530-800 for math; At standard 460-470 for ERW and 510-520 for math; below standard is 200-450 for ERW and 200-500 for Math***	All MES	11-12 6 grade 11; 29 grade 12 students	**Mathematics** Meets or Exceeds: 47% Approaching Benchmark: 8% Needs to Strengthen Skills: 45% **Evidence Based Reading and Writing:** Meets or Exceeds: 60% Approaching Benchmark: 5%

[9] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			Needs to Strengthen Skills: 35% **Met Both Benchmarks:** 40%
	For all US and International Test Takers	524,183 students	**Mathematics** Meets or Exceeds: 55% Approaching Benchmark: 8% Needs to Strengthen Skills: 37% **Evidence Based Reading and Writing:** Meets or Exceeds: 72% Approaching Benchmark: 7% Needs to Strengthen Skills: 21% **Met Both Benchmarks: 50**%
Mean Score for Math	All Grade 11-12 *Score range is between 200-800*	December – 498, 544 = 507	
Mean Score for Evidence Based Reading and Writing	All Grade 11-12 *Score range is between 200-800*	December – 488, 514 = 496	
Mean Total Score	All Grade 11-12 Score averages range from 400-1600	December - 1003	
Mean Score for Math *For all US and International Test Takers*	*Score range is between 200-800*	December – 553	
Mean Score for Evidence Based Reading and Writing *For all US and International Test Takers*	*Score range is between 200-800*	December – 539	
Mean Total Score *For all US and International Test Takers*	Score averages range from 400-1600	December - 1092	

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

We have formalized the PSAT program and it is now being offered in two different grade levels as mentioned above moving English into Grade 10 and Math into Grade 11 [instead of offering the full course in grade 12]. Because our students are second language learners we have historically scored lower in writing. In this area we have made significant improvements because of the following changes in both protocol and practice in the English department: improved text selections for use by grade level for literature circles, shared writing and analysis rubrics used across the department, use of the OEA to write effective paragraphs shared by all teachers, shared OEA rubric, use of ReadTheory, CommonLIt, and NewsELA for leveled readings and activities.

Our intentions are to move Algebra 1 in grade 8, which we are in the process of doing. Currently, 2 of our three grade 8 cohorts are enrolled in Algebra 1 based upon student readiness. Through moving the Algebra 1 in grade 8, students will have an opportunity to complete Geometry and Algebra 2 prior to taking both the PSAT Math course and their initial attempt at the SAT.

AP Data information
2017-2018

Course Title	MES Mean Average	Egypt's Average	Global Average	% at or above a 3
Art History	2.60	2.38	2.94	60%
World History	2.84	3.06	2.76	52%
Macro Economics	3.50	3.35	2.89	60%
Micro Economics	2.91	2.83	3.26	55%
Comparative Gov*	Scores not reported	NA	3.25	NA
Biology	3.50	3.00	2.90	100%
Chemistry	3.60	2.89	2.67	100%
Physics 1	1.86	2.33	2.40	14%
Physics 2	3.00	2.80	2.97	100%
Calculus AB	3.80	3.18	2.93	80%
Calculus BC	4.67	3.65	3.78	100%
Statistics	3.00	2.25	2.72	50%
English Language Comp	3.10	2.77	2.77	61%
English Literature Comp*	2.14	2.55	2.69	14%
Studio Art 2D*	3.75	3.18	3.53	100%
Computer Science				
Comp Science Prin	3.50	3.33	3.17	88%

Name of Assessment	Sub-Group of Students	Grade Level (s)	Percentage of Students Performance (2018-2019)
AP Biology	4	G12/11	At or Above Level III: 75%
AP Calculus AB	2	G12	At or Above Level III: 50%
AP Calculus Subs	6	G12	At or Above Level III: 67%
AP Calculus BC	6	G12	At or Above Level III: 50%
AP Comp Gov Pol	4	G12	At or Above Level III: 75%
AP Comp Sci Principles	32	G10/11/12	At or Above Level III: 50%
AP English Lang Comp	10	G11/12	At or Above Level III: 50%
AP English Lit Comp	5	G11/12	At or Above Level III: 40%
AP Macroeconomics	16	G11/12	At or Above Level III: 75%
AP Microeconomics	8	G11/12	At or Above Level III: 75%
AP Physics 1	22	G10/11/12	At or Above Level III: 32%
AP Physics 2	2	G12	At or Above Level III: 100%
AP Psychology	1	G12	At or Above Level III: 100%
AP Stu Art 2D	9	G12	At or Above Level III: 78%
AP World History	20	G12	At or Above Level III: 65%
Total	141	G10/11/12	At or Above Level III: 57%

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

-Additional seminaring time per course is offered to students outside of the regular school schedule for each course;
-Use of the new and improved resources and curriculum outlines offered by AP;
-AP Teacher and Head of Department meetings to revise curriculum guides to reflect the areas needed to improve from the previous academic year [based upon the detailed score data provided by the College Board];
-Training for AP teachers;
*We still like to include students who would like to be challenged by taking an AP course. We do have prerequisites that need to be met per course as per the Program of Studies.
-Informational assemblies offered to students beginning in grade 8.

IBDP Diploma – 2013-2021

Table A: Results Statistics and projections 2013-2021

Modern English School Cairo	2021	2020	2019	2018	2017	2016	2015	2014	2013
Students sitting for the Diploma	24	33	31	15	18	12	12	14	11
Students from American High School Grade 10	13	8	16	4	13	5	4	5	4
Students from British Section Year 10	8	23	10	6	4	7	7	7	6
New Enrollments NERs	3	2	6	5	2	2	1	2	1
Number who obtained the Diploma (Predicted)	24	33	31	15	18	11	11	14	11

Highest diploma points awarded	**42**	**44**	**38**	**38**	**40**	**41**	**41**	**44**	**39**
Average grade achieved	**5.8**	**6**	**5**	**5.08**	**4.9**	**5.36**	**5.36***	**5.36**	**5.06**
MES Cairo Pass rate	**100%**	**100%**	**100%**	**100%**	**100%**	**92%**	**92%**	**100%**	**100%**
Pass rate IB worldwide	**75**	**75**	**75**	**75**	**tbc**	**Tbc**	**TBC**	**79.3%**	**79%**
Average Diploma Point Score MES Cairo	**34**	**35**	**31**	**32**	**31**	**34**	**34**	**34**	**32**
Average Diploma Point Score IB worldwide*	**29**	**29**	**29**	**29**	**29**	**30.07**	**29.88**	**30.5**	**28.6**
Deviation MES/World	**+5**	**+6**	**+2**	**+3**	**+2**	**+4**	**+5**	**+4**	**+4**

Results Percentages list by subject 2017-2019
https://docs.google.com/spreadsheets/d/1KJ8AXBLPEgtr9O2sMcKaoyl3Sdx0_Lh2j-O7KONNcAY/edit?usp=sharing

IBDP Section Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

IBDP
CAT4 predictive testing and Value-added achievement
We have been testing all IB entrants using the CAT4 with IB DIploma predictors since February 2018, with the following data generated:

May 2018
Scores most likely to achieve according to CAT4
On average our students have surpassed their expected overall scores by 5 points

May 2019
On average our students have surpassed their expected overall scores by 2.41 points
CAT 4 with results summary here:
https://docs.google.com/spreadsheets/d/1t3yXDwT1630lYgO_SvuWFuSuiWCaRc5fvqoTZySlyZQ/edit?usp=sharing (3)

Although the above is pleasing, it is lower than 2018 year - partly due to an unprecedented growth in cohort. IB teachers are committed to raising the score by adhering to the following strategies

May 2020 and 2021
We predict that our students will surpass their expected overall scores by an average of 4-5 points

Strategies for improvement in 2019-20 include the following:
- Whole section focus on Literacy across the curriculum starting with a review of the school Language Policy and more rigorous implementations of the strategies outlined in the appendices of our policy (1)
https://drive.google.com/drive/u/0/search?q=language%20policy
- Closer monitoring and target-setting in several subject areas
- Target students who are under-achieving according to CAT4 predictive testing - see evidence from several subject areas - all departments submit individual student strategies - (2) https://drive.google.com/drive/u/0/folders/1c2qt6bAroooVMRNzEMGw_El-O1g6_rrm
- Sharing good practice in Dept meetings and peer observations
- Increased moderation of key assessment pieces
- Increase focus on revision and examination techniques
- New coursework submission policy and parents in partnership re coursework deadlines (letter September 2019) (4)
- Students will regularly receive homework assignments consisting of past paper questions. Past paper questions will also be used for class reviews and tests.
- Focus on higher levels in critical thinking and ownership of work - drive to instill independent critical thinking more this year, and encourage student autonomy by creating more problem-solving and experiment driven opportunities
- To strengthen emphasis of TOK, ATT/ATL the IB Learner Profile within our subject curriculum delivery (e.g. through reflection and evaluation) and teacher training.

To be aware of and plan for earlier…
-We are this year focussing on *literacy* skills in all subjects across the curriculum - as embedded in our IB Approaches to Teaching and Learning.

British Section – 2017-2018

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance[10]
CAT	All	Y7	**Verbal** Above:14

[10] Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

			At Grade Level: 71 Below: 14
	Male		**Verbal** Above 18 At Grade Level: 64 Below: 18
	Female		**Verbal** Above :9 At Grade Level: 83 Below: 9
	All	Y7	**Quantitative:** Above:32 At Grade Level: 54 Below: 14
	Male		**Quantitative:** Above:36 At Grade Level: 42 Below: 21
	Female		**Quantitative:** Above:26 At Grade Level: 70 Below: 4
	All	Y7	**Spatial:** Above:36 At Grade Level: 53 Below: 11
	Male		**Spatial:** Above:27 At Grade Level: 58 Below: 27
	Female		**Spatial :** Above:48 At Grade Level: 53 Below: 4
	All	Y7	**Non verbal:** Above: 27 At Grade: Level: 70 Below: 4
	Male		**Non verbal:** Above: 24 At Grade: Level: 70 Below: 6
	Female		**Non verbal:** Above: 35 At Grade: Level: 70

			Below: 0
CAT	All	Y8	**Verbal** Above:18 At Grade Level: 71 Below: 11
	Male		**Verbal** Above 16 At Grade Level: 74 Below: 10
	Female		**Verbal** Above :22 At Grade Level: 67 Below: 11
	All	Y8	**Quantitative:** Above:36 At Grade Level: 62 Below: 2
	Male		**Quantitative:** Above:43 At Grade Level: 55 Below: 3
	Female		**Quantitative:** Above:25 At Grade Level: 72 Below: 3
	All	Y8	**Spatial:** Above:20 At Grade Level: 72 Below: 7
	Male		**Spatial:** Above:22 At Grade Level: 71 Below: 7
	Female		**Spatial :** Above:17 At Grade Level:75 Below: 8
	All	Y8	**Non verbal:** Above: 29 At Grade Level: 64 Below: 7
	Male		**Non verbal:** Above: 29 Grade: Level: 64 Below: 7
	Female		**Non verbal:**

			Above: 28 At Grade: Level: 64 Below: 8

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

CAT4 is curriculum-independent and its reports are based on national benchmarks, informing and validating your decision-making, helping judgement when staff need to provide extra support or set more challenging targets.CAT 4 is a diagnostic test which enables us to ensure that CAT4's verbal, non-verbal, quantitative and spatial profiles together with indicators inform target-setting for national assessments, e.g IGCSEs, and gives guidance on how to improve the results of mid-performing students who can so easily be overlooked.CAT 4 is benchmarks against national performance and include KS2, GCSE and A-level indicators.
Students who require LDD support are identified and are provided with IEPs that are shared with teaching staff. Group reports for cohorts are available as well as individual reports which give further insight into students needs.

FOR THE ACADEMIC YEAR	June	20	19

Name of Assessment	Sub-Group of Students	Grade Level	Percentage of Student Performance
IGCSE	All Year 10's ---students	Y10	**Above Standard = 61.4** **At Standard = 18.6** **Below Standard = 20**
Art and Design			**Above Standard - 24.1** **At Standard - 43.00** **Below Standard -33.0**
Biology			**Above Standard - 70** **At Standard - 15** **Below Standard -15**
Business Studies			**Above Standard-81.43** **At Standard - 10** **Below Standard-8.57**
French			**Above Standard-84.21** **At Standard -10.53** **Below Standard- 5.26**
Geography			**Above Standard-33.3** **At Standard -33.3** **Below Standard- 33.3**
History			**Above Standard-55** **At Standard - 15** **Below Standard- 30**

Literature English			**Above Standard- 56.25** **At Standard - 37.5** **Below Standard- 6.25**
Mathematics			**Above Standard- 68** **At Standard - 13** **Below Standard- 16**
Physics			**Above Standard- 76.54** **At Standard - 9.88** **Below Standard- 13.58**
Design and Technology			**Above Standard- 42.86** **At Standard - 23.81** **Below Standard-33.33**
Chemistry			**Above Standard- 71.43** **At Standard - 16.67** **Below Standard- 11.9**
Drama			**Above Standard- 44.44** **At Standard - 44.44** **Below Standard-11.11**
Economics			**Above Standard- 64.58** **At Standard - 16.67** **Below Standard-18.75**
English as a 2nd language			**Above Standard- 58.82** **At Standard - 23.53** **Below Standard-17.65**
English as a First Language			**Above Standard- 45.68** **At Standard - 18.52** **Below Standard-**
First language Arabic			**Above Standard- 5.88** **At Standard - 5.88** **Below Standard- 88.24**
Art and Design			
A-Level	All Year 12's ---students	Y12	**Above Standard = 69.7** **At Standard = 17** **Below Standard = 13.3**
History			**Above Standard - 20** **At Standard - 20** **Below Standard -60**
Literature in English			**Above Standard - 57.1** **At Standard - 14.2**
Biology			**Above Standard - 42.8** **At Standard - 28.5** **Below Standard -28.7**
Business Studies			**Above Standard - 46.6** **At Standard - 26.6** **Below Standard -26.8**
Psychology			**Above Standard -53.8** **At Standard - 23.0** **Below Standard -23.0**

Economics			**Above Standard - 58.3** **At Standard - 41.6** **Below Standard -0**
Mathematics			**Above Standard - 64.2** **At Standard - 14.2** **Below Standard -21.6**
Chemistry			**Above Standard - 88.8** **At Standard - 11.2** **Below Standard -0**
Physics			**Above Standard - 84.2** **At Standard - 10.5** **Below Standard -5.3**
Applied Information and Communication			**Above Standard -0** **At Standard - 0** **Below Standard -100**
Design and Technology			**Above Standard - 0** **At Standard - 0** **Below Standard -100**
Computer Science			**Above Standard -75.0** **At Standard - 25.0** **Below Standard -**
Arabic			**Above Standard -81.6** **At Standard - 13.3** **Below Standard -0.5**

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

British - All departments complete examination analysis after the examination results are available. The results are checked against CAT data to show value added and to highlight areas for improvement. Areas for improvement are placed into the Departmental Development plans.
Students who perform below the standard have the opportunity to resit external examinations.
Students on the LDD register have IEPs an individualised pathways are discussed with the LDD co-ordinator and appropriate members of staff.
CAT data is also used in conjunction with PASS data for students.

Strategies for improvement in 2019-20 include the following:

Closer monitoring and target-setting in several subject areas
LDD to work with Departments to ensure students who are under-achieving according to CAT4 predictive testing are identified and IEPs are referred to by staff
Sharing good practice in Dept meetings and peer observation
Moderation of key assessment pieces in the English Department
Earlier focus on coursework in Art and DEsign and Technology

Additional Information and Data- Optional

Instruction: Insert any additional information and/or data the school wishes to include in its description of the school, its community, and the levels of performance currently being achieved by its students.

C.1.b Evidence of Student Learning- Assessments - not applicable

[please note that the Primary benchmark assessments noted above were locally developed and the response for proposed improvements has been included.]

Instructions:

1. ***Complete a table below to show each of the locally developed assessments of student learning and performance used by the school. For example, include assessments such as, benchmark assessments, alternative assessments, projects, and portfolios.***
2. ***Evaluate the results of each assessment using S= Satisfactory, NI = Needs Improvement, and U = Unsatisfactory. (Note: Use as many of the tables as appropriate; create additional charts when necessary.)***

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NA

C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS

C.2.a. Retention in Grade:

Instruction: In the table below, record the percentage of students at each grade level who were retained in grade in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Retained in Grade
7	0%
8	0%
9	1.49%
10	0%
11	0%
12	0%

This data would not apply to the British or IB/DP sections.

C.2.b Honor Roll:

Instruction: In the table below, record the percentage of students at each grade level who earned honor roll status for the entire year in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Earned Honor Roll
7	52%
8	40%
9	51%
10	53%
11	52%
12	50%

This data would not apply to the Primary, British, or IB/DP sections.

C.2.c Grade Point Average:

Instruction: In the table below, record the average grade point average (GPA) for students at each grade level in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Average GPA
7	3.03
8	2.48
9	2.98
10	3.11
11	3.06
12	3.31

This data would not apply to the Primary, British, or IB/DP sections.
These represent Cumulative GPA's.

C.3. ACADEMIC PERFORMANCE DATA: FOR ALL DIPLOMA GRANTING HIGH SCHOOLS

C.3.a Honors Course Enrollment And Performance:

Instruction: In the table below, record the percentage of students at each grade level who enrolled in and passed one or more Honors courses in the most recent academic year. Add or delete rows as needed.

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Enrolling in and Passing Honors Courses
7	NA – we do not offer honors courses at their grade level; we cohort the students by MAP and other data
8	100%
9	100%
10	100%
11	100%
12	100%

C.3.b Graduation Rate:

Instruction: In the table below, record the percentage of students who graduated within four years of entering grade nine in the most recent academic year. Disaggregate the data when possible.

FOR CLASS OF: 2018-2019

Class of 2017-18	Percentage Graduating Within Four Years
American	98% - All 100% - Male 96% - Female
British	100% - All 100% - Male 100% - Female
IBDP	100% - All 100% - Male 100% - Female

C.3.c. Graduate Intentions:

Instruction: Complete the table below to indicate the post-graduation intentions of the most recent senior class of the school. Count each graduate in only one category.

FOR THE CLASS OF: 2018-2019

Intentions	Percent of Total Senior Class
Attend 4 year college or university	99.32%
Attend junior or community college	0%
Attend another post-secondary, technical school or business college	0%
Continue education but unsure of what type of school	0%
Enter military service	0%
Enter the workforce	0%
Other: Gap Year 1 student	.68%
Undecided	0%
TOTAL	100%

List the colleges, universities, and/or post-secondary schools where graduates of the last two graduating classes were accepted for matriculation most frequently.

College/University - EG	Number	College/University - UK	Number
American University of Cairo	56	Surrey University	15
German University of Cairo	19	Bath University	7
New Giza University	9	Sussex University	6
British University of Cairo	6	Leeds University	7
Canadian International College	4	Brighton University	5
College/University - NA		Warwick University	3
New York University – USA	3	Kings College	5
McGill University – CA	2	UCL University College London	3
University of California at Los Angeles	2	University of Kent	3
University of Purdue	2	University of Westminster	2
University of Concordia-Chicago	2	York University	2
University of Tulane	2	London School of Economics	2
College/University – EU [other]		Manchester University	2
IE Business School University - Spain	6	Royal Holloway University	2
Paris School of Business	2	Brunel University	2
Les Roches College – SUI	2	**Post-Secondary School**	NA

C.4. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

Instruction: In the tables below, record the percentage of students at each grade level for the most recent academic year. Disaggregate the data when possible. Add or delete rows as needed.

C.4.a. Attendance:

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Absent 10 or More Days[11]			
All Key Stage 1 – foundation through Year 2	FS1 – 38.51% FS 2 – 36.02%	Y1 – 30.82% Y2 – 26.06%	All – 32.85%	
All Key Stage 2 - Year 3-6	Y3 – 26.62% Y4 – 34.39%	Y5 – 36.88% Y6 – 44.23%	All – 35.53%	
All Primary				
	American	**British**	**IB**	**All**
7	25.40%	63.83%	NA	44.61%
8	30.14%	62.20%	NA	46.17%
9	32.84%	74.44%	NA	53.64%
10	38.30%	78.57%	NA	58.43%
11	47.69%	78.95%	30.30%	52.31%
12	61.54%	69.35%	75.76%	68.88%
All Secondary	39.32%	71.22%	53.03%	54.01%

C.4.b. Tardiness:

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Late to School 10 or More Days			
All Key Stage 1 – foundation through Year 2	FS1 – 1.86% FS 2 – 0.00%	Y1 –1.26% Y2 – 6.67%	All –3.26%	
All Key Stage 2 - Year 3-6	Y3 –1.30% Y4 – 3.18%	Y5 – 5.00% Y6 – 4.48%	All – 3.07%	
All Primary				
	American	**British**	**IB**	**All**
7	22.22%	11.70%	NA	16.96%
8	32.88%	17.07%	NA	24.97%
9	26.87%	17.78%	NA	22.32%
10	6.38%	17.35%	NA	11.86%
11	21.54%	17.54%	30.03%	14.04%
12	28.85%	14.52%	12.12%	18.49%
All Secondary	**23.12%**	**15.99%**	**7.58%**	**18.11%**

C.4.c. Suspensions from School:

FOR THE ACADEMIC YEAR	20	18	to	20	19

[11] The school may change this standard to meet the generally accepted standard for the school.

Grade Level	Percentage Suspended One or More Times			
All Key Stage 1 – foundation through Year 2	0			
All Key Stage 2 - Year 3-6	0			
All Primary				
	American	British	IB	All
7	1.59	6.02	NA	3.72
8	8.22	11.96	NA	10.08
9	5.97	7.14	NA	9.34
10	4.26	0	NA	2.67
11	0	2.90	0	.97
12	0	0	0	1.06
All Secondary	**3.34**	**4.67**	**0**	**4.64**

C.4.d. Expulsions:

FOR THE ACADEMIC YEAR	20	18	to	20	19

Grade Level	Percentage Expelled			
All Key Stage 1 – foundation through Year 2	0			
All Key Stage 2 - Year 3-6	0			
All Primary				
	American	British	IB	All
7	0	0	NA	0
8	0	0	NA	0
9	0	0	NA	0
10	0	0	NA	0
11	0	0	0	0
12	0	0	0	0
All Secondary	0	0	0	0

THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

Instruction: Indicate by entering an "X" in the block provided the method(s) the school used to conduct its self-assessment of the degree to which it meets the Standards for Accreditation.

A. By Standards Surveys

x	**YES**		**NO**	**The self-assessment was conducted using the surveys provided by the Middle States Association.**

Total Number of Surveys Returned	325
The results represent surveys completed by:	
▪ **Students**	149
▪ **Parents**	22
▪ **Faculty and Staff**	154
▪ **Administrators**	5
▪ **Board Members**	0
▪ **Business/Community Representative**	0

B. By a Committee

x	**YES**		**NO**	**The self-assessment was conducted by a committee for all the Standards.**

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
David McKoski	SDA 1 - teaching & learning	Secondary Vice Principal
Sarah Clingan	SDA 1 - teaching & learning	Secondary Deputy Head
Shelby Fowler	SDA 1 - teaching & learning	Secondary American Dean of Students, Teacher
David Barton	SDA 1 - teaching & learning	Primary Assistant Head, Teacher
Sarah McDonald	SDA 1 - teaching & learning	Primary Teacher, Parent
Teresa Nissan	SDA 1 - teaching & learning	Primary Deputy Head

Sally El Saadany	SDA 1 - teaching & learning	Secondary Assistant Head, Teacher
Euan MacAulay	SDA 1 - teaching & learning	Secondary Assistant Head, Teacher
Janie Cates	SDA 1 - teaching & learning	Secondary Head of Department, Teacher
Rania ElGoshy	SDA 1 - teaching & learning	Teacher, Parent
Catherine Readman	SDA 2 - school culture	Head of Primary
Linda Talbot	SDA 2 - school culture	Secondary Head Teacher
Barry McCormick	SDA 2 - school culture	Primary Assistant Head, Teacher
David Paget	SDA 2 - school culture	Primary Teacher
Richard Cranston	SDA 2 - school culture	Secondary Assistant Head, Teacher
Suzie Sheehan	SDA 2 - school culture	Secondary IB Assistant Head, Teacher, Parent
Christine Flake	SDA 2 - school culture	Secondary Dean of Students, Teacher
Josh Keast	SDA 2 - school culture	Secondary Teacher
Sally Naguib	SDA 2 - school culture	Secondary Administration, Parent
Cath Jama	SDA 3 - well-being*	Head of Primary
Christine Downey	SDA 3 - well-being*	Secondary Deputy Head
Matt Copp	SDA 3 - well-being*	Primary Teacher
Deena Abu Hassan	SDA 3 - well-being*	Primary Teacher, Parent
Salma Kinawy	SDA 3 - well-being*	Primary Librarian
Kate Lewis	SDA 3 - well-being*	Primary Teacher
Moataza Helmy	SDA 3 - well-being*	Secondary Administrative Officer, Parent
Vivian Monir	SDA 3 - well-being*	Administrative and Event Coordinator, Parent
Taher Naggar	SDA 4 - technology integration	Secondary LMS Coordinator, Teacher
Aishling Dean	SDA 4 - technology integration	Primary LMS Coordinator, Teacher
David Mesnard	SDA 4 - technology integration	LMC Media Specialist
Nesreen Salah	SDA 4 - technology integration	IT Coordinator
Jane Boukattaya	SDA 4 - technology integration	Primary Assistant Head
Rikki Edmond	SDA 4 - technology integration	Secondary Teacher
Taheer Kasamani	SDA 4 - technology integration	Secondary Teacher, Parent
Dodie Pfeil	SDA 4 - technology integration	Secondary American Section Principal
Shereen Taha	SDA 4 - technology integration	Secondary Head of Technology, Teacher, Parent
Alex Hinchcliffe	SDA 4 - technology integration	Primary Head of Technology, Teacher

*Please note that this is a new SDA for the 2019-20 school year.

If the school used a single committee to conduct the self-assessment, explain below how all of the school's community of stakeholders were given opportunities to provide input into the self-assessment.

NA - Please note that ALL results reported by level per standard are comprised of two separate scores: All Stakeholders = survey responses from Parents, Teachers, School Administration, and Students Self-Audit [SA] = this is the audit completed by each SDA upon reflection of the standards and how they relate to the work completed

Instructions:

1. ***The protocol requires that the school provides a self-assessment of whether it meets each of the 12 Standards and an average rating for each Indicator of Quality. The average rating should reflect a composite of the ratings provided by the school's community of stakeholders.***
2. ***You may delete from the Self-Study Document any sets of Indicators that do not apply to your school. For example, if you are an independent school that is not governed by a larger system of schools, you may delete the "Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff."***

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. Partially Meets/In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.

Instructions:

1. ***Report the results of the school's self-assessment of the degree to which the school meets this Standard and its Indicators of Quality in the tables below.***
2. ***The school may choose to report the results of the self-assessment by providing an average rating from all stakeholder groups, or it may report the results by stakeholder sub-groups (e.g., students, parents, staff, etc.).***

Please note that ALL results reported by level per standard are comprised of two separate scores:

*All Stakeholders = survey responses from Parents, Teachers, School Administration, and Students
*Self-Audit [SA] = this is the audit completed by each SDA upon reflection of the standards and how they relate to the work completed

THE MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

A. ISSUES Related to This Standard

Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

THE MISSION STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools -

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

Indicator of Quality		1	2	3	4	N/A
The school's statement of mission:						
1.1	Clearly aligned with the school's beliefs and Profile of the Graduate.	1	6	50 20	39 80	5
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.	0	4	41 20	50 80	6
1.3	Developed using a process that considered input by appropriate stakeholders of the school.	0	3	77 20	12 80	8
1.4	Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.	0	3	41	46 100	11

Indicators of Quality for faith-based schools[12]

x	**These Indicators do not apply to our school.**

[12] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*Care, Challenge and Inspire links to everything that we do and forms a strong basis to communicate with parents and students.* *Many examples of how our school tried to 'Care, Challenge and Inspire'. These are communicated across the school and with all people connected to our community.* *The mission statement is regularly referred to by school leaders but teachers are rarely consulted for input on a regular basis about how to better integrate the mission statement in our day to day culture.* *it is clear and well communicated to all stakeholders* *Mission statement and graduate profile are regularly referred to in meetings with staff and student classes.* *Is displayed in various ways throughout the school.*
Support Staff	
Students	*We have assemblies about the mission of the school all the time. Each year the school focuses on a quality that help you reach the school's mission like empathy and many other things.* *The school meets these standards by always making sure we are in a diverse community - whether it's through diverse students, teachers, or both- and always respect different cultures and people of all ages and needs. The school is very well-organized, letters are handed out regularly, drills are done, student uniform and attendance is strict, and al decisions are made through agreement between Heads-of-department, the principle, board directors, and the overall leadership team.* *MES Cairo exceeds the standard because they truly care about each student in this school. We explore aspects of different cultures through various subjects in order to increase our awareness of the world around us. This is as a result of our teachers devotion to our lives and helping us through our educational journey. At MES we truly care, challenge and inspire.*
Parents & Community Stakeholders	MES is adheres to all standards announced and promised from the day we joined Our school meets very much the standards Clear mission to care, challenge and inspire can be seen in daily life at the school as well as in special events. The school cares for my children's needs in every way. They are looked after from the minute they get picked up on the school bus to the minute that they are dropped back home. I receive regular communication from teachers and teacher assistants regarding my children's education. I am aware of any accidents that occur and the treatment given. All messages that I write in the teacher/school book are read and actioned right away. The school challenges my children to be active learners and readers. Already my child in Year 1 has Topic Homework and Wednesday is my daughter's favourite day as it is library day.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Explanation
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Mission Standard.

Strong awareness of the Mission statement in action in Primary through the use of The Golden Rules and 5Rs, which are based in many of the skills that are included in the Graduate Profile. Parents in Primary are also aware of these. Primary students also introduced to the Graduate Profile and thereby aware and prepared for the more formal language of the Graduate Profile when they transition into secondary. In Secondary the emphasis continues and has been improved by the implementation of the ELEMENTs to actively teach soft skills that support effective leadership

List the school's significant areas in need of improvement in meeting the Mission Standard.

None

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.

