

Part 1: Basic Information

Narrative

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The International School of Kenya (ISK) was established in 1976 under the co-sponsorship of the Canadian High Commission and the United States Embassy. The school, known as the Nairobi International School, had pre-existed that date by a few years, but was purchased from its original owner, the United States International University, in 1976. ISK has been located on the same picturesque 25-hectare campus, located on the outskirts of Nairobi since its origination.

The International School of Kenya is accredited with both CIS and MSA. The first accreditation was completed for the secondary level only in 1980. Other levels were later accredited, with the latest full accreditation completed in 2009. Following the report, there were specific, immediate recommendations made which were completed and implemented. The accreditation award letter was issued in February 2010. The subsequent five-year accreditation report and visit were completed in 2014 with high levels of commendation.

The International Baccalaureate Program was initiated at ISK in 1982, with the first IB diploma candidate graduating in 1984. ISK offers the Diploma Programme in grades 11-12. The most recent IB accreditation self-study and report were conducted in the 2016-2017 academic year. The IB re-accreditation letter was issued in September 2017.

Enrolment at ISK has continued to grow over the past ten years. Enrolment was 873 at the time of the five-year accreditation visit in 2014 and is currently at 943. Enrolment is often impacted by the political situation in Kenya, but as Kenya develops as a hub in Africa for more businesses, enrolment is expected to continue to remain healthy.

Divisions at ISK are described as follows:

Elementary School: This division encompasses grades PreKinder (4 year olds) - Grade 5. For purposes of grade level leaders and some curriculum planning, the Early Years program is considered to be PreKinder and Kindergarten.

Middle School: This division encompasses grades 6 - 8.

High School: This division encompasses grades 9 - 12.

Part 1: Reflective Statements - Head of School

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Head of School Reflection - David Henry - Director

The International School of Kenya is firmly guided by its Mission, Vision and Educational Aims. These guiding documents provide the philosophical framework for all that we do, for how decisions are made and programs developed. As a result of this strong commitment to our mission, vision and aims, teachers want to come and work at ISK and parents seek out the school as it parallels what they want for their children.

At the same time, ISK puts learners at the center of what we do by focusing on personalized learning, with the goal of students driving and taking responsibility for learning. This means that ISK supports an inclusive philosophy for all learners with differentiated planning and instruction. As students learn, each one is nurtured to be a person of character, to be principled, respectful, open-minded, caring, a risk-taker, balanced, reflective and persevering. We ask all the members of our community to model these characteristics as we strive to develop globally minded students of character, who learn, create, act and solve in a collaborative and engaging environment.

We continue to look at how learning is designed and interconnected at ISK and to delve deeper into our driving purpose. This would be our Mission and Vision, which is really the 'why' or the overarching purpose of our organization. If the pursuit of a better world through passion, creativity and ambition is the 'why', ISK's Educational Aims are the 'what'. The 'What' can be thought of in terms of the dispositions and cognitive skills all learners need to be successful in their future endeavors.

The Aims are connected to our academic learning standards and our co-curricular program through our three main Learning Pathways (Personalizing Learning, Experiential/Service Learning, and Integrated Learning). We see these pathways and our academic and co-curricular programs as the 'how' of our program. We strive to develop the cognitive skills and dispositions of our learners through these springboards to learning. In brief, learning at ISK is interconnected where students are able to initiate, participate in, and reflect upon learning in pursuit of a better world. The how, what and why of learning at the International School of Kenya inspires us to reach our vision.

At the strategic level, ISK's Board of Directors drives long-term strategic planning. At the beginning of year year, members of the two boards and administration team along with student, parent and teacher representatives gather to review progress from the previous year's Strategic Plan and annual goals. The revision and update of our Five-Year Rolling Strategic Plan and the development of current year annual goals follow this work. This well-established process is a way for the school to ensure it annually reviews and adjusts the Strategic Plan while taking into account recent

environmental and organizational developments. We believe that organizations that are able to embed this type of process into their system of continuous improvement make that organization more adaptable and bring it closer to fulfilling its Mission and Vision.

ISK is a culturally diverse international school. As a school we encourage pride in each individual's cultural background and respect for the values and belief systems of each community member. This idea is equally important when it comes to making sure that each faculty member joining ISK has strong intercultural understanding, belief in the value of experiential learning, and a collaborative mindset. In brief, ISK strives to support a positive, stable environment, where students' commonalities are strengthened and their individuality is supported through various learning opportunities.

Moreover, through our professional staff, our goal is to provide a challenging program that connects experiential, integrated and project-based learning aligned with our beliefs and values. This means we need to ensure that we provide appropriate professional learning experiences to support our professional staff in multiple ways. We also want to ensure our facilities are able to support the educational experience we strive to provide.

Finally, we are working on the development of a dynamic system that has the capacity to allow us to put our academic and Aims standards together, link them with our unit plans and assessment tools and ultimately visually report student progress, whether dynamically or through regular periodic reports, E-folios, and more. Capitalizing on these opportunities will help ISK be a school that equips its students with the ability to negotiate complex issues and for those students to be agents of positive change.

Part 1: Reflective Statements - Governors and Board

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Chair, ISK Board of Directors - Mildred Steward

The ISK guiding statements play a key role in directing the strategic thinking, purpose and ethos of the school. As ISK states on its website, all decisions are guided by three foundation documents:

Mission: to inspire and nurture passion, creativity and ambition in pursuit of a better world.

Vision: to empower students to create solutions for tomorrow's challenges.

Educational Aims: ISK strives to develop students of character who learn, create, act and solve in a collaborative and engaging environment.

These documents are the result of a deliberative process that included all stakeholders. These documents define ISK's purpose, the educational beliefs that drive learning, and the specific learning outcomes ISK is committed to developing in each student. The principles espoused in these documents are appropriate goals for an international educational institution.

These documents guide the Board's thinking and strategic planning and is at the heart of our inquiry when we review and update the Rolling Strategic Plan, deliberate over policy changes or develop the budget, oversee the Facilities Master Plan and Long Term Financial Plan. The guiding statements inform Board thinking and planning as members facilitate the school's use of its resources so as to maximize student development. With the guiding statements as a backdrop, the school endeavors to provide the tools and means to creating facilities and spaces such as the Arts Center that encourage performances and visual design displays, the athletic facilities that allow students to participate in team and individual sports, to the Design and Fabrication Lab, that encourage student creativity and problem solving.

The application of the school's guiding principles become evident in the experiences of the faculty and students. The school endeavors to develop and challenge all students to embrace the guiding statements as part of the ISK educational experience, including students with learning needs. Over the years, ISK has developed a program that includes learning support staff, relevant development programs, and a Sensory Integration space, along with a range of learning support rooms and washrooms for physically impaired students. Accessibility features have been and continue to be incorporated into designs for the new construction projects. As part of ISK's Inclusion journey, ISK continues to explore steps and actions needed to provide Highly Capable Learners with sufficient challenge when and where needed and allow for more individualized learning. Application of these principles can be seen in reports on the results of the International Baccalaureate Program Diploma and assessments that identify trends and areas for growth. These results demonstrate the ambition and passion of the ISK community in action.

ISK students are encouraged to collaboratively pursue their passions in a variety of areas and are given the support and resources to do so. For example, ISK students participate in Round Square conferences that bring together students and adults around professional development workshops combined with a shared program of guest speakers, group discussions, cultural visits, community service and adventure activities, in order to facilitate practical, cross-cultural and collaborative learning. Students from two divisions made presentations before the Board about their attendance at Round Square International Conferences.

Student led clubs provide another outlet for student passion, creativity and problem solving. The Board heard a presentation from the high school club Hand Out that uses a 3D printer to create prosthetic hands for those in need in the community. During school events, the ISK community enjoys performances from Composers Club, whose members write the music they perform. Additionally, students engage in STEM related projects at all levels. From engaging in basic programming at the elementary school level during Code Week, to participating in ISSEA Robotics challenges.

Faculty and students have come together to develop the Work Experience program that allows students to pursue fields of interest and give them exposure to the workplace through one week internships. Students participating in experiential learning took the program one step further by engaging community professionals to discuss their work experiences and interests in their fields.

The foregoing demonstrates ISK's strength in encouraging students to pursue interests and offering the opportunity and resources to pursue their goals. However, this strength can also pose a challenge. As students pursue their interests ISK runs the risk of spreading hard-earned resources too far to address the broad and sometimes divergent interests and passions of the school community. The school will have to manage community expectations as it encourages student exploration, pursuit of interests and contributions to local and global problem solving.

Part 1: Reflective Statements - Parents

Narrative

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Parent Statement - Role: Parent of one MS and one ES student - Duration at ISK: 1 year, 2 months - Meg McNulty

1. To what degree are your school's guiding statements (mission, vision, values and strategic intent) appropriate for all members of your school community?

Very strong! Overall, my sense is that ISK earns an A/A- on their practices with students, a B+ with staff, and a B-/C+ with parents. ISK values students – I am clear on and glad for that. Clearly, their foundational documents are student-centered. It could be purposeful that in the three foundational statements, only students are mentioned and not educators nor parents. If ISK were to grow in its community focus, these other stakeholders might be included. Also, our grounding

statements might include either our beautiful host country and/or our community partners.

In terms of appropriateness for all members, I am a member of the majority culture here (white and American) so in general the school's approach suits my communication and learning style. It would be interesting to hear across other cultural lines and positions.

2. How well are your school's guiding statements implemented in practice?

In general, I trust ISK does implement well while I also think making learning visible to the larger community can be a difficult task. The aims and mission are discussed in most meetings. The philosophical commitments are constructive, inspiring, and evidence-based. I wish the staff would do more to make this theoretical exercise more tangible to parents and their fellow educators; for instance, they might share one of their aims and then present student examples that support that aim. In ES, classroom teachers share learning pretty well, especially during the student-led conferences. In MS, teachers use PowerSchool which does facilitate dialogue with parents and students.

Parents could stand to hear a bit more about the professional development of educators as well. Anecdotally, I am aware that ISK makes ongoing PD available to staff. This commitment is wonderful but not always visible to the community. Some classroom teachers may make mention of the learning and investment but inconsistently; that does not mean it is not happening nor ill-deserved. Perhaps if teachers attend PD, they write a paragraph in the newsletter or post it around school. ISK does plenty of worthy work; there are ways to share and celebrate it further.

3. What are your school's strengths and what are its challenges in implementing its guiding statements effectively?

ISK strengths are many; the first one that comes to mind is their inclusion practices. Here, I see that they walk their talk. One of my children has an IEP and has greatly benefited from their inclusive model and learning support; it is top notch here. Along those lines, the school as a whole includes parents in their processes such as in the hiring of administrators and maintaining parents slots on steering committees. In general, teachers seem competent, happy, and empowered. ISK staff tend to be very effective in engaging children in a variety of learning methods to teach students how they learn best. ISK offers a broad spectrum of instructional styles, course offerings, and opportunities beyond the classroom. The children have many engaging opportunities through the IC trips and the co-curricular experiences. Top notch, yet again! The staff tend to use technology effectively and teach the children to do the same.

The division leaders (ES/MS) are very welcoming and open; they both hold monthly events to keep

the families engaged and informed. In ES, feedback is solicited after events and meetings. (That may occur in other divisions but not to my knowledge.) The administration is very approachable. I love that at least one administrator is always present at PTO meetings. We even have two teachers come to every PTO division level meeting. Amazing! The teaching and administrative staff make use of the weekly and monthly communicate via The Link. I am proud that the ES has two school counselors. The facilities are not just beautiful; they are responsive to children's learning.

The largest weaknesses that ISK could improve is encouraging more community building among families and also in facilitating dialogue on diversity and difference while also celebrating our community and unity. Another improvement needed is in fund development. There seems to be a need to raise funds but parents are not clear on for what, why, and the outcomes. Is there a larger strategy that we just don't know about? This facet of the school seems murky, but not nefarious, just unclear. Finally, ISK must overhaul the service learning program across the three divisions. There does not appear to be a common understanding or even practice among students in the same grade level. There is work to be undertaken to address this issue and I hope the process is effective and the changes long-lasting.

In all, students and parents should count themselves lucky to be part of a learning institution that sees the whole child and their positive contributions. ISK is a special place.

Part 1: Reflective Statements - Teachers and Support Staff

Narrative

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Faculty - Faculty Council

ISK's mission, vision, and educational aims are relevant and appropriate to the school community. The aims are performance areas (learn, create, act, solve, collaborate) which have indicators to ensure that we are teaching to our mission and vision statements. The school has worked hard in order for all stakeholders to be a part of the guiding statements. They encompass holistic facets of a child's development, including the intellectual, academic, emotional, personal and social responsibility. The school's guiding statements provide a forward-looking focus that orients the community towards a better learning environment. They are appropriate for all faculty and staff as they provide a focus on problem solving for a better tomorrow while embracing student passions and creativity.

ISK has made considerable effort over the past several years to bring our learning objectives/curriculum in line with our educational aims. Recently, the faculty have revised the educational aims, ensuring that the language is appropriate for all members of the community. The all-encompassing curriculum meets the needs of a diverse student population and provides for a wide range of learning experiences.

Across ISK, the mission and vision are present in classrooms, presentations and meetings. While the guiding statements are used in practice to guide school programs, efforts are being made to reflect these values not only in classroom activities, extracurricular programs and project based learning but also in our reporting to all stakeholders. These statements and philosophies are strongly supported by leadership at ISK. They are referred to regularly and are used to guide decisions for learning. The overall challenges faced by the school with regards to its aims has been clarifying how these aims are to be interpreted at various levels across the school and what a meaningful inclusion in the curriculum looks like across divisions and subjects. In addition, there have been discussions about how information and data will be collected and then reported to the wider community and other stakeholders.

