



Hangzhou International School
Three Year Strategic Plan of Action
May 2019 – June 2022

School Vision

We will be defined as a school of excellence by each of the constituents of our school community and the Hangzhou expatriate population. We envision...

- a diverse student population from around the world
- a system in which every student has equal opportunities for success and for university admission, based on a variety of performance indicators
- a system meeting the needs of individual learners, rather than making the learner fit the system
- a system that allows teachers to teach the GLTs (General Learning Targets) in creative and motivating ways
- students who will be well-rounded, community contributors armed with the academic and personal skills to succeed in the adult world and who see the relevance and purpose in their learning
- staff who feel a high degree of purpose, job satisfaction, pride, and personal growth
- parents who feel informed, valued, and satisfied
- a strong connection to the Hangzhou community and the perception that HIS represents 'excellence'

Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

General Learning Targets (GLTs)

Every HIS student will demonstrate the following:

1. Effective Communication (the ability to exchange and present information through a common use of symbols, signs and behavior)
2. High Level Thinking (the ability to expand learning beyond simple knowledge and recall)
3. A Solid Foundation of Knowledge (mastery of basic skills in all academic areas in order to integrate and apply skills in real-life situations)
4. Positive Learning Attitudes and Behaviors (affective and behavioral processes and skills that develop personal responsibility within a learning environment leading to positive learning outcomes)
5. Global and Community Appreciation (affective and behavioral processes and skills that develop an individual's recognition of his or her role and responsibility within the family, the HIS school community, regional communities and the global community)

Focus on Learning Criteria

A. Organization for Student Learning

School Purpose

1. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies for all students and form the basis of the educational program for every student.

Governance

2. The governing authority (a) adopts policies which are consistent with the school vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

School Leadership

3. The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation and shared accountability for student learning in a global environment.

Staff

4. The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

School Improvement Process

5. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Resources

6. The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

Resource Planning

7. The governing authority and the school leadership execute responsible resource planning for the future.

Strategies:

1. HIS will encourage and ensure more involvement of all stakeholders in the decision-making processes.
2. HIS will ensure new campus plans and designs meet the needs of the community and supports learning for the future.
3. The administration will continue to develop an effective and efficient recruitment plan to support intended learning.
4. The administration will continue addressing challenges and opportunities presented with new international schools in Hangzhou area and seek further clarity with information on the international community demographics we serve.

B. Curriculum, Instruction, and Assessment

What Students Learn

1. The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

How Students Learn

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

How Assessment is Used — Reporting and Accountability Processes

3. The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

How Assessment is Used — Classroom Assessment Strategies

4. Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

Strategies:

1. The school will further develop and implement differentiation strategies for classroom teachers to support student learning needs.
2. The curricular teams will regularly and strategically collect and analyze assessment data in order to inform instruction.
3. The standards and GLTs will be mapped across units to ensure continuity and progression and coverage
4. Teachers will continue to develop and refine their internal classroom assessments, broadening the range of assessment strategies for different purposes
5. A review process will be established to ensure coverage of concepts, skills and content (where applicable) both horizontally and vertically across the curriculum.
6. Develop a sustainable process for creating and storing documents, assessments and exemplar work for each unit
7. Continual support and time will be provided for collaborative planning meetings within and between departments, grade levels and specialist teachers

C. Support for Student Personal and Academic Growth

Student Connectedness — Personal and Academic

1. Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program to ensure academic success and achieve the schoolwide learner outcomes.

