



THE INTERNATIONAL SCHOOL YANGON (ISY)

20 Shwe Taungyar Street

Bahan Township

Yangon

Myanmar

MID-CYCLE PROGRESS REPORT

May 20-24, 2024

**Accrediting Commission for Schools
Western Association of Schools and Colleges**



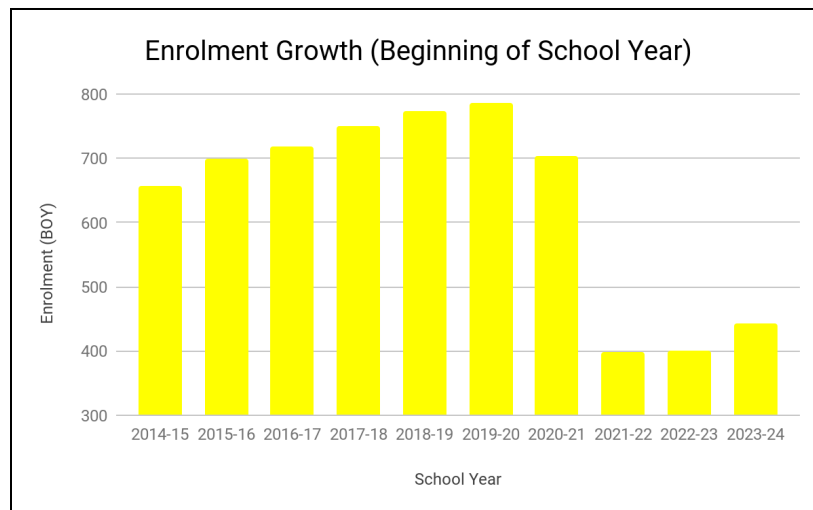
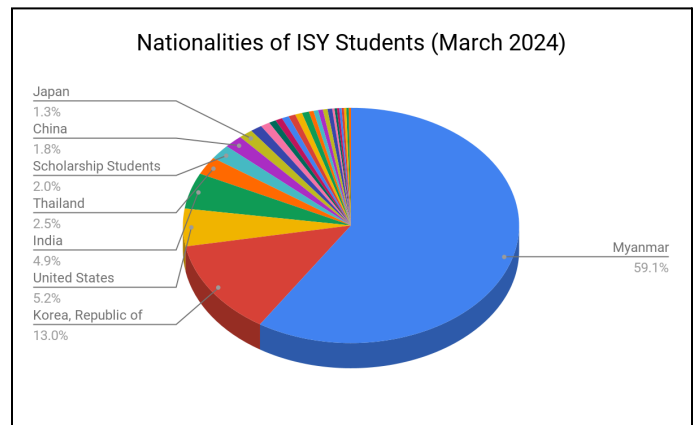
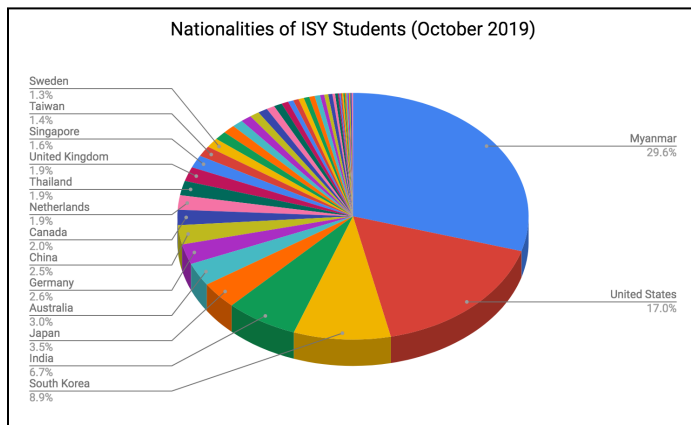
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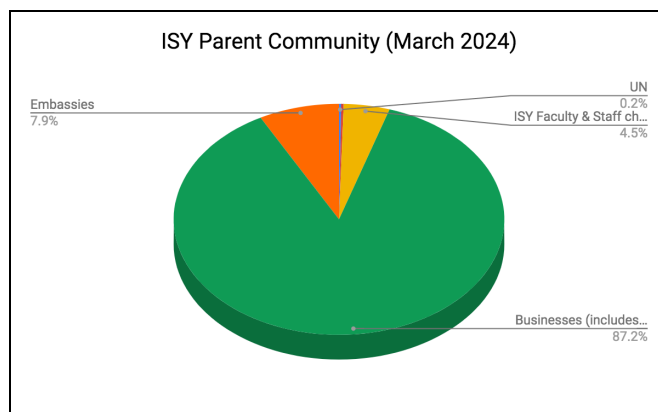
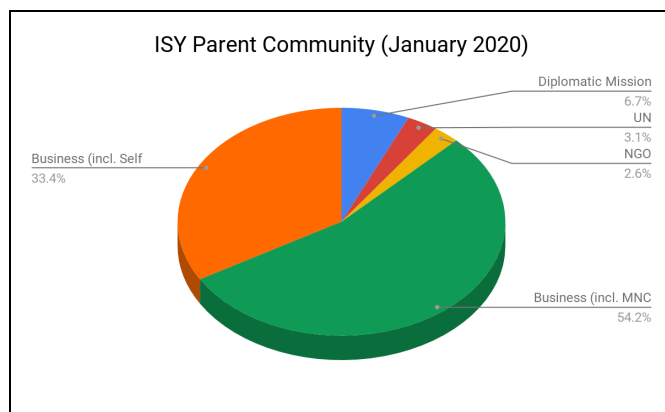
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I: Student/Community Profile Data

Student Profile

ISY currently serves 445 expatriate and local students whose parents are employed in the diplomatic community as well as in local and foreign businesses and non-governmental organizations. There is a representation of students who attend ISY through their entire K-12 education affecting a low turnover of students compared to other international schools. Students come from 28 different countries where Myanmar students lead the overall percentage of students at 59% followed by South Korea 13%, United States 6%, and India 5% with other countries represented in the student body being China, Japan, Indonesia, New Zealand, Finland, Netherlands, Italy, Australia, Switzerland, Singapore, Malaysia, Taiwan, Thailand, Hong Kong, Czech Republic, Belgium, Israel, Bangladesh, Spain, Germany, Vietnam, Philippines, Serbia, Turkey.





The change in student and community profile has been significant since the pandemic and Myanmar's ongoing political, security, and financial challenges. The most obvious shift is in the increase in the percentage of Myanmar students in line with the school's nationality cap of no more than 30% percent of one nationality based on the school's maximum roll of 930. This shift, and a decrease in the representation of other countries and cultures, has implications for how the school nurtures and celebrates an appreciation of cultural diversity and internationalism. Internationalism has been adopted by the school as a strategic theme.

Strategic themes of Learning and Belonging have also been adopted to focus the school's efforts in meeting the academic and wellbeing needs of all students. This is important given the school's continued commitment to inclusive admissions practices which has led to increasingly more inclusive instructional and assessment practices.

Faculty Demographics

The ISY faculty (including administration, two full-time counselors, one full-time librarian, and one full-time Doctor and one full-time nurse) is comprised of 56 professionals who come from 18 different countries: India, United States, Canada, Australia, Austria, Germany, Nepal, United Kingdom, New Zealand, China, France, Hong Kong, South Africa, Mexico, Chile, Spain, China, and Myanmar. ISY also employs 21 teaching assistants, aids, and lab assistants. The leadership team is composed of the Director, Chief Operating Officer, Director of Health, Safety, Security & Environment, Secondary Principal, and Elementary Principal. They are supported at the administrative level by the Communications, Marketing and Admissions Coordinator, the Business Manager, Associate Director of Technology, IB Coordinator, Athletic and Activities Coordinator, Service Learning Coordinator, and Curriculum and Inclusion Coordinator.

Schoolwide Learner Outcomes (and Attributes):

The [ISY Schoolwide Learner Outcomes and ISY Learner Attributes](#) have remained constant since they were developed out of the school's original self-study. They have remained relevant and have helped focus the school in furthering its [Mission and Vision](#) during a challenging time.

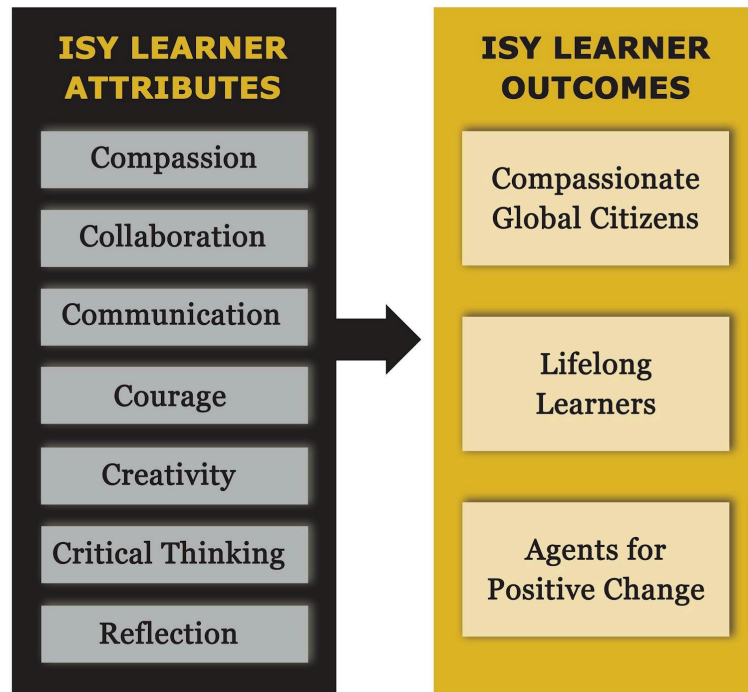
As part of a recent [IB Diploma Reauthorisation Self-Study](#), the school worked to make the [connection between the ISY Learner Attributes and the IB Learner Profile](#) more explicit. This connection is made clear on the school's [IB Diploma Programme webpage](#). The school has also worked to define [what the ISY Learner Attributes mean and their connection to executive functioning skills](#).



ISY | THE INTERNATIONAL SCHOOL YANGON
Global Learners, Lifelong Service.



To develop Compassionate
Global Citizens, Lifelong Learners,
and Agents for Positive Change,
we nurture the ISY Learner
Attributes in all that we do.



Measures of Academic Progress (MAP) Assessment Data

The academic achievement and growth data obtained from MAP assessments forms one part of a student's data profile. MAP assessment data is combined with data gathered by classroom teachers to ensure a fair and accurate understanding of each student's academic and learning needs. This understanding of student academic and learning needs then guides teacher planning and instructional practices in meeting the needs of individual students. As well as providing important data that guides planning and instruction for individual students, MAP data also guides continuous school improvement efforts. School, grade and subject level [MAP data](#) is used to identify Critical Learner Needs as part of [Focus on Learning collaborations](#).