Continue to embed the ELEMENTs and to work across Primary and Secondary to ensure that the Mission statement continues to be evident in all areas of students' educational experience with a seamless transition from Primary to Secondary, whether American or British.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
The school's Mission	X
Samples of publications that communicate the Mission to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
The school's website	X
Policies related to the Mission	X

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

(Indicators 2.1-2.39)

A. ISSUES Related To This Standard

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

1. Is the school incorporated?	x	**Yes**
		No
If yes, name of corporation:	International Educational Systems	

2. Is the school licensed to operate as an educational school?	x	**Yes**
		No
If yes,		
In what state(s) is the school licensed to operate?	Cairo	
In what country(ies) is the school licensed to operate?	Egypt	
If no, explain the school's authority to operate:		

3. Is the school licensed to grant diplomas or certificates?	x	**Yes**
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	International	
Type(s) of diplomas or certificates offered	American High School Diploma AP Certificates IB Diploma IGCSE/GCSE Certificates AS/A Level Certificates MOE School Completion Certificate	
If no, explain the school's authority to grant diplomas or certificates:		

For religious schools:

Religious Affiliation:	N/A

TO BE COMPLETED BY PUBLIC SCHOOLS

4. Is the school part of a larger school system or corporation?		**Yes**
	x	**No**

If yes, name of system/corporation:	

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The school's governing body ensures that the school:						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.	0	1	43	47 100	9
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.	0	1	34	44 100	21
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.	0	1	45	21 100	33
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.	0	4	31 33	61 67	4
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.	1	9	44 50	37 50	8
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.	0	12	50 17	33 83	5
The school's governing body ensures that it:						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's Mission.	0	6	48 83	37 17	9

2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.	0	1	48	23 83	28 17
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.	1	3	57 50	24 50	14
2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.	2	11	46 83	25 17	15
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's Mission, are implemented at all times, and reviewed regularly.	1	5	50	32 100	12
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: ● Its proper roles and responsibilities; ● Qualifications for its members; ● Its composition, organization, and operation; ● Terms of office for its members; and ● Provisions for identifying and selecting new board members when vacancies occur.	1	1	51	19 83	28 17
2.13	Implements a process for reviewing/revising its policies regularly.	0	2	58 17	23 83	18
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.	1	3	58 17	16 83	22
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.	0	5	47 33	33 67	14
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.	2	5	44 17	27 83	23
2.17	Includes members that represent constituencies served by the school.	3	5	55 50	8 33	28 17
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.	1	6	44	38 100	11
2.19	Recognizes the accomplishments of staff members and students.	3	10	49 33	30 67	8
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.	0	3	36 50	55 50	6
The school's leadership:						
2.21	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.	0	3	57 33	29 67	11
2.22	Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.	1	2	48	32 100	17
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	0	12	49	34 100	5

2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.	3	12	60 50	20 50	5
2.25	Ensures that professional and support staff members stay well informed about educational developments.	1	9 50	50	26 50	14
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.	1	1	54 17	33 83	10
2.27	Stays well informed of and implements proven practices identified in educational research and literature.	0	8	62 50	21 50	10
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.	0	6	55	32 83	7 17
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.	0	3	38 33	55 67	4

Indicators of Quality for faith-based schools

x	**These Indicators do not apply to our school.**

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

x	**This Indicator does not apply to our school.**

Indicators of Quality for proprietary schools

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicator 2.39.

Indicator of Quality		1	2	3	4	N/A
The proprietor/leader:						
2.39	Possesses knowledge and experience in fields of study offered by the school or ensures that others within the institution's leadership possess that knowledge and experience.	1	1	77	11	10

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	-Professional development opportunities for leadership within the school are frequent and varied. *-Most of the above is built into a rolling program of review and scrutiny.* *-Constantly provide training and have clear communication with all parties related to the school (guardians, staff, board etc.)* *-very well and diligent*
Support Staff	
Students	*That for example when a student gets into a fight, they talk to the parents of the student, they tell make meeting for the student and his parents, so they can talk about how he can improve. They also tell us when we are doing something bag, they don't leave us doing something bad. When a student gets a bad grade in something they send emails or letters to his parents talking about his grade and how he can improve. If a student has bad behavior in class they would send emails to his parents so his parents can talk about it, they also focus on the students behavior and if they don't change after the email they make meetings with his parents.* *Our school provides many good policies and boundaries that maintain the school's outstanding reputation. They provide us with the best education and offer us many resources that will benefit us as students. The school prioritizes respect and emphasizes the importance of maintaining a productive atmosphere.*
Parents & Community Stakeholders	Teachers are qualified. School feels like a family. Leaders in the school support families as and when needed. The school do an excellent job of ensuring that there is an amazing atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning. All events are planned meticulously and run smoothly.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the

school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Governance and Leadership Standard.

A strong cycle of reflection leading into a clear long-term plan. This is achieved with a strong stable leadership team.

List the school's significant areas in need of improvement in meeting the Governance and Leadership Standard.

None

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to governance and leadership that should be included in the action plan in the Plan for Growth and Improvement.

None

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School

Description of the process used by the governing body to evaluate its own performance	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
Policies related to the school's governing body and leadership	X
Chart of lines of authority/responsibilities	X
Policies related to the school's governing body and leadership	X
For independent, non-public, and proprietary institutions only	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

(Indicators 3.1-3.8)

A. ISSUES Related to this Standard

SCHOOL PLANS

Instruction: Complete the following chart to indicate whether the school has the type of plans indicated and, if so, the year in which each plan was last reviewed and updated. Rate the quality and effectiveness of each plan.

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	x		Sept 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Financial Plan	x		June 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Facilities Plan	x		June 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Technology Plan	x		June 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Professional Development Plan	x		Sept 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Staffing Plan	x		Sept 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	x		Sept 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan	x		Sept 2019	**x**	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Other:					**Satisfactory**
					Needs Improvement
					Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvements/corrective actions are required. Planning is a strength of the school.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.	0	3	62	25 100	11
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.	0	3	61	21 100	15
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.	3	7	55 100	28	8
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.	4	11	63 100	10	12
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.	2	14	66 100	9	9
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's Mission and the strategic plan's goals.	1	5	59	19 100	16
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.	0	5	46	43 100	7

Indicator of Quality for faith-based schools

x	**This Indicator does not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	Development planning occurs annually across the school. The school has working parties and groups which monitor the above. The SDAs are clear evidence of collaborative, systematic school development planning that involves a wide representation of stakeholders. There is always reflection on any grades achieved by students in both external and local examinations to modify strategy going forward. Reflection on grades Progress is well planned, shared and review
Support Staff	
Students	*The school always try and succeed to provide us with the best educational resources every year. They care about what's best for us and ask us for our honest opinions and how the school can improve as a whole. Most of the minor changes are effective and they work progressively on the long term changes. The school provides all sorts of assistance for students in need or students who are having a hard time learning. The school exceeds the standard.* *During my time in MES, the teachers have always pushed us to our limits, trying to help us know what we aspire to become. They always have meetings (called the IGP meetings) where they discuss with us our plans for the future and help us take the courses we need to get into the school we dream to go to.* *As the school grows and more people join and many others graduate, the level of education it presents the students increases. This is because of the wide range of teachers that come from all different places and backgrounds. The wide variety of teachers also allows students to experience talking to people who come from different cultures and background, make them more well rounded and better prepared. This also ties into the schools ability to prepare its students for a life after graduation.*

Parents & Community Stakeholders	I would appreciate if school tuitions are announced earlier in the year, so as to give parents the opportunity to decide whether they will be able to continue paying or would rather check other schools. Knowing that school registration starts on September. The school feels very secure.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the School Improvement Planning Standard.

Input from the teachers at the end of each academic year is collected via maintenance and space-related requests. Those are taken and completed during the summer months when teachers are on break. At the onset of the year during staff meetings, those changes are conveyed to the staff along with any that could be honored along with the rationale. Annual school development plans are continually in place and reviewed throughout the academic year. Plans for the school are reflective of student needs and are data reflective.

List the school's significant areas in need of improvement in meeting the School Improvement Planning Standard.

With regard to building additional facilities and the regulations surrounding school fees and tuition, the school is heavily regulated by local authorities who have the ability to change agreed upon plans at their discretion. Oftentimes, tuition regulations are not announced until very close the the beginning of international school year.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.

None foreseen.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
The school's strategic and/or long-range plan to improve student performance	X
The school's long-range financial plan	X
The school's long-range facilities plan	X
The school's long-range technology plan	X
The school's development/institutional advancement plan (if applicable)	X
The school system's enrollment plan (if applicable)	X
Evidence of stakeholder input into the school's plans	X
Evidence of how the school's plans are communicated to the community of stakeholders	X
Policies related to planning for improvement in student performance, organizational capacity, finances, facilities, and technology	X
Periodic reviews of the school's plans	X

FINANCES STANDARD FOR ACCREDITATION

(Indicators 4.1-4.17)

A. ISSUES Related to this Standard

A.1. For Publicly-Funded Schools - NA

A.2. For Non-Public, Independent And Proprietary Schools

Instruction: If your school is not non-public, independent or proprietary school you may delete this section.

FINANCIAL RESOURCES:

Instructions: Complete the table below to show the school's financial resources.

INCOME SOURCE	Current Year	Last Year
% from tuition	92.5%	94%
% from fees	6.4%	5.3%
% from fund-raising and other special activities	0%	0%
% from annual giving	0%	0%
% from grants	0%	0%
% from interest/investments/rental income	1.1%	0.7%
TOTAL	100%	100%

ANNUAL PER PUPIL COSTS:

Instruction: Complete the table below to show the approximate per pupil cost at each level, where applicable.

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	$3160	$2856
Elementary School/Lower School	$4410	$3945
Middle School	$5225	$4755
Secondary/ Upper School	$5683	$5085

INSURANCE FOR THE SCHOOL:

Instruction: In the table below, indicate the types of insurance coverage for the school and evaluate the adequacy and comprehensiveness of each type of insurance.

	Adequacy of Coverage			
TYPE OF INSURANCE	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**	**Not Applicable**
General Liability	x			

Workers Compensation and/or Long Term Disability	x			
Director & Officers Liability and/or Educators Legal Liability	x			
Property Insurance	x			
Business Interruption				x
Theft/Fraud/Deceit	x			
Travel and Field Trip Insurance	x			
School Owned Vehicle Insurance	x			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Long-term financial security of the school has always been carefully considered and expertly managed. Even in the most challenging times, our resourcefulness and commitment to manage funds, pay salaries and fulfill all financial obligations has been a priority.
Comprehensive insurance policies are maintained.
There are no areas of concern with this Standard.

Indicate any anticipated major capital expenditures within the next three years.

Routine building maintenance.
Gymnasium floor is to be resurfaced.

A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by:

Printed Name of the Head of the School:
Nicola Singleton

Signed electronically by:
Printed Name of the Head of the Governing Body:
Sawsan Dajani

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

FINANCES STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation.	0	0	34	28	38
4.2	Maintains levels of income and expenditures that are in appropriate balance.	1	3	38	33	26
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations.	1	1	40	18	40
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.	0	1	35	25	40
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.	1	3	28	49	19
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified	1	1	33	13	52

	external agencies, or other evidence of financial viability and stability.					
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.	0	1	32	14	53
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.	3	5	29	9	53
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.	6	14	29	14	36
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.	1	3	37	42	17
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.	2	2	74	8	15
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.	4	2	25	43	26
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).	1	1	29	16	53
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	1	0	71	0	28
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.	1	0	26	29	44

Indicators of Quality for faith-based schools

x	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	The school is extremely well-resourced. Clear budgeting is provided to staff at the end of each year to allow for planning for the new academic year. To the extent I have knowledge of the financial decisions and communication with ALL stakeholders, I would state that our school does meet this standard. The school is stable and well managed MEETS
Support Staff	
Students	*The school is very good at providing the students with sufficient financial resources in order for students to have an excellent educational experience. For example, the school provides the IT with Apple laptops so students can borrow them in case if their laptops are not working for a while.* *The school provides a well structured and safe building for students, as well as, the materials and books the students need. Moreover, the school provides good quality wifi, lighting, chairs, tables, buses, etc.* *Emails are sent to the parents explaining what needs to be payed by what date. if the parents need more information they could come to school and go to accounts to get all the information needed.*
Parents & Community Stakeholders	Excellent systems in place for emergency situations are practiced with children. Effective transportation is provided throughout Cairo. The facilities and space is extremely adequate for the educational program. The slides and ride-ons are excellent for my children. However, I am a bit concerned about the space my son will get to play football, basketball and run around with his friends when he moves onto Year 2 and into high school. The space and facilities for FS students are outstanding. My children love that they can spend a significant percentage of their school day learning in the POD and in the Outdoor learning yard.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Finances Standard.

Thorough and strategic management of the school's finances continues to be a strength, even during turbulent times. The school has experts in positions of responsibility overseeing routine funds management and forecasting future challenges. Conservatism is the approach adopted when it comes to spending, with substantial contingencies in place in case of need. Yet, there is a healthy expendable budget to support resources for teaching and learning, maintain facilities and remunerate staff and support their professional development.
Recent history in Egypt has tested our financial security; we have overcome challenges such as tight restriction on accessibility of foreign currency, MOE restriction on fee increase alongside substantial foreign exchange volatility etc - this is a reflection of the healthy contingency budget maintained by financial controllers, and their expert ability to forward plan for and manage under all circumstances.

List the school's significant areas in need of improvement in meeting the Finances Standard.

Continued carefully management and strategic planning.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.

None - future priorities can be discussed during the team visit.

E. EVIDENCE to Support the Assessment of this Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Current operating budget (for main campus and each branch campus)	X
Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X
translations will be provided as necessary	

FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

A. ISSUES Related to This Standard

A.1. PHYSICAL FACILITIES.

Instruction: In the table below, list the school's physical facilities, including buildings and grounds.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
Primary Building	All on Campus	2009	Annually	x	Owned
					Leased
Secondary S Building		2009	Annually	x	Owned
					Leased
Secondary N Building		2009	Annually	x	Owned
					Leased
MPH/W complex		2009	Annually	x	Owned
					Leased
Admin Building//Theatre		2009	2019	x	Owned
					Leased
Sports Hall		2009	2017	x	Owned
					Leased
Swimming Pool Complex		2009	2016	x	Owned
Field/Track		2009	2019	x	Owned
Courts		2009	Annually	x	Owned
Yards		2009	Annually	x	Owned

A.2. ADEQUACY OF FACILITIES.

Instruction: Evaluate the adequacy and quality of the following aspects of the school's facilities to meet the needs of the school's Mission (add additional items if appropriate). Comment for each owned or leased facility listed in A.1.1. Duplicate the chart for each facility. If the facility is residential be sure to include dormitories and sleeping rooms.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	x			
Provisions for the Disabled	x			
Variety of Instructional Spaces	x			
Laboratories	x			

Counseling/Guidance Space(s)	x			
Health Services Space(s)	x			
Library/Learning Media Center	x			
Administrative and Support Spaces	x			
Offices and Planning Spaces for the Faculty	x			
Heating, Ventilation, Air Conditioning	x			
Electrical, Water, and Sanitation Systems	x			
Energy Conservation System	x			
Security System	x			
Storage Spaces	x			
Parking Spaces	x			
Athletic Fields	x			
Indoor Athletic Space(s)	x			
Cafeteria/Dining Space(s)	x			
Auditorium/Theater	x			
Dormitories				x
Chapel				x
Maintenance & Cleaning	x			
Other: Mosque	x			
Other:				

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvement/corrective actions determined.

A.3. MAINTENANCE AND CLEANING STAFF:

Instruction: In the table below, indicate staffing for the maintenance and cleaning of the facilities. Rate the adequacy of the types and numbers of the staff.

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance		x	Satisfactory
			Needs Improvement
			Unsatisfactory
Clothing (Uniform Shop)		x	Satisfactory
			Needs Improvement

			Unsatisfactory
Grounds		x	Satisfactory
			Needs Improvement
			Unsatisfactory
Other: Engineers		x	Satisfactory
			Needs Improvement
			Unsatisfactory
Other: Gardners		x	Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvement/corrective actions determined.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

FACILITIES STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

Indicator of Quality			1	2	3	4	N/A
The governing body and leadership ensure that the school:							
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:						
	5.1.a.	Instructional areas/classrooms	2	10	37	49	2
	5.1.b.	Administrative offices	3	5	55	31	6
	5.1.c.	Conference rooms	3	8	59	25	6

	5.1.d.	Residential boarding (students and faculty)	2	5	52	36	5
	5.1.e.	Health services	3	8	49	34	5
	5.1.f.	Student activities	1	12	56	23	8
	5.1.g.	Student services	4	10	52	27	8
	5.1.h.	Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).	5	12	51	27	6
	5.1.i.	Safe and secure storage of student belongings	1	8	51	37	3
5.2	Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.		4	21	45	23	7
5.3	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.		2	9	37	46	7
5.4	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.		1	7	47	36	8
5.5	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.		3	13	41	33	10
5.6	Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.		7	15	51	16	11
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.		1	6	58	32	3
5.8	Has adequate and appropriate lighting throughout its facilities.		3	8	35	50	3
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.		1	14	45	38	2
5.10	Makes safe drinking water available for the students, staff, and visitors to the school.		4	1	74	15	6
5.11	Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.		4	4	21	53	18

Indicators of Quality for schools with early childhood education programs

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators 5.12—5.14.

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***

2. *If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.*

Source of Comments	Comments
Governing Body	
Teachers & Administrators	-the school provides a good teaching materials and equipment. all the facilities meets the standards and as a teacher i am happy with the school facilities. -Health and safety is a priority in the school. Equipment is regularly updated and maintained. -Has plenty of specialist rooms available, including multi purpose halls, running track, swimming pool, specialised IT & Science labs... -Excellent provision in EYF stage.
Support Staff	
Students	*Our school is built in a way that helps release any kind of pressure or traffic inside and outside of the buildings. Classrooms aren't all in one area and are divided equally on each floor and each hallway. The number of buildings also helps spread the classrooms and the school's population. The outdoor areas in the school are also the same. Our school provides several yards for primary and secondary students that are big and wide and can take large numbers of people.* *The school's facilities are very well maintained, clean, designed, and include high quality programs. Everything is well arranged and take health very seriously. They offer a really productive physical program and highlight the importance of physical activity.* *The school meets this standard and exceeds them too. We have great equipment, the school cares about our safety and has all kinds of drills for us, fire drills, earthquake drills, and more to ensure our safety and know what to do when in trouble. The school repairs anything when needed and repairs it quick.*
Parents & Community Stakeholders	MES represents a model to be followed in creating a safe and organized environment for children Prefer a fruit than a chocolate muffin for a snack to fs1 Excellent systems in place for emergency situations are practiced with children. Effective transportation is provided throughout Cairo. The facilities and space is extremely adequate for the educational program. The slides and ride-ons are excellent for my children. However, I am a bit concerned about the space my son will get to play football, basketball and run around with his friends when he moves onto Year 2 and into high school. The space and facilities for FS students are outstanding. My children love that they can spend a significant percentage of their school day learning in the POD and in the Outdoor learning yard.

Evidence:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Facilities Standard.

Creation of multi-functional areas of the school that can be used for a wide variety of activities including shared classroom spaces in Secondary. The Primary layout of the facilities and pod areas well organized and can be used for flexible learning options to enhance the educational program. Providing healthcare services on campus for our students and staff is a strength. The teachers, school leaders, our Managing Director and Chair of the board are in constant reflection regarding school safety in all aspects. Constant vigilance to the health and safety for our students is paramount. Specialist areas are plentiful across the campus.

List the school's significant areas in need of improvement in meeting the Facilities Standard.

None foreseen.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.

Continue to review facility needs versus student population.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies/procedures related to facilities and equipment, including maintenance and inspections for health, safety, and fire prevention	X

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

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

A. ISSUES Related To This Standard

Not applicable in this section. See School Information in the Profile of the School.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

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 staffs 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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's organization promotes:						
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.	1	5	55 50	35 50	4
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.	2	9	45	42 100	2
6.3	Professional satisfaction and good general morale.	1	5	53 100	36	4
The governing body and leadership ensure that the school's organization:						
6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.	1	6	55	31 100	6

6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.	1	7	60	26 100	6
The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:						
6.6	The day-to-day operation of the school.	6	18	49	22 100	5
6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.	1	8	64 100	21	5
6.8	Evaluating staff members' performance.	4	16	54 50	17 50	10
6.9	Handling complaints/ grievances by members of the staff.	2	10	49 50	36 50	4
6.10	Orienting and mentoring of new staff members.	0	1	55	14 100	30
6.11	Appropriate orientation and supervision for service providers not employed by the school.	0	6	59	29 100	6
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.	0	4	51 50	25 50	21
6.13	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.	0	6	47 50	20 50	27
6.14	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.	0	6	58 100	31	5
The governing body and leadership ensure that the school's staff:						
6.15	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.	0	6	45 100	47	2
6.16	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.	1	5	68 100	23	3
6.17	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.	0	4	62 100	29	5
6.18	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.	0	1	67 100	23	8
6.19	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.	1	3	60	21 100	16
6.20	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).	1	13	60 50	19 50	6
6.21	Is provided opportunities to offer input into the content of professional development experiences.	5	12	52 50	16 50	16

6.22	Is encouraged by the leadership to affiliate with professional organizations.	1	3	40 50	54 50	3
6.23	Feels safe in the school.	1	6	33	58 100	2
6.24	Enforces the student code of conduct fairly and uniformly.	1	4	43 50	48 50	4
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.	2	1	70 50	12 50	14

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 6.26—6.27.

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the early childhood program:						
6.26	Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.	2	5	36 100	41	17
6.27	Seeks to achieve applicable teacher and/or staff-to-children ratios.	1	0	83 100	0	16

Indicator of Quality for schools that provide all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Indicators of Quality for faith-based schools

x	**These Indicators do not apply to our school.**

Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.

x	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	Regular surveys are shared to enable staff to communicate their CPD needs. This also occurs through the PDP process. I'd like to add that I feel extremely supported by the school, as they have previously gone above and beyond my expectations to make sure I felt safe in a personal situation
Support Staff	
Students	*Our school staff and administrators are very professional and apply the conduct code fairly. They have many years of experience and provide us with the best resources. When in time of need, staff members give up their time to help us benefit and understand any concepts misunderstood. They are very collaborative in a professional manner.* *Our teachers in MES always give everything they've got to the students. They always have hope in them and try to make them achieve their goals. Also, the school makes me feel safe mentally and physically. Mentally because i know that i will always find help when i need it. Physically because the school has a lot of dedicated security guards to protect the people in our school. Overall, our school meets the standard and exceeds it as well.* *I feel that my school is a safe place to share information wether it be with my teachers or friends. The teachers all provide a high level of education and give students extra help if needed.*
Parents & Community Stakeholders	No parent comments for this standard

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the School Organization and Staff Standard.

The school provides a well thought out table of school organization along with specific job responsibilities with defined reporting relationships. Job descriptions for each position in the school is clear to that specific role. Across the school there is a uniform way to complete teacher observations with reflective feedback [professional development portfolio]; feedback and reflections are tailored to the needs of instructors and reviewed throughout the year. Students, teachers, and parents feel they are safe while at school. A thorough Child Protection Policy along with designated Child Protection Officers across campus. Guidelines for data protection follow the regulations set forth by the US and UK regulations. A concerted effort to provide continual professional development geared to our specific school community is in place. A new program that allows teachers to seek their UK qualification is now supported by the school in conjunction with a relationship with a UK University.

List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.

None noted.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school organization and staff that should be included in the action plan in the Plan for Growth and Improvement.

Continue to survey staff and review of the educational program to afford opportunities for all staff. We are working on trying to find a cost-effective program for staff wishing to seek American certification tied to a single American university.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Organizational chart for the school and school system	X
Professional resumes of the school's leaders	X
Floor plan of facilities	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
The faculty handbook/manual	X
The school's code of student conduct	X
Policies related to school climate and organization, specifically for: Determining compensation, workloads, and working conditions Evaluating the performance of staff members Handling complaints and grievances Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported Criminal and child abuse background checks	X

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

A. ISSUES Related to this Standard

A.1. EMERGENCY AND CRISIS PLANS:

Instruction: Complete the following table to indicate the school's emergency and crisis plans. Rate the effectiveness of the plans using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire	x		
Earthquake	x		
Safe and Sound/Lockdown	x		
Evacuation from Site	x		
Evacuation from Country	x		
Other:			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvement/corrective actions determined.

A.2. EMERGENCY DRILLS:

Instruction: Complete the following table to indicate the type and frequency of emergency drills conducted. Rate the quality of the results of the drills using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Fire		**Semi-Monthly**			
		Monthly			
	x	**Annually x2**	**x**		
Natural Disaster (Severe Weather, Flooding, etc.)		**Semi-Monthly**			
		Monthly			
	x	**Annually**			
Bomb Threat		**Semi-Monthly**			
		Monthly			
	x	**Annually**	**X**		
External Threat		**Semi-Monthly**			

		Monthly			
	x	Annually	X		
Internal Threat		Semi-Monthly			
		Monthly			
	x	Annually	X		
Bus Evacuation		Semi-Monthly			
		Monthly			
	x	Annually			
Other:		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvement/corrective actions determined.

A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Instruction: Complete the following table to indicate who conducts health and safety inspections. Identify the frequency and results of these inspections using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
Fire Alarm System		Semi-Monthly			
		Monthly			
	x	Annually x2	x		
Food Services	x	Semi-Monthly	x		
		Monthly			
		Annually			
Elevator(s)		Semi-Monthly			
		Monthly			
	x	Annually x3	x		
Internal Communications System		Semi-Monthly			
		Monthly			
	x	Annually x2	x		
Technology Arts/Industrial Arts Equipment		Semi-Monthly			
		Monthly			
	x	Annually	x		
Athletic Equipment		Semi-Monthly			
		Monthly			
	x	Annually	x		
Playground Equipment		Semi-Monthly			
		Monthly			

	x	**Annually x3**	x		
Water Supply		**Semi-Monthly**			
	x	**Monthly**	x		
		Annually			
Swimming Pool Water	x	**Semi-Monthly**	x		
		Monthly			
		Annually			
Other: Clinic	x	**Semi-Monthly**	x		
		Monthly			
		Annually			
Other: Transportation	x	**Semi-Monthly**	x		
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvement/corrective actions determined.

A.4. SUMMARY OF HEALTH SCREENINGS:

Instruction: Complete the table below to indicate the school's policy on examinations and screening for students.

Screening For	Conducted By	Frequency	
Vision	School Clinic Doctors - Dr Mohamed; Dr Asmaa; Dr Gihan		**Semi-Monthly**
			Monthly
		X (x2)	**Annually**
Hearing	School Clinic Doctors - Dr Mohamed; Dr Asmaa; Dr Gihan		**Semi-Monthly**
			Monthly
		X	**Annually**
Dental	School Clinic Doctors - Dr Mohamed; Dr Asmaa; Dr Gihan		**Semi-Monthly**
			Monthly
		X x2	**Annually**
Physical	School Clinic Doctors - Dr Mohamed; Dr Asmaa; Dr Gihan		**Semi-Monthly**
			Monthly
		X x2	**Annually**
Tuberculosis	x		**Semi-Monthly**
			Monthly
			Annually
Other: Head Lice	School Clinic Doctors - Dr Mohamed; Dr Asmaa; Dr Gihan		**Semi-Monthly**
			Monthly
		X x2	**Annually**

A.5. SUMMARY OF INOCULATIONS:

Instruction: Complete the table below to indicate the school's requirements for inoculations for students.

Inoculation For	In Grade Level
Meningococcal Meningitis Vaccine	FS1 Y1 Y7+G7 Y10+G10
Diphtheria Tetanus Vaccine	Y2 Y3 Y4

A.6. PROVISIONS FOR HEALTH AND SAFETY:

Instruction: In the table below, rate the quality of the school's provisions for the health and safety issues listed using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation.	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them	X		
Panic buttons for dangerous equipment [this is only related to our workshop house in W3].	X		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		

Evacuation notice and directions posted in all rooms and spaces.	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Since we do have trained doctors supported by certified nurses, the school AEDs are only available through the clinic. First aid supplies are available to all school personnel trained in first aide in each administrative officer's supply drawer. The PE Department and office space also has a generous supply of materials as needed for an emergency.

A.7. HEALTH AND SAFETY STAFF:

Instruction: In the table below, indicate staffing for health and safety. Rate the adequacy of the types and numbers of staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse		X		
Nurse's Assistant		X		
School Security Officer		X		
Local Police Security Officer		X		
Athletic Trainer		X		

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					

7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.	0	3	57	32 100	8
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.	0	6	47	44 100	4
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.	0	3	55	35 100	8
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.	1	1	33	63 100	2
7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.	1	10	49 100	37	4
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.	1	4	51 100	24	21
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.	0	5	60 100	29	5
7.8	Has and implements a system to account for the whereabouts of its students at all times.	0	5	62 100	16	17
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.	3	10	60	18 100	9
7.10	Provides staff with up–to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.	1	8	56 100	22	13
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.	2	12	60 100	21	5
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.	2	5	41 100	51	2
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.	1	11	60	21 100	7
7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.	2	3	32 100	13	50
7.15	Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including:					
7.15.a.	Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories.	4	0 100	87	2	7

7.15.b.	Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills.	5	4 100	18	46	26
7.15.c.	Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times.	1	5 100	36	13	44
7.15.d.	Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.	1	0 100	93	0	6
7.15.e.	An effective system to control access to the dormitories by visitors and other non-school personnel.	0	3 100	59	26	12

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators 7.16-7.18.

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*school care about students' health and staff health. the school have a medical team for all members.* *Excellent health and safety policies. Drills are conducted regularly to ensure all staff members and students are aware of what to do in any emergency situation.* *To the extent I have knowledge of the processes, which do not always directly involve a faculty member, I would state that our school does meet this standard.* *The school has systems in place to keep pupils and staff in school safe and where incidents happen, there is a clear system that is there to take care of pupils and staff, including an on site doctor and healthcare professionals. There is a system that excludes unwelcome people.* *Health provision and safety exceeds expectations.*
Support Staff	
Students	*The school provides all sources of safety. We have many practice drills in any case of emergency. The doctors they have are well-trained and always know how to deal with any accidents and illnesses.* *The school has regular fire drills, earthquake drills, and lockdown drills, which are taken very seriously in order to ensure the safety of the students at all times. The school canteen, as well, including all healthy food options that are healthy and clean.* *Our school is a very understanding school. When a student is ill, the school understands, but they require a note from a doctor outside of school, which is justifiable. Also, in our school we practice many drills (like fire drills and earthquake drills) and the school always prepares us for them. The school also provides us with all the medical attention we need. Overall, our school meets the standard.*
Parents & Community Stakeholders	MES is a remarkably safe environment for all students and community members Children have outdoor learning spaces and lots of opportunities to engage in a range of activities including sports, yoga etc. The school actively promotes healthy eating and activities.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Explanation
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Health and Safety Standard.

Since the last accreditation, the school ensured that the canteens offered healthy food options for all students. Regulations for packed lunches for students are the same. Parents, students, and staff feel that our school has clear plans to handle any crisis situation that may arise. All drills are practiced by students and staff and repeated if not satisfactorily completed. Outcomes of drills are commonly featured during leadership meetings across the school to ensure that we remedy any areas in need of improvement.
The school provides water safety classes to all PE teachers by an outside provider.

List the school's significant areas in need of improvement in meeting the Health and Safety Standard.

None noted.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.