Strategies:

1. HIS will expand the capacity of Student Support Services to meet the individual needs of our current and future students.
2. Student Support Services will offer useful information including documents, flyers, and guides to promote greater engagement and inclusion amongst our community, and improved perceptions of the nature of SSS.
3. HIS will streamline the SST referral process to ensure there is efficiency and effectiveness with gathering information and planning for evidence-based interventions.
4. The SST will strategically review data both within the team and with teachers and administrators to gain an overview of student attainment and identify additional students who require support, any patterns that may be inhibiting progress

D. School Culture and Environment

School Environment and Child Protection

1. The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Parent/Community Involvement

2. The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Strategies:

1. The school will implement staff professional development to ensure that signs of abuse are recognized, that there is clarity about how to share concerns within the school setting, and that the school policies are fully understood. Ensure training for CPR/First Aid.
2. The school will implement a formal learning program for students related to child protection.
3. The school will ensure that faculty and staff are aware of and maintain school safety policies and develop systems to ensure that policy timelines are being met
4. The Technology Department will provide coaching sessions to teachers on how to integrate the available technology in classroom learning.

E. The China Context

1. Local cultures are incorporated into the curriculum in appropriate ways.
2. The governing body and the school management comply with all applicable statutes, government laws, and regulations.
3. The management of the school's finances and property shall be, at all times, in accordance with the standards which operate in China and shall be consistent with best practices in international schools.
4. The governing body and the school management are familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations.
5. The school shall actively promote intercultural and international awareness.

Strategies:

1. HIS will review how Chinese history and culture is included into the planned curriculum; promote host-country awareness; and include identified areas of missing curriculum related to Chinese history and culture.
2. HIS will continue to work on enhancing the Mandarin program (articulating philosophy, curriculum, teaching approaches, acquisition of resources).

