

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



EXCELLENCE BY DESIGN

2021 v2

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and Schools

Al Wisam School
Abu Saiba, Bahrain

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PRINCIPAL

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INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. For more than 125 years, MSA has provided leadership in educational quality and school improvement for its member schools in the United States and around the world. MSA seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts.

The self-study process provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that the process will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

To be accredited, the school first must meet the 5 Standards and 23 Key Concepts for Accreditation. Second, the school, through a planning team of representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. Lastly, the school's foundation documents must be used as the basis for decision-making in creating the plan for growth and improvement. After the self-study, the school goes through a peer-review process by a Visiting Team. The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is to determine whether the school meets the 5 Standards for Accreditation and has engaged the whole school community to create relevant and achievable objectives for school improvement that align with the mission of the school.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

Summary of the School

Head of School	Ms Maha Younes
Internal Coordinator(s)	Dr Saba D. Parkar, Ms Arfa Mudassar, Ms Ghothia Iftikhar, Ms Maryam Babar, Ms Huda Al Saie

Number of Students	1069
Grade Levels Evaluated	G1-G12 (Y2 to Y13)
Additional Locations/ Branch Campuses visited (if any):	None

The Al Wisam School community is predominantly a Bahraini, Muslim, middle-class community with a strong emphasis on education. Many of the parents focus on healthcare professions as well as other governmental positions where they are more likely to have structured work schedules. The proximity of students living in nearby communities likely fosters a sense of close neighboring ties within the school, making it a unique and closely-knit educational environment. Parents' expectations are quite high in terms of academics and the school provides support and care to the students and fulfills the expectations.

Over the past five years, the school has witnessed several significant changes that have impacted the school community:

- The introduction of a leadership team (SLT), including hiring of a new principal and the position of vice principal and head of school. This brought a structured approach to overall school management.
- Subject specialist coordinators for each subject were constructed to provide academic direction and support.
- The Cambridge curriculum has been enhanced and focused towards English from a second language to a first language.
- The implementation of a life skills program has been a valuable addition, supporting students' emotional well-being.
- The establishment of a Special Educational Needs (SEN) department better caters to students with diverse learning needs.
- New SEN teacher was hired.
- The introduction of an e-tracking system provides administrative efficiency and oversight.
- A shaded area was added to the football field for the comfort and care of students.
- After Covid 19, the extension of the health and safety department expanded, more cleaners and a health and safety officer were hired.
- Development of the Scholar Sync- elevate & excel program. LAS and HAS programs received dedicated attention with the addition of a new staff member responsible for tracking progress and supporting teachers.
- Following the challenges of the COVID-19 pandemic, the school initiated the "Bridging the Gap" program to address academic and social & emotional gaps of students.
- Additionally, the school-initiated mathematics support that included the numbers of periods for mathematics which were increased which resulted in hiring new math teachers.
- To boost student performance in reading, the school introduced programs like the Oxford Owl program for English and the Janal Qrah program for Arabic and English reading.
- A CARE team was established to provide increased support to students, further enhancing the school's community and overall well-being.

- The school has a clear 7-year Growth Plan for school wide improvement. The Accreditation Team has witnessed a passionate community of educators that is focused on every child enrolled at Al Wisam School.

SELF-STUDY PREPARATION

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's self-study preparation based on what was seen and heard during the Team's visit to the school. The school's Self-Study and Recommendations are broken down into four components: Internal Coordinators, The Planning Team, Leadership and Governance and Implementing a Culture of Change. In the following section, please provide observations and recommendations about each of the components of the school's Self-Study and Recommendations.

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team observed that:

- The Planning Team is selected to ensure representation from diverse departments, fostering a comprehensive approach to school management.
- Diverse expertise within the team ensures a well-rounded perspective on school management, academics, and administration, contributing to the achievement of school goals.
- The Planning Team is highly representative of the school's community, featuring members from various departments, leadership, administration, and academic sections.
- Diversity is not only reflected in roles but also in the multicultural and multinational backgrounds of team members, promoting inclusivity.
- Committee chairs' promotion from within ensures continuity, seamless transitions, and a commitment to diversity over the academic years.
- Membership stability is maintained, and the process for filling vacant positions emphasizes consensus, qualifications, and willingness to join, further ensuring a diverse and effective team.
- The Planning Team plays a crucial role in reviewing processes, identifying gaps, and addressing them for the effective functioning of the school.
- Annual orientation and quarterly training for staff on Growth and Improvement Plan expectations demonstrate a commitment to keeping the team well-informed and aligned with objectives.
- The leadership team, meeting every term, reviews the implementation of activities related to MSA objectives, emphasizing continuous improvement.
- After detailed reviews, specific steps are implemented each semester to enhance practices and activities, showcasing a proactive approach to achieving objectives.

The Visiting Team recommends:

- NONE

B. The Planning Team

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

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

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, it is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. In this role, the leaders should serve as "equals among equals" by serving on the Team as members with the same authority and influence as all other members of the Team. The school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

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

The Visiting Team observed that:

- The Planning Team's deliberate selection process ensures diverse representation from various departments.
- Regular meetings demonstrate a commitment to prompt review and improvement of school processes.
- The Planning Team's membership reflects comprehensive expertise, experience, and roles within the school.
- Emphasis on promoting committee chairs from within ensures continuity and seamless transitions.

- Constant membership and consensus-based appointments maintain stability and expertise.
- The Planning Team will continue to play a key role in implementing the Plan for Growth and Improvement.
- Quarterly leadership team reviews underscore ongoing commitment to monitoring and improving practices related to MSA objectives.

The Visiting Team recommends:

- NONE

C. Role of the School's Leadership and Governance

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

Because a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

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

The Visiting Team observed that:

- Leadership, consisting of SLT and the Board of Governors, plays a pivotal role in guiding the school's overall development and educational outcomes.
- They are actively involved in setting the school's vision and mission, conducting SEF and SWOT analyses, and strategic planning aligned with Bahrain's educational goals.
- Adequate resources, including funding, substitutions, and facilities, were allocated to support self-study activities.
- Leadership oversees data collection, academic assessments, and supports professional development, fostering a culture of continuous learning.
- E-tracking systems and Result Analysis are established for accountability, with regular assessments and evaluations of teaching methods.
- Leadership adapts strategies based on ongoing self-study and feedback, addressing changing educational needs, as seen in the creation of the "Bridging the Learning Gaps" program.