Increase the number of first responders in the school to support the clinic team.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***

3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
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
Policies related to health and safety, including:	
Emergency/crisis planning and practices	X
Health care for students in school and at school activities	X
Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases	X
Storage and administration of student medications	X
Storage of school equipment and supplies	X
Student health records	X
Relationships with community health, safety, and fire agencies	X
Controlling access to the school for visitors and other non-school personnel	X
Quality of drinking water	X
Accounting for the whereabouts of students	X

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

(Indicators 8.1-8.61)

A. ISSUES Related to This Standard

SUMMARY OF THE EDUCATIONAL PROGRAM:

Instructions:

1. ***In the table below, indicate all of the curriculum areas that comprise the school's educational program.***
2. ***Indicate the age groups/grade levels in which the curriculum area is taught by entering the total number of hours devoted to instruction in each curriculum area per academic year or per semester.***
3. ***Add/delete rows as needed.***

Grade Level(s)	Course Title	Hours per Semester/Year
Early Age	N/A	
FS1	English	126/252
	Math	54/108
	Science	18/36
	Social Studies	18/36
	The Arts	54/108
	Health / P.E.	54/108
	Technology	36/72
	Arabic	27/54
FS2	English	171/342
	Math	72/144
	Science	36/72
	Social Studies	36/72
	The Arts	54/108
	Health / P.E.	54/108
	Technology	36/72
	Arabic	36/72
1	English	198/396
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Health / P.E.	45/90
	Technology	18/36
	Arabic/Religion	72/144
2	English	198/396
	Math	90/180
	Science	18/36
	Social Studies	18/36

	The Arts	36/72
	Health / P.E.	45/90
	Technology	18/36
	Arabic/Religion	72/144
3	English	180/360
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion	90/180
4	English	171/342
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	99/198
5	English	171/342
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	99/198
6	English	162/324
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	108/216
Y7	English	71/142
	Maths	62/124
	Science	62/124
	History /Geography	62/124
	French/Spanish	36/71
	P.E	36/71
	Drama/Music/DT/Art	43/79

	Arabic/Religion/Social Studies	36/71
	HRCF	8/8
Yr 8	English	71/142
	Maths	62/124
	Science	62/124
	History /Geography	62/124
	French/Spanish	36/71
	P.E	36/71
	Drama/Music/DT/Art	43/79
	Arabic/Religion/Social Studies	36/71
	HRCF	8/8
Yr 9	English	51/102
	Maths	4/93
	Arabic/Religion	36/71
	PE	27/53
	Optional subjects . 6 to be taken	
	Biology (optional	43/85
	Chemistry	43/85
	Physics	43/85
	History	43/85
	Geography	43/85
	Spanish	43/85
	French	43/85
	Design and Technology	43/85
	ICT	43/85
	Computer Science	43/85
	Business Studies	43/85
	Economics	43/85
	Travel and Tourism	43/85
	English Literature	43/85
	Drama	43/85
	Art and Design	43/85
	HRCF	8/16
Y10	English	41/81
	Maths	41/81
	Arabic/Religion	
	PE	27/53
	Optional subjects . 6 to be taken	
	Biology (optional	34/68
	Chemistry	34/68
	Physics	34/68
	History	34/68
	Geography	34/68
	Spanish	34/68
	French	34/68
	Design and Technology	34/68
	ICT	34/68

	Computer Science	34/68
	Business Studies	34/68
	Economics	34/68
	Travel and Tourism	34/68
	English Literature	34/68
	Drama	34/68
	Art and Design	34/68
	HRCF	7/13
Yr 11	PE	27/5
	HRCF	7/13
	Arabic and Religion	34/68
	Optional Subjects at AS level	
	Literature in English	54/108
	Mathematics	54/108
	Biology	54/108
	Chemistry	54/108
	Physics	54/108
	Business Studies	54/108
	Economics	54/108
	Psychology	54/108
	Geography	54/108
	History	54/108
	Computer Science	54/108
	ICT	54/108
	Arabic	54/108
	HRCF	8/16
Y12	PE	27/5
	HRCF	7/13
	Arabic and Religion	34/68
	Optional Subjects at AS level	
	Literature in English	54/108
	Mathematics	54/108
	Biology	54/108
	Chemistry	54/108
	Physics	54/108
	Business Studies	54/108
	Economics	54/108
	Psychology	54/108
	History	54/108
	Computer Science	54/108
G7	ICT	54/108
	Arabic	54/108
	HRCF	8/16
	Social Studies	62/124
	2nd Language	36/71
	P.E./Health	36/71
	Drama/Music/DT/Art	36/71

	Arabic/Religion/Social Studies	36/71
G8	English	71/142
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	36/71
	P.E./Health	36/71
	Drama/Music/DT/Art	36/71
	Arabic/Religion/Social Studies	36/71
G9	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	27/53
	Adv P.E.	53/107
	Arabic/Religion/Social Studies	36/71

G10	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	27/53
	Adv P.E.	53/107
	Arabic/Religion/Social Studies	36/71
G11	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	36/12
	Adv P.E.	53/107
	Arabic/Religion/Social Studies	44/89
G12	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	36/71
	Arabic/Religion/Social Studies	44/89
G10-G12	AP	71/142
DP 11 and 12	English SL	53/106, 77

DP 11 and 12	English HL	70/140,102
DP 11 and 12	Maths Studies	53/106, 77
DP 11 and 12	Maths SL	53/106, 77
DP 11 and 12	Maths HL	70/140,102
DP 11 and 12	Biology SL	53/106, 77
DP 11 and 12	Biology HL	70/140,102
DP 11 and 12	Chemistry SL	53/106, 77
DP 11 and 12	Chemistry HL	70/140,102
DP 11 and 12	Physics SL	53/106, 77
DP 11 and 12	Physics HL	70/140,102
DP 11 and 12	History SL	53/106, 77
DP 11 and 12	History HL	70/140,102
DP 11 and 12	Psychology SL	53/106, 77
DP 11 and 12	Psychology HL	70/140,102
DP 11 and 12	Spanish Ab Initio	53/106, 77
DP 11 and 12	Spanish SL	53/106, 77
DP 11 and 12	Spanish HL	70/140,102
DP 11 and 12	French Ab Initio	53/106, 77
DP 11 and 12	French SL	53/106, 77
DP 11 and 12	French HL	70/140,102
DP 11 and 12	Arabic SL	53/106, 77
DP 11 and 12	Arabic HL	70/140,102
DP 11 and 12	Business Management SL	53/106, 77
DP 11 and 12	Business Management HL	70/140,102
DP 11 and 12	Economics SL	53/106, 77
DP 11 and 12	Economics HL	70/140,102
DP 11 and 12	Theatre SL	53/106, 77
DP 11 and 12	Theatre HL	70/140,102
DP 11 and 12	Visual Art SL	53/106, 77
DP 11 and 12	Visual Art HL	70/140,102
DP 11 and 12	Theory of Knowledge	DP 11 = 26/52 DP 12 = 26/35

x	The instructional hours are reported for one academic year
X	The instructional hours are reported for one academic semester

Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program. Details for each question listed below can be found in the Teaching and Learning Policies for Primary and Secondary found in Standard 1 evidence folder.

In the Secondary, each sectional leader meets with Heads of Department to determine the specific curricular areas and the needs to revision. Requirements to local universities as well

as those abroad are taken into consideration for course offerings and grade/year level appropriate placement.

In the Primary Section, there are separate policies for all areas of the Curriculum and Foundation Stage as well as general policies such as: teaching and learning; assessment; displays etc. The Primary Leadership Team (PLT) completes a thorough cycle of reviewing policies, which includes a timeline for regular updates to existing policies to ensure high quality provision is in place.

Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.

Vertical and horizontal alignment is a part of the Scope and Sequence/Schemes of Work documents found in the Secondary.

In Primary, our curriculum provision is designed to advance understanding, gradually throughout a key stage. Lessons are part of the process of learning with many lessons taking place over several days or even weeks until a student is showing the required degree of understanding. Many lessons will involve multiple learning objectives, some of which may be encountered for the first time whilst others are being revised in a new context. Progress is defined as the widening and deepening of essential knowledge, skills, understanding and behaviour. This means that students experience the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding. Students are given increasingly challenging activities at each stage of development.

Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.

Curriculum guides are reviewed annually as a leadership team, by the Heads of Department with their line manager, and then within the department. Revisions are then carried out throughout the year with proposals to go into effect during the next academic year. Scope and Sequence/Schemes of work and course syllabi are then altered to reflect those changes. The AP course offerings and course outlines are taken from the suggested guidelines set forth by the College Board. Specific pacing is up to the discretion of the teacher with approval from the Head of Department.

Within Primary, teachers work from long-term overview plans which are put in place by the Curriculum Deputy Heads and reviewed annually. In Maths, the medium term objective plans are reviewed each year by the Deputy Heads in consultation with class teachers and Year Team Leaders. Other subject medium term plans and weekly plans are completed in year group teams and annotated to personalise and meet the needs of the class.

Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.

Critical thinking, problem-solving, study skills among other soft skills are woven throughout the curricular areas. Opportunities for students to reflect upon their own work and to complete

discovery learning activities are plentiful. Activities within classes for collaborative learning experiences are specifically planned for. Projects, homework, and other independent learning tasks are completed and are reflected throughout. Best practices in study skills and study resources are also provided by the Learning Development Department offered to teachers and students alike.

Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.

Workshops for parents and students are provided for the collaborative tools used in association with Google Classroom and digital responsibilities. During technology classes in both Primary and KS3 and Middle School, students are exposed to a variety of technologies to assist them in achieving their learning goals. It is key in those early years, that time is dedicated both in class and in assemblies about digital citizenship and personal responsibility. Those ideas are also reflected in the school Acceptable Use Policy and published to students in their planners or in Google Classrooms. Students are only permitted to have access to the school domain if the AUP has been signed by both the parent and student. these documents are housed in the student file. Within core classes, students are exposed to a number of online subscriptions and computer applications [see resource list] to enhance their learning experiences. For some projects, students are then given an opportunity to select the technological tool they prefer to use to complete the assignment building in student choice.

Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.

The consistent application of the use of the 5 R's and the Elements are woven throughout the curriculum offerings as well as through the Homeroom Community Forum program. Students can earn merits and can level up in programs like Classcraft and Class Dojo. The focus on restorative practices in classes and through interactions with Assistant Heads and Deans of Students drawing attention to positive behaviors and allowing students reflective time when poor choices are made. The MES Learner Profile shared with new colleagues has also been created and best practices for our learners are shared throughout Primary and Secondary.
See excerpt:

MES Instructional Strategies	
What Works at MES	What Doesn't Work at MES
Modes of Learning Visual learners Kinesthetic/movement Role-play Games Hands on activities **Presentation Styles** Short videos to catch attention Multimedia Images and videos Visualization Art Active presentations Choices **ICT** Internet for research Online component ICT-iPads, whiteboards, videos Media interaction **Making Connections** Providing scaffolding and modeling Guided notes Making links/connections to why it's important Want relevance to work Real world connections Practical stuff **Grouping** Student led Expert grouping Presentations by students Independent learning Guided group work Collaboration Partner and group team Competition Flexible grouping based on data/facts Interacting with other students **Rigor** Problem solving tasks Want a challenge-too easy not good Self- assessment and critique Reflection-processing of activities	**Modes of Learning** Book work-copying from books Sitting for long periods of time Reading out of a textbook **Presentation Styles** Long lectures Videos in long segments Only 1 class activity Long reading texts **ICT** Text only Teacher centered PowerPoints **Making Connections** Reading without reason or direction One track monolithic feedback (written only) **Grouping** Individual work Solitary learning **Rigor** Long text without breaking it up Just reading and expected to learn Written notes

Classroom Management Strategies

What Works at MES	What Doesn't Work at MES
Expectations	**Expectations**
Clear expectations	No boundaries
Assigned rules – personalized	Lack of feedback
Rubrics define expectations	
Multidimensional responses/solutions	
Economy of Language	**Economy of Language**
Being concise	Teacher dominated
Positive Framing	**Positive Framing**
Engage with empathetically	Shouting
Social understanding	Confrontation
Emotional intelligence	
Positive reinforcement/praise	
Teacher enthusiasm	
Humor	
Feedback	
Personalized – teacher is part of the class not separate	
Stickers	
Leadership	**Leadership**
Want strong leadership	Negotiating
Accountability	
Clarity/Consistency	**Clarity/Consistency**
Clear instructions	Inconsistent consequences
Short and clear instruction	
Instructive/timely feedback	
Consistent information about grades	
Consistent and clear rules	
Structure	**Structure**
Want structure	Chaos
Structure and organization with room for flexibility	Lack of routines and norms
Routines	
Homework daily if you want them to do it	
Structure	

MES Student Learner Profile and Management Strategies

Management Strategies	Teach Like a Champion Technique	Why use it?	MES Students	Why it works
Setting High Academic Expectations	No Opt Out	Not participating is not an option! Teacher finds ways to allow every student to contribute	• Want structure • Structure and organization with room for flexibility • Routines	• Every student's participation is important • Scaffold support including follow-up questions, think time then try again, building on peer comments and questions
Engaging Students	Cold Call	Students know that teacher may call on anyone to answer any question at any time	• Routines • Structure • Consistent and clear rules	• Increases engagement and accountability while checking for understanding • Quickens the pace of instruction • Systematic, not punitive • All students know their input is valued
	Call and Response	An energizing, motivational tool for classroom interactions	• Teacher enthusiasm • Interacting with other students • Active • Kinesthetic/movement	• Academic review and reinforcement • High energy fun • Behavioral reinforcement: great practice for 100% • Not simplistic echoing: students can repeat, report, reinforce, review, or solve • Teacher uses consistent cues and signals
Setting and Maintaining High Behavioral Expectations	Do It Again	Setting the expectation for excellence, practicing every detail until perfect; do it again, better!	• Routines • Structure • Positive reinforcement/praise • Accountability Instructive/timely feedback • Consistent and clear rules	• Provides immediate feedback • Group accountability: class must work together to meet expectations • Ends with success: we are finished when we got it right • Logical consequences
	100%	The only acceptable percentage of students in compliance with a teacher's classroom communication	• Clear expectations	• Proceeding with less than 100% engagement sends the message that compliance is optional • Continuum of interventions • Non-confrontational, calm finesse
	Strong Voice	Confidence and poise to establish who is in control of the classroom	• Being concise • Want strong leadership • Accountability • Fair	• Economy of language: less is more • Do not talk over • Do not engage • Square up/ stand still: nonverbal messages • Quiet power: slow down, drop volume
	What to Do	Giving directions to students in a way that provides clear and useful guidance	• Clear instructions- visual and verbal • Short and clear instruction • Instructive/timely feedback • Consistent and clear • Practical examples	• Give students SOCS: sequential, observable, concrete, specific directions • Non-compliance is usually the result of confusion or incompetence, not defiance • If necessary, repeat directions with even more specificity • Don't tell students what not to do
Building Character and Trust	Positive Framing	Don't ignore misbehavior; always correct consistently and positively.	• Engage with empathetically • Social understanding • Positive reinforcement/praise • Teacher enthusiasm • Feedback • Personalized – teacher is part of the class not separate	• Live in the now: don't dwell on negatives • Assume the best • Allow plausible anonymity: recognize good-faith efforts • Build momentum/narrate the positive • Challenge students to always do better • Talk expectations and aspirations

Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.

Heads of Department and Team Leaders are required to inventory all resources per year or department beginning in January of each academic year. The needs are then assessed and brought forward in the relevant sections prior to the release of budgets in February. During the budget process, the relevant teams are brought together to discuss their budget needs for the next academic year that includes CPD [Continuing Professional Development] requests. Those are then formally submitted for review by each Section Principal/Head. Once approved, they are then transferred for final review to our School Director, formally our Whole School Principal, and submitted to accounts for procurement.

Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.

As per the Primary Teaching and Learning Policy found in the Standard 1 evidence file:
Differentiation is expected, teachers annotate their planning taking into account individual needs including any information from IEPs.
Teachers are encouraged to be creative in the planning of activities, the plans should contain information about the tasks to be set, the resources needed and the assessment of the work. Lessons are evaluated so that they can be modified to inform future teaching and improve learning.
As per the Secondary Teaching and Learning Policy found in the Standard 1 evidence file:

The Learning Experience

Quality Teaching

- Setting high academic expectations
- Planning that ensures academic achievement for all, including provisions for more able children and children with needs
- Structuring and delivering lessons
- Engaging students in lessons
- Creating a strong classroom culture
- Setting and maintaining high behavioral expectations
- Building character and trust
- Assessment is persistent, authentic, transparent, and never punitive
- Feedback is timely and focused

Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.

Students can be identified by parents, student, or staff through the reporting procedure in both the Secondary and Primary sections. If a special need is suspected, students are placed on the Student At Risk List and educational testing is requested or performed by the school. Since all of our students are second language learners, all students take an exam at the end of year 6 to determine the extent of their language development needs. In Secondary, students are provided additional support from the LDD department and are afforded the opportunity to take

an ESL course to support their further development. Accomodations, as per the educational plan, are then provided in classes and during high stakes testing that take on multiple forms. Student may receive the following accommodations: use of scribe, additional time, small group instruction, small group or individual testing, reduction of choices for multiple choice distractors, use of colored pens, highlighters or colored overlays, magnifying devices, and the use of a keyboard, laptop, and/or tablet during classes and testing sessions, inclusion model of teaching, and support instructors in lessons. The goal is to provide students with the least restrictive environment irrespective of their exceptionality.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.	0	7	46	43 100	4
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.	0	3	45 100	50	3
The governing body and leadership ensure that the school's educational program includes:						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.	0	1	49	44 100	6
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills),	0	6	51	38 100	5

	mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.					
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.	0	9	67	19 100	5
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.	2	11	64	18 100	5
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.	0	9	38	51 100	2
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.	0	7	39 100	51	3
The governing body and leadership ensure that the school's educational program:						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.	1	6	53	38 100	2
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	1	9	50 100	38	2
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.	1	9	62 100	24	5
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).	2	6	59	29 100	4
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.	1	5	60	21 100	12
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.	0	1	43 100	21	24

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.15—8.35.

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's early childhood educational program:					
8.15 Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.	0	0	38 100	27	36
8.16 Supports language development.	0	1	35	23	41

					100	
8.17	Provides a balance of opportunities for mastery and challenge.	0	3	32	23 100	42
8.18	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.	0	1	33	27 100	39
8.19	Includes age- and content-appropriate interest activities in all classrooms.	0	0	36	23 100	40
8.20	Treats all spaces in the school in which students may be present as part of the learning environment.	0	0	40	21 100	40
8.21	Supports positive interactions between peers that are developmentally appropriate.	0	1	38	22 100	40
The governing body and leadership ensure that the school's early childhood educational program provides:						
8.22	An integrated approach to children's social, emotional, physical, cognitive, and language development.	0	2	33	27 100	38
8.23	A good balance of child-initiated and teacher-initiated activities in the daily plan.	0	2	34	20 100	44
8.24	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.	0	1	36	23 100	40
8.25	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.	0	0	43 100	14	44
8.26	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	0	1	32 100	24	43
8.27	Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.	0	1	37	19 100	44
8.28	Opportunities for increasing independence in use of materials and equipment and in self-care.	0	1	38	19 100	43
8.29	Structured and unstructured opportunities for children's active involvement with people and materials.	0	1	34 100	20	44
8.30	Spontaneous learning and activities that build on children's repertoires and curiosity.	0	1	36 100	18	45
8.31	Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.	0	2	34	20 100	44
8.32	Materials for gross and fine motor activities.	0	2	36 100	18	44
8.33	Developmentally appropriate learning resources for outdoor activities.	0	2	36 100	19	42
8.34	Daily opportunities for creative expression.	0	1	32 100	25	43
8.35	A variety of books that are accessible to all age groups every day.	0	2	49 100	13	36

Indicators of Quality for schools with elementary school programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.36—8.40.

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school's elementary-level educational program:						
8.36	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.	0	2	46 100	18	34
8.37	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.	0	3	47	16 100	34
8.38	Provides individualized instruction and, as appropriate, activities in small groups.	1	5	43 100	14	37
8.39	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	0	3	48 100	16	34
8.40	Provides experiences that prepare students for successful transition to middle and secondary school settings.	0	5	40	44 100	11

Indicators of Quality for schools with middle school programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.41—8.42.

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school's middle-level educational program:						
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.	0	3	53	25 100	19
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.	0	6	42	44 100	8

Indicators of Quality for schools with secondary school programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.43—8.45.

Indicator of Quality		1	2	3	4	N/A

The governing body and leadership ensure that the school's secondary-level educational program provides:						
8.43	Students with the knowledge, skills, and habits of mind required for college and career readiness.	2	3	71	14 100	10
8.44	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.	0	4	36	49 100	11
8.45	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.	1	1	82 100	0	17

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.46—8.51.

Indicators of Quality for faith-based schools

x	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*I not able to answer for secondary, However, I feel that the transition through Early Years to Primary education to Middle School/Secondary education is exceptionally smooth and the transition days run by teachers really set the children up for success.* *It would be highly appreciated if the school pay for professional development that takes place outside the school.* *I teach in secondary* *Courses provided for the secondary level students are selected and evaluated based on their usefulness in the post-school world.* *To the extent I have knowledge of the curriculum and teaching practices, given I am in secondary only, I would state that our school does meet this standard.* *Secondary education has a wide range of subjects on offer; British system, American System, Baccalaureate, Arts, IT and PE, some of which are not offered at many other Egyptian schools, due to the Arts (as a qualification) not being valued in Egyptian culture.* *Holistic educational at all stages is exceptional, but even more so given the context of our country.* *MEETS* *MES is a great school that offers an abundance of quality classes taught by highly skilled teachers. However, the student body is often unwilling to be taught, unable to receive proper instruction, and classrooms are unruly and chaotic. Although this is largely due to their culture, it is the number one hindrance to learning.* *To the best of my knowledge with regards to early years. Meets*
Support Staff	

Students	*The school offers many courses of wide varieties. As you choose your course, they tell you its requirements and how one should be ready for the course. They offer all kinds of arts, languages, sciences, social sciences, etc. I had no idea about using laptops and the internet when I first came to MES. During my first years, I gained many skills with using the laptop. The school challenges and inspires students to think out of the box and improve on all sorts of skills like public speaking, reasoning, responsibility, etc.* *Our school has a lot of different courses from the British section to the American section and the Ib section, in all of these sections there is a wide range of courses that the school offers. We are taught what is needed from us before graduation and are pushed to choose a section that best fits our learning style. Our school also offers a lot of after school activities that can help you learn something new. We use a lot of technology on a day to day basis. Also, we have a lot of extra curricular activities that help you learn responsibility and how to interact with adults in a formal setting.* *The School provides programs that help students reach a high base of knowledge and way of thinking; The School doesn't have enough opportunities to practice and develop social skills; The School provides us with all the latest and updated way to use technology and how to be safe using it; The School and staff provide us with a sufficient amount of information to go through the course and learn beyond the course's borders.*
Parents & Community Stakeholders	I think there is a lot that can be improved in the Arabic department. To make student stronger readers and admirers of there mother tongue language.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Educational Program Standard.

-The broad range of curriculum offering supported by a robust after school activities program -Well established leadership opportunities for students that include, but not limited to: International Award, Student Council, Student Leaders, Pioneers, Model United National Junior and Senior High School, World Math Competition, Quiz Bowl, Spelling Bee, Choral Festivals, school productions -Outreach programs and offerings for our students to demonstrate volunteerism -Emphasis on restorative practices across campus -Supporting staff in continual professional development and enrichment modules offered by EduCare

List the school's significant areas in need of improvement in meeting the Educational Program Standard.

While the transition from year 6 to grade 7 has been thoroughly invested in, it is still an area for continued professional learning. Targeted use of data offered by multiple assessments like CATE and MAP can be enhanced.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational program that should be included in the action plan in the Plan for Growth and Improvement.

We have started implementing the use of Mappers provided by MAP in the area of math. Further investigation into the subscription based program is warranted.

E. EVIDENCE to Support the Assessment of this Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Data and information from interviews/surveys	X
Program of studies or other overview of the components of the educational program	X

Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives	X
Scope and sequence for curriculum areas	X
Expected outcomes for curriculum areas	X
Developing, reviewing, revising curriculum	X
Supervision of curriculum delivery and instruction	X
Requirements for graduation/completion	X
Standards for instructional materials	X
Identifying, reviewing, evaluating, and replacing instructional materials	X
Responding to challenges to the appropriateness of curriculum/instructional materials	X
Budgeting for curriculum/instructional materials	X

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

(Indicators 9.1-9.15)

A. ISSUES Related to this Standard

Not applicable in this section. See Academic Performance Data in the Profile of the School.

B. Self-Assessment to Adherence to the INDICATORS OF QUALITY

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.	1	4	60	28 100	7
9.2	Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.	0	4	62 100	31	2
9.3	Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.	1	5	51	40 100	4
The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:						
9.4	Evaluating the effectiveness of the school's curricula, instructional methods, professional development programs, and student services.	0	4	60	29 100	6

9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.	0	3	57 100	29	10
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.	0	2	58 100	31	8
The governing body and leadership ensure that the school:						
9.7	Maintains appropriate records of students' learning and performance.	0	1	60 100	29	10
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.	1	1	61	19 100	18
9.9	Communicates its assessment policies and program to the school's community of stakeholders.	1	4	44 100	48	3
9.10	Communicates regularly with families regarding students' progress in learning.	1	7	61 100	25	6
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.	0	5	67	20 100	8
The governing body and leadership ensure that the school uses assessments to measure student learning that:						
9.12	Are based on current and reliable research on child development and growth.	1	4	62 100	17	18
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.	1	5	62 100	23	8
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.	1	1 1	61	19 100	8
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.	3	9	48 100	37	4
9.16	Reflect understanding of different styles of learning.	3	5	77 100	13	3
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.	1	3	38 100	22	36
9.18	Are augmented by information and insights about students' learning and performance from students' families.	0	0	40 100	18	42

Indicator for Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 9.19-9.20.

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that:						
9.19	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	0	0	49	17 100	34

9.20	Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.	1	0	93	0 100	6

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Indicators of Quality for faith-based schools

x	**This Indicator does not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*Very detailed and useful information in regards to assessment in Primary that feeds in well into teaching and learning. A real strength.* *Upon reflection and conversation with Middle School teachers, I feel that the use of assessment and data is effective in primary however doesn't translate in Middle School. I've had many Middle School teachers asking me questions in regards to Classroom Monitor as it is not a system they use and are not familiar with. This is a concern as the data from Primary/Elementary would not be utilised effectively.* *Number of children in a class hinders progress, assessment, and quality of teaching etc.* *Assessment policy is evaluated regularly and clearly communicated.* *To the extent I have knowledge of the assessment practices, given I am in secondary only, I would state that our school does meet this standard.* *MEET* *THe school definitely is always trying to improve assessment methods but the parents mostly are still stuck on the A-F continuum rather than benchmarks being met*
Support Staff	

Students	*Teachers offer students comments and help regarding their grades and how they can improve themselves in the future.* *I really do believe that administrators and teachers in MES really care about the students' experience in the school and their learning and they ensure to provide them with ways to monitor and improve their grades.* *we have individual meetings with the deans of student to decide what classes to take* *They give us grades online, and if I don't understand something they can work with me on it and they don't mind if we come in breaks and ask them to explain a lesson.* *The school doesn't leave anyone until they're lost or overwhelmed by something that they're unsure of. The school alerts students who have a D or lower in any subject by sending us and our parents a progress report and explaining how this grade could be improved and what will happen if it doesn't get improved. This is one example of how the school keeps track of the development and improvement of all students and how it alerts students before they reach any stage of danger.*
Parents & Community Stakeholders	no parent comments

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

-Effective access to curriculum and grades/attainment levels by parents and students at 24/7 -The use of multiple assessments to gauge student academic levels -Commitment by the school to employ individuals across the school responsible for data collection and analysis -Use of Classroom Monitor by both Primary and Secondary British Sections to track student progress and attainment -Continual upgrades to the programming of GradeQuick used by the American Section and the Parent Portal for access by stakeholders of student grades 24/7 -Use of MAP data, Primary data reports, teacher recommendations for appropriate cohort grouping in Middle School -Use of technology to enhance communication of student progress

List the school's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

Development of a whole school database that tracks student progress and attainment.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.

Having a single location to house and store student achievement data is still an issue due to the variety of curricular offerings and suitability of one system for all.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
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

STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

A. ISSUES Related to This Standard

A.1. Student Services Staff:

Instructions:

1. ***In the table below indicate the student services personnel involved with the school.***
2. ***Evaluate the adequacy of each using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.***

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	x	School Staff	x		
		Outsourced			
Child Study Team Services	x	School Staff	x		
		Outsourced			
Special Education Services	x	School Staff	x		
		Outsourced			
Instructional Aides	x	School Staff	x		
		Outsourced			
Food Services		School Staff	x		
	x	Outsourced			
Transportation Services	x	School Staff	x		
		Outsourced			
Admissions	x	School Staff	x		
		Outsourced			
Other (*Describe)*:		School Staff			
		Outsourced			
Other (*Describe)*:		School Staff			
		Outsourced			
Other (*Describe)*:		School Staff			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NA

A.2. Student Services

Describe the guidance and counseling services for students provided by the school (include guidance counseling, including personal, academic, college, and career, substance abuse counseling, social workers, etc).

Guidance counseling services are offered through the Deans of Students and Assistant Heads across campus. In addition, each homeroom teacher is responsible for pastoral care for each student in their care. College and career counseling begins at the Key Stage 3 and Middle School levels through Grade/DP/Year offered by the Plan For Grad and Individual Graduation Plans. There is a designated college counselor [Dean and Assistant Head] for Grade/DP/Year 11-12. A school psychologist is available on campus through referral to our School Director, formally Whole School Principal, three days per week. Other psychological services are outsourced by vetted psychologists in the area for needs greater than what that school is able to support.

Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).

Students in our care have mild exceptionalities based upon the support we are able to provide. In class support is offered in both Primary and Secondary with additional opportunities during break times and after school activities such as the Homework and Catch Up Clubs.
The Learning Development Department in Secondary offer in-class support starting G/Y7 to 10 in English, Math, & Science for students with IEPs. 1:1 support is also offered during breaks for students who need extra help and reassurance for a specific topic or to work on their organizational skills or for exam preparation. in G/Y11 & 12 students who were on the LDD register are offered break support when needed and are closely monitored to ensure a smooth transitional period to college.

Our school does not offer any of the following: self-contained, resource, physical or occupational therapy. Our goal for all students is to provide the least restrictive learning environment. The students in our care have mild exceptionalities.

Describe the special education services provided.

The Learning Development Department (LDD) recognizes that students learn at different rates and that there are many factors that affect their academic achievements including their exceptionality. The LDD believes in equal opportunities of learning for students who are able to benefit from the mainstream curricula offered at the Modern English School Cairo (MES). The main aim is to ensure all students are able to have equal access to the high-quality education offered. Staff members of the LDD are fully committed in supporting students who have been identified as having special educational needs to maximize their learning and behavioral potential. Members of the department work with students to build skills through differentiation, scaffolding and organization. Secondary LDD support starts in Grade/Year 7 all through Grade/Year 10. The students are identified through several areas, Year 6 LDD referrals, assessments from specialized centers, previous academic records, teachers concern and referrals, and standardized assessment tools such as MAP/CAT. Elementary School LDD support starts at Foundation stage through to Year 6.The students are identified by classroom teachers who then refer the student to LDD. The first step for the LDD is to ascertain what support the class teacher has already put in place and then if further support is required, the LDD will complete further assessments to identify the need and next steps.

Each identified student has an Individual Educational Plan (IEP) catered according to his/her exceptionality to best serve their needs. The IEPs are written and reviewed three times per academic year, where meetings are held with parents and students to jointly set goals/targets and discuss current progress. A student, in the American Section, who is ineligible for an IEP, but has a temporal or permanent medical or physical impairment that may affect their education has a 504. Individual Educational Plans are also used in the Elementary School in the same way.

The Learning Development Department provides in-class support in English, Math and Science for students with IEPs. The main role of the support teachers is to work in close partnership and in a collaborative manner with the subject teachers and also to co-teach (in G7) to address the students' individual needs. 1:1 support is also offered during breaks for students who need extra help and reassurance for a specific topic or to work on their organizational skills or for exam preparation. In G/Y11 & 12 students who were on the LDD register are offered break support when needed and are closely monitored to ensure a smooth transitional period to college. Similar support is provided in the Elementary School with support also for social and developmental needs being addressed through the programmes delivered.

