



2018 – 2021

# YANGON ACADEMY INTERNATIONAL SCHOOL

## **Vision**

Yangon Academy empowers each student to reach his or her full potential.

## **Mission**

Yangon Academy is a dynamic international school that provides a challenging K-12, American-based education which prepares our students for excellence in university and life. Our community inspires students to love learning and to contribute positively within a diverse and ever-changing world.

## **Schoolwide Learning Outcomes:**

1. Effective Communicators
2. Creative and Critical Thinkers
3. Healthy Individuals
4. Collaborative Team Players
5. Responsible Global Citizens
6. Lovers of Learning



## STRATEGIC ACTION PLAN

For

SCHOOL IMPROVEMENT

*(Revised August 2020)*

# INTRODUCTION

In the ongoing effort to realize our Vision and Mission, as expressed by our Schoolwide Learning Outcomes (SLOs), Yangon Academy International School and its stakeholders have collaborated over the course of 12-months to develop this Strategic Action Plan for School Improvement. The resulting Five Goals and accompanying Fourteen Tasks (updated 2020) outlined within this document were driven by an essential question:

*How can the School better meet the 21<sup>st</sup> Century global-learning needs of its students, within a healthy and safe school culture?*

To answer this question, the School community reflected methodically and deeply upon its SLOs, collected and analyzed varied forms of data, sought targeted input from all stakeholders, and learned from other experts in the field of international schooling. This document, therefore, with its focus on measurable goals and data-driven decisions, should be viewed not only as a road map for our school's renewal and improvement, but also as a beacon of inspiration for all stakeholders, symbolizing our unity, collaboration, and commitment in the constant pursuit of promoting in all students the development of healthy habits and the achievement of academic excellence.

## *Action Plan Goal 1*

Improve **Communication** Among Stakeholders.

## *Action Plan Goal 2*

Develop Systems to Support and Enhance **Student Learning**.

## *Action Plan Goal 3*

Improve and refine best **Instructional Practices** to reflect a **globally-minded curriculum**.

## *Action Plan Goal 4*

Improve the **Student and Staff Experience** to promote and to ensure the emotional, intellectual, and physical well-being of all students and staff.

## *Action Plan Goal 5*

Establish and implement **Facility-Development Plans** to meet the comprehensive needs of all stakeholders.

The detailed Action Plan follows:

**Goal 1:** Improve **Communication** Among Stakeholders.

**Rationale:** *To achieve our Vision, Mission, and Schoolwide Learning Outcomes, we need to be respectful of our Myanmar stakeholders, to include parents and staff. This respect will be reflected in varied modes of communication.*

**SLOs Addressed:** Effective Communicators

TASK	Person(s) Responsible	Resources / Professional Development	Evidence of Progress	Timeline
<b>1.1: Translate various documents into host language</b>				
A. Identify key documents to be translated, including Handbooks and Policy guides.	General Manager	Fees for professional translation services.	• Document translation completed.	Annually in July
B. Revisions each Spring.	General Manager Section Principals	Timing, Printing Costs	• Revisions completed.	Annually in May
<b>1.2: Continue to support Parent Advisory Committee (PAC)</b>				
A. Selection of Parent Representatives	Facilitated by General Manager	Meeting time Translators if necessary PAC documentation	• Parent representatives identified.	Annually in August
B. Communication of Agendas and Minutes	Secretaries	Communication through Viber groups, Rediker, email, SMS messaging for urgent items.	• Agendas and minutes distributed in a timely manner.	Quarterly
C. Revise PAC Agreements and Handbook	General Manager, PAC reps	Agreement on contents with PAC	• Handbook to be revised and completed.	August 2021

**Goal 2:** Develop Systems to Support and Enhance **Student Learning**.

**Rationale:** *From the Focus Group findings, Y AIS needs to develop and establish the following Schoolwide Initiatives: Comprehensive Instructional Policies and Practices that are aligned to our Schoolwide Learning Outcomes; a more technologically-sound learning environment; and, additional support for K – 12 ELL learners.*