- Enhanced communication channels, including regular meetings, newsletters, and digital platforms, facilitate effective engagement with parents, students, and teachers.
- Flexible and responsive to challenges, leadership adjusts plans based on feedback, emphasizing the importance of ongoing improvement.
- SLT and the Board of Governors demonstrate flexibility in addressing changing educational needs, particularly evident in their response to the challenges posed by the COVID-19 pandemic.
- The leadership's commitment to ongoing improvement is evident in their active participation in self-study information collation, review of standards reports, and finalization of action plans.

The Visiting Team recommends:

- NONE

D. Implementing a Culture of Change

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. . A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique Mission, Core Values, Profile of Graduates, and student and organizational performance goals. It requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Foundation Documents, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining input from the members of the school's stakeholder community and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The Visiting Team observed that:

- Strategic planning involves the establishment of KPIs for monitoring the Plan for Growth and Improvement.
- Action plans are translated from the Principals Strategic Plan, and progress is regularly reported through monthly subject coordinator reports.
- Data collection responsibilities are distributed among administrative team members, ensuring a comprehensive approach.
- Academic, attendance, behavioral, and counseling data are systematically collected and analyzed to track progress and inform decision-making.
- Periodic reviews conducted by the planning committee involve both quantitative data and qualitative feedback.
- Ongoing evaluation and adaptability underscore the commitment to continuous enhancement of educational quality.
- Regular newsletters, meetings, and workshops keep stakeholders informed about the self-study process and Plan progress.
- Digital platforms, committees, and task forces are utilized to engage stakeholders and gather meaningful input.
- Recognition awards, certificates, and special events are planned to acknowledge achievements and milestones.
- Various ceremonies, newsletters, and internal result analysis meetings serve to celebrate successes and boost morale.

The Visiting Team recommends:

- NONE

STANDARDS FOR ACCREDITATION

The Standards for Accreditation provide information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. This section of the self-study consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation Key Concepts and Indicators of Quality.

The 5 Standards for Accreditation and 23 Key Concepts reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The self-assessment of the Standards Key Concepts also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

Standards for Accreditation for Schools

- Foundations
- Governance and Organization
- Student Well-Being
- Resources
- Teaching and Learning
- Special Purpose Indicators

Indicators for specific areas not fully addressed in the 5 Standards and may only apply to certain programs or types of schools.

FOUNDATIONS

Standard for Accreditation

Introduction: Every effective school improvement process must begin with a clear definition of its preferred future and the understanding of the means to achieve it. MSA believes that the school's purpose and direction can best be expressed through three Foundation Documents: a Mission, a set of Core Values, and a Profile of a Graduate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept F1	
Mission Statement*	X
Core Values*	X
Profile of Graduates*	X
Key Concept F2	
Samples of publications/digital resources that communicate the Foundation Documents to the school's community of stakeholders	X
Key Concept F3	
Plan for Growth and Improvement*	X

** Indicates Required Evidence that the school must provide as part of the self-study process.*

MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission

expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant.

The school's Mission is:

Al Wisam School provides quality education in a safe, innovative and stimulating learning environment that enables all its students to reach their full potential academically and personally, by empowering them with the twenty first century and digital citizenship skills to be successful lifelong learners who are socially responsible global citizens; while ensuring the welfare and growth of its staff.

CORE VALUES

Core Values serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Core Values describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because core values are a matter of faith, not a matter of fact, they express the school's deepest convictions outlining what members of the school's community of stakeholders are willing to "go to the mat" defending.

Only members of the school community can identify their deeply held core values. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Core Values. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant.

The school's Core Values are:

- **Loyalty:** Acting with loyalty to values and principles.
- **Leadership:** Demonstrating leadership qualities and taking responsibility for others.

- **Responsibility:** Accepting responsibility for one's actions and their consequences.
- **Perseverance:** Developing a strong desire to learn and a willingness to overcome challenges.
- **Curiosity:** Fostering a natural curiosity to explore and inquire about the world.
- **Knowledgeable:** Acquiring in-depth knowledge across various disciplines.
- **Open-Mindedness:** Being open to diverse perspectives
- **Respect:** Showing respect for others in communication and interactions.
- **Kindness:** Demonstrating kindness and empathy in communication and relationships.
- **Teamwork and Communication:** Collaborating effectively with others and expressing ideas confidently and creatively in multiple languages and modes.
- **Confidence:** Approaching unfamiliar situations with confidence and courage.
- **Reflection:** Giving thoughtful consideration to personal learning and experiences.

PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and a set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

Principled: They act with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that

accompany them.

Inquirer: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues with local and global significance. They acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-Minded: They understand and appreciate their cultures and personal histories and are open to other individuals' and communities' perspectives, values and traditions. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Communicative: They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.

Risk Takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. They can take safe, calculated risks in an unfamiliar environment.

Reflective: They give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

OBSERVATIONS AND RECOMMENDATIONS ON THE SCHOOL'S FOUNDATION DOCUMENTS

The Team's Observations on the Foundation Documents:

- Profile of Graduates, Mission, and Vision are prominently displayed throughout the school. Foundation Documents are well-worded and organized, facilitating understanding and use by staff.
- All encountered staff demonstrate proficiency in the documents, utilizing them for decision-making and planning.
- Students actively participate by reciting the vision during assemblies, indicating awareness and involvement.
- The community takes ownership of the school's mission, reflecting a shared commitment to its principles. Input from the entire community contributed to the development of the Foundation Documents.

The Team's Recommendations on the Foundation Documents:

- NONE

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept F1:

The Foundation Documents are clearly aligned to the school's preferred future.

- Stakeholders, including the faculty, staff, PTSA, and student council, actively participated in workshops. These workshops were designed to guide them on how to contribute to the development of a strong and relevant mission/vision for the school.
- Surveys are conducted among all stakeholders, encouraging them to provide input into the foundational documents.
- During orientation sessions, the mission is reviewed with all faculty, staff, and new teachers are specifically invited to provide input.
- Team members reported they felt empowered and excited to be part of the process. The empowerment extended to the acknowledgment that staff and students had the authority to influence the change of core tenets when necessary.