LDD puts in place special provisions for internal examinations in the four core subjects (English, Math, Science, Social/Global Studies). Some LDD students are withdrawn from the examination hall/classroom to receive the accommodations they are entitled to and that are listed on their IEPs, this can be in the form of extra time, a reader or scribe, different venue, enlargement of material or the use of a laptop.

The LDD Coordinators liaise with the American Principal, British Principal and IBDP Coordinator in order to determine who is in need of special provision for exam access arrangements in Secondary School. The formal application for Special Provision is sent to the relevant organization: the US College Board for the American Section , British Council for the British Section, and IBO for the IBDP Section. It is the task of the LDD Coordinator to provide a summary of the team recommendations and to collect evidence that can support the formal application.

In Secondary LDD also supports a Gifted & Talented Program (G&T) to identify students who are entitled to have their talent and exceptionality recognized and accelerated. LDD maintain a register for in-class differentiation and the G&T students have an opportunity to attend, by invitation only, A Challenge Club as part of the After School Activities program (ASA's). In Elementary School Gifted & Talented students are catered for within the classroom programme and through the provision in the extra-curricular programme. The policy outlines how to identify these students. CAT data is also used to identify exceptionalities.

Describe the use of instructional aides in the school.

The Elementary School is well resourced with equipment needed for all lessons and this is utilized well be all staff. Teachers have an input into resourcing and each year, after an audit, complete a budget with a list with the resources required to meet the needs of the curriculum. We have two librarian with are accessed every class each week. There are also two computer suits which allow for an hour of computing each week. There are also i-pads to ensure technology is integrated throughout the curriculum and the BYOD policy in Year 5 and 6

ensures daily access to technology to enhance learning. There is a fully equipped Science Lab,Dance Studio and Art room. A fully equipped Sport Department ensures delivery of a high quality PE programme. We have 36 full time Teaching Assistants who provide teaching and learning support to class teachers and students. There are 4 levels of experience with the Level 4 Teaching Assistants taking a role of responsibility, such as special needs support. The Level 3 TLAs coordinate and support Level 1 and 2 Teaching Assistants. All TLAs are line managed by the Key Stage Deputy Heads. They work within the classroom and also withdraw students individually or in groups for support with their learning. They are fully involved in the planning sessions with teacher and take a role in the assessment of student progress by liaising closely with the class teacher and LDD. A comprehensive training is provided and delivered by teachers, senior leaders, and senior Teaching Assistants.

Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.

Food services in our school are outsourced to a company, however the quality of food provided and the healthy food options are overseen directly by our Managing Director. Students are given both a morning and afternoon break for the purpose of sustenance and exercise.

Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.

Families have the option to sign up for school transportation services. Students travel to and from school school based upon a numbered bus that is documented in their family information sheet on the school database. Changes to transportation have to be approved by noon of the requested day. Students are not permitted to travel by alternative busses for events hosted by families beyond the school day.

Describe any career awareness activities provided by the school.

Career awareness activities are handled through the Individual Graduation Plan and Plan for Grad Sessions students enroll in UniFrog and complete a questionnaire along with student performance data. It will then match them up with qualifying universities across the world. Students are then to universities based upon their aptitude assessment. From Middle School through Grade 11, these exploratory counseling sessions are held with students and parents until plans are finalized and solidified ready for college applications in Grade/Year/DP12. Other exploratory resources are also used for students for future careers like My College Majors, Thrively, and Career Village.

Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.

Individual meetings are setup with each new student and their parent to come into the school to complete grade/year/DP appropriate activities. In Secondary, that would entail meeting their Dean or Assistant Head, discussion course options, future plans beyond the Secondary school, and their goals. In Primary, each child comes in for an assessment and feedback is given by respective Assistant Heads the program offering is discussed. New students are set

up with a classroom buddy who will give them a tour of the school and help them acclimate to our school. Routine tracking by Year Team Leaders and Deans and Assistant Heads continues throughout the academic year.

Describe the school's admission practices.

First consideration is given to those students who already have siblings registered in the school. Second consideration is given to students who apply from schools which offer similar academic programmes or follow a similar academic syllabus. Third consideration is given to students with the most academic ability keeping in mind space availability and the date when the application was first processed. All other considerations may or may not play a major role in the admission process depending on the individual case.

- **Step 1:** Complete MES Cairo Application Form online.
- **Step 2:** Visit MES Cairo to
    - sign the application
    - submit the required documents (listed below).
    - set an appointment for the assessment
    - **Your application is not submitted into our system until step 1 and 2 are both completed.**
    - Assessment results are announced within 2 weeks from the assessment date. If accepted, a deposit will be required within seven days of receiving the acceptance call to secure the students place

Students must submit all required documents to the school. The Head or Principal of the respective section reviews the completed packet and makes a recommendation for enrollment and/or requests a student interview.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT SERVICES STANDARD FOR ACCREDITATION

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, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure the school provides student services that:						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.	1	6	60	26 100	7
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.	2	13	46	36 100	3
10.3	Address students' emotional and social needs as well as academic needs.	1	9	60	20 100	10
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.	3	8	56	9 100	24
10.5	Extend into and support services provided by community agencies.	1	6 10 0	60	21	11
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.	3	4	58	14 100	22
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.	1	0	56	25 100	18
10.8	Include an orientation program for new students and their families to share the school's Mission, educational programs, services, policies, and expectations.	2	6	40	42 100	10
10.9	Make available to students' families information about child development and learning.	0	2	48	45 100	5
Transportation Services—*The governing body and leadership ensure that the school:*						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.	0	3	51	29 100	18
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.	1	2	42	31 100	24
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.	0	1	46	45 100	8
10.13	Has and implements procedures for the safe arrival and departure of students from the school.	2	12	46	36 100	4
Food Services—*The governing body and leadership ensure that:*						
10.14	Student dining areas are functional and hygienic.	8	17	47	24 100	4
10.15	Meals provided by the school meet generally accepted nutritional standards.	1 1	19	37	23 100	10
10.16	Information about nutritional values of the foods is available to students and their families.	3	7	38 100	10	41

10.17	Appropriate training is provided to food services providers.	1	6	44	12 100	37
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.	2	6	42	10 100	40
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.	1	7	50	25 100	17
Services for Students with Special Needs—*The governing body and leadership ensure that the school:*						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.	2	6	57	18 100	16
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.	1	6	37	42 100	14
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.	6	2	73	10 100	10
Admissions and Placement—*The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing*:						
10.23	Admission to the school.	0	3	30	26 100	41
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.	0	2	56	22 100	20
***The governing body and leadership ensure that the school*:**						
10.25	Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.	0	1	60	22 100	16
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.	1	0	85	4 100	11

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators 10.27—10.30.

Indicators of Quality for faith-based schools

x	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:
Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Aministrators	Excellent special needs center which is transparent with legal guardians and constantly updated information is made available to ONLY the appropriate parties. To the extent I have knowledge of the admission practices, given I am in secondary only, I would state that our school does meet this standard. The transportation system is excellent. Pupils get on and off the bus in a closed off safe area. There are differing times for those requiring buses after After School Activities, as well as staff to get to and from home. Buses are a high standard. MEETS Some aspects may be beyond the schools control ie: Traffic and driving in Cairo
Support Staff	
Students	*MES provides a community where everyone is safe and provided with what they need to become a better version of themselves and develop both learning and social skills.* *I think there is a lot of guidance that is offered in MES starting from our principles, Deans until our teachers. Almost all teachers offer help and support in classes and even in life outside of school. In fact, I have a lot of teachers in school that I feel are my friends and I would go to them if I need any help.* *When in need of support, many staff members and councillors approach students and provide assistance. The transportation to and from school is safe and very cozy. The cafeteria is functional and clean but could be cleaner. The teachers urge students to clean after their own mess. The school's portions are very big. I don't usually eat from there but I've had a good experience. The school provides help if there are any students in special needs and make sure to offer all sorts of resources that helps the student in need.*
Parents & Community Stakeholders	The school has a learning development department in school. However, it will also benefit with employing a school counselor to ensure that the emotional needs of students are fully met.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Student Services Standard.

-A strong cycle of reflection leading into a clear long-term plan. This is achieved with a stable leadership team.
-Deeply committed LDD department to ensure equal access to the curriculum for all students
-Student success in post-secondary endeavors
-100% of the student body accepted into university
-Food services reviewed annually and alternative menu items put into place

List the school's significant areas in need of improvement in meeting the Student Services Standard.

Expansion of LDD services to support the growing needs of the student population.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.

Review of current LDD provision per section against the number of students with exceptionalities. The school has already provided a qualified staff member the can assess student developmental needs.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X
Examples of recruiting and marketing materials	X
Results of follow-up studies of graduates	X
Policies related to student services	X
Links to social media publications	X

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

(Indicators 11.1-11.19)

A. ISSUES Related to This Standard

A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Instructions:

1. ***In the table below, indicate the non-athletic activities offered by the school.***
2. ***Evaluate the adequacy of each activity using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.***
3. ***Add additional rows if needed.***

Primary - Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
ART Club (Year 2,3,4)	28	X		
Big Art (Year 4,5,6)	28	X		
Chess (Year 3,4)	23	X		
Fun Football (Year 3, 4)	29	X		
French Club (Year 2,3,4)	26	X		
Gardening Club (Year 2,3,4,5,6)	27	X		
Golf @ JW Marriott (Year 4,5,6)	8	X		
ICT Club (Year 3,4)	23	X		
KS2 Choir (Year 4,5,6)	30	X		
Mindfulness & Meditation (Year 2,3,4,5,6)	21	X		
Music Production (Year 4,5,6)	11	X		
Origami (Year 2,3,4)	27	X		
Community Outreach (Year 5,6)	5	X		
Painting & Drawing (Year 2,3)	26	X		
Photography Club (Year 3,4,5)	26	X		
Public Speaking & Advertising (Year 5,6)	13	X		

Seasonal Concert (Y2,3,4,5,6)	33	X		
Spanish Club (Year 3,4,5)	10	X		
Table Tennis (Y3,4,5,6)	24	X		
Team Games (Y2,3)	27	X		
Tennis @ JW Marriott (Y4,5,6)	12	X		
Ukulele Club (Y4,5,6)	8	X		
Yoga Club (Year 2,3)	13	X		

Secondary - Type of Student Activity	**Number of Students Participating**	**Adequacy and Quality of the Activity**		
		S	**NI**	**U**
Mathematical Challenge	17	X		
Global Perspectives	47	X		
International Cookery Club	20	X		
Ping Pong	19	X		
International Award - Silver and Bronze	30	X		
Forensics Science Club	10	X		
Challenge Club	22	X		
Compete	7	X		
Design Workshop	7	X		
Geography Rocks	6	X		
Outreach	40	X		
Youth Fitness	5	X		
Cascade Choir	27	X		
El Cafe Latino	8	X		
El Cafe Fancais	9	X		
Public Speaking	3	X		
Creative Creativity	3	X		
Mathletes World Math Competition Team	1	X		
Tai Chi and Chi Gong	5	X		
Mock Trial	3	X		
Pioneers	59	X		
Build Your Business	1	X		
Catch Up Club	6	X		
Senior Video Production	3	X		
Homework and Math Skills Club	12	X		
Junior MUN	20	X		
MUN	55	X		

National Honor Society/National Junior Honor Society	80	X		
Zumba Zin	4	X		
Food Glorious Food Sculptures	2	X		
Witty Writers	5	X		
MES Band	9	X		
Python Coding	15	X		
Art Club	4	X		
Primary Helpers	24	X		
Digital Drawing	2	X		

A.2. ATHLETIC STUDENT ACTIVITIES.

Instructions:

1. ***In the table below, indicate the athletic activities offered by the school.***
2. ***Evaluate the adequacy of each activity using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.***
3. ***Add additional rows if needed.***

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Varsity Football	X	X	34	X		
Junior Varsity Football	X	X	19	X		
Middle School Football	X	X	22	X		
Varsity Volleyball	X	X	23	X		
Junior Varsity Volleyball	X	X	22	X		
Middle School Volleyball	X	X	13	X		
Varsity Basketball	X	X	21	X		
Junior Varsity Basketball	X	X	23	X		
Middle School Basketball	X	X	20	X		
Track and Field	X	X	20	X		
Netball		X	27	X		
Rugby	X		13	X		
Swimming	X	X	9	X		

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

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 the 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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:						
11.1	All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.	0	3	60	31 100	6
11.2	The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.	0	2	64	29 100	5
11.3	Activities are varied, developmentally appropriate, and enhance the educational program.	0	10	59	21 100	10
11.4	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.	0	3	56 100	28	14
11.5	Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.	0	3	38	58 100	2
11.6	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	1	6	48	43 100	2
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.	2	5	48	43 100	2
11.8	Students and staff understand and abide by the school's Code of Conduct.	2	2	81	12 100	3
11.9	An understanding and acceptance of the high expectations the school holds for learning and citizenship.	2	5	38	19 100	36
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.	1	8	53	32 100	6
11.11	Staff and students have pride in their school.	1	8	56	23 100	11
11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.	1	1	88	4 100	7

Indicators of Quality for schools with a residential program

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators 11.13—11.16.

Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	**This Indicator does not apply to our school.**

Indicator of Quality for faith-based school

x	**This Indicator does not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*The school offers an extraordinarily wide range of activities for students outside of the classroom, though many students fail to take advantage of them. Paperwork requirements hinder teachers' ability to plan and implement activities, though.* *A wide range of age appropriate and developmental activities are provided in the school.* *There is a wide range of curricula and after school activities available to all pupils. The code of conduct is well respected by staff and pupils alike, and promoted in a number of different ways to pupils.* *MEETS*
Support Staff	
Students	*The school gives various after-school activities, ranging all the way from musicals, choirs, and instrumental practice, sports, creative writing, extra homework help, community service and mentoring opportunities. And I believe that this is one the main aspects that make the school successful and stand out to the students and parents who want to apply.* *The teachers and all staff members are really supportive, and have the option to organize activities and clubs where they can pursue their passions/ hobbies with the students.* *The Sport staff know what they are doing and are very well qualified; The School always recognizes any accomplishment done by a student either through a ceremony or a student of the month award.* *The teachers are respectful and they reward students for certain accomplishments.*

	MES provides a community which is by all means fair. Students are mentored and taught by professionals who are fair to each and every student.
Parents & Community Stakeholders	Regular workshops and parent meetings occur throughout the year. Parents are invited to student conferences, parent meetings, student sports days and special events like the 24 hour run and graduation. The school has outstanding After School Activities for children in primary and secondary. Unfortunately, students in FS1, FS2 (and maybe Year 1) are not given access to these. Also it may be an idea to organise activities for FS1 students who do not go home at 1pm.

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

x	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Student Life and Student Activities Standard.

Students have a variety of ASA's to choose some that would appeal to nearly every member of our student body; Participation rates for our student population has increased due to the improved number and variety of opportunities;

Additional service after school activities were added due to high student interest; All Secondary and Primary teachers sponsor some type of after school activity; Improves student/teacher relationships and interactions; Involvement in the school community deepens a student's connection to the institution; Students develop and sharpen a wide variety of soft skills; The school connects students with charitable organizations in the community; Affords the opportunity for students to be risk-takers and try something new; Significant increase, since the last accreditation, of ASA's that involve charitable organizations and serving others; Survey students for interest; Dedication of the Primary and Secondary ASA Coordinators to provide opportunities for students that they have shown interest in; Improvement in the publications for the ASA's and using social media to allow students and families to be aware of the opportunities for students.

List the school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

While we do not think this is an area we need to improve upon, we would like to continue to increase our outreach and service-based ASA's. Continue to explore ways that parents and alumni can contribute in meaningful ways to the school, with a view to implementation.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student life and student activities that should be included in the action plan in the Plan for Growth and Improvement.

Continue to review athletic and ASA participation and adjust offerings according to student need and interest.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School

Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
Policies for schools with residential programs	NA

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

(Indicators 12.1-12.15)

A. ISSUES Related to This Standard

A.1. INFORMATION RESOURCES:

Instruction: In the table below, indicate the school's information resources. Rate the quality and adequacy of these resources using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Resource (list specific resources and add/delete rows as needed)	**Quality and Adequacy of Resource**		
	S	**NI**	**U**
Print Resources:	X		
Reference Printed Books/Materials - 946	X		
Fiction - 22,691	X		
Non-Fiction - 15,157	X		
Professional Development Resources - 864	X		
Foreign Language Materials - 4,342	X		
Periodicals and Newspapers - 7	X		
Online Subscriptions & Software:	X		
TI Interactive Calculator	X		
NoRedInk	X		
Turn It In	X		
Read Theory	X		
ALEKS	X		
Destiny [LMC's] Resource Management - DRM from Follett	X		
My Fitness Pal	X		
Puppet Pals 1 and 2	X		
Haiku Deck	X		
Classcraft	X		
Office 365 - Administrative Staff	X		
First News Digital Subscription	X		
MyMaths	X		
Adobe Software for Education	X		
Survey Maker	X		
Survey Monkey	X		
Adobe Spark for Education	X		
Nearpod	X		
Purple Mash	X		
Audacity	X		
Share Point 2007	X		
Sibelius	X		
Web Expression	X		

Educare	X		
Recruitment Subscriptions - UNI, ISS, TIE	X		
MAP	X		
CAT	X		
Classroom Monitor	X		
AsC Timetable	X		
Life Science Interactive Science	X		
Busy Things	X		
Maths and Spelling Shed	X		
Times Tables Rock Stars	X		
Interactive Resources	X		
Linguascope	X		
Sunshine Books	X		
5 D Planner	X		
Digital Theater Plus	X		
Breakout EDU Digital Subscription	X		
Other eBooks - 138	X		
Computer Resources (desktops, laptops, computer labs, tablets, etc):	X		
Networked Desktops for Students - 89	X		
Networked Desktops for Teachers - 63	X		
Networked Laptops for Teachers - 126	X		
iPads - 101	X		
Number of Computer Labs - 6	X		
Number of Students in BYOD - 1269	X		
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):	X		
Projectors - 78	X		
Promethean Boards - 66	X		
ActivPanels - 67	X		
Wireless Classrooms - 67	X		
Video Cameras - 4	X		
DSLR Cameras - 56	X		
Technology Carts with MAC Driver - 4	X		
Classrooms with Wireless Technology - 143	X		
Classrooms with Hard-Wired Technology Only - 3	X		
Green Screens - 4	X		
Other Audio Visual Materials - 343	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NA

A.2. FACILITIES FOR INFORMATION RESOURCES:

Instruction: In the chart below, indicate the school's facilities for information and technology resources. Rate the quality and adequacy of these facilities using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	I
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production	X		
Office for Information Resources Staff	X		
Office for Technology Staff	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NA

A.3. INFORMATION RESOURCES STAFF:

Instruction: In the chart below, indicate staffing for information resources and technology. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Personnel (library, media center)	2	X		
Information Resources Support Personnel (library, media center)	6	X		
Technology Support	15	X		
Reprographics Support	2	X		
Social Media/Publication Support	1	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

NA

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

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.

Indicators of Quality for all schools

Stakeholder [students, parents, staff, administrators] numbers are listed first and represents a **percentage**;
School Advisories, and their representation, listed in the color coded chart in the section entitled *Profile of Organizational Capacity*, represents the second number in the chart as a **percentage.**

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that:						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.	2	4	62 100	24	9
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.	1	4	62	22 100	10
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.	0	2	62 100	28	8
The governing body and leadership ensure that information resources are:						
12.4	Age- and developmentally-appropriate.	0	7	64	22 100	6
12.5	Properly organized and maintained for ready access and use by students and the staff.	0	7	46	41 100	6
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.	0	13	50	21 100	16
12.7	Appropriately supported with funding from the school's budget.	0	4	46	44 100	6
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.	0	4	43	46 100	7
12.9	Supportive of the school's plan for growth and improvement of student performance.	1	1	74	7 100	17

Indicators of Quality for schools with early childhood programs

	These Indicators do not apply to our school.

Instruction: If these Indicators do not apply to your school, you may delete Indicators 12.10—12.12.

Indicator of Quality		1	2	3	4	N/A
Learning Resources—*The governing body and leadership ensure that learning resources:*						
12.10	Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.	0	2	24	19	55
12.11	Include intentional, appropriate supports for language, literacy, and numeracy development.	0	2	34	42	22
12.12	Promotes early development of a love of reading for enjoyment and as a foundation for future learning.	2	0	90	0	8

Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to this Standard and its Indicators of Quality. The school may list all comments made by stakeholders, or it may organize the comments by type and report only those comments that are made by a number of stakeholders.***
2. ***If the self-assessment was conducted using surveymonkey.com, the school may copy into the space above the results obtained for this Standard as they are reported on surveymonkey.com.***

Source of Comments	Comments
Governing Body	
Teachers & Administrators	*Great technological resources.* *Library resources are under pressure from the number of children who need to access information of a particular type at the same time.* *The school's information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's mission and delivery of its educational programs. 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. See acceptable use policy and parental involvement.* *Material support is excellent, though teachers are largely expected to master use of such resources in their own time after brief introductory training.* *Resources are reviewed annually and updated if they need to be.* *There is a wide range of qualifications available and appropriate equipment and software. This is also supported by Google classrooms, which supports the communication of resources, tasks and assessment, as well as a clear method for parents and pupils to see their own work, marking and for staff to give pupils direction in how to improve.* *MEETS*
Support Staff	
Students	*Students are always provided with appropriate instruction and are given information resources when needed.* *The school provides access to google classroom which gives us all sorts of information to all our classes and resources. Computers are all up to date in our school. The school has an IT department that are specialized in what they do and provide all sorts of help when it comes to technological issues.* *My school has an IT team that are always there to help us if there are any problems with our laptops, ipads, computers, or the internet in general. They are all very qualified and can always fix the problem in the fastest possible time.* *The resources provided by the school allow for students to be able to learn and exceed in their learning.*
Parents & Community Stakeholders	MES holds high standards for the performance of it's students and team members. We -as parents find the service provided impressively personalized to our children on both care and challenge levels. School really gives amazing support for students that are really excelling academically or in sports ,that is what I experienced in real life through out oil journey with my kids The value of getting to learn on their own. And be eager to learn. Etiquette is as important as discipline. Asking about a friend when they are sick. Standing up for the elderly. Greeting etc.... is very important at a young age

Explanation of Any Ratings of 1:

Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.

Indicator No.	Evidence
NA	NA

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.

List the school's significant strengths in meeting the Information Resources Standard.

Stakeholders expressed positive comments regarding our effort to keep current with both technologies and staff development offered. The school dedicates a significant amount of the budget to enhance all information resources. Expansion of the BYOD program into the Primary school. Support from the technology team is regarded as prompt.

List the school's significant areas in need of improvement in meeting the Information Resources Standard.

None noted

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.

As with all areas involving technology, the plan for growth will include the extension and improvement in the use of technological resources and also a plan of replacement and/or enhancement.

E. EVIDENCE to Support the Assessment of This Standard

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***The evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
3. ***Indicate by checking all appropriate boxes the types of evidence used by the school in its self-assessment of this standard.***
4. ***Add any types of evidence that can support the school's adherence to this Standard but not included on the list in the spaces provided.***

Evidence	School
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Information resources and technology orientation for the staff	X
Policies related to information resources and technology, including:	
Acceptable use of technology by students and the staff	X
Responding to challenges regarding the appropriateness of information resources	X
Maintaining currency of information resources and technology	X
Maintaining an inventory of information resources and technology	X
Security of information resources and technology	X
LMS Coordinators Action Plan - includes the technology plans	X
LMC School Policies - Primary and Secondary	X

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are deemed essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for curriculum, instruction, and assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school's curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

Instructions:

1. ***Include in this section of the Self-Study Document, as a minimum, the results of the self-assessments of the school's curricular components that relate to the student performance objectives identified by the Planning Team.***
2. ***Include a three-part report (curriculum, instruction, and assessment) for each component of the educational program for which a self-assessment was conducted.***

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

- Ensuring excellent teaching and learning practices in English [reading, language, and writing skills] through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;
    - A review of homework purpose, function and outcomes
    - Effective use of data to monitor student progress and monitoring
    - An improvement in the standard of teaching across the school from consistently good to consistently better than good
- Ensuring excellent teaching and learning practices in Mathematics through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;
    - A review of homework purpose, function and outcomes
    - Effective use of data to monitor student progress and monitoring
    - An improvement in the standard of teaching across the school from consistently good to consistently better than good

Instruction: Indicate with an X the method(s) used to complete this self-assessment:

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	**A subcommittee comprised of the following individuals:**

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
David McKoski	SDA 1 - teaching & learning	Secondary Vice Principal
Sarah Clingan	SDA 1 - teaching & learning	Secondary Deputy Head
Shelby Fowler	SDA 1 - teaching & learning	Secondary American Dean of Students, Teacher
David Barton	SDA 1 - teaching & learning	Primary Assistant Head, Teacher

Sarah McDonald	SDA 1 - teaching & learning	Primary Teacher, Parent
Teresa Nissan	SDA 1 - teaching & learning	Primary Deputy Head
Sally El Saadany	SDA 1 - teaching & learning	Secondary Assistant Head, Teacher
Euan MacAulay	SDA 1 - teaching & learning	Secondary Assistant Head, Teacher
Janie Cates	SDA 1 - teaching & learning	Secondary Head of Department, Teacher
Rania ElGoshy	SDA 1 - teaching & learning	Teacher, Parent
Catherine Readman	SDA 2 - school culture	Head of Primary
Linda Talbot	SDA 2 - school culture	Secondary Head Teacher
Barry McCormick	SDA 2 - school culture	Primary Assistant Head, Teacher
David Paget	SDA 2 - school culture	Primary Teacher
Richard Cranston	SDA 2 - school culture	Secondary Assistant Head, Teacher
Suzie Sheehan	SDA 2 - school culture	Secondary IB Assistant Head, Teacher, Parent
Christine Flake	SDA 2 - school culture	Secondary Dean of Students, Teacher
Josh Keast	SDA 2 - school culture	Secondary Teacher
Sally Naguib	SDA 2 - school culture	Secondary Administration, Parent
Cath Jama	SDA 3 - well-being*	Head of Primary
Christine Downey	SDA 3 - well-being*	Secondary Deputy Head
Matt Copp	SDA 3 - well-being*	Primary Teacher
Deena Abu Hassan	SDA 3 - well-being*	Primary Teacher, Parent
Salma Kinawy	SDA 3 - well-being*	Primary Librarian
Kate Lewis	SDA 3 - well-being*	Primary Teacher
Moataza Helmy	SDA 3 - well-being*	Secondary Administrative Officer, Parent
Vivian Monir	SDA 3 - well-being*	Administrative and Event Coordinator, Parent
Taher Naggar	SDA 4 - technology integration	Secondary LMS Coordinator, Teacher
Aishling Dean	SDA 4 - technology integration	Primary LMS Coordinator, Teacher
David Mesnard	SDA 4 - technology integration	LMC Media Specialist
Nesreen Salah	SDA 4 - technology integration	IT Coordinator
Jane Boukattaya	SDA 4 - technology integration	Primary Assistant Head
Rikki Edmond	SDA 4 - technology integration	Secondary Teacher
Taheer Kasamani	SDA 4 - technology integration	Secondary Teacher, Parent
Dodie Pfeil	SDA 4 - technology integration	Secondary American Section Principal
Shereen Taha	SDA 4 - technology integration	Secondary Head of Technology, Teacher, Parent

Alex Hinchclippe	SDA 4 - technology integration	Primary Head of Technology, Teacher

X	**Survey of the school's stakeholders using the Middle States survey:**

Total Number of Surveys Returned	330
The results represent surveys completed by:	
▪ **Students**	X
▪ **Parents**	X
▪ **Faculty and Staff**	X
▪ **Administrators - see below**	X
▪ **Board Members**	X
▪ **Business/Community Representatives**	
▪ **Other - School Development Advisories**	X

	Other (describe below):

A. ISSUES Related to The Indicators Of Quality

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

Grade Level*:* *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title*:* *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year

Early Age	N/A	
FS1	English	126/252
	Math	54/108
	Science	18/36
	Social Studies	18/36
	The Arts	54/108
	Health / P.E.	54/108
	Technology	36/72
	Arabic	27/54
FS2	English	171/342
	Math	72/144
	Science	36/72
	Social Studies	36/72
	The Arts	54/108
	Health / P.E.	54/108
	Technology	36/72
	Arabic	36/72
1	English	198/396
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Health / P.E.	45/90
	Technology	18/36
	Arabic/Religion	72/144
2	English	198/396
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Health / P.E.	45/90
	Technology	18/36
	Arabic/Religion	72/144
3	English	180/360
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion	90/180
4	English	171/342
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72

	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	99/198
5	English	171/342
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	99/198
6	English	162/324
	Math	90/180
	Science	18/36
	Social Studies	18/36
	The Arts	36/72
	Other Languages	14/28
	Health / P.E.	31/62
	Technology	18/36
	Arabic/Religion/Social Studies	108/216
Y7	English	71/142
	Maths	62/124
	Science	62/124
	History /Geography	62/124
	French/Spanish	36/71
	P.E	36/71
	Drama/Music/DT/Art	43/79
	Arabic/Religion/Social Studies	36/71
	HRCF	8/8
Yr 8	English	71/142
	Maths	62/124
	Science	62/124
	History /Geography	62/124
	French/Spanish	36/71
	P.E	36/71
	Drama/Music/DT/Art	43/79
	Arabic/Religion/Social Studies	36/71
	HRCF	8/8
Yr 9	English	51/102
	Maths	4/93
	Arabic/Religion	36/71
	PE	27/53
	Optional subjects . 6 to be taken	
	Biology (optional	43/85
	Chemistry	43/85

	Physics	43/85
	History	43/85
	Geography	43/85
	Spanish	43/85
	French	43/85
	Design and Technology	43/85
	ICT	43/85
	Computer Science	43/85
	Business Studies	43/85
	Economics	43/85
	Travel and Tourism	43/85
	English Literature	43/85
	Drama	43/85
	Art and Design	43/85
	HRCF	8/16
Y10	English	41/81
	Maths	41/81
	Arabic/Religion	
	PE	27/53
	Optional subjects . 6 to be taken	
	Biology (optional	34/68
	Chemistry	34/68
	Physics	34/68
	History	34/68
	Geography	34/68
	Spanish	34/68
	French	34/68
	Design and Technology	34/68
	ICT	34/68
	Computer Science	34/68
	Business Studies	34/68
	Economics	34/68
	Travel and Tourism	34/68
	English Literature	34/68
	Drama	34/68
	Art and Design	34/68
	HRCF	7/13
Yr 11	PE	27/5
	HRCF	7/13
	Arabic and Religion	34/68
	Optional Subjects at AS level	
	Literature in English	54/108
	Mathematics	54/108
	Biology	54/108
	Chemistry	54/108
	Physics	54/108
	Business Studies	54/108

	Economics	54/108
	Psychology	54/108
	Geography	54/108
	History	54/108
	Computer Science	54/108
	ICT	54/108
	Arabic	54/108
	HRCF	8/16
Y12	PE	27/5
	HRCF	7/13
	Arabic and Religion	34/68
	Optional Subjects at AS level	
	Literature in English	54/108
	Mathematics	54/108
	Biology	54/108
	Chemistry	54/108
	Physics	54/108
	Business Studies	54/108
	Economics	54/108
	Psychology	54/108
	History	54/108
	Computer Science	54/108
G7	English	71/142
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	36/71
	P.E./Health	36/71
	Drama/Music/DT/Art	36/71
	Arabic/Religion/Social Studies	36/71
G8	English	71/142
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	36/71
	P.E./Health	36/71
	Drama/Music/DT/Art	36/71
	Arabic/Religion/Social Studies	36/71
G9	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	27/53
	Adv P.E.	53/107

	Arabic/Religion/Social Studies	36/71
G10	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	27/53
	Adv P.E.	53/107
	Arabic/Religion/Social Studies	36/71
G11	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	36/12
	Adv P.E.	53/107
	Arabic/Religion/Social Studies	44/89
G12	English	62/124
	Math	62/124
	Science	62/124
	Social Studies	62/124
	2nd Language	62/124
	Electives	62/124
	P.E./Health	36/71
	Arabic/Religion/Social Studies	44/89
G10-G12	AP	71/142
DP 11 and 12	English SL	53/106, 77
DP 11 and 12	English HL	70/140,102
DP 11 and 12	Maths Studies	53/106, 77
DP 11 and 12	Maths SL	53/106, 77
DP 11 and 12	Maths HL	70/140,102
DP 11 and 12	Biology SL	53/106, 77
DP 11 and 12	Biology HL	70/140,102
DP 11 and 12	Chemistry SL	53/106, 77
DP 11 and 12	Chemistry HL	70/140,102
DP 11 and 12	Physics SL	53/106, 77
DP 11 and 12	Physics HL	70/140,102
DP 11 and 12	History SL	53/106, 77
DP 11 and 12	History HL	70/140,102
DP 11 and 12	Psychology SL	53/106, 77
DP 11 and 12	Psychology HL	70/140,102
DP 11 and 12	Spanish Ab Initio	53/106, 77
DP 11 and 12	Spanish SL	53/106, 77
DP 11 and 12	Spanish HL	70/140,102

DP 11 and 12	French Ab Initio	53/106, 77
DP 11 and 12	French SL	53/106, 77
DP 11 and 12	French HL	70/140,102
DP 11 and 12	Arabic SL	53/106, 77
DP 11 and 12	Arabic HL	70/140,102
DP 11 and 12	Business Management SL	53/106, 77
DP 11 and 12	Business Management HL	70/140,102
DP 11 and 12	Economics SL	53/106, 77
DP 11 and 12	Economics HL	70/140,102
DP 11 and 12	Theatre SL	53/106, 77
DP 11 and 12	Theatre HL	70/140,102
DP 11 and 12	Visual Art SL	53/106, 77
DP 11 and 12	Visual Art HL	70/140,102
DP 11 and 12	Theory of Knowledge	DP 11 = 26/52 DP 12 = 26/35

X	The instructional hours are reported for one academic year
X	The instructional hours are reported for one academic semester

2. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

none noted

3. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

none noted

4. **ASSESSMENT RESULTS:**

Instructions:

1. ***In the chart below, record the most recent assessment results related to this component of the education program. Include major assessment activities such as standardized assessments, state examinations, school-based common assessments, portfolio assessments, projects, etc. Do not include quizzes, daily homework assignments, etc.***
2. ***Evaluate the levels of student performance on each assessment using S = Satisfactory, NI – Needs Improvement, and U = Unsatisfactory.***

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance

		S	NI	U
MAP G7 - Fall 2019	Math		X	
	Reading	X		
	Language Usage	X		
MAP G8 - Fall 2019	Math	X		
	Reading	X		
	Language Usage	X		
MAP G9 - Fall 2019	Math	X		
	Reading	X		
	Language Usage	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The Head of Department for Math and the 7th grade math teacher will begin to use the ALEKS adaptive curriculum resource that will target student areas that need improvement. Teachers also receive an update of the cohorts and scores as per below.

