

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

DESIGNING OUR FUTURE

A Self-Study for Accreditation by the Middle States Association

**SAGESSE HIGH SCHOOL
AIN SAADEH
LEBANON**

APRIL 19 to 22, 2016

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ORGANIZATION FOR GROWTH AND IMPROVEMENT

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. This same principle applies to all requirements of the protocol. It is less important what elements and products of the process are called than it is that the school meets the intentions and results of the requirements.

Leadership for Growth and Improvement

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

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

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

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

The Planning Team

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

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

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

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

The members of the Planning Team are:

Name	Role in the Institution ¹
Fr. Gabriel Tabet	School Rector
Ms. Juhaina Abu Khalil	Head of Upper Elementary Division
Ms. Lady Maalouf	IB & A.P. Coordinator Head of Chemistry Department
Mrs. Mariella Saadeh	Head of Math Department Math Studies SL Teacher
Mr. Walid Geagea	IT Manager
Mr. Roger Takla	Head of English Department English A: Literature Teacher
Mrs. Manal Boustany Shamma	Administrative Affairs Coordinator - Until July 2015
Mrs. Tania Moughabghab	Biology and Chemistry Teacher
Mrs. Samira Mallat	Head of Science Department Biology and Health & Wellness Teacher

¹ Examples: Teacher, student, parent, administrator, district central office, community member, etc.

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?

The Planning Team was given the following charges:

- work collaboratively with the administrative and academic boards to plan for growth and improvement in student performance and organizational capacity;
- take an active role in assigning the chair and co-chair of the school improvement and planning subcommittees;
- work closely with the subcommittees to identify the areas for growth and improvement and set the measurable objectives;
- work closely with all subcommittees, reviewed and updated all action and strategic plans, and continues to monitor the implementation of these plans; and
- communicate information to all stakeholders.

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

The Planning Team members were carefully chosen and include various members of the school stakeholders. Members of the planning team include representatives from the administrative and academic boards, Maronite Archdiocese, staff members, parents, and teachers.

How were the members of the Planning Team selected?

The School Rector selected the Planning Team members.

How does the Planning Team function and make its decisions?

Function

- All Planning Team members have a chance to voice and express their opinion.
- The Co-chair of the planning team ensures that everyone takes their turn during discussions and ensures that the team stays on track as set in the agenda of the meeting.
- The Planning Team holds meetings. Five members out of eight should be present to proceed with a set meeting.

Decisions

- The Planning Team makes decisions by voting.
 - All members must vote. In case of absences, the present members contact the absent member(s) through phone, e-mail or Skype.
- N.B. It is worth mentioning that the Planning Team chair, the school Rector, has the authority to override any decision taken by the Planning Team.

How often did the Planning Team meet? (Provide a list of the Team’s meetings and minutes for the meetings as an appendix to this Self-Study Report or in the evidence provided in the Team’s workroom.)

The following should be noted about Planning Team meetings:

- As of January 2015, weekly regular meetings were held on Wednesdays from 12:00 p.m. till 2:30 p.m.
- As of September 2015, additional weekly regular meetings were held on Mondays from 10:30 a.m. till 12:30 p.m.
- Additional meetings were scheduled to ensure that the set deadlines were met.

Evidence will be provided for the MSA visiting team

What is the Planning Team’s relationship to any other groups in the school that are involved in planning for growth and improvement, if any?

The Planning Team works collaboratively with the administrative and academic boards to plan for growth and improvement in student performance and organizational capacity.

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

The Planning Team identifies new members and trains them to familiarize them with the team’s work whenever a new protocol is adopted for reaccreditation or a written midterm report has to be submitted.

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

The Planning Team will oversee the implementation of the recommendations made by the visiting team and will ensure the implementation of the Plan of Growth and Improvement. In addition, the Team will monitor the implementation of the action plans and will periodically review the progress being made to achieve the objectives.

Provide a summary of comments by members of the Planning Team regarding their experience as a member of the Team and what was accomplished by the Team.

The following is a summary of comments by members of the Planning Team regarding their experience as a member of the Team and what was accomplished by the Team. The membership:

- enriches one’s experience,
- enhances the sense of belonging to the school,
- highlights the importance of the self-study as a tool to identify areas for improvement and growth,
- boosts teamwork and collegiality, and
- increases transparency among stakeholders.

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?

The administrative and academic boards worked collaboratively to provide the subcommittees as well as the Planning Team with the relevant information needed to complete the self-study and to devise the plan for growth and improvement in student performance.
In addition, the administrative and academic boards approved the revised foundation documents.

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

The administrative and academic boards support the following:

- Bursar – financial – logistics to function as a team.
- Workshops- training for DOF protocol.
- Awareness campaigns.

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?

The school is supported by the Maronite Archdiocese of Beirut.

Internal Coordinators

A required component of the protocol is the appointment of one or more Internal Coordinators. The primary functions of the Internal Coordinators are to:

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

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

Name	Role in the Institution
Ms. Lady Maalouf	IB & A.P. Coordinator and Head of Chemistry Department
Mrs. Tania Moughabghab	Biology and Chemistry teacher

How and why were the Internal Coordinators selected?

The planning team members nominated the internal coordinators and the Rector approved.

How did the Internal Coordinators fulfill their role and responsibilities?

The internal coordinators served on the Planning Team and fulfilled their roles and responsibilities by:

- facilitating meetings of the Planning Team;
- acting as liaison among the subcommittees and the Planning Team;
- setting the agenda, keeping records and minutes of the plan team meetings;
- communicating information to stakeholders;
- preparing presentations about the progress of the accreditation process; and
- overseeing planning and preparing for the visiting team.

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

The administrative and academic boards support the following:

- Bursar – financial – logistics to fulfill her responsibilities.
- Workshops- training for DOF protocol.
- Served on the planning team.

Communication and Awareness Activities

An important factor in increasing the likelihood that a school will achieve its Plan for Growth and Improvement is to ensure broad ownership. Therefore, an important element of the planning process is communicating. The communication process should include the means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership of what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the self-study process and the Plan for Growth and Improvement.

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.

The school communicated with and kept the school's community of stakeholders aware of, involved in, and supportive of the self-study process by:

- posting updates on the SHS website;
- issuing newsletters and posting them on the website;
- continuously holding presentations and meetings about the progress of the accreditation process;
- gathering feedback through MSA surveys;
- sending messages via SMS to remind *the school's community of stakeholders* to fill in the online MSA surveys;
- having students fill in the surveys during the school schedule;
- encouraging parents to serve on subcommittees; and
- meeting with sub-committee chairs and co-chairs.

Periodic Review of the Plan for Growth and Improvement

To engage in this process successfully, a school must institutionalize a culture for continuous growth and improvement. It must be an ongoing, dynamic, and “evergreen” process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Therefore, the *Designing Our Future* protocol requires formal reviews of the action plans and the progress toward achieving the objectives. Gathering the data and reviewing the action plans needs to be done regularly in order to document successes and indicate any need for revisions. This should be conducted frequently but, as a minimum, at least once annually.

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 the assessments used to measure achievement of the objectives;***
 - ***Revisions made to the action plans based on those results.***

The Planning Team will hold an annual, general meeting for all stakeholders followed by a once per month meeting with different action plan implementation committees that are devised to ensure the continuous implementation of the Plan for Growth and Improvement. Each action plan implementation committee will be chaired by a member / members of the Planning Team.

The Planning Team will review the implementation of plan for growth and improvement through the following:

- setting a time-line for conducting the review and completing the plan for improvement;
- surveying to all stakeholders;
- gathering relevant data through interviews, check lists, Departmental assessment analysis, and other methods that measure the achievement of objectives; and
- revising of the action plans based on the analysis of the relevant data.

The school will need to use the results of their periodic/annual reviews in completing the Mid-Term Report and will also use this information in preparing for the next cycle of accreditation.

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

Designing Our Future directs that 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:

- Mission;
- Beliefs or Core Values; and
- Profile of Graduates.

In this section, the school community presents its examined Foundation Documents. These statements are the cornerstone the school's long-range planning and day-to-day decision-making.

A. FOUNDATION DOCUMENTS

A.1. The School's Mission

What is the school's Mission?

Sagesse High School is a Catholic, Anglophone, co-educational school that educates and motivates students from diverse backgrounds to become life-long learners and responsible citizens with strong ethical values. The school promotes various enriched educational opportunities and operates in an environment that instigates empathy and compassion.

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

In 2015, the mission statement was revised and updated by the Planning Team and was submitted for approval to the common board. The planning team analyzed the existing mission statement and referred to the MSA accreditation resources to ensure that the wording used conforms to MSA's recommendations.

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

The revised and updated mission statement was posted on the school's website for the reference of all stakeholders. New laminated copies of the mission statement were posted in all offices and classrooms around the school, and the mission statement was explained to all students in assemblies. The mission statement is included in the Teachers' Guide, Students' Handbook and the SHS student's agenda. In addition, the school administrative and academic boards (Common Board) always make decisions in alignment with the school's mission statement, and they make sure to highlight this matter to the parents' association as well as faculty and staff whenever new decisions are communicated to them. Furthermore, the school ensures that all curricular and extra-curricular activities are in alignment with the mission statement such as Students' Council, Students' Organization, Active Citizen Project, SHS MUN conference and the Theme of the Year activities that promote citizenship and ethical values. The Christian values, empathy and compassion, are promoted by organizing the Holy mission day activities during Lenten season, spiritual retreats for students, faculty and staff, the Bible club for parents and teachers, the catechism classes and the SHS youth club.

The different departments have included mission statements in their curricula in alignment with the school mission statement.

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

The most recent revision of the school's mission was completed in May 2015. The common board approved and adopted the revised mission statement.

Where is the mission formally published?

The mission statement is formally published on the School website, in the Teachers' Guide, Students' Handbook, SHS Student's agenda, and all school facilities.

A.2 The School's Beliefs/Core Values

What are the school's Beliefs/Core Values?

SHS Beliefs

We believe that

- each person is respected and valued as one created in the image and likeness of God;
- knowledge enhances the goodwill of human kind and society;
- each person has equal worth and treats others with respect;
- students are prepared to actively and constructively contribute to the shaping of a better world;
- each person has unlimited potential and has the opportunity and capability to learn and develop into a well-rounded individual;
- learning is a flowing partnership among teachers, students and parents;
- human resources are the most important asset to the success of the mission.

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

The SHS beliefs were revised and updated by the planning team and were submitted to the common board for approval.

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

The revised and updated beliefs were posted on the school website for the reference of all stakeholders. The beliefs were explained to all students in assemblies. The beliefs are included in the Teachers' Guide, Students' Handbook and the SHS student's agenda. In addition, the school administrative and academic boards always make decisions in alignment with the school's beliefs, and they make sure to highlight this matter to the parents' association as well as faculty and staff whenever new decisions are communicated to them. Furthermore, the school ensures that all curricular and extra-curricular activities are in alignment with the set beliefs such as Students' Council, Students' Organization, Active Citizen Project, SHS MUN conference, and the Theme of the Year activities that promote respect, equality and acceptance of others and help students develop into well-rounded individuals. Enrolling in the "Green Schools Association" raised awareness among all stakeholders and encouraged students to contribute to the shaping of a better world. The belief that each person is valued as one created in the image and likeness of God and that knowledge enhances the goodwill of human kind and society are promoted by organizing the Holy mission day activities during Lenten season, spiritual retreats for students, faculty and staff, the Bible club for parents and teachers, the catechism classes and the SHS youth club. The belief that human resources are the most important asset to the success of the mission is promoted by the leadership and governance through their continuous commitment to provide professional development opportunities to all faculty and staff such as hosting and organizing the IB cluster workshops at school in June 2015, sending teachers to different workshop in the country and abroad, registering teachers in several IB online workshops as well as holding the annual in-service day workshops which have been prepared by members of the common board for the past two years.

A.3. The School's Profile Of Graduates **What is the school's Profile of Graduates?**

SHS Graduate Profile

Sagesse High School graduates are equipped with skills necessary to be successful, empathetic, and humanistic individuals that uphold balanced bases of ethical values and academic excellence. Specifically, Sagesse High School graduates will

1. demonstrate qualities of endurance as a result of their scholastic experiences where challenges are faced with maturity and introspection.
2. portray empathy, compassion, and humanism as a result of their exposure to diverse on and off campus activities where compassion, service and social awareness are central objectives.
3. demonstrate life-long learning attributes which allow them to progress everywhere and at any time.
4. materialize the understandings of honesty, credibility, and academic integrity encapsulated through their academic experiences with securing data and developing arguments.
5. respect and value local and foreign cultures by retrospective evaluation of scholastic experiences.
6. demonstrate skills that enable them to communicate with compassion and the intent to solve conflict rather than complicate it.
7. exteriorize a sense of belonging to their school environment and the world at large.
8. recognize and appreciate the achievements of others through collective, communal celebration of individualistic successes.

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

The school's Profile of Graduates was developed by the Planning Team and submitted to the common board for approval.

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

Heads of Divisions inform, explain, and discuss the graduate profile with all students and stakeholders so that a holistic understanding of its set criteria is achieved. Since the graduate profile was designed according to the set criteria of the school mission statement and curricula, assessments and instructional contents reflect the understanding and support of the Profile of Graduates.

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

Instructions:

- 1. Report the results of the school's self-assessment of the degree to which it meets this Standard for Accreditation and its Indicators of Quality.*
- 2. Report the results of the self-assessment in the tables below by providing for each Indicator of Quality an average of the rating for the school provided by all stakeholder groups.*
- 3. Additionally, if the school uses surveymonkey.com to conduct the self-assessment, it may choose to include the results of the self-assessment by stakeholder sub-groups (e.g., students, parents, staff, etc.). If the school chooses to include this information, import the data as reported on surveymonkey.com and add it to the end of Section.*

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	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

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

Indicator of Quality		1	2	3	4	N/A
<i>The school’s statement of mission:</i>						
1.1	Is communicated widely to the school’s community of stakeholders by inclusion in the school’s publications and website and by being displayed prominently throughout the school.				X	
1.2	Is reviewed periodically to determine its effectiveness in communicating the school’s purposes and vision.				X	
1.3	Is understood and supported by the students, their families (if appropriate), and the school’s community of stakeholders.				X	
1.4	Was developed using a process that considered input by appropriate stakeholders of the school.				X	

Stakeholders’ comments to support the ratings:

Instructions:

1. *In the table below, report comments made by the school's stakeholders related to the degree the school meets this Standard for Accreditation. The categories shown in the table are suggested possibilities for the sources of comments. The school may add to or subtract from the sources listed to reflect more accurately the sources used by the school.*
2. *The school may list all comments made by stakeholders, or it may organize the comments by type and sources and report only those comments that are made by several stakeholders. It is as important to the school as it is to the Visiting Team that the comments reported are a true reflection of the views and opinions of the school's stakeholders.*
3. *Add/delete rows as needed.*

STANDARD: MISSION	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • The mission statement is posted on the website and in each classroom, in the entrance, teachers' lounge and offices. It is clear, consistent and realistic. Many activities celebrated during the Academic year are based on one or more aspects of the mission. Teachers and students discuss it sometimes in class. It has been reviewed and reedited at least 2 times during the last 5 years • The school's community should be regularly reminded of the mission statement which should be implemented in more activities

STANDARD: MISSION	
Source of Comments	Comments
	<ul style="list-style-type: none"> • The mission statement is available on the school's website, display in the school TV rotating announcements, display in bulleting boards, discussed with the students in general every stakeholder is aware and understand the mission statement. • The mission statement is posted on the website and in each classroom, in the entrance, teachers' lounge and offices. It is clear, consistent and realistic. Many activities celebrated during the Academic year are based on one or more aspects of the mission. Teachers and students discuss it sometimes in class. It has been reviewed and reedited at least 2 times during the last 5 years. • The school's community should be regularly reminded of the mission statement which should be implemented in more activities. • The school needs to implement the mission statement more into the students and parents and even teachers and workers minds
Students	<ul style="list-style-type: none"> • I think that this school follows the mission it promises and will continue to improve • I think that my school's primarily purpose is to provide education for the students. However, the school's harsh, useless, and irrelevant discipline when it comes to the freedom of the student is invalid. This contradicts the fact that the school is tolerant and compassionate. • I think you will accomplish your mission even better in the future. • Knowing about new info is fun • I really like this school because it teaches us how to respect others
Parents	<ul style="list-style-type: none"> • Teachers and coordinators should be more severe with children who have racist statements towards cleaners or others non Christian children.

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

Instructions: 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.

The school's significant strengths in meeting the Mission Standard are the following:

- stakeholders' acceptance of the mission statement and beliefs which are reflected on the identity, mode of work and daily practices at school;
- alignment of decisions, academic, non-academic and disciplinary, with the mission statement and beliefs;
- revision of the Teachers' and Students' Handbooks to meet and promote the mission statement and beliefs;
- alignment of all curricular and extra-curricular activities and events with the mission statement and beliefs;
- review and design of all curricula in alignment with and in support of the school mission statement and beliefs;
- support and promotion of the values of the mission statement and beliefs through all strategic, growth and improvement plans; and
- teachers' commitment to the adoption of instructional strategies that reflect the school's mission statement.

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

The school's significant areas in need of improvement in meeting the Mission Standard are the following:

- greater involvement of parents in the school activities,
- hosting of students' events at the international level such as SHS MUN conference with participating schools from around the world to promote respect, diversity and open-mindedness,
- improvement of the disciplinary system and awareness among parents and students to diminish the influence of the country's culture in this aspect, and
- greater emphasis on critical thinking activities to further develop life-long learning skills.

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.

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

- devise a strategy to increase the number of parents involved in school events and activities;
- host and organize an international MUN conference at SHS;
- devise a strategy to increase the activities and awareness campaigns to improve students' discipline and diminish the effect of the country's culture; and
- include more activities that promote life-long learners across all range of curricular areas.

E. EVIDENCE to Support the Self-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 evidence listed may overlap with those identified in another Standard.*
- 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 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
Recruitment and admissions materials	X
The school's website	X
Student Handbook	X
Teachers' Guide	X
Policies related to the philosophy/mission	X
SHS Student Agenda	X

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

An essential element of any self-study is the gathering of information and data that describe the current status of the school in two essential areas: current student performance and the capacity of the school to produce the levels of student performance it state in its Foundation Documents and that its community of stakeholders desires and expects. It is essential to know where the school stands in relation to these two areas before it can be decided which aspects of the school are the highest priorities for growth and improvement. The information and data collected in the Descriptive Summary of the School Community and its Student Performance should show very clearly where the gaps are between the school's current reality and its preferred future.

The Descriptive Summary of the School Community and its Student Performance consists of the following elements:

- The History and Current Context of the School
- Student Performance Data
- Self-Assessment of the Standard for Assessment and Evidence of Student Learning

HISTORY OF THE SCHOOL

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

Sagesse High School is one of the leading schools in Lebanon thanks to its educational programs and its ongoing growth. Founded and licensed to operate by the Lebanese Ministry of Education in 1992, Sagesse High School is an independent, nonprofit, Anglophone, Catholic, and academic organization. It is located in Ain Saadeh, Lebanon, thirty minutes away from the airport, and it overlooks Beirut and its suburbs.

The first president for Sagesse High School was Mgr. Sauveur El-Khoury. Having served from 1992 till 2002, he oversaw the construction process, equipment installation and purchase, recruitment of teachers and student admission. The school operated with a single block catering for 200 students. Today, Sagesse High School takes part in educating 1391 students and has expanded over three blocks, three programs, and wider variety of curricular areas to meet the needs of the community. With its openness to diversity, the school community includes 51 different nationalities. It is worth to mention that SHS has 240 faculty and staff members.

Over the past 5 years, the number of graduating students has reached 462.

