



ISHavana

## Learning to Make a Difference

*Our Mission:*

### Learning to Make a Difference

*Our Vision:*

At the International School of Havana we focus together on our core work of creating a powerful, positive learning culture framed by a common language and shared principles. We discover how to learn and how to help others learn. Acknowledging that everyone is different, we embrace and celebrate our differences, and learn from our diversity. Every member of our community has something to offer that can make a difference, to ourselves, to each other, to our community and, ultimately, to the shared world beyond our school. At the International School of Havana we all learn with a common purpose.

**We learn to make a difference!**

### The 2023 Plan:

This document maps out the plan for all aspects of learning, leading, teaching and assessing at ISH, from 2019-2023. As an organizer it uses the CGC Learning Ecosystem. In brief, our goal is that learning will be defined, designed, delivered and demonstrated ('4 D's') in the best possible ways at the International School of Havana

The Plan is driven by 'impact goals', the specific changes we want to see happening against which we will gather evidence of success.

The Impact Goals for the overall Learning Plan is that:

### Impact Goal 1

#### *Learning to Make a Difference*

All learning stakeholders will benefit from a coherent, consistent Learning Ecosystem to achieve an optimal learning impact.

### Impact Goal 2

#### *Learning to Make a Difference*

Our ISH Community will be enhanced as we recognize and celebrate diversity and provide opportunities for purposeful, personal engagement with an authentic impact on all learning stakeholders.

Each of the 4 D's of the Ecosystem has its own impact goal, which is then broken down into further actions, each mapped across our planning sequence. By using the Learning Ecosystem as a planning system, and by implementing the resulting plan, we will achieve all the impacts we have identified, ensuring that we offer every student an optimal learning experience in the context of a learning culture in which parents, teachers and leaders are supporting student learning while also learning ourselves.

Our plan includes three layers: 1) An overview of the ISHavana Mission, Vision, Principles, and description of the ISHavana Learning Ecosystem that frames our plan; 2) A strategic plan that integrates teaching, operations and governance into a single coherent road map, with learning as its focus, that illustrates how and when we will achieve impact; 3) An action plan that focuses on the impacts of the strategic plan and the ways in which they will be measured.

# The International School of Havana Learning Ecosystem

*How do we organize learning for optimal learning impact?*

This strategic plan strives to **Define, Design, Deliver** and **Demonstrate** the impactful elements of our Learning Ecosystem.

<p><b>Define</b></p>	<p><i>What is learning and how do we do it?</i></p>	<p><b>Our Learning Impacts:</b></p> <p>All learning stakeholders benefit from the clarity and consistency of direction provided by a clear set of guiding statements that map out our learning purposes, principles and definitions.</p>	<p><b>Our Learning Products:</b></p> <p>Learning Mission Learning Principles Learning Definition Learning Glossary</p>
<p><b>Design</b></p>	<p><i>What's worth learning and how do the pieces fit?</i></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners develop agreed upon conceptual understandings, competencies and character traits in the context of relevant life-worthy content that is organized for optimal coherence, continuity and connections.</p>	<p><b>Our Learning Products:</b></p> <p>Learning Standards Disciplinary Learning Units Transdisciplinary Learning Learning Matrix Co-curricular Learning Learning Space, Learning Time Character Learning Operations and Governance Learning Leadership / Staffing Health, Safety and Security</p>
<p><b>Deliver</b></p>	<p><i>How do we teach for learning and create learning cultures?</i></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners benefit from a supportive learning culture shaped by shared learning principles and targeted approaches to learning shaped by common learning definitions.</p>	<p><b>Our Learning Products:</b></p> <p>A Professional Learning Culture Professional Learning Systems Key Pedagogies Learning Leadership Learning and Language Support Learning Technology Building our Community Partnering with our Community Celebrating our Culture Connecting to our Global Network Information Resources and Technology School Relations Facilities</p>
<p><b>Demonstrate</b></p>	<p><i>How do we know what we've learned and let others know?</i></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners have a clear sense of their own goals, pathways and progress because they are guided by consistent formative feedback, both continuous and cumulative.</p>	<p><b>Comprised of:</b></p> <p>Assessment &amp; Reporting Learning Ownership Learning Analysis and Feedback Learning Culture as a Leading Attractor</p>