Chapter V: Strategic Plan of Action

Category A	Strategic Action Statement	How we will do it (steps from begin to end)	Timelines	Who is involved	Resources needed	Evaluation of success	Communication of Progress
	HIS will encourage and ensure more involvement of all stakeholders in the decision-making processes.	Step 1: Survey stakeholders with regard to perceptions and actual participation in decision-making processes. Provide survey platform that may be translated.	June, 2019	DOS, Division Principals, STUCO	Survey, translation	Completion, participation rate, (esp. non-native English speakers) and data analysis summary and conclusions	DragonNews, Student Daily Bulletin, Principal's Newsletter
		Step 2: Analyze survey data and develop plan that will increase stakeholder involvement in decision-making processes, as appropriate. Communicate plan to faculty.	Oct, 2019	DOS	Survey analysis	Plan completed and sent to faculty	Email
		Step 3: Implement the plan to improve stakeholder participation.	Nov, 2019 -	Admin	Plan	HR survey; Parent Climate Survey; New Student survey; STUCO discussion	DragonNews
		Step 4: Evaluate the plan by including survey questions in routine stakeholder surveys: HR, Parent Climate, Director of Schools, New Student, and STUCO.	June, 2019	Admin	Survey Data	New plan completed and improvement in survey perceptions	DragonNews and DOS quarterly letter
	HIS will ensure new campus plans and designs meet the needs of the community and supports learning for the future.	Step 1: Share the plans and updates. Tie plans into General Learning Targets (GLTs).	Ongoing through August 2020	DOS	Updates on plans from design company and recommendations from Design Committee and task Forces	Committee/Task Force minutes and completion of presentations in live and digital formats.	Student Daily Bulletin, Principal's Newsletters, DragonNews, WeChat and website
		Step 2: Develop general New Campus Design Committee, as well as specific task forces for new campus planning.	April, 2019	DOS and Committee/Task Force Chairs	GAD design updates; volunteers representing community; international and local expertise	Committee and Task Force rosters, minutes/notes and routine meetings.	Student Daily Bulletin, Principal's Newsletters, DragonNews, WeChat and website
		Step 3: Design Committee and task forces conduct research and investigations into effective school designs and make recommendations.	Initial recommendations by June, 2019 and ongoing until campus completion	Design Committee and task force Chairs	Meeting room, common time, SharePoint, research, survey data		Student Daily Bulletin, Principal's Newsletters, DragonNews, WeChat and website
	The administration will continue to develop an effective and efficient recruitment plan to support intended learning.	Step 1: Admin will conduct SWOT analysis of recruitment needs.	June, 2019	Admin Team		Completion	End of year faculty/staff memo and contract renewal memo
		Step 2: Conduct HR Surveys and market analysis of faculty and staff compensation packages.	August, 2019	DOS	SWOT analysis, Market research	Completion	Admin Memo
		Step 3: Admin will develop a plan to reduce inefficient use of leadership time involved in recruitment; and promote retention of effective faculty and staff members.	Sept, 2019	Admin Team	Surveys, SWOT	Completion; Higher effective rating by admin	Admin memo
		Step 4: Update HR and School policies/guidelines, contracts and recruitment plan.	Nov, 2019	Admin	Relevant and related documents	All Docs updated	Admin and BOD memo