There are two MAP assessment sessions in an academic year:

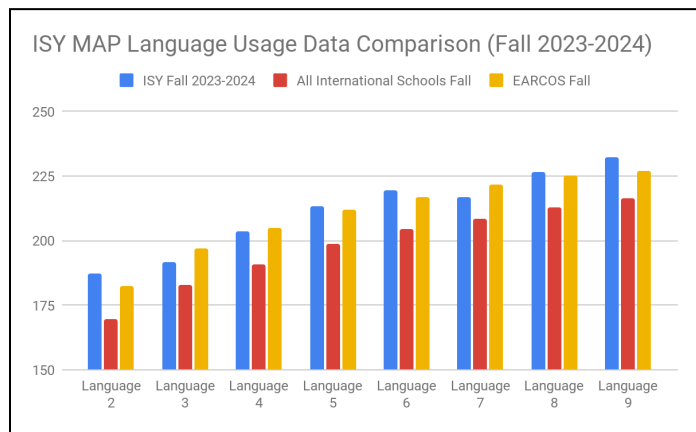
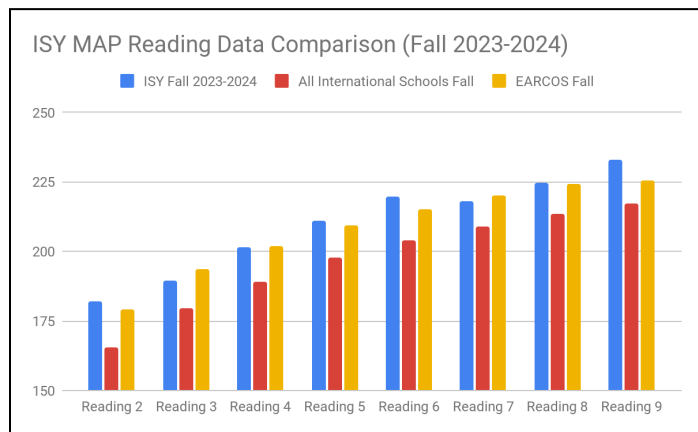
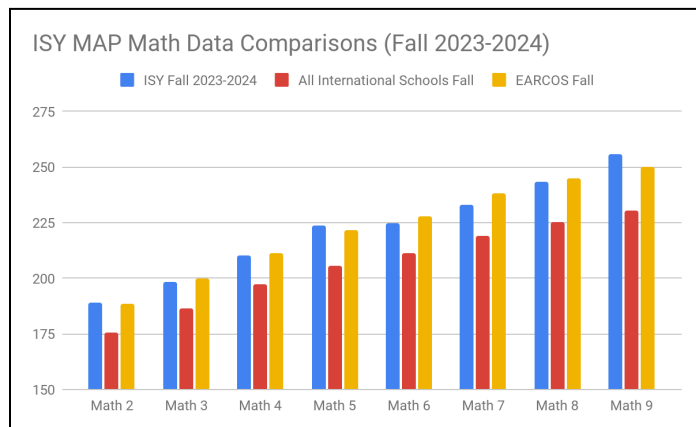
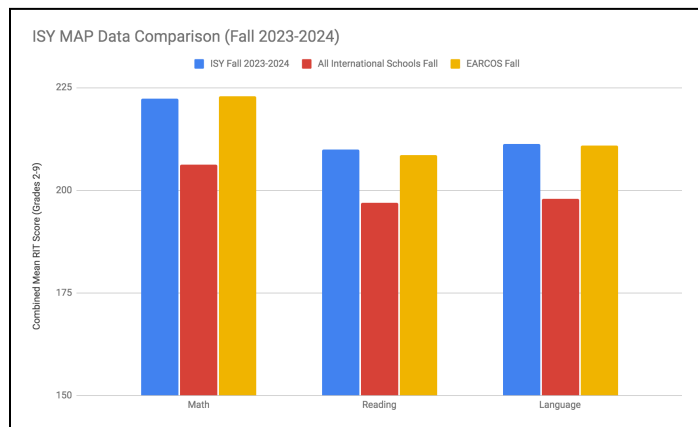
- The end of August / beginning of September (Fall)
 - Grade 1: Reading and Mathematics
 - Grades 2, 3, 4, 5, 6, 7, 8 and 9: Reading, Mathematics, Language
- The end of January / beginning of February (Winter)
 - Grade 1: Reading and Mathematics
 - Grades 2 and 3: Reading, Mathematics, and Language
 - Grades 4, 5, 6, 7, 8 and 9: Reading, Mathematics, Language, *and Science*

Students are tested at the beginning of the school year to provide data as to the academic achievement levels that students are starting the year with. This data then guides teacher planning and instructional practices. This data is also used to track student academic growth. Students are tested again in the middle of the year to track students' academic achievement and growth from the beginning of the year. Again, this data then guides teacher planning and instructional practices for the remaining months of the school year.

This data is also used to compare academic achievement and growth levels to worldwide norms which informs continuous improvement efforts.

Elementary and Secondary Schools' MAP Comparisons:

Based upon mean Rasch Unit (RIT) scores, ISY students' average academic achievement levels continue to be significantly above the average of all international schools. ISY students' average academic achievement levels continue to be comparable to that of students at East Asia Regional Conference of Schools (EARCOS) schools.

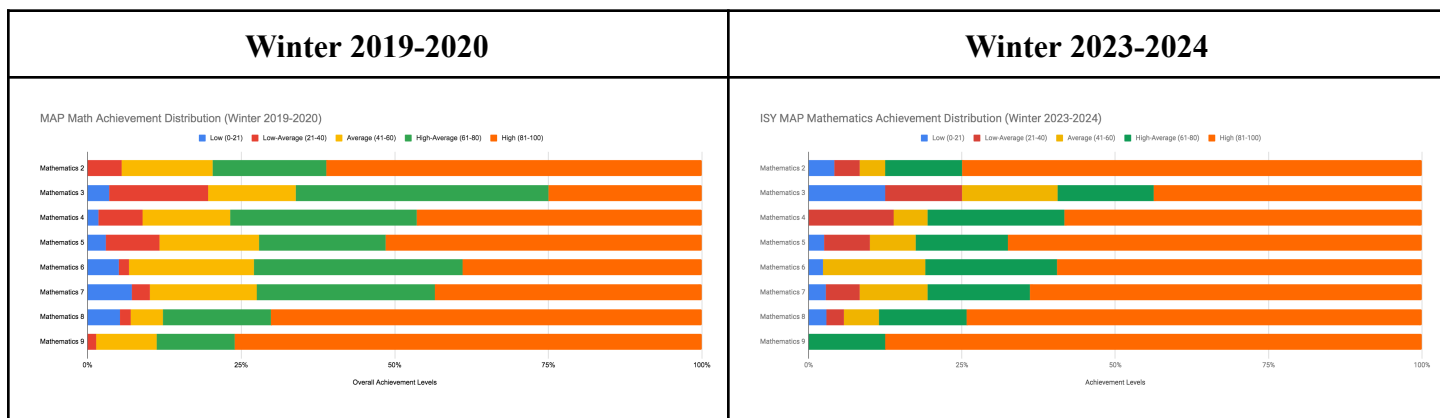


Elementary and Secondary Schools' MAP Achievement Distribution Data:

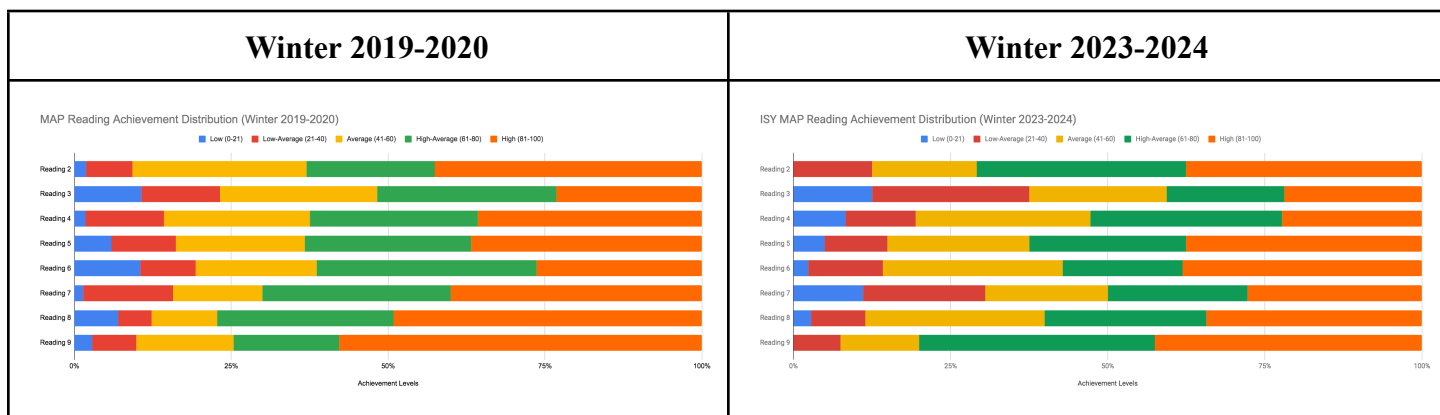
Given the shift to more inclusive admissions, instructional, and assessment practices, MAP data has been used to illustrate any shift in the student profile in terms of academic achievement from the time of the school's self-study.

The graphs below compare the distribution of MAP achievement levels in Mathematics, Reading, Language Usage, and Science. There is a noticeably wider distribution of achievement levels in Reading and Language Usage now than in Winter 2019-2020. This is to be expected in an inclusive setting with a greater percentage of local students and students with English as a second language. This data is consistent with data collected in class. There is also a wider distribution of achievement levels in Science which may also be reflective of the language-based nature of the assessment. In Mathematics, the distribution of achievement levels have remained more constant with a higher percentage of students operating at a 'High' level of achievement than in Winter 2019-2020.