Key Concept F2:

The Foundation Documents are reflective of the community's expectations.

- Foundation Documents involve input from the Board of Governors, Senior Leadership Team, staff, parents, and students, reflecting a commitment to community expectations.
- Strong alignment exists between Foundation Documents and community values, fostering understanding and support among stakeholders.
- Documents are widely shared through digital and physical means, ensuring transparency in communicating foundational principles to the community. The school sends weekly agendas in English and Arabic to ensure parents have consistent communication.
- Regular assessment, involving stakeholders, demonstrates commitment to adaptability and responsiveness based on community needs.

Key Concept F3:

The Foundation Documents are used as a guide for decision-making.

- Foundation Documents guide short and long-term decision-making at the school. Administrators consistently refer to these documents to ensure alignment with the goal of a safe and inclusive learning environment. Staff refer to the documents for policies and procedures when seeking solutions to challenges.
- Institution-wide initiatives, such as global citizenship and technology literacy, directly relate to the Foundation Documents.

- Decisions on curriculum, teacher training, and resource allocation are shaped by these foundational principles.
- Ongoing efforts include aligning action plans with the Foundation Documents to ensure consistent adherence to the school's values.
- Coordinators meet monthly with the principal and vice principal to review the department action plans and they submit evidence to show the progress.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- AWIS fosters a culture of innovation, collaboration, and data-driven decision-making at the forefront of educational excellence.
- The students are encouraged to be self-directed learners, developing intellectual curiosity, critical thinking skills, and leadership potential.
- Beyond academics, the AWIS community fosters a holistic environment that nurtures social, emotional, and physical well-being, empowering students for overall success.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

GOVERNANCE AND ORGANIZATION

Standard for Accreditation

Introduction: A school must be clearly organized and effectively led in order to achieve its preferred future. MSA believes that school governance, leadership, faculty, and staff must work together collaboratively and cooperatively with the community to strategically plan for the school's continuous improvement. Policies and procedures detail roles and responsibilities of governance and leadership as well as the promotion of staff well-being.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept O1	
Appropriate authorizations for operation*	X
Key Concept O2	
Succession Plan*	X
Policies/Procedures relating to Governing Board roles and responsibilities and/or Bylaws for Governing Body *	X
Policies/Procedures ensuring guidelines outlining day-to-day operations of the school*	X
Organizational Chart*	X
Written Job Descriptions*	X
Documentation of regularly scheduled meetings of the governing body*	X
Documentation of governing body training/orientation	X

Key Concept O3	
Policies and Procedures evaluating all personnel (leadership, faculty, and staff)*	X
Performance Evaluation Instruments*	X
Key Concept O4	
Strategic Plans and/or Plan for Growth and Improvement*	X
Continuity of Education Plan*	X
Key Concept O5	
Policies/Procedures governing students services of the school (admissions, placement of students in appropriate educational levels, transfer of academic credits)*	X
Policies/Procedures defining appropriate student confidentiality and protection in communication concerning students in social media, website, photographs, newsletters, etc.*	X
Samples of Communications to stakeholder groups	X
Key Concept O6	
Policies/Procedures addressing student and staff code of conduct and academic integrity (including plagiarism)*	X
Policies/Procedures ensuring course and materials meet content copyright law and fair use guidelines*	X
Policies/Procedures ensuring diligence with employees, volunteers, contracted services personnel and service providers are eligible to work with children*	X
Code of Conduct or equivalent*	X
Key Concept O7	
Policies/Procedures to ensure the school provides a positive work environment, adequate compensation, reasonable workloads, acceptable working conditions and complaints/grievances by members of staff*	X
Salary Schedule	
Description of Benefits	X

** Indicates Required Evidence that the school must provide as part of the self-study process.*

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept O1:

The school is legally chartered, licensed, and/or authorized by the appropriate civil authorities.

- The school is legally authorized by the Ministry of Education in Bahrain.

Key Concept O2:

The school has an organizational structure clearly detailing its positions/jobs and corresponding relationships.

- The organizational chart clearly shows the relationship between the different jobs and positions within the basic school structure.
- There is a clear succession plan and individuals are sought out beforehand to be the next for key positions.

Key Concept O3:

The school has a system in place for regularly assessing the effectiveness of governance, leadership, and all personnel.

- The principal is evaluated by specific people on the board of governors based on a detailed evaluation form-based action plan. In addition, there is a self-evaluation form.
- The teachers are officially evaluated four times a year, in addition to periodic pop-in checks. New teachers are given more flexibility with the first evaluation, as well as mentorship to make sure they adapt to the style of AWIS and succeed. There is also a peer teaching program where teachers “adopt and adapt” from one another.
- Staff is evaluated by direct managers with input from other key players.
- Teachers are also evaluated by students via surveys.

Key Concept O4:

The school governance and leadership plan strategically for continuous school improvement.

- The school governance and leadership plan for school improvement both on the academic level, as well as at the facilities level as shown in the Plan for Growth and Improvement.
- In addition, there are many other plans such as extending the foreign language program by adding new languages like Urdu, French and Spanish, and growing their German program.

- The school leadership is constantly evaluating all of the components using eTracker (3 years of tracking), surveys, meetings, and by other means to find the needs of the school and make appropriate changes or additions. Also, the SLT brings in the teachers to help determine and plan for the future.

Key Concept O5:

The governance and leadership are responsible for maintaining clear, open, and appropriate communications with and among stakeholders.

- AWIS communicates with all stakeholders via newsletters, emails, agendas on Google Classroom, PTSA meetings, parent/teacher meetings, and coffee mornings.

Key Concept O6:

School governance and leadership are responsible for safety and are expected to model ethical behavior to promote a safe and orderly environment.

- The SLT facilitates workshops for children's rights and social-emotional learning topics to ensure protection and safety. These are conducted throughout the school year through homerooms and class or school assemblies.
- There are dedicated counselors for students at each division and monthly case study reviews are done by counseling and SLT, along with a CARE team of 6 qualified staff for focused sessions within classes as needed.
- The school conducts an annual assessment via a Google form for all students, with intentional focus on specific needs. Written policies for child protection involve background checks, reference checks, and qualification verification for all volunteers and service providers to maintain a safe environment.
- The school has implemented policies and procedural guidelines for proper orientation and supervision of volunteers, contracted services, and external providers, ensuring awareness of the school's expectations and policies for a safe environment.
- Additionally, a plagiarism policy has been developed for staff and students.

