

Qatar Academy Strategic Plan 2018-2019

STRATEGIC AREA: STUDENTS

STRATEGIC GOAL: For students to understand and embody the IB Learner Profile in all stages and areas of personal development

Champions: Joanna Mathison and Sarah Wade

STRATEGIES	INITIAL TASKS TO ACHIEVE STRATEGY	RESPONSIBLE	RESOURCING (INTERNAL & EXTERNAL)	OBSTACLES TO PROGRESS	TIMEFRAME	CRITERIA TO SHOW SUCCESS (KPIs/EVIDENCE)
1. Provide the means to ensure the IB Learner Profile drives student learning and development.	Complete an audit of current documentation and practices.	IB Coordinators	Historical data Survey	Access to documents, documents not centralised. Time to complete a full audit.	Sept. 2018	Written review of current practices
	Research promising practice occurring in other schools and contexts.	IB Coordinators	Connections to other schools		Dec. 2018	Evidence of 3 other schools showing current practices
	Gain input from stakeholders.	IB Coordinators	Surveys Focus groups	Gaining information/ buy in from all stakeholders	Dec. 2018	Data collected
	Consolidate current good practice.	IB Coordinators	Exemplar Time Data from students	New staff with limited experience of IB, pressure on coordinators.	Feb. 2019	Good practice is being shared horizontally and vertically throughout the school. Evidence in meetings.
	Develop school wide (goal orientated) plan that addresses the required actions of key stakeholders.	IB Coord./Admin	Framework Committee Time	Creating vertical alignment/ Embedding PBIS within LP	May 2019	Plan shared and embedded in the Strategic Plan for 2019-2020. Teachers personal goal setting reflects the implementation of the LP.
2. Develop sustainable structures for students to initiate and lead action within and beyond the school community.	Review of current activities/actions and create a calendar across the whole school.	AP Primary AP High School Ass. Director	Meetings with current councils	Knowledge of activities occurring	Dec 2018	Comprehensive calendar created

	Audit of the current structure, procedures and policies governing the student councils within the school	AP Primary AP High School	Meeting with student council coordinators and gathering of paperwork.	Retrieving historical information.	Dec 2018	Folder of evidence
	Proposal created for the development of a whole school student council structure	AP Primary AP High School Ass. Director Student Reps	Student Voice	Finding common time to meet.	April 2019	Comprehensive proposal for whole school student council 2019-2020
	Review the vision for the student council and ensure a clear mission is stated.	AP Primary AP High School Ass. Director Student Reps	Student Voice	Finding common time to meet.	April 2019	Mission and Vision for the Student Council is available to all members of the school community.
	Create a forum/platform for students to connect, communicate, and gain relevant support.	Student Council K-12/ Sponsor / AP	IT skills/support Student focus group Focused time to work on Action ideas.	Finding common time to meet. Current system and culture in place for Student council	Oct. 2018	October 2018 platform is ready Guidelines and promotion of platform are shared
	Set up a schedule for 3 whole school student council meetings	Student Council K-12/Sponsor Director	Time, Calendar of meeting times throughout the year, Structured agendas	Finding a common time	Sept. 2018	Embed dates in school calendar for 2018-19 Student involvement is consistent and valued.
	Raise awareness of individual, local, national and world issues.	Admin/SaA /CASCoord./units of inquiry/Student Council/Teachers	IT equipment/ internet Boards Display areas Newspapers/ books/podcasts/ instagram/ Appropriate sources in both Arabic/English	Finding resources that are appropriate	Sept. 2018	Boards of action occurred. We have a list of links/sources that are available to all faculty. Add significant relevant dates to school calendar. Link our calendar of events to the QF events calendar.
3. Provide authentic experiential learning that enhances all aspects of student development.	Develop links to outside agencies - government, education, private sector etc.	Admin/PR/Student support service	PTA Alumni Faculty	Accessing the information needed/Process for access.	School year 2018-19	New relationships with 3 outside agencies.
	Audit connections and centralise information	Gracia	Office hours	Gathering information in a timely manner	School year 2018-19	Information is resident and available.