Sagesse High School operates under the Maronite Archdiocese of Beirut. It is a co-educational school that operates as a non-profit institution. The school is affiliated to UNESCO schools and is a member of the following:

- Catholic Schools Association in Lebanon
- Anglophone Catholic Schools Association in Lebanon
- Association for IB Schools in Lebanon
- Middle East IB Association (MEIBA)

The school is licensed to grant three different programs:

- 1- Lebanese Baccalaureate Program - Life Sciences (LS), General Sciences (GS), and Sociology and Economics (SE). The school has dropped the technical section, "Professional Baccalaureate," in 2010. It was initiated as a pilot program where only 4 students had enrolled.
- 2- International Baccalaureate Diploma Programme that either offers the course or diploma, depending on the students' qualifications and choice.
- 3- American High School Program (A.P.) and preparation for SAT I and SAT II including DELF and DELE for the World Languages Program (French and Spanish).

Sagesse High School is accredited by the MSA since 2009; it is the first Catholic-Anglophone school to be authorized as an International Baccalaureate World School in Lebanon since 1995. The American High School Program (A.P.) was introduced to accommodate students who are either foreign citizens or had studied abroad for more than three consecutive years.

In 2002, Fr. Edgard Madi was appointed as SHS president. His vision was to have Sagesse High School be an accredited school to allow wider enrollment and growth for the American High School Program that was concretized in 2009. In May 2006, a team of two MSA members, pre-candidacy visitors, visited the school for four days and granted the school an accreditation candidacy status. An 18-months self-study program culminated in SHS's granting of full accreditation.

The July War in 2006 affected the accreditation process and enrollment rates. A sudden drop of around 100 students was recorded due to the fact that these students had been evacuated from the country by their respective embassies.

Fr. Madi's appointment as bishop to Brazil was followed by a transitional phase where Mgr. Sauveur El-Khoury served as a transitional president.

In 2008, the responsibilities of presiding over Sagesse High School were relayed to Fr. Gabriel Tabet. Fr. Tabet renamed the president's title to Rector. Ever since his appointment as Rector of Sagesse High School, Fr. Tabet decided to commit to the accreditation process and continued in the improvement plans initiated by his predecessors.

In May 2009, the MSA visiting team studied the self-study, and SHS was granted MSA accreditation (Reflections Protocol). This milestone marked Sagesse High School as the first Catholic school in Lebanon to be accredited by the MSA.

In 2010, Sagesse High School inaugurated the Pre-school division that now caters for an increased number of Preschoolers. This establishment allowed an increased space in Block A which gave the school the opportunity to cater for more students at lower and upper elementary grade levels.

In 2014, the school started its work to build a gymnasium that is expected to be completed in 2016. This gymnasium will allow the increase in catering for diverse varsity teams and sports at school. The vision is to have the gymnasium serve as a sports center for the community.

The school is currently working on the DOF- Designing Our Future – Protocol. The team visit is expected in April 2016.

CURRENT CONTEXT OF THE SCHOOL

Instruction: Provide a current context of your school and its community including:

- *a description of the community(ies) the school serves—their major characteristics, including geographic location, major businesses and industries, and their socioeconomic and demographic makeup;*
- *any major challenges faced by the school that are presented by social, economic, and/or political factors in its community(ies);*
- *any major changes in the community(ies) over the last five years that have had an impact on the school;*
- *any major changes in the community(ies) that are expected to occur during the next five years.*

Sagesse High School is located in Ain Saadeh and caters for a diverse range of students from different backgrounds. Most of the SHS community consists of Lebanese citizens and a combination of 51 different nationalities. This highlights the practice of the SHS Mission Statement. Sagesse High School's community can best be characterized as a combination of neighboring Lebanese communities that extend from immediate villages to the extended villages and suburbs of Beirut.

The socio-economic status of Sagesse High School's community falls within the middle class and the upper-middle class.

Sagesse High School's geographic setting is directly subjected to the political instability of the country and the neighboring regions.

Lebanon's lack of a president, the continued running of its non-elect parliament, and the security turbulences have had their effects on the school community's overall psychological, economic, social, and educational performance. The regional crises also affect Lebanon. Syrian families, for example, have sought refuge and settlement in Lebanon. As reflected by its Mission Statement, Sagesse High School granted admission to Syrian applicants. Between 2012 and 2013, a total of 77 Syrian students were enrolled at SHS. In addition, Iraqi students applied for admission and were granted a place at SHS. The newcomers struggled with the school's curricula, which was reflected in their academic performance and impacted SHS students' academic performance statistics.

MSA's recognition of Sagesse High School's educational standards through the granting of the MSA accreditation allowed the school to gain increased local and international exposure and establish connections with the American embassy.

Over the past five years, the number of students has reached 1400. As a result, Sagesse expanded its sections at many grade levels.

Due to refugees' immigration to the West and the hopeful end of the Syrian crisis, Sagesse High School's community is expected to witness a withdrawal in the number of people that have been enrolled. Despite this withdrawal, Sagesse High School expects to maintain the existing capacity for students.

ADDITIONAL SCHOOL INFORMATION

Instruction: Provide the information requested in the table below. Leave blank any areas that are not applicable to the school.

Type of Organization (<i>check all that apply</i>)			Public		
	X			Independent	
	X			Not for Profit	
			Proprietary		
	X			Religious	
	X			Academic	
			Career and Technical		
			Secondary Students		
		Postsecondary Students			
Year School Began Operating	1992				
Date Charter/License to Operate Granted	License				
Year of First Graduating Class of the School	1996				
State/Agency/Country Granting License to Operate	Lebanese Ministry of Education				
Diplomas/Certificates School is Licensed to Grant	Lebanese Baccalaureate (All Sections)				
	International Baccalaureate Diploma				
	American High School Diploma				
Calendar System	Quarter	Semester	Trimester	12-Month	Other (Describe):
		X			
Currently Accredited by	Name of Agency		Accredited Until		
	MSA		2014		
	IBO		2019		
If this accreditation is being conducted cooperatively with another accrediting agency, indicate the cooperating agency		Yes			
	X	No			
	Name of Agency				

SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

Instruction: To be completed by independent, religious, and proprietary schools. If not applicable to your school you may delete this section.

Is the school incorporated?		Yes
	X	No
If yes, Name of Corporation:		
Is the school licensed to operate as an educational organization?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Lebanon	
In what country(ies) is the school licensed to operate?	Lebanon	
If no, explain the school's authority to operate as an educational organization:		
Is the school licensed to grant a high school diploma and/or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas and/or certificates?	Lebanon	
Type(s) of diplomas or certificates offered	International Baccalaureate Diploma	
	Lebanese Baccalaureate Diploma (Life Sciences, General Sciences, Sociology and Economics)	
	American High School Diploma	
If no, explain the school's authority to grant diplomas and/or certificates:		

STUDENT ENROLLMENT TRENDS

Instruction: In the table below, indicate the age groups and grade levels to be included in the school's accreditation and the number of students enrolled in each category for the periods indicated.

Age Group/ Grade Level	3 Years Ago	2 Years Ago	Last Year	Current Year 14- 15 AY	Projected Next Year	Projected in Two Years	Projected in Three Years
Infant/Toddler: Birth-23 mos.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K-2: Two year olds	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K-3: Three year olds	29	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K-4: Four Year olds	76	79	89	102	95	100	100
Pre-K-5: Fives not in kindergarten	58	92	93	104	110	100	100
Kindergarten	66	66	109	103	113	110	100
Grade 1	68	66	74	109	99	113	110
Grade 2	76	74	65	85	109	100	113
Grade 3	81	83	81	71	92	109	100
Grade 4	73	86	94	90	78	93	109
Grade 5	69	79	85	94	97	87	95
Grade 6	83	72	81	83	98	97	98
Grade 7	91	89	85	74	90	98	97
Grade 8	93	103	95	89	83	94	98
Grade 9	91	93	114	90	93	90	98
Grade 10	89	99	98	115	87	98	98
Grade 11	114	98	102	92	116	94	98
Grade 12	93	117	97	90	88	116	98
Grade 12+	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Enrollment	1250	1296	1362	1391	1448	1499	1512

Explain any significant or unusual enrollment trends for the school as a whole that will or might have an effect on the school's ability to produce the levels of student performance stated in its Foundation Documents.

The Pre-school building construction has led to an increase in the number of students enrolled. As a result, at Pre-school Division, we have 5 sections per grade level. This impacts the number of students in the Lower Elementary Division. By projecting this enrollment trend, 3 years from now, we will have 5 sections in grades 2, 3, and 4. This raises the issue of space and facilities to match the increase. Accordingly, and in projecting the number of students in these classes, the capacity of the school will not allow for more than 100 students per class.

Therefore, by the year 2018, Sagesse High School would have reached its full capacity of 1500 students. This means that Sagesse High School will be able to maintain the number and, thereby, the admission policy will become more selective targeting an increase in the educational performance of its students, thus, meeting the levels of student performance stated in the foundation documents.

EVIDENCE OF STUDENT LEARNING

A. STUDENT LEARNING

A.1. Student Performance Data

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

Instructions:

1. *This table and following question 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 this table and question 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	14	to	20	15
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Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 7) of Student Performance
Readistep Critical Reading	All (88)	8 A.P. & L.P.	3.1
	Caucasian (84)	8 A.P. & L.P.	3.08
	African-American (1)	8 A.P.	4.4
	Hispanic (2)	8 A.P.	3.1
	Asian (1)	8 A.P.	3.1
	Male (49)	8 A.P. & L.P.	3.06
	Female (39)	8 A.P. & L.P.	3.16
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A
ReadiStep Writing Skills	All (88)	8 A.P. & L.P.	3.4
	Caucasian (84)	8 A.P. & L.P.	3.4
	African-American (1)	8 A.P.	4.3
	Hispanic (2)	8 A.P.	3.0

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 7) of Student Performance
	Asian (1)	8 A.P.	3.6
	Male (49)	8 A.P. & L.P.	3.35
	Female (39)	8 A.P. & L.P.	3.46
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 7) of Student Performance
ReadiStep Mathematics	All (88)	8 A.P. & L.P.	3.3
	Caucasian (84)	8 A.P. & L.P.	3.29
	African-American (1)	8 A.P.	4.2
	Hispanic (2)	8 A.P.	2.9
	Asian (1)	8 A.P.	4.2
	Male (49)	8 A.P. & L.P.	3.28
	Female (39)	8 A.P. & L.P.	3.33
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 80) of Student Performance
PSAT Critical Reading	All (112)	10 A.P. & SEC 1	38.2
	Caucasian (111)	10 A.P. & SEC 1	38.19
	African-American		
	Hispanic (1)	10 A.P.	39
	Male (65)	10 A.P. & SEC 1	37.2
	Female (47)	10 A.P. & SEC 1	39.7
	IEP	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 80) of Student Performance
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 80) of Student Performance
PSAT Writing Skills	All (112)	10 A.P. & SEC 1	38.4
	Caucasian (111)	10 A.P. & SEC 1	38.3
	African-American		
	Hispanic (1)	10 A.P.	44
	Male (65)	10 A.P. & SEC 1	37.1
	Female (47)	10 A.P. & SEC 1	40.1
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 80) of Student Performance
PSAT Mathematics	All (112)	10 A.P. & SEC 1	45.3
	Caucasian (111)	10 A.P. & SEC 1	45.28
	African-American		
	Hispanic (1)	10 A.P.	47
	Male (65)	10 A.P. & SEC 1	45.8
	Female (47)	10 A.P. & SEC 1	44.7
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 800) of Student Performance
SAT Critical Reading	All (99)	12 A.P., IBDP II,	430

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 800) of Student Performance
		SEC 3	
	Caucasian (98)	12 A.P., IBDP II, SEC 3	429
	African-American		
	Hispanic (1)	12 A.P.	520
	Male (46)	12 A.P., IBDP II, SEC 3	435
	Female (53)	12 A.P., IBDP II, SEC 3	426
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 800) of Student Performance
SAT Writing Skills	All (99)	12 A.P., IBDP II, SEC 3	461
	Caucasian (98)	12 A.P., IBDP II, SEC 3	460
	African-American		
	Hispanic (1)	12 A.P.	560
	Male (46)	12 A.P., IBDP II, SEC 3	452
	Female (53)	12 A.P., IBDP II, SEC 3	469
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 800) of Student Performance
SAT Mathematics	All (99)	12 A.P., IBDP II, SEC 3	528

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 800) of Student Performance
	Caucasian (98)	12 A.P., IBDP II, SEC 3	529
	African-American		
	Hispanic (1)	12 A.P.	410
	Male (46)	12 A.P., IBDP II, SEC 3	552
	Female (53)	12 A.P., IBDP II, SEC 3	507
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 2400) of Student Performance
SAT II Subject Test	All (13)	12 A.P. and IBDP II	1591
	Caucasian (13)	12 A.P. and IBDP II	1591
	African-American		
	Hispanic		
	Male (6)	12 A.P. and IBDP II	1722
	Female (7)	12 A.P. and IBDP II	1479
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 100) of Student Performance
DELE	All (9)	Secondary IB & A.P.	78.97
	Caucasian (8)	Secondary IB & A.P.	77.57
	African-American		
	Hispanic (1)	10 A.P.	90.13
	Male (2)	Secondary	91.71

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean Score (out of 100) of Student Performance
		IB & A.P.	
	Female (7)	Secondary IB & A.P.	75.33
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 20) of Student Performance
Brevet (Lebanese Official Exams)	All (33)	9 L.P.	13.2
	Caucasian (33)	9 L.P.	13.2
	African-American		
	Hispanic		
	Male (14)	9 L.P.	13.85
	Female (19)	9 L.P.	12.72
	IEP	N/A	NA
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 20) of Student Performance
Lebanese Baccalaureate Exams	All (32)	SEC 3	11.64
	Caucasian (32)	SEC 3	11.64
	African-American		
	Hispanic		
	Male (9)	SEC 3	10.57
	Female (23)	SEC 3	12.06
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 45) of Student Performance
IBDP Exams	All (16)	IBDP II	31.63
	Caucasian (16)	IBDP II	31.63
	African-American		
	Hispanic		
	Male (8)	IBDP II	30.46
	Female (8)	IBDP II	32.38

Name of Assessment	Sub-Group of Students	Grade Level(s)	Mean score (out of 45) of Student Performance
	IEP	N/A	N/A
	English Language Learners	N/A	N/A
	Socio-economically Disadvantaged	N/A	N/A

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.

The proposed improvements and/or corrective actions that need to be taken for students performing below standard including initiated and formally planned procedures are the following:

- re-designing the preparatory SAT courses for English Critical Reading and Writing Sections (Intermediate, Grades 7 to 9 A.P. and L.P., and Secondary A.P. and L.P., excluding SEC 3, IBDP I and II and 12 A.P.);
- introducing a re-designed course for Mathematical Reasoning Sections of the SAT through targeting intermediate division students with structured educational programs integrated within the Math curriculum;
- implementing structured and continuous reinforcement courses at school that targets the specific needs of student performance;
- initiating school supervised peer tutorial sessions that allow for symbiotic educational development;
- engaging students in analytic and critical discussions of canonical texts read and discussed in class through English Department’s Talk-Time events;
- developing the continuous implementation of the integrated Spin It Up competition that targets standardized assessment standards;
- introducing mathematical investigation as of grade 4 to target developed reasoning skills in standardized assessments;
- introducing technological and interactive programs that target Special Education students’ performance development in standardized assessments; and
- designing an updated and relevant method for the analysis of students’ results in Math, Sciences and English.

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.

A.2. Evidence of Student Learning- Assessments

Instructions:

- 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.*
- 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 ²	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Benchmark Assessments (Tests and Quizzes)	LE, UE, INTER & SEC (L.P., A.P. & IBDP)	English		X	
	UE, 7 to 9 A.P., 7 & 8 L.P. , SEC 1 & 2 & 10 A.P.	Computer		X	
	11 A.P., 12 A.P. IBDP I & IBDP II	ITGS	X		
	11 A.P., 12 A.P., IBDP I - IBDP II	Business and Management	X		
	9 L.P.to SEC 3, 9 A.P. to 12 A.P., IBDP I & IBDP II	Chemistry	X		
	9 to 12 A.P., 9 L.P. to SEC 3, IBDP I & IBDP II	Biology	X		
	10 & 11 A.P.	Health & Wellness	X		
	UE, INTER, SEC (A.P. & L.P.)	Social Studies	X		
	LE, UE, INTER, SEC (A.P., L.P. IBDP)	Mathematics	X		
	8 A.P. & L.P.	Biochemistry	X		

Name of Assessment	Grade Level(s) Administered ²	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
	LE, UE, INTER & SEC (A.P., IBDP & L.P. Excluding SEC 3)	French		X	
	4, 5, 7 & 8 L.P. & A.P. & 9 A.P.	Music Education	X		
	6 A.P. & L.P.	Music Education		X	
	INTER, SEC (L.P., A.P. & IBDP)	Physics	X		
	10 to 12 A.P., IBDP I & IBDP II	Spanish	X		
	INTER (Excluding 9L.P.)	Spanish		X	
	LE, UE, & 7 A.P. & L.P.	General Science	X		
	LE, UE, INTER & SEC L.P.	Arabic L.P.	X		
	LE, UE, INTER, & SEC A.P. & IBDP	Arabic A.P.	X		
	10 A.P., SEC 1 & 2, SEC 3 SE, IBDP I & II	Economics		X	
	SEC 2 & 3	Philosophy		X	
	SEC 1	Socio-Economics		X	
	SEC 2 & 3 SE	Sociology		X	

² Lower Elementary (LE), Upper Elementary (UE), Intermediate (INTER), Secondary (SEC)

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Open Ended Questions	LE, UE, & SEC (A.P., LP., IBDP)	English	X		
	INTER	English		X	
	9 to 12 A.P., IBDP I & IBDP II	Art	X		
	11 A.P., 12 A.P., IBDP I - IBDP II	Business and Management	X		
	SEC 2	Philosophy		X	
	SEC 3	Philosophy	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Projects	LE and UE	English		X	
	INTER & SEC (A.P., L.P. & IBDP)	English	X		
	UE, INTER, SEC (A.P. & L.P.)	Social Studies	X		
	INTER & SEC (A.P., L.P. & IBDP Excluding SEC 3)	Spanish	X		
	INTER & SEC (A.P. & L.P.)	Physics		X	
	IBDP I & IBDP II	Physics	X		
	LE, UE and 7 A.P. and L. P.	General Sciences		X	
	10 & 11 A.P.	Health & Wellness		X	
	LE, UE, INTER & SEC L.P.	Arabic L.P.	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
	LE, UE, INTER & SEC A.P. & IBDP	Arabic A. P.	X		
	UE, INTER, SEC L.P. (Excluding SEC 3) & 10 A.P.	Computer		X	
	IBDP I, IBDP II, 11 & 12 A.P.	ITGS	X		
	8 A.P. & L.P.	Biochemistry		X	
	9 to 12 A.P. & 9 L.P. to SEC 3 L.P.	Biology		X	
	IBDPI & IBDP II	Biology	X		
	9 L.P. to SEC 3, 9 A.P. to 12 A.P.,	Chemistry		X	
	IBDP I & IBDP II	Chemistry	X		
	12 A.P. & IBDP I & II	Business and Management	X		
	LE & UE INTER & SEC (A.P., L.P. & IBDP)	French	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Authentic Assessments	LE, UE & INTER	English		X	
	SEC (A.P., L.P. & IBDP)	English	X		
	11 & 12 A.P. and IBDP I & II	Business and Management	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Alternative Assessment	Grades 4 to 12 L.P.	Social Studies		X	
	Grades 4 to 12 A.P. (Excluding IBDP I and II)	Social Studies	X		
	LE, UE, INTER & SEC (A.P., L.P & IBDP)	Mathematics	X		
	LE, UE, INTER (Excluding 9 L.P) SEC (AP &, IBDP)	Art	X		
	LE	Music Education	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
SHS Critical Thinking Assessment	LE, UE, & INTER	Mathematics	X		
	LE, UE, INTER (Excluding 9 L.P) SEC (AP &, IBDP)	Art	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
SHS SAT Oriented Assessment	10 to 12 A.P., SEC 1 & 2 & IBDPI	Mathematics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Mathematical Investigation	INTER & SEC (L.P., A.P. & IBDP)	Mathematics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Portfolio	IBDP I & II	Economics	X		
	INTER (Excluding 9 L.P.) SEC (A.P.,& IBDP)	Spanish	X		
	11 &12 A.P. & IBDP	Art	X		
	UE , INTER (Excluding 9 L.P.) & 10 A.P.	Art (Analysis based on art history)	X		
	9 A.P. & L.P. & SEC (A.P. & L.P.)	Physics		X	
	IBDP I & IBDP II	Physics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Extended Response Papers	IBDP I & IBDP II	Economics		X	