Key Concept O7:

School policies and procedures promote a positive work climate for all personnel.

- The school follows MoE guidelines, requiring background checks and thorough due diligence in the hiring process to ensure staff eligibility and ongoing suitability to work with children.
- The implementation of a Mentor-Mentee Program for staff development contributes to a positive work climate, along with the establishment of a staff welfare committee organizing various activities to address emotional and social needs. There is intentional support for staff to ensure their well-being and performance.
- There is an open-door policy allowing staff to communicate issues with the SLT and HR. There are weekly meetings between staff and Heads of School, and biweekly meetings with the School Principal.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The infrastructure for AWIS has many layers and the chain of command is clearly seen. The school structure exceeds expectations due to the chain of succession, allowing for internal promotions, and gives staff the opportunity for growth.
- AWIS also exceeds their communication with stakeholders by using several different avenues to reach parents.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is recommended to add both the board of directors and board of governors to the organizational chart and to clearly state on the organizational chart how many board members there are for each governing body and to update the website accordingly.
- It is also recommended to show on the organizational chart that the vice principal (Dr. Saba) is on a different level than the other Heads of school, to clearly show the organizational levels and chain of command.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

STUDENT WELL-BEING STANDARD

Standard for Accreditation

Introduction: Effective learning requires a nurturing school community focused on student well-being. MSA believes the school must ensure the physical, mental, and emotional well-being of its students. Student well-being is developed in a school culture that encourages creativity, active engagement, and collaboration with families and the community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept W1	
Emergency Management Policies and Procedures*	X
Child protection policies/procedures*	X
Emergency Drill logs*	X
Evidence that Emergency Procedures are distributed appropriately*	X
Records of most recent health & safety inspections*	X
Key Concept W2	
Policies and Procedures relating to child protection, bullying and personal safety*	X
Policies/procedures/programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students*	X
Confidentiality Practices/Guidelines*	X

Procedures for storage and retention of student health records*	X
Key Concept W3	
Policies/Procedures on Student Life & Student Activities*	X
Policies on Academic Eligibility	X
List of Student Activities Offered	X
Key Concept W4	
Student Code of Conduct*	X
Policies/procedures for Harassment, Intimidation, Bullying, Diversity, Inclusion, and Anti-Racism*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept W1:

The school leadership creates and supports a safe and secure environment for all students.

- The school implements security measures such as surveillance cameras, & controlled access points. They conduct regular safety drills for various emergency situations, including fire drills, lockdown drills, and evacuation procedures, including bus safety.
- The school established a reporting system for staff to share concerns about students' well-being or potential safety issues. They implement and enforce clear anti-bullying policies with consequences for offenders. They have implemented measures to address cyber based safety and ensure the safe use of technology within and out of the school.
- The school offers educational programs that promote kindness and empathy and train teachers and staff to recognize signs of distress in students and provide support. They educate students about responsible online behavior and the potential consequences of inappropriate online activities.
- They incorporate wellness programs into the curriculum to promote overall health. For example, they offer meditation classes for staff and students.

Key Concept W2:

Student health and wellness are a main priority of school leadership.

- Collaboration between the school counselor and teachers emphasizes well-being and proactive measures to direct students to counselors during teaching time showcase a collaborative approach to mental health.
- Digital citizenship and cybersecurity training extend wellness concepts to digital safety. Record-keeping of bullying incidents reflects commitment to student safety, accountability, and proactive behavioral concern addressing.
- Special programs for native and non-native Arabic speakers demonstrate linguistic diversity inclusion.
- The presence of a dedicated nurse and doctor underscores the school's commitment to physical health. Communication with parents, even without physical signs of complaints, builds trust in health office capabilities.
- The establishment of student committees (Energy, Future Leadership, Green Team, Discipline) incorporates student voice in decision-making. Regular meetings with student committees during breaks provide a platform for student expression and contribution.
- Additionally, child protection certification for all staff prioritizes student safety.

Key Concept W3:

Student activities and experiences are provided for all students.

- AWIS provides these activities and services for all students, depending on age: science demonstrations and exhibits, math competitions, national Arabic and Islamic competitions, book clubs, art exhibitions and showcases, assemblies for grade levels, music played every morning as student's arrive, fitness classes or clubs, yoga or meditation sessions, community clean-up projects, volunteer work at local charities or shelters, fundraising events for social causes, service-learning projects integrated into the curriculum, mentorship programs for younger students, eco - week, student government or leadership councils, TED Talks -public speaking competitions, trade Quest for students, cultural & heritage festivals and celebrations, language clubs or exchange programs, international days showcasing diverse cultures, cultural heritage presentations and exhibitions, mindfulness or meditation sessions, stress management workshops, career fairs and guest speaker sessions, internship programs or job-shadowing opportunities, college and career counseling workshops, resume-building and interview preparation sessions, networking events with professionals in various fields, STEM (Science, Technology, Engineering, and Math) events and technology and innovation fairs

Key Concept W4:

Policies and procedures promote a fair and positive school climate for students.

- The school surveys the students and parents to measure their thoughts about the school climate, as well as other aspects of the school.
- In addition to teachers, the school has home room teachers, counselors, supervisors and care team members to maintain a positive school environment and to ensure not only the safety of the students, but also their mental wellness.
- There is a disciplinary committee composed of students who help in the discipline of students.