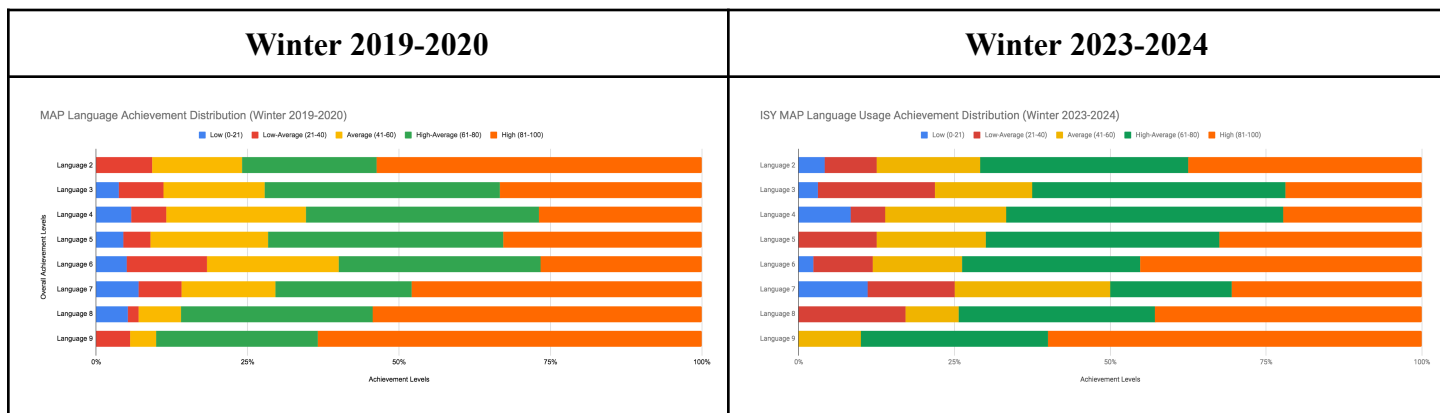
ISY MAP MATHEMATICS Achievement Distribution



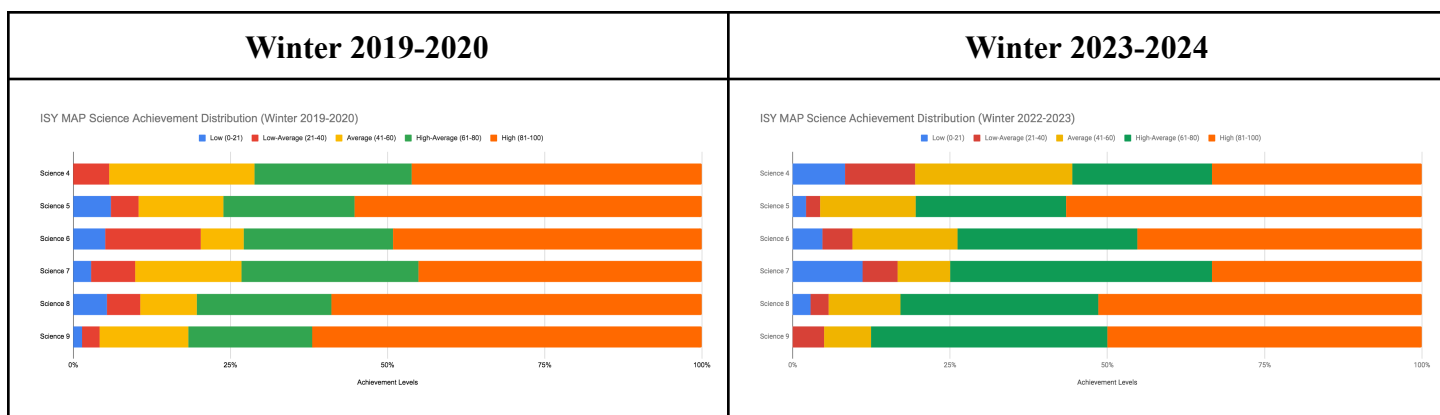
ISY MAP READING Achievement Distribution



ISY MAP LANGUAGE USAGE Achievement Distribution



ISY MAP SCIENCE Achievement Distribution



Elementary and Secondary Schools' MAP Student Growth Data:

The school has continued to track the rate at which ISY students have grown in an academic year (Winter to Winter).

As illustrated in the table below, data indicates that ISY students are growing academically at or above worldwide averages.

WINTER 2023 - WINTER 2024				
Percentage of Students Meeting MAP Growth Projections				
Grade	Mathematics	Reading	Language	Science
3	52	52	65	n/a
4	73	63	53	n/a
5	89	83	67	83
6	89	67	75	47
7	89	59	56	63
8	87	55	68	71
9	97	44	67	68
NWEA MAP Growth Scale (Growth Percentile Values)				
Substantially Above Average (78.5-100)				
Moderately Above Average (69.5-78.5)				
Slightly Above Average (57.5-69.5)				
About Average (42.5-57.5)				
Slightly Below Average (30.5-42.5)				

IB Diploma Programme Data

2023 saw a return to ISY students sitting final IB Diploma examinations. The extended period of online learning caused by the pandemic and Myanmar's political and security situation meant that the classes of 2021 and 2022 did not sit final examinations and were assessed on their Internal Assessments and Core Components.

The graduating class of 2023 spent the majority of Grade 11 online and returned to campus in their final year.

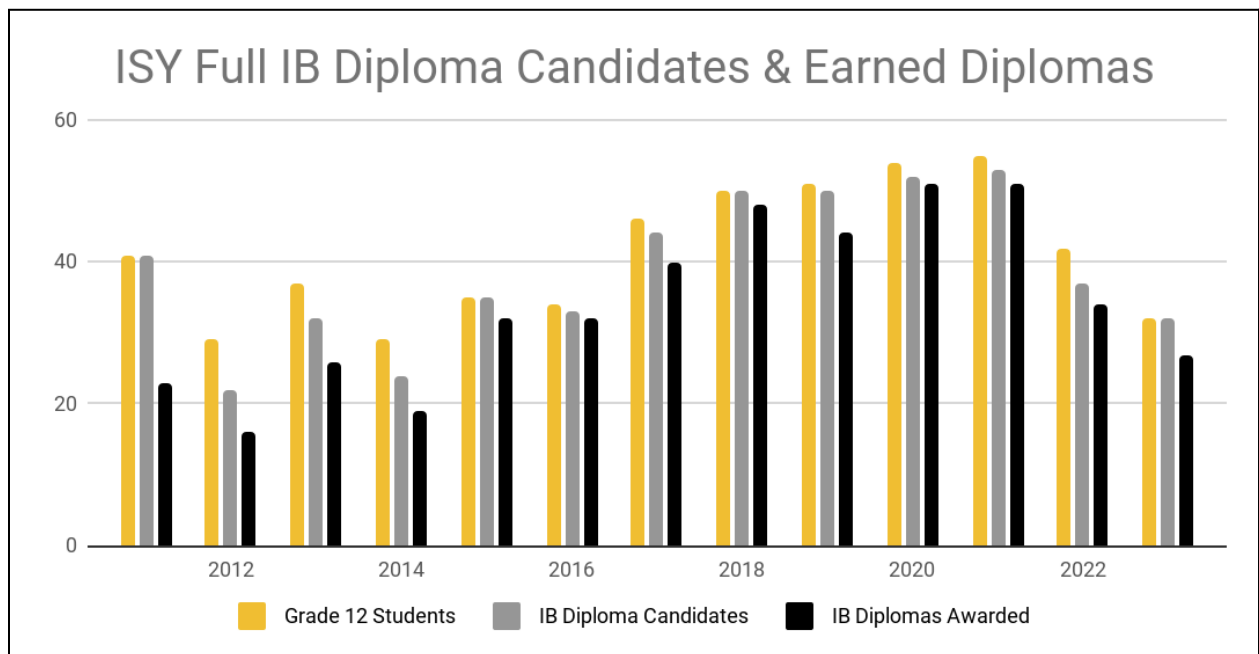
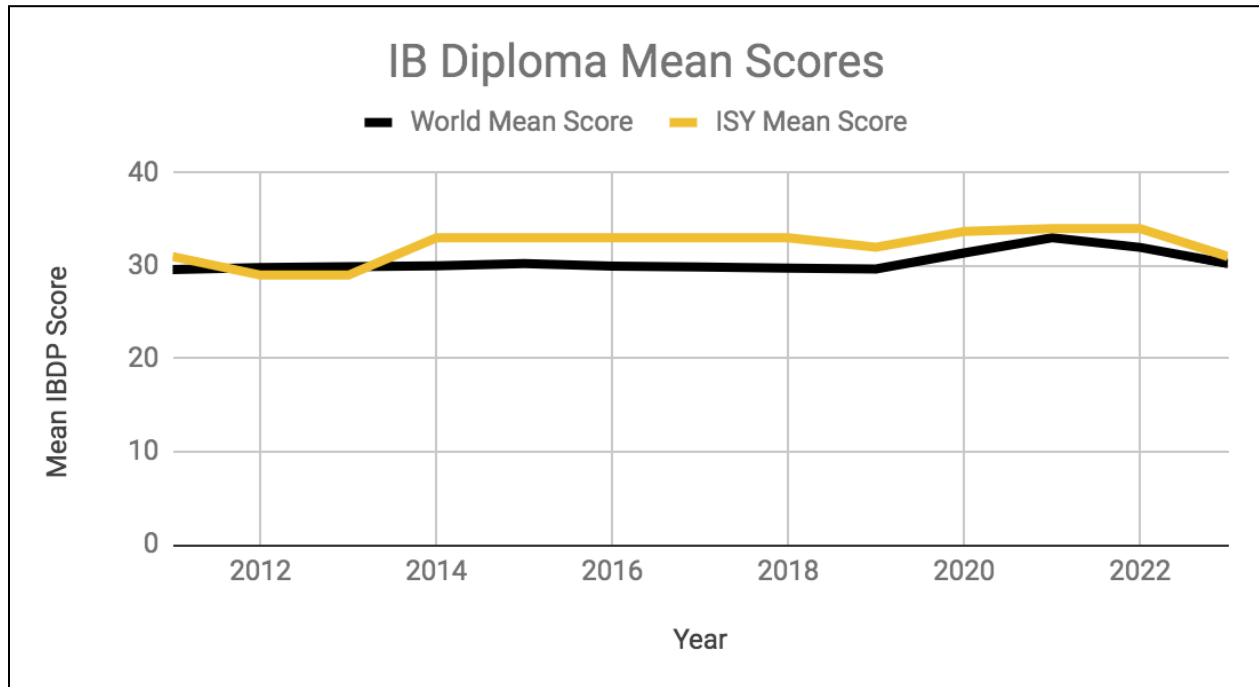
The school's overall mean IB Diploma score dropped one point in 2023 to 31 from a 2019 average of 32. From 2020 to 2022, the school's mean IB Diploma score was 34.

