

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	PHYSICS
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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
8 A.P. PHYSICS	X		8
8 L.P. PHYSICS	X		8
9 A.P. PHYSICS	X		9
10A.P. PHYSICS		X	10
11A.P. PHYSICS SL/HL		X	11
12A.P. PHYSICS SL/HL		X	12
IBDP I PHYSICS HL/SL		X	11
IBDP II PHYSICS HL/SL		X	12
9 L.P. PHYSICS	X		9
SECONDARY (SEC) 1 L.P. PHYSICS	X		10
SEC 2 SCIENTIFIC L.P. PHYSICS	X		11
SEC 2 SOCIOLOGY ECONOMICS (SE) PHYSICS	X		11
SEC 3 GS & LS PHYSICS	X		12
SEC 3 SE PHYSICS	X		12

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

Major changes that have occurred in this curriculum area within the past three years include the revision of the curriculum for the American Program (from grade 9 A.P. to grade 12 A.P.). This has been implemented since the 2014 - 2015 academic year. A hard copy of the new curriculum is available. In addition, there is a separation of the 11A.P. & 12 A.P. from IBDP I and IBDP II classes.

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

Vertically

- through Atlas integration, which is in the process of becoming systematically articulated,
- Within the departments the scope and sequence is reviewed and changes are done as needed in order to enhance the spiral approach. This is accomplished using Atlas, and
- Departmental meetings - held periodically. These meetings are attended by teachers in the department and the HOD.

Horizontally

- Through Atlas integration, which is in the process of becoming systematically articulated,
- The IB department holds collaborative meetings between the teachers of the different curricular areas and the IB coordinator,
- The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared, and
- Science fairs are held yearly. The students from different grade levels work together collaboratively to present a project in Math or Sciences.

List the major instruction methodologies used in this curriculum area.

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

- Inquiry
- Inductive approach
- Cooperative learning
- Hands on laboratory experiments
- Demonstrations
- Direct instruction
- Visual presentations
- Controlled practical exercise

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:

Portfolios
Observations
Ongoing student activities
Written assignments (lab reports)
Presentations
Homework/ classwork
Quizzes and tests
Oral assessment
Extended open response
Short answer items
Matching items
Multiple choice items
True/false items

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

Critical thinking and problem solving are developed through exercises that extend to multi-step problems and 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**

Individual and groups of students' results are analyzed by the teachers, and verbal or written reports are shared with the Heads of Divisions.

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.

After the results are analyzed, the following steps are implemented in case the need arises:

- re-teaching or reinforcement sessions during physics hours,
- improving the teaching approach or methodology,
- giving extra exercises to students with detailed solutions, and
- using visual aids like YouTube videos or simulations.

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:

11. 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		

Indicator of Quality		1	2	3	4	N/A
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		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational			X		

Indicator of Quality		1	2	3	4	N/A
	development, and research about best practices in curriculum, 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			X		

Indicator of Quality		1	2	3	4	N/A
	objectives. Support for effective use of research-based instructional practices is provided to teachers.					

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?		YES		
Data to support your conclusion:	Evident in: <ul style="list-style-type: none"> • Rubicon Atlas and • Copy of the Physics curriculum. 			
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?		YES		
Data to support your conclusion:	Skills are highlighted in the classroom and assessed through quizzes.			
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?				NO
Data to support your conclusion:	The physics curriculum is overloaded especially in the Lebanese Program and in the IB program. Re-teaching or			

	additional problem solving targeting specific skills happens occasionally but not in a systematic way due to the lack of time.			
Hypothesis derived from your conclusion:	A thorough analysis of results may be helpful, but we cannot be so optimistic about this as long as the programs are so charged with content.			
Format				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?		YES		
Data to support your conclusion:	Tests objectives are aligned with what is taught in the classroom. This is ensured by lesson plans, by coordination meetings and by the way tests are constructed.			
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?		YES		
Data to support your conclusion:	In addition to the access to Rubicon Atlas, physics teachers have actively participated in the establishment of the physics program and the writing in Atlas. In addition, each teacher has a copy of the physics curriculum.			
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?		YES		
Data to support your conclusion:	<ul style="list-style-type: none"> • Revision with the students before the test • Quizzes • Individual follow ups or in groups 			
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		
Data to support your conclusion:	<ul style="list-style-type: none"> • The teachers are following the instructions given to use time on the skills required. • Test correction and additional exercises are provided regularly. 			
Hypothesis derived from your conclusion:				
<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?		YES		
Data to support your conclusion:	<ul style="list-style-type: none"> • Teachers design themselves the test that is approved and checked by the head of department • This design is based on skills and objectives that teachers are aware of • Discussion with other teachers and the Head of Department clarify uncertain issues. 			
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?		YES		
Data to support your conclusion:	<ul style="list-style-type: none"> • Textbooks and other resources are available in the physics department and in the library. They are accessible to all teachers. 			
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?	YES
Data to support your conclusion:	<ul style="list-style-type: none"> Teachers are recruited based on their professional history and expertise. Class observation is done once or twice per year by the HD and/or HOD.
Hypothesis derived from your conclusion:	

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

The physics curriculum has been revised in 2014-2015. It is now implemented in a trial phase and further modifications may occur.

- Grade 10 A.P. laboratory work is more oriented to suit the needs of both A.P. and IB DP in terms of skills. Students are introduced to the use of Excel sheets.
- IB DP I and grade 11 A.P. (as well as IB DP II and grade 12 A.P.) are being taught physics separately as a way to target the needs of each program in a more efficient way.
- A continuous revision of scope and sequence.
- More use of technology in terms of videos and animations at all levels in addition to using Moodle and Vernier software (Starting next academic year).
- SED physics offered to students with adapted syllabi to target their needs.

All of the above are evident on Rubicon Atlas except for the SED Physics that will be uploaded during the coming academic year.

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,
- implementation of Rubicon Atlas to ensure vertical scope and sequence,
- SED physics courses, and
- ongoing professional development for physics teachers in order to use technology efficiently and to ensure an appropriate implementation of the curriculum.

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 implementation of technology in a way that is more meaningful and more consistent despite our improvement in this area and more hands on experiments, video analysis and practicals to be implemented. In addition, there needs to be more focus on developing horizontal integration.

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 of improvement, the following are the next steps to be included in the action plans in the Plan for Growth and Improvement:

- Improve the scores of students on locally designed benchmark assessment per grading period school wide.
- Further improvement of the planning, execution and evaluation of science fair projects.
- Further development of critical thinking skills at the intermediate level.

Based on strengths, the following are the next steps to be included in the action plans in the Plan for Growth and Improvement:

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

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 of the school in this component of the educational program are the following:

- curriculum revision,
- implementation of Rubicon Atlas to ensure vertical scope and sequence,
- SED physics courses, and
- ongoing professional development for physics teachers.

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 implementation of technology in a way that is more meaningful and more consistent despite our improvement in this area and more hands on experiments, video analysis and practicals to be implemented. In addition, there needs to be more focus on developing horizontal integration.

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 of improvement, the following are the next steps to be included in the action plans in the Plan for Growth and Improvement:

- Improve the scores of students on locally designed benchmark assessment per grading period school wide.
- Further improvement of the planning, execution and evaluation of science fair projects.
- Further development of critical thinking skills at the intermediate level.

Based on strengths, the following are the next steps to be included in the action plans in the Plan for Growth and Improvement:

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

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

Instructions:

21. *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.*
22. *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

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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	General Science-Biology/Health and Wellness
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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
KG 1 – KG 2 A.P. and L.P. General Science	X		KG 1 – KG 2
General Science A.P. – L.P. (1 – 7)	X		1 - 7 A.P. and L.P.
8 Biology-Chemistry General Science	X		8 A.P. and L.P.
9 American Program (A.P.) Biology	X		9
10A.P. Biology		X	10
10A.P. Health and wellness		X	10
11A.P. Biology		X	11
11A.P. Health and wellness		X	11
12A.P. Biology		X	12
SAT II Biology Special Education Students		X	10, 11, 12 A.P.
IBDPI Biology HL/SL		X	IBDP I
IBDP II Biology HL/SL		X	IBDP II
9 Lebanese Program (LP) Biology	X		9
Secondary 1 (Sec) L.P. Biology	X		10
Secondary 2 Scientific L.P. Biology	X		11
Secondary 2 Sociology- Economics (SE) Biology	X		11
SEC 3 SE Biology	X		12
Sec 3 Life science	X		12

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

In the past three years, the curriculum was reviewed and an updated one was finalized and is implemented in AY 14 - 15. Also, the SAT II Biology requirement was adopted for the Special Education Department students - Grades 10 – 12 A.P.

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:

- Unit Plans on Rubicon Atlas ensure the vertical and horizontal articulation.
- During weekly departmental meetings between teachers, coordinators and HOD.
- Common board meetings provide the HODs the opportunity to share curricular matters in terms of horizontal articulation which will later be shared with the concerned teachers.
- IB collaborative meetings ensure the horizontal articulation of the IBDP program.
- Group 4 projects ensure the horizontal articulation of the IBDP program.
- Teachers attend professional development workshops and share information with other teachers.
- Yearly lesson plans and Rubicon Atlas ensure scope and sequence.

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
- Discussions of Breaking News in Science
- Visual presentations
- Case studies
- Controlled practical exercise

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

Formative assessment

- Portfolios
- Observations of student skills during lab activities
- Written assignments (lab reports)
- Presentations
- Case studies
- Homework/ classwork
- Oral assessment
- Theme of the year activities
- Research

Summative assessment

- Quizzes and tests (multiple choice, matching, short answer, and open response questions as well as higher level of thinking questions and application questions).

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

Prior to any summative assessment, students are provided with in class practice exercises that involve critical thinking questions.

Students will be able to apply scientific concepts in new situations.

Exam questions range from direct application and one step problems to complex multi-step exercises as well as higher order thinking exercises involving analysis and evaluation.

Research and science fair projects allow students to think and reflect.

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**

For the mid- year and final exams a class check list is filled by the teacher concerning knowledge and skills objectives. This is a tool used to identify a student's strengths and weaknesses.

An individual narrative evaluation regarding the student's academic performance is written and sent to parents.

At the end of the Academic Year, students' individual final results are analyzed during deliberation meetings, and the academic performance of every student is evaluated. Students will be advised on biology / health and wellness course selection for the new academic year, for grades 9 and 10 A.P.

As for the Secondary 1 L.P., students will be advised to either enroll in the scientific or sociology economics sections in Secondary 2, and later in the life science or sociology economics sections of Secondary 3.

For the mid-year and final exams, the total results are analyzed for the whole group of students and an evaluation report is written.

This report includes the group of students sitting for the exam and the percentages of students passing or failing the assessment in every domain (skill). Recommendations are written and teachers follow up with the students for implementation. (remedial work, re-teaching)

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 cycles, 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	
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Instructions:

12. 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:			X		
	<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 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 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, problem solving all provide practice to improve their 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:	Unit plans on Rubicon Atlas Formative assessment			
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 sometimes 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.			
<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:	Summative assessments			
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"> • Library resources • Textbooks and Publishers resources • IBDP CD Rom of examination and mark scheme • 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:				
<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:	<ul style="list-style-type: none"> • Teachers' credentials • Attendance and participation of 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 Science and Biology were made:

- The curriculum was reviewed and updated to meet the demands of the 21st century students.
- The curriculum was uploaded on Rubicon Atlas in the form of Unit Plans.
- The mid-year exams were analyzed, evaluated and reported.
- The biology program for the special education students was modified to focus on the
- SAT II requirements
- The formatting of the tests and quizzes was changed to include titled skills such as knowledge, comprehension, application and analysis. This change forced the inclusion of a variety of assessment questions.
- New and varied workshops attended by teachers (ICT, on-line biology internal assessment for IBDP as well as classroom management, critical thinking, differentiated instructions and approaches to teaching and learning in- service day workshops).
- The introduction of Health and Wellness which complements the biology course.
- The introduction of peer assessment in grades 9 and 11A.P. as a pilot study to be enforced in all classes.

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 SHS graduates to local and international universities.
- Very good results on the biology 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 biology 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:

- increase in Environment-related topics at all grade levels;
- 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 of improvement, the following are the next steps be included in the action plans in the Plan for Growth and Improvement:

- Improve the scores of students on locally designed benchmark assessment per grading period school wide.
- Further mprovement of the planning, execution and evaluation of science fair projects.
- Further development of critical thinking skills at the intermediate level.

Based on strengths, the following are the next steps be included in the action plans in the Plan for Growth and Improvement:

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

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 SHS graduates to local and international universities.
- Very good results on the biology 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 biology 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 areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment are the increase in environment-related topics to all grade levels and 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 in this curriculum area, the following are the next steps related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement:

- Improve the scores of students on locally designed benchmark assessment per grading period school wide.
- Further improvement of the planning, execution and evaluation of science fair projects.
- Further development of critical thinking skills at the intermediate level.
- Obtain the data from Rubicon Atlas to plan frequent opportunities and activities for horizontal alignment among disciplines.

Based on strengths, the following are the next steps be included in the action plans in the Plan for Growth and Improvement:

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

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

Instructions:

23. *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.*
24. *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	Social Studies
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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
Social Studies	X		4 A.P.
Social Studies	X		5 A.P.
World History	X		6 A.P.
World History	X		7 A.P.
World History	X		8 A.P.
World History	X		9 A.P.
World History		X	10 A.P.
World History		X	11 A.P.
World History		X	12 A.P.
Geography	X		4 L.P.
Geography	X		5 L.P.
Geography	X		6 L.P.
Geography	X		7 L.P.
Geography	X		8 L.P.
Geography	X		9 L.P.
Geography	X		SEC 1 L.P.
Geography	X		SEC 2 L.P.
Geography	X		SEC 3 L.P.
History	X		6 L.P.
History	X		7 L.P.
History	X		8 L.P.
History	X		9 L.P.
History	X		SEC 1 L.P.
History	X		SEC 2 L.P.
History	X		SEC 3 L.P.
Civics	X		7 L.P.
Civics	X		8 L.P.
Civics	X		9 L.P.
Civics	X		SEC 1 L.P.
Civics	X		SEC 2 L.P.

Course	Required	Elective	Grade Levels at Which Taught
Civics	X		SEC 3 L.P.

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

In the past three years, the following major changes have occurred.

- The curriculum was designed and mapped.
- A mission statement and a curriculum philosophy were written for the department.
- A new vision (short-term and long-term) was shared with and followed by the teachers of the department concerning teaching philosophy, methodologies and assessment as outlined in the department's report in 2014.
- Coordination meetings with individual teachers were scheduled.
- Emphasis was put on prompting teachers to work in student-centered classes.
- Began emphasizing the importance of 21st Century Social Studies Education.
- Prompted teachers to use a variety of formative assessments in addition to the more conventional summative ones usually applied.
- Began yearly teachers' evaluations using a standard format developed by the Common Board and adapted from Charlotte Danielson for use by all departments.
- The books were reviewed and changed.
- Provided students with the state-of-the-art educational technology that is consistent with their day and age. Started using online History books (Grades 6 to 12 A.P.)
- Teachers in the Social Studies Department are required to use the interactive board in classrooms.
- Project-based learning was introduced to the Lebanese Program students this year to complement the Lebanese program syllabus.
- The curriculum was redesigned to meet the requirements of SAT II, thus, eliminating some topics and adding others.
- A course offering was restructured for the American Program.
- The standards were raised and the courses became more rigorous and assessments more challenging.
- The department's teachers are encouraged to register for professional development workshops.

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

The curriculum is mapped and paced through Rubicon Atlas and adjustments are made to it every year to make sure that it is delivered as it is mapped vertically. Social Studies concepts (causation, change, continuity...) are taught as "big ideas" that help make connections across subject areas for horizontal alignment.

List the major instruction methodologies used in this curriculum area.

Inquiry-based learning.

- Learners are engaged in oriented questions.
- Learners provide evidence when responding to questions.
- Learners communicate and justify explanations.

Project-based learning

- For every grading period, students submit at least one performance task.

Research-based learning

- For every grading period, students submit at least one performance task.

Differentiated instruction

- Teachers attempt to use many teaching approaches to cater for the different learning styles.
- Teachers create the appropriate class environment so all students feel respected and supported.
- Teachers focus on big ideas and understandings to conduct a differentiated class.
- Teachers use varied assessment tools.
- Teachers offer individualized feedback if the need arises.
- Teachers encourage cooperation (group work of different styles).
- Teachers ask open ended questions.
- Teachers helping students discover what is essential in what they are learning.

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

- Formative (classwork supervised by teacher which is not necessarily graded)
- Summative (performance tasks, quizzes, tests and exams)

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

A major component of the Social Studies curriculum is 21st Century social studies skills. These are based on three key elements: content, concepts and skills. “Content” encourages students to acquire factual knowledge. The concepts are six and they are taught as “big ideas” that help make connections through History and across subject areas. These concepts are continuity, change, perspective, significance, consequence and causation. Major skills that the students practice include the gathering of historical facts and evidence. They also evaluate historical evidence in primary and secondary sources. These skills are assessed both in formative and summative assessments evidenced in our tests and exams where the skill to be acquired is clearly written in the question. In class, students are constantly asked open questions based on “essential questions” and “big ideas”. During class discussions and on assessments, students are allowed to present their own viewpoints and perspective on issues freely but are asked to formulate reasoned arguments to support their opinions. Furthermore, a major part of summative assessments measures student higher order thinking skills such as analysis or evaluation of sources.

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**

During weekly departmental meetings when summative assessments are returned to the HOD, students are discussed individually to monitor progress throughout the academic year. In deliberation meetings, individual student progress from one year to the next is also discussed at the end of the year. Furthermore, grades are entered onto a school system, Skoolee, which is being developed to analyze student progress. On departmental level, there is neither a formal way yet to analyze groups of students' performance, nor is there analysis for comparable local/national group of students.

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

The summative assessments are made according to lesson objectives and NCSS standards which are incorporated into our lesson plans. From formative and summative assessments, teachers gage the difficulty of exercises. On subsequent assessments the difficulty is adjusted so that the learning taking place is more meaningful and student level is more or less qualitatively measured. This almost makes sure that the delivery of the curriculum is more to the level of most students, while the objectives and standards are not undermined.

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:

13. 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 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:	The skills required are stated in the curriculum in Rubicon Atlas. All units in the Social Studies curriculum maps include the skills objectives. This is documented in Rubicon Atlas. Lesson plans of Social Studies include the skills mentioned in the curriculum maps. Occasional Class visits by the HOD are made to ensure that the skills are being taught. These are documented by class visit reports.			
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:	This is integrated into the daily lesson plans as shown on Skoolee.			
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?	X	YES	NO
Data to support your conclusion:	This is shown in the test and exam results on skill-based questions. Almost most students do well on skill-based questions. Test and exam samples show this. The pacing of the units/chapters gives enough time for teachers to make sure the students learn skills and content meaningfully. Skills in the Social Studies are repeated in more than one unit and assessment. This is documented in Rubicon Atlas and on copies of tests and exams.		
<i>Format</i>			
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:	The test generators used for our tests and exams are applications offered by the same online book that our students study. The skill-based questions are based on the same skills that are offered by the book. Weekly coordination meetings include detailed discussion of each lesson plan when the HoD can ensure that the the format of skills being taught is consistent with the format of assessments.		
Hypothesis derived from your conclusion:			
Curriculum Delivery Issues			
<i>Teacher Awareness of Content</i>			
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:	All teachers have access to Rubicon Atlas where the skills required are stated. Some teachers actually collaborated in stating these skill objectives. The teachers and the HOD collaborate in the mapping of the curriculum. This is evidenced by the fact that the Rubicon Atlas curriculum map in Social Studies is collaborative.		
Hypothesis derived from your conclusion:			
<i>Teacher Awareness of Sequencing</i>			
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:	The HOD of the department has access to the lesson plans on Skoolee that show that the teachers are teaching the skills required. The teachers and the HOD collaborate in the mapping of the curriculum. This is evidenced by the fact that the Rubicon Atlas curriculum map in Social Studies is collaborative. The curriculum map is clear as for the skills to be taught in each unit. This is discussed during the weekly coordination meetings and are reviewed by the HOD as he is sent a copy of the test or exam.			
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:	This is shown in the test and exam results on skill-based questions. Almost most students do well on skill-based questions. Test and exam samples show this. The curriculum map is clear as for the skills to be taught in each unit. This is discussed during the weekly coordination meetings and are reviewed by the HOD as he is sent a copy of the test or exam. The curriculum map is clear as for the skills to be taught in each unit. This is discussed during the weekly coordination meetings and are reviewed by the HOD as he is sent a copy of the test or exam. The scores on the performance tasks, tests and exams where student learning of skills is measured show that the overwhelming majority of students do well on these skills.			
Hypothesis derived from your conclusion:				
<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:	The teachers are aware of this since the test generators used for the teachers' tests and exams are applications offered by the same online book that our teachers use and teach with. The skill-based questions on the tests and exams are based on the same skills that are offered by the book. The teachers and the HOD collaborate in the mapping of the curriculum. This is evidenced by the fact that the Rubicon Atlas curriculum map in Social Studies is collaborative.			
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	X	YES		NO

and formative assessment of the skills required for improvement in student performance?				
Data to support your conclusion:	The online books we use have all these resources. Teachers have access to all of the above mentioned resources and students have access to many of them. The online Social Studies books published by McGraw Hill, are very rich in both student and teacher resources that provide engaging instruction, differentiated instruction, and formative assessment as shown in the lesson plans.			
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:	All of the teachers in the department have the professional knowledge and skills to teach students the skills required. Although the teacher of gr 4, 5 and 6 in American Program is new, she was our student and we know of her potential capacity to teach the Social Studies skills quite well to our students. The teachers of gr 7 to 12 have long years of experience in teaching Social Studies and are proponents of teaching skills to students.			
Hypothesis derived from your conclusion:				

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

Classes have been student-centered with emphasis on 21st Century social studies skills rather than just knowledge as it was prevalent in the past. Furthermore, there is closer supervision by the HOD who insists on the frequent exercises in higher level thinking skills, be it in formative or tests and exams. In addition, technology is integrated into the teaching and learning as students' textbooks have been online, projects include PPTs, movie maker, and Grades 10, 11 and 12 A.P. students have access to a social studies wiki: www.danykfourey.wikispaces.com. The L.P. Social Studies teachers are now using e-books that facilitate the teaching of required skills. Almost every aspect of this component of the educational program has been revised, modified, changed or created. This includes the writing of a vertically aligned curriculum, mapping of the curriculum, teaching and learning methodologies, technology integration, learning materials and resources.

