

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



DESIGNING OUR FUTURE

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

BANJUL AMERICAN EMBASSY SCHOOL
BANJUL, THE GAMBIA

24-28 APRIL, 2016

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INTRODUCTION TO THE VISIT

NOTE TO THE READERS OF THIS REPORT

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

ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

A. Internal Coordinators

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

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

The Visiting Team Observed:

- The Internal Coordinators completed the task of guiding the BAES community through the accreditation self-study process.
- The Visiting Team **commends** the Internal Coordinators for managing to complete this work while also tackling other major initiatives, such as: transitioning to an inquiry-based teaching model; implementing a standards-based report card; and developing curriculum and assessments to meet the AERO Standards.

The Visiting Team Recommends:

- The new Director provide support to the one, returning Internal Coordinator so that she is able to maintain the continuity necessary to lead and sustain growth through the implementation of the Plan for Growth and Improvement.

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision,

in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

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

The Visiting Team observed:

- For the purpose of expediency this year, the school chose not to replace Planning Team members who left at the end of last year. Therefore, there were no members representing the student body, parent community, or School Board. The work remaining this year was primarily to compile the self study.

The Visiting Team Recommends:

- The school re-establish a Planning Team which is representative of the school's community of stakeholders.
- The Planning Team engage in professional development for data management and reporting.
- When undertaking the Periodic Reviews of the Plan for Growth and Improvement, the Planning Team ensure that baseline data and growth objectives have been re-written and presented in such a way to make them clear and comprehensible to all members of the school community.
- When undertaking the Periodic Reviews of the Plan for Growth and Improvement, the Planning Team oversee the revision of the action plans for each of the performance objectives to ensure they serve as a detailed "road map" for further growth and development over each subsequent year.

C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary "champions" for the planning process and the Plan

for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. The school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed:

- The school's Director provided leadership and support throughout the self-study process.
- The Director met with the Internal Coordinators regularly, and dedicated much of the available professional development, planning, and meeting time to accreditation work.
- The Director is a strong proponent of and believer in the value of the accreditation process.
- The Director has used the planning process to facilitate succession planning, necessary due to the turnover of the Director and key staff members in the upcoming school year. Action plans for each Standard and curricular area are included in the self study to serve as a means of maintaining continuity of initiatives and plans that are due for implementation, in progress or need to be completed.
- The Visiting Team **commends** the Director for her foresight and understanding of the importance of continuity for BAES, which has had a recent history of leadership and staff attrition.
- The school Board members are proud to be associated with the only accredited educational institution in The Gambia.
- The school Board members see the value of the school having undertaken such a thorough self-study process.

The Visiting Team Recommends:

- The school Board have representation on the Planning Team, and provide the resources and support to enable the achievement of the goals and objectives set forth in the accreditation self-study process.

D. The Plan for Communication and Awareness

An important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the

planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

The Visiting Team observed:

- The Internal Coordinators and the Director kept its community of stakeholders informed about progress through and involvement in the accreditation self-study.

The Visiting Team Recommends:

- The new Director and Planning Team commit themselves to keeping the community of stakeholders fully informed about the Plan for Growth and Improvement.
- The new Director and Planning Team establish means by which the school's community of stakeholders will be able to provide input into and participate in implementing the Plan for Growth and Improvement.

E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

The Visiting Team observed:

- Only one member of the current Planning Team will continue to serve at the school next year.
- The returning Planning Team member is one of the Internal Coordinators, so she has intimate knowledge of the accreditation self-study process.

The Visiting Team Recommends:

- The school re-establish a Planning Team which is representative of the school's community of stakeholders.
- The Planning Team take ownership of and responsibility for conducting the Periodic Reviews of the Plan for Growth and Improvement.
- The Planning Team ensure that appropriate, usable data are collected, analyzed, and reported to evaluate progress toward the attainment of the Objectives.

- When undertaking the Periodic Reviews of the Plan for Growth and Improvement, the Planning Team oversee the rewriting and presentation of the baseline data and growth objectives to make them clear and comprehensible to all members of the school community.
- The Planning Team clarify how information and data obtained from administering the assessments will be collected.
- The Planning Team clarify who will take responsibility for ensuring the assessments for each objective are administered, and the data and information obtained from the assessments are collected, analyzed, and reported.
- When undertaking the Periodic Reviews of the Plan for Growth and Improvement, the Planning Team also oversee the revision of the Action Plans for each of the performance objectives to ensure that they serve as a detailed “road map” for further growth and development over each subsequent year.

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues:

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.

Requirement of the Protocol	Recommended Action
<ul style="list-style-type: none"> ● Establishment and maintenance of a Planning Team which is representative of the school’s community of stakeholders and the diversity present within the school and its community. ● The school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually. ● Assessments for each objective are administered and the data and 	<p>By January 1, 2017, the Director will submit evidence to the Commissions that:</p> <ul style="list-style-type: none"> ● A Planning Team has been convened which is representative of the school’s community of stakeholders and the diversity present within the school and its community. ● The Planning Team has a plan in place for continuity, transition, and succession. ● The Planning Team has a commitment to take ownership of and responsibility for conducting the Periodic Reviews of the Plan for Growth and Improvement for

information obtained from the assessment are collected, analyzed, and reported in a clearly, comprehensible manner.

each of the Student Performance and Organizational Objectives.

- The Planning Team ensures that appropriate, usable data are collected, analyzed, and reported to evaluate progress toward the attainment of the objectives.
- The baseline data and objectives have been rewritten and presented in such a way to make them clear and comprehensible to all members of the school community.
- The Planning Team has clarified how information and data obtained from administering the assessments will be collected.
- The Planning Team has clarified who will take responsibility for ensuring the assessments for each objective are administered, and the data and information obtained from the assessments are collected, analyzed, and reported.
- The Planning Team has a system in place for revising the action plans for each of the performance objectives to ensure that they serve as a detailed “road map” for further growth and development over each subsequent year.

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

A. MISSION

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

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

The school's Mission is:

The Banjul American Embassy School is an international community providing a high quality, accredited American-style education for students. In partnership with our community, we empower students to become enthusiastic, creative, lifelong learners who value integrity, cultural diversity and global responsibility.

What is the *aim or purpose* of the school as stated in the Mission?

To empower students to become enthusiastic, creative, lifelong learners who value integrity,

cultural diversity and global responsibility.

What is the *means* the school will use to accomplish its Mission?

By providing a high quality, American style education and in partnership with parents.

To what extent do the school's stakeholders know, understand, and support the school's Mission?

The stakeholders with whom the Visiting Team spoke - teachers, students, support staff, parents, Board members, administration - all know and/or have a good sense of the mission of the school. "Diversity, lifelong learning, creativity, American style education, safe environment, global citizens" were the words that the Team heard most. The stakeholders are clearly dedicated to delivering and living the BAES mission.

B. BELIEFS

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

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

The school's Beliefs are:

We believe every child

- Is a valued, unique individual
- Is entitled to a safe and supportive learning environment
- Deserves the opportunity to achieve his or her full potential

We believe

- Every student should be equipped to be an active participant in an ever changing global environment
- Every student must have the opportunity to develop critical reasoning skills

- Community involvement is vital to a child's success
- Community values must be respected and promoted

To what degree do the school's Beliefs meet the criteria of the *Designing our Future* protocol? If they do not meet the criteria, explain why.

The Beliefs meet the MSA requirements for beliefs.

How well do the school's Beliefs represent what the Team heard from the school's stakeholders?

The stakeholders told the Team on many occasions the students receive an individualized learning experience in which they thrive and the BAES core values have held up over the years and in various circumstances. There is no doubt that the core values, in particular personalized learning, are embedded in practice at the school.

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

The stakeholders know, understand and support the school's core values, which is why they have chosen BAES for their children and/or for employment.

C. PROFILE OF GRADUATES

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

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

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.

- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

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

The school's Profile of Graduates is:

Graduates of the Banjul American Embassy School will be expected to exhibit the following attributes:

Academic:

A self-directed individual who demonstrates an analytical mind, intellectual curiosity, and a mastery of technology which will enable him/her to meet the challenges of high school and beyond

Citizenship:

A global-minded individual who has acquired the intellectual, emotional, and social skills needed to become an informed, caring citizen and who actively contributes toward a democratic society with an abiding respect for the earth and its resources.

Social:

A well rounded-individual who is an effective communicator, demonstrates individual integrity, and exhibits compassion and respect for differences among people.

To what degree does the Profile of Graduates express:

- What the school expects its graduates to know?
- What the school expects its graduates to do with what they know?
- What qualities or characteristics the school expects its graduates to demonstrate?

The BAES Profile of Graduates clearly articulates the attributes listed in the three MSA requirements for a Profile of Graduates.

To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

The stakeholders are becoming more aware of this newly created Profile of Graduates through the visuals posted throughout the school, the Student of the Month award, which is based on the attributes featured in the Profile of Graduates and the Service/Gambia objective and action plan, which focus on the citizenship and social attributes of the BAES Profile. The Profile of Graduates will also serve as the basis for a questionnaire to be given to alumni to learn how well the school has assisted them in attaining the BAES desired attributes.

A few parents proudly told the Team how their older children who are no longer at the school embody the BAES Profile of Graduates

MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s philosophy/mission	X

Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
The school's website	X
Policies related to the philosophy/mission	X
The TV at the school's entrance	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- The school reviewed and revised its mission as a part of the reaccreditation self study process.
- The Planning Team took charge of making revisions during worldwide café sessions. Revisions were then sent to the whole staff, parents and the Board for their input. The Board approved the final versions of all three foundation documents.
- A mini vision has also been added to the BAES foundation documents, which appears to be well communicated. "We Believe, Achieve, Excel and Succeed".
- The mission will be reviewed annually with a view toward its continued relevance.
- The foundation documents including the mini vision are attractively displayed around the school as well as in school publications and on the website. The mission is also displayed on the TV at the entrance of the school, which is immediately viewed when entering the school.
- By all accounts, the mission and other foundation documents serve as the school's guide to decision-making in financial planning, curriculum development, student services, activities, and operational procedures.
- To its credit, BAES has identified "in partnership with the community" an area in need of attention and as such has dedicated one of its objectives to increase local and wider engagement in The Gambia.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Visiting Team commends BAES for developing a mission, core values and Profile of Graduates that resonate with all members of the school community, reflect the unique identity of BAES, and state its aim to empower students to become competent and caring citizens of the world.

Recommendations

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

The Visiting Team recommends:

- The school find ways to evaluate the attainment of the foundation documents using data to learn how well the BAES is meeting its Mission and Profile of Graduates.
- The Board continue to promote the attainment of the school’s Mission and Profile of Graduates in the development of the school’s next strategic plan.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- **THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL**
- **STUDENT PERFORMANCE DATA**
- **SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school’s context and history and how this defines the school’s priorities for improving student performance.

- BAES was founded in 1984 by a small group of American parents who wanted an American education for their children, thus establishing the tradition of offering an American education. 30 children representing 10 nationalities attended the school initially.
- The school grew to 100 students, and then enrollment dropped to 37 students at the time of

the July 1994 coup.

- The children of expatriate families are the majority in attendance at BAES, while local well-off Gambians comprise approximately 10 percent of the school's enrollment.
- The political environment continues to affect BAES enrollment as the majority of students come from families employed by the US and other Embassies, the EU, the UN, Unicef, and a well established medical research center. The next presidential election to be held in December 2016 could be a time of potential unrest.
- Additionally, a recent sudden currency devaluation affected the school's finances adversely.
- The stakeholders consider continuity the school's greatest challenge in face of political and financial unknowns.
- The VT **commends** the administration and the Board for their vigilant awareness and regular networking with local and international organizations in order to keep well informed of any events that could potentially affect the future of BAES.

Recommendations

In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context of the school to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- NONE

STUDENT PERFORMANCE DATA

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

The school needs these data to determine if it is making progress toward achieving its mission;

- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

Observations

In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Student Performance and how this defines the school and its priorities for improving student performance.

- BAES students perform well in comparison with other international schools on the NWEA MAP tests in English Language Arts, Mathematics and Science.
- AERO standards determine the knowledge, skills and concepts students are expected to demonstrate.
- Internal evaluation of middle schools students revealed deficiencies in writing, which neither the MAP reading nor language usage tests assess directly. As a result, an objective for writing has been developed that includes three yearly writing prompts for students starting in Kindergarten. An external test for writing will be sought when the new Director comes to the school in fall 2016.
- The Scholastic Reading test is administered to students in Kindergarten – grade 3.
- Pre-assessments are given to students grades 6-9 in Mathematics.
- Internal final exams are given to middle school students.
- The school reports overall satisfactory progress on the above assessments.
- Teachers report that English Language Learners – approximately 10 percent of the student population - learn English readily due to the individualization of the educational program in general and the pull out ESL program offered to them. WIDA is used to assess their progress.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- The Visiting Team recommends that external assessment data be clearly and regularly presented to the school community.

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- There was evidence of student-created rubrics in the documentation.
- Students described having been part of rubric-writing experiences, and / or using rubrics to assess their work.
- Assessment through projects, some of which contain elements of inquiry, occurs on a regular basis in the middle school.
- The thoughtful use of student assessment to inform teaching was evident in the work of the writing objective committee.
- Student learning and growth are documented well through student portfolios.
- Some teachers made instructional decisions based on the MAP assessment data.
- The school has developed and implemented the use of an extensive standards-based report card.
- Middle school students were able to use the information from the standards-based report card to guide and target their own learning.
- Younger students need help to understand the standards-based report cards.
- Middle school students write two-hour exams, thrice annually.
- These exams were adopted as a temporary measure to provide baseline data for evaluating student learning.
- The Visiting Team **commends** the Director and faculty for the bold step forward in creating a standards-based report card.

Recommendations

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

The Visiting Team recommends:

- The school re-evaluate its assessment practices to ensure alignment with the school's commitment to inquiry learning and its mission which aims to empower students to become "enthusiastic, creative, lifelong learners."
- The school form and implement a systematic plan for helping all stakeholders understand and use the data included in the standards-based report card to serve student learning.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF SCHOOL LEADERSHIP AND ORGANIZATION

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	

Policies related to governance and leadership	X
<i>For independent, non-public, and proprietary institutions only</i>	
Names, addresses, and organizational position of the institution's owners	
Names, address, affiliation of the members of the board of governance	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- The Director meets regularly with the Board chair to discuss school matters.
- Board meetings are announced to the school community and are open forums.
- Board meeting agendas are starting to be posted on the school website.
- Board meeting agendas with minutes will be posted in the fall on the website.
- Finances have been carefully attended to with realistic projections of allocations.
- The Board led the committee tasked with selecting the incoming school director.
- Required policy manuals are in place, but require revision.
- A goals-based evaluation process has been established for the Director but has not been institutionalized.
- Long-term planning has been inhibited by the lack of continuity at the school (Board members, Director, and faculty) as well as unstable enrollment. Nonetheless, medium and short term planning has taken place.
- The Board is due to restart the strategic planning process and awaits the input of the new Director.
- The school has decided to hold the Annual General Meeting and Board election in May of each year, which appears to be a more favorable time than the fall.
- BAES has made significant progress in several curricular and organizational areas with very limited resources.
- The school owns a valuable piece of land that it cannot currently afford to develop, requiring a long term strategic plan in this area.
- The current Board is new and just beginning the process of reorganization with the re-configuration of committees and revision of policy considered priorities.

- Individual Board members identified continuity of the important work recently started as one of its greatest challenges, particular curriculum and financial stability.
- Interviews with the school community indicated lack of clarity regarding appropriate lines of communication between the faculty and the Board.
- Interviews indicate the Board is unclear on the extent and limits of its purview, which the members continue to discuss.
- The Visiting Team **commends** the Director for the significant improvements she has brought to the school's programs and operations in her brief tenure, as well as for the facilitation of the accreditation self study.
- The Board is also **commended** for its role in the realization of the changes spearheaded by the Director.
- By all accounts, the new Board is highly supportive and proud of BAES and its role in the school's success. The Visiting Team **commends** the Board for its dedication and support of the school.

Recommendations

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

The Visiting Team recommends:

- The Board ensure that prudent management of the finances continue through faithful implementation of successful past practices and the strategies and action steps outlined in the Finance action plan.
- The Board ensure that its members understand the parameters of their purview and the Director's purview so that the new Director is solely responsible for conducting the daily operations of the school and clearly serves as the educational leader of BAES.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
2.3, 2.4, 2.8, 2.10	<p>The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.</p> <p>The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.</p> <p>The governance systematically evaluates its own effectiveness in performing its duties.</p> <p>Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.</p>	By January 1, 2017 the Board will submit evidence to the Commissions that it has sought guidance from an external international school board professional to facilitate Board reorganization, adoption of international school board standards for best practice, self evaluation, and the review and revision of the Board policy manual.

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its mission. Relationships among the staff and leadership are collegial and collaborative.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X

Policies related to school climate and organization	X
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C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- BAES has a clearly outlined organizational chart.
- BAES has developed a mission that is understood by all members of the staff.
- BAES provides students with a variety of special opportunities that promote community, including activity nights, service learning, excursions, and performance/presentations.
- Clearly defined job descriptions have been created for all members of the faculty and staff.
- Salary schedules have been established for all staff positions at the school.
- A staff handbook has been published along with new faculty move-in guide and orientation program for new teachers has been implemented.
- Interviews with parents, staff, faculty, and students consistently reflected a school environment that was community-based, friendly, and caring.
- All staff and faculty reported a deep commitment to the ongoing success of the school.
- Faculty indicated a lack of a voice in resource allocation including: professional development and participation in organizational and strategic level planning.
- Some faculty indicated that some polices notated in the faculty handbook have not been adhered to (Staff Responsibilities and Rights) and some board policy such as including staff involvement in decision making (Section 5, Personnel, 5.3).
- Faculty are observed once a year, which comprises their annual employee evaluation (observation includes a pre-observation, observation, and feedback afterward), as well as a goal setting conference with the Director at the outset of the school year.
- There is not a formal feedback or evaluation system for support staff at this time, although it is planned to be developed and implemented in 2016-2017 under the leadership of the new Director.
- BAES Buzz is utilized to communicate with parents, along with a curriculum board detailing unit plans directly inside the entrance to the campus.
- Parents indicate feeling informed on school events, but noted inconsistencies with the level of communication by teachers.
- Parents indicated teachers and administration are willing to meet with them when needed.

- The Visiting Team **commends** the entire school community for its strong commitment to a culture of caring in which diversity is valued and honored.

Recommendations

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

The Visiting Team recommends:

- The school follow through on its plan to create and implement a support staff evaluation and feedback system for the 2016-17 school year.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

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

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

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

A. CURRICULAR AREAS

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

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

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

CURRICULAR AREA	Art
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- The art room, which extends over two levels and is divided into a number of areas, is small but well-equipped and inviting, offering varied learning spaces for individual, group and collaborative work.
- Art books and other print resources are displayed in the room and readily available to students.
- Samples of student work are displayed throughout the learning spaces.
- Students were engaged and productive, clearly enjoying both the learning tasks and the classroom atmosphere.
- The school’s Art program is structured to allow students in all grades to share common learning focal points (an artist study, for example), at increasing levels of complexity with higher grades.
- Elements of the school’s Art curriculum extend across disciplines: students might study an artist’s work in Art class, for example, and his/her historical context in Humanities and French. Evidence of this cross-disciplinary development was observed in the documented curriculum, in discussions with students, and in student-produced work displayed on classroom walls throughout the school.
- An Art curriculum is well under way, and includes some evidence of an inquiry-based approach.
- The school’s Art teacher is currently on an extended medical leave and could not be observed; sufficient curricular materials were available in her absence to support the work of a long-term substitute teacher.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

NONE

CURRICULAR AREA English / Language Arts

THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- BAES has a comprehensive Humanities program that encompasses Reading Language Arts, Literature, and the five strands of Social Studies, which are taught using cross-disciplinary, integrated approaches.
- The school does not have in place a clearly articulated approach to literacy acquisition.
- Documented curriculum includes unit plans and assessments of varying quality.
- Literacy development in the PreK and Kindergarten is structured using “Land of the Letter People,” a publisher-created resource. Worksheets and publisher-produced activities were much in evidence in Primary.
- The school has a commitment to writing across the curriculum, and there was evidence that students are held to grade-level standards for writing in science and math.
- The school has in place a thrice-annual whole-school writing assessment, the results of which are used to assess student learning and inform instruction, and have already resulted in improvements in student growth.
- The school is not currently using an external assessment for writing, although they have stated their intention to do so in the Student Performance Objective.
- The school has a commitment including world literature amongst its classroom titles, and makes efforts to include home culture literature in students’ learning experiences. Classroom literature, however, including assigned texts, are still predominantly American.
- The middle school program makes use of abundantly challenging, complex texts that may be beyond the capacities of some middle school students for which effective scaffolding is necessary.
- Middle school literature classes demonstrated evidence of inquiry and critical thinking, during a study of a complex text.
- Primary and secondary classrooms have varied evidence of student writing displayed on the walls.

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- The Visiting Team **commends** the school for its effective use of whole-school writing to improve teaching and learning.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- When conducting the annual review of its recently developed language policy, the school consider augmenting the policy to support overall coherence of its literacy program and its commitment to writing across the curriculum.
- The school identify and implement an external writing assessment with which to measure the effectiveness of its curriculum and triangulate the data gathered during internal assessment.

CURRICULAR AREA Health and Physical Education

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- Sparks program material was purchased this year as the primary resource for Physical Education for ages 3 through grade 8, which is a significant improvement in structuring and diversifying how students were taught in this subject.
- Student progress is currently monitored on a variety of homegrown assessment tools that include written tests, skills-based assessments, and student growth on various endurance and strength measurements. The Visiting Team appreciates the efforts of the PE teacher in this area.
- PE is included on the standards based report card of which six areas are identified and reported on.
- The “standards” identified on the report align with the six main themes in the Sparks program
- A plan is in place to purchase the assessment program that accompanies the Sparks program which will allow comparative data with other schools that use the same resource.
- The school plans to adopt the Presidential Fitness Program next year as another method of assessing and comparing student performance in this subject.
- The PE teacher and Director collaborated to research and recommend the purchase of the Sparks program.
- The focus of instruction has expanded beyond soccer in the past two years to include a variety of games, activities, and mediums (such as dance).
- There is not an established nutrition program at the school, but there are plans in place to

implement a program, in phases over the next couple of years.

- The Board and administration support funding the steps needed to certify the PE teacher (who started as a Teaching Assistant at the school and then became the full time PE teacher, is currently non-certified).
- Investment in new PE equipment has occurred over the last two years.
- The basketball court will be resurfaced this summer (2016) and a cover installed to block the sun so students can better participate in outdoor events in hot weather.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The Team recommends adopting an internationally recognized set of Physical Education standards and then determining how various resources (Presidential Fitness Program and Sparks) can support instruction and assessment of those standards.

CURRICULAR AREA	Mathematics
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- A student math portfolio is maintained to assist students and teachers communicate achievement and growth in this subject.
- The grades 1-5 scope and sequence is the prescribed sequence of instruction written by the publisher of the curricular resource (Everyday Math).
- Grades 1-5 are utilizing Everyday Math for the first time this year.
- Kinder utilized Scott Foresman math as its primary resource and will transition to Everyday Math next school year.
- Math MAP is administered twice a year (fall and spring).
- An effort is being made to align the curriculum to the AERO standards.
- Math ILX was purchased to provide a math practice resource for students.

- The grade 6 and above unit plans include elements of the Understanding by Design model although it is unclear that faculty know how to utilize this heuristic effectively in this subject area.
- Math department meetings occur regularly.
- The school plans to develop a math curriculum guide during the 2016-17 school year.
- The school is attempting to transition to an inquiry-based model of instruction.
- Middle school level math instruction allows for the development of “math talk” between students during problem solving activities.
- Although listed as such in the self-study (pg. 74), the K-9 curriculum is not as cohesive or as well aligned as it could be, which is evidenced by the scope and sequence documents provided for this subject area.
- The annual Math and Science day event was well received by both parents and students.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The new Director whose expertise is in curriculum provide the guidelines for continued work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on AERO standards is developed.
- Additional professional development be provided to ALL faculty to help them better understand and better implement true, inquiry-based instruction.
- Students be empowered to identify and solve problems as independently as possible.

CURRICULAR AREA Music

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The school is currently transitioning to a new, locally-hired music teacher.
- The previous, internationally-hired teacher is providing support to help give him the tools

and resources to be successful.

- The written curriculum itself is quite sparse. However, music will be increased to two times per week in 2016-2017 and thus provide the opportunity for a richer experience for students.
- The school subscribes to Music K-8, a periodical, which is used as a resource to generate ideas for engaging music lessons.
- BAES has a tradition of performing an annual musical, which is a very popular activity among the students.
- Students were observed engaged in singing and drumming in music class.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- Continued support of the new music teacher to encourage his growth and development into a skilled teaching professional.
- The new Director whose expertise is in curriculum provide the guidelines and parameters for work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on standards is developed.

CURRICULAR AREA Science

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- The Visiting Team observed that certain formalities, in regard to an inquiry-based program, are met. For instance all teachers post a guiding question on the board.
- The Visiting Team observed students involved in hands-on, scientific activities.
- The Visiting Team observed lessons in which learning seemed to be driven by the published resources as opposed to authentic inquiry.
- Written unit plans vary widely in terms of: level of specificity, quality, format,

consideration for differentiation, etc.

- The FOSS Kits have provided elementary students starting in Kindergarten an opportunity to experience engaging hands- on science experiences.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The new Director whose expertise is in curriculum provide the guidelines for continued work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on AERO standards is developed.
- Additional professional development be provided to ALL faculty to help them better understand and better implement true, inquiry-based instruction.
- Students be empowered to identify and solve problems as independently as possible.

CURRICULAR AREA	Social Studies / Humanities
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THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- The Visiting Team observed that certain formalities, in regard to an inquiry-based program, are met. For instance all teachers post a guiding question on the board.
- The Visiting Team observed inquiry-based lessons.
- The Visiting Team observed some exemplary samples of inquiry-based learning and critical thinking in Middle School, in which students confidently drew their own conclusions, analyses, and learning.
- Unit plans are detailed, incorporate aspects of the school's Mission and Vision, and include some ideas for differentiation.
- Written unit plans vary widely in terms of: level of specificity, quality, format, consideration for differentiation, etc.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The new Director whose expertise is in curriculum provide the guidelines for continued work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on AERO standards is developed.
- Additional professional development be provided to ALL faculty to help them better understand and better implement true, inquiry-based instruction.
- Students be empowered to identify and solve problems as independently as possible.

CURRICULAR AREA Information Technology

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- Initial steps have been taken in developing integrated units within the IT classes though outreach by the IT teacher to other faculty.
- IT class is taught in a newly renovated space that now includes an LCD projector, additional laptops, and a Smartboard.
- Multiple websites have been reviewed as instructional resources.
- Digital citizenship instruction begins with students in Kindergarten.
- Work is underway to align with the International Society of Teaching Technology in Education (ISTE) standards.
- Additional IT resources (laptops, projectors) have been distributed across classrooms and departments.
- Plans are in place to adopt a Moodle server for the 2016-17 school year and host lessons on the platform.
- Instructional methods included a reliance on passive learning tools during observation periods.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The new Director whose expertise is in curriculum provide the guidelines for continued work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on AERO standards is developed.
- Additional professional development be provided to ALL faculty to help them better understand and better implement true, inquiry based instruction.
- Students be empowered to identify and solve problems as independently as possible.

CURRICULAR AREA French

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- BAES students are a linguistically varied group, including French native speakers, "heritage" speakers, beginners, intermediate and advanced French-language learners scattered throughout the grades.
- Classroom experiences are differentiated to accommodate the varied needs of learners at different levels, and help ensure the engagement of all students. On several occasions the Team observed the energetic and effective integration of as many as three levels of instruction occurring simultaneously in the French classroom. The program's approach to differentiation has been facilitated, to some degree, by its dependence on publisher-produced curriculum.
- The French classroom contains a small number of reading materials in French including simple readers and simplified versions of familiar French literature designed mostly for elementary or early middle school-level students.
- Samples of student work are visible on the classroom walls.
- Written curriculum for French is in the earliest stages of development, with beginning attempts at inquiry-led units.

- Students in all French classes use leveled consumable workbooks.
- Use of AERO standards is new in this curricular area and still in the earliest stages of implementation. The school does not provide standards to meet the needs of native language speakers.
- The school currently provides no external assessments for its French program.
- During observations students appeared quite engaged in the learning activities that were, however, nearly entirely teacher-directed.
- Primary and middle school students reported in discussion that they enjoy French class, that it's "fun" and that they learn a lot, and lamented the temporary unavailability of the after-school French activity.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The new Director whose expertise is in curriculum provide the guidelines for continued work on the curriculum to ensure that a cohesive continua of knowledge, concepts and skills based on AERO standards is developed.
- The school seek out and implement appropriate additional standards for native speakers of French.
- The school add to its supply of interesting, up-to-date "occasional" literature for the French classroom.
- The school seek out and implement appropriate external assessments to assist in assessing its language learners and native speakers, and evaluating the effectiveness of the curriculum.
- The school develop a clear plan for the articulation of its French language curriculum, in keeping with its commitment to inquiry and standards-based assessment.

CURRICULAR AREA Early Childhood Development

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The Team's general observations regarding this curricular area.

- As reported in the self study and during the Early Childhood Development curricular area interview, the Pre-Kindergarten and Kindergarten classrooms are spacious and well-resourced.
- There is an outdoor play yard dedicated to PreK that has hard surfaces for riding vehicles and appropriate matted areas to protect children from injuries.
- The Visiting Team observed traditional, developmentally appropriate activities in the Pre-Kindergarten class, which is a combined class of three year old and four year old children.
- Evidence of the implementation of the habits of mind standards as indicated on the PreK report card was also observed during circle time. Children were eager to describe their feelings and say why they felt that way.
- The Team observed the administration of the Kindergarten writing prompt, which was facilitated by the Kindergarten teacher who provided scaffolding as necessary.
- The Team also observed teacher-directed whole group lessons in mathematics and literacy. The use of learning centers providing choice of activities was not observed,
- The written curriculum lacks coherence and clarity as presented through the documentation offered as evidence. A number of programs featuring consumables are in use, but do not appear to be effectively articulated.
- Kindergarten children are included in the specials and have lessons in French, IT, music and art given by specialists in those areas.
- Parents' comments on the Standard surveys and in interviews revealed mixed reviews of the program ranging from those who support a more developmental, domain approach to early childhood education and those who want increased instruction in cognitive skills and the academic areas.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The school develop a stated philosophy of early childhood education that aligns with AERO Standards and yet respects a young child's needs to learn through play, from which a cohesive, articulated PreK -2 curriculum can be developed and implemented.
- Minimize the use of paper and pencil activity sheets and provide more hands-on activities that will promote discovery, creativity and independent thinking as expressed in the BAES mission.

- Additional professional development be provided to the early childhood staff so that they understand child development in relation to the academic areas, and the importance of play in learning. Current thinking on play includes various kinds of play that teachers need to understand in order to best facilitate learning in the socio-emotional, cognitive and physical domains.
- Consider using the National Association of the Education of the Young Child -NAEYC- as a resource for teaching and learning as well as for setting up early childhood classroom and outdoor environments.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational	X

program	
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team Observed:

- BAES has been engaged for the past 18 months in an intensive and ambitious effort to develop and document an inquiry-driven curriculum that is based in AERO standards and uses Understanding by Design as its design framework.
- The school and faculty have a stated commitment to inquiry as an instructional methodology. Implementation of inquiry-based learning has begun in some areas, and the school reports already seeing evidence of improvement in student learning as a result of the new orientation. Some evidence of inquiry-based learning was in evidence in some classrooms, and in lively student reports of their learning activities.
- The Visiting Team recognizes the school's commitment to inquiry-based learning in particular the efforts of all the teachers to write curricular units and implement inquiry-based lessons in their classrooms.
- Evidence from the documentation and discussions with faculty and the Director demonstrate that teacher understanding of, and facility with, UbD varies considerably amongst individuals. Unit and lesson plans stored in the school Drop Box vary in format, orientation and quality, and suggest that teachers have differing interpretations of concepts foundational to the school's approach to curriculum.
- In its self-study the school reports that until recently its curriculum was largely "textbook-

driven.” The school still makes extensive use of purchased curricula, for example in the areas of PE (Spark), Science (Foss Kits), Humanities (Storypath), Reading Language Arts (Land of the Letter People) which vary in their approach to student learning. These purchased curricula are not necessarily coherent with one another, and much of the work of adapting them to reflect the needs of students and the school’s commitment to inquiry, AERO and UbD remains to be done. Worksheets and “consumables” were much in evidence, especially in the Primary.

- The self-study indicates in a number of places that the school’s curriculum lacks sufficient vertical and horizontal articulation, and the Team concurs with this assessment, noting that all areas of the curriculum need substantial work.
- The school has not yet identified clear steps and processes that will result in such articulation.
- The school does not have in place an effective curriculum review process to guide the development, implementation and review of its curriculum. A Curriculum Review Cycle, formerly in use at the school, is mentioned in the documents, however this is no longer in use and no longer relevant.
- The school’s new Director, who begins his tenure with the coming academic year, is a curriculum specialist able to provide guidance and training in curriculum development, implementation and review.
- Many of the faculty who have been deeply involved in the development of the new curriculum are leaving the school.
- The Team recognizes the school’s commitment to inquiry based learning and **commends** the teachers for these early efforts in writing curricular units that promote inquiry and implementing inquiry-based lessons in their classrooms.

Recommendations

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

The Visiting Team Recommends:

- The school develop clearly articulated continua of skills, concepts and understandings, preK-9, including appropriate sequencing, to ensure effective learning and transitions from grade to grade.
- The school ensure that its assessments are designed in keeping with best practices and the Mission and Beliefs of the school, and support its Student Performance Objective 3 (Critical Thinking) and commitment to inquiry.

- The school continue its commitment to move away from a publisher-driven curriculum and towards the provision of rich, differentiated and inquiry-based learning for students at all levels.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
8.1	The governing body and leadership ensure that the school has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, and eliminating programs that no longer contribute effectively to achieving the school’s mission and goals for student learning.	By May 1, 2017, the Director will submit evidence to the Commissions that a plan has been put in place to: <ul style="list-style-type: none"> ○ Ensure the continuity of the curriculum work begun in inquiry and standards-based learning, and backwards unit design. ○ Adopt and implement a clearly articulated curriculum development and review process, to ensure continuity, coherence and timely development of its curriculum. ○ Provide appropriate professional development to ensure the coherent articulation and appropriate review of its curriculum. ○ Provide appropriate professional development to ensure the faculty’s capacity to implement inquiry and engaging, standards-based instruction.
8.6	The governing body and leadership ensure that the school’s educational program includes experiences that promote students’ critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X

Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- The school has made a sizable investment in purchasing informational resources to include digital cameras, laptops, LCD projectors, Smartboards, Math IXL, a Moodle Server, and a service contract with the most reliable internet service provider in the Gambia, which has significantly upgraded WIFI access across the campus.
- The Visiting Team recognizes the recent WIFI upgrade and the acquisition of the equipment and devices to enhance learning as indicated in the school's mission.
- The school has an IT coordinator with an advanced degree in this field.
- The school outsources IT support for hardware issues.
- The school hosts its curriculum in DropBox.
- Moodle will be adopted during the 2016-17 school year as a communication tool with parents and students.
- Policies are in place regarding the photographing of students, plagiarism, Facebook, and responsible use (in grades five and above).
- The school has adopted a number of online resources to provide students additional practice in specific subjects.
- The school has only one staff member who is addressing the integration of technology and maintaining IT equipment on the campus. Additionally, she teaches mathematics as well.
- IT inventory is accurately inventoried.

Recommendations

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

The Visiting Team recommends:

- The school adopt a technology acceptable usage policy for grades four and below.
- The school open a dialogue with support staff regarding their request for training on computer literacy.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

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

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

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

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

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	
Examples of student schedules	
Results of follow-up studies of graduates	X
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X
Class in Pastoral Care	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- The school develops close, trusting relationships between adults and the students in their care.
- The school has developed a Pastoral Care program to address the needs of the student's social and emotional growth.
- The school has developed a rather extensive after-school activities program.
- Employees at this school wear many hats to meet all of the needs of their student population: ELL, counseling, pastoral care, community service / service learning,
- Hiring of new staff for next year has been purposeful in regard to meeting the support and service needs of the students.
- The feedback from BAES alumni speaks highly of the quality preparation provided at this school.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Visiting Team commends the school for addressing the service and support needs of its students despite limited resources – both financial and human.

Recommendations

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

The Visiting Team recommends:

- The school continue to develop and refine the Pastoral Care program despite any challenges that will come with the turnover of nearly half the teaching faculty and the Director next school year.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or	Recommended Action
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	Indicator	
	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students’ special interests.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	
Budget for all athletic activities	
Budget for all non-athletic activities	X
Policies on academic eligibility	
Policies related to student life and student activities	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- The school has developed an extensive and engaging after-school activities program designed to meet the needs and interests of a majority of the students.
- The Director has background checks done for every instructor who works directly with children – including the teachers of the after-school activities programs. The Regional Security Officer posted at the American Embassy has access to local authorities to assist in conducting these checks.
- Feedback from the students, both on campus and alumni, make it clear that meeting this standard is a source of significant strength for the school.
- The After-School Activities Coordinator supervises the efficient and safe running of the activities throughout each session.
- Elementary students expressed disengagement from the Student Council. Last year they had student representatives. With no explanation, this year they didn't. It appears elementary students were no longer included in the activities Student Council planned this year.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Visiting Team **commends** the school for its thoughtful implementation of the after-school activities program. With limited resources, the school provides a wide variety of offerings which are thoughtfully-planned, safe, and engaging for students.

Recommendations

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

The Visiting Team recommends:

- The school take appropriate steps to make sure the after-school activities program meets the needs of all students.
- The new Director insure student safety by continuing the policy of implementing background checks for every instructor who works directly with children – including the teachers of the after-school activities programs.
- The new Director and faculty invest the time and energy in developing this aspect of school life so that it continues to be a source of strength and pride for the school community.
- The school continue efforts to develop a strong, Service-Learning program.

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

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

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

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

FINANCES STANDARD FOR ACCREDITATION

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school’s operations.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X

Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- Finances are carefully and wisely managed at BAES by the Director, Business Manager and by the Board through the Board Treasurer and finance committee.
- The current Director is conservative in her approach to finances, yet has managed to secure a number of important improvements and upgrades for the school, notably facilities, security and technology in the past two years.
- Through the efforts of the Director and the Business Manager, the school has secured the deed to a large, attractive piece of property allocated to BAES for the purpose of building a new school. Although not in a position to develop the property at this time, the land is a valuable asset that will allow the school the space to offer a high school program once the

circumstances become favorable for expansion.

- The greatest challenges to the future viability of BAES are unknown, potential political actions that affect enrollment and the local economy. Such events in the recent past have affected the school adversely.
- The long time Business Manager is well-attuned to and well-networked with the local community while the Board has used to advantage the business expertise of its members to manage the present issues and plan sensibly for the future.
- The 2016-2017 budget is based on enrollment projections that are cautiously and realistically low. The projections are based on past enrollment figures and the various lengths of stay of the current organizations whose families send their children to the school. There is no anticipated additional client base in the near future, thus no major increase in resources, since the school is primarily dependent on tuition for its funding.
- To its credit, the school commissions an annual audit conducted by an external international accounting firm. The audit will be retendered in the near future to ensure that the school continues to be in compliance with all legal and tax requirements, as well as internationally recognized business practices. The school has documented the necessary corrections and changes made in response to all issues indicated in the management letters it has received.
- Despite limited resources, funds dedicated to growing and improving the educational programs and services of the school have been planned for and budgeted over the next several years.
- To its credit, BAES has chosen finances as one of its organizational capacity objectives, in order to sustain and potentially grow the current financial position of the school during the next seven years.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Visiting Team **commends** the Board, the Director and Business Manager for their prudent management of the school's limited resources and the allocation of funds in support of a high quality American education.

Recommendations

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

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X
Medium-range facilities plan	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- BAES provides a safe, orderly, healthy and inviting environment for teaching, learning, and play.
- The Visiting Team recognizes the dedication of the support staff in maintaining a clean, attractive environment including the grounds.
- The school adheres to local government health and safety requirements.

- A medium-range (3-year) facilities plan is in place and aligned with the strategic and financial plans.
- The facility is clean and well-maintained, provided with grassy and shaded areas. Further sunshades will be installed during the coming summer.
- Classrooms are bright and appropriately furnished with couches as well as desks and chairs.
- Bathrooms are clean and well-maintained. Cleaning chemicals are appropriately stored in locked cupboards.
- Students eat their lunches and snacks on picnic tables and benches placed in shaded areas of the campus.
- Emergency escape routes are posted, but the signage is overly detailed and difficult to read, and are not individualized for each location.
- Recent improvements to the facility include:
 - A bright and attractive library/media center with desktops and SmartBoard, providing a focal point for the community of learners.
 - SmartBoards, projectors and document cameras that contribute to more engaging learning experiences for students.
- Adequate current inspection and maintenance schedules were included in the documentation.
- Storage spaces for student backpacks and belongings are adequate, but barely, and will not accommodate a much larger student body.

Recommendations

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

The Visiting Team recommends:

- The school post emergency exit routes that are clear and easy to read and use, for children as well as adults.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- BAES is situated in a quiet neighborhood and enjoys good relations with its neighbors, which include a well-equipped medical research center with outpatient clinic, the EU Delegation Office and the Office of the Regional Security Officer.
- Health, safety, preventive and emergency procedures, and crisis management policies are clearly written and in place to safeguard the health, safety and security of students. These procedures are well documented, implemented, and updated regularly.
- The school adheres to local government health and safety regulations.
- The school is in regular communication and benefits from a close and formalized relationship with the Regional Security Officer, who assists the school through consultation, advocacy and support.
- An informal standing agreement with the Medical Research Center less than one kilometer from the school that historically has provided emergency care for students and families.
- Recent security improvements include upgrades to the perimeter wall, the addition of razor wire along the perimeter, the addition of bollards along the school's east and west perimeter walls, the purchase and installation of three fire extinguishers, the upgrading of windows in some buildings, installation of a public address system, and the addition of closed-circuit TV cameras at both main gates.
- The school does not provide a nurse or medical office. Students who are ill or who have minor injuries are treated by their classroom teacher or office personnel, at the MRC clinic

down the road, or sent home as appropriate.

- The school has no formalized process for ensuring that student allergy information is communicated effectively. ***SEE DIRECTOR'S RESPONSE 5/12/16**
- Lack of on-call support staff creates the risk of gaps in safety and security. ****SEE DIRECTOR'S RESPONSE 5/12/16.**
- Staff have received recent training in basic first aid, CPR and use of the AED.
- The AED case is broken and the machine itself was due for inspection and servicing in 2014. It is not outfitted with pediatric pads. Six EpiPens kept with the AED are out of date although not discolored. ***** SEE DIRECTOR'S RESPONSE 5/12/16**
- Pre-announced and unannounced drills for fire, intruder and external threat are conducted regularly, and are monitored for effectiveness and "lessons learned."
- Security procedures training for security guards, custodians and grounds staff is required by the school, and is provided annually by a member of the Gambian Armed Forces training facility staff. All faculty and staff have been trained in the use of the fire extinguishers.
- The school is in the process of implementing Moodle as part of its provision for continuing education in the event of school closure.
- The rear door beside the teachers' parking lot is kept closed with a slide bolt but had not been padlocked during the school day, providing the potential for unauthorized entrances, or the unauthorized exit of students. **This was pointed out by the Team during the visit, and the matter was dealt with immediately.**
- Missing razor wire over the roofline of the landlord's house, which joins the school perimeter fence, **was also immediately corrected during the visit once pointed out to the Director.**
- The school has expressed its intentions to create a Child Protection Policy and Handbook and this is a work in progress. The school is committed to using the AISA Child Protection Handbook as an interim model. ****** SEE DIRECTOR'S RESPONSE 5/12/16**
- Health and Safety Committee members were unsure whether all faculty were aware of the laws regarding the requirement to report to local authorities any suspicion of child abuse or neglect. This will be addressed in the next faculty meeting.
- The science lab is provided with a shower and eyewash station. **The eyewash station was not installed at the beginning of the visit; this matter was rectified immediately during the visit, once it was brought to the notice of the Director. The lack of locks on the chemical storage cabinets and the office where the chemicals are stored was also brought to the attention of the Director during the visit and was corrected immediately.**
- Other items in the science lab that would benefit from attention are:
 - Small student lab benches are provisionally placed inconveniently in aisles between student work tables and are not fully installed, plumbed or connected with gas, and have insufficient clearance for students passing by.
 - The Bunsen burner hosing for the teacher's demonstration table is old and cracked and in need of replacement.

- Material Data Safety Sheets are not posted in the lab. The science lab is inspected regularly and conscientiously, however the Science Lab Inspection protocol is insufficiently elaborated and unclear to a reader unfamiliar with its details.

There is an upgrade planned for the science lab for the coming summer.

On one occasion the Team observed the main entrance to campus left open and unguarded during the school day. ***SEE DIRECTOR'S RESPONSE 5/12/16**

***DIRECTOR'S RESPONSE 5/12/16**

I am attaching a copy of the allergy form we created just after you departed and there are now copies on every Emergency Procedures clipboard.

****DIRECTOR'S RESPONSE 5/12/16**

Regarding personnel on campus. Did someone check in the guardhouse? We have one person on each day and night at each of the two guardhouses. From January through June one security person is on leave during the day, but our maintenance staff trains with security so that they can cover when someone is on leave, so we always have one person at each gate. It is possible that one of the maintenance people was not recognized as he was in a custodial uniform not the plain blue security shirts. Also all staff are provided with 300d phone credit a month so that if they should they need to use the toilet etc. they can call someone to cover. The guardhouses have a visual on the campus and on each road. Finally, all the support staff are very committed to the safety and well-being of everyone at BAES, so in addition to the two people in the guard houses the maintenance staff have "eyes on" and really do watch out for children and all the BAES community.

*****DIRECTOR'S RESPONSE 5/12/16**

There are no epi-pens in the country, I checked on the Monday after you left, (Parents are responsible for providing the school with two pens if their child has an allergy that requires one and at the moment one teacher and I are the only people on campus with a need for an epi-pen so mine is always with me.) I have been in touch with Malak Pharmacy the most reputable pharmacy in the country and the owner has agreed to try and bring some epi-pens from the UK she had had difficulty before but is willing to try again. In the mean time we will continue to insist that parents provide the school with two epi-pens if their child has an allergy that requires one.

AED. We have purchased the child pads.- I have attached the purchase form, we are sending through the pouch so they should arrive in three weeks.

We had just used the AED for training in January and it was fine. Following your departure I sent the AED to the Peace Corp doctor to look over and he said it was fine to be used though he did make one small adjustment. A new one is \$1700. I will suggest to Caleb that he have the AED checked yearly.

*****DIRECTOR'S RESPONSE 5/12/16**

This email was sent to the faculty today:

Dear Teachers,

Until next year when BAES will create their own child protection policy manual we need to officially adopt the AISA Child Protection Handbook. Next years' faculty will be tasked with creating one specific to BAES. The handbook link is attached: <http://www.icmec.org/wp-content/uploads/2015/10/AISA-Child-Protection-Handbook-3rd-Edition.pdf>

Please review this handbook. Feel free to print and attach to your Emergency Procedures Manual. If you object to adopting the AISA Handbook please let me know by COB Friday. Thanks for your help and support of this important procedure. SAS

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- **The Team commends** the Health and Safety Committee for its dedication, energy and work accomplished in seeking comprehensive assurance of student health and safety.

Recommendations

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

The Visiting Team recommends:

- The school consider allocating resources to ensure that there are sufficient personnel on campus at all times, such that the monitoring and supervision of students and the campus is assured and uninterrupted.
- The AED be properly serviced and outfitted, or replaced.
- The outdated EpiPens be replaced as appropriate.
- The school institute a procedure for ensuring that all faculty are aware of students with allergies or particular medical needs.
- The school implement immediately the AISA model as intended to serve as an interim measure until such time as its Handbook and Policy are complete and in place.

NB: THESE RECOMMENDATIONS WERE ADDRESSED BY THE DIRECTOR'S RESPONSES 5/12/16

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL IMPROVEMENT PLANNING

In this section the Team reports on the school’s self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

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

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

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

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

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

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X

Strategic and/or long-range plan	X
Development/institutional advancement plan	
Enrollment plan	
Policies related to school improvement planning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

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

The Visiting Team observed that:

- Planning for all aspects of growth and improvement was very much in evidence in the school's comprehensive self study. In fact, although not required, an action plan was developed for each Standard and each curricular area based on the committee's analysis of the self assessment.
- The Visiting Team **commends** the Director for using the self study process for much needed succession planning in light of the turnover of the Director and half the staff.
- The Visiting Team also **commends** the staff for their part in developing the plans for all of these areas.
- Although the Planning Team was truncated this year to expedite completion of the self study, the stakeholders were engaged and knowledgeable of all major initiatives. (Please refer to the Organization for Growth and Assessment section of this Team report).
- The selection of five objectives for the Plan for Growth and Improvement was ambitious and perhaps beyond the capacity of this small staff to manage effectively, as evidenced by many of the baseline data still to be established and action plans lacking sufficient detail. However, the BAES stakeholders have identified important areas for growth and improvement and have taken on the challenge of addressing them.
- Other stakeholders including Board members and parents have also been involved in other plans for the school's future. The following school planning documents appear to have been developed using an appropriately collaborative process. These include:
 - The Strategic Plan
 - The Medium-Range Facilities Strategy
 - The Capital Funds – Long Range Plan

- The Technology Plan

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Visiting Team **commends** the school for its thoughtful and authentic engagement in the accreditation self-study process, which has resulted in institutional knowledge and many new important initiatives.

Recommendations

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

The Visiting Team recommends:

- It will be important for the new Director to move forward judiciously as outlined in the Monitoring Issue for planning in order to make the planning process and plan clear, comprehensible and actionable for the newly constituted staff.
- Plans for all areas be consolidated whenever possible in order to streamline efforts.
- The school review and revise its action plans on an annual basis with a view toward laying out an appropriately detailed, multi-year “road map” for achieving the objectives..

Recommended Monitoring Issues:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

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

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

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

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

A.1. Objective #1

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

OBJECTIVE 1: By the year 2023, BAES International School will have in place a Service Learning Program that is focused on The Gambia. All BAES students Pre-K-Grade 9 will participate in at least one service learning experience per year, directly related to their

Gambia/African studies. Upon completion of each year at BAES, students will have designed and implemented a collaborative project that helps to foster connection and communication with the local Gambian community, in which they demonstrate in depth knowledge of Gambian culture, and that shows service to the local population by helping to solve a problem or social issue. This is in line with our Profile of Graduates.

The objectives of the BAES service learning component will be to strengthen ties to the local community and to educate all students about Gambian culture, so that they can be independently involved, active members of our local community.

Specific objective 1.1(Target): By June 2023: The Service Learning Program will be in place for each grade level Pre K to 9. Community Service in the primary grades and Service Learning in the middle school will emerge from students’ engagement with Gambian culture and issues, and will include field trips to Gambian schools, hospitals, cultural centers, villages, orphanages, the community at large etc.

Baseline year: SY 2014/2015 Baseline data: Teachers took classes on field trips related to units of study; however there was no formal integration with a focus on Gambian culture. The field trips were not integrated fully in to the school wide curriculum. Moreover, a database of local contacts was not in place so that incoming teachers could take advantage of institutional knowledge.

By target year 2023, a program will be in place at each grade level based on the following action steps (Solutions in Action) Students will:

- At the annual Service Learning Presentations in May or June, BAES will invite an NGO such as UNICEF to externally evaluate student and class projects in such areas as feasibility, authenticity, and value to the community, etc. The NGO itself will confer with BAES each year and develop a system of evaluation. BAES teachers and administration will modify the Service Learning Program accordingly, if needed.

Target: 80% of the students will score proficient or above on the rating by external evaluators.

Service Learning focus on The Gambia

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		

Include baseline data, and are they logically organized and presented in an easily understood format?		X
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?		X
Is the objective reasonable and achievable?	X	

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

- The school currently has no baseline data for Objective #1: Service Learning, but the committee is in the process of gathering it, and hope to have it all collected and ready by the end of the 2015 – 2016 school year.
- Once established, the baseline data must be submitted to Middle States.
- The school develop a common understanding of Community Service and Service Learning.
- The school develop common agreements regarding levels of quality for Service Learning projects.
- During the periodic review process, it will be important to carefully evaluate the strategies and action steps for continued feasibility and relevance.
- The Team recommends that the detailed information on process currently included in the objective statement be moved to the action plan. The objective should clearly and **succinctly** state the performance students will demonstrate and the assessments that will measure their performance, and the baseline data date and results also stated succinctly for each assessment. Any explanations should be separate from the objective statement and assessments so that the objective and its measures are readily understood by the stakeholders.

A.2. Action Plan for Objective #1: Service Learning focus on The Gambia

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?		X
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?		X
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?		X
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?		X

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

The Visiting Team **recommends** the Service Learning committee for Student Performance Objective #1:

- Create steps in a revised Action Plan to help all school stakeholders understand the difference between Community Service and Service Learning.
- Develop steps in a revised action plan which helps all participants understand how Service Learning fits into an Inquiry-Based approach to learning.

- Include strategies and action steps that empower students to lead the inquiry and planning processes.
- Starting June 2016, through the periodic review process, review and revise the action plan such that it lays out a detailed “road map” to sustain progress and improvement in each subsequent year.

A.3. Student Performance Objective #2: Writing across the Curriculum

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

Objective 2: By the year 2023, all students in Banjul American Embassy School will have demonstrated increased academic achievement in Writing Across the Curriculum as measured by:

- **Internal Writing Assessment pilot writing tests (2014-15)**
- **Internal Writing Assessment subsequent data**
- **An appropriate external assessment**

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

the action plans and the achievement of the objectives?		
Have an effective and efficient way to gather data to assess the progress of the objective?		X
Is the objective reasonable and achievable?	X	

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

The school seek further means, including but not limited to an appropriate external assessment, by which to effectively measure student growth and improvement related to this objective.

- The school ensure that all the Specific Objectives pertaining to Student Performance Objective 2 (Writing) include baseline and subsequent data, and are clear, usable, and attainable.
- The school ensure that its thrice-annual whole-school writing internal assessment is sustained by sufficient allocation of staff time and energy.

A.4. Action Plan for Student Performance Objective #2: Writing across the Curriculum

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?		X
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	

Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

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

- The Action Plan be updated to reflect the current state of the school’s progress toward the objective.
- The school write an explicit and detailed action plan outlining its actions to be taken over the next two to three years, in progressing toward achievement of this objective.
- The school include sufficient steps in its action plan to ensure continued progress toward achievement of the objective over the next two to three years.
- The school identify clear and explicit indicators for the success for each action step.
- Starting June 2016, through the periodic review process, review and revise the action plan such that it lays out a detailed “road map” to sustain progress and improvement in each subsequent year.

A.5. Objective #3: Critical Thinking

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

By the end of 2023, all students of the Banjul American Embassy School will successfully demonstrate stronger critical thinking and problem-solving skills in all areas of the curriculum as measured by:

1. Using the external assessment, Cognitive Abilities Test: student will show an increase of 10% in student performance (grades 3 and up) by the year 2023.
2. Internal assessment of critical thinking skills in various subject areas, will see an improvement in critical thinking skills with 80% of students achieving a score of 3 or 4 on the internal assessments

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

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

- Baseline data do not yet exist for the external assessment as the assessment itself has not yet been purchased.
- The external assessment has not yet been purchased due to a misunderstanding regarding its expense; the Team recommends conducting additional research and prioritizing resources in order to select an external assessment instrument by the end of the 2015-2016

school year.

- Once established, the baseline data must be submitted to Middle States.

A.6. Action Plan for Objective #3: Critical Thinking

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

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

- Starting June 2016, through the periodic review process, review and revise the action plan such that it lays out a detailed “road map” to sustain progress and improvement in each subsequent year.

A.5. Organizational Capacity Objective #1: FINANCES

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

Objective 1: By the year 2023, Banjul American Embassy School will increase long term financial stability and maintain quality instruction as measured by a balanced budget and increase in resources for instruction. Banjul American School's long -term financial sustainability through sound financial planning while maintaining the provision of quality education and realizing BAES strategic requirements - learning, governance, personnel and facilities objectives - will be met by the year 2023.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		

Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

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

- The Visiting Team concurs with the committee’s belief that the objective is achievable, but also recognizes as they do that finding additional sources of funding besides tuition and the few grants available to them will be the greatest challenge in attaining this objective.

A.6. Action Plan for Organizational Capacity Objective #2: Curriculum

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	

Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

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

- Although the action plan is clearly articulated overall, the Team recommends starting June 2016, the implementation committee for Finance review and update the action plan for the subsequent school year outlining any specific steps necessary to complete the indicated strategies in the upcoming year.

A.5. Organizational Capacity Objective #2: Curriculum

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

Objective 2: By the year 2023, Banjul American International School will have completed a fully developed horizontally and vertically aligned well-designed curriculum that includes both a service learning component and a Gambian Studies and Culture component and that is aligned to AERO standards as measured by:

- Curriculum baseline data (2014-15)
- Report cards that reflect the written, taught and assessed curriculum using AERO standards
- Units of study that are articulated vertically and horizontally throughout the curriculum
- Assessments that reflect a written and taught curriculum in keeping with best practices, AERO standards and an inquiry approach.
- Curriculum maps, assessments, scope and sequence documents completed, reviewed and revised in 2022

- **Community Service (primary grades) and Service Learning (middle school) experiences and projects that have emerged from student engagement with the local community.**
- **A database of local contact information to support the school’s community outreach.**

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

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

- The baseline data for curriculum completion be enhanced to include data with respect to the quality, coherence and effectiveness of the unit plans, in addition to their quantity.

A.6. Action Plan for Organizational Capacity Objective #2: Curriculum

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?		X
Include a logical sequence of strategies and/or action steps?		
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?		X
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?		X
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

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

- The action plan be updated to reflect the current state of the school’s progress toward the objective.
- The action plan be elaborated to provide a comprehensive set of steps toward the

completion of a fully articulated curriculum, with clear indicators for success and reasonable timelines for the implementation of the Action Plan.

- The action plan be elaborated to provide a comprehensive set of steps toward the completion of a Gambian Studies and Culture strand for the curriculum.
- The review and updating process of the action plan start June 2016 focusing on the specific action steps needed to complete the indicated strategies in 2016-2017.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

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

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

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none"> • One or more assessments for each objective 	X	
<ul style="list-style-type: none"> • Baseline data for at least one assessment for each objective 		X
<ul style="list-style-type: none"> • Technical approval of the objectives 	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)		X

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol and 2) any areas in which the school exceeds the requirements of the protocol.

The Visiting Team observed that:

- The school is ambitiously trying to document and demonstrate growth in five performance objectives: three related to student performance, and two related to organizational capacity.
- The action plans vary in terms of quality and duration.

Recommendations

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

The Visiting Team recommends:

- The school honor the periodic review and revision process as noted in the recommendations for each objective. Thoughtful and honest reflection will assist the school in writing action plans that are comprehensible and usable for all in order to successfully attain the objectives.

Recommended Monitoring Issues:

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

Requirement of the Protocol	Recommended Action
NONE SEE MONITORING ISSUE FOR PLANNING	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of the protocol the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Recommended Action
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NONE

ACCREDITATION RECOMMENDATION

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

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

The Visiting Team recommends RE-ACCREDITATION

ACCREDITATION

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

NEXT STEPS

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

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

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

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

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

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

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

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

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

- **Complete a Mid-Term Report**

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

- **Prepare for Reaccreditation**

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

SUMMARY AND CLOSURE

Excerpted from the Oral Report

The Visiting Team congratulates the entire school community for completing a comprehensive self assessment that has evaluated all aspects of the school and includes action plans to improve all aspects of the school. Moreover, we especially respect and value the candor with which you have shared your concerns and wishes for the school's future.