Beginning in the Elementary School the aims are implemented and practised in a variety of ways. These include, but are not limited to: assemblies, guidance sessions, inquiry experiences, self directed learning, class discussions and design and systems thinking opportunities. Personal Responsibility plays a large part of an ES student as they are required to care for both their belongings and the environment. It has been established that growth mindset is essential in a child's education and they are encouraged to set goals, be resilient and see failure as an opportunity to learn. At ISK, we provide opportunities for our students to explore different modes of communication as well as occasions to listen to others and understand different points of view.

In Middle School, focus is placed on the CAPSTONE project to effectively incorporate ISK Aims. Beyond this, professional collaboration time has been devoted to identifying other curricular links to the Aims. Each department in Middle School has chosen one Aim to work toward and assess in practice. Implementation of the guiding statements are evident within the advisory programs in the Middle School and through daily interactions and practises. Currently, plans are in place to develop an advisory house system that will help promote the values and aspirations of the Aims. Clearer links to the AIMS need to be articulated and seen in the intercultural trips. In addition, more time is needed for departments to calibrate an understanding of Aims in their curriculum and plan effective implementation.

The HS offers a broad range of subjects up to IB Diploma Program level. Developments to broaden the scope of subjects offered and more flexible teaching styles have been adopted to promote

ideals and aspirations of the Guiding Statements and the Aims. This includes the following:

- The development of STEM courses and the Fab Lab
- Experiential Learning programs for Grade 9
- Work Experience for Grade 10
- IB Super blocks
- And optional classes on Wednesday of alternative activities. The Wednesday activities are structured to offer a greater focus on addressing the development of skills, values and qualities embedded in the AIMS, including both wellness and preparing students for the possible demands and expectations of life and tomorrow's workplace.

In addition to this, the Service Learning program and intercultural trips are also reviewed, and any new activities designed to reflect the ideas and aspirations of the AIMS as well as the school's mission. It is hoped that these changes will continue to be reviewed as to the impact on student learning and delivery of the school's Aims to develop best practices. In HS, we have started to provide feedback to students based on AIMS performance areas.

Each division within the school has begun to establish and develop their realization of the educational aims in daily instruction of the curriculum. Faculty have shared beliefs about the school mission and how this is evidenced in the life of the school. This will continue to be a challenge in the future. Additionally focusing on interculturalism links with the development of the Aims and so this is another area of focus. Utilizing the parent body to enhance teaching and learning is also an area worthy of exploration. Although the students perform well in Literacy, It has been noted by faculty that alignment in the teaching and assessing of Literacy skills is in need of review to ensure a more consistent approach. Areas of strength include the students engagement and professionalism displayed by faculty and staff. Professional development is readily available to staff and this further enhances the staff's delivery and the development of the curriculum.

Part 1: Reflective Statements - Students

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Student Feedback - ASB - A small group of students from the ASB were tasked with initially looking at the questions and created a draft of their thoughts and ideas. This was then presented to the ASB as a group and changes made to reflect the view of the ASB group. It was then returned to the smaller group for refinement prior to submission as the ISK student response.

ISK Mission: ISK inspires and nurtures passion, creativity and ambition in pursuit of a better

world

Vision: Empowering students to create solutions for tomorrow's challenges

1. *To what degree are your school's guiding statements (mission, vision, values and strategic intent) appropriate for all members of your school community?*

Relative to grade level, the guiding statements of ISK hold the greatest relevance to the students in early high school and descend in relevance with chronological distance. This is likely due to the fact that the guiding statements were intended for higher complexity education however did not take into account the process through which the students undergo in high school which prepares them for a world outside of educational purposes.

2. *How well are your school's guiding statements implemented in practice?*

To address this question we used the 9 characteristics an ISK student is expected to develop in his or her time here.

There is a wide range of clubs and activities in ISK, which include all students and cater for all needs. They spark creativity through student-led projects and pursue a better world (especially service learning clubs). Also, the teaching style at ISK allows students to independently express their ideas and promote creativity, through projects and presentations. Lastly, the leaders in these clubs are students who are democratically selected by their peers.

Characteristic of an ISK student.

Risk takers

- Students get projects in which they have to apply what they learn in class and are expected to do something new e.g STEM, Physics.
- Students take responsibility for trying to complete these tasks and spend their effort to get a good grade on it, which makes them courageous and persistent to new situations.
- Students are encouraged to attend various college talks and try out for new clubs. They can also run to become leaders of clubs in a democratic process, giving them a sense of initiative and confidence.
- Students are encouraged to have freedom of speech and have confidence in themselves and what they believe, as long as it does not insult anyone else.

Balanced

The school is well equipped in all parts of learning:

Academics.

- The school has high quality teachers who possess an excellent teaching style. According to their

style, students have to complete presentations and projects that encourages creativity and original thinking. They also write essays that reflect their passions and allow for them to express their opinions.

- The IB curriculum.
- This gives student an international look and promotes curiosity and independent thinking because students are able to think and learn ahead of the teachers. Also, Through the various essays that students have to write in IB, they are able to express their opinions and become good communicators. On top of this, the TOK part of IB results in students thinking deeply and differently about a variety of areas in academics.

Sports.

- The school offers a variety of competitive sports to participate in that are coached by good coaching staff. In addition to this, sports related awards are equally represented and awarded as academics during awards day. Lastly, school spirit and support of the team players is encouraged by lions pride, a club in ISK.

Reflective

- CASL reflections encourage students to think deeply about their various activities and identify areas of improvement.
- Students reflect on their subject scores, papers and projects with teachers to better understand their strengths and identify areas of improvement.
- During the college application process, students are able to reflect on who they are with the help of the counsellors.
- Students are required to reflect on their actions, if caught doing the wrong thing.

Persevering

- Teachers help students when they are having problems and tell them about any extra help and work they can do on their own, which makes them persistent about succeeding in subjects.
- Rigorous curriculum (IB) with different rigorous courses for different subjects- e.g: HL classes. This makes students work hard to do well in subjects that match their interests.
- Independent or group projects in which students have to complete tasks they have never seen before by applying what they learn in class. Hence, they usually have to overcome several challenges, problems and failed attempts.

Principled and Respectful

- Integrity and honesty is promoted in academic work through the use of tools that pick up on plagiarised work.
- Through the variety of cultures and religions present in the school community, students are encouraged to appreciate different cultures through various activities and events such as

international day.

Open-minded

- Students are exposed to various opinions and perspectives and encourage to respect them. They are also encouraged to do the same when assessing situations. This is accomplished through class discussions, written essays and reflective pieces that allow students to look at several point of view.

Caring

- Students are encouraged to be mindful of others through community service projects where they interact with local communities.
- Students are encouraged to be mindful of the environment through environment friendly projects such as upcycling and cutting down on paper use.

3. What are your school's strengths and what are its challenges in implementing its guiding statements effectively?

STRENGTHS

- Clear understanding by the students and teachers about the mission of the school, thus it's easier for projects to be implemented effectively.
- Students have been exposed to different cultures, internationalism and wide varieties of opinions for a long time. Hence, they are pulled towards respecting other people's culture, beliefs, opinions and embrace diversity.
- Independent learning, projects and essays encourage creativity, good communication skill and responsibility. Students also learn to express themselves and their opinions through these tasks.
- Variety of clubs and choices to choose from.
- Making notes, encourages independent learning.

CHALLENGES

- Need to emphasize more on the consequences that follow certain actions.
- Becoming self-directed more specifically in service learning.
- Next steps toward student driven leadership and commitment.
- Sustainability - completing requirements versus development of compassion and empathy.
- Some clubs are more student led than others.
- Introduction of long term projects.
- Learning beyond school walls can be challenging.
- Time constraints.
- Security.
- Making reflections easier and more authentic.
- With summative assessments, children care more about grades than independent learning.
- Building flexibility in the curriculum and graduation requirements in line with the mission and vision.

Part 2: Domain A - Evaluative Commentary

Narrative

Part 2: Domain A - Evaluative Commentary

Narrative

ISK's Guiding Statements include the mission, vision and educational aims. These drive the decisions and related outcomes for all stakeholders in the community. These statements were collaboratively developed with all members of the community but driven by the Board of Directors as part of their annual strategic work. All decision-making processes begin with the mission and vision in order to ensure that all members of the working groups are grounded in a common understanding. Although the guiding statements are well monitored, the results of this monitoring do not contribute to a scheduled, systematic review process. Instead the discussion regarding the Guiding Statements are part of the annual strategic planning session. The ISK Guiding Statements are part of every presentation at the school and thus these are well understood by all stakeholders. Even the youngest students can discuss passion, creativity, problem solving and have a good understanding of the educational aims. Understanding around the newly developed performance areas that support the aims is the work of this year and into the future.

ISK is dedicated to developing a community which will be part of building 'a better world' for the

next generations. Developing internationally-minded individuals includes ensuring that local and international ethical expectations are met to ensure the emotional well-being of all. ISK ensures that its Employee Code of Ethics ensures that all members of ISK are treated with dignity and respect. In addition, ensuring the safety of all individuals, but especially students, is clearly noted. ISK's Child Protection manual outlines the protocols and procedures for ensuring that students are safe. These policies and procedures are firmly in place and are on multiple platforms (e.g. website, internal systems, handbooks, etc.) so that all can access this information.

ISK believes that learning is a personal as well as social experience and enables everyone to continually develop knowledge, skills and character. Measuring these clearly defined statements of mission, vision, educational aims and learning is an ongoing process. The development of tools and strategies for doing this is part of the annual goal-setting process. Currently this is a major objective and goal for the school. Time for teachers and administration to work on this has been dedicated; however, there is still significant work to be done to ensure these are firmly part of the school's ethos. The school's inclusive admissions policy helps to ensure that each student who is admitted will be offered a program to meet the individual need. The admissions policy and guidelines for admission has supported the decisions taken. It is being reviewed in the next two years to determine if and how ISK can increase the level of inclusion.

ISK is a diverse community but it is through this diversity that students, faculty, staff, and parents are drawn together to achieve the school's mission.

Part 2: Domain A - Standard A1

Narrative

Part 2: Domain A - Standard A1

Narrative

EXCEEDED

ISK ensures the Guiding Statements are used as suitable reference points in decision - making. These Guiding Statements were developed by involving all members of the school's community. The academic program, co curricular activities and service learning program are clearly aligned to the school's mission and vision. The administration and leadership teams annually review the mission and vision with all stakeholders in order to ensure that all members of the community understand and commit to these. The school has Key Results Areas (KRA) for its strategic plan that are reviewed and possible revised each year by the Board during its annual Board retreat taking these Guiding Statements into account. Each KRA has specific achievement indicators that allow the school to track and assess the effectiveness the strategic plan - and ultimately the Guiding

Statements.

Feedback from stakeholder groups on the school's strategic plan and how ISK is meeting the objectives outlined in the plan is gathered through the annual parent survey, staff climate survey, student survey feedback, the Director's annual evaluation - which is linked to the strategic plan - and the Board of Director's annual evaluation structure. The feedback is reviewed and is then part of the annual strategic planning retreat that is key to what guides the decisions made for future work.

Part 2: Domain A - Standard A2

Narrative

Part 2: Domain A - Standard A2

Narrative

EXCEEDED

At ISK, the school's Guiding Statements conform to the CIS Code of Ethics. ISK ensures that the Guiding Statements, and their ethical basis, influence how the school operates. The school serves a varied community of learners with over 60 cultural differences, a multitude of learning needs and a vast set of global expectations and perspectives. ISK believes that all learners have the right to education and believes its mission supports this. Diversity is a key characteristic of the ISK ethos. It is an expectation that all members of the ISK community treat one another with respect and dignity, and this is clearly outlined in the ISK Code of Ethics. Building the sense that we are all members of a global community is part of the daily practice. This is evident not only in the educational programs but in the ways in which all staff members are afforded the opportunity to grow and develop. ISK abides by local Kenyan law in its employment and labor practices in order to ensure that employees are treated equally under the law. Board policies include non-discriminatory hiring and treatment practices. ISK strives for excellence and supports all members of the community to do the same.

Part 2: Domain A - Standard A3

Narrative

Part 2: Domain A - Standard A3

Narrative

MET

ISK's strong commitment to intercultural learning is manifested both in the curricular and co-curricular programs. The mission, vision and educational aims demand that all members of the ISK community embrace an intercultural world. The educational aims state ... "to develop globally minded students who actively learn, create, solve and engage in their world." As a Round Square

school, the definition of internationalism is that “...students see themselves as global citizens and look beyond gender, class, race, nationality and culture to understand human nature.” Curricular units in all three divisions promote an understanding of global culture and ideas. In addition, students commit to sustained service learning projects focused on developing reciprocal and sustainable relationships with members of the Kenyan community. Intercultural trips allow students to develop a greater understanding of the host country whilst building relationships with local communities. Additional intercultural experiences (such as music festivals, athletic trips, schools exchanges, and international conferences) allow students the opportunity to learn from and with the global community. Students regularly reflect on the learning that takes place both in and outside of the classroom, making connections between what is learned in classes and their experiences outside of the school day.

Part 2: Domain A - Standard A4

Narrative

Part 2: Domain A - Standard A4

Narrative

EXCEEDED

ISK is committed to ensuring the safety and the inherent rights of each student. The key learning belief at ISK is that all children can learn and have the right to do so. To achieve this, clear practices and protocols are in place to ensure that the programs ISK offers allow students to explore their passions and interests in a safe and supportive environment. Employees at ISK participate in regular, appropriate training such as child protection and first aid. Board policies support the school’s commitment to abiding by local laws. All stakeholders, from the Operations department who keep the physical environment safe and inviting, to the faculty who personalize the learning for each student, are committed to the physical, social and emotional well-being of each student.

Part 2: Domain A - Standard A5

Narrative

Part 2: Domain A - Standard A5

Narrative

MET

While there is no formal review cycle for ISK’s Guiding Statements, regular attention is paid to their relevance and effectiveness not only in the Board’s annual retreat but also in subsequent Board meetings and Generative Thinking sessions. ISK’s current mission and vision were reviewed and revised in the 2015-2016 school year. Previously, they were reviewed in 2010. The review process is initiated by the Board of Directors and involves all members of the school community in various forums. While the Guiding Statements are always part of the work that is done as well as the

meetings that plan the on-going work, innovative means are used when there is a revision to one of these foundational documents to ensure that all stakeholders know and understand how the school is guided by these statements. The educational aims are currently being reviewed and refined to build common understanding.

As the school's vision for education continually evolves, there is a commitment from the Board and administration to ensure that the Guiding Statements are a force for guiding the school's work.

Part 2: Domain A - Standard A6

Narrative

Part 2: Domain A - Standard A6

Narrative

MET

All decisions at ISK are driven by the Guiding Statements (mission, vision, and educational aims.) These guide the strategic planning sessions at the annual Board retreat. Strategic objectives for each year are written to ensure that the Guiding Statements are not only embedded in the work of the school but that there are also ways of assessing their effectiveness. The subsequent Key Result Areas (KRAs) under each strategic objective are the means by which these Guiding Statements are implemented and measured in specific ways. Teaching faculty are increasingly using and embedding the language of ISK's Guiding Statements in unit development, classroom instruction and assessment. Teachers are now gathering specific evidence of what the aims, performance areas and indicators look like as students demonstrate them both in and outside of the classroom. The school is also working to elevate the ways in which feedback is provided to stakeholders regarding our mission, vision and aims alongside the school's rigorous academic standards.

Part 2: Domain A - Standard A7

Narrative

Part 2: Domain A - Standard A7

Narrative

MET

ISK Definition of Learning: Learning is a personal and social experience; it is the ongoing development and demonstration of what we understand, what we can do and who we are.

ISK's definition of learning was created collaboratively by faculty and administration. The definition embraces all aspects of a learner including cognitive and dispositional skills and abilities. In addition, the ten principles of learning are key to ensuring that all students are offered a high quality

program. In order to guide the planning, instruction and assessment for students, clearly articulated standards and benchmarks for each course are documented. These learning outcomes by grade level, course or grade level band are documented in the written curriculum.

A key belief is that learning is personal and, as such, the expectation for the teaching faculty and staff is that learning is personalized based on students' experiences, individual strengths, and learning styles or needs. Systems are in place to ensure that students' needs are being met through multiple assessment and reporting practices. While IEP's are in place for students who require different levels of support, the learning needs of all students are of equal value and teachers work to know each student and his/her needs. Instructional strategies and practices are supported through professional learning based on the strategic plan as well as feedback from teachers.

Part 2: Domain A - Standard A8

Narrative

Part 2: Domain A - Standard A8

Narrative

EXCEEDED

ISK is inclusive in its admissions policy and procedures based on the capacity of the school's programs and services. The school does not discriminate based on gender, race, religion or creed. Each student is valued as an individual and the school is committed to the belief that all students can be successful. Regular review of the inclusive policy of the school is calendared in the strategic plan which is guided by the school's mission and vision. This process includes a review of the students currently being served and whether the curriculum sufficiently supports them. It also considers ways in which the school might increase the programs offered to serve a wider range of learning needs.

Part 2: Domain A - Planned Actions

Narrative

Part 2: Domain A - Planned Actions

Narrative

Domain A Action Plans are outlined in the attached pdf document.

Part 2: Domain B - Evaluative Commentary

Narrative

Part 2: Domain B - Evaluative Commentary

Narrative

ISK's ownership by two diplomatic missions is reflected in the school's governance structure. It is governed by the Board of Governors (BoG), consisting of diplomats appointed by the two missions, and the Board of Directors, consisting of members who are: 1) appointed by the two diplomatic missions, 2) elected by parents, and 3) appointed by the Board. The Articles of Association define the roles of the two boards.

In order to reinforce a strong and vibrant governance structure, the Director and Board of Directors have worked together to ensure that the roles and responsibilities of governance are clearly defined, formally articulated and reflected in the approved Policy Manual. The roles and responsibilities of each entity is shared widely and consistently with the ISK community via the ISK website, divisional, faculty and staff handbooks and reinforced at monthly board meetings. Governance has become self-reinforcing due to regular orientation sessions, systematic annual training and consistent practice. In addition, the Board has approved and implemented policy procedures, practices and evaluation tools to facilitate the ongoing and consistent monitoring of school operations. Finally the Director and the Board have worked hard to craft a working relationship that is clear, well-articulated in policy and reflected in actual practice in order to foster and sustain a high-functioning and professional atmosphere. The Director's role as the educational leader is clear, supported by well-articulated and widely understood structures and lines of reporting. The board meetings, leadership programs and administrative materials are indicative of shared understandings about roles, responsibilities, and lines of authority. The relationship between the Director and the Board demonstrates a purposeful partnership that supports the leadership's efforts to implement and administer school programs.

Governance practices are reflected in meeting minutes, committee reports and the annual Board self-evaluation tools. These tools exemplify a legally valid and compliant governance structure that facilitates ISK's ability to comprehend and improve upon a clear and well-defined direction. The Board makes sure that educational planning is sufficiently detailed through the annual review, update and publication of the Rolling Strategic Plan. The Board also oversees the execution of and monitors changes to the Long Term Financial Plan and the Facilities Master Plan. These planning tools ensure the educational and financial plans for the near and long term are dynamic, adaptable, and aligned with ISK's mission so as to support the range of programs offered by the school. Further, increasing security challenges posed by the digital age has required that ISK invest in and develop a coherent plan for the appropriate handling and storage of data that supports student learning. Student derived and other relevant data is shared with relevant stakeholders to ensure appropriate and effective usage.

ISK has grown and flourished from its initial and humble beginning of serving a diplomatic

community to bringing together a diverse community of over 67 nationalities in the context of an educational institution located in Nairobi, Kenya. Like any other international educational institutions, this dynamic change has required that the leadership be suitably credentialed, experienced and qualified to support and facilitate the intercultural competencies, perspectives and appreciation between and among all school constituents, in the curriculum and in the quotidian life of the school.

The Governance of the school is well respected within the community and carries out its role as directed in the Board Policy and Articles of Association. The Board of Directors work professionally and responsibly to ensure the development of the School's Strategic Plan, financial stability and policy revision. As a result the overall evaluation of this Domain is above expectation for the CIS/MSA preparatory report and in some areas, specifically the use of the school's mission to drive decision making, the school far exceeds this. The Governance of ISK is seen as a strength of the school.

Part 2: Domain B - Standard B1

Narrative

Part 2: Domain B - Standard B1

Narrative

EXCEEDED

The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy, understood and respected by all members of the school community and reflected in practice. The governance structure, roles and responsibilities, and leadership structures are communicated through various means via e-mail, website, the Link, open regular Board and AGM meetings.

Governance continues to develop as a result of orientation, systematic training, which includes annual Board roles and responsibility training and generative thinking sessions. There are also three orientation sessions for potential board candidates and those elected to the BoD.

The Board should incorporate regular discussions around effective governance practices.

Part 2: Domain B - Standard B2

Narrative

Part 2: Domain B - Standard B2

Narrative

EXCEEDED

The Director's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority.

The relationship between the Director and the Governors reflects a partnership based on a shared vision, trust, common understandings about roles and responsibilities thus empowering the Head to provide leadership for the total school program.

Part 2: Domain B - Standard B3

Narrative

Part 2: Domain B - Standard B3

Narrative

EXCEEDED

The Director's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority.

The relationship between the Director and the Governors reflects a partnership based on a shared vision, trust, common understandings about roles and responsibilities thus empowering the Head to provide leadership for the total school program.

Part 2: Domain B - Standard B4

Narrative

Part 2: Domain B - Standard B4

Narrative

EXCEEDED

A legally compliant governance structure enables the school to have a clear and well defined direction. The relevant statutes and/or articles of association are translated into policy and embedded in practice.

Part 2: Domain B - Standard B5

Narrative

Part 2: Domain B - Standard B5

Narrative

FUTURE ASPIRATIONS

The links between the school's Guiding Statements, the strategic plan and decision making are fully understood by the Governors, school leadership, faculty and are clearly reflected in actual practice.

The links between the school's purpose and direction, Strategic Planning and strategic decision-making are articulated and shared widely with the community.

There are many opportunities for the community to have an understanding of what the school stands for, as reflected in practice and subject to ongoing dialogue and review.

Part 2: Domain B - Standard B6

Narrative

Part 2: Domain B - Standard B6

Narrative

EXCEEDED

The Director is suitably qualified and ensures that intercultural competencies, perspectives and appreciation relevant to the school's cultural context are embedded in relationships between and among all school constituents, in the curriculum and in the day to day life of the school.

The school continues to explore ways to better understand how to further develop intercultural competencies and perspectives and ensure they are reflected in the day-to-day life of the school.

Part 2: Domain B - Standard B7

Narrative

Part 2: Domain B - Standard B7

Narrative

EXCEEDED

The working relationship between the Head and the Governors is well defined, articulated in policy, reflected in actual practice and establishes and sustains high morale, positive professional

relationships and a climate that is conducive for teaching, learning and student well-being.

The working relationship between the Director and Governors based on a strong sense of partnership, clear understandings about roles and responsibilities, effectively communicated, open and mutually supportive.

Part 2: Domain B - Standard B8

Narrative

Part 2: Domain B - Standard B8

Narrative

EXCEEDED

The Governors have developed, formally approved and implemented a policy manual that is supported by relevant procedures. This includes policy related to the appraisal of the Director and the Board and is systematically reviewed on a regular basis, bringing consistency and clarity to school operations.

Policy and associated operational procedures are embedded in practice, consistently implemented and subject to regular and systematic review.

The policy is effectively communicated and widely understood by faculty, staff, parents and students where applicable.

Part 2: Domain B - Standard B9

Narrative

Part 2: Domain B - Standard B9

Narrative

EXCEEDED

The technology strategy is costed and outlines a road map showing the use of technology to support students' learning. There are policies related to long-term data storage and its use.

Student learning data is regularly collected and shared with all stakeholders. Learning goals are developed by the teachers with student input and based on student learning data previously collected. The Teaching and Learning Center oversees the storage, use and facilitates the analysis of data to support students in their learning.

Part 2: Domain B - Planned Actions

Narrative

Part 2: Domain B - Planned Actions

Narrative

No action plan is required as all standards are rated as 'Exceeded'.

Part 2: Domain C - Evaluative Commentary

Narrative

Part 2: Domain C - Evaluative Commentary

Narrative

ISK is committed to providing a comprehensive program of learning for all students that will develop both cognitive and dispositional skills that empowers them to be successful and to follow their own passions. In order to provide such a program, great importances in placed on the following:

- 1) Program alignment with the mission, vision and educational aims
- 2) A responsibility to meet the needs of all learners within a rigorous academic program and a strong, multi-faceted co-curricular program
- 3) A commitment to develop each child's social and emotional well-being

High quality student learning is at the heart of ISK's programs. Learning has been defined as a personal and social experience that allows students to demonstrate what they know, what they can do and who they are. In addition the key learning belief is that all students can learn and have the right to do so in a safe learning environment. ISK is committed to rigorous programs that support students where they are on their individual learning journeys. ISK also believes that the environment is the 'third teacher' and learning spaces are being designed with that philosophy in mind. Resources are plentiful and the school maintains a high commitment to ensuring that teachers have what is needed to deliver quality and effective programs.

As a school that values and believes in being as inclusive as is possible, it is important that all students who are accepted are offered a program to meet their needs in both the academic and co-curricular programs. Learning plans for students are designed so that all students can be challenged and supported. In addition, the intercultural nature of the school allows for opportunities for students to learn from their global community but this is not yet fully documented in the written academic curriculum but is clearly part of the co-curricular program.

Greater technology and digital resources have been added in the past three years which allow students opportunities to expand their learning in multiple ways. Technology has increasingly been

integrated into the classroom as well as in the co-curricular and service learning programs. As a result, a more clearly articulated digital citizenship program has begun to be implemented particularly in the elementary schools and growing in the middle and high schools.

The broad-based curriculum is ever-evolving and the focus over the past three years has been on articulating and integrating the cognitive skills and dispositions as articulated in the educational aims. There is a strong commitment to ensuring that the learning programs (both academic and co-curricular) allow students to develop their passions as well as to take risks in unfamiliar areas. Innovative programs have been designed in the past two years that allow students more opportunities to personalize their learning. The co-curricular program is well articulated across the three divisions. Students have multiple opportunities to participate and lead activities and clubs that embrace creativity, action, service and leadership (CASL).

ISK's language program formally begins in grade 1 and has a strong focus on oracy skills that ultimately lead to students who generate productive and receptive language skills. Cultural understanding and connections are regularly highlighted as a key to learning a new language. In addition, the mother tongue after school program supports heritage speakers primarily in the elementary school. While this program is still young and small, it has been very well-received and is beginning to be sustained as the students get older and move into middle school.

The curriculum is broad while also meeting the requirements and/or expectations that allow students to transition easily to university or wherever they go after leaving ISK. The written curriculum is documented and can be found on the google drive. However, over the past three years some erosion in the clarity of the scope and sequence of individual subjects has been noted. With multiple initiatives in play, the actual curriculum review of particular programs has not been kept up to date in all areas. With the move to a new technology system (LearningBoard), documentation of the written curriculum should be easier and more accessible.

The ISK curriculum is rigorous as well as innovative as it is designed to provide the road map for learning for all students regardless of their learning needs. Teachers are dedicated to providing innovative and challenging programs that allow for student voice and choice. With greater innovation, the written and the taught curriculums are no longer tightly aligned. ISK seeks to ensure that all learners are successful and to align the program to meet that goal. This alignment needs to be more formally addressed.

Part 2: Domain C - Standard C1

Narrative

Part 2: Domain C - Standard C1

Narrative

MET

The curriculum at the International School of Kenya (ISK) is documented by subject area and division. The Director of Teaching and Learning is responsible for the oversight of the curriculum and its implementation and review.

ISK's broad-based curriculum is driven by the school's mission and vision and includes core subjects of English, Social Studies, Science and Mathematics and of equal importance are Modern Languages, Creative Arts and Physical Education. In addition integrated courses and/or programs including technology, engineering, design technology, arts and work experience allow students to make connections between subjects. The curriculum allows for multiple pathways to graduation to other educational institutions when they leave ISK.

ISK has a clearly articulated vision of high quality learning and defines these with reference to its guiding statements. The curriculum is balanced so that all students have the opportunity to develop their skills in areas of interest while also being offered the opportunity to experience learning in new areas. ISK has implemented educational Aims which outline both cognitive and dispositional learnings for students in addition to rigorous academic standards. These educational Aims are linked to ISK's mission and vision and are displayed throughout the school alongside their guiding statements. In addition ISK has "unpacked" the Aims by breaking each one down into performance areas which are described by performance indicators to help ISK hold itself accountable for this learning.

While ISK has a school wide vision of high quality learning and standards for student success are written, it is also evident that there is not always common understanding of how the academic standards and educational aims translate into the highest quality learning experiences for students. ISK is currently discussing how it can offer a wide range of learning opportunities that will support the objectives of the mission and vision. As units in all three divisions are being reviewed, consideration will be given as to whether there are more innovative ways for students to meet the desired outcomes.

ISK has clustered disciplines to provide for greater integration opportunities and this has proven to be challenging for regular review of the curriculum. For example, Science, Technology, Engineering and Mathematics have been clustered together under the broader category of STEM and English, Social Studies and Modern Languages have been clustered under the category of Humanities. The next step in curriculum review will be to consider how and when to integrate these clusters and their related conceptual understandings in the review process as well as to consider how this is vertically articulated.

To facilitate and support curriculum review ISK will consider ways to distribute curriculum leadership amongst its faculty. This will allow for greater buy in, provide a greater opportunity to learn from multiple perspectives and help the workload of the director of teaching and learning to become more collaborative, systematic and dynamic.

Part 2: Domain C - Standard C2

Narrative

Part 2: Domain C - Standard C2

Narrative

MET

ISK's standards-based curriculum is documented both for teachers and parents. Each major subject area has a written scope and sequence with horizontal and vertical articulation being the primary goal. Google Docs are used to store and organize ISK's written curriculum. Each elementary grade level has a livebinder with their grade level curriculum while middle school (MS) and high school (HS) are organized by subject. Within these documents pacing charts, curriculum maps, learning targets and syllabi can be found that document and help to facilitate vertical and horizontal articulation. Grade level teams and/or departments have weekly common planning time (CPT) in order to ensure that there are common learning goals and assessments. Heads of Department (HODs) and Grade Level Leaders (GLL's) work with their teams to ensure alignment of the teaching and learning. Teams are also offered the opportunity for half or full days for big picture planning as needed. Schoolwide departments (PE, Creative Arts, Students Support Services) have time schedule monthly to facilitate PK-12 planning. Planning is well supported but the work done during these times is not always translated to the overall schoolwide curriculum documentation.

At times, there are different formats and various parts of information in different places. It would be helpful for departments to have a centralized place where there is a single scope and sequence document for each discipline to ensure that the public domain documents on the school website align with what faculty use to guide instruction.

Greater clarity and oversight of the dynamic program needs to be considered as faculty turnover can mean that units and/or unit focus change, shifts in philosophy increase or there is overlap or repetition of concepts and activities. Thus the curricular structure is compromised and impacts student learning.

Part 2: Domain C - Standard C3

Narrative

Part 2: Domain C - Standard C3

Narrative

MET

The curriculum promotes a focus on intercultural learning. Examples of this can be found embedded in ISK's science and social studies curriculum, literacy selections, drama and art exhibitions as well as its advisory programs. Intercultural Trips (IC) have a clear focus on developing greater understanding of the host country. In the ES and MS the IC trips also have a service component.

ISK's educational aims have been articulated across all three divisions in terms of what one would see students doing when demonstrating the different areas under each of the five main aims. These performance areas all support students' growth in developing international mindedness and to becoming global citizens.

We are currently adopting the Round Square definition of internationalism. While there is a written definition, it hasn't been made clearly visible to all members of the community especially in ES and MS. In most cases, internationalism and global awareness have been embedded in learning but not intentionally mapped or documented.

Language learning begins in Kindergarten with Kiswahili and then expands in first grade where French and Spanish are offered. A key strand in this curriculum is the link to understanding the cultures in which these languages are spoken. The Mother Tongue program currently offers classes in five different languages and is offered after school hours. A cultural strand is woven through all language classes in order for students to make connections between their own cultural identity and that of the target language.

ISK's Service Learning program has evolved over the past five years. The goals of the service learning program is for students to link the learning that takes place in the classroom to their experiences outside of the classroom in order to create opportunity for all to be enriched by diverse perspectives. The Service Learning program is currently undergoing a review in order to reflect on how it has grown and plan for the next phase including ensuring integration of service learning in the academic program.

At times global citizenship and intercultural learning can be seen more in practice than is documented in the curriculum. Examples can be found in every course but cannot always be found documented directly as 'intercultural learning'. 96% of parents believe that their children are developing international perspectives at ISK. The service learning program is currently under review

and one of the clear mandates is that the links between academics and service need to be a more intentional part of the written and taught curriculum. During ISK's curriculum reviews global citizenship and intercultural learning needs to be further embedded in its written curriculum and greater aligned with student outcomes.

Part 2: Domain C - Standard C4

Narrative

Part 2: Domain C - Standard C4

Narrative

MET

The importance of addressing digital citizenship is aligned with the school's guiding statements. Training and information has been shared with Parents, students and faculty to begin to raise awareness and influence pedagogy. The written documentation of digital citizenship across the three divisions is still in process. It is being delivered in various classes and programs but is not yet mapped with clarity.

Initiatives and areas that have been developed and addressed include: (a) a PK-12 graphic illustrating what digital citizenship means has been collaboratively developed and shared with teachers and parents, (b) Big 5 Research Process structures focuses on the why and how of accurately citing sources, (c) tech bootcamps in grades 4-10 include sessions on digital citizenship, and (d) tech integration facilitators embed this learning when co-planning and co-teaching.

While the importance of digital citizenship is clearly recognized, further clarification of the definition should be documented by the school. The written curriculum is not as developed as it appears in practice.

Part 2: Domain C - Standard C5

Narrative

Part 2: Domain C - Standard C5

Narrative

EXCEEDED

The written curriculum clearly documents what students will know, understand and be able to do. This can be found in the curriculum documentation (standards, benchmarks, practices) as well as within unit plans. As the educational aims and their related performance areas/indicators become more defined, teachers and students will have a structure which will help to document students' own reflections on their learning and how they are developing the skills and dispositions

that will support their success.

ISK is committed to developing personalized learning programs for students. Units of study are planned in such a way to offer students a variety of activities to cater for individual learning styles and developing skills to develop multiple learning styles. MS offer Electives to allow children to allow students to challenge themselves further or deepen their understanding. Increased electives in the HS integrate subjects and allow students to design their own projects or initiatives.

Increasingly, voice and choice is offered throughout the school including grades 5 and 8 capstone projects, tech integration opportunities, grade 10 work experience, and closer ties to Service Learning.

Teachers know their students and collaboratively plan how to meet individual needs. Standards are set for all students to achieve but scaffolding is provided for those who need support and extensions are planned for those students who need challenges beyond the stated standards. ISK is currently working to articulate how to intentionally plan for and meet the needs of our highly capable learners and to develop policy related to acceleration and alternative graduation pathways.

Of equal importance to the rigorous academic program is ISK's commitment to developing all aspects of a student's growth. This can be seen in the myriad of opportunities that are offered outside of the academic school day. Programs in the arts, sports, clubs and activities are all designed around creativity, action, service and leadership. These four areas are well developed in each division and the gradual release of responsibility from adult-led activities to student-initiated and led programs is evident in the upper grades.

In order to address student well-being, appropriate developmental programs are in place, such as peer helpers in the ES, advisory programs in MS, and wellness opportunities in HS.

Fundamental to each student's overall growth and development is the ability to reflect on one's own progress and this is embedded at all levels of learning, both in the academic program and the co-curricular program. The development of these metacognitive skills are invaluable as students enter the next stage in their lives.

Part 2: Domain C - Standard C6

Narrative

Part 2: Domain C - Standard C6

Narrative

BELOW

ISK's curriculum is reviewed and evaluated based on assessment results and feedback from all stakeholders. Previously there was a standard five-year curricular review cycle. However this has not been the case in the last four years. While subject areas have been reviewed and revised it has not been systematic. Most recently science has been revised in line with the new Next Generation Science Standards and is evident across all divisions. Currently the new arts standards are being reviewed and plans for how they are 'unpacked' are being put in place. A literacy review has begun this term with an 18 month timeline for review. In addition the school encourages pilot curriculum innovations such as new STEM courses and the cross-divisional Shakespeare initiative. Assessments are designed as courses and/or projects are initiated.

Curriculum review in recent years has primarily focused on how to integrate the cognitive and dispositional skills articulated in the educational Aims into the curriculum. Clear performance indicators were articulated vertically across all divisions of the school. Using the written curriculum as the vehicle by which teachers authentically engage in this challenge meant that the foundational curriculum documents are not always systematically reviewed. For the past three years, there has been healthy dialogue about how curriculum should be reviewed whether by individual subject areas, discipline clusters or strands of conceptual learning. It is now important to put a more calendared curriculum review cycle in place which embeds all three of these curricular lenses.

In addition, ways in which students demonstrate their learning of the curriculum is being considered to encompass multiple ways in which students can show what they understand and can do. There has been a significant increase in professional development opportunities on the campus to support the changing needs of teachers with any changing curriculum or curricular expectations.

Part 2: Domain C - Standard C7

Narrative

Part 2: Domain C - Standard C7

Narrative

EXCEEDED

ISK has a clearly defined co-curricular philosophy: ISK's co-curricular program is essential to student development. It provides a structure for experiences that reinforce the curriculum and extend learning through exploration, character building, community engagement and the pursuit of individual passions.

Over 90% of students across the school participate in school-sponsored co-curricular programs which include creativity, action, service and leadership. Students are expected to participate in all

four strands of the program over the course of a year in Middle School and High School. Students in MS and HS are required to reflect on their participation in these programs. In the ES, clubs and activities are directly linked to the educational aims as we identify and document the ways in which learning takes place in all aspects of a student's life. Clubs, activities and service programs in the HS are student initiated and led.

ISK offers a Mother Tongue Program which takes place after school as one means of offering programs that are not part of the regular curriculum as well as developing the intercultural learning for students in this program.

Part 2: Domain C - Planned Actions

Narrative

Part 2: Domain C - Planned Actions

Narrative

The action plan is attached in the evidence folder.

Part 2: Domain D - Evaluative Commentary

Narrative

Part 2: Domain D - Evaluative Commentary

Narrative

In all divisions of the school there is a generally, good alignment of the planned, taught and assessed curriculum. Teachers use the curriculum and standards to drive their instruction. Teachers use a backwards by design system to insure that learning outcomes are assessed and methods to deliver the content aligns to the standards and indicators relating to the school's educational aims and practises.

The school focuses well on a range of indicators to determine the growth of students at an individual and institutional level to ensure that programs and pedagogical practices are enabling children to reach their learning potential. This includes a focus on academic and holistic endeavors as well as a more recent focus on the development of skills and dispositions that align with the school's mission and vision. These Aims are currently being embedded into the curriculum as intentional learning opportunities. Pathways to learning have also been established, which include personalised learning methods, Technology integration and personalised learning. These initiatives are the building blocks of the teaching and learning and innovations under development within the school as evidenced by teaching practises. Students and teachers engage frequently in conferencing and feedback to support growth on an individual level in both academic and behavioral elements.

The school is well resourced in technology in terms of human and physical resources. The school has moved away from discrete technology learning and employs several teachers to guide and assist in the integration of technology into the curriculum, offering support to teachers and students. The effectiveness of this integration is not consistent throughout the school. Standards and benchmarks for technology are available for teachers, but these are not yet embedded into the planning or clearly understood by teachers.

Evidence of technology opportunities in planning are evident, but are generally at the substitution phase of technology usage, rather than at the innovative stage.

Teachers are able to use a variety of systems to communicate with students and parents and these are integrated into the learning process. These include Google classroom, chromebooks, moodle, Managebac, eportfolios and google docs.

Summative data on student learning is gathered and analyzed effectively in the school. Student data is stored in Google docs, Gradebook and ManageBac systems. This information is held by individual teachers and the Teaching and Learning Coordinator for analysis. The school is currently working on creating a 'learning board', which will store all of this data in one place accessible to parents, students and teachers. It is hoped that this will streamline the information, so that data can be accessed more effectively to support each student individually.

Part 2: Domain D - Standard D1

Narrative

Part 2: Domain D - Standard D1

Narrative

Exceeds

Teaching at ISK enables students to gain access to the curriculum and to have opportunities for success relative to their abilities.

ISK faculty and teaching assistants employ a variety of different approaches to create a flexible and supportive learning environment to ensure students have the best opportunity to achieve their potential. Strategies and tools are identified in Unit Plans.

Faculty are expected to embody the NFI (New Frontiers Inclusion) philosophy and ensure they seek out professional development opportunities to develop best practices, in line with the school's philosophy, to support learners individually. Students needing support have IEP's which outline

strategies and tools to enable them and give them greater access to learning.

The physical environment at ISK enhances the student's learning experience. The purpose built Elementary School completed in 2016 and the newly revamped design center include sensory integration rooms, balconies and center pods that allow for adaptation of learning methods and styles. The playgrounds in the ES were designed specifically to give children variety and multi-sensory experiences. The MS is currently utilising a smaller space. Construction plans for a new MS are in the final stages of development. Labs for science, swimming facilities, sports facilities and creative art spaces are ample enough to supply the curriculum and offer a variety of learning opportunities.

A variety of pedagogical professional workshops have been provided to develop co-teaching, understanding of sensory integration and methods of supporting varied learning styles and students with needs. Many staff have given feedback to teams and they are using this knowledge to develop planning and practice to further support the student body. Support for students at both ends of the academic continuum is provided through the differentiation of lessons, access to specialists, scaffolded learning, extension activities and modified programs where necessary.

Part 2: Domain D - Standard D2

Narrative

Part 2: Domain D - Standard D2

Narrative

EXCEEDED

The school's admission procedure is thorough and includes information from previous school's and an academic assessment to ascertain readiness for a given grade and to identify gaps in learning. There are parameters for the number of children with special education needs per division (15%), based on personnel and the school's program. There has been some concern raised that children entering the school with ELL (English Language Learners) needs have not been screened appropriately for the current support available for ELL's in higher grades of the school. Some students with learning needs or significant gaps are identified after enrollment which can result in larger numbers than those expected by the parameters set in the Student Support Services (SSS) Policy. Where this occurs additional Support Staff have been employed to support teaching and learning. The school's admissions procedures are reviewed periodically in line with the school's Mission, Vision and the programs offered in the school.

The SSS department staff are deployed throughout the school to maximise the potential for support and identification of the needs of students in a timely and focussed manner. Learning

Support teachers work closely with homeroom and specialist teachers to give strategies and offer support. The SSS teacher keeps notes, minutes of meetings and all other documentation concerning students with needs and ensures that this information is provided to all those who work with the student involved. The SSS Coordinator oversees the levels of provision required at each grade level in terms of the number of children requiring IEP's, RTI's or who are currently being monitored. Students may also be guided towards taking Learning Labs or Support sessions where necessary in the MS and HS.

SSS policies concerning referral, based on observation, academic performance and external assessments are utilised to identify and support students with varying needs. Parents are kept informed regularly and at transition phases meetings are held with parents and staff to ensure that student learning is not disrupted or to determine whether the student will continue to benefit from the school's methodologies and practises at that level of learning. The referral process is well documented and includes protocols and levels of intervention, but there is no training given to teachers at the beginning of each year to remind them of this, as a result some teachers do not follow the guidelines correctly.

Part 2: Domain D - Standard D3

Narrative

Part 2: Domain D - Standard D3

Narrative

EXCEEDED

ISK has an assessment policy. Teaching and assessments are monitored and evaluated in a planned manner. The outcomes of external assessments are shared with Stakeholders and analysed at a whole school, divisional and individual basis to support learning and develop the school's curriculum.

External assessments and formative methods are used to look at the schools programs and delivery so that modifications can be made to pedagogy or programs on a daily or annual basis. Reflections of these are recorded in planning and changes made appropriately.

Teachers use a variety of formative and summative tools to assess learning. These include, peer and self assessment, goal setting, exit tickets, growth mindset practises, rubrics, tests and written assessments. Habits of learning are also assessed to support students and modify practises where necessary.

Assessment and learning accommodations are identified on IEP's to ensure all children are able to

show their understanding effectively, these concessions include, time, scribes, location and technology.

Part 2: Domain D - Standard D4

Narrative

Part 2: Domain D - Standard D4

Narrative

EXCEEDED

Students' progress is tracked systematically by using a range of achievement data in order to support each student in maximising their potential.

ISK implements a systematic process of collection and analysis of students' achievement data. Through various digital programs, the faculty provides timely, meaningful, and clearly understood information reflecting the achievement of each student. This ranges from internal assessments to MAP and IB scores that are shared with parents. The results are used to measure students' learning of taught curriculum, benchmarked with other, similar schools and used to support on-going student achievement. During this process students engage in self-assessment of their learning so they can identify and explain their process and outcomes. This is in direct relationship with our school Aims which observe a student's level of achievement as well as their learning habits. The faculty also engage in both self and student assessment of their practice as it relates to students' achievement highlighted by student data learning goals.

Part 2: Domain D - Standard D5

Narrative

Part 2: Domain D - Standard D5

Narrative

EXCEEDED

At ISK, the teachers successfully engage the students in their learning to ensure that the planned learning outcomes are achieved.

It is a primary focus of faculty at ISK to ensure the students learning matches the outcomes and objectives and they reflect the school's Guiding Statements. Students are taught strategies, such as reflection, editing, sharing of ideas, analysis and review to enable them to make decisions about their own progress and achievements in learning. Students use teacher consultation, peer check-ins, checklists, rubrics, portfolio write ups as a way of documenting their progress and as a tool to rate

their abilities and steps to move forward. This is also evidenced through student led conferences and their independent learning portfolios. Students are given ample opportunity, support and encouragement to share and reflect on their own learning with their peers, teachers and parents. Students are also given opportunity to redo assessments or resubmit assignments and are offered extra support or guidance to further enhance the teaching and learning cycle.

Teachers also engage students through the creation of personalised learning opportunities for students which are challenging and include clear objectives and structured outlines in order for them to reach their potential. These opportunities range from differentiated instruction, group work and project based opportunities.

Part 2: Domain D - Standard D6

Narrative

Part 2: Domain D - Standard D6

Narrative

EXCEEDED

The assessment of students' learning and reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

All criteria in each school are available digitally and through meetings and sessions to which all parents are privy. The development of portfolios for children to record and reflect upon their learning is well established in some areas of the school. In other areas this is currently being developed to be a more cyclical part of teaching and learning. The Handbooks clearly state the meaning of the grading system in each division and this is shared with all stakeholders. MS are currently working on calibrating these levels to improve consistency. In HS a more global approach to reporting using the standards rather than percentages in some subjects would also improve clarity in this area. Students can explain and demonstrate their learning through consultation, discussion, classwork and digital portfolios. Students understand and can explain the connection between their engagement in a learning activity and the assessment results. Assessments are also connected with ISK's Habits of Learning, which is beginning to evolve to include our educational aims, however this is still a work in progress.

Part 2: Domain D - Standard D7

Narrative

Part 2: Domain D - Standard D7

Narrative

MET

At ISK, teachers draw on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Teachers at ISK embed inter-cultural lessons, projects and activities within and outside the curriculum. Furthermore, they are provided opportunity to share/present this information to other stakeholders in the community. This can be observed in a range of ways including lessons connecting to a broader cultural context, projects, and Inter-cultural trips. In addition to the consideration of the unique student makeup, teachers bring their own perspective from a diversity of backgrounds and experiences.

Lastly, the development and adaptable nature of the AIMS process pushes teachers to consider the unique makeup and diversity of the student body. This being said, until the AIMS become embedded properly the strands that support an understanding of interculturalism are not being embedded authentically. A review of Service Learning and the ongoing development of the AIMS is leading ISK in the right direction. Furthermore, the implementation of the Round Square Pillars throughout the school should eventually allow us to map a more authentic context for children to explore intercultural development.

Part 2: Domain D - Standard D8

Narrative

Part 2: Domain D - Standard D8

Narrative

EXCEEDED

At ISK, a high range of high quality media and information technology which is used meaningfully to enrich the quality of student learning.

The school is utilising and developing a variety of methods for using technology to improve not just the learning experience but also the ways in which student achievement can be reported, recorded and utilised by the students. These initiatives include, Google classroom, Managebac, e-portfolios, on-line surveys and grading systems. The school has committed to developing a "LearningBoard" to synchronize the recording and reporting of academic and holistic development.

This is also being utilised as away of gathering information to assess certain School wide goals or to explore issues that may arise, through 360 surveys of various stakeholders to drive decision making and to affirm the progress of certain stated ambitions in the aim to enrich the quality of student

learning at ISK.

In the strategic planning process, acquisition of certain media and information technology resources and software is considered. The financial implications of acquiring this technology is also taken into account. An example is the anticipated implementation of the Learning Board.

Assessing effective use of technology is done within the technology plan and the school is working towards full recognition/use by all faculty at all levels.

Media and information technology are used as a means to differentiate teaching and learning as is evident by co-teaching and personalized learning. Furthermore, each division has a technology integrator to help facilitate in these regards.

Part 2: Domain D - Standard D9

Narrative

Part 2: Domain D - Standard D9

Narrative

EXCEEDED

ISK has formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other stakeholders as a means of measuring success in meeting stated goals.

The school's system of recording, analyzing and reporting students' progress and achievement are aligned to the school's Guiding Statements. Standards, levels of expectation and marking guidelines are shared with students and parents. Students are given opportunities to show their learning in a variety of different ways and are active members of the assessment process. Students are given opportunity to revisit or resit assessments after guidance from the teacher to further enhance their learning experiences which is inline with the School's Guiding Statements. Students and parents are given opportunity to meet with the teachers at formal meetings and as required to support learning.

The school uses assessments such as MAP scores, Writing Prompts, PSATs, SATs, ACTs, DRAs, and IB Scores as a systematic means of assessing, analyzing, recording, and reporting the performance of students; these results are stored digitally by the administrators in the Teaching and Learning Center (TLC). Furthermore, some of these results are used to compare school-wide performance with students elsewhere. Data such as this is also used to determine the effectiveness of various

school programs.

Evidence of ISK virtual learning will be available for the CIS visitor when they visit.

Reports of individual student's progress and achievement are retained by the school for five years after the individual leaves ISK in accordance with Board Policy Manual (section 8.2)

Part 2: Domain D - Standard D10

Narrative

Part 2: Domain D - Standard D10

Narrative

EXCEEDED

There is sufficient teaching time allocated to teaching time to enable the planned curriculum to be taught effectively and supports the delivery of the School' Mission and Vision.

Systems for creating the schedule are based on feedback from teachers and the school's mission. These changes have included, more common planning time in ES and MS, extended higher level blocks for IB students in HS (Super Blocks). The annual calendar, set in advance, takes into account curriculum requirements, National considerations, as well as internal and external assessments.

Arrangements are in place to minimize teaching time lost due to unavoidable circumstances, therefore maximizing amount of time students spend engaged in learning. Virtual Learning platforms have been developed to ensure the continuity of learning in various unforeseeable situations.

Homework procedures and guidelines are available in the school's Handbooks. Teachers use a variety of methods to communicate with students, parents and colleagues to outline activities and projects to be completed at home. Homework is differentiated for individual learners where necessary and the requirements are appropriate based on the age of students across the school. The School agrees that the use of multiple platforms used by teachers is making the monitoring of this more difficult and is currently working on a solution.

Part 2: Domain D - Standard D11

Narrative

Part 2: Domain D - Standard D11

Narrative

MET

At ISK, students with specific learning needs, are given support from qualified personnel to gain access to the curriculum and to make suitable progress relative to their capabilities.

ISK regularly provides opportunities for training and professional development. Within the last five years, teachers have participated in a range of professional training including Executive Functioning and Applied Behavioral Analysis, Mathematics with Erma Anderson, upskill of ES teachers in structured literacy; Orton-Gillingham, Dr. Jean Schedler, Differentiation with Carol Ann Tomlinson, and Highly Capable Learning with Bronwyn Mcleod, and other opportunities. ISK is also a member of New Frontiers Inclusion, as well as in partnership with Melanie Randall - Maximum Potential for 5 years running. ISK has since opened its own Sensory Integration center with a trained sensory integration assistant.

ISK has access to professionals within the community such as educational specialists, psychologists, occupational therapists, speech therapists, etc.

Learning support teachers are highly qualified and experienced. Learning support teachers co-plan with subject area and homeroom teachers; providing support through various co-teaching models, individual student support within pull-out lessons, monitoring, providing accommodations, and modifications (ES and MS) of content and assessments. The High School also offers an inclusive IB program, life mentorship and apprenticeship programs as well as individual college level courses.

Across the school there is an average of one LS teacher assigned to each grade level. This is not the case in Pre-Kindergarten and Kindergarten who share a 50% LS teacher.

The ELL population in ISK is only 6% based on WIDA testing at admissions. The school provides specialists in ELL teaching and Learning in each division of the school. Their role includes inclusive support, pull out sessions and support for mainstream teaching. Taking into consideration the number of ELL specialists and scheduling in higher grades (MS and HS) the ability to successfully support ELL learners is a challenge. As a consequence admissions has been amended to ensure that student language proficiency can be effectively given support if the child is given a place in the school.

The gifted and talented policy and program (HCL - Highly Capable Learner) at ISK is at the refining stage, but has not been fully implemented. Structures are in place and HCL models are built into some unit plans. ISK also facilitates and allows for highly capable learners to skip grades as well as enter a more advanced class in a particular subject area. Teachers have participated in highly capable learner professional development including personalized learning and co-teaching.

The Learning Support Department went through an extensive review of the programs of support and staffing requirements, which was key to the establishment of support structures for students with specific learning needs. The Learning Support program has been moving forward ever since. Standardized electronic documentation across the Student Support Services, including Health and Child Protection - archives, forms and templates, various reports - are transformative and efficient.

As the school continues to embrace inclusion, attention is needed to ensure that the HCL policy and program is effected all the way.

Part 2: Domain D - Standard D12

Narrative

Part 2: Domain D - Standard D12

Narrative

EXCEEDED

At ISK, students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities. The ELL program is combined with the learning support program. The WIDA is currently used to determine students proficiency levels and progress along the language continuum.

Staff are well qualified and regularly engage in professional development courses and activities to remain abreast in areas specific to the curriculum and the school's cultural context. ISK has not had any recent ELL professional development training for entire staff, but there is a support system in place for teachers to gain knowledge to support ELL students where necessary.

The Learning Support Department including ELL, went through a review of the programs of support and staffing requirements. At this time LS staff was increased. There is some debate as to whether the numbers of staff expected to support ELL students is being optimised within the school and its current scheduling and pedagogy.

ISK encourages students and parents to pursue subject area content in mother tongue for greater access to curriculum. An after school program has been created to support students with continued learning in their mother tongue. These can be taken for credit in the HS as well. Teachers have discussions with parents on how best to support English language development as well as first language.

Part 2: Domain D - Planned Actions

Narrative

Part 2: Domain D - Planned Actions

Narrative

The action plan for Domain D is attached in the evidence folder.

Part 2: Domain E - Evaluative Commentary

Narrative

Part 2: Domain E - Evaluative Commentary

Narrative

ISK strives to maintain a safe, respectful and protective environment for all students. Key to this is the continual refinement of the Child Safety awareness and implementation as well as several initiatives throughout the three divisions that help build trust and well-being within the student body. All aspects of students' well being, including emotional, social and physical are targets of direct care and intervention through counseling, advisory and safety guidelines. The safety and well-being of students are addressed on multiple levels such as ensuring clear and appropriate guidelines handbooks, face to face meetings with the students and through guidance lessons. In student surveys, being safe and secure is rated at the highest possible level at ISK.

Students at ISK are provided with multiple ways to access the curriculum and different methods in which they can demonstrate their learning. Through fostering an environment where they feel comfortable to take risks and learn from errors, students are encouraged to reach their full potential through not only teacher student interactions but also through teamwork with their peers. This provides multiple opportunities for students to grow independently and hone leadership and collaborative skills when working in a group of peers. A strong co-curricular program allows students to pursue excellence in extra-curricular activities such as arts, sports, clubs and service-learning.

ISK is a regional leader in initiating and promoting child welfare and safety awareness. Through clearly articulated policies and guidelines, faculty are trained to ensure the wellbeing of each student and are provided with guidelines on what to do if the students safety is compromised. Counseling programs provide a proactive forum for students to be more aware of their own well being and supports the student community. Safety precautions are also taken in form of regular drills to be used in case of emergencies. Students practice these drills regularly to ensure they know what to do when needed.

Students from Pre-Kindergarten through twelfth grade have access to electronic tools to enhance

their learning. All students are educated on digital citizenship and students and faculty expectations are communicated through the divisional and faculty handbooks. The child protection manual guides the processes to promote positive communication online and responsible use of online tools.

Part 2: Domain E - Standard E1

Narrative

Part 2: Domain E - Standard E1

Narrative

EXCEEDED

ISK focuses on providing a safe and respectful environment for all members of the community and specifically for students.

Student voice is important and is key to how decisions are made and programs are developed. Students are encouraged to voice their opinions, advocate for themselves and build relationships with each other and adults in the community.

Advisory programs in middle and high school are structured around developing and maintaining relationships. In the elementary school, the counseling department uses the Second Step Social and Emotional Curriculum to support relationship building and confidence.

Students serve on multiple committees such as Service Learning, HS Graduation Requirement Review, and MS Building Design, in order for them to have input into whole school decision making. In addition students participate in Board meetings as well as school wide and divisional parent meetings. Students also provide input on the annual Climate survey and students in grades Pre-Kindergarten-12th graders also have the opportunity to provide feedback to their teachers regarding program and classroom environment twice a year.

There are clear expectations for student behavior in all three divisions in student handbooks that also articulate consequences when the expectations are not met.

Student leadership takes multiple forms that are developmentally appropriate and scaffolded to support students as they grow. Service learning projects, clubs and activities are student led in the HS and foster collaboration and support among peers. In the ES and MS they are primarily facilitated by faculty and staff. Service Learning is a component in all three divisional programs. In the MS and HS we have developed an Ambassador's program to help with new student transitions, developing relationships and mentoring younger students.

In the ES, student leadership is part of the classroom learning program. It is also a key feature in the Peer Helper and PRIDE leadership programs. Guided by the advisors, students initiate annual goals and events that are mutually beneficial to the community partners and the students. In the MS and HS, service learning participation is a requirement and students reflect on their participation in creativity, action, service and leadership activities.

Part 2: Domain E - Standard E2

Narrative

Part 2: Domain E - Standard E2

Narrative

EXCEEDED

ISK is considered a leader in the region in the area of Child Protection. ISK has a clearly defined child protection policy which is reviewed regularly and a detailed Child Protection handbook which is reviewed annually. The handbook includes clear guidelines for reporting abuse and a flowchart for how such reports are documented. The school's position on child protection is prominent on the ISK website. Included in these statements are the school's requirements regarding the vetting and police clearance of all employees.

The ES, the counselors teach a personal safety unit every year with the objectives: safe touch versus unsafe touch, how to report the touching rule and who are trusted adults to report to. This complies with AISA's comprehensive child protection guidelines. In the MS and HS issues of personal safety are addressed both in the PE/Health courses and through advisory lesson

Freedom From Chemical Dependency (FCD) are invited to the school to lead sessions for students teachers and parents about chemical dependency and where they can find help if they need it.

In the design of facilities throughout the school, child safety is at the forefront of decision making. Provisions have been put in place to make sure private areas such as bathrooms have separation between adult and children. The stalls also are designed so access can be gained if necessary. The inside of classrooms are visible and there is an open door policy.

During the design of new buildings consideration for the placement of offices and classrooms is considered, there is not a review process currently in place to assess whether the location of certain offices such as counseling departments and health office are in an area that ensures appropriate access and confidentiality.

ISK uses a UK based solution for filtering all websites accessed by students, staff and guests to the ISK campus. Smoothwall uses content aware filtering categories on top of block lists so that even the newest potentially harmful websites not on a block list will still be filtered for our users. Smoothwall also features full reporting and alerts of potentially harmful behaviour.

ISK is the organizing member of the Nairobi Child Protection Advocacy Network (CPAN). More than 75 participants from various international schools in Nairobi and other areas of Kenya meet three or four times per year to discuss issues regarding child protection and to initiate programs that are appropriate for each member group. ISK has initiated and organized the Multi Disciplinary Team (MDT) that serves the community, this is part of the child protection network. They are a group of professionals within the Kenyan and Expat community consisting of significant professionals in international laws concerning child protection. This group meets regularly and are consulted for serious child protection issues and advice on Kenyan law. ISK and CPAN have organized professional learning opportunities for the greater community of schools in Nairobi.

Child protection trainings are held annually for all members of the ISK community including students, faculty, staff, parents and as an option for their household staff.

Part 2: Domain E - Standard E3

Narrative

Part 2: Domain E - Standard E3

Narrative

EXCEEDED

The policy and procedures for the well-being of students are effective. Attention is given to students' physical, social and emotional safety and well-being.

Documentation regarding faculty and student conduct expectations can be found in school wide and/or divisional handbooks. In addition, the child protection manual guides the processes for keeping all members of the community safe.

Health forms and records are maintained in the school clinic and are also factored into learning plans for students when needed. Board policies (3.9) on Student Conduct outline the consequences for inappropriate conduct and disciplinary actions. As often as possible, the school views such instances as opportunities to educate and help students learn.

The ES, MS and HS each have handbooks that articulate programs and procedures related to division-specific behavior expectations and consequences related to bullying, substance abuse,

dangerous acts, and offensive language. Each division has specific programs to address bullying in all forms. Cyberbullying is part of the digital citizenship program that has been initiated in the past two years.

In addition each division has implemented pro-active programs to support students' emotional and social health. ES guidance classes, social skills groups, MS advisory programs and HS counseling services are examples of the ways in which the school promotes all aspects of student well-being.

Health Education is explicitly taught in Middle school and High school in the Physical Education/Health classes.

Part 2: Domain E - Standard E4

Narrative

Part 2: Domain E - Standard E4

Narrative

EXCEEDED

The effectiveness of the school's health procedures are monitored and revised on a rotational basis. The health office conducts first aid training for all staff on an annual basis and provides advanced training for teachers to prepare faculty for health emergencies on and off campus, as outlined in the Health Procedure Manual. The manual is frequently revised to include information on communicable diseases and or any other health threats. Records are kept by the Health office of incidents and they create health plans for more severe conditions. Information is shared with faculty to raise awareness.

The school has a comprehensive set of procedures to ensure on-site and off-site safety which is revised annually. These include drills such as duck and cover, whole school evacuation and the recently implemented safe haven drills. The school practices these regularly and feedback is sent to the Head of Security to ensure best practices. The school also consults with local safety services and the Canadian and American Embassies to ensure procedures are up to date. Training is given regularly to security staff and health and Safety personnel.

Part 2: Domain E - Standard E5

Narrative

Part 2: Domain E - Standard E5

Narrative

EXCEEDED

ISK has policies and procedures in place to ensure student safety in situations where their physical safety may be compromised.

To ensure student and staff safety in the event of natural events such as fire, earthquakes or intruders. Four emergency drills- whole school evacuation, fire and duck and cover and shelter in place (safe haven) drill are practiced according to the schedule laid out by the Head of Security and the Leadership Team. To ensure safety, all playground equipment on campus has undergone rigorous safety checks with appropriate cushioning under climbing structures. The school facilities are inspected annually by local authorities. In addition, ramps, appropriate walkways and elevators are available in many parts of the school enabling students and faculty with disabilities to move easily from one location to the other. Provisions are put in place to accommodate students or faculty members that have physical needs. This is a factor considered in building design.

Operations are tasked with ensuring that all equipment, including playground equipment is well maintained. There is a clear procedure to ask for maintenance through a help desk. Fire and medical equipment is checked regularly and there is record of this held at the Security Office, within Operations and at the health office where relevant.

If circumstances lead to a school closure for an extended period of time, a virtual learning plan is in place to provide an avenue for students to access the curriculum from any location with internet connectivity.

Part 2: Domain E - Standard E6

Narrative

Part 2: Domain E - Standard E6

Narrative

MET

ISK's health office provides regular communication to the student body about any pandemic, epidemic or communicable diseases in the community. This includes information about prevention and response. Though there is no explicit teaching of physical health in the ES, the Middle and High Schools provide health education through PE/Health classes with specific content standards as well as others to the ISK Educational Aims. In the HS, Wellness classes are offered to students in grades 9 and 10 on Wednesdays in which students select a wellness activity of their choice.

In addition, there are service learning projects linked to health awareness through the High School where partnerships between the student body and local communities is strengthened through

student visits to a local hospital and other health related projects as part of their Service Learning requirement. ISK promotes wellness of the student body through various after school activities throughout the three divisions as well as offer health and nutrition course for the Middle and High Schools.

ISK counseling department also hosts parent sessions to help facilitate better child-parent relationships and supports student well being.

Part 2: Domain E - Standard E7

Narrative

Part 2: Domain E - Standard E7

Narrative

EXCEEDED

Before students leave campus for a day long or overnight trip, the security of the area is assessed through prior visits and monitoring of the security situation on site. Risk assessments for local, regional and international trips and activities are done through the safety and security office and consistency is maintained through communication between the Security Office and its counterparts in partnering schools and organizations. The safety of each location is regularly assessed to ensure student and faculty safety at all times.

Meetings are held with parents before the trips take place to obtain approval, communicate purpose, location and activities of the trips. Students health records are also evaluated and necessary plans are put in place to ensure medication and emergency supplies are on hand and easily accessible.

Part 2: Domain E - Standard E8

Narrative

Part 2: Domain E - Standard E8

Narrative

EXCEEDED

ISK provides career counseling beginning in 9th grade and college counseling beginning in 10th grade. ISK provides these services through multiple channels including parent nights, the experiential learning program, individual counseling, family meetings, through the advisory program in 11th/12th grades and through IB course planning in relation to career/college choice.

In addition, the HS counselors facilitate on and off campus university lectures and visits to help familiarize students with their choices beyond HS. One of the ways ISK evaluates effective practice is through exit interviews with seniors regarding being accepted into one of their top choices of university. In addition to in-person counseling and guidance the HS counselors also provide all students with a “Life After ISK” book to use as a reference, the ISK Moodle College Counseling page and Naviance as additional resources for students to use on their own time.

Part 2: Domain E - Standard E9

Narrative

Part 2: Domain E - Standard E9

Narrative

MET

Across the school there are various avenues for parents to gain understanding of each grade level in terms of academic program and holistic expectations. This includes information sent by the school in the form of the parent handbook, grade level curriculum guides and relevant information on Moodle and the ISK website.

Counselors periodically do R.A.F.T. transition program with leaving students and parents. Counselors provide RAFT and teacher leaving event annually.

Children entering the school are given guidance from the counsellor to help them settle into their new school. A buddy system operates in school to help new children settle in more efficiently. Students transitioning out of school have similar support and parents are given a booklet to help them. In the Middle and High School there is an “Ambassador’s club” which has the purpose of helping new students with transitions into and out of the school. In the HS a “Transition to University” is done with both Seniors and their parents to help with the adjustment. There are also books in the HS office and library around this issue to assist parents.

For within school transition from ES to MS, the MS counselor talks to the 5th grade students about what to expect going to MS and the the 5th graders spend a day in 6th grade learning the new MS system. For transition from MS to HS there are several meetings with 8th grade students to help prepare them for the adjustment, chose classes wisely and also help with the social-emotional transition. In addition, a panel of 9th grade students also speak with the 8th graders to help them prepare. In both divisions there are parent evening events to explain the new divisions and allow for questions to be answered about the move into MS or HS.

Part 2: Domain E - Planned Actions

Narrative

Part 2: Domain E - Planned Actions

Narrative

The Action Plan for Domain E is attached in the evidence folder.

Part 2: Domain F - Evaluative Commentary

Narrative

Part 2: Domain F - Evaluative Commentary

Narrative

ISK is well aligned to all of the standards in this domain.

ISK faculty are supported through the Human Resources Department. This department is responsible for ensuring that the school works ethically within the Kenyan Law. The Board ensures that the school works within the parameters of international law in regard to child safety, employment, contracts and international standards. The Head of School ensures ethical practices in operational, policy and educational decision making in the pursuit of developing passion, creativity, and ambition in pursuit of a better world in all school stakeholders.

ISK takes the legal responsibility of employing staff who are suitable to work with children very seriously and has worked hard in the past few years to improve and extend its obligation to verify that all personnel and people working with children have been checked in an attempt to safeguard children as much as possible. These systems are embedded into the school's policies and are continually being reviewed in light of current educational practises as well as Kenyan and International Laws.

ISK is committed to employing highly qualified staff. Information given on the school website is up to date and gives a clear reflection on the school, its mission, educational practises and vision. ISK employs staff based on their professional abilities and takes into account the needs of the students and financial implications in their decision making. Decision making is clear and transparent and follows well documented procedures and practices that have been embedded into the working of the school. The diversity of the staff promotes global awareness and dialogue. Staff are from a multitude of backgrounds and experiences to enrich learning. The package offered at ISK for staff, locally and internationally is competitive within the continent and globally. There is a stable number of staff within the school and retention is not an issue within the school.

ISK is committed to realising its ambitions. It has a clear Strategic plan and Key Result Areas to

realise the mission and vision. The school is becoming a hub in Kenya and on the continent for hosting a range of professional development opportunities. It is also using professional development circles to drive change more effectively and skill the staff. This includes training for all members of the school community.

Part 2: Domain F - Standard F1

Narrative

Part 2: Domain F - Standard F1

Narrative

Exceeds

The faculty and support staff is sufficient in numbers, experience, qualifications and competencies.

A large proportion of the staff have advanced qualifications and are regularly updating their training in areas specific to the curriculum and the school's cultural context.

ISK provides a multitude of avenues and opportunities for all members of the community to develop their skills to realize the school's KRA's, the school's mission and academic aspirations. These opportunities are also offered to local and international practitioners. Future aspirations in this area include further development and participation in the Professional Learning Institute.

Part 2: Domain F - Standard F2

Narrative

Part 2: Domain F - Standard F2

Narrative

Exceeded

All employees and regular volunteers undergo rigorous background checks prior to their appointment to ensure they are able to perform their duties ethically and professionally whilst ensuring the safety of the student body. This system is a contractual requirement for all staff and is embedded into the school's recruitment and employment practices. This also includes a continuation of Kenyan police clearance every 5 years. The Human Resources Department

manages this information and ensures that all staff have up to date information in their file.

As part of the recruitment process staff are expected to submit a health form which is ratified by a physician to ensure they are in good health. The school offer a health insurance program that includes a 'wellness' package to promote good health amongst it's Staff.

A system to ensure that all casual workers, who work for one or 2 days a week on manual jobs, and regular volunteers is currently being implemented.

Part 2: Domain F - Standard F3

Narrative

Part 2: Domain F - Standard F3

Narrative

Exceeded

The school provides continuous professional development of the faculty and support staff.

Through the extensive PD system teachers and support staff are given a multitude of opportunities to regularly update their training in relation to their assigned roles and in the ambition to reach the school's philosophies and aims. The school's PD process supports the practice of building a learning community. The staff are given reduced rates to Professional Development opportunities offered at school. In recent years the number of offerings has increased as has participation.

Staff are expected to attend courses as a group where possible and are given opportunity and incentive to feedback to their colleagues. Working groups and committees allow staff to work vertically and horizontally in areas of interest or expertise to strengthen the school's aim to develop a learning community.

F3ii) Through analysis of school assessment, discussions with students, alumni and parents, student - teacher evaluation, the process of creating Student Learning Data goals help the school to learn from its pupils and deepens the school's understanding of the needs of its students and the achievement of the school's goals.

Part 2: Domain F - Standard F4

Narrative

Part 2: Domain F - Standard F4

Narrative

Exceeded

Staff recruitment is transparent and both recruitment and retention are managed in accordance with the CIS Code of Ethics.

ISK believes in the New Frontiers Inclusion philosophy and applies this to their recruitment process alongside the CIS Code of Ethics, the school maintains a student-centered approach and positive discipline practices. Staff in the school are from a range of different ethnic backgrounds and represent different groups within our society. Job descriptions are outlined clearly and promote the school's philosophy of child-centered education and the promotion of positive discipline. These job descriptions are posted for applicants.

The school has clear and open policies on the recruitment and retention of staff that is clearly understood by the staff and comply with International and Kenyan laws. Succession is planned and managed by the school and has been successful in recruiting a new director and principals in a professional and timely manner to ensure learning and continuity of the Mission is achieved.

Part 2: Domain F - Standard F5

Narrative

Part 2: Domain F - Standard F5

Narrative

Exceeded

The School has a comprehensive growth and appraisal system for all employees in the school. The system is understood by all members of the staff and is determined by set criteria relating to good practise and the ISK's stated mission and objectives.

ISK has worked hard to develop its appraisal system and this was one of the ISK's KRA's up until 2017. The new system ensures that Staff have opportunities to identify goals related to their current position, aspirations for the future and the school's objectives. There are clear links between the school's priorities and performance evaluation. The school has focussed on this area as part of their KRA in the SIP. Much of the areas pertinent to staffing and appraisal were achieved. Further review of this is part of the on going cycle of review and development currently in practice at the board and Leadership level of the school.

Part 2: Domain F - Standard F6

Narrative

Part 2: Domain F - Standard F6

Narrative

Exceeded

ISK has clear job descriptions and relevant handbooks to ensure expectations for all staff are understood and consistently applied.

Job descriptions are reviewed periodically to ensure that skills and desirable attributes align with current pedagogical understanding and the dynamic of the school.

Students carry out student-teacher evaluations in the Elementary School and in some areas of the Middle and High School to support teacher development. Student feedback is also sort through a 360 analysis which students from G5 - 12 participate in each year.

A 360 degree survey is carried out and shared with the faculty for those employees who are at the Executive and Senior Management level of the school. These results are used to create future objectives and improve managerial skills.

Part 2: Domain F - Standard F7

Narrative

Part 2: Domain F - Standard F7

Narrative

Exceeded

The staff are employed on a written contract which states the employment agreement and provides for salaries and other benefits that are more than appropriate to the school's context.

The salary scale is transparent. A new faculty salary scale was introduced in 2017-18. All staff at that time were given opportunity to move on to the new scale. New staff recruited from 2017-18 onwards are placed directly onto it. The scale allows teachers use their PD to advance more quickly through the pay scale. This is based on a given points system which encourages, participation and feedback to strengthen the school's learning environment and the enhancement of skills.

For the past 40 years the school has been able to offer a tax free status to international teachers through its relationship with the Kenyan Government and the American and Canadian Missions. This is currently being reviewed and it is hoped that the agreement between the school and the

Kenyan Government will be Gazetted. This situation is ongoing. The school has reiterated the its continued plan of honoring its commitments including those agreements signed this year for future years. A reserve is maintained in case this is necessary.

Part 2: Domain F - Planned Actions

Narrative

Part 2: Domain F - Planned Actions

Narrative

No action plan is required as all standards are rated as 'Exceeded'.

Part 2: Domain G - Evaluative Commentary

Narrative

Part 2: Domain G - Evaluative Commentary

Narrative

The physical facilities, teaching and learning spaces and equipment are well maintained and fully support the school's mission and sustain the learning programs. ISK maintains a Long Term Facilities Master Plan to ensure the strategic development of accommodation, grounds, and facilities in support of the mission, vision, and aims.

In addition to human and other resources, the grounds including physical resources are considered and evolving as programs are developed and implemented. ISK's Long Term Facilities Master Plan has student learning at its foundation, thus ensuring that the strategic development of the accommodation, grounds, and facilities underpins, aligns with, and in some cases drives curriculum and programs.

The campus is very safe and secure for the students and adults in the school, with students and staff consistently reporting (in the annual climate survey) feeling safe at secure. ISK is protected by a trained security team led by a Security Manager and ten-foot high security perimeter wall topped with electric fencing. Campus access is controlled at all points of entry with gates, barriers and bollards. The entire perimeter is covered by a CCTV surveillance system. Guided by a comprehensive Safety and Security Manual, ISK carries out regular emergency planning exercises, practicing each of our procedures every semester. All members of staff have received some training and been made aware of the Child Protection protocols and safeguarding procedures. All members of staff must have Police clearance/successful background check in order to work at ISK.

Part 2: Domain G - Standard G1

Narrative

Part 2: Domain G - Standard G1

Narrative

MET

The physical facilities, teaching and learning spaces and equipment are well maintained and fully support the school's mission and sustain the learning programmes. ISK maintains a Long Term Facilities Master Plan to ensure the strategic development of accommodation, grounds, and facilities in support of the mission, vision, and aims. The next major project will be a purpose-built Middle School facility. The current plan lays out a timeline with financial costings of major projects through 2026. Additionally, the annual strategic planning, budgeting, and program vision plans allow for continuous improvement and flexible planning around facilities, programmes, services, and equipment purchases and maintenance in line with emerging needs and opportunities; recent examples include a solar-power system, additional art classroom, and fabrication lab.

Certificates of occupancy are obtained for all buildings upon completion and prior to educational use, meeting all structural and regulatory requirements in Kenya. The school satisfies all additional annual regulatory requirements including procurement of certificates demonstrating compliance with Kenyan regulations pertaining to buildings and grounds. The school's annual Safety & Health Audit helps ensure ongoing compliance with the Occupational Safety and Health Act.

Maintenance matters are generally handled by a dedicated Operations department of school employees assigned to specific areas and duties in support of a safe, clean, and healthy campus. External specialists, consultants, day laborers, and contractors are hired on an as needed basis for specialized or safety-sensitive work as with elevators or security camera installation. An operations help desk ensures that any safety matters that may arise can be submitted and addressed efficiently.

The campus has adequate security in place, with the grounds protected by a trained security team led by a Security Manager and ten-foot high security perimeter wall topped with electric fencing. Campus access is controlled at all points of entry with gates, barriers and bollards. The entire perimeter is covered by a CCTV surveillance system. The contracted security force of 48 people take shifts in designated areas around the campus including two canine patrols 24/7 supplemented by armed officers from local law enforcement during the school day. The school operates two manned patrol vehicles and has fire fighting ATVs on campus. The school periodically cross-checks procedures against other international and select U.S. public schools, and engages external security specialists to audit the school's safety and security status. The Kenyan government does not have defined standards for school safety and security. As per the school's Safety & Security Manual, regular emergency planning drills are conducted. The evacuation plan now stipulates specific

measures for students with health or other special needs. A new shelter-in-place plan was implemented and practised in 2017. The school maintains a stand-alone health clinic with two Registered Nurses and two clinical officers, as well as a contract with a local emergency services company.

The campus terrain varies considerably and much progress has been made recently to ensure accessibility by wheelchair and other movement-constrained persons. An accessibility audit was completed in 2016, with findings leading to capital works completed such as ramps added/adjusted, elevators and railings installed, bathrooms and doors adjusted. The school facility allows for push-in and pull-out models of inclusion, including a dedicated, specially equipped sensory integration room and individual healthcare plans that address physical accommodations. The Kenyan government does not stipulate guidelines or regulations for accommodating students. The school follows a Student Support Services Operations Manual, applying the ADA (American Disabilities Act) guidelines, to inform campus planning. Accessibility is now incorporated as standard practice into building plans, including requiring recent upgrades to existing facilities such as installing elevators in the high school. Access and egress to the campus and all buildings is possible in a safe and timely manner, including emergencies.

The campus provides for learning activities to extend beyond the classroom walls. Green spaces, gardens, common areas, play areas, amphitheatres, design spaces, fields, and other spaces support creative lesson design and curriculum implementation in line with the school mission and vision. The buildings are generally designed to be both resistant to climatic elements such as rain and take full advantage of the temperate climate with open, airy designs. Air conditioning is used in a few key areas such as the IT server room. Due regard is given to building and facility design, layout, designation and use to ensure best practice in child safety and protection, while continuing to try and maximize appropriate environmental practices (e.g., recently installed solar panels) and freedom for play and learning in green space.

Part 2: Domain G - Standard G2

Narrative

Part 2: Domain G - Standard G2

Narrative

EXCEEDED

ISK's technology infrastructure provides full network / internet access to all students, faculty and staff, throughout all learning and office spaces. ISK provides application and hardware resources which enable staff and students to meet both educational and operational requirements. The Technology Team considers new applications and hardware regularly that are aligned with our

Mission and Vision and will assist ISK users to become efficient, effective learners.

Data systems are carefully considered to ensure that they meet the school's teaching, learning and managerial needs. ISK uses PowerSchool as the Student Information System. PowerSchool is a very flexible platform that enables true standards based grading and storage of all key data items pertaining to students. We are currently working with Independent Data Partners as a Development Partner creating a comprehensive system to record standards, create unit plans, track student progress on both standards and our ISK Aims and provide transparent reporting to students and parents. Google Suite is our main communication, creativity and collaboration tool used at all levels of the school, in classrooms from grade 3 and up to administrative meeting minutes and budget tracking. Moodle is our main Course Management System with all grades and classes having a required presence. Other systems include Managebac for tracking Service Learning, iPad and Chromebook apps for integrating technology across the curriculum, TurnItIn, Hapara Teacher Dashboard and IXL Mathematics.

The school's rolling three year Technology Plan outlines sustainable management and operational functions of the school. This plan defines ISK's Information and Communication Technologies (ICT) learner profiles by standards and grade spans, program implementation timeline and budget implications. Integration of technology is a focus across all curricular areas while keeping in mind other media and print resources.

The structure of support at ISK for enhancing learning programmes, including personalised learning programmes, starts with divisional Technology Specialists in each of the three divisions. These Specialists are supported by an overall PK-12 Technology Integration Coordinator. This team works with students and teachers through team teaching, guided PD, individual lessons, video and printed guides, etc. promoting the integration of technology. In recent years, ISK has made a lot of progress towards full integration of technology, but we feel that this is an ongoing goal and will never be fully complete as technology changes and new best practices are implemented. Through the Technology plan, steps are laid out to map the progression towards having all faculty integrate technology in meaningful ways.

