



المدرسة الأمريكية الدولية
American International School

AIS KUWAIT

School Improvement Plan (SIP)

2013 – 2020

Student Performance Objective #1:

By 2020, AIS students will be more competent in mathematics.



SP1 Goal #1: The AIS curriculum will become the guiding document for the teaching and learning of mathematics.

Responsible: Curriculum Coordinator, IB Coordinators, Head of Department of Math

Action Plan #1

Action #1: Assess and improve the AIS mathematics curriculum

X : Initiated/Ongoing
■ : completed (Year)

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
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SP1.1.1.a	Review mathematics curriculum according to the AIS Curriculum cycle using the EXBD Root Cause Analysis protocol.	■					
SP1.1.1.b	Use Common Core, AERO, Alberta, Ontario and Washington State standards to address identified deficiencies and to vertically align the AIS K-12 curriculum	■					
SP1.1.1.c	Align curriculum with IB Programme requirements.	X	X	X			
SP1.1.1.d	Describe mathematics standards with increasing depth and complexity grade level to grade level, K-12	X	■				
SP1.1.1.e	Develop, disseminate and use standard mathematics curricular vocabulary K-12	X	X	X			



SP1 Goal #1: The AIS curriculum will become the guiding document for the teaching and learning of mathematics.

Responsible: Curriculum Coordinator, IB Coordinators, Head of Department of Math, Teachers

Action Plan #2

Action #2: Use the curriculum to improve the teaching and learning of mathematics

X : Initiated/Ongoing
■ : completed (Year)

		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
SP1.1.2.a	Identify mathematics curriculum objectives in lesson plans.	X						
SP1.1.1.b	Increase teacher accountability for identifying learning objectives in lesson planning.	X						
SP1.1.2.c	Do regular and ongoing Peer observation	X	X	X	■			
SP1.1.2.d	Reference and connect mathematical concepts across subject areas when applicable	X	X	X	■			
SP 1.1.2.e	Reference and connect mathematical concepts across grade levels	X	X	X				
SP 1.1.2.f	Introduce the mathematics curriculum to teachers new to Kuwait	X	■		■			



SP1 Goal #2: All mathematics classes will be collaborative and inquiry-based and foster critical thinking.

Responsible: Curriculum Coordinator, IB Coordinators, Head of Department of Math, Teachers

Action Plan #3

Action #1: Provide professional development for math teachers to align teaching methods with the curriculum.

X : Initiated/Ongoing █ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
X	█					
X	X	X				
X	X	X				
X	X	X				
X	X	X				
X	█					



SP1 Goal #2: All mathematics classes will be collaborative and inquiry-based and foster critical thinking.

Responsible: Curriculum Coordinator, IB Coordinators, Head of Department of Math, Teachers

Action Plan #4

Action #2: Staff members collaborate through common planning.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
X	X	X				
X	X	X				
■						

SP1.2.2.a Teachers meet regularly to collaborate on SP Objective 1

SP1.2.2.b Teachers meet regularly to develop and integrate trans and interdisciplinary SP1 connections.

SP1.2.2.c Leadership facilitates common planning by optimizing schedules and by encouraging creative use of available time



SP1 Goal #3: Internal and external assessments provide students with opportunities to demonstrate their learning.

Responsible: Principals, Curriculum Coordinator, IB Coordinators, Head of Department, Data Team

Action Plan #5

Action #1: Provide professional development on assessment and its use to support the teaching and learning of mathematics.

X : Initiated/Ongoing

■ : completed (Year)

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
SP1.3.1.a Teachers learn to align assessment practices with curriculum and instruction	X	X	X				
SP1.3.1.b Teachers accountable and distinguished for using a variety of assessments.	X	X	X				
SP1.3.1.c Analyze accumulated data from MAP and IB findings to inform instruction.	X	X	X				
SP1.3.1.d Provide professional development on utilization of data to inform instruction.	X	X	X				



SP1 Goal #3: Internal and external assessments provide students with opportunities to demonstrate their learning.

Responsible: Curriculum Coordinator, IB Coordinators, Heads of Departments

Action Plan #6

Action #2: Collaborate to develop common student assessments.