Category B	Strategic Action Statement	How we will do it (steps from begin to end)	Timelines	Who is involved	Resources needed	Evaluation of success	Communication of Progress
	The school will further develop and implement differentiation strategies for classroom teachers to support student learning needs.	Step 1: Complete the audit of differentiation needs and current strategies.	June, 2019	Admin - Grade Level Leaders	Time for meetings	Documenting of needs and current practices will indicate what is already being done.	Internal meetings and messaging.
		Step 2: Clarify definitions of differentiation strategies to ensure common understanding and expectations.	Sept, 2019	SS Team, Admin, PYP, MYP, DP coordinators, faculty	Documents that indicate common terminology	Shared usage and implementation of common terminology evidenced in reporting and classroom practices	Surveys and meetings with students and faculty
		Step 3: Provide professional development resources and opportunities for teachers to support student empowerment and choices in learning.	2019-2021 School Year	external PD providers, SS Team, Admin, PYP, MYP, DP coordinators, faculty	External PD and sharing	Faculty growth and understanding of differentiation expectations. Feedback from the PD Survey.	Principal's Newsletter, internal meetings
		Step 4: Review implementation and impact of strategies	2020-2021	SS Team, Admin, IB Coordinators, Curriculum Leaders (GLL & Dept. Head)	Data for review, time for meetings	Data analysis and reporting cycle represent student growth and varied approaches.	School publications and faculty forums
	The curricular teams will regularly and strategically collect and analyze assessment data in order to inform instruction.	Step 1: Identify what tools are used to assess students in the classroom (e.g. checklists, observations, work samples).	Jun-19	Curricular leaders, faculty, SS Team	Time,	List generated of what is already being accomplished / needs	Internal meetings and messaging.
		Step 2: Provide faculty and staff with training to ensure that all tools can be utilized effectively.	Aug-19	Curricular leaders, faculty, SS Team	External Training and Benchmark assessment tasks, data analysis tools	Faculty feedback provides knowledge and understanding of tools.	Professional Development forum, internal messaging
		Step 3: Intentionally plan for outcomes and utilize assessments to determine student performance.	Jun-20	Curricular leaders, faculty, SS Team	Data analysis tools, time for meeting and analyzing	Guideline and timeline of assessment and analysis over the year coordinates the information	Internal meetings and messaging.
		Step 4: As a curricular team, identify priorities for the data analysis process. (Possibilities include: analyze the data, moderate sample work, and review assessment procedures to identify gaps, strengths, and areas for development)	Jun-21	Curricular leaders, faculty, SS Team	Data analysis tools, time for meeting and analyzing	Gathering and analysis of data for review. Teams will identify one approach for review and in-depth analysis to track over the course of the year.	Internal meetings and messaging.
		Step 5: Review implementation and impact of data analysis strategies	Jun-21	Curricular leaders, faculty, SS Team	Meetings and reflective documentation	Evidence of data that has been analyzed and how it impacted instruction	Internal meetings and messaging,