Part 2: Domain G - Standard G3

Narrative

Part 2: Domain G - Standard G3

Narrative

EXCEEDED

Many auxiliary services are used by ISK to help support the school's mission and the education

programmes. They work under the umbrella department called Operations. These roles include:

Cleaning staff

Drivers

Gardeners

Maintenance

Carpenters

Groundsmen

KK Security staff

Plumbers

IT Technicians

Athletics Department Staff (including lifeguards)

Mechanics

All of the staff employed by the school are suitably qualified to carry out their roles. Recruitment procedures for Operational Staff includes job descriptions and required qualifications to carry out each role. This process also includes a thorough and comprehensive procedure for conducting criminal record checks on all staff members. This is coordinated by the HR (Human Resources) department and requires all locally sourced staff and volunteers to obtain a 'Certificate of Good Conduct' from the Kenyan CID Headquarters. International staff are required to produce an official Police Clearance certificate from their last country of residence. Extensive character reference checks are conducted and all staff must have an updated clearance CID every five years.

The School as providers of these services oversees the maintenance, quality and cleanliness of the school's premises, buses and food services. Policies and procedures are in place to ensure that the quality provided is in line with the school's Guiding Statements and adhere to Health and Safety requirements in Kenya and internationally. Help desks and maintenance forms are available to address issues in a timely manner. Members of the School's Leadership Team are assigned to committees to gain an overview and to support the monitoring of various departments within Operations. These include; Health and Safety, Operations and Food Services committees, these also include members of faculty to give feedback.

Feedback is given to departments based on surveys and through the growth and appraisal system setup for Operational Staff, through designated lines of management for each section and overseen by the Operational Manager. Training is given to support their development to ensure that they can carry out their roles effectively. Ongoing review of the services provided by the school and its' impact on health, safety and educational initiatives, to ensure adequate provision and high expectations are adhered to.

Additionally, ISK adheres to the laws within Kenya as to the safety of staff and students travelling on school buses. This includes health checks for drivers, license renewal and bus maintenance checks. Each ISK bus is equipped with internal and external cameras and speed governors.

The school uses and monitors the effectiveness of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation are of a high quality and are aligned to the school's Guiding Statements.

Part 2: Domain G - Planned Actions

Narrative

Part 2: Domain G - Planned Actions

Narrative

The action plan for Domain G is attached in the evidence folder.

Part 2: Domain H - Evaluative Commentary

Narrative

Part 2: Domain H - Evaluative Commentary

Narrative

ISK has a strong commitment to communication between home and school. Newsletters and email notifications are sent home on a timely and regular basis with information important to both students and parents.

ISK has well developed safety protocols, which keep parents and staff informed of issues in school, the local vicinity and in Nairobi if it is deemed appropriate. The school uses email and SMS, as well as the phone tree to disseminate information.

Student reports and formal consultations occur each semester and other meetings regularly occur to review student progress. Strong links and regular communication between parents, teachers and administration is encouraged. Divisional principals and the Director hold parent forums on various issues throughout the school year and parents and students can access both the ISK and individual teacher websites, such as Moodle and Power School gradebook.

ISK intercultural trips are intended to address both the school's aims and to expand students' understanding and knowledge of their host country, its culture, and the challenges it faces. Each school division offers a wide range of co-curricular activities that meet a variety of skills, talents and interests and allows students to explore the host country as well as develop greater intercultural empathy and understanding.

Activities abound that provide students with opportunities to develop leadership skills, collaborative skills, commitment, and a sense of community responsibility in line with the mission and vision of the school.

Part 2: Domain H - Standard H1

Narrative

Part 2: Domain H - Standard H1

Narrative

EXCEEDED

At ISK, effective communications foster a productive home - school partnership and a positive learning community.

ISK ensures that the quality of communication between school and home enhances the education received by the students and takes place in accordance with the mission, vision and educational aims of the school. This includes educating parents new to the school community through the Parent Agreement Letter, Open Days, New Parent Orientations and Coffees, Principal Teas, Director Teas and various community events. The Parent Teacher Organization (PTO) also works with the school administration to welcome new families to provide feedback regarding communication within the community. The PTO also maintains a PTO Facebook page to enhance communication, primarily among parents.

There are numerous avenues of parent/school communication designed to meet the needs of the community, such as email, the weekly Link Lite “upcoming events” calendar, a monthly LINK newsletter, the [ISK Website](#), Moodle, Managebac, and Google classroom, all of which provide multiple ways of accessing key information.

By embracing social media, e.g. Facebook, Instagram, Twitter, and blogs, as well as traditional email, newsletters and messages posted around campus, we continuously strive to find the correct balance between too much and too little communication. In keeping with our goal of achieving the highest level of quality communication possible, ISK will conduct a follow up communications survey (the last was in 2015) among parents, faculty, staff, board members, students and alumni during the 2017-2018 school year. Actionable results will be available by May 2018.

Students are also included in communications as appropriate in order to empower them as key stakeholders in the school. Communication is aimed at building relationships with all stakeholders to support the mission and vision, most importantly, student learning. Students from the HS ASB report regularly to the Board of Directors to share and receive information and feedback. Students

in the MS and MS also participate in the annual school climate survey to ensure their voices are heard.

Feedback from stakeholders on continued improvement is elicited and valued.

Part 2: Domain H - Standard H2

Narrative

Part 2: Domain H - Standard H2

Narrative

EXCEEDED

ISK establishes partnerships and networks with other schools, locally and beyond the country, to enrich learning opportunities available to the students, including, service, mentoring, internships and the development of student leadership.

ISK ensures that partnerships with parents and schools both inside and outside Kenya, are embedded in our culture. Parents are actively involved in the life of the school in ways which benefit the students and their learning. Through the Parent Teacher Organization (PTO), parents organize different school wide events in collaboration with the teachers to support student learning. Some of these events include participating in the organization and implementation of the International Day program, planning the annual ES costume party, and organization of staff get-togethers amongst others. Parents also become involved through the ES homeroom parent platform and in PTO parent reps in the MS and HS. These parents serve as liaison between the teachers and the parents of the class and also provide support for the teachers in designated activities geared towards improving student learning.

Students also benefit from the mentoring program in different ways. Through student leadership programs like PRIDE, Peer Helpers, Students Council (STUCO) and Associated Student Board (ASB), ISK students get to mentor other students while developing their leadership skills. ISK students also participate in internship programs through the Work Experience Program. Through this program, they get to go and get experience in different organizations.

External partnerships are also in place to enrich ISK students' learning and to enhance education within Kenya and beyond. Students interact with their peers in other schools both locally and internationally through different service learning projects, sporting events and clubs such as Round Square. In addition, students can be involved in online learning with their peers in other countries through conference and video calls. This enables them to get authentic practice as is the case for example with language classes. In addition, students are offered opportunities for online learning to

support their interests and passions.

ISK leads the Child Protection Advocacy Network in Nairobi with approximately 40 schools regularly attending. ISK meets regularly with the Kenya Association of Independent International Schools (KAIS) and have led security and counseling services workshops with local schools. Additionally, ISK is also a long-standing member of the International Schools of Southern and Eastern Africa (ISSEA) offering opportunities for participating in sports and arts events across the continent. Finally, ISK facilitates professional learning through various institutes and workshops that we offer on our campus, from educational leadership to security protocols, website development to collaborative teaching techniques. Participants come from other international schools as well as local schools and communities.

To strengthen school partnerships, ISK facilitates relationships through the appropriate use of technology and digital resources, such as Twitter, Moodle, and other social media. Digital signboards are located in the common areas to enhance communication in multiple ways and in multiple venue.

Part 2: Domain H - Planned Actions

Narrative

Part 2: Domain H - Planned Actions

Narrative

No action plan is required as all standards are rated as 'Exceeded'.

Part 3: Conclusions

Narrative

Part 3: Conclusions

Narrative

ISK embarked upon the process of creating the preparatory report in a collegial manner. The team consisted of board members, administration team members and faculty as the main consolidators of the information for the report and the creation of subsequent action plans. Essential evidence for each domain was collated prior to this and subsequent evidence for each standard was gathered for analysis of each standard where necessary. These teams reached out to the wider community to gather evidence and collaborate on certain standards where necessary to ensure a broad and accurate position of the school in relation to each standard and the subsequent plans for moving forward. The teams were supported by the director of the school and the two faculty members tasked with coordinating the creation of the report to ensure consistency and an authentic view of the school in relation to the standards. It was evident from the report that the school has been

focusing on its mission and vision, the delivery of the school's educational aims, and commitment to developing personalised learning alongside inclusive practises. As with most complex systems the focus on certain areas for improvement has resulted in some areas receiving less focus or analysis recently. The report has allowed the school opportunity to view their skills in all areas more broadly and has drawn some valuable conclusions for future thinking and development, as well as areas to celebrate its strengths. The following themes have been distilled to allow for greater depth and insight into the issues at hand.

The apparent strengths and growth within the school include its commitment to ensuring all stakeholders understand the school's mission and vision and that this drives decision making throughout the school. The school regularly conducts sessions to ensure that stakeholders are oriented on the school's mission and initiatives are developed in light of this in both academic and holistic developments. This coincides with a clear definition of learning which also drives decision making. These are evidenced in the school's strategic plan and key result areas where a commitment to personalised learning, realisation of the schools mission through the aims and commitment to delivering a broad and balanced curriculum enhanced by technology and a focus on service learning and provision for all learners is at the forefront.

The school also benefits from clear direction from its leadership. The Board of Governors and the Board of Directors are well informed and abide by their policies allowing the Director to carry out his role effectively to achieve the school's mission and educational philosophy. The Board of Directors are well represented and carry out training to keep them up to date on their duties and in their relevant fields of expertise in support of the school.

ISK provides a safe and secure environment for its community. Dedicated staff ensure buildings, equipment and transport are clean and well maintained. Priority is placed upon the safety of students in a variety of ways which includes the security of the school premises, cleanliness of the school kitchens and bathrooms and constant communication with outside agencies to ascertain possible concerns or threats to community safety. In addition ISK plays a significant role in the wider community in the creation and delivery of protocols and training in child protection issues, running workshops and presenting at forums with the aim of ensuring that the required background checks, safeguarding and resources are available to reduce incidents and provide guidance in this area. ISK abides by strict guidelines to ensure that staff and volunteers have the required background checks for them to be working with students.

Parents are kept well informed by the school on the academic progress of their children, the course outline and ways in which they can be an active member of the learning community. This communication is regularly reviewed as to its effectiveness and to enhance the service of the school, through surveys, workshops, the school website and parent meetings.

ISK is committed to employing highly qualified staff in their field and ensuring that they continue to develop their skills throughout their relative careers. The Professional Learning opportunities at ISK are widespread and encompass all staff groups. These are linked to the school's aspirations, individual goals and the development of managerial skills. The school applies the code of ethics and has a diverse teaching and operational community and is not discriminatory in its hiring practises. Contracts are bound by Kenyan law and adhered to. There are clear job descriptions and disciplinary and remuneration procedures are clearly outlined in contracts and handbooks for each of the sections/divisions of school staff. ISK offers contracts that are comparative with like schools in and beyond the region and staff turnover is within regular norms for international schools.

The ISK curriculum is a living document based upon standards derived primarily from North American and IB curriculums as stated in Board policy. However, the curriculum is crafted to ensure that all students can access the program and allows for ease in transition to whichever school they attend when leaving ISK. The teachers are committed to realizing these aims and employ a variety of current practices to deliver the curriculum. The curriculum gives students opportunities to cultivate their skills in academic, creative, leadership, athletic and service departments. It also allows all learners pathways to further their learning in pursuit of passionate, globally minded, solution oriented learners. To enhance this the school has developed electives, competitive opportunities, committees, service learning projects and co-curricular activities which support this belief. The school uses data derived from a variety of sources effectively and systematically to support learning, develop programs and inform decision making.

ISK has a comprehensive Strategic Plan which is inline with its mission and development of the school's facilities, technology capabilities as well as educational focus. Some of the areas identified as areas for development from the preparatory report align with the current strategic plan. This includes the need for a centralised system (Learning Board) for storing unit plans, assessment data and evidence of student performance in relation to the school's aims which are linked to the school's mission and vision. Data from the learning board may then be used as a method for monitoring and identifying whether the school is meeting its' educational aspirations and its mission. The process of analysis and the sharing of data to all stakeholders could then be embedded into the practise of ISK more systematically on an annual or biannual cycle in line with the creation of the Strategic plan. Additionally the Learning Board is being designed to ensure more effective transition of data to support students throughout ISK or as they move to new schools.

The ISK school population has grown considerably in the last two years and ISK aspires to have a population of 1200 students in the future. Developments in the curriculum to include more STEM based courses, integrated technology and the inclusion of the educational aims, currently a focus of our strategic plan, are steadily coming to fruition in supporting student learning and the

achievement of the mission. However, as identified in the analysis of the curriculum both written and in delivery, this has resulted in a need to reevaluate the method in which we monitor and develop curriculum systematically to ensure horizontal and vertical consistency and preservation of the educational values of ISK. The reintroduction of a more systematic approach to curriculum design and implementation, evaluation of the roles of management and teacher leaders in curriculum development are all areas to be considered in pursuit of this aim. This could also include a formal assessment of the current Health program and how it can be enhanced and documented throughout the school.

ISK has been analysing its commitment and delivery of service learning and is currently undergoing a review of its program and whether it is inline with both the school's philosophy and the 'Round Square' ideals. In addition ISK has been focusing on the diverse nature of the school population and its curriculum, carrying out surveys and training on cultural awareness. The results of the preparatory report have also indicated that ISK needs to share its internationalism philosophy with all stakeholders and identify the skills and dispositions within the curriculum that support the learning of global awareness and interculturalism. The area of interculturalism is being considered as a focus in the strategic plan for the future as it is a multifaceted area for development and would need long term dedication to implement effectively.

Other areas of note from the report are more short term projects and include the development of a procedure to ensure that health and safety standards are considered during the design of the facilities, and the role out of the Highly Capable learners documentation which has been an ongoing focus for training and development for three years.

ISK is focused on improving the quality of service it provides for its students and looks forward to identifying ways in which it can develop to create a successful learning program to achieve its aims. The preparatory report has been a useful process in identifying areas for development and in allowing the school opportunity to note its areas of growth and successes.