In this written report, the Team has commented on the school's planning process, the content of the plan for growth and improvement, and the school's adherence to the 12 MSA Standards, all of which comprise the three essential components of accreditation. Additionally and most importantly, we have made a recommendation in regard to accreditation. We consider ourselves "colleagues", who have examined your vision of a preferred future and the strategies you have determined for the realization of that preferred future. We share our observations and reflections, offering a view through the lens of outsider peers. Consider this quote from William James, American philosopher and psychologist, brother of author Henry James, which reflects the importance of accreditation visitors. "Only the insight of the outsider will correct the inevitable errors of the insider". I would like to reassure you that we share our insights based upon a deep understanding of the school community you are today, as well as the one you wish to be tomorrow. We hope that our comments, observations, and recommendations will assist you to stay the course and steer clear of any errors that you might make. Please know that we have worked conscientiously and diligently in preparing our findings and drawing our conclusions.

In offering its findings, the Visiting Team believes it is also important to share our perceptions of the ethos of BAES, as this is the lens through which we seek to validate your findings and plans for the future. We find you to be a true "community of caring". Parents describe the school as a family, who assures a personalized and individualized high quality education for each child, all within a safe and supportive environment. The staff consider the school as home, whether America or other home country; staff, families and children who are learning within a warm, close knit, and diverse community. One support staff member described his closeness to the school through a comment made by his wife, "are you working in the school or is the school working in you!"

Students say that BAES is excellent, diverse and "small yet amazing". "We always manage to put the children first", was a comment made by one teacher while a student summed up his feelings about the school by saying, "they really care that we are safe". Another student told us her teacher was a friend not her teacher in a time of emotional need. Others told us they appreciate the opportunities to have creative activities and real life learning experiences. We were quite impressed with a student council officer who affirmed the school's mission in telling us, "they empower us to have a voice in the school".

All the teachers know all the students and readily interact with them and their families. Activities such as reading buddies promote interactions among the older and younger students.

Clearly, the small size of BAES has contributed to its caring environment, which allows the ideal conditions for close relationships among staff, students and families. Teachers willingly serve as mentors who provide support and guidance to their students. Teachers work closely together to discuss individual student progress and do not hesitate to involve families when they have concerns. Parents and teachers delight in their students' successes and are proud when they see growth. Students like and respect their teachers and know they have a friend and mentor to go to when in need. Families appreciate the open lines of communication and the personalized learning each child receives.

However, the small number of students also provides challenges in the areas of finance, staffing, and student activities and sports for middle and high school students. The school community recognizes these challenges and has addressed the limitations imposed by enrollment to the best of its ability by prudently allocating its resources while still committing the resources necessary to maintain a high quality American education.

Equally important to note in discussing the ethos of BAES is the transitory nature of the school at this point in time.

First and foremost is the transition to new leadership effective this summer. The current Director is in her second year and has made a remarkable difference in many aspects of the school: the adoption of inquiry learning, development of the curriculum, new technology, upgraded security, major facilities improvements such as the media center, and careful management of finances.

Second, due to high faculty turnover this year, a number of new teachers will be at the school in 2016-2017. This has also affected the Planning Team and objective committees, which will need to be reconvened and recharged to oversee and monitor the attainment of the school's objectives.

Additionally, there is a newly elected Board. Concern has been expressed by members of the school community that these transitions could have a negative impact on the continuity of the recent positive changes made in curriculum, finance, security, technology and facilities.

The Visiting Team shares your concern that the good work so recently accomplished will be adversely affected and has made several recommendations in the spirit of assisting you to maintain focus on your priority areas as you go through these transitions. Most disappointing would be any adverse affect on the "community of caring" and the high quality American education that distinguishes BAES from other schools. Nonetheless, the Visiting Team has

good reason to believe that the very strong culture of caring and commitment to the school's mission will remain embedded in the BAES identity. However, it will require careful attention and thoughtful decision making on the part of the new leadership and governance to ensure not just the survival of the school's identity and core values, but the realization of further growth and development as envisioned in the BAES objectives and action plans.

As for the three essential components of accreditation, the first, a culture of collaborative planning, was established, but has been disrupted due to turnover. The Planning Team and objective committees need to be reconstituted to include appropriate representation of the school's stakeholders. Now that the self study has been completed and the team visit concluded, the Planning Team will need to oversee the implementation of the whole plan while the objective committees implement the five individual action plans. Frequent monitoring including effective data management will need to take place to sustain the planning process and promote attainment of the objectives. Although this requirement is not fully met at this time, the school has recognized the power and value of institutional self reflection, thus the Team has faith the school will revitalize the planning process. As such, the Team has made specific recommendations in this report to assist the new leadership and staff in this area as well as assure Middle States that the planning process requirement is being respected.

The second essential component of accreditation, the Plan for Growth and Improvement requires objectives derived from the rigorous self assessment documented in the self study. BAES has identified five objectives for improvement in priority areas. The three student performance objectives – Service Learning with a focus on The Gambia, writing across the curriculum, and critical thinking skills - all reflect the school's Mission, Beliefs and Profile of Graduates and are endorsed by the school community. The focus on the Gambia was considered to be highly important by all with which the Team concurs. The Team recognizes the good will of those responsible for this objective and their intention to immerse students in the real world of the Gambia.

The two areas selected for organizational objectives: finance and curriculum address needs clearly identified in the self assessment of the 12 MSA Standards. The school community concurs that these areas are also priority areas in need of addressing through the faithful implementation of multiyear action plans.

The intention of the baseline data and action plan requirements has been met for the five objectives. However, the objectives and action plans are works in progress that need additional baseline data and fine tuning, thus the Team has made specific recommendations in this report to assist the Planning Team facilitate the monitoring of the objectives, the successful implementation of the action plans, and the eventual attainment of the objectives.

The third component to be met for accreditation is the twelve Middle States Standards and Indicators of Quality.

It is the Visiting Team's opinion that the school presently meets the 12 Middle States Standards. We have nonetheless made recommendations to further strengthen certain aspects of the school. By meeting the standards, BAES has established the conditions under which its objectives can be achieved.

In conclusion, the Visiting Team leaves you with kudos for using the *Designing our Future* self study as a springboard for institutional and professional growth. You have worked diligently to plan for the preferred future envisioned in the BAES mission and reflected in your Plan for Growth and Improvement. It is evident that the Director, faculty, students, staff and parents have worked together to address the areas they believe need to be strengthened.

BAES has chosen wisely in selecting objectives that focus on service learning with a focus on the Gambia, writing across the curriculum, critical thinking, finances and curriculum. The Visiting Team encourages you to maintain the momentum and enthusiasm you have today for these new objectives. Do not delay in establishing the remaining baseline data for the service learning, critical thinking and writing across the curriculum objectives. These additional data points will give you a fuller, richer picture of your student's performance in these important areas. We recommend that you review the action plans by the end of this year with an eye toward making revisions that will provide the roadmaps necessary for successful implementation of the plans in 2016-2017.

As a team of fellow educators, we respect and appreciate the work you have done toward attaining reaccreditation and wish you the best in the subsequent phases of the *Designing our Future* process. You are a small school with a rich culture of caring and a clear mission residing in a challenging context. Nonetheless the school community remains optimistic and forward-looking believing that "the school can go even higher". With careful attention to maintaining continuity, there is every reason to believe that the school will continue to thrive as a small school with a high quality academic program that prepares and inspires its students to become global leaders. You have a newly upgraded facility, a very supportive Board, a new Director with formidable expertise in curriculum, instruction and assessment, and a mission uniquely yours that has inspired the focus on service to your host country The Gambia. Most importantly, you have appreciative, enthusiastic parents and wonderful students in your charge.

As a Visiting Team, we are asked to make an Accreditation recommendation to MSA at the conclusion of our visit. Our four-person team has concluded that BAES:

1. has clearly defined appropriate objectives
2. has established conditions under which they can be met

3. is working toward achieving the objectives now
4. and should be able to continue to do so for the foreseeable future

We have recommended Banjul American Embassy School reaccreditation. Congratulations. Thank you for the opportunity you have provided us to contribute in a small way to the good of your school community. Our thoughts will be with you as you move forward to realize your preferred future. We sincerely wish you well.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Jacqueline Gilbert	Middle States Association (retired)
Team Member	Adam Spina	American School of Valencia
Team Member	Renee Comosatti	American International School of Bamako
Team Member	Jonathan Acker	Yanbu International School