X : Initiated/Ongoing ■: completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
X	X	X				
X	■					

SP1.3.2.a Math teachers create and moderate common assessments.

SP1.3.2.b Create and compile exemplars of all levels of all criteria in PYP, MYP and DP



Student Performance Objective #1: By 2020, AIS students will be more competent in mathematics.

Action Plan

Responsible: Superintendent, Curriculum Coordinator, IB Coordinators, Heads of Department of Math

#7

SP1 Goal #4: Staff is fully supported in the teaching of mathematics.

Action #1: Provide appropriate human resources and student resource materials to implement inquiry-based instruction in mathematics.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
■						
	■					
	■					
	■					

SP1.4.1.a	Study student/teacher ratios, specialist support and student/M2 density of math classrooms in relation to other subjects and other like schools.
SP1.4.1.b	Research ways to support classroom teachers as they work to meet SP 1
SP1.4.1.c	Determine instructional support model to be used and additional human resources required
SP1.4.1.d	Procure funding for additional human resources
SP1.4.1.e	Procure funding for instructional resources/manipulatives/digital visuals as indicated

Student Performance Objective #2:

By 2020, AIS students will demonstrate an increased level of literacy.



SP2 Goal #1: All subjects will be guided by AIS curriculum for the teaching and learning of literacy

Action Plan #1

Responsible: Superintendent, Curriculum Coordinator, IB Coordinators, Heads of Department of Math

Action #1: Align the literacy curriculum through all grade levels

X : Initiated/Ongoing
■: completed (Year)

		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
SP2.1.1.a	Develop, disseminate and use standard literacy vocabulary K-12							
SP2.1.1.b	Develop, disseminate and use common proof-reader's symbols to standardize teacher responses to student writing K-12							
SP2.1.1.c	Describe Language A English standards with increasing depth and complexity grade level to grade level, K-12	■						
SP2.1.1.d	Develop PK – 12 Literacy Plan				X			
SP2.1.1.e	Literacy is addressed across the curriculum.	X	X	X				
SP2.1.1.f	Identify literacy learning objectives in daily lesson planning							
SP2.1.1.g	Connect literacy concepts across all subjects and grade levels.							



SP2 Goal #1: All subjects will be guided by AIS curriculum for the teaching and learning of literacy

Action Plan

Responsible: Superintendent, Curriculum Coordinator, IB Coordinators, Heads of Department of Math

#2

Action #2: Provide professional development on the curriculum and its use to support the teaching and learning of literacy.

		X : Initiated/Ongoing ■ : completed (Year)						
		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
SP2.2.1.a	Implement professional development to support Literacy Plan.	X	X					
SP2.1.2.b	Assess the adequacy of the specialist human resource commitment to SP Objective 2	X	■					
SP2.1.2.c	Re-define and communicate the role of the LC, CC, PYPC, MYPC and DPC with respect to classroom-based professional development	X	■					
SP2.1.2.d	Provide professional development on SP Objective 2 for teachers new to Kuwait each year.	X	X					



SP2 Goal #2: All classrooms will become collaborative and inquiry based centers for critical thinking that foster excellence in reading, writing and communication.

Action Plan #3

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #1: Provide professional development on teaching methods to support collaboration, inquiry and critical thinking.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
■						
■						
X	X					
X	X					
X	X					
X	X					



SP2 Goal #2: All classrooms will become collaborative and inquiry based centers for critical thinking that foster excellence in reading, writing and communication.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#4

Action #2: Make the K-12 library the hub for collaboration, inquiry and critical thinking to foster excellence in reading, writing and communication.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
■						
■						
	■					
	■					
	■					

SP2.2.2.a	Provide acoustical separation and window treatments
SP2.2.2.b	Modify and re-furnish facility while maintaining open site lines
SP2.2.2.c	Consolidate the K-12 Library Curriculum and update it for use in a wireless online environment.
SP2.2.2.d	Develop K-12 sequence for scholarly research and reporting using the internet.
SP2.2.2.e	Develop K-12 sequence for lessons in ethical behavior that promote academic honesty.
SP2.2.2.f	Students learn from one another in multi-age groupings using the internet



SP2 Goal #3: Internal and external assessments provide students with opportunities to demonstrate their learning.