# The ISH Learning Ecosystem: Our Learning Products

<p><b>1. Define</b></p>	<p><b>1.1 Learning Philosophy</b> All significant decisions are guided by a simple set of underlying guiding statements which have widespread buy-in from all stakeholder groups.</p>	<p><b>1.2 Learning Principles</b> All learners benefit from agreed teaching and learning practices guided by shared Learning Principles.</p>	<p><b>1.3 Learning Definition</b> All learners are better able to own, lead and manage their own learning because we have a shared understanding of how learning works through a definition of learning that drives pedagogy and provides us with a common learning language.</p>	<p><b>1.4 Learning Glossary</b> All learning conversations are more effective and efficient because they are informed by common understanding of the meanings of key terms.</p>			
<p><b>2. Design</b></p>	<p><b>2.1 Learning Standards</b> Learners develop deep conceptual understanding, high levels of competency and strong character, through sustained engagement with an articulated flow of Learning and behavioral Standards.</p>	<p><b>2.2 Disciplinary Learning Units</b> Learners develop expertise in the 3 C's (Conceptual understanding, Competencies, Character), as documented in our Design for Learning, in the rich, relevant context of challenging disciplinary learning.</p>	<p><b>2.3 Trans-disciplinary Learning</b> Teachers develop expertise in the 3 C's by creating life-worthy interdisciplinary units; these units are designed to enable our students to respond to current and future challenges and opportunities facing humanity.</p>	<p><b>2.4 Learning Matrix</b> Throughout their time at ISH, learners engage with a connected, balanced learning experience through a connected, coherent Learning Matrix.</p>	<p><b>2.5 Co-curricular Learning</b> Learners extend, enhance and experiment with their learning experiences through rich and rewarding offerings of Co- curricular Learning.</p>		
	<p><b>2.6 Learning Space, Learning Time</b> Learning is enhanced and supported by the purposeful, aligned design of space and time, shaped by Learning Principles</p>	<p><b>2.7 Character Learning</b> Learners live by the values and dispositions that define our school culture and are explicitly fostered in designs for learning.</p>	<p><b>2.8 Operations and Governance</b> Impact Goal: All learning stakeholders benefit from the effective, efficient, transparent management of resources and processes in support of the school's mission, principles and practices.</p>	<p><b>2.9 Learning Leadership/Staffing</b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic, and adaptive approach to capacity building.</p>	<p><b>2.10 Health, Safety and Security</b> The school campus is safe and secure, providing for healthy options for all stakeholders, with clear and supervised boundaries, reliable mass communication systems, strategic risk management and systematic training in key competencies.</p>		
<p><b>3. Deliver</b></p>	<p><b>3.1 A Professional Learning Culture</b> Learning, teaching and leading are guided by an explicit learning culture framed by shared learning principles and a common learning language. ISH Learning Professionals own their professional learning, continually working to improve their learning impact on students.</p>	<p><b>3.2 Professional Learning Systems</b> The ISH Professional Learning System fosters self-directedness by driving goal-setting, professional growth and learning opportunities, coaching, professional feedback and reflection.</p>	<p><b>3.3 Key Pedagogies</b> Learners become expert in key pedagogies (i.e., guided inquiry, service learning, etc.) through a sustained focus, including coaching and the provision of appropriate resources and toolkits.</p>	<p><b>3.4 Learning Leadership</b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic, and adaptive approach to capacity building.</p>	<p><b>3.5 Learning and Language Support</b> Students with a range of learning and language profiles learn optimally because of support systems that provide them with structured, differentiated access to learning.</p>	<p><b>3.6 Learning Technology</b> As students work towards different learning goals, they are supported by the technology tools that are identified as most "fit for purpose".</p>	<p><b>3.7 Building our Community</b> Our school will achieve its optimal capacity and balance through identifying and creating opportunities for increased enrolment and engagement of all members of the ISH community.</p>
	<p><b>3.8 Partnering with our Community</b> Our school will make a difference in the community with a committed, diverse and rich commitment to service and to the development of thriving partnerships.</p>	<p><b>3.9 Celebrating our Culture</b> We will pro-actively develop an inclusive, engaging ISH Culture that shares constructive, supportive, respectful norms of behavior, framed by ISH Community Principles that map out how we all make a difference.</p>	<p><b>3.10 Connecting to our Global Network</b> We will contribute to, learn with, and from an identified network of partners in learning, who share our core values and who will bring different perspectives to our work.</p>	<p><b>3.11 Information Resources and Technology</b> Educational and operational systems are effectively and efficiently supported by well-designed technology tools and proficient staff.</p>	<p><b>3.12 School Relations</b> ISH is populated by an optimal number of students and families who genuinely and actively support the school's Mission, Vision and Principles.</p>	<p><b>3.13 Facilities</b> The ISH Master Campus Plan is effectively designed and utilized to enhance learning, facilitate diverse functions and provide for optimal capacity.</p>	
<p><b>4. Demonstrate</b></p>	<p><b>4.1 Assessment &amp; Reporting</b> Students experience consistency of purpose and practice in assessment, recording and reporting through the development and implementation of a clear, comprehensive assessment and reporting plan.</p>	<p><b>4.2 Learning Ownership</b> Students and professional staff learn optimally because they are able to assess their own learning, formulate appropriate goals, plan to achieve them, respond constructively to feedback, reflect on progress and modify future actions.</p>	<p><b>4.3 Learning Analysis and Feedback</b> Learners make optimal progress as a result of systems of feedback, assessment, recording and reporting and learning is clearly communicated to all stakeholders.</p>	<p><b>4.4 Learning Culture as a Leading Attractor</b> We consistently meet recruitment targets because ISH is recognized as a leader in international education.</p>			

Action Key  = initiating action











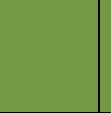





























 = ongoing development

 = completed and/or sustaining action

# 1 Define

## Key question: What is learning and how do we do it?

*What do we want to see happening that we are not seeing now?  
Could we include a commitment to what comes next learning with a focus on alumni?*

WHAT? <i>What specific impacts will contribute to our overarching impact goals?</i>	HOW? <i>What actions will we take to achieve our impact?</i>	Looks Like? <i>How will we see the impact or our actions (if not explicit in the What &amp; How)</i>	2019 2020	2020 2021	2021 2022	2022 2023
<b>1.1 Learning Philosophy</b> All significant decisions are guided by a simple set of underlying guiding statements which have widespread buy-in from all stakeholder groups.	<b>1.1a</b> Review and revise existing philosophy and objectives to align with our mission and learning and community principles.	Completed set of guiding statements				
	<b>1.1b</b> Develop a schedule to review and reflect upon the alignment of our Learning Philosophy, Principles, Definition and Glossary and our actions and decisions.	Completed schedule for reviewing and reflecting upon ISH's guiding statements				
<b>1.2 Learning Principles</b> All learners benefit from agreed teaching and learning practices guided by shared Learning Principles.	<b>1.2a</b> Plan in accordance with, and reflect at the end of a unit through the lens of the learning principles.	The learning principles are being used to evaluate and reflect on learning by all stakeholders				
	<b>1.2b</b> Articulate Shared Practices derived from Learning Principles which form the basis of professional expectations	Designated staff meetings throughout the year to provide opportunities for professional dialogue				
	<b>1.2c</b> Develop grade-appropriate, student-friendly explanations of Learning Principles.	Student-friendly Learning Principles document developed				
<b>1.3 Learning Definition</b> All learners are better able to own, lead and manage their own learning because we have a shared understanding of how learning works through a definition of learning that drives pedagogy and provides us with a common learning language.	<b>1.3a</b> Review CGC Learning Definitions, create one for ISH and use it to guide learning:  <i>"Learning is a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, dispositions or values."</i>	Definition of learning is completed and shared with the community both internally and externally				
		The language of our Learning Competencies and Behaviors is used to drive discussions about learning between all stakeholders				
	<b>1.3b</b> Define ISH values for learning in a global context that foster international-mindedness and intercultural understanding	students understand and live by the principles of internationalism and interculturalism.				
<b>1.4 Learning Glossary</b> All learning conversations are more effective and efficient because they are informed by common understanding of the meanings of key terms.	<b>1.4a</b> Review CGC Learning Glossary and our existing practice to create and publish an ISH Learning Glossary	ISH Learning Glossary is completed and is shared and understood by all stakeholder.				
	<b>1.4b</b> Explicitly define "learners" to include students, teachers, staff, parents and the wider community	All members of the community think of themselves as learners				