	The standards and GLTs will be mapped across units to ensure continuity and progression and coverage	Step 1: Identify and finalize the standards for each subject area and grade level.	September, 2019	Curricular leaders, IB Coordinators	Gather the selected standards from national and international programs in a shared document storage facility.	Agreement upon a list of standards that have been selected and finalized across each subject collected and stored online for collaborative access.	Internal meetings and online storage of documents for parents, students, and faculty access.
		Step 2: Generate a list of learning skills, assessment expectations and grade level expectations that need to be addressed at each level	June, 2020	Curricular leaders, IB Coordinators, faculty teams	Shared information across all grade level teams to support learning expectations. Stored on SharePoint	Identified skills, assessments and expectations will be placed on a document for review and agreement. This document shared with students, parents, and faculty for review.	Internal meetings and online storage of documents for parents, students, and faculty access.
		Step 3: Cross-reference the standards and learning skills against the GLTs	June, 2020	Curricular leaders, IB Coordinators	Shared documents	Mapped and cross-referenced information that provides guidance for expectations	Internal meetings and online storage of documents for parents, students, and faculty access.
		Step 4: Map the standards and GLTs against the IB Curriculum overview for each grade level. This information will be placed in Managebac.	June, 2021	Faculty Teams	Comparative documents for IB Learning Outcomes and standards, time for meetings.	Matching and congruent understanding of the approaches and expectations for standards. Information posted on Managebac and added to each unit.	Uploading information to Managebac and school website.
		Step 5: Review implementation and impact of curriculum mapping	August, 2021	Curricular leaders, IB coordinators	Time, Managebac access	Information is clearly indicated and mapped across grade levels on Managebac for review purposes. Units are developed referencing these standards.	Uploading information to Managebac and school website.
Teachers will continue to develop and refine their internal classroom assessments, broadening the range of assessment strategies for different purposes	Step 1: Identify what tools are used to assess students in the classroom (e.g. checklists, observations, work samples).	August -December 2019	Admin	ManageBac, checklists, work samples, rubrics	Classroom assessments will take a wider variety of forms (e.g. audio-visual, presentations, artwork etc)	Student portfolios, exhibitions and presentations, class pages, newsletters etc.	
	Step 2: Arrange faculty meeting to share examples of good practice - Introduce some research findings over effective assessment strategies	Jan-20	Admin, SST, Faculty and Staff	Research findings	Teachers are feeling empowered to try out new strategies	Informal conversations and meetings	
	Step 3: Teachers asked to try out a new assessment strategy and evaluate its effectiveness for measuring student learning	January - April 2020	Faculty	Reflection sheet	Teachers reach out to share successes and attempt more strategies	Informal conversations and meetings	
A review process will be established to ensure coverage of concepts, skills and content (where applicable) both horizontally and vertically across the curriculum.	Step 1: Decide on appropriate quantity and timing for review meetings to take place and plan these into the school calendar	August, 2019	Curricular leaders and Principals	School calendar/staff meeting schedules	Review meetings become part of the perpetual calendar	Internal Communication, communal schedules	
	Step 2: Arrange faculty meetings and articulate focus and goals for the meeting	Ongoing	Faculty and Admin	School calendar/staff meeting schedules, strategic goals	Meetings are held and goals inform the purpose of the review	Internal communication	
	Step 3: Curriculum Coordinators monitor the curriculum overviews	Periodically	Curriculum Coordinators	Curriculum overviews, ManageBac planners, IB documentation	Overviews have a balanced coverage of concepts, skills and content	Internal Communication and Managebac documentation	
Develop a sustainable process for creating and storing documents, assessments and exemplar work for each unit	Step 1: Identify a suitable location/mechanism for storing and accessing resources	June, 2019	Admin, SST, Faculty and Staff	Managebac and access to collaborative working platform	Faculty are satisfied with the process and location for storing resources. Use of faculty feedback.	Internal communication	
	Step 2: Share the process with faculty and relevant support staff	August, 2019	Admin, SST, Faculty and Staff	Faculty meeting, presentation	Faculty have access and understanding of process and expectations.	Internal communication	
	Step 3: Monitor and evaluate the success of the process, asking for feedback to improve.	May, 2020	Admin, SST, Faculty and Staff	Calendar / staff meeting schedule	Unit resources are effectively added and accessible for leaving and incoming teachers.	Internal communication	
Continual support and time will be provided for collaborative planning meetings within and between departments, grade levels and specialist teachers	Step 1: Ascertain and publicize requirements for collaborative meeting time.	June, 2019	Curriculum coordinators	Calendar / staff meeting schedule	Published requirements- faculty bulletin	Internal communication, communal schedules	
	Step 2: Develop common planning/meeting opportunities within divisional and whole-school schedules.	August, 2019	Principals	Calendar / staff meeting schedule	Timetables	Internal communication, communal schedules	
	Step 3: Create meeting timetables and systems, ensuring norms that include agendas, minutes, action plans and follow-up where required	August, 2019	Principals, curriculum coordinators, HoDs, GLLs	Online record system	Records of meetings and follow up, Grade level/departmental review data, faculty review meetings	Internal communication, communal schedules	
Category C	Strategic Action Statement	How we will do it (steps from begin to end)	Timelines	Who is involved	Resources needed	Evaluation of success	Communication of Progress
HIS will expand the capacity of Student Support Services to meet the individual needs of our current and future students.	Step 1: Identify the needs, and developing clarity around tiered-level of services.	March 2019- October 2019	Director of School, Admin, SSS Coordinator	Time (All-School Faculty Meeting), Record	A tiered level of services can be communicated by all members.	Internal meeting, e-mail.	
	Step 2: Build capacity amongst faculty and staff to support in intervening, including training where deemed necessary	10/1/2019; 2019-2020	Faculty, Staff, Admin, SST, PD Facilitators	Funding, Time, Literature, Way to Share Example	Faculty and staff communicate their level of comfort supporting students within the classroom.	Survey Results	

		Step 3: Develop a protocol that all faculty and staff (ad hoc SST roles) can reference to ensure that all students are adequately and appropriately supported, with information being shared as required	Oct-19	Admin, SST, Faculty and Staff	Time, References for Best Practices	All members are fully aware of protocol and can use it meaningfully to support decision making. Students needs are ascertained quickly, with the appropriate professional implementing early support	E-mail, Check-Ins
		Step 4: Review and audit SST provision to determine additional needs, if any, with a view to appointing additional team members as required to operate efficiently and effectively.	Mar-19	Director of School, Admin, SST Coordinator	Funding, Communication	Team members are pro-active in their approaches, rather than reactive. Student learning is improved generally across the student body, and specifically/measurably with targeted students.	Reflection, faculty lists/introductions
		Step 5: Develop a holistic counseling curriculum that can be aligned school-wide at a Tier-1 Level.	2019-2020	Counselors, All Faculty	International Counseling Model	Lessons proactively address concerns before they arise and students are equipped with strategies.	Strategies included in Weekly Newsletters, Dragon News, Resources E-mailed to Faculty
Student Support Services will offer useful information including documents, flyers, and guides to promote greater engagement and inclusion amongst our community, and improved perceptions of the nature of SSS.		Step 1: Identify what needs to be shared with the wider school community in both English and Mandarin.	Sep-19	Parents, Faculty, SST, Admin	Review content available in English	Needs are clearly outlined using information gathered from wider community.	Clear understanding is shared amongst community members.
		Step 2: Utilize Mandarin SST appointment to translate pertinent information that all families should have access to.	2019-2020	Mandarin SST Appointment, Mandarin TLA	Time (Scheduling), Translation Tools	Pertinent documents are translated effectively and available for dissemination.	E-mail, Preparation for Postings
		Step 3: Distribute information through various channels such as HIS website, Parent Coffees, WeChat, etc.	2019-2020	SST, Parents, Director of Admissions, Technology	Prepared Documents, Links to Distribute	A wide variety of content that is available in English is also available in Mandarin.	Statistics included in who has viewed documents.
		Step 4: Ensure that translators are equipped and made available to discuss student needs, with specific reference to issues of confidentiality and support of referral systems.	2019-2020	SST, Faculty, Parents, Translator, Admin, Possibly Student	Time (Scheduling), Language	Translators are confident and have relevant language. Translation services provided regularly.	Internal meeting/reflection
		Step 5: Review parent understanding around SSS and agreed upon next steps.	5/2020, 05/2021	Parents, SST, Faculty	Communication with Parent, Time	Parent feedback is gathered regularly to ensure that common understanding.	E-mail
HIS will streamline the SST referral process to ensure there is efficiency and effectiveness with gathering information and planning for evidence-based interventions.		Step 1: Review current processes, procedures and guidelines for referrals to ensure that all relevant information is shared school-wide.	May-19	SST, Director of School	Policies	Processes are clear and understood by all.	Website
		Step 2: Design a plan that is tiered to appropriately support students and decide who delivers the interventions consistently (roles and responsibilities).	May-19	SST, ESOL, Faculty, Admin	Roles and Responsibilities Outlined	Each member understands their role and their responsibilities.	Internal Meeting
		Step 3: Identify opportunities in the schedule to ensure that we limit interruptions with students learning new content.	May-19	Admin (Scheduler), Faculty, SST/ESOL	Schedule, Calendar	Well-balanced schedule that allows students to continue in classrooms as well as receive support.	Report Cards
		Step 4: Collect feedback from all stakeholders (faculty, students).	2019-2020	SST, Admin, Faculty, Students	Surveys	Students feel well supported and continue developing their necessary skills.	Survey
The SST will strategically review data both within the team and with teachers and administrators to gain an overview of student attainment and identify additional students who require support, any patterns that may be inhibiting progress		Step 1: The SS Coordinator will develop a meeting schedule with the principals for periodic attendance of team members at grade level meetings to discuss student concerns.	Aug-19	SS Coordinator, principals	Calendar		
		Step 2: Divisional Learning Support teachers will support the delivery of standardized tests (WIDA, NWEA, etc) to gather additional baseline data	2019-2020, 2020-2021	LS teachers, principals, ESOL, Technology department, FO	Computers, schedule, testing rooms		
		Step 3: Learning Support teachers will, with the principals, review reports to parents to inform discussions with teachers and parents	Quarterly, 2019-2020	LS teachers, principals	Time, Handouts, Teacher Feedback	Parents and teachers are well-informed of progress and concerns.	Parent Survey, Faculty Survey
		Step 4: The SST will regularly review referral numbers and establish patterns of need and intervention	Quarterly, 2019-2020	SST	Data, ILP Reports;	Internal records, modified intervention	
Category D	Strategic Action Statement	How we will do it (steps from begin to end)	Timelines	Who is involved	Resources needed	Evaluation of success	Communication of Progress
	The school will implement staff professional development to ensure that signs of abuse are recognized, that there is clarity about how to share concerns within the school setting, and that the school policies are fully understood. Ensure training for CPR/First Aid.	Step 1: Identify the most appropriate professional development provider or tools to work with staff and faculty.	Apr-19	Admin	Child Protection Program/Tool	Implemented and Feedback form received from those who took part.	Admin Memo
		Step 2: Schedule the program in the Professional Development Plan.	May-19	Admin	Office 365	Completed	Admin Memo
		Step 3: Include training in orientation process for new faculty and staff.	Aug-19	Admin	Recurring Calendar and RACI chart	Implemented and Feedback form received from those who took part.	Orientation Process Review