Action Plan #5

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #1: Provide professional development on assessment and its use to support the teaching and learning of literacy.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
X	X	X				
X	X	X				
X	X	X				
		X				

SP2.3.1.a	Create and compile exemplars of all levels of all criteria in PYP, MYP and DP
SP2.3.1.b	Teachers align assessment practices with curriculum and instruction
SP2.2.2.d	Develop K-12 sequence for scholarly research and reporting using the internet.
SP2.3.1.c	Teachers use a variety of internal assessments
SP2.3.1.d	Teachers accountable and distinguished for using a variety of assessments.
SP2.3.1.e	Analyze accumulated data from MAP and IB and utilize findings to inform instruction

Organizational Capacity Objective #1:

By 2020, AIS will demonstrate a more collaborative and transparent process for developing, implementing, communicating and monitoring organizational and long range strategic plans.



OC1 Goal #1: All stakeholders are committed to an ethic of organizational and long range strategic planning.

Action Plan #1

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #1: Develop clear, transparent and inclusive structures for school planning.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
■	X	X				
■	X	X				
X	X	■				
X	X	X				
X	X	X				

OC1.1.1.a	Define the mandate and membership of standing committees: SIP, HS&S Data, IT, FAC
OC1.1.1.b	Post and archive easily accessed Action Notes of the meetings of all standing committees.
OC1.1.1.c	OC1.1.1.c Embed mission and objectives in the hiring process.
OC1.1.1.d	Reference school improvement plans in teacher assessment & goal setting.
OC1.1.1.e	Establish a structured parent liaison organization and involve it in the planning process.
OC1.1.1.f	Develop and Monitor Policy/Procedure/Practice to ensure institutionalization of the planning ethic



OC1 Goal #1: All stakeholders are committed to an ethic of organizational and long range strategic planning.

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action Plan #2

Action #2: Communicate the school's objectives, goals, and action steps to all stakeholders.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
X	X	X				
X	X	X				
X	X	X				
X	X	X				
X	X	X				

OC1.1.2.a	Inform all stakeholders about the school's objectives, goals and action steps.
OC1.1.2.b	Assess awareness of SIP amongst all stakeholder groups annually
OC1.1.2.c	Review progress of SIP annually insuring compliance to accrediting and authorization organizations (MSA, IB).
OC1.1.3.d	Train governance and leadership in organizational and strategic planning.
OC1.1.2.e	SIPC reports to AC



Goal 2: AIS will make optimal use of digital technology for curriculum and instruction, communication, reporting, record keeping and security.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#3

Action #1: Staff and students will carry and use AIS Identity Cards at all times.

X : Initiated/Ongoing
■ : completed (Year)

		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
OC1.2.1.a	Staff informed of uses of ID card	X	X	X				
OC1.2.1.b	Photographs of new staff placed in Admin Plus	X	X	X				
OC1.2.1.c	Research suitable and efficient manner for staff and students to regularly carry ID Cards.	X	X	X				
OC1.2.1.d	ID Cards distributed to new staff members	■	X	X				
OC1.2.1.e	Teachers and professional support staff trained to use ID Card for printing	X	X	X				
OC1.2.1.f	Parental notice re ID card and printing given	■						
OC1.2.1.g	All students carry and display ID in age appropriate manner	■						
OC1.2.1.h	Students print using ID	■						



Goal 2: AIS will make optimal use of digital technology for curriculum and instruction, communication, reporting, record keeping and security.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#4

Action # 2: Bus gate will be reconfigured for exclusive use of bus students

		X : Initiated/Ongoing ■ : completed (Year)						
		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
OC1.2.2.a	Design bus loop for on campus loading	X	■					
OC1.2.2.b	Attain necessary permissions for construction	X	■					
OC1.2.2.c	Survey students to determine volume and pattern of ingress and egress	■						
OC1.2.2.d	Construct bus loop		■					
OC1.2.2.e	Communicate busing plan to parents and recommend new drop off and pick up gates	■						
OC1.2.1.f								
OC1.2.2.g	Train bus students to load and unload in a safe and orderly manner	X	■					



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Goal 2: AIS will make optimal use of digital technology for curriculum and instruction, communication, reporting, record keeping and security.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#5

Action # 3: Students and teachers will use ID to enter campus

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		■				
		■				
X	X	X				
X	X	X				

OC1.2.3.a	ID Scanners installed at all gates
OC1.2.3.b	Guards trained to use scanners
OC1.2.3.c	Stakeholders informed of security protocol
OC1.2.3.d	Students and staff learn to use ID to enter campus

Organizational Capacity Objective #2:

By 2020, AIS student services will enhance and increase opportunities and supports to create an inclusive and equitable learning environment for all students.