Action Key  = initiating action

 = ongoing development

 = completed and/or sustaining action

## 2 Design

**Key questions: What's worth learning? How do the pieces fit? What structures need to be in place to support it?**

*What do we want to see happening that we are not seeing now?*

WHAT? <i>What specific impacts will contribute to our overarching impact goals?</i>	HOW? <i>What actions will we take to achieve our impact?</i>	Looks Like? <i>How will we see the impact or our actions (if not explicit in the What &amp; How)</i>	2019 2020	2020 2021	2021 2022	2022 2023
<b>2.1 Learning Standards</b> Learners develop deep conceptual understanding, high levels of competency and strong character, through sustained engagement with an articulated flow of Learning and Behavioral Standards.	<b>2.1a</b> Articulate the ISH Design for Learning that clearly shows how our adopted sets of Standards align with and support our Definition of Learning	Standards are aligned and are reflective of an articulated curriculum				
	<b>2.1b</b> Continue Curriculum Review Cycle, using standards and benchmarks to drive curriculum review and development for competencies and learning behaviors	Our Definition of Learning, our Learning Principles and Standards and Benchmarks for both learning competencies and behaviors are used throughout the community as our default language to talk and think about learning				
<b>2.2 The Language of Learning</b> English is regarded as the language of inclusion at ISH, and all teachers are aware of their role as language teachers.	<b>2.2a</b> Establish a steering committee to monitor implementation and effectiveness of Language Policy	Teachers model language learning in front of learners				
	In addition to having more staff training in the ESL in the mainstream course, offer workshops/training relevant to specific ages and classes regarding supporting language learning.	Consistency in implementation of specific strategies, including recasting and elevating language are regarded as part of ongoing language development				
<b>2.3 Disciplinary Learning Units</b> Learners develop expertise in the 3 C's, as documented in our Design for Learning, in the rich, relevant context of challenging disciplinary learning.	<b>2.3a</b> The curriculum mapping platform is fully populated	Curriculum standards are used and well understood by all stakeholders.				
	<b>2.3b</b> Standards are published and communicated so that all stakeholders have a clear understanding of learning expectations					
	<b>2.3c</b> Vertical and horizontal curriculum review will be undertaken	The curriculum remains aligned and articulated as changes are made.				
	<b>2.3d</b> Develop exemplar units or experiences in which the Standards bring the Learning Competencies and Behaviors to life	Learning competencies and behaviors are used to inform, frame and articulate learning				
	<b>2.3e</b> The unit planners are consistently used to inform teaching and learning and are complete in the curriculum mapping software.	Unit planners are used to plan and reflect upon each unit.				
<b>2.4 Trans-disciplinary Learning</b> Teachers develop expertise in the 3 C's by creating life-worthy interdisciplinary units; these units are designed to enable our students to respond to current and future challenges and opportunities facing humanity.	<b>2.4a</b> Fully integrate TOK into IB courses	The elements of TOK provide rich and authentic learning opportunities within the group subjects				
	<b>2.4b</b> Develop interdisciplinary links within Project Based Learning Experiences so that students can articulate connections between the disciplines	Transdisciplinary units are introduced and offer authentic learning opportunities for students.				
	<b>2.4c</b> Establish transdisciplinary themes that are horizontally and/or vertically articulated to organize learning and provide meaningful connections of learning.	Students have several opportunities throughout the year to engage with inter-disciplinary units with authentic outcomes.				
	<b>2.4d</b> Design and/or strengthen transdisciplinary units in the Secondary School					
	<b>2.4e</b> Introduce a comprehensive, articulated transdisciplinary Social Studies curriculum for middle school students.	The Global Issues course is offered from Grades 6 to 8.				
	<b>2.4f</b> Expand Global Issues Network (GIN) opportunities for secondary school students.	There is increased student participation in GIN activities in school and at international conferences				
		The school hosts an international GIN conference				
<b>2.4g</b> Units are revised and developed as needed prior to teaching.	Unit plans have been developed for all units.					



<b>2.5 Learning Matrix</b> Throughout their time at ISH, learners engage with a connected, balanced learning experience through a connected, coherent Learning Matrix.	<b>2.5a</b> Generate a ISH Learning Matrix to illustrate a connected learning design.	Parents will use the language of Learning Principles in their conversations about learning.				
	<b>2.5b</b> Develop a master Family Learning Opportunities (FLO) plan to meet the specific needs of our ISH families and local community. (eg. Family Learning Opportunities to include unpacking principles and how they can see them in action).	All members of the community see themselves as an integral part of the learning cycle.				
	<b>2.5c</b> Develop and implement a comprehensive marketing, branding and communication plan (using the family engagement cycle); see Consilium Education's report (internal, external, Alumn ISH, website design and launch, admissions process).					
<b>2.6 Co-curricular Learning</b> Learners extend, enhance and experiment with their learning experiences through a rich and rewarding offerings of Co-curricular Learning.	<b>2.6a</b> Design and offer co-curricular activities aligned with the identified strands and 3 C's (conceptual understanding, competencies and character).	Parents will report increased satisfaction with co-curricular offerings & co-curricular programs.				
	<b>2.6b</b> With stakeholder input, review the co-curricular program and summer program for purpose and impact.	Clear orientation session for all co-curricular teachers is provided.				
	<b>2.6c</b> Redesign the co-curricular and summer programs consistent with stakeholder input, the 3 C's and our definition of learning and learning principles.	Expectations and guidelines are Reviewed and reinforced annually for all co-curricular providers. Training is provided for co-curricular teachers on basic pedagogical principles and practices. Parents receive a brief a mid-session progress report. Quality control is regularly monitored and reinforced. Clear activity descriptions with objectives/outcomes are shared with all parents in advance. Rebrand the current EC program as the Co-Curricular Program to reflect the change in philosophical foundation. Activity descriptions as well as photos and experience of all co-curricular providers is provided online. Program mission statement is revised and communicated to the community. Explore the utility of organizing a Co-Curricular Open House to provide the opportunity for parents and students to meet with and ask questions of activity providers. Theatre arts offerings are expanded with the possibility of performing a school play. For Secondary, more project-based learning outcomes such as film-making, dramatic skits, mini-concerts, etc. are offered.				
<b>2.6d</b> Articulate and map current co-curricular activities (K-12) in strands to align with and support the 3 C's and the school's curricular offerings.	Mapping and alignment have been completed.					