**SLOs Addressed:** Collaborative Team Players, Effective Communicators, & Lovers of Learning

<b>TASK</b>	<b>Person(s) Responsible</b>	<b>Resources / Professional Development</b>	<b>Evidence of Progress</b>	<b>Timeline</b>
<b>2.1: Establish Assessment and Grading Policies for both Elementary and Secondary Sections</b>				
A. Identify different types of assessment and grading policies.	Section Heads	<ul style="list-style-type: none"> <li>Internet and other similar school documents.</li> </ul>	<ul style="list-style-type: none"> <li>Example documents located and distributed.</li> </ul>	May 2019
B. Seek consensus on assessment philosophy and contentious grading issues.	Section Heads,	<ul style="list-style-type: none"> <li>Internal discussions and training concerning philosophy and hot button elements of grading and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings and minutes of discussions.</li> </ul>	October 2018 – April 2020
C. Write and publish an Assessment and Grading Policy Handbook.	Section Heads	<ul style="list-style-type: none"> <li>Time, paper.</li> </ul>	<ul style="list-style-type: none"> <li>Policy handbook in place by Spring 2021</li> </ul>	April 2021
<b>2.2: Provide Technologically-sound learning environment to promote ICT skills for students</b>				
A. Establish ICT stakeholder team for further development of multi-phased ICT Master Plan.	Admin team and identified stakeholders, including parents and students	<ul style="list-style-type: none"> <li>ICT Surveys, Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Written plan in place.</li> </ul>	April 2019  Update each June

<b>B. Phase 1:</b> i) Increase bandwidth and corresponding speed for both campuses.  ii) Enhanced ICT tools.	CEO, General Manager, ICT Manager	<ul style="list-style-type: none"> <li>• Hardware and Software, e.g. Laptops, routers, printers, software</li> <li>• Licensed Software</li> </ul>		May 2019
				Annually
<b>C. Phase 2:</b> i) New Computer Lab at ES.  ii) 2 <sup>nd</sup> Computer Lab at ES.	CEO, General Manager, ICT Manager	<ul style="list-style-type: none"> <li>• Hardware, Software and ancillary materials</li> <li>• Hardware, Software and ancillary materials</li> </ul>	• ES Computer Lab in use.	August 2019
			• ES Computer Lab #2 in use.	August 2020
<b>2.3: Identify and implement additional support for ELL Program from K-12</b>				
A. Construct an ELL framework.	Curriculum Coordinator, Admin team	• Meetings and discussions.	• Framework in place.	June 2019
B. Identify personnel and roles.	HR Manager, Admin Team	• Recruitment as needed.	• Personnel identified.	October 2019
C. Identify other resources.	Admin Team	• Purchasing as needed.	• Purchases made.	February 2020
D. Staff training identified.	ELL Specialist, Section Heads	• Staff training as needed.	• Staff training incorporated into the PD plan.	August 2020 – May 2021

**Goal 3:** Improve and Refine **Instructional Practices** to reflect a **Globally-minded Curriculum**.

**Rationale:** *In order to develop further the Global Competencies of our students, there is a need to develop consensus on best Instructional Practices, to align the K-12 Curriculum, to expand and refine the Professional Development Program, and to develop and implement our Global Competency Framework..*

