

S I N C E 1 9 8 1



American International School of Guangzhou

School-wide Strategic Plan 2012-2018

Generated from ACS WASC Focus on Learning Protocol
Accrediting Commission for Schools – Western Association of Schools and Colleges (ACS WASC)



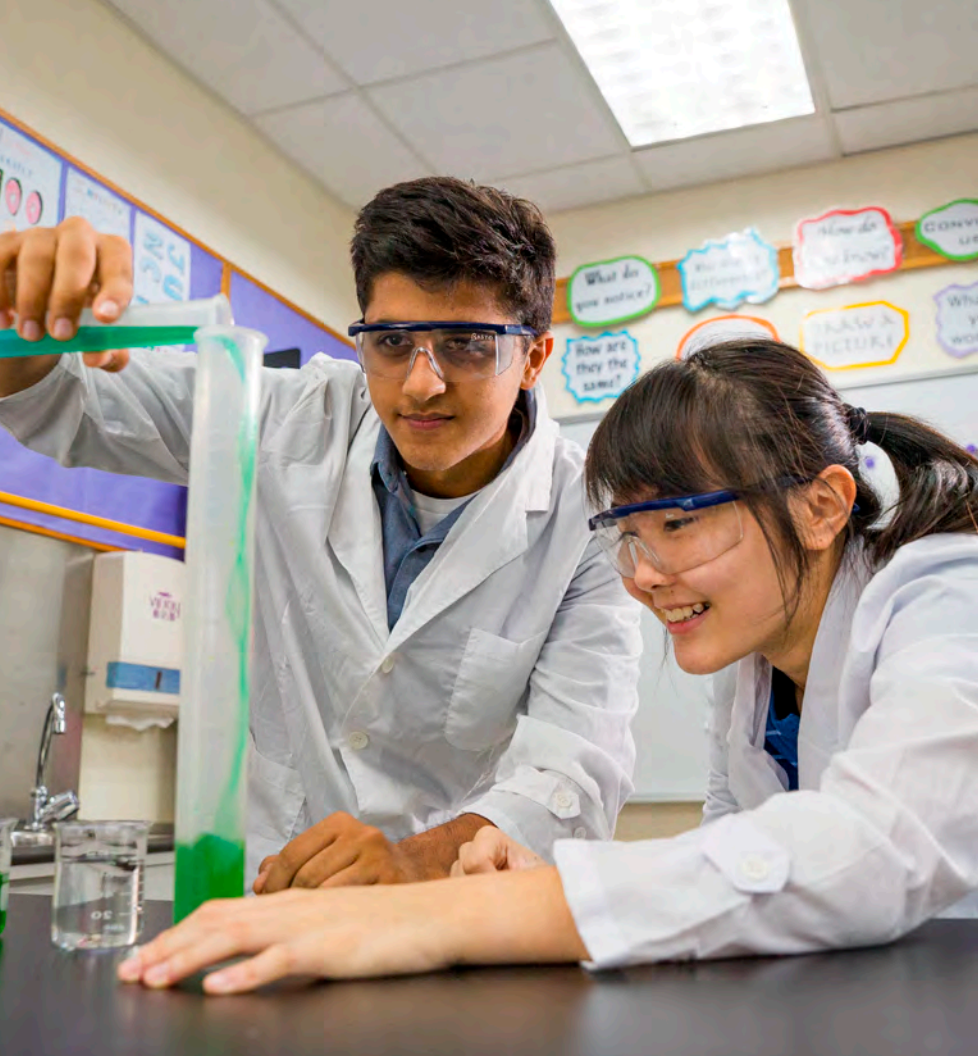


Strategic Area 1: Expected School-wide Learning Results (ESLRs)

Review and revise current ESLRs and integrate as an explicit component of instruction and assessment across curricular and co-curricular programs.

Rationale <p>Students at AISG must experience our ESLRs as part of the school culture, such that the skills and dispositions embodied in the ESLRs are demonstrated and evidenced continuously.</p>	
Objective <p>ESLRs will be integrated into all curricular and co-curricular programs.</p>	<p>Familiarity and regular use of the ESLR terminology by parents, teachers, and students.</p>
Action Completed <ul style="list-style-type: none">Align ESLRs with the IB Learner Profile and create a new ESLR document based on the alignmentImplement across divisions to ensure that the ESLRs are an explicit component of instruction and assessment, across curricular and co-curricular programs, where appropriate.	<ul style="list-style-type: none">Communicate ESLR documentation throughout AISG stakeholdersContinually reinforce the ESLRs in publications, presentations, etc. across divisions, ensuring consistent representation.
Ongoing <ul style="list-style-type: none">Students use rubrics to reflect on the development of the ESLR traits and skills.	<ul style="list-style-type: none">Deliberate reinforcement and celebration of the ESLRs in publications, presentations, etc.

Content	Page
Strategic Area 1: Expected School-wide Learning Results (ESLRs)	3
Strategic Area 2: Guaranteed and Viable Curriculum	4-5
Strategic Area 3: Meeting Learning Needs	4-5
Strategic Area 4: Facilities	6-7
Strategic Area 5: Compliance	6-7



Strategic Area 2: Guaranteed and Viable Curriculum

Create a coordinated curriculum with standards and benchmarks that are reviewed periodically in a planned, systematic way.