	The school will implement a formal learning program for students related to child protection.	Step 1: Identify the program of learning and grade levels.	1-Jun	Admin	Program	Program obtained	Admin Memo
		Step 2: Schedule the program of learning in advisory for Upper School, and during the day in Lower School. Establish procedures for all incoming students in RACI chart.	19-Aug	Admin	Office 365, recurring calendar and RACI chart	Schedule established and followed. Incoming students receive training.	Planning documents
		Step 3: Evaluate the effectiveness of the program by assessment, teacher and parent feedback.	6/1/20	Admin	Feedback tool	Analyze data	Admin Memo
	The school will ensure that faculty and staff are aware of and maintain school safety policies and develop systems to ensure that policy timelines are being met	Step 1: Prepare annual presentation on health and safety and child protection school policies.	June, 2019	Admin and SSS	Policies, PowerPoint	Attendance Sheet	Admin Memo
		Step 2: Add a recurring calendar for annual presentation and biannual safety check.	June, 2019	Admin and SSS	Admin Calendar	Presentation given and safety checks performed, acted upon.	Admin Memo
	The Technology Department will provide coaching sessions to teachers on how to integrate the available technology in classroom learning.	Step 1: Identify what the technology learning needs are of teachers in relation to the planned units.	March, 2019	PYP Coordinator, DOT, Teachers, GLL	Shared doc for feedback	Discussed at all Meetings	Admin Memo
		Step 2: Provide guidance on what applications and programs work within China and offer training on designated computer programs and software used within the school.	April, 2019	Admin	PD Calendar	Completion and Feedback to inform further trainings	Admin Memo
		Step 3: Encourage teachers to research new educational technology which is suitable for the needs of the curriculum and to make proposals to Admin/Tech Department for inclusion into the main programme	ongoing	Admin			
Category E	Strategic Action Statement	How we will do it (steps from begin to end)	Timelines	Who is involved	Resources needed	Evaluation of success	Communication of Progress
	HIS will review how Chinese history and culture is included into the planned curriculum; promote host-country awareness; and include identified areas of missing curriculum related to Chinese history and culture.	Step 1: Review of written curriculum to identify knowledge and skills that relate to Chinese history and culture	First semester, 2019-20 school year	Curriculum Coordinators, and Mandarin HODs	Curriculum Documents	Written document that shows all planned learning of Chinese history and culture	Include in Faculty meeting
		Step 2: Evaluate what additional Chinese history and culture curriculum is to be included at what grade level and subject area.		Curriculum Coordinators, and Mandarin HODs	New Curriculum Documents	New curriculum adjustments will appear in curriculum documentation	Email
		Step 3: Share plans with division faculty	Second semester, 2019-20 school year	Principal and Mandarin Heads	Meeting time/date	Shared at Meeting, email and in curriculum docs	Email and faculty meeting
		Step 4: Purchase necessary resources, as required.	March, 2020	Principal and Mandarin Heads	DOS and Principal approval of purchase requests; funds	Resources acquired and delivered to school.	Purchasing officer to email Mandarin HODs and admin
		Step 5: Re-evaluate in following year	First semester, 2020-21 school year	Curriculum Coordinators, and Mandarin HODs	Curriculum Documents	Revised written document that shows all planned learning of Chinese history and culture	Include in Faculty meeting
	HIS will continue to work on enhancing the Mandarin program (articulating philosophy, curriculum, teaching approaches, acquisition of resources).	Step 1: Revitalize the 'Mandarin Campaign', which includes goals of improving curriculum, communications, and host-country awareness	Aug, 2019	Admin and Mandarin Dept	Mandarin Campaign Document	Reformatted and revised Mandarin Campaign published	Dragon Chinese Language and Learning Publication, website
		Step 2: Launch MAT co-teaching arrangement at Early Years	Aug, 2019	LS Principal, MATs, Homegroup teachers	MATs, training	Implemented	Community news
		Step 3: Follow action steps as for all subjects in Category B, as related to Mandarin curriculum and assessment.	2019-2022 school years	Mandarin Department and Curriculum Coordinators	Curriculum documentation	Survey students and parents	Community News