

# Quality Management Report

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AMI International School

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# Quality Management Report: Institutional Performance & Strategic Roadmap for Growth and Improvement

This Quality Management Report serves as a strategic roadmap for our school's continued growth, fueled by the candid insights of our two most vital pillars: our educators and our families. By synthesizing data from recent teacher focus groups and comprehensive parent surveys, we're moving past guesswork to identify exactly where our processes are thriving and where improvement is needed. The following analysis is a commitment to operational excellence, ensuring that our administrative heart beats in sync with the evolving needs of our classrooms and community.

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## Internal

### Executive Summary: STAFF

This report synthesizes data from a teacher focus group (2026), scored using the ICE framework (Impact, Confidence, Ease), as well as an annual teacher survey (February 2026), with both quantitative and qualitative responses with the purpose of assessing the current overall health of **AMI International School**. The data indicates a school with a **strong academic reputation**, a deeply valued **faith-based mission**, and **excellent facilities**. However, there are significant gaps in **administrative communication**, **disciplinary consistency**, and **teacher wellness** that require strategic intervention.

### Section 1: Institutional Strengths (Areas of Excellence)

The following areas received high satisfaction ratings (90%+) and were frequently cited as the school's greatest assets in qualitative feedback.

Area	Evidence
<b>Academic Excellence</b>	Teachers report high satisfaction with the curriculum (89.5% adequate/very adequate) and pride in the school's bilingual outcomes. 70% reported that assessments are adequately aligned with learning objectives and student progress is sufficiently monitored.



<b>Values &amp; Mission</b>	Cited as the #1 strength. The integration of Christian principles is seen as authentic and effective.
<b>Facilities &amp; Resources</b>	95% of staff are satisfied with the physical environment; 80% are satisfied with the teaching resources and materials; technology integration is rated "always/almost always" by 95% of staff. 65% of staff believe that there is "always/almost always" sufficient professional development opportunities and support.
<b>Inclusive Learning</b>	100% of teachers feel the school adequately supports differentiated learning for diverse needs.

## Section 2: Critical Areas for Improvement

These areas represent the highest-scoring "pain points" from the focus group and the most frequent complaints in the qualitative survey data.

### 1. Disciplinary Standardization & Formalization

- **Data Point:** "Clear written discipline manuals" was the highest-scored priority (686).
- **Insight:** There is a perceived "lack of consistency" across grade levels. Teachers are frustrated that what is tolerated in one classroom is punished in another, leading to student confusion and decreased teacher authority.
- **Gap:** A lack of feedback from the VP/Psychology department when students are sent to the office (Score: 437.7).

### 2. Communication & Transparency

- **Data Point:** 30% of staff find communication only "somewhat adequate" and 30% find it adequate
- **Insight:** Qualitative feedback highlights "last-minute changes" to schedules and a lack of "assertive communication" from administration. Teachers feel they are sometimes the last to know about policy updates or student-specific interventions.

### 3. Teacher Wellness & Community Culture

- **Data Point:** "Wellness Time" (539.0) and "Morning Prayer Meetings" (667.8) scored very high.
- **Insight:** There is a brewing sense of burnout. Teachers are requesting more "spaces for coexistence" and "recognition of effort." The current work climate is described as "resourceful" but "socially limited."



#### 4. Admissions & Mid-Year Transitions

- **Data Point:** Qualitative feedback flagged mid-year admissions as a major disruptor.
- **Insight:** Bringing in students mid-semester without a "transition period" or behavioral assessment delays the progress of the existing group and overwhelms teachers.

### Section 3: Recommended Action Plan

The goal for the upcoming year is to match our high academic standards with equally high operational and communicative standards.

#### Immediate Objectives (Next 120 Days)

- **Publish a Unified Discipline Manual:** Create a "Game Plan" for difficult classrooms and standardized consequences for common infractions (e.g., homework faults, reading logs). A standardized discipline manual in writing will decrease feelings of inconsistency and powerlessness among teachers.
- **Formalize Feedback Loops:** Implement a mandatory "Status Report" from the VP/Office to the teacher every time a student is referred for disciplinary or psychological reasons. This increases communication from Admin back to teachers, and empowers teachers to uphold and continue behavior strategies implemented by Admin.
- **Centralize Information:** Use a single platform (e.g., Google Calendar) for all staff announcements to eliminate last-minute meeting surprises. This is already being newly implemented.