- The code of conduct is prominently displayed in every classroom. In addition, the teachers create a class rules list with the students actively involved.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- Diligent and approachable supervisors who actively monitor and ensure the safety of students.
- Professional, culturally represented and empathetic counselors who provide valuable guidance and support to students.
- Quick and effective response to students' emotional and personal needs.
- AWIS created a Care team to improve the care of students during the pandemic and they are the only school who has this system in place in Bahrain.
- Dedicated leaders who guide and mentor scouts in character development and outdoor activities.
- Participation in scout-led community projects that contribute positively to the school and local community.
- Strict adherence to safety protocols, including surveillance systems and controlled access points.
- Well organized arrival and dismissal procedures
- Promotion of a positive and inclusive school culture that prioritizes emotional well-being.
- Supportive counseling services that address students' emotional needs.
- National cultural events and celebrations that embrace the diversity within the student body.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is suggested that AWIS expands to International Professional Development to provide teachers to enhance their skills in differentiating instruction effectively.
- It is also recommended that AWIS integrate more project-based learning and real-world applications to engage students with varying interests.
- The team suggests that AWIS hosts international events, workshops, or conferences to expose students to diverse viewpoints. In addition, it is recommended that AWIS expand opportunities for students to engage in service learning or volunteer work with an international focus.
- Also, it is suggested to expand collaboration with special education professionals in order to provide tailored support for students with disabilities.
- It is suggested that the school perform a risk assessment of child safety as it pertains to the parking lot in the school compound.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

RESOURCES

Standard for Accreditation

Introduction: In order for a school to attain its preferred future, it must have sufficient resources. MSA believes those resources include finances, facilities, transportation, food services, and technology.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept R1	
Operational Budget*	X
External Audit or Financial Assurances (if the school does not have a recent Audit)*	X
Proof of Insurance Coverage*	X
Policies/Procedures related to finances, financial aid, and refunds*	X
Multi-Year Financial plan (last year, current year, next year)*	X
Tuition/Fee Schedule (if applicable)*	X
School Funding Chart	X
Communications/Resources provided to families outlining their financial obligations	X
Key Concept R2	
Health & Safety Inspection Reports*	X
Policies/Procedures related to facilities and maintenance*	X

Maintenance and Facilities Plan(s)*	X
Campus Description	X
Adequacy of Facilities Chart	X
Floor Plan of Facilities	X
Certificate of Occupancy (if available)	X
Key Concept R3	
Technology plan, including but not limited to inventory and replacement schedule*	X
Policies & Practices regarding technology including but not limited to data protection (GDPR [General Data Protection Regulation] compliance where necessary) and acceptable use*	X
Technology Inventory	X
Professional Development Plan (related to technology)	X
Key Concept R4	
Inspection and/or Safety Reports*	X
Contracts or Agreements with any outside service provider	X
Policies and/or Procedures related to Transportation and Food Services	X
School Menus and/or Nutritional Information	X
Staff Certifications	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept R1:

Sufficient and stable financial resources are dedicated to attain the expected learning outcomes identified in the Foundation Documents.

- The school's budgetary priorities for instructional resources are established.
- The student numbers are back to capacity and have recovered since Covid.
- The budget makes provisions for Child Safeguarding training and all staff receive this PD.
- The finances are stable and the school runs at an annual profit.
- All operational funds come from tuition payments and fees have not increased over the past 16 years.
- The most recent audit is from July 31, 2022.

Key Concept R2:

The facilities are satisfactory or acceptable in quality and quantity to achieve the school's mission. The facilities are safe, clean, and well-maintained.

- AWIS is a lovely school with multiple buildings, outdoors spaces, and meeting spaces throughout.
- The facilities are well-maintained, and the school has a policy that "if you see something, say something," which ensures that maintenance happens in a timely manner and will be reported.
- The school has a library and a cafeteria which are both rather small in relation to the number of students, but AWIS does have plans in their Plan for Growth and Improvement to add a new building with these facilities. Even with the small library, the library is extended beyond the walls with tables and trees with QR codes where students can read books on the spot. The library's books are also showcased throughout the school as seen in the staircases.

Key Concept R3:

Technology resources (as defined as hardware, software, platforms, policies, and procedures for the use by students and staff) support attainment of expected student outcomes.

- Google Workspace including Google Classroom, Google Drive, YouTube and more
- Every student receives a school email for access to Google Classroom
- Online Learning continuously available
- BYOD - Bring Your Own Device - program
- Interactive White Boards
- Cybersecurity Policies in place
- Cybersecurity training for teachers and students

Key Concept R4:

Transportation and food services are sufficient in quality and quantity to achieve the school's mission. Transportation Services are safe, clean, and well-maintained. Food Services are well-maintained and based on nutritional standards.

- Transportation is provided by a third-party company and the contract is between the parents and the company. The transportation company is vetted by the Ministry of Education.
- The food service is provided by a third-party company and the employees go through clearances as prescribed by the ministry of education.
- The cafeteria is clean, albeit small.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- AWIS is commended for their exceptional use of their outdoor space to maximize and provide a green space with multiple gardens.
- The auditorium is a wonderful space for students to gather for assemblies and other occasions, giving students an opportunity to use the stage in multiple ways.
- There was an issue with the drainage having an indentation where students could trip while playing on the field. This was pointed out and the team at AWIS quickly and correctly fixed the issue by adding a metal plate so that the water could drain while covering the indentation. This demonstrated dedication to the safety and wellbeing of the students and the ability to repair issues in a timely manner.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is recommended that AWIS review the portion size of the 'dished' food to ensure that the amount is adequate and appropriate for students at various ages.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

TEACHING AND LEARNING

Standard for Accreditation

Introduction: Teaching and learning are the core of every school. MSA believes curriculum and instruction and assessment must be linked to the school's Foundation Documents, be contemporary, reflective of best practices, and supported by appropriate professional development. Student performance must be measured and appropriate student services be provided to ensure all students reach their full potential.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept T1	
Written curriculum guides for each component of the educational program*	X
Scope and sequence charts*	X
Program of studies or other overview of the components of the educational program	X
Master schedule	X
Policies related to educational program	X
Exemplars of student work	X
Record of professional development activities related to curriculum	X
Key Concept T2	
Sample Lesson Plans*	X
Key Concept T3	

Assessment Policies and Procedures*	X
Examples of Student Performance (Internal and/or External)*	X
Example of student transcript*	X
Example of student report card*	X
Examples of assessments	X
Key Concept T4	
Student Services Policies and Procedures*	X
Sample IEPs or equivalent*	X
Admissions criteria *	X
Description of guidance and counseling services available*	X
Examples of Recruiting and Marketing Materials*	X
Policies related to student services*	X
Results of follow-up studies of graduates	X
Key Concept T5	
Professional Development Plan*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept T1:

The educational program is based on appropriate content and written curriculum aligned with generally accepted learning standards.

