



Schoolwide Strategic Plan

PROGRESS SUMMARY



Colour Guide



Complete



Ongoing/
Underway



Not yet started/
Incomplete

Goal One

AISG will ensure high levels of learning for all through collaborative structures that use data to inform instruction.

RATIONALE AND RESEARCH:

Richard DuFour's framework from Learning by Doing, has been instituted throughout all collaborative teams at AISG. The PLC@Work structure is the mechanism that the school will use to guide us through the analysis of student learning, specifically focusing on the 4 main questions from PLC@Work: (1) What is it that we want our students to learn? (2) How will we know if each student has learned it? (3) How will we respond when some students do not learn it? (4) How can we extend and enrich the learning of students who have demonstrated proficiency?

The way in which it aligns with our ESLR’s, Mission, Vision, Vivid Description, etc.

The concept of collaboration around student learning and the desire to ensure that all students achieve is foundational to the mission and vision of AISG. It is a central premise underlying all core components of these statements of philosophy and because our ESLR’s, vivid descriptions and ATL’s are all derived from the mission and vision, it can be concluded that the connection between PLC’s and these structures is strong as well.

Overview of review process (monitor of progress):

AISG will regularly review progress towards this goal as part of its Learning Leaders and Leadership Team meetings. These actions will feed into the School-Wide Strategic Plan and be updated and reported on in annual progress reports to WASC.

What will successful implementation look like?

PLC structures will be institutionalized and part of the cultural fabric of AISG

TASK	ACTION STEPS	COMPLETED BY
1.1 PLC structures will be embedded in all 3 divisions and will have become standard operating procedure	1. Ensure that class schedules across all three divisions allow for the common planning time required for PLCs to meet on a regular basis	2020-2021
	2. PLCs will set and measure SMART Goals related to student learning.	Ongoing
	3. Internal PD provided for PLC leaders annually.	Ongoing
	4. Implement a PD structure to ensure all new teachers receive PLC PD.	2018-2019
1.2 Systematic reviews of student learning data will be established	1. Data review calendar created and reviewed annually.	2020-2021
	2. Student learning data review using established data review protocols is an ongoing process as part of the PLC framework.	Ongoing

1.3 RTI will be common practice	1. An RTI policy for AISG will be written and distributed to faculty members.	2021-2022	
	2. RTI at AISG process established and implemented across all three divisions	2019-2020	
	3. Tier 2 interventions and extensions are effectively leveraged by all teachers	Ongoing	
	4. Teacher training on the RTI process as part of the orientation process.	Ongoing	
	5. PLC questions 3 and 4 will be addressed routinely in PLC meetings and interventions will be developed and documented	2018-2019, Ongoing	
1.4 All teachers will have resources, structures and training in place to address the needs of all learners	1. Training provided on strategies and resources for teachers to address the needs of all learners	2018-2019	
	2. Teacher utilize training and protocols with MAP data to develop high growth in all learners	Ongoing	

Goal Two

AISG will focus on overall health and wellness for all students by promoting physical, personal, and social well-being.

RATIONALE AND RESEARCH:

It is well known that the more needs of a student are met (Maslow's hierarchy of needs) the more they are able to learn. Similarly, the more connected a student feels to his/her school and the adults around them, the more effective learning will be. Lastly, the school strives to teach the whole child to be a future-ready and contributing member of society.

The way in which it aligns with our ESLR's, Mission, Vision, Vivid Description, etc.

Connected learning places relationships at the heart of the school, in pursuit of strong relationships within local, nation and global communities.

Compassionate Learning starts with an inclusive organization that fosters an appreciation of common humanity and a commitment to care for others.

Compassionate Learning balances challenge and rigor with encouragement and support. Empathy, resilience and growth mindset are continuously nurtured.

Compassionate Learning cultivates strong character, social and emotional wellness, and personal happiness.

Overview of review process (monitor of progress):

AISG will regularly review progress towards this goal as part of its Learning Leaders and Leadership Team meetings. These actions will feed into the School-Wide Strategic Plan and be updated and reported on in annual progress reports to WASC.

What will successful implementation look like?

1. The ISCA framework will be implemented in all divisions.
2. The health curriculum will be mapped in Atlas and implemented in all divisions.
3. Parent and student survey data will reflect a high-degree of satisfaction with the way in which AISG supports and promotes overall health and wellness.

TASK	ACTION STEPS	COMPLETED BY
2.1 Develop a program where every student will feel connected to their community, relationships, learning and themselves.	1. Develop avenues to emphasize the importance of student voice and ideas.	2019-2020
	2. Develop a system for parents to understand and support a growth mindset environment, that balances rigor, empathy, resilience and support.	2019-2020
	3. Conduct a review of the current practice around how the school supports social, emotional and physical well-being of each student and ensure this action plan addresses all areas of need.	2019-2020
	4. The school explores whether HS SEL and College Counselling should be separated	2018-2019
2.2 The school will ensure equity and inclusion.	1. Define what inclusion is or will be within the AISG context.	2019-2020
	2. Review Support Services schoolwide philosophy, handbook, policy, and leadership.	2019-2020
	3. Admissions criteria reviewed to match inclusion policy.	2019-2020
	4. Adjust programs and systems in place to support the inclusion policy.	2020-2021, Ongoing
	5. Review EAL support in the elementary school to better serve student needs and align with middle school, specifically investigating how we support oral language acquisition in early years.	2018-2020
	6. The school should explore whether greater speech and language support resources are needed to ensure that policies and practices are in place to meet student needs.	2019-2020

	7. The school will explore and implement schoolwide systems to monitor and document longitudinal language development and learning support needs for every child throughout the school.	2019-2020	
2.3 The ISCA standards are implemented and the counselling program is integrated, and appreciated by students.	1. ISCA standards are implemented	2018-2019	
	2. Programmatic changes and procedural changes are implemented schoolwide and understood by all stakeholders in the community	2019-2020, Ongoing	
2.4 A coordinated health curriculum articulated school wide	1. Decide on health standards	2018-2019	
	2. Articulate where they live in ATLAS	2019-2020	
	3. Develop and implement units, (embedded or stand-alone)	2019-2020	



Goal Three

AISG will guarantee a vertically articulated curriculum and reporting structure.

RATIONALE AND RESEARCH:

Guided by the framework of Learning by Doing (DuFour, DuFour, Eaker, Many & Mattos, 2016), AISG will work to create a more vertically articulated curriculum PreK-12. As informed by the framework (p.112), this alignment entails the development of common outcomes, scopes and sequences for each department, and a tight adherence to standards and common assessments. In order to push student learning deeper (p.139), it is necessary to create these opportunities to transfer knowledge and understanding both vertically and horizontally throughout the students' learning progression. Additionally, in order to ensure that students learn at the highest levels, it is necessary that teachers are committed and involved in this alignment to create and build shared knowledge regarding the standards, trends in student achievement and expectations for the next course or grade level (p.125). Finally, it is incumbent upon our school to determine an articulated reporting system so that each student understand where they are at in their learning journey and what below, at, and beyond proficiency looks like (p.120). It is through the framework of PLC@Work that this school will be unified and guided to ensure high levels of learning for all students in an articulated manner.

The way in which it aligns with our ESLR’s, Mission, Vision, Vivid Description, etc.

The school’s core statements are structured and designed in a way that students and teachers are meant to work alongside each other in the process of learning. In order to achieve this and ensure each student at AISG leaves the school having successfully learned what was intended, a clear reporting structure and vertically articulated curriculum must be present.





Overview of review process (monitor of progress):

AISG will regularly review progress towards this goal as part of its Learning Leaders and Leadership Team meetings. These actions will feed into the School-Wide Strategic Plan and be updated and reported on in annual progress reports to WASC.

What will successful implementation look like?

A single format report card (with some differences necessary to differing educational structures of ES, MS, HS and IBDP) and a clearly articulated, spiraled curriculum PreK-12 that is continuously reviewed through an empirically-sound revision cycle.

TASK	ACTION STEPS	COMPLETED BY
3.1 Create a viable and guaranteed, vertically aligned written curriculum that is consistent with the School’s Vision and SLOs.	1. Review and revise, the Curriculum, Instruction and Assessment (CIA) Philosophy/ Handbook	2020-2021
	2. Ensure that the Curriculum Review Cycle allows for AISG to meet the individual needs of all its learners.	Ongoing
	3. PreK-12 will refine our standards-based scope and sequence including power standards which ensures accuracy and alignment and that our students are well prepared for the IB Diploma Programme.	2021-2025
	4. Create a systematic approach to embed host culture connections within our written curriculum, e.g. China Trips, Field Trips, Guest Speakers	2019-2020
	5. Review and revise the ATLs and ESLRs (SLOs) to ensure they are aligned to the new mission and vision. Investigate methods of measurement.	2019-2020

3.2 Improve professional development practices	Analyze and refine the current PD process with the goal of exploring ways in which PD effectiveness can be measured and reflected upon through the cycle of inquiry.	2020-2021	
3.3 Instruction is aligned to the mission vision and vivid description.	1. Complete an analysis of current teaching practice at AISG to evaluate alignment to vision and vivid description.	2021-2022	
	2. Identify and implement AISG instructional practices (as per the revised CIA handbook).	2020-2021	
3.4 Assessment practices that are vertically articulated and linked to the vision. Reporting practices that are vertically articulated and linked to the vision.	1. Assessments are aligned to the vision and standards.	Ongoing	
	2. PLCs discuss and continually improve assessment practices. These are explicitly linked to the vision and the essential agreements in the revised CIA.	Ongoing	
	3. Vertically articulate the ways in which we report on dispositions (ATLs, ESLRs, ESLOs, LP) as a whole school.	2021-2022	
	4. Investigate the idea and capabilities of offering reports in multiple languages.	2023-2024	

Goal Four

In order to move towards vision of providing dynamic, compassionate, and connected learning, the AISG Board of Directors will function in accordance with the Board's adopted framework of exemplary governance.

RATIONALE AND RESEARCH:

Governance as Leadership' as conceptualized by Dr. Richard Chait was adopted by the Board as its desired framework for governance. One of the key principles underlying this concept is that better board performance results from a focus on better purposes. The purposes are served through an emphasis on three different modes or ways of thinking / perceiving: fiduciary, strategic, and generative.

The way in which it aligns with our ESLR's, Mission, Vision, Vivid Description, etc.

The Board sets the tone for a vibrant school in which dynamic learning occurs. Best practice governance is a part of an ever-changing environment for international schools and Board members will be constantly learning and adapting accordingly. A connected Board values relationships as being the heart of the school, and pursues strong relationship within the Board itself and between the Board and other stakeholders within and beyond the school. Collaboration and communication within and across multiple partnerships and communities need to be strong. As members of the AISG Community, Board members actively know, value, and advocate for one another and others within the AISG Community, creating a unified, positive, and vibrant school spirit.

Overview of review process (monitor of progress):

'Governance as Leadership' (GAL) as conceptualized by Dr. Richard Chait was adopted by the Board as its desired framework for governance in the beginning of the SY 2014-15.

Three sources of data were reviewed: Enterprise Risk Management Assessment Report, AISG Community Survey Perception Data, Board Performance Evaluation Data

What will successful implementation look like?

What will successful implementation look like? AISG Board operates with ease and efficiency in all three modes of governance, preferably in an integrated manner or by choosing the appropriate mode (s). However, the majority of the work undertaken by the Board is done in the generative mode. For each mode, the Board articulates the central purpose, the principal role / responsibility for the Board, the core work associated with the mode, conducive processes for each, and the power base for each for each. The Board uses the pertinent practices associated with GAL and understands the dynamic between opportunity for generative work and time.

TASK	ACTION STEPS	COMPLETED BY
<p>4.1 Continue to implement the modes of governance embodied in GAL.</p>	<p>Review the framework for GAL and include relevant information in a Board Handbook; Communicate understandings to AISG Community bi-annually at ASAG PA Meetings.</p>	<p>Ongoing</p>
<p>4.2 Implement annual external evaluation for Board; Documented in Board Handbook</p>	<p>Review external evaluation process undertaken by Board for SY2017-18; Determine appropriate direction</p>	<p>2018-2019</p>
<p>4.3 Develop a communication strategy to facilitate the community’s understanding of how governance policies influence Board practices; clarify how policies are developed, maintained and communicated.</p>	<p>Develop strategies for communication that clearly identify governance policies and link policies to practice. Clarify link between GAL and development of specific governance policies. Document in Board Handbook.</p>	<p>2018-2019</p>
<p>4.4 Resolve the use of Data Calendar and Data Dashboard.</p>	<p>Confirm agreed upon content and structure to provide Board with evidence of achievement of student learning results as defined in the school’s mission.</p>	<p>Ongoing</p>
<p>4.5 Explore the influence the Board has on school morale and culture</p>	<p>Develop an understanding of the link between effective governance and positive morale and culture</p>	<p>2018-2019</p>
<p>4.6 Finalize documentation to guide the Board in its work, from Constitution to governance policies to operating procedures, including a Board Handbook.</p>	<p>Develop an overview of the documentation that is outstanding</p>	<p>2020-2021</p>
<p>4.7 Develop robust induction processes for new members, including mentorship opportunities; implement a schedule of ongoing training opportunities for Board members.</p>	<p>Collect and review resources; Determine appropriate processes to be included in the Board Handbook</p>	<p>2018-2019</p>

<p>4.8 Develop formal transition plans for key roles, including Board Chair, Director, Treasurer, Governance Committee Chair; communicate these to the AISG Community. Transition program will include training for Board officers.</p>	<p>Collect and review resources; Determine appropriate processes to be included in the Board Handbook</p>	<p>2021-2022</p>
<p>4.9 Exhibit clear understanding of the strategic and generative roles and responsibilities of the board, to develop, communicate and maintain distinction between the roles of the Board and School Administration.</p>	<p>Identify and agree upon shared understandings and appropriate processes, Document in Board Handbook, and communicate to AISG Community</p>	<p>2019-2020, Ongoing</p>
<p>4.10 Determine and implement strategies for effective collaboration and communication within the Board, and between the Board and stakeholder groups.</p>	<p>Identify strategies for collaboration and communication to include intentional, mission focused engagement between the Board and stakeholder groups; Document in Board Handbook.</p>	<p>2018-2019</p>
<p>4.11 Examine key relationships to be maintained within the board, between the Board and Director, between the Board and other stakeholders, emphasizing building trust</p>	<p>Determine the health of key relationships and adjust where necessary, understanding and exhibiting the interdependence required between the Board and the Director and necessary to build trust.</p>	<p>Ongoing</p>
<p>4.12 School to develop, communicate and maintain a grievance policy in relation to operational matters, excluding the Board.</p>	<p>Develop, implement and communicate Grievance Policy that outlines process and procedure, and identifies Administration as final authority.</p>	<p>2018-2019</p>



Goal Five

AISG will provide facilities, resources, and systems to support innovative teaching and learning.

RATIONALE AND RESEARCH:

1. Byers, T. & Imms, W. (2016). Does the space make the difference? *An empirical retrospective of the impact of the physical learning environment on teaching and learning evaluated by the New Generation Learning Spaces project*. Anglican Church Grammar School: Brisbane.
2. Byers, T. & Imms, W. (2014). Making the case for space: The effect of classroom layout on teacher and student usage and perceptions of one to one technology. Peer-reviewed full paper, published in conference proceedings, pp61-69. *Australian Computers in Schools Conference*, Adelaide September 30th – October 3rd. DOI: 10.13140/2.1.1849.7288.
3. Imms, W., Mahat, M., Byers, T. & Murphy, D. (2017). Type and Use of Innovative Learning Environments in Australasian Schools ILETC Survey No. 1. Melbourne: University of Melbourne, LEaRN, Retrieved from: <http://www.iletc.com.au/publications/reports>.
4. Imms, W. & Byers, T. (2017) Impact of classroom design on teacher pedagogy and student engagement and performance in mathematics, *Learning Environments Research*, 20: 139. doi:10.1007/s10984-016-9210-0
5. Mahat, M., Byers, T., Newton, C. & Imms, W. (2017). Innovative Learning Environments and their impact on learning and instruction. Paper presented at the 2017 European Association for Research on Learning and Instruction (EARLI), University of Tampere, Finland.
6. McEntee, K, Brandalise, I., Goncalves, R.D, Riendeau, S., Thao, K. & Grocott, L. (2016) Archipelago of possibilities: Priming teachers to reflect on intrinsic motivations for change. Pilot project report. ILETC Project: The University of Melbourne.
7. Stoeckert, Robin. MAKING SPACE FOR PEDAGOGY AND TECHNOLOGY. Norwegian University of Science & Technology, [www.ntnu.no/wiki/download/attachments/98081327/Størckert_Learning space.pdf?version=1&modificationDate=1484312686000&api=v2](http://www.ntnu.no/wiki/download/attachments/98081327/Størckert_Learning%20space.pdf?version=1&modificationDate=1484312686000&api=v2).

The way in which it aligns with our ESLR’s, Mission, Vision, Vivid Description, etc.

The facility section in particular has been raised in multiple WASC evaluations from at least 2006. The plan below addresses learning spaces to support the model of learning outlined in the vivid description (future-ready, bold, transformational, 21st century skills, deeply embedded technology etc.)

Overview of review process (monitor of progress):

Construction Review is maintained through building project planning. Resource and System implementation is monitored through financial planning processes, annual budget and multi-year financial planning. AISG will regularly review progress as part of its Learning Leaders and Leadership Team meetings. These actions will feed into the School-Wide Strategic Plan and be updated and reported on in annual progress reports to WASC.

What will successful implementation look like?

Facilities which meet current and future needs and mitigate existing short-comings which may have been incorporated into the original designs. School wide Facilities will support modern learning as outlined in the Vivid Description. The school will develop support systems both digital and organizational which create an environment to meet the school mission, with service excellence underpinning the ethos of these systems. The school will continue to grow and manage its financial resources.

TASK	ACTION STEPS	COMPLETED BY
5.1 Completion of the facilities master planning to design new facilities which are supported by research & contemporary design to meet learning and operational needs for up to 20 years.	Engage community to gather input for the master plan.	2018-2019
	Contract with required parties for management and design of the facilities.	2018-2019
	Complete detailed planning of all school spaces	2018-2019
5.2 Construction and completion of new learning spaces	Building contracting and execution.	2020-2021

5.3 Implementation of improved School wide support systems	Schoolwide Veracross implementation.	2019-2020	Yellow
	Investigate and plan for systems to support areas of need.	2019-2020	
5.4 Service excellence culture in operations	Introduction of service excellence.	2020-2021	Yellow
5.5 Introduction and expansion of Advancement programs	Set up annual fund	2018-2019	Green
5.6 Implement intermediate solutions to introduce furniture to support learning as described in the Vivid Description & research.	Establish a replacement cycle for furniture to further meet the needs of the school for both learning and working to align with the details noted in the Vivid Description.	2019-2020	Red
	Ensure that school's facilities in all three divisions are structured to align with the details noted in the Vivid Description. Consider "pathfinder" prototype projects prior to committing to formal construction.	2019-2020	
	Maintain an annually updated plan for introducing new technologies & resources to fully support the Vivid Description.	2019-2020, and ongoing	
5.7 The school to investigate further ways in which they can support teachers in innovation & technology.	Interview faculty to learn what further ways they believe would be helpful. Study and deliver report on alternative PD & support methods in use by peer schools. Propose any needed changes in PD & support delivery, support staffing and as needed, reflected in budget SY 20-21.	2019-2020	Yellow
5.8 Review mid-level management structures.	Review mid-level management structures to support curriculum and cross divisional or schoolwide initiatives.	2019-2020	Red
5.9 Admissions / enrolment process linking to mission, vision and vivid description.	Review and refine admissions process to align to mission, vision and vivid description	2020-2021	Red