



# **THE FIVE-YEAR REPORT**

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# **FIVE YEAR VISIT**

**to**

# **THE INTERNATIONAL SCHOOL of BRUSSELS**

**Visit Dates: 01, 02 and 03 December 2014**

**Visitors: Jackie Gilbert MSA  
Peter Gittins CIS**

*Based on the 8th Edition of the  
CIS Guide to School Evaluation & Accreditation  
Version: January 2013*

# CONTENTS

Part I	Introduction	4
Part II	Five-Year Review Template	6
Section 1	Looking Back: Context & Process	6
	Looking Back: Progress on Visiting Team Recommendations	7
Section 2	The Present: Action Plans	14
	The Present: Significant Changes & Challenges	15
	The Present: Core Principles	16
Section 3	Looking Forward: The Future	18
Part III	Data Sheet	19
	List of Persons Involved in Compiling the Report	19
	Supporting Documents & Signatures	20
Part IV	Conclusion by Five-Year Visitors	21

# CIS & MSA FIVE-YEAR REVIEW

## PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant changes and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programmes, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

## THE REPORT

As straightforward as the template provided for the Five-Year Review Report may appear, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigour, candour, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

# THE FIVE-YEAR VISIT

CIS and MSA will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted. Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorised its release and usually within four weeks of the visit.

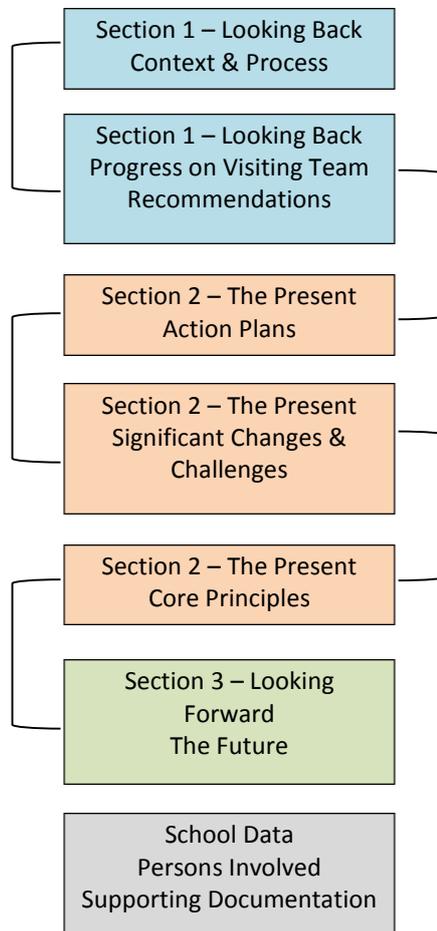
## RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8<sup>th</sup> Edition of the *CIS Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

## REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced:



**PART II**  
**FIVE-YEAR REVIEW TEMPLATE**  
 (NB: Text boxes will expand to accommodate comments)

SECTION 1 – LOOKING BACK: CONTEXT & PROCESS	
<ul style="list-style-type: none"> <li>• Comment on the school’s accreditation and school improvement history and describe how this report was created and who was involved.</li> <li>• Describe any particular challenges encountered in producing the report.</li> </ul>	
SCHOOL COMMENTS	VISITORS’ COMMENTS
<p>ISB has a long history with the Accreditation process and a strong commitment to continuous improvement. In terms of the production of this report, we opted for the relatively simple approach of reconstituting the Steering Committee involved with the most recent full accreditation and with the production of the FRPP. This team reviewed all the documentation and created the Five Year Report using the input of the previous committees and fresh opinions from recent additions to the faculty and staff. The draft report was shared with all faculty and staff and other key stakeholders such as the Family Association and the Student Councils. The process was led by the Assistant Director, Dr. Michael Crowley, with direct support on the curricular sections from Gordon Eldridge, Curriculum Director, and with logistical support from Jessica Franken, PA to the ISB Director and Secretary to the Board.</p>	<p>The International School of Brussels (ISB) was founded in 1951 and originally opened as the American School of Brussels with a student enrolment of 27. The school relocated to its present site - Kattenberg 19 - in the summer of 1953 and, at the time of the Five-Year Visit, enrolled over 1500 students from 70 countries.</p> <p>ISB has a long history with, and commitment to, the accreditation process. The school was first accredited by CIS and MSA in May 1980 and re-accredited in 1989, 1999 and 2009.</p> <p>As indicated in the school’s response, the responsibility for the Five-Year Report was delegated to a reconstituted Steering Committee led by the Assistant Director. The Committee sought input from across the range of school constituencies and the draft report was shared with faculty, staff, the Student Council and Family Association.</p> <p>The Five-Year Report was submitted at the beginning of November 2014 and the document itself provided the Visitors with an insightful and reflective analysis as to where ISB was at this stage in its development. The report itself was comprehensive, well written, clear in its focus and supported by relevant evidence which included the three-year Educational Plan, the ten-year Operational Plan and a number of documents related to the recently held Board Retreat.</p> <p>Prior to the Visit itself, the Director and Visitors participated in a conference call which significantly enhanced the communication between the school and agencies and provided an opportunity for meaningful dialogue in advance of the Visit.</p> <p>The Five-Year Visit took place from the 1<sup>st</sup> through 3<sup>rd</sup> December 2014 inclusive, and was undertaken by two Visitors – one</p>

	<p>representing the Council of International Schools and the other representing the Middle States Association.</p> <p>The report that follows encompasses some reflection on the school's progress related to the Recommendations that stemmed from the 2009 Team Visit and, as would be expected, a more detailed analysis of the school's overall alignment with the Standards &amp; Indicators that constitute the 8<sup>th</sup> Edition protocol.</p>
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**SECTION 1 – LOOKING BACK: PROGRESS ON VISITING TEAM RECOMMENDATIONS**

- Reproduce the Visiting Team’s recommendations verbatim (based on the 7<sup>th</sup> Edition; include all recommendations for Section B Horizontal Reports. i.e. Elementary, Middle and High School, but *exclude* recommendations from the individual subject/learning area Vertical Reports i.e. Mathematics, Science etc.).
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation *C (Completed)*, *IP (In Progress)*, or *R (Rejected)*.
- Offer a rationale/justification for your rating (except for those recommendations which were rated *Completed* at the FRPP stage and which are still considered *Completed*).

SECTION	SCHOOL COMMENTS	RATING		VISITORS’ COMMENTS/RATING	5 Yr.
<b>A</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>	The Visitors endorse the school’s comments related to Section A Recommendation A #1.  Please refer to the comments under Section A of the 8 <sup>th</sup> Edition section of this report for additional comments on the school’s Guiding Statements.	<b>C</b>
	The Visiting Team recommends that the Director, the Board and the Educational Leadership Team continue to explore the significance of inclusivity for the school community as a whole.	<b>C</b>	<b>C</b>		
	<b>Rationale/Justification</b>				
	<p><i>FRPP: We explored this issue further with our community in a recent Parent Survey to which we received a very high level of response. The main area in which “exclusivity” seemed to be identified was in the area of sports, where it was felt that more children needed to be given the opportunity to participate. We therefore conducted a full review of our athletics offerings and developed a new balance between externally competitive selective sports and internally competitive non-selective sports. We have now launched intramural programmes in Elementary, Middle and High Schools and have re-deployed significant resources from our externally competitive programme to support these initiatives.</i></p> <p>In the years since the first response, we decided to focus the attention of the Board and Leadership very directly on our Mission of Inclusion, with all that this implies. In order to do so, we organized a full-day Board Retreat, facilitated by BoardSource, and engaged all Trustees and Leaders in a powerful, frank review of our Mission and its implications. This included a full review of student learning data, to understand the impact of inclusion on overall student performance across different sections of the student community. It also incorporated a review of all related policies and practices; perhaps most significantly, it included a review of the values and beliefs that are of deepest significance to us. In brief, the outcome was an overwhelming re-commitment to being a leading inclusive international school, despite the challenges – financial and otherwise.</p>				
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS’ COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Admissions Office and Section Heads reconsider the admissions policy to ensure that it describes practices that are in line with the ideals expressed in the school’s mission.	<b>IP</b>	<b>C</b>	The Visitors endorse the school’s comments related to Section A Recommendation A #2.  Please refer to the comments under Section A of the 8 <sup>th</sup> Edition section of this report for additional comments on the school’s Guiding Statements.	<b>C</b>
	<b>Rationale/Justification</b>				
	<p><i>FRPP: A discussion has been planned with the Heads to ensure that our admissions policies and practices are better aligned with the ISB Mission, particularly in relation to inclusion. One outcome of this meeting will be clarification on the reasons and circumstances for denying an application to ISB.</i></p>				

As a direct consequence of the Retreat mentioned above, we completely re-wrote our Admissions policy, which is now far more specific about our intention to build and manage a balanced, diverse student community in a very proactive and explicit way. The new admissions policy is assertive about our Mission, rather than simply being a passive list of admissions requirements. It is now being used as a model within the Next Frontier: Inclusion Project, of which ISB is a founding and leading member.				
<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Director, the Board and the Educational Leadership Team continue to explore ways of evaluating the implementation of mission in all school operations.	<b>IP</b>	<b>C</b>	The Visitors endorse the school's comments related to Section A Recommendation #3.  Please refer to the comments under Section A of the 8 <sup>th</sup> Edition section of this report for additional comments on the school's Guiding Statements.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: There is a constant effort to assess ourselves against our mission in everything we do and to improve mission-alignment where it may be lacking. As an example, we are including, as an Appendix, the Director's Agenda which maps out the main goals for the school for the period 2010/12. You will note that the first set of items directly refers to actions to strengthen the alignment of mission and practice.</i></p> <p>It may sound simplistic to repeat it, but reviewing our practice against our Mission is simply part of our DNA.</p>				

**SECTION 1 – LOOKING BACK: PROGRESS ON VISITING TEAM RECOMMENDATIONS**

- Reproduce the Visiting Team’s recommendations verbatim (based on the 7<sup>th</sup> Edition; include all recommendations for Section B Horizontal Reports. i.e. Elementary, Middle and High School, but *exclude* recommendations from the individual subject/learning area Vertical Reports i.e. Mathematics, Science etc.).
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation *C (Completed)*, *IP (In Progress)*, or *R (Rejected)*.
- Offer a rationale/justification for your rating (except for those recommendations which were rated *Completed* at the FRPP stage and which are still considered *Completed*).

SECTION	SCHOOL COMMENTS	RATING		VISITORS’ COMMENTS/RATING	5 Yr.
		FRPP	5 Yr.		
B (ECC)	<b>Recommendation # 1</b>			ISB has developed a process for identifying highly able students and for developing Individual Learning Plans for them that address their unique needs. A framework for acceleration has been completed to guide the selection of appropriate services.  The further development and implementation of the Common Ground Curriculum (CGC) includes differentiated instruction and assessment, thus addressing highly able students’ needs within the established curricular modules and units.  At this time, individualized service beyond what can be offered through the curriculum is in limited demand.	IP
	The Visiting Team recommends that the Early Childhood Centre faculty consider how to develop assessment tools to identify highly able students and provide appropriate stimuli for these students.	IP	IP		
	<b>Rationale/Justification</b>				
	<p><i>FRPP: The educational leadership team has met to review the procedures developed by the gifted and talented taskforce team. Presently a working definition, procedures for identification, guidelines for acceleration and a service model has been accepted for pilot. It will be piloted up through grade three this school year to test the procedures. In all divisions, students who potentially require additional challenge will come through the child study or student study teams.</i></p> <p><i>The ECC Curriculum Accreditation team submitted a strategic plan for improvement in the Self Study document presented to the visiting team. It is within Section B: ECC Curriculum pages 11 and 12. Actions outlined on the improvement plan that are already in progress are:</i></p> <ul style="list-style-type: none"> <li>• <i>Collection of baseline data/assessments in basic literacies to inform teaching/learning</i></li> <li>• <i>Child study team meeting to form ILP for identified gifted child (result of identification via formal Psychological Educational testing)</i></li> <li>• <i>Professional development - summer institute on differentiation with a focus on highly able students, learning support team meetings, and the beginning of professional conversations at first professional development day.</i></li> <li>• <i>Grade level discussions about needs of learners and ways to group highly able learners across grade level classes</i></li> <li>• <i>School wide policy on highly able initiated (see first paragraph).</i></li> <li>• <i>Embedded differentiation activities in our units of study.</i></li> </ul> <p>We have:</p> <ul style="list-style-type: none"> <li>• continued to develop and refine assessments for core learning areas to ensure that they are open ended and allow us to fully identify a student’s skills and knowledge</li> <li>• continued using spreadsheets to track assessment data from assessments and use a coding system to track students and use this for grouping and re-grouping students</li> <li>• continued grouping students across grade levels to provide small group support for highly able students</li> <li>• refined and / or developed continua for all the basic literacies (writing, spelling and</li> </ul>				

mathematics), which extend beyond the grade level expectations for grade 2.				
<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations.	<b>IP</b>	<b>IP</b>	The further development and implementation of CGC N-12 includes horizontal and vertical articulation and is outlined in the Educational Plan (2014-2017).  The plan identifies realistic (yet ambitious) goals for 2017, the present reality of implementation and the "gaps" that need to be addressed to reach the 2014 goals.  Additionally, there is anticipated input from the new Director who will take over in July 2015.  Specifically, the development of continua is a significant step for the ECC along with the professional development provided, addressing Assessment for Learning. The ECC has a draft unit planner and a tool kit of methodologies to teach the units; a concentrated focus on assessment is the next step. The use of iPads has been implemented to explore further possibilities for developmentally - appropriate assessment.	<b>IP</b>
<b>Rationale/Justification</b>				
<p><i><b>FRPP:</b> The school has decided to take a whole-school approach to dealing with all recommendations relating to articulation of curriculum. This is to ensure that we can achieve maximum connections across both subjects and year levels. The school's definition of curriculum includes three components: what we teach, how we teach and how we assess. In moving towards meeting the recommendations relating to curriculum articulation we will be considering all three components of curriculum.</i></p> <p><i>We have added two curriculum development days to our annual calendar, representing two <u>additional</u> working days for faculty. These are in addition to the two professional development days we already had. These two additional days will largely be used to create time for groups of teachers to meet and work on alignment in the three components of curriculum.</i></p> <p><b>1. What we teach</b></p> <p><i>We have drafted a working definition of "an articulated curriculum" to guide our work and presented this to the faculty. This definition will be used to progressively identify key concepts in each area of the curriculum, map our current units against this set of concepts and identify any gaps.</i></p> <p><i>We have initially identified Social Studies as being the area most in need of articulation. We have identified the concepts that will be central to all units of work in Social Studies and have begun meetings with departments and grade level teams to ensure these concepts are embedded in units of work. Some of these meetings are with teams of people within divisions. Other meetings will take place across divisions.</i></p> <p><i>Work in other subject areas is planned for the future.</i></p> <p><b>2. How we teach</b></p> <p><i>We have finalized a set of standards which describe the skills necessary to be an independent learner. Attached to this are a set of key pedagogies that research suggests will help us work towards achievement of both content understanding and key learning skills with our students. We are in the process of designing professional development to support these standards. The standards will also be a key piece of the professional appraisal of teachers.</i></p> <p><b>3. How we assess</b></p> <p><i>In line with our beliefs as a school that deep understanding is our primary learning target and that in building understanding we need to explicitly support students in the development of both a cognitive tool-kit of key learning strategies and the meta-cognitive skills necessary to apply the tool-kit independently, we have drafted a set of criteria which can be used to assess these learning targets. These will be piloted this school year and the feedback collected from teachers will be used to revise them.</i></p> <p>We continue to take a whole school approach to this recommendation through the ongoing development and delivery of the Common Ground Curriculum. The work of articulating curriculum is likely to always be somewhat 'in progress', but in terms of concrete steps we have:</p> <ul style="list-style-type: none"> <li>completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> </ul>				

	<ul style="list-style-type: none"> <li>completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>begun aligning modules with the conceptual standards</li> <li>rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>mapped and published the modules of inquiry across the grades in ECC and ES</li> <li>revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>organized continuing conversations between the middle school and elementary school to discuss curriculum.</li> </ul>				
	<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Head of Early Childhood Center continue to engage the faculty in devising more formative methods of assessment.	<b>IP</b>	<b>IP</b>	The further development and implementation of CGC N-12 includes formative assessment and meaningful, actionable feedback, and is outlined in the Educational Plan (2014-2017).	<b>IP</b>
	<b>Rationale/Justification</b>				
	<p><i>FRPP: The Educational Leadership Team has drafted a revision of the assessment policy which includes specific provisions and strategies related to formative assessment and feedback. The ELT will plan implementation strategies and professional development to ensure the policy becomes a reality in the classroom. ~ Gordon Eldridge</i></p> <p><i>In the ECC the identified goal in the strategic plan for improvement is a focus on ensuring quality assessment pieces within all units of study, including specialists" units. This is presented in the Self Study document within Section B: ECC Curriculum pages 11 and 12.</i></p> <p><i>Actions outlined on the improvement plan that are already in progress are:</i></p> <ul style="list-style-type: none"> <li><i>Map out assessment pathways in the ECC and do gap analysis</i></li> <li><i>ECC set goals at beginning of school year in relation to what is required to improve assessments based on gap analysis.</i></li> <li><i>Develop common tools and formats (For example rubrics and checklists) across the curriculum and document in Atlas Rubicon</i></li> </ul> <p>We have:</p> <ul style="list-style-type: none"> <li>refined and / or developed continua for all the basic literacies (writing, spelling and mathematics), which extend beyond the grade</li> </ul>			<p>The plan identifies realistic (yet ambitious) goals for 2017, the present reality of implementation and the "gaps" that need to be addressed to reach the 2014 goals.</p> <p>Additionally, there is anticipated input from the new Director who will take over in July 2015</p>	