5. Rate the degree to which the school meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system **does not meet** the expectations of this Indicator.
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system **partially meets** the expectations of this Indicator and **is in need of improvement**.
3. Meets	The evidence indicates the school system **meets** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school system **exceeds** the expectations of this Indicator.

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

All indcators are reported as a percentage

	Indicator of Quality	1	2	3	4	N / A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.	0	0	20	80	
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.	0	0	40	60	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.	0	0	20	80	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.	0	0	100	0	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.	0	0	40	60	
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.	0	0	20	80	
CI.7	Course objectives in the curriculum are simply stated and understandable to students.	0	0	40	60	
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.	0	0	40	60	
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.	0	0	40	60	
CI.10	The curriculum is designed to foster active involvement of students in the learning process.	0	0	20	80	

CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.	0	0	40	60	
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.	0	0	40	60	
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	0	0	100	0	
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.	0	0	0	100	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.	0	0	20	80	
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.	0	0	100	0	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.	0	0	0	100	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.	0	0	0	100	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.	0	0	0	100	
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.	0	0	0	100	

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	**These Indicators do not apply to our school.**

Instruction: If these Indicators do not apply to your school, you may delete Indicators CI.21—CI.23.

Stakeholders' comments to support the ratings:

In the space below, list the stakeholders' comments regarding the school's adherence to the Indicators of Quality for Curriculum. The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.

-Curriculum is reviewed in response to a number of data collection points, responses from teacher, and observations made by those in a position of responsibility.
-Curriculum also reviewed and revised based upon developments with regulatory agencies [exam boards, DFE, the College Board, Common Core, National Science Standards]
-Curriculum is overseen and monitored by Senior Leaders, Heads of Department/Deputy Heads, and teachers
-Curriculum is made available for parents to review via Google Classroom; opportunities are given for parents to meet senior leaders to discuss the curriculum; assemblies are also held in the form of parent information sessions/workshops

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
NA	NA

INDICATORS OF QUALITY FOR INSTRUCTION
Indicators for All Schools

Indicator of Quality		1	2	3	4	N / A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.					
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.	0	0	60	40	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.	0	0	100	0	
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.	0	0	80	20	
II.5	Students and teachers demonstrate mutual respect toward each other in classes.	0	0	60	40	

II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.	0	0	60	40	
II.7	Class sizes promote and allow for varied instructional strategies to be used.	0	0	100	0	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.	0	0	40	60	
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.	0	0	0	100	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.	0	0	40	60	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.	0	0	0	100	

Indicators for schools that deliver all or part of their educational program by a distance modality

X	**These Indicators do not apply to our school.**

Stakeholders' comments to support the ratings:

In the space below, list the stakeholders' comments regarding the school's adherence to the Indicators of Quality for Instruction. The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.

-MES Cairo is a learning community and believes that effective teachers should take ownership and give a high priority to professional development. The school is committed to fostering a positive climate for continuous learning. CPD is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school with an emphasis on collaborative learning. The CPD will be coordinated by a CPD leader who is a member of SSLT.
The school's CPD needs and those of the school community are identified largely through existing mechanisms such as the appraisal system, teachers' self-evaluation, the school's self-evaluation system and through formal and informal discussions with individuals and teams.

The school supports a wide portfolio of CPD approaches identified according to 'Best Value' principles and which reflect the individual learning needs of the participants. These include:

- In-school training using the expertise available within school and collaborative activity (eg. collaborative teaching, collaborative planning and assessment, classroom observation, peer evaluation, collaborative enquiry)
- Coaching and mentoring and engaging in professional dialogue
- Job enlargement e.g. a departmental initiative
- Accessing external consultants
- Model and demonstration lessons
- Simulations
- Attendance at a course or conference
- Research opportunities
- Distance learning

In order to evaluate the potentially wider impact of professional or other development, the participant discusses with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow-up, the CPD Leader is responsible for organising that, eg circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.

The CPD leader in consultation with SLT shall assess the 'value for money' aspect of CPD through seeking to monitor and evaluate impact on:

- pupil and school attainment
- curriculum development
- more effective and embedded teaching and learning such as promoting creativity, autonomy, a greater variety of teaching and learning approaches
- a climate of supporting success and effort
- staff confidence, enrichment, motivation, self-esteem, willingness to take risks, collaboration, reflectiveness
- pupil enthusiasm, engagement and commitment
- recruitment and retention
- career progression/promotable staff

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
NA	NA

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

Indicator of Quality		1	2	3	4	N / A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.	0	0	0	100	
AI.2	A variety of methods for assessing student learning is used in the curriculum.	0	0	0	100	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	a. Individual students as they move through courses in the curriculum.	0	0	0	100	
	b. Cohorts of students as they move through courses in the curriculum.	0	0	0	100	
	c. Comparable (local, state, and national) groups outside of the school.	0	0	40	60	
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.	0	0	20	80	
AI.5	Records of students' learning and performance are maintained in the curriculum.	0	0	20	80	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).	0	0	40	60	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.	0	0	20	80	

Stakeholders' comments to support the ratings:

Instructions:

1. ***In the space below, list the stakeholders' comments regarding the school's adherence to the Indicators of Quality for Assessment.***
2. ***The school may list all comments made by stakeholders, or it may list only those comments that are made by a number of stakeholders.***

-Thorough and regular assessment schedule and time for a period of reflection on the data.
-Significant progress has been made in our management of student progress data since the last accreditation. We recognize that achieving a truly efficient approach requires refinement and school-wide strategy: SLT are committed to this as priority area of development

Explanation for Any Ratings of 1:

In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality.

Indicator No.	Evidence
NA	NA

C. ROOT CAUSE ANALYSIS

Instructions:

1. ***If the determination is that the school does not meet or is in need of improvement for one or more of the Indicators of Quality, conduct an analysis to develop hypotheses regarding the root cause(s) for the gap between the expected level of quality as defined by these Indicators of Quality and the actual level of quality as determined in the self-assessment of this component of the school's educational program.***
2. ***Hypotheses are formed by examining and analyzing the information and data provided by the self-assessment and answering the questions in the following table.***

Curriculum Design Issues				
Content				
Are the skills required for improvement in student performance included in the current curriculum?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Sequence				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Pacing				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?		YES		NO
Data to support your conclusion:				
Format				
Are the skills required for improvement in student performance taught in a format		YES		NO

consistent with the format in which they will be tested?				
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Instructional Delivery Issues				
Teacher Awareness of Content				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Teacher Awareness of Sequencing				
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Teacher Awareness of Pacing				
Are teachers spending the specified time on the skills required for improvement in student performance?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Professional Development Issues				
Teacher Awareness of Format				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Teacher Resources				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for		YES		NO

improvement in student performance?				
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
Teacher Skills				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?		YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

List the significant areas for improvement of the school in this component of the educational program.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

D. Implications for PLANNING

Instruction: Based on the total self-assessment of the degree to which this curriculum area meets the Indicators of Quality for curriculum, instruction, and assessment, respond to the following requirements that inform the school's planning for growth and improvement.

List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

-Development of curriculum, thorough review and planning, and data reflection -Our professional development program to ensure the quality of instruction is robust and responsive to staff and student needs -Our after school activities, athletic programs, student outreach, and leadership opportunities afford students the opportunity to be reflective, problem-solving members of our community -Since the appointment of the Whole School Principal in 2016, there has been a commitment to one school ethos. This has extended to a number of workshops, discussions, meetings which has resulted in the alignment of curriculum, shared goals,and vision

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

-Consistently positive classroom environment -Embedding MES standard and expectations across our school in light of high teacher turnover -Use of interactive and collaborative technologies across the school to consistently enhance learning outcomes

Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.

-Refer to the Whole School Development Plan [in appendix area and in evidence file Standard 1]

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

1. ***The evidence listed in the table below, where applicable, should be referred to in the self-assessment process. Please note that some listed materials may overlap with those identified in another chapter.***
2. ***In addition, the evidence listed in the table below, where applicable, is to be provided to the Visiting Team in its workroom during the Team's visit.***
2. ***Indicate, by checking all appropriate boxes, the types of evidence used by the school and/or system in its self-assessment of these Indicators of Quality.***
3. ***Add any types of evidence that can support the school and/or system's adherence to these Indicators but not included on the list in the spaces provided.***

Evidence	School
Scope and sequence for this curriculum area	X
Examples of syllabi for this curriculum area	X

Written curriculum guides for this curriculum area	X
Record of development/review/revision of this curriculum area	X
Examples of assessments used in this curriculum area to determine levels of student achievement/performance	X
Exemplars of student work within this curriculum area	X
Record of professional development activities related to this curriculum area	X

THE PLAN FOR GROWTH AND IMPROVEMENT

Instructions:

1. ***The Protocol requires that the school submits its performance/capacity objectives to the Commissions' staff for technical review and approval prior to the Team Visit.***
2. ***In the spaces provided below, place the objectives together with their baseline data exactly as they were approved by the Commissions' staff.***
3. ***MSA requires between 3 and 5 objectives with at least two of them focusing on growing and improving areas of student performance. The other objectives will be focused on improving organizational capacity.***

Student Performance Objectives	Organizational Capacity Objectives
Student Performance Objective #1: As submitted by the school ● Ensuring excellent teaching and learning practices in English [reading, language, and writing skills] through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students; ○ A review of homework purpose, function and outcomes ○ Effective use of data to monitor student progress and monitoring ○ An improvement in the standard of teaching across the school from consistently good to consistently better than good *By 2026, all students from Foundation Stage 2 through DP/Grade/Year 12 will improve reading, language and writing skills, which will be measured accordingly in each section of the school:*	**Organizational Capacity Objective #1: As submitted by the school** ● By 2026, MESC will enhance student engagement and learning outcomes with appropriate instructional technologies ○ used to build a collaborative teaching and learning experience for students ○ Google Classroom is integrated school-wide ○ make good use of the existing bring your own device policy **1 - Primary** **2019-2020* - 100% of all teachers will be confident in the use of Google Classroom *Student survey will be administered to determine levels of student engagement [*PASS*] *2019-2020 - increase the CPD offerings across both Primary and Secondary on how to use each tool collaboratively from survey results **2- Secondary -** ****Baseline data 2018-2019*** - 0% of the Google Classrooms in Secondary were congruent

1 – Primary

Foundation Stage 2 Targets

Reading	Baseline data 2018-2019	Target for the year ahead	% change
FS2 students achieving the ELG in reading	85%	86%	An increase of 1% on last year
Students achieving Exceeding against the ELG in reading	13%	18%	An increase of 5% on last year

Writing	Baseline data 2018-2019	Target for the year ahead	% change
FS2 students achieving the ELG in writing	77%	80%	An increase of 3% on last year
Students achieving Exceeding against the ELG in writing	9%	15%	An increase of 6% on last year

End of Key Stage 1 Targets

Reading	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in reading	76%	80%	An increase of 4% on last year
Students achieving Greater Depth in reading	21%	26%	An increase of 5% on last year

Writing	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in writing	64%	70%	An increase of 6% on last year
Students achieving	9%	20%	An increase of 11%

2- Secondary British Section

CAT Baseline for English **-** 2017 for IGCSE Cohort
65 % of year 10 students attained A* to C grades (CAT 4 indication: 98%)
16.8% of year 10 students attained A* or A grades (CAT 4 indication: 26%)

Baseline for Literature in English **-** 2017 for A-Level Cohort
Students underachieving by 1.42 of their Year 10 CAT 4 indicated grade

3- **IBDP Section**

Baseline Data - 2013-2020

in organization or content. This was handled within the department and was up to the department how to organize the information.
**2019-2020* - 100% of the Google Classrooms in Secondary follow the outlined requirements in both organization and content.

3 - Whole School

***Baseline data 2018-2019* -** Staff surveys on Google and other interactive technologies used in class resulted in the following:
-Staff who used the following tools in their classroom in an interactive manner:
1) Google Slides - 96.88%; frequency of use is often - 52.09%
2) Quizlet Live - 70%; frequency of use is often - 25.78%
3) Blendspace - 54.17%; frequency of use is often - 17.71%
4) Kahoot - 81.05%; frequency of use is often - 37.81%
5) EdPuzzle - 61.7%; frequency of use is often - 13.83%
6) NearPod - 39.58%; frequency of use is often - 13.54%
*Student survey will be administered to determine levels of student engagement [*PASS*]
*2019-2020 - increase the CPD offerings across both Primary and Secondary on how to use each tool collaboratively

Modern English School Cairo	2021	2020	2019	2018	2017	2016	2015	2014	2013
Students sitting for the Diploma	24	33	31	15	18	12	12	14	11
Students from American High School Grade 10	13	8	16	4	13	5	4	5	4
Students from British Section Year 10	8	23	10	6	4	7	7	7	6
New Enrollments NERs	3	2	6	5	2	2	1	2	1
Number who obtained the Diploma **(Predicted)**	24	33	31	15	18	11	11	14	11
Highest diploma points awarded	42	44	38	38	40	41	41	44	39
Average grade achieved	5.8	6	5	5.08	4.9	5.36	5.36*	5.36	5.06
MES Cairo Pass rate	100%	100%	100%	100%	100%	92%	92%	100%	100%
Pass rate IB worldwide	75	75	75	75	tbc	Tbc	TBC	79.3%	79%
Average Diploma Point Score MES Cairo	34	35	31	32	31	34	34	34	32
Average Diploma Point Score IB worldwide*	29	29	29	29	29	30.07	29.88	30.5	28.6
Deviation MES/World	+5	+6	+2	+3	+2	+4	+5	+4	+4

4 - American Section

MAP *Baseline data for Grade 8 - 2017-2018*

Reading: Above: 28% At Grade Level: 30%

Language: Above: 38% At Grade Level: 33%

MAP Baseline data for Grade 9 - 2017-2018

Reading: Above: 31% At Grade Level: 33%

Language: Above: 50% At Grade Level: 19%

Baseline data for Grade 9 - 2017-2018

Average Lexile Range - 861-1011L

PSAT 2018-19 Baseline for Evidence Based Reading and Writing:

All MES	10 47 students	**Evidence Bas and Writing:** Meets or Exce Approaching B 11% Needs to Stren 30%

Baseline Data for AP 2018-2019 - MES students who scored 3 or higher was 62%

Student Performance Objective #2: As submitted by the school

- Ensuring excellent teaching and learning practices in Mathematics through a. consistent commitment to highly effective

Organizational Capacity Objective #2: As submitted by the school

- By 2026, MESC will define and develop school culture
  - Reinforce our core beliefs and mission

teaching and b. learning practices that challenges all students;

- A review of homework purpose, function and outcomes
- Effective use of data to monitor student progress and monitoring
- An improvement in the standard of teaching across the school from consistently good to consistently better than good

*By **2026**, all students from Foundation Stage 2 through DP/Grade/Year 12 will improve mathematics skills, which will be measured accordingly in each section of the school:*

1 - Primary

Foundation Stage 2 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change
FS2 students achieving the ELG in Math	89%	90%	An increase of 1% on last year
Students achieving Exceeding against the ELG in Math	20%	25%	An increase of 5% on last year

End of Key Stage 1 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in Math	77%	80%	An increase of 3% on last year
Students achieving Greater Depth in Math	22%	25%	An increase of 3% on last year

End of Key Stage 2 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change
Year 6 students achieving the expected standard in Math	71%	76%	An increase of 5% on last year
Students achieving Greater Depth in Math	16%	21%	An increase of 5% on last year

2- British Section

Baseline Mathematics CAT data 2017 for IGCSE Cohort sitting in June 2019 Maths

84% of year 10 students attained A* to C grades (CAT 4 indication: 84%)

39% of year 10 students attained A* or A grades (CAT 4 indication: 13%)

Baseline for Math- 2017 for A-Level Cohort - *The average value added per student (year 10 CAT 4 indications to final A Level grade) was 1.0 grade;*

- Instill in all students and staff an understanding of our aspirations and expectations
- Define our well-being agenda

1 - Primary

The Restorative Approach

Following a successful trial in Key Stage 2, restorative practice has been rolled out across Primary this year. **Baseline data** from the 2018-19 trial showed that repeated low level behaviors and behavior book incidents were 44% lower in year groups where this approach had been implemented. By September 2019, 100% of Primary teachers will receive training on the restorative approach. 100% of all teachers will make use of the set of questions to initiate a discussion with students who have demonstrated negative behavior, ensuring this incident does not occur again. Detentions have been removed and been replaced with these discussions called 'reflections'. The ultimate goal is to see a decrease in student behavioral incidents across the Primary as a result of the restorative initiative.

2- Secondary -

The PASS diagnostic is a multi-factorial measure of students attitudes to school and self,
learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and supports effective planning, implementation and evaluation of interventions at individual, group and whole school levels. PASS provides us with evidence of students' perceptions of the school and their learning experience. PASS is taken by students at the end of their primary schooling and bi-annually thereafter. Changes in attitudes in individuals can be highlighted

(Y6 2018/9) students

Targets for 2020-21 Y8 students

To increase Year group PASS factor by 3% to increase Year group PASS factor by 3% in all 9 aspects

83% of students achieved a value added of one grade or more, based on their year 10 CAT 4 indicated grade

3- IBDP -

Baseline Data for 2013-2020

Modern English School Cairo	2021	2020	2019	2018	2017	2016	2015	2014	2013
Students sitting for the Diploma	24	33	31	15	18	12	12	14	11
Students from American High School Grade 10	13	8	16	4	13	5	4	5	4
Students from British Section Year 10	8	23	10	6	4	7	7	7	6
New Enrollments NERs	3	2	6	5	2	2	1	2	1
Number who obtained the Diploma **(Predicted)**	24	33	31	15	18	11	11	14	11
Highest diploma points awarded	42	44	38	38	40	41	41	44	39
Average grade achieved	5.8	6	5	5.08	4.9	5.36	5.36*	5.36	5.06
MES Cairo Pass rate	100%	100%	100%	100%	100%	92%	92%	100%	100%
Pass rate IB worldwide	75	75	75	75	tbc	Tbc	TBC	79.3%	79%
Average Diploma Point Score MES Cairo	34	35	31	32	31	34	34	34	32
Average Diploma Point Score IB worldwide*	29	29	29	29	29	30.07	29.88	30.5	28.6
Deviation MES/World	+5	+6	+2	+3	+2	+4	+5	+4	+4

4 - American Section

MAP Baseline data for Grade 8 - 2017-2018

Mathematics

Above: 29%

At Grade Level: 30

MAP Baseline data for Grade 9 - 2017-2018

Mathematics

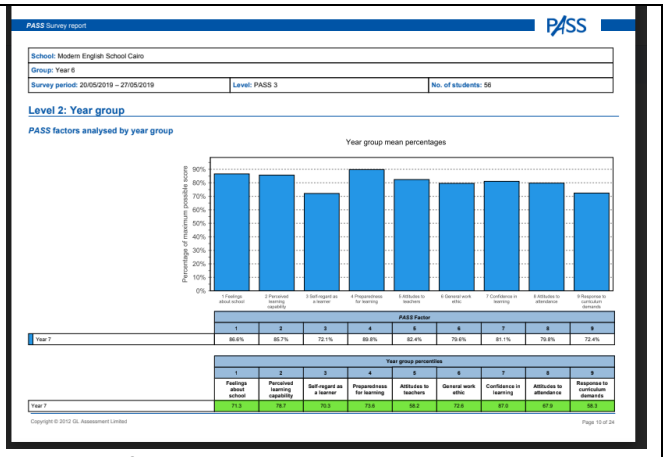
Above: 46%

At Grade Level: 17%

PSAT 2018-19 Baseline and MES Data for Math:

Mathematics
Meets or Exceeds: 38%
Approaching Benchmark:17%
Needs to Strengthen Skills: 45%

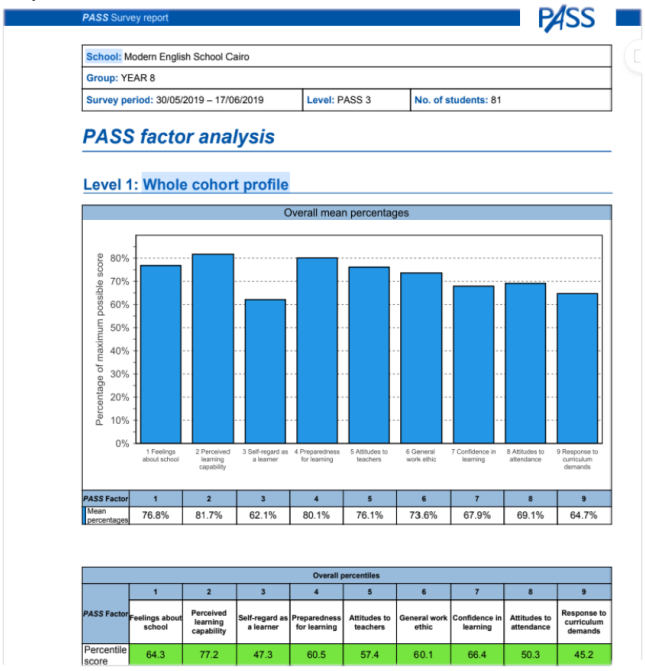
Baseline Data for AP 2018-2019 - MES students who scored 3 or higher was 62%



(Y8 2018/19) PASS Y8 Cohort Data

Targets for 2020/21 (Y10 results)

To increase Year group PASS factor by 3% in all 9 aspects



3 - Whole School -

Baseline data 2017-2018 - 77.4% of all Parents believed the school's direction and purpose was clearly communicated; 82.4 % of all students answered the same question in affirmation; 84.14% of all staff felt that the aims and the vision of the school were clear and 78.91% of staff stated the mission and vision are evident in the Whole School Development Plan.

Baseline Year 2018-2019 - Developing a well-being agenda for students and staff starting through the use of Educare Modules for teachers. The goal is to have 100% of the well-being agenda defined for staff and students by

	the end of the 2019-2020 academic year. Implementation will take place and more fully developed over the next 7 years.

4. ***Embed or attach as an appendix the multi-year action plans that have been developed to achieve the performance/capacity objectives.***
5. ***Embed or attach as an appendix the MSA Technical Review.***
6. ***Duplicate tables as necessary.***
7. ***Delete any tables below that are not used.***

[all information for each goal and each committee is listed after the action plans in the appendix]

Action Plan for Organizational Capacity Objective #1

In addition to answering the questions below, embed or attach as an appendix the multi-year action plans that have been developed to achieve the performance/capacity objectives. [see below]

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan? [see below under the action plans]

FINAL STEPS OF THE SELF STUDY:

1. ***Please confirm that you have embedded or attached all action plans as per instructions above.***

2. ***Before considering this section of the self-study finalized, be sure to embed or attach a copy of the approved MSA-CESS Technical Review.***

3. ***Send completed self-study to reports@msa-cess.org.***

Appendix
Multi-year Whole School Development Plan and Respective Sectional Plans
7 Year Development Plan

‘Vision 2026: Imaging our future’
Modern English School Cairo

7 YEAR DEVELOPMENT PLAN - 2018/2019 to 2024/2025

PREAMBLE

As MES Cairo approaches its 30th anniversary since establishment, it is timely to reflect on our achievements both historical and current. Our success is measurable in an infinite number of ways: student progress and attainment, roll growth, reputation locally and internationally to name a few. Those successes happen by design, not chance. Careful strategic planning for growth and development forms an inherent part of our business; we recruit competent and experienced school leaders to work alongside our well-established Board of Directors to best ensure that MES Cairo maintains its position as an outstanding school according to local and international standards.

Given the rapid rate of change in our modern world, accurately forecasting our future reality beyond a year or two is a challenge. Accordingly, MES Cairo anticipates needs and aspirations on a 7 year cycle, whilst committing to an annual cycle of intimate review and design of the Whole School Development Plan (WSDP). Our 7 year strategic plan is expressed in general terms, with each WSDP applicable within that 7 year cycle articulating specific details of identified priorities and action plans towards progress.

OUR STRATEGIC REVIEW AND PLANNING CYCLE

EVERY 7 YEARS

- Mission and Vision are reviewed
- Graduate Profile is reviewed
- Articulate priorities for future growth and development in response to the following questions:
    - Where are we at?
    - Where do we want to be?
    - What are our challenges?
    - What are our priorities?
- Engage in MSA: Excellence by Design - self-study and accreditation

EVERY 5 YEARS

- IBO re-accreditation which involves engagement in their Self-Review framework and external audit

EVERY 3.5 YEARS

- Mid-cycle assessment of 7 year development priorities
- MSA mid-cycle review

EVERY 3 YEARS

- All school policies and practices are reviewed at least every 3 years, most are reviewed annually (refer to the policy review cycle). We review as changes to legislation, accreditation standards and other needs arise.
- Job descriptions are reviewed at least every 3 years or when the position becomes vacant, many are reviewed annually.
- We volunteer for BSO accreditation – intensive self-review against DfE UK standards and an independent inspection
- We undertake AdvancEd Accreditation which includes self-review and a visit by an external audit team

EVERY YEAR

- School Development Plan – Whole School DP, Sectional DP, Departmental DP
- School Development Advisories – agendas are defined and constituency is decided upon
- Annual budget review (including staffing and resourcing) – short term and long term needs are fore
- Curriculum review – a full audit of curriculum is undertaken with adjustments made for the following year in response to approved recommendations.
- CPD priorities are reviewed and defined
- Full Review of Staff Handbooks
- Full Review of Student Handbooks
- Stakeholder Surveys
- All teaching staff participate in the Professional Development Portfolio – gives all teachers input on future school priorities
- MOE Egypt compliance audit throughout each year
- Exam authorities can and do visit for 'inspection': IBO, College Board, Cambridge (CIE)

STRATEGIC PLANNING: PARAMETERS

- Our Mission Statement and Graduate Profile underpin all strategic planning
- We focus on 3 or 4 broad areas of the school in our annual WSDP, which correlate directly with our agreed 7 year cycle objectives.
- Annual WSDPs articulate immediate priorities for the year, stating how we intend to make progress with our agreed long term goals in that specific year. Naturally, there is a great deal of continuity from year to year as we build upon successes and learn from challenges.
- The WSDP states school-wide aims, means of measuring progress and impact, responsibilities, resourcing (including resource implications and timeframe).
- Each Section then interprets their own pathway to achieving progress aligned to the WSDP aims. Their Sectional and Departmental Development Plans state how progress will be sought and measured at the operational level of the school.
- Sectional Development Plan progress is audited annually by SLT members.
- Whole School Development Plan progress s audited annually by members of respective SDAs and SLT.

THE AIMS OF OUR 7 YEAR STRATEGIC PLAN

OBJECTIVE ONE: Ensure excellent teaching and learning practices

OBJECTIVE TWO: Define and develop school culture

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

For specific details of our aims and objectives consult each year's Whole School Development Plan and corresponding sectional plans.