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Essay Writing	SEC 3 SE	Economics		X	
	SEC 3 SE	Sociology		X	

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Data Response Papers	IBDP I & IBDP II	Economics		X	
	SEC 1, SEC 2 & 3 SE	Sociology		X	

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Document Analysis	SEC 1, SEC 2 & 3 SE	Economics		X	
	SEC 1, SEC 2 & 3 SE	Sociology		X	

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Classroom Oral Interaction	INTER (Excluding 9 L.P.)	Spanish		X	
	SEC (A.P. & IBDP)	Spanish	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Debates and/or oral presentations	INTER (Excluding 9 L.P.)	Spanish		X	
	SEC (A.P. & IBDP)	Spanish	X		
	LE, UE, INTER & SEC (A.P., L.P. & IBDP)	French	X		
	11 & 12 A.P., IBDPI, IBDPII	ITGS		X	
	UE, INTER, SEC L.P. and 10 A.P.	Computer		X	

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
	6 to 12 A.P.,IBDP I & IBDP II	Arabic AP	X		
	SEC 1 & SEC 2	Arabic LP	X		
	SEC (A.P.& IBDP)	Art	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Formative Assessments	INTER (Excluding 9 L.P.), SEC (A.P. & IBDP)	Spanish	X		
	IBDP I & II	ITGS	X		
	INTER & SEC (A.P. & L.P.)	Computer, ITGS	X		
	9 A.P. to 12 A.P., SEC 1 & 2 , IBDP I & IBDP II	Chemistry	X		
	LE, UE, 7 A.P. & L.P.	General Science	X		
	8 A.P. & L.P.	Biochemistry	X		
	LE, UE, INTER & SEC	Arabic L.P.	X		
	LE, UE, INTER & SEC	Arabic A.P.	X		
	10 to 12 A.P., SEC 1 & SEC 2, IBDP I & IBDP II	Biology	X		
	LE, UE, INTER & SEC (A.P., L.P. & IBDP)	French	X		
	LE, UE, INTER & SEC (A.P., L.P. & IBDP)	Physical Education	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Studio	7 to 12 A.P., IBDP I & IBDP II	Visual Arts	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Comparative Study	11 & 12 A.P., IBDP I & IBDP II	Visual Arts	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Lab reports	INTER, SEC (A.P.)	Physics		X	
	IBDP I & IBDP II	Physics	X		
	LE, UE, 7 A.P. & L.P.	General Sciences	X		
	8 A.P. & L.P.	Biochemistry	X		
	10 to 12 A.P., Sec 1 & 2, IBDP I & IBDP II	Biology	X		
	9 to 12 A.P., SEC 1 & 2	Chemistry		X	
	IBDP I & IBDP II	Chemistry	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Case Study	11 A.P., 12 A.P., IBDP I & IBDP II	Business and Management	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Peer Assessment	11 & 12 A.P.	Business and Management	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Self- Assessment	LE, UE, INTER & SEC	Mathematics		X	
	IBDP I & IBDP II	Mathematics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Business Plan	IBDP I & 11 A.P.	Business and Management	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Diagnostic	LE, UE, INTER & SEC (A.P., L.P. & IBDP)	Physical Education	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Summative	LE, UE, INTER & SEC (A.P., L.P. & IBDP)	Physical Education	X		
	LE, UE, INTER & SEC	Arabic L.P.	X		
	LE, UE, INTER & SEC	Arabic A.P.	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
	LE, UE, INTER & SEC	French	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 corrective actions and proposed improvements slightly vary among subjects and are described as follows:

World Languages

The most difficult skill to master while learning a foreign language is using the target language. The World Language Department (WLD) is aware that learners should make effective use of the target language to improve their command of the language. Therefore, this area is continuously in need of improvement; the WLD keeps on developing authentic settings to motivate students to practice oral communication through the target language. Writing activities will be initiated to develop students’ skills in using the target language.

English

The English Language Assessment Policy was updated for the 2015 – 2016 AY. The update took into consideration student needs and need for improvement. As such, test design now aims to target six learning domains to enable clear identification of group and individual weaknesses that will eventually lead to scaffolding and/or re-teaching of concepts along with target based activities. In addition, the English Language Arts Assessment Policy reconsidered the distribution of scores throughout its four cycles to increase emphasis on authentic assessments, benchmark assessments, and projects. The system developed out of the observed needs of students and the community will allow an increased focus on areas deemed as “Needing Improvement.”

For further details on these actions that are currently being implemented, please refer to the English Language Arts Assessment Policy.

General Sciences, Biology, Chemistry, and Physics

Proposed improvements include the following:

- designing rubrics and setting assessment criteria for projects;
- increasing the frequency of practical work to help students improve their skills in the pragmatic aspects of the laboratory practical work and the writing of lab reports;
- implementing the writing of lab reports for online simulations; and
- increasing the frequency of structured and systematic analysis of benchmark assessments to infer student performance data that will lead to re-teaching and/or scaffolding targeted objectives.

Mathematics

The proposed improvements include the following:

- developing a structured and systematic analysis of benchmark assessments to infer student performance data that will lead to re-teaching and/or scaffolding targeted objectives
- increasing the frequency and quality of formative assessments to ensure the acquisition of skills preceding summative assessments
- developing an intentional integration in the use of Approaches to Teaching and Learning (ATL) to improve the learning outcomes

Business

The proposed improvements include introducing oral presentation as a formative assessment to provide students with opportunities to develop necessary social skills and developing a structured set of criteria to enhance peer assessment.

Social Studies

The proposed improvement targets an increase in the frequency of formative assessments.

Computer/ IT:

The improvement plan targets the update of the presentation and project rubrics.

A.3. Overall Student Performance

Instruction: In the tables below, indicate whether the school's students, in the aggregate, are learning and performing at the levels desired and expected by the school's community of stakeholders or, if not, progress is being made to raise the results accordingly.

	The students are making progress toward learning and performing at the levels desired and expected.
<p><i>If the students are making progress toward learning and performing at the levels expected, describe the actions being taken by the school that have been determined to be the most responsible for this improvement:</i></p> <p>English:</p> <p>When taking into consideration the IBDP Exams, students, in the English A: Literature course at both SL and HL are performing up to the desired standard and expectation as reflected by the official exam results of 100% passing scores. This improvement from previous years is due to the updated curriculum that has been piloted and running with an underpinning philosophy that intends to review and update to meet student needs and departmental expectations. The school's investment in professional development is yet another integral part of the development process that is allowing an increased insight into the modern workings of educational development.</p> <p>This success vouches for the effectiveness of the American Program curriculum as is set by the English Department since it aims to prepare, through its integration of IBDP standards, students to sit for the IBDP exams. Progress is being made on improving the results of the American Program. Similarly, the Lebanese Program curriculum is achieving the same results when it comes to the Lebanese official exams at both the grade 9 L.P. and Sec 3 classes with a 100% passing score.</p> <p>World Languages</p> <p>For the Spanish course, students sit for DELE exams. This exam and the resultant degree motivate students to acquire the target language. DELE results have been improving and the students in the Spanish Department have been able to reach a 100% success rate.</p> <p>For the French course, Students in the Elementary Division will be prepared to present the DELF Junior official exam that will provide them with their first official diploma. This will encourage students to acquire the language.</p> <p>Mathematics</p> <p>The strengths of the math curriculum that equip the students with an ability to perform at the desired and expected levels are the following:</p> <ul style="list-style-type: none">• introducing the Readistep exam at grade 8 level,• continuing the administration of the PSAT at grade 10 level,• offering two math levels at Grade 10: math SL (Algebra 2) and Advanced Level,• increasing the quantity and quality of Formative alternative assessment, and• introducing an objective checklist for every summative assessment.	

General Sciences, Biology, Chemistry, Health & Wellness and Physics:

The strengths of the Sciences curricula that equip the students with an ability to perform at the desired and expected levels are the following:

- participating in professional development workshops for teachers to promote critical thinking, approaches to teaching and learning and IB internal assessment,
- designing benchmark assessments to allow the increased implementation of Bloom's taxonomy to include higher order thinking exercises which promote critical thinking, and
- designing modified tests for special education students who require test assistance.

Social Studies

Student-centered learning and formative assessments.

Economics

Students are made aware of the assessment objectives and command terms of official examination through formative assessments. A great emphasis is made regarding appropriate time management skills as students used to find difficulties in completing assessment tasks on time. Moreover, portfolios enhanced students' understanding and deepened their analytic skills, as they are capable of linking theories and concepts to real life situations.

Music Education

The music department now works guided by its newly established curriculum.

Visual Arts

The strengths of the Visual Arts curriculum that equip the students with an ability to perform at the desired and expected levels are the following:

- following up on students' improvements,
- improving the digital media resources, and
- participating in professional development workshops for teachers.

Business and Management

The Business and Management course is currently running based on a newly designed program adapted for the American Program students.

Arabic Language L.P.

The Arabic Department engages students with extra practices through the Arabic blog. In addition, the department works with students through the "TAWASOL" website.

Sociology

Students are made aware of the assessment objectives and of the command terms used in official examinations (formative assessment). This proves to be the best technique to maximize benefit from the learning outcomes.

Physical Education

The strengths of the Physical Education curriculum that equip the students with an ability to perform at the desired and expected levels are the following:

- encouraging students to maximize their abilities,
- rewarding students' achievements and progress, and
- providing students with opportunities to compete in local and international competitions.

The students are not learning and performing at the levels desired and expected.

If the students are not learning and performing at the levels expected, describe the actions being taken to raise the students' learning and performance to the desired and expected levels:

English

The only field where we feel that our students are being disadvantaged is the SAT exam where English Critical Reading school average is below the expected and desired level. With the changes in the 2016 SAT, the English Department has replaced its Vocabulary Workshop course with the SAT course taught as of grade 7. The course aims at preparing students, through 3 internationally standardized exams that eventually lead students to a successful completion of the SAT I exam.

General Sciences, Biology, Chemistry, Health & Wellness and Physics:

In order to raise students' performance to the desired and expected levels the following actions have been adopted:

- following up on students by analyzing the results of assessments to identify students' weaknesses at all levels,
- re-teaching based on the analysis of the results of the assessments,
- sending teachers to local and international professional development workshops,
- purchasing updated experimental tools such as the Pasco and Vernier equipment,
- using Moodle to help teachers follow up on students' assignments and deadlines,
- introducing video analysis in the physics classroom in order to deepen the understanding of the students, and
- running Plagscan checks to reduce malpractice.

Mathematics

In order to raise students' performance to the desired and expected levels the following actions have been adopted:

- following up on students by analyzing the results of assessments to identify students' weakness(es) at all levels,
- re-teaching based on the analysis of the results of the assessments, and
- sending teachers to local and international professional development workshops.

Physical Education

In order to raise students' performance to the desired and expected levels the following actions have been adopted:

- feedback communicated to students,
- independent training and practice,
- different levels of student grouping, and
- motivation and encouragement.

Social Studies

The students in the A.P. are not *yet* expected to perform at the levels desired on the SAT II World History. This is, however, expected due to the fact that the A.P. curriculum was not vertically aligned until three years ago. With curriculum alignment better performance will be expected beginning 2019. Furthermore, we plan to add an objective checklist on the cover page of tests and exams to collect the data in a systematic way so that the data is meaningful for analysis. This will allow the department to keep track of student performance and progress.

A.4. Coherence

Instruction: Describe how the school ensures that the assessments used to measure student learning are aligned with curriculum and instruction in a coherent system consistent with the school's mission.

Sagesse High School's Common Board members ensure that each department warrants that its instruction methodologies, tools, and assessments are aligned with Sagesse High School Mission Statement and departmental Mission Statements. On a weekly basis, the common board members meet with the Rector to discuss and assess existing methodologies and assessment strategies.

A.5. Communication

Instruction: Describe the ways in which the school communicates the results of assessments of student learning to the students and to their parents/guardians.

The school communicates the results of assessments of student learning to the student and to their parents/guardians through a software platform, Skoolee, which gives an individualized and confidential access to the students' performances. In addition, the school delivers two narrative evaluations throughout the year to ensure that other than simple marks, students and their parents receive a comprehensive and pragmatic feedback. Not only this but also all the Divisions call for an average of two parent-teacher conferences and issue four report cards to allow communication of student performance to be more accurate and pragmatic.

B. Self-Assessment of Adherence to the Standard for Assessment and Evidence of Student Learning INDICATORS OF QUALITY

Instructions:

- 1. Report the results of the school's self-assessment of the degree to which it meets this Standard for Accreditation and its Indicators of Quality.*
- 2. In the tables below, report the results of the self-assessment by providing for each Indicator of Quality an average of the rating for the school provided by all stakeholder groups.*
- 3. Additionally, if the school uses surveymonkey.com to conduct the self-assessment, it may choose to include the results of the self-assessment by stakeholder sub-groups (e.g., students, parents, staff, etc.). If the school chooses to include this information, import the data as reported on surveymonkey.com and add it to the end of this Section.*

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	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

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

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			X		
9.2	Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders.			X		
9.3	Has leadership and a staff that are committed to and participate and share in accountability for student learning and performance.			X		
<i>The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor for:</i>						
9.4	Evaluating the effectiveness of the school’s curricula, instructional methods, professional development program, and student services.			X		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.			X		
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			X		
<i>The governing body and leadership ensure that the school:</i>						
9.7	Maintains appropriate records of students’ learning and performance.			X		
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.			X		
9.9	Communicates its assessment policies and program to the school’s community of stakeholders.			X		
9.10	Communicates regularly and meaningfully with families regarding students’ progress in learning.				X	
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.				X	
<i>The governing body and leadership ensure that the school uses assessments to measure student learning that:</i>						
9.12	Are based on current and reliable research on child development and growth.			X		

Indicator of Quality		1	2	3	4	N/A
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			X		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			X		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.			X		
9.16	Reflect understanding of different styles of learning.			X		
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.			X		
9.18	Are augmented by information and insights about students' learning and performance from students' families.			X		

Stakeholders' comments to support the ratings:

Instructions:

- In the table below, report comments made by the school's stakeholders on the self-assessment survey related to the degree the school meets this Standard for Accreditation. The categories shown in the table are suggested possibilities for the sources of comments. The school may add to or subtract from the sources listed to reflect more accurately the sources used by the school.*
- The school may list all comments made by stakeholders, or it may organize the comments by type and sources and report only those comments that are made by a several stakeholders. It is as important to the school as it is to the Visiting Team that the comments reported are a true reflection of the views and opinions of the school's stakeholders.*
- If the school conducted the self-assessment using the surveys available through surveymonkey.com, the school may either copy the comments received into the table below or attached the comments as an appendix to the self-study document.*
- Add/delete rows as needed.*

STANDARD: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> Workshops about differentiated instructions, different kind of learning styles...etc had been given at school. Teachers and Head of Department are aware of the different strategies to use in class. the new evaluation system in the primary is not precise and does not give accurate details about the student's performance and progress
Students	<ul style="list-style-type: none"> Very good in the field of education. IB teachers are almost over qualified. Most administrators and teachers are concerned about finishing the program, rather than our education. I don't always know how my grades are determined
Parents	<ul style="list-style-type: none"> For special education students the follow up is not done on time, the communication is not done by the dept responsables. one parent-teacher by year is not enough it should be once each semester to follow the progress of the students with their parents In general, the school's students are achieving at levels expected by the community

C. Self-Assessment of Adherence to the Assessment and Evidence of Student Learning 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.

The school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard are the following:

- implementing a wide range of assessment procedures which enable educators to reach out for the learners with different learning styles,
- achieving high rates of success in the official exams in all of SHS academic programs like the: L.P. and IBDP, and good results in SAT, DELE, and DELF examinations,
- choosing to sit for the more demanding IB diploma rather than the course option, and
- seeking certification for language proficiency by sitting for DELE and DELF.

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

The school's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard are the following:

- unifying assessment policy for all the academic programs and curricula in order to have a better understanding of the student performance and criteria for evaluation,
- designing an updated and relevant method for the analysis of students' results in Math, Sciences and English, and
- increasing the frequency of self and peer review.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- Study the school’s expansion policy since the number of students is increasing with respect to the limited capacity and facilities available.
- Design a formal, strategic, and pragmatic system to analyze the results of students on summative assessments.
- Continue and extend the types and frequency of SAT oriented assessments that will yield in an increase in the number of seniors scoring up to set expectations and objectives on the SAT I sections.
- Participate in Professional Development workshops that target assessment design and analysis.

E. EVIDENCE to Support the Self-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 evidence listed may overlap with those identified in another Standard.*
- 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 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
Most recent results of any state assessments	X
Most recent results of any standardized/external assessments	X
Most recent results of any locally developed assessments	X
Policies related to assessment of student learning	X
Skoolee platform	X

DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

A. GOVERNANCE AND LEADERSHIP

A.1. The School's Governance

Instruction: In the table below, list the school's governing body members and the stakeholder groups that are represented (School Board, Advisory Board, Board of Education, Board of DiRectors, Board of Trustees, etc.).

Name	Stakeholder Groups Represented
Fr. Gabriel Tabet	Rector
Fr. Joseph Charbel	Bursar
Administrative Board	Fr. Gabriel Tabet (Rector)
	Fr. Joseph Charbel (Bursar)
	Fr. Camille Ephrem
	Fr. Kareem Haddad (Head of Secondary Division-L.P.) – Up to July 2015
	Fr. Jihad Saliba (Head of Secondary Division-L.P. and Head of PE Department) – As of July 2015
	Fr. Joseph Soueid
	Mrs. Mireille Koupaly (Head of Preschool Division)
	Ms. Samar Sahyoun (Head of Lower Elementary Division) - Up to July 2015
	Ms. Judy Yammine (Head of Lower Elementary Division) – As of July 2015
	Ms. Juhaina Abu Khalil (Head of Upper Elementary Division)
	Mr. Dany Al Soueidy (Head of Intermediate Division) – Up to July 2015
	Mrs. Dolla Kanaan (Head of Intermediate Division) – As of July 2015
	Ms. Lady Maalouf (IB & A.P. Coordinator)
Academic Board	Fr. Gabriel Tabet (Rector)
	All Heads of Departments and Coordinators
Common Board	Administrative and Academic Board Members

What are the roles and responsibilities of the school's governing body?

Sagesse High School is owned by the Maronite Archdiocese of Beirut and operates under the auspices of the Maronite Archbishop of Beirut. The Rector and bursar are appointed by the Archbishop. Regular meetings are held between the Archbishop and the school Rector to evaluate the daily operation of the school and discuss and set future plans to ensure the sustainability of the school.

What is the role of the governing body in developing and maintaining the school's mission?

The governing body ensures the revision and update of the school's mission to meet the educational needs and aspirations of its diverse community. The school leaders update school policies and procedures in alignment with the school's mission.

The Maronite archbishop presides over the opening of the academic year mass in October; this mass is attended by all the students from grades 4 and up.

How does the governing body evaluate the manner in which it conducts its work and responsibilities?

There is no evidence of the presence of a system of evaluation available to school members as governance, represented by the Archbishop, does not share such information.

What is the process the governing body uses to evaluate the performance of the head of the school?

The Archbishop is the only person entitled to evaluate the head of the school. However, there is no clearly defined performance appraisal system. It is assumed that the renewal of a Rector's term (at the end of three years of service) several times is a sign of positive appraisal of performance.

How does the governing body develop, enact, and monitor implementation of its policies for the school?