Educational programs are inclusive of a wide range of resources that include:

- Cambridge Curriculum is used schoolwide for English and Science
- Edexcel/Pearson for Math
- Ministry of Education Curriculum is used for Arabic, Social Studies, Islamic Studies
- Variety of resources including online resources, workbooks and guided reading books

- Teacher resources include interactive online access to Cambridge, Pearson, Arabic and Islamic resources from the MOE.

Moreover, there is a focus towards differentiation to provide for students at various stages of academic development and attainment. There are assistants in primary, which provide additional support in the classrooms. The academic programs are enhanced by the support and presence of supervisors and counselors that attend to many social and emotional needs of students. Having these personnel that focus on well-being the teacher is able to focus on teaching and learning and not behavioral and emotional issues.

Key Concept T2:

A variety of instructional methods are used to deliver the curriculum and learning settings are developmentally appropriate for students.

AWIS is focused on providing a wide range of instructional methods that cater to the various learning styles of students. Much of the curriculum incorporates resources that have multiple modalities of learning such as visual, auditory, tactile, integrated online access, interactive and white boards in all classrooms.

Instructional methods include:

- Cambridge Workbooks
- MOE Workbooks in Arabic, Islamic and Social Studies
- Project based learning in Primary levels
- Call and response strategies in English and Arabic
- Read alouds
- Small group work
- Peer teaching & learning
- 1:1 assistance in Primary grades

Students' classwork is beautifully displayed throughout the classroom and hallways. Teachers have reflected and commented on students' work to provide encouragement and feedback.

Key Concept T3:

Assessment of student performance is used to measure individual and aggregate student progress and the effectiveness of the entire educational program.

AWIS assessments provide an ongoing data source that teachers reflect upon to inform instruction. The school incorporates an "e-Tracker" which is a component of their Google Drive to utilize as their database for reference and tracking of academic progress.

Assessments include:

- Cambridge Primary Progression Test
- Cambridge Primary Checkpoints
- Spelling Test

- Weekly quizzes
- IGCSE
- A, AS Levels Examinations

Overall, assessments at AWIS are used as a tool to improve instruction. The “eTracker” program is administered by the Technology Department. As part of the program teachers are required to include examples of questions from assessments.

Key Concept T4:

Support services are provided to assist every student in achieving academic success.

The academic support is enhanced tremendously by the provisions of counselors, supervisors and CARE team providing a critical element of an environment that caters to the well-being of students. These support services teams are greatly appreciated by the students, parents and teachers as noted throughout the visit. This support team provides a stable learning environment that allows for learning to occur in the classroom. Additionally, academic Support Services include:

- 1:1 Assistance from the Teacher
- After School tutoring and online support from Teachers
- Play based learning at recess.
- Shadow teacher for identified students.
- Department established in 2019 aligning with the mission/vision of the Ministry of Education (MOE) for student support.
- Coordinator conducted workshops on student support and referral processes for staff awareness.
- Parent communication initiated based on the number of behavior concerns/issues identified.
- Various interventions include individual or group sessions, parent contact, and observations before considering external support.
- Collaboration with teachers and parents to develop personalized learning plans for students needing academic support.
- Testing accommodations are implemented as needed, ensuring students receive necessary support during assessments.

AWIS is a student-centered environment focused on individual support for every student.

Key Concept T5:

Professional development ensures effective design and implementation of the educational program.

AWIS provides a supportive professional development program. Much of their professional development is online. There is a YouTube website that is populated by the school that includes videos for Professional Development and acts as a repository of information for onboarding new teachers. Additionally, curriculum coordinators assist teachers with lesson planning and resources in the form of booklets and sharing training updates from PD’s that they have attended online.

Professional Development includes:

- Weekly and Monthly Training Designed by the Professional Development Committee

- Online Training from Cambridge
- Google Workspace
- Google Drive
- YouTube Channel with numerous videos to support incoming faculty
- Pearson Online
- German Embassy Support for German Language
- MOE of Bahrain - semiannual PD in Arabic, Islamic, Social Studies

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- Adhering to all aspects of the Cambridge Curriculum
- Utilizing Google Workspace, NearPod, School YouTube Channel
- Public Speaking Program: TedTalks, School Assemblies
- Providing a Safe and Nurturing Environment as verified by students and their parents

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is suggested that AWIS diversify assessments for cross validation: Ex: IXL Diagnostic.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

SPECIAL PURPOSE INDICATORS

Introduction: The indicators below are for specific areas not fully addressed in the 5 Standards for Accreditation and may only apply to certain programs or types of schools.

Special Purpose Category	Yes	No
Online Learning		X
Early Childhood Education		X
Faith-Based Schools		X
Located in Pennsylvania		X
Residential Programs		X

THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based upon the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance and Organizational Capacity.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and

improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there areas of our organization's capacity that must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

Technical Review

Prior to the Team Visit, the school's objectives were reviewed by their MSA Accreditation Liaison as to whether or not the objectives met the technical requirements of the self-study.

The Team was provided with a copy of the school's approved Technical Review.	X	YES		NO
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Objective #1:

X	This is a student performance objective
	This is an organizational capacity objective

A. Objective

By 2031, all students will improve in Mathematics as measured by:

- increase in proficiency rates in internal summative assessments compared to the baseline data collected at the start of the improvement program.
- and achieve an improvement in the average mark in Mathematics summative examinations.
- students will perform better in external exams aims to achieve an improvement in the percentage of students getting the high grades in external exams, specifically of A*- C in AS, A-levels, and IGCSE; 3.00-6.00 in Primary Checkpoint, and Secondary Checkpoint exams.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	

Is the objective reasonable and achievable?	X	
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What recommendations can the Team offer to the school for any areas evaluated “No” and/or to improve the clarity and focus of this objective?

- As a suggestion the school may incorporate an International Math trainer that has a universal and best practices background and approach.

B. Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- NONE

Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

A. Objective

By 2031, all students will demonstrate an improvement in written English as measured by:

- an increase in proficiency rates in internal summative assessments compared to the baseline data collected at the start of the improvement program.
- achieving a higher average mark English summative assessments.
- students will perform better in external exams to achieve an improvement in the percentage of students getting the high grades in external exams, specifically of A*- C in AS, A-levels, and IGCSE; 3.00-6.00 in Primary Checkpoint, and Secondary Checkpoint exams.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

B. Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- NONE

Objective #3:

X	This is a student performance objective
	This is an organizational capacity objective

A. Objective

By 2031, all students will demonstrate an improvement in written Arabic as measured by:

- an increase in proficiency rates in internal summative assessments compared to the baseline data collected at the start of the improvement program.
- achieving a higher average mark Arabic summative assessments
- students will perform better in external exams to achieve an improvement in the percentage of students getting the high grades in external exams, specifically of A*- C in AS, A-levels, and IGCSE; National Checkpoint examinations.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	

Is the objective reasonable and achievable?	X	
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What recommendations can the Team offer to the school for any areas evaluated “No” and/or to improve the clarity and focus of this objective?

- NONE

B. Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school’s resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- NONE

Objective #4:

	This is a student performance objective
X	This is an organizational capacity objective

A. Objective

- By 2031, the school aims to successfully construct a new administrative building, complete with canteen and library facilities, offices, open playing courts, and an associated car park, meeting all design specifications, and safety standards and within the allocated budget. The extension is designed to enhance the education quality by providing several facilities to accommodate the needs of the users. On the ground floor the parking area will be renewed with a ramp leading up to parking on the upper level as well, to accommodate more cars. In addition, new offices for the administration will be provided between the parking and the existing buildings. On the first floor, in addition to the parking area, there will be a canteen with its services. And on the second floor, we will have a library, a theater with a buffet hall, and open courts.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- NONE

B. Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- NONE

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
• One or more assessments for each objective	X	
• Baseline data for at least one assessment for each objective	X	
• Technical approval of the objectives	X	
Action plans for each objective that meet the requirements of the protocol	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans), and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- The school's plan for Growth and Improvement is well detailed and thought through.
- Action plans are showing a 7 year progression outlining the steps for regular review of progress.
- The school implemented an "E-Tracking" system for accumulating evidence towards the respective goals.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is suggested that the school monitor and review data on a regular basis to ensure the success of the progress regarding the action plans for the objectives.

Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	NONE	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	NONE	

NEXT STEPS

As Al Wisam School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The five Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on a Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement.**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report.**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Re-accreditation.**

At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Good afternoon. I am Andria Visser, the Early Childhood Principal of the American International School Kuwait and chair of this MSA visiting team. The Team and I are pleased to present our report to the school community.

Before going any further, I would like to take a moment to recognize and publicly thank the other members of this Visiting Team for their service both to the Al Wisam School community and to the Middle States Association – Dr. Bobbi McDaniel, Mrs. Yvonne Crawford and Mrs. Sarah Nickel, all of whom are serving in high ranked leadership roles at their respective schools. These professionals are truly the best of the best! They are “school people” and I am very grateful to them for their time and efforts on your behalf. I don’t know if you are aware of this or not, but each of these educators are uncompensated volunteers, who have given their own professional and personal time to provide this professional service to your institution. It is a tribute to their professionalism and expertise that they were able to gel as a team so quickly and to produce such fine work in service to your school. And, on a personal level, they were ideal to have as a team. These visit reports are a tremendous amount of work in a very short time period – we got it done and it was accomplished with careful thought and in the best interests of providing your school with the very best.

Al Wisam School is an amazing educational institution. The world you have intentionally created here, both for your students and amongst and between yourselves, is in so many ways truly wonderful accomplishments and testimony to your dedication to students., You have much to be proud of! I guarantee that my fellow Middle States team members and I are leaving your school having had a rich and rewarding experience. We sincerely appreciate the warm and gracious reception and hospitality we have received from every one of you, and are grateful for the frankness, openness, and candor with which you have shared both your strengths and those areas where you can grow.

This oral report, then, is the culmination of years of hard work, self-study and self-reflection, not to mention this intense and—for some of you, at least—potentially nerve-wracking visit. We came to you as unknown observers, but we hope that we will now be leaving you as colleagues and friends. What follows is intended as an “executive summary” of the major points that will be included in the more formal written report, which will follow in approximately two to four weeks from now. This oral report only includes a few of the observations and recommendations that will be found in the final written document.

Let me take a moment to remind you about an important part of the Middle States Accreditation Visit process: after the conclusion of this oral report, in accordance with the protocols associated with this process, the Team and I will immediately be leaving your school. We will not be able to entertain any questions or enter into any additional discussions. Rest assured, though, you will have the opportunity to ask questions about our findings after you have received and reviewed the official written report from the Middle States.

It is important for you to know that accreditation is a voluntary activity. We are here only because you invited us. You asked us to study the work that you are doing and to help endorse and support your plans for the future. As such, we came here with several purposes in mind. First and most fundamentally, we

are charged with ensuring that Al Wisam School meets the Middle States Standards for Accreditation. In addition to meeting the standards, the protocol you chose—Excellence by Design—requires that you develop a cohesive and sustainable system of continuous planning for school improvement. It also requires that, as a School you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your School was asked to develop one or more organizational capacity objectives. The expectation is that, after the Team and I leave today, you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals that you have set for yourselves.

We on the Visiting Team have come to you as “critical friends” and not as “evaluators who are critical.” What I mean by the term “critical friends” is that we came to look with discerning eyes and to listen with discerning ears, as professional colleagues. We came both with open minds and open hearts. We know and respect that the work you do is important, impactful, and difficult—and we appreciate these things because we too are educators.

What we have to share with you today has been gleaned from interviews and meetings with a significant portion of the staff members in the building, not to mention handfuls of students and parents, and by our careful reading of your thoughtful self-study and documentation. Our most sincere wish is to leave you with formative feedback that will position you to achieve your goals and initiatives better and more fully than before we arrived.