Action Plan for Student Performance Objective #1 and #2; Organizational Capacity Goals #1 and #2

Whole School Development Plan and Secondary American Plan:

WHOLE SCHOOL DEVELOPMENT PLAN
& AMERICAN SECTION DEVELOPMENT PLAN - 2019/2020
Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices							
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***Notes:***
Student Performance Goals 1 & 2							
1.a A consistent commitment to highly effective teaching and learning	• Imbed PDP and determine the impact on learning outcomes	Consistent application and review by Leadership Teams.	Leadership by SLT/SSLT/PLT. HODs All Teachers	SLT SSLT PSLT SDA1	Refer to Sectional Development Plans	T3 2019/ 2020	
	• Consistent expectations and standards in the learning environment – alignment of and cohesion between CCI, 5Rs, MES Elements and MES GP	Research project to be undertaken with staff sample. Create SDA1 with this focus in mind. Time, CPD and Leadership	SDA1	SLT SSLT+AHs /DoS PSLT+YTLs		2019/ 2020 Academic year	
1.b A consistent commitment to ensuring learning challenges all students	• PDP target for all which focuses on 'challenge' • A review of homework purpose, function and outcomes • Effective use of data to monitor student progress and monitoring	SDA1 Input PDP mentoring Homework survey and planning scrutiny Frequent data review and CPD for staff	YTLs/HODs/PSLT/SSLT SDA1 Assess Co's	SSLT/BSLT SSLT/BSLT PSLT/SSLT / Assess Co's		2019/ 2020 academic year 2019/ 2020 academic year 2019/ 2020 acade	

						mic year	
Secondary American Sectional Goals							
Good planning followed by good teaching and impactful feedback used in each department in all core and elective courses through grade 12 to enhance student achievement.	• revised sectional assessment policy • implementation of the new homework policy • instructional plans to revise AP curriculum • utilizing peer reviewed articles to inform instructional practices shared to all HoD's and discussed in departmental meetings • departmental review of assessments to ensure validity and reliability	• HoD's • Members of Each Dept • Google Classroom • meeting time/staff training time • computers and the internet • Google Classroom • articles • research-based presentation on shared for departmental discussion [feedback, assessments,] • assessment policy [includes homework policy]	• Principal, VP • HoD's • involvement of all teachers	• Princip VP • HoD's	review of assessments audit of grades and feedback	2019/ 2020 academic year [on-going]	
Secondary American Departmental Goals							
Student Performance Goals 1 & 2							
Integrate and modify departmental grading philosophy and guidelines that were developed by the dept last year.	• Incorporation of grading philosophy into teaching practice. • Establish fair and challenging rewrite policies at each grade level. • Modify AP pacing based upon College Board Feedback	departmental grading policy (in dept shared drive folder)	Dept teachers	Dept teachers and HOD	Fair and appropriate practices are implemented at each grade level.	2019/ 2020 Academic year	SS

Improve students learning and grades through effective lesson planning	• AP planning to ensure coverage of curricula in due time • Effective use of lesson plans and pacing guides for new and returning staff respectively • implementation of an effective HW policy, targeted feedback and valid and reliable assessments	• use of AP classroom as a new tool • Team drive and lesson observations and HOD discussions with teachers • Departmental meetings discussions and agreements	• Science HOD and teachers	HOD and line manager	• Lesson observation • grades and assessment audits • AP results vs global mean	T3 2019-20202	Sci
To improve student learning through continuous development of the English Dept. curriculum and teaching standards.	● Meet once a month to review formative and summative assessments and to discuss best practice strategies. ● Implement updated pacing guides/ scope and sequence; modify AP pacing based upon College Board Feedback ● HOD monitor the feedback given to the students to support their achievement. ● Implement the updated reteach/ retest policy and homework policy.	Meeting time/staff training time Departmental Homework Policy Departmental Grading Policy Scope and Sequence/ Pacing Guides Online Resources including those mentioned in standard 4	Eng teachers HOD	HOD Line Mgr.	Grade level Assessments Student Survey Data Feedback from ReadTheory, MAP, NoRedInk, and the implementation of Mappers	2019/ 2020 Academic Year; multi-year goal	Eng
Improve student performance through the utilization of curriculum and feedback.	• Implement/revise scope & sequence/pacing guides that were developed last year. • Provide appropriate feedback on student work and/or assessment. • Implement MES homework policy.	Scope & Sequence/ Pacing Guides Syllabus Departmental Grading Policy Online Resources including those mentioned in standard 4	Dept teachers HOD	Dept teachers and HOD	Grade and assessment audits PDP portfolios implementation of Mappers and ALEKS	2019/ 2020 academic year; multi-year goal	Math

To develop consistency across the World Languages Department to ensure high standards and quality in terms of Teaching and Learning	• HoD to ensure that all members of the Department are aware and confident with the ACTFL Standards and are incorporating them into their daily planning and delivery. • Development of pacing guides – Overviews have been created, now the Department should be developing unit folders • Sharing good resources and practice. HoD to encourage all members to use the Shared drive to help collaboration • HoD to track students underperforming early and provide support and interventions • Assessments - HoD to liaise with WL dept members to ensure quality and reliability of Assignments to bring consistency across the Dept and Languages (Spanish and French) • WL Department to discuss and develop a bank of strategies, activities and ideas for improving differentiation in WL.	1. pacing guides 2. online textbooks 3. online textbook resources 4. Google classroom 5. Google Shared drive 6. Grade Quick 7. online current research about Education and Teaching	All WL Teachers HoD SLT line manager	SLT Line manager	PDP portfolios Lesson observations and walkthroughs Analyze of data	2019-2020; multi-year goal	WL
To improve student attainment through enhanced use of feedback	• Pacing guides to be updated and used to inform classroom instruction • All teacher made tests to be checked and discussed with teacher and HOD to ensure consistency across the department • Feedback discussions to take place within department meetings to evaluate the type of feedback being given to students. Discussions to include whether the feedback is relevant and meaningful and whether it	Google Classroom Computers and the internet	HOD All team	HOD SSLT	Student results (improvement) Students are aware of how to improve their work and achieve their learning goals due to specific and detailed	2019-2020 (Ongoing)	Tech

	is helping students to achieve their learning goals ● Student surveys to be sent out to gain feedback from students on their experience of feedback and how it could be improved and to ensure feedback assists students in achieving their learning goals ● All planning documents to be placed in department team drives once updated; modify AP pacing based upon College Board Feedback ● Feedback scrutiny to occur within the department on a half termly basis plus regular checks through GC				feedback		
Continue to develop and update Expressive Arts curriculum and continue emphasizing appropriate processes within the classroom.	● Focus on updating music curriculum with emphasis on new music/instruments purchased for the school ● Focus on transitioning middle school drama curriculum from heavy based theory model to a more practical model with multiple opportunities for performance ● Continue developing routines within the art department. Vertical/horizontal alignment for procedures from G7 through G12 and within ALL visual arts classrooms ● Trial Digital Art and Design 2 course this year; updating expected outcomes as the year progresses ● Focus on having consistent behavior procedures concerning blue/yellow slips within the Expressive Arts departments (including CHAMPS and seating charts)	Teacher directed time to reinforce planning and procedures NCAS Departmental time to collaborate and focus on continuity	HoD EA Teachers	HoD SSLT EA Teachers	Reduction in Blue/Yellow slips Discussions with teachers regarding procedures Increased student engagement	show progress 2019/2020 ; multi-year goalSchool Year;	EA

Review and update the PE assessment policy in accordance with the American section assessment policies.	• Revise and update scope & sequence and pacing guides. • Continue to provide verbal feedback on skills and assessment. • Provide written feedback when needed. • Department meetings on providing appropriate feedback. • Share rubrics on google classroom with students.	• Pacing guides • Scope and sequence • American assessment policy • Unit rubrics • Feedback forms	Whole department Line Manager Principle	HOD Principle Vice principal	Review of assessments Copies of written feedback Student progress	progress in 2019/ 2020 academic year; multi-year goal	PE
Enhance the performance of the LDD students through the utilization of accommodations and strategies listed on the IEP	• LDD Team will ensure that strategies and goals in the IEPs of LDD students will be shared and explained to the subject teachers to ensure that the teaching & learning encompass what is outlined in the IEP • LDD Team will work with subject teachers on the planning of the lessons to ensure that the LDD students' receive the accommodations and recommendations they are entitled to • LDD Team will share the G&T register with the teachers and HODs to ensure that the needs of the G&T learners is challenged and that they are provided with appropriate stretch	IEPs G&T Register Lesson plans Google Classrooms	Subject Teachers LDD Team HODs	HODs DOS Principal Vice Principal	Student progress Term Reports MAP scores Assessments	progress 2019-2020 Academic year; multi-year goal	LDD

OBJECTIVE TWO: Define and develop school culture

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***Notes:***
Organizational Capacity Goal #2							
2.a Reinforce our core beliefs and mission	• Promote 'Care, Challenge, Inspire' at every opportunity	SLT commitment and reflection	SLT and all	SLT	Refer to Sectional	2019/ 2020 acade	

	• Nurture our family culture – celebrate, reinforce, develop				Development Plans	mic year	
2.b Instill in all students an understanding of our aspirations and expectations	• Reinforce the 5Rs in Primary • Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behaviour	Time Nominal budget Create SDA2(Prim) with this aim in mind	PSLT/SSLT/YTLs/AHs/DOS Student Council Coords SDA2	PSLT/SSLT		2019/2020 academic year	
2.c Instill in all staff an understanding of our aspirations and expectations	• Reinforce the 5Rs in Primary • Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behavior	Time Nominal budget Create SDA2 (Sec) with this aim in mind	PSLT/SSLT/YTLs/AHs/DOS SDA2	PSLT/SSLT		2019/2020 academic year	
2.d Define our well-being agenda	• Explore how all members of our school community feel cared for, challenged and inspired. • Articulate in school policy how we achieve well-being amongst student and staff communities.	Create SDA3 with this aim in mind Time CPD for line-managers	SLT PSLT/SSLT Teachers SDA3	SLT Teachers		2019/2020 academic year 2019/2020 academic year	
Secondary American Sectional Goals							
Providing opportunities to care for, challenge, and inspire the teaching staff as well as the student body to support a positive culture of mindfulness.	• shared reading in ASLT and with HoD's - Crucial Conversations : Tools for Talking When Stakes are High- how to handle difficult conversations • continuation of key coaching techniques to support teaching staff	• nominal budget for books and access to resources • time • staff development • Google Classroom	• Principal, VP • HoD's • involvement of all teachers	Princip VP HoD's	ASLT, HoD, and departmental minutes teacher surveys [whole school] departmental	2019/2020 academic year end results 2023	

	• new teacher cohort meetings/use of teacher buddy program • MS implementation of new merit system • 9-10 use of new approaches during HRCF and Homeroom time that ties activities to the Elements • use of the yearly theme on Identity and implementing various activities across the section • use of activities and resources related to mindfulness • **Use of Elements in student engagement and learning and teacher planning, instruction and assessment**	• targeted peer observations • EduCare Modules • CPD on the use of the Elements in conjunction with Behavior Management Policy & MES student profile • use of pdp's • ClassCraft • Calm app			surveys new teacher surveys		
Secondary American Departmental Goals							
Develop, maintain, and improve relationships between teachers and students --promoting the values emphasized in the Elements and school mission statement --promoting a love of learning --offering informal mentoring and personal guidance to students --offering leadership responsibilities to older students (running G9 class, aiding G7 groups)	• Implementing challenging but fair grading practices, including with valuable feedback • Establishing and maintaining close relationships with students • Offering peer teaching opportunities to students • Sharing personal interests with students and allowing some student choice in content study	Department grading philosophy Lesson planning time Time with students during class and other times	Dept teachers	Dept teachers and HOD	Teachers can articulate examples of improved relationships Student-teacher conflicts are addressed fully & appropriately	2019/2020 Academic year	SS

Improving the learning environment through developing a healthy teacher-student relationship and a learning environment driven by the school motto, care, challenge and inspire	• Imbedding the elements in the execution of the lesson plans • referring to the elements in the grades in PGPs and rewarding them especially in labs • ensuring that the lessons are fitting with the school motto, challenging, inspiring and caring	• multiple referrals to the elements through assemblies and MS meetings • implementing the elements through merits and/or PGP grades	• HOD and teachers	HOD and line manager	GQ, lesson observations and parents feedback	T3 19-20	Sci
Encourage teachers to build positive relationships with their students using the Elements as the bases of mutual understanding	• HOD and the English team will develop lessons embedding the Elements into their Planning, Delivery and Professionalism in the classroom. • G10/11/12 implement the ELEMENTS through PGP grades (embedded in our syllabi) • G9 implement the ELEMENTS through PGP grades and ClassCraft	ELEMENTS GC/PGP grades Collaboration time Lesson Plans	Dept teachers HOD	Dept. teachers and HOD	Grade Quick Teacher - Student discussions	2019/ 2020 Academic year	Eng
Promote school culture through the implementation of teaching strategies and classroom norms based on the elements.	• All math classrooms implement teaching strategies focused on the elements - (i.e., 100% and positive framing) • MS - implement revised merit system	Department Meetings Elements/Strategies to support the elements	Dept teachers	Dept teachers and HOD	Grade Quick Dept. meeting discussions	2019/ 2020 Academic year	Math
To embed the ELEMENTS across the department effectively and positively in order to promote and	• HoD to ensure that behaviour management is consistent across the Department and that all members are aware of and using the behaviour policy (care)	Grade Quick Behavioral policy ELEMENTS of Learning Collaborative planning across the Department	HoD Dept teachers	HoD Dept Teachers SLT link	behaviour record and tracking Grade Quick Teacher-student discussions	2019-2020	WL

demonstrate the school motto	• HoD to monitor and track students who are underperforming/misbehaving and plan for early interventions to avoid problems (challenge) • Implementation of the Middle School reward system to encourage students to seek positive attention from the teacher (care) • HoD to work closely with the line manager in order to raise the standards of teaching and learning within the WL department to ensure differentiation tasks are used appropriately to meet every students' needs. (Inspire) • All teachers to use online resources/textbooks to inspire students and create a positive learning experience for all every lesson						
Develop teacher-student relationships within the department through clear understanding of expectations	• Pacing guides to be reviewed to ensure that there is alignment and cohesion between the Elements • Department meetings to start with 'the business of the students' • Discuss Elements in department meetings, ensure that staff are embedding the Elements in lessons and outside of lessons • Review department expectations and response to positive and negative behavior, linked to the Elements • Ensure that the Elements are referred to in each lesson and planning docs	Updated pacing guides Department meetings Time Coaching CPD	All team HOD	HOD	fewer teacher student conflicts Teachers are able to give examples of improved behaviour in the classroom	2019 - 2020 ongoing	Tech

	to be reviewed to include the Elements ● Imbed the Intervention Plan in the department, ensure that new and existing staff are clear on expectations and responses to positive and negative behaviour						
Providing opportunities to care for, challenge, and inspire EA teachers and students through use of the ELEMENTS	● G10/11/12 implement the ELEMENTS through PGP grades (embedded in our syllabi) ● G9 implement the ELEMENTS through PGP grades and ClassCraft ● G7/8 implement the ELEMENTS through PGP grades and use of merits	Syllabi Printed materials (ELEMENTS/ClassCraft/posters)	HoD Class Teachers	SSLT HoD	Consistent use of the ELEMENTS Better Student/Teacher Relationships Reduction in blue/yellow slips	2019/2020 School Year	EA
Explore different activities that promote a love of learning through the use of the elements for the minority of disengaged students.	● Offer choices to suit the needs of the students. ● Explore a variety of lifelong activities that students can continue after school. ● Offer peer teaching opportunities. ● Department meetings exploring ways to use the elements. ● Department meetings to discuss expectations of disengaged students and positive feedback using the elements.	CPD developing knowledge in additional activities IPADS for peer/self analysis Elements Google form	Whole department	HOD Line manager Principle	Student engagement Student questionnaire using google forms Verbal feedback Teacher observation	2019/2020 Academic year	PE
Promote school culture through the whole school aim of Care, Challenge, Inspire and through the implementation of the ELEMENTS	● IEP goals embrace the school wide aim of developing an independent learner ● LDD Team to collaborate with subject teachers to develop joint supportive approaches that is linked to at least one of the ELEMENTS ● LDD Coordinator communicate with parents of LDD students to increase their confidence in the LDD approach	Time for LDD meetings with parents & teachers ELEMENTS Google Suite	Subject Teachers LDD Team Parents	LDD Coordinator Principal Vice Principal	Student progress Grade Team Meetings LDD Meetings	2019-2020 Academic Year	LDD

	• Collaborate with DOSs and HODs to identify students who would benefit from mentoring						

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***Notes:***
Organizational Capacity Goal #1							
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	• Review, imbed and develop GC capacity and impact	Ongoing CPD provision Responsive Google Coords and Tech Committee Resources and infrastructure which reflects instructional need	SDA4 SLT Google Coords	SLT	Refer to Sectional Development Plans	Throughout T1 with mid-year progress and directional review. CPD provision in October to address priorities	
	• Audit confidence amongst staff and design CPD provision accordingly		SSLT PSLT	SLT			
3.b Make good use of existing policy/provision	• Imbed use of BYODs in Secondary and Y5/6	CPD Commitment to be articulated in Dept	PSLT/YTLs SSLT/HODs	SLT		Throughout T1 with mid-year progress and directional review.	
3.c Integrate Google school-wide,	• Migrate to Google for all aspects of school	Strategically planned CPD to	MD SLT Google Coords	MD SLT		2019/2020	

including administration	administration and archiving ● Ensure effective communication of all Google Updates	ensure full commitment Continuing CPD for staff as need arises				academic year	
Secondary American Sectional Goals							
Organizational Capacity Goal #1							
Utilize technology appropriately to create an interactive and collaborative learning environment that creates authentic learning experiences	● Within each department, determine what is currently being utilized and expand upon those tools through sharing in departmental meetings, staff development and sharing offered from the Google Training Team. ● All teachers attend Google training and ensure all vital classroom information is posted; offering Google Level 1 Educator training to all staff ● When using Google assignments, take advantage of the feedback and grading components; beta testing Originality reports and rubrics creation ● Use of the school-supported technologies to make learning more collaborative ● use of school protocol for each Google Classroom [published in teacher handbook] ● effective use of the interactive panels in each classroom	● meeting time for Google Team ● Surveys ● Instructional Technologies with monetary resources for subscriptions ● CPD Time ● Significant investment of the Whole School in hardware to support collaborative learning ● focus on the use of Quizlet Live, Nearpod, Kahoot, Google Slides, Blendspace, EdPuzzle/Playposit	● All teachers ● All HoD's ● Respective sectional leadership ● HoD's ● Whole School Google Team		Termly Feedback from the Service Tickets Feedback from fortnightly meetings regarding Google Implementation and expansion of use Results from surveys to staff Departmental technology audits MS technology audits Shared practices across the Secondary and with Primary	Termly and ongoing Google notes fed back to SSLT	
Secondary American Departmental Goals							

Practice employing technology in collaborative student work (rather than just independent work)	• Implementing collaborative activities into the curricula where appropriate, based on professional opinion and an enthusiasm for experimentation • Providing opportunities for students to share workloads and assume responsibility for supporting one another's learning	Google Suite and other Section-wide technology platforms such as flipgrid, thinglink, and others.	Dept teachers	Dept teachers and HOD	Teachers can demonstrate examples of collaborative technology use Best practices are shared among dept members	2019/ 2020 Academic year	SS
Integrating technology in all lesson plans for more engaging learning	• Ensure all teachers received adequate training on GC • Support all teachers in using GC effectively for communicating subject content, assignments and due dates • Encourage all teachers to use a variety of technology platforms for more effective and engaging lessons	• Use of Kahoot, Quizlet, Peardeck, Google suite,AP classroom and other purchased subscriptions • Departmental meetings sharing of ideas on usage of technology in class	HOD and teachers	HOD and line manager	• lesson observations • Google classroom monitoring • student and parents feedback	T3 19-20	Sci
Integrating various technologies to enhance student development in Reading and Writing and building second language vocabulary skills.	• HOD and All English Teachers complete Level 1 Google training • HOD and English teachers use the various apps we chose to improve our students learning outcome • All English teachers will be encouraged to use Google Apps to develop collaborative work between students and teachers. The English team will embed the BYOD policy in their classroom.	Members of the English team will do Level 1 Google training . Embed various apps to Google Classroom for Reading and Writing. Attend Literacy Webinars and CPD's Use Pearson Perspectives online digital books and resources ReadTheory CommonLit NoRedInk Wordly Wise 3000 Turnitin.com	Dept teachers HOD	HOD Line Mgr	Assessments from NoRedInk and ReadTheory will show the performance of the students skills. GQ Google Classroom HOD observation	2019-2020 Academic year	Eng

Utilize Google Classroom and various online resources to enhance student engagement and learning.	• All math teachers complete Level 1 Google training • All math Google Classrooms are set up according to MES protocol • All math teachers incorporate a variety of online technology	Google Training - Level 1 training Google Classroom - Audit for set up to ensure teachers are using it appropriately (no additional resources needed) Online technology - Quizizz, ALEKS, Khan Academy, Kahoot	Dept teachers	Dept teachers and HOD	Google Classrooms Data from ALEKS, Khan Academy, quizizz, etc.	2019/ 2020 Academic year	Math
To use Google Apps /online resources for all aspects of Language Learning to enhance collaboration /communication between teachers and students	• HoD to ensure that every member of the Department is using Google Classroom appropriately and effectively • All teachers to be encouraged to use Google Apps to develop collaborative skills/group and team work and enhance the student learning • Use of Online Textbooks and resources packs to create an interactive learning environment - Avancemos I/II for Spanish and Bien Dit I/II for French • Use of the Shared Drive to centralize all Digital resources and also to encourage collaborative planning • All members of the Department to enforce the school policy - BYOD.	Making sure all members of the department use Google Classroom appropriately - Training provided on 6th October Use of Google Apps, such as slides, docx, classroom, forms, sheets , calendar Holt Mc Dougal online books/resources /assignments Online resources from different websites Grades in Grade Quick School policy BYOD	all WL teachers HoD SLT link to get support	all WL teachers HoD SLT link	students abilities to use Google Apps appropriately such as slides, forms, sheets, docx, gmails, classroom, calendar Grade Quick- Digital Assignments will be of better quality and grades will therefore improve	2019-2020	WL
Enhance the use of technology in all classes in the department to allow for a more interactive and collaborative learning experience	• Department to select an app each half term to use in the classroom to enhance teaching and learning; sharing good practice to happen within department meetings; what works well and what does not	Internet time department meetings Google Classroom staff survey	HOD All staff	HOD SSLT	More engaging and collaborative lessons across the department Students	2019-2020 Ongoing	Tech

	● HOD to have access to whole departments GC to ensure that it used effectively and regularly ● GC to be used across the department to present assignments to students giving them access both in school and at home ● All assignments to be submitted through GC and results to be fed back through it within the department ● All team to use GC to assign homework, provide feedback and inform of deadlines and notifications to students ● All team to be trained and proficient in the use of promethean boards ● Imbed use of BYODs within the department ● Ensure that students are aware of the BYOD policy and that students are sanctioned as per school policy within the department for not adhering to it ● Audit confidence amongst staff and design CPD provision accordingly (Google team) ● Audit the use of technology within the department ● All team to complete Level 1 Google certification ● Review pacing guides to allow for opportunities for collaboration amongst students				engaged in learning and therefore less behavioural issues Plan put in place for us of technology within the department - ensuring that it is used effectively to enhance teaching and learning, including opportunities for collaboration		
Utilize technology appropriately to create an environment that encourages authentic learning experiences	● Update Google Classroom at least once a week ● Use the ActivPanel to display relevant information to the class; displaying works for analysis by others	Google Classroom Google Slides Google Docs ActivPanel Board	HoD Class Teachers	HoD SSLT	Visual observation of classroom usage of ActivPanel/BYOD	2019/ 2020 School Year	EA

	• Teachers will utilize and uphold the BYOD policy when appropriate • Focus on using Google Slides and Google Docs within the Google Classrooms				HoD check of teacher's Google classrooms		
Discover, practise and use different apps available for health to enhance students learning through the use of technology.	• Health teachers use a variety of online activities - Quizlet, Kahoot, Google Slides. • Department meeting to research and discuss different apps. • Test out apps appropriate for unit of study. • Provide opportunities for students to work collaboratively.	Google slides and google docs - group work. Google classroom using google slides to work collaboratively on their group projects and share with their classmates. iPads/Devices Apps: Moves, Runtastic, Virtuagym Fitness Tracker, My Fitness Pal. CPD sessions	Whole department Health teachers	HOD Principle Line manager	Teacher observation on use of technology Student feedback	2019/ 2020 Academic year	PE
Enhance the use of technology in LDD support and administrative work for the department	• Encourage LDD Team to use assistive devices for supporting LDD students • Migration of LDD documents to Google Shared Drive with organized structure for easy access • LDD Google Drive to be used as a centralised area for LDD information, resources ...etc for easy access	CPD sessions on technology (Google Calendar, Google Sheets, Google Slides) Google Suit and other technology platforms	LDD Team Google Team	LDD Line Manager Principal Vice Principal	PDPs meetings and goal settings Observations of use of technology	2019-2020 Academic Year	LDD

Primary Development Plan:

PRIMARY SCHOOL DEVELOPMENT PLAN - 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implement ation?*	*Who measures progress and how?*	*Timefra me?*	*No*
1.a A consistent commitment to highly effective teaching and learning	Embed PDP and determine the impact on learning outcomes ● Identifying strengths and areas of concern in PLT forum ● Leading the peer learning process to ensure impact on T&L ● Ensuring that the teacher is at the centre of the PDP process	Consistent application and review by Leadership Teams. Itemed on the agenda CPD	Leadership by PLT. HODs All Teachers	PSLT/ PLT/ HoDs and YTLs Trs meet targets Student attainment / progress Trs articulate/ demonstrate better understanding of aspects of T & L	T3 2019/ 2020	
	Consistent expectations and standards in the learning environment – alignment of and cohesion between CCI, 5Rs in Primary preparedness for Elements in Secondary ● Build inclusion of 5Rs into planning formats ● Look for opportunities to incorporate the 5Rs - CPD ● Reference 5Rs in reports	Time, CPD and Leadership Ensure Primary representation in SDA1	SDA1	AHs PSLT+YTLs Drop ins and observations Student experience PASS data	Ongoing	
1.b A consistent commitment to ensuring learning challenges all students	PDP target for all which focuses on 'challenge' ● A review of homework purpose, function and outcomes ● CPD to ensure mastery opportunities are planned for and accomplished in Maths and English ● Continuous provision developed across KS1 and KS2 to ensure challenge for all students ● Creating an outstanding curriculum and developing opportunities for cross curricular links in learning with a focus on Maths and English	SDA1 Input PDP mentoring Homework survey and planning scrutiny Frequent data review and CPD for staff Tracking meetings Monitoring Moderation Interventions LDD	YTLs/HODs /PSLT SDA1	PSLT Monitoring of planning Observations Assessment data Tracking/ moderation meetings Number of students achieving working at greater depth	Ongoing	

	Effective use of data to monitor student progress and monitoring ● Interventions for Maths, Reading and Writing are timely and impactful ● Collaborative use of student information ● Effective deployment and training of support staff for the delivery of the Maths and English curriculum					

OBJECTIVE TWO: Define and develop school culture

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implement ation?***	***Who measures progress and how?***	***Timefra me?***	***No***
2.a Reinforce our core beliefs and mission	Promote 'Care, Challenge, Inspire' at every opportunity Nurture our family culture – celebrate, reinforce, develop ● Ensure parents have an understanding of the restorative approach	Commitment and reflection Parent workshops	PLT Salma Okasha	PLT Feedback from parents	Ongoing	
2.b Instill in all students an understanding of our aspirations and expectations	Review/embed expectations and our response to positive and negative behaviour ● Embed restorative approach ● Actively encourage positive engagement with others ● Promote a culture of kindness	Time SDA2 Pivotal Education and restorative approach CPD	PLT/YTLs/AHs Student Council Coords SDA2	PSLT Pastoral data Student feedback Feedback from teachers Observations	Ongoing	
2.c Instill in all staff an understanding of our aspirations and expectations	Review/embed expectations and our response to positive and negative behaviour ● Reinforce the 5Rs ● Embed restorative approach ● Change the language and practices around behaviour management and response ● Consciously positive engagement with others	Time CPD budget allocation SDA2 Pivotal Education and restorative approach CPD	PLT/YTLs/AHs SDA2	PSLT Feedback from teachers Observations	Ongoing	

2.d Define our well-being agenda	Explore how all members of our school community feel cared for, challenged and inspired. ● Identifying and successfully managing responsibilities and challenges ● Taking pride in your teacher footprint ● Identifying support networks Articulate in school policy how we achieve well-being amongst student and staff communities ● Staff meeting and training ● Coaching for Impact training	Time Opportunities for well-being sessions SDA3	PLT Teachers SDA3	Teachers PASS data Surveys	Ongoing	
OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies						
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implement ation?***	***Who measures progress and how?***	***Timefra me?***	***No***
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	Review, embed and develop GC capacity and impact ● GC used more consistently across the school to ensure support in homework in Maths and English ● Regular Google updates shared with staff ● Google Shout Outs	Ongoing CPD provision Responsive Google Coords and Tech Committee Resources and infrastructure which reflects instructional need	SDA4 Google Coords	PLT Online co-ordinator Student and teacher feedback Observation	T1 with mid-year progres s and review.	
	Audit confidence amongst staff and design CPD provision accordingly ● Lead staff through Google Educator courses		PSLT AD and AH	PLT Online co-ordinator All teachers incorporating technology effectively in plans and lessons		
3.b Make good use of existing policy/ provision	● 3.b ● Make good use of existing policy/ provision	CPD Commitment to be articulated in Dept	PLT/YTLs HODs	AHT Monitor planning Observation Teacher/student feedback	T1 with mid-year progres s and review.	