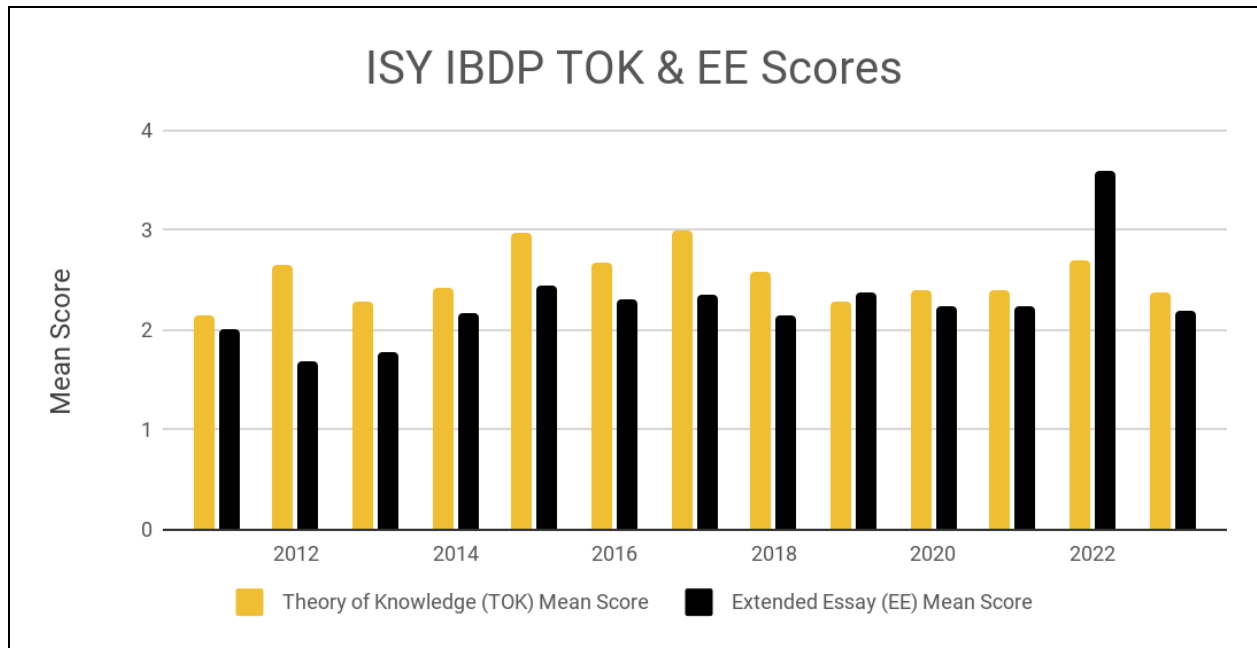
The school continues to enroll 100% of ISY students at the outset of the program and 100% of students in 2023 sat for the full IB Diploma despite the pressures many students were under given the disrupted first year of their program and continuing uncertainty in the country. 78% of students were awarded the IB Diploma in 2023. This figure is down on the pass rates observed in 2019 (88%), 2020 (98%), 2021 (96%), and 2022 (92%).

In Theory of Knowledge (TOK), achievement levels have remained constant since the school's self-study. TOK data is an indicator of student critical thinking skills as addressed in the school's Action Plan as a Critical Learner Need.

Extended Essay (EE) achievement levels have also remained constant since the self-study with very high achievement levels in 2022. EE data is an indicator of student research and writing skills as addressed in the school's Action Plan as Critical Learner Needs.

In January this year, the school was re-authorized by the IB with a very positive [IB Diploma Reauthorization Report](#). This is particularly satisfying given the extraordinary circumstances in the country during the period reported on.





‘Red and Green Brain’ Problems of Practice Data

As part of the school’s [2023 Compassion Conference](#), neurobiology expert Kathryn Berkett presented to faculty on the impact of early brain development and adolescent brain changes. Kathryn made a distinction between what she termed the ‘Red Brain’ and the ‘Green Brain.’

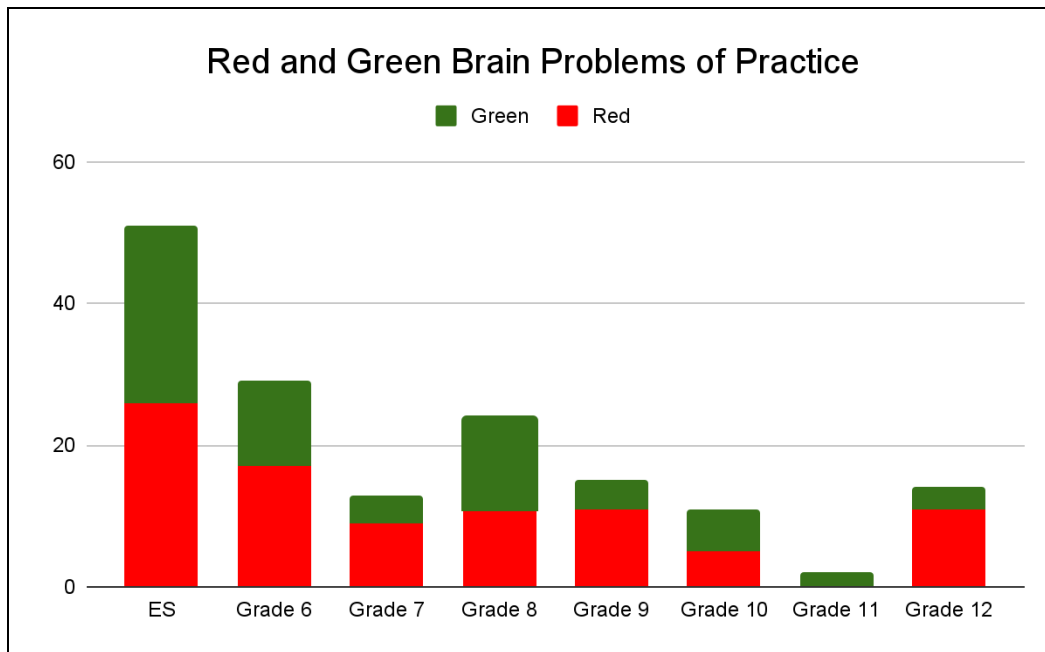
The Green Brain is the upper part of the brain where our students engage in the abstract and critical thought processes necessary to learn the new skills and concepts they are being taught in classrooms. This part of the brain is able to plan ahead, manage time and impulses and empathize with others.

The Red Brain is the lower part of the brain that is focused on survival. This part of the brain is constantly scanning for danger and asking, ‘Am I safe?’

When students’ Red Brains are telling them that they are not safe, it will take energy from the Green Brain to deal with the perceived threat. This means that when students do not feel safe, students’ capacity to learn new skills and concepts are reduced as is their ability to manage time and impulses.

The Red Brain is wired to identify threats to our lives but it can be triggered by decidedly non-life threatening happenings such as being called on to answer a question, forgetting a password, or being late to class. When students’ Red Brain survival instinct kicks in, this can be observed in their responses - fight, flight, or freeze.

After Kathryn’s workshop, [the school analyzed ‘Red and Green Brain’ data](#) collected on students in weekly student review meetings. The analysis identified what percentage of students’ learning challenges involved behavior that could be categorized as fight, flight, or freeze responses (e.g. disengagement, lateness, defiance, missing deadlines, plagiarism, etc). From this analysis, it was estimated that 55% of ISY students’ learning challenges could be attributed at least in part to students working in their Red Brains.



This was a significant finding. It continues to influence how the school works to meet student learning needs - focusing on student wellbeing and safety needs as well as academic needs. After the pandemic and continuing uncertainty in the country, the school has become even more conscious of the importance of nurturing student feelings of safety and well-being. The school's position is that students will not reach their academic potential if they do not have a sense of safety and belonging at school. Kathryn's work provides a framework for creating that sense of safety and belonging as detailed in an article written for the [AAIE InterED Journal - A Safe Foundation for Learning: Lessons from the Pandemic](#).

II: Significant Changes and Developments

The COVID-pandemic and ongoing political, social, and financial instability in Myanmar resulting from a military coup on February 1, 2021 continues to present challenges for our community. All teaching and learning was forced online in March, 2020 and in-person classes were not able to resume on a transitional basis until January 2022. ISY developed an adaptive teaching and learning model that has enabled students and teachers to work online and/or in-person.

Due to a drop in enrollment following the coup, ISY was forced to engage in a reduction in force. In March of 2021, 40% of faculty were informed they would not be re-employed for the coming school year. All faculty who were a part of the RIF received a compensation package. ISY also worked to help find employment for them elsewhere. By June 2021, all faculty who wanted employment for the following year had received offers of employment. The reduction of force was extended to support staff in the 2022-2023 school year. The local support staff force was reduced by 45%.

The political situation in Myanmar led many diplomatic and NGO organizations to withdraw from Nay Pyi Taw with no plans to return in the foreseeable future. Given that the ISY Nay Pyi Taw campus was opened primarily to support the families connected to the diplomatic and NGO community, the ISY Board of Trustees made the decision to close the ISY Nay Pyi Taw campus for the 2021-2022 academic year. This campus was not reopened.

The 2022-2023 academic year saw all teaching and learning conducted in person on campus for the entirety of the year albeit with restrictions in place because of continuing instability. 2022-2023 was focused on getting back into the routines of in person school and reintroducing co-curricular, cultural and sporting events that had been unable to run since the pandemic hit. 2023-2024 has been a year of consolidation in all areas.

The school returned to a balanced budget for the 2023-2024 school year. ISY is beginning to see a return of expatriate students and the student roll now sits at 445 students. The school has maintained its nationality cap of no single nationality being able to exceed 30% of the school's maximum roll of 930. A roll of 445 means that Myanmar students comprise 59% of the current student population and that figure cannot grow any higher. Therefore, roll growth is dependent on the new enrolment of expatriate students.

A recently announced military conscription programme for males over 18 years of age is a very real concern for the school's local community. At this stage, only one family has left the school (and country) because of the threat of conscription. Conscription also impacts the school's younger skilled Myanmar staff with two so far deciding to leave the country.

The International School Yangon (ISY) has registered with the Directorate of Investment and Company Administration (DICA) in Myanmar as a foreign owned company under the name The International School Yangon GTY Ltd (ISY GTY). Simultaneously, The International School Yangon Association (ISYA) was created in the United States. ISYA is a non-profit membership based organization, with all parents of students currently attending ISY being members. ISYA is the foreign company owning ISY. ISY maintains a close relationship with the U.S. Embassy in Myanmar and is the only school in Myanmar to receive assistance through the U.S. State Department's Office of Overseas Schools. Currently, the U.S. Embassy in Myanmar is a

non-family post, so there are no students in the school from the embassy. Traditionally, there is an MOU in place between the U.S. Embassy and ISY. The last MOU expired in May 2022. After an 8 year process, ISY has been granted a permit from the Myanmar Investment Commission (MIC). This permit allows the school certain tax benefits in recognition of its investment in Myanmar. The school has also signed a long term lease with our landlord, the Ministry of Construction.

The Myanmar Ministry of Education has instituted new regulations around the teaching of Myanmar Language, Culture, History, and Geography in international schools. This required an immediate increase in the scheduled teaching time for these subjects and more time is scheduled for next year.

