Strategic Plan

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Goal

To develop conceptual thinkers by providing meaningful opportunities for learners to apply acquired knowledge, skills and understandings to different contexts.

Rationale

We recognize that the rapid pace of change and growth of information makes it increasingly important to connect content and concepts.

We believe that through experiences that require conceptual thinking and inquiry, learners develop an intrinsic drive to make meaning.

We commit to teaching students to think critically, ask questions, solve problems and develop an enduring curiosity.

CONCEPTUAL

Conceptual

	Achieved or on Track		Requiring Attention		Requiring Serious Attention

Objective

1. Learners will transfer knowledge, skills and understanding to be able to thoughtfully, flexibly, and purposefully identify problems and create solutions.

Measure	Baseline Data	June 2018	Notes
100% of students will show evidence of application and transfer of knowledge, skills and understanding by 2018.	Approximately 80% - June 2016	Approximately 95%	There is a segment of our student population who require assistance and modification to demonstrate their ability to meet all aspect of the measure, which means 100% in all areas/grades/subjects may be difficult to achieve.
85% of students will reach "age-appropriate" level on the Conceptual Learner continuum by 2020.	To be determined October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile. We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Objective

2. Learning will be inquiry-based, requiring students to construct knowledge and understanding of the world.

Measure	Baseline Data	June 2018	Notes
100% of units will have the elements of inquiry embedded by 2019.	Approximately 90% - June 2017	Approximately 95%	Following a visit from an external consultant and teacher-led learning networks, numerous units were revised to improve the quality of conceptual inquiry in their Enduring Understandings and Essential Questions.

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90% of teachers will reach an exemplary level on the Curriculum, Understanding, Integration rubrics by 2019.	The composite average for the school on the Curriculum/Understanding/Integration was Applying (3.2, Exemplary is a 4) – October 2017	56% of teachers self-rated as Applying and 33% as Exemplary.	Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 2017-2018, all rubrics required an overall rating in line with this rubric. While close to 90% believe they are applying or exemplary, only 1/3 of the staff are confident enough to place themselves in the top rating. With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.
75% of teachers will reach an exemplary level on the Inquiry rubric by 2019.	The composite average for the school on Inquiry was Applying (2.8, Exemplary is a 4) – October 2017	63% of teachers self-rated as Applying and 18% as Exemplary.	Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 2017-2018, all rubrics required an overall rating in line with this rubric. While more than 75% believe they are applying or exemplary, only 20% of staff are confident enough to place themselves in the top rating. With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.
An aggregate score on the Conceptual section of the student to teacher feedback survey will result in an average rating of 90% Agree or Strongly Agree from students by 2019.	86% - June 2017	87%	The aggregate score is a compilation of five questions, with results collected from all divisions.

Goal

To develop interconnected learners who have the skills, understanding and desire to collaborate and actively engage with the world.

Rationale

We recognize that our school community, the host country of South Africa, and the international community provide invaluable potential for us to be enriched by the perspectives of others.

We believe learning is a continuous process of making connections driven by a desire to make sense of the world we live in and to better understand ourselves - connected learners collaborate and communicate effectively and with empathy.

We commit to teaching students to engage with, learn from, and contribute positively to the communities to which they belong.
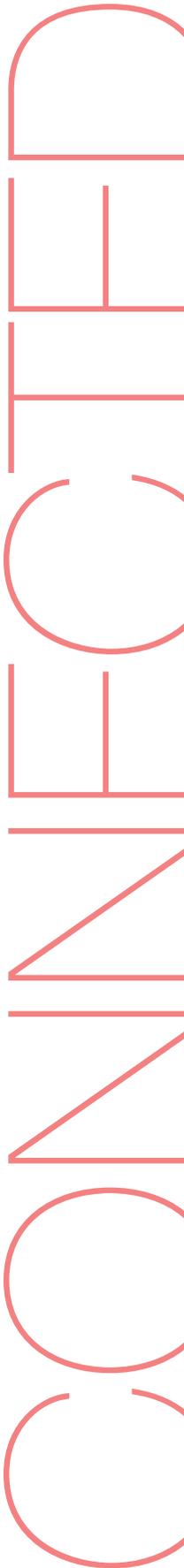
CONNECTED

Connected

█ Achieved or on Track	█ Requiring Attention	█ Requiring Serious Attention

Objective

1. Learners will understand that each individual is unique and, as a member of many communities, their actions and beliefs have an impact on others.