Secondary Britsh Plan:

SECONDARY BRITISH SECTION SCHOOL DEVELOPMENT PLAN - 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who measures progress?*	*How will we measure progress?*	*Timeframe?*	*No*
1.a A consistent commitment to highly effective teaching and learning	• Imbed PDP and determine the impact on learning outcomes • Formal (PDP) and informal peer observations. • Regular discussion throughout the year	Consistent application and review by Leadership Teams and line managers Regular meetings with HODs/Leadership teams Learning Walks Observations	Leadership by SLT/SSLT/PLT. HODs All Teachers	SLT SSLT SDA1	Student progress. Baseline CAT /PASS 3% Improvement for PASS data at Y8/10 Dept Targets Consistent use of practice including use of electronic slips and Improvement in Student behaviour.	T3 2019/2020	
	• Consistent expectations and standards in the learning environment – alignment of and cohesion MES Elements and MES GP	Research project to be undertaken with staff sample. Cohesive HRCF curriculum Create SDA1 with this focus in mind. Time, CPD and Leadership	SDA1	SLT SSLT+AHs/DoS PSLT+YTLs		2019/2020 Academic year	
1.b A consistent commitment to ensuring	• PDP target for all which focuses on 'challenge'	SDA1 Input PDP mentoring	YTLs/HODs/PSLT/SSLT	SSLT/BSLT		2019/2020 academic year	

learning challenges all students	• A review of homework purpose, function and outcomes • Effective use of data to monitor student progress and monitoring	Homework survey and planning by AH/ HOD scrutiny Frequent data review and CPD for staff KS3 Data CM Alignment of practice of Classroom monitor data CAT4/PASS	SDA1 Assess Co's LT/SSn HODs All KS3 staff All Staff/HOD /AHs/BSLT	SSLT/BSLT SSLT/ Assess Co's SSLT		2019/2020 academic year 2019/2020 academic year	
OBJECTIVE TWO: Define and develop school culture							
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
2.a Reinforce our core beliefs and mission	• Promote 'Care, Challenge, Inspire' at every opportunity • Nurture our family culture – celebrate, reinforce, develop	SLT commitment and reflection Celebrate success in assemblies/bulletins/MESsengers	SLT and all staff SLT and all staff	SLT	Student/staff Survey	2019/2020 academic year	
2.b Instill in all students an understanding of our aspirations and expectations	• Reinforce the 5Rs in Primary • Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behaviour	Time Nominal budget Create SDA2 (Sec) with this aim in mind	PSLT/SSLT/YTLs /AHs/DOS Student Council Coords SDA2	PSLT/SSLT AH	All secondary staff are familiar with the 5Rs. Smooth transition for Year 6 students Student survey/ learning walks Observations	2019/2020 academic year	

					Data analysis from electronic referral forms/ PASS data		
2.c Instill in all staff an understanding of our aspirations and expectations	• Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behavior	Time Nominal budget Cohesive HRCF curriculum Create SDA2 (Sec) with this aim in mind	SSLT/AHs/DOS All staff Student Council Coords AHs/DOS SDA2	PSLT/SSLT	Staff survey Student survey PASS Data Improved behaviour in school	2019/2020 academic year	
2.d Define our well-being agenda	• Explore how all members of our school community feel cared for, challenged and inspired. • Articulate in school policy how we achieve well-being amongst student and staff communities.	Create SDA3 with this aim in mind Time CPD for line-managers	SLT PSLT/SSLT Teachers SDA3	SLT Teachers	Staff survey Exit Interviews	2019/2020 academic year 2019/2020 academic year	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	• Review, imbed and develop GC capacity and impact	Ongoing CPD provision More British section staff joining the Google Team. Responsive Google Coords and Tech Committee	SDA4 SLT Google Coords	SLT	Staff competent in use of Google.	Throughout T1 with mid-year progress and directional review.	
			SSLT PSLT	SLT	Staff surveys	CPD provision in October to	

	• Audit confidence amongst staff and design CPD provision accordingly	Resources and infrastructure which reflects teaching needs			Reflect on impact of CPD offered.	address priorities	
3.b Make good use of existing policy/provision	• Imbed use of BYODs in Secondary	CPD Commitment to be articulated in Dept	PSLT/YTLs SSLT/HODs	SLT	Audit use of BYOs and highlight issues	Throughout T1 with mid-year progress and directional review.	
3.c Integrate Google school-wide, including administration	• Migrate to Google for all aspects of school administration and archiving • Ensure effective communication of all Google Updates	Strategically planned CPD to ensure full commitment Continuing CPD for staff as need arises	MD SLT Google Coords	MD SLT		2019/2020 academic year	

BRITISH SECTION ENGLISH DEVELOPMENT PLAN 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices							
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who is involved in measuring***	***How will we measure progress?***	***Timeframe?***	***Notes***

				progress?			
1.a A consistent commitment to highly effective teaching and learning	• To consistently and explicitly embed the school's l**anguage policy** with regards to the elements in classrooms • All SoLs to be reflected upon at the end of each Unit. • Training needs for new staff to be identified so that they are familiar with updated syllabi for CIE Language and literature qualifications • Train all teaching staff in conducting speaking and listening exams for ESL and FLE.	Dedicated meeting time Identify and sign teachers up to CIE training CIE materials	All English teachers	HOD/SSLT	Hear students and staff using the language i.e. Lessons observations. All SoWs in place on Team Drive department policies All teachers pass internal CPD training on speaking moderation.	EOY Jan 2020 Jan 2020	
1.b Develop and increase marks awarded for writing at all levels	• To deliberately incorporate writing time in class that builds in duration from Year 7 all the way through to Year 10 – to help students develop **literacy** and "cold" writing skills. • Ensure feedback is standardised and areas for development/targets in regards to writing skills are SMART	SoW for all Years and in lessons plans Standardisation meetings to be held on a regular basis	All English teachers	HOD/SSLT HOD	Improved marks in the Writing Components of EOY Exams, IGCSE, A Level Review produced and acted upon	Ongoing EOY	
1.c Improve reading for pleasure to improve reading skills	• Timetable all KS3 classes for at least one lesson per fortnight in LMC. Option times for KS4 classes in LMC • Work with LMC Manager on strategies to engage students in reading	Timetable facilitates this. Meeting time	All English teachers	HOD	Student survey/LMC Manager feedback on books borrowed	Immediate/ review EOY	
1.d	• Assign lead roles for KS3 and KS4 English language	HOD to work with staff	HOD	HOD	Course coordinators to	Ongoing throughout	

Developing Middle Leaders and their impact on Teaching and Learning.	giving ownership to experienced staff to look at next steps regarding leadership positions.				be identified by End of Term 1 given ownership for terms 2 and 3.	year - reviewed end of Term 1.	
1.e Continue roll out Classroom Monitor for year 7 (KS3)	• All department members to consistently use Classroom Monitor to track year 7 and 8 student's skills progress across the year. • Skills objectives on classroom monitor to be update for year 7 & 8 English due to changes in SoW • All assessments to demonstrate skills progress to ensure progress between units of work and assessments can be tracked and compared	Classroom Monitor training	KS3 teachers/HOD	HOD/SSLT	Students' results are visible on Classroom Monitor Target setting uses the data.	To be reviewed at the end of term 1.	

OBJECTIVE TWO: Positively develop student culture and allegiance beyond graduation

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who is involved in measuring progress?*	*How will we measure progress?*	*Timeframe?*	*Notes*
2.a Reinforce our core beliefs and mission	• Update teaching and learning to include use of the Elements whilst developing Graduate Profile and other whole school initiatives • Refresh displays in classroom and the atrium more regularly and with examples of student work • Make full use of positive learning/behaviour strategies i.e. postcards, "All Stars" and develop new ideas. Use Pivotal	Meeting time Display resources Postcards – meeting time	All English teachers	HOD	SoW show whole school initiatives Updated displays Achievement is rewarded and new methods attempted	End of Term One Immediate EOY	

	training ideas to offer more positive feedback to students • Use the MESsenger to communicate English successes to the wider school community						
2.b Clarify and develop leadership roles for Secondary students with positive impact on student culture.	• Invite Y11/12 students to support in classes • Student led Book Clubs for different ages phases • Publish students' work • Enter competitions to celebrate success	Planning time ASA time or break times in LMC Research time	All teachers	HOD	Y11/12 students are in KS3/4 classes Book Clubs are advertised and attended Results are published	Term 2/ongoing	
2.c Develop Alumni community links	Investigate the possibility of alumni visiting to talk about how English benefits students post school/link E. Lit to university/career choices	Time	HOD/SSLT	HOD	Connections and possibly visits arranged/email links established	Term 2/3	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implement ation?***	***Who is involve d in measuri ng progres s?***	***How will we measure progress?***	***Timeframe ?***	***Notes***
3.a All teachers to understand how instructional technologies support excellent teaching and learning	• Increased use of collaborative tools and online assessment and feedback using online learning platforms • All teachers to develop resources on Google Classroom	Internet Training time	All English teachers	All Englsih teacher s/HOD	Evidence of Collaboration, Assessment and Feedback using a variety of platform/ideas Improved resources on Google Classrooms	EOY	

3.b Make good use of existing policy/provision	Encourage the enforcement and utilization of BYOD by planning enquiry and research activities and adding these to SoW	BYOD in force	All English teachers	All English teachers	SOW updates	EOY	

SECONDARY BRITISH MATHEMATICS DEVELOPMENT PLAN - 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
1.a A consistent commitment to highly effective teaching and learning	• Formal (PDP) and informal peer observations. • Regular discussion throughout the year • "Development" in department meeting time based on the "student voice"	Consistent review by line managers Regular meetings with HOD Learning Walks Observations	HOD All Teachers	HOD	Student progress. Baseline CAT /PASS Dept Targets Consistent use of practice including use of electronic slips and Improvement in student behaviour.	2019/2020	
	• Consistent expectations and standards in the learning environment – alignment of and cohesion MES Elements and MES GP	Graduate Profile tracker sheets in year 7 and 8 exercise books. Merits given are clearly linked to the elements.	KS3 teachers All teachers	HOD		2019/2020 Academic year	

	• Consistency amongst teachers in language used in the classroom • All students leave lessons feeling that they have learnt something and have been successful	Department meeting time.					
1.b A consistent commitment to ensuring learning challenges all students	• PDP target for all which focuses on 'challenge' • A review of homework purpose, function and outcomes • Effective use of data to monitor student progress and monitoring	Homework HOD scrutiny Frequent data review and CPD for staff Regular input of Classroom Monitor data Move away from "Results Spreadsheets" at KS3 to use of Classroom Monitor only. CAT4/PASS	HOD Assess Co's All teachers All KS3 teachers	HOD		2019/2020 academic year	

OBJECTIVE TWO: Define and develop school culture

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
2.a Reinforce our core beliefs and mission	• Promote 'Care, Challenge, Inspire' at every opportunity	"Care, Challenge Inspire" as part of the department handbook. Lesson observations – are "Care, Challenge	All teachers	HOD	Lesson observations	2019/2020 academic year	

		Inspire" included in lesson planning?					
2.b Instill in all students an understanding of our aspirations and expectations	• ELEMENTS	Lesson observations – are elements included in lessons?	All teachers	HOD	. Observations	2019/2020 academic year	
2.c Instill in all staff an understanding of our aspirations and expectations	• ELEMENTS • Review expectations and our response to positive and negative behavior		All teachers	HOD	Observations	2019/2020 academic year	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	• Develop GC capacity and impact	Ongoing CPD provision Time given to Google Classroom at department meetings.	All teachers	SLT	Staff competent in use of Google. All teachers have useful Google Classrooms.	.	
					.		

BRITISH SECTION HUMANITIES DEVELOPMENT PLAN 2019/2020

Care, Challenge and Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who is involved in measuring progress?*	*How will we measure progress?*	*Timeframe?*	*Notes:*
To ensure teaching practices across the department are highly effective and consistent **A supportive yet challenging environment for all students in our care. A department which holistically cares for, challenges and inspires**	• To consistently and explicitly embed the school's language for learning policy with regards to the elements in classrooms and the learner profile in IB • To embed the elements into the Humanities section- corridor displays, rewards, postcards home • Within department PDP peer observations to take place- at least one of the two • Sharing of good practice within department meetings and informal conversations with colleagues • Monitor the use of language for learning through learning walks and observations • Action/support plan students early in the year for additional help/support to reach their CAT if challenged grade. Ensure follow up is happening and the impact is effective • Ensure student progress is consistently and effectively being monitored using the	Sharing good practice and strategies for use in department and whole school meetings/CPD. Invite LDD colleagues to department meetings to share best practice in teaching students with more complex needs CAT if challenged data being used as a target grade. PASS data used more effectively	All teachers and HOD All	HOD/SSLT Class teachers, LDD and HOD All teachers. HOD to provide further support as and when is necessary.	Lesson observations and learning walks highlight examples of excellent practice across the department Effective use of the Humanities elements rewards board Thorough use of the department spreadsheet to set student targets and highlight causes for concern (particularly D/C borderline)	Term 1/2/3 2019—2020 Academic year- Students identified by the end of term 1/beginning of term 2 at the latest	ONGOING THROUGH OBSERVATIONS ONGOING THROUGH DEPARTMENT SPREADSHEETS AND TEACHER MEETINGS

Develop students higher order thinking skills and move away from the teaching of content (knowledge) and more towards using their knowledge (application of knowledge) and delivery of content with a more skills based approach	department spreadsheet and classroom monitor • Liaise with LDD to help best support our students on the SAL/SML lists and G&T students • Incorporate coaching/mentoring with select groups at the start of the year and reflect on progress/effectiveness at the end of year both from staff and students (student voice) • To make better use of the PASS data in informing our classroom practices and relationships with students • Increased teacher contact with parents throughout the year. Involve parents more as a stakeholder to their child's learning and progress. • More skills based lessons at AS/A level whereby students apply their knowledge and understanding in a meaningful way and through a variety of different teaching and learning methods. Move away from 'content delivery' • Coach students to identify the skills they feel they need to work on and provide them appropriate support to help them achieve this	CPD sessions on skills based delivery of content	JR, RC, NH	JR,RC,NH	Assessments Feedback from students Student mentoring booklets	2019 T1/2/3	

OBJECTIVE TWO: Positively develop student culture and allegiance beyond graduation

What do we want to achieve?	How do we want to achieve it?	What resources are required to support our aim?	Who is involved in implementation?	Who is involved in measuring progress?	How will we measure progress?	Timeframe?	Notes:
Develop a positive learning culture within the department whereby student successes and effort are recognized and celebrated	• Examples of excellent student work on display and regularly updated throughout the year • Integrate the use of the Humanities postcards home across all key stages • Increased amount of parental contact in recognizing and celebrating student achievements • Use the MESsenger to communicate Humanities successes to the wider school community • Stars of the week in lessons • Elements stars of the month to be recognized • Use of the elements merits at KS3 • Coaching/mentoring in KS4 Geography and KS5 Psychology • Sharing of student achievements across the department in department meetings • Welcome and greet students in the corridor and before entering the classroom	Display materials in Humanities corridors and classrooms Humanities postcards (accounted for within the year's department budget)	Class teachers and HOD	HOD	Displays Feedback from students Less 'consequences' being used e.g. reduction in number of blue/yellow slips.	Academic year 2019 2020	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	How do we want to achieve it?	What resources are required to support our aim?	Who is involved in implementation?	Who is involved in measuring progress?	How will we measure progress?	Timeframe?	Notes:

All staff within the department are using google classroom in a meaningful way. **Increase student participation of BYOD in Humanities particularly at KS3 level and especially in year 8**	• Increase use of collaborative activities using google suites within the department • Provide departmental training on how google can be used by students and staff as a collaborative tool • Share best practice within the department on the use of google suites • Increase use with the department of google docs marking and feedback element • Activities are set using classroom. Activities are completed on classroom • Embed classroom tasks into google suite. Make the use of ICT a central aspect of the lesson • Decrease use of printed worksheets and move more towards a completely paperless department • At KS3 teach students how to effectively research using their devices at the start of the year through enquiry based learning • Follow the school policy with regards to students who continually have no device with them in class	Google training sessions Departmental meeting/CPD time to share ideas and best practice Whole school support and consistent implementation of the BYOD policy	All teachers All teachers	Subject teachers Subject teachers	Lesson observations and learning walks to audit the use of devices in class HOD to check departmental google classrooms to gain a more holistic understanding of what the classrooms are being used for Learning walks and observations Decreased use of paper in class Classroom activities are to be completed on devices	Terms 2 and 3 Term 1 onwards	

SECONDARY BRITISH SCIENCE SCHOOL DEVELOPMENT PLAN - 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who measures progress?*	*How will we measure progress?*	*Timeframe?*	*No*
1.a A consistent commitment to highly effective teaching and learning	Implementation and monitoring of the Pivotal training 30 day challenge Inter-department peer observations as part of the PDP process Re-introduce sharing of good practice in department meetings Monitor the implementation of the Year 7 syllabus changes and design changes to Year 8 syllabus as the department moves from Knowledge to Application based learning Continue the drive to increase Action Plan use and overall continued monitoring including making changes to improve the long term monitoring process Integrate classroom monitor into teaching at Year 8	Classroom Monitor training for new staff	All Science teachers All Science teachers All Science teachers BR, REG, SB, JHd, SEM, YY All Science teachers REG, JHd, SB, SEM	BR BR REG, BR BR, REG, SEM REG. BR	Outcome reflection completed Observations completed Department meeting minutes Review meetings Completion of Action Plans Classroom monitor updated and used	Mid-November End of term 2 Ongoing Term three Ongoing End of term one	
1.b A consistent commitment to ensuring learning challenges all students	Share progress with LDD and collaborate on supporting SAL/SML/G&T students Review Classroom monitor impact Review Science homework policy and setting Student voice on departmental impact		All Science teachers, LDD staff BR All Science teachers BR	BR, HC BR, REG BR, REG, SEM BR	Meaningful cooperation with LDD Review documentation Update to departmental homework policy Report produced	Term one Term Three Term three Term One	

OBJECTIVE TWO: Define and develop school culture

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who measures progress?*	*How will we measure progress?*	*Timeframe?*	*No*
2.a Reinforce our core beliefs and mission	Design and implement meaningful connections to the elements		All Science teachers	All	Evidence of elements connections in teaching and learning	Term one	
2.b Instill in all students an understanding of our aspirations and expectations	Increase the profile of Super Scientist awards and increase the focus on praise Increase MESsenger participation with a focus on achievement and effort		REG, SB, JHd, SEM, YY BR, REG, SEM	REG BR	Super Scientist updated, happy labs? MESsenger articles	Ongoing Ongoing	
2.c Instill in all staff an understanding of our aspirations and expectations	Elements implementation discussion during each department meeting		All Science teachers	BR	Departmental Meeting Minutes	Term one	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who measures progress?*	*How will we measure progress?*	*Timeframe?*	*No*
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	All Science teachers using GC on a daily basis Continue to improve data logger use across all year groups	Data Loggers	All Science teachers All Science teachers	BR BR	GC Evidence Observations and lesson plans	Ongoing term two	

OBJECTIVE ONE: Ensure excellent teaching and learning practices

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
1.a A consistent commitment to highly effective teaching and learning	• Imbed PDP and determine the impact on learning outcomes • Formal (PDP) and informal peer observations. • Regular discussion throughout the year	Consistent application and review by Leadership Teams and line managers Regular meetings with HODs/Leadership teams Learning Walks Observations	Leadership by SLT/SSLT/PLT. HODs All Teachers	SLT SSLT SDA1	Student progress. Baseline CAT /PASS Dept Targets Consistent use of practice including use of electronic slips and Improvement in Student behaviour.	T3 2019/2020	
	• Consistent expectations and standards in the learning environment – alignment of and cohesion MES Elements and MES GP	Research project to be undertaken with staff sample. Cohesive HRCF curriculum Create SDA1 with this focus in mind. Time, CPD and Leadership	SDA1	SLT SSLT+AHs/DoS PSLT+YTLs		2019/2020 Academic year	

PE Utilize the CPD opportunities to help ensure best practices in the classroom	• **Implement "30 Day Challenge" as taught in October CPD.** • **Team teach and share ideas/strategies/philosophies**	**Regular meetings (PE meets once every two weeks) to discuss relative topics.**	**All PE**	**PE Staff, HOD, SLT**	**Consistent use of practice and evaluation of results**	**2019-20 academic year**	
1.b A consistent commitment to ensuring learning challenges all students	• PDP target for all which focuses on 'challenge' • A review of homework purpose, function and outcomes • Effective use of data to monitor student progress and monitoring	SDA1 Input PDP mentoring Homework survey and planning by AH/ HOD scrutiny Frequent data review and CPD for staff KS3 Data CM Alignment of practice of Classroom monitor data CAT4/PASS	YTLs/HODs/PSLT/SSLT SDA1 Assess Co's LT/SSn HODs All KS3 staff All Staff/HOD /AHs/BSLT	SSLT/BSLT SSLT/BSLT SSLT/ Assess Co's SSLT		2019/2020 academic year 2019/2020 academic year 2019/2020 academic year	
PE Review and revision of PE Curriculum and Scope and Sequence	• **Effective use of time, facilities and resources.**	**Limited resources needed**	**PE Staff/HOD**	**HOD, SLT**	**Measure improvement of students**	**2019/2020 academic year**	

OBJECTIVE TWO: Define and develop school culture

What do we want to achieve?	*How do we want to achieve it?*	*What resources are required to support our aim?*	*Who is involved in implementation?*	*Who measures progress?*	*How will we measure progress?*	*Timeframe?*	*No*

2.a Reinforce our core beliefs and mission	• Promote 'Care, Challenge, Inspire' at every opportunity • Nurture our family culture – celebrate, reinforce, develop	SLT commitment and reflection Celebrate success in assemblies/bulletins/MESsengers	SLT and all staff SLT and all staff	SLT	Student/staff Survey	2019/2020 academic year	
PE Instill the Elements in classes	• **Reinforce the 5r's with the use of Merits, clearly posted signs and** • **Offer praise using verbiage from the Elements**	**signs, merits**	**All PE staff**	**PE staff**	**review behavior tracker throughout the year**	**2019/2020 academic year**	
2.b Instill in all students an understanding of our aspirations and expectations	• Reinforce the 5Rs in Primary • Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behaviour	Time Nominal budget Create SDA2 (Sec) with this aim in mind	PSLT/SSLT/YTLs /AHs/DOS Student Council Coords SDA2	PSLT/SSLT AH	All secondary staff are familiar with the 5Rs. Smooth transition for Year 6 students Student survey/ learning walks Observations Data analysis from electronic referral forms/ PASS data	2019/2020 academic year	
PE Promote Sport Education in conjunction with the Elements	• **Give team points for behaviors supporting the ELEMENTS** • **Use teachable moments to acknowledge behaviors that represent the ELEMENTS**	**No extra budget**	**PE Staff/HOD**	**HOS-SLT**	**Review student behavior throughout the school year**	**2019/2020 academic year**	
2.c Instill in all staff an understanding of our aspirations and expectations	• Imbed ELEMENTS in Secondary • Review/imbed expectations and our response to positive and negative behavior	Time Nominal budget Cohesive HRCF curriculum	SSLT/AHs/DOS All staff Student Council Coords AHs/DOS	PSLT/SSLT	Staff survey Student survey	2019/2020 academic year	

		Create SDA2 (Sec) with this aim in mind	SDA2		PASS Data Improved behaviour in school		
PE Promote quality communication and resource sharing within the department	• **Team teach when possible** • **Utilize prep time to share best practices.** • **Use CPD opportunities to broaden knowledge of multiple areas**	**Time** **Nominal budget**	**PE Staff**	**HOD/PE staff**	**Reflect on areas taught and learn within the department**	**2019/2020 academic year**	
2.d Define our well-being agenda	• Explore how all members of our school community feel cared for, challenged and inspired. • Articulate in school policy how we achieve well-being amongst student and staff communities.	Create SDA3 with this aim in mind Time CPD for line-managers	SLT PSLT/SSLT Teachers SDA3	SLT Teachers	Staff survey Exit Interviews	2019/2020 academic year 2019/2020 academic year	
PE Offer athletic opportunities for staff after school	• **As a PE department, we will continue to offer a variety of sporting opportunities for our staff members.**	**no budget obligations**	**HOD PE staff**	**HOD**	**Staff feedback**	**2019/20 academic year**	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	• Review, imbed and develop GC capacity and impact	Ongoing CPD provision More British section staff joining the Google Team. Responsive Google Coords and Tech Committee Resources and infrastructure	SDA4 SLT Google Coords	SLT	Staff competent in use of Google.	Throughout T1 with mid-year progress and directional review.	
	• Audit confidence amongst staff and design CPD provision accordingly		SSLT PSLT	SLT	Staff surveys Reflect on impact of	CPD provision in October to address priorities	

		which reflects teaching needs			CPD offered.		
PE continues to utilize Google Classroom	● **Review methods of utilizing Google classroom as a collaborative tool for communication**	**Google classroom**	**PE staff HOD**	**HOD PE Staff**	**Reflect on quality of communication**	**2019-20 School year**	
3.b Make good use of existing policy/provision	● Imbed use of BYODs in Secondary	CPD Commitment to be articulated in Dept	PSLT/YTLs SSLT/HODs	SLT	Audit use of BYOs and highlight issues	Throughout T1 with mid-year progress and directional review.	
PE Implement and utilize the new merit system	● **recognize good behaviour by utilizing the newly modified merit system**	**Merits and student handbooks**	**PE staff and HOD**	**PE staff and HOD**	**Monitor behaviour throughout the lessons.**	**2019-20 School year**	
3.c Integrate Google school-wide, including administration	● Migrate to Google for all aspects of school administration and archiving ● Ensure effective communication of all Google Updates	Strategically planned CPD to ensure full commitment Continuing CPD for staff as need arises	MD SLT Google Coords	MD SLT		2019/2020 academic year	

DEVELOPMENT PLAN – COMMERCIAL STUDIES DEPARTMENT - 2019/2020

PREAMBLE:
The three items of the Development Plan for this academic year relate directly to the Whole School Development Plan and its three objectives. Departmental Development Plan articulates how each objective will be acted upon within the teaching and learning of relevant subject areas, specifying actual achievable outcomes which serve as targets for the year ahead.

INITIATIVE	KEY ACTION	SUCCESS CRITERIA/OUTCOMES	TIMELINE FOR COMPLETION	CPD IMPLICATIONS AND RESOURCES	WHO IS INVOLVED

1	**Ensure excellent teaching and learning practices**	**Aspire to implement highly effective teaching and learning**	• Department meeting notes • Observations measured against the MES / SCITT outstanding criteria • Student feedback (reflections) • Student voice • Informal drop ins • Professional Development Portfolios • Team teaching / collaborate resources • Peer observations • Utilise teaching assistants effectively in lessons to enhance differentiation	Continuous process until July 2020	Time for Peer observations List of willing teachers and their strengths Departmental planning time	All staff

		A consistent commitment to ensuring learning challenges all students	• Use of IF challenged CAT data information for target setting • Departmental tracking sheet • Intervention documentation (Action Plans) which need to be linked to the elements if practicable • Differentiated teaching practices to "challenge " higher ability students, based on CAT and G & T data. • Formative assessment feedback what worked well even better IF WWW / EBI (the next level) • Emails home • Postcards home to parents with positive comments • Extension tasks implemented in lessons • Seating plans designed for differentiation to challenge G&T	Continuous process until July 2020	Departmental planning / meeting time Individual teacher planning time	All staff CST to moni and lead

2	Define and develop school culture	**Further imbed expectations and our response to positive and negative behaviour**	• Use of behaviour policy • Lesson observations (peer / formal) • Emails home to parents • Post cards • Informal drop ins • Student voice • Sharing good practice (meetings) • School insets • Improve positive relationships in the classroom • Implement restorative behavioural strategies • Use of departmental reports	Continuous process until July 2020	Teacher planning time Departmental Meeting time Postcards / certificates Internal Training CPD 5th 6th October 2019	All staff CST to moni
		To develop the use of the elements in teaching and learning processes	• Implement elements language, when sanctioning and rewarding students • Use elements language during lessons and imbed into SOL where practicable • Implement the use of elements language in student developmen t portfolios • Use elements language when writing students	Continuous process until July 2020	Teacher planning time Departmental Meeting time	All staff CST to monitor

			reports, if practicable			
3	**Enhance student engagement and learning outcomes with appropriate instructional technologies**	**To further develop an understanding of how Google Classroom supports collaborative teaching and learning**	• Google classroom - add teachers in teams and TA´s • Departmental meetings • Informal drop ins • Lesson observations) formal) • Professional Development Portfolios	Continuous process until July 2020	CPD – internal / external Peer observations Consultations with ICT subject specialists Teacher Planning time	All staff SSLT - traini
		To make good use of existing Information technology policy/provision (promethean boars)	• Sharing good practice in department meetings (notes) • Attend internal professional development training sessions • Drop Ins • Lesson observations(formal)	Continuous process until July 2020	CPD / internal training Peer observations Consultations with ICT subject specialists	

Expressive Arts Development Plan

SECONDARY BRITISH SECTION SCHOOL DEVELOPMENT PLAN - 2019/2020

Care, Challenge, Inspire

OBJECTIVE ONE: Ensure excellent teaching and learning practices							
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures***	***How will we measure progress?***	***Timeframe?***	***No***

				progress ?			
1.a A consistent commitment to highly effective teaching and learning	• Teachers to identify areas for improvement through observations and self reflection. • Teachers to keep up to date with current pedagogy to inform teaching methods and ideas. • Sharing of best practice through networking with subject teachers from other schools.	Possible CPD if required Educational resources and seminars. Resourcing of visits.	All teachers and line managers Department staff. Department staff and line manager.	Teacher and line manager. Through discussion and sharing of information. Teacher and line manager.	Teacher self evaluation and student progress. Implementation in lessons. Implementing and exploring new ideas in lessons and evaluating progress.	2019/2020 academic year.	
1.b A consistent commitment to ensuring learning challenges all students	• Appropriate use of differentiation in lessons. • Motivating and well planned lessons and schemes of work. • Use of homework to extend learning.						
What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress ?***	***How will we measure progress?***	***Timeframe ?***	***No***
2.a Reinforce our core beliefs and mission	• Incorporate the school ethos and use of language within SoW, lessons and through the wider contribution to the school.	Celebration of the Arts in the school through performances and exhibitions.	Department staff	HOD and line manager.	Increase profile of the department in the school with increased participation.	Long term, however Art department is more developed.	

2.b Instill in all students an understanding of our aspirations and expectations	• Incorporate the Elements into general classroom teaching and while setting expectations at the beginning of lessons.	Classroom time.	Department staff.	HOD and line manager	Observations and student feedback.	Ongoing	
2.c Instill in all staff an understanding of our aspirations and expectations	• All staff to have a clear understanding of the Elements and to be able to explain school expectations to students.	Staff training and time.	Department staff.	HOD and line manager	Observations, surveys and student feedback.	Ongoing	
2.d Define our well-being agenda	• All staff to become aware of MES well-being agenda and school ethos. so that students feel valued and cared for in this family environment.	Staff training and time.	Department staff.	HOD and line manager	Observations, surveys and student feedback.	Ongoing	

OBJECTIVE THREE: Enhance student engagement and learning outcomes with appropriate instructional technologies

What do we want to achieve?	***How do we want to achieve it?***	***What resources are required to support our aim?***	***Who is involved in implementation?***	***Who measures progress?***	***How will we measure progress?***	***Timeframe?***	***No***
3.a All teachers to understand how Google Classroom supports collaborative teaching and learning	• All teachers to use Google Classroom effectively to enhance learning in and out of the classroom.	Training	All department staff	Teacher, HoD and line manager	The extent to which Google Classroom is used throughout the department.	Academic year.	
3.b Make good use of existing policy/provision	•						
3.c Integrate Google school-wide,	• Google classroom used throughout the department, including for ASA's and Peripatetic lessons.	Time to integrate Google throughout the department.	HoD and AO's.	HoD.	End of year audit.	Academic year.	

including administration							

IBDP Action Plan items:

Action Plan for Student Performance Objective #1 and #2; Student Performance
(see G Drive evidence)

Objective: Student Performance #1					
Strategy #1: English/Literacy					
Action Step	**Person(s) Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
1.Apply the principles of our Language across the Curriculum Policy across the ATT in the IB Section /across the subject areas in the British Section	**IB Coordinator** **Core Coordinator** All IB subject coordinators	Reviewing December 2020	More meeting time where possible Time for new IB teachers to receive training in literacy strategies	Raised average final scores across the curriculum	In progres s
2. To develop increased support strategies for students with weaknesses in English literacy due to i.joining MES Cairo at a later stage than peers i. semi-lingual or	**Inclusion Coordinator** **All IB teachers** **Subject coordinators**				

multi-lingual barriers to fluent learning and communication and expression of ideas in English	**IB Coordinator to lead**				
3. To consider introducing the Language and Literacy syllabus Decision to be made based on uptake and student interest as well as review of the suitability, evidence based research and review	IB English coordinator IB Coordinator English teachers	Decision to be made by August 2020	Research time and materials access University recognition research both in Egypt and abroad	Student surveys Case study presented for or against introducing the course with evidence to explain proposal	In progress
4. Review the Lan policy which is updated every three years	IB Coordinator Inclusion Coordinator	Policy reviewed and updated collaboratively by August 2020	Presented to all staff for final review Shared with community	Increase in average score gained by students across the subjects by July 2021	In progress
Strategy #2: Mathematics					
Action Step	**Person(s)/Group(s)** **Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
1. To increase achievement across the Math courses we offer in IBDP	IB Maths subject coordinator	July 2020	Training for two more maths teachers in Cat 2 and Cat 3 1200 USD	Training complete and certificates achieved PDP progress for those teachers in these areas	Pending
2. To successfully implement the new	IB Coordinator and Maths subject coordinator	March 2019	USD 5000 spent on new maths	New course runs and is effective in its	In progress

Analysis and Applications courses		June 2019 July 2020	course books Training for IB subject coordinator MAthematics	implementation Student and parent surveys Teacher surveys Results of internal examinations DP11	
3. Improve vertical alignment between Y/G10 and IBDP Mathematics	IB Coordinator and Maths subject coordinator Head of MAthe British Section American Math Head of Department (same as IB)	Reviewing in March 2020	Resources – online or text – to be advised by Math teachers	Workshops for new IB students in Term 3 of academic year 19-20	Pending

ORGANIZATIONAL CAPACITY

***Action Plan for* Organizational Capacity Goals #1 and #2**

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

- Survey feedback and scrutiny of data gleaned from reflection and evidence gathering processes for
- IBO Self Review 2017
- BSO Accreditation 2018
- MSA Accreditation 2011

ACTION PLAN					
Strategy #1: Technology					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
IBO Standard C3: c.3.11 Teachers to develop	• IB Coordinator • IB Progress Team	Dc 2016 - Dec 2020 (review stage)	-Meeting time for Progress time - currently we meet once per term	See new Reports	In progress

strategies to make further use of a range of IT resources to improve teaching and learning.	• British Section Leadership Team		Admin support eg in our recent review of reports to incorporate elements/Learner Profile	Stakeholder surveys Minutes Observations PDP targets and impact measures	
	•				
Strategy #2: **School Culture**					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. IBDP and British Sections (also linked to IBO c.3.16) To develop systems that allow teachers to further promote learning experiences to enhance the development of the MES Cairo Elements (and by default the IB learner profile attributes.)	• IB Coordinator • IB Progress Team • British Section Leadership Team	Dc 2016 - Dec 2020 (review stage)	-Meeting time for Progress time - currently we meet once per term Admin support eg in our recent review of reports to incorporate elements/Learner Profile	See new Reports Stakeholder surveys Minutes Observations PDP targets and impact measures	In progress

Who participated in developing the action plan for Student Performance Objectives 1 and 2 and the Organizational Capacity Objectives 1 and 2 ?