#### Long-Term Strategic Goals

- **Teacher Development Tracks:** Establish a "Shadowing Program" for veteran teachers (Score: 520.5) to support newer staff. This can also include the formation of "teaching teams" (483.1), which will offer more opportunities for supporting each other and collaborating together. (55% of staff said that there are only sometimes or never opportunities for collaboration among teachers.)
- **Strategic Wellness:** Incorporate an optional "Monthly Teacher Hangout" and dedicated "Wellness Time" into the academic calendar to reduce turnover and foster an environment of working together and supporting each other.
- **Refine Admissions Policy:** Require a classroom observation session for all mid-year applicants to ensure a proper fit and manageable classroom dynamics.



## External

### Executive Summary: PARENTS

Based on the recent parent focus group (February 2026), utilizing the **ICE Framework**, and a parent survey (September 2025) resulting in quantitative data, this report outlines the current standing of AMI International School and the trajectory for future improvements.

Overall, parental sentiment is exceptionally high regarding core academic delivery and standards and administrative efficiency. However, there is a clear mandate for specific operational upgrades and a desire for more transparent academic tracking.

### Section 1: Institutional Strengths (Areas of Excellence)

Our "Core Pillars" are performing at a high level, providing a stable foundation for the school's reputation.

- **Academic Excellence:** English (**89.1%**) and Math (**82.8%**) are viewed as the school's premier offerings. Teaching quality maintains a **100% positive satisfaction rate** (78.1% Very Satisfied; 21.9% satisfied).
- **Administrative Efficiency:** The registration and payment processes are a "gold standard" for the school, with **90.6%** of parents finding them consistently clear and efficient.
- **Perceived Value:** Despite being a financial investment, **100%** of parents agree the services justify the cost, and **98.4%** are satisfied with the cost/benefit ratio.
- **Safe Environment:** Nearly **94%** of students feel safe at school, which is critical for a productive learning atmosphere.

### Section 2: Critical Areas for Improvement

Based on the **ICE (Impact, Confidence, Ease)** scores from the focus group, we have identified gaps where the perceived "Return on Investment" can be boosted. These areas can be improved on immediately and easily.

#### Academic Transparency & Support

While teaching is great, **25.4%** of parents only "sometimes" feel they have sufficient info on academic performance. There is a high-impact demand for **student planners (ICE 821.5)** and **general syllabi (ICE 745)** to bridge the communication gap between the classroom and home.



### Facility Maintenance & Infrastructure

The highest priority for parents (ICE 883.3) is not academic—it's hygiene. **Carpet cleaning, water filtration, and bathroom maintenance** are the primary concerns. While facilities satisfaction is high (79.7%), these specific touchpoints are seen as high-impact areas for improvement.

### Student Well-being & Social Climate

"Respect among students" scored lower than other categories (**45.3% "Very Good"**). This aligns with the focus group's request for **Psychology services (ICE 540)** and more dedicated **Nutrition time (ICE 545)** to reduce stress.

### Section 3: Recommended Action Plan

Category	Short-Term Changes (0-6 Months)	Long-Term Goals (1-3 Years)
<b>Operations</b>	Deep clean carpets; replace/upgrade water filters/provide audit for regular cleaning; bathroom cleaning audit.	Install security cameras in common areas and classrooms (ICE 555.7).
<b>Academics</b>	Standardize student planners across all grades; distribute semester syllabi. This will increase communication and organization between teachers and parents.	Establish a Science Olympiad program; integrate competitive inter-school academics.
<b>Student Support</b>	Implement "Study Hall" periods for in-class homework support. This is a simple solution to the overwhelming amount of homework some teachers are giving. This allows a healthier "work/life" or "school/life" balance for students, where their time after class can be better spent with family.	Hire/Expand Psychology services; launch a Peer-to-Peer tutoring/mentorship program.
<b>Wellness/PE</b>	Adjust schedule to separate "Eating Time" from "Recess." Students often skip eating so they can have more play time. Separate times will ensure students are getting adequate nutrition. Providing more nutritious/healthy snacks in the tienda is also a quick fix.	Redesign PE curriculum to feature "Sport of the Month" rotations.



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## Conclusion

Ultimately, this report confirms that AMI is an institution with profound depth of expertise and a high-performance engine, but even the best engines require a precise alignment to avoid unnecessary friction. The feedback from our teachers and parents is a clear signal: while our vision and academic excellence are undeniable, improvements are needed in the formal systems—the **standardized manuals** and **transparent communication channels**. By transforming these insights into immediate, consistent institutional habits, we ensure that our administrative support is as world-class as the education we provide. Our goal isn't just to solve these "growing pains," but to build a professional foundation that honors the dedication of our staff and the trust of our families.