Following an inclusive process that included board members, faculty, students, and members of the leadership team, [five new strategic themes](#) and accompanying visioning statements were adopted. These strategic themes and statements will now be used to help generate annual goals and actions for the school. The strategic themes are as follows:

- Learning
- Belonging
- Sustainability
- Internationalism
- Business Practices



The Curriculum and Inclusion Coordinator is a new position created to oversee and implement our inclusive education program. Bringing Curriculum and Inclusion together under the same umbrella recognizes the fact that the ISY curriculum is inclusive and using inclusive practices is every teacher's responsibility and not

reserved for a certain group of students. The Curriculum and Inclusion Coordinator provides support to teachers in the development of units and the documentation of [Curriculum Maps](#) and [Scope and Sequences](#). This coordinator also works closely with the school's counselors to meet with teachers in grade level teams to consider the needs of every student and make plans to meet those needs that have been identified. A focus on inclusive practices has created a sense of collective responsibility amongst teachers to meet the needs of all students, regardless of whether they are receiving support from the learning support team.

2024-2025 will see the introduction of a new '[Chinthe Cubs](#)' program for 3 and 4 year olds. Currently, 17 students have enrolled in the program. This new program will allow ISY families with younger children to have all children attend the same school.

III: Ongoing School Improvement

Implementation and monitoring of schoolwide action plan

The three goals of the [original schoolwide action plan](#) have remained visible and central to the school's work during a very challenging period:

1. All students will be able to apply their knowledge and skills to adapt and contribute to an uncertain or unknown future.
2. All students will develop the self-efficacy and agency necessary to drive their own learning, control their own lives and positively influence the lives of others.
3. The ISY teaching faculty will feel collectively capable and connected in meeting the needs of ISY students

These goals are referenced during [faculty orientations](#), [workshops](#) and [meetings](#) at every opportunity to make sure that it is clear to all that what is being done is working towards these goals. These goals have provided the 'why' for what we do as a faculty in meeting the needs of our students since they were developed.

During a very challenging period, with teachers under pressure working online, in different time zones, and then transitioning students back to in-person learning, the Principals and, more recently, the Curriculum and Inclusion Coordinator have largely taken responsibility for making the connections between the goals and how they connect to what teachers are doing in their classrooms. They have also taken responsibility for making these connections for parents, students, and [reporting to the Board of Trustees](#) on progress on the schoolwide action plan.

This mid-cycle visit provides the school with an opportunity to distribute more responsibility for refining the schoolwide action plan and monitoring progress to faculty.

Preparing the report

This mid-cycle progress report has been developed by the Principals and Curriculum and Inclusion Coordinator from interim reports provided to WASC and reflections on the schoolwide action plan that informed those interim reports. At the beginning of the drafting process, the purpose of the WASC Focus on Learning process, the three goals, progress made towards those goals and our current Problems of Practice were all reviewed with faculty in a [WASC Focus on Learning Overview](#). Faculty with specific knowledge and perspectives were consulted during the writing process to ensure the report was fair and accurate. The mid-cycle report has been shared with faculty and they are able to comment on it.

The report identifies Problems of Practice for each Critical Learner Need identified under the three goals. These Problems of Practice will be confirmed and plans will be developed to address them by faculty groups who will connect them to the strategic themes of Learning, Belonging, and Internationalism.

Parents and students have been engaged in refining the schoolwide action plan in relation to executive functioning skills. This has been done in a series of [parent and student workshops](#) designed to identify what executive functioning skills are most important for the school to help them develop.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Schoolwide Growth Areas for Continuous Improvement

Through the WASC Focus on Learning self-study that is integral to the process of continuous improvement, ISY identified prioritized growth areas that have been synthesized within the Schoolwide Action Plan around three student-centered goals that are reinforced through the ISY strategic themes/objectives/measurements and the ISY annual goals. The visiting committee concurred with ISY's identified schoolwide growth areas to be implemented, monitored, refined, and reassessed in relation to the overall impact on student learning and well-being. These Schoolwide Action Plan goals are shown below with the objectives.

Goal 1: All students will be able to apply their knowledge and skills to adapt and contribute to an uncertain or unknown future.

1a. ISY students will be equipped with knowledge and skills necessary for them to adapt and contribute to an uncertain or unknown future.

Progress:

The purpose for each subject has been confirmed. This purpose is consistent through the grades and is recorded on [Purpose Statement and Standards Continuum](#) documents which are available on the school's website.

Vertical curriculum team meetings (as part of [Focus on Learning collaborations](#) identifying Critical Learner Needs) concluded that, for effective differentiation and the development of inclusive instructional practices, it was more important to see academic standards on a continuum rather than to spend a lot of time deciding upon key skills within each grade. Key skills are inherent in the standards.

In this way, teachers can easily reference standards (and the inherent skills) from earlier grades to identify what learning gaps a child may have and what needs to be done to fill them. In the same way, standards continuum make it clear what a student's next steps are in their learning and allow teachers to extend students in above grade level standards.

Standards continuum in all subjects can provide a focus for teacher collaboration around standards and student learning that reinforces an inclusive approach to meeting students where they are at in their learning. This has proved particularly useful post-covid in identifying gaps in learning and filling those gaps by referencing earlier grade level standards.

Our Grade 1-5 and Grade 6-10 standards are available on the school's website ([Elementary School](#), [Middle School](#), [High School](#)) and incorporated into our [Grade 6-10 academic course overviews](#) which also identify the topics (knowledge) that is covered in each course, and the inclusive instructional and assessment practices that are employed in teaching the course.

Problems of Practice:

- On the standards continuum, identify key standards within each grade level.

- Develop Grade 1-5 Course Overviews that incorporate the standards continuum.
- Develop Grade 1-10 Social Studies and Science scope and sequences that vertically align content, context, and skills.

1b. ISY students will be able to communicate their knowledge and skills in writing to inform and influence others.

Progress:

[Common writing rubrics \(Grades 1-10\)](#) have been adopted and are being used to assess and [moderate student writing](#) in all three major genres - narrative, informational, and persuasive.

English and Social Studies teachers collaborate around the rubrics to moderate student writing three times a year. The writing rubrics are standards based and use common language. In moderating student writing in multiple grade level teams (Elementary, Middle, and High School), whole school Critical Learner Needs are identified in relation to writing and teachers are collaborating around how to address them. These are then recorded as Critical Learner Needs as part of [Focus on Learning collaborations](#) at the end of Quarters 1 and 3. This process is coordinated by our Curriculum and Inclusion Coordinator and supported by our IB Language and Literature teacher who is able to provide Middle and High School teachers an insight into key skills that students need to develop going into the IB Diploma.

Given the effectiveness of moderating writing three times a year - in terms of both identifying student learning needs and teacher professional development - it was decided not to restart standardized WrAP testing post-Covid. It was felt that this would be an unnecessary interruption to the learning process to get very similar data that we are collecting through writing moderation. This data includes [student writing exemplars](#) which are collected as part of the writing moderation process. An additional piece of data that can be collected is writing achievement data from ISY report cards. The validity of this data increases with a continued focus on writing moderation.

Teachers at ISY use a structured approach to literacy with elements of whole class teaching of skills, guided reading and writing and individualized practice and skill development. In September 2023, Elementary School teachers began to examine [how phonics is taught at ISY](#) with a view to confirming a common approach to teaching phonics across the school as part of a structured literacy program. The [Sonday System's scope and sequence for phonics instruction](#) was introduced to vertically align language skills being taught through the grades from the Early Childhood program. English as a World Language Teachers and Learning Support teachers use this scope and sequence and accompanying materials as a foundation for instruction and learning interventions in support of the Orton-Gillingham approach. Teachers will reflect on their phonics instruction at the end of this academic year to confirm a common approach to the teaching of phonics at ISY as described in a 'Phonics at ISY' guiding statement.

Problems of Practice:

- Continue to expand and bring teachers of other subjects into the writing moderation process -

particularly Science. All teachers are teachers of writing and all students will benefit from a consistent approach to teaching writing. This will help students apply and develop their writing skills in all subjects.

- Develop a common Language and Writing Cycle out of the writing moderation process. This would be led by the Curriculum and Inclusion Coordinator with the input of the teachers involved in writing moderation.
- Collect and record report card data on writing achievement levels in all grades.
- Confirm a common approach to phonics instruction.
- Review EAL screening assessment procedures.

1c. ISY students will be able to use technology to access, evaluate (accuracy, perspective, credibility, and relevance) and share information to inform and influence others.

Progress:

Work was done around the [ISTE \(Knowledge Constructor\) Standards](#) to incorporate these into the school's [ISY Learning Cycle](#) (Investigation - Preparation - Action - Demonstration - Reflection) to provide common language and practice around research.

With the advent of Artificial Intelligence (AI), guidance is being provided for students and teachers around the importance of robust research practices to ensure that students are accessing quality and reliable sources to produce genuine and authentic work that is reflective of their own abilities. Our Curriculum and Inclusion Coordinator, Librarian, and IB Diploma Extended Essay Coordinator are taking the lead in this work.

[ISY LEARNs](#) has been developed to guide students and teachers in the appropriate use of AI in the teaching and learning process. This was developed through researching best practice in other schools (particularly Western Academy of Beijing) and the position of the IB on the use of AI.

[NoodleTools](#) has been adopted throughout the school as a research tool designed to help students in both research, writing, and citing their ideas and the ideas of others. This is proving very effective in terms of promoting good research and writing skills and reducing anxiety around questions of academic honesty.

Given that AI does provide greater opportunities for some students to test the boundaries of what is acceptable, the school has developed a [draft Academic Honesty Review process](#) that is being implemented and refined as more is learned about the role AI can play in the learning process. This process was in part developed out of a responsibility to ensure that the validity of IB students' internal assessments and essays could not be called into question by the IB.

Problems of Practice:

- In light of AI, connect ISY LEARNs and the use of NoodleTools to the ISY Learning Cycle to provide a coherent continuum of research skills to be taught and assessed at each grade level throughout the school

- Develop a research page for all students and teachers with research resources (e.g. search engines, citation tools and guidance, IB Extended Essay resources) to support the research skills to be taught and assessed at each grade level in all classes.

1d. ISY students will appreciate and understand the validity of the opinions, beliefs, and perspectives of others.

Progress:

This part of the goal is dependent on mapping out the written curriculum to ensure that it is inclusive of a range of diverse and multiple perspectives in terms of cultures, nationalities, and regions. The Elementary School, during the covid period, used the [Core Knowledge Foundation curriculum](#) to help map out different regions and cultures over the different grade levels while integrating the Sustainable Development Goals (SDGs). During this same period, the Secondary School also developed units of study focusing on the Sustainable Development Goals drawing on different cultures and regions to provide a context for the goals. During this period and the immediate post-covid period, a major curriculum focus has been the development of standards-based skills continuum to ensure that we are prioritizing key skills and filling any learning gaps from an extended period of online learning.