Rationale

Our curriculum is the vehicle that carries our important beliefs about learning into daily classroom practice. Consistent collaboration amongst divisions and departments is needed to create a coordinated

Objective

All subjects/ grades have comprehensive, clearly articulated standards and benchmarks.

Action Completed

- Clarify the exact standards and benchmarks to be used in every subject area/grade level.
- Identify standards and benchmarks to be taught and assessed at each grade level within each unit of study.

Ongoing

- Continuously monitor the assessment of the targeted standards and benchmarks

curriculum, and a systematic cycle or process for reviewing and aligning the curriculum school-wide. We should ensure equal access to learning for all students.

Create and annually assess the effectiveness of the Curriculum Review Cycle (CRC).

- Create and acquire feedback on the CRC, and modify where necessary.
- Develop a process for determining the effectiveness of the CRC and for periodically reviewing the CRC, and adjusting where needed.

To Do

- 2016-17 marks the end of the first complete cycle of curriculum Review.
- Reflect on the effectiveness of the CRC over the last six years.

Strategic Area 3: Meeting Learning Needs

Engage in a systematic collection and analysis of data to determine the appropriate instructional strategies that will meet the diverse learning needs of our students.

Rationale

Assessment data should be systematically analyzed and used to make changes and decisions about instruction

Objective

Build a common understanding of the relationship between curriculum, instruction and assessment, and the need for a balanced assessment program.

Action Completed

- Build assessment literacy throughout the school.
- Document the development of balanced assessment for each unit.

Ongoing

- Refine assessments to ensure their effectiveness for all learners.

and curriculum, to ensure that all students are learning to their personal potential.

Build a common understanding of the need to analyze the data that comes from a balanced assessment program.

- Establish a culture of collaborative inquiry and trust to allow the data to be analyzed openly and used constructively to ensure learning for all.
- Establish a common understanding of differentiated instruction to ensure learning for all.

- Use data analysis protocols to identify next steps in instruction.

To Do

- Determine key points throughout the year at which data will be reviewed and triangulated.

Create a school-wide philosophy of teaching.

- Review current best practice instructional techniques and develop a set of effective teaching strategies, including second language acquisition and learning difficulties.
- Refine the AISG Teacher Evaluation documentation to align with clear expectations for use of the set of effective teaching strategies and differentiated instruction.

- Continue to review instructional techniques.
- Continue developing approaches to differentiated instruction.

- Adopt Professional Learning Communities @ Work structures school-wide.

Strategic Area 4: Facilities

Ensure quality, sustainable purpose-built facilities that support the curriculum and co-curriculum needs of students admitted to AISG.



Rationale

Learning spaces at each division should support the developmentally appropriate learning goals.

Objective

Assess the feasibility of campus consolidation and of utilization of existing campuses.

Action Completed

- Seek appropriate sites to consolidate the school onto one campus and complete supporting financial assessments.
- Complete a prefeasibility and a feasibility study of potential uses of Ersha and Science Park Campuses.
- Extend the lease for Ersha Campus for a six year period.

Ongoing

- Identify potential sites for a new ES campus or satellite campus.

Upgrade existing facilities

- Complete the theater at Science Park by engage appropriate consultants to complete a theater facility audit, develop a design, and manage the project.
- Identify short-term renovations to the Blue Building on the Ersha campus to support the pre-school program.
- Provide additional play and/or athletic spaces on both campuses.
- Provide opportunities for innovation on both campuses.

To Do

- Undertake long-term master planning for both campuses to renovate and reinvigorate the campuses.

Strategic Area 5: Compliance

The Board of Directors and AISG Leadership Team need to continue efforts to establish a systematic review of all the school's

operations (especially the management of the legal licenses) to ensure compliance with the Chinese laws and regulations.



Objective

Develop a China-based income stream by collecting RMB Tuition

Action Completed

- Collect tuition in RMB, issuing legal receipts (fa piao) as appropriate, and paying business tax, as required.

Clarification of School Ownership

- Establish a Wholly Foreign Owned Entity to be owned by AISG Inc., our US nonprofit (501.c.3)
- Review the Constitution, Articles of Association, By-Laws, etc.

To Do

- Finalize legal structures of school ownership.



Mission

To nurture future-ready individuals to aspire, achieve, and contribute.

Vision

AISG will be a leader of dynamic, compassionate and connected learning.



Ersha Island Campus (Preschool - Gr. 5):

3 Yan Yu Street South, Ersha Island, Yuezi District, Guangzhou, China, 510105
二沙岛校区 (幼儿园至5年级) 地址: 广州市越秀区二沙岛烟雨南街3号邮编: 510105
T: (8620) 8735 3392, 8735 3393. F: (8620) 8735 3339.

Science Park Campus (Gr.6 - 12):

19 Kexiang Road, Science Park, Luogang District, Guangzhou, China, 510663
科学城校区 (6至12年级) 地址: 广州市萝岗区科学城科翔路19号邮编: 510663
T: (8620) 3213 5555. F: (8620) 3208 6477.