**SLOs Addressed:** Lovers of Learning, Collaborative Team Players, & Critical and Creative Thinkers

TASK	Person(s) Responsible	Resources / Professional Development	Evidence of Progress	Timeline
<b>3.1: Establish Instructional Practice Agreements</b>				
A. Identify examples of instructional practice agreements.	Curriculum Coordinator, Director, Section Principals	<ul style="list-style-type: none"> <li>• Internet, meetings, and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples identified.</li> </ul>	April 2019
B. Develop consensus on these agreements.	Curriculum Coordinator, Director, Section Principals	<ul style="list-style-type: none"> <li>• Internet, meetings, and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements completed.</li> </ul>	May 2019
C. Write and publish the agreements in various school documents.	Curriculum Coordinator, Director, Section Principals	<ul style="list-style-type: none"> <li>• Secretaries, Webmaster time.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements published in school handbooks, HS Program of Studies, and school website.</li> </ul>	May - June 2019
<b>3.2: Develop vertical and horizontal curricular alignment across all grade levels</b>				
A. Complete curricular alignment grids corresponding with <i>UbD</i> units.	Curriculum Coordinator, Section Principals, Faculty Teams	<ul style="list-style-type: none"> <li>• Secretarial time to transcribe.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricular grids completed.</li> </ul>	August 2019

B. Grade and subject-level teams analyze the grids for gaps and overlaps.	Curriculum Coordinator, Section Principals, Faculty Teams	<ul style="list-style-type: none"> <li>• Meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>• Grids and UbD units revised as necessary.</li> </ul>	August 2019 – May 2020
C. Review Academic Course Curriculum and publish revisions.	Curriculum Coordinator, Section Principals, Faculty Teams	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• New revised UbD units</li> </ul>	June to August Annually
<b>3.3: Expand Current Professional Development Plan</b>				
A. Review current PD document and criteria, and investigate alternative PD models.	Curriculum Coordinator, Admin Team	<ul style="list-style-type: none"> <li>• Current Policies</li> <li>• Research samples</li> <li>• PD workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas and Minutes</li> <li>• Decision on PD program</li> </ul>	May 2019
B. Check for alignment to school vision, mission, SLOs, and school initiatives.	Curriculum Coordinator, Admin Team	<ul style="list-style-type: none"> <li>• Meetings and discussions.</li> <li>• Time.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised documentation.</li> </ul>	August 2019
C. Identify ongoing & necessary training.	Curriculum Coordinator, Admin Team	<ul style="list-style-type: none"> <li>• Software training</li> <li>• School Initiatives</li> <li>• Student learning data</li> <li>• Danielson Appraisal System</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection completed and results analyzed.</li> </ul>	Annually in May
D. Develop an evaluation process for understanding the impact of PD training on student learning.	Curriculum Coordinator, Admin Team	<ul style="list-style-type: none"> <li>• Training in PD evaluation</li> <li>• Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies gaps and shortcomings to address in next PD cycle</li> </ul>	Annually in August
E. Write a Professional Development Handbook.	Curriculum Coordinator, Admin Team	<ul style="list-style-type: none"> <li>• Secretarial time to publish and distribute</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Handbook completed</li> </ul>	August 2019

**3.4: Develop and Implement a Global Competency Framework, to include varied modes of Assessment.**

A. Identify and Adopt a Framework for Global Competency	Section Principals Full Faculty	<ul style="list-style-type: none"> <li>• Resources from Asia Society, CCSO and UN Sustainable Development Goals</li> <li>• Full Day of Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Successful, collaborative Adoption of Global Competency Framework</li> </ul>	October 2019 - April 2020
B. Implement the Framework for Global Competency	Section Principals Teacher Leaders (Global Competency Committee)	<ul style="list-style-type: none"> <li>• <i>Educating for Global Competence: Preparing Our Youth to Engage the World</i> (Mansilla&amp; Jackson, 2011)</li> <li>• Full Faculty Training</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of Global Competency within the UbD Curriculum Units</li> <li>• Student-centered Activities (K-12) offering opportunities to demonstrate Global Competency</li> </ul>	November 2021 – April 2022
C. Develop and Implement varied Modes of Assessment of Global Competency	Section Principals Teacher Leaders (Global Competency Committee)	<ul style="list-style-type: none"> <li>• Identify appropriate Grade-level Rubrics</li> <li>• Full Faculty Training</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Tools Implemented</li> <li>• Report Card Revisions</li> </ul>	April 2021 - November 2022



**GOAL 4:** Improve the **Student and Staff Experience** to promote and to ensure the Emotional, Social, Intellectual, and Physical well-being of all Students and Staff.