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

Lately, there has been an emphasis on cooperative learning, hands-on projects, Approaches to Teaching and Learning, and student-centered education school-wide. The significant strengths of the school in this component of the educational program are the ones mentioned above as improvements related to this component. These improvements represent a quantum leap from what we had before.

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

Lebanese Program students should be able to benefit from the above-mentioned strengths of the IB and AP. What we need to work on is finding more qualified teachers for the Elementary 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.

Increased emphasis on cooperative learning, hands-on projects, Approaches to Teaching and Learning and student-centered education and their extension to the Lebanese Program. Social Studies should be offered as of grade 1 level.

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 curriculum is based on the latest theories and ideas of Social Studies education. It was vertically aligned, and, consequently, students will be given opportunities to score better on the SAT II History. Instruction is student-centered with an emphasis on the latest approaches to teaching and learning and higher-level thinking. Instruction is, furthermore, differentiated providing students with auditory as well as visual instruction. Assessments, both formative and summative, are differentiated and challenging at the same time. Summative assessments include performance tasks as well as quizzes, tests and exams. Tests and exams include MCQs, fill-the-blanks, short and long answer questions, justified true/false questions and others.

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.

The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.

The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, and skills.

The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.

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.

Course objectives in the curriculum are simply stated and understandable to students.
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.
The curriculum is designed to foster active involvement of students in the learning process.
Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.
Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.
The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.
The curriculum is reviewed and evaluated regularly. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.

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

The curriculum for the L.P. will be revised in a couple of years to reflect the latest in education. The educational methods used in the A.P. is beginning to be extended into the L.P. Instruction in the L.P. will continue to move toward more research/project-based, hands-on projects and higher level thinking. In the Upper Elementary division, teachers with more experience are desired. More formative and research/project-based assessment should be emphasized for the L.P.

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:

- revise the curriculum in the next 4 years;
- recruit teachers with more experience;
- integrate higher-level thinking, research/project-based learning; and
- offer professional development, especially for new teachers and teachers of the L.P., and specifically in approaches to learning.

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

Instructions:

25. *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.*
26. *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	Information Technology / Computer
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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
Computer G4	X		G 4
Computer G5	X		G 5
Computer G6	X		G 6
Computer G7	X		G 7 A.P./L.P.
Computer G8	X		G 8 A.P./L.P.
Computer G9		X	G 9 A.P.
Computer G10		X	G 10 A.P.
Computer Sec 1	X		SEC 1 L.P.
Computer Sec 2 SE	X		SEC 2 SE L.P.
ITGS SL & HL		X	IBDPI / G11A.P.
ITGS SL & HL		X	IBDPII / G12A.P.

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

The curriculum was updated to include new units for the upper elementary and intermediate levels. With programming, scratch was introduced for grades 4 and 5, and a digital citizenship program was added for grades 4 through 12. Project development life cycle was also introduced for all grade levels. New presentation rubrics were implemented.

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 is articulated vertically through the use of Rubicon Atlas, scope and sequence for vertical articulation, coordination meetings, and yearly plans. Common board weekly meetings ensure horizontal alignment.

List the major instruction methodologies used in this curriculum area.

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

- Direct teaching or lecturing for IT concepts,
- modeling to teach most computer applications, and
- inquiry based and cooperative learning for projects and research papers.

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;

- Observations,
- Formative,
- Summative, and
- Rubrics for projects and presentations.

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

Critical thinking and problem solving are developed specifically in programming units using various programming languages and developing algorithms for problems. Critical thinking is developed in the project development life cycle unit, when students analyze a problem design and develop a solution.

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**

ITGS results for IBDP II students are analyzed and compared to the worldwide results to improve instructional methodologies.

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

The list of objectives that is the base of each summative assessment is analyzed. Decisions on reteaching are based on the analysis of individual student performance.

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:

14. 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		

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:					
	• individual students as they move through courses in the curriculum		X			
	• cohorts of students as they move through courses in the curriculum		X			
	• 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, • Computer Curriculum hard copy, and • Yearly lesson plans. 			
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:	Assessment dates and frequency are listed on Rubicon Atlas.			
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:	Yearly Lesson Plan Rubicon Atlas Weekly lesson plans			
Hypothesis derived from your conclusion:	If the results were analyzed, then decision for re-teaching and ensuring improvement on students' performance will be given sufficient time.			
<i>Format</i>				
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:	Lesson plans, coordination meetings during which assessment is discussed and prepared.			
Hypothesis derived from your conclusion:				
Curriculum Delivery Issues				
<i>Teacher Awareness of Content</i>				
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:	Rubicon Atlas and yearly plans.			
Hypothesis derived from your				

conclusion:				
<i>Teacher Awareness of Sequencing</i>				
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:	Rubicon Atlas and yearly and weekly lesson plans.			
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:	Weekly lesson plans.			
Hypothesis derived from your conclusion:				
<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:	Textbook resources and free online resources and e-books.			
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.

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

- overall curriculum update,
- addition of new units for G4 to G12 like Programming for Grades 4, 5 and 6,
- inclusion of the digital citizenship program to teach and spread awareness about computer and online ethics,
- inclusion of the Project development life cycle for all grade levels, and
- implementation of the use of rubrics for presentations.

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:

- The programming units introduce programming concepts for all grade levels using different programming languages suitable for each age group. These units increases problem solving skills.
- The various application programs taught in all grade levels ensure that our graduates are highly proficient computer users.
- The digital citizenship program introduces proper online and computer ethics to students, to make them grow up to become responsible citizens.

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 student assessment analysis, archiving student assessment especially through digital files of student work, and limiting class size to allow more effective teaching strategies.

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 involve acquiring computer class management software that would assist in managing all students' files and the collection of student assessment from the computers they use.

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:

- The new computer curriculum is modern and up to date with a wide variety of topics.
- Instruction is student centered.
- Various assessment types are used.

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 that there are no records of student learning and performance in computer courses that are maintained in the curriculum. Special measures should be taken to ensure that such records will be part of the curriculum in the future.

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 have to deal with the following:

- using various instructional strategies to be used in class,
- limiting class size, and
- acquiring computer class management software.

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

Instructions:

- 27. 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.*
- 28. 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	World Languages
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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 A0	X		Grade1-2
Arabic A1.1	X		Grade1-2
Arabic A1.1	X		Grade 3
Arabic A1.2	X		Grade 3
Arabic A1.2	X		Grade 4-5
Arabic A2.1	X		Grade 4-5
Arabic A2.2	X		Grade 4-5
Arabic A1.2	X		Grade 6
Arabic A2.1	X		Grade 6
Arabic A2.2	X		Grade 6
Arabic A1.2		X	Grade 7 A.P.
Arabic A2.1		X	Grade 7 A.P.
Arabic B1.2		X	Grade 7 A.P.
Arabic A1.2		X	Grade 8-9 A.P.
Arabic A2.2		X	Grade 8-9 A.P.
Arabic B1.1		X	Grade 8-9 A.P.
Arabic A2.1		X	Grade 10 A.P.
Arabic B1.2		X	Grade 10 A.P.
Arabic Ab initio		X	Gr. 11- IBDP I
Arabic B_SL / B_HL		X	Gr. 11- IBDP I
Arabic Ab initio		X	Gr. 12- IBDP II
Arabic B_SL / B_HL		X	Gr. 12- IBDP II
French Level 1	X		Grade 1
French Level 2	X		Grade 1
French Level 1	X		Grade 2
French Level 2	X		Grade 2
French Level 1	X		Grade 3
French Level 2	X		Grade 3
French Level 1	X		Grade 4
French Level 2	X		Grade 4
French Level 1	X		Grade 5

Course *	Required	Elective	Grade Levels at Which Taught
French Level 2	X		Grade 5
French Level 1	X		Grade 6
French Level 2	X		Grade 6
French A1.1		X	Grade 7 L.P.
French A 2.1		X	Grade 7 L.P.
French A1.1		X	Grade 7 A.P.
French A2.2		X	Grade 7 A.P.
French B1.1		X	Grade 8 L.P.
French A1.2		X	Grade 8 - 9 A.P.
French A2.2		X	Grade 8 - 9 A.P.
French B1.1		X	Grade 8 - 9 A.P.
French A2.2		X	SEC 1
French B1.1		X	Grade 10 A.P.
French A1.2		X	Gr. 10 A.P.
French A2.2		X	SEC 2
French B_SL / B_HL		X	11 A.P. /IBDP I
French Ab initio		X	11A.P. / IBDP I
French B_SL / B_HL		X	12 A.P. /IBDP II
French Ab initio		X	12 A.P. /IBDP II
Italian A1.1		X	SEC 1
Spanish A1.1		X	Gr. 7 L.P.
Spanish A1.1		X	Gr. 7 A.P.
Spanish A1.2		X	Gr. 8 L.P.
Spanish A1.2		X	Gr. 8-9 A.P.
Spanish A2.1		X	Gr. 8-9 A.P.
Spanish A2.1		X	Gr. 9 L.P.
Spanish A1.1		X	SEC 1
Spanish A2.2		X	SEC 2
Spanish A2.1		X	Gr. 10 A.P.
Spanish Ab initio		X	Gr. 11- IBDP I
Spanish B_SL/ B_HL		X	Gr. 11- IBDP I
Spanish Ab initio		X	Gr. 12
Spanish B_HL		X	Gr. 12- IBDP II

* The courses and levels listed above are specified according to Academic Year 2014-2015. The different levels offered are subject to change every year.

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

Academic Year	Achievements	Process and implementation
2012-2013	Language Policy	<p>A Language Policy Committee was created. The Committee members met, reflected and collaborated to issue the Language Policy document for the whole school according to the following steps:</p> <ul style="list-style-type: none"> • Revise the format of the language curriculum to unify it among the three languages. • Implement a school language philosophy. • Gather facts based on teachers' questionnaire. • Issue a brief language policy resume for the admission office. • Revise the World Language Credentials of MSA as a self –study. • Implement a new system for languages consisting of two cycles. • Set an outline for the language policy. • Ensure continuous reform and improvement in the quality of learning and teaching languages. • Involve parents in planning their children's language profile and development. • Collect samples from all language departments. • Issue the Language Policy document.
2011-2012	Implementation of the different levels according to the European Frame of References for Languages	<p>The issue of the denomination of the courses was raised in 2010-11. The World Language Department started to use the terminology explained in the European Frame of References for Languages. Since then, it was gradually implemented.</p>

2013-2014	Review of the weighting system in all grade levels	The weight or coefficient of the language grade was discussed during the Common Board meeting. It was decided that the coefficient should be equivalent to the number of hours per week. On the Report Cards, the weight that is given for Languages has increased.
2013-2014	Modification of the number of hours in the Lebanese Program	The number of language hours in the Lebanese Program has increased in Grade 9 L.P. in order to ensure a balanced scope and sequence through the three-year cycle in the Intermediate Division.
2013-2014	Integration of TOK (Theory of Knowledge) and CAS (Creativity, Activity and Service) in IBDP Language Acquisition	After participating in the IB online workshop in 2012, all IBDP Language teachers integrated more TOK and CAS in their lesson plans which increased students' motivation and critical thinking.
2013-2014	Implementation of Plagscan at SHS along with the Plagiarism Penalty Policy (PPP)	Essays, written assignments and extended essays in Spanish or French are being scanned using plagscan.
2013-2015	Collaborative activities	Collaborative activities in all languages were realized with the aim to use the target language outside the classroom. (e.g.: Language Campaign, World Language event I, World Language event II, World Languages on stage, spelling bee, poem contest, culinary activities)
2014-2015	Implementation of the differentiated instruction strategies	All teachers attended a workshop prepared by the HODs: Differentiated instruction strategies. As a result, teachers modified their lesson plans taking into consideration the students' readiness, interests and learning styles. The differentiated instruction strategies contributed in a better integration of the students with special needs in their mainstream classes.

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

The School's policy/procedures for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally are as follows:

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
- In addition, general WLD meetings take place to plan, unify and review the programs whenever the necessity calls for it. However, some teachers pointed that WLD should have more frequent and regular meetings. So for the years to come, the WLD's plan of action will be to include a defined schedule for regular meetings for this purpose.

List the major instruction methodologies used in this curriculum area.

The instruction methodologies used in Languages are student-centered and involve active learning in which students interact, ask questions, discuss, debate and cooperative learning in which students work in small groups in contextualized situations from the real world and inductive learning such as inquiry based topics, discovery learning, planning and setting goals.

- Inquiry based topics (TOK: Theory of Knowledge)
- Socio-cultural understanding
 - Activating background knowledge to identify and compare their culture with the new culture of the target language
 - Acquisition of new learning in contextualized situations
 - Scaffolding for new learning to reflect and analyze the differences and similarities.
- Differentiated Instruction classroom strategies
- Demonstrating proficiency
 - Individual presentations
 - Role-play
 - Interactive presentation
 - Peer teaching
 - Debates
 - Written tasks
- Instructional strategies based on cognitive skills
 - Think
 - Read and understand
 - Processing new information

- Instructional strategies based on metacognitive skills
 - Planning and setting goals
 - Initiating the work
 - Following through to completion
 - Evaluating and monitoring for errors, and making corrections

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

- Diagnostic assessment
The diagnostic assessments aim to measure student's understanding in the target language. They are administered either to place new students in the appropriate level or to diagnose gaps and provide remedial instruction when needed.
- Formative assessment
The formative assessment is an on-going process that helps teachers monitor the progress of the students and thus modify the teaching and learning activities in which they are engaged in order to reach all learning styles: visual, auditory and kinesthetic students. Formative assessment is crucial in foreign language classes to practice the target language. It involves all four skills: writing, reading, listening and speaking. Daily class activities such as:
 - debates and verbal interactions
 - writing tasks in class
 - individual oral presentations based on a stimuli: Describing a picture, a comic, an advertisement, a story or a topic.
 - discussions: Commenting on a topic or a text.contribute in generating feedback to both teachers and students.
- Summative assessment
The summative assessment is the traditional tests and quizzes that evaluate the students' learning according to international criteria. Usually there are three components of equal importance related to specific skills:
 - Receptive skills: Reading Comprehension
 - Productive skills: Writing
 - Interactive skills: Listening and speaking
- Differentiated Instruction assessment strategies (modified tests for special education students)
Although the school offers 2 or 3 levels for each grade level, sometimes teachers need to modify tests or quizzes according to the student's learning needs.

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

In languages, students often discuss controversial topics and engage in debates. The stimuli for those debates could be a written text, a picture, a movie or a simple title, slogan or quote. On the other hand, teachers encourage students to self-evaluate their work or their recorded oral presentation based on specific criteria which will involve each one of them in his/her learning process. For problem solving, Language teachers challenge students to complete task-based activities. Students are encouraged to use the language creatively and spontaneously through tasks and problem solving in a meaningful activity related to a real context from the real world. The task-based activities are student-centered, they could be done individually or in groups. The task-based learning and teaching enhance students to acquire responsibility, decision taking and self-management skills.

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 and groups of students as they move through the school

The results of the mid-year and final exams are analyzed and decisions regarding reteaching or promotion of the student to the next level are taken.

Comparable local/state/national groups of students

Most of our students sit for international official exams such as French and Spanish SAT II, DELE (Diploma de Español como lengua Extranjera) or IBDP Language Acquisition.

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 the student learning are analyzed to determine a plan of action: re-teaching, reinforcement sessions or extra tasks. The analysis will also lead us to review the curriculum, the classroom activities and the books.

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:

15. 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		

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.

<p>Improvements related to this component of the educational program made within the past five years are the following:</p> <ul style="list-style-type: none"> 2010-2011: Creation of the World Language Department to meet, share ideas, and establish a unified identity 2010-2011: Formation of Language cycles in the Intermediate and Secondary divisions in both, the American and the Lebanese program (Cycle I and cycle II) and introduction of Spanish in grade 7 L.P. and A.P. as an optional language 2010-2013: Revision of the departmental curricula: Arabic, French and Spanish. Unification and comparison of the curriculum components and terminology 2011-2012: Implementation of the different levels in languages according to the European Frame of References for Languages 2011-2012: Issue of a resume of the Language policy for the Admission office 2011-2015: All Language departments revised, evaluated and changed the textbooks in accordance with the new structure
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- 2011- 2012: Merger of students from grade 7, 8 and 9 A.P. according to their language proficiency level
- 2012-2013: Evaluation of the merging system and separation of gr. 7 A.P. from 8 and 9 A.P. who stayed together till present
- 2012-2013: Issue of the Language Policy, a document that defines the framework to be adopted for learning languages in all sections of Sagesse High School
- 2013-2014: Decision of the Arabic Department to separate their teaching staff between the Lebanese and the American program, taking into consideration the specifications and differences of both programs. (Language 1 and 2)
- 2013-2014: creation of the WLD rubric on the school's website

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

- Making use of the target language in collaborative activities and integrating theatrical performances as part of the curriculum.
e.g.: Language Campaign, Li Beirut, World Language event I, World Language event II, World Languages on stage, spelling bee, poem contest, culinary activities, Italian day.
- Participating in cultural outings and extra-curricular activities
e.g.: outing to the Instituto Cervantes for students taking Spanish, watching a Lebanese play in Arabic, visiting the annual book fair in the French cultural center, celebrating the Italian festival and food fair.
- In the Arabic department, implementing the online program “TAWASOL” which means “connection” and contains
 - Online lessons
 - Homework
 - Additional exercises
 - An updated source of information
 - Educational fun games
 - Summer work
- Creation of a blog for Arabic “www.arabicsagessehs.blogspot.com” that includes:
 - Publishing the students work
 - Congratulating the students that are improving
 - Sharing educational links
 - Conducting interviews with well-known people from school and the Lebanese society
- Use music and songs as pedagogical resources, commenting on and analyzing the lyrics especially when they hold a message.

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:

- more parental collaboration regarding the study of languages and the importance of language acquisition,
- increased motivation for the language learners,
- better use of the interactive boards' resources and applications,
- increased number of students sitting for official exams such as DELE, DELF junior, and SAT II,
- integration of the French DELF junior's preparation in the yearly lesson plan, and
- increase of awareness for tolerance and compassion.

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:

- implement Moodle for IBDP classes;
- increase extracurricular activities to motivate students;
- create a parent-teacher handbook for correspondences;
- exchange letters with students from other schools in the target language (Spanish);
- Integrate CAS activities at all levels;
- establish a toy shop for Arabic department for the lower and upper elementary classes. Students will buy gifts paying with rewards cards they earned in class; and
- hold book fairs for Arabic where students will exchange books.

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:

- implementation of the software "Eskool" substituted then by "Skoolee" for the weekly lesson plan, narrative evaluation and submission of the monthly grades,
- implementation of Rubicon Atlas to ensure vertical alignment,
- professional development programs and workshops: IB online workshops, differentiated instruction, developing critical thinking, Rubicon webinars,
- professional development program for the French Department: All the teachers sat for DELF (DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE) and had their level of proficiency accredited,
- Arabic teachers joined the Arabic Language Teachers Association in Lebanon and are participating in different educational activities,
- professional development program for Spanish teachers at the Instituto Cervantes. Some teachers and HOD became DELE Examiners (A1, A2, C1),
- French, Spanish and Arabic teachers and HODs became IBDP official examiners, and
- Installation of interactive boards which opened new horizons for teachers and students.

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:

- evaluation of the assessment to be accurate and representative of the actual level of the students,
- integration of objective lists in all languages,
- integration of Approaches to Teaching and Learning skills in the lesson plan, and
- criteria-based oral assessment in the Intermediate division.

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:

- reconsider the seating plan in all classes (group work, ATL approach);
- add an objective list as a self-evaluation after each assessment; and
- elaborate a criteria list based on the European Frame of References for Languages (EFRL) to unify the oral evaluation in all languages in the intermediate division as is done in the secondary division.

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

Instructions:

29. 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.

30. 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	Sociology
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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 & Sociology	X		Secondary 1
Sociology	X		Secondary 2 SE
Sociology	X		Secondary 3 SE

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

Based on the needs of the students, introductory sociology concepts and theories were introduced at the secondary 1 level. Courses taught at the secondary 2 and 3 levels did not undergo any changes since these curricula are decided on by the Lebanese Ministry of Education and students are prepared for the Lebanese official examinations.

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

We ensure that students enrolled in the secondary SE section are well prepared for the official Lebanese examinations. For that, all students are required to take an introductory Sociology - Economics course at the secondary 1 level.

At the Secondary 2 level, students taking Sociology are prepared for the Secondary 3 SE class. For that, they take an intensive Sociology course that further prepares them for the specifics and requirements of the Secondary 3 SE course.

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

Vertical alignment takes place in Sociology 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 enhance their analysis as it leads itself into a continuum learning experience. So, concepts and theories introduced at the secondary 1 level 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 Sociology highlights the extent to which the curriculum is relevant.

Departmental meetings are held to discuss content, skills and benchmark assessments.

List the major instruction methodologies used in this curriculum area.

Teachers have access to considerable resources. Emphasis is put on students' interpersonal interaction. These interactions revolve around the appropriate use of concepts and techniques and document analysis. For that, they are reactive as they involve discussion and presentations. Small group discussions are used to complement lecture classes. Also, teaching focuses on helping students master the basic sociological terms. Documents are heavily used as an instructional method according to which students discuss assigned real life scenarios focused on situations related to sociological theories and concepts. They are used to emphasize analysis and discussion and to stimulate students' participation and involvement in the learning process. The main objective is to turn the learner into a problem solver while considering current underlying sociological issues and conflicts.