<p><b>2.7 Learning Space, Learning Time</b></p> <p>Learning is enhanced and supported through the purposeful, aligned design of space and time, shaped by Learning Principles.</p>	<p><b>2.7a</b> Contract and retain an educational architect to develop a master campus plan for Calle 18 that provides an optimal learning environment (design intentions, functionalities and space utilization) and has had broad-based input from ISH stakeholders.</p>	We have a master plan for facilities development on the Calle 18 campus.				
	<p><b>2.7b</b> Develop and adopt environmental standards for classrooms.</p> <p>Conduct an audit of current learning spaces to determine optimal learning impact to ensure the physical environment has optimal learning impact.</p>	Our environment will be optimized so that our physical spaces are a supportive element to learning.				
	<p><b>2.7c</b> Make modifications to the learning environment as needed to address shortcomings identified by the audit.</p>					
	<p><b>2.7d</b> Review and redesign, as needed, time schedules in each division so that they are more effective in supporting ISH philosophies and systems and are maximizing use of new learning spaces.</p>	More unified & effective approach to the learning space.				
	<p><b>2.7e</b> Schedule Late Arrival Days for school development time with time built in for PLCs.</p>					
	<p><b>2.7f</b> Review alternative scheduling models to accommodate and encourage innovative teaching methodologies including PBL, and trans-disciplinary learning.</p>					
	<p><b>2.7g</b> Design the Calle 22 library to ensure it meets the learning needs of high school students.</p>	Library plans have been completed.				
	<p><b>2.7h</b> Develop a schedule of events (daily, weekly, annually) to position the library as a central hub of integrated learning that benefits all ISH stakeholders ensuring that learning behaviors are fully integrated into K-12 units including the gathering of evidence for assessment.</p>	A comprehensive schedule of engaging events for the library has been developed.				
<p><b>2.8 Character Learning</b></p> <p>Learners live by the values and dispositions that define our school culture and are explicitly fostered in designs for learning.</p>	<p><b>2.8a</b> With input from stakeholders, develop a school-wide: Service Learning Action Plan, and Sustainability Plan, with developmentally appropriate language, so that students experience a consistent, vertically articulated approach.</p>	K to 12 Service Learning Plan to foster student leadership embedded in curriculum, including overnight trips that include service component.				
	<p><b>2.8b</b> Embed service learning standards in units of study in all disciplines from EY to Grade 12.</p>					
	<p><b>2.8c</b> Explicitly plan for opportunities for students to develop leadership skills embedded in the curriculum, co-curricular and service learning programs.</p>	Student leadership opportunities have been formally integrated into service learning, systems and sustainability, global citizenship and design thinking.				
	<p><b>2.8d</b> LAL program and other social and emotional educational initiatives and practices are reviewed to evaluate impact.</p>	An assessment tool is developed or adopted to measure the impact of LAL on students' social and emotional development.				
	<p><b>2.8e</b> Review, redesign and cohere social/emotional curricula (LAL, Nines, IB LP, ad hoc mental health and risky behavior teaching, IT responsible use, CP, service learning) throughout the school to ensure a common approach.</p>	Deeper understanding of and commitment to child protection. (IS Havana is an example of an international school with robust Child Protection practices and character explicitly integrated into the curriculum).				
	<p><b>2.8f</b> Investigate and where able, introduce policies and procedures to:</p> <ul style="list-style-type: none"> <li>-install solar panels</li> <li>-eliminate single use plastic</li> <li>-balanced budgets and rebuilding reserves</li> <li>-review contracts and revise for consistency and equity</li> <li>-encourage student voice in school operations as appropriate.</li> </ul>	All stakeholders feel empowered to suggest or take action to improve school operations, making a difference as we strive toward a sustainable future.				

<b>2.8 Character Learning</b> Continued	<b>2.8g</b> Develop a conceptional framework that defines, aligns and articulates the various value statements and learner profiles held by the school at all age levels.	As a community, we develop a deep understanding of character learning.				
	<b>2.8h</b> Raise awareness of the ISH Nines and Learner Profile(s) throughout the community. Embed character learning as a core pedagogy throughout ISH.	Character learning becomes an endemic part of the ISH learning experience.				
<b>2.9 Operations and Governance</b> <b>Impact Goal:</b> All learning stakeholders benefit from the effective, efficient, transparent management of resources and processes in support of the school's mission, principles and practices.	<b>2.9a</b> Re-brand and develop strong school identify to maximize our impact in the family engagement cycle.	Our brand is used consistently and intentionally to help us develop a clear identity and pride of being part of our community for all stakeholders.				
	<b>2.9b</b> Investigate and development alternative funding models including Alumni association.					
	<b>2.9c</b> Develop the capacity for all members of our community to be content creators who help tell our stories.  Identify communications champions.					
	<b>2.9d</b> Introduce structures and build institutional and personnel capacity by introducing a new role of communications officer who ensures that our communication efforts are aligned with our brand identity and are helping us meet our goals.					
	<b>2.9e</b> Provide information to stakeholders regarding the NEASC partnership and ACE protocol.	Accreditation FLO held during NEASC Learning Principles visit.				
		Weekly and website have accreditation content and outcomes.				
	<b>2.9f</b> Host annual governance meeting with Board representation and open Q&A session.	Annual General Meeting held each May.				
<b>2.9g</b> Information about the Board is included in school communications (weekly, website) and promotional materials.	Stakeholders have a greater awareness of the Board, its membership and its role.					
<b>2.10 Learning Leadership / Staffing</b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic, and adaptive approach to capacity building.	<b>2.10a</b> Review of the organizational structure to determine opportunities for distributed leadership that have the maximum sustained impact on learning.	Our staffing and leadership structures are sustainable and help us maximize learning.				
	<b>2.10b</b> Review of Faculty/Staff deployment structures.					
	<b>2.10c</b> Collect data on regional and local salaries and benefits.	Staff compensation and benefits are optimized and high-quality staff are recruited desired retention rates are met.				
	<b>2.10d</b> Develop a 3-year plan for salary and benefits package for local and expatriate staff.					
	<b>2.10e</b> Define the optimum retention rate.					