	Set expectations of baseline for experiential learning opportunities occurring in each year/department.	Curriculum Coordinators CAS coordinator	Time Student input Divisional Principals	Cost/Identifying appropriate locations/ Availability/ Transportation	April 2019	Agreement on baseline of opportunities
	Map out experiential learning across the whole school.	Director	Student platform Divisional Principals Curriculum Coordinators CAS coordinator	Prioritizing and conflicts with divisional school calendars	May 2019	Whole school experiential learning overview, complete with dates and benefits to students.
4. In partnership with the community, cater to the physical, social, and mental well being of students.	Safeguard training for all staff	Director	Time Training Budget EDI	Staff arriving late.	Aug. 2018	Initial training completed by 100% of staff.
	Implementation of Child Protection policy and aligning all aspects of school life to the policy	Director	Time PUE DSO Outside agencies	No formalized policy	School year 2018-19	Policy understood and implemented across all aspects of the school.
	Education of all stakeholders and develop a shared understanding of Safeguarding and student well being	Child Protection Officers/Counsellors	Students Parents PUE representatives Faculty	Support from outside agencies No formalized policy. How do we connect with parents/PUE? Commitment and budget	School year 2018-19	Policy understood and implemented across all aspects of the school. Monitor through surveys and confirmation of staff training. Letter of agreement with parents.
	Developing forums for student agency / voice	Directors round table/Principals round table/Student council/GLL	Student Council Nurse Counsellor Divisional Admin	Establishing procedures around this.	School year 2018-19	Dates are established for these opportunities.
	Developing partnerships with local organisations within the community in relation to student well-being	Student services coord. Assistant Director	Crisis support team Counsellors PUE TLC	Finding appropriate partnerships/ parent buy in.	School year 2018-19	3 New relationships with agencies that support student well-being Calculate % of students who have accessed support.

STRATEGIC AREA: TEACHING AND LEARNING

STRATEGIC GOAL: Facilitate a comprehensive curriculum within the framework of best practice that challenges, inspires and empowers the QA learning community to develop as responsible citizens and leaders
 Champions: Jo Ellis, Marie Green, Nikki Anderson and Maha Al Romaihi

STRATEGIES	INITIAL TASKS TO ACHIEVE STRATEGY	RESPONSIBLE	RESOURCING (INTERNAL & EXTERNAL)	OBSTACLES TO PROGRESS	TIMEFRAME	CRITERIA TO SHOW SUCCESS (KPIs)
1. Plan and facilitate inquiry-based pedagogical approaches across the curriculum for all students.	Utilize a coaching/mentoring model to enhance inquiry-based teaching to develop	LT's , Coordinators, Peers	Release time Training for coaches		Commencing November 2018	All unit planning demonstrates evidence of inquiry-based approach
	Develop Students skill sets within the inquiry based framework	All faculty			May 2019	Visible evidence of students demonstrating and applying inquiry strategies
	Needs assessment completed for Professional Learning for the coming year 1) gathering of feedback LT's and faculty (self-reflection, goal-setting and observation) 2) Develop a Student survey 3) Data collated and shared to PD Committee	Line Managers	Surveys and time allocated to analysis	Time, varied levels of implementation Large number of new faculty	May 2019	Data collected and shared by April 2019 Needs assessment share with EDI by May 2019
	All faculty engage in a minimum of 4 meetings, lesson observations, walkthroughs or feedback sessions over the course of the year. Utilize a coaching/mentoring model to enhance inquiry-based teaching.	LT's, Coordinators, Admin	Internal = cover for LT's to enter classes	Example of Admin with 60 supervisees with 4 meetings each = 240 meetings	September 2018 - May 2019	ERP completed with updates based on quarterly timelines as delineated by QF Human Capital. Clear evidence of use of inquiry-based practice.
	Development of school based PD plan in conjunction with EDI focused on whole school QAD needs assessment.	PD Committee	Meeting time and PD plans of EDI	EDI supports a variety of PD needs.	May 2019	Needs assessment share with EDI by May 2019, ready for roll out in August 2019.