	<p>level expectations for grade 2 and these are being used in conjunction with various ongoing data collection in order to more regular understand our students achievement.</p> <ul style="list-style-type: none"> <li>conducted an assessment for learning workshop with Bambi Betts during our professional develop in 2011-2012 to provide support for teachers in developing formative assessment</li> <li>begun the use of iPad apps that allow students and teachers to capture evidence of learning and progress and reflect back on this within appropriate time frames in order to refine skills and set targets for learning.</li> </ul>				
	<b>Recommendation # 4</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Head of Early Childhood Center and the Early Childhood team reflect on appropriate supervision needs in the central play areas between the classrooms.	<b>C</b>	<b>C</b>	The Visitors endorse the school's comments related to Section B Recommendation #4.	<b>C</b>
	<b>Rationale/Justification</b>				
	<p><i>FRPP: Policy discussed and accepted in all grade level teams. One adult is present at all times to assist and to monitor children in the central space. The central space can be considered an extension of the classroom if doors are opened and the teacher and students have a view of each other. Teachers are required to circulate regularly in areas where students are present.</i></p>				
<b>B (ES)</b>	<b>Recommendation # 5</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations.	<b>IP</b>	<b>IP</b>	<p>The further development and implementation of CGC N-12 includes horizontal and vertical articulation and is outlined in the Educational Plan (2014-2017).</p> <p>The plan identifies realistic (yet ambitious) goals for 2017, the present reality of implementation and the "gaps" that need to be addressed to reach the 2014 goals.</p>	<b>IP</b>
	<b>Rationale/Justification</b>				
	<p><i>FRPP: The school has decided to take a whole-school approach to dealing with all recommendations relating to articulation of curriculum. This is to ensure that we can achieve maximum connections across both subjects and year levels. The school's definition of curriculum includes three components: what we teach, how we teach and how we assess. In moving towards meeting the recommendations relating to curriculum articulation we will be considering all three components of curriculum. We have added two curriculum development days to our annual calendar. These are in addition to the two professional development days we already had. These two additional days will largely be used to create time for groups of teachers to meet and work on alignment in the three components of curriculum.</i></p> <p><b>1. What we teach</b></p> <p><i>We have drafted a working definition of "an articulated curriculum" to guide our work and presented this to the faculty. This definition will be used to progressively identify key concepts in each area of the curriculum, map our current units against this set of concepts and identify any gaps. We have initially identified Social Studies as being the area most in need of articulation. We have identified the concepts that will be central to all units of work in Social Studies and have begun meetings with departments and grade level teams to ensure these concepts are embedded in units of work. Some of these meetings are with teams of people within divisions. Other meetings will take place across divisions. Work in other subject areas is planned for the future.</i></p> <p><b>2. How we teach</b></p>				
	<p>Additionally, there is anticipated input from the new Director who will take over in July 2015.</p>				

	<p><i>We have finalized a set of standards which describe the skills necessary to be an independent learner. Attached to this are a set of key pedagogies that research suggests will help us work towards achievement of both content understanding and key learning skills with our students. We are in the process of designing professional development to support these standards. The standards will also be a key piece of the professional appraisal of teachers.</i></p> <p><b>3. How we assess</b></p> <p><i>In line with our beliefs as a school that deep understanding is our primary learning target and that in building understanding we need to explicitly support students in the development of both a cognitive tool-kit of key learning strategies and the meta-cognitive skills necessary to apply the tool-kit independently, we have drafted a set of criteria which can be used to assess these learning targets. These will be piloted this school year and the feedback collected from teachers will be used to revise them.</i></p> <p><i>An ES/MS transition team has been established to review the processes, collaboration and communication for the move from Grade 6 to Grade 7.</i></p> <p>We continue to take a whole school approach to this recommendation through the ongoing development and delivery of the Common Ground Curriculum. The work of articulating curriculum is likely to always be somewhat ‘in progress’, but in terms of concrete steps we have:</p> <ul style="list-style-type: none"> <li>• completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>• completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>• begun aligning modules with the conceptual standards</li> <li>• rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>• refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum.</li> </ul>											
	<table border="1"> <tr> <td data-bbox="300 1995 737 2033"><b>Recommendation # 6</b></td> <td data-bbox="737 1995 847 2033"><b>FRPP</b></td> <td data-bbox="847 1995 943 2033"><b>5 Yr.</b></td> </tr> <tr> <td data-bbox="300 2033 737 2101">The Visiting Team recommends that the Elementary School Head</td> <td data-bbox="737 2033 847 2101"><b>IP</b></td> <td data-bbox="847 2033 943 2101"><b>IP</b></td> </tr> </table>	<b>Recommendation # 6</b>	<b>FRPP</b>	<b>5 Yr.</b>	The Visiting Team recommends that the Elementary School Head	<b>IP</b>	<b>IP</b>	<table border="1"> <tr> <td data-bbox="943 1995 1380 2033"><b>VISITORS' COMMENTS/RATING</b></td> <td data-bbox="1380 1995 1474 2033"><b>5 Yr.</b></td> </tr> <tr> <td data-bbox="943 2033 1380 2101">ISB has developed a process for identifying gifted students and for</td> <td data-bbox="1380 2033 1474 2101"><b>IP</b></td> </tr> </table>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>	ISB has developed a process for identifying gifted students and for	<b>IP</b>
<b>Recommendation # 6</b>	<b>FRPP</b>	<b>5 Yr.</b>										
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<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>											
ISB has developed a process for identifying gifted students and for	<b>IP</b>											

<p>and faculty continue their efforts to identify particularly gifted students and develop strategies to challenge them with appropriate learning goals</p>			<p>developing Individual Learning Plans for them that address their unique needs. A framework for acceleration has been completed to guide service options.</p>	
<p><b>Rationale/Justification</b></p>				
<p><i>FRPP: The educational leadership team has met to review the procedures developed by the gifted and talented taskforce team. Presently a working definition, procedures for identification, guidelines for acceleration and a service model has been accepted for pilot. It will be piloted up through grade four this school year to test the procedures. In all divisions, students who potentially require additional challenge will come through the child study or student study teams.</i></p> <p><i>A key ES goal for the coming year is Challenging All Students, as aligned with our mission of inclusion, challenge and success. There is a particular focus on challenging the highly able. Focus areas include assessment, feedback, questioning, goal setting and cluster grouping.</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• used internal assessments and standardized testing to identify gifted students</li> <li>• where appropriate pulled these students together to explore the curriculum in further depth</li> <li>• used the revised unit planners to identify extension opportunities</li> <li>• systematized students' personal goals in conjunction with extension opportunities, that are tracked and amended as needed throughout the school year.</li> </ul>			<p>The further development and implementation of the Common Ground Curriculum (CGC) includes differentiated instruction and assessment, thus addressing gifted students' needs within the established curricular modules and units.</p> <p>At this time, individualized service beyond what can be offered through the curriculum is in limited demand.</p>	
<p><b>Recommendation # 7</b></p>	<p><b>FRPP</b></p>	<p><b>5 Yr.</b></p>	<p><b>VISITORS' COMMENTS/RATING</b></p>	<p><b>5 Yr.</b></p>
<p>The Visiting Team recommends that the Elementary faculty continue to coordinate and develop their strategies for formative assessment and feedback.</p>	<p><b>IP</b></p>	<p><b>IP</b></p>	<p>The further development and implementation of CGC N-12 includes formative assessment and meaningful, actionable feedback and is outlined in the Educational Plan (2014-2017).</p>	<p><b>IP</b></p>
<p><b>Rationale/Justification</b></p>				
<p><i>FRPP: The educational leadership team has drafted a revision of the assessment policy which includes specific provisions and strategies related to formative assessment and feedback. The ELT will plan implementation strategies and professional development to ensure the policy becomes a reality in the classroom.</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• identified formative assessment opportunities in the newly developed unit planners that are aligned with the unit objectives. These assessments are intended to provide both teachers and the students with insight into the progress the student is making.</li> <li>• ensured assessments have accompanying rubrics to aid the student in understanding expectations and assist teachers in giving objective feedback.</li> <li>• Begun using google docs and its comment feature to allow teachers to provide formative feedback on identified pieces of work.</li> </ul>			<p>The plan identifies realistic (yet ambitious) goals for 2017, the present reality of implementation and the "gaps" that need to be addressed to reach the 2014 goals.</p> <p>Additionally, there is anticipated input from the new Director who will take over in July 2015.</p> <p>Specifically, the ES focus on assessment includes the use of rubric and most importantly looks at growth and not just achievement. The use of google docs is a useful tool for providing timely feedback to students.</p>	

<b>B (MS)</b>	<b>Recommendation # 8</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations.	<b>IP</b>	<b>IP</b>	As indicated in the school's response to Recommendation B #8, the matter of curriculum articulation is a whole-school issue and one that the school has rightly considered as being, 'In Progress.'	<b>IP</b>
	<b>Rationale/Justification</b>			Work in the area of articulation is clearly aligned to the ongoing development of the CGC and to a number of specific action points which have been identified in the Educational Plan, e.g. mapping existing modules and reviewing content against the established criteria.	
	<p><i><b>FRPP:</b> The school has decided to take a whole-school approach to dealing with all recommendations relating to articulation of curriculum. This is to ensure that we can achieve maximum connections across both subjects and year levels. The school's definition of curriculum includes three components: what we teach, how we teach and how we assess. In moving towards meeting the recommendations relating to curriculum articulation we will be considering all three components of curriculum.</i></p> <p><i>We have added two curriculum development days to our annual calendar. These are in addition to the two professional development days we already had. These two additional days will largely be used to create time for groups of teachers to meet and work on alignment in the three components of curriculum.</i></p> <p><b>1. What we teach</b></p> <p><i>We have drafted a working definition of "an articulated curriculum" to guide our work and presented this to the faculty. This definition will be used to progressively identify key concepts in each area of the curriculum, map our current units against this set of concepts and identify any gaps.</i></p> <p><i>We have initially identified Social Studies as being the area most in need of articulation. We have identified the concepts that will be central to all units of work in Social Studies and have begun meetings with departments and grade level teams to ensure these concepts are embedded in units of work. Some of these meetings are with teams of people within divisions. Other meetings will take place across divisions. Work in other subject areas is planned for the future.</i></p> <p><b>2. How we teach</b></p> <p><i>We have finalized a set of standards which describe the skills necessary to be an independent learner. Attached to this are a set of key pedagogies that research suggests will help us work towards achievement of both content understanding and key learning skills with our students. We are in the process of designing professional development to support these standards. The standards will also be a key piece of the professional appraisal of teachers.</i></p> <p><b>3. How we assess</b></p> <p><i>In line with our beliefs as a school that deep understanding is our primary learning target and that in building understanding we need to explicitly support students in the development of both a cognitive tool-kit of key learning strategies and the meta-cognitive skills necessary to apply the tool-kit independently, we have drafted a set of criteria which can be used to assess these learning targets. These will be piloted this school year and the feedback collected from teachers will be used to revise them.</i></p> <p>We continue to take a whole school approach to this recommendation through the ongoing development and delivery of the Common Ground Curriculum. The work of articulating curriculum is likely to always be somewhat 'in progress', but in terms of concrete steps we have:</p>				

	<ul style="list-style-type: none"> <li>completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>begun aligning modules with the conceptual standards</li> <li>rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>organized continuing conversations between the middle school and elementary school to discuss curriculum.</li> </ul>			
<b>Recommendation # 9</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Educational Leadership Team put in place the planned school wide policy, designed to meet the needs of higher achieving students.	<b>IP</b>	<b>C</b>	The school has implemented a number of strategies that are designed to meet the needs of higher-achieving students, and these are articulated in the school's response to Recommendation B #9.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: The educational leadership team has met to review the procedures developed by the taskforce team. Presently a working definition, procedures for identification, guidelines for acceleration and service model has been accepted for pilot. It will be piloted up through grade three this school year to test the procedures. At the secondary level acceleration decisions will be reviewed by the leadership team to ensure alignment with the policy. In all divisions, students who potentially require additional challenge will come through the child study or student study teams.</i></p> <p>In Middle School, teachers use technology, flexible grouping and individualized instruction to provide appropriate levels of challenge for all students. The Middle School building has been renovated to provide appropriate learning spaces for all learning profiles. The structure of the Middle School assessment system describes high levels of achievements for all learners to work towards. The implementation of Google Drive and Docs allows students to receive timely, individualized feedback</p>			<p>Noting the above, the school's Mission and the framework of the Common Ground Curriculum, the Visitors endorse the school's response related to B #9.</p>	

	to attain those levels.  Students who need a more specialized program are discussed at Student Study Team to develop individualized programs. The issue of higher achieving students being challenged has not featured as a concern in the Middle School. A wide variety of course choice also allows students to pursue appropriate levels of challenge and interests.				
	<b>Recommendation # 10</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Educational Leadership Team consider alternative benchmarking systems to complement ISA and lead to the use of assessment results in the formal systematic review of curriculum and teaching methodology	<b>IP</b>	<b>C</b>	At the time of the Five-Year Visit, the use of ISA's had been put on hold and the school is currently evaluating what external tool could be used to provide substantial longitudinal data about students' performance.  Whilst noting the above, it was evident that the school is committed to analyzing students' achievement data as a tool to inform decisions about the program and about the students' learning.	<b>C</b>
	<b>Rationale/Justification</b>				
	<i>FRPP: The school has recently piloted MAP as an additional benchmarking tool and is in the process of introducing this. More broadly, the Middle and High Schools are now requiring all teachers to use one, central reporting platform to facilitate a formal, systematic analysis of assessment.</i>  We are committed to internal benchmarking alongside ISA results. Middle and High School are now analyzing data from the aligned assessment system. The data describes how groups of students are progressing on specific, agreed upon learning criteria. Departments are using the data to ensure consistency in assessment across the divisions and to identify areas of strength and areas for development. This data analysis is ongoing. Additionally, departments have common assessments across courses which are cross moderated. This data informs assessment revisions and curriculum development. Since the new grading system is aligned with the IB 1 to 7 scale, we can also now benchmark student data against external IB results.			For the purpose of this report, the Visitors endorse the school's rating for Recommendation B #10 but, as articulated elsewhere, the school is encouraged to reflect upon how it could further enhance the analysis of data to measure students' progress, as well using this analysis to inform decisions about program and learning.  It is also encouraged to identify the various sources through which such data may best be generated and, in the process, intensify and systematize current efforts in this regard. A decision on the future use of the ISA's and / or the use or not of another standardized achievement testing tool is also encouraged.	
<b>B (HS)</b>	<b>Recommendation # 11</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations.	<b>IP</b>	<b>IP</b>	Refer to the Visitors' comments related to B #8 above which are equally relevant to this Recommendation.	<b>IP</b>
	<b>Rationale/Justification</b>				
	<i>FRPP: The school has decided to take a whole-school approach to dealing with all recommendations relating to articulation of curriculum. This is to ensure that we can achieve maximum connections across both subjects and year levels. The school's</i>				

definition of curriculum includes three components: what we teach, how we teach and how we assess. In moving towards meeting the recommendations relating to curriculum articulation we will be considering all three components of curriculum.

We have added two curriculum development days to our annual calendar. These are in addition to the two professional development days we already had. These two additional days will largely be used to create time for groups of teachers to meet and work on alignment in the three components of curriculum.

**1. What we teach**

We have drafted a working definition of “an articulated curriculum” to guide our work and presented this to the faculty. This definition will be used to progressively identify key concepts in each area of the curriculum, map our current units against this set of concepts and identify any gaps.

We have initially identified Social Studies as being the area most in need of articulation. We have identified the concepts that will be central to all units of work in Social Studies and have begun meetings with departments and grade level teams to ensure these concepts are embedded in units of work. Some of these meetings are with teams of people within divisions. Other meetings will take place across divisions. Work in other subject areas is planned for the future.

**2. How we teach**

We have finalized a set of standards which describe the skills necessary to be an independent learner. Attached to this are a set of key pedagogies that research suggests will help us work towards achievement of both content understanding and key learning skills with our students. We are in the process of designing professional development to support these standards. The standards will also be a key piece of the professional appraisal of teachers.

**3. How we assess**

In line with our beliefs as a school that deep understanding is our primary learning target and that in building understanding we need to explicitly support students in the development of both a cognitive tool-kit of key learning strategies and the meta-cognitive skills necessary to apply the tool-kit independently, we have drafted a set of criteria which can be used to assess these learning targets. These will be piloted this school year and the feedback collected from teachers will be used to revise them.