Sagesse High School operates under the auspices of the Archbishop of the Maronite Archdiocese of Beirut. It is owned and sponsored by the Archdiocese of Beirut. The Archbishop, Rector and Bursar represent the governance board. The Archbishop and school Rector meet on a regular basis to discuss school matters. Through its commitment to the accreditation process, both governance and school leadership are considered to work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's mission.

The text of the letter of appointment of the Rector grants him the responsibility to ensure the accomplishment of the school's mission.

The Rector, through his letter of appointment, is responsible for the smooth running of the school programs. He is helped by the heads of divisions and heads of departments. Through the weekly meetings of the administrative and common/academic boards the Rector is able to appropriately plan, supervise, and provide resources for the school programs.

The school leaders develop or update school policies and procedures in alignment with the school's mission. Administrative policies and procedures are passed on to the administrative board for approval before they are implemented. Heads of divisions monitor the implementation of the approved policies and procedures. Academic policies and procedures are forwarded to the common/academic boards for approval. Heads of departments and heads of divisions collaborate in monitoring the implementation of academic policies.

Furthermore, the governing body develops, enacts, and monitors the implementation of its policies for the school through other meetings as well. These meetings are the following:

- Division Meetings
- Meetings with Faculty and Staff members
- Meetings with the Students' Council
- Division/Department Feedback Meeting

A.2.The School's Leadership

Instruction: In the table below, list the school's leaders/administrators and provide the information requested.

Name	Role in School's Leadership	No. of Years in This Schools' Leadership
Fr. Gabriel Tabet	Rector	9
Fr. Kareem Haddad	Head of Secondary Division-L.P.	2
Ms. Lady Maalouf	IB & A.P. Coordinator	11
Mr. Dany Soueidy	Head of Intermediate Division	4
Ms. Juhaina Abu Khalil	Head of Upper Elementary Division	20
Ms. Samar Sahyoun	Head of Lower Elementary Division	1
Mrs. Mireille Koupaly	Head of Preschool Division	9
Fr. Jihad Saliba (as of July 2015)	Head of Secondary Division-L.P.	1
Ms. Judy Yammine (as of July 2015)	Head of Lower Elementary Division	1
Mrs. Dolla Kanaan (as of July 2015)	Head of Intermediate Division	1

Describe the head of the school's administrative responsibilities.

The Rector, through his letter of appointment, is responsible for the smooth running of the school, safety, well-being of stakeholders, and the promotion of the collegial nature of school climate, in alignment with the school mission.

Major responsibilities include the following:

- financial management;
- ensuring the maintenance of the physical plant;
- fundraising;
- strategic planning;
- supervision of qualified staff recruitment;
- School climate and culture;
- disciplinary policies and standards of conduct;
- collaboration with other Anglophone schools; and
- transparent communication.

The Rector oversees the Heads of Divisions' administrative responsibilities that are delegated by the Rector.

The Rector presides the weekly administrative board meetings. During the meetings, daily administrative matters, the well-being of students, safety procedures, school image, events, plans for growth and improvement, and the professional development of the staff are discussed, evaluated and planned. Policies and procedures are also evaluated, revised and updated prior to implementation.

Describe the head of the school's educational leadership responsibilities.

The Rector, through his letter of appointment, is responsible for the smooth running of the school programs. The head of the school oversees the responsibilities of the Heads of Departments through weekly common and/or academic board meetings to appropriately plan, supervise, and provide resources for the school educational programs.

B. Self-Assessment of Adherence to the Standard for Governance and Leadership INDICATORS OF QUALITY

Instructions:

1. *Report the results of the school's self-assessment of the degree to which it meets this Standard for Accreditation and its Indicators of Quality.*
2. *In the tables below, report the results of the self-assessment by providing for each Indicator of Quality an average of the rating for the school provided by all stakeholder groups.*
3. *Additionally, if the school uses surveymonkey.com to conduct the self-assessment, it may choose to include the results of the self-assessment by stakeholder sub-groups (e.g., students, parents, staff, etc.). If the school chooses to include this information, import the data as reported on surveymonkey.com and add it to the end of Section B.*

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	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

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 not part of a larger system of schools, diocese, or archdiocese

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Instruction: If these Indicators do not apply to your school, you may delete Indicators 2.1–2.29.

Indicator of Quality		1	2	3	4	N/A
<i>The school’s governing body ensures that the school:</i>						
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.				X	
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.				X	
2.3	Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.				X	
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school’s leadership.				X	
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.				X	

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body ensures that it:</i>						
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.				X	
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.					X
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.				X	
2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.				X	
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.				X	
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> • Its proper roles and responsibilities; • Qualifications for its members; • The body's composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur. 				X	
2.13	Implements a process for reviewing/revising its policies regularly.			X		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.					X
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.				X	
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.				X	
2.17	Includes members that represent constituencies served by the school.				X	
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.				X	
2.19	Recognizes the accomplishments of staff members and students.			X		
2.20	Adheres to appropriate guidelines concerning confidentiality in				X	

Indicator of Quality		1	2	3	4	N/A
	communications.					
<i>The school's leadership:</i>						
2.21	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.				X	
2.22	Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.				X	
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X	
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.				X	
2.25	Ensures that professional and support staff members stay well informed about educational developments.				X	
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.			X		
2.27	Stays well informed of and implements best practices identified in educational research and literature.				X	
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.				X	
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.				X	

Stakeholders' comments to support the ratings:

Instructions:

1. In the table below, report comments made by the school's stakeholders on the self-assessment survey related to the degree the school meets this Standard for Accreditation. The categories shown in the table are suggested possibilities for the sources of comments. The school may add to or subtract from the sources listed to reflect more accurately the sources used by the school.
2. The school may list all comments made by stakeholders, or it may organize the comments by type and sources and report only those comments that are made by a several stakeholders. It is as important to the school as it is to the Visiting Team that the comments reported are a true reflection of the views and opinions of the school's stakeholders.
3. If the school conducted the self-assessment using the surveys available through *surveymonkey.com*, the school may either copy the comments received into the table below or attached the comments as an appendix to the self-study document.
4. Add/delete rows as needed.

STANDARD: GOVERNANCE AND LEADERSHIP	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • The organizational chart of the school's leadership and hierarchy is clear and communicated to all teachers and staff. Transparency is the strength of the governing body of the school. As a result, teachers and Head of Departments believe in the school system's leadership and trust the governing body. • A clear appraisal system and implementation needs to be developed. Very strong points are: Professional development of staff and teachers keeps informed and implements latest educational research. • Skolee is not practical and should be reviewed in order to facilitate the work. • Teacher and Head of departments are evaluated regularly in a constructive way.
Students	<ul style="list-style-type: none"> • first of all, the teachers are excellent and eager to teach • I don't understand but I love it • We are proud of our school, however there is so much that can be implemented in the school's campus and parking. Parking is a nuisance now because of the numerous bumps in the road, as well as the flow of traffic. One suggestion could be to have traffic signs limiting speed to 15km/hr. This is more effective and less annoying. However, Sagesse is very highly respected by a lot of people • not all staff and environment are perfect, most are tough • I think there should be a football field we can play in • they don't follow any code and if they did, we don't know a thing about it

STANDARD: GOVERNANCE AND LEADERSHIP

Source of Comments	Comments
	<ul style="list-style-type: none">• Some teachers are too fast and too incomprehensible. Most teachers do not respect the fact that we do not only have their subject to worry about.• the principal is quite strict because she has to be but the teachers are very nice, the school is a leader here in Lebanon so we go to one of the best schools• A good overall view about the school. some of the rules do not satisfy all students such as uniform requirements such as (shorts) that are not allowed for boys. this sometimes keeps students not relaxed and suffering in some conditions. in addition supervisors do not know how to communicate with students• In summer we need to have an ac or an extra fan in each classroom because it is extremely hot.
Parents	<ul style="list-style-type: none">• The school's leadership assures that all school programs and activities are well planned, supervised, staffed with qualified personnel, and given appropriate resources.• Lack of communication and coordination between different sections of the school and the parents• Sagesse school did a great job with my son. It gave to my son confidence, responsibility, respect, understanding for his difficulties, great assistance for his special case... Simply They made of him a new person. This school deserves all the best.• Members of the school's staff display professional satisfaction and good morale.• The code of conduct of SHS is high. Its reputation is certainly a reflection of the administration, staff and teachers running the school.• The best thing about school staff is that they are always happy and showing their smile.• some teachers are unsatisfied with their salary and therefore point out the faults of the school to the public.

C. Self-Assessment of Adherence to the Governance and Leadership 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.

The significant strengths in meeting the Governance and Leadership Standard are the following:

- Commitment to accreditation.
- Commitment to the sustainability of the school.
- Commitment to maintain IBDP authorization.
- Commitment to ensure a climate of trust and transparency in all its operations.
- Regular meetings between the Rector and the Archbishop.
- Support of the decisions of the leadership and refrainment from undermining its authority to conduct the daily operation of the school.
- Regular meetings of the administrative and common boards to ensure:
 - the smooth running of the daily school operations,
 - the smooth running of academic programs and activities, and
 - effective communication.
- Regular meetings with the Parents' Association, Teachers' Association and the Students' Council to ensure transparency as well as effective communication between the leadership and the stakeholders as well as responsiveness of leadership to stakeholders' queries.
- Establishment and revision of short term and long term strategic and improvement plans of the school.
- Collaboration with the Parents' association in upgrading school facilities and fundraising.
- Support from stakeholders: parents, faculty, staff and the Archdiocese.

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

Despite the fact that we have met the Governance and Leadership Standard, the school is investigating possibilities to create a School Image and Quality Improvement Department to ensure a professional service that meets international standards to all stakeholders.

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.

The 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 are ensuring strategic plans for fundraising and budgeting to facilitate students' athletic development, increase in the number of varsity teams, and establish the support coaching program for gifted students and ensuring strategic plans to improve the quality and frequency of communication with stakeholders.

E. EVIDENCE to Support the Self-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 evidence listed may overlap with those identified in another Standard.*
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 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
Job descriptions for the head of the school and other key administrative personnel	X
The school's long-range plans for the educational program, facilities, finances, technology, etc.	X
The policy/procedure for periodic external reviews of the long-range plans	X
<i>For independent, non-public, and proprietary institutions only</i>	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

SCHOOL ORGANIZATION AND STAFF

A. SCHOOL ORGANIZATION AND STAFF

A.1. Staff Information

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

FOR THE ACADEMIC YEAR	20	14	to	20	15
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	Full-Time	Part-time ²	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	32	1.175	33.175
INSTRUCTIONAL STAFF:			
Classroom teachers- elementary/lower school	80	0.44	80.44
Classroom teachers- middle school	21	1.06	22.06
Classroom teachers- high school/upper school	36	2.575	38.575
Special needs teachers	13	1.405	14.405
STUDENT SERVICES STAFF:			
Guidance/college/ career counselors	1	0	1
Specialists and consultants	3	0	3
Technology services personnel	4	0	4
Information resources/ library personnel	1	0	1
Health services	7	0	7

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

	Full-Time	Part-time²	Total Full-Time Equivalent
personnel			
SUPPORT STAFF:			
Paraprofessionals and aides	1	0	1
Secretaries and clerks	4	0	4
Custodial personnel	12	0	12
Maintenance personnel	3	0	3
Food services personnel	8	0	8
Security personnel	Outsourced	Outsourced	Outsourced

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

Out of 159 instructional staff, 150 are full-timers. Out of 35 Administrative staff, 32 are full-timers. The 16 Student Services Staff and 28 Support Staff are all full-timers.

This trend in the size of the staff reflects a positive impact on the education program, provision of student services, personnel, facilities, and finances. These positive impacts are the following:

- accumulation of experience and PDWs
- well-informed about school mission and philosophy,
- input on the update of policies,
- personal satisfaction and more commitment,
- stability, and
- availability for and involvement in extra-curricular activities and school events.

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	14	to	20	15
-----------------------	----	----	----	----	----

Years	0-1	2-5	6-10	11-20	over 20
Administrative Staff					
• Women	1	2	7	6	4
• Men	1	3	2	4	5
Instructional Staff					
• Women	7	27	45	40	19
• Men	1	2	7	9	4
Student Services Staff					
• Women	1	4	2	5	0
• Men	1	1	0	1	1
Support Staff					
• Women	2	3	2	3	8
• Men	0	4	3	1	2

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

Staff experience at Sagesse High School reflects an increased assurance of professionalism, dedication, and articulation of the education program, provision of student services, personnel, facilities, and finances. 180 staff members out of a total of 240 have more than 6 years of experience with 69 out of the 180 exceeding 11 years of experience with 43 members with more than 20 years of experience. The positive impacts of such a trend can be seen through quality of program delivery and services and exposure to different variables within and outside the classroom and school settings.

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	14	to	20	15
-----------------------	----	----	----	----	----

	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	4	8	1	6	1	0
• Men	6	5	1	1	2	0
Instructional Staff						
• Women	3	62	25	35	11	2
• Men	1	9	7	5	1	0
Student Services Staff						
• Women	4	3	5	0	0	0
• Men	3	1	0	0	0	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.

The academic preparation of the staff positively affects the education program, provision of student services, personnel, facilities and finances. These are summed up in the fact that the more prepared and professionally qualified the staff members are, the school can exercise increased assurance of quality delivery. In addition, this variation and diversity in academic preparation allows sharing of ideas, experience, and methodologies which enrich the school environment.

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.

FOR THE ACADEMIC YEAR	20	14	to	20	15
-----------------------	----	----	----	----	----

	No Certificat e	Emergenc y Certificat e	ECE Certificat e	Elementar y Level Certificate	Middle Level Certificat e	Secondar y Level Certificat e	Administrativ e Certificate
Administrative Staff							
• Women	10	0	0	3	0	0	7
• Men	10	2	0	0	0	0	3
Instructional Staff							
• Women	63	6	5	33	7	22	2
• Men	11	3	0	1	1	7	0
Student Services Staff							
• Women	8	3	0	0	0	0	1
• Men	4	0	0	0	0	0	0

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.

The professional certification of the staff positively affects the education program, provision of student services, personnel, facilities and finances. These are summed up in the fact that the more prepared and professionally qualified the staff members are, the school can exercise increased assurance of quality delivery. In addition, this variation and diversity in professional certification allows sharing of ideas, experience, and methodologies which enrich the school environment.

Staff Demographic Trends:

Instruction: In the table below, indicate the demographics of the staff.

FOR THE ACADEMIC YEAR	20	14	to	20	15
-----------------------	----	----	----	----	----

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
African-American	0%	%
Asian	0.448%	%
Caucasian/White	98.655%	%
Hispanic	0.897%	%
Native American Indian	0%	%
Other:	%	%
Other:	%	%
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.

The demographics of the Sagesse High School staff have been consistent throughout the years. The existing political and geographic conditions of the country does not allow an increase in the number of ethnicities to hire as part of the staff.

Staff Mobility:

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

FOR THE ACADEMIC YEAR:	20	14	-	20	15
------------------------	----	----	---	----	----

	Number New Hires Three Years Ago 2011 - 2012	Number New Hires Two Years Ago 2012 - 2013	Number New Hires One Year Ago 2013 - 2014	Number New Hires Current Year 2014 - 2015
Administrative Staff	0	1	0	1
Instructional Staff	7	11	20	11
Student Services Staff	0	1	0	1
Support Staff	2	1	5	4
TOTAL	9	14	25	17

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

	Percent Change over Three Years Ago 2011 - 2012	Percent Change over Two Years Ago 2012 - 2013	Percent Change over One Year Ago 2013 - 2014	Percent Change over the Current Year 2014 - 2015
Administrative Staff	14%	0%	8%	14%
Instructional Staff	86%	82%	67%	76%
Student Services Staff	0%	0%	8%	5%
Support Staff	0%	18%	17%	5%
TOTAL	100%	100%	100%	100%

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.

Significant trends in staff turnover that have had an impact on the education program, provision of student services, personnel, facilities or finances is evident in the decrease of the instructional staff turnover. This decrease affects the educational program delivery. It also reflects instructional staff satisfaction. The increase in the administrative staff turnover has had a minor negative effect on aspects of the school community.

A.2. ORGANIZATION

What is the role of the faculty in curriculum development?

Teachers and Heads of Departments work collaboratively in writing and reviewing curricula.

What are the school's procedures for supervising and evaluating the performance of members of the school's professional and support staffs?

The school's procedures for supervising and evaluating the performance of members of the school's professional and support staffs are the following:

- Academic teacher evaluation and supervision are conducted by the HOD.
- Administrative teacher evaluation and supervision are conducted by the HD.
- The support staff is supervised and evaluated based on the organizational chart. Refer to chart (Appendix A).

What is the school's professional development program for its staff?

The school's professional development program for its staff is represented through IBDP professional development workshops, planned based on the criteria set by IBO and professional development workshops (conducted by American University of Beirut (AUB), International College (IC), Haigazian University (HU), Notre Dame University (NDU), Lebanese American University (LAU), Catholic Anglophone Schools, Secretariat Generale des Ecoles Catholique, and Sagesse Bureau Pedagogique, planned based on the needs of the departments).

How does the school determine compensation, workloads and working conditions for its staff?

The school determines compensation, workloads, and working conditions for its staff based on the laws set by the Ministry of Education and the Lebanese government.

B. Self-Assessment of Adherence to the Standard for School Organization and Staff INDICATORS OF QUALITY

Instructions:

1. Report the results of the school's self-assessment of the degree to which it meets this Standard for Accreditation and its Indicators of Quality.
2. In the tables below, report the results of the self-assessment by providing for each Indicator of Quality an average of the rating for the school provided by all stakeholder groups.
3. Additionally, if the school uses *surveymonkey.com* to conduct the self-assessment, it may choose to include the results of the self-assessment by stakeholder sub-groups (e.g., students, parents, staff, etc.). If the school chooses to include this information, import the data as reported on *surveymonkey.com* and add it to the end of Section B.

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	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

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

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school's organization promotes in its students:</i>						
6.1	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
6.2	A sense of being trusted, supported, and recognized for their accomplishments and contributions.			X		
6.3	Pride in their school.			X		
<i>The governing body and leadership ensure that the school's organization promotes in its staff:</i>						
6.4	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		
6.5	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.			X		
6.6	Professional satisfaction and good general morale.			X		
<i>The governing body and leadership ensure that the school's organization:</i>						
6.7	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			X		
6.8	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.			X		
<i>The governing body and leadership ensure that the school has and implements written policies</i>						

Indicator of Quality		1	2	3	4	N/A
<i>and/or procedural guidelines for ensuring a positive work environment, including:</i>						
6.9	The day-to-day operation of the school.			X		
6.10	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			X		
6.11	Evaluating staff members' performance.			X		
6.12	Handling complaints/ grievances by members of the staff.			X		
6.13	Orienting and mentoring of new staff members.			X		
6.14	Appropriate orientation and supervision for service providers not employed by the school.			X		
<i>The governing body and leadership ensure that:</i>						
6.15	Due diligence is conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.			X		
6.16	Due diligence is conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X		
<i>The governing body and leadership ensure that the school's staff:</i>						
6.17	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.			X		
6.18	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.			X		
6.19	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.			X		
6.20	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			X		
6.21	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).			X		
6.22	Is provided opportunities to offer input into the content of professional development experiences.				X	
6.23	Is encouraged by the leadership to affiliate with professional organizations.				X	
6.24	Feels safe in the school.				X	
6.25	Enforces the student code of conduct fairly and uniformly.			X		

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school's students:</i>						
6.26	Understand and abide by the school's code of conduct.			X		
6.27	Feel safe in the school.				X	
<i>The governing body and leadership ensure that school's families and community of stakeholders:</i>						
6.28	Understand and support the school's code of student behavior.				X	
6.29	Feel safe in the school.				X	
6.30	Demonstrate a commitment to, pride in, and support for the school by participating in its activities, promoting its mission, and ensuring the school has needed financial resources.				X	

Stakeholders' comments to support the ratings:

Instructions:

1. *In the table below, report comments made by the school's stakeholders on the self-assessment survey related to the degree the school meets this Standard for Accreditation. The categories shown in the table are suggested possibilities for the sources of comments. The school may add to or subtract from the sources listed to reflect more accurately the sources used by the school.*
2. *The school may list all comments made by stakeholders, or it may organize the comments by type and sources and report only those comments that are made by a several stakeholders. It is as important to the school as it is to the Visiting Team that the comments reported are a true reflection of the views and opinions of the school's stakeholders.*
3. *If the school conducted the self-assessment using the surveys available through surveymonkey.com, the school may either copy the comments received into the table below or attached the comments as an appendix to the self-study document.*
4. *Add/delete rows as needed.*

STANDARD: SCHOOL ORGANIZATION AND STAFF

Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • Skolee is not practical and should be reviewed in order to facilitate the work. • Teacher and Head of departments are evaluated regularly in a constructive way.
Students	<ul style="list-style-type: none"> • first of all, the teachers are excellent and eager to teach • I don't understand but I love it • We are proud of our school, however there is so much that can be implemented in the school's campus and parking. Parking is a nuisance now because of the numerous bumps in the road, as well as the flow of traffic. One suggestion could be to have traffic signs limiting speed to 15km/hr. This is more effective and less annoying. However, Sagesse is very highly respected by a lot of people • not all staff and environment are perfect, most are tough • I think there should be a football field we can play in • they don't follow any code and if they did, we don't know a thing about it • Some teachers are too fast and too incomprehensible. Most teachers do not respect the fact that we do not only have their subject to worry about. • A good overall view about the school. some of the rules do not satisfy all students such as uniform requirements such as (shorts) that are not allowed for boys. this sometimes keeps students not relaxed and suffering in some conditions. in addition supervisors do not know how to communicate with students • In summer we need to have an ac or an extra fan in each classroom because it is extremely hot.
Parents	<ul style="list-style-type: none"> • Members of the school's staff display professional satisfaction and good morale. • The code of conduct of SHS is high.. Its reputation is certainly a reflection of the administration, staff and teachers running the school. • The best thing about school staff is that they are always happy and showing their smile. • Some teachers are unsatisfied with their salary and therefore point out the faults of the school to the public.