<p><b>2.11 Health, Safety and Security</b></p> <p>The school campus is safe and secure, provides for healthy options for all stakeholders, and has clear and supervised boundaries, reliable mass communication systems, strategic risk management and systematic training in key competencies.</p>	<p><b>2.11a</b> Conduct a safety audit of the Calle 18 and 22 campuses.</p>	<p>Audit completed by an external source and report submitted to Board annually Safety recommendations addressed.</p>				
	<p><b>2.11b</b> Use technology to improve mass communications.</p>	<p>Designate the Communications Officer as the point person for What's App and other social media communications.</p>				
	<p><b>2.11c</b> Enhance campus security.</p>	<p>Add additional security lights, motion detectors and security cameras at key locations of school.</p>				
	<p><b>2.11d</b> Strengthen oversight of 3rd party contractors and volunteers and adjust procedures and policies as needed.</p>	<p>Procedures and policies tied to Child Protection developed, communicated and activated.</p>				
	<p><b>2.11e</b> Offer safety training (CPR/first aid/etc.) to ISH personnel and review student supervision procedures.</p>	<p>Ongoing training in CPR and first aid for all staff and teachers.</p>				
	<p><b>2.11f</b> Develop and implement a Staff Well-Being Plan.</p>	<p>Plan completed with actions tracked and reported to administrations, staff and Board.</p>				
	<p><b>2.11g</b> Review the Child Protection Policy and Procedures to ensure they are in line with international best practice.</p>	<p>Review complete and revisions made.</p>				
	<p><b>2.11h</b> Review and revise the cafeteria menu and services to ensure they provide healthy choices.</p>	<p>A healthy and nutritious menu has been developed and on offer.</p>				
	<p><b>2.11i</b> Ensure facilities are compliant with Child Protection best practices and our own policy.</p>	<p>All learning and administrative spaces' doors and windows allow for public visibility.</p>				

Action Key  = initiating action









































 = ongoing development

 = completed and/or sustaining action

### 3 Deliver

#### Key question: How do we teach for learning and create learning cultures?

What do we want to see happening that we are not seeing now?

WHAT? <i>What specific impacts will contribute to our overarching impact goals?</i>	HOW? <i>What actions will we take to achieve our impact?</i>	Looks Like? <i>How will we see the impact or our actions (if not explicit in the What &amp; How)</i>	2019 2020	2020 2021	2021 2022	2022 2023
<b>3.1 A Professional Learning Culture</b> Learning, teaching and leading is guided by an explicit learning culture framed by shared learning principles and a common learning language. ISH Learning Professionals own their own professional learning, continually working to improve their learning impact on students.	<b>3.1a</b> Create, describe and share the ISH Professional Learning System as a foundation of establishing a culture focused on learning.	An informative document describing the ISH Professional Learning Ecosystem that is shared internally and externally.				
	<b>3.2a</b> Establish teacher Shared Practices and Common Language that aligns to Learning Principles.	A common language for learning is use throughout the school.				
<b>3.2 Professional Learning Systems</b> The ISH Professional Learning System fosters self-directedness by driving goal-setting, professional development, coaching, professional feedback and reflection.	<b>3.2b</b> All teachers and Administrative Managers have completed Systems Thinking and Sustainability courses.	All Professional staff and administrative use element as of systems thinking and sustainability to solve problems.				
	<b>3.2c</b> All teachers are professionally qualified.	All current (2018-19) teachers have completed the CAIE PDQ  All remaining uncertified teachers complete the PDQ by 2021.				
	<b>3.2d</b> In addition to language classes, non-native English speakers teachers have the opportunity for Language coaching through Instructional coaching/cognitive coaching and targeted workshops.	Each teacher has been mentored towards being a teacher of language using cognitive coaching or through the student-centred coaching framework.				
	<b>3.2e</b> Include one individual and one common team/department/school goal in teacher goal-setting, both of which align with our principles and include evidence of impact.	Goals set for all teachers and staff.				
	<b>3.2f</b> Support staff and co-curricular staff are included in the professional growth and self-directed learning framework.	Support staff develop one personal and one professional goal on an annual basis.				
	<b>3.2g</b> Design professional learning (coaching, collaborative planning sessions, and other PL experiences) that explicitly guides teachers in achieving their professional team goals.	Great Teaching Project playbook created.  PG&SDL framework fully implemented including co-curricular staff.				
	<b>3.2h</b> Provide meaningful feedback to teachers regarding their growth on their professional goals and practice that are aligned with the ISH Learning Principles.	Meetings with mentors/colleagues/coaches/supervisors take place to gauge progress of and reflect upon professional goals.				
	<b>3.2i</b> Integrate teacher reflection into the system and ensure this is directly connected to student learning impact.	Coaches trained in Cognitive Coaching systematically employed to foster deep thinking in students and colleagues.  Unit planners contain reflection component with explicit connection to the impact on student learning.				