Goal #1: AIS policy and procedures will guide student services.

Action Plan #1

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #1: Develop clear, transparent, and inclusive policy to address Student Services.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				
		X				
		X				
		X				

OC2.1.1.a	Review current Student Services practices.
OC2.1.1.b	Define various terms used to describe Student Services.
OC2.1.1.c	Develop Student Services Policy.
OC2.1.1.d	Review and update Student Services Team referral process and purpose (PK-12).
OC2.1.1.e	Provide professional development for counselors to create inclusive practices to support classroom teachers.



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Goal #1: AIS policy and procedures will guide student services.

Action Plan #2

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #2: Develop clear, transparent, and inclusive procedures to address Social Emotional Learning (SEL).

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.1.2.a Review and update procedures currently in place that relate to SEL (PK-12).

OC2.1.2.b Provide professional development for teachers to create SEL practices



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Goal #1: AIS policy and procedures will guide student services.

**Action
Plan
#3**

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #3: Develop clear, transparent, and inclusive procedures to address English Language Learners (ELL).

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.1.3.a Review and update procedures currently in place that relate to ELLs (PK-12).

OC2.1.3.b Provide professional development for LCs and teachers to create ELL practices.



Goal #1: AIS policy and procedures will guide student services.

Action Plan #4

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action #4: Develop clear, transparent, and inclusive procedures to address Special Education Needs (SEN).

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.1.4.a Review and update procedures currently in place that relate to SEN (PK-12).

OC2.1.4.b Provide professional development for teachers to create SEN practices.



Goal #2: The IB Learner Profile of the Graduate (LPoG) will provide a foundation to impact how we support social-emotional development.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#5

Action #1: Publicize the Learner Profile of the Graduate in all activities at AIS.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.2.1.a	Research how other IB and non-IB schools promote LPoG.
OC2.2.1.b	Parents read and have access to LPoG.
OC2.2.1.c	Reference LPoG in revised parent-school contact protocol.
OC2.2.1.d	Create culture where ethical behavior is seen as the norm.
OC2.2.1.e	Assess progress annually through survey of stakeholders.



Goal #2: The IB Learner Profile of the Graduate (LPoG) will provide a foundation to impact how we support social-emotional development.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#6

Action #2: Teachers will use the Learner Profile of the Graduates to guide instruction

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.2.2.a	Connect LPoG to K-12 IB action and service.
OC2.2.2.b	Incorporate both local and global service learning experiences to meet IB programme requirements.
OC2.2.2.c	Review local Kuwait/regional resources that will support a SEL objective.
OC2.2.2.d	Review IB documents to inform PK – 12 SEL scope and sequence.
OC2.2.2.e	Reference and model the LPoG in daily teaching.
OC2.2.2.f	Design lessons to optimize use of the internet while minimizing opportunities for academic malpractice.
OC2.2.2.g	Review/Adopt/Develop/Implement digital literacy scope and sequence to support principled use of resource.
OC2.2.2.h	Connect the “Teacher to Student” portion of the AIS Teachers’ Code of Ethics to the LPoG.

OC2.2.2.i	Develop SEL parent education curriculum.							
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Goal #2: The IB Learner Profile of the Graduate (LPoG) will provide a foundation to impact how we support social-emotional development.

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action Plan #7

Action #3: Leadership will use the Learner Profile of the Graduate to improve school culture.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.2.3.a	Distinguish individuals and groups of teachers and students who demonstrate LPoG traits.
OC2.2.3.b	Incorporate LPoG reflection into Goal Setting by teachers.
OC2.2.3.c	Celebrate student successes in living the LPoG.
OC2.2.3.d	Model the LPoG in rewards given for extra-curricular activity.
OC2.2.3.e	Establish baseline data for academic malpractice in 2013-14 and track annually.