One of the first things we did when we began our visit was to look for the way your Mission is present in the school. We were curious to see how your Core Values were incorporated into daily life. We did not only find students and staff who could recite your mission for us – but we saw countless examples of it in action. The culture of this school is a real strength. There is a welcoming spirit of acceptance, a commitment to service and to quote one of your students, “We are treated as friends rather than students”. We, this team of seasoned educators, were genuinely moved by the students’ expression of gratitude for being able to go to school here. Your learners told us “We feel safe and supported”. In our parent interviews, many of the parents shared with us their children’s experiences in the school. One mother said that “they hear our kids” and many stated that the school has not only “open” doors, but is opening doors for their children and helping them find their voices in the world. The Board, leadership and faculty genuinely care about the students and the students know it. Values are ingrained in the culture of this school.

We also want to recognize the high-functioning and deeply dedicated leadership of the school. The Board has been thoughtfully seated with members who have the expertise and experience to address varied areas of school operations. And, as one team member said, the Board “did themselves well” when they chose the administrators of the school. These talented and competent leaders have a collaborative, collegial, dynamic approach that is invaluable as they lead the school.

We compliment you all on the thoroughness of your self-study. It is informative, honest and transparent. It is noted that you were open in acknowledging the areas where things didn’t go as planned and applaud your willingness and ability to pivot when necessary. The self-study process is long, and it is hard work, but, in the end, it is still the best mechanism to determine your needs and to establish a plan to meet them.

Your efforts to ensure that Al Wisam School initiatives are included as you attempt to acknowledge the unique contributions of all members of your school community are commendable. The student projects and committees are active and major influencers in ensuring that these initiatives are at the forefront of student decision making.

And, in recognizing the changing needs of your student population in the developing world, we encourage you to keep promoting career readiness. Your students are coming to you with diverse skill sets and talents and your efforts in this direction will help them to use these talents to the fullest. Furthermore, the school especially excels at developing presenting and speaking skills of students. Your student assemblies and TED Talks are truly impressive.

And, again, I remind you we are here as critical friends, so we also looked at recommendations that may help you to achieve your stated goals.

First, as we recognized, governance and leadership are real assets to the continued growth of the school. As you look to the future, it is important for all board members to engage in regular evaluations of their performance - their effectiveness in meeting their established goals.

We encourage leadership and governance to continue efforts to further develop the comprehensive strategic plan that includes all areas of school operations. You have already laid the groundwork through your thoughtful analysis of the Middle States Standards. For each, you have identified areas where improvement should and can happen. These will lead you in writing plans for those areas not included in the MSA Plan for Growth and Improvement regarding the development of International language competency at AWIS.

We encourage the development of a more formal Professional Development Plan with international or global presenters. You have already committed to the needed internal PD and we recognize that time and resources are limited, but we believe that a plan for broader PD opportunities will allow you to reach even higher.

Also, we highly recommend that you expand opportunities for students to engage in service learning or volunteer work with an international focus, collaboration with local industries or professionals for mentorship programs in specialized fields and expanded collaboration with special education professionals to provide tailored support for students with disabilities. These expanded recommendations aim to create a more inclusive, dynamic, and globally-oriented educational environment, emphasizing differentiation and international perspectives.

We recommend that the school monitor and review data on a regular basis to ensure the success of the progress regarding the action plans for the objectives and to “Diversify” Assessments for cross validation and data collection through programs like IXL Diagnostic.

And the final recommendation we present today is one given in the best interests of you all. You have already faced some significant growth and evidence leads us to believe that the trend will continue. But that growth has led to the necessity to make significant adjustments in multiple areas of operations. Many of those decisions have resulted in many staff members assuming additional responsibilities. From our perspective, that has worked well to this point. However, moving forward, you

will most likely be facing some challenges towards the implementation of your robust plan for growth and improvement. We believe that you would benefit from identifying priorities and then pacing work in these arenas. Right now, you are all energized by the momentum of the success, but your human capital and physical space has reached its capacity. Again, we urge you to prioritize and pace all initiatives in order to not overburden these dedicated staff members, including leadership.

And now, after much ado, let me move on to the accreditation recommendation we will make to the Middle States Association's Commission.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of Al Wisam School is based on whether or not you meet Middle States standards for accreditation. These standards address every aspect of the programs, services, and resources a school can and should provide for its students. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community in particular.

We have found that you do meet all the standards.

The second factor we must consider in making our accreditation recommendation is whether or not Al Wisam School meets the requirements of the Excellence by Design protocol. These requirements are summarized in the following commitments:

1. to plan strategically with a specific emphasis on improving student performance
2. to establish a culture of being accountable for your students' performances.
3. to involve a broad spectrum of your school's stakeholders in developing the means to get closer to the mission

With regard to these requirements, we found that Al Wisam School has a school improvement plan focused on increasing and enhancing student performance, and action plans designed to achieve your objectives. We also found almost universal agreement regarding the areas of student performance on which your objectives focus.

These, then, are some of the major themes and findings that will be included in our written report. We offer them in the spirit of, again, being your "critical friends" and not "evaluators who are critical," and with the desire that they will help you as you work toward achieving Al Wisam School's broad and inclusive mission.

Now, it's finally time to really get to the part you have all been waiting for so patiently. I am pleased to be able to share with you that the Visiting Team will be recommending to the Middle States Association's Commission that Al Wisam School be re-accredited for the next seven years.

I do want to remind you that this is our recommendation to the Commission. Your report and our response will go through three more "vettings" before it becomes final. The Commissioners will then make the final decision.

As we take our leave of you, the members of the Visiting Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your tremendous

flexibility and your outstanding generosity of spirit. Our experiences here have definitely been rich and rewarding.

Our most sincere thanks go out to all of you, especially Mrs. Maha Younes, Principal, and your dutiful, diligent, and detail-oriented Internal Coordinators, Vice Principal, Dr. Saba D Parker, Ms. Arfa Mudassar, Ms. Ghothia Iftikhar, Ms. Maryam Barbar and Ms. Huda Al Saie for their hard work in preparing your self-study and for this visit.

I'd like to leave you with this final thought. When people of goodwill work together, wonderful things can be accomplished. We found the school community that is Al Wisam, committed to providing their students with the best education possible and to the continued success of the school. You have a very good school and our challenge to you is to make it even better!

We wish you continued success as you move forward.

Thank you and goodbye!

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Andria Visser	American International School Kuwait
Assistant Chair of the Team	Dr. Bobbi McDaniels	American International School Monrovia
Team Member	Yvonne Crawford	American Academy of Prague
Team Member	Sarah Nickel	American International School New Delhi