<b>3.3 Key Pedagogies</b> Learners become expert in key pedagogies (i.e., guided inquiry, service learning, etc.) through a sustained focus, including coaching and the provision of appropriate resources and toolkits.	<b>3.3a</b> Master PL plan developed over the next three years to include: <i>Guided Enquiry</i> <i>ESL in the Mainstream</i> <i>Systems Thinking and Sustainability</i> <i>Cognitive Coaching</i> <i>Adaptive Schools</i> <i>CAIE PDQ</i> <i>Discipline-specific training according to the curriculum review cycle</i> <i>Student-centered coaching.</i>	Master plan finished and communicated to stakeholders.				
		Students become more self-directed (in e.g. generating theories and questions, testing their hypotheses, and using the language of understanding and concepts when talking about learning).				
		Learners are independently seeking coaching as a way to help foster their thinking when reflecting, planning or problem-resolving.				
	<b>3.3b</b> Design ISH collaborative times to develop teacher capacity in agreed pedagogies (toolkit).	Our faculty have a common understanding of what "great" looks like and have the tools to get there.				
	<b>3.3c</b> Design a conception plan containing specific strategies and expectations that foster self- monitoring, management and modification leading to self directness in learners.	A Students demonstrate increasing self-directedness.				
<b>3.4 Learning Leadership</b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic, and adaptive approach to capacity building.	<b>3.4a</b> Review of the organizational structure to determine opportunities for distributed leadership that have the maximum sustained impact on learning.	Our school will have a sustainable leadership structure whose members have the maximum impact on learning.				
	<b>3.4b</b> Initiate a range of non-hierarchical leadership opportunities for professionals (i.e. mentoring, project management, learning team leaders, etc.) and a plan for adding these roles.	Clear job descriptions for all staff are reviewed, revised and completed.				
		Revised organizational chart is completed.				
		ELDT develop a list of leadership opportunities for faculty leaders in the context of committees, task forces, teams and ad hoc focus groups.				
	<b>3.4c</b> Provide time, training and tools for effective leadership for faculty leaders.	Leadership goal-setting, collaboration and reflection schedule is developed on an annual basis.				
	<b>3.4d</b> Leaders devise their own individual goals based on the adopted Shared Leadership Standards that align to ISH definition of learning and Learning Principles.	PG&SDL Team provides training in leadership development and implement Track III of the PG&SDL framework.				
Increased ownership and accountability and self-direction in professional learning opportunities.						
<b>3.5 Learning and Language Support</b> Students with a range of learning and language profiles learn optimally because of support systems that provide them with structured, differentiated access to learning.	<b>3.5a</b> Provide targeted EAL services through qualified staff.	All teachers have been trained in ESL in the Mainstream.				
	<b>3.5b</b> Embed language learning (first and EAL) in all disciplines.	Explicit evidence of language teaching is found in all disciplines from EY to Grade 12.				
	<b>3.5c</b> Enhance the on-campus services of highly abled and talented students.	Review the HAT program statement of purpose and scope of responsibilities and focus to ensure it delivers a differentiated and enriching program to each targeted student.				
		Fully integrated use of the Makerspace as a tool to enhance the learning of targeted HAT students.				
	<b>3.5d</b> Review the Learning Support Program and with stakeholder input, develop a list of services for students with Special Educational Needs.	Stakeholders know what services the school offers.				
		High quality services are provided to all targeted students.				
	<b>3.5e</b> Provide comprehensive career and university counseling services to all high school students.	Career and university counseling services handbook developed.				
		Career and university counseling group sessions held with all high school students on an annual basis.				
Personalized career and university counseling sessions are held with all Grade 11 and 12 students. Host an annual university fair and/or visits. Host a community Career Day.						

<p><b>3.6 Learning Technology</b> As students work towards different learning goals, they are supported by the technology tools that are identified as most “fit for purpose”.</p>	<p><b>3.6a</b> Develop an Information Technology learning plan based on identified standards and resources (ISTE, AASL, Common Sense Media, etc.)  Expand Maker programs.</p>	<p>IT Learning Plan is developed.  All students have at least one opportunity per year to access and learn from the Makerspace.</p>				
	<p><b>3.6b</b> A K-12 digital citizenship and competency curriculum is developed and integrated into subjects throughout the school.  Strengthen student competencies in digital citizenship.</p>	<p>Establish and embed K-12 IT competencies into the curriculum.  Students are increasingly able to make self-directed responsible decisions about the use of technology.</p>				
	<p><b>3.6c</b> Develop and implement a Secondary School mobile phone and personal device policy.</p>	<p>Completion and implementation of the policy.</p>				
	<p><b>3.6d</b> Coach and support teachers in effectively integrating technology in learning experiences.</p>	<p>Individualized technology PL opportunities are provided by the school.</p>				
		<p>All teachers meet minimum technology standards as defined by the Information Technology Plan.</p>				
		<p>All teachers integrate technology into their curriculum as defined by the Information Technology Plan.</p>				
<p><b>3.7 Building our Community</b> Our school will achieve its optimal capacity and balance through identifying and creating opportunities for increased enrolment and engagement of all members of the ISH community.</p>	<p><b>3.7a</b> Deliver a comprehensive annual suite of Family Learning Opportunities that target the key programs and initiatives of the school and are adaptive to community needs and changing contexts.</p>	<p>Annual FLO's include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Child Protection training</li> <li>• Curriculum (IPC, Pre-IGCSE, IGCSE, IBDP)</li> <li>• University guidance</li> <li>• Internal and external assessment and reporting</li> <li>• Learning Principles and Community Principles</li> </ul> <p>Stakeholder feedback is sought regarding the content, scheduling and utility of each FLO session.</p> <p>Strategies are developed to ensure increased parent participation.</p>				
	<p><b>3.7b</b> Develop and implement the 3-year marketing, communication and branding plan.</p>	<p>Plan being followed: website completed; logo created; new content being regularly generated; Weekly reformatted, etc. See Consilium Education Report.</p>				

