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Category B2: Curriculum, Instruction, and Assessment

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:

- **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicators with Prompts

Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt 1: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence

Teachers were found to regularly use best research-based practices in their teaching. Teachers design and implement a variety of learning experiences. Students are actively engage, at a high level of learning, consistent with the school's mission and Core Value of Academic Excellence. SSIS offers a challenging academic program that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world. Teachers remain current in the instructional content taught and research-based instructional methodologies. SSIS has developed a culture of continual professional development. This includes the school hosting conferences, sending teachers to conferences and workshops, offering professional development opportunities for SSIS at school, and individual teachers pursuing their own PD. SSIS employs five full-time on-site professional developers (instructional coaches) who work throughout every school day providing real-time, job-embedded professional development. SSIS staff regularly present at external and internal PD opportunities. The Curriculum and Instruction Office maintains records of all teacher professional development expenditures. In addition to outside SSIS, PD also occurs after school on Wednesday and teacher professional development books are purchased by the school. Current curriculum & teaching materials available for SSIS teachers via Moodle and Atlas.	**Evidence of best practices:** School-wide: • Atlas Rubicon • Google Apps for Education • Moodle • Teacher Observation Feedback Forms • Teacher Observations Selected team examples: • Early childhood- daily schedule • Grade 4: Vibrant Vietnam video • MS/HS Math: lesson plan exemplars • EAL: sample lesson plans • MS/HS Tech: Observations **Evidence of professional development:** Overview of SSIS PD: • SSIS PD Calendar • PD Workshop Log Examples of conferences hosted at SSIS: • 2016 Learning 2.0 Conference • ELLSA 2016 Conference • 2016 Vietnam Tech Conference Examples of conferences and workshops teachers attended outside of SSIS: • IBDP Workshops • AP Workshops • Learning support SENIA conference • EAL ELLSA conference, ELLSA Vietnam meet-ups, HCMC EAL Teachers • Buck Institute PBL workshop School-based Examples: • School-based PD on Assessment for Learning • Teachers Teaching Teachers (TTT) days • Meetings: AP updates, DP updates, Wednesday meetings, • Instructional coach logs Individual teacher Examples: • Early childhood- Team minutes and personal notebooks

	• Grade 4: Workshop presentations, reading list of blogs, books, twitter feeds, articles • MS/HS Tech: Observations • Teacher Observation Feedback Forms

Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt 2: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
The planning process is very effective in the Elementary and Middle Schools and somewhat effective in the High School in leading to high levels of student achievement and engagement. The school uses a several formative assessments to assist in engaging all students actively at a high level of learning consistent with the academic standards and the school's Core Values of Academic Excellence and Sense of Self. It is the school's desire that all students and staff be lifelong learners who are committed to achieve excellence in all they do. The SSIS Curriculum Framework has been developed and introduced to the staff, but now needs to become a regular tool used for planning and implementation of curriculum. This will impact all areas of the written, taught and assessed curriculum. The Curriculum Director oversees and approves teachers developing unit plans for each unit of instruction taught. During the 2016-17 school-year, the HS will develop a full Assessment Policy which will help to clarify how formative and summative assessments are to be used in leading to high levels of student achievement and engagement. The HS needs to be develop systems that ensure examination of curricular design and student work is analyzed in a timely manner to improve teaching and learning.	Atlas Rubicon ES Common Literacy Assessments MAP Results PSAT Results SAT Results Examples: • Literary Assessments • Early Childhood's use of pre-assessments, formative assessments and post assessments data • ES Super Units • Physical Education teachers use Sportfolios • Special Services teacher use formative reading assessments to plan

Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt 3: *Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
Teachers and administrators at SSIS routinely use various collaborative strategies to examine curricular design and student work to improve learning and teaching including demonstrating critical thinking, problem-solving, knowledge, and application. Professional collaboration also transcends four of the ~~s~~chool's Core Values: Sense of Self, Respect for All, Balance in Life and Dedicated Service so it is an integral part of ~~o~~ur professional community. The following evidence ~~was found~~ to support ~~s~~this finding: • Administrators and teachers worked together on Assessment for Learning to improve assessment practices across the school during the 2015-16 and 2016-17 school years. • The Senior Leadership Team uses collaborative strategies to examine curricular design and student work to improve learning and teaching. • Divisional Leadership Teams (administrators and teachers) use various collaborative strategies to examine curricular design and student work to improve learning and teaching at Leadership team meetings (1x/week ES, every other week in MS and HS). • Teachers developed cross-curricular Learning Plans designed to examine, improve, and learn from various departments on all levels throughout the school involving ~~the~~ heads of ~~s~~chool and all faculty. • Grade-level and departmental teams collaborate during regular team/department meetings to address topics such as unit planning, collaboration with Instructional Coaches, EAL teachers, Learning Support Teachers, other Specialist Teachers, identify student needs, review student assessment data, develop common assessments, establish protocols for sharing, reflection and refinement (e.g. Critical Friends Group	School-wide examples: • 2016_2017 HoS & Senior Administrative Team Meeting Minutes • Assessment for Learning plans. • 2016 Learning 2.0 Conference Planning Team • Curriculum Review Cycle • PD Calendar • School Learning Plans • Staff Calendars • Critical friends group training schedule Divisional examples: • Divisional leadership team meeting minutes Grade-level/Departmental examples: • Atlas Rubicon units • Year-at-a-glance • Team meeting minutes • Common team planning time: team schedules, team minutes, instructional coach logs • Elementary pre-post assessment writing rubrics Individual examples: • Unit plans, Atlas Rubicon • Teacher Observation Feedback Forms

(CFG) protocols), parallel co-teaching planning, differentiation for language learners and students with learning difficulties (i.e. graphic organizers, anticipation guides, leveled activities).	

Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt 4: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
Professional development for teachers and administrators is a valuable part of the school because it enhances the taught curriculum, improves learning and teaching techniques, and it can be linked to the two Core Values. First, Academic Excellence is about how to think, to learn, to problem solve, and to work individually and in teams. Secondly, Sense of Self includes the desire to be lifelong learners. The school-based professional development lead by administrators is often focused on school wide initiatives that enhance the curriculum and improve learning and teaching. School-sponsored on-site PD consultants are free to full-time SSIS teachers. SSIS teachers sharing with other SSIS teachers. Teachers are given a yearly PD allowance to attend workshops of their choice either in Ho Chi Minh City or other countries. Teachers are informed via email and faculty meetings about current workshops being offered locally and internationally. Teachers share with their colleagues what they gained from the workshops when they return. Teachers also complete a PD reflections for all outside SSIS PD. Job-embedded PD through Coaching team (TLFs, Science and literacy coaches) SSIS hosts several conferences to provide more learning opportunities for the faculty. SSIS collaborates with other EARCOS, WASC, and HCMC schools to share best practices that enhance the curriculum and improve learning and teaching.	2015-16 Assessment for Learning Calendar/Meeting agendas/emails ELLSA 2017 Grants from EARCOS Learning 2.0 2016 Learning in the Making 2016 PD calendar PD Fund PE Geek 2015 PP presentation of work Tech check-ins, Google certification evening sessions, ES Coaching cycles, ES Coaching model, Coaches calendar) TFL workshops TTT schedules VTC 2015 IB Job-a-Likes

Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt 5: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.*

Findings	Supporting Evidence
SSIS teachers use a variety of instructional strategies to engage students at a high level of learning and to strengthen student understanding and achievement of the learning outcomes. This is accomplished in a number of ways including encouraging high level thinking and problem solving skills, understanding global competencies, and through using a wide-range of multimedia and technology. SSIS's Core Value of Balance in Life promotes an academic program that instills an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships. Teachers help to fulfill this Core Value by using challenging and varied instructional strategies. Technology instruction has been enhanced by having three full-time Technology Coaches, an ES MakerSpace, and MS Design Lab and a HS robotics ASA. Technology is being used in the school to transform instruction to a more project-based learning model. IB Internal Assessments provide authentic learning experiences through enquiry and are particularly student-led projects/ reports . These are moderated by the IB. IB Extended essay provides students with the opportunity to develop research skills, referencing, synthesis, analysis and evaluation. MS and HS Advisory sessions allow students to self-reflect on their performance and progress. Students also reflect on their own learning through self-assessments, Students Led Conferences, setting goals and working towards achieving these goals.	Atlas Rubicon ES Makerspace and projects ES Student-Led Conferences HS Advisory YAAG IB EEs IB IAs IB Group 4 Projects MS / HS Student Goals and self-assessments MS Students blogs PE in HS use of iPads SSIS promotional video on technology SSIS YouTube channel Student and Teacher blogs Week Without Walls (Gr 5 - 10) MS Dragon's Apprentice

Students' high achievement on school-wide learning goals & externally assessed criteria demonstrates that instruction is challenging & effective.	

Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt 6: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
At SSIS, technology is purposely integrated into all subject areas within the school so that all students develop a wide range of technological skills. This aligns with the SSIS's Core Values of: Academic Excellence, as students are ~~purposefully~~ taught how to use technology properly; Respect, as students are taught to respect the intellectual property of others; and Balance in Life, so that students remember to be physically present and have personal connections with other individuals rather than always relying on technology for communication. SSIS has three full-time Instructional Coaches for Technology who offer mentoring and skill development for teachers who are integrating technology in their classes and for students who need individual technology support. The ES/MS/HS Libraries all have database subscription for technology subjects that can be accessed by students and teachers.	1:1 iPad program in Grade 3 1:1 laptops program in grades 4-12 1:1 notebook computers Grades 9 - 12 Laptop computers for teachers After School Activities - Robotics, Coding Classroom Observations HS - robotics, app course, computer science. Curriculum guide Teacher Comments Technology Plan Easy Blog Jr./ Classroom Blogs Google Apps for Education Class View, Class Edit, I-Movie, BAM video delay, Green Screen, Animation apps, blogging, Pages, Graphing calculators Media Studio MakeSpace Digital Cameras Library Database Subscriptions

Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt 7: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
SSIS offers students challenging learning experiences. The important skills of critical and creative thinking, problem solving, knowledge attainment, and application skills are part of the daily life at the school as are the five Core Values. SSIS students are usually engaged in challenging and varied instructional strategies that lead to high levels of student engagement through the implementation of technology, student centered choice and learning, and attention to real world applications. Teachers ask provocative questions and students work collaboratively in groups with students teaching each other or presenting to others in and out of school. Opportunities for students to explore their interests. Teachers examine student products, such as essays and digital presentations, and provide anecdotal observations of participation in group work. Students also self-evaluate their participation in group work and complete reflective blogs. All Grade 11 and 12 students must take some IB courses and 50% of the 2016-17 Grade 11 class are enrolled in the full IB Diploma. Assessments usually focus on critical thinking, problem solving and application skills. The IBDP programme also includes the Group 4 Project, Theory of Knowledge Presentation and Extended Essay. Many Grade 11 and 12 students take AP courses. There is a strong focus on knowledge attainment and application skills. The HS also offers a wide variety of choices for students who want to pursue art, music and theatre: creative thinking; problem solving; and application skills.	Classroom Observations ES MakerSpace MS Design Lab Data-in-a Day Fine Arts - Sketchbooks, digital screens, musical compositions, planning and process journal, blogs and performances. Math – HS Math Journals, student work exemplars and IBDP Internal Assessments Drama Classes Art Classes Super Units Literature Circles Science Lab Experiments

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt 8: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence

The standards and expected performance levels are communicated to the student before each assignment but evidence does not consistently show this is done before each area of study. Students are provided essential questions and rubrics to guide their learning. The IBDP and AP courses have extensive descriptions with detailed performance rubrics.	Rubric for Phu My Hung unit and attached design booklet. KWL Charts HS Moodle Pages Super Units Grade Blogs, Moodle, and emails. IBDP Handbook AP Handbook

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt 9: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
SSIS student regularly participate in activities to examine and unpack rubrics, mark schemes and exemplars to help them understand what is expected & how to meet standards. The Core Value of Sense of Self calls for students to can gain a sense of who he or she is in the world; to develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all he or she does. Student input and feedback is, therefore, highly valued and sought after by the SSIS administrators and teachers. 60% of SSIS students interviewed said that they received grading rubrics prior to or with the assignment. 60% of SSIS students interviewed said that they are given the opportunities to compare their work to grading rubrics or example work before turning in the assignment. SSIS students responded very favorable when asked if they thought that their educational	Student Surveys Data-in-a Day (Observations and Conversations)

~~experience at SSIS was in preparing them for college, career, and life.~~ 76.6% of SSIS students interviewed said that their educational experience at SSIS is in preparing students for college, career, and life. The following findings relate to how effective students thought student-teacher interaction was. 64.3% of SSIS students interviewed said that they get informative feedback from their teachers that enhanced their learning. 53.1% of SSIS students interviewed stated that the daily instructions they receive from their teachers has connections to real world examples and applications.	

Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt 10: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
Academic Excellence is the first of SSIS's five Core Values. Teaching students how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world is of the utmost importance for the teachers. This is accomplished by meeting the needs of all students. SSIS EAL students are identified either by entrance assessments, EAL assessments, meetings between EAL teachers and classroom teachers. Once identified, EAL students receive support via EAL specialists who work with individuals students and help classroom teachers become EAL teachers too. SSIS teachers address student reading literacy needs by systematically assessing and adjusting the instruction accordingly to the student's needs	ES/MS/HS Art studios ES/MS - Makerspace, Design Lab ES - DSA assessment results ES - Fountas and Pinnell level data ES Grade Level Meeting Minutes Field trip opportunities Grade 2 Assessment Data Grouping; mini lessons; conferencing; student reflection MAP Testing MS/HS Week Without Walls Regular Meetings with Literacy Coach

SSIS LS students are identified either by entrance assessments, LS assessments, meetings between LS teachers and classroom teachers. Once identified LS students receive support via LS specialists who work with individuals students and help classroom teachers become LS teachers too. MS and HS teachers use instructional accommodations consistent with student learning plans from LS (e.g. extra time, chunked assignments). HS Developmental Writing courses are offered to support students who need additional support for English language learners. Many SSIS teachers also effectively meet student individual needs using instructional differentiation. All HS teachers have Office Hours (3:00 - 3:30pm Mondays, Tuesday, Thursday and Fridays) to allow for individual student conferences and remedial sessions.	Teacher rosters of reading groups WIDA Testing In addition to EAL and LS support and differentiation, SSIS offers hands-on learning opportunities to meet the needs of kinetic learners. • Field trip opportunities • ES/MS/HS Art studios • ES/MS - Makerspace, Design Lab • MS/HS Week without walls

Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt 11: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
SSIS students' learning is not confined to textbooks and chalk-and-talk learning. The Core Values of the school, Academic Excellence, Sense of Self, Respect for All, Balance in Life and Dedicated Service requires SSIS teachers to use a variety of collaborative activities, technology, library/media resources, community resources and information from various cultures and languages. The school has three libraries and two full-time librarians who ensure that students have access to online databases across levels to assist with research and literacy. SSIS students extensively use technology to move beyond the limits of physical textbooks and learning materials as well as physical location transforming their educational experience.	Technology Plan 70 iPads 50 video projectors Networked Printers ES MakerSpace ES Grade 3 1-1 iPads ES Grades 4-5 1-1 laptop program MS/HS - 1-1 laptop program MS/HS - Week Without Walls Trips International Week is celebrated yearly with various

Students use community resources to enhance learning experiences both individually and collaboratively. The entire school campus (buildings, auditorium, fields, gyms, fitness room) are made available every day after school and on the weekend for the SSIS community to use for learning, physical fitness activities, music practices, and concerts.	activities for all levels that involve the sharing of knowledge and culture from home countries. Parents and community resources work collaboratively to make this event a learning experience for all. Service Learning Activities for all divisions HS Careers Day (MS Grade 8 are included) ES/MS/HS - After-School Activities After-school music tutoring Drama productions MS art collaborative activities (both local and global) MS ELA collaborative activities with buddy classes, skyped speakers, intensive collab experiences like Dragon's Apprentice. (global and local) ES Grade 5 overnight field trip MS/HS Global Issues Network (GIN), MathCounts, HS Model United Nations (MUN) MRISA sports tournaments

Conclusions Prompt 12: *Comment on the degree to which this criterion "How Students Learn" is being addressed.*

Findings	Supporting Evidence
How students learn is ~~SSIS'~~ the essential question at SSIS. All aspects of the school must be part of the answer to this critical question as SSIS is committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen. The school's five Core Values (Academic Excellence, Sense of Self, Respect for All, Balance in Life, and Dedicated Service) also play a major role when it comes to student learning. SSIS students were found to be actively engaged and at a high level of learning due to their teachers' designing and implementing a variety of learning experiences, teachers working collaboratively, and when teachers stay current in the instructional content ~~to be taught~~ and research-based instructional methodologies. Students are taught how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.	See Prompt 1 See Prompt 2