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Goal #3: Professional development will support diverse needs of AIS students.

Action Plan

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

#8

Action #1: Provide professional development to support Social Emotional Learning (SEL)

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
		X				

OC2.3.1.a	Train teachers to support SEL.
OC2.3.1.b	Counselors receive further training to help students manage stress (e.g., performance anxiety leading to academic malpractice).



Goal #3: Professional development will support diverse needs of AIS students.

Responsible: Administrators, Curriculum Coordinator, Heads of Departments

Action Plan #9

Action #2: Provide professional development to support English Language Learners (ELL).

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
		X				

OC2.3.2.a	Review and update Language Policy to support development and usage of mother tongue (Arabic).
OC2.3.2.b	Train teachers to support ELLs.
OC2.3.2.c	Train leadership to support the WIDA model.
OC2.3.2.d	Train teachers to support ELLs using the WIDA model.
OC2.3.2.e	Investigate Language Acquisition: English options offered by the IB programmes.



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Goal #3: Professional development will support diverse needs of AIS students.

Responsible: Superintendent, Admin, Guidance Counselors

Action Plan #10

Action #2: Provide professional development to support Special Education Needs (SEN).

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020

OC2.3.3.a Define SEN support available for AIS students.

OC2.3.3.b Train teachers to support SEN.



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Goal #4: Resources will support diverse needs of AIS students.

Responsible: Superintendent, Administrators, CC, IBCs, GCs

**Action
Plan
#11**

Action #1: Staffing will support diverse needs of AIS students.

X : Initiated/Ongoing

■ : completed (Year)

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020

OC2.4.1.a Review and update job descriptions for staff in inclusion roles.

OC2.4.2.b Conduct a gap analysis of SEN/SEL/ELL staffing.



Goal #4: Resources will support diverse needs of AIS students.

Responsible: Superintendent, Administrators, CC, IBCs, GCs

Action Plan #12

Action #2: A Learning Commons will facilitate meeting the needs of AIS students.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020

OC2.4.2.a Review current library space and its potential for transitioning to a Learning Commons.

OC2.4.2.b Investigate planning of sustainable Learning Commons around the world.

OC2.4.2.c Develop a plan for the transition from a K-12 library to a Learning Commons.

OC2.4.2.d Diversify resources within the Learning Commons.

OC2.4.2.e Learning Commons serves as a vibrant hub where students can access human resources to support their needs.

OC2.4.2.f Implement an effective, streamlined system for booking spaces in the Learning Commons.



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Goal #4: Resources will support diverse needs of AIS students.

Responsible: Superintendent, Administrators, CC, IBCs, GCs

**Action
Plan
#13**

Action #3: The AIS curriculum will address the Social/Emotional learning needs of students.

X : Initiated/Ongoing

■ : completed (Year)

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
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OC2.4.3.a Identify specific accommodations that may be used by teachers to meet the needs of AIS learners

OC2.4.3.b Review current reading resources and purchase where needed leveled materials (Languages?)



Goal #5: Students will understand their potential in planning their future beyond AIS.

Responsible: Superintendent, Administrators, CC, IBCs, GCs

Action Plan #14

Action #1: The Curriculum will support career and future planning. AIS curriculum will address the Social/Emotional learning needs of students.

X : Initiated/Ongoing ■ : completed (Year)						
2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020

OC2.5.1.a	Review career and future planning within the curriculum.
OC2.5.1.b	Review the efficacy of AIS efforts to prepare students for careers.
OC2.5.1.c	Develop plan to educate parent community about career and future planning.



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Goal #5: Students will understand their potential in planning their future beyond AIS.

Responsible: Superintendent, Administrators, CC, IBCs, GCs

Action Plan #15

Action #2: Resources will support career and future planning.

X : Initiated/Ongoing

■ : completed (Year)

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 - 2020
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OC2.5.2.a	Explore technology platforms that will facilitate career and future planning.						
OC2.5.2.b	Investigate PK – 12 opportunities for career and future planning exploration.						
OC2.5.1.c	Develop plan to educate parent community about career and future planning.						