<p>2. Support the language acquisition of Arabic speaking students to achieve full Arabic and English bilingualism.</p> <p>Whole School Literacy Goal</p>	<p>Tracking student language development through early years through graduation</p> <p>English</p> <ul style="list-style-type: none"> i) Prior Gr 3 - PM Benchmarks, others ii) MAP - gr 3 - 9 iii) Gr 10 & Gr 12 - MYP / DP assessment final grades <p>Arabic</p> <ul style="list-style-type: none"> i) Prior Gr 10 - no measured ii) Gr 10 & Gr 12 - MYP / DP assessment final grades 	<p>Deputy Director/ Student Support Coordinator/ Lead teachers/ Literacy coord.</p>	<p>MAP/WIDA/AVANT?? /PM Benchmark?</p>	<p>No identified and implemented Arabic language assessment tool</p>	<p>Aug. 2019</p>	<p>Early years (EEC/ECE) Literacy trackers for each child will determine a year of growth that is developmentally appropriate</p> <p>(xx Students reaching grade level benchmarks continue to do so each year and xx others close the gap or meet expectations .) - TBC</p> <p>XX% of Students reaching PM benchmarks for the grade level (English Only K-5) - TBC</p> <p>50% of Students making expected growth in Reading and Language Usage MAP Data (English Only K-9)</p> <p>66% of IB MYP students continuing their Arabic A and English A study leads to a Bilingual Certificate being awarded.</p> <p>75% of IB MYP students continuing their Arabic A and English A study, earn final grades of 4 or better in both subjects.</p> <p>70% of full IB DP students continuing their Arabic A and English A study in DP leading to a Bilingual Diploma being awarded.</p> <p>92% of IB DP students continuing their Arabic A and English A study, earn final grades of 4 or better in both subjects.</p> <p>85% of teachers feel they are equipped to meet the needs of the demands of the curriculum.</p>
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	<p>Arabic assessment tool identification and implementation</p> <ul style="list-style-type: none"> i) Identification ii) Training iii) implementation 	Deputy Director working with EDI	Identification of the tool and research from other schools.	Success of this aspect is out of Maha's control as it is dependent upon outside agency	September 2018 - May 2019	Arabic Language proficiency tool identified for use for the 2019-2020 academic year, if not before for grades KG to Grade 12.
	<p>Evaluation of students needs regarding course offerings for appropriately challenging language courses</p> <ul style="list-style-type: none"> i) Language Audit Development ii) Parent / Student Survey (Grade 5+) 	Librarians	Survey tool		Development or identification of Language Survey - Sept 2018 Oct - 2018	70% of student return 40% of parents return
	<p>Learning Support Teams in Senior School to work with grade level teams across subjects to assist with collaborative planning for curriculum success for EAL students</p>	Learning Support team at Senior School	<p>Time prioritized for teams to swap and evaluate quality of differentiation during whole school LS meetings</p> <p>EAL coordinator (Stephanie Drynan) to work with Lead teachers in Senior School to focus upon differentiation and EAL strategies</p>	Time restrictions for the task due to other demands on time	Initiate series of observations during Q1. During Q2 Learning Support Teachers to work with collaborators in class modeling and offering approaches in Senior School.	Evaluative observations by April 2019. Compare data from first round of observations in Q1. Evidence of increased differentiation and use of MAP and/or other data to inform practice.
3. Implement a clearly-articulated student support program across all aspects of the curriculum in the Primary, Middle and High Schools.	(a) Quarterly meetings between SSCs. LSTs from both schools, (coordinators and administrators as needed) to initiate and implement transition plans of support for students transitioning from PYP to MYP and MYP into DP	(a)SSCs, LST members (Coordinators, administrators as needed)	(a)Alternating venues in Senior and Primary Schools. Stakeholders attending transitional planning sessions.	(a)Complexity of meeting obligations across the school.	(a)Meetings to be established during the academic year 2018-2019.	(a)Meeting minutes indicative of ongoing exchange of student information, streamlining and documentation of new transition procedures (setting requirements and limitations)

	<p>(b) Implementation of ILPs, integration of SWIS data in data gathering process for Learning Support in Senior School.</p> <p>Meetings to explain systems of support (referral process, ILPs, expectations, data entry)</p> <p>(c) Launch Directed Studies, Language Acquisition (Grade 6) and Numeracy Target group (Grade 6)</p>	<p>(b) Jane, Jamie</p> <p>Learning Support Teams in both schools.</p> <p>(c) Jane, LS team</p>	<p>(b) Access to brief regular slots during staff meetings starting August 28, 2018.</p> <p>(c) Staffing/Rooming/re sources.</p>	<p>(b) Lack of buy-in from staff, lack of non-manual system to present ILPs.</p> <p>(c) Embedding new systems, new lines of communication</p>	<p>(b) Better quality of communication and provision for Tier 3 students.</p> <p>(c) Higher success rate of students, greater inclusion within MYP curriculum</p>	<p>(b) Efficiency and perceptions from staff measured by New Frontier Inclusion Survey in April 2019</p> <p>(c) Survey responses from 2017-2018 compared to 2018-2019. MAP scores.</p>
<p>4. Collaboratively plan a vertically aligned curriculum across early years, primary, middle and high school divisions.</p>	<p>i) Create a framework to develop an intention to deliver Trimestral Whole School Curriculum meetings</p> <p>a) Audit of curriculum overviews, unit plans</p> <p>b) Learning experiences</p> <p>c) Teaching strategies</p>	<p>Coordinators</p>	<p>Time</p>	<p>Prioritizing needs</p>	<p>Year plan included in Tuesday PD calendar by Aug 2019.</p>	<p>Concerns identified and brought back to appropriate divisional PL teams and departments for resolution.</p>
	<p>ii) Transition Needs</p> <p>a) Program Transition: <i>entry points, expectations, ATLS</i></p> <p>b) Grade level Transition</p>	<p>Admin with support of Lead Teachers, Counselors, coordinators</p>				<p>Program plan for 2018-19 in progress</p> <p>Program plan for 2019-20</p>

					presented in January 2018	IDUs, inquiry and action opportunities are clearly documented in unit planners on Managebac.
	District alignment in Math, English and Science curriculums as per PUE timeline	Coordinators and Lead Teachers			Opportunities and expectations outlined and shared by August 2018	Successfully meeting EDI timelines

STRATEGIC AREA: COMMUNITY

STRATEGIC GOAL: Nurture a cohesive community that is inclusive and respectful of all cultures.