We continue to take a whole school approach to this recommendation through the ongoing development and delivery of the Common Ground Curriculum. The work of articulating curriculum is likely to always be somewhat ‘in progress’, but in terms of concrete steps we have:

- completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.
- completed a rough draft of the conceptual standards and benchmarks for the social studies
- begun aligning modules with the conceptual standards
- rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)
- refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6

	<ul style="list-style-type: none"> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum</li> </ul>			
<b>Recommendation # 12</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the ELT explore ways to facilitate more regular horizontal discussions of curriculum within the HS.	<b>IP</b>	<b>C</b>	In terms of the 7 <sup>th</sup> Edition aspect of this report, Recommendation B #12 has been completed, but clearly work in this regard is ongoing and directly related to the implementation of the CGC.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i><b>FRPP:</b> The school has decided to take a whole-school approach to dealing with all recommendations relating to articulation of curriculum. This is to ensure that we can achieve maximum connections across both subjects and year levels. The school's definition of curriculum includes three components: what we teach, how we teach and how we assess. In moving towards meeting the recommendations relating to curriculum articulation we will be considering all three components of curriculum. We have added two curriculum development days to our annual calendar. These are in addition to the two professional development days we already had. These two additional days will largely be used to create time for groups of teachers to meet and work on alignment in the three components of curriculum.</i></p> <p><b>1. What we teach</b></p> <p><i>We have drafted a working definition of "an articulated curriculum" to guide our work and presented this to the faculty. This definition will be used to progressively identify key concepts in each area of the curriculum, map our current units against this set of concepts and identify any gaps.</i></p> <p><i>We have initially identified Social Studies as being the area most in need of articulation. We have identified the concepts that will be central to all units of work in Social Studies and have begun meetings with departments and grade level teams to ensure these concepts are embedded in units of work. Some of these meetings are with teams of people within divisions. Other meetings will take place across divisions. Work in other subject areas is planned for the future.</i></p> <p><b>2. How we teach</b></p> <p><i>We have finalized a set of standards which describe the skills necessary to be an independent learner. Attached to this are a set of key pedagogies that research suggests will help us work towards achievement of both content understanding and key learning skills with our students. We are in the process of designing professional development to support these standards. The standards will also be a key piece of the professional appraisal of teachers.</i></p> <p><b>3. How we assess</b></p> <p><i>In line with our beliefs as a school that deep understanding is our primary learning target and that in building understanding we need to explicitly support students in the development of both a cognitive tool-kit of key learning strategies and the meta-cognitive skills necessary to apply the tool-kit independently, we have drafted a set of criteria</i></p>				

<p>which can be used to assess these learning targets. These will be piloted this school year and the feedback collected from teachers will be used to revise them.</p> <p>The high school has provided significant time in the year to work on horizontal alignment of curriculum. All Departmental Meetings are now focused on learning objectives and curriculum development.</p>				
<b>Recommendation # 13</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Educational Leadership Team continue to develop and implement a strategy for ensuring that exceptionally able students are challenged.	<b>IP</b>	<b>C</b>	As indicated in the Visitors' comments related to the school's Action Plans, the issue of designing strategies to meet the need of exceptionally able students was one of the main themes of the Visiting Team Report.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: The educational leadership team has met to review the procedures developed by the taskforce team. Presently a working definition, procedures for identification, guidelines for acceleration and service model has been accepted for pilot. It will be piloted up through grade three this school year to test the procedures. At the secondary level acceleration decisions will be reviewed by the leadership team to ensure alignment with the policy. In all divisions, students who potentially require additional challenge will come through the child study or student study teams.</i></p> <p>In the High School - 11th and 12th grades - there is sufficient academic and non-academic challenge for those who can be considered as "gifted". Our 10 grade year is currently working towards providing sufficient challenge for gifted students through large curriculum review. A core Humanities course was developed since the last accreditation report, both to provide this level challenge and to become more in line with the school's internal curriculum. A new Integrated Science course was developed for launch in August 2014, and work on the Mathematics curriculum will begin in August 2014.</p>			Discussions with faculty and members of the Leadership Team substantiated the Visitors' opinion that the school has procedures and processes in place – including acceleration if deemed applicable – that enable it to meet the needs of gifted learners, once identified. Clearly, therefore, this Recommendation, and those that are similar to it, have been addressed by the school.	
<b>Recommendation # 14</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Educational Leadership Team promote reflection on assessment with a view to developing a policy to ensure consistency in assessment and grading.	<b>C</b>	<b>C</b>	In the period since the Team Visit, considerable work has taken place across the range of Grades 7 through 12 in the area of assessment. The school has developed and implemented a whole-school Assessment Policy which includes explanations of the purpose of assessment, the principles of assessment and assessment practices.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: Beginning in January 2010 both the MS and HS embarked on a complete review of the assessment policies of both divisions with the goal of a consistent, effective and fair system of assessment and grading. Decisions have been made, with faculty input, on the nature of assessment and grading. At this stage, both schools have agreed to develop a grading scale with clear criteria supported by consistent assessment practices from 7th grade to 12th grade. Time has been dedicated to bringing both divisions together to work collaboratively, ensuring consistency and creating strong links between both divisions of the school. A clear timeline has been developed for this academic year, leading to full implementation of a new grading scale and agreed upon assessment practices by August 2011.</i></p>			In the Middle and High Schools, a grading system which is based on a 1 through 7 scale has been introduced and a formal Middle and High School Assessment and Grading Handbook developed for faculty.	
			In reviewing this document, it was noted that it was last revised in 2011 and, at that time, existed in	

			draft form. Noting the above, a review of both the Assessment Policy and the Middle and High School Assessment Handbook to determine its effectiveness is strongly encouraged.																
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<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>																		
The Visitors noted the school's actions taken in response to Recommendation B #16 and also the fact that the associated initiatives were designed as a short-term project with the intention of soliciting students' input. Students' input is sought in relation to the Advisory Program but clearly this program should be subject to ongoing review of which students' input is an integral part of the whole.	<b>C</b>																		

	<p><i>students described this as a weakness in the program. The 20 minute meetings of Advisory Groups were too short for meaningful work to be achieved, in line with what the program set out to accomplish. It also impacted on the length of the lunch break later in the day, and both students and faculty felt that the shorter lunch had other "knock-on" negative effects. The schedule was adjusted to include 2 x 30 minute advisory meetings to address these concerns.</i></p> <p><i>Student input on a regular basis in relation to the activities that occur in advisories was also a strong response from students. The program now includes advisory reps from each group. Students were required to apply, go through an interview process, show a commitment to the program and be able to display ideas that would have a positive impact on the future of the program. The selected students have already started to work on raising awareness of activities at the beginning of the year and developing new activities that will more actively involve students in the advisory programme.</i></p> <p>This was implemented but was only a one year project to gain student input. Students do continuously have an impact on what happens in their separate advisory groups.</p>		
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**SECTION 1 – LOOKING BACK: PROGRESS ON VISITING TEAM RECOMMENDATIONS**

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SECTION	SCHOOL COMMENTS	RATING		VISITORS’ COMMENTS/RATING	5 Yr.
<b>C</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>	The Visitors endorse the school’s comments in relation to Recommendation C #1 and were of the opinion that the school makes every effort to ensure appropriate stakeholder representation in the decision-making process.	<b>C</b>
	The Visiting Team recommends that the Director review procedures to ensure appropriate representation of stakeholders in consultation to develop educational and financial plans.	<b>C</b>	<b>C</b>		
	<b>Rationale/Justification</b>				
	<i>FRPP: The school has introduced a very comprehensive, mission-focused annual Parent Survey and has already incorporated feedback into the school’s plans. In addition, we are introducing a set of focus groups to canvas parental opinion and a system of student feedback to teachers shaped by our new Teaching and Learning Standards.</i>				
<b>C</b>	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>	A condensed version of Board meeting minutes is available on the ISB website and the Board is fully aware of its role to ensure that members of the school community are made aware of relevant Board decisions.	<b>C</b>
	The Visiting Team recommends that the Board continue to review and improve its procedures for publicizing decisions and deliberations for the school community.	<b>C</b>	<b>C</b>		
	<b>Rationale/Justification</b>				
	<i>FRPP: The Board now publishes a concise report following each Board meeting and a comprehensive Annual Report that includes data on all key performance indicators.</i>				

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<ul style="list-style-type: none"> <li>• Reproduce the Visiting Team’s recommendations verbatim (based on the 7<sup>th</sup> Edition; include all recommendations for Section B Horizontal Reports. i.e. Elementary, Middle and High School, but <i>exclude</i> recommendations from the individual subject/learning area Vertical Reports i.e. Mathematics, Science etc.).</li> <li>• Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).</li> <li>• Rate the school’s response to the recommendation at this point in time. You may rate a recommendation <i>C (Completed)</i>, <i>IP (In Progress)</i>, or <i>R (Rejected)</i>.</li> <li>• Offer a rationale/justification for your rating (except for those recommendations which were rated <i>Completed</i> at the FRPP stage and which are still considered <i>Completed</i>).</li> </ul>					
SECTION	SCHOOL COMMENTS	RATING		VISITORS’ COMMENTS/RATING	5 Yr.
D	<b>Recommendation # 1</b>	FRPP	5 Yr.	<p>In a school environment soliciting stakeholders’ input as part of the decision-making process, where applicable, it is an ongoing process and one that is encouraged at ISB.</p> <p>The school’s own analysis related to Recommendation D #1 provides specific examples of the fora where input is sought, and these are indicative of a school that seeks and values input from across the range of constituencies.</p> <p>The fact that endeavors of this type will never be perfect, despite all the best intentions, is recognized, and the school is simply encouraged to continue its work in seeking relevant feedback and input where applicable.</p>	IP
	The Visiting Team recommends that the Director and Educational Leadership Team consider how to include wider representation of stakeholders in future reviews and consultative processes.	IP	IP		
	<b>Rationale/Justification</b>				
<p><i>FRPP: While rating this as “in progress” we also question whether the recommendation is necessarily a useful one. While we obviously recognize the need to have our directions communicated we would also point out that:</i></p> <ul style="list-style-type: none"> <li>• <i>the Director and his team meet on a very regular basis with the Family Association Executive Committee, the Family Association Operations Team, an elected Works Council which represents all categories of employees, an elected Healthy and Safety Committee, and a Board of 20 carefully selected and highly skilled Trustees.</i></li> <li>• <i>Each School Head works closely with his/her own faculty and staff and liaises regularly with the Student Council for that division.</i></li> <li>• <i>We also hold annual surveys of all parents.</i></li> </ul> <p><i>Given the above we’re not exactly sure how much wider the representation could be.</i></p> <p>Stakeholder consultation is always on our minds and will never be perfect.</p>					
	<b>Recommendation # 2</b>	FRPP	5 Yr.	<b>VISITORS’ COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Educational Leadership Team maintain its commitment to have all staff working with English language learners obtain the necessary training to meet the needs of the students.	IP	C	<p>ISB is committed to providing relevant training to faculty members in order to equip them with the skills to facilitate the language learning needs of students in mainstream classes. Work in this regard has been extensive and includes training in the area of Teaching Young Children in English in Multilingual Contexts and Literacy for Learning. Advanced training of the faculty wishing to further develop their skills related to language learning has also been offered and the take-up has been significant.</p>	C
	<b>Rationale/Justification</b>				
<p><i>FRPP: We have designed new standards for teachers which include the standard Language for Learning and we provide considerable professional development to make this a reality.</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• continued to offer basic training to new and continuing teachers in working with English language learners. Our entire ES and MS faculties have been trained as have significant numbers of teachers in the other two divisions.</li> <li>• continued to offer advanced training in this area to those teachers who want to further develop their skill set in relation to this. Around</li> </ul>					

<p>35 teachers have now received this advanced training.</p> <ul style="list-style-type: none"> <li>both courses are aligned with our Language for Learning Standards and will continue to be offered on an ongoing basis to ensure all faculty have the opportunity for training.</li> </ul>				
<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Human Resources Department find a way of safeguarding personnel records against fire in keeping with an earlier recommendation from the accrediting agency (MSA).	<b>IP</b>	<b>N</b>	The Visitors endorse the school's comments related to Recommendation D #3 and endorse the school's stated intention to revisit the issue once the relevant framework has been changed to use WORM technology.	<b>IP</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: All personnel files of former personnel are held in a secure warehouse off-site. For existing personnel, there are two originals: one at the school and one with the employee. Most records are now stored electronically on the server where copies are made daily with offsite backups. We hold no original diplomas or certificates belonging to employees. Unfortunately, a truly fireproof cupboard is so heavy that the Château floors cannot support it. An investigation is under way to identify the most fireproof cabinet that can be accommodated in our offices and will be purchased in the near future.</i></p> <p>It turned out that every cupboard able to withstand fire for more than 30 minutes would be too heavy upstairs. We are expecting a change in Belgian law shortly that will allow us to "digitalize" entirely our personnel records with legal value on the basis of WORM technology ("you can read the document, but not change it"). We plan to do this as soon as we can, as there are huge efficiencies to be gained (documents cannot ever again be lost with OCR capabilities).</p>				
<b>Recommendation # 4</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Human Resources Department and Works Council review and update the Staff and Faculty Handbook.	<b>C</b>	<b>C</b>	The Staff and Faculty Handbook has been reviewed and is updated on an annual basis. In reading the relevant documentation, the Visitors were impressed by the depth of coverage and the detail that appeared in the relevant appendixes.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: The HR department and the Works Council have collaborated on a comprehensive review of the Staff and Faculty Handbook which is to be formally approved in November 2010.</i></p> <p>It is now updated annually during the summer by the HR team.</p>				
<b>Recommendation # 5</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Human Resources Department and Works Council make available to staff, through Staff and Faculty Handbook, procedures necessary for all forms of grievances (sic).	<b>C</b>	<b>C</b>	Details of the Grievance Procedures are outlined in the Staff and Faculty Handbook and the applicable procedures were developed by the school in consultation with the Works Council.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: Grievance procedures are an integral part of the revised Handbook.</i></p>				
<b>Recommendation # 6</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>

	<p>The Visiting Team recommends that the Educational Leadership Team ensure that the “Learning, Teaching and Leading at ISB” appraisal be fully implemented and the Works Council aim to finalize the "draft" version within its projected timeline.</p>	<b>C</b>	<b>C</b>	<p>In terms of Recommendation D #6, the appraisal tool that existed at the time of the Team Visit had been formalized by the time of the First Report on Progress &amp; Planning.</p>	<b>C</b>
	<p><b>Rationale/Justification</b></p>			<p>It should also be noted that the overall focus on appraisal has moved to a self-directed professional learning model – the details of which are articulated in Section D of the 8<sup>th</sup> Edition section of this report.</p>	
	<p><i>FRPP: All work on the appraisal system has been completed including the revised, post-pilot year Standards for Learning and Teaching which form the criteria for the appraisal system. The system is now fully operational.</i></p> <p>We have now moved from a traditional “appraisal system” to a supervised, personal professional development plan managed by the teacher, which has now been explained and implemented in all Divisions. The system is detailed in the Employee Handbook.</p>				

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SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING 5 Yr.	
<b>E</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>	The Visitors endorse the school's response to Recommendation E #1.	<b>C</b>
	The Visiting Team recommends that the Learning Support department and Educational Leadership Team maintain its commitment to developing and implementing a Gifted and Talented program within the scheduled timeline.	<b>C</b>	<b>C</b>		
	<b>Rationale/Justification</b>				
	FRPP: <i>The project team charged with this task has completed its work and we are now moving into comprehensive implementation.</i>  Implementation continues to move forward and plans for supporting students who are highly able are adjusted annually according to identified student needs.				
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING 5 Yr.</b>	
	The Visiting Team recommends that the Educational Leadership Team continue to examine the allocation of counsellors within each of the school's divisions to ensure adequate student to counsellor ratios.	<b>IP</b>	<b>IP</b>	The school has further evaluated its counseling needs and is currently in the process of hiring a full-time Elementary Counselor in order to have staffing that meets professional guidelines in all divisions for the 2015-2016 school year.	<b>IP</b>
	<b>Rationale/Justification</b>				
	FRPP: <i>Within the past year we have added a full-time Educational Psychologist/Head of Guidance and Counselling, an additional full-time counsellor in the Middle School and an additional full-time counsellor in the Elementary School.</i>  We have improved counselor ratios further with the addition of an Early Childhood and additional high school counselor, so that 3 of 4 divisions fall within recommendations for optimal ratios for school and college counselors.				
	<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING 5 Yr.</b>	
	The Visiting Team recommends that the Health Center review, with the Educational Leadership Team, its policy concerning medical provider-patient confidentiality and determine which members of faculty and staff have a right to "need- to-	<b>IP</b>	<b>IP/C Complete in Sept. 2014</b>	The Visitors endorse the school's response to Recommendation E #3.	<b>IP</b>

know" information.					
<b>Rationale/Justification</b>					
<p><b>FRPP:</b> <i>We have revised the Application Form to include key medical information. Important "need-to-know" information is completed by the compiled by the chief medical professional and distributed to the Heads of school, prior to the student starting school.</i></p> <p>A new system has been developed using Power School that allows pertinent, confidential medical information to be seen in real time by teachers who work with that student. Information has been entered by ISB medical professionals initially and will be updated by parents through a portal annually, and tracked by the health office.</p>					
<b>Recommendation # 4</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>		
			<b>5 Yr.</b>		
The Visiting Team recommends that the Admissions department examine ways to ascertain that all students' medical records are on file prior to their enrolment.	<b>IP</b>	<b>IP</b>	The Visitors endorse the school's response to Recommendation E #4.		<b>IP</b>
<b>Rationale/Justification</b>					
<p><b>FRPP:</b> <i>The admissions process has been revised. The key medical information is now incorporated into the Application Form itself, and therefore must be received in advance of offering a place. The school is also arranging for the school doctor to be available at the school for medical examinations for the week prior to the opening of the school year.</i></p> <p>Admissions procedure has been further revised. Medical forms are a "Step 3" document, and are collected once a student has been accepted and offered a place at the school. Medical information must be filed with the school prior to the students' first day of attendance. We continue to work toward full implementation of this procedure.</p>					
<b>Recommendation # 5</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>		
			<b>5 Yr.</b>		
The Visiting Team recommends that the Educational Leadership Team investigate options for Health Center coverage prior to the start of the class day.	<b>C</b>	<b>C</b>	The Visiting Team endorses the school's response to Recommendation E #5.		<b>C</b>
<b>Rationale/Justification</b>					
<p><b>FRPP:</b> <i>The only events prior to the school day are sports practices. All coaches are first-aid trained and have access to an emergency number in case of more serious injuries. The chief medical professional is on campus from 07:00 as a backup.</i></p> <p>Coaches have updated first aid kits prepared by the health office.</p> <p>The chief medical professional is available on campus from 8:00-4:00.</p>					