C. Self-Assessment of Adherence to the School Organization and Staff 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 with 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's significant strengths in meeting the School Organization and Staff Standard are the following:

- school commitment to staff professional development,
- school commitment to safety and wellbeing of students, faculty and staff,
- faculty and staff commitment to professional development,
- school commitment to update and review of the performance evaluation of staff,
- continuous support and communication of the Teacher Association (TA), Parent Association (PA) and Students' Council by the Rector and school boards,
- continuous support of the PA and the Archdiocese in ensuring sustainability,
- dedicated and qualified leadership, faculty and staff members that take pride in what they do,
- strong affiliation and/or collaboration with
 - MSA
 - IBO
 - Sagesse Network of Schools
 - Catholic Schools in Lebanon
 - Anglophone Schools
 - Association of IB schools in Lebanon
 - Prestigious Universities in Lebanon
 - Italian Embassy
 - Sagesse Bureau Pédagogique
- Enriched students' activities

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

Despite the fact that the school has met the Organization and staff Standard, the school is investigating possibilities to create a School Image and Quality Improvement Department to ensure a professional service that meets international standards to all stakeholders.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- continuous professional development,
- update of recruitment policy,
- development of a formal staff mentoring program, and
- update of job descriptions.

E. EVIDENCE to Support the Self-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	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: <ul style="list-style-type: none"> • 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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

- vertical and horizontal articulation;
- evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- alignment of the curricular component with any applicable state and national curriculum standards

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Arabic Language – Lebanese Program
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Arabic level 1 L.P.	X		Grade 1
Arabic level 2 L.P.	X		Grade 2
Arabic level 3 L.P.	X		Grade 3
Arabic level 4 L.P.	X		Grade 4
Arabic level 5 L.P.	X		Grade 5
Arabic level 6 L.P.	X		Grade 6
Arabic level 7 L.P.	X		Grade 7
Arabic level 8 L.P.	X		Grade 8
Arabic level 9 L.P.	X		Grade 9
Arabic literature	X		SEC 1
Arabic literature	X		SEC 2
Arabic literature	X		SEC 3 GS & LS
Arabic B1-1	X		SEC 3 SE

Describe any major changes that have occurred in this curriculum area within the past three years.

The major changes that have occurred in this curriculum area within the past three years are the separation of Lebanese and American Programs' Arabic curriculum at the Elementary Division and students' access to TAWASOL Online.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

The school ensures that the delivery of this curriculum area is articulated both horizontally and vertically through Rubicon Atlas and weekly coordination meetings.

List the major instruction methodologies used in this curriculum area.

The major instruction methodology used in this curriculum area is the student-centered approach backed up with the interactive Arabic blog.

List the major methods for assessing student learning used in this curriculum area.

The major methods for assessing student learning used in this curriculum area are formative and summative assessments.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed through inquiry.

Describe how the results of the assessments of student learning are analyzed for:

- Individual students as they move through the school
- Groups of students as they move through the school
- Comparable local/state/national groups of students

The results of the assessments of student learning are analyzed through the following:

- rubrics,
- scaffolding and re-teaching, and
- discussion of national standardized exam results at Sagesse Schools' Bureau Pédagogique.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The results of the assessments of student learning are analyzed to determine student needs. The department ensures that results are communicated to teachers and students. Teachers review the effectiveness of used methodologies and make amendments accordingly.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

- 1. Conduct a self-assessment for each curriculum area of the school's educational program.*

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse			X		

Indicator of Quality		1	2	3	4	N/A
	learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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			X		

Indicator of Quality		1	2	3	4	N/A
	curriculum as well as what is to be added.					

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
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			X		
	b. cohorts of students as they move through courses in the curriculum			X		
	c. comparable (local, state, and national) groups outside of the school.			X		
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				X	

Describe any improvements related to this component of the educational program made within the past five years.

Improvements related to this component of the educational program made within the past five years are the following:

- use of new books that align with the standards of the set curriculum,
- partnership and collaboration with the Gathering of Arabic Teachers in Lebanon, and
- separation between teachers in the Lebanese Program and the American Program in order to focus on each program's strengths with respect to particularities.

List the significant strengths of the school in this component of the educational program.

The significant strength of the school in this component of the educational program can be summed up in the use of TAWASOL Online.

TAWASOL Online, the first online school in the world for teaching the Arabic Language with an emphasis on the core of educational work, provides the following:

- lessons that support class explanation,
- homework,
- additional exercises for students who need tutoring,
- a modern up-to-date cultural mean,
- fun educational games, and
- homework for the holidays.

In addition, the school has worked on creating the blog: arabicsagessehs.blogspot.com

The objectives of the blog are the following:

- activities,
- posts with literary outcomes,
- communication with parents through general explanatory messages concerning the department's policies,
- posts with photographs of students that make progress,
- posts of links to movies and songs that contribute to the learning process;
- interviews that highlight the names and portraits of people from school or the community,
- participation in activities, events, exhibitions, competitions and plays,
- focus on drama as the core of the educational process (we started with Secondary 1 and 2 classes),
- selection of songs that have a literary and technical richness, and deliver meaningful social messages, and
- allocation of coordination tasks according to the academic divisions.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are the following:

- expose parents to the important role of the Arabic Language through orientation meetings and messages;
- involve parents in the reading and discussion of novels;
- introduce students to the important cultural role of the Arabic Language and of the necessity to adhere to it as it constitutes identity;
- steady transition from teaching Arabic Language to teaching Arabic Literature by using language as a mean to access content;
- prepare tests that are more relevant to the colloquial use of language and its requirements;
- include drama in the core of the educational process;
- convert texts into works of art;
- teach grammar through texts (language function); and
- review the adopted assessment to make it more reflective and scientific.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- assign teachers as course instructors for solely the Lebanese or American Program;
- increase emphasis on extracurricular activities;
- focus on written expression;
- engage in professional development workshops;
- introduce new texts and novels; and
- cooperate with the English Department to unify the literary trend and its social and intellectual impacts through common activities that turn the text into an expressive and meaningful analysis of material.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- benefitting from modern technologies as educative and productive tools,
- benefitting from artistic and extra-curricular activities,
- giving opportunities for students to participate in competitions that highlight the level of the Arabic Language in the school,
- participating in professional development workshops, and
- using Skoolee and Rubicon Atlas effectively.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- assess and evaluate test design;
- develop objective checklists; and
- update oral recitation rubrics.

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.

Based on the strengths and areas for improvement identified in this curriculum area, the 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 are book fairs (partly consists of exchanging books and distributing them for free) and a toy shop where students buy gifts in return for cards they earn from excelling in their studies or participating in class.

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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Arts/Visual Arts
------------------------	------------------

A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Arts	X		1 to 3 A.P./L.P.
Arts	X		4 to 5 A.P./L.P.
Arts	X		7&8 A.P./L.P.
Arts	X		9 A.P.
Visual arts		X	10 A.P.
Visual arts		X	11 & 12 A.P.
Visual arts SL		X	IBDP I & II
Visual arts HL		X	IBDP I & II

Describe any major changes that have occurred in this curriculum area within the past three years.

The major changes that have occurred in this curriculum area within the past three years are the division of the taught curriculum into three sections rather than two. These three sections are the following:
 Comparative study
 Process portfolio
 Exhibition and curatorial.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

The school ensures that the delivery of this curriculum area is articulated vertically through Rubicon Atlas and departmental meetings.

List the major instruction methodologies used in this curriculum area.

The major instruction methodologies used in this curriculum area are the following:

- inquiry (research, analyses, compare and criticize),
- interactive debates and presentations,
- experimental work to develop skills, and
- independent work to develop self-direction.

List the major methods for assessing student learning used in this curriculum area.

The major methods for assessing student learning used in this curriculum area are the following:

Grades 1 to 3 A.P. & L.P.

- Formative assessments through technical explorations, developing proper composition and creativity.

Grades 4 to 8 A.P. & L.P.

- investigation workbook (description and analysis of art from different times and cultures); and
- studio work (developing artworks in which there should be a development of composition, imagination, technical skills and creativity).

Grades 9 & 10 A.P.

- investigation workbook (description, analysis, comparison and criticism of art from different times and cultures); and
- studio work (developing artworks in which there should be a development of composition, imagination, technical skills and creativity).

Grades 11 & 12 A.P. and IBDP I & IBDP II

- comparative study that examines at least 3 different artworks from different times and cultures, interpretation of function and purpose, evaluation of cultural significance and making connections;
- process portfolio is a journal that shows exploration, technical development, critical investigation and communication of idea; and
- exhibition, at the end of IBDP II and grade 12A.P., that includes a body of resolved art works that evidence the realization of function meaning and purpose in addition to that curatorial practices.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed in this curriculum area through the following:

- research, comparison, criticism and analysis of different artworks,
- development of artworks that follow a chosen theme and knowledge of how to reflect and make use of research,
- presentation of work and class discussions,
- visits to exhibitions and meetings with the artists, and
- presentation, review and refine artwork.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

The results of the assessments of student learning are analyzed for skill and technique development as they move from one level to another. The results are assessed in order to ensure that all students have achieved target skills and have accomplished the required body of work. At higher levels, students are assessed to help them decide whether to choose a standard or a high level course.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The results of the assessments of student learning are analyzed to determine the effectiveness of this curriculum area through a revision and evaluation of students' work vis a vis the set criteria. Students' achievement of these criteria reflects the effectiveness of the curriculum and can indicate the need for any relevant changes and developments.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

2. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
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.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		

Indicator of Quality		1	2	3	4	N/A
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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.			X		

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

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.				X	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.				X	
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.				X	
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	d. individual students as they move through courses in the curriculum			X		
	e. cohorts of students as they move through courses in the curriculum			X		
	f. comparable (local, state, and national) groups outside of the school.			X		
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Describe any improvements related to this component of the educational program made within the past five years.

The improvements related to this component of the educational program made within the past five years revolve around the updated curriculum design to help student be well-informed about the history of art and acquire higher skills with each exit level. Students improve and develop higher skills as they move to higher grade levels, as new media, styles and techniques are taught in every class. Teachers are qualified and are aware of the set requirements, thus, are able to work step by step on the development of each student's skills.

List the significant strengths of the school in this component of the educational program.

The significant strength of the school in this component of the educational program is that it helps in the development of the critical thinker aspect of the student's academic personality. Professional development workshops and the use of technology help teachers stay updated with the latest developments of the field.

List the significant areas for improvement of the school in this component of the educational program.

The significant area for improvement of the school in this component of the educational program revolves around investing in skill/technique development workshops for students.

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.

Based on the strengths and areas for improvement identified, the 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 are providing the art rooms with more materials and recruiting assistants in the elementary classes in order to give all students the chance to further develop their skills.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment revolves around the implementation of a clear and structured curriculum. In addition, students are now reaching high school with better developed skills and a better understanding of how to make a portfolio for universities. Moreover, students have all the basic skills for the IBDP classes and have a chance to further develop professional skills.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant area in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment includes an Art course offering in the secondary classes of the Lebanese Program.

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.

Based on the strengths and areas for improvement identified in this curriculum area, the important next step or strategic priority related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement is giving secondary L.P. art classes in order to prepare them for university in case they apply for an arts major.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

- 3. 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.*
- 4. 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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Business and Management
------------------------	-------------------------

A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Business and Management		X	11 A.P.
Business and Management		X	12 A. P.
IBDP Business and Management SL		X	IBDP I
IBDP Business and Management HL		X	IBDP I
IBDP Business and Management SL		X	IBDP II
IBDP Business and Management HL		X	IBDP II

Describe any major changes that have occurred in this curriculum area within the past three years.

The major changes that have occurred in this curriculum area within the past three years are the following:

- curriculum revision in 2014,
- separation of the IBDP and the A.P. courses in Business Management to cater for two separate streams,
- introduction of the active inspire software and consequential increase in technology integration, and
- orientation for grade 10 A.P. students organized and conducted by IBDP I and grade 11 A.P. students to reflect acquired skills.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Horizontally

- Rubicon Atlas integration,
- group 3 meetings to collaborate with other IBDP subject teachers within the group, and
- common board meetings.

Vertically

- a. Rubicon Atlas integration,
- b. scope and sequence: integrate with Rubicon Atlas for spiral approach, and
- c. Professional Development Workshops: Sharing of information.

List the major instruction methodologies used in this curriculum area.

The major instruction methodologies used in this curriculum area are the following:

- Direct instruction,
- Indirect instruction,
- Experiential learning,
- Independent study, and
- Interactive instruction.

List the major methods for assessing student learning used in this curriculum area.

Formative assessment

- Homework
- Classwork
- Case study
- Problem solving
- Quiz
- Discussion
- Student presentation

Summative assessment

- Case study
- Chapter test
- Unit test
- Exam
- Internal assessment – final project
- Extended Essays for IBDP

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed in this curriculum area through the following:

- case studies and examples,
- direct instruction (structured overview, drill and practice, guides for reading, didactic questions),
- independent study,
- indirect instruction (reading for meaning, reflective discussion, concept formation, concept attainment, inquiry),
- interactive instruction,
- experiential learning strategies, and
- concept mapping, essays, research projects, and interviews.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Computerized system, “Skoolee,” is used to record the grades of each student. The term exams (twice a year) are analyzed by using a check list (designed by the business teacher). The check list compiles the most important skills needed to master different concepts. A checklist is filled by the teacher for the exam. Then, the teacher analyzes the results and re-teaches the concept(s) that was not acquired by the student. The same process is used for the whole class – as a group. Re-teaching and additional exercises are given in order to improve the learning process.

The performance of the IBDP students is compared to the performance of students from IB schools around the world.

For the students in the American Program, a comparison of the assessment results is done also on a worldwide basis since in most of the promotions there are students from the 12 A.P. classes who register to sit for the official IB exams and some successfully pass.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Results are analyzed internally for re-teaching purposes.

The results can be analyzed, as mentioned above, through the performance of the students in the official IBDP exams.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

3. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.				X	
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.				X	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.				X	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				X	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.				X	
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.				X	
CI.7	Course objectives in the curriculum are simply stated and understandable to students.				X	
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.				X	
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					X
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content				X	
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.				X	
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				X	
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.				X	

Indicator of Quality		1	2	3	4	N/A
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.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X	
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.				X	

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

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.				X	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				X	
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
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.				X	

B.3. Assessment Indicators of Quality (AI)

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				X	
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 				X	
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 				X	
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 				X	
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				X	

Describe any improvements related to this component of the educational program made within the past five years.

Within the past five years, additional critical thinking and problem solving exercises were included.

List the significant strengths of the school in this component of the educational program.

The significant strength of the school in this component of the educational program is good student performance on IBDP Business and Management exams.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are the following:

- Differentiated instructions to ensure better learning outcomes among the students from the Special Education Department (SED),
- Oral presentations on different topics, and
- Discussion of topics related to Theory of Knowledge (TOK).

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- introduction of Extended Essays for 11 and 12 A.P. students (Optional),
- introduction of additional research topics,
- oral presentations (for the A.P. and the IBDP), and
- use of rubrics.

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.

The significant strength in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment is students' performance on the IBDP Business and Management exam.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- use of differentiated instruction;
- intentional use of TOK topics; and
- oral presentations on some research projects.

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.

Based on the strengths and areas for improvement identified in this curriculum area, the 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 are the following:

- plan the usage of differentiated instruction;
- plan the usage of TOK topics; and
- plan the oral presentations of certain topics to be given by students in class.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

- 5. 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.*
- 6. 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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Catechism (Religion)
------------------------	----------------------

A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Catechism (Religion)	X		Lower and Upper Elementary A.P. and L.P. and Intermediate and Secondary A.P., IBDP, and L.P.

Describe any major changes that have occurred in this curriculum area within the past three years.

<p>The major changes that have occurred in this curriculum area within the past three years are the following:</p> <ul style="list-style-type: none"> • the implementation of Sadlier religion series, • established a virtue of the month program to cultivate awareness of the virtues and of the habits that help the virtues to grow e.g. kindness, generosity, sharing, and • retreats during Advent and Lent to include grades 4, 5 & 6.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

<p>Vertically: through departmental meetings. Horizontally: activities with a spiritual life target(s).</p>
--

List the major instruction methodologies used in this curriculum area.

<p>The following instructional methodologies are regularly used:</p>
--

- interactive teaching,
- audiovisual,
- online games,
- stories,
- reflection,
- group discussion,
- presentations and debates, and
- dramatizations/role-play.

List the major methods for assessing student learning used in this curriculum area.

Major methods for assessing student learning are the following:

- formative assessments,
- written responses,
- teacher observation,
- classwork,
- projects,
- presentations, and
- class discussion and participation.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed through an informed and guided association of real-life events to the spiritual life of an individual. Further development takes place through verbal and written open ended questions.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individually and by group

- There are no formal summative assessments per say. All assessments have formative objectives.

Comparable

- Results of assessments of student learning compared to local/state/national groups are not applicable.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

N/A

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

4. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		

Indicator of Quality		1	2	3	4	N/A
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.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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.			X		

Indicator of Quality		1	2	3	4	N/A
	The review process focuses on what is to be deleted from the curriculum as well as what is to be added.					

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		

Indicator of Quality		1	2	3	4	N/A
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 					X
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 					X
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 					X
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.					X

Describe any improvements related to this component of the educational program made within the past five years.

The major changes that have occurred in this curriculum area are the following:

- the implementation of Sadlier religion series,
- established a virtue of the month program to cultivate awareness of the virtues and of the habits that help the virtues to grow e.g. kindness, generosity, sharing, and
- retreats during Advent and Lent to include grades 4, 5 & 6.

List the significant strengths of the school in this component of the educational program.

Significant strengths in the Catechism Curriculum area regarding the indicators of Quality for Curriculum, Instruction and Assessment include its alignment with the school mission statement and belief and focusing on maintaining positive and supportive classroom environments. The curriculum aims on the following extracurricular activities:

- Spiritual Retreats - annually,
- Mission Day during Lent – collecting donations - integration with Active Citizen Project,
- Pilgrimages to Holy Shrines - annually,
- Preparation for First Holy Communion and presentation of certificates and Bibles - annually;
- Christmas Nativity Play and Show, and
- Carol singing.