Measure	Baseline Data	June 2018	Notes
100% of students will show evidence of service learning each year as a part of the curriculum by 2018.	Approximately 80% - June 2016	100%	Every grade level has service learning embedded in at least one of their units. Student understanding can be demonstrated in multiple ways; therefore, all students are expected to participate and reflect on the experience.
100% of HS students will Agree or Strongly Agree that they are involved in extended/active service outside the curriculum by 2020.	71% - April 2016	91%	All HS students participate in a service activity outside of normal school hours; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 20% increase.
100% of HS parents will Agree or Strongly Agree that their child is involved in extended/active service outside the curriculum by 2020.	61% - April 2016	83%	All HS students participate in a service activity outside of normal school hours; however, parents did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a similar 20% increase.

90% of students will reach "level 3" on the Connected Learner continuum by 2020.	To be determined in October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile. We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.
90% of students will reach "level 3" on the Collaborative learner continuum by 2020.	To be determined in October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 SY.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile. We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Objective

2. Learning will be designed to develop communication, collaboration and leadership capacity.

Measure	Baseline Data	June 2018	Notes
When asked whether classes involve the relevant use of technology 85% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	78% - April 2017	93%	All MS/HS students utilize technology in their classes; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 15% increase.
When asked whether classes offer opportunities for collaboration, 95% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	91% - April 2017	90%	Survey results indicate that this is a strength of the program and on track to achieve.

When asked whether classes offer the opportunity to develop leadership skills, 95% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	75% - April 2017	73%	Students indicate that they have greater opportunities to develop their leadership skills, we still need to do more to help students understand the various ways they can show leadership in the classroom (especially in Pretoria's MS).
90% of students will Agree or Strongly Agree that they are given an opportunity to develop their leadership skills by 2019.	MS/HS – 81% - April 2016	84%	While this was a noticeable increase from the previous year (73%), expanding opportunities needs further attention.
90% of parents will Agree or Strongly Agree that their child is given an opportunity to develop their leadership skills by 2019.	72% - April 2016	88%	

Objective

3. Learners will utilize global information networks, using technology effectively to make informed decisions and contributions.

Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they utilize global information networks to make informed decisions and contributions by 2018.	MS/HS – 88% - April 2016	MS/HS - 93%	
90% of parents will Agree or Strongly Agree that their child utilizes global information networks to make informed decisions and contributions by 2018.	73% - April 2016	90%	Achieved.
100% of students will demonstrate the relevant use of technology in their learning by 2018.	85% - April 2016	100%	Achieved. AISJ teachers are expected to utilize technology in relevant and developmentally appropriate ways in all classes; it is not a discretionary practice. Students are involved in e-portfolios, class OneNote pages, online research, etc.

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90% of students will reach "level 3" on the Connected Learner continuum by 2020.	To be determined October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 SY.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile. We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Goal

To develop engaged and motivated learners by supporting them in ways that are relevant to their life, interests, and ambitions.

Rationale

We recognize that AISJ is an inclusive international school whose learners come from different educational experiences - each individual has a unique background, learns differently and at their own pace.

We believe that self-directed learners are more inspired to find and pursue their passions and in doing so develop deeper engagement with their learning.

We commit to teaching students to take a proactive role in designing and evaluating their own learning.
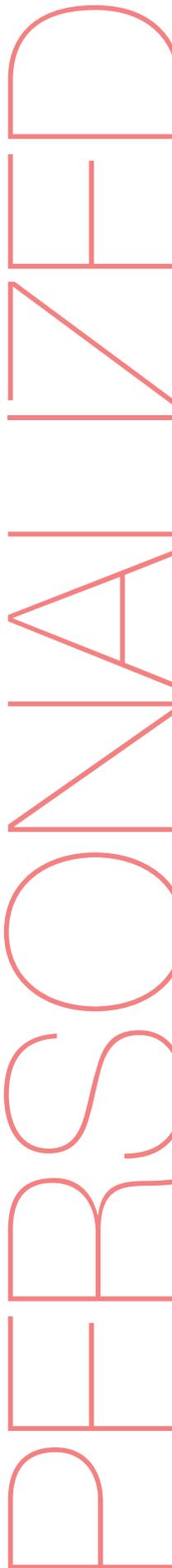
Personalized

	Achieved or on Track		Requiring Attention		Requiring Serious Attention

Objective

1. Learners will take a proactive role in designing and evaluating their learning.

Measure	Baseline Data	June 2018	Notes
100% of students will set goals and reflect on them by 2017.	Approximately 70% - June 2016	79%	The feedback from students has remained consistent for the past two years. The results are somewhat surprising as MS students set goals as part of advisory and HS students will do likewise in their Service Learning projects. This remains an area for improvement and immediate attention.
90% of parents will Agree or Strongly Agree that their student is involved with the evaluation of their learning by 2018.	75% - April 2016	92%	Achieved.
80% of students will reach 'level 3' on the Personalised Learner continuum by 2020.	To be determined October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile. We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Objective

2. Learning is differentiated, flexible in pacing and informed by what the learners have and have not mastered.

Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they are challenged by 2018.	MS/HS – 81% - April 2016 ES – 85% - April 2016	MS/HS - 87% ES – 95%	The positive response rates continue to climb, 5% in MS/HS and 10% in ES. While the ES has crossed the threshold, we need one more year of growth for the entire school to have met the measure.
90% of parents will Agree or Strongly Agree that learning is differentiated by 2018.	Average 73% - April 2016	86%	Parent responses have continued to improve and have made significant progress from the initial, benchmark data.
90% of teachers will reach exemplary on the "Know Your Students" and "Instructional Strategies" strands of the Differentiation and Assessment rubrics by 2019.	To be determined October 2017	58% of teachers self-rated as Applying and 30% as Exemplary.	Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 17-18, all rubrics required an overall rating in line with this rubric. While close to 90% believe they are applying or exemplary, only 30% of staff are confident enough to place themselves in the top rating. With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.
An aggregate score on the Differentiation section of the student to teacher feedback survey will result in an average rating of 90% Agree or Strongly Agree from students by 2019.	80% - April 2017	82%	The aggregate is a combination of five questions from the survey
100% of units will show evidence of differentiation by allowing for flexible pacing and informed by what the learners have and have not mastered by 2019.	To be determined October 2017	Approximately 88% based on teacher self-reports.	It is common practice for our teachers to differentiate instruction in the classroom; however, we need to improve documentation of these practices in the unit plans.

Objective

3. Learning is personalized by providing opportunities for students to take a proactive role in designing and evaluating their learning.

Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they are given the opportunity to take a proactive role in assessing their progress by 2018.	MS/HS – 81% - April 2016 ES – 85% - April 2016	MS/HS - 80% ES - 92%	We have made substantial progress in the ES (7%) but need more attention in the MS/HS (-2%).
An aggregate score on the Personalized section of the student to teacher feedback survey will receive an average rating of 90% Agree or Strongly Agree from students by 2019.	Average – 73% - April 2016	79%	The aggregate is comprised of four questions from the student to teacher feedback survey. The results have remained the same from the previous year. More work and greater clarity are needed.
90% of students will Agree or Strongly Agree that they are given the opportunity to take a proactive role in designing their learning by 2019.	66% - April 2016	77%	The results have remained the same from the previous year. More work and greater clarity are needed.
90% of parents will Agree or Strongly Agree that their child has the opportunity to take a proactive role in designing and assessing their learning by 2019.	68% - April 2016	92%	Achieved.

90% of teachers will reach applying on the "Personalized Learning" strand of the Differentiation rubrics by 2020.	To be determined October 2017	53% of teachers self-rated as Applying and 36% as Exemplary.	Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 17-18, all rubrics required an overall rating in line with this rubric. While more than 89% believe they are applying or exemplary, only 36% of staff are confident enough to place themselves in the top rating. With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.
90% of units will show evidence of personalization by 2020.	To be determined October 2017	87% based on teacher self-reports.	Despite calls for greater clarity in "defining" personalized learning, when asked the teachers overwhelmingly believe they personalize instruction and that this is documented in their units.