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F	<b>Recommendation # 1</b>	FRPP	5 Yr.	Discussions with the members of the Board, Director and Finance Manager, indicated that plans related to extending the current lease – which expires in 2036 – have been finalized and submitted to the landlord. In relation to same, the intention is to secure a 99-year lease and, in the process, renegotiate a number of current clauses that are contained in the current agreement.	IP
	The Visiting Team recommends that the Board continue to negotiate extension of the land lease contract in support of the extensive campus renovation.	C	C		
	<b>Rationale/Justification</b>				
	<p><i>FRPP: The Board investigated this possibility but judged it to be an unwise investment given the additional costs demanded by the landlord. It was decided that the school would re-negotiate ten years prior to the expiry of the lease.</i></p> <p>After extensive, exhaustive negotiations regarding buy vs lease we are now ready to conclude a deal within the next 6 months, 22 years before the expiry of the current lease.</p>				
	<b>Recommendation # 2</b>	FRPP	5 Yr.	Work in relation to Recommendation F #2 remains ongoing.	IP
	The Visiting Team recommends that the Facilities and Services Director consider acceleration of the change to green buses.	IP	IP		
	<b>Rationale/Justification</b>				
	<p><i>FRPP: The school has developed a comprehensive Mobility Plan as an integral component of the Common Ground Campus Project. This includes the development of two “kiss &amp; ride” systems in our two major car parks for student drop-off at the beginning of school. These were launched successfully in August 2010 and have reduced the number of cars needing to park by around 200 cars/day.</i></p> <p><i>The second phase is a comprehensive overhaul of our entire bussing system, the main goal being to encourage more students to use the busses. Plans include pay-per-ride options, zonal pricing and the use of “smartcard” technology for payment and attendance. Plans also include an optimum number of green buses and GPS systems on every bus so that parents can always track where their children’s bus is at any given time.</i></p> <p><i>We are in extended discussions with the bus company that provides all of our services and are pursuing this project as a very exciting joint venture that could be replicated at other international schools.</i></p> <p>We have added adapted several more large buses but have not yet completed the fleet.</p>				
	<b>Recommendation # 3</b>	FRPP	5 Yr.	This Recommendation has been satisfactorily addressed and the results reported to both agencies in the form of a Special Report that was duly accepted.	C
	The Visiting Team recommends that the Security Committee ensure response to the issues raised in this report regarding emergency evacuation procedures, including plans for notification of parents and	C	C		
				As indicated by the school in its	

alternative relocation of students in case a full evacuation should be required.			own response, given the redesign that has taken place in the Elementary School, which includes the addition of glass walls, a review of current procedures has been necessitated and is currently in progress.	
<b>Rationale/Justification</b>				
<p><i>FRPP: All emergency procedures have been reviewed and weaknesses addressed as communicated in the Special Report sent to CIS and MSA in advance of this First Report and already accepted by both agencies.</i></p> <p>We are addressing needed changes to procedures due to the redesign of our buildings and the addition of glass walls.</p>				
<b>Recommendation # 4</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that the Facilities and Services Director ensure that the rules for access to and use of school resources be well communicated to all members of the school community and other users.	<b>IP</b>	<b>IP</b>	Whilst policies currently exist that relate to the use of school resources, the school has engaged a consultant whose brief is to develop a comprehensive strategy that relates to the use of the campus by outside groups.	<b>IP</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: We are developing a new policy that covers all aspects of the use of school resources.</i></p> <p>We have policies for use by staff for personal use and have policies for outside use of sports fields. We currently have a consultant who is developing a strategy for a more comprehensive approach to campus use by outside groups.</p>				
<b>Recommendation # 5</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
The Visiting Team recommends that, in line with the all-inclusive mentality in the school, a better study for the provision and installation of proper facilities to create more accessibility to physically impaired users of the facility.	<b>IP</b>	<b>C</b>	The Visitors endorse the school's rating of completed in relation to Recommendation to F #5.	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: As an integral element of the comprehensive rebuilding of our campus we are ensuring that the school meets the highest standards for accessibility for all users.</i></p> <p>We brought in an accessibility consultant who oversaw the design of our new HS (opened 2013) and ensured a high standard of accessibility, e.g. surfaces and braille signage. They have also made recommendations for improving walkways, hallways and stairs around the campus which we are currently implementing. The study is complete.</p>				

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<b>G</b>	<b>Recommendation # 1</b>	<b>FRPP</b>	<b>5 Yr.</b>	The Visitors endorse the school’s response to Recommendation G#1. Additionally, students and the Family Association President reported that the leadership and staff is approachable and open to suggestions and recommendations.	<b>C</b>
	The Visiting Team recommends that the Director and Educational Leadership Teams consider ways to solicit multiple perspectives when making decisions that affect student life.	<b>C</b>	<b>C</b>		
	<b>Rationale/Justification</b>				
	<p><i>FRPP: While rating this as “in progress” we also question whether the recommendation is necessarily a useful one. While we obviously recognize the need to have our directions communicated we would also point out that :</i></p> <ul style="list-style-type: none"> <li>• <i>the Director and his team meet on a very regular basis with the Family Association Executive Committee, the Family Association Operations Team, an elected Works Council which represents all categories of employees, an elected Healthy and Safety Committee, and a Board of 20 carefully selected and highly skilled Trustees.</i></li> <li>• <i>Each School Head works closely with his/her own faculty and staff and liaises regularly with the Student Council for that division.</i></li> <li>• <i>We also hold annual surveys of all parents.</i></li> </ul> <p><i>Given the above we’re not exactly sure how much wider the representation could be.</i></p>				
	<b>Recommendation # 2</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS’ COMMENTS/RATING</b>	<b>5 Yr.</b>
	The Visiting Team recommends that the Director and Educational Leadership Teams continue to investigate ways of ensuring that information and communication go hand in hand in the interest of better understanding with parents in general.	<b>IP</b>	<b>C</b>	The Visitors endorse the school’s response to Recommendation G# 2. Additionally, the President of the Family Association reported that the approachability of the leadership was a strength of the school. She also commented on a need for greater communication regarding students’ progress and, in particular, increased access to PowerSchool.	<b>C</b>
	<b>Rationale/Justification</b>				
	<p><i>FRPP: In our recent Parent Survey to which we received 600 responses (out of 923 families), our communications systems received a „satisfied/extremely satisfied” rating of 85.6% which we consider to be high. In addition to our current systems we are now adding new services, for example, an SMS system for the rapid communication of any urgent information e.g. snow days, emergency closures, campus evacuations.</i></p> <p>The major response to this has been the launch of the Community Portal, designed to specifically address some of the issues raised in the Self Study. The goal of the Community Portal is to provide parents with a one-stop, single login access to all pertinent school information and communications that they need. The first two phases of this project have been completed this year and phase 3 - personalized access to</p> <p>Further, ‘Community,’ has been identified as one of the four Building Blocks of the school and is a Board/Leadership focus area for growth and improvement.</p>				

<p>information - is planned for next year. We continue with our parent surveys as well, now including staff in the response pool.</p> <p>At the divisional level, the High School has instituted regular Roundtable Table discussions for parents, workshops when we have major changes (such as Assessment and Grading) and bi-weekly High School Updates.</p> <p>The ECC and ES have been working on parent information sessions covering developmental issues relevant to these school age children and importantly, informing them of policies and recommendations around use of technology for example.</p>				
<b>Recommendation # 3</b>	<b>FRPP</b>	<b>5 Yr.</b>	<b>VISITORS' COMMENTS/RATING</b>	<b>5 Yr.</b>
<p>The Visiting Team recommends that the Head of High School promote reflection with faculty on the appropriate amount of supervision for students outside of scheduled lessons in order to develop written guidelines about faculty supervisory roles.</p>	<b>IP</b>	<b>C</b>	<p>The Visitors endorse the school's response to Recommendation G #3. The glass walls and common spaces provide significantly increased visibility and transparency in the High School building.</p>	<b>C</b>
<b>Rationale/Justification</b>				
<p><i>FRPP: An online sign up system has been developed allowing teachers greater flexibility around schedules. The High School Head is working with the Assistant Heads to develop clear guidelines and agreements on expectations regarding different tasks (lunch supervision, bus duty, etc).</i></p> <p>For official break times such as recess and lunch, HS Teachers have assigned supervision duties. Faculty assign duties to themselves using an online registration system. Students in 11th and 12th grade have Study Blocks scheduled in their day. There is not a need for assigned supervision for these times.</p> <p>Our building design ensures visibility at all times and this supports the culture in the High School where all faculty and staff feel that they play a continuous role in student supervision. This understanding was developed through a series of Divisional Meetings since the last CIS Report, where we discussed the roles of all stakeholders in the High School in relation to student supervision.</p>			<p>Students appreciate greatly the opportunity to have the scheduled Study Blocks and appear to use their time productively. Those coming from other schools report not ever imagining they would attend a High School designed like ISB.</p>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
A	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Admissions Office and Section Heads reconsider the admissions policy to ensure that it describes practices that are in line with the ideals expressed in the school's mission</i></p>	<p align="center"><b>Completed</b></p>	
A	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Director, the Board and the Educational Leadership Team continue to explore ways of evaluating the implementation of mission in all school operations</i></p>	<p align="center"><b>Completed</b></p>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
B1	<p><b>Recommendation:</b></p> <p><i>The Visiting Team recommends that the Early Childhood Centre faculty consider how to develop assessment tools to identify highly able students and provide appropriate stimuli for these students</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• continued to develop and refine assessments for core learning areas to ensure that they are open ended and allow us to fully identify a student’s skills and knowledge</li> <li>• continued using spreadsheets to track assessment data from assessments and use a coding system to track students and use this for grouping and re-grouping students</li> <li>• continued grouping students across grade levels to provide small group support for highly able students</li> <li>• refined and / or developed continua for all the basic literacies (writing, spelling and mathematics), which extend beyond the grade level expectations for grade 2</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• complete the reading continuum that we have begun to tracks students reading skills beyond the grade level expectations for grade 2</li> <li>• create tiered assessments for modules of inquiry for Grade 2 and where appropriate for Grade 1</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• A completed reading continuum is in place that allows teachers to map the progression of students reading skills across the grade levels</li> <li>• all modules in the Grade 2 have tiered assessments</li> <li>• teachers feel that the most challenging tier of assessments and the various grouping strategies provide adequate challenge for the most able students</li> </ul>	
B1	<p><b>Recommendation:</b></p> <p><i>The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations</i></p> <p>We continue to take a whole school approach to this recommendation. The work of articulating curriculum is likely to always be somewhat ‘in progress’, but in terms of concrete steps we have:</p>	<p>We will know we have achieved this when the curriculum is comprehensive and redundancies are minimized to maximize student learning</p>	

	<ul style="list-style-type: none"> <li>• completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>• completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>• begun aligning modules with the conceptual standards</li> <li>• rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>• refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum</li> </ul> <p>In continuing to work on whole school articulation of curriculum we will:</p> <ul style="list-style-type: none"> <li>• not change any modules in the 2014-15 school year, but will review gaps and redundancies across the ES and ECC and in the social studies and sciences in the MS and HS</li> <li>• complete the lower school reading continuum, ensuring that the expectations and language of the document articulates across the grade levels from pre-school to grade 6</li> <li>• continue conversations between the middle school and the grade 6 team on curricular connections</li> <li>• continue working on embedding the competencies from the learning standards in modules across the school beginning to make use of the inquiry and language continua to</li> </ul>		
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	<p>ensure they are more clearly articulated across the grades</p> <ul style="list-style-type: none"> <li>• continue making use of the emerging new sets of standards and benchmarks in the sciences and social studies which show more coherent articulation of concepts across the grades to align modules with this progression</li> <li>• begin work on new sets of conceptual standards and benchmarks for other subject areas which will support us in articulating the deepening of understanding across the grade levels.</li> </ul>		
<p><b>B1</b></p>	<p><b>Recommendation:</b></p> <p><i>The Visiting Team recommends that the Head of Early Childhood Center continue to engage the faculty in devising more formative methods of assessment</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• refined and / or developed continua for all the basic literacies (writing, spelling and mathematics), which extend beyond the grade level expectations for grade 2 and this is being used in conjunction with various ongoing data collection in order to more regular understand our students achievement.</li> <li>• conducted an assessment for learning workshop with Bambi Betts during our professional develop in 2011-2012 to provide support for teachers in developing formative assessment</li> <li>• begun the use of iPad apps that allow students and teachers to capture evidence of learning and progress and reflect back on this within appropriate time frames in order to refine skills and set targets for learning</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• Complete the reading continuum that we have begun to develop, ensuring that the children are engaging in the process of reflecting on their learning and progress.</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• A completed reading continuum is in place that allows teachers to map the progression of students reading skills across the grade levels</li> </ul>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
B2	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations</i></p> <p>We continue to take a whole school approach to this recommendation. The work of articulating curriculum is likely to always be somewhat 'in progress', but in terms of concrete steps we have:</p> <ul style="list-style-type: none"> <li>• completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>• completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>• begun aligning modules with the conceptual standards</li> <li>• rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>• refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum</li> </ul> <p>In continuing to work on whole school</p>	<p>We will know we have achieved this when the curriculum is comprehensive and redundancies are minimized to maximize student learning</p>	

	<p>articulation of curriculum we will:</p> <ul style="list-style-type: none"> <li>• not change any modules in the 2014-15 school year, but will review gaps and redundancies across the ES and ECC and in the social studies and sciences in the MS and HS</li> <li>• complete the lower school reading continuum, ensuring that the expectations and language of the document articulates across the grade levels from pre-school to grade 6</li> <li>• continue conversations between the middle school and the grade 6 team on curricular connections</li> <li>• continue working on embedding the competencies from the learning standards in modules across the school beginning to make use of the inquiry and language continua to ensure they are more clearly articulated across the grades</li> <li>• continue making use of the emerging new sets of standards and benchmarks in the sciences and social studies which show more coherent articulation of concepts across the grades to align modules with this progression</li> <li>• begin work on new sets of conceptual standards and benchmarks for other subject areas which will support us in articulating the deepening of understanding across the grade levels.</li> </ul>		
<p><b>B2</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Elementary School Head and faculty continue their efforts to identify particularly gifted students and develop strategies to challenge them with appropriate learning goals</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• used internal assessments and standardized testing to identify gifted students</li> <li>• where appropriate pulled these students together to explore the curriculum in further depth</li> <li>• used the revised unit planners to identify extension opportunities</li> <li>• systematize students' personal goals in conjunction, which are tracked and amended as needed throughout the school year.</li> </ul> <p>We will;</p> <ul style="list-style-type: none"> <li>• continue to evaluate students for the need for extension and monitor the development and achievement of personal learning goals</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• all students are challenged within the outlined curriculum.</li> </ul>	

<p><b>B2</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Elementary faculty continue to coordinate and develop their strategies for formative assessment and feedback</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• identified formative assessment opportunities in the newly developed unit planners that are aligned with the unit objectives. These assessments are intended to provide both teachers and the students with insight into the progress the student is making.</li> <li>• ensured assessments have accompanying rubrics to aid the student in understanding expectations and assist teachers in giving objective feedback.</li> <li>• Begun using google docs and its comment feature to allow teachers to provide formative feedback on identified pieces of work.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• continue to refine these assessments as needed</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• teachers are able to adjust their instruction and students are able to direct their learning to address weak points identified in formative assessments.</li> </ul>	
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**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
B3	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations</i></p> <p>We continue to take a whole school approach to this recommendation. The work of articulating curriculum is likely to always be somewhat 'in progress', but in terms of concrete steps we have:</p> <ul style="list-style-type: none"> <li>• completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>• completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>• begun aligning modules with the conceptual standards</li> <li>• rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>• refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum</li> </ul> <p>In continuing to work on whole school</p>	<p>We will know we have achieved this when the curriculum is comprehensive and redundancies are minimized to maximize student learning</p>	

	<p>articulation of curriculum we will:</p> <ul style="list-style-type: none"> <li>• not change any modules in the 2014-15 school year, but will review gaps and redundancies across the ES and ECC and in the social studies and sciences in the MS and HS</li> <li>• complete the lower school reading continuum, ensuring that the expectations and language of the document articulates across the grade levels from pre-school to grade 6</li> <li>• continue conversations between the middle school and the grade 6 team on curricular connections</li> <li>• continue working on embedding the competencies from the learning standards in modules across the school beginning to make use of the inquiry and language continua to ensure they are more clearly articulated across the grades</li> <li>• continue making use of the emerging new sets of standards and benchmarks in the sciences and social studies which show more coherent articulation of concepts across the grades to align modules with this progression</li> <li>• begin work on new sets of conceptual standards and benchmarks for other subject areas which will support us in articulating the deepening of understanding across the grade levels</li> </ul>		
<p><b>B3</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team put in place the planned school wide policy, designed to meet the needs of higher achieving students</i></p>	<p><b>Completed</b></p>	
<p><b>B3</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team consider alternative benchmarking systems to complement ISA and lead to the use of assessment results in the formal systematic review of curriculum and teaching methodology</i></p>	<p><b>Completed</b></p>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
B4	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the ISB Educational Leadership Team ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination and that vertical coordination between the sections is given priority in future planning considerations</i></p> <p>We continue to take a whole school approach to this recommendation. The work of articulating curriculum is likely to always be somewhat 'in progress', but in terms of concrete steps we have:</p> <ul style="list-style-type: none"> <li>• completed a draft of a conceptually aligned set of standards and benchmarks for the sciences.</li> <li>• completed a rough draft of the conceptual standards and benchmarks for the social studies</li> <li>• begun aligning modules with the conceptual standards</li> <li>• rewritten some modules to make them more aligned with the conceptual progression including replacing modules at some grade levels ( eg grade 2, grade 3, grade 7 and grade 10)</li> <li>• refined and / or developed continua for all the basic literacies ( writing, reading and spelling) which extend from pre-school to Grade 6</li> <li>• drafted a continuum of inquiry skills to be used from preschool to Grade 12</li> <li>• mapped a published the modules of inquiry across the grades in ECC and ES</li> <li>• revised module planners so that they support horizontal articulation by mapping out clearly how the three types of learning ( conceptual, competency and character) are embedded and dealt with in each module</li> <li>• continued working on assessment systems in the middle and high school so that competencies are being assessed consistently across the grades</li> <li>• organized continuing conversations between the middle school and elementary school to discuss curriculum</li> </ul> <p>In continuing to work on whole school</p>	<p>We will know we have achieved this when the curriculum is comprehensive and redundancies are minimized to maximize student learning</p>	