Champions: Matt Dyer, Howard Menand and Sarah McGinley

STRATEGIES	INITIAL ACTIONS TO ACHIEVE STRATEGY	RESPONSIBLE	RESOURCING (INTERNAL & EXTERNAL)	OBSTACLES TO PROGRESS	TIMEFRAME	CRITERIA TO SHOW SUCCESS (KPIs/ EVIDENCE)	
1. For the school community to further develop an understanding and commitment to the values and characteristics of the IB Learner Profile.	Training of admissions staff on the attributes and provided in admissions materials.	IB Coordinators	Develop admissions materials – brochure/parent handbook.	Time PUE approvals.	End of next year - June 2019.	Admissions staff demonstrate understanding of IB LP. Admissions Parent Brochure	
	Post-admissions questionnaire to gather feedback on parental understanding of IB, particularly the Learner Profile.	PR officer	Questionnaire in Arabic/English-focus on LP/parent commitment to the school.	Translation of materials.	August, 2018	Developed questionnaire / survey.	
	Training of the PTA to develop awareness and understanding of the LP. Induction week training for staff/parents/PTA	IB Coordinators PTA Teacher Representative				2018-19 School Year	Parent participation in this session.
	Resident on school website with student message explaining the attributes. (English/Arabic) Should also be in the parent handbook.	Admin/IB Coord.				2018-19 School Year	Visual evidence on the website.
	Reinforcing attributes during transitions between school divisions. (Utilize same strategies used during admissions).	PR / Admin / IB Coord./ GLL	Procedure needs to be developed to support this intention.			June, 2019	LP embedded in pastoral care practices throughout each division.
	Help build a connection between the IB LP values and characteristics and the local culture.	Admin / Lead Teachers / Islamic Studies Teachers and Deputy Director				June, 2019	Alignment document with LP and Islamic values and local culture.

2. Clear and effective means of communication.	Utilize podcasts as a way of providing access to information about the school.	Admin/PR/Students		Time	2018-19 School Year	Create podcasts to post to website. Get analytics on patterns of frequency of use.
	Student centered communication flow chart for parents.	Admin/PR		PUE Approval	June, 2019	Flow chart shared with parents.
	Akhbar should include visuals and information on Forums (i.e. Director's Forum, Principal Coffees).	Admin	Akhbar		2018-19 School Year	Weekly published Akhbar.
	Director/Admin Forums: students, faculty and parents.	Admin			2018-19 School Year	Twice each semester: Agenda for these forums. Include Q&A.
	Communicate directly to students when issues impact them.	GLL, Admin, Student Council Reps	Grade Level Blogs Google Classrooms by Advisory Grade Level Community Boards	Clarify channels of communication.		Grade Level Blogs and Community Boards SMS students when information needs to be shared.
	The school transparently communicates its curriculum, assessment philosophy, policy and procedures and curriculum to the school community.	Admin, PR, GLL, IB Coordinators	Website Managebac Curriculum Documents		2018-19 School Year	Curriculum Documents posted on School Website and Managebac
3. Foster a growing understanding and engagement with international mindedness across the school community.	Work with PTA to develop international activities and events that celebrate International Mindedness.	PTA, Admin, Coordinators, PTA Faculty Rep, Student Council, MUN Action	MUN PTA		2018-19 School Year	Events sponsored by PTA (International Week) MUN and Action Office Sponsored Events MUN Leadership Conferences After School Activities Program
	Develop shared understanding of International Mindedness for all members of the community through staff information sessions, parent meetings, and newsletters.	Admin / Coord / PTA LTs and GLLS	Events developed and promoted in school calendar and on website.	Developing common understanding of International Mindedness amongst faculty.	2018-19 School Year	International mindedness embedded in curriculum meeting documents, GLL meeting documents, lesson plans. International Mindedness will be the focus of 4 parent communications per division over the course of the 2018-2019 SY
	Explicit teaching of the IB Learner Profile, its values and characteristics, in all subjects.	Director/Admin/Coord./Parents	Meeting time./Parents as a resource.	Parent availability/misconceptions	May 2019	Report on how capacity has been enhanced.

				as to path forward.		Present in teacher unit planners. Student reflections comment on the LP.
	International school trips aligned with International Mindedness to provide purpose and meaning to the trips.	Admin / Activities Coord	Time within classes.	Build teacher capacity on implicit planning	February 2019	Increased number of students participating and increased participation by parents. Shared understanding of the relevance and purpose of the trips. Student reflection documents during and after trips aligned with International Mindedness.

Revised and finalized August 9, 2018 by QAD Admin Team

Review Meeting 1:

Review Meeting 2:

Review Meeting 3: