

1	School Name:	International Community School
2	Suggested Opening Location:	June 2022
3	Purpose and Objective:	<p><u>School Philosophy</u></p> <p>It is the philosophy of International Community School (ICS) through the use of what is best about American education and Arab culture, to provide an educational experience designed to promote the maximum potential of its students and to challenge as well as assist them to become competent, innovative and ethical contributing members of a global society.</p> <p>We believe:</p> <ul style="list-style-type: none"> • Education is a shared responsibility of the administration and faculty, students, parents, and the school community. • A safe and secure environment that is marked by respect for the rights of others and acceptance of personal responsibility, is conducive to effective learning. • Education must encompass the development of the whole individual: academic, aesthetic, creative, social, physical, and emotional. • Students are individuals whose learning is influenced by culture, age, prior knowledge, background, experiences, personality, and physiology. • The learning environment and educational process should recognize different learning styles, abilities, and interests. • Education is most effective when the learner is actively engaged in the learning process. • Education should provide meaningful and relevant experiences that parallel those found in everyday life. • The student's school experience should foster self-esteem and self-confidence, which are integral components of the successful learner. • Education should develop a sense of values within each student to assist them in understanding themselves and how their values relate to the world in which they live. • Education should foster independent thinking to encourage creativity, thoughtful decision-making, critical analysis and an appreciation and understanding of differences in opinion. • The school experience should promote positive interpersonal relationships where students can work cooperatively or collaboratively with a partner, group, or a team to become caring, sharing individuals, aware of the concerns of others. • The establishment of realistic, yet challenging expectations and the learner's responsibility for their achievement promotes excellence. • Education should encourage responsible citizenship, multiculturalism and global awareness. • Education should instill in students a desire for life-long learning and High Order Thinking. <p><u>Rationale for the Proposal</u></p> <p>It is our profound belief that excellence and quality can be provided at an affordable price. We believe that ICS will be able to fulfill that belief. The development and diversity of the education services in Iraq</p>

is inevitable. Many newcomers to the field of education have opted to offer a relatively high cost of education. We believe that we can offer a truly American education that brings international standards into practice alongside the integration of the local and cultural demographic expectations at a reasonable and affordable cost. Furthermore, with Seeds Education's management and the Board of Directors' funding, we believe we can provide a world-class facility and education services for our students.

We serve as a learning community dedicated to providing a world class international education within a caring, supporting and nurturing multicultural environment. Through our dedication to educational excellence, students will develop the college and career readiness skills needed to pursue their passions, achieve their goals, and become responsible global citizens.

Mission

To provide an internationally recognized American curriculum based on Common Core State Standards/CCSS, Next Generation Science Standards/NGSS and modeling the (American Education Reaches Out-AERO) education framework. The school strives for excellence and innovation in education and is committed to preparing students, both academically and socially, to be creative problem solvers and career and college ready. The school appreciates the cultural diversity of its multilingual community and instills a culture of mutual understanding and international mindedness that empowers students to be passionate, innovative, and productive citizens in ever-changing global society while embracing the cultural values, beliefs, and aspirations of the nation.

Vision

Our Vision is to be well recognized internationally and fully trusted locally.

We will be well recognized internationally for:

- Delivering measurable and benchmarked outcomes
- Maintaining active status of affiliations and accreditation with American and internationally recognized school accreditation associations.
- Striving to be effective members of the Global Community
- Preparing students to be creative innovators and responsible entrepreneurs.
- Respecting the diversity of the school community

We will be fully trusted locally for:

- Complying with all legislations and operational requirements
- Being a valued member of the local community
- Building constructive and effective partnerships with all stakeholders
- Delivering holistic education services to all students
- Preparing students to prestigious higher education opportunities and securing admissions to colleges and universities worldwide.
- Supporting our teachers and staff members with adequate professional development opportunities
- Preserving the local identity and culture throughout all school practices and policies
- Considering the multilingual nature of the school community at most where almost all students are second English Language Learners.

We are recognized because we SHARE.

We are trusted because we CARE.

4	Date of Opening & Year to Start:	June 2022
5	Academic System	<p><u>American System:</u></p> <p>The school provides an American-based curriculum within a framework of traditional Islamic values. It is the school's overriding belief that students learn to their optimum in a caring, nurturing environment which recognizes the importance of the local culture and traditions. We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum.</p> <p><u>American System Instructional Framework Standards:</u></p> <p><i>AERO: American Education Reaches Out</i></p> <p><u>AERO Common Core Plus</u> Curricular Standards are used for the curriculum framework for Language Arts, Math, Science, Social Studies, World Languages, Music and Art. The AERO curriculum framework was set up by the US State Department to provide a curriculum which is aligned with the Common Core Standards (for English Language Arts and Math), and the Next Generation Science Standards (for science). AERO standards are adapted for the needs of US curriculum schools operating outside the US. to serve the needs of multi-national student bodies</p> <p>Our standards-based curriculum provides the foundation for preparing students to think creatively, communicate effectively, and be enthusiastic learners. The curriculum is designed to ensure that students are receiving the precise building blocks that will prepare them fully for the next phase of their education.</p> <p><i>CCS: Common Core Standards</i></p> <p>The school's curriculum content is shaped by the United States <u>Common Core Standards (CCS)</u> for English Language Arts and Mathematics. The Common Core is informed by the highest, most effective standards from across the United States and countries around the world. These learning goals outline what a student should know and be able to do at the end of each grade. The standards ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life. The Common Core was developed and deployed in the United States in 2009. The initiative combated the stagnant academic progress of the nation's students due to a lack of educational standardization.</p> <p>The standards are:</p> <ul style="list-style-type: none"> ● Research- and evidence-based ● Clear, understandable, and consistent ● Aligned with college and career expectations ● Based on rigorous content and application of knowledge through higher-order thinking skills ● Informed by other top performing countries to prepare all students for success in our global economy and society <p><i>NGSS: Next Generation Science Standards</i></p> <p>The <u>Next Generation Science Standards (NGSS)</u> are a set of K–12 science standards that were developed in the United States. The NGSS identifies scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master to prepare for success in college and 21st-century careers.</p>

SHAPE:

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as a result of a highly effective physical education program.

ISTE: The International Society for Technology in Education

The International Society for Technology in Education (ISTE) is the foremost organization in teaching technology in the classroom. As a result, the ISTE has more than a dozen quality standards for how students, teachers, administrators, coaches, and computer educators should approach technology in the classroom.

CCTC: Common Career Technical Core

The Common Career Technical Core (CCTC) is a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE). The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy. [Pathway Standards](#)

ISCA: The International Model for School Counseling Programs

Students will be supported by Counselors who will implement a guidance program based on the standards of 'The International Model for School Counseling Programs.' The Guidance curriculum follows learning standards which are aligned from Pre-K to Grade 12 and are developmentally appropriate.

Using the [CASEL](#) competencies as a framework, the ISCA standards guide and support counselors and programs. Core Counseling Curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills in the four domains (academic, career, personal/social and global perspective). This curriculum is infused throughout the school's overall curriculum and is presented systematically through Nursery- Grade 12 classrooms, individual student planning and group activities.

Early Childhood (Pre-KG and KG1)

Early Childhood encompasses both Pre-KG and KG1. Students range from 3-5 years old during their time in this program. The Early Years Program follows the Creative Curriculum and the AERO Common Core Plus Curricular Standards for Science and Math.

The US Creative Curriculum was designed using the knowledge of early years experts from around the world. Each child is focused on as an individual and their developmental steps are measured so they make progress from their starting points. The creative curriculum knows the importance of encouraging exploration and independence.

Woven throughout all learning are the skills discovering and questioning. This allows the children's confidence, creative and critical thinking skills to be developed and nurtured. There are thirty-eight objectives including milestones and objectives that align with US early curricula making a seamless transition to primary and elementary schools.

The curriculum was designed to align with the common core standards of the United States, and it covers all areas of a child's development and content learning. This defines the knowledge, skills and behaviors that are so important to children's future success in many school curricula and in later life.

Elementary School (KG2 – GR. 5)

From KG2 through to Grade 5, students at our school are inspired to develop a lifelong passion for learning, a commitment to being empathetic and caring individuals, and the courage to realize their hopes and dreams.

Students are engaged in hands-on project-based learning, driven by their own curiosity and interests. Through project work, children actively investigate their interests, discover new ideas and develop their own theories, learning to think critically and creatively. Project-based activities engage students in authentic learning and connect them with their environment and community.

The Elementary program follows the AERO [Common Core](#) Plus Curricular Standards for Language Arts, Math, Science, Social Studies, World Languages, Music and Art, the [SHAPE](#) standards for Physical Education and the [ISTE](#) standards for technology.

Middle School (GR. 6-GR. 8)

Middle School is a unique time in the development of a child. The adolescent brain is continuously evolving and changing, and children are riding a roller coaster of emotions every day. We provide a stable and caring environment for Middle School children so that they may safely take risks, explore, and discover themselves as individuals.

Our Middle School program is designed to inspire students to achieve their academic goals and to develop their abilities as self-directed learners. It acknowledges the power of their ideas, develops their ability to collaborate and to think independently, and challenges them to find solutions to problems to build a better future for themselves and their communities.

The Middle School program follows the AERO [Common Core](#) Plus Curricular Standards for Language Arts, Math, Science, Social Studies, World Languages, Music and Art, the [SHAPE](#) standards for Physical Education and the [ISTE](#) standards for technology.

Middle School students participate in year-long courses in language arts, math, social studies, science, Arabic, Islamic Studies, and physical education. In addition, students are encouraged to try out a variety of electives to determine where their passions lie. Many electives are offered as semester-long courses so that students can pursue a broader range of subjects. Electives include options in the arts, computer programming, robotics, and world languages.

The curriculum is designed in interdisciplinary, project based units that challenge students to become critical thinkers and problem solvers.

High School (GR. 9-GR. 12)

The High School is committed to offering a comprehensive, college preparatory curriculum which is challenging and engaging for students.

We believe that education is not solely about academics. Learning is a continuous and holistic process that engages the whole child. High quality teaching supports students in their journey to discovering their place in the world and understanding their responsibility to contribute positively to it. Students engage in hands-on learning, design, exploration, and innovation, and are given a broad range of choices, enabling them to pursue their individual passions.

The High School Diploma program is aligned to the AERO Common Core Plus curricular standards, the Common Career Technical Core standards and offers courses in English, Science, Humanities, Math, Programming, Robotics, World Languages, Physical Education, and the Arts. We also offer Advanced Placement courses for students to earn college credit in High School. The curriculum is designed in interdisciplinary units which challenges students to become critical thinkers and problem solvers. Technology standards are interwoven into all curricular units.

High School Pathway:

The High School Pathways are like majors in college. Every student, no matter what their post-secondary plans are, can benefit by selecting and following a sequence of career related classes designed for their area of interest. Pathways provide a sequence of courses within an area of interest and connect the school curriculum to the college and career interests of students and the needs of society. The Pathways are designed to ensure students acquire the depth of knowledge and skill needed for success in specific post-secondary programs. The wide range of curricular options provided offers older students with very good choices and opportunities to benefit from learning experiences that encourage their talents, interests, and aspirations. The pathways are identified below, and we have the capability to offer additional pathways based on the needs of the community. Advanced Placement options are available for students interested in earning college credit through the US Collegeboard Association. Our students and families work closely with academic and college counselors to make informed decisions about their futures.

Business, Management, & Administration

In business, management, and administration, students develop the entrepreneur skills essential to managing a business. Students engage in authentic learning that reflects the workplace of the 21st century.

- Business Management
- Human Resource Management
- Financial Planning and Accounting
- Hospitality and Tourism
- Marketing, Sales, and Customer Service

Information Technology, ICT

In information technology students will engage in authentic project based learning to develop the skills to serve in the field of hardware and software engineering. Students will learn the technology skills needed to design, development, implement, support, or manage computer-based information systems—particularly software applications and computer hardware. IT students will serve the community and ensure that computers work well for people.

- Computer Programming and Coding
- Networking
- Robotics
- Virtual Reality

Engineering, Manufacturing, & Technology

In this pathway students explore the fundamental principles of constructing buildings or making products. Students will design new structures and products, install or repair manufactured products. Students may also explore the concept of research to develop new products or systems.

- Architecture & Construction
- Manufacturing
- Science, Engineering, Technology, & Mathematics
- Transportation, Distribution, & Logistics
- Health Science Technology

Health Services

In this pathway students will study to identify and treat injuries or diseases and explore the academic skills needed to serve the community through health related services.

- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics

Visual and Performing Arts:

Visual artists create art to communicate ideas, thoughts, or feelings. They use a variety of methods—painting, sculpting or illustrating—and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay and computers. Their works may be realistic, stylized, or abstract and may depict objects, people, nature, or events. Visual artists are generally categorized in two groups. Fine artists create art to satisfy their own need for self-expression. This pathway leads to careers that are involved in working with your hands and artistic abilities to create new things and new art.

AP Pathway:

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. Available to international students attending secondary schools outside the U.S. and to U.S. high school students applying to universities outside the country, the APID certifies outstanding academic excellence with a global perspective. (But it's not a substitute for a high school diploma.)

Students don't need to apply for the APID; it's automatically awarded in the year all eligibility requirements are met. The College Board notifies students by email after the award has been conferred. Students may self-print an APID certificate from AP Scores. School administrators with access to AP Scores for Educators may identify APID students using the AP Scholars Report.

APID Eligibility Requirements

- Students must score a 3 or higher on 5 or more AP Exams.
- Exams taken multiple times only count once—the highest score will be used for award calculation.
- Students must attend a school outside the U.S. or U.S. territories, -OR-
- Students attending a school within the U.S., U.S. territories or the DoDEA network must send AP score(s) to a university outside the U.S.
- Exams must fulfill the following content areas: [LINK](#)

Extra-Curricular Activities and Celebrations

Our school strives to offer a well-balanced curriculum that is enriched with a variety of learning opportunities that extends and enhances student learning and development. Our school believes in giving students the opportunity to explore and unleash their potential outside of the classroom with various extra curriculars, including but not limited to:

- Student Government.
- Workshops & Competitions.
- Sports Programs and Competitions.
- Student Leadership Positions.
- Student Volunteer Program and Community Service.

These activities will allow students to thrive and are an essential part of the holistic education of our students. Our extracurricular activities serve to demonstrate that our students encompass varied interests and possess an internal curiosity to learn beyond the traditional classroom. Our extracurricular program enables students to:

- Learn new skills

- Boost academic performance
- Broader social skills
- Improved time management
- Impress universities

We strive to offer a well-balanced curriculum that is enriched with a variety of learning opportunities that extends and enhances student learning and development. We are pleased to offer a wide range of after school activities through our Athletic Program. The activities offered include, but not limited to:

Soccer
Volleyball
Basketball
Swimming
Badminton
Muay Thai Kickboxing

The curriculum is enriched with a variety of activity programs including:

- School trips (Semester 1 and 2)
- Overseas Trips (Semester 1 & 2)
- After School Activities (ASA) (Semester 1 and 2)
- National Day (Semester 1)
- International Day (Semester 2) Sports Days (Semester 2)
- Science Fair (Semester 2)
- Art Exhibition (Semester 2)
- Graduation Ceremony (Gr12) (Semester 2)
- Graduation Ceremony (KG2) (Semester 2)
- Graduation Ceremony (Gr6) (Semester 2)
- Graduation Ceremony (Gr6) (Semester 2)
- Elementary school concerts and assemblies (Semester 1 and 2)
- Talent shows (Semester 2)
- Inter-school competitions (Semester 1 & 2) Math Olympiads (Semester 1)
- Math Exhibition (Semester 2)
- ICT & Innovation exhibition (Semester 2)
- Peace Day (Semester 1)
- Health Awareness (Semester 1)
- Book Fair (Semester 1)
- Business Fair (Semester 2)
- University Career Day (Semester 1+2)
- Mother's Day (Semester 2)
- Cultural Fair (Semester 1)
- Science Talk Show (Semester 2)
- Arabic Day (Semester 2)

Student Support Services:

Inclusive education services and support for Students of Determination. The policy defines our standards of inclusion towards learning and teaching, as well as school expectations and accountability protocols. The purpose of this document is to clearly communicate the school's support mechanism for the identification and support of Students of Determination. Our policy reflects the implementation and

		<p>deployment of the Individual Education Plan (IEP), Learning Support Plan (LSP), Behavior Intervention Plan (BIP), after school intervention program and standard based curriculum modification and adaptation. LINK TO POLICY</p> <p><u>Exchange Student Partnership:</u></p> <p>LINK</p> <p>Our school has an International Exchange Student Partnership with Rutgers Prep. Rutgers Prep is a top private school in Somerset, New Jersey, educating elementary, middle, and high school students. Student visas can be issued with Ai accreditation. Our school is approved by the US Department of Homeland security and listed on the approved list for schools wishing to offer I-20s and study visas.</p> <p>Our exchange program mission can be broken down into two distinct goals:</p> <p style="padding-left: 40px;">Educating Tomorrow's Leaders Exchange students bravely leave the comfort of home to experience a new culture. It is our belief that this experience encourages personal growth, increases understanding, and reinforces dedication to service and cooperation. Through the high school exchange experience, students become more well-rounded citizens of the world.</p> <p style="padding-left: 40px;">Breaking Down the Barriers to Friendship We believe that in-person, authentic interactions with people from different walks of life encourage more peaceful interactions worldwide.</p>
6	Name of Foreign Accreditation Body:	<p>Accreditation International (Ai) is an approved and recognized member in good standing with the National Council for Private School Accreditation and has cooperative accreditation, transferability of credits, and grade placement policies and agreements with the NCPSA member accrediting associations.</p> <p>Accreditation International (Ai) provides education accreditation for schools, centers, education corporations, and other education entities throughout the world – from north to south and east to west. Leaders from the National Council for Private School Accreditation (NCPSA), the Council on Occupational Education (COE), the International Council for Education, and former Executive Directors from the USA regional accreditors have contributed to the development and delivery of standards, policies, and procedures available to Accreditation International (Ai).</p> <p>Accreditation International (Ai) assures the educational quality of schools and plans for continuous school improvement to increase student learning. Ai standards are based on international research, best practices, and historical accreditation processes.</p> <p>Accreditation International (Ai) incorporates the latest educational research with a time-tested approach to traditional accreditation practices. The Standards and Quality Indicators are established on research from 21st century skills, international benchmarks, and the new American Common Core Standards.</p> <p>Accreditation International (Ai) retains the time-honored approach to education accreditation, which requires a Self-Study, a Plan for Continuous School Improvement, On-site Evaluations by Peers, and Annual Reports with a Five-Year Cycle of Re-evaluations.</p>

7	Accreditation Registry Document:	LINK TO THE ACCREDITATION DOCUMENT (INSERT)
8	Accreditations Certificate:	APPROVAL LINK (INSERT)
9	Accreditation Address:	Jesse T. Haines, Associate Executive Director Ai - Accreditation International 33838 Pacific Highway South, Suite B-102 Federal Way, WA 98003 Phone: 863-303-2063 Fax: 208-330-1994 Int: +359 889344553 Email: jesse@aiaccredits.org Website: www.aiaccredits.org and www.ncpsa.org
10	Accreditation Contact Details (Email):	
11	Accreditation Credentials/Ministry Endorsement	JESSE IS PROVIDING, ALREADY SENT EMAIL
12	Accreditation Book:	
13	Accreditation Book Date:	
14	Authority Supervising Teaching and Curriculum:	<p><u>Accreditation by Accreditation International (Ai)</u> and the National Council for Private School Accreditation (NCPSA) certifies the school has met standard for effective teaching and curriculum deployment. The accreditation cycle is continuous to ensure ongoing compliance. The standards met for teaching and curriculum (program):</p> <ul style="list-style-type: none"> • defining appropriate educational goals and providing educational programs to achieve them. • maintaining a qualified faculty and an effective school organization. • assessing outcomes of school experiences and controlling the quality of educational programs. • responding to the concerns of parents and needs of the school community. • providing for the continuity of its programs and planning for their future. • describing with accuracy the content of its services and programs. • developing plans and activities for continuous school improvement. <p>To support curriculum deployment, the school has a Curriculum Coordinator. Specific responsibilities of Curriculum Coordinator include the following:</p> <ul style="list-style-type: none"> • Oversee all aspects of the curriculum process, including development, mapping (using Rubicon Atlas) implementation and evaluation. • Work with principals and faculty to integrate technology and other subjects into the curriculum. • Monitor the inventorying, analysis, and ordering of instructional resources, aligned with content areas standards, and following best practice in international school. • Review and develop consensus among the staff on the best design model for unit of study plans. • Explore and develop assessment policies and practices that emphasize diverse and multiple forms of assessment to address learning styles and multiple intelligences. • Assist faculty in designing standards-based assessments that accurately measure if students are at, above or below grade level in achievement. • Administer the school-wide standardized testing program including interpreting results and establishing information procedures for parents, faculty, and board.

		<ul style="list-style-type: none">• Work with administration to provide professional development opportunities.• Communicate with stakeholders about curriculum, instruction, assessment, and instructional resources.• Develop an age-appropriate scope and sequence in content areas such as a Lexile-based reading program in Grades 6-12.• Chair curriculum committee for AI accreditation.• Assist program areas like AP to procure the latest and most recommended instructional resources.• Assist in preparation of the annual operating budget with specific reference to curriculum, instruction, and assessment.• Review and maintain an updated faculty curriculum reference library.• Assist in developing classroom teaching strategies that allow for the effective use of educational technology.• Encourage collaborative practices.• Provide workshops and in-service training for faculty and staff as needed.• Provide coaching and co-teaching as needed to assist with curricular implementation.• Create and manage the annual instructional budget for curriculum and professional development.• Propose and implement new programs and services as needed.• Oversee standardized testing program.• Assist with parent education where appropriate.								
15	Suggested Grade Level:	<p><u>Grade Levels</u></p> <p>As an American international school, we offer a standards-based American curriculum, from Pre-Kindergarten to Grade 12.</p> <ul style="list-style-type: none">• Early Years: PreK- KG1• Elementary: KG2-Grade 5• Middle School: Grade 6-Grade 8• High School: Grade 9-Grade 12								
16	Exams Based on Grade Level:	<p><u>Exam Based on Grade Level</u></p> <p>Internal Assessments:</p> <table><tr><th>Internal Assessments</th><th>Internal Supervision Party:</th><th>Purpose</th><th>Targeted Grades</th></tr><tr><td><ul style="list-style-type: none">• Diagnostic assessment (Unit Pre-tests)</td><td>Assessment Coordinator</td><td>Diagnostic (pre-) assessment is used at the beginning of a new unit of study or before beginning a new topic. Teachers' pre-test students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit based on the needs of the students. Diagnostic assessment results are not included when reporting student grades.</td><td>KG-12</td></tr></table>	Internal Assessments	Internal Supervision Party:	Purpose	Targeted Grades	<ul style="list-style-type: none">• Diagnostic assessment (Unit Pre-tests)	Assessment Coordinator	Diagnostic (pre-) assessment is used at the beginning of a new unit of study or before beginning a new topic. Teachers' pre-test students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit based on the needs of the students. Diagnostic assessment results are not included when reporting student grades.	KG-12
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		<ul style="list-style-type: none">● Formative Assessments	Assessment Coordinator	Formative assessment is sometimes called assessment for learning and as learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini-conferences, and reflection journals are a few examples used often by teachers. In Elementary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.	KG-12
		<ul style="list-style-type: none">● Summative Assessments (Post-test)	Assessment Coordinator	Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of units of study. Tests, projects, essays, performances, and visual displays are just a few examples of summative assessments at our school. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.	KG-12
		<ul style="list-style-type: none">● Formative (DRDP) LINK	Assessment Coordinator	DRDP stand for “Desired Results Developmental Profile.” The DRDP (2015) is an assessment that teachers use to gather information to support children’s learning and development. The data is used to create Individualized Education Programs (IEPs).	PreK KG1 KG2
		External Assessments:			
		External Assessments	External Supervision Party:	Purpose	
		<ul style="list-style-type: none">● NWEA MAP LINK	NWEA https://www.nwea.org/map-growth/	NWEA Measures of Academic Progress (MAP) test measures what students know and informs what they’re ready to learn next.	
		<ul style="list-style-type: none">● CAT4 LINK	GL Education https://www.gl-education.com/	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability that can identify where a pupil’s real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	
		<ul style="list-style-type: none">● SAT LINK	US College Board https://www.collegeboard.org/	Scholastic Assessment Test (SAT) - is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications.	

		<ul style="list-style-type: none"> PSAT LINK AP Exams LINK WIDA-Screener and Model Placement Test LINK TOEFL ITP Assessment LINK 	<p>US College Board https://www.collegeboard.org/</p> <p>US College Board https://www.collegeboard.org/</p> <p>WIDA https://wida.wisc.edu/</p> <p>ETS https://www.ets.org/toefl_itp</p>	<p>Preliminary Scholastic Aptitude Test (PSAT): The exam comes in three forms: the PSAT 8/9, the PSAT/NMSQT and the PSAT 10. The PSAT 10 is the same test as the PSAT/NMSQT, though students take these exams at different times of year. The PSAT 8/9 acts as a baseline for college readiness, according to the College Board, the test-maker, while the other two allow "check-in on student progress."</p> <p>Advanced Placement (AP) Exams- are college-level tests administered by The College Board. Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. AP courses and exams can help put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school—not to mention strengthening their college applications.</p> <p>WIDA Access is an English language proficiency "screener" test given to incoming students who may be designated as English language learners (EAL). It assists educators with programmatic placement decisions such as identification and placement of EALs.</p> <p>The TOEFL ITP Assessment is a leading English-proficiency testing program for ages 16+ that allows you to measure and evaluate your students' English-language skills with confidence. Know where your students are today, and inspire and lead them to a better tomorrow.</p>
17	Types and Modes of Assessment ~~	<p><u>Types of Assessment:</u></p> <p>Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at our school. There are 2 types of assessments that teachers at our school use to gather information: Internal and External Assessments.</p> <p><u>Internal Assessments</u></p> <p>Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level, and the individual. However, internal assessments will normally be either formative or summative.</p> <ul style="list-style-type: none"> Formative Assessment: <p>The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:</p> <ul style="list-style-type: none"> o Help students identify their strengths and weaknesses and target areas that need work. o Help teachers recognize where students are struggling and address problems immediately. o Will not normally contribute to a students' termly report grade. o Can take a wide variety of forms: quizzes, teacher observation, student work marking...copy books, worksheets, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today. o Can be skills based. o Accounts for 50% of overall grade. Summative Assessment: 		
18	Internal and External Assessment ~~			
19	Supervising Authorities			

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- o Take the form of a written test /exam or project with a clear rubric.
- o Be taken under controlled conditions.
- o Be graded by the teacher.
- o Be linked to the curriculum objectives.
- o Contribute to a students' termly report grade.
- o Accounts for 50% of overall grade.

External Assessments

External Assessments against international benchmarks is used to compare the attainment of our schools' students to other international American curriculum school students. External assessments can either be normative or criteria based. Normative assessment is a type of standardized test that compares students' performances to one another. Criterion referenced assessment (CRA) is the process of evaluating (and grading) the learning of students against a set of pre-specified qualities or criteria, without reference to the achievement of others

- Normative Assessment: CAT4
[LINK](#) Supervising Body

For each CAT4 test students obtain a raw score which indicates the number of questions they answered correctly.

These raw scores are interpreted by comparing them to the performance of other students of the same chronological age group using what are referred to as 'normative scores. Three types of normative score are provided for the interpretation of performance: Standard Age Scores (SAS); National Percentile Rank (NPR) by age; and stanines (ST) by age.

Standard Age Scores (SAS): These are presented on a standardized score scale where the average for each age group is set to 100 and the standard deviation set to 15.2 This means that a student who gains the same SAS on two different batteries has done equally well on both, compared to others of the same age. It also means that students of different ages who have the same SAS have done equally well when judged in relation to others of their own age.

National Percentile Rank (NPR): This indicates the proportion of students of the same age who have scored the same as or below the student in question. For example, a student who achieves a percentile rank of 84 has scored equal to or better than 84% of students in the same age band; only approximately 16% of students achieved a higher score on this test.

Stanines (ST): This is a standardized score scale divided into nine bands. In a stanine scale the scores are grouped as shown in the table below. Stanines are particularly useful when reporting test results to students and parents as they are relatively easy to understand and interpret. They also avoid the erroneous impression of being 'IQ scores', sometimes attributed to SAS.

- Normative Assessment: PSAT
[LINK](#) Supervising Body

Mean (Average) Scores

PSAT score report will show the mean, or average, scores earned by typical U.S. test-takers per grade.

College Readiness Benchmarks

		<p>A benchmark for each section of the PSAT/NMSQT and PSAT 10. Benchmarks are the scores that represent college readiness. In other words, if the score is at or above the benchmark, the student is on track to be ready for college.</p> <p>Percentile Ranks</p> <p>A percentile rank is a number between 1 and 99 that shows how a student scored compared to other students. It represents the percentage of students whose scores fall at or below the student's score.</p> <ul style="list-style-type: none"> • Normative Assessment: NWEA MAP LINK <i>Supervising Body</i> <p>The 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years. This information:</p> <ul style="list-style-type: none"> o Helps teachers plan instruction for individual students or confer with parents. o Supports school and district administrators as they focus on allocating resources. o Empowers school staff as they work to improve all educational outcomes. <ul style="list-style-type: none"> • Criteria Based: Advance Placement Test (AP) LINK <i>Supervising Body</i> <p>Advanced Placement exams are standardized tests administered to students throughout the United States. The exam is based on the AP syllabus and course standards. Experts determine the testing criteria and passing scores, or the number of questions students will need to answer correctly to pass the test. Scores on these tests are expressed as a percentage.</p>
20	Exam Supervision Mechanism:	<p><u>Assessment Supervision</u></p> <p><u>Assessment Coordinator</u></p> <p>The internal Assessment Coordinator (AS) will supervise the school's assessment implementation and will coordinate and report to external testing partners.</p> <ul style="list-style-type: none"> • The AS is responsible for assisting the coordination and the administration of internal and external assessments, CAT4 exams, GL and or MAP; provides training and guidance for heads of departments; interfaces with staff to report and extract data; and produces data to assist in the evaluation of programs. • The AS provides leadership and support in developing, implementing, monitoring, and sustaining a comprehensive learner data and assessment system that connects assessment to instruction and facilitates the use of assessment results to target instruction and intervention. • The AS works with the academic team to raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress. • The AS will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders. • The AS will coordinate the collection, evaluation, and dissemination of all academic, support, and administrative units. <p><u>Our School Assessment Norms and Environment</u></p>

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:

Administration

It is the responsibility of the administration to:

- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.
- Foster the academic honesty guidelines as per the Student Handbook.