List the significant areas for improvement of the school in this component of the educational program.

The significant area in need of improvement in the Catechism area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment is in the need for increased summative assessments.

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.

The 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 are the following:

- opportunities to actively engage students,
- promote critical thinking,
- establish a plan for integration of religion with other subjects e.g. arts, music, history and social studies, and
- increased use of technology.

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.

Significant strengths in the Catechism Curriculum area regarding the indicators of Quality for Curriculum, Instruction and Assessment include its alignment with the school mission statement and belief and focus on maintaining positive and supportive classroom environments.

The curriculum aims on the following extracurricular activities:

- Spiritual Retreats – annually,
- Mission Day during Lent – collecting donations - integration with Active Citizen Project;
- Pilgrimages to Holy Shrines - annually,
- Preparation for First Holy Communion and presentation of certificates and Bibles - annually;
- Christmas Nativity Play and Show, and
- Carol singing.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant area in need of improvement in the Catechism area regarding the Indictators of Quality for Curriculum, Instruction, and Assessment is in the need for increased summative assessments.

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.

The 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 are the following:

- opportunities to actively engage students,
- promotion of critical thinking skills,
- establishment of a plan for integration of religion with other subjects e.g. arts, music, history and social studies, and
- increased use of technology.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

- 7. 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.*
- 8. 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	In process
Examples of syllabi for this curriculum area	In process
Written curriculum guides for this curriculum area	N/A
Record of development/review/revision of this curriculum area	N/A
Examples of assessments used in this curriculum area to determine levels of student achievement/performance	N/A
Exemplars of student work within this curriculum area	In process
Record of professional development activities related to this curriculum area	X

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Chemistry
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
9 American Program (A.P.) Chemistry	X		9
10 A.P. Chemistry		X	10
11 A.P. Chemistry SL		X	11
12 A.P. Chemistry SL		X	12
SAT II Chemistry – 9 A.P. to 12 A.P. Special Education Students		X	9 A.P. to 12 A.P.
IBDP I Chemistry HL		X	IBDP I
IBDP I Chemistry SL		X	IBDP I
IBDP II Chemistry HL		X	IBDP II
IBDP II Chemistry SL		X	IBDP II
9 Lebanese Program (L.P.) Chemistry (National Curriculum)	X		9
Secondary 1 (SEC 1) L.P. Chemistry	X		SEC 1
Secondary 2 Scientific (SEC 2 SC) L.P. Chemistry	X		SEC 2 SC
Secondary 2 Sociology Economics (SEC 2 SE) L.P. Chemistry	X		SEC 2 SE
Secondary 3 General Sciences (SEC 3 GS) L.P. Chemistry	X		SEC 3 GS
Secondary 3 Life Sciences (SEC 3 LS) L.P. Chemistry	X		SEC 3 LS
Secondary 3 Sociology and Economics (SEC 3 SE) L.P. Chemistry	X		SEC 3 SE

Describe any major changes that have occurred in this curriculum area within the past three years.

The major changes that have occurred in this curriculum area within the past three years are the following:

- The curriculum has been under revision for the past two years. A new revised and updated one will be finalized and implemented for the 2015-2016 academic year.
- Separation of the 11 A.P. & 12 A.P. from IBDP I and IBDP II classes respectively.
- Adoption of the SAT II Chemistry requirements for the Special Education students.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

The school ensures that the delivery of this curriculum area is articulated both horizontally and vertically through the following:

- Departmental meetings attended by teachers and the head of department (HOD) provide the opportunity for teachers to be aware of what is taught within a grade level as well as other grade levels.
- Unit plans uploaded on Rubicon Atlas allow teachers and the HOD to view the scope and sequence and provides a systematic vertical and horizontal articulation of the curriculum.
- Common board meetings where HODs (of the various subjects) and the heads of divisions discuss the horizontal articulation of the curricula.
- IBDP collaborative meetings among group 4 subject teachers on one hand and other group subjects including TOK and CAS ensure that horizontal articulation of the IBDP curriculum.
- Sharing of information obtained from professional development workshops.

List the major instruction methodologies used in this curriculum area.

The major instruction methodologies used in this curriculum area are the following:

- inquiry,
- cooperative learning,
- laboratory experiments,
- demonstrations,
- direct instruction,
- independent study,
- discussion,
- relating concepts to current events,
- visual presentations/simulations,
- case studies, and
- controlled practical exercise.

List the major methods for assessing student learning used in this curriculum area.

Formative Assessment:

- Portfolios
- Observations
- Ongoing student activities
- Written assignments (lab reports)
- Presentations
- Homework/ classwork
- Oral assessment
- Theme of the year project

Summative Assessment:

- Tests and quizzes which include: Extended open response, problem solving, critical thinking exercises, data based exercises, graphing, short answer questions, matching items, multiple choice questions, and true/false items.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed in this curriculum area are the following:

- Exercises range from direct application and one step problems to complex multi-step exercises as well as higher order thinking exercises involving analysis and evaluation.
- Designing experiments.
- Integration with Theory of Knowledge in the IBDP classes.
- Projects and research papers.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individually:

- Teachers may draw the attention of the HOD to the results of a particular student on an assessment for follow up or referral to the special education department for evaluation.
- Formal narrative evaluations are written twice a year based on the teacher's analysis of the student's results. In addition, teachers may opt to write comments on Skoolee to report the student's performance to the parents.
- An objective check list of the mid-year and final exams is filled for each student highlighting the knowledge that the student acquired as well as the objectives that were met.
- At the end of the year and during the class deliberations, the overall performance of each

9th and 10th grader is evaluated to further inform his/her parents and the HD about the possibility of choosing the chemistry course and course level, where applicable, at the next grade level. Likewise the Secondary 1 L.P. students are advised to either choose the scientific or sociology and economics stream at Secondary 2 level depending on their overall performance.

Groups of Students:

- Monthly tests are randomly checked and analyzed by the HOD to identify gaps or the need for re-teaching.
- The mid-year exam results are analyzed by the HOD and the teachers and a report is written about the performance of the students per grade level. Based on the analysis, decisions such as re-teaching or afternoon remedial sessions are taken.

Comparison of the results of the assessments with local/national/international groups of students

- IBDP official exam results are compared to the worldwide results as reported by the International Baccalaureate organization.
- Lebanese Program official results are compared to other Catholic schools as well as on a national scale.
- SAT II individual test score results as reported by College Board.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The effectiveness of this curriculum area is reflected in the students' results on local, national and international exams. The results of the different assessments are analyzed and decisions ranging from extra work, to modifying teaching strategies, to improving or modifying activities to adjustment by redistribution of the concepts and or skills taught at different grade levels are made.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

5. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse			X		

Indicator of Quality		1	2	3	4	N/A
	learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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			X		

Indicator of Quality		1	2	3	4	N/A
	deleted from the curriculum as well as what is to be added.					

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 			X		
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.		X			
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

C. Root Cause Analysis

Instructions:

- *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..*
- *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?	X	YES		NO
Data to support your conclusion:	The unit plans on Rubicon Atlas include the skills required for improvement in student performance.			
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?	X	YES		NO
Data to support your conclusion:	The skills are taught and reinforced through formative assessments and in class students' activities before summative assessments are scheduled.			
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?	X	YES		NO
Data to support your conclusion:	Classwork, lab activities, extra worksheets, homework, and problem solving provide practice to improve student performance and the skills taught at each grade level are reinforced according to the scope and sequence of the curriculum.			

Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	Formative and summative assessments			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
Teacher Awareness of Content				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Unit plans on Rubicon Atlas			
Hypothesis derived from your conclusion:				
Teacher Awareness of Sequencing				
Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> Unit plans on Rubicon Atlas Formative assessments 			
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	X	NO
Data to support your conclusion:	Summative assessment results per grading period of the students who did not meet the standards of the course are not analyzed by the teachers using objective checklists as done with the mid-year and final exams.			
Hypothesis derived from your conclusion:	If objective checklists are designed for the chapter tests and quizzes in each grading period and appropriate analysis of the data is performed, then a better evaluation of the students' performance is obtained leading to an increased teacher awareness regarding the adequacy of the time spent			

	on the skills required for improvement in student performance.			
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?	X	YES		NO
Data to support your conclusion:	Summative assessments			
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 improvement in student performance?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Library resources • Textbooks and Publishers resources • IBDP CD Rom of examination and markscheme packs of previous sessions • IBDP subject reports for each session • Educational websites • Samples of student work from previous academic years 			
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?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Teachers' credentials • Attendance and participation of teachers in: <ul style="list-style-type: none"> ➤ Customized SHS in-service workshops ➤ IB recognized professional development workshops ➤ Professional development workshops held by local universities and educational organizations 			
Hypothesis derived from your conclusion:				

Describe any improvements related to this component of the educational program made within the past five years.

Throughout the past five years the following improvements related to Chemistry were made:

- reviewing and updating the curriculum,
- devising individual student objective checklists for the mid-year exams,
- analyzing the mid-year exam results and writing a report on student performance,
- adopting the SAT II Chemistry requirements for the special education students,
- developing unit plans and uploading them on Rubicon Atlas,
- separation of the 11A.P. & 12 A.P. from IBDP I and IBDP II classes respectively,
- participation of teachers in a variety of subject specific IB workshops such as ICT use in chemistry and IBDP internal assessment, and
- attending workshops as part of the SHS in-service days such as approaches to teaching and learning, class management, differentiated instruction and critical thinking.

List the significant strengths of the school in this component of the educational program.

The significant strengths of the school in this component of the educational program are the following:

- very good student performance in IBDP, SAT II and national official exams,
- acceptance of graduates to local and international universities,
- very good results on the chemistry extended essays,
- qualified teachers,
- commitment of teachers to professional self-development,
- commitment of teachers to student learning and improvement in student performance,
- better communication of student performance to the parents through Skoolee,
- commitment of teachers to implement up to date teaching strategies,
- use of up to date technology in the delivery of the curriculum, and
- commitment of the chemistry department to provide assistance to address specific learning challenges in the curriculum when needed.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are the following:

- summative assessment results per grading period,
- school Science Fair,
- evaluation of projects and presentations, and
- reinforcement of the students' critical, research and lab skills at the intermediate level.

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.

Based on the areas for improvement identified, the following are the 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:

- improvement of the scores of students on the locally designed benchmark assessments per grading period at grade 9 and secondary levels;
- further improvement of the planning, execution and evaluation of science fair projects; and
- further development of the students' critical, research and lab skills at the intermediate level.

Based on the strengths identified, the following are the 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:

- further promotion of teacher's professional self-development and growth;
- ensure the use of up to date technology in the delivery of the curriculum; and
- maintain and further develop the support for special education students.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- Teachers design unit plans in alignment with the curriculum.
- Activities designed by teachers provide opportunities for students to develop their skills and improve their performance.
- Assessments are designed to meet the curriculum standards and test the skills that were previously taught.
- Very good student performance in IBDP, SAT II and national official exams.
- Acceptance of graduates to local and international universities.
- Very good results on the chemistry extended essays.
- Qualified teachers.
- Commitment of teachers to professional self-development.
- Commitment of teachers to student learning and improvement in student performance.
- Better communication of student performance to the parents through Skoolee.
- Commitment of teachers to implement up to date teaching strategies.
- Use of up to date technology in the delivery of the curriculum.
- Commitment of the chemistry department to provide assistance to address specific learning challenges in the curriculum when needed.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant area in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment is the summative assessment results per grading period.

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.

Based on the areas for improvement identified, the following are the next steps or strategic priorities related to this curriculum area that should be included in the action plans in the Plan for Growth and Improvement:

- Improve the scores of students on the locally designed benchmark assessments per grading period at grade 9 and secondary levels.
- Increase the frequency of formative assessments and analysis of benchmark assessments to target an increase in the number of students scoring higher marks on benchmark assessments. This increase in the number of students passing the Chemistry course will affect the number of student sitting for a make-up and/or qualifying exams.
- Further improvement of the planning, execution and evaluation of science fair projects.
- Further development of the students' critical, research and lab skills at the intermediate level.
- Obtain the data from Rubicon Atlas to plan frequent opportunities and activities for horizontal alignment among disciplines.

Based on the strengths identified, the following are the next steps or strategic priorities related to this educational area that should be included in the action plans in the Plan for Growth and Improvement:

- Further promotion of teacher's professional self-development and growth.
- Ensure the use of up to date technology in the delivery of the curriculum.
- Maintain and further develop the support for special education students.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

9. *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.*
10. *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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Economics
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Introduction to Economics	X		10 A.P.
Individuals & Societies: Economics HL or SL		X	IBDP I
Individuals & Societies: Economics HL or SL		X	IBDP II
Economics	X		Secondary 2 SE
Economics	X		Secondary 3 SE

Describe any major changes that have occurred in this curriculum area within the past three years.

Courses taught at the secondary 2 and 3 levels did not undergo changes since the curriculum is decided on by the Lebanese ministry of education according to which students are prepared for the Lebanese official examinations.

As for the courses given at the International Baccalaureate level, there were changes introduced to the curriculum. There are now four major units taught at the IBDP I and IBDP II levels (Microeconomics, Macroeconomics, International Economics and Development Economics) as opposed to five previous units (Introduction to Economics, Microeconomics, Macroeconomics, International Trade and Economic Development). As this change removed the introductory Economics unit, more emphasis was put on introducing the necessary concepts and theories needed at the grade 10 level to ensure that students have a smooth vertical transition between classes.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically

We ensure that students enrolled at the Secondary and International Baccalaureate classes are well prepared for the official Lebanese examinations, international baccalaureate examinations and university introductory Economics courses. For that, all students are obliged to take an introductory Economics course at the grade 10 A.P. level.

At the secondary 2 level, students planning to join the secondary 3 SE section take an intensive Economics course that further prepares them into the specifics and requirements of the secondary 3 SE course.

Articulation is crucial in improving student performance with respect to national and international benchmarks.

Teachers, at various grade levels, work collaboratively to implement the curriculum; however, achieving articulation is not always easy, especially given teachers' timetable. Regular meetings are held among teachers to discuss content, skills and benchmarks. Teachers continuously think about strategies to enhance classroom practice as in applying the approaches to teaching and learning for interactive and

deep learning. Much emphasis is put on what students know and can do. Some attempt at collaboration takes place among teachers from various subject disciplines to ensure that students acquire the pre-requisites needed for students to understand the intended learning outcomes in Economics.

Horizontal alignment is lately enhanced by the effective use of Rubicon Atlas as it facilitates integration of learning across various subject disciplines. This enables students to better establish cross-curriculum links and helped them become well rounded learners.

In addition, the emphasis on the use of the approaches to teaching and learning played a crucial role in helping learners realize that skills learned in Economics develop in all other subject disciplines.

Vertical alignment takes place in Economics as it is a subject introduced at the secondary level. From the beginning, it starts as a specialized subject. It focuses on enhancing students' application and analytical skills with less emphasis on memorization. It enables students to successfully construct clear links among concepts developed over the years. It helps them mature "economically" as it leads itself into a continuum learning experience. So, concepts and theories introduced at the grade 10 and secondary 1 levels are further elaborated at later stages. Therefore, for a subject to be successfully aligned it requires the integration of its formative parts into a cohesive narrative. Vertical alignment in Economics highlights the extent to which the curriculum is relevant.

List the major instruction methodologies used in this curriculum area.

The major methodologies used in Economics are mainly student- centered and are summed up below:

Inquiry learning: focuses on posing problems or questions, which students explore to develop an understanding of concepts. It allows student ideas and interests to drive the curriculum. Teachers engage the active involvement of students in the learning process and provide real life connections. Student centered methodologies foster critical thinking while addressing multiple learning styles.

Cooperative learning: students work collaboratively in small groups to reach a common objective. This reinforces positive interdependence among students and individual accountability. Each group member's efforts are indispensable for group success. Each member of the group is held accountable for the group's achievement.

List the major methods for assessing student learning used in this curriculum area.

- Summative: Tests, exams
- Formative: Class participation, problem sheets, debates, case studies, and power point presentations

Describe how critical thinking and problem solving are developed in this curriculum area.

In order to maximize benefit from the teaching and learning environment, we employ different teaching strategies to aim at meeting the school's mission statement while enhancing students' skills and attitudes in preparing them for IBDP assessment and beyond. Within this context, we work on developing students' critical thinking and problem solving through:

- research skills: essays, various types of homework and portfolios,
- communication skills: presentations, using communication technologies, clear presentation of ideas and building structured arguments while backing them up with relevant evidence,
- Social skills: group presentations, projects, links to international mindedness and CAS experiences,
- Critical thinking skills: problem solving, critical analysis of excerpts, data, tables, figures and articles, reflection and connections with various subject matters, and
- Self-management skills: time management, revision schedules, appropriate studying habits and using time effectively in tests.

All class activities, assignments, commentaries, projects, portfolios and power point presentations will help students become well-informed citizens while acquiring international perspectives and understanding. Learners will be able to assess situations, information and problems. They will manage to reach balanced conclusions while building argumentative skills. The ultimate objective is to help them think outside the box while perceiving problems as opportunities to enhance learning.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Results of assessment are used to check whether the objectives of assessments were totally or partially met. Pupils are expected to demonstrate knowledge and understanding of the specified content and of current economic issues and data, apply economic concepts and theories to real world situations, use diagrams when explaining economic links and evaluate economic information in written articles. Continuous and regular monitoring of students' progress will enable us to:

- open room for re-teaching in case objectives were partially met;
- provide students with extra problems and exercises to enhance understanding and application of concepts;
- organize extra reinforcement sessions in case needs arise; and
- enhance assessment methods.

The Economics curriculum is subject to continuous review as it takes into account, individual students, groups of students and comparable national groups of students' results of assessment to make better informed decisions.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

We use assessment results as one means of identifying potential changes that should be introduced in the curriculum review. During this review, a thorough examination of both the curriculum and assessment models is conducted to ensure an appropriate future development of the curriculum and that Economics fits for purpose in a changing world. Reports are compiled from assessment results in all assessment components. Meetings are held with the subject teachers to ensure that critically important views are gathered to focus the review process appropriately.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

6. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching			X		

Indicator of Quality		1	2	3	4	N/A
	strategies, learning activities, instructional support, instructional resources, and assessment.					
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
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.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.				X	
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content				X	
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.				X	
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,			X		

Indicator of Quality		1	2	3	4	N/A
	instruction, and assessment.					
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X	
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.			X		

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.				X	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.				X	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.				X	
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.				X	

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 			X		
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Describe any improvements related to this component of the educational program made within the past five years.

Approaches to teaching and approaches to learning are being closely implemented in all classes. Teachers are developing unit plans instead of lesson plans. Unit plans are uploaded on Rubicon Atlas allowing better horizontal articulation among subject teachers.

List the significant strengths of the school in this component of the educational program.

The significant strengths of the school in this component of the educational program are a workshop conducted by Rubicon Atlas staff for all Heads of Departments and continuous and an ongoing review of the curricula.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are horizontal articulation and academic collaborative meetings.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- ongoing curriculum review,
- consultation of teachers' feedback based on students' performance,
- comparison with other Economics courses in different schools, and
- research into trends and movements in Economics, Economics education and education.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- up-to-date and revised curriculum as per the requirements of programs, universities and students' needs;
- tailored to cater for students' smooth transition;
- appropriately integrated with various subject matters;
- based on inquiry and on students as the center of the learning process;
- based on active and dynamic environment for learning;
- focused on developing well rounded individuals with sharp critical thinking skills and willingness to promote positive changes in their communities; and
- focused on various and effective methods of assessment while prioritizing students' understanding.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The Economics curriculum needs to take into account the analysis of assessment results with appropriate frequency for comparable groups outside of the school. This will enable us to picture where our students stand with respect to their peers of the same age outside their school's community.

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.