Name	Role in the School[13]
Student Performance Goal #1	
Whole School Plan	
Sawsan Dajani	Chairman of the Board

[13] For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Ghada Dajani	Managing Director
Nicola Singleton	School Director
Cath Jama	Head of Primary
Catherine Readman	Head of Primary
Linda Talbot	Head of Secondary British
Dodie Pfeil	Principal of Secondary American
Secondary American Plan - English	
Adrienne Hawthorne-Kuhl	Head of Department, English
Rikki Edmond	High School English and IB Teacher
Martinelle Allen	High School English Teacher
Kevin O'Connell	Middle School English Teacher
Hans Hess	Middle School English Teacher, 7th Grade Team Leader
Dodie Pfeil	Principal of Secondary American
Tatiana Kolesnikova	ESL Teacher, LDD English Specialist
IB Plans	
S Sheehan	Assistant Headteacher and IB Coordinator
B Rainford	EE Coordinator and HEad of Science British and IBDP
C Stock	Head of Commercial Studies British and IB Sections
T Kolesnikova	Inclusion Coordinator IBDP
K Banks	TOK and EE Coordinator
Secondary British Plan	
Sarah Clingan	Deputy Head Teacher
Sally El Saadany	Assistant Head KS3
Richard Cranston	Assistant Head KS4
Euan MacCauley	Assistant Head KS5
Martin O Connor	Head of Department, English
Primary Plan:	
Cath Jama	Head of Primary Key Stage 2
Catherine Readman	Head of primary Key Stage 1
Jane Boukottaya	Deputy Head Key Stage 2
Teresa Nissan	Deputy Head Key Stage 1
David Barton	Deputy Head
Rachel Bennett	Assistant Head Years 3 and 6
Barry McCormick	Assistant Head Years 4 and 5
Maureen Glancey	Assistant Head Years 1 and 2
Helen O'Neill	Assistant Head EYFS
Student Performance Goal #2	
Whole School Plan	
Sawsan Dajani	Chairman of the Board
Ghada Dajani	Managing Director
Nicola Singleton	School Director
Cath Jama	Head of Primary
Catherine Readman	Head of Primary
Linda Talbot	Head of Secondary British

Dodie Pfeil	Principal of Secondary American
Secondary American Plan - Mathematics	
Janie Cates	Head of Department, Mathematics
Janelle Sculley	Middle School Math Teacher
Dianne Frick	High School Math Teacher
Ehaib Ahmed	High School Math Teacher
Jason Henry	High School Math Teacher
David McKoski	Vice Principal, Secondary American Section
IB Plans	
S Sheehan	Assistant Headteacher and IB Coordinator
B Rainford	EE Coordinator and HEad of Science British and IBDP
C Stock	Head of Commercial Studies British and IB Sections
T Kolesnikova	Inclusion Coordinator IBDP
K Banks	TOK and EE Coordinator
Secondary British Plan	
Sarah Clingan	Deputy Head Teacher
Sally El Saadany	Assistant Head KS3
Richard Cranston	Assistant Head KS4
Euan MacCauley	Assistant Head KS5
Martin O Connor	Head of Department, English
Primary Plan	
Cath Jama	Head of Primary Key Stage 2
Catherine Readman	Head of primary Key Stage 1
Jane Boukottaya	Deputy Head Key Stage 2
Teresa Nissan	Deputy Head Key Stage 1
David Barton	Deputy Head
Rachel Bennett	Assistant Head Years 3 and 6
Barry McCormick	Assistant Head Years 4 and 5
Maureen Glancy	Assistant Head Years 1 and 2
Helen O'Neill	Assistant Head EYFS
ORGANIZATIONAL CAPACITY GOAL #1	
Whole School Plan	
Sawsan Dajani	Chairman of the Board
Ghada Dajani	Managing Director
Nicola Singleton	School Director
Cath Jama	Head of Primary
Catherine Readman	Head of Primary
Linda Talbot	Head of Secondary British
Dodie Pfeil	Principal of Secondary American
Secondary American Plan	
Dodie Pfeil	Principal, Secondary American Section
David McKoski	Vice Principal, Secondary American Section
Tom Roodevoets	Head of Department, Social Studies
Sally Sorial	Head of Department, Science

Adrienne Hawthorne Kuhl	Head of Department, English
Janie Cates	Head of Department, Mathematics
Estelle Thiam	Head of Department, World Languages
Shereen Taha	Head of Department, Technology and Google Team Lead
Joey Harper	Head of Department, Expressive Arts
Laura Shepherd	Head of Department, PE
Mona Hanno	Head of Department, LDD; Test and Data Coordinator
Taher Naggar	LMS Coordinator
IB Plans	
S Sheehan	Assistant Headteacher and IB Coordinator
B Rainford	EE Coordinator and HEad of Science British and IBDP
C Stock	Head of Commercial Studies British and IB Sections
T Kolesnikova	Inclusion Coordinator IBDP
K Banks	TOK and EE Coordinator
Secondary British Plan	
Sarah Clingan	Deputy Head Teacher
Sally El Saadany	Assistant Head KS3
Richard Cranston	Assistant Head KS4
Euan MacCauley	Assistant Head KS5
Martin O Connor	Head of Department, English
Primary Plan:	
Cath Jama	Head of Primary Key Stage 2
Catherine Readman	Head of primary Key Stage 1
Jane Boukottaya	Deputy Head Key Stage 2
Teresa Nissan	Deputy Head Key Stage 1
David Barton	Deputy Head
Rachel Bennett	Assistant Head Years 3 and 6
Barry McCormick	Assistant Head Years 4 and 5
Maureen Glancy	Assistant Head Years 1 and 2
Helen O'Neill	Assistant Head EYFS
Aishling Dean	Year 6 teacher and online co-ordinator
Alex Hinchliffe	Computing teacher
ORGANIZATIONAL CAPACITY GOAL #2	
Whole School Plan	
Sawsan Dajani	Chairman of the Board
Ghada Dajani	Managing Director
Nicola Singleton	School Director
Cath Jama	Head of Primary
Catherine Readman	Head of Primary
Linda Talbot	Head of Secondary British
Dodie Pfeil	Principal of Secondary American
Secondary American Plan	

Dodie Pfeil	Principal, Secondary American Section
David McKoski	Vice Principal, Secondary American Section
Tom Roodevoets	Head of Department, Social Studies
Sally Sorial	Head of Department, Science
Adrienne Hawthorne Kuhl	Head of Department, English
Janie Cates	Head of Department, Mathematics
Estelle Thiam	Head of Department, World Languages
Shereen Taha	Head of Department, Technology
Joey Harper	Head of Department, Expressive Arts
Laura Shepherd	Head of Department, PE
Mona Hanno	Head of Department, LDD; Test and Data Coordinator
Shelby Fowler	Dean of Students, Middle School
Jonathan Todd	Dean of Students, Grades 9-10
IB Plans	
S Sheehan	Assistant Headteacher and IB Coordinator
B Rainford	EE Coordinator and Head of Science British and IBDP
C Stock	Head of Commercial Studies British and IB Sections
T Kolesnikova	Inclusion Coordinator IBDP
K Banks	TOK and EE Coordinator
Secondary British Plan	
Martin O Connor	Head of Department,English
Sean Rayner	Head of Department, Mathematics Assessment Co-ordinator
Henry Cordy	Head of Department,LDD
Richard Cranston	Assistant Headteacher KS5
Shereen Taha	Head of Department, Technology
Sarah Clingan	Deputy Head teacher SSLT English
Sally El Saadany	Assistant Head KS3
Christine Downey	Deputy Headteacher Cross Sectional
Primary Plan	
Cath Jama	Head of Department, Expressive Arts
Catherine Readman	Head of Department, PE
Jane Boukottaya	Head of Department, LDD; Test and Data Coordinator
Teresa Nissan	Dean of Students, Middle School
David Barton	Dean of Students, Grades 9-10
Rachel Bennett	Assistant Head Years 3 and 6
Barry McCormick	Assistant Head Years 4 and 5
Maureen Glancy	Assistant Head Years 1 and 2
Helen O'Neill	Assistant Head EYFS
Tom McDermott	Year 6 teacher and Pioneers co-ordinator

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Evidence

Student Performance #1 - English Survey feedback and scrutiny of data gleaned from reflection and evidence gathering processes for ● IBO Self Review 2017 ● BSO Accreditation 2018 ● MSA Accreditation 2012
Student Performance #2 - Math Survey feedback and scrutiny of data gleaned from reflection and evidence gathering processes for ● IBO Self Review 2017 ● BSO Accreditation 2018 ● MSA Accreditation 2012
Organizational Capacity #1 - technology Survey feedback and scrutiny of data gleaned from reflection and evidence gathering processes for ● IBO Self Review 2017 ● BSO Accreditation 2018 ● MSA Accreditation 2012 We have also completed multiple self-audits and realized due to teacher retention, we were needing to ensure equitable access to basic technology skills and those that are collaborative and interactive by nature.
Organizational Capacity #2 - culture Survey feedback and scrutiny of data gleaned from reflection and evidence gathering processes for ● IBO Self Review 2017 ● BSO Accreditation 2018 ● MSA Accreditation 2012

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Student Performance #1 - English -Finding a uniform way to share data across the section [MAP] and school information in Classroom Monitor]; strides have been made using Classroom Monitor across Primary and it has been integrated it into British Secondary Key Stage 3, Years 7&8. - Leading the peer learning process to ensure impact on T&L especially in Reading and Writing -Focusing on timely feedback and tailored instruction through the use of technological tools to enhance those learning goals -Use of the OEC method of paragraph development and common rubrics for writing analysis used across the department; beta testing NewsELA instead of CommonLit
Student Performance #2 - Math

-Finding a uniform way to share data across the section [MAP] and school [information in Classroom Monitor]; we realized we made strides using Classroom Monitor across Primary and integrated it into British Secondary - Leading the peer learning process to ensure impact on T&L especially in Maths -Focusing on timely feedback and tailored instruction through the use of technological tools to enhance those learning goals
Organizational Capacity #1 - technology -from the outcome of the self-study process, we were able to continue to tailor instruction of technologies moving to those that are collaborative to create a more communicative environment; -development in Secondary of HoD's sharing and beta testing technologies to enhance the learning environment [NewsELA, NearPod, Google Forms and Feedback]; dedicated departmental time using the strengths of the team members to share and teach one another
Organizational Capacity #2 - culture -full development of the wellness agenda along with the alteration of culture will take time; make a more direct correlation for students and parent between enhance the use of restorative practices across campus that fit the specific dynamics of the Primary and Secondary [which will utilize training the whole staff received in October 2019]; -

TECHNICAL REVIEW

TECHNICAL REVIEW OF STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

Date of Review: ***October 6, 2019***

School Name: ***Modern English School Cairo***

Staff Reviewer: ***Priscilla L. Feir Ph.D.***

Projected Visit Dates: November 17-19, 2019

X	*Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the appropriate self-study guide for the criteria) during the Team's visit.*
	Minor modifications recommended. No need to resubmit.
	A response to the review is needed. Please resubmit.

	Baseline data needed. Please resubmit when data are available.
	Call the MSA Staff Reviewer (917-207-8968; skype priscillamsa) to discuss.

Insert Mission, Beliefs and Profile of Graduate here…
Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage 1 to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.

Our Mission: Leadership through Education: Care, Challenge, Inspire

We believe in…
** recognising the value of each individual and his/her relationship with others.*
** promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab,Western and other world cultures.*
** providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations.*
** creating opportunities for all to develop confidence, responsibility and integrity.*

General Comments about All Objectives:

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	X	

Comments: MES Cairo has submitted four objectives for accreditation:
1) Ensuring excellent teaching and learning practices in English [reading, language, and writing skills] through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;

2) Ensuring excellent teaching and learning practices in Mathematics through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;

3) Enhance student engagement and learning outcomes with appropriate instructional technologies that a. builds a collaborative classroom and b. integrated school-wide through the use of Google Classroom;

4) Define and develop school culture by a. reinforcing our core beliefs and mission. b. instilling in all students and staff an understanding of our aspirations and expectations. c. defining our well-being agenda for the benefit of the greater school community.

		Yes	No
2	Do at least two of the objectives focus on growing and improving areas of student performance as expressed in the school's Mission and Profile of Graduates?	X	
Comments: All three objectives are aimed at positively influencing student performance in line with our mission and aspiration graduate profile. As a school we are driven in all that we do to impact on students and their learning outcomes, not only in terms of academic possibilities but in terms of all aspects of their intellectual, social, emotional and character development. Our three objectives reinforce the ideology and ethos expressed in our school's mission and vision to care for, challenge and inspire every student so that they are best equipped to achieve their personal goals.			

Technical Review for Student Performance Objectives:
Student Performance Objective #1: As submitted by the school

- Ensuring excellent teaching and learning practices in English [reading, language, and writing skills] through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;
    - A review of homework purpose, function and outcomes

- Effective use of data to monitor student progress and monitoring
- An improvement in the standard of teaching across the school from consistently good to consistently better than good

By 2026, all students from Foundation Stage 2 through DP/Grade/Year 12 will improve reading, language and writing skills, which will be measured accordingly in each section of the school:

1 – Primary
Foundation Stage 2 Targets

Reading	Baseline data 2018-2019	Target for the year ahead	% change
FS2 students achieving the ELG in reading	85%	86%	An increase of 1% on last year
Students achieving Exceeding against the ELG in reading	13%	18%	An increase of 5% on last year

Writing	Baseline data 2018-2019	Target for the year ahead	% change
FS2 students achieving the ELG in writing	77%	80%	An increase of 3% on last year
Students achieving Exceeding against	9%	15%	An increase of 6% on last year

the ELG in writing			

End of Key Stage 1 Targets

Reading	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in reading	76%	80%	An increase of 4% on last year
Students achieving Greater Depth in reading	21%	26%	An increase of 5% on last year

Writing	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in writing	64%	70%	An increase of 6% on last year
Students achieving Greater Depth in writing	9%	20%	An increase of 11% on last year

End of Key Stage 2 Targets

Reading	Baseline data 2018-2019	Target for the year ahead	% change
Year 6 students achieving the expected	72%	77%	An increase of 5% on last year

standard in reading			
Students achieving Greater Depth in reading	23%	28%	An increase of 5% on last year

Writing	Baseline data 2018-2019	Target for the year ahead	% change
Year 6 students achieving the expected standard in writing	72%	77%	An increase of 5% on last year
Students achieving Greater Depth in writing	15%	20%	An increase of 5% on last year

2- Secondary British Section
CAT Baseline for English - 2017 for IGCSE Cohort
65 % of year 10 students attained A* to C grades (CAT 4 indication: 98%)
16.8% of year 10 students attained A* or A grades (CAT 4 indication: 26%)_____

Baseline for Literature in English - 2017 for A-Level Cohort
Students underachieving by 1.42 of their Year 10 CAT 4 indicated grade

3- IBDP Section
Baseline Data - 2013-2020

4 - American Section
MAP Baseline data for Grade 8 - 2017-2018
Reading: Language:
Above: 28% Above: 38%
At Grade Level: 30% At Grade Level: 33%
MAP Baseline data for Grade 9 - 2017-2018
Reading: Language:

Above: 31% Above: 50%
At Grade Level: 33% At Grade Level: 19%

Baseline data for Grade 9 - 2017-2018

Average Lexile Range - 861-1011L

PSAT 2018-19 Baseline for Evidence Based Reading and Writing:

Baseline Data for AP 2018-2019 - MES students who scored 3 or higher was 62%

Student Performance Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	

Comments:
Objective 1 articulates our aim for all teachers to best ensure that their teaching is effective and challenging, with improved student outcomes the return on their investment of time and effort. We have given priority focus to ensuring that every student, regardless of ability upon entry, be challenged in their learning with all teachers ensuring a pathway to improved performance and understanding over time. In keeping with our learning culture of Care, Challenge and Inspire, we seek to motivate every student to use their learning, in all its forms, to make a positive difference in their lives as well as the lives of others. Through challenge we guide students to realize their infinite potential and to embed a love of learning.

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	

Comments:
Our commitment to Objective 1 will benefit all learners. The sentiment of the objective is interpreted in age-appropriate ways at different phases of the school; all teachers are committed to realizing the objective in ways that reflect the vastly different needs of their students, both in terms of cohort identity and in terms of variance within each classroom.

	Yes	No

3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments: The majority of students at MES Cairo are with us from 3.5 years of age until graduation from school. Therefore the goals set forth by the graduate profile are reinforced and taught from Primary through to Secondary.			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments: While our school is not obligated under federal or state guidelines to provide data on academic performance, this objective within the development plan is about the improvement of student learning and their classroom experiences. Within each sectional plan, each department or year group provides goals that support the objectives for the whole school.			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments: These objectives reflect a seven year plan where goals and measures are varied to help our school continuously improve in these areas through 2026 [attached].			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is the baseline year in which the data for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	

Comments: In the Primary, baseline data along with the formative assessments are included in the data analysis [Reading and Writing] that are internally created. In the Secondary American section, we addressed the multiple forms of assessment and have included baseline data for each [MAP, PSAT, and AP], which are externally created. In the Secondary British section all assessments are set and marked externally [CAT, IGCSE, A-Levels]. In the Secondary IB section, internally assessed components are moderated by the IBO, as are externally assessed components. We keep abreast of assessment standards with all external examination boards we work with and 'assessment for learning' and 'assessment of learning' is featured in our WSDP and CPD priorities.

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	

Comments: Multiple forms of assessment have been included in the self-study and noted here for each section of the school.

	Yes	No

8	Are disaggregated data included where appropriate?	X	
Comments: The data is disaggregated by year/grade and/or section for the school.			

		Yes	No
9	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments: In the Secondary School, all assessments noted were developed externally and measured and compared to global, international, UK, and/or domestic school scores. In Primary, students take assessments in writing, reading, and math that are both internally created and moderated. Those assessment results are compared with those against the UK achievement levels.			

Suggestions for Revising Student Performance Objective #1: none
Technical Review for Student Performance Objectives:
Student Performance Objective #2: As submitted by the school

- Ensuring excellent teaching and learning practices in Mathematics through a. consistent commitment to highly effective teaching and b. learning practices that challenges all students;
    - A review of homework purpose, function and outcomes
    - Effective use of data to monitor student progress and monitoring
    - An improvement in the standard of teaching across the school from consistently good to consistently better than good

By 2026, all students from Foundation Stage 2 through DP/Grade/Year 12 will improve mathematics skills, which will be measured accordingly in each section of the school:

1 - Primary
Foundation Stage 2 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change

FS2 students achieving the ELG in Math	89%	90%	An increase of 1% on last year
Students achieving Exceeding against the ELG in Math	20%	25%	An increase of 5% on last year

End of Key Stage 1 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change
Year 2 students achieving the expected standard in Math	77%	80%	An increase of 3% on last year
Students achieving Greater Depth in Math	22%	25%	An increase of 3% on last year

End of Key Stage 2 Targets

Math	Baseline data 2018-2019	Target for the year ahead	% change
Year 6 students achieving the expected standard in Math	71%	76%	An increase of 5% on last year

Students achieving Greater Depth in Math	16%	21%	An increase of 5% on last year

2- British Section
Baseline Mathematics CAT data 2017 for IGCSE Cohort sitting in June 2019 Maths
84% of year 10 students attained A* to C grades (CAT 4 indication: 84%)
39% of year 10 students attained A* or A grades (CAT 4 indication: 13%)

Baseline for Math- 2017 for A-Level Cohort - The average value added per student (year 10 CAT 4 indications to final A Level grade) was 1.0 grade; 83% of students achieved a value added of one grade or more, based on their year 10 CAT 4 indicated grade

3- IBDP -
Baseline Data for 2013-2020

4 - American Section
MAP Baseline data for Grade 8 - 2017-2018
Mathematics
Above: 29%
At Grade Level: 30
MAP Baseline data for Grade 9 - 2017-2018
Mathematics
Above: 46%
At Grade Level: 17%
PSAT 2018-19 Baseline and MES Data for Math:
Baseline Data for AP 2018-2019 - MES students who scored 3 or higher was 62%

Student Performance Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	

Comments:
Objective 1 articulates our aim for all teachers to best ensure that their teaching is effective and challenging, with improved student outcomes the return on their investment of time and effort. We have given priority focus to ensuring that every student, regardless of ability upon entry, be challenged in their learning with all teachers ensuring a pathway to improved performance and understanding over time.

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	

Comments:
Our commitment to Objective 1 will benefit all learners. The sentiment of the objective is interpreted in age-appropriate ways at different phases of the school; all teachers are committed to realizing the objective in ways that reflect the vastly different needs of their students, both in terms of cohort identity and in terms of variance within each classroom.

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	

Comments:
The majority of students at MES Cairo are with us from 3.5 years of age until graduation from school. Therefore the goals set forth by the graduate profile are reinforced and taught from Primary through to Secondary.

	Yes	No

4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments: While our school is not obligated under federal or state guidelines to provide data on academic performance, this objective within the development plan is about the improvement of student learning and their classroom experiences. Within each sectional plan, each department or year group provides goals that support the objectives for the whole school.			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments: These objectives reflect a seven year plan where goals and measures are varied to help our school continuously improve in these areas through 2026 [attached].			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is the baseline year in which the data for each assessment were collected included?	X	

	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	

Comments: In the Primary, baseline data along with the formative assessments are included in the data analysis [Math] that are internally created. In the Secondary American section, we addressed the multiple forms of assessment and have included baseline data for each [MAP, PSAT, and AP], which are externally created. In the Secondary British section all assessments are set and marked externally [CAT, IGCSE, A-Levels]. In the Secondary IB section, internally assessed components are moderated by the IBO, as are externally assessed components. We keep abreast of assessment standards with all external examination boards we work with and 'assessment for learning' and 'assessment of learning' is featured in our WSDP and CPD priorities.

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	

Comments: Multiple forms of assessment have been included in the self-study and noted here for each section of the school.

		Yes	No
8	Are disaggregated data included where appropriate?	X	

Comments: The data is disaggregated by year/grade and/or section for the school.

		Yes	No
9	Is the objective measured by both external and internal assessments when appropriate and available?	X	

Comments: In the Secondary School, all assessments noted were developed externally and measured and compared to global, international, UK, and/or domestic school scores. In Primary, students take assessments in writing, reading, and math that are both internally created and moderated. Those assessment results are compared with those against the UK achievement levels.

Suggestions for Revising Student Performance Objective #2: same as #1

Organizational Capacity Objective #1: As submitted by the school

- By 2026, MESC will enhance student engagement and learning outcomes with appropriate instructional technologies
    - used to build a collaborative teaching and learning experience for students
    - Google Classroom is integrated school-wide
    - make good use of the existing bring your own device policy

1 - Primary

*2019-2020 - 100% of all teachers will be confident in the use of Google Classroom

*Student survey will be administered to determine levels of student engagement [PASS]

*2019-2020 - increase the CPD offerings across both Primary and Secondary on how to use each tool collaboratively from survey results

2- Secondary -

*Baseline data 2018-2019 - 0% of the Google Classrooms in Secondary were congruent

in organization or content. This was handled within the department and was up to the department how to organize the information.

*2019-2020 - 100% of the Google Classrooms in Secondary follow the outlined requirements in both organization and content.

3 - Whole School

*Baseline data 2018-2019 - Staff surveys on Google and other interactive technologies used in class resulted in the following:

-Staff who used the following tools in their classroom in an interactive manner:

1) Google Slides - 96.88%; frequency of use is often - 52.09%
2) Quizlet Live - 70%; frequency of use is often - 25.78%
3) Blendspace - 54.17%; frequency of use is often - 17.71%
4) Kahoot - 81.05%; frequency of use is often - 37.81%
5) EdPuzzle - 61.7%; frequency of use is often - 13.83%
6) NearPod - 39.58%; frequency of use is often - 13.54%

**Student survey will be administered to determine levels of student*

engagement [PASS]

*2019-2020 - increase the CPD offerings across both Primary and Secondary how to use each tool collaboratively

Organizational Capacity Objective #1: Technical Review Criteria

		Yes	*No*
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	*X*	
Comments: The desired outcome for this goal is that not will students use technology to enhance their own learning experiences, but that the overall use is consistent and congruent across campus. The learning experiences and accessibility issues will allow for better communication with our parent community, students will be well informed, and lessons will use technology in an interactive manner where appropriate.			

		Yes	*No*
2	Does the objective address expectations for as many of the school's students as possible?	*X*	
Comments: This goal is inclusive of the very youngest students in our school, FS1 through to our DP/Grade/Year 12's.			

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments: The use of technology to enhance learning experiences is a 21st Century skill and one that will take them into university and beyond. Communication and collaboration are among the 5 C's in Education.			

	Yes	No

4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments: To engender the ability to view technology to enhance a child's learning experiences does transition them into University and life. True collaboration is an essential life skill and is a 21st Century skill as well as a desired soft skill that is desirable for major corporations.			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments: This goal will develop and will be modified because technology and the needed soft skills change over time. However, it is a commitment of the school for it to be a long-term goal and focus.			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	

	2) Is the baseline year in which the data for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments: MES Cairo has identified and outlined the cycle of review and revision in the 7 year plan and how the annual review cycle works and meshes with the various accrediting bodies. Baseline data and surveys for this objective are disseminated twice per academic year and informs the basis for professional development.			

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments: Staff surveys and the Google Classroom audit by Heads of Department and Year Team Leaders are in place. The use of technology to enhance learning is also noted and shared best practices in departmental or grade-level meetings and noted in each teachers professional development portfolio.			

		Yes	No
8	Are disaggregated data included where appropriate?	X	
Comments: The data is disaggregated by year/grade and/or section for the school where appropriate.			

	Yes	No

9	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments: The surveys and audits are created internally. The PASS Survey is created externally.			

Suggestions for Revising Organizational Capacity Objective #1: none

Technical Review for Organizational Capacity Objectives:
Organizational Capacity Objective #2: As submitted by the school

- By 2026, MESC will define and develop school culture
  - Reinforce our core beliefs and mission
  - Instill in all students and staff an understanding of our aspirations and expectations
  - Define our well-being agenda

1 - Primary
The Restorative Approach

Following a successful trial in Key Stage 2, restorative practice has been rolled out across Primary this year. Baseline data from the 2018-19 trial showed that repeated low level behaviors and behavior book incidents were 44% lower in year groups where this approach had been implemented. By September 2019, 100% of Primary teachers will receive training on the restorative approach. 100% of all teachers will make use of the set of questions to initiate a discussion with students who have demonstrated negative behavior, ensuring this incident does not occur again. Detentions have been removed and been replaced with these discussions called 'reflections'. The ultimate goal is to see a decrease in student behavioral incidents across the Primary as a result of the restorative initiative.

2- Secondary -
The PASS diagnostic is a multi-factorial measure of students attitudes to school and self, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and supports effective planning, implementation and evaluation of interventions at individual, group and whole school levels. PASS provides us with evidence of students' perceptions of the school and their learning experience. PASS is taken by students at the end of their primary schooling and bi-annually thereafter. Changes in attitudes in individuals can be highlighted
(Y6 2018/9) students
Targets for 2020-21 Y8 students

To increase Year group PASS factor by 3% to increase Year group PASS factor by 3% in all 9 aspects

(Y8 2018/19) PASS Y8 Cohort Data
Targets for 2020/21 (Y10 results)
To increase Year group PASS factor by 3% in all 9 aspects

3 - Whole School -

*Baseline data 2017-2018 - 77.4% of all Parents believed the school's direction and purpose was clearly communicated; 82.4 % of all students answered the same question in affirmation; 84.14% of all staff felt that the aims and the vision of the school were clear and 78.91% of staff stated the mission and vision are evident in the Whole School Development Plan.

*Baseline Year 2018-2019 - Developing a well-being agenda for students and staff starting through the use of Educare Modules for teachers. The goal is to have 100% of the well-being agenda defined for staff and students by the end of the 2019-2020 academic year. Implementation will take place and more fully developed over the next 7 years.

Organizational Capacity Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments: The school will demonstrate a stronger commitment that continues with our alumni that supports our core beliefs. Our aspirations that all students develop into the qualities stated in our Graduate Profile is supported by the 5 R's for Primary and the Elements in Secondary. Key focus is threaded through our behavior plans, our character education programs, the merit program, as well as classroom communications.			

	Yes	No

2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school to be able to achieve the desired levels of student performance?	X	
Comments: The objective addresses the standard for Health and Safety as our school is developing a well-being program for teachers and students. It correlates with School Improvement Planning and School Organization and Staff.			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments: The year of realization is correctly stated as 2026.			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is a baseline year in which the data sets for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	

Comments: Baseline data has been used in the form of student, staff, and parent surveys from 2017-2018 and 2018-2019. Staff and student surveys administered over the next 7 years will also include elements regarding personal well-being and emotional support in an environment where student achievement is vital to student success. The current use of the PASS survey measures the student's attitudes towards self and school. Restorative practices will be implemented which will impact the number of behavior reports and school satisfaction rates overall.

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	*X*	
Comments: Baseline data is a result of externally created surveys, the need for a well-being agenda was developed from current research and overall student and teacher satisfaction rates from exit interviews and externally created surveys.			

		Yes	No
6	Are disaggregated data included when appropriate?	X	
Comments: The data is disaggregated by year/grade and/or section for the school where appropriate.			

		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments: The baseline data was a result of surveys completed as a part of another accreditation including the PASS survey. Those were created externally for school use. The attitudinal disposition survey for staff was created internally.			

Suggestions for Revising Organizational Capacity Objective #2: None