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

Summative: Tests, exams

Formative: Class participation, problem sheets, debates, case studies, 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 while preparing them for the Lebanese official exams and beyond. Within this context, we work on developing students' critical thinking and problem solving through:

- 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
- Critical thinking skills: problem solving, critical analysis of excerpts, data, tables, figures and articles, reflection and connections with various subject matters
- Self-management skills: time management, revision schedules, appropriate studying habits and using time effectively in tests

All class activities, assignments and power point presentations will help students become well-informed citizens while acquiring various 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. Students are expected to demonstrate knowledge and understanding of the specified content and of current sociological issues and data, apply concepts and theories to real world situations, explain sociological links and evaluate documents. 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.

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 teaching and learning process. During the review, thorough examination of assessment models is conducted to ensure an appropriate future development of instructional strategies. Reports are devised 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:

16. 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			X		

Indicator of Quality		1	2	3	4	N/A
	stakeholders.					
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			X		

Indicator of Quality		1	2	3	4	N/A
	maintaining respect for each other in classes.					
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			X		

Indicator of Quality	1	2	3	4	N/A
presence or absence of achievement in the curriculum.					

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

Teachers are developing unit plans instead of lesson plans. Unit plans are uploaded on Atlas which will allow better horizontal articulation among subject teachers.

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 workshop conducted by Rubicon Atlas staff for all heads of departments.

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

- Horizontal articulation of the curriculum based on the reports from Rubicon Atlas.
- 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.

The curriculum is provided by the Lebanese Ministry of Education. However, teachers will continuously develop new instructional strategies to ensure that the intended learning objectives are met and necessary skills are acquired to help students become well rounded individuals and life-long learners. Furthermore, horizontal articulation of the curriculum through reports from Rubicon Atlas needs to be implemented.

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.

As stated earlier, the Sociology curriculum is provided by the Ministry of Education. Students are well prepared for a smooth transition to university education. The curriculum and instructional strategies focus on turning students into critical thinkers and problem solvers. It as well creates an active and a dynamic environment for learning whereby students always have the opportunity to link theories and concepts discussed in class to real life situations. It works on developing well rounded individuals with sharp critical thinking skills. It employs 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.

Better analysis of official assessment results is needed to make informed decisions about 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:

- 31. 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.*
- 32. 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	N/A
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	Philosophy
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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
Philosophy & Civilization	X		SEC 2 SE – SC
Philosophy & Civilization	X		SEC 3 SE – LS - GS

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

Philosophy and Civilization courses for both secondary 2 and 3 have not undergone any changes as these courses follow the Lebanese Program designed by the Lebanese Ministry of Education. Philosophy courses for both classes prepare students for the Lebanese official examination.

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

Students are introduced to Philosophy and Civilization in Secondary 2, and they are then prepared for the Secondary 3 course. To achieve that, we make sure students take an intensive course that not only introduces subject matter but also prepares students for the specific requirements of the course given in Secondary 3.

Since the same teacher teaches both the Secondary 2 and 3 classes, vertical articulation is ensured. As for horizontal alignment, the school has provided teachers with the Rubicon Atlas, which will facilitate thematic learning across various subject disciplines. In addition, Catechism teachers continuously follow on themes and issues discussed in Philosophy and Civilization courses.

List the major instruction methodologies used in this curriculum area.

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

- interpersonal interaction among students (discussions, debates, and presentations),
- intrapersonal meditation on some issues (reflective journals and case studies),
- analytical interpretation of philosophical texts and audio-visuals, and
- lectures.

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

- Summative: tests and exams
- Formative: class discussions, debates, case studies, presentations, quizzes

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

Students' critical-thinking and problem-solving skills are developed by working on real-life case studies, analyzing and discussing philosophical texts and audiovisuals. Such activities highlight students' abilities to apply learned philosophical concepts to everyday-life issues. In addition, to ensure students' active participation in the subject matter, they are asked to choose a preferable theory in each unit after being exposed to all theories.

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

Assessment results are continuously studied and analyzed as teachers of the same level meet with the head of division on a monthly basis to discuss class issues in general and individual issues. Student results are constantly compared with their previous results. Assessment results are a major indicator of students' mastery of the subject matter. Analyzing student results enables the teacher to detect areas that are not fully mastered and hence plan for reteaching or reinforcement.

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

Assessment results are used to evaluate the effectiveness of the curriculum as well as evaluate teaching methods, strategies and/or assessment tools.

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:

17. 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		

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

Philosophy and Civilization courses for both Secondary 2 and 3 have not undergone any changes as these courses follow the Lebanese Program designed by the Lebanese Ministry of Education. Philosophy courses for both classes prepare students for the Lebanese official examinations.

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

The school puts enormous effort on continuously improving the educational program by implementing Rubicon Atlas and inviting teachers to in-service days and workshops.

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

Horizontal articulation of the curriculum through 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.

The Lebanese Ministry of Education provides the curriculum of Philosophy. Teachers will continue adopting new instructional methodologies to reach all kinds of learners and make sure that the intended learning objectives are met. Furthermore, horizontal articulation of the curriculum through reports from Rubicon Atlas needs to be implemented.

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:

- good preparation of students for the official exams and their further education;
- integration of critical thinking and problem solving skills; and
- application of theories and concepts to real-life situations.

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

Offering a philosophy course in Secondary 1 and implementing horizontal articulation of the curriculum based on the reports from Rubicon Atlas.

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 offering a philosophy course in Secondary 1 and horizontal articulation of the curriculum with other disciplines.

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

Instructions:

- 33. *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.*
- 34. *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	N/A
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

A. EDUCATIONAL PROGRAM

The following sections pertain to the Educational Program as a whole and thus should be completed only once, unlike the previous sections which were duplicated for each curricular area.

Instructions:

- 1. In the table below, indicate all of the curriculum areas that comprise the school's educational program. Be sure that a description and evaluation (in the previous section) has been completed for each area.*
- 2. Indicate the age groups/grade levels in which the curriculum area is taught by entering the total number of hours devoted to instruction in each curriculum area per academic year or per semester.*
- 3. Add/delete rows as needed.*

	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	26 weeks
Curriculum Area/ American Program	Gr 1	Gr 2	Gr.3	Gr 4	Gr 5	Gr 6	Gr.7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
Arabic/ Language Arts	256	256	256	192	192	128	-	-	-	-	-	-	
Arts /Visual Arts	64	64	64	32	32	32	64	64	64	96	-	130	
Biology	-	-	-	-	-	-	-	-	128	160	128	104	
Business Management	-	-	-	-	-	-	-	-	-	-	160	130	
Catechism	64	64	64	64	64	64	64	32	32	32	64	52	
Chemistry	-	-	-	-	-	-	-	-	96	96	160	130	
Communication arts/ Theater	32	32	32	-	-	-	-	-	-	-	64	52	
Economics	-	-	-	-	-	-	-	-	-	96	-	104	
English/Language Arts	256	256	256	256	224	224	192	192	160	160	192	130	
General Knowledge	32	32	32	-	-	-	-	-	-	-	-	-	
Health & Wellness	-	-	-	-	-	-	-	-	-	160	128	-	
Mathematics	192	192	192	192	192	192	192	192	192	192	160	130	
Music	64	64	64	64	64	64	-	-	64	-	-	-	
Physical Education	32	32	64	32	32	32	64	64	64	64	64	52	
Physics	-	-	-	-	-	-	-	64	96	160	160	130	
Preparatory SAT	-	-	-	-	-	-	32	32	32	32	64	-	
Science /Bio-Chemistry	64	64	64	96	128	160	192	96	-	-	-	-	
Social Studies /world History	-	-	-	32	32	96	96	128	64	160	160	130	
Technology / ITGS	-	-	-	32	32	32	32	32	64	96	128	104	
World Languages 1	128	128	128	160	160	128	96	96	96	128	128	104	
World Languages 2	-	-	-	-	-	-	96	96	96	-	-	-	

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

	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	32 weeks	24 weeks	32 weeks	32 weeks	32 weeks	24 weeks	24 weeks	24 weeks
Curriculum Area/ Lebanese Program	Gr 1	Gr 2	Gr.3	Gr 4	Gr 5	Gr 6	Gr.7	Gr 8	Gr 9	Sec 1	Sec 2 SC	Sec 2 SE	Sec 3 GS	Sec 3 SE	Sec 3 LS	
Arabic/ Language Arts	256	256	256	256	256	224	192	192	144	160	64	96	48	72	48	
Arts	64	64	64	32	32	32	32	32	-	-	-	-	-	-	-	
Biology	-	-	-	-	-	-	-	-	72	64	96	32	-	48	144	
Catechism	64	64	64	64	64	64	32	32	24	64	64	64	24	24	24	
Chemistry	-	-	-	-	-	-	-	-	72	64	96	32	120	24	144	
Civics	-	-	-	-	-	-	32	32	24	32	32	32	24	24	24	
Communication arts/ Theater	32	32	32	-	-	-	-	-	-	64	64	64	-	-	-	
Economics/Socio-Economics	-	-	-	-	-	-	-	-	-	96	32	128	-	144	-	
English/Language Arts	256	256	256	256	224	224	192	192	120	160	96	96	72	72	72	
General Knowledge	32	32	32													
Geography	-	-	-	32	32	32	32	32	48	32	32	32	24	24	24	
History	-	-	-	-	-	32	32	32	24	32	32	32	24	24	24	
Mathematics	192	192	192	192	192	192	192	192	144	160	224	160	264	120	144	
Music	64	64	64	64	64	64	32	32	-	-	-	-	-	-	-	
Philosophy	-	-	-	-	-	-	-	-	-	-	64	96	48	72	48	
Physical Education	32	32	32	32	32	32	64	64	24	32	32	32	24	24	24	
Physics	-	-	-	-	-	-	-	64	72	96	160	32	168	24	120	
Preparatory SAT							32	32	24	32	32	32				
Science /Bio Chemistry	64	64	64	96	128	160	192	96	-	-	-	-	-	-	-	
Sociology	-	-	-	-	-	-	-	-	-	-	-	128	-	144	-	
Technology/ Computer	-	-	-	32	32	32	32	32	-	32	32	32	-	-	-	
World Languages	128	128	128	96	96	64	64	64	48	64	64	64	-	-	-	

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

**including one instructional hour for SAT preparation*

														32 weeks	22 weeks
International Baccalaureate Diploma Program														IB DP 1	IB DP 2
Biology														160	88
Business														128	88
Catechism														32	22
Chemistry														128	88
Economics														160	110
English/Language Arts														160	110
ITGS														160	110
Mathematics														160	110
Physics														128	110
TOK														96	66
Visual Arts														128	88
World Languages (Arabic, French or Spanish)														128	88

X	The instructional hours are reported for one academic year (an average of 32 weeks of effective teaching)
	The instructional hours are reported for one academic semester

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

The school's policy adopts the five-year revision system for curricula. When the need arises, the educational programs are reviewed regardless of the time period. The school's policy centers on departmental procedures. Every Head of Department includes within the curriculum the policy that would dictate the development, review, and revision of curriculum areas. These changes are shared with the school Rector.

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

The school's policy/procedures for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally are as follows:

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.
- Department Meetings: the IB department holds collaborative meetings between the teachers of the different curricular areas and the IB coordinator. The World Language Department holds general meetings that include the Arabic, French, Spanish, and Italian departments. These meetings are done to unify and review the curriculum and find common task – based activities and cultural events.
- Group 4 Project: a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared.
- Common Board: weekly meetings for the heads of department, heads of division, and the Rector to ensure horizontal alignment.

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

The school's policy adopts the five-year revision system for curricula. When the need arises, the educational programs are reviewed regardless of the time period. The school's policy centers on departmental procedures. Every Head of Department includes within the curriculum the policy that would dictate the development, review, and revision of curriculum areas. These changes are shared with the school Rector.

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

The following curriculum areas give instructions for students to develop critical thinking, reasoning, problem-solving, and study skills:

Arts:

- through research, comparison, criticism and analysis of different artworks,
- through the development of artworks that follow a chosen theme that requires reflection and research,
- through the presentation of work and class discussions, and
- through exhibitions and interviews with artists.

General Sciences, Biology and Health and Wellness:

- through a variety of formative assessments,
- through the analysis of real-life issues,
- through decision making activities,
- through research and investigation,
- through TOK integration, and
- through case studies.

Business and Management:

- through case studies and examples,
- through direct instruction (structured overview, drill and practice, guides for reading, didactic questions),
- through independent study (homework, reports, assigned questions),
- through indirect instruction (reading for meaning, reflective discussion, concept formation, concept attainment, inquiry),
- through interactive instruction (brainstorming, discussion, peer practice, cooperative learning);
- through experiential learning strategy (model building, synectics, and surveys), and
- through concept mapping, essays, research projects, and interviews.

Chemistry:

- through a range of direct application exercises,
- through group work,
- through projects and research that target critical thinking skills, and
- through complex analysis and evaluation (multi-step).

Computer:

- through programming units using various programming languages and developing algorithms and
- through project development of life cycle unit.

Economics:

- through different teaching strategies,
- through research skills via essays, various types of homework and portfolios,
- through communication skills: presentations, using communication technologies, clear presentation of ideas and building structured arguments while backing them up with relevant evidence,
- through social skills: group presentations, projects, links to international mindedness and CAS experiences,
- through problem solving, critical analysis of excerpts, data, tables, figures and articles, reflection and connections with various subject matters,
- through self-management skills: time management, revision schedules, appropriate studying habits and using time effectively in tests, and
- through class activities, assignments, commentaries, projects, portfolios and power point presentations.

English:

- through problem solving situations and real-life scenarios,
- through critical thinking assessments both formative and summative,
- through a move away from simple identification and toward an analysis of “how” and “why,”
- through research and investigation,
- through commentaries and evidential development,
- through ATL approaches,
- through TOK integration, and
- through applied analysis and application.

Social studies:

- through the evaluation of historical evidence in primary and secondary sources,
- through formative and summative assessments, and
- through class discussions.

Math:

- through a variety of problem solving situations, real-life scenarios,
- through critical thinking assessments both formative and summative,
- through concept development,
- through ATL approaches,
- through mathematical investigations,
- through research projects, and
- through TOK integration.

World Languages:

- through debates,
- through self-evaluation,
- through oral presentations,
- through problem solving,
- through task-based, student-centered activities, and
- through TOK integration.

Physical Education

- through decision –making,
- through problem solving,
- through judgments about accuracy of information,
- through active investigation (initiate and answer question),
- through the use of individual and group performance to express ideas,
- through participation in an independent world, and
- through sociocultural factors.

Arabic Language L.P.

- through pre, mid, and post inquiry questions

Catechism (Religion)

- through informed and guided association of real-life events to the spiritual life of an individual and
- through verbal and written open-ended questions.

Sociology

- through problem solving,
- through higher order thinking questions, and
- through self-management skills.

Philosophy

- through real-life case studies and
- through analysis of texts and audiovisuals.

Physics

- through multi-step problems and
- through open-ended questions.

Music Education

- through student opportunities that allow them to play the instruments and try to identify the notes,
- through helping children develop a hypothesis about the resulting combination of notes,
- through encouraging thinking in new and different ways, and
- through asking open-ended questions in the classroom while explaining a topic.

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

The following paragraph covers instruction of effective uses of technology besides the formal instructions covered by the Information Technology courses.

Students receive instructions in the effective uses of technology. The proper use of resources along with credibility issues, proper MLA formatting, Plagscan use, online ethics, Power Point use and effective display and referencing is established by the English Department.

In Sciences, Economics, Business and Management, and Math, students receive instructions about the use of excel sheets and graphing programs.

Students also receive instructions about how to access and manipulate simulations in order to come up with scientific conclusions and to write lab reports. In Critical Path Analysis (CPA), in Physics, students receive instruction for the use of technology. They learn how to draw AON (activity-on-node) diagrams and are shown software for AOA (activity-on-arrow) diagrams.

Math department teachers, specifically, give students instructions on the use of Graphic Display Calculators and Scientific Calculators. The Arts Department gives instructions to students on the creation of Digital Artwork.

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

In all curricular areas, students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility through tasks, group discussion and projects, activities, research, investigation, and presentations. *Approaches to Teaching and Learning (ATL)* is one of the staple methodologies adopted at Sageesse High School. Through MUN, CAS, Theme of the Year, and ACP students are given opportunities to materialize the social skills harnessed from all curricular areas.

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

The following describes the school's policy/procedure for selecting, evaluating and reviewing instructional materials for the curriculum areas in the school's educational program:

- For all classes, a five-year cyclic review is adopted for textbooks. Teachers and the head of department receive or call for different book samples. After analyzing the effectiveness of different samples, the department followed by the school Rector's approval decides on the appropriate means to be used for the next five years. The school Rector assures that textbooks are aligned with the school mission statement.
- Each department has the opportunity to order required instructional materials for their curriculum area at the end of each academic year.

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

The school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program is dependent on each and every department. The designed lesson plans and set objectives target different styles of learners. The lesson plans target auditory, visual, and kinaesthetic learning styles to cater for students' educational and developmental needs. In addition, different workshops facilitated at school have targeted identifying different learning styles and catering for diverse learners.

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

The school's policy/procedure for identifying students with special needs and methods through which the curriculum areas are modified for these students is devised and monitored by the Special Education Department. The identification procedure includes the following:

- Once teachers suspect a special need case that has not been reported, the teacher fills in the *SED Teacher's Referral Checklist*.
- The referral is then forwarded to the HOD/Coordinator for scrutiny and validation.
- Once the HOD/Coordinator examines the *SED Teacher's Referral Checklist*, he/she writes his/her final recommendations.
- After the HOD's final recommendation, the HD receives all Referral checklists and fills in the *Final Referral Form* and submits them to the SED.
- The SED studies the case, prepares the first action plan, and meets with the parents and HD.

The placement decisions are sent to the parents to be approved and signed.

There are four types of placement decisions (considered at school) as follows:

- Type 1: Special Education class for most subjects with partial integration in the mainstream.
- Type 2: Mainstream for most subjects with partial withdrawal to the Special Education Department
- Type 3: Mainstream with withdrawal assistance (Therapies, corrective programs, reinforcement)
- Type 4: Mainstream with withdrawal assistance (Test Assistance).

The curriculum areas are modified based on each student's case with the aim of complete inclusion in the main stream, where applicable.

B. Self-Assessment of Adherence to the Standard for Educational Program 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

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school’s mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school’s				X	

Indicator of Quality		1	2	3	4	N/A
educational program and its programs of study.						
<i>The governing body and leadership ensure that the school's educational program includes:</i>						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.				X	
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.				X	
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			X		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			X		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.				X	
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.				X	
<i>The governing body and leadership ensure that the school's educational program:</i>						
8.9	Is delivered using written curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and best practices.				X	
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).				X	
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.				X	
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

Indicators of Quality for schools with elementary school programs

These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.38—8.42.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school's elementary-level educational program:</i>						
8.38	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.				X	
8.39	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.40	Provides individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.					X
8.41	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.42	Provides experiences that prepare students for successful transition to middle and secondary school settings.				X	

Indicators of Quality for schools with middle school programs

	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.43—8.44.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school's middle-level educational program:</i>						
8.43	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			X		
8.44	Provides experiences that prepare students for successful transition to the secondary school setting.				X	

Indicators of Quality for schools with secondary school programs

	These Indicators do not apply to our school.
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Instruction: If these Indicators do not apply to your school, you may delete Indicators 8.45—8.47.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school's secondary-level educational program provides:</i>						
8.45	Students with the knowledge, skills, and habits of mind required for college and career readiness.				X	
8.46	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.				X	
8.47	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.				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 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. *Add/delete rows as needed.*

STANDARD: EDUCATIONAL PROGRAM	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • The school meets the standard and indicators • Vertical alignment is being improved at school. Each department is trying to use a holistic point of view to have a coherent educational program. • Atlas Rubicon ensures the articulation of the curricula. Great improvement in the educational programs • More effort should be put in the Intermediate division, such as more specific orientation sessions appropriate for their age, stressing on values and ethics especially at this stage
Students	<ul style="list-style-type: none"> • They need to make it more motivational and interesting to study and should include more activities as stated before as soon as possible and should focus on more of its student's talents and to improve them not ignore them • The school does not give us anything at all besides copybooks, the rest we have to buy from a store • There are many subjects i would like to take but can't due to subjects being given in parallel to each other • Physical education activities, arts, etc.. not available for all students • My school does not have any course related to filmmaking! • The students should be allowed to access wifi
Parents	<ul style="list-style-type: none"> • Need more IT education to catch up with the 21st century. • Meets only for the curriculum but not after school activities that most schools have. As for the activities that assist the transition period, never saw such activities. • Communicetion with students should be improved • The school's educational program is meeting the needs of my child or children. More advanced classes/ pre-IB courses should be offered for students

C. Self-Assessment of Adherence to the Educational Program 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 Educational Program Standard.

	<p>The school’s significant strengths in meeting the Educational Program Standard are the following:</p> <ul style="list-style-type: none"> • standardized Local and International Exam Results, • acceptance into international and local universities (UCLA, MIT, Imperial College, AUB, LAU, and NDU, to name a few), • rankings in international and local competitions, • rankings in international and local athletic competitions, • zero percent plagiarism cases in national and international examinations and submissions, • continuous professional development workshops, • experiences gained as a result of exposure to three educational programs taught at school, • variety in teaching strategies, • the implementation of a review cycle, • use of Rubicon Atlas, and • Special Education department that caters for students with special needs in all three different programs.
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List the school's significant areas in need of improvement in meeting the Educational Program Standard.

The school believes that there is always a need to make improvements despite the fact that we have met the Educational Program Standard. The suggested improvements are the following:

- integration of environmentally related topics to boost environmental stewardship,
- introduction of new curricular areas,
- analysis of assessment results,
- better student performance on benchmark assessments,
- use of rubrics and objective checklists,
- increase in the number of varsity teams,
- increase in the number of activities that target horizontal integration, and
- systematic use of Rubicon Atlas reports.

