

Action plan

2018-2019

Update of action plan

- IB World Schools are expected to update their action plan at least annually. It must be organized according to the IB *Programme standards and practices* and include all information in the template below. Submit the action plan for the current school year. Include objectives drawn from the outcomes of the self-study process.
- All recommendations from authorization or the previous evaluation must be addressed in the action plan. Indicate clearly which objectives address recommendations. In addition, if the school has continued efforts to improve in an area in which they received a matter to be addressed in the authorization or previous evaluation, this should be indicated.
- Add rows as necessary.

A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
|--|---|------------------------|---|--|--|
| Ensure KIS mission statement aligns with the IB's Standards and reflect international vision for school. | Pedagogical leaders and staff will attend IB training in order to implement of programmes | Ongoing | Leadership | Registration for IB training | Registration documents; Completed Mission Statement published on website and in school literature; Displays in classrooms demonstrate student ownership |
| Staff, leadership and board understand, support and can articulate the philosophy of International IB education. | Pedagogical leaders will attend IB training and language development training in order to implement programmes and meet IB language requirements. | Ongoing | Leadership and staff | Registrations for various professional developments as needed | All PYP staff participated in IB workshops. |
| Build community support and understanding within the local community and the wider community. | The school implements the following strategies to develop and promote awareness and understanding of international education throughout the school community: | Ongoing Ongoing | Leadership and staff Leadership | Operating expenses budget Marketing budget Management expenses budget Professional Development budget | Monthly Coffee mornings with parents Newsletters, PYP/School brochure Conversation with teachers, parents and stakeholders demonstrate their understanding of the school mission and |

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| | <p>Hold parent information events about philosophy and school practices</p> <p>Preparing KIS community for IB evaluation visit</p> <p>Build strong relationship with international schools' community</p> <p>Attend IB World conferences</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | | | <p>alignment with IB philosophy</p> <p>School Vision and Mission go beyond just academic + encourage awareness beyond immediate community</p> <p>Social networking through various local media</p> <p>Parent/teachers informational meeting</p> <p>Head of School/PYP Coordinator use network to create more awareness of our school.</p> <p>Visited IB schools in Armenia</p> <p>Vienna IB Conference – October 2018</p> |
| The school community demonstrates an understanding of, and commitment to, the programme(s). | <p>The school formalises the collaborative planning model and ensures all members of the teaching staff are included in scheduled collaborative meetings.</p> <p>The school ensures opportunities are</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>PYP Coordinator</p> <p>PYP Coordinator</p> | | <p>Minutes of weekly collaborative planning meetings are saved on the internal network.</p> <p>PYP Coordinator review planners, attend classrooms and document findings in the review</p> |

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| | <p>provided for the development of a deeper understanding of the constructivist, inquiry-based approach to teaching and learning.</p> <p>The school ensures a commitment to transdisciplinary learning is realised through full integration of all core subjects in the unit planners and the programme of inquiry.</p> | Ongoing | PYP Coordinator | | <p>section of the staff performance management files.</p> <p>PYP Coordinator reviews POI and plans collaboratively with the PYP staff to ensure horizontal and vertical integration of the curriculum</p> <p>PYP Coordinator ensures collaborative planning and distance learning education.</p> |
| Develop respect and appreciation for mother tongue and school languages. | <p>Develop English as language of instruction</p> <p>Merging of Russian and International stream</p> | Ongoing | Head of School/PYP Coordinator and Teachers Head of English EAL Teacher | Resources for strengthening English language acquisition | <p>Level of English improved and predominately spoken across the school</p> <p>Library stocked with EAL resources, subscription paper and online magazines</p> |
| Create a program of inquiry aligned with IB educational philosophy for teaching and learning | Collaborative staff meetings held on a regular basis to create an all school and grade level program of inquiry imbedded with the IB educational philosophy of transdisciplinary and inquiry-based education | Ongoing | Entire staff and grade teams | None | <p>Updated program of inquiry posted in the school and classrooms aligned with IB educational philosophy</p> <p>Planners demonstrate evidence of collaborative sustained effort</p> <p>Collaboration between class and</p> |

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| | | | | | single subject teachers Teachers describe a collaborative approach in discussions about planning |

B: Organization

B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Primary Years Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
|---|---|---------------------------------------|---|--|--|
| Ensure the school's leadership and structures support the implementation of the PYP after the change of ownership | Review organizational structure and measured effectiveness Policies and standard operating procedures support the implementation of the PYP. Reviewing recruitment procedure. | Ongoing Ongoing Ongoing | Organisational chart is reviewed annually by the Head of School /PYP Coordinator and submitted to the Board of Trustees for approval. Head of School/PYP Coordinator Head of School/PYP Coordinator | Operating budget Operating Budget | Updated organizational chart to better support of the PYP implementation Staff feels supported in the implementation of the programmes. Conversations with teachers and the leadership team show that there is a commitment to implementation of the programmes Teacher survey form completed |

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| | | | | | Stable professional teaching team support and ensure implementation of PYP |
| Programmes and policies are effective and relevant | <p>Assess effectiveness of the programmes, curriculum documents and policies as part of a strategic plan, involving all the school's stakeholders.</p> <p>Evaluate effectiveness and maintenance of self-sufficient model</p> | Yearly review | <p>Head of School/ PYP Coordinator</p> <p>Head of School/ PYP Coordinator</p> | <p>Release time</p> <p>Management expenses budget</p> | <p>Policies, procedures and other school documentation are kept up to date and effectiveness maintained.</p> <p>Self-sufficient model established</p> <p>Plans for new building drawn up</p> |
| School language policy is consistent with IB and local requirements | School language policy is revised and communicated to school community | September 2018 | <p>Head of School/ PYP Coordinator</p> <p>Teaching staff</p> | None | New language policy is introduced |
| School has a rigorous EAL programme | School EAL policy is revised and communicated to school community | June 2018 | <p>Head of School/ PYP Coordinator</p> <p>Head of EAL</p> <p>Teaching staff</p> | None | A rigorous updated EAL policy is in place |
| All international members of KIS community feel valued and respected | During induction period brain storm is organized to get ideas and plan the | January 2019 | Head of School / PYP Coordinator | None | National Language weeks are introduced to recognize the diverse mother tongues of |

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| | events. | | Teachers School staff Parents | | students |
| The school carries out programme evaluation involving all stakeholders | KIS staff and parents are informed about upcoming IB evaluation visit. Analysis of surveys | Ongoing | Head of School / PYP Coordinator Board of Trustees Teachers School staff Parents | None | Feedback indicates school readiness for pending evaluation visit |

B2: Resources and support

The school's resources and support structures ensure the implementation of the Primary Years Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
|--|--|---------------------|---|---|--|
| The academic staff and leadership are trained in teaching and administering the PYP. | Create professional development plan | Ongoing | Head of School/ PYP Coordinator | Professional Development budget allows for new staff training and on-going training for existing staff. | Improved confidence in teaching and administering the PYP Increased knowledge of Leadership Team. |
| | Determine staff's specific development needs | Ongoing | Head of School/ PYP Coordinator | | PD plan in place for all teachers and aligned to school philosophy |
| | As part of and Professional Development | Ongoing | | | |

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| | Programme, training to be outlined for all academic staff | | | | |
| All KIS staff is involved into school induction period | Induction program includes all necessary elements to start successfully new academic year | August 2018 | Head of School/ PYP Coordinator School staff | None | Induction programme for new staff is reviewed and updated |
| School facilities and resources support the implementation of the programme | All staff are involved in analyzing the school facilities and resources. A list with resources needed | September 2018 | Head of School/ PYP Coordinator School staff | Equipment and resources budget | All resources needed are purchased according to the list (books, art equipment, sport equipment, facilities for exhibition). |
| The day is scheduled to support the needs of the students and teachers. | Evaluate the effectiveness of timetable and release time for weekly meetings Develop a calendar of regularly scheduled collaborative planning meetings which includes all members of the PYP teaching staff. | Completed and annually reviewed August 2017 Sept 2018 | PYP Coordinator PYP Coordinator School staff | An additional teacher is being hired to provide team release. none | There is a sense of collegiality and support among the staff. Students are engaged in in-depth inquiry. Regularly allocated planning meeting School staff meet once a month |

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| | Whole school meeting – once a month Planner reflection is scheduled which includes all members of the teaching staff. | Aug 2017 | PYP Coordinator | | Timetables done/working document; students have time to inquire. Collaborative planning calendar Planner reflection schedule |
| The budgeting process is transparent and allows for application of additional funds as needed. | Evaluate standard operating procedures for budgeting and purchasing to ensure clarity and effectiveness | Every six months review | Head of School/ PYP Coordinator Head of School/ PYP Coordinator | Resources budget for Programme | Budget holders and purchasing department respond efficiently to school Procedures for local purchases (stationery & other) in place and working |
| ICT, library, and classroom resources are focused on supporting and enhancing the curriculum. | Monitor ICT program Library and classroom resources continue to be linked to the needs of the curriculum. | Yearly review Ongoing | Head of School/ PYP Coordinator PYP Coordinator | Equipment and resources budget to include purchases of student computers, Smart Boards, & respond to needs as enrolment growth. | ICT program in place Teachers able to acquire the resources they need to effectively teach the units of inquiry over time. Library and classroom stock increasing on a yearly basis |

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| Provide time and space for educators to collaboratively plan and reflect | Assess and reflect on professional development opportunities and grade level preparation time | Ongoing | Pedagogical leadership team | None | Weekly meetings allow collaboration amongst staff throughout the year in teams on a weekly basis |

C: Curriculum

C1: Collaborative planning

Collaborative planning and reflection support the implementation of the Primary Years Programme.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
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| Ensure adequate collaborative planning time to create a school-wide program of inquiry and grade level units of inquiry | Devote significant professional development time to facilitate the formation of a POI and individual units of inquiry | Ongoing | All teaching staff PYP Coordinator | None | School staff meet consistently throughout the year in collaborative teams to ensure a quality educational experience for students and staff A more coherent POI has been developed and staff can reflect on their units with greater confidence |
| Collaborative team use the allocated time to address student outcomes, performance, and educational needs. | A portion of planning time used to address student needs, outcomes, and performance | Ongoing | All teaching staff PYP Coordinator | None | On-going meetings are addressing student needs and outcomes on a consistent basis |
| Administration provides time and space for teacher collaboration | Leadership allots every Thursday for professional development. | | All teaching staff PYP Coordinator | None | A calendar outlining time for collaborative planning is created on a yearly basis New space for teachers' |

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| | | | | | collaboration is created in the library |
| Planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers including specialists | Workshop on the integration of the planning process and PYP planner attended by all the staff including specialists | Ongoing | All teaching staff PYP Coordinator | None | PYP planners revised and consensus reached on a Weekly planner template |
| The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject training | Monitor the balance and integration between transdisciplinary and stand-alone National Program teaching | Ongoing | All teaching staff PYP Coordinator | None | Collaboratively evaluated planners |
| Collaborative planning and reflection is informed by assessment of student work and learning. | To better utilize student work to guide and inform planning. | Ongoing | All teaching staff PYP Coordinator | None | Staff more comfortable using formative assessment of the lines of inquiry to improve learning experience of students |
| There is a systematic approach to integration of the subject-specific scope and sequences and the POI | | Ongoing | All teaching staff PYP Coordinator | None | Subject-specific teachers collaborate with homeroom teachers to develop and support ideas of the unit |

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| All teachers have an overview of students' learning experiences | | September 2018 | All teaching staff PYP Coordinator Maintenance manager | None | Bulletin board of student-initiated actions and achievements is organized in school hall |

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
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| Program of Inquiry provides learning opportunities of a local, national and global nature | The written curriculum includes learning opportunities relevant to students lives locally, nationally and globally | Ongoing | All teaching staff PYP Coordinator | None | POI includes issues of local, national, and global significance |
| The written curriculum is available to the school community. | Create online resource accessible by parents outside of school, such as a link on the school website, Schedule parents meeting on POI. | Ongoing | PYP Coordinator, IT Specialist | None | POI is published on web site Parents meeting on POI |

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
|--|--|------------------------|---|------------------------|---|
| Promote inquiry in all areas of the curriculum | Teachers will create units of inquiry that provide opportunities for students to create meaningful inquiries, allow for critical thought and reflection, and demonstrate their learning over time | Ongoing | All teaching staff PYP Coordinator | None | Teachers and students use the language of inquiry Students given opportunities to inquire through genuine, relevant planning and provocations Staff support each other in improving their knowledge and understanding of inquiry learning |
| Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others. | To increase our awareness of student action and share this with our school community. To encourage students to identify problems and take actions. To collaborate with parents to cultivate actions in all students' areas of life. | Ongoing Ongoing | All teaching staff PYP Coordinator All teaching staff | None None | An Action Wall to showcase student led action. Portfolios have action artifacts. Identifying small actions that students can take related to planners. |
| Teaching and learning develop the learner profile for student attitudes and behaviors creating a learning environment based on understanding and respect | School will create environment based on mutual respect and understanding | | School staff and administration | None | Students can actively reflect on their individual and group learning using the vocabulary from the PYP Students demonstrate evidence of teaching and learning that depicts attitudes and behavior related to the Learner Profile |

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| The teaching and learning classroom experience fosters a broad-based educational approach that engages students to inquire and think, take responsibility for their own learning, and reflect on their accomplishments | Teachers will create units of inquiry that provide opportunities for students to create meaningful inquires, allow for critical thought and reflection, and demonstrate their learning over time | Ongoing | School staff and administration | None | Through the teaching and learning process students are exhibiting the aforementioned traits |

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

| Objective | Actions | Date to be achieved | Person/group responsible for achieving this objective | Budgetary implications | Evidence of achievement or of progress towards achievement of the objective |
|--|---|---------------------|---|---------------------------------------|---|
| Written assessment policy outlining school's commitment to the value, purpose and goals of assessment. | Ensure the assessment policy is a school working document which is shared with the school community | Ongoing | All teaching staff Head of School/PYP Coordinator | None | Assessment policy is yearly assessed and published on the website |
| The school provides evidence of student learning over time across the curriculum | Workshop providing methods for documenting evidence of student learning over time across the curriculum | Ongoing | School staff and administration | None | Twice a year student receive reports on their achievement Portfolio |
| Develop school wide agreements on assessment. | Create essential agreements about what should be in a child's portfolio and how it gets there. | September 2018 | All teaching staff PYP Coordinator | PD budget for PYP assessment workshop | Parents have understanding of their child's progress Children feel a sense of ownership and feel it accurately documents their development |

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| | | | | | Students and teachers use portfolios Students led conference and set goals |
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Approved by

Maria Lysenko

Position

PYP Coordinator