	<p>articulation of curriculum we will:</p> <ul style="list-style-type: none"> <li>• not change any modules in the 2014-15 school year, but will review gaps and redundancies across the ES and ECC and in the social studies and sciences in the MS and HS</li> <li>• complete the lower school reading continuum, ensuring that the expectations and language of the document articulates across the grade levels from pre-school to grade 6</li> <li>• continue conversations between the middle school and the grade 6 team on curricular connections</li> <li>• continue working on embedding the competencies from the learning standards in modules across the school beginning to make use of the inquiry and language continua to ensure they are more clearly articulated across the grades</li> <li>• continue making use of the emerging new sets of standards and benchmarks in the sciences and social studies which show more coherent articulation of concepts across the grades to align modules with this progression</li> <li>• begin work on new sets of conceptual standards and benchmarks for other subject areas which will support us in articulating the deepening of understanding across the grade levels.</li> </ul>		
<b>B4</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the ELT explore ways to facilitate more regular horizontal discussions of curriculum within the HS.</i></p>	<b>Completed</b>	
<b>B4</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team continue to develop and implement a strategy for ensuring that exceptionally able students are challenged</i></p>	<b>Completed</b>	
<b>B4</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the High School teachers investigate and develop ways to link assessment results to revision of curriculum and teaching methodology</i></p>	<b>Completed</b>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
B - ELD	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the English Language Development team consider how to facilitate effective vertical alignment of curriculum and oversee the implementation of the recommendations that follow</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• adapted a language competency continuum which is continuous from early childhood to ES</li> <li>• begun professional development around how the continuum can be used to track student progress with teachers in the ECC</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• draft a version of the continuum that extends into MS and HS</li> <li>• extend the use of the continuum upwards from the ECC to the other divisions</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• the continuum is complete</li> <li>• all ELD teachers are familiar with its contents and comfortable implementing it in their classrooms</li> <li>• mainstream teachers are familiar with key aspects of the continuum</li> </ul>	<ul style="list-style-type: none"> <li>• implementation in ECC / ES – 2014/15</li> <li>• draft of MS / HS continuum - 2014/15</li> <li>• implementation in MS / HS - 2015 - 2017</li> </ul>
B - ELD	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the English Language Development team further develop and implement the plan to meet the professional development needs of both ELD and mainstream subject teachers</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• offered training to all ES teachers in applications of functional grammar using the Literacy for Learning course.</li> <li>• offered voluntary training to those interested in more advance work with applications of functional grammar and was taken up this year by 24 teachers.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• continue to offer training for both new teachers in Literacy for Learning</li> <li>• continue to provide annual opportunities for more advance training</li> <li>• investigate possibilities for training specific to early childhood teachers</li> <li>• begin to provide opportunities for cross campus classroom visits and observations of people implementing these ideas</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• all teachers in the school have been trained</li> <li>• there is an explicit language skill embedded in every appropriate module across the school</li> </ul>	<ul style="list-style-type: none"> <li>• all teachers to be trained by 2016</li> </ul>

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team

recommendations.			
Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>B English</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Elementary School faculty consider how differentiation can be further developed, especially for more able students, as they develop their program for the writing element of English</i></p> <p>We will:</p> <ul style="list-style-type: none"> <li>develop tiered assessment tasks for ES modules beginning with Grade 5</li> <li>trial these assessments</li> <li>extend the inclusion of tiered assessments to all modules across the elementary school</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>all modules in the Elementary school have tiered assessments</li> <li>teachers feel that the most challenging tier of assessments provides adequate challenge for the most able students</li> </ul>	<ul style="list-style-type: none"> <li>anticipated completion 2016</li> </ul>
<b>B English</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the ISB English departments review the vertical orientation of the English curriculum with special reference to transition across divisions ensuring continuity and progression for students</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>adapted a language competency continuum (writing /spelling in ECC, reading/writing in ES) which is continuous from early childhood to ES</li> <li>begun professional development around how the continuum can be used to track student progress with teachers in the ECC</li> <li>developed a continuum of expectations for reading, listening/speaking and writing across the MS grades (7-9)</li> <li>adapted assessment procedures to align MS and HS grading and assessment – including IB Diploma for all DP courses in English.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>align our existing continua across all divisions</li> <li>dedicate the time required to plan for curriculum alignment, particularly across grades 2-3, 6-7, and 9-10</li> <li>use common shared communication and curriculum development tools</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>the continuum is complete</li> <li>all English teachers are familiar with its contents and comfortable implementing it in their classrooms</li> <li>mainstream teachers are familiar with key aspects of the continuum</li> </ul>	<ul style="list-style-type: none"> <li>implementation in ECC / ES – 2014/15</li> <li>draft of MS / HS continuum - 2014/15</li> <li>implementation in MS / HS - 2015 - 2017</li> </ul>

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>B Humanities</b> -	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team ensure that sufficient opportunities are provided for horizontal and vertical curriculum coordination</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>drafted a set of concepts and standards for the group membership strand of the curriculum</li> <li>begun to use these standards to filter the understanding goals within individual modules</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>continue revising and developing understanding goals for modules until we have a complete set of benchmarks to sit beneath the standards.</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>there is a complete set of standards and benchmarks spanning early childhood to grade 12</li> </ul>	<ul style="list-style-type: none"> <li>anticipated completion - 2016</li> </ul>
<b>B Humanities</b> -	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the High School and Middle School faculty consider the elaboration of a set of specific standards for the skills needed to enter IB and AP courses</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>re-written our Grade 10 Humanities curriculum and included specific</li> <li>added a specific project in Grade 10 which prepares students for the extended essay</li> <li>reviewed the transdisciplinary skill sets in our curriculum</li> <li>written and implemented rubrics for use with the transdisciplinary skills</li> <li>restricted AP courses offered based on enrolment</li> </ul>	<p>Completed</p>	<p>Completed</p>
<b>B Humanities</b> -	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Middle School Heads and Humanities department evaluate the Grade 8 Social Studies courses in French and English with a view to maintaining alignment of skills and content</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>Conducted a complete review of the existing curriculum to ensure that there is a seamless alignment between the courses offered in grade 8</li> </ul>	<p>Completed</p>	

	<p>social studies in English and French. This was already the case in grades 7 &amp; 9. The appointment of a Coordinator of the Immersion Program and the appointment of a teacher to teach the grade 8 courses in English and in French was helpful in the alignment process which is now complete.</p>		
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**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<p><b>B - Languages</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team continue to support the Languages department in developing a detailed vertical articulation of the curriculum</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• adapted a continuum for use with English language</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• adapt and translate this continuum for use with other languages</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• the continuum is complete</li> <li>• all language teachers are familiar with its contents and comfortable implementing it in their classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• expected completion of continuum - 2015-16</li> <li>• implementation in ECC . ES – 2016-17</li> <li>• implementation above ES - 2018</li> </ul>
<p><b>B - Languages</b></p>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the campus development Project Team and the Building and Facilities Committee review Languages department needs when planning the new High School building</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• Built a new HS building that has a dedicated storage room that is adequate for the needs of the department</li> <li>• Created a building that offers flexibility and visibility for students and teachers.</li> </ul>	<p>We know we have achieved this because:</p> <ul style="list-style-type: none"> <li>• The flexibility and the visibility incorporated in the building design ensures that teachers have many opportunities to use a greater variety of methodologies to create a richer variety of learning experiences, such as: spaces for large groupings and combining classes, collaborative spaces for seminars, traditional settings for lecture style teaching, opportunity for students to be mobile, access whiteboards and glass walls where students can share ideas.</li> <li>• However, when individual language classrooms are filled to maximum capacity, space to move around tables, give feedback, and use a variety of groupings and methodologies is limited.</li> </ul>	<p><b>Completed</b></p>

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>B - Maths</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Mathematics Department Heads interact further with each other to enhance the vertical articulation of the curriculum</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• The MS and HS math departments have made it a goal this year to meet and liaise more regularly. Topics of discussion include the students, as well as the vertical articulation of the 9<sup>th</sup> and 10<sup>th</sup> grade math curriculum.</li> <li>• The MS and ES math departments are collaborating on new directions in the MS mathematics in the coming years. Initial conversations between the two divisions have begun.</li> <li>• The ECC and ES math coaches + school heads met to create PS – grade 6 grade level continuum for all math strands.</li> <li>• Grade 2 and grade 3 team leaders have visited opposite classes to inform how math is taught.</li> <li>• ECC/ES math coaches have ½ day release to discuss programs and work towards better alignment.</li> </ul>	<b>Completed</b>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<p align="center"><b>B – PE &amp; Health</b></p>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Physical Education department and other involved parties (i.e., Early Childhood and Elementary grade level team leaders) complete the school wide documentation of the Health curriculum and better align vertical articulation</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• started regular meetings to draft a document for the ES which connects upward to documentation already in place for the MS.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• continue this work until the documentation is complete</li> </ul>	<p>We will know we have achieved this when the documentation is completed.</p>	<p align="center">2014-15</p>
<p align="center"><b>B – PE &amp; Health</b></p>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Heads of School, in conjunction with the Head of PE, seek long range solutions for optimizing facility use during the school day</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• Added a new synthetic field facility</li> <li>• Renovated the Tennis Bubble to accommodate ES PE</li> <li>• Added a physical education facility to our ICC building</li> <li>• Currently renovating and upgrading current PE facilities</li> <li>• Have plans for new, dedicated facilities for ECC &amp; ES.</li> </ul>		
<p align="center"><b>B – PE &amp; Health</b></p>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Educational Leadership Team actively support efforts to increase and improve discipline-specific professional development offerings which will benefit the whole PE teaching staff</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• provided specific training and certification opportunities for teachers working on the school climbing wall</li> <li>• provided specific training and certification opportunities for teachers working in the outdoor / wilderness education program</li> </ul>		

	<p>We will:</p> <ul style="list-style-type: none"> <li>• Continue to offer these opportunities</li> </ul>		
<b>B – PE &amp; Health</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Campus Project Team responsible for future building of teaching and sports facilities develop plans which reflect the expected number of students who will be served in order to ensure appropriate and wise facility use for all students</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• Comprehensive plans for new dedicated physical education and health facilities in our long range campus plan.</li> </ul>		

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria
<b>B – Performing Arts</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Head of Performing Arts and the Head of Elementary School address the health and safety issues relating to use of the “Hall of Nations”.</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• A window was placed in a door leading to the room to increase the amount of light coming into the teaching area.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• Issues of humidity and insufficient ventilation are under discussion and will continue to insure that the Hall of Nations remains a safe learning area.</li> </ul>	

**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<p align="center"><b>B – Science</b></p>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Head of High School consider how to address the imbalance in time dedicated to IB Higher and Standard Level courses</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>Created a new schedule for the high school that allows for the full HL hours in science and also addresses the excessive number of hours associated with standard level courses.</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>In this coming (2014-1015) academic year we will see the implementation of this new schedule.</li> </ul>	<ul style="list-style-type: none"> <li>New schedule to be fully in place for the 2014-2015 academic year.</li> </ul>
<p align="center"><b>B – Science</b></p>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Educational Leadership Team and Heads of Science ensure that sufficient opportunities are provided for the horizontal and vertical curriculum coordination</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>made changes to our grade 9 curriculum to make ensure that the curriculum for that year includes elements of all three sciences and builds the skill base necessary for students prior to entry into high school</li> <li>worked with an outside consultancy to rewrite our grade 10 curriculum to ensure that it includes elements of all three sciences and builds the skill base necessary for students to enter the IB science programs</li> <li>introduced some new science-based modules into the ECC which begin to address the fundamentals of science and scientific thinking</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>evaluate and refine the changes in ECC and grade 9</li> <li>implement the new program in grade 10</li> <li>identify opportunities within the ES curriculum to connect down to ECC and up to MS</li> <li>write modules which fill gaps identified in the above bullet</li> <li>revise our standards and benchmarks to be more conceptually based so that we can use them as a basis to</li> </ul>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> <li>there is a set of conceptually based standards and benchmarks in place from early childhood to grade 12</li> <li>modules across the school are aligned with these benchmarks</li> <li>the inquiry skills continuum is complete</li> <li>each science module contains at least one inquiry skill to be explicitly taught and assessed</li> </ul>	<ul style="list-style-type: none"> <li>grade 10 to be implemented in 2014-15</li> <li>standards and benchmarks - September 2014</li> <li>ES review - 1014-15</li> <li>New ES modules – 2015-16</li> <li>Inquiry continuum draft - September 2014</li> <li>Inquiry skills embedded - 2016-17</li> </ul>

	<p>evaluate the vertical articulation of understanding within the science curriculum</p> <ul style="list-style-type: none"> <li>• draft a continuum for inquiry skills that spans the school</li> </ul>		
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**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>B – Technology</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the School-wide Technology Facilitator continue planning to implement technology standards throughout the curriculum in order to better assess student achievement</i></p>	<p><b>We know we have achieved this when:</b>            All technology use at ISB is integrated into the curriculum, as technology is a tool to meet learning needs. Facilitators at each division monitor technology use at each division. The Head of Education technology coordinates school wide divisional plans with the Heads of Divisions.</p>	<p><b>Ongoing:</b>            technology is constantly evolving, therefore we will always be working on this goal.</p>
<b>B – Technology</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team consider how to provide time for faculty members to engage in dialogue about curriculum articulation.</i></p> <p>We have:</p> <ul style="list-style-type: none"> <li>• Implemented use of Google Apps for Education across the school.</li> <li>• Provided formal training on Google Apps at summer institutes and also facilitated Google Groups for teachers to learn more about and explore Google technologies.</li> <li>• Provided multi-divisional professional development on Google tools at Curriculum Development day.</li> </ul> <p>We will:</p> <ul style="list-style-type: none"> <li>• Continue to explore curriculum options to continue offering design and technology courses and projects throughout all four divisions.</li> </ul>	<p>We know we have achieved this when:</p> <ul style="list-style-type: none"> <li>• Technology facilitators at each division support on-going use of technology as an effective tool for learning.</li> <li>• We offer robust technology courses to meet the design and technology needs of our students.</li> </ul>	<p><b>Ongoing:</b>            Technology is constantly evolving, and technology tools change, so technology facilitators will always be supporting this work.</p>

## SECTION 2 – THE PRESENT: ACTION PLANS

Summarize action plans the school has developed in response to In Progress (IP) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>B – Visual Arts</b>	<p><b>Recommendation:</b> <i>The Visiting Team recommends that the Head of Visual Arts work closely with the Visual Arts Team and the Curriculum Director to develop a fully cohesive vertical Visual Arts curriculum.</i></p> <p>Developing a fully cohesive curriculum these are examples of actions driven by knowledge-creation, knowledge-sharing and coherence-making objectives these last two years:</p> <p>We have:</p> <ul style="list-style-type: none"> <li>- Appointed a new Head of Visual Arts for the whole school in January 2012.</li> <li>- Established regular monthly meetings for the Visual Arts Team.</li> <li>- Shared best Teaching Practices MS/ECC/HS.</li> <li>- Established a common definition of what learning is like in the Visual Arts.</li> <li>- Established common threads running from Pre-School to High School from a common ground cohesive curriculum.</li> <li>- Organised Cross Divisional Student Fieldtrips and Assignments reinforcing cross divisional learning, mentoring and curriculum development (ECC/MS/HS).</li> <li>- Participated in Professional Learning Institutes, shared new acquired competencies and implemented new approaches in the classroom (MS/HS).</li> <li>- Collaborated on the creation of a cohesive assessment policies and practices (MS/HS).</li> <li>- Integrated Technology, Design and multimedia in the curriculum (ES/MS/HS).</li> <li>- Displayed Student artwork in respective division Buildings ECC/ES/MS/HS.</li> <li>- Displayed Student Art Work from all age groups in the Château.</li> <li>- Organised Annual All School Art Shows centrally located in the Château, giving more visibility to all (+ visitors to ISB). Cross-curricular opportunities have been developed (ECC and ES Language Arts).</li> <li>- Organised an exhibition displaying the Artworks of ISB Faculty, Students and Parents based on a cross curricular project (MS Language Arts).</li> <li>- Invited visiting artists to work with students across divisions (MS/HS).</li> <li>- Promoted the VA in School thanks to the creation of online curriculum and event pages on the Arts Community Portal.</li> <li>- Appointed a part time Visual Arts Assistant working collaboratively in all divisions ECC/ES/MS/HS (60% workload).</li> <li>- Organised Art Events open to the entire ISB School Community and beyond such as a visit to the US Embassy (Art Collections), several</li> </ul>	<p>We will know we have achieved a cohesive VA school-wide curriculum when:</p> <ul style="list-style-type: none"> <li>• VA teachers are familiar with all divisional curriculum and its contents and comfortable implementing additional cross divisional learning opportunities.</li> <li>• Mainstream teachers and Divisional Heads are familiar with key aspects of the VA continuum.</li> <li>• The VA Head has been included in discussions about Creativity and Innovation at higher Leadership levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Action implemented school year 2012-2013. In Progress.</li> <li>• Prospective Continuum completion school year 2015-2016.</li> </ul>