<p><b>3.8 Partnering with our Community</b> Our school will make a difference in the community with a committed, diverse and rich commitment to service and to the development of thriving partnerships.</p>	<p><b>3.8a</b> Develop and implement a comprehensive 3-year EY-Grade 12 systems and service learning plan that incorporates the opportunities for global citizenship.</p>	<p>Completion and communication of the plan during year one.</p>				
<p><b>3.9 Celebrating our Culture</b> We will pro-actively develop an inclusive, engaging ISH Culture that shares constructive, supportive, respectful norms of behavior, framed by ISH Community Principles that map out how we all make a difference.</p>	<p><b>3.9a</b> Codes of Conduct are developed for and shared with all stakeholders.</p>	<p>Codes of conduct are developed and shared.</p>				
	<p><b>3.9b</b> Community Principles are more intentionally embedded into our communications and conversations.</p>	<p>Community principles are readily visible and communicated on the website, in key publications and key community gatherings.</p>				
		<p>The PTSA actively promotes the Community Principles during their events and in their communications.</p>				
<p><b>3.9c</b> Unpack ISH Community + Learning Principles for the community to develop a deeper understanding of their implications and explicitly identify areas that foster and or demand international and intercultural understanding.</p>	<p>The principles of international and intercultural understanding are evident throughout our community.</p>					



<p><b>3.10 Connecting to our Global Network</b> We will contribute to, learn with, and from an identified network of partners in learning, who share our core values and who will bring different perspectives to our work.</p>	<p><b>3.10a</b> ISH is positioned as a regional center for excellence professional learning and recognized for its work in: Adaptive Schools Student-centered coaching Guided Enquiry Systems Thinking and Sustainability Service Learning CGC as framework of learning Design thinking Project based learning Mentoring student teachers from abroad.</p>	<p>We are regularly hosting high quality internationally recognized professional training for our staff and other professionals from our region and beyond.</p>					
		<p>ISH learning leaders are annually attending and/or presenting our school's learning journey at regional conferences (AASSA, Tri-Association, ECIS, AAIE, etc.)</p>					
	<p><b>3.10b</b> ISH becomes re-accredited through NEASC following the ACE protocol.</p>	<p>Successful Learning Principles Visit.</p>					
		<p>Successful Self-Study Visit leading to reaccreditation.</p>					
	<p><b>3.10c</b> ISH becomes re-authorized to deliver the IB Diploma Programme.</p>	<p>Successful IB Self-Study report and potential visit leads to re-authorization for an additional five years.</p>					
	<p><b>3.10d</b> ISH partners with the Global Issues Network (GIN) to develop agents of change and to institutionally focus on the SDG's.</p>	<p>Students attend, present or facilitate GIN conferences.</p>					
		<p>ISH hosts a GIN conference.</p>					
<p><b>3.10e</b> Develop a partnership with select teacher training institutions to host student teachers. (Queen's and Danish university).</p>	<p>Student teacher is hosted for their teacher practicum.</p>						
<p><b>3.11 Information Resources and Technology</b> Educational and operational systems are effectively and efficiently supported by well-designed technology tools and proficient staff.</p>	<p><b>3.11a</b> Create a comprehensive software database, including educational and operational components, finances and other data.</p>	<p>Review current student information system (3Sys/Pass) to determine its long-term viability at the school.</p>					
	<p><b>3.11b</b> Explore effective integrated systems for student information and operations management and determine if new software would optimize operations.</p>	<p>Systems are in place that effectively support school operations.</p>					
	<p><b>3.11c</b> Review and revise the IT plan and include a replacement and backup cycle and projected capital equipment needs.</p>	<p>IT Plan revised.</p>					
	<p><b>3.11d</b> Gain an understanding of the technology needs of staff and students and provide targeted professional development.</p>	<p>Implementation of the IT Task Force and PG&amp;SDL Team recommendations for staff development.</p>					
	<p><b>3.11e</b> Support progressive pedagogies and maximize current IT resources, the Maker Space and other spaces with the Implementation of the Maker Space Action Plan.</p>	<p>All IT resources, apart from minimal back-up and spares, are being deployed and utilized regularly.</p>					

<b>3.12 School Relations</b> ISH is populated by an optimal number of students and families who genuinely and actively support the school's Mission and Principles.	<b>3.12a</b> Implement the recommendation from the strategic and systemic review of admissions, marketing, communications and advancement for optimal impact.	Action plans from Consilium Education's report implemented.				
	<b>3.12b</b> Create a plan for alumni relations, beginning with an alumni database and communications.	Growing alumni database is created and maintained.  Communicate with alumni on an icresingly regular basis.				
	<b>3.12c</b> Improve marketing materials (including brochures, website, social media, etc.) to clearly tell the ISH story and communicate our message.	Website redesigned and launched Brochures developed Social media utilized for communication.				
	<b>3.12d</b> Content generated by ISH Communications Champions is shared on communications platforms.	Content regularly added to: What's App Website Weekly Other school promotional materials Other social media				
	<b>3.12e</b> Enhance the admissions and onboarding experience for new students and families.	Director meets with all prospective families at the early stages of the admissions process.  PTSA representatives and other volunteer families engage new families early in the induction process.				
	<b>3.12f</b> Develop relationships with HR Coordinator and recruiters for major firms and companies.	HR Coordinator regularly communicates with representatives of ISS, Queen's University, Search Associates and other online recruiting agencies.				
	<b>3.12g</b> Engage with the community to support the PTSA in its efforts in carrying out its mission.	PTSA Executive Committee sustains its membership on an annual basis.				
<b>3.13 Facilities</b> The ISH Campus Master Plan is effectively designed and utilized to enhance learning, facilitates diverse functions, follows sustainable practices, and provides for optimal capacity.	<b>3.13a</b> Develop and implement the Calle 18 Master Plan with input from all stakeholder groups.	Each phase is financed and completed on an annual basis.  Stakeholder focus groups take place with contracted company.				
	<b>3.13b</b> Ensure facilities support the school's principles and mission (i.e. sustainability, community, etc.)	Solar panels installed in Calle 22 year 1 and year 2 on Calle 18.				
	<b>3.13c</b> Conduct a storage analysis of existing and future spaces and determine needs and uses for spaces.	Complete the sale or disposal of retired materials and resources.				
	<b>3.13d</b> Develop and adopt environmental standards for all learning spaces.	Install motion detector switches for lights in public areas.				
	<b>3.14e</b> Eliminate single use plastic at the school.	Single plastic use products, such as water bottles, have been eliminated.				