Students learn best when all students (EAL, LS, gifted and talented) are actively engaged at a high level of learning and when formative assessments drive the learning process. This was clearly evident in the ES and MS but is an area for growth for the HS. SSIS teachers also used challenging and varied instructional strategies. SSIS students gain a good understanding of global competencies through using a wide-range of multimedia and technology. The school is well resourced in this area, going beyond PowerPoint and video projectors to maximizing the use of Google Apps for Education, iPads, the ES Maker Space and the MS Design Lab. Students also learn best when clear standards and expected performance levels are communicated to them before assignment and assessments. However, evidence does not support that this is done in all areas of study at the school. Students learn best when they regularly participate in activities to examine and unpack rubrics, mark schemes and exemplars to help them understand what is expected & how to meet standards and this was found to be in place at SSIS. SSIS students also perceive that the skills and knowledge they are learning will prepared the well for university, for future careers and for life. The SSIS Core Values permeate learning at the school. Its mission is being fulfilled. Students to can gain a sense of who they are in the world and develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all they do.	See Prompt 3 See Prompt 4 See Prompt 6 See Prompt 10 See Prompt 2 See Prompt 5 See Prompt 11 See Prompt 8

	See prompt 9

Prompt 13: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Critical Learner Need #1 *Further develop our school culture that broadly defines and promotes multiple paths to success, embraces self-discovery, social-emotional well-being, values the love of learning, and embeds our Core Values into the heart of all of our educational programs and decision making.* The HS has presently three paths to graduation: full IBDP; some AP courses; or meeting the minimum graduation requirements based on a combination of regular courses and some IBDP. All students, regardless of their graduation path must take some IBDP courses. The HS needs to examine this to see if these IBDP courses are appropriate for all students to take or if new courses need to be added.	HS Student Handbook Atlas Rubicon IBDP
Critical Learner Need #2 *Develop and utilize K-12 system to disaggregate and analyze external and internal student achievement data and stakeholder perception data to further refine academic programs, targets and reduce any student achievement gaps considering all sub-populations as well as longitudinal data trends.*	
Critical Learner Need #3 *Develop systematic intervention programs (ranging from remediation to extension/enrichment) to support all students in the attainment of high standards in all subject areas and divisions. This will results in (a) stronger correlations between subject grades and standardized assessments, and (b) better articulation of EC-12 achievement targets and (c) improve academic achievement.*	

Category B. Curriculum, Instruction, and Assessment:
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Curriculum, Instruction, and Assessment: Areas of Strength
SSIS is committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen. The school's five Core Values (Academic Excellence, Sense of Self, Respect for All, Balance in Life, and Dedicated Service) play a major role when it comes to student learning and this was clearly evident in most areas of the Instruction. SSIS teachers were found to regularly use best research-based practices in their teaching and SSIS offers a challenging academic program that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.
SSIS invests in its teachers through professional development both on-site and overseas conferences and workshops. Teachers remain current in the instructional content ~~taught~~ and research-based instructional methodologies.
SSIS teachers use a variety of instructional strategies to engage students at a high level of learning and to strengthen student understanding and achievement of the learning outcomes.
SSIS's academic program instills an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships.
At SSIS, technology is purposely integrated into all subject areas within the school so that all students develop a wide range of technological skills.
SSIS offers students challenging learning experiences. The important skills of critical and creative thinking, problem solving, knowledge attainment, and application ~~skills~~ are part of the daily life at the school.
SSIS student regularly participate in activities to examine and unpack rubrics, mark schemes and exemplars to help them understand what is expected & how to meet standards. Student input and feedback is, therefore, highly valued and sought after by the SSIS administrators and teachers. SSIS tries to meet the needs of all its EAL and LS students. SSIS students were found to be actively engage and at a high level of learning. Students are taught how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.

Category B: Curriculum, Instruction, and Assessment: Areas of Growth
More effort is needed to communicate the standards and expected performance levels to students before each assignment in the MS and particularly in the HS. The planning process is very effective in the ~~Elementary and Middle Schools~~ ES and MS and somewhat effective in the ~~High School~~ HS in leading to high levels of student achievement and engagement. HS teachers need to develop their planning processes better and to work more collaboratively within departments and with the other departments. The HS needs to develop a full Assessment Policy to clarify how formative and summative assessments are to be used in leading to high levels of student achievement and engagement. The HS needs to be develop systems that ensure examination of curricular design and student work is analyzed in a timely manner to improve teaching and learning. The MS and HS departments need to use their common meeting and planning time to examine common assessment data in order to adjust their instructional and assessment strategies.