With the standards-based skills continuum in place in all subjects, we are revisiting the content and context of our units of study to ensure it is inclusive of a diverse range of cultures, nationalities, and regions. We are doing this as part of our [Continuous Curriculum Review](#) process. This process is made easier now that the Curriculum Maps for all courses and grade levels are now in use and visible to all teachers. Work is being focused on [Secondary School Social Studies and English](#), and [Elementary School Social Studies and Science](#).

The Secondary School book room has also been relocated and redesigned to make the texts we have visible in terms of diverse and multiple perspectives.

Outside of the curriculum, the school's strategic theme of Belonging has been leveraged to discuss ways to ensure that all students feel included in terms of race, gender, and other identifiers. This has taken on more importance with an increase in the percentage of Myanmar students.

Problems of Practice:

- Use the Continuous Curriculum Review process to map out cultures, nationalities, regions, and perspectives represented in the curriculum and update the Curriculum Maps accordingly to be reviewed annually.
- Review advisory and homeroom class schedule and structure to allow more focus on the strategic theme of Belonging.

I.e. ISY students will develop the ISY Lifelong Learner Attributes to enable them to adapt and contribute to an uncertain or unknown future.

Progress:

The ISY Learner Attributes developed as part of the self-study have remained central to nurturing the Student Learner Outcomes which embody the Mission and Vision of the school.

[Working definitions of each Attribute were developed through a collaborative process](#) involving students and teachers. Students proposed what each attribute means to them and then teachers refined these into working definitions. Teachers then worked together to identify what these attributes might look like in different subjects at different grade levels with the intent to develop a continuum of behaviors to be nurtured and measured in students.

In March 2023, neuroscience expert Kathryn Berkett presented to faculty on the impact of early development and adolescent brain changes as part of a [Compassion Conference](#). A key point was the need for young people to be operating in the ‘Green’ part of their brain for them to be able to think critically, communicate effectively, be compassionate, be creative, etc. For young people to access the ‘Green’ part of their brain, they need to feel safe, have a sense of belonging, and have their executive functioning skills under control. Therefore, it follows that for students to fully develop the ISY Learner Attributes, they need to be supported to develop the key executive functioning skills.

At this time, a focus of the school’s [IB Diploma Re-Authorization Self Study](#) was to make the connection more explicit between the IB Learner Profile and the ISY Learner Attributes. The [working definitions of the ISY Learner Attributes were updated to make explicit reference to the language of the IB Learner Profile](#). In developing these definitions, the IB Approaches to Learning were an important influence.

By combining the ISY Learner Attributes (as connected to the IB Learner Profile) with the IB Approaches to Learning, a list of [12 Executive Functioning Skills That Support Learning](#) were developed under the headings Working Memory, Mental Flexibility, and Self-Management and Social Skills.

These Executive Functioning Skills That Support Learning are now assessed on the [Secondary School report card](#). The Elementary School reports on the ISY Learner Attributes through personalized comments that relate to the development of the attributes in each child.

Students, parents, and teachers have been surveyed as to what are the executive functioning skills that ISY students are in most need of. This information will guide collaborative efforts around developing these skills in ISY students as part of a refined schoolwide action plan. Much of the focus of [collaborative grade level student review meetings](#) is already on developing these skills in students given that they need to be developed for a student to achieve at their potential.

The ISY Learner Attributes and Student Learner Outcomes remain a focus of student recognition in the school. Elementary School and Secondary School students are recognized for their ISY Learner Attributes in assemblies and the Annual Senior Awards all relate to the ISY Learner Attributes and Student Learner Outcomes. This selection of [Learning Stories](#) illustrate how the ISY Learner Attributes can be integrated and nurtured in all activities.

Problems of Practice:

- Continue to develop a continuum of what the ISY Learner Attributes look like in each subject in each grade level.
- Continue to plan to nurture ISY Learner Attributes in Curriculum Maps.
- Maintain focus on Executive Functioning Skills That Support Learning in student review meetings.

Goal 2: All students will develop the self-efficacy and agency necessary to drive their own learning, control their own lives and positively influence the lives of others.

2a. ISY students will develop the ISY Lifelong Learner Attributes to develop self-efficacy and agency.

Progress:

As outlined in the summary of progress towards Goal 1e, working definitions of each Attribute have been developed and what they look like in each subject at each grade level has been identified by teachers. Also outlined in this summary is the need for students to be operating in their 'Green' brain for them to fully develop the ISY Learner Attributes. And for that to happen, students need to feel safe.

Kathryn Berkett shared with us the '[Some Boys Have Mullets](#)' mnemonic to outline four things that students need to feel safe:

Some: **SEE** me.

Boys: Show me I **BELONG**.

Have: Tell me what is **HAPPENING**.

Mullets: Empower my **MANA**.

Kathryn is from New Zealand and the last point, Mana, is a traditional Maori concept that relates directly to a person's sense of self-efficacy and agency. To do this the school needs to find opportunities for students to direct their own learning and make a positive contribution to our community.

Some ways the school is doing this include:

- Providing students choice in their learning in the classroom. Examples are the [Middle School Impact Festival](#) and [Grade 5 ComPassion Project](#). These are opportunities for students to explore an interest or issue that is important to them by following the [ISY Learning \(and Service Learning\) Cycle](#).
- [Service learning](#). Students are involved in service learning groups outside of the classroom connected to needs in our community. Students are encouraged to propose and develop projects to meet those needs. The school also supports three external organizations, Yangan Animal Shelter, Care to the Least Center orphanage, and Kalihtaw School. [The Chinthe Fund](#) was developed to support these organizations and in service learning groups, students develop projects to raise funds and provide support to them in practical ways.

Problems of Practice:

- Maintain focus on Executive Functioning Skills That Support Learning in student review meetings.
- Focus on IB Approaches to Teaching (Inquiry) to support students' self-efficacy and agency in the classroom.
- Provide more opportunities for meaningful student leadership.
- Continue to develop ComPassion Projects in Grade 5 and Impact Projects in Grade 8.

Progress:

2b. ISY students (from the time they enter the school) will be supported in developing the self-efficacy and agency required to achieve the ISY Learner Outcomes. *The school leadership and faculty ensure the preK to grade 1 program built upon the Reggio Emilia approach is integrated within the band and to further align with the grade 2-12 curricular program, the overall ISY learner outcomes, and the learner attributes to support student learning and well-being.*

The [ISY Early Learning Guidelines](#) confirmed with consultant Linda Henke have remained the framework upon which the Pre-Kindergarten and Kindergarten programmes continue to develop. The guidelines were revised during the 2021-2022 school year to connect more explicitly to the ISY Grade 1 academic standards.

Teachers track student progress in Pre-Kindergarten and Kindergarten in terms of the guidelines. To deepen understanding of what the guidelines look like in practice in a Reggio Emilia inspired program, Portfolios of Performance and Practice with [Cognition \(incl. Math\)](#) and [Communication, Language, and Literacy](#) were added to throughout 2022-2023.

A focus this year has been to [simplify and standardize how students are tracked against the guidelines](#).

ISY is committed to a Reggio Emilia inspired early years program and next year an additional 3-year old section called '[Chinthe Cubs](#)' will be added. [Working agreements or Principles of Practice](#) are being refined to guide how the ISY Early Learning Guidelines guide learning in a [Reggio Emilia inspired program](#).

Problems of Practice:

- Simplifying and standardizing how students are tracked against the ISY Early Learning Guidelines.
- Develop Learning Stories as a form of assessment and reporting as a cumulative picture of the child as a learner.

2c. *As critical thinkers, ISY students will be experts in a discipline, synthesizers of ideas, creators of ideas, respectful of the perspectives of others and act ethically beyond their own self-interest.*

Progress:

[Ten ISY Interdisciplinary Concepts](#) have been developed for use in all subjects at all grade levels. The

intended impact of these common concepts on learning is to support students to make connections in their learning between subjects and deepen their learning within subjects. The next step is to confirm disciplinary concepts in each subject that can fit under the ISY Interdisciplinary Concepts.

A focus on [command terms](#) and teaching them explicitly has had a positive impact on students being able to understand and focus on what is being asked of them. Students understanding what is asked of them is a consistent Critical Learner Need and an understanding of command terms is an important part of meeting that need.

[Grade level command terms to be taught and their frequency in the standards have been identified](#). Work has been done around [IB command terms](#) which has been very useful in developing common meanings of terms such as analyze, explain, etc. A next step is to confirm the meanings of these command terms in all subjects in all grade levels. The impact of this will be for students to know what it means to analyze, explain, etc as they move through the grades and teachers can build on this understanding as students are asked to engage in more complex content.

Annual [ISY Compassion Conferences](#) and [Teachers Teaching Teachers conferences](#) have focused on a variety of topics including interdisciplinary thinking and nurturing creativity. The school has moved away from adopting a tool to assess creativity, instead focusing on creating environments that nurture it.

Developing students respectful of the perspectives of others relates directly to Goal 1d (above) and ensuring that the written curriculum is inclusive of a range of diverse and multiple perspectives in terms of cultures, nationalities, and regions. Outside of the curriculum, the school's strategic theme of Belonging has been leveraged to discuss ways to ensure that all students feel included in terms of race, gender, and other identifiers. This has taken on more importance with an increase in the percentage of Myanmar students.

Problems of Practice:

- Develop disciplinary concepts in all subjects at all grade levels to fit under ISY Interdisciplinary Concepts.
- Using IB command terms as a reference, confirm the meaning of command terms across all subjects and grade levels.
- Use the Continuous Curriculum Review process to map out cultures, nationalities, regions, and perspectives represented in the curriculum and update the Curriculum Maps accordingly to be reviewed annually.
- Review and integrate Life Skills (Elementary School), Health and Personal Development, and Advisory (Secondary School), Homeroom and Subject class content, schedule and structure to allow more focus on the strategic theme of Belonging and student wellbeing.

2d. ISY students will be able to effectively retain essential knowledge and skills to be applied at will.

Progress:

A focus on executive functioning skills, supported by the 'Green Brain / Red Brain' work of Kathryn Berkett

(see Goal 1e), was coupled with a focus on the science behind how people learn and retain information.

The school's position is that students must be in their Green Brain to learn effectively and then proven techniques can be applied to help students retain knowledge and skills to be applied as needed. The following techniques come from 'Strengthening the Student Toolbox' which was read by all teachers in a [Science of Teaching workshop](#) in 2023-2024:

- A: Practice Testing
- B: Distributed Practice
- C: Interleaved Practice
- D: Elaborative Interrogation & Self-Explanation

Teachers brainstormed how these techniques would look applied in classrooms. Teachers shared these techniques with students in preparation for end of year [High School exams](#) in May 2023 and will do so again this year.

Students and parents have been engaged in workshops around executive functioning skills and '[Green Brain / Red Brain](#).' This will be a continued focus which will be reinforced with a focus on effective study skills using ideas from 'Strengthening the Student Toolbox,' 'Make it Stick,' and 'How We Learn.' It is important that students and their parents know how their brains work for them to maximize their learning potential.