	<p>visits to an ISB Parent owned Art Center in Brussels, a visit to the Boghossian Foundation, an Art exhibition and Art Workshops at the Bozar (Internationally acclaimed Art and Concert Hall and on-campus Life Model Drawing Sessions. These events have been opportunities for the VA Faculty to work together as a team and also connect with the local community.</p> <ul style="list-style-type: none"> <li>- Conducted individual meetings to address challenges met in divisions and acknowledge successes and practices (ECC/ES/HS Faculty and VA Head).</li> </ul> <p>ECC Art Teacher has:</p> <ul style="list-style-type: none"> <li>- Laid the foundations of artistic concepts, experience, skills, dispositions and appreciation. At each grade level, the curriculum is designed to build on previous experiences based around the visual elements.</li> <li>- Created Atelier time for the students.</li> <li>- Supported the classroom Units of Inquiry at all ECC grade levels.</li> <li>- Supported the new Expressive Arts programme introduced in 1<sup>st</sup> grade (School year 2013-2014).</li> </ul> <p>ES Art teacher is:</p> <ul style="list-style-type: none"> <li>- Writing a bare-bones curriculum (knowledge, skills and dispositions) that attempts to span / Segway between ECC and MS. The teacher has given himself two years to develop the ES Art Curriculum; it is presently not ready for circulation or publication.</li> <li>- Moving toward beginning the second year which includes reflection, evaluation and reconstruction of what has been developed throughout the 2013-2014 school year.</li> </ul> <p>MS Art Teacher has:</p> <ul style="list-style-type: none"> <li>- Developed a cohesive and differentiated 3 year cycle MS VA curriculum.</li> <li>- Introduced thinking routines in the classroom as part of the MS HS Assessment goals to facilitate student learning and independent approaches to thinking and making art. As a result MS and HS Faculty are finding greater levels of diversity and conceptual depth in student work.</li> <li>- Developed MS cross-curriculum Learning Units (ELD, Social Studies, French, Science, English, Math, Performing Arts).</li> <li>- Developed an MS Art Therapy curriculum (Special Education).</li> <li>- Created a Student Art curatorial programme and extra-curricular activities.</li> <li>- Developed an Advanced Art MS curriculum.</li> <li>- Launched a Creativity Campaign with MS Heads of Departments (December 2013).</li> </ul> <p>HS Art Teachers have:</p> <ul style="list-style-type: none"> <li>- Aligned successfully HS assessment criteria and grading scale for ISB classes to sit with IB</li> </ul>		<ul style="list-style-type: none"> <li>• Prospective ES Curriculum completion in 2015</li> </ul>
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	<p>Visual Arts assessment. There are implicit connections present in Criteria E, Creativity and Innovation, Criteria C, learning through guided Enquiry and Criteria A, Content Understanding.</p> <ul style="list-style-type: none"> <li>- Introduced an approach to the Process Journals currently used in Grade 10 that aligns with the IB Visual Arts IWB, in order to better prepare students going on to the IB diploma Visual Arts course.</li> <li>- Introduced thinking routines in the classroom as part of the MS HS Assessment goals to facilitate student learning and independent approaches to thinking and making art. As a result MS and HS Faculty are finding greater levels of diversity and conceptual depth in student work.</li> <li>- Successfully put in place procedures, built in to HS exam periods and final IB Visual Arts exhibition, which assist in preparing student work for the final IB Visual Arts Upload process to the IBO.</li> </ul> <p><i>HS Art Teachers are:</i></p> <ul style="list-style-type: none"> <li>- Preparing documents and teaching approaches, to help deliver the new Visual Arts Curriculum, this will be introduced to our IB 1 students in August 2014 for a March exam in 2016.</li> <li>- Working on creating a visual bank of student work that aligns with the levels in HS assessment criteria. This will help students identify “what good looks like”.</li> </ul> <p>The VA Team will collaborate more closely with the All School Curriculum Director to review and improve the written format of present and on-going ISB Visual Arts programme development.</p>		
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**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>D</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Director and Educational Leadership Team consider how to include wider representation of stakeholders in future reviews and consultative processes.</i></p>	Stakeholder consultation is always on our minds and will never be perfect.	
<b>D</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team maintain its commitment to have all staff working with English language learners obtain the necessary training to meet the needs of the students</i></p>	<b>Completed</b>	

<b>D</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Human Resources Department find a way of safeguarding personnel records against fire in keeping with an earlier recommendation from the accrediting agency (MSA)</i></p>	<p>It turned out that every cupboard able to withstand fire for more than 30 minutes would be too heavy upstairs. We are expecting a change in Belgian law shortly that will allow us to “digitalize” entirely our personnel records with legal value on the basis of WORM technology (“you can read the document, but not change it”). We plan to do this as soon as we can, as there are huge efficiencies to be gained (documents cannot ever again be lost with OCR capabilities).</p>	
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**SECTION 2 – THE PRESENT: ACTION PLANS**

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
<b>E</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Educational Leadership Team continue to examine the allocation of counsellors within each of the school's divisions to ensure adequate student to counsellor ratios</i></p>	<p>We have improved counselor ratios further with the addition of an Early Childhood and additional high school counselor, so that 3 of 4 divisions fall within recommendations for optimal ratios for school and college counselors.</p>	
<b>E</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Health Center review, with the Educational Leadership Team, its policy concerning medical provider-patient confidentiality and determine which members of faculty and staff have a right to "need-to-know" information.</i></p>	<b>Completed</b>	
<b>E</b>	<p><b>Recommendation:</b>  <i>The Visiting Team recommends that the Admissions department examine ways to ascertain that all students' medical records are on file prior to their enrolment</i></p>	<p>Admissions procedure has been further revised. Medical forms are a “Step 3” document, and are collected once a student has been accepted and offered a place at the school. Medical information must be filed with the school prior to the students’ first day of attendance. We continue to work toward full implementation of this procedure.</p>	

<b>SECTION 2 – THE PRESENT: ACTION PLANS</b>			
Summarize action plans the school has developed in response to In Progress ( <i>IP</i> ) ratings for Visiting Team recommendations.			
<b>Section (e.g. A1, B4, etc.)</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Timeline</b>
<b>F</b>	<b>Recommendation:</b> <i>The Visiting Team recommends that the Facilities and Services Director consider acceleration of the change to green buses</i>	All modern buses are now “green”. We are in negotiations with the bus company to ensure we modernize our fleet in line with European legislation.	September 2015
<b>F</b>	<b>Recommendation:</b> <i>The Visiting Team recommends that the Facilities and Services Director ensure that the rules for access to and use of school resources be well communicated to all members of the school community and other users</i>	We are improving and consolidating our event management process, of which communication is a part, and hope to have a clear structure in place by September 2015.	
<b>F</b>	<b>Recommendation:</b> <i>The Visiting Team recommends that in line with the all-inclusive mentality in the school a better study for the provision and installation of proper facilities to create more accessibility to physically impaired users of the facility.</i>	<b>Completed</b>	
<b>SECTION 2 – THE PRESENT: ACTION PLANS</b>			
Summarize action plans the school has developed in response to In Progress ( <i>IP</i> ) ratings for Visiting Team recommendations.			
<b>Section (e.g. A1, B4, etc.)</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Timeline</b>
<b>G</b>	<b>Recommendation:</b> <i>The Visiting Team recommends that the Director and Educational Leadership Teams continue to investigate ways of ensuring that information and communication go hand in hand in the interest of better understanding with parents in general</i>	<b>Completed</b>  Obviously, the school continues to investigate, with the advance of new communication platforms, effective communications strategies.	
<b>G</b>	<b>Recommendation:</b> <i>The Visiting Team recommends that the Head of High School promote reflection with faculty on the appropriate amount of supervision for students outside of scheduled lessons in order to develop written guidelines about faculty supervisory roles</i>	<b>Completed</b>	

## SECTION 2 - VISITOR COMMENTS – SCHOOL ACTION PLANS

In reviewing the Action Plans that relate to the Recommendations arising from the 2009 Team Visit, the Visitors were of the opinion that the majority of Recommendations could be categorized under three main headings – curriculum articulation, assessment and meeting the needs of the gifted learner. In relation to the other identified areas of focus, the key areas for attention related to the Visual Arts curriculum, training in the area of English Language Development, meeting indicative hour requirements for Higher and Standard level courses in the Diploma and the overall counseling provision.

The school has worked hard to strengthen the articulation of its curriculum both horizontally and vertically and, as part of the three year Educational Plan, has identified the need for all Teaching Modules to be articulated vertically and planned collaboratively. As with any curriculum initiative, there can never be a time when it is said to be completed and, consequently, work in the area of curriculum and its associated articulation will essentially remain ongoing. In relation to assessment, the school has developed and implemented a whole-school Assessment Policy which now drives assessment practice and has introduced a new criterion-referenced grading and reporting system across Grades 7 through 12. Equally obvious has been an increased emphasis on data analysis to better inform decisions about the program and about the students' learning, an increased emphasis on common assessments, moderation and a more defined focus on formative assessment.

In line with its Mission, the needs of all learners - including those of high-achieving students - are considered at ISB. With its focus on independent learning, it logically follows that teaching and learning is differentiated and individualized where possible, that flexible grouping is strategized and that the course offerings in the Middle and High Schools are such that suitable challenge can be found within the curriculum itself. The further development and implementation of the Common Ground Curriculum (CGC) include differentiated instruction and assessment, thus addressing highly able students' needs within the established curricular modules and units. Whilst the issue of catering to the needs of the gifted learner may have been raised at the time of the Team Visit, it certainly did not appear to be an issue to the Visitors at the time of the Five-Year Visit and, indeed, the ability to cater to such a diversity of learning needs was one of the strengths of the school.

In relation to the remaining Recommendations from the Visiting Team Report, the Visitors were of the opinion that they have been, or are in the process of, being addressed. It was noted that a specific timeframe had not been established for a number of the Section B Recommendations but, as they relate to Teaching and Learning, it is clear that their implementation will be driven by the timeframes that are articulated in the respective three-year Educational Plans.

**SECTION 2 – THE PRESENT: SIGNIFICANT CHANGES & CHALLENGES**

- Reflect upon and describe significant changes and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- Write “none” if no significant change has occurred and/or if no challenge is anticipated.
- The sections reflect the 8<sup>th</sup> Edition Standards headings.

**SCHOOL COMMENTS**

**School Guiding Statements (A):**

The school’s core mission, “Everyone Included, Everyone Challenged, Everyone Successful”, has proved to have remarkable staying power. It is well-known among all stakeholders and continues to drive our decision-making. In the last few years we have reason to focus very explicitly on the inclusive element in this statement. Very specifically, we spent a full Board Retreat with an external facilitator returning to this core aspect of our foundation of beliefs and challenging ourselves to question the depth of our commitment to our mission. This resulted in a very marked re-commitment from the Board and leadership of the school. It also resulted in a complete re-write of our Admissions Policy which is now a model of clear and assertive commitment to building diverse, balanced communities. Another key outcome was a much clearer understanding of student performance data and some more realistic but innovative ways of presenting those data, particularly those with regard to performance in external examinations such as the IBDP. This resulted in large part, not just from a consideration of inclusion but also of what it means in practice to be challenged and successful when our students bring to us such a diverse range of backgrounds, passions and capacities.

The school now is an active leader of a new global initiative, the Next Frontier Inclusion, and continues to host events and share experiences as other schools embark on the road to inclusion.

In terms of official Strategic Plans, the school has now published its intentions in the form of a Plan framed by four building blocks: Learning, Leadership, Community and Culture. We have clear targets in each of these and, in order to emphasize the importance of this framework, we are reshaping the ISB website around these four elements.

**VISITORS’ COMMENTS**

It was apparent to the Visitors that the ISB Mission of *everyone included, challenged and successful* is absolutely in the forefront of the school’s programs, services and activities. All stakeholder groups with whom the Visitors spoke, i.e. leadership, staff, teachers, students, Board members and parents, understand and appreciate *inclusion* as a philosophy and a practice to which the school continuously strives on a number of different levels. Examples of evidence include the Admissions Policy, appropriate models of learning and language support, the outreach, support and opportunities for engagement offered to all families by the Family Association, student-to-student interactions, the number and variety of student courses, activities and sports on offer, and the Common Ground Curriculum, which features differentiation so that diverse learners’ needs are addressed.

The stakeholders were also candid in their discussions of the challenges the practice of inclusion poses, citing examples of where the school has not or could not live up to the Mission in certain circumstances. Nonetheless, the pervasive message was clear: inclusion is a driving force in all that ISB considers and does.

The Visitors learned that, in addition to the rewriting of the Admissions Policy mentioned in this report, more revisions have come out of the recent Board Retreat that took place 8 November 2014, where the Board examined the school’s past, principles, plans for the future and perspectives. The recommended revisions will result in a more assertive interpretation of the ISB Mission as it relates to inclusion of students, and expectations for family engagement and dispositions. This speaks directly to Building Block #4: Community, which is one of the four foundational elements that the Board and leadership have identified for further growth and development.

The Visitors find that ISB does indeed measure itself against its Mission in several ways, e.g. the number of students who are denied admissions, mission-focused, annual parent surveys, students’ achievement on external examinations and college acceptances. However, the Visitors concur with the school’s assessment that measuring *challenge* and *success* are areas to be further

explored and developed. The Board has commented that the school needs to identify more explicit measures so that its Trustees can ascertain to what degree ISB is delivering its Mission.

The leadership believes that *independent learning* and *international citizenship*, which along with *inclusion, challenge and success*, comprise ISB's enduring goals, should also be measured. In regard to success, leadership also made the point that individual growth over time could provide a more valid, meaningful assessment of students' performance than achievement on external assessments. Students also appear to be attuned to this idea. When asked about what success means to them, the students with whom the Visitors met identified a number of ways they could be successful learners, such as meeting personal goals or their growth in understanding from the beginning to the end of a unit, as well as grades, external test results and college acceptances.

The school has articulated the attributes of *independent learners* and *international citizens*. Next steps would be to fully embed these attributes into the CGC (as well as related activities and services of the school) while working toward identifying the appropriate tools for measuring the development of students as *independent learners* and *international citizens*. Continua along the lines of those developed for inquiry and literacy might also be considered for assessing these two goals.

*International citizenship* is the area identified most in need of attention by several stakeholder groups. This is further discussed in the section on *International Mindedness*.

Understanding fully the challenge and ambitious nature of the Educational Plan 2014 – 2017 that maps out the implementation of the CGC, the Visitors recommend that the school further explores assessment with a view toward identifying measures that will enable the ISB community to see clearly its own success in delivering its Mission.

The Visitors would also like to suggest that ISB considers the development of Individual Learning Plans (ILPs) for all students, so that measureable learning goals are established and individual *challenge* as well as *success* can be more easily determined. As it does for the LS students, the ILP can also promote the self-advocacy and efficacy that are essential for all students to become *independent learners*. Given the overall importance ISB places on the learning profiles of students, this

	<p>seems to be a logical next step. Nonetheless, once again, the Visitors understand that the leadership and staff are highly focused on the further development and implementation of the CGC with the expressed goals in mind to achieve consolidation and have students clearly flourishing as a result. The Visitors encourage the leadership to be open to the right moment for taking that next step to truly measure the attainment of its school's Mission.</p>
<p><b>Teaching &amp; Learning (B):</b></p> <p>After many years of evolution, we felt that the Common Ground Curriculum had reached a point where it was clearly defined and could be presented in simple, common language, initially to our own faculty and staff. It may seem odd to re-present our own curriculum to our own teachers but anyone involved in school leadership is likely to affirm that change does not happen in a lock-step fashion, in every classroom, in every division of a large, complex school. We therefore felt it extremely useful to come together as a whole faculty, to say "OK everyone, this is it!" and then work through a range of processing activities to achieve common understanding. Even now we would say that implementation is not uniform since, for strategic reasons, different teams have focused on different entry points. We know we will always be working on this but we really do feel that directions are clearer and that huge steps have been taken.</p> <p>Having reached the point where we believed we had a "product" that was "good enough to criticize" we then proceeded with the plan to launch a global collaborative focused on the flexible use of a common learning framework.</p> <p>We held an official launch at a conference in April 2014. This was attended by over 100 schools drawn from every continent. There was tremendous enthusiasm for both the work to date and the notion of curriculum and school development using a collaborative network as the major platform and we believe the work initiated at ISB has the potential to make a significant contribution to the future of international education.</p>	<p>In the period since the Team Visit, ISB has been involved in the development of the Common Ground Curriculum which is now being implemented across the school.</p> <p>The CGC framework is based on a succinct definition of learning, and focuses on conceptual, competency and character learning which, in turn are guided by clearly defined standards, <i>'that express the final outcomes of the curriculum and are articulated in more detail by specific, measureable goals contextualized in learning modules.'</i> The learning modules are designed to represent a coherent whole and there is a strong emphasis on ensuring that they are aligned and articulated both horizontally and vertically.</p> <p>Through its three-year Educational Plan, the school has articulated how and in what stages the CGC will be implemented over the course of the next three years, and this plan assumes that despite different entry points for various teams across the school, the implementation of the CGC should be uniform by the end of Year 3 of the plan. Underpinning the Educational Plan has been a detailed reflection - on a divisional basis - as to where the school is now in relation to the CGC, where it wants to be, and what is required for it to close any identified gaps over the course of the next three years.</p> <p>Whilst it is not the purpose of this report to dwell on the mechanics of the Educational Plan, the Visitors were of the opinion that given the shared understandings about the CGC across the school and the commitment of the faculty to implementing it effectively, the key elements of the plan - whilst ambitious - are nonetheless certainly attainable.</p> <p>Clearly, however, the implementation of the CGC as articulated in the relevant divisional plans will need to be effectively delegated and carefully monitored, and feedback mechanisms established to ensure that the implementation is on track.</p> <p>The school has developed and implemented a whole-school Assessment Policy and a precise Assessment Handbook that is used in</p>