Teachers

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing examples, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.
- Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work using a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:
 - Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
 - Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.
 - Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
 - Anticipate which students may require additional support to complete assigned tasks and monitor those students more closely.
 - Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
 - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

		<ul style="list-style-type: none"> Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment: <ul style="list-style-type: none"> Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons. Develop an agreement with the student to complete the work. Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy. Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work. Provide additional support for students who are learning English or French as an additional language. Provide alternative assessment tasks that accommodate diverse learning needs. In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters. <p><i>Students</i></p> <p>It is the responsibility of the student to:</p> <ul style="list-style-type: none"> Strive to acquire and demonstrate the attributes of the learner profile. Be principled and behave ethically as outlined in the Student Handbook. Prepare for and participate in all formative assessments in order to grow in concept, skill, and knowledge strength. Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence. Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance. Reflect on progress for improvement and seek the teacher's help when needed.
21	Exam Location and Schedule:	Assessment Schedule is provided below with the anticipated dates.
22 23 24	Certificate Awarding Body ~~ Types and Name of Certificates Granted	<p><u>American High School Diploma Grade 12:</u></p> <ul style="list-style-type: none"> Internally awarded Authorized and accredited by Accreditation International Ai - Accreditation International 33838 Pacific Highway South, Suite B-102

Authorized
Authority

Federal Way, WA 98003
Phone: 863-303-2063 | Fax: 208-330-1994 | Int: +359 889344553
Email: jesse@aiaccredits.org
Website: www.aiaccredits.org and www.ncpsa.org

Graduation requirements must be fulfilled throughout high school, namely Grades 9-12, for students to obtain their American High School Diploma upon graduation. Our school is accredited by Accreditation International.

Students in high school are required to take a certain number of credit hours to graduate with a High School Diploma from our school. The following is the breakdown of subjects and credit hours necessary for graduation from our school.

- 4 credits of English
- 4 credits of Arabic – (At least 2 credits are required for non-Arabic speakers)
- 4 credits of Math
- 4 credits of Science
- 2 credits of Physical Education/Health
- 2 credits of Social Studies
- 2 credits of Islamic
- 3.5 credits of electives
- 0.5 credits of Performing Arts
- Total number of credits = **26 credits**

Grade 12 students will complete a Graduation Project during semester 2, as outlined in the Graduation Project Handbook. The following is a list of graduation requirements accordingly. These requirements will secure the achievement of an American High School Diploma. Students, who fail to achieve the external components of the graduation requirements, will be graduating with a High School Secondary Certificate.

- SAT minimum score of 470 in Math
- TOEFL IBT minimum score of 80 or IELTS/ Academic score of 6.5
- 70 hours (9-12) of community service with a certificate of proof.
- Pass Mark on the SAIS Dubai Graduation Project

The AP International Diploma (APID):

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. Available to international students attending secondary schools outside the U.S. and to U.S. high school students applying to universities outside the country, the APID certifies outstanding academic excellence with a global perspective. (But it's not a substitute for a high school diploma.)

Students don't need to apply for the APID; it's automatically awarded in the year all eligibility requirements are met. The College Board notifies students by email after the award has been conferred. Students may self-print an APID certificate from AP Scores. School administrators with access to AP Scores for Educators may identify APID students using the AP Scholars Report.

APID Eligibility Requirements

- Students must score a 3 or higher on 5 or more AP Exams.

		<ul style="list-style-type: none"> • Exams taken multiple times only count once—the highest score will be used for award calculation. • Students must attend a school outside the U.S. or U.S. territories, -OR- • Students attending a school within the U.S., U.S. territories or the DoDEA network must send AP score(s) to a university outside the U.S. • Exams must fulfill the following content areas: LINK <p><u>Milestone Diplomas:</u></p> <p>Our school offers students official diplomas certificates for the completion of milestone grades.</p> <ul style="list-style-type: none"> • KG Diploma is provided to students who successfully complete KG2. • An elementary certificate is provided to students who complete grades 1-6 and successfully pass the END OF COURSE exams in English, Science and Math in Grade 6. • A middle school certificate is provided to students who complete grade 1-6 and successfully pass the END OF COURSE exams in English, Science and Math in Grade 8.
25		STATEMENT.... WE THE FOUNDERS...



International Community School

1st Semester 86 days

- 1st 9 weeks 44 days
- 2nd 9 weeks 42 days

2nd Semester 94 days

- 3rd 9 weeks 46 days
- 4th 9 weeks 48 days