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

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

- decrease in the number of students scoring below average on benchmark assessments;
- decrease in the number of make-up and qualifying exams;
- use of rubrics in all benchmark and formative assessments;
- use of objective checklists and formal analysis for all benchmark assessments;
- design individual and group action plans based on data analysis of benchmark assessments;
- increase in the number of varsity teams;
- recruitment of teachers and coaches to cater for the increase in the number of teams;
- renovation of sports facilities;
- create a support coaching program;
- obtain the data from Rubicon Atlas to plan frequent opportunities and activities for horizontal alignment among disciplines; and
- professional development for teachers.

E. EVIDENCE to Support the Self-Assessment of Adherence to 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
Data and information from interviews/surveys	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program, including:	
<ul style="list-style-type: none"> • Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives 	* ³
<ul style="list-style-type: none"> • Scope and sequence for curriculum areas 	X
<ul style="list-style-type: none"> • Expected outcomes for curriculum areas 	X
<ul style="list-style-type: none"> • Developing, reviewing, revising curriculum 	X
<ul style="list-style-type: none"> • Supervision of curriculum delivery and instruction 	X
<ul style="list-style-type: none"> • Requirements for graduation/completion 	X
<ul style="list-style-type: none"> • Standards for instructional materials 	X
<ul style="list-style-type: none"> • Identifying, reviewing, evaluating, and replacing instructional materials 	X
<ul style="list-style-type: none"> • Responding to challenges to the appropriateness of curriculum/instructional materials 	X
<ul style="list-style-type: none"> • Budgeting for curriculum/instructional materials 	X

³ A procedure rather than a policy is available for Secondary students in the Secondary Academic Brochure.

INFORMATION RESOURCES

A. THE SCHOOL'S INFORMATION RESOURCES

A.1 Information Resources: *In the table below, indicate the school's information and technology resources. Rate the quality and adequacy of these resources using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:			
Book Basics	X		
Reference Books	X		
Dictionaries	X		
Handbooks	X		
Atlases	X		
Encyclopedia	X		
Curriculum Focus Printed Books	X		
Leisure Reading Books	X		
Online Subscriptions & Software:			
Skooler – Dolphin	X		
ACAT	X		
Rubicon Atlas	X		
School Website	X		
Tawasol online	X		
Plagscan	X		
Moodle	X		
e-books	X		
Computer Resources (desktops, laptops, computer labs, tablets, etc):			
Computer Labs	X		
Desktops in Offices	X		
Laptops in Offices	X		
Teacher Tablets	X		
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):			
Interactive Whiteboards	X		
Wireless tablets for teachers	X		
LCD Projectors	X		
Digital Signage / Smart Signage Solution	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.

N/A

A.2. Facilities for Information Resources: *In the table below, indicate the school's facilities for information and technology resources. Rate the quality and adequacy of these facilities using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

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

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

The actions that need to be taken are the following:

- online database,
- online journals and magazines,
- online resources,
- increased number of computers,
- focus on professional development of librarians to meet student needs,
- develop a categorization process to increase student access to a variety of resources,
- equip the libraries with up to date resources, and
- new books.

A.3. Information Resources Staff: *In the table below, indicate staffing for information resources and technology. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources personnel (library, media center)	1	X		
Information Resources support personnel (library, media center)	1	X		
Technology Support	2	X		
Other: Credentialed Information Resources personnel – Consultant	1	X		

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

N/A

B. Self-Assessment of Adherence to the Standard for Information Resources 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” sections 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

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
12.1	The school has and implements written policies or procedural guidelines for acquiring and using information resources.			X		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.				X	
<i>The governing body and leadership ensure that information resources are:</i>						
12.3	Age- and developmentally-appropriate.				X	
12.4	Properly organized and maintained for ready access and use by students and the staff.			X		
12.5	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.6	Appropriately supported with funding from the school's budget.				X	
12.7	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.				X	
12.8	Supportive of the school's plan for growth and improvement of student performance.				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: INFORMATION RESOURCES AND TECHNOLOGY	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> The school meets the standard and indicators The skolee system is very complicated and should be improved to facilitate teacher's work.
Students	<ul style="list-style-type: none"> the library does not have a sufficient amount of computers and it would be appreciated if a supervised wifi zone was formed so that we may access the internet on our own laptops for research purposes -- IB students mostly need this access we need to learn more skills in computer as they are needed for lab reports IAs and other in the IBDP however they are provided for ITGS students and other have to learn on their own although they are expected to know those things
Parents	<ul style="list-style-type: none"> Not enough computers

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

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

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

D. Implications for PLANNING

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

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

<p>The school's significant strengths in meeting the Information Resources Standard are the following:</p> <ul style="list-style-type: none"> use of interactive white boards; use of tablets by all faculty; schoolwide internet access to faculty and staff; access to an appropriately set budget; update of hardware and software; age appropriateness; focus on teacher and student input into type, quality, and format of resources; and update of platforms.
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List the school's significant areas in need of improvement in meeting the Information Resources Standard.

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

- Server capacity → internet speed
- Wireless classrooms
- Number of computers in library
- Shared Server → interactive classrooms

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

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

- increase server capacity and its effect on internet speed,
- equip classroom's with wireless connection for tablets,
- increase the number of computers in library, and
- develop a shared server for interactive classrooms.

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
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information resources and technology skills curriculum for students	X
Information resources and technology orientation for the staff	X
Policies related to information resources and technology, including:	
• Acceptable use of technology by students and the staff	X
• Responding to challenges regarding the appropriateness of information resources	X
• Maintaining currency of information resources and technology	X
• Maintaining an inventory of information resources and technology	X
• Security of information resources and technology	X

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

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

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

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

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

STUDENT SERVICES

A. STUDENT SERVICES

A.1. Student Services Personnel

Instructions:

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

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	X	School Staff		X	
		Outsourced			
Child Study Team Services	X	School Staff		X	
		Outsourced			
Special Education Services	X	School Staff		X	
		Outsourced			
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services	X	School Staff	X		
	X	Outsourced			
Transportation Services	X	School Staff	X		
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Nursing	X	School Staff	X		
		Outsourced			
Spiritual Guidance	X	School Staff	X		
		Outsourced			

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 proposed improvements and/or corrective actions that need to be taken for a rating of “Needs Improvement” or “Unsatisfactory” are the following:

- The current structure or degree of organization of the special education department (SED) is in need of revision. So, there is a need to devise an organized structure for the special education department that would better cater for students’ needs.
- More collaboration between the different departments and the SED is needed in order to improve the academic services (such as test assistance and test modifications) provided for the students to aim at enhancing the chances of inclusion at a later stage.
- The SED needs to provide more counseling for students to help them adapt to and eventually go through the inclusion processes in their respective grade levels.
- Increase in the number of trained staff is needed to help the school counselor provide added and extended counseling services for students and their families.
- Given the gathered data on drop and add percentages (14%) and percentages of students’ partaking in the career guidance program (9%), the existing structure of the guidance counseling process needs revision. There is a need for the establishment of a career guidance-counseling department that would ensure parents’ and students’ initiative in seeking a structured and efficient counseling.

A.2. Student Services

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

One full-time university guidance and one part-time career counsellor are in charge of the counseling of the Secondary division students. The IB & A.P. Coordinator and the head of the special education department also support the guidance counselors in the counseling process. The school encourages interested parents and their children to meet with the career counsellor to evaluate their child’s abilities, interests, and talents in line with their personality traits and characteristics. The student sits for aptitude and achievement tests to help him/her develop realistic academic and career goals.

The university guidance counselor (UGC) holds group and/or individual meetings and orientation sessions to offer students and their parents the needed guidance and support for career planning. The UGC plans university campus orientations and career fair visits for 11 and 12 A.P., IBDP I & II, and Secondary 2 & 3 L.P. students and invites local and international university representatives to address them as part of the career awareness activities. Furthermore, the university guidance counselor assists students in completing their applications to local and international universities as well as scholarship applications.

HDs attend annual meetings and conferences to stay updated on university programs and admission requirements.

Counselors, administrators, teachers and heads of departments contribute to the counseling and support of students. Teachers and heads of departments, at the beginning of the academic year, support and

guide students in academic matters and organize orientation sessions for students and parents. Parent-teacher meetings are scheduled to inform parents of their child's progress. Individual appointments are assigned with parents and teachers and/or administrators.

Teachers give reinforcement sessions as well as SAT I preparation sessions after school schedule.

The IB & A.P. Coordinator holds orientation sessions for grade 9 & 10 A.P. students and their parents before the end of the academic year to inform them about the American Program (A.P.) and the IB Diploma Programme (IBDP) and the courses offered at school. In July, after the issuing of the report cards, advising sessions are scheduled for the IB and A.P. students in order to help them with their course selections.

IBDP teachers and the IB & A.P. Coordinator hold orientation sessions to inform parents and students about the IB rules and regulations, the external and internal assessment per subject, the grading system and the extra core requirements.

The registrar, university guidance counselor, and heads of divisions share responsibility for providing guidance and support to newcomers. Open house sessions are scheduled for newcomers before school starts.

The Christian-Life department offers spiritual guidance and counseling to students and schedules masses, spiritual retreats and relevant trips for students throughout the academic year. There are no social workers employed at school. However, besides the priests, two of the catechism teachers have counseling expertise and support students during breaks.

The school psychologist handles substance abuse situations (if applicable) and refers students to psychiatrists or professional substance abuse counselors as needed.

The special education department and the school psychologist provide counseling and support for students with special needs. Test assistance and modified tests are provided for students depending on their specific education. The head of the SED submits supporting documentation needed for the special SAT registrations as well as requests for exemptions from the Brevet official exams and special Lebanese Baccalaureate Official Exams.

The IB & A.P. Coordinator, in collaboration with the head of the SED, compiles and submits the required documentation for authorization for the inclusive assessment arrangements of the special education students in the IBDP and ensures that the access arrangements authorized for those students are applied.

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

The school psychologist, who is also the head of the Special Education department, provides individual student support based on external recommendations included in the students' evaluation reports and the interpretation of test results, including other student data.

Parents, teachers, heads of departments and heads of divisions share the responsibility for providing in-class support for the special education students which include test assistance, test modifications and the use of appropriate technological tools. Special Education teachers support students in small groups and, in collaboration with the head of the SED, decide on and implement teaching as well as educational placement assessment strategies that cater for the developmental, preventive and remedial needs of the students.

The special education department provides the following services:

1. Psychomotor therapy
2. Speech and Language therapy
3. Behavior Management therapy
4. Corrective program

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

There are four food services on SHS premises. Two food services that are run by experienced school staff (one in the preschool and the other in Block A) and two cafeterias that are run by outsourced experienced staff (one in Block A and the other in Block B). All food services staff meet the health requirements of all relevant local authorities.

In the preschool building, the food service is relatively new since it was established in 2010. It is fitted with a suitable dining area. All tables in the dining area as well as utensils used are cleaned and disinfected on a daily basis. Preschoolers are served hot lunch every day. The meals meet the generally accepted nutritional standards. Weekly menus are planned and devised by the food services providers and referred to the preschool head of the division for approval. The monthly menu is posted on the school website at the beginning of each month. Provisions are ordered and purchased based on the menus set and are delivered to the food services employees who check the quality of the supplies.

The Block A food services was partially renovated. It offers optional meals for students in grades 1 to 12 as well as priests, faculty and staff. It is fitted with a suitable dining area. All tables in the dining area as well as utensils used are cleaned and disinfected on a daily basis.

The Block A and B cafeterias cater for students, faculty and staff. The Block B cafeteria includes a dining area. The cafeterias offer a variety of salads and sandwiches as well as juice, soft drinks and some snacks. Students are encouraged to forward their suggestions, through the Student's Council, regarding the food options offered by the cafeterias. It is worth mentioning that information regarding healthy diets and nutrition is explained in science courses, lectures given by guest speakers, assemblies, activities (such as Grow in Green) and as part of the Active Citizenship Project.

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

A few years ago, the contract based company that provides transportation purchased new buses to transport students to and from school and trips. The buses meet the safety requirements of all relevant local authorities. They are fitted with seat belts, fire extinguishers, and first aid kits to ensure the safety of all students. All buses are regularly cleaned, maintained and checked to make sure that they are fully operational, hygienic and safe. A contact number is available on each bus so as cases of misconduct and complaints may be reported to the school administration.

Although the bus drivers are outsourced, they are competent and experienced. The two people who own the bus company and act as the liaison between the school and the bus drivers manage the bus drivers.

An adult bus assistant supervises students on each bus and makes sure that order is maintained and safety regulations are applied as outlined in the bus assistant job description. Some bus assistants are from the school staff while others are outsourced; they are trained in first aid, fire-fighting and bus evacuation. Each bus assistant is provided with a list of students on the bus. Assistants help students go on and off the buses and escort preschool students to the buses. Preschoolers arrive to Block A in the morning and are transported to preschool. Compared to previous years, there is an increase in the number of students who are enrolled in the bus transportation services. This increase in the number of registered students reflects an increased trust in the transportation services provided by the school.

Describe any career awareness activities provided by the school.

The university guidance counselor (UGC) holds group and/or individual meetings and orientation sessions to offer students and their parents guidance and support in career planning. The UGC plans university campus orientation and career fair visits for 11 and 12 A.P., IBDP I & II, and Secondary 2 & 3 L.P. and invites local and international university representatives to address SHS students as part of the career awareness activities.

Teachers and heads of departments, at the beginning of the academic year, organize orientation sessions for students and parents to support and guide them in academic matters.

The IB & A.P. Coordinator holds orientation sessions, for the grade 9 & 10 A.P. students and their parents, before the end of the academic year, to inform them about the American Program (A.P.) and the IB Diploma Programme (IBDP) and the courses offered at school. In July, after the issuing of the report cards, advising sessions are scheduled for the IB and A.P. students in order to help them with their course selections.

Mini career fairs such as the Canadian and UK mini fairs are organized at school to provide students with an opportunity to get first-hand information regarding applications, deadlines, requirements, tuition fees, scholarship programs and majors.

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

The registrar, university guidance counselor, and heads of divisions and departments share responsibility for providing guidance and support to newcomers. Open house sessions are scheduled for newcomers before school starts. Orientation sessions are organized for students as they move from one cycle to another.

Furthermore, the IB & A.P. Coordinator holds orientation sessions for the grade 9 & 10 A.P. students and their parents before the end of the academic year to inform them about the American Program (A.P.) and the IB Diploma Programme (IBDP) and the courses offered at school. In July, after the issuing of the report cards, advising sessions are scheduled for the IB and A.P. students in order to help them with their course selections.

IBDP teachers and the IB & A.P. Coordinator informs parents and students about the IB rules and regulations, the external and internal assessment per subject, the grading system as well as the extra core requirements during IB orientation sessions.

Describe the school's admission practices.

Newcomers sit for entrance and placement tests. The admission office provides students with the needed syllabi that would cover the entrance and placement exams' objectives. The assessment data is analyzed by the heads of departments and reported with conditions and recommendations to the heads of division (HD), admissions office and school Rector. The HDs meet with the school Rector to decide on whether to grant or deny acceptance to these students.

Students who do not meet the requirements are advised to sit for a second entrance exam after a report is issued (oral and/or written) recommending corrective suggestions.

Sometimes, students are granted acceptance with set conditions. When these conditions are contracted, students and their parents have to sign these contracts that would mandate that students' performances meet set standards, or academic measures may be taken.

It is worth mentioning that the school Rector can override any decision regarding admission.

B. Self-Assessment of Adherence to the Standard for Student Services 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” sections 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

STUDENT SERVICES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure the school provides student services that:</i>						
10.1	Address developing students’ academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school’s counselors, leadership, teachers, and other staff members.			X		
10.3	Address students’ emotional and social needs as well as academic needs.			X		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school’s educational program and student services.		X			
10.8	Include an orientation program for new students and their families to share the school’s mission, educational program, services, policies, and expectations.			X		
10.9	Make available to students’ families information about child			X		

Indicator of Quality		1	2	3	4	N/A
	development and learning.					
Transportation Services—<i>The governing body and leadership ensure that the school:</i>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.			X		
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			X		
10.12	Is in compliance with the safety requirements of all appropriate civil authorities of the jurisdictions in which the school is located for transportation services provided or contracted by the school meet.			X		
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			X		
Food Services—<i>The governing body and leadership ensure that:</i>						
10.14	Student dining areas are functional and hygienic.			X		
10.15	Meals provided by the school meet generally accepted nutritional standards.			X		
10.16	Information about nutritional values of the foods is available to students and their families.			X		
10.17	Appropriate training is provided to food services providers.			X		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.				X	
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.			X		
Services for Students with Special Needs—<i>The governing body and leadership ensure that the school:</i>						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			X		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.				X	
Admissions and Placement—<i>The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing:</i>						
10.23	Admission to the school.				X	
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			X		
<i>The governing body and leadership ensure that the school:</i>						
10.25	Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.				X	
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, and current.				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.*

STANDARD: STUDENT SERVICES	
Source of Comments	Comments
Administrators Staff Teachers	<ul style="list-style-type: none"> • Cafeterias needs to be improved. More healthy food should be integrated (fruits, salads...) • Better formal contact with graduates and former students needs to be developed • The school meets the standard and indicators • The special needs department has developed and has policies and implementation as required by the students
Students	<ul style="list-style-type: none"> • They always help me when I need help • healthy food is really rare • more career counseling and guidance is require to help the students figure out what future they want to live • The food in the cafeteria is expensive
Parents	<ul style="list-style-type: none"> • They have good special education for the slower learners....but not for the high achievers and gifted students • The transportation the school provides for my child/children is safe and adequate. • Buses are sometimes overcrowded. the food in the cafeteria could be healthier the communication with the parents is really poor and late the libraries need upgrading

C. Self-Assessment of Adherence to the Student Services 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 schools planning for growth and improvement.

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

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

- food services catered by the school,
- transportation services, and
- orientation for newcomers.

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

Despite the fact that we have met the standard for accreditation, the school will work on developing an efficient system to use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services. In addition, the school has to establish a career guidance department with a structured program.

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

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

- increased structure and organization for the Special Education Department,
- increased student engagement in the guidance and career counseling program,
- recruitment of new counseling personnel, and
- establishment of an effective structure for graduate follow-up system.

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
Admissions criteria	X
Examples of recruiting and marketing materials	X
Results of follow-up studies of graduates	X
Policies related to student services	X
Sample Lunch Menus	X
Special Education Referral Policies	X
Placement Policies	X
Bus Assistant Job Description	X
Communication to parents regarding student services	X
Drop and Add Submissions	X
Career Guidance Awareness Participation	X
Bus Enrollment Trends	X

STUDENT LIFE AND ACTIVITIES

A. STUDENT ACTIVITIES

A.1. Non-Athletic Student Activities

Instructions:

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

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
MUN	160	X		
Alumni	1641	X		
Scouts	60	X		
Students' Council	26 representatives 26 stand ins	X		
Student's Organization	14	X		
Senior Prom Committee	14	X		
Active Citizen Project	1082	X		
After School Activities	Varies between 250 and 350 students	X		
Opening of the Academic Year Mass	819	X		
Independence Day	1391	X		
St. Barbra	1094	X		
Christmas Show and Concerts	1391	X		
Valentine	1391	X		
Teacher's Day	551	X		
Mother's Day	573	X		
Easter Egg Hunts	840	X		
Holy Mission Day	551	X		
Talent Show	267	X		
Mary Mother of Wisdom Day	1391	X		
End of Year Show	309	X		
Theme of the Year Activities	1391	X		
Cultural Day	1391	X		
Spiritual Retreats	819	X		
Playground Activities	264	X		
IB CAS Activities	37	X		
Visual arts Exhibition	6	X		
Fabriano Arts Competition	100	X		
Sagesse Youth Club	20	X		
MUN Awards ceremony	42	X		
Awards Ceremony	80	X		
Fabriano Awards Ceremony	18	X		
Fundraising Events	Varies	X		
Commencement Exercises	90	X		
Color Day	1082	X		
LAU Arts and Science Fair	18	X		
SHS Math and Science Fairs	692	X		
AUB Math and Technology fair	24	X		
Monthly Masses	819	X		
Lectures given by guest speakers to students about different issues	Varies	X		
Robotics Competition	9	X		

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Trips / Outings	Varies	X		

A.2. Athletic Student Activities

Instructions:

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

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Basketball Activity	X		43		X	
Soccer Activity	X	X	68	X		
Gymnastics	X	X	19	X		
Roller Blades	X	X	19		X	
Ping Pong	X	X	5			X
Arts & Crafts	X	X	12			X
Beirut Marathon	X	X	17	X		
Soccer Game Teachers vs. Seniors	X	X	8	X		
Soccer Game Students vs Students	X	X	120	X		
SHS-Run Soccer Tournaments	X	X	12	X		
SHS-Run Basketball Tournaments	X	X	12	X		
Publically-Run Soccer Tournaments	X		80	X		
Publically-Run Basketball Tournaments	X		35	X		
Soccer Varsity Team	X		12		X	
Basketball Varsity Team	X		12		X	
International Ski Trips	X	X	25	X		
National Ski Trip	X	X	74	X		

B. Self-Assessment of Adherence to the Student Life and Student Activities Standard's 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” sections 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

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
11.1	Students are offered opportunities through student activities to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.			X		
11.3	Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.			X		
11.4	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			X		
11.5	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			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: STUDENT LIFE AND STUDENT ACTIVITIES	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • The school meets the standard and indicators • More activities should be available for students.
Students	<ul style="list-style-type: none"> • I go to one of the best schools in Lebanon but there is many things that the school doesn't contain and should. • In the two years ive been in Sagesse ive never been on a field trip • Better uniforms • Please keep improving. • SHS is a very good school but it is not perfect in everything but form me it

STANDARD: STUDENT LIFE AND STUDENT ACTIVITIES

Source of Comments	Comments
	<ul style="list-style-type: none"> • Teaches excellent and there is a great school life. Great Job!! Keep it up!! • Air-Conditioners are needed as it is extremely hot summer time, and teacher and students get tired, teachers won't be in the mood to teach and students won't be in the mood to learn
Parents	<ul style="list-style-type: none"> • Extra curricular activities are very limited and no bus transportation is provided, which makes it impossible for parents who work to pick up their children • Although the school offers a lot of activities but I feel the school teams don't receive much attention such as the basketball and football teams.