	<p>the Middle and High Schools. The Educational Plans contain precise actions in relation to assessment and there is a strong commitment to ensuring all assessments reflect the CGC Learning Principles. The Educational Plans also focus on recording for information and the transition to a google apps environment as well as actions related to the reporting of learning.</p> <p>With the implementation of the CGC prioritized over the course of the next three years, the faculty and the Leadership Team has a clear curriculum focus supported by relevant action points. As the CGC further develops, and as part of the ongoing curriculum development cycle, the school is encouraged to continue to focus on the articulation of the curriculum both horizontally and vertically, ensure that assessment practices and principles as articulated in the Assessment Policy are widely understood and implemented uniformly across the school, and that the wider CGC vision is effectively translated into classroom practice.</p> <p>Whilst not a major point, the school may wish to consider developing an ECC and Elementary Assessment Handbook in line with the material that has already been developed for the Middle and High Schools.</p>
<p><b>Governance &amp; Leadership</b></p> <p>The Board and the Management Team continue to work in very productive and collaborative ways. As one pertinent example of this, the Chairman and Director instituted a very productive working party to review the senior management structure. Board Working Parties at ISB that deal with “management territory” are only ever instigated at the request of the Director and are only ever advisory to the Director. In this case, a new streamlined Senior Management Team (SMT) emerged which is far more efficient and affective and Board input was extremely useful in examining purposes and models.</p> <p>In terms of the Board’s own work, we have conducted a very significant review and a great deal of collective learning has resulted. The whole Board committed to reading Richard Chait’s Governance as Leadership and we partnered with BoardSource on a Retreat that emphasized the concept of three complementary kinds of Board work: stewardship, strategy and generative thinking. This more conceptual approach has become institutionalized in the Board and has helped with a restructuring of committees and calendar so that the focus is now more explicitly on the kind of work we need to do rather than on marching lock-step through siloed cycle of committee meetings.</p> <p>In what will prove to be a very significant step in the history of ISB, the Board focused for several years on succession planning. The Director and Board collaborated on a plan for the departure of the current Director and the appointment of a successor in a way that would be timely, and would guarantee, as much as one can, a smooth and seamless handover. Accordingly, the Director announced his departure from the</p>	<p>Through discussions with Board members and the Director, it was evident that there was a high degree of alignment to all the Section C Standards &amp; Indicators.</p> <p>In relation to specifics, the Board is clear in its role and that of the Director to whom it has delegated the full responsibility for the day-to-day operations of the organization in line with approved policy.</p> <p>Further, the Visitors noted the excellent sense of partnership that existed between the Board and Director, the established practice of the Board formally appraising the Director and its own performance, the strong commitment to educational and financial planning - as evidenced in the three-year Educational Plan and ten-year Operational Plan - as well as the demonstrated commitment to formally orientating new Board members and to sourcing relevant training if and where required.</p> <p>With a specific reflection on the work that has been undertaken in the area of financial planning and financial management, the Visitors were of the opinion that the current method of basing the budget on a conservative enrollment figure was prudent and provided the school with both a buffer in case of an enrollment downturn or, if the</p>

<p>position two years ahead of the event. The Board then proceeded with a planned leadership search that involved all stakeholders in honest and significant ways. The result was, as planned, the appointment of a successor 18 months ahead of the transition and the school is now bringing into operation a comprehensive Transition Plan.</p>	<p>budgeted enrollment was exceeded, additional funds that could be invested in the facility or other identified areas. Whilst noting the above and, if the situation warrants it, the Board should not be averse to increasing fees if there is a need for additional funding to support the school's wider goals.</p> <p>The Board has recently undertaken a review of its Committee structure and, as a result, changed the name of the Development Committee to the Admissions and Advancement Committee, and the Trustee Committee to a Governance Committee. In addition to these two renamed Committees, the Board also has an Executive Committee, a Finance and HR Committee and a Building and Grounds Committee.</p> <p>Through its own reflection, the Board has identified the need to clearly define the role of its Committees and to enhance its use of google documents to improve communication between and among its membership. These two action items are endorsed by the Visitors and will bring with them both clarity of function and a less compartmentalized approach to the communication.</p> <p>The Board is clearly aligned to the Mission of ISB and active in its support of it. Further, its initial work in the area of succession planning - now followed by transitioning the new Director - has been commendable. It was also noted that the Board is currently discussing setting aside targeted funds that can be used to support research and development. Given the research base that forms the CGC, the Visitors endorse such a decision if it were in fact to be made.</p>
<p><b>Faculty &amp; Support Staff (D):</b> Naturally, we continue to work to secure the services of the best practitioners we can find. Possibly the biggest change has been in the way we "evaluate" those individuals. We rethought the notion of professional growth from the ground up. We used as our reference point our beliefs about learning, notably, some fundamental axioms such as the need for learning to be personalized, owned and directed by the learner, differentiated, defined by clear purposes, set at the right level of challenge, based on current levels of understanding and informed by feedback. These learning principles, drawn directly from the Common Ground Curriculum, are scaleable, we believe from student learning to adult learning. Using the language of our mission statement to frame our thinking, we applied the principles of developing Independent Learners to the process of developing Independent Professional Learners. Our new system synthesizes Professional Appraisal and Professional Development as two tightly connected systems under the umbrella of Professional Learning. We developed a learning-focussed approach that centers upon a two-year cycle of professional goal-setting, determined by teams and individuals, and informed by regular feedback conversations with peers and leaders. We are optimistic that this very</p>	<p>The school has developed and implemented recruiting procedures which include the requirement for a relevant police certificate prior to commencing employment and, in line with Belgian law, every two years thereafter. Moving forward, the school should consider formalizing a comprehensive Child Protection Policy and this is something that is to be encouraged.</p> <p>In relation to some of the key Section D Standards &amp; Indicators, the Visitors noted that the Orientation Program for new faculty members is well established, there is a demonstrated commitment to non-discrimination, and there is a high degree of alignment to the ISB Mission across all sections of the community.</p> <p>In relation to the appraisal of those faculty members who have been at ISB beyond an initial two-year contract, a new model for has recently been developed and implemented.</p>

<p>different approach holds far more promise than the outmoded notion that leaders can “observe and supervise” teachers into professional improvement. We have now extended a similar process to all non-teaching staff.</p>	<p>The new framework has, at its core, a focus on self-directed professional learning and is based on a combination of goal-setting, conversations with the Head / Assistant Head related to the identified goals and a formal reflection towards the end of the cycle.</p> <p>In relation to Heads of Department and Team Leaders, one of the identified goals must relate to their specific leadership positions, whilst for faculty the goals must relate to the ISB Learning Standards, the CGC or the Assessment Policy.</p> <p>Noting that the self-directed professional learning model has been in place for less than a year, the ISB Leadership Team is encouraged to undertake a review of its effectiveness and, in the process, make any changes which may result from such a review.</p> <p>The appraisal of the Leadership Team is undertaken by the Director and occurs annually, whilst there are formal tools in place to appraise the work of the workers and support staff – albeit in different formats.</p>
<p><b>Access to Teaching &amp; Learning (E):</b>          ISB has pioneered access to learning for students with a wide range of learning disabilities, mild, moderate and intensive. Our work is now driving a global network, The Next Frontier Inclusion, while at the same time we are always trying to improve our own practice.</p> <p>We have also implemented a range of very substantive improvements to the design of our English Language Development (ELD) support. In brief, those changes involve a move towards a predominantly co-taught model with multi-skilled teachers collaborating to provide language support within the context of the mainstream curriculum.</p> <p>In support of these moves, the school provides extensive training to mainstream teachers in supporting ELD students within the mainstream classroom, Language for Learning being one of the four Learning Standards within the CGC.</p>	<p>The Visitors were impressed by the array of support services that are available to students and the flexibility and adaptability of the school to shifting trends in demographics. For example, the school’s learning support (LS) population is increasingly on the autistic spectrum. As a result, staffing and social skills groups have been added to address these needs. Service delivery models vary by division, e.g. an effective LS co-teaching model in the High School, a well-established English Language Development (ELD) program focusing on academic language in the Middle School, a new, collaborative, balanced service model including ELD and LS in the Elementary School, and a “blended” ELD and LS approach along with literacy and numeracy coaches available to both students and teachers in the ECC.</p> <p>Approximately 40% of the school’s younger students are below grade level in English language literacy due to other language dominance. 15% of the students have Individual learning Plans (ILPs) and receive LS services based on those plans.</p> <p>Additionally, professional development for all teachers through required and voluntary institutes ensures that regular teachers are also equipped with the skills and strategies needed to support diverse learning and English language needs.</p>
<p><b>School Culture &amp; Partnerships for Learning (F):</b>          ISB prides itself on the strength of its culture and works pro-actively to keep it evolving in positive ways. Recent examples include a new focus on supporting families and employees with as much energy as they depart from our community as we</p>	<p>The development and implementation of the CGC has created fertile ground for establishing relationships and partnerships that directly impact learning with external educational consultants, groups and</p>

<p>do when they join it. This also reflects a strengthening of relations with our alumni community with, for example, 180 Japanese alumni recently joining us for an event in Tokyo. This was, in some part, because of the attendance of some long serving faculty members, including some recent retirees. We are now appointing some of these as official "ISB Ambassadors" and will support their attendance at future alumni events in different regions. This is somewhat connected to a major strengthening of the ISB Foundation, a 501c3 organization based in the USA. The Foundation Board has been repopulated and revived largely by recent ex-members of the ISB Board and is now becoming a very active supporter of ISB projects.</p> <p>In terms of communications, these have been revolutionized by new applications of technology, including the development of an individualized Parent Portal. 2014-15 will see a complete redesign of the ISB website which is being reframed around the new ISB Strategic Plan and the CGC.</p> <p>The school has built a range of new partnerships, notably with Zein Childcare, an entrepreneurial team based in the Netherlands who will provide a crèche, before and after-school care and an expanded range of Holiday Learning Camps throughout the year. A further significant partnership has been with the UK-based Bell Language Schools who will offer Language Camps in school vacations. These will begin in July 2014 with an English Language Camp. This first project will then be expanded to other languages and other times of the year.</p> <p>We have also formed a very strong and sustained partnership with Greenlight for Girls, a not-for-profit organization, dedicated to highlighting opportunities for STEMS learning and career building for young women. ISB has become the regular host for STEMS events and we are very pleased to be engaged in such a productive partnership.</p>	<p>universities. The leadership has sought this expertise after determining wisely that teachers are not the designers of the educational program, but rather those responsible for the effective delivery and assessment of students' learning. Thus, ISB continues the process of completing the design of the CGC with the incorporation of the most appropriate research-based frameworks and units.</p> <p>The Visitors commend the leadership and above all the teachers for their dedication, expertise and hard work in the implementation phase of the CGC. Certainly, their adaptability to the ongoing monitoring and adjusting of the modules, units, instructional and assessment practices will be essential in realizing the desired consolidation and students' success.</p> <p>The Director of Admission/Advancement's remit includes Admissions, Marketing, Development, Alumni and Innovation for which he has separate teams. The initiatives identified in each of these areas contribute to the successful promotion of the ISB school culture and the development of partnerships that have the ultimate effect of enhancing the learning experiences and services available to students and families at ISB. The Visiting Team applauds the efforts made in these areas.</p>
<p><b>Operational Systems (G):</b></p> <p>The school continues to strengthen its financial position. Since the last Team Visit the school's enrolment rose beyond 1500 for the first time in its 60+ year history. Reserves are very solid and the school's investment portfolio is performing well. The school's highly proficient internal financial team is complemented by a very knowledgeable and engaged Board Committee on Finance &amp; HR. The school's strong financial position enabled us to refurbish an existing building as a temporary High School and then build a new High School with increased capacity and a compelling, innovative design created to complement key principles of the CGC. These include the concepts of transparency, flexibility and community. The biggest financial challenge currently facing the school is to secure the site on which the school stands for a longer term, either through a purchase or a lease extended to 99 years. While this is indeed a challenge, plans are well under way to meet this target</p>	<p>In relation to the relevant Section G Standards &amp; Indicators, practice at ISB reflects a sound degree of alignment across each of the relevant Standards.</p> <p>In relation to specifics, the school's finances are exceptionally well managed, the insurance provision is both relevant and aligned to statutory requirements, the accounts are externally audited annually and the ten-year Operational Plan provides the school with meaningful and scenario-based information that enables it to make informed decisions about capital expenditure both approved and planned.</p> <p>The school has established a Health and Safety Committee which, in itself, is a legal requirement, and there is a strong emphasis on occupational health and safety across the organization. Chemicals and acids are appropriately stored and there are established procedures in place to cover contingencies that may require an evacuation of the campus.</p> <p>At the time of the Five-Year Visit, the school</p>

was currently rethinking its lockdown procedures as a result of building “transparent” buildings and refurbishing older buildings to introduce glass walls. Whilst not a specific focus of a Five-Year Report, the school is encouraged to develop effective responses to intrusion in the context of new, transparent facilities and based on consideration of input received from the local authorities and the security personnel from the US Embassy.

The school boasts two excellent libraries, and the overall technology provision is more than adequate to support students’ learning. In relation to technology, the school has made a considerable investment in both hardware and software and has made a number of decisions related to the introduction of iPads, school-provided laptops for students in Grade 3 and above, and the use of google apps. It has also identified the need to invest in the development and set-up of an Innovation and Design Laboratory in the Middle School, and this is a development that will greatly enhance the overall Middle School Program and the associated students’ learning experience.

Whilst the use of technology as a tool to support learning is well established and evidenced in practice, the Visitors questioned whether in fact the school would benefit from the development of a wider Technology Plan, underpinned by a technology vision that identifies, costs and prioritizes technology-related initiatives over the course of the short to medium term.

**SECTION 2 – THE PRESENT: CORE PRINCIPLES**

Accreditation emphasises several key concepts which should constitute the core of a school’s orientation and focus: (1) a School’s Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school’s current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7<sup>th</sup> to 8<sup>th</sup> Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school’s alignment to the three main drivers (The school’s Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS’ COMMENTS
<p><b>(1) Guiding Statements</b> <i>(to what extent do they drive the school’s programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</i></p> <p>As mentioned earlier in this Report, we feel that the school’s guiding statements have genuinely driven our actions for over a decade and continue to do so.</p> <p>The main ‘promises’ we make to the community literally form the framework for an annual survey completed by parents, faculty and staff, and so we have direct feedback on the degree to which these commitments are actually being met.</p> <p>Weaknesses in meeting our own stated aspirations become the focus for future planning, as indeed do identified strengths.</p> <p><b>Area(s) for Future Attention:</b> Our plans focus around four ‘building blocks’: Learning, Leading, Community and Campus, all of them shaped and influenced by our mission. See Annual Report for more detail on all aspects of our major plans.</p>	<p>By all accounts, the ISB Mission and Enduring Goals will continue to drive the school’s programs and operations into the future. As mentioned in the previous section on Mission, it is abundantly clear that they form the basis of the ISB “story” or brand that goes out to the public and the identity that the school community is proud of and wishes to preserve. ISB is known world-wide in the international school community for its practice of inclusion and the services it provides to all learners, which now includes the Common Ground Curriculum.</p> <p>The Visitors were presented with enough evidence to be fairly certain that the four building blocks identified for future planning will be mission-driven and vision-led, as stated by the school.</p>
<p><b>(2) Teaching and Learning</b> <i>(are students’ learning outcomes clearly stated? To what extent is students’ learning the focal point of school development and decision-making? How is student learning “measured”?)</i></p> <p>We have developed a curriculum which, uniquely in our experience, begins by defining learning and then develops systems for explicitly teaching students how to learn.</p> <p>The 4 Learning Standards are now recognized as our 4 leading ‘pedagogies’.</p> <p>Professional Learning Institutes are now offered in 3 of the 4 Standards:</p> <ul style="list-style-type: none"> <li>(1) Learning through Guided Inquiry</li> <li>(2) Language for Learning</li> <li>(3) Learning Collaboratively</li> </ul> <p>with the 4<sup>th</sup> , Learning through Tackling Dilemmas, in production.</p> <p>After very constructive conversations with our Works Council, we now plan to move the Institutes in these core pedagogies into our regular PD days so that all can be attended by all faculty, to ensure greater consistency of understanding and execution.</p> <p>Student learning itself is measured through a set of graded</p>	<p>The development and phased implementation of the CGC is a significant achievement and the framework brings with it a coherent learning continuum across the range of N through Grade 12. Clearly, the effective implementation of the CGC in line with the timeframe articulated in the three-year Educational Plan, is a priority, as is embedding in practice the school’s definition of learning and supporting the three identified learning areas with relevant standards and measurable goals.</p> <p>In discussions with members of the Leadership Team and reinforced through conversations with faculty members, the Visitors were of the opinion that the language common to the CGC is well developed and widely understood at these levels. Whilst noting the above, an ongoing challenge for the school is to ensure that the language of the CGC is understood across the entire school community – especially when one considers the transient nature of an international school population.</p> <p>Conversations with faculty indicated that there was a sound understanding of teaching through guided inquiry, a strong commitment to providing relevant professional development to enhance the Language for Learning Standard and an</p>