Problems of Practice:

- Maintain focus on Executive Functioning Skills That Support Learning in workshops with students and parents.
- Educate students and parents about ideas in 'Strengthening the Student Toolbox' around how people learn and retain information.
- Incorporate ideas in 'Strengthening the Student Toolbox' around how lessons and units of study are structured.

2e. All ISY students will develop social-emotional and academic skills in a safe, joyful, and engaging classroom.

Progress:

Kathryn Berkett shared with us the '[Some Boys Have Mullets](#)' mnemonic to outline four things that our students need to feel safe (see Goal 2a):

Some: **SEE** me.

Boys: Show me I **BELONG**.

Have: Tell me what is **HAPPENING**.

Mullets: Empower my **MANA**.

After the pandemic and continuing uncertainty in the country, the school has become even more conscious of the importance of nurturing student feelings of safety and well-being. The school's position is that students will not reach their academic potential if they do not have a sense of safety and belonging at school. Kathryn's mnemonic provides a structure for creating that sense of safety and belonging as detailed in an article written for the [AAIE InterED Journal - A Safe Foundation for Learning: Lessons from the Pandemic](#).

Teachers have employed principles of Responsive Classrooms (classroom agreements), Adaptive Schools (7 Norms of Collaboration), and mindfulness to create classroom environments that are safe, inclusive, and productive.

Adaptive Schools strategies for giving instructions and balancing participation are proving effective in giving students a sense of certainty in what is expected of them and how they can engage in the learning. Employing techniques related to the [7 Norms of Collaboration](#) and simple instruction techniques such as 'What we are doing? Why are we doing it? and How are we doing it?' are particularly effective. These techniques were learned by all faculty in the four days of the [Adaptive Schools Foundation Seminar](#).

Problems of Practice:

- Continued use of classroom agreements, 7 Norms of Collaboration, and mindfulness in classrooms.
- Review and integrate Life Skills (Elementary School), Health and Personal Development and Advisory (Secondary School), Homeroom and Subject class content, schedule and structure to maintain focus on mental health and wellbeing.

2f. All ISY students will be able to accurately assess their current expected achievement status based on their current knowledge and skills so they can work to exceed those expectations.

Progress:

Inclusive assessment practices will continue to be a major focus going into 2024-2025.

[ISY Inclusive Practices](#) were developed by integrating the [Universal Design for Learning Guidelines](#) into the [ISY Learning Cycle](#). These provide a framework for teacher collaboration around developing practices that work for all students and support those who need extra support or differentiation.

In 2022-2023 the focus on inclusive instructional practices strengthened across the school with the support of a new Curriculum and Inclusion Coordinator. Bringing Curriculum and Inclusion together under the same umbrella recognizes the fact that our curriculum is inclusive and using inclusive instructional practices is every teacher's responsibility and not reserved for a certain group of students. Teachers are taking on this responsibility as evidenced in weekly collaborative meetings around curriculum and inclusion.

Strong connections are also being made between inclusive instructional practices and the development of effective executive functioning in our students and the need for all students to be operating in their 'Green Brains' as per our work with Kathryn Berkett (see Goals 1e, 2a, 2d, and 2e).

The school has taken a ‘process and product’ approach to the development of inclusive assessment practices to inform the development of inclusive instructional practices and help students understand how they are achieving against the standards and how they can improve their achievement levels.

An important part of this approach was to stop using the terms ‘formative’ and ‘summative’ when referring to assessments with students. The rationale has been written into the [ISY Assessment Guidelines](#):

Given the interconnectedness of formative and summative assessment, the importance of students focusing on the learning process (formative) and not just the product (summative), and the fact that all assessment, regardless of its form, can contribute to a summative grade, teachers will no longer refer to assessment as formative or summative when working with students.

This has led to students engaging in the learning process and seeking feedback from teachers throughout the process as they understand they are not just being assessed at the end on a test or essay. More value is placed on feedback during the process and not just the grade at the end. This is important given that a student’s understanding of their achievement level and how they can improve is based on this feedback which provides a student with opportunities to improve their achievement level in the process of working towards a finished product. This focus on feedback during the learning process is consistent with John Hattie’s ‘Visible Thinking’ approach to assessment upon which this goal was originally based.

While inclusive assessment practices that rely more on the process than the product of learning are more likely to cause learning during the process, the school is mindful that their students need to be prepared to produce work to meet external assessment criteria (i.e. for the IB Diploma).

The school is working with consultant [Dr. Lee Ann Jung](#) to help develop assessment practices that cause learning during the process while also preparing students for what they are expected to produce to meet IB Diploma requirements. Four teachers also recently attended the [IB Global Conference in Daegu](#) to develop an understanding around how inclusive assessment practices can be developed to prepare students for IB Diploma assessments.

Problems of Practice:

- Continued focus on the development of inclusive assessment practices with a particular focus on feedback during the learning process.
- Continued focus on the development of inclusive assessment practices (specific to the IB Diploma Programme) with a particular focus on feedback during the learning process.

2g. All ISY students will have the belief, confidence and control to positively influence outcomes for themselves and for others.

Progress:

This goal has connections to the development of effective executive functioning in students, the need for

students to be operating in their ‘Green Brains’ as per the work of Kathryn Berkett (see Goals 1e, 2a, 2d, and 2e), and the need for students to feel safe and have a sense of belonging at school.

While this goal is a school-wide goal and everyone has influence in working towards it, Life Skills, Health and Personal Development classes provide opportunities for mental health and wellbeing to be addressed explicitly. New Ministry of Education regulations increasing the hours of [Myanmar Culture, Language, History, and Geography](#) for the 2024-2025 school year means that Health can no longer be a stand alone class in Grades 6, 7, and 8. Therefore, to ensure that all students are getting explicit instruction in mental health and wellbeing throughout the school, key content and skills will need to be confirmed and covered in a more integrated approach.

Problems of Practice:

- Review and integrate Life Skills (Elementary School), Health and Personal Development, and Advisory (Secondary School), and Homeroom and Subject class content, schedule and structure to maintain a consistent focus on mental health and wellbeing throughout the school.
- Review and integrate Life Skills (Elementary School), Health and Personal Development, and Advisory (Secondary School), Homeroom and Subject class content, schedule and structure to allow more focus on the strategic theme of Belonging (and mindfulness in the Secondary School).

Goal 3: The ISY teaching faculty will feel collectively capable and connected in meeting the needs of ISY students.

3a. All ISY teachers will contribute to and have access to a Pre-Kindergarten to Grade 12 Scope and Sequence that is supported by Units of Study that are uniformly planned using the ISY ‘Purpose-Process-Progress’ curriculum structure and documented using ISY Planning Templates. All ISY teachers will be aware of what all students are studying in all subjects at all grade levels.

The school leadership and faculty continue their focus on interdisciplinary unit development emphasizing a clear understanding of what students should know, understand and be able to do and apply as outlined in the unit planner. This focus should lead to further adjustments and refinements in their assessment practices through the lens of an interdisciplinary instructional model.

Progress:

The ISY interdisciplinary approach to learning and its combination of SDGs, ISY Interdisciplinary Concepts and Learner Attributes, the ISY Learning Cycle, and academic standards in developing the purpose for units of study continues to provide the framework for recording planning and connecting disciplines and grade levels.

[Curriculum Maps](#) and [Scope and Sequences](#) in all subjects and grade levels are now well populated and provide a visible curriculum that forms the foundations for the Continuous Curriculum Review process. The curriculum can be viewed from a grade level perspective which helps with grade level (horizontal) curriculum alignment and interdisciplinary connections.

The Purpose (what is being taught), Process (how it is being taught), and Progress (how it is being assessed) framework remains unchanged although additions and adaptations have been made within these categories.

Purpose:

The UN Sustainable Development Goals (SDGs) remain a major focus in providing the purpose for what we are teaching. The SDGs remain organized under the following four categories:

- People
- Planet
- Prosperity
- Peace (Partnerships)

During the pandemic, the same SDG category was assigned each quarter to all subjects in all grades. This was useful during online learning and helped teachers get familiar with the SDGs in each category. Now, the school is considering whether this is too restrictive. In giving subjects and grade levels flexibility in covering the SDGs, the intent is to make it easier to connect key subject skills and content to the SDGs in more authentic ways - as long as each SDG category is covered throughout the year in each subject at each grade level.

To ensure that connections continue to be made to the SDGs, [common Enduring Understandings have been developed for each SDG](#). Disciplinary Enduring Understandings can be developed that relate to the SDG Enduring Understanding to provide a purpose for teaching key subject skills and content. The Curriculum and Inclusion Coordinator will work with teachers to establish how the SDGs will help provide a purpose for learning in all subjects and grade levels in 2024-2025.

One addition to the Curriculum Maps that relates to the purpose of units is a row to record how Myanmar Culture, Language, History, and Geography is being integrated into Science, Social Studies, Art, and Music. This is in keeping with the school's strategic themes of Belonging and Internationalism and also meets new Myanmar Ministry of Education requirements.

Process:

The Scope and Sequences are designed to record grade level planning in every subject. These are now well populated. Another addition to the Curriculum Maps is an Inclusive Practices row that documents inclusive instructional practices planned for in a quarter.

Progress:

The Curriculum Maps are now more reflective of the need to assess the process as much as (if not more than) the product. There is an Assessment row in which teachers can document how learning is assessed in a quarter and this is not limited to a performance or summative task at the end.

The Curriculum and Inclusion Coordinator works with all teachers during curriculum planning meetings to help in populating the Curriculum Maps and Scope and Sequences. Teachers work collaboratively in these meetings to support grade level and interdisciplinary connections.

The Curriculum Maps and Scope and Sequences are accessible to all teachers from the [ISY Faculty Pages](#).

The [Continuous Curriculum Review](#) (CCR) process provides for the annual review of all Curriculum Maps and Scope and Sequences. The CCR reviews all components of the Curriculum Maps and Scope and Sequences and areas for growth and professional development can be identified. The improvement of Curriculum Maps and Scope and Sequences will be an ongoing focus for all subjects and grade levels.

Problems of Practice:

- Confirm and standardized components for all Curriculum Maps (i.e. same headings)
- Review and confirm how People-Planet-Prosperity-Peace (Partnerships) SDGs categories will be used to provide a purpose for learning in all subjects in all grade levels.
- Organize Curriculum Maps to be viewed vertically (i.e Grade 1 to Grade 12 in one subject) as well as horizontally.