Action Key  = initiating action

 = ongoing development

 = completed and/or sustaining action

## 4 Demonstrate

**Key question: How do we know what we've learned and let others know?**

*What do we want to see happening that we are not seeing now?*

WHAT? <i>What specific impacts will contribute to our overarching impact goals?</i>	HOW? <i>What actions will we take to achieve our impact?</i>	Looks Like? <i>How will we see the impact or our actions (if not explicit in the What &amp; How)</i>	2019 2020	2020 2021	2021 2022	2022 2023
<p><b>4.1 Assessment &amp; Reporting</b> Students experience consistency of purpose and practice in assessment, recording and reporting through the development and implementation of a clear, comprehensive assessment and reporting plan.</p>	<p><b>4.1a</b> Assessment policy review and revisions communicated, including assessment map.</p> <p><b>4.1b</b> Focus on Authentic Assessment, as, of and for learning, based on ISH standards &amp; benchmarks.</p> <p><b>4.1c</b> Provide challenges for students to use what they have learned.</p> <p><b>4.1d</b> Conduct an audit of current assessment practice and understanding of SBAR throughout the school with a focus on the utility of these practices to think and talk about learning for all stake holders.</p>	<p>Shared stakeholder understanding of internal and external assessment practices at ISH, including opportunities for broader comparison with other schools/students/systems.</p>				
<p><b>4.2 Learning Ownership</b> Students and professional staff learn optimally because they are able to assess their own learning, formulate appropriate goals, plan to achieve them, respond constructively to feedback, reflect on progress and modify future actions.</p> <p>Self-Directed Learners All students will demonstrate the conceptual understandings, competencies and character of self-directed learners, initially through focusing on Guided Inquiry.</p> <p>Learning Leaders: <i>Students</i> All ISH students develop the capacities of successful leaders, making a meaningful contribution to the community.</p> <p>Students demonstrate leadership, assuming appropriate responsibility in given contexts.</p> <p>Learning Leaders: <i>Adults</i> All teachers and staff demonstrate leadership appropriately in given contexts.</p> <p>All teachers and staff demonstrate leadership, assuming appropriate responsibility in given contexts.</p>	<p><b>4.2a</b> Enhance and develop the student goal-setting throughout the school.</p> <p><b>4.2b</b> Coach teachers in student goal setting processes, reflective practices, and student-led conferences.</p> <p><b>4.2c</b> Use the common tool of cognitive coaching to enhance goal setting and reflection for teachers and learners alike.</p> <p><b>4.2d</b> Coach students in goal-setting, portfolio-building and student-led conferences.</p> <p><b>4.2e</b> Everyone Coaches, Everyone is coached: Coaching is used as an instructional, planning and reflective practice throughout the school.</p> <p><b>4.2f</b> K2-12 student goal-setting embedded. OR Students use success criteria to self-assess and set individual learning targets.</p> <p><b>4.2g</b> Expand opportunities and structures for students to engage in personalized learning experiences (i.e. PLE and online courses, adaptive technologies)</p> <p><b>4.2h</b> Provide opportunities for student participation in key committees and task-forces for school development.</p>	<p>Coaching is a core tool for developing ownership throughout the school.</p> <p>All stake holders demonstrate shared responsibility and ownership over their actions and the actions of others.</p>				

<p><b>4.3 Learning Analysis and Feedback</b></p> <p>Learners make optimal progress as a result of systems of feedback, assessment, recording and reporting and learning is clearly communicated to all stakeholders.</p>	<p><b>4.3a</b> Create more consistent, ongoing, frequent, and effective feedback cycles to engage with individual learners at the classroom level.</p>	<p>All stakeholders are aware of strengths and weaknesses of learners and are able to articulate these.</p>				
	<p><b>4.3b</b> Develop a more robust system of moderating student work and analyzing related data.</p>					
	<p><b>4.3c</b> Collect exemplars (student work and sample narratives) to inform and develop teacher assessment and reporting practices.</p>					
	<p><b>4.3d</b> Provide communications and reports to students and parents that are effective in providing meaningful and personalized feedback regarding student progress.</p>					
	<p><b>4.3e</b> Clearly and proactively communicate IS Havana's approaches to assessment and reporting to parents and students throughout the school year.</p>					
	<p><b>4.3f</b> Introduce and use CEM external testing to provide external validation on internal standards and to provide benchmarking of student improvement.</p>	<p>CEM tests are administered for targeted grades on an annual basis, and the results are used to inform our practice and the impact on learning.</p> <p>All results are shared with stakeholders as appropriate.</p>				
	<p><b>4.3g</b> Introduction of Data Dashboards to make data visible for teachers and other stakeholders.</p>	<p>Dashboard has been developed and data becomes a driver for making important decisions.</p>				
	<p><b>4.3h</b> Using internal and external data sets, demonstrate that individual and collective student progress is adequate to equip students for success in what comes next.</p>	<p>Students are selected to their universities/colleges/schools/programs of their choice</p> <p>IB results are at least equal to international norms.</p> <p>IGCSE results meet annual targets set forth by the school.</p> <p>CEM results meet annual targets set forth by the school.</p> <p>Checkpoint results are at least equal to international norms.</p> <p>Internal results indicate adequate progress of all students, corroborated with external data.</p>				
<p><b>4.4 Learning Culture as a Leading Attractor</b></p> <p>We consistently meet recruitment targets because ISH is recognized as a leader in international education.</p>	<p><b>4.4a</b> ISS membership and participation in virtual job fairs.</p>	<p>Families and teachers alike seek out opportunities at IS Havana. Those who are already part of our community are proud to be so and act as advocates and ambassadors for the school.</p>				
	<p><b>4.4b</b> Annual attendance at Queen's, Search, ISS, CIS or other job fairs.</p>					
	<p><b>4.4c</b> Advertising as needed in TIE online.</p>					
	<p><b>4.4d</b> Article writing for leading educational publications (print and digital).</p>					
	<p><b>4.4e</b> Attend and present at regional educational conferences (such as AASSA).</p>					
	<p><b>4.4f</b> Develop 'marketing for recruitment', using Mission/ Vision as rebranding to attract top teachers through opportunities for professional learning/leadership/networking.</p>					
	<p><b>4.4g</b> Review staff handbook, make available online.</p>					