<p>rubrics that have been applied in Middle and High School for three years. They form the basis of a revised reporting system that has been well received by students and parents.</p> <p>As part of our evolving plan for learning, we will soon begin a review of reporting systems, to ensure that we are 'reporting for learning'. In the ECC/ES in particular we are no longer satisfied with our systems but have been focusing primarily on pedagogies such as guided inquiry and have had to pace the change in response to feedback from faculty.</p> <p><b>Area(s) for Future Attention:</b></p> <p>While it does not appear immediately above, a great deal of our focus now is on creating learning environments that support our approaches to learning and teaching.</p> <p><b>See Plans.</b></p>	<p>equally strong commitment to collaboration across the range of the school. With the development of learning institutes related to three of the four learning standards and work related to the fourth learning standard in train, the school is clearly providing a solid platform that will enhance the faculty's understanding of each Standard and ultimately bring with it cohesion and consistency. One question that does emerge, however, is whether these institutes will be made available to students and parents, if deemed necessary.</p> <p>Moving forward, translating the vision of the CGC into demonstrated and embedded practice, ensuring that the respective divisional plans are effectively implemented, further developing the character learning aspect of the CGC, and identifying meaningful metrics to further measure conceptual understanding, competency and character will be enough to keep the school busy in the period up to the Preparatory Visit.</p>
<p><b>SCHOOL REFLECTIONS</b></p>	<p><b>VISITORS' COMMENTS</b></p>
<p><b>(3) Internationalism/Intercultural Competence</b> (how has the school defined this concept? How does it promote internationalism?)</p> <p>We see these key aspects of learning as best learned in context, rather than somehow being 'separate'. In terms of embedding internationalism in the context of ISB, International Citizenship is explicitly defined in our mission statement as follows:</p> <p><i>All learners develop a personal code of ethics, respect for diversity of opinion and culture, an empathy for others, an age-appropriate understanding of global issues, and a disposition towards positive community participation.</i></p> <p>We're conscious that this statement can be seen as a somewhat over-familiar string of clichés, but we have tried hard to make sure that it really does drive learning through The CGC design. This develops Conceptual, Competency and Character learning, each with its own clear Standards.</p> <p>A main, though not the only, 'delivery system' for these Standards is through Learning Modules that place students in authentic learning contexts and expect them to tackle genuine global dilemmas, in developmentally sound ways. They argue from different perspectives, pursue open-ended questions and form and test their own theories of 'what's going on here?'</p> <p>We believe that this embedded, contextualized learning approach is far more effective than 'add-ons' that tackle international/intercultural competencies, although we do also promote participation in a wide range of other activities that broaden the horizons of our students, including MUN and a long and growing list of service learning opportunities.</p> <p><b>Area(s) for Future Attention:</b></p> <p>This is ongoing work, obviously, and is all mapped out in our official Plan, which is structured around the four building blocks of Learning, Leadership, Community and</p>	<p>While it is true that internationalism and intercultural competence are implied in the ISB Enduring Goal of International Citizen, and that these attributes will be embedded in the CGC, they are fully embedded as of yet. As recommended in the section on Mission, the school also needs to develop assessments to measure the development of the desired attributes. Further, some students were unsure of what it meant to be an international citizen and described the school as a "well-resourced bubble", while others appreciated the opportunity to learn about other countries and interact with those of cultures. Some went so far as to question the effectiveness of CAS and the sincerity of students' involvement in service activities, while others reported being passionate about interacting with LS students. This is all evidence that internationalism/intercultural competence needs further development and articulation so that a shared understanding is reached.</p> <p>The Visitors recommend that the leadership researches current thinking on teaching and learning international/global citizenship and that students' and parents' input be included in the process of developing the standards and benchmarks for this vital enduring goal.</p>

<p>Campus. The major target under leadership was to secure a strong successor for the current ISB Director. This task was approached through a long-term succession plan which has been implemented very much as we intended. Kevin Bartlett's successor is already engaged with considering the future of the school and will, for example, be joining the management and Board for the annual Board Retreat on November 8<sup>th</sup>. Much work is being done under the heading of community, with the creation of a new Community Center in the heart of the campus and a great deal of thinking going into the rapid development of a more active, global alumni community.</p> <p>Given that learning is our core business, and that our operational business needs to finance the creation of optimal learning spaces, we have developed highly detailed plans in these two detailed areas of learning and campus. The Educational Plan has been written for a three-year period and basically covers the transition to the full CGC vision in all sections of the school. The Operational Plan covers a ten-year period and maps all the school's financial projections using an agreed set of principles. In brief, the Plan incorporates principles with underlying assumptions relating to enrolment, compensation, fees, development, capital investment and campus maintenance, improvement and transformation.</p>	
<p><b>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</b></p> <p>In terms of the Educational Plan, and without wishing to sound complacent, we would say that each of the targets in our overview of Learning Deliverables is important, hence our plan to meet all the targets in the next three years (while noting that a number of these are already completed).</p> <p>In terms of the Operational Plan, the key issue that has been preoccupying the Board and leadership has been to secure the land which ISB occupies for an extended period beyond the current lease, whether through a purchase or the securing of a new 99-year lease. This issue appears now to be reaching resolution since the purchase has been ruled out by the owners. Accordingly, the most urgent operational issue is to secure the longer lease at the most favourable terms for ISB. Following that, our most significant new project, in addition to a number of substantial facility upgrades will be to build a new Elementary School very much along the lines of the new High School.</p>	<p>The school, in its own analysis, has identified the areas of future focus, and these are articulated in both the Educational and Operational Plans. Noting the above, the school is clear in its purpose, has strategized its development over the course of the medium to long term and has provided, in the process, a solid platform for the incoming Director.</p> <p>The Visitors therefore endorse the school's evaluation of its priority areas. To the school's credit, learning is a huge focus for ISB - all revolves around and supports it. The extension of the school's lease will ensure that the ISB campus will be maintained by the school and the plans for new facilities to better accommodate learning as defined by the school can move forward.</p>

### SECTION 3 - LOOKING FORWARD: THE FUTURE

Please reflect on structures and practices that are in place (or that the school *plans* to put in place) for improvement. How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

#### SCHOOL COMMENTS

We have, naturally, thought long and hard about the future of ISB and about the best ways to position ourselves to provide our students and our community with the best possible responses to emerging trends and new realities.

This has been a timely exercise as we have aligned it with the transition to new leadership of ISB. That process itself has been carefully planned with the outgoing Director collaborating with the Board on an optimal departure date, settled upon three years in advance of the actual departure. This long lead time allowed the school to secure its new Director a full 18 months prior to the actual hand-over. This, in turn, has meant that the full 2014/15 school year has been the subject of a comprehensive Transition Plan. This Plan was designed to ensure that the school's tradition of stability and continuity was sustained while providing the new Director with the opportunity for input in future plans.

In terms of those broader future plans, the school has been engaged in the creation of a comprehensive Plan for all aspects of the school, framed by the four "building blocks" of Learning, Leadership, Community and Campus. These four focus areas also frame the front page of the school's new website (to be launched in 2014) and feature heavily in key documents such as the Annual Report.

They will also provide the major focus for the annual Board Retreat, to be held on November 8<sup>th</sup> 2014. A brief overview with regard to these Building Blocks is as follows:

#### **Building Block 1: Learning**

A complete Educational Plan has now been developed using the CGC modus operandi of Defining, Designing, Delivering and Demonstrating learning. This Plan maps out all major outcomes and the progress towards those outcomes across the period 2014-17. The simple planning 'mantra' of "Where do we want to be?", "Where are we now" and "How will we close the gap" has served to organize all our aspirations and actions in a simple, accessible format. The Educational Plan is provided as an appendix to the 5-Year Report.

#### **Building Block 2: Leadership**

This breaks out into a number of different facets, as follows:

- *Transition to new ISB Leadership.*  
ISB has a history of stable governance and leadership, with Directors having extensive tenures. This is not accidental. The school is currently transitioning to a new Director who will take up the position in August 2015. The individual was appointed in March 2014 following a global search and is now engaged with the current Director, leadership team and Board in a carefully planned transition. All of this was made possible by a succession plan developed by the Director and Board, as part of which the outgoing Director served notice three years prior to his planned departure date. This approach to succession planning also applies to other key positions, the basic purpose being to bring continuity of direction without

#### VISITORS' COMMENTS

The Visitors were impressed by the care and thoughtful attention that has been given to succession planning and the future leadership of ISB. Credit for initiating a timely approach to planning for the school's future must be given to the Board. In addition to conducting a collaborative approach to the search and hiring process, the Board and current Director have provided opportunities for the new Director to be aware of all current issues and to be involved in strategic planning for the school. Most notable is the recent Board Retreat, which the new Director attended and where he was invited to give input, as well as participate in the work of the four building block committees. Framed by the school's principles, the retreat facilitated reflection and discussion on the thoughts and perceptions of the participants, and will serve as the springboard for the identification of three substantive action items for each building block topic to be further discussed at the December meeting. The new Director will be kept in the communication loop.

It should also be noted that a Memorandum of Understanding has been written to clarify the issues of intellectual property of the CGC, which has been developed by the current Director and Curriculum Director, and the new Director's remit in decision-making regarding the school's educational program. The Visitors commend the Board and leadership for their proactive approach in planning for the school's future.

The four building blocks identified for further development at the retreat were well chosen with Learning in the forefront. As mentioned in a previous section, the Educational Plan 2014-15 is a living document and invites input from the new Director. The discussions that came out of the committee meetings for Building Blocks #2 and #3: Campus I and II will guide the financial strategies to be taken to fund the anticipated Facilities Plans and the drafting of the Environmental Policy and Plan respectively. Lastly, the ideas generated by the Building Block #4: Community Committee will serve to reassert how the school identifies, communicates and preserves its Mission and current sense and feel of community.

excessively constraining new leaders.

- *The Role of “Middle Level Leaders”*

ISB has a strong conviction that the “engine room” of change will be its Middle Level Leaders i.e. Heads of Department, Grade Level Team Leaders, and other similar faculty leadership positions. However, these individuals and teams can only lead if they are equipped to do so. We have worked hard to provide the necessary “time, training and tools” to do the work of leadership. In brief, some key decisions have been:

- to provide, and mandate, training in Leadership for Learning for all Middle Level Leaders.
- to raise the time expectations on the position by requiring leaders to return from the summer vacation one week before other faculty to assist with planning and to mentor new colleagues.
- to provide consistent tools, for example, common learning-focused meeting agendas, and an annual schedule of meetings designed to achieve clear goals.
- to begin the transition to seeing Middle Level Leaders as the coaches for their teams rather than, for example, hiring separate coaches who operate outside the Middle Level Leadership.

We believe that this evolution of the role of Middle Level Leaders has great promise in terms of embedding good practice more deeply and widely.

- *Governance as Leadership*

As a mature school with strong, positive relationships between the Board and leadership, we have been prepared to work with a degree of ambiguity around the traditional “division of labour” between Board and leadership, e.g. thou shalt not micromanage. We have begun to work with the ideas of Richard Chait and others who talk about “governance as leadership”. This has involved engaging with three kinds of Board work, namely stewardship, strategy and generative thinking. All three are obviously important and interconnected. We believe that the Board has become very skilled in stewardship and strategy and we are now trying to stretch the level of challenge to include ideas generation and more innovative thinking around ISB’s direction and the partnership between governance and leadership.

- *Student Leadership*

Above and beyond the opportunities offered in our Service Learning programme, MUN, Honor Society, and Student Councils, we have also begun running Professional Learning for Students events, on faculty Professional Learning days. These are mini-conferences for students, lasting one or two days and have included institutes on topics as diverse as Public Speaking and Cooking for College, but have also included workshops in Leadership, offered in very much the same style as one would offer to adults. These have been greatly appreciated.

### **Building Block 3: Community**

We have a number of very positive discrete projects, such as the construction of a dedicated Community Centre in the High School Annex.

However, much of our Board/Leadership discussion has been focused around more nuanced issues, such as to think about

whether or not our 'culture of community' is affected by shifts in demographics e.g. with more 'local' students joining ISB, and, if so, what to do about that, if anything.

#### **Building Block 4: Campus**

As we look to the future we are focusing on two very significant, broad areas:

- *The Facilities Plan*

We have developed a detailed 10 Year Scenario that incorporates arrange of Principles, with embedded assumptions for all aspects of the maintenance of all facilities and the construction of new ones, together with all aspects of the financial underpinnings that make our plans possible. This emerging plan is, of course, connected to, and heavily influenced by, our Educational Plan, in terms of approaches to learning shaping the design of learning spaces.

Note: The complete Plan is included as Appendix...to this Five Year Report.

- *The Environmental Policy and Plan*

We have now developed a comprehensive Environmental Policy and Plan, again driven by the curriculum but affecting a very wide range of practices, form energy consumption on Campus to a concerted drive to change our 'mobility habits'.

Note: The Environmental Policy and Plan are included as Appendix...to this Five Year Report.

## PART III SCHOOL DATA

School Name:	The International School of Brussels
Address:	Kattenberg 19 1170 Brussels Belgium
Date of most recent Team Visit:	Oct. 2009
Date of the 5-Year Report:	Dec 2014

At the time of the last Team Visit	Total student enrolment was: 1459
	Age range was: 2.5 - 18

At the time of this 5-Year Report	Total student enrolment is: 1535
	Age range is: 2.5 - 18

## LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Michael Crowley	MS Head/ISB Assistant Director	All
Gordon Eldridge	Curriculum Director	All
Kevin Bartlett	ISB Director	All
David Willows	Director of Admissions and Advancement	Section 1 & 2 – Philosophy & Objectives
Pat Reynolds	Faculty Member	Section 1 & 2 – ECC Curriculum
Jenny Cook	Faculty Member	Section 1 & 2 – ES Curriculum
Laura Boucher	Faculty Member	Section 1 & 2 – MS Curriculum
Paul Binns	Faculty Member	Section 1 & 2 – HS Curriculum
Mary Ferguson	Faculty Member	Section 2 - English
Miles Madison	Faculty Member	Section 2 - ELD
Chris Redmond	Faculty Member	Section 2 – Humanities/Social Studies
Karen Stephens	Faculty Member	Section 2 - Languages
Lisa Schubert	Faculty Member	Section 2 – Mathematics
Greg Murawsky	Faculty Member	Section 2 – PE/Health
Christine de Lannoy	Faculty Member	Section 2 – Performing Arts
Eric Kriekhaus	Faculty Member	Section 2 – Science
Stephanie Hepner	Faculty Member	Section 2 – Technology
Eileen Rodgers	Faculty Member	Section 2 – Visual Arts
Deborah Heglund	Faculty Member	Section 1 & 2 – Governance & Management
Bernard Sergant	HR Director	Section 1 & 2 - Staff
Kristen Pelletier	Faculty Member	Section 1 & 2 – Student Support Services
Doug Stone	Director of Facilities & Services	Section 1 & 2 - Resources
Andrea Diamant	Faculty Member	Section 1 & 2 – Student & Community Life

## SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):  <b>Appendix 1</b> – The Educational Plan <b>Appendix 2</b> - The Campus Plan <b>Appendix 3</b> - The Environmental Policy and Plan  NB : To be submitted on November 10 <sup>th</sup> following the annual Board Retreat to be held on November 8 <sup>th</sup> .	
Director/Head of School Name: Kevin Bartlett	Signature: 
Director's E-Mail Address: <a href="mailto:bartlett@isb.be">bartlett@isb.be</a>	
Board Chair Name: Hans Skeppner	Signature:
Board Chair's E-Mail Address: <a href="mailto:hans.skeppner@gmail.com">hans.skeppner@gmail.com</a>	
Date:	

**Upon completion, please send this Report to the Accreditation Agency(ies).**

**Thank You.**

## PART IV

### CONCLUSION BY FIVE-YEAR VISITORS

#### VISITORS' COMMENTS

The International School of Brussels is a fine and innovative school and one that is confident of its direction, has a clear Vision for its future, and enjoys a high degree of support from its stakeholders. The school enjoys stable, visionary and thoughtful leadership, has a committed Board, and a faculty and staff dedicated to the well-being and learning of their students, and students who are proud of their school and eager to attend it. A warm, welcoming, family-like atmosphere greets visitors to the school. The spirit of internationalism is alive and well, and the sense of partnership between and across all constituencies is both strong and visible. Important to note also is the fact that despite it being a school of over 1500 students and four learning divisions, ISB clearly operates as one school - a point that was well articulated in the following comment, '*We are still individuals, we are still four divisions and we have autonomy but there is a tightness and cohesion that did not exist previously.*'

In the period since the Team Visit, ISB has embarked upon a massive review of the very fundamentals of teaching and learning, with the end result being the design and implementation, on a staged basis, of the Common Ground Curriculum. This has been groundbreaking work in itself, and it is appropriate in this context to recognize and acknowledge the outstanding leadership of the Director and Director of Curriculum in masterminding and developing the CGC framework and having the drive and vision to see such a significant undertaking through from conception to implementation.

Through discussions with a wide range of school constituents, the Visitors had no difficulty in identifying ISB's strengths which include the wide degree of alignment to the ISB Mission, the exceptionally positive school culture and climate, its excellent financial position, the individual attention and support that students receive from their teachers, the quality facilities and the demonstrated willingness to embrace change and innovation. All of this makes for a very healthy learning culture and bodes well for the further development and implementation of the many initiatives underway including, but not limited to, the Common Ground Curriculum.

The Visitors' portion of this report endeavors to extrapolate the overarching themes which are likely to preoccupy the school for the next three years, but clearly the successful implementation of the CGC in line with the priorities articulated in the Educational Plan and the successful transition of a new Director are paramount. In closing, the Visitors wish to thank the school for the welcome and generosity they were extended and for the expert manner in which the Visit was organized. The Visitors also much appreciated the thoughtfulness, openness, and candor they experienced in their meetings with faculty and staff members, instructional leaders, the Leadership Team, students, Board members, and parents.

Finally, and given his enormous contribution to the school over the course of the past fourteen years, the Visitors would like to congratulate the current Director on his achievements at ISB and simply wish him all the very best for the future.

Respectfully submitted to CIS and MSA on 4 December 2014.

Jackie Gilbert  
MSA

Peter Gittins  
CIS