C. Self-Assessment of Adherence to the Student Life and Student Activities 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 Student Life and Student Activities Standard.

Through many different activities, students are offered more than one opportunity to develop and grow socially, emotionally, and mentally.

The different significant strengths are the following:

Students' Council
Students' Organization
MUN
Senior Prom Committee
Active Citizen Project
Theme of the Year Activities
Cultural Day Activities
SHS Math and Science Fairs
IBDP CAS
Lectures and Awareness Campaigns
Arts
Commencement Exercises
Independence Day Celebrations
Rankings in international and local athletic competitions

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

The school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard are the following:

- introduce a wider variety of trips;
- increase in the number of Varsity Teams;
- increase in the number of student participation in Varsity Teams;
- develop environmental stewardship through different planned activities and events;
- introduce a student's exchange program;
- scouts; and
- support coaching program for gifted students.

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

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

- increase in the number of Varsity Teams;
- increase in the number of student participation in Varsity Teams;
- develop environmental stewardship through different planned activities and events;
- alumni engagement;
- scouts; and
- support coaching program for gifted students.

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
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies regarding student activities and student life	X
Policies for schools with residential programs	N/A
MUN conferences attended	X
SHS MUN conference	X
Athletic awards	X
Minutes of Prom committee, students’ council and studnets’ organization meetings or constitution these organizations	X
Local Newspapers articles (about activities done at SHS or involving SHS students)	X
School website	X
School Screens	X
List of awarded students in non-athletic activities	X
Seniors’ Recommendation letters	X
Theme of the Year Activities	X
ACP Activities	X
Active Citizen Project Yearly Plans	X
Active Citizen Project Participation Data	X

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

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

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

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

FINANCES

A. FINANCES

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

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

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

INCOME SOURCE	Current Year 2014/2015	Last Year 2013/2014
% from tuition	77.02%	74.79%
% from fees	17.00%	18.09%
% from fund-raising and other special Activities	0.25%	0.25%
% from annual giving	0.14%	0.15%
% from grants	%	%
% from interest/investments/rental income (interest only)	0.12%	0.13%
% from DF (Development Fund) - \$1000 per family, for a new family, once upon registration	1.42%	2.03%
% from Bus Fees	6.81%	6.78%
% from Graduation Fees	0.26%	0.25%
% from Reinforcement and Other Income (Miscellaneous)	0.74%	1.09%
Discount for Tuition		
Tenure Teachers	(3.24)%	(2.97)%
Staff Members	(0.54)%	(0.59)%
TOTAL	100%	100%

Annual Per Pupil Costs: Complete the table below to show the approximate per pupil cost at each level, where applicable.

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	N/A	N/A
Elementary School/Lower School	N/A	N/A
Middle School	N/A	N/A
Secondary/ Upper School	N/A	N/A

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

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability: Personal accident (inside school, within working hours/school activities)	X			
Workers Compensation and/or Long Term Disability	X			
DiRector & Officers Liability and/or Educators Legal Liability				X
Property Insurance	X			
Business Interruption				X
Theft/fraud/deceit				X
Travel and field trip insurance	X			
School owned vehicle insurance	X			
Student insurance	X			
Gymnasium – insurance in process	X			
Preschool building insurance	X			

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

N/A

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

The school gymnasium and the Pre-school (2018) are covered by Bank insurance resulting from the loan. Once the loan is paid off, the insurance will change to property insurance.

A.3. For All Schools – Financial Assurances

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

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

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

Signed electronically by:	Fr.	Digitally signed by Fr. Gabriel Tabet
	Gabriel	DN: cn=Fr. Gabriel Tabet, o=Rector, ou=Rector, email=sagessehs@sagessehs.edu.lb, c=LB
Printed Name of the Head of the School: Father Gabriel Tabet	Tabet	Date: 2016.03.07 15:48:27 +02'00'

Signed electronically by:	Fr.	Digitally signed by Fr. Gabriel Tabet
	Gabriel	DN: cn=Fr. Gabriel Tabet, o=Rector, ou=Rector, email=sagessehs@sagessehs.edu.lb, c=LB
Printed Name of the Head of the Governing Body: Father Gabriel Tabet	Tabet	Date: 2016.03.07 15:48:07 +02'00'

B. Self-Assessment of Adherence to the Standard for Finances

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" sections 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

FINANCES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
4.1	Is free of any contingent financial liabilities or on-going litigations that could affect the school’s ability to continue operation.			X		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			X		
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school’s finances and all financial operations.				X	
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.				X	
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.				X	
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.				X	
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.				X	
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			X		
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.				X	

Indicator of Quality		1	2	3	4	N/A
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			X		
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			X		
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).			X		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.				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: FINANCES	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • For some indicators I don not have the knowledge to answer • Financial issues are commented sometimes by the governing body during meetings or assemblies. • The school meets the standard and indicators
Students	<ul style="list-style-type: none"> • The school has more than enough to provide us students with an 'excellent education' • Finance seems to be organized and on time • Money is not used efficiently- could be used to buy an AC, improve campus facilities
Parents	<ul style="list-style-type: none"> • The fees are only given when the invoice is sent to us. We do not know in advance that they are extra fees that should be paid. • We are not aware nor are we informed of the school b financial records (balance sheets, profit & loss nor of the income statement). • There is no clear path of communicating to parents about financial matters of the school

C. Self-Assessment of the Finances 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
---	--

D. Implications for PLANNING

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

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

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

- sustained financial stability despite economic and political situations,
- innovation of school premises,
- increased number of students,
- continued innovation inside (fixing and fixtures) and outside Blocks A and B,
- continued maintenance of school property,
- continued support and maintenance of the hardware and software,
- increased Wi-Fi coverage for all the buildings,
- implemented written policies and procedures to control the school's finances and all operations,
- qualified financial and business operators,
- ensured financial resources by the governing body for short and long term financial plans,
- periodic financial audits, external (government) and internal (archdiocese) conducted by qualified external agencies, or other evidence of financial viability and stability,
- appropriate responses to the results and recommendations of financial audits or reviews,
- appropriate use of attained resources through various development activities, grants, foundations, and other partnerships, and
- settlement of all obligations to staff and teachers, in accordance with the decision of the Teachers' Syndicate of Lebanon.

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

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

- improve communication with stakeholders,
- increase in the number of fundraising activities,
- increase alumni involvement in fundraising activities, and
- improve the tuition collection procedure.

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

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

- stakeholder input on financial planning,
- communication with stakeholders, and
- budget allocation for students' athletic development.

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
Current operating budget (for main campus and each branch campus)	X
Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch)	X
Long-range financial plan	X
Schedule of student tuition and fees	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained by the school	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances	X

FACILITIES

A. FACILITIES

A.1. The School's Facilities

Facilities. *In the table below, list the school's facilities, including buildings and grounds.*

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
				X	Owned Leased
Mother of Wisdom Building -Block A-	Ain Saadeh	1992	2015	X	Owned Leased
Saint Charbel Building –Block B-	Ain Saadeh	1997	2014	X	Owned Leased
Chapel	Ain Saadeh	2005		X	Owned Leased
Pre-school Building	Ain Saadeh	2010		X	Owned Leased
Gymnasium	Ain Saadeh	Under construction		X	Owned Leased

Adequacy of Facilities

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

Facility (BLOCK A)	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	X			
Provisions for the Disabled		X		
Variety of Instructional Spaces	X			
Laboratories	X			
Counseling/Guidance Space(s)		X		
Health Services Space(s)	X			
Library/Learning Media Center	X			
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty		X		
Heating, Ventilation, Air Conditioning		X		
Electrical, Water, and Sanitation Systems		X		

Facility (BLOCK A)	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Energy Conservation System	X			
Security System	X			
Storage Spaces		X		
Parking Spaces	X			
Athletic Fields		X		
Indoor Athletic Space(s)		X		
Cafeteria/Dining Space(s)	X			
Auditorium/Theater		X		
Chapel	X			
Maintenance & Cleaning	X			

Facility BLOCK B	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	X			
Provisions for the Disabled		X		
Variety of Instructional Spaces	X			
Laboratories	X			
Counseling/Guidance Space(s)		X		
Health Services Space(s)	X			
Library/Learning Media Center	X			
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty		X		
Heating, Ventilation, Air Conditioning		X		
Electrical, Water, and Sanitation Systems		X		
Energy Conservation System	X			
Security System	X			
Storage Spaces		X		
Parking Spaces	X			
Athletic Fields		X		
Indoor Athletic Space(s)		X		
Cafeteria/Dining Space(s)	X			
Auditorium/Theater	X			
Maintenance & Cleaning	X			

Facility CHAPEL	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings		X		
Provisions for the Disabled			X	
Heating, Ventilation, Air Conditioning		X		
Electrical, Water, and Sanitation Systems		X		
Energy Conservation System		X		
Security System		X		
Storage Spaces		X		
Parking Spaces	X			
Maintenance & Cleaning	X			

Facility PRE-SCHOOL	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	X			
Provisions for the Disabled		X		
Variety of Instructional Spaces	X			
Counseling/Guidance Space(s)	X			
Health Services Space(s)	X			
Library/Learning Media Center	X			
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty	X			
Heating, Ventilation, Air Conditioning	X			
Electrical, Water, and Sanitation Systems	X			
Energy Conservation System	X			
Security System	X			
Storage Spaces	X			
Parking Spaces	X			
Athletic Fields				X
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Maintenance & Cleaning	X			

Facility GYMNASIUM	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Under Construction				

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 proposed improvements and/or corrective actions that need to be taken are the following:

- provisions for the disabled;
- sanitary improvements;
- theater for pre-school;
- cover the preschool playground;
- counseling space for Block B;
- heating ventilation, air conditioning;
- security glass doors; and
- Gymnasium.

Maintenance and Custodial Staff

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

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance		X	Satisfactory
			Needs Improvement
			Unsatisfactory
Custodial		X	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds		X	Satisfactory
			Needs Improvement
			Unsatisfactory
Cleaning		X	Satisfactory
			Needs Improvement
			Unsatisfactory

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

N/A

B. Self-Assessment of Adherence to the Standard for Facilities 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” sections 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

FACILITIES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including:					
	5.1.a. Instructional areas/classrooms			X		
	5.1.b. Administrative offices			X		
	5.1.c. Conference rooms			X		
	5.1.d. Student activities		X			
	5.1.e. Student services			X		
	5.1.f. Safe and secure storage of school property, equipment, and materials (e.g., cleaning supplies and chemicals).			X		
	5.1.g. Safe and secure storage of student belongings			X		
5.2	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.			X		
5.3	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.			X		
5.4	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.			X		
5.5	Includes considerations regarding the appropriateness and adequacy of its facilities in its strategic planning.			X		
5.6	Considers the capacities of its facilities and equipment before adopting new programs.			X		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.		X			
5.8	Has adequate and appropriate lighting throughout its facilities.			X		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.			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: FACILITIES	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> • The school meets the standard and indicators • Great improvement in the traffic flow and parking areas. • Lighting has been changed to safe energy and help the environment • There are not enough offices for all departments in the school. More classrooms are also needed whenever classes are divided into 2 or more groups. A sports area is a must. Areas for students activities such as MUN, ACP should be larger.
Students	<ul style="list-style-type: none"> • The school should focus more on its maintenance and updating both on its infrastructure and equipment's and should modernize it as soon as possible • Bathrooms need renovation. Please. • The school needs a lot of improvements and more attention to its facilities to make the students feel comfortable spending their time there and create a better surrounding for everyone
Parents	<ul style="list-style-type: none"> • The school's facilities are healthy, safe, and well maintained. • Preschool facilities exceed in quality the high school facilities • The playground space for the grade 1 is the same as when there are only 2 sections and now that they are 5! • Not enough space for playing grounds • My only reservation is that the school doesn't provide airconditioning in the classes??? Ventilation in lower elementary needs improvement

C. Self-Assessment of the Facilities 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 Facilities Standard.

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

- support and involvement of stakeholders in the improvement plans set by the school as well as fundraising;
- continuous maintenance;
- on campus maintenance;
- continuous renovation;
- cleanliness;
- certified safety consultant; and
- regular inspections of fire extinguishers.

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

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

- provisions for disabled;
- sanitary improvements;
- athletic spaces;
- theater for preschool;
- covered preschool playground; and
- counseling space for Block B.

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

The next steps or strategic priorities related to Facilities that should be included in the action plan in the Plan for Growth and Improvement are the following:

- allocate budgets and ensure funds;
- continue with the conduction of regular inspections of electrical systems, fire alarm systems etc;
- ensure recruitment of appropriate numbers of qualified personnel; and
- plan for renovations.

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
Floor plan of facilities	X
Long-range facilities plan	X
Plans for any facilities improvements	X
Policies/procedures related to facilities and equipment, including	
Inspections for health, safety, and fire prevention	X

HEALTH AND SAFETY

A. HEALTH AND SAFETY

A.1. Emergency and Crisis Plans: Complete the following table to indicate the school's emergency and crisis plans. This should include plans for responding to emergencies such as: fire, lockdown, and crisis intervention. Rate the effectiveness of the plans using *S* = Satisfactory, *NI* = Needs Improvement, and *U* = Unsatisfactory.

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Evacuation procedures in case of Fire	X		
Emergency procedures for students, faculty, and staff injury	X		
Emergency procedures for field trips	X		
Emergency procedures for a death in the community	X		
Emergency procedures in case of Natural Disasters	X		
Emergency procedures in case of a bomb threat	X		
Emergency procedure of an attack without warning	X		
Emergency procedures for hazardous material spill	X		
Bus Evacuation	X		
Shelter in place and lockdown procedure	X		
Other: Abduction of a student	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 proposed improvement and/or corrective action that needs to be taken despite the lack of a rating of “Needs Improvement” or “Unsatisfactory” is the need to effectively implement adopted procedures at all levels and in all aspects.

A.2. Emergency Drills: Complete the following table to indicate the type and frequency of emergency drills conducted. Rate the quality of the results of the drills using *S* = Satisfactory, *NI* = Needs Improvement, and *U* = Unsatisfactory.

Type of Emergency Drill	Frequency of Drills	Quality of Drills		
		S	NI	U
Fire	Monthly			
	Semi-Annually	X		
	Annually			
Natural Disaster (Severe Weather, Flooding, etc.)	Semi-Monthly			
	Monthly			
	Annually	X		
Bomb Threat	Semi-Monthly			
	Monthly			
	Annually	X		
External Threat/Lockdown	Semi-Monthly			
	Monthly			
	Annually	X		
Internal Threat	Semi-Monthly			
	Monthly			
	Annually	X		
Bus Evacuation	Semi-Monthly			
	Monthly			
	Annually	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 proposed improvement and/or corrective action that needs to be taken despite the lack of a rating of “Needs Improvement” or “Unsatisfactory” is the need to effectively implement adopted procedures at all levels and in all aspects.

A.3. Health and Safety Inspection Schedule: Complete the following table to indicate who conducts health and safety inspections. Identify the frequency and results of these inspections using *S* = Satisfactory, *NI* = Needs Improvement, and *U* = Unsatisfactory.

Type of Inspection	Frequency	Results of Inspections		
		S	NI	U
Fire Alarm System	Semi-Monthly			
	Monthly			
	Annually	X		
Food Services	Semi-Monthly			
	Monthly			
	Annually	X		
Elevator(s)	Semi-Monthly			
	Monthly	X		
	Annually			
Internal Communications System/Emergency Lighting	Semi-Monthly	X		
	Monthly			
	Annually			
Technology Arts/Industrial Arts Equipment	Semi-Monthly			
	Monthly			
	Annually			
Athletic Equipment	Semi-Monthly			
	Monthly			
	Annually			
Playground Equipment	Semi-Monthly	X		
	Monthly			
	Annually			
Water Supply	Semi-Monthly			
	Monthly	X		
	Annually			
General outdoor and indoor safety	Semi-Monthly	X		
	Monthly			
	Annually			
Pest Control	Semi-Monthly			
	Monthly			
	Annually	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.

N/A

A.4. Summary of Health Screenings: Complete the table below to indicate the school's policy on examinations and screening for students.

Screening For	Conducted By	Frequency	
Vision	The school nurses		Semi-Monthly
			Monthly
		X	Annually
Hearing	The school doctor		Semi-Monthly
			Monthly
		X	Annually
Dental			Semi-Monthly
			Monthly
			Annually
Physical	The school doctor		Semi-Monthly
			Monthly
		X	Annually

A.5. Summary of Inoculations: Complete the table below to indicate the school's requirements for inoculations for students.

Inoculation For	In Grade Level(s)
Diphtheria	Admission Requirement
Tetanus	Admission Requirement
Pertusis	Admission Requirement
Poliomyelitis	Admission Requirement
Measels	Admission Requirement
Mumps	Admission Requirement
Rubella	Admission Requirement

A.6. Provisions for Health and Safety: *In the table below, rate the quality of the school's provisions for the health and safety issues listed using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

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

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

N/A

A.7. Health and Safety Staff: In the table below, indicate staffing for health and safety. Rate the adequacy of the types and numbers of the staff using *S* = Satisfactory, *NI* = Needs Improvement, and *U* = Unsatisfactory.

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	3	X		
Nurse's Assistant	1	X		
School Security Officer	1	X		
Local Police Security Officer	N/A			
Athletic Trainer	1	X		
Psychologist	3	X		

B. Self-Assessment of Adherence to the Standard for Health and Safety 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

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			X		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			X		
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			X		
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.			X		
7.5	Provides appropriate and adequate health care for its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school's premises.				X	
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases.			X		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.				X	
7.8	Has and implements a system to account for the whereabouts of its students at all times.				X	
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.				X	
7.10	Provides to its staff up-to-date on relevant health, wellness, and safety information and practices pertaining to the school's students and staff.				X	
7.11	Maintains positive working relationships with local health and safety authorities and health service providers.				X	
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.				X	
7.14	Has and implements expectations for members of the staff to model positive health and safety practices.			X		

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
7.15	Makes safe drinking water available for the students, the staff, and visitors to the school.			X		
7.16	Implements practices and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well being of the students.			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: HEALTH AND SAFETY	
Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none"> The drinking water is a problem in the whole country. All Lebanese prefer to buy bottles of water to drink, so this is why drinking water is only available at school in bottles. More drills for emergency plans have to be performed. They need to be repeated several consecutive times until students succeed to do them properly. The gate leading to the playground in block B should not be locked since we access through it to the assembly points during fires. The drinking water is a problem in the whole country. All Lebanese prefer to buy bottles of water to drink, so this is why drinking water is only available at school in bottles. I can't find written procedures/or were never given a written document about procedures during a fire drill An indoor playground for grades 1-6 students is preferred to be available
Students	<ul style="list-style-type: none"> The water is not safe No drinking water is available Safe drinking water is available, but needs to be purchased Get diet food to the cafeteria Healthier food in cafeteria

STANDARD: HEALTH AND SAFETY

Source of Comments	Comments
Parents	<ul style="list-style-type: none"> • Well accessible safe entrances as well as healthy life styles are issues well kept and persued by the school. • No water fountains available, students have to buy water. • Cafeteria having unhealthy snacks while a circular is sent beginning of each year saying that parents should send healthy snacks which is a big contradiction. Also personal wellness is absent when by World Health Organization says that the weight of bag should be only 10% of child's weight while many times the weight of my daughter's bag is 4 times her weight!!!

C. Self-Assessment of the Health and Safety 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 Health and Safety Standard.

<p>The school's significant strengths in meeting the Health and Safety Standard are the following:</p> <ul style="list-style-type: none"> • three infirmaries; • regularly checked fire security systems; • fencing; • security personnel; • updated emergency handbook; • Emergency Response Team (ERT); • first-aid and firefighting training sessions; • procedures for health and safety; • systematic procedures on student whereabouts; • protection procedures for terrorist attacks; and • drills.

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

Our aim is to further develop and reinforce all procedures already in place.

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

The next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement are the following:

- specialized and equipped infirmary in the gymnasium;
- certified nurse for the infirmary in the gymnasium; and
- intensified awareness campaigns.

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

SCHOOL IMPROVEMENT PLANNING

In this section the school will conduct their self-assessment of the Standard for School Improvement Planning, and present their Plan for Growth and Improvement.

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

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

A. SCHOOL PLANS

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

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X		2013*	X	Satisfactory
					Needs Improvement

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
					Unsatisfactory
Student Enrollment Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory

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 IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			X		
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.				X	
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			X		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			X		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and			X		

Indicator of Quality		1	2	3	4	N/A
	developing action plans.					
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the strategic plan's goals.			X		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.				X	
3.8	Submits its strategic plan for periodic internal and external reviews to validate the plan and its goals and planning process used to develop the plan.			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 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. Add/delete rows as needed.***

STANDARD: SCHOOL IMPROVEMENT PLANNING

Source of Comments	Comments
Administrators Teachers Staff	<ul style="list-style-type: none">• The school meets the standard and indicators• The self study process has become an ongoing plan of action for growth and improvement. The governing body of the school is continuously evaluating and reviewing policies, events, programs. For example, a self study for IBDP program was done this year. Regular reports that include self evaluation and updated action plans are handed in by all the Departments to the governing body to be reviewed and discussed.• Before the school had not a formal strategic planning system. Now it does and it is in accordance with the requirements and tackling all areas. a 5 year strategic plan is set and revised regularly• Too many new requirements are asked from the teachers without taking into consideration the time available. The load of work is constantly increasing.
Students	<ul style="list-style-type: none">• making a good effort at it• They work hard than other schools• They try to make us learn well• Teachers make students work hard and have more knowledge • I think that the school is working very hard in order for us to have a better education and be successful and the students should work as hard as the school and try to help them more.• The school needs to run more activities both academic and athletic wise such as treasure hunts, IQ and general knowledge competitions, cultural days for both national and other ethical races. More trips to cultural landscapes and entertainment locations which would increase the students moral and knowledge etc.• I don't know the school's improvement plans or goals
Parents	<ul style="list-style-type: none">• Don't have enough information about this, only what is said in Parents Meetings.

C. Self-Assessment of the School Improvement Planning STANDARD FOR ACCREDITATION

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

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

D. Implications for PLANNING

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

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

The school’s significant strengths in meeting the School Improvement Planning Standard are the following:

Student Learning

- number of students scoring above expected averages in official standardized exams (SAT I, II, IBDP, Brevet, and SEC 3 SE – LS – GS),
- number of students receiving acceptance to leading national and international universities,
- number of MUN students receiving awards in national and international conferences,
- objective and skill check lists to facilitate analysis of benchmark assessments in English, Mathematics, Sciences, Biology, and Business and Management courses,
- national and international athletic achievements,
- zero academic dishonesty reports,
- educational opportunities for students with special needs,
- communication with parents through narrative evaluations of students’ academic and disciplinary performances, and
- continuous curricula review to meet set internal, national, and international standards.

Staff professional development

- staff professional development; qualifications, and training and
- on campus workshops for national and regional staff.

Facilities

- adherence to safety standards in the construction and renovation of facilities,
- maintenance of school property, offices, rooms, and equipment,
- maintenance of hardware and software,
- annual purchase of instructional resources and laboratory equipment,

- innovation of premises,
- innovation of school equipment and offices,
- decrease of energy consumption (solar panels and LED lamps),
- renovation of the Block A library,
- establishment of a new library in Block B,
- update of the Arts Department – three different rooms,
- upgrade the school software SIS,
- use of interactive white boards in Blocks A and B,
- continuous update of the IT equipment,
- access to WIFI in the buildings,
- increase of internet server capacity, and
- renovation of the Block B auditorium.

Finances

- development of strategic financial plan,
- development of the Master Budget, and
- use of audit for all financial statements by internal and external auditors.

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

The school’s significant areas in need of improvement in meeting the School Improvement Planning Standard are the following:

- continue maintaining high grades in the official exams of the Lebanese Baccalaureate; International Baccalaureate, and SAT I exams;
- decrease the number of students sitting for make-up and qualifying exams;
- design a user-friendly system of analyzing the formative assessments of students;
- reinforce the use of rubrics in all subjects;
- improve career counseling and guidance;
- involve alumni and parents in career guidance; and
- increase the type of extracurricular activities provided.

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

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

- continue curricula revision;
- improve the system for the analysis of benchmark assessments;
- improve career counseling and guidance;
- involve alumni and parents in career guidance;

- establish and renovate sports facilities;
- increase the number of varsity teams;
- increase the number of students participating in soccer and basketball teams;
- increase environmentally friendly lesson plans and activities;
- increase the quality and frequency of communication with stakeholders;
- continue with professional development workshops;
- continue to ensure sustainability; and
- continue projecting the school’s image locally, nationally and internationally.

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

THE PLAN FOR GROWTH AND IMPROVEMENT

Instructions:

1. *The Protocol requires that the school submits its performance/capacity objectives to the Commissions' staff for technical review and approval prior to the Team Visit.*
2. *In the spaces provided below, place the objectives together with their baseline data exactly as they were approved by the Commissions' staff.*
3. *MSA requires between 3 and 5 objectives with at least two of them focusing on growing and improving areas of student performance. The other objectives will be focused on improving organizational capacity.*

Student Performance Objectives	Organizational Capacity Objectives
2	1, 2, or 3
3	1 or 2
4	1

4. *Embed or attach as an appendix the multi-year action plans that have been developed to achieve the performance/capacity objectives.*
5. *Embed or attach as an appendix the MSA Technical Review.*
6. *Duplicate tables as necessary.*
7. *Delete any tables below that are not used.*

STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

Student Performance Objective #1:

By the year 2023, Sagesse High School (SHS) students will demonstrate an increase in their academic performance with locally designed benchmark and alternative assessments to mirror required scores on International Standardized Examinations as measured by the following:

- a.
 - i. an increase of 20% in the number of American Program (A.P.) and Lebanese Program (L.P.) students scoring above:
 Elementary Division: 85% in English Language Arts.
 Intermediate Division: 80% in English Language Arts.
 Secondary Division: 75% in English Language Arts.
 - ii. an increase of 20% in the number of International Baccalaureate Diploma Programme (IBDP) students scoring above 4/7 in English A: Literature course.
- b.
 - i. an increase of 25% in the number of American Program and Lebanese Program students scoring above
 Elementary Division: 85% in Mathematics.
 Intermediate Division: 80% in Mathematics.
 Secondary Division: 75% in Mathematics.
 - ii. an increase of 20% in the number of International Baccalaureate Diploma Programme students

scoring above 4/7 in Mathematics

- c. i. an increase of 25% in the number of American Program and Lebanese Program students scoring above
Elementary Division: 85% in Sciences.
Intermediate Division: 80% in Sciences.
Secondary Division: 75% in Sciences.
- ii. an increase of 20% in the number of International Baccalaureate Diploma Programme students scoring above 4/7 in Biology, Chemistry, and Physics.
- d. an increase of 40% in the percentage of American Program, Lebanese Program and International Baccalaureate Diploma Programme senior students scoring above 550 on the Critical Reading Section of SAT I.
- e. an increase of 40% in the percentage of American Program, Lebanese Program and International Baccalaureate Diploma Programme senior students scoring above 600 on the Mathematical Reasoning Section of SAT I.
- f. a decrease from 37% to 15% in the percentage of Intermediate and Secondary students sitting for make-up and qualifying exams in English Language Arts, Mathematics, and Sciences.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Baseline: 2014 – 2015 (For Objective 1a)

Elementary Division A.P. & L.P. – (Grades 1 to 6)

Percentage of students that scored above 85% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 1 A.P. & L.P.	74/109	68%
Grade 2 A.P. & L.P.	32/84	38%
Grade 3 A.P. & L.P.	20/69	29%
Grade 4 A.P. & L.P.	26/87	30%
Grade 5 A.P. & L.P.	17/87	20%
Grade 6 A.P. & L.P.	6/78	8%
Total Elementary Division	175/514	34%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	11/70	16%
Grade 8 A.P. & L.P.	6/84	7%
Grade 9 A.P. & L.P.	25/81	31%
Total Intermediate Division	42/235	18%

Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	25/99	25%
Grade 11 A.P. & Secondary 2 L.P.	28/60	47%
Grade 12 A.P. & Secondary 3 L.P.	29/67	43%
Total Secondary Division	82/226	36%

Secondary Division IBDP

Percentage of students that scored above 4/7 in English A: Literature per Diploma Year

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	0/18	0%
IBDP II	6/19	32%
Total IBDP	6/37	16%

Baseline: 2014 – 2015 (For Objective 1b)

Elementary Division A.P. & L.P. – (Grades 1 to 6)

Percentage of students that scored above 85% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 1 A.P. & L.P.	73/109	67%
Grade 2 A.P. & L.P.	45/84	54%
Grade 3 A.P. & L.P.	27/69	39%
Grade 4 A.P. & L.P.	27/88	31%
Grade 5 A.P. & L.P.	39/87	45%
Grade 6 A.P. & L.P.	32/78	41%
Total Elementary Division	243/515	47%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	19/70	27%
Grade 8 A.P. & L.P.	29/83	35%
Grade 9 A.P. & L.P.	18/82	22%
Total Intermediate Division	66/235	28%

Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	33/103	32%
Grade 11 A.P. & Secondary 2 L.P.	26/64	41%
Grade 12 A.P. & Secondary 3 L.P.	38/68	56%
Total Secondary Division	97/235	41%

Secondary Division IBDP

Percentage of students that scored above 4/7 in Mathematics per Diploma Year

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	5/18	28%
IBDP II	4/19	21%
Total IBDP	9/37	24%

Baseline: 2014 – 2015 (For Objective 1c)

Elementary Division A.P. & L.P. – (Grades 2 to 6)

Percentage of students that scored above 85% in Sciences per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 2 A.P. & L.P.	78/84	93%
Grade 3 A.P. & L.P.	56/70	80%
Grade 4 A.P. & L.P.	55/88	63%
Grade 5 A.P. & L.P.	47/94	50%
Grade 6 A.P. & L.P.	29/81	36%
Total Elementary Division	265/417	64%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in Sciences per Grade Level

Science:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	27/70	39%

Bio-Chemistry:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 8 A.P. & L.P.	33/86	38%

Physics:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 8 A.P. & L.P.	31/88	35%
Grade 9 A.P. & L.P.	24/85	28%

Biology:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 9 A.P. & L.P.	24/86	28%

Chemistry:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 9 A.P. & L.P.	23/86	27%

Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in Sciences per Grade Level

Biology/ Health and Wellness

Grade Level	# of students/Total		% of students with a score above 75%	
Grade 10 A.P. & Secondary 1 L.P.	Biology	33/88	Biology	38%
	Health & Wellness	10/18	Health & Wellness	56%
Grade 11 A.P. & Secondary 2 L.P.	Biology	24/50	Biology	48%
	Health & Wellness	0/3	Health & Wellness	0%
Grade 12 A.P. & Secondary 3 L.P.	16/43		37%	
Total Secondary Division	83/202		41%	

Chemistry:

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	28/69	41%
Grade 11 A.P. & Secondary 2 L.P.	33/45	73%
Grade 12 A.P. & Secondary 3 L.P.	20/41	49%
Total Secondary Division	81/155	52%

Physics:

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	25/71	35%
Grade 11 A.P. & Secondary 2 L.P.	30/41	73%
Grade 12 A.P. & Secondary 3 L.P.	25/40	63%
Total Secondary Division	80/152	53%

Secondary Division IBDP

Percentage of students that scored above 4/7 in Biology, Chemistry, and Physics per Diploma year

Biology:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	4/9	44%
IBDP II	7/12	58%
Total IBDP	11/21	52%

Chemistry:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	7/11	64%
IBDP II	5/14	36%
Total IBDP	12/25	48%

Physics:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	1/9	11%
IBDP II	2/7	29%
Total IBDP	3/16	19%

Baseline: 2014 – 2015 (For Objective 1d)

Percentage of senior students that scored above 550 on the Critical Reading Section of SAT I: 11% of the students scored above 550

Baseline: 2014 – 2015 (For Objective 1e)

Percentage of senior students that scored above 600 on the Mathematical Reasoning Section of SAT I: 27% of the students scored above 600

Baseline: 2014 – 2015 (For Objective 1f)

Percentage of students sitting for make-up and qualifying exams per division:

Division	# of students/Total	% of students
Intermediate	85/254	33%
Secondary	117/297	39%
Total	202/551	37%

Action Plan for Student Performance Objective #1

Student Performance Objective # 1a					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation/Indicators of Success	Status of Progress
develop a structured and unified assessment design and policy	Rector / Head of English Department / English Coordinator / English Teachers / IBDP Coordinator	2015 – 2017 AY Review and Update: Ongoing	Time / Analysis Reports of previous benchmark and standardized examinations	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	In Progress
develop a formal assessment analysis strategy	Rector / Head of English Department / English Coordinator / English Teachers	2015 – 2017 AY	Time / Scores of benchmark assessments	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	In Progress
revise rubrics to meet curricular standards	Rector / Head of English Department / English Coordinator / English Teachers	2015 – 2016 AY: Ongoing	Updated and revised curriculum / Time	Samples of students' reflection on acquired and non-acquired skills through peer and self-assessments	In Progress
revise the English Department Student's Handbook to provide clearer guidelines for benchmark and alternative assessments	Rector / Head of English Department / English Coordinator / English Teachers	2015 – 2017 AY	Students' feedback / Current English Department Student's Handbook / Time	Sample of the updated English Department Student's Handbook	In Progress
select textbooks to better meet curricular standards	Rector / Head of English Department / English Coordinator /	2015 – 2017 AY	Samples / Teachers' feedback / Book selection	Report on textbook selection as submitted to the Rector	In Progress

	English Teachers		policy		
revise and update the running curriculum	Rector / Head of English Department / English Coordinator / English Teachers	2015 – 2017 AY	Current curriculum / updated PYP, MYP, and IBDP Standards / Teachers’ Unit Plan Reflections	Sample of the updated curriculum Minutes of curriculum review meetings	In Progress
participate in professional development workshops (PDW) for teachers that target assessment design and analysis	Rector / Bursar / Head of English Department / English Coordinator	Ongoing	Budget / Time / Availability of PDW / Teachers	Attendance certificates Presentations of “Shared PDW Information”	In Progress
follow up on assessment analysis to reteach and scaffold	Head of English Department / English Coordinator / English Teachers	Ongoing	Scores of assessments / Analysis Reports / Time	Rubicon Atlas Unit Plans that address results of analysis reports	In Progress
implement student reflection on Mid-Year and Final Exams	Head of English Department / English Coordinator /English Teachers	2016 – 2017 AY: Ongoing	Time / Students / Rubrics	Samples of students’ reflections	Starts: 2016 – 2017AY
design and adopt a formal reward system	Rector / Common Board / Bursar	2016 – 2017 AY	Time / Reward System Policy / Budget	Pictures of distribution of rewards List of students that received rewards	Starts: 2016 – 2017 AY
Student Performance Objective 1b					
develop a structured and unified assessment design and policy	Rector / Head of Math Department / Math Coordinator / Math Teachers / IBDP Coordinator	2015 – 2017 AY Review and Update: Ongoing	Time / Analysis Reports of previous benchmark and standardized	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	In Progress

			examinations		
develop a formal assessment analysis strategy	Rector / Head of Math Department / Math Coordinator / Math Teachers	2015 – 2016 AY	Time / Scores of benchmark assessments	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	In Progress
introduce and extend mathematical explorations across all grade levels	Head of Math Department / Math Coordinator / Math Teachers	2015 – 2016 AY: Ongoing	Time / Secondary resources on mathematical explorations	Samples of mathematical explorations completed by students	In Progress
implement rubrics for mathematical explorations to meet curricular standards	Rector / Head of Math Department / Math Coordinator / Math Teachers	2015 – 2016 AY: Ongoing	Updated and revised curriculum / Time / IBDP assessment criteria	Samples of students' reflection on acquired and non-acquired skills through peer and self-assessments Samples of the updated rubrics	In Progress
participate in professional development workshops for teachers that target assessment design and analysis	Rector / Bursar / Head of Math Department / Math Coordinator	Ongoing	Budget / Time / Availability of PDW / Teachers	Attendance certificates Presentations of "Shared PDW Information"	In Progress
follow up on assessment analysis to reteach and scaffold	Head of Math Department / Math Coordinator / Math Teachers	Ongoing	Scores of assessments / Analysis Reports / Time	Rubicon Atlas Unit Plans that address results of analysis reports	In Progress
implement student reflection on Mid-Year and Final assessments	Head of Math Department / Math Coordinator / Math Teachers	2016 – 2017 AY: Ongoing	Time / Students / Rubrics	Samples of students' reflections	Starts: 2016 – 2017AY
design and adopt a formal	Rector / Common Board / Bursar	2016 – 2017 AY	Time / Reward System Policy	Pictures of distribution of rewards	Starts: 2016 – 2017 AY

reward system			/ Budget	List of students that have received rewards	
Student Performance Objective 1c					
develop a structured and unified assessment design and policy	Rector / Heads of Science Departments / Science Coordinator / Science Teachers / IBDP Coordinator	2016 – 2017 AY Review and Update: Ongoing	Time / Analysis Reports of previous benchmark and standardized examinations	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	Starts: 2016 – 2017 AY
develop a formal assessment analysis strategy	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	2015 – 2017 AY	Time / Scores of benchmark assessments/	Scores of benchmark assessments Scores of nationally and internationally standardized examinations	In Progress
revise and implement rubrics for projects	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	2015 – 2017 AY	Time / Current rubrics / Latest research in rubric design	Samples of students’ reflection on acquired and non-acquired skills through peer and self-assessments	In Progress
use gathered data to evaluate and implement curricular revision and update	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	Ongoing	Teachers’ reflections on Unit Plans / Time / Current curriculum / Updated PYP, MYP, and IBDP standards	Updated curriculum	In Progress
participate in professional development workshops for teachers that target assessment design and analysis	Rector / Heads of Science Departments / Bursar / Science Coordinator	Ongoing	Budget / Time / Availability of PDW / Teachers	Attendance certificates Presentations of “Shared PDW Information”	In Progress
follow up on assessment analysis to reteach and scaffold	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	Ongoing	Scores of assessment / Analysis Reports / Time	Rubicon Atlas Unit Plans that address results of analysis reports	In Progress

implement student reflection on Mid-Year and Final assessments	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	2016 – 2017 AY: Ongoing	Time / Student / Rubrics	Samples of students' reflections	Starts: 2016 – 2017AY
develop and implement an objective checklist for each benchmark assessment	Rector / Heads of Science Departments / Science Coordinator / Science Teachers	2016 – 2017 AY: Ongoing	Time / Benchmark assessments / Objective checklists	Completed checklists	In Progress
design and adopt a formal reward system	Rector / Common Board / Bursar	2016 – 2017 AY: Ongoing	Time / Reward System Policy / Budget	Pictures of distribution of rewards List of students that received rewards	Starts: 2016 – 2017 AY
Student Performance Objective 1d					
design, develop and implement a teaching pedagogy and syllabus to target the Critical Reading Section of the newly designed SAT I	Rector / Head of English Department / Intermediate and Secondary English Teachers	2015 – 2017AY	Time / Secondary resources / SAT I standards	Developed syllabi Scores of the newly designed SAT I Comparative reports of the scores on SAT I and the newly designed SAT I	In Progress
increase the horizontal and vertical integration of the Preparatory SAT course targets with the running English curriculum to	Rector / Head of English Department / English Coordinator / Intermediate and Secondary English Teachers	2015- 2017 AY	Time / Newly designed SAT I syllabus / English curriculum / Rubicon Atlas Unit Plans	The updated English curriculum Reports of benchmark assessments that target SAT based Critical Reading	In Progress

enhance student performance on the critical reading section of the newly designed SAT I					
Student Performance Objective 1e					
design, develop and implement a teaching pedagogy and syllabus to target the Mathematical Reasoning Section of the newly designed SAT I	Rector / Head of Math Department / Math Coordinator / Intermediate and Secondary Math Teachers	2015 – 2017AY	Time / Secondary resources / SAT I Math syllabus	Developed syllabi Scores of the newly designed SAT I Comparative reports of the scores on SAT I and the newly designed SAT I	In Progress
revise and implement SHS SAT critical thinking assessment and SHS SAT oriented assessment to enhance students' performance on the Mathematical Reasoning Section of the newly designed SAT I	Rector / Head of Math Department / Math Coordinator / Intermediate and Secondary Math Teachers	2015 – 2017 AY: Ongoing	Time / Samples of newly designed SAT I assessments	Reports of benchmark assessments that target Mathematical Reasoning	In Progress
Student Performance Objective 1f					
introduce study skill habits in each curricular area as part of a unit plan	Rector / English, Math, and Science Heads of Departments/	2016 – 2017 AY	Time / Latest research on study skill habits	Rubicon Atlas Unit Plan reports Students' reflections	Starts: 2016 – 2017 AY

	English, Math, and Science Teachers			Reports of benchmark assessments Statistics of number of students sitting for make-up and qualifying exams	
hold workshops for students to reinforce ATL Self-Management Skills	Rector / English, Math, and Science Heads of Departments/ English, Math, and Science Teachers	2015 – 2017 AY	Time / Latest Research	Number of students that participated in workshops Reports on the frequency of workshops	In Progress
structure a formally adopted plan to administer reinforcement sessions that cater for individual / group student needs	Rector / English, Math, and Science Heads of Departments/ Heads of Division / English, Math, and Science Teachers / Bursar	2016 – 2018 AY	Time / Students / Teachers / Nurse / Supervisors / Reinforcement Policy / Tailored Lesson Plans / Budget	Comparative results of the benchmark assessments Comparative percentage of students sitting for make-up and qualifying exams	Starts 2016 – 2017 AY

Who participated in developing the action plan for Student Performance Objective #1?

Name	Role in the School ⁴
Judy Yammine (Chair of Community and Its Student Performance)	English Coordinator for Lower and Upper Elementary Divisions
Elise Abdallah (Co-chair of Community and Its Student Performance)	Math Teacher
Members of Community and Its Student Performance	
Layla Farha	Pre-School Teacher
Rachelle Nader	Arabic Teacher
Helen Alabed	Social Studies Teacher
Walid Faddoul	Alumni
Tina Ramouz	English Teacher
Manar El Halabi	Math Teacher
Rita Njeim	Math Teacher

⁴ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Joyce Maalouly	Math Teacher
Nadine Hakme	Math Teacher
Maha Kayal	English Teacher
Eliane Aoun	English Teacher
Lina Khalaf (Chair of Educational Program and Resources)	Biology Teacher and Science Coordinator
Maya Helou (Co-Chair of Educational Program and Resources)	Head of World Languages Department
Members of Educational Program and Resources	
Feirouz Ghoull	Science Teacher
Souha Mouslimani	Math Coordinator and Math Teacher
Christelle Zeinoun	Chemistry Teacher
Rebecca Ammar	English Teacher
Raymona Boutrous	Arabic A.P. Coordinator and Arabic Teacher
Eliane Elkhoury	French Teacher
Caroline Bouhaidar	Arabic Teacher
Grace Loutfi	English Teacher
Zeina Ghazal	Math Teacher
Nanor Kirajian	Chemistry Teacher
Jad Helou	SED Math Teacher
Joelle Laoun	Librarian
Mary Daher	Librarian
Hala Haddad	English Teacher
Elias Hayek	IT Technician
Sylvie El Khoury	French Teacher
Patricia Hayek	Admission Officer
Planning Team Members	
Fr. Gabriel Tabet	School Rector
Mariella Saade	Head of Math Department
Roger Takla	Head of English Department and IBDP English A: Literature Instructor
Lady Maalouf	Internal Coordinator, Head of Chemistry Department and IB & A.P. Coordinator
Samira Mallat	Head of Science Department
Juhaina Abu Khalil	Head of Upper Elementary Division
Walid Geagea	IT Manager
Tania Moughabghab	Internal Coordinator

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Major findings for strengths and areas in need of improvement learned from the self-study, Descriptive Summary of School Community and Its Student Performance and Descriptive Summary of Educational Program and Resources, that were incorporated into this action plan are the following:

Strengths

- an existing and working English, Science and Math curricula that incorporated inter-

departmental unification,

- an existing focus on the necessity of Professional Development Workshops, both national and international, and
- satisfactory performance of students on National Lebanese Official Exams and IBDP Exams.

Areas in need of improvement

- review and update the English curriculum to increase unification and cater for student specific needs,
- review and update of rubrics to mirror set standards,
- review and update the preparatory SAT course to allow an increased student performance in the Critical Reading and Mathematical Reasoning Sections of the newly designed SAT exams,
- develop a reward system to work on promoting and sustaining satisfactory performance,
- design and develop the integration of study habit unit plans within each curricular area to target better student performance, and
- review and update of test design to allow the development of a more consistent and objective assessment marking strategies and analysis of results.

Student Performance Objective #2:

By the year 2023, Sagesse High School Intermediate and Secondary students will demonstrate an increase in Career Awareness Guidance engagement reflected by a studied and well-informed choice of program (A.P./L.P./IBDP) and course selection as measured by the following:

- a. a decrease of 70% in the percentage of “Drop and Add” submissions.
- b. an increase to 85% in the number of students partaking in the Career Guidance Program.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Baseline: 2014 – 2015
 Percentage of students that

- a. submitted “Drop and Add” forms: 14%
- b. partook in the Career Guidance Program: 9%

Action Plan for Student Performance Objective #2

Student Performance Objective 2 a and b					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
establish a Career Guidance Department for Intermediate and Secondary Divisions	Rector and Administrative Board	2015 – 2017 AY	Budget / Office / Personnel	Department establishment	In Progress
revise and implement a formally structured Career Guidance Program	Rector / Administrative Board / Career Guidance Department / Consultants	2015 – 2018 AY	Feasibility studies / Budget	The formally structured Career Guidance Program Written	In Progress

				Career Guidance Program Policy	
schedule and hold general orientation meetings for Career Guidance for Intermediate and Secondary Divisions' students and parents/guardians	Heads of Divisions / Career Guidance Department	Ongoing	Time / Students / Parents or Guardians	Orientation sessions Comparative percentage of "Drop and Add" submissions	In Progress
schedule individual advising meetings for grade 9 A.P., 9 L.P., 10 A.P. and Sec I L.P. students and their parents/guardians	Head of Secondary L.P. Division /IB and A.P. Coordinator /Counselor	2016 – 2017AY: Ongoing	Time/ Students/ Parents or Guardians	reports of individual advising meetings percentage of students partaking in the individual advising meetings Comparative percentage of "Drop and Add" submissions	Starts 2016 – 2017AY
organize and implement a formally structured career day	Rector / Career Guidance Department / Bursar / Heads of Divisions	2016 – 2017 AY: Ongoing	Time / Budget / Space / Students / University Representatives	Yearbook pictures	Starts: 2016 – 2017 AY
organize career day excursions for Intermediate and Secondary Division	Rector / Career Guidance Department / Bursar / Heads of Divisions	Ongoing	Time / Budget/ Transportation/ Students/ Supervisors	Yearbook pictures Students' reflections	In Progress

students					
invite parents/guardians and alumni to present to students their career related success stories	Rector / Bursar / Career Guidance Department / Parents Association / Alumni Committee	2016 – 2017AY: Ongoing	Time / Budget / Space / Students	Yearbook pictures	Starts: 2016 – 2017 AY
Follow-up on alumni Career Guidance Program related successes	Rector / Bursar / Alumni Committee / Career Guidance Department	2015 – 2018 AY	Time / Budget / Alumni Records / Database	Number of alumni included in the database	In progress

Who participated in developing the action plan for Student Performance Objective #2?

Name	Role in the School ⁵
Randa Ballouz (Chair of Student Services and Life)	ACP, Student Council, and Student Organization Coordinator
Petra Taouk (Co-chair of Student Services and Life)	Catechism Teacher
Members of Student Services and Life	
Sayde Moubarak	SED English Teacher
Josiane Dagher	Math Teacher
Catherine Haddad	Math Teacher
Roula Tabet	Pre-School Teacher
Therese Choueiry	Pre-School Teacher
Rana Dib	Arabic Teacher
Takla Roupheal	SED Coordinator
Sandra Haddad	Pre-School Teacher
Celine Eid	English Teacher
Salma Yazbeck	Arabic Teacher
Hala Khoury	Arabic Teacher
Rita Bourached	Arabic Teacher
Aline Khoury	Arabic Teacher
Marleine Khelly	Arabic Teacher
Nadine Dibo	Pre-School Teacher
Lynn Najem	English Teacher
Liliane Kfoury	Social Studies Teacher

⁵ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Zeina Murr	Economics and Sociology Teacher
Maya Barakat	French Teacher
Joyce Yazbeck	Science Teacher
Rony Choueiry	Arabic Teacher
Ramona Alashkar	Math Teacher
Shahira Akkad	Math Teacher
Carol Moufarej	Parents Association
Student Organization Representative	Student Organization
Student Council Representative	Student Council
Planning Team Members	
Fr. Gabriel Tabet	School Rector
Mariella Saade	Head of Math Department
Roger Takla	Head of English Department and IBDP English A: Literature Instructor
Lady Maalouf	Internal Coordinator, Head of Chemistry Department and IB and A.P. Coordinator
Samira Mallat	Head of Science Department
Juhaina Abu Khalil	Head of Upper Elementary Division
Walid Geagea	IT Manager
Tania Moughabghab	Internal Coordinator

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Major findings for strengths and areas in need of improvement learned from the self-study, *Descriptive Summary of Student Services and Life*, that were incorporated into this action plan are the following:

Area(s) of strengths

- various enriched programs (A.P., L.P., and IBDP)

Areas in need of improvement

- structured guidance program,
- course selection,
- early group and individual advising, and
- graduate follow-up.

Student Performance Objective #3:

By the year 2023, Sagesse High School students will demonstrate an increase in environmental stewardship as measured by the following:

- a. a 60% increase in students' involvement in environmentally friendly activities inside and outside the classroom setting.
- b. a 20% increase in environmentally based unit plans in the Science curriculum across the school.
- c. an increase from 0% to 30% in Grade 1 to Grade 12 students' engagement in cultivating shared environmental knowledge with the community through documented events.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Baseline: 2014 – 2015 for Objective 3a

Percentage of students involved in environmentally friendly activities: 15%

Baseline: 2014 – 2015 for Objective 3b

Percentage of environmentally based unit plans in the Science curriculum across the school: 18%

Baseline: 2014 – 2015 for Objective 3c

Percentage of Grade 1 to Grade 12 students' engagement in cultivating shared environmental knowledge with the community through documented events: 0%

Action Plan for Student Performance Objective #3

Student Performance Objective 3					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
establish a committee to follow up on environmental stewardship activities, action plans and events	Rector / Common Board	2016 – 2017 AY	Time / Personnel / Space	List of committee members Minutes of the Environmental Committee meetings	Starts: 2016 – 2017 AY
increase the number of students	Rector / Administrative Board / HODs /	2015 – 2016 AY: Ongoing	Budget / Nurses / Supervisors /	Number of field trips to environmental	In Progress

participating in field trips to environmental sites	ACP Coordinator / CAS Coordinator / Environmental Committee		Transportation	sites Number of participating students Students' reflections	
establish annual Earth Day celebration	Rector / Bursar / Common Board / Environmental Committee	2016 – 2017 AY: Ongoing	Budget / Space / Time / Teachers / Supervisors /	Yearbook pictures	Starts: 2016 – 2017 AY
increase collaboration with environmental organizations	Rector / Bursar / Common Board / ACP Coordinator / CAS Coordinator / Environmental Committee	2016- 2017 AY: Ongoing	Budget / Time / Environmental organizations	Number of activities planned in collaboration with environmental organizations Students' reflections Report from the Environmental Committee	Starts 2016 – 2017 AY
participate officially in the Earth hour event	Rector / Common Board / Teachers	2016 – 2017 AY	Nil	Students' reflections	Starts: 2016 – 2017 AY
host an annual environmental conference for Sagesse Schools in Lebanon	Rector / Bursar / Sagesse Rectors / Environmental Committee / Science Department	2017 – 2018 AY: Ongoing	Time / Budget / Space /	Environmental committee report Yearbook pictures Documentation of students' participation in shared knowledge Students' reflection	Starts: 2016 – 2017 AY
review the Science	Rector / Heads of Science	2016 – 2017 AY	Time / Rubicon Atlas	Reports from Rubicon Atlas	Starts 2016 –

curriculum to incorporate environmentally based topics/units throughout grade levels	Departments / Teachers		/ Current Science curriculum	Updated Science curriculum Teachers' reflections on unit plans	2017 AY
use Rubicon Atlas reports to increase vertical and horizontal integration of environmental topics and unit plans	Rector / Heads of Science Departments / Teachers	2015 – 2017 AY	Time / Rubicon Atlas / Current vertical and horizontal reports	Reports from Rubicon Atlas Teachers' reflections on unit plans	In Progress
schedule environmental awareness campaigns conducted by students	Rector / Bursar / Common Board / ACP Coordinator / CAS Coordinator / Environmental Committee / Students	2015 – 2017 AY: Ongoing	Time / Budget / Space	Yearbook photos Students' reflections	In Progress
support and participate in local, national, and / or international environmental events, trips, or activities	Rector / Bursar / Common Board / Environmental Committee / ACP Coordinator / CAS Coordinator	2015 – 2016 AY: Ongoing	Time / Budget	Yearbook photos Students' reflections	In Progress
participate in the Green MED Initiative	Rector / Administrative Board / ACP Coordinator / CAS Coordinator / Environmental Committee	2015 – 2016 AY: Ongoing	Recycling Machinery	Reports as submitted by concerned organizers	In Progress
conduct a feasibility study to have Secondary students submit all written assignments through e-mails and/or Moodle	Rector / Heads of Departments / Teachers	2016 – 2017 AY: Ongoing	Internet Access / Tablets or Laptops / Moodle	Number of students that have submitted e-assignments Report of Skoolee assignments	Starts 2016 – 2017 AY

Who participated in developing the action plan for Student Performance Objective #3?

Lina Khalaf (Chair of Educational Program and Resources)	Biology Teacher and Science Coordinator
Maya Helou (Co-Chair of Educational Program and Resources)	Head of World Languages Department
Members of Educational Program and Resources	
Feirouz Ghoul	Science Teacher
Souha Mouslimani	Math Coordinator and Math Teacher
Christelle Zeinoun	Chemistry Teacher
Rebecca Ammar	English Teacher
Raymona Boutrous	Arabic A.P. Coordinator and Arabic Teacher
Eliane Elkhoury	French Teacher
Caroline Bouhaidar	Arabic Teacher
Grace Loutfi	English Teacher
Zeina Ghazal	Math Teacher
Nanor Kirajian	Chemistry Teacher
Jad Helou	SED Math Teacher
Joelle Laoun	Librarian
Mary Daher	Librarian
Hala Haddad	English Teacher
Elias Hayek	IT Technician
Sylvie El Khoury	French Teacher
Randa Ballouz (Chair of Student Services and Life)	ACP, Student Council, and Student Organization Coordinator
Petra Taouk (Co-chair of Student Services and Life)	Cathechism Teacher
Members of Student Services and Life	
Sayde Moubarak	SED English Teacher
Josiane Dagher	Math Teacher
Catherine Haddad	Math Teacher
Roula Tabet	Pre-School Teacher
Therese Choueiry	Pre-School Teacher
Rana Dib	Arabic Teacher
Takla Roupheel	SED Coordinator
Sandra Haddad	Pre-School Teacher
Celine Eid	English Teacher
Salma Yazbeck	Arabic Teacher
Hala Khoury	Arabic Teacher
Rita Bourached	Arabic Teacher
Aline Khoury	Arabic Teacher
Marleine Khelly	Arabic Teacher

Nadine Dibo	Pre-School Teacher
Lynn Najem	English Teacher
Liliane kfoury	Social Studies Teacher
Zeina Murr	Economics and Sociology Teacher
Maya Barakat	French Teacher
Joyce Yazbeck	Science Teacher
Rony Choueiry	Arabic Teacher
Ramona Alashkar	Math Teacher
Shahira Akkad	Math Teacher
Carol Moufarej	Parents Association
Student Organization Representative	Student Organization
Student Council Representative	Student Council
Planning Team Members	
Fr. Gabriel Tabet	School Rector
Mariella Saade	Head of Math Department
Roger Takla	Head of English Department and IBDP English A: Literature Instructor
Lady Maalouf	Internal Coordinator, Head of Chemistry Department and IB & A.P. Coordinator
Samira Mallat	Head of Science Department
Juhaina Abu Khalil	Head of Upper Elementary Division
Walid Geagea	IT Manager
Tania Moughabghab	Internal Coordinator

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Major findings for strengths and areas in need of improvement learned from the self-study, *Descriptive Summary of Student Services and Life and Descriptive Summary of Educational Program and Resources*, that were incorporated into this action plan are the following:

Area(s) of strenghts

- Rubicon Atlas Reports

Areas in need of improvement

- student attitude and mentality toward environmental sustainability,
- incorporating environmental topics to the existing Science curriculum,
- field trips to environmental sites, and
- environmental stewardship.

ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

Organizational Capacity Objective #1:

By the year 2023, Sagesse High School will improve the quality and frequency of its communication with stakeholders as measured by the following:

- a. an increase in the number of e-newsletters published on the school’s website from 0 to 6 per academic year.
- b. an increase of 80% in the number of visits to the SHS website (www.sagessehs.edu.lb).
- c. an increase of 50% in the number of log ins to the SHS information system (SIS), Skoolee, by parents and students.
- d. an increase of 50% in the number of SHS social media, *YouTube*, *Facebook*, *Linkedin*, and *Twitter*, followers.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Baseline: 2014 – 2015 for Organizational Capacity Objective 1a

Number of e-newsletter published on the school’s website: 0

Baseline: 2014 – 2015 for Organizational Capacity Objective 1b

Number of visits to the SHS website: the SHS traffic was not activated for the baseline data. The traffic data will be taken as of 2015 – 2016.

Baseline: 2014 – 2015 for Organizational Capacity Objective 1c

Number of log ins to the SHS SIS by parents: 2937 (Rate of 3.1 per family)

Number of log ins to the SHS SIS by students: 3363 (Rate of 4.1 per student⁶)

Baseline: 2014 – 2015 for Organizational Capacity Objective 1d

Total number of SHS social media followers: 2747

Social Media	# of followers
YouTube	1
Facebook - Hikmeh Ain Saade	840
Facebook – Sagesse High School Alumni Group	802

⁶ Pre-school and Lower Elementary Division students have been excluded from the gathered data

	Twitter	232	
	LinkedIn	872	

Action Plan for Organizational Capacity Objective #1

Organizational Capacity Objective 1a					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
create a committee to handle the design and publication of the school's e-newsletter	Rector / Common Board / IT Department	2016 – 2017AY	Time / Space / Computers / Internet Access	List of committee members Minutes of the committee meetings	Starts 2016 – 2017 AY
Organizational Capacity Objective 1 b and d					
create a committee to follow up on the SHS website update, use, and follow up on the organizational procedures of social media action steps	Rector / Bursar / Common Board / IT Department	2016 – 2017AY	Time / Space / Computers / Internet Access / Budget	List of committee members Minutes of the committee meetings	Starts 2016 – 2017 AY
update the SHS website to make it user friendly, allocate a separate niche for each department, and allow it to facilitate social and community communication	Rector / Bursar / Common Board / IT Department / Website & Social Media Committee	2015 – 2016 AY: Ongoing	Time / Budget	School website	In Progress
publish school events, videos and photos, on the school's website and school social	Rector / Common Board / IT Department / Website & Social Media Committee	2015 – 2016 AY: Ongoing	Time	School website and school's social media accounts	In Progress

media accounts					
promote the SHS website through Facebook and other social media gateways	Rector / Bursar / IT Department / Website & Social Media Committee	2016 – 2017 AY: Ongoing	Time / Sponsors	Advertisements	Starts: 2016 – 2017 AY
phase out circulars and restrict them to the SHS website	Rector / Common Board / IT Department / Website & Social Media Committee	2016 – 2017 AY: Ongoing	Nil	School website	Starts: 2016 – 2017 AY
restrict news and events to the SHS website and school social media accounts phasing out the use of SMS	Rector / Common Board / IT Department / Website & Social Media Committee	2016 – 2017 AY: Ongoing	Nil	School website and social media accounts	Starts: 2016 – 2017 AY
reactivate and implement the Student’s Portal on the school’s website to communicate all student events, information, guides, offers and protocol phasing out paper based communication	Rector / Common Board / IT Department / Website & Social Media Committee / Students’ Council / Students’ Organization	2016 – 2017 AY: Ongoing	Nil	School website	Starts: 2016 – 2017 AY
Objective 1 c					
design and issue a fully activated version of the School Information System (Skoollee) mobile	Rector / Bursar / IT Department	2016 – 2017AY	Software and App Developers / Time / Budget	Skoollee App on Android and Apple Store	Starts 2016 – 2017 AY

application					
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Who participated in developing the action plan for Organizational Capacity Objective #1?

Name	Role in the School ⁷
Rana Sabagh (Chair for School Organization and Leadership)	Math Teacher
Fr. Jihad Saliba (Co-Chair for School Organization and Leadership)	Head of Secodary Division
Members of School Organization and Leadership	
David Rizkallah	Physics Teacher
Reine Matar	Science Teacher
Eliane Obeid	English Teacher
Zeina Srouji	Pre-School Teacher
Dany Kfoury	Head of Social Studies Department
Marienoelle Hadathy	French Teacher
Christine Sader	French Teacher
Planning Team Members	
Fr. Gabriel Tabet	School Rector
Mariella Saade	Head of Math Department
Roger Takla	Head of English Department and IBDP English A: Literature Instructor
Lady Maalouf	Internal Coordinator, Head of Chemistry Department and IB & A.P. Coordinator
Samira Mallat	Head of Science Department
Juhaina Abu Khalil	Head of Upper Elementary Division
Walid Geagea	IT Manager
Tania Moughabghab	Internal Coordinator

⁷ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

Major findings for strengths and areas in need of improvement learned from the self-study, *Descriptive Summary of School Leadership and Organization*, that were incorporated into this action plan were the following:

Area(s) of strength

- technology and updates

Areas in need of improvement

- consistent communication with stakeholders through e-newsletters,
- active status on school social media accounts,
- stakeholder engagement and interest in school news and events through the school website,
- follow-up on school based publications on school website and social media accounts,
- effective communication with stakeholders through the school website, and
- student involvement in the communication process through the SHS website.

Organizational Capacity Objective #2:

By the year 2023, Sagesse High School’s administrative board along with the Physical Education Department will work to facilitate students’ athletic development.

- a. a 60% increase in the renovation and establishment of facilities for sports.
- b. an increase in the number of varsity teams from 2 to 7.
- c. a 50% increase in student involvement in Soccer and Basketball varsity teams.
- d. an increase from 0% to 30% in the support coaching program for gifted students.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Baseline: 2014 – 2015 for Organizational Capacity Objective 2a

Status of facilities:

Building	# of sports facilities	Description	Status
Preschool	2	1) Outdoor playground 2) Indoor playground	Needs renovation In good condition
Block A	3	1) Lower Elementary – Grade 1 covered court 2) Basketball court 3) Upper Elementary playground	Needs renovation Needs renovation Needs renovation
Block B	3	1) Volleyball/Mini-football court 2) Volleyball court 3) Basement court	Needs renovation Under construction Needs renovation
Gymnasium	1	<ul style="list-style-type: none"> • Indoor Basketball court • Indoor volleyball court • Fully equipped gym • Indoor mini-football court • Multi-purpose activity rooms 	Under construction deadline May 2016

If 60 % is accomplished it means 4 out of the 7 sports facilities will be renovated or operational.

Baseline: 2014 – 2015 for Organizational Capacity Objective 2b: 2 varsity teams.

Baseline: 2014 – 2015 2c

Percentage of students involved in varsity teams

Varsity Team	Percentage
Soccer	8%
Basketball	3%

Baseline: 2014 – 2015 for Organizational Capacity Objective 2d: 0%

Action Plan for Organizational Capacity Objective #2

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
create a committee to follow up on the action steps for organizational capacity objective # 2	Rector / Bursar / Maintenance Manager / Health and Safety Officer / Chief Accountant / PA / PE Department	2015 – 2017AY	Time / Space / Computers	List of committee members Minutes of the committee meetings	Starts 2016 – 2017 AY
Objective 2 a					
allocate an appropriate budget to work on renovation and establishment of sports facilities	Rector / Bursar / PE Department	2015 – 2016AY: Ongoing	Time / Budget / Strategic Plan	Records of funds allocated for renovation and establishment of sports facilities	In Progress
Objective 2 b					
allocate an appropriate budget to work on an increase in the number of varsity teams	Rector / Bursar / PE Department	2015 – 2016AY: Ongoing	Time / Budget	Number of varsity teams at SHS	In Progress

Objective 2 c					
publicize soccer and basketball achievements and events through school website, school social media accounts, and broadcasts	Rector / PE Department / Website and Social Media Committee / School Media Representative	2015 – 2016AY: Ongoing	Time	School website and social media accounts Media	In Progress
offer school – based scholarship program for members of the soccer and basketball varsity teams	Rector / Bursar / PE Department	2015 – 2016AY: Ongoing	Time / Budget	Number of students benefiting from the school-based scholarship program	In Progress
highlight varsity team achievements and importance through the sponsorship program	Rector / Bursar / PE Department	2016 – 2017AY: Ongoing	Time / Budget / Sponsors	Number of students benefiting from the sponsorship program	Starts 2016 – 2017AY
recruit professional and well-known athletes to coach and direct the soccer and basketball varsity teams	Rector / Bursar / PE Department	2015 – 2016 AY	Time / Budget	Number of well-known athletes and professional coaches recruited	In Progress

Objective 2 d					
allocate an appropriate budget to work on an increase in the percentage of students benefiting from the support coaching program for gifted students	Rector / Bursar / PE Department	2015 – 2016AY: Ongoing	Time / Budget	Records of funds dedicated to athletically gifted students Number of athletically gifted students benefiting from the support coaching program for gifted students	In Progress

Who participated in developing the action plan for Organizational Capacity Objective #2?

Name	Role in the School ⁸
Randa Ballouz (Chair of Student Services and Life)	ACP, Student Council, and Student Organization Coordinator
Petra Taouk (Co-chair of Student Services and Life)	Catechism Teacher
Members of Student Services and Life	
Sayde Moubarak	SED English Teacher
Josiane Dagher	Math Teacher
Catherine Haddad	Math Teacher
Roula Tabet	Pre-School Teacher
Therese Choueiry	Pre-School Teacher
Rana Dib	Arabic Teacher
Takla Roupael	SED Coordinator
Sandra Haddad	Pre-School Teacher
Celine Eid	English Teacher
Salma Yazbeck	Arabic Teacher
Hala Khoury	Arabic Teacher
Rita Bourached	Arabic Teacher
Aline Khoury	Arabic Teacher

⁸ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Marleine Khelly	Arabic Teacher
Nadine Dibo	Pre-School Teacher
Lynn Najem	English Teacher
Liliane kfoury	Social Studies Teacher
Zeina Murr	Economics and Sociology Teacher
Maya Barakat	French Teacher
Joyce Yazbeck	Science Teacher
Rony Choueiry	Arabic Teacher
Ramona Alashkar	Math Teacher
Shahira Akkad	Math Teacher
Carol Moufarej	Parents Association
Student Organization Representative	Student Organization
Student Council Representative	Student Council
Rana Sabagh (Chair for School Organization and Leadership)	Math Teacher
Fr. Jihad Saliba (Co-Chair for School Organization and Leadership)	Head of Secodary Division
Members of School Organization and Leadership	
David Rizkallah	Physics Teacher
Reine Matar	Science Teacher
Eliane Obeid	English Teacher
Zeina Srouji	Pre-School Teacher
Dany Kfoury	Head of Social Studies Department
Marienoelle Hadathy	French Teacher
Christine Sader	French Teacher
Imad Azmi (Chair of Maintenance and Operations)	Health and Safety Officer
David Haikal (Co-chair of Maintenance and Operations)	Supervisor
Members of maintenance and Operations	
Reine Brakhia	Catechism Teacher
Charbel Ghaya	Maintenance
Carla Ghanem	Nurse
Mark Mokbel	Theatre Manager
Mireille Rouhana	Receptionist
Zeina Bakhous	Maintenance
Carol Ghaya	Nurse
Tarek Wakim	Head of Computer Department
Suzanne Saad	French Teacher
Planning Team Members	
Fr. Gabriel Tabet	School Rector
Mariella Saade	Head of Math Department
Roger Takla	Head of English Department and IBDP English A: Literature Instructor
Lady Maalouf	Internal Coordinator, Head of Chemistry Department and IB and A.P. Coordinator
Samira Mallat	Head of Science Department

Juhaina Abu Khalil	Head of Upper Elementary Division
Walid Geagea	IT Manager
Tania Moughabghab	Internal Coordinator

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The major findings for strengths and areas in need of improvement learned from the self-study, *Descriptive Summary of Student Life, Descriptive Summary of School Leadership and Organizations, Descriptive Summary of Educational Programs (Curricular Area: Physical Education), and Descriptive Summary of Services and Maintenance and Operations*, that were incorporated into this action plan are the following:

Areas of strength

- investment in sports facilities and
- students' athletic achievements.

Areas in need of improvement

- number of varsity teams,
- support coaching program for gifted students, and
- publicity of athletic achievements.



Designing Our Future

TECHNICAL REVIEW OF STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

Date of Review: December 10, 2015

School Name: Sagesse High School

Staff Reviewer: Priscilla L. Feir Ph.D.

Projected Visit Dates: April 19 – 22, 2016

X	
X	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the <i>appropriate self-study guide</i> for the criteria) during the Team's visit.
	Minor modifications recommended. No need to resubmit.
	A response to the review is needed. Please resubmit.
	Baseline data needed. Please resubmit when data are available.
	Call the MSA Staff Reviewer (917-207-8968) to discuss.

General Comments about All Objectives:

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	X	
Comments:			

		Yes	No
2	Do at least two of the objectives focus on growing and improving areas of student performance as expressed in the	X	

	school's Mission and Profile of Graduates?		
Comments:			

Technical Review for Student Performance Objectives:

Student Performance Objective #1: As submitted by the school - Schoolwide

By the year 2023, Sagesse High School (SHS) students will demonstrate an increase in their academic performance with locally designed benchmark and alternative assessments to mirror required scores on International Standardized Examinations as measured by the following:

- a. i. an increase of 20% in the number of American Program (A.P.) and Lebanese Program (L.P.) students scoring above:

Elementary Division: 85% in English Language Arts.

Intermediate Division: 80% in English Language Arts.

Secondary Division: 75% in English Language Arts.

- ii. an increase of 20% in the number of International Baccalaureate Diploma Programme (IBDP) students scoring above 4/7 in English A: Literature course.

Baseline: 2014 - 2015

Elementary Division A.P. & L.P. – (Grades 1 to 6)

Percentage of students that scored above 85% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 1 A.P. & L.P.	74/109	68%
Grade 2 A.P. & L.P.	32/84	38%
Grade 3 A.P. & L.P.	20/69	29%
Grade 4 A.P. & L.P.	26/87	30%
Grade 5 A.P. & L.P.	17/87	20%
Grade 6 A.P. & L.P.	6/78	8%
Total Elementary Division	175/514	34%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	11/70	16%
Grade 8 A.P. & L.P.	6/84	7%
Grade 9 A.P. & L.P.	25/81	31%

Total Division	Intermediate	42/235	18%
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Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in English Language Arts per Grade Level

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	25/99	25%
Grade 11 A.P. & Secondary 2 L.P.	28/60	47%
Grade 12 A.P. & Secondary 3 L.P.	29/67	43%
Total Secondary Division	82/226	36%

Secondary Division IBDP

Percentage of students that scored above 4/7 in English A: Literature per Diploma Year

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	0/18	0%
IBDP II	6/19	32%
Total IBDP	6/37	16%

- b. i. an increase of 25% in the number of American Program and Lebanese Program students scoring above**

Elementary Division: 85% in Mathematics.

Intermediate Division: 80% in Mathematics.

Secondary Division: 75% in Mathematics.

- ii. an increase of 20% in the number of International Baccalaureate Diploma Programme students scoring above 4/7 in Mathematics**

Baseline: 2014 - 2015

Elementary Division A.P. & L.P. – (Grades 1 to 6)

Percentage of students that scored above 85% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 1 A.P. & L.P.	73/109	67%
Grade 2 A.P. & L.P.	45/84	54%
Grade 3 A.P. & L.P.	27/69	39%
Grade 4 A.P. & L.P.	27/88	31%
Grade 5 A.P. & L.P.	39/87	45%

Grade 6 A.P. & L.P.	32/78	41%
Total Elementary Division	243/515	47%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	19/70	27%
Grade 8 A.P. & L.P.	29/83	35%
Grade 9 A.P. & L.P.	18/82	22%
Total Intermediate Division	66/235	28%

Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in Mathematics per Grade Level

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	33/103	32%
Grade 11 A.P. & Secondary 2 L.P.	26/64	41%
Grade 12 A.P. & Secondary 3 L.P.	38/68	56%
Total Secondary Division	97/235	41%

Secondary Division IBDP

Percentage of students that scored above 4/7 in Mathematics per Diploma Year

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	5/18	28%
IBDP II	4/19	21%
Total IBDP	9/37	24%

- c. i. an increase of 25% in the number of American Program and Lebanese Program students scoring above

Elementary Division: 85% in Sciences.

Intermediate Division: 80% in Sciences.

Secondary Division: 75% in Sciences.

ii. an increase of 20% in the number of International Baccalaureate Diploma Programme students scoring above 4/7 in Biology, Chemistry, and Physics.

Baseline: 2014 - 2015

Elementary Division A.P. & L.P. – (Grades 2 to 6)

Percentage of students that scored above 85% in Sciences per Grade Level

Grade Level	# of students/Total	% of students with a score above 85%
Grade 2 A.P. & L.P.	78/84	93%
Grade 3 A.P. & L.P.	56/70	80%
Grade 4 A.P. & L.P.	55/88	63%
Grade 5 A.P. & L.P.	47/94	50%
Grade 6 A.P. & L.P.	29/81	36%
Total Elementary Division	265/417	64%

Intermediate Division A.P. & L.P. – (Grades 7 to 9)

Percentage of students that scored above 80% in Sciences per Grade Level

Science:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 7 A.P. & L.P.	27/70	39%

Bio-Chemistry:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 8 A.P. & L.P.	33/86	38%

Physics:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 8 A.P. & L.P.	31/88	35%
Grade 9 A.P. & L.P.	24/85	28%

Biology:

Grade Level	# of students/Total	% of students with a score above
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		80%
Grade 9 A.P. & L.P.	24/86	28%

Chemistry:

Grade Level	# of students/Total	% of students with a score above 80%
Grade 9 A.P. & L.P.	23/86	27%

Secondary Division A.P. & L.P. – (Grades 10 to 12)

Percentage of students that scored above 75% in Sciences per Grade Level

Biology/ Health and Wellness

Grade Level	# of students/Total	% of students with a score above 75%	
Grade 10 A.P. & Secondary 1 L.P.	Biology	33/88	Biology 38%
	Health & Wellness	10/18	Health & Wellness 56%
Grade 11 A.P. & Secondary 2 L.P.	Biology	24/50	Biology 48%
	Health & Wellness	0/3	Health & Wellness 0%
Grade 12 A.P. & Secondary 3 L.P.	16/43	37%	
Total Secondary Division	83/202	41%	

Chemistry:

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	28/69	41%
Grade 11 A.P. & Secondary 2 L.P.	33/45	73%
Grade 12 A.P. & Secondary 3 L.P.	20/41	49%
Total Secondary Division	81/155	52%

Physics:

Grade Level	# of students/Total	% of students with a score above 75%
Grade 10 A.P. & Secondary 1 L.P.	25/71	35%

Grade 11 A.P. & Secondary 2 L.P.	30/41	73%
Grade 12 A.P. & Secondary 3 L.P.	25/40	63%
Total Secondary Division	80/152	53%

Secondary Division IBDP

Percentage of students that scored above 4/7 in Biology, Chemistry, and Physics per Diploma year

Biology:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	4/9	44%
IBDP II	7/12	58%
Total IBDP	11/21	52%

Chemistry:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	7/11	64%
IBDP II	5/14	36%
Total IBDP	12/25	48%

Physics:

Grade Level	# of students/Total	% of students with a score above 4/7
IBDP I	1/9	11%
IBDP II	2/7	29%
Total IBDP	3/16	19%

- d. an increase of 40% in the percentage of American Program, Lebanese Program and International Baccalaureate Diploma Programme senior students scoring above 550 on the Critical Reading Section of SAT I.

Baseline: 2014 – 2015

Percentage of senior students that scored above 550 on the Critical Reading Section of SAT I: 11% of the students scored above 550

- e. an increase of 40% in the percentage of American Program, Lebanese Program and International Baccalaureate Diploma Programme senior students scoring above 600 on the Mathematical Reasoning Section of SAT I.

Baseline: 2014 – 2015

Percentage of senior students that scored above 600 on the Mathematical Reasoning Section of SAT I: 27% of the students scored above 600

- f. a decrease from 37% to 15% in the percentage of Intermediate and Secondary students sitting for make-up and qualifying exams in English Language Arts, Mathematics, and Sciences.

Baseline: 2014 – 2015

Percentage of students sitting for make-up and qualifying exams per division:

Division	# of students/Total	% of students
Intermediate	85/254	33%
Secondary	117/297	39%
Total	202/551	37%

Student Performance Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	

Comments:

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	

Comments:

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	

Comments:

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	

Comments:

		Yes	No
4	Is the realization of the objective stated as seven years from the year of the team's visit?	X	

Comments:

		Yes	No
5	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is the baseline year in which the data for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
6	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
7	Are disaggregated data included where appropriate?	X	
Comments:			

		Yes	No
8	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Student Performance Objective #1:
None

Student Performance Objective #2: As submitted by the school- Intermediate and Secondary Divisions

By the year 2023, Sagesse High School Intermediate and Secondary students will demonstrate an increase in Career Awareness Guidance engagement reflected by a studied and well-informed choice of program (A.P./L.P./IBDP) and course selection as measured by the following:

- g. a decrease of 70% in the percentage of “Drop and Add” submissions.
- h. an increase to 85% in the number of students partaking in the Career Guidance Program.

Baseline: 2014 – 2015

Percentage of students that

- c. submitted “Drop and Add” forms: 14%
- d. partook in the Career Guidance Program: 9%

Student Performance Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	

Comments:

		Yes	No
2	Does the objective address expectations for as many of the school’s students as possible?	X	

Comments:

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	

Comments:

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments:			

		Yes	No
4	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
5	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	4) Is the baseline year in which the data for each assessment were collected included?	X	
	5) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
6	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
7	Are disaggregated data included where appropriate?	NA	
Comments:			

		Yes	No

8	Is the objective measured by both external and internal assessments when appropriate and available?	NA	
Comments:			

Suggestions for Revising Student Performance Objective #2:
None

Student Performance Objective #3: As submitted by the school- Schoolwide
By the year 2023, Sagesse High School students will demonstrate an increase in environmental stewardship as measured by the following:

- c. a 60% increase in students' involvement in environmentally friendly activities inside and outside the classroom setting.

Baseline: 2014 – 2015 :

Percentage of students involved in environmentally friendly activities: 15%

- d. a 20% increase in environmentally based unit plans in the Science curriculum across the school.

Baseline: 2014 – 2015:

Percentage of environmentally based unit plans in the Science curriculum across the school: 18%

- e. an increase from 0% to 30% in Grade 1 to Grade 12 students' engagement in cultivating shared environmental knowledge with the community through documented events.

Baseline: 2014 – 2015 : 0%

Student Performance Objective #3: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	

Comments:

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	

Comments:

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	

Comments:

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments:			

		Yes	No
4	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
5	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	6) Is the baseline year in which the data for each assessment were collected included?	X	
	7) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
6	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
7	Are disaggregated data included where appropriate?	NA	
Comments:			

		Yes	No

8	Is the objective measured by both external and internal assessments when appropriate and available?	NA	
Comments:			

Suggestions for Revising Student Performance Objective #3:

None

Technical Review for Organizational Capacity Objectives:

Organizational Capacity Objective #1: As submitted by the school – Schoolwide

By the year 2023, Sagesse High School will improve the quality and frequency of its communication with stakeholders as measured by the following:

- e. an increase in the number of e-newsletters published on the school’s website from 0 to 6 per academic year.

Baseline: 2014 – 2015: 0

- f. an increase of 80% in the number of visits to the SHS website (www.sagessehs.edu.lb).

Baseline: 2014 – 2015

Number of visits to the SHS website: NA⁹

- g. an increase of 50% in the number of log ins to the SHS information system (SIS), Skoolee, by parents and students.

Baseline: 2014 – 2015

Number of log ins to the SHS SIS by parents: 2937 (Rate of 3.1 per family)

Number of log ins to the SHS SIS by students: 3363 (Rate of 4.1 per student¹⁰)

- h. an increase of 50% in the number of SHS social media, *YouTube, Facebook, LinkedIn, and Twitter*, followers.

Baseline: 2014 – 2015

Total number of SHS social media followers: 2747

Social Media	# of followers
YouTube	1
Facebook - Hikmeh Ain Saade	840
Facebook – Sagesse High School Alumni Group	802
Twitter	232
LinkedIn	872

⁹ The SHS website traffic was not activated for the base line 2014 – 2015. The traffic data collection was activated as of 2015 – 2016 academic year.

¹⁰ Pre-school and Lower Elementary Division students have been excluded from the gathered data

Organizational Capacity Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments:			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school to be able to achieve the desired levels of student performance?	X	
Comments:			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is a baseline year in which the data sets for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
6	Are disaggregated data included when appropriate?	NA	
Comments:			

		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Organizational Capacity Objective #1:
None

Organizational Capacity Objective #2: As submitted by the school – Schoolwide
By the year 2023, Sagesse High School’s administrative board along with the Physical Education Department will work to facilitate students’ athletic development as measured by the following:

- d. a 60% increase in the renovation and establishment of facilities for sports.**

Baseline: 2014 – 2015

Status of facilities:

Building	# of sports facilities	Description	Status
Preschool	2	a. Outdoor playground b. Indoor playground	Needs renovation In good condition
Block A	3	3) Lower Elementary – Grade 1 covered court 4) Basketball court 5) Upper Elementary playground	Needs renovation Needs renovation Needs renovation
Block B	3	4) Volleyball/Mini-football court 5) Volleyball court 6) Basement court	Needs renovation Under construction Needs renovation
Gymnasium	1	4) Indoor Basketball court 5) Indoor volleyball court 6) Fully equipped gym 7) Indoor mini-football court 8) Multi-purpose activity rooms	Under construction deadline May 2016

If 60 % is accomplished it means 4 out of the 7 sports facilities will be renovated or operational.

- e. an increase in the number of varsity teams from 2 to 7.**

Baseline: 2014 – 2015: 2 Varsity Teams

f. a 50% increase in student involvement in Soccer and Basketball varsity teams.

Baseline: 2014 – 2015:

Percentage of students involved in varsity teams

Varsity Team	Percentage
Soccer	8%
Basketball	3%

g. an increase from 0% to 30% in the support coaching program for gifted students.

Baseline: 2014 – 2015: 0%

Organizational Capacity Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments:			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school to be able to achieve the desired levels of student performance?	X	
Comments:			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team’s visit?	X	
Comments:			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	4) Is a baseline year in which the data sets for each assessment were collected included?	X	
	5) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
6	Are disaggregated data included when appropriate?	NA	
Comments:			

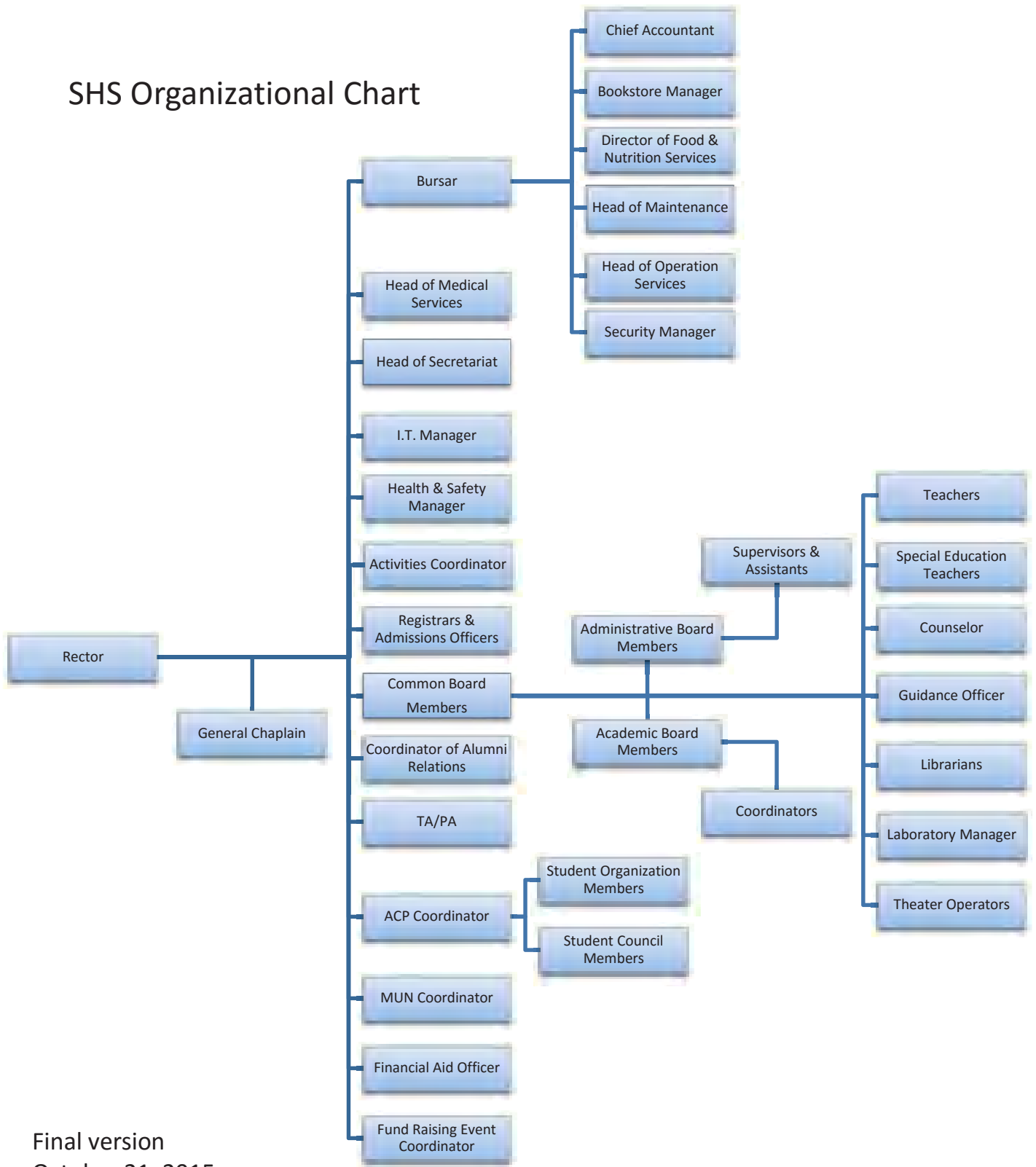
		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Organizational Capacity Objective #2:

None



SHS Organizational Chart



Final version
October 21, 2015