The assessment results of comparable groups of the larger community should be taken into account to introduce necessary improvements to the frequency and types of assessment methods.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

11. *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.*
12. *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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	English Language Arts and Literature
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Preschool ELA	X		KG 1
Preschool ELA	X		KG 2
ELA 1	X		Grade 1
ELA 2	X		Grade 2
ELA 3	X		Grade 3
ELA 4	X		Grade 4
ELA 5	X		Grade 5
ELA 6 and Introduction to Literature 1	X		Grade 6
ELA 6 and Introduction to Literature 1	X		Grade 6
ELA 7 and Introduction to Literature 2	X		Grade 7A.P.
ELA 7 and Introduction to Literature 2	X		Grade 7 L.P.
ELA 8 and Introduction to Literature 3	X		Grade 8 A.P.
ELA 8 and Introduction to Literature 3	X		Grade 8 L.P.
ELA 9 and Literature 1	X		Grade 9 A.P.
ELA 9 (National Curriculum)	X		Grade 9 L.P.
ELA 10 and Literature 2	X		10 A.P.
ELA 10 and Literature 1	X		SEC 1
ELA 11 and Literature 3	X		11 A.P.
ELA 11 and Literature 2	X		SEC 2 SC
ELA 11 and Literature 2	X		SEC 2 SE
ELA 12 and Literature 4	X		12 A.P.
ELA 12 – Sociology and Economics (National Curriculum)	X		SEC 3 SE
ELA 12 – Life Sciences (National Curriculum)	X		SEC 3 LS
ELA 12 – General Sciences (National Curriculum)	X		SEC 3 GS
English A: Literature SL		X	IBDP I
English A: Literature HL		X	IBDP I
English A: Literature SL		X	IBDP II
English A: Literature HL		X	IBDP II
Preparatory SAT	X		7 to 9 A.P. and

Course	Required	Elective	Grade Levels at Which Taught
			L.P., and 10 and 11 A.P. and SEC 1 and 2

Describe any major changes that have occurred in this curriculum area within the past three years.

Academic Year	Actions Taken	Achievements / Accomplishments	Duration
2007 – 2010	SHS's English Department reviewed and assessed departmental procedures to come up with corrective measures that would set the stepping stone for the development of the English curriculum in line with international standards and teaching methodologies.	<p>Department procedures and diversified student-centered approaches were put in place.</p> <p>Staff reviewed their teaching methodologies and assessment criteria and a new set of expectations were put in place.</p> <p>Formal procedures were taken into consideration and a study of how to implement these procedures for the benefit of student learning were carried on and then adopted.</p>	3 years
2010 – 2011	Implementation of activities and vertical alignment in the objectives of the	Parallel teachers and meetings were set to review and assess past, present and upcoming	1 year

	courses taught. In addition, assessment variation (summative and formative), cross-marking, academic integrity and teaching techniques came into focus.	lesson objectives. Different level teachers met every month to align their objectives and expectations to develop a spiral mode of teaching	
2011 – 2013	The English Language Arts curriculum was drafted following international models and adapted to fit the specific expectations of SHS students’ needs.	In light of previous work, the English Language Arts curriculum was drafted and was in pilot mode.	2 years
2013 – 2014	Formal publication of the revised draft of the English Language Arts curriculum.	Based on the review of the pilot curriculum, informal reports from parents, students, and teachers, the English Language Arts curriculum was revised and formally published.	1 year
2013 – 2014	Update of the 11 A.P. and the 12 A.P. Course Program	Better orientation for diversified university and career choices and experiences	2013 – 2014 Ongoing
2013 – 2014	The Publication of the Assessment Policy	Transparency and objectivity in mark awarding and feedback Development of rubric based assessments that aim to inform and highlight needed skills	2013 – 2014 Ongoing
2014 – 2015	Primary revision and assessment of the published curriculum with intent focus on content and objectives.	The curriculum was revisited to assess gaps since some objectives cannot be assessed and reviewed till after a longer duration than previously mentioned.	
2014	Found the Preparatory SAT course to target vocabulary learning as analysis reflected weakness in this	An increased efficiency on student performance in standardized SAT tests	Ongoing

	particular domain.		
2014 – 2015	Re-visit test design and rubrics used to cater for students’ needs	An increased efficiency and reflection	Ongoing

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

<p>Vertically</p> <ul style="list-style-type: none"> • Atlas integration: in the process of systematic articulation. • Scope and Sequence: integrated with Rubicon Atlas for spiral approach. • Periodic Departmental meetings: all levels. • Yearly Lesson Plans: Rubicon Atlas integration. • Professional Development Workshops: Sharing of information. <p>Horizontally</p> <ul style="list-style-type: none"> • Atlas integration: in the process of systematic articulation. • Various Department Meetings: the IBDP teachers hold collaborative meetings between the teachers of the different curricular areas and the IBDP coordinator. These meetings are done to unify and integrate the curricula and find common task – based activities and cultural events. • Common Board: weekly meetings for the heads of department, heads of division, and the Rector to ensure horizontal alignment.

List the major instruction methodologies used in this curriculum area.

<p>Balanced Instruction Use of Prior Knowledge Skill Practice Note Taking/ Giving Notes Cooperative Learning Identifying Similarities and Differences Visual Literacy Cross-Curricular Project Real World Link Problem Solving teaching strategy- ATL Creative teaching Inquiry based teaching Vocabulary and Language Development Guided Interaction Metacognition and Authentic Assessment Explicit Instruction Meaning-Based Context and Universal Themes Modeling, Graphic Organizer, and Visuals</p>
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List the major methods for assessing student learning used in this curriculum area.

The major methods for assessing student learning used in the English Language Arts and Literature Curriculum are The formative and summative methods of assessment.

Describe how critical thinking and problem solving are developed in this curriculum area.

The English Curriculum aims at looking at critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It also aims at having critical thinking be the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference and evaluation.

The English curriculum develops critical thinking and problem solving through teaching strategies. The major teaching strategies that target this development are the following:

- Ongoing classroom assessment to monitor and facilitate students' critical thinking. Students are often asked to respond (orally and written) to questions such as "What was the most important aspect covered in today's class?" "What remains in your mind by the end of the session?" Responses are dealt with during the next period.
- Students are often put in group learning situations. This allows students to share perspectives and different interpretations that help assimilate and morph thought patterns that are of higher cognitive demand.
- Conclusions to situations and/or stories are treated as open-ended and students are asked to morph their own conclusions to alter conflict or reduce tension.
- Reciprocal peer questioning is often employed where by the end of the lesson, the teachers list question stems and have students ask each other the questions. Then, the whole class discusses some of the questions from each small group.
- Students write questions on assigned reading and turn them in at the beginning of class. Later, these questions are used as prompts for class discussions.
- Often teachers abandon "teaching" and ask students to formulate the lesson based on the level based material assigned. The teacher's role in such cases is a facilitator.
- Writing assignments are also often used for the development of dialectic reasoning where students are asked to argue both sides of an issue.
- Teachers often produce intentional ambiguity in the classroom where material is not clear cut. Conflicting information are imparted and students must think their way through.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual

All summative and formative assessments are analyzed through the set rubrics and each student is followed up on the skills that are not acquired by using reinforcement activities that will enable him to acquire the target skill.

Groups

The results of assessments are analyzed as per question along with its cognitive demand and compared to evaluate the need to review changes in curriculum, instructional strategies and types of assessments.

Comparable local/state/national groups

Readistep at grade 8 level, PSAT at grade 10 level, SAT I at Grade 11 level, SAT II subject tests at Grade 12 level. All of the test results are analyzed and considered to make changes that will ensure an increase in the performance of students.

IBDP results worldwide are also analyzed and compared leading to review of approaches and ensure 100 % success.

Lebanese program government results are compared nationally and measures are taken to ensure 100 % of success.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The results of the assessments of student learning were informally analyzed by the teachers through set rubrics. A formally structured and documented analysis of assessments will be piloted for the 2015-2016 AY.

Narrative evaluations are also based on the informal assessment analyses as they allow teachers to pinpoint major problematic cognitive domains.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

7. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
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.			x		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			x		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			x		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			x		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			x		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X

Indicator of Quality		1	2	3	4	N/A
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				x	
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			x		
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.			x		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				x	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				x	
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.				x	

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			x		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			x		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.				x	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				x	

Indicator of Quality		1	2	3	4	N/A
II.7	Class sizes promote and allow for varied instructional strategies to be used.			x		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			x		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				x	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
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.				x	

B.3. Assessment Indicators of Quality (AI)

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			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			x		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 		x			
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 		x			
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 		x			
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.			x		
AI.5	Records of students' learning and performance are maintained in the curriculum.			x		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		

Indicator of Quality		1	2	3	4	N/A
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			x		

C. Root Cause Analysis

Instructions:

- 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..*
- 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 Sisees				
Content				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Evident in: <ul style="list-style-type: none"> Rubicon Atlas, English Language Arts and Literature Curriculum - hard copy 			
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?	X	YES		NO
Data to support your conclusion:	Variety and frequency of Formative assessments ensure that the skills are acquired by students.			
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?	X	YES		NO
Data to support your conclusion:	The English curriculum is designed to allow the mastery of different skills at different levels. The aim is not to complete the unit plan; we aim to have students develop the required skills for the grade level they are in. Therefore, we might hold back a number of units, if the need be, to make sure that the target skill is scaffolded and acquired. The redistribution of the different essay genres is an evidence of such a curricular goal.			
Hypothesis derived from your conclusion:				
Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Lesson plans, • Coordination meetings, and • Assessment preparations and implementation. 			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
Teacher Awareness of Content				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Evident in: <ul style="list-style-type: none"> • Rubicon Atlas 			
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	X	YES		NO

prior to the administration of the assessment?				
Data to support your conclusion:	Extensive implementation of formative assessment and follow up on individual and group basis.			
Hypothesis derived from your conclusion:				
<i>Teacher Awareness of Pacing</i>				
Are teachers spending the specified time on the skills required for improvement in student performance?		YES	X	NO
Data to support your conclusion:	The teachers are following the instructions given to use time on the skills required, but the analysis has to be formally designed. The department is working on methods to ensure this, and besides the objective list included with each assessment, the analysis of this list is the emphasis of the English department for the future.			
Hypothesis derived from your conclusion:	If there is a formally designed method of analysis for summative assessment, then appropriate decisions could be taken to improve students' performance.			
<i>Teacher Awareness of Format</i>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<i>Teacher Resources</i>				
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 improvement in student performance?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Textbook resources, • Detailed unit plans, 			

	<ul style="list-style-type: none"> • Differentiated instruction, and • ATL groups approach. 			
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?	X	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.

Within the past five years, many changes and improvements were implemented. Sagesse High School's English Department has always acted under the supervision of the Academic Dean. Throughout the years, the department did not have an officially published running curriculum that tackled direct horizontal and vertical alignment strategies. The courses ran according to class expectations and in IBDP, Brevet, and Secondary 3 classes, the courses developed based on the expectations of the IBDP and the Lebanese National curricula. Instructional methodologies and activities were handled by the concerned class teachers and, as a result, were kept to a minimum. In 2009, the accreditation visiting team acknowledged the efforts of the English Language Arts Department; yet, in issuing the accreditation, the department was listed as a monitoring issue.

Since then, efforts were made to organize and put in place an officially recognized department that aimed to develop the school's official curriculum to run in line with international requirements, where applicable.

These changes were both organizational and academic. The changes aim to ensure efficient teaching methodologies to help students harvest the most out of the English curriculum.

The Department's outstanding qualities are inherently dependent on its teaching philosophy and the orchestration of different teaching strategies and methodologies that form the base upon which its curriculum has developed; and continues to develop.

In the construction of its curriculum, the English Department employs a humanizing, student-centered pedagogy where all learners' voices are valid, and where practice, exploration and reflection are more important than perfection. The curriculum aims to take into consideration mental health and international requirements to create a learning environment that honors the diversity of learner abilities and identities.

Our Philosophy is based on absolute transparency and this is achieved by maintaining an open-door policy for colleagues, a centralized website for syllabi, and student blog use, where applicable. The Department encourages that the classroom be transformed into both an authentic and online learning community where students regularly interact.

By adopting a problem-based approach to learning and content-integrated approach to teaching, students are encouraged to work on projects that are meaningful to them; we believe that they engage more deeply when learning is connected to their various identities. Therefore, we see it to be a shared responsibility to help learners build bridges between their passions and talents and their chosen disciplines and intended professions.

One of the current buzzwords in education is undoubtedly scaffolding, the support provided that helps the learner accomplish his or her goals. By breaking down the components of learning into smaller steps and focusing on collaborative discussion and peer feedback, we feel that students can be provided with effective scaffolding. All work is recycled and revisited as students start with minor concepts and then expand having already laid some of the groundwork through regular homework activities. Instructor conferences, small group activities, peer mentor consultations, revision exercises, and peer discussion, for example, all allow additional support to the evolving learner.

The English Department constructs its curriculum based on the integration of strategies and corresponding activities. Following the 2005 report of New Teacher Center at Santa Cruz University, the English Department maintains a steadfast belief in the application of 6 core strategies. These strategies are the following: Vocabulary and Language Development, Guided Interaction, Metacognition and Authentic Assessment, Explicit Instruction, Meaning- Based Context and Universal Themes, and Modeling, Graphic Organizer, and Visuals.

SHS's English Departments has developed and adopted a number of techniques to better diagnose and respond to student needs. Reliance on summative assessments have been replaced and equally balanced with formative assessments.

SHS English Department adopted the Organization for Economic Co-operation and Development's (OECD) developed policy principles to promote wider, deeper and more sustained practice of formative assessment and teaching that is responsive to student needs.

List the significant strengths of the school in this component of the educational program.

The significant strengths of the school in this component of the educational program are the following:

- curriculum revision cycle to reflect the latest updates;
- implementation of Rubicon Atlas to ensure vertical scope and sequence and horizontal integration between subjects; and
- continuous professional development for English teachers.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are the following:

- An implementation of analysis based curriculum review to ensure stronger vertical and horizontal alignment that caters for students' needs (to be implemented for the 2016 – 2017 AY.)

- Update of rubrics used to allow the development of more personalized and need based objectives that are communicated to students with ease.
- Re-evaluation of test design and analysis of results for increased efficiency.
- Re-design the Preparatory SAT course to cater for student needs and SAT changes adopted.
- Increase students' performance on Standardized SAT assessments.
- Use of reports from Rubicon Atlas.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- The decrease in the number of students scoring below average on benchmark assessments.
- The decrease in the number of make-up and qualifying exams.
- The use of rubrics in all benchmark assessments.
- The use of rubrics in all written formative assessments.
- Objective checklists and formal analysis for all benchmark assessments.
- Individual and group action plans based on data analysis of benchmark assessments.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- Curriculum revision cycle to reflect the latest updates;
- Implementation of Rubicon Atlas to ensure vertical scope and sequence;
- Continuous professional development of English teachers; and
- Commitment to team planning and sharing of ideas.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- An implementation of analysis based curriculum review to ensure stronger vertical and horizontal alignment that caters for students' needs (to be implemented for the 2016 – 2017 AY).
- Update of rubrics used to allow the development of more personalized and need based objectives that are communicated to students with ease.
- Use of Atlas Rubicon to increase horizontal alignment.
- Re-evaluation of test design and analysis of results for increased efficiency.
- Re-design the Preparatory SAT course to cater for student needs and SAT changes adopted.
- Increase students' performance on Standardized SAT assessments.

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.

Based on the strengths and areas for improvement identified in this curriculum area, the 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 are the following:

- The decrease in the number of students scoring below average on benchmark assessments.
- The decrease in the number of make-up and qualifying exams.
- The use of rubrics in all benchmark assessments.
- The use of rubrics in all written formative assessments.
- Objective checklists and formal analysis for all benchmark assessments.
- Individual and group action plans based on data analysis of benchmark assessments.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

13. *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.*
14. *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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Mathematics
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Level K- Math	X		KG 1
Level 1- Math	X		KG 2
Level 2- Math	X		Grade 1
Level 3 – Math	X		Grade 2
Level 4- Math	X		Grade 3
Level 5 – Math	X		Grade 4
Course 1 – Intermediate Math	X		Grade 5
Course 2 – Intermediate Math	X		Grade 6
Geometry Concepts and Skills- Part 1	X		Grade 6
Course 3 – Intermediate Math	X		Grade 7A.P.
Geometry Concepts and Skills- Part 2	X		Grade 7A.P.
Intermediate 7 th Year- Lebanese program	X		Grade 7 L.P.
Algebra 1 and Geometry – Part 1	X		Grade 8 A.P.
Intermediate 8 th Year Lebanese Program	X		Grade 8 L.P.
Algebra 1 and Geometry – Part 2	X		Grade 9 A.P.
Intermediate 9 th Year Lebanese Program	X		Grade 9 L.P.
Advanced Math- Extended Algebra 2		X	10 A.P.
Standard Level Math – Algebra 2		X	10 A.P.
Secondary 1 st Year Lebanese Program	X		SEC 1
Mathematics IB syllabus		X	11 A.P.
SL Studies IB Syllabus		X	11 A.P.
Secondary 2 nd Year Scientific	X		SEC 2 SC
Secondary 2 nd Year Socio-economics	X		SEC 2 SE
SL Mathematics IB syllabus		X	12 A.P.
SL Studies IB Syllabus		X	12 A.P.
Secondary 3 rd Year Life Science	X		SEC 3 LS
Secondary 3 rd Year General science	X		SEC 3 GS
Secondary 3 rd Year Socio-economics	X		SEC 3 SE
Mathematics SL		X	IBDP I
Mathematics HL		X	IBDP I

Course	Required	Elective	Grade Levels at Which Taught
Mathematics SL		X	IBDP II
Mathematics HL		X	IBDP II

Describe any major changes that have occurred in this curriculum area within the past three years.

Academic Year	Actions Taken	Achievements / Accomplishments	Duration
2013-2014	Grade 11 A.P. and IBDP I separate Mathematics 11 A.P. – 2 courses offered SL and studies and SAT Intensive IBDP I – 2 courses offered - SL and HL	<ul style="list-style-type: none"> • Better orientation for each stream • More SAT for 11 A.P. since it is evident that it is needed • Classes pacing according to their potential • More structure for IBDP classes 	2013-2014 Ongoing
2014-2015	Grade 10 A.P. – two separate parallel classes (trial year) Math Advanced and Math SL Set promotion policy requirements	<ul style="list-style-type: none"> • Preparation for IBDP I SL and HL • Better orientation for SAT • Pacing more beneficial 	2014-2015 Ongoing
2013-2014	Set promotion policy requirements for Grade 9 A.P.	Communicated to the parents during academic year 2013-2014	Ongoing
2015-2016	Full implementation of the new process for Grade 10 A.P. New Book for Advance Level	Based on feedback from academic year 2013-2014	Ongoing
2015-2016	Grade 9 A.P.- changes required to build on for Advanced Level and SL Level in Grade 10 A.P.	Continuous curriculum review	2014

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Vertically

- Atlas integration: in the process of systematic articulation.
- Scope and Sequence: integrated with Rubicon Atlas for spiral approach.
- Periodic Departmental meetings: all levels.
- Yearly Lesson Plans: Rubicon Atlas integration.
- Professional Development Workshops: Sharing of information.

Horizontally

- Atlas integration: in the process of systematic articulation.
- Various Department Meetings: the IB department holds collaborative meetings between the teachers of the different curricular areas and the IB coordinator. These meetings are done to unify and integrate the curricula and find common task – based activities and cultural events.
- Common Board: weekly meetings for the heads of department, heads of division, and the Rector to ensure horizontal alignment.

List the major instruction methodologies used in this curriculum area.

Balanced Instruction

- Direct instruction
- Exploration of a concept
- Class discussion
- Brainstorming
- Introducing through manipulatives
- Open ended discussion – Inquiry based

Use of Prior Knowledge

Skill Practice

Note Taking/ Giving Notes

Cooperative Learning

Identifying Similarities and Differences

Reading and Writing in Mathematics

Visual Literacy

Cross-Curricular Project

Real World Link

Problem Solving teaching strategies

Creative teaching

Inquiry based teaching

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Researching and seeking information
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising events
- Deepening understanding through the application of a concept or a rule

- Making and testing theories
- Making predictions and acting purposefully to see what happens
- Elaborating on solutions to problems

List the major methods for assessing student learning used in this curriculum area.

The mathematics program emphasizes that assessment should be an integral part of teaching that informs and guides teachers as they make instructional decisions. Assessment is an ongoing process that will permit both teachers and students to know how much the students have learned and how can they connect this knowledge to real-life situations.

The implementation of different kinds of assessment is an important aim of the Mathematics curriculum, as it helps assess each student's achievement.

Assessment takes place at the beginning, during and after every lesson, in the following forms:

- 1) Formative Evaluation: Gives the students the opportunity to show their understanding and the way they are thinking about things and to write and talk about mathematics.
 - Pre-assess – To assess prerequisite acquired skills in order to provide re-teaching activities to fill gaps when needed.
 - Ongoing assessment that provides daily monitoring progress. Such activities are done through: Formative test and quizzes, informal assessment of skills, critical thinking activities, listen to students as they reason, and inquiry activities.
 - Performance Assessment that assesses chapter objectives through an activity-based alternative. Mathematical Investigations and Mathematical Modeling fall within this category.
- 2) Summative Evaluation: Evaluation through written tasks. It is designed to assess traditional basic skills as well as thinking skills, problem solving and all requirements of the syllabus.

Describe how critical thinking and problem solving are developed in this curriculum area.

All through the school levels, students are continuously exposed to a variety of problem solving situations, real life scenarios and critical thinking assessments both formative and summative. Concept development is one of the strongest approaches used in the math curriculum since this will enhance the students' potential to apply and further generalize their knowledge. By introducing the ATL (approaches to teaching and learning) proposed in the IB curricula and intentionally developing activities that enhance the learning skills and pedagogical principles, we are contributing to our school mission to make of our students lifelong learners with a capacity of developing critical thinkers and problem solvers.

Furthermore, critical thinking is developed through mathematical investigations, research projects, horizontally designed activities, and TOK integration.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual

All summative assessments are analyzed through the list of objectives prepared before the assessments and each student is followed up on the objectives that are not achieved by using reinforcement activities.

Groups

As a group of students the results of assessments are analyzed to review changes in curriculum, instructional strategies and types of assessments as needed.

Comparable local/state/national groups

Readistep at grade 8 A.P. & L.P. level, PSAT at grade 10 A.P. & SEC 1 level, SAT I at Grade 11 A.P. & SEC 2 level, SAT II tests at Grade 12 A.P. & SEC 3 level. All of the tests are analyzed and results are considered to make changes that will ensure an increase in the performance of students.

IBDP results worldwide are also analyzed and compared leading to review of approaches to ensure 100 % success.

Lebanese program government results are compared nationally and measures are taken to ensure 100 % of success.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

All summative assessments are analyzed through the list of objectives prepared before the assessments and each student is followed up on the objectives that are not achieved by using reinforcement activities.

As a group of students the results of assessments are analyzed to review changes in curriculum, instructional strategies and types of assessments as needed.

Based on the analysis of results and with the help of the objective checklist re-teaching is designed for groups or individuals and an extension of enrichment activities are designed for gifted students.

Additions and redistribution of objectives to enhance the spiral approach are considered based on the results of students.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

8. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.				x	
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.				x	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.				x	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				x	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.				x	
CI.6	The learning expectations of the curriculum address the diverse			x		

Indicator of Quality		1	2	3	4	N/A
	learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.				x	
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.			x		
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				x	
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			x		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			x		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			x		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					x
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				x	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				x	
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			x		
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.			x		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				x	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				x	
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				x	

Indicator of Quality		1	2	3	4	N/A
	curriculum as well as what is to be added.					

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			x		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			x		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.				x	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				x	
II.7	Class sizes promote and allow for varied instructional strategies to be used.			x		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			x		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				x	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
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.				x	

B.3. Assessment Indicators of Quality (AI)

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			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			x		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> individual students as they move through courses in the curriculum 		x			
	<ul style="list-style-type: none"> cohorts of students as they move through courses in the curriculum 		x			
	<ul style="list-style-type: none"> comparable (local, state, and national) groups outside of the school. 		x			
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.			x		
AI.5	Records of students' learning and performance are maintained in the curriculum.			x		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			x		

C. Root Cause Analysis

Instructions:

- *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..*
- *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				
<i>Content</i>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Evident in: <ul style="list-style-type: none"> • Rubicon Atlas, • Curriculum for mathematics hard copy, and • Yearly Lesson plan designed by teachers per class level. 			
Hypothesis derived from your conclusion:				
<i>Sequence</i>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Variety and frequency of Formative assessment to ensure that the skills are acquired by students.			
Hypothesis derived from your conclusion:				
<i>Pacing</i>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?		YES	X	NO

Data to support your conclusion:	Due to the intensity of the Math curriculum, sometimes the time given to reteach and analyze the causes for students who are not performing up to level are overlooked or a general revision is given without any specific objective by objective follow up.			
Hypothesis derived from your conclusion:	If a formally designed analysis for each assessment is implemented, then this will facilitate dealing with the issue and will guarantee that the pacing is sufficient to reteach skills.			
Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Lesson plans, • Coordination meetings, and • Assessment preparations and implementation. 			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
Teacher Awareness of Content				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Evident in: <ul style="list-style-type: none"> • Rubicon Atlas, • Yearly Lesson Plans, and • Detailed week by week plans. 			
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?	X	YES		NO
Data to support your conclusion:	Extensive implementation of formative assessment and follow up in individual and groups basis.			

Hypothesis derived from your conclusion:				
<i>Teacher Awareness of Pacing</i>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	<p>The teachers are following the instructions given to use time on the skills required, but the analysis has to be formally designed.</p> <p>The department is working on methods to ensure this, and besides the objective list included with each assessment, the analysis of this list is the emphasis of the Math department for the future.</p>			
Hypothesis derived from your conclusion:	If there is a formally designed method of analysis for summative assessments, then appropriate decisions are taken to improve the students' performance.			
<i>Teacher Awareness of Format</i>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<i>Teacher Resources</i>				
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 improvement in student performance?	X	YES		NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Textbook resources, • Detailed weekly plans, and • Differentiated instruction. 			
Hypothesis derived from your conclusion:				

<i>Teacher Skills</i>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	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.

The improvements related to this component of the educational program that were made within the past five years are the following:

- The math curriculum is revised on a 5 years cycle and if needed revision is done as required.
- The Grade 10 A.P. is undergoing a pilot implementation of the curriculum based on the needs for both A.P. and IBDP. For the academic year 2014-2015 we started an advanced level and a SL, this provided opportunities for the students both as preparation for IBDP and for those students that did not want the IBDP they had the chance to take an SL level that will reflect in their performance.
- An increase in the SAT lesson and SAT oriented assessments.
- An increase in the variety of teaching strategies.
- An increase in the variety of formative and summative assessments.
- A continuous revision of scope and sequence.
- SED math offered to students with special needs as recommended by the department with customized syllabi to target their needs.

List the significant strengths of the school in this component of the educational program.

The significant strengths of the school in this component of the educational program are the following:

- Curriculum revision cycle to reflect the latest updates considering the NTCM (American Program), IBDP and Lebanese Program.
- Implementation of Rubicon Atlas to ensure vertical scope and sequence.
- SED math courses.
- Continuous professional development for math teachers for technological approaches: Geogabra, active inspire developments, use of several resources as instructional strategies, interactive teaching, etc.
- Continuous professional development for math teachers to ensure they are up to date with the new educational approaches: Developing critical thinking, differentiated instruction, ATL.

List the significant areas for improvement of the school in this component of the educational program.

In mathematics, all benchmark assessments are designed based on an objective – skills check list that is attached to the assessment. This list is informative for teachers, students and parents. When an objective is found to be a general weakness for the students, it is retaught and explained through various strategies.

Our weakness is for the individual analysis of each of the summative assessment, formally keeping record for each student, as if the objective was achieved, and a formal analysis of the students performance followed by individual action plans to improve the performance.

The math department is working on improving this issue and setting the AY 2015-2016 as a pilot year.

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.

Based on the strengths and areas for improvement identified, the 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 are the following:

- The increase in the performance of students on all benchmark assessments in mathematics.
- The decrease in the number of make-up and qualifying exams.
- The use of rubrics in all benchmark assessments.
- The use of rubrics in all written formative assessments.
- Objective checklist formal analysis for all benchmark assessments.
- Individual and group action plans based on data analysis of benchmark assessments.

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.

The significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the following:

- Curriculum revision cycle to reflect the latest updates considering the NTCM (American Program), IBDP and Lebanese Program.
- A clear vision towards the future in alignment with the school's vision and the mathematical developments.
- Implementation of Rubicon Atlas to ensure vertical scope and sequence.
- Use of reports from Rubicon Atlas to set plans for improvement.
- Continuous professional development of math teachers for technological approaches: Geogebra, active inspire developments, use of several resources as instructional strategies, interactive teaching, etc.
- Continuous professional development for math teachers to ensure they are up to date with the new educational approaches: Developing critical thinking, differentiated instruction, ATL.
- Commitment to team planning and sharing of ideas.
- SED math courses with syllabi adapted to their needs.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

In mathematics, all benchmark assessments are designed based on an objective – skills check list that is attached to the assessment. This list is informative for teachers, students and parent. When an objective is found to be a general weakness for the students, it is retaught and explained through various strategies. Our weakness is for the individual analysis of each of the summative assessment, formally keeping record for each student, as if the objective was achieved, and a formal analysis of students' performance followed by individual action plans to improve the performance. The math department is working on improving this issue and setting the AY 2015-2016 as a pilot year.

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.

Based on the strengths and areas for improvement identified in this curriculum area, the 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 are the following:

- The increase in the performance of students on all benchmark assessments in mathematics.
- The decrease in the number of make-up and qualifying exams.
- The use of rubrics in all benchmark assessments.
- The use of rubrics in all written formative assessments.
- Objective checklist formal analysis for all benchmark assessments.
- Individual and group action plans based on data analysis of benchmark assessments.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

15. *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.*
16. *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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Music Education
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A.1. Description of the Curriculum Area

List the courses, if any that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Music Education	X		Preschool
Music Education	X		Lower Elementary
Music Education	X		Upper Elementary
Music Education		X	Intermediate excluding 9 L.P.

Describe any major changes that have occurred in this curriculum area within the past three years.

The major changes that have occurred in this curriculum area within the past three years involve a greater focus on skills and more opportunities to practice on percussion instruments.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Departmental meetings as well as Rubicon Atlas ensure the vertical articulation of the curriculum. Horizontal articulation of the curriculum is sometimes occurring through activities that involve other disciplines.

List the major instruction methodologies used in this curriculum area.

- The following instructional methodologies are used:
- Multisensory modes of learning—aural, visual, tactile, and kinesthetic that include verbal instruction, media, and movement. In this way, the learning process involves the student, engaging his/her mind and body through a mixture of singing, dancing, acting and the use of percussion instruments (i.e. xylophones, metallophones, glockenspiels).
 - Instructional approaches such as Orff, Kodály, and Dalcroze that commonly incorporate multiple modes of learning.

List the major methods for assessing student learning used in this curriculum area.

The major methods for assessing student learning are the following:

- formative assessment strategies,
- projects, such as compositions or presentations,
- critical thinking prompts used as assessments,
- assessing through music room group performances,
- tests and quizzes, and
- class participation and effort.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed through the following:

- student opportunities that allow them to play the instruments and try to identify the notes;
- helping children develop a hypothesis about the resulting combination of notes;
- encouraging thinking in new and different ways; and
- asking open-ended questions in the classroom while explaining a topic.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

The results of individual as well as groups of students are compared to their results in the previous academic year so teachers are informed of the students' previous academic year's performance.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The results of the assessments of student learning are analyzed to decide on changes or modifications that need to be made in the curriculum or the teaching process.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

9. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse			X		

Indicator of Quality		1	2	3	4	N/A
	learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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			X		

Indicator of Quality		1	2	3	4	N/A
	deleted from the curriculum as well as what is to be added.					

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the			X		

Indicator of Quality		1	2	3	4	N/A
	curriculum.					
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	d. individual students as they move through courses in the curriculum			X		
	e. cohorts of students as they move through courses in the curriculum			X		
	f. comparable (local, state, and national) groups outside of the school.					X
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Describe any improvements related to this component of the educational program made within the past five years.

The major improvements that have occurred in this curriculum area involve a greater focus on skills and providing students with more opportunities to practice on the percussion instruments.

List the significant strengths of the school in this component of the educational program.

Significant strengths in the Music Education curriculum area regarding the indicators of Quality for Curriculum, Instruction and Assessment are the following:

- allotting time for students to play music in groups and to improvise,
- providing students with opportunities to perform on stage in the presence of a large audience,
- incorporating new teaching methods acquired from staff development workshops,
- using different strategies,
- providing a music room which is equipped with various pitched and un-pitched instruments (Orff instruments), and
- using assessment materials (listening tests and informal/formal observations) to determine students' musical competencies.

List the significant areas for improvement of the school in this component of the educational program.

The significant area in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment is expanding the curriculum to cater for the secondary classes and plan activities to integrate music with other disciplines.

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.

The 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 are the following:

- expand the curriculum to cater for the secondary classes;
- integrate music with other disciplines;
- engage students and motivate them to join the school choir;
- two additional music rooms;
- establish a school band; and
- establish a recording studio.

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.

Significant strengths in the Music Education curriculum area regarding the indicators of Quality for Curriculum, Instruction and Assessment are the following:

- allotting time for students to play music in groups and to improvise;
- providing students with opportunities to perform on stage in the presence of a large audience;
- incorporating new teaching methods acquired from staff development workshops;
- using different strategies;
- providing a music room which is equipped with various pitched and un-pitched instruments (Orff instruments); and
- using assessment materials (listening tests and informal/formal observations) to determine students' musical competencies.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment is in expanding the curriculum to cater for the secondary classes and plan activities to integrate music with other disciplines.

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.

The 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 are the following:

- expand the curriculum to cater for the secondary classes;
- integrate music with other disciplines;
- engage students and motivate them to join the school choir;
- two additional music rooms;
- establish a school band; and
- establish a recording studio.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

17. *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.*
18. *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

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

Instructions:

Complete a Section A.1. for each curriculum area in the school's educational program. Duplicate this section as needed.

Curriculum Area	Physical Education
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A.1. Description of the Curriculum Area

List the courses, if any, that are sub-components of this curriculum area.

Course	Required	Elective	Grade Levels at Which Taught
Physical Education	X		1 A.P/L.P
Physical Education	X		2 A.P/L.P
Physical Education	X		3 A.P/L.P
Physical Education	X		4 A.P/L.P
Physical Education	X		5 A.P/L.P
Physical Education	X		6 A.P/L.P
Physical Education	X		7 A.P/L.P
Physical Education	X		8 A.P/L.P
Physical Education	X		9 A.P/L.P
Physical Education	X		10 A.P
Physical Education	X		SEC 1
Physical Education	X		11 A.P
Physical Education	X		SEC 2
Physical Education	X		12 A.P
Physical Education	X		SEC 3
Physical Education		X	IBDP I
Physical Education		X	IBDP II

Describe any major changes that have occurred in this curriculum area within the past three years.

An old curriculum existed and was implemented in the department. The revision of the curriculum was pending for the past two years since there was no head of department. The school Rector held the role of acting Head of Department. During the summer of 2015, the curriculum was revised by the newly appointed Head of PE Department.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

The school ensures that the delivery of this curriculum area is articulated both horizontally and vertically through the following:

- common board meetings (the Rector held the role of acting Head of PE Department),
- sharing of information obtained from professional development workshops,
- theme of the year activities,
- Mary Mother of Wisdom Day activities, and
- sports competitions at the local, national and international scales.

List the major instruction methodologies used in this curriculum area.

The major instruction methodologies used in this curriculum area are the following:

- Direct instruction / lecture
- Visual demonstration
- Team work
- Inquiry
- Daily life situations
- Individual activities
- Pair activities
- Group activities
- Behavior and social integration
- Right and left orientation
- Self-esteem and self confidence
- Motor skills learning and control
- Co-ordination and balance

List the major methods for assessing student learning used in this curriculum area.

The major methods for assessing student learning used in this curriculum area are the following:

- Individual performance
- Group performance
- Diagnostic
- Formative
- Summative
- Participation
- Discipline

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed in this curriculum area through the following:

- decision –making
- problem solving
- option exploration
- active investigation (initiate and answer question)
- individual and group performance to express ideas
- development of independence
- reflection

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

The results of the assessments of student learning are analyzed for

Individuals

- by checking the objectives,
- by checking the written report,
- by pre-assessing the students, and
- by evaluating student progress towards meeting the objectives.

Groups

- by analyzing classes' and sections' averages, results and reports,
- by calculating the percentage of athletes in each class and section, and
- by analyzing the results of activities between classes and sections.

National

- by SHS Teams Results (soccer, swimming, basketball and volleyball) compared to the local friendly and official tournaments' (schools, universities and clubs) results.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

The results of individual as well as groups of students are compared to their results in the previous academic year so that teachers are informed of the students' performance in the previous academic year. Results of competitions are analyzed to devise future action plans.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Instruction: The self-assessment is conducted using the following rating scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	There is no evidence to indicate that the school meets the Indicator
2. 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
N/A	This Indicator does not apply to our school

Instructions:

10. Conduct a self-assessment for each curriculum area of the school's educational program.

B.1. Curriculum Indicators of Quality (CI)

Indicators for all schools

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.			X		
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.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
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.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
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.			X		
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			X		

Indicator of Quality		1	2	3	4	N/A
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices in, including the use of technology and other media are considered in the selection of learning materials and media.			X		
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.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
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.			X		

B.2. Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		

Indicator of Quality		1	2	3	4	N/A
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			X		
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.			X		

B.3. Assessment Indicators of Quality (AI)

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			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	<ul style="list-style-type: none"> • individual students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> • cohorts of students as they move through courses in the curriculum 			X		
	<ul style="list-style-type: none"> • comparable (local, state, and national) groups outside of the school. 			X		
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.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Describe any improvements related to this component of the educational program made within the past five years.

An old curriculum existed and was implemented in the department. The revision of the curriculum was pending for the past two years since there was no head of department. The school Rector held the role of acting Head of Department. During the summer of 2015, the curriculum was revised by the newly appointed Head of PE Department.

List the significant strengths of the school in this component of the educational program.

The significant strength of the school in this component of the educational program is the good results in national and international sports tournaments and competitions such as swimming, basketball and soccer.

List the significant areas for improvement of the school in this component of the educational program.

The significant areas for improvement of the school in this component of the educational program are the following:

- Professional development for the PE teachers.
- Increase in the number of varsity teams.
- Recruitment of teachers and coaches to cater for an increase in the teams.
- Recruitment of an assistant to the coaches to follow up on logistics.
- Renovation of sports facilities.
- Create a support coaching 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.

The strengths and areas for improvement identified, the 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 are the following:

- Professional development for the PE teachers.
- Increase in the number of varsity teams.
- Recruitment of teachers and coaches to cater for an increase in the teams.
- Recruitment of an assistant to the coaches to follow up on logistics.
- Renovation of sports facilities.
- Create a support coaching program.

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.

The significant strength of the school in this component of the educational program is the good results in national and international sports tournaments and competitions such as swimming, basketball and soccer.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The significant areas for improvement of the school in this component of the educational program are the following:

- Professional development for the PE teachers.
- Increase in the number of varsity teams.
- Recruitment of teachers and coaches to cater for an increase in the teams.
- Recruitment of an assistant to the coaches to follow up on logistics.
- Renovation of sports facilities.
- Create a support coaching program.

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.

The strengths and areas for improvement identified, the 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 are the following:

- Professional development for the PE teachers.
- Increase in the number of varsity teams.
- Recruitment of teachers and coaches to cater for an increase in the teams.
- Recruitment of an assistant to the coaches to follow up on logistics.
- Renovation of sports facilities.
- Create a support coaching program.

E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

Instructions:

- 19. 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.*
- 20. 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