3b. All ISY teachers will have a theoretical and practical understanding of how ISY students of all ages and academic achievement levels learn and retain knowledge and skills most effectively. *The school leadership moves forward to refine and implement initiatives, policies, practices, and findings from the inclusion audit that will strengthen and refine the inclusion approach to thinking about learning, addressing such areas as the following: admissions, assessment, professional development, appropriate personnel, multi-tiered approaches, and outreach to families.*

Progress:

This goal relates directly to Goal 2d. *ISY students will be able to effectively retain essential knowledge and skills to be applied at will.*

A focus on executive functioning skills, supported by the ‘[Green Brain / Red Brain](#)’ work of Kathryn Berkett (see Goal 1e), was coupled with a focus on the science behind how people learn and retain information.

The school’s position is that students must be in their Green Brain to learn effectively and then proven techniques can be applied to help students retain knowledge and skills to be applied as needed. The following techniques come from ‘Strengthening the Student Toolbox’ which was read by all teachers in a [Science of Teaching workshop](#) in 2023-2024:

- A: Practice Testing
- B: Distributed Practice
- C: Interleaved Practice
- D: Elaborative Interrogation & Self-Explanation

Teachers brainstormed how these techniques would look applied in classrooms. Teachers shared these techniques with High School students in preparation for end of year exams in May 2023 and will do so again this year.

A very positive impact of this work is that when teachers are discussing students and collaborating around

their academic challenges, the focus is just as much on executive functioning skills as academic skills. The connection made between academics and executive functioning skills is strong and takes a holistic view of the barriers to student achievement which supports the school's focus on inclusion.

Inclusion at ISY

The school has maintained its focus on inclusion. The findings of a very positive [inclusion audit](#) in October 2020 have been acted upon and continue to guide our refinement of a Multi-Tier Support System that serves all students.

[ISY Inclusive Practices](#) were developed by integrating the [Universal Design for Learning Guidelines](#) into the [ISY Learning Cycle](#). These provide a framework for teacher collaboration around developing practices that work for all students and support those who need extra support or differentiation.

In 2022-2023 the focus on these practices strengthened across the school with the support of a new Curriculum and Inclusion Coordinator. Bringing Curriculum and Inclusion together under the same umbrella recognizes the fact that the ISY curriculum is inclusive and using inclusive practices is every teacher's responsibility and not reserved for a certain group of students.

A very comprehensive [Inclusion Handbook](#) was developed for the 2021-2022 school year. A [condensed version of this handbook](#) was developed for the 2023-2024 school year to make it more accessible to teachers.

The Curriculum and Inclusion Coordinator provides support to teachers in the development of units and the documentation of [Curriculum Maps](#) and [Scope and Sequences](#). This coordinator also meets with teachers in grade level teams to consider the needs of every student and make plans to meet those needs that have been identified. A focus on inclusive practices has created a sense of collective responsibility amongst teachers to meet the needs of all students, regardless of whether they are receiving support from the Learning Support team.

Problems of Practice:

- Maintain focus on Executive Functioning Skills That Support Learning and provide professional development to develop these skills.
- Connect the ISY Inclusive Practices to the ideas found in 'Strengthening the Student Toolbox,' 'Make it Stick,' and 'How We Learn' to further develop inclusive instructional and assessment practices.

3c. All ISY teachers will plan Units of Study using the ISY 'Purpose-Process-Progress' Curriculum Structure that is based upon the five Stages of Service Learning and related to the ISY Learning Cycle.

Progress:

This goal relates to Goal 3a. The Scope and Sequences which are used to document weekly planning are structured using the parts of the [ISY Learning Cycle](#) (and therefore Service Learning Cycle): Investigation - Preparation - Action - Demonstration.

In light of the pandemic, ongoing uncertainty in the country and the individual needs of students, a focus on inclusive instructional strategies to teach skills and content has been prioritized over structuring learning explicitly around the ISY Learning Cycle.

Goals 1c (research practices) and 2a (inquiry as a way to support self-efficacy and agency) relate directly to structuring learning around the ISY Learning Cycle.

Problems of Practice:

- In light of AI, connect ISY LEARNs and the use of NoodleTools to the ISY Learning Cycle to provide a coherent continuum of research skills to be taught and assessed at each grade level throughout the school
- Focus on IB Approaches to Teaching (Inquiry) to structure learning around the ISY Learning Cycle.

3d. All ISY teachers will use assessment practices that provide a fair and accurate picture of student academic achievement and growth upon which to base planning and instructional practices.

The school leadership and faculty work together to ensure a common understanding of assessment literacy, including Depth of Knowledge assessment practices and teacher feedback that support student understanding, self-reporting, and goal setting.

Progress:

This goal relates to Goal 2f.

The school has taken a ‘process and product’ approach to the development of inclusive assessment practices to inform the development of inclusive instructional practices and help students understand how they are achieving against the standards and how they can improve their achievement levels.

An important part of this approach was to stop using the terms ‘formative’ and ‘summative’ when referring to assessments with students. The rationale has been written into the [ISY Assessment Guidelines](#):

Given the interconnectedness of formative and summative assessment, the importance of students focusing on the learning process (formative) and not just the product (summative), and the fact that all assessment, regardless of its form, can contribute to a summative grade, teachers will no longer refer to assessment as formative or summative when working with students.

This has led to students engaging more in the learning process and seeking more feedback from teachers throughout the process as they understand they are not just being assessed at the end on a test or essay. More value is placed on feedback during the process and not just the grade at the end. This is important given that a student’s understanding of their achievement level and how they can improve is based on this feedback which provides a student with opportunities to improve their achievement level in the process of working towards a

finished product. This focus on feedback during the learning process is consistent with John Hattie's 'Visible Thinking' approach to assessment upon which this goal was originally based.

The Curriculum and Inclusion Coordinator is leading a [faculty dialogue around assessment](#) this year with the goal of simplifying fair and accurate assessment practices that can be applied to any context.

This dialogue has been influenced by the work of [Dr. Lee Ann Jung](#) and work coming out of the Principals' Training Center and the school's 'process and product' approach to the development of inclusive assessment practices.

In summary, five methods to collect evidence of learning are observation, selected response, short constructed response, academic response/essay, contextual product or performance. Five methods to collect evidence of learning is very appealing when coupled with the school's focus on command terms and ideas around Depth of Knowledge assessment practices.

The intent is that matching one of five assessment methods to a command term (e.g. explain, analysis, apply, etc), the (depth of) knowledge being assessed, and the learning profile of a student will lead to fair and accurate assessment practices that are inclusive of all students. The simplicity and directness of this approach is hoped to make it easier for students to provide feedback, understand their achievement levels, and set goals for their learning.

Problems of Practice:

- Develop inclusive assessments based on 5 assessment methods and matching them to command terms, Depth of Knowledge assessment practices, and student learning profiles.
- Record inclusive assessments on Curriculum Maps.
- Audit inclusive assessments on Curriculum Maps (what do we use most?)

3e. All ISY teachers will feel connected to and supported by their colleagues in meeting the needs of all ISY students.

Progress:

The new [Professional Growth Plan](#) system has been implemented with all faculty and the focus on growth and assisted reflection with colleagues has been well received. This system will continue to be refined to strengthen faculty connections around teaching and learning and improve instructional practices in meeting the Critical Learner Needs of students.

The school has maintained professional development in line with the strategic themes and the needs of students and faculty during a challenging time. This year has seen more opportunities for teachers to travel for professional development around our strategic themes. A three year school-wide Professional Development Plan is being developed this year based on the revised schoolwide action plan coming out of this WASC Mid-Cycle Report and Visit, IB Diploma Programme Re-Authorization Report, and this year's Continuous Curriculum Review. Teachers will be surveyed as to their needs in developing this plan.

Problems of Practice:

- Refining Professional Growth Plan system to strengthen connections between teachers.
- Develop a 3 year school-wide Professional Development Plan.

3f. ISY students are the ultimate beneficiaries of the collaborative efforts of ISY teachers. All ISY teachers will collaborate around student academic, social and emotional needs using common structures, protocols, and a common language.

Progress:

Collaborative structures such as [Curriculum Maps](#) and [common meetings agendas](#) are now in place and visible to all faculty.

All instructional staff and administrators have now been trained in all four days of the [Adaptive Schools Foundation Seminar](#) by Adaptive Schools Trainer Jim Roussin. The seminar was co-taught by the school's Director and Secondary School Principal who have both now qualified as Adaptive Schools Agency Trainers. This allows them both to independently train ISY teachers in this work. In addition, Adaptive Schools founder, [Dr. Bob Garmston](#) provided workshops on the Adaptive Schools 7 Norms of Collaboration in November 2023.

Problems of Practice:

- Continued focus on updating Curriculum Maps and Scope and Sequences.
- Continued focus on Adaptive Schools 7 Norms of Collaboration in collaborative meetings.
- Adaptive Schools training to be provided for new faculty and refresher workshops to be provided during the year for all faculty.

V: Schoolwide Action Plan Refinements

The visiting committee recommends finding strategies to support understanding and assist in the visualization of the connections between the goals and outcomes of the action plan, mission, vision, strategic themes, learner outcomes, learner attributes and the critical learner needs. It will be important for the school leadership, faculty, and staff to review, refine, update, and prioritize the Schoolwide Action Plan aligned to other continuous improvement initiatives such as the strategic theme objectives, the IB DP plan, and support services audit recommendations. This should particularly support clarity in the “what,” the “how,” and the “when.”

The [original schoolwide action plan](#) and the 3 goals upon which it is based has remained relevant and useful in moving the school forward through a difficult time. The 3 goals were identified prior to the pandemic. However, they read as if they were written in response to the uncertainty that has arisen out of the pandemic and Myanmar’s ongoing political, security, and financial challenges:

1. All students will be able to apply their knowledge and skills to adapt and contribute to an uncertain or unknown future.
2. All students will develop the self-efficacy and agency necessary to drive their own learning, control their own lives and positively influence the lives of others.
3. The ISY teaching faculty will feel collectively capable and connected in meeting the needs of ISY students.

These goals provide the ‘why’ for what we do together as a faculty in meeting the needs of our students.

These goals will remain in place through the school’s WASC Focus on Learning Cycle.

After a very challenging first half of the school’s WASC Focus on Learning Cycle, this mid-cycle visit provides the school with an opportunity to refine the schoolwide action plan together as a faculty and distribute more leadership and responsibility among faculty for implementing it and monitoring progress.

This process has started with Problems of Practice identified in this mid-cycle report transferred to a [new schoolwide action plan template](#) organized under the same goals and Critical Learner Needs. A group of 12 faculty categorized these areas under the school’s strategic themes of Belonging, Internationalism, and Learning and suggested some possible focuses for working groups.

The plan is for faculty to be divided into working groups based on their interests and expertise. These groups would lead the school in developing plans and educating others about meeting the Critical Learner Needs and addressing the related Problems of Practice assigned to them. This work would be grounded in the school’s Mission, Vision, and Strategic Themes.

The goal is for working groups to be finalized for the beginning of the 2024-2025 school year.