**Rationale:** *The School Climate Survey results point to the need to further develop programs in both the Elementary and Secondary sections that address the health and safety needs of our students and staff.*

**SLOs Addressed:** Responsible Global Citizens, Effective Communicators, and Healthy Individuals

TASK	Person(s) Responsible	Resources / Professional Development	Evidence of Progress	Timeline
<b>4.1: Expand and Formalize the K-12 Health &amp; Wellness Program</b>				
A. Hire a counselor with socio-emotional training and experience.	Director, HR Manager	<ul style="list-style-type: none"> <li>Personnel, budget.</li> </ul>	<ul style="list-style-type: none"> <li>Key personnel in place.</li> </ul>	August 2019
B. Identify examples of Advisory/PSHE programs.	Counselor; Section Principals; Activities/Curriculum Coordinator	<ul style="list-style-type: none"> <li>Meetings, discussions, investigative searches.</li> </ul>	<ul style="list-style-type: none"> <li>Summary of results</li> </ul>	May 2019 - August 2020
C. Develop K-12 advisory program.	Counselor; Section Principals; Activities/Curriculum Coordinator	<ul style="list-style-type: none"> <li>Time, meetings</li> </ul>	<ul style="list-style-type: none"> <li>Program Implementation On-going</li> </ul>	August 2019 – June 2021
D. Increase resources to expand development of Student Health & Wellness Program.	CEO, General Manager	<ul style="list-style-type: none"> <li>Budget</li> <li>Meetings</li> <li>Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Yearly Audit</li> </ul>	August 2019 & Annually in August

<b>4.2: In conjunction with the Facilities-Development Plan (See Goal 5), develop comprehensive policies and protocols to ensure the Health, Safety, and Security of all stakeholders. Such policies and protocols will meet the best practices as set by Accreditation Agencies for International schools.</b>				
A. Identify / Produce Child Protection policies.	Counselor; Section Principals	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Training</li> <li>• Investigative searches.</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of results</li> </ul>	February 2019
B. Establish Child Protection Team & appoint Child Protection Officer.	CEO, General Manager, Section Principals	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Role descriptions</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Team established</li> </ul>	April 2019
C. Develop Safety and Security Manual.	Admin Team, Child Protection Team Secretaries	<ul style="list-style-type: none"> <li>• Research various policies</li> <li>• Meetings</li> <li>• PD training as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Manual in evidence by 2021</li> </ul>	April 2021
<b>4.3: Improve the Staff Experience to Promote and Ensure the Emotional, Social, Intellectual and Physical Well-being of all Staff.</b>				
A. Identify and Implement Resources for Personal Support.	Section Principals, Assistant Principals and Faculty Wellness Committee	<ul style="list-style-type: none"> <li>• SOS International Clinic School Membership</li> <li>• On-going relationship with Marble Psychological Services</li> <li>• School Counselor to provide resources for Teachers and Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Wellness Surveys</li> <li>• Faculty Meeting Agendas</li> <li>• Implementation of <i>Emotional Charter</i> between Teachers and the School</li> <li>• Revise Faculty Staff Handbook to include Faculty Well-being Section</li> <li>• Staff Employment Retention data</li> <li>• Exit Interviews</li> </ul>	August 2020 – April 2021
B. Implement Proactive Strategies to Maintain the Health and Well-being of Staff.	Section Principals, Assistant Principals and Sunshine Committee	<ul style="list-style-type: none"> <li>• Teacher and back office staff volunteers (Sunshine Committee)</li> <li>• Voluntary Donations to Sunshine Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Prizes for Fun Staff Activities</li> <li>• Gifts of Appreciation</li> <li>• Cards acknowledging births, deaths, weddings and ill health</li> </ul>	Ongoing

**Goal 5:** Establish and implement **Facility-Development Plans** to meet the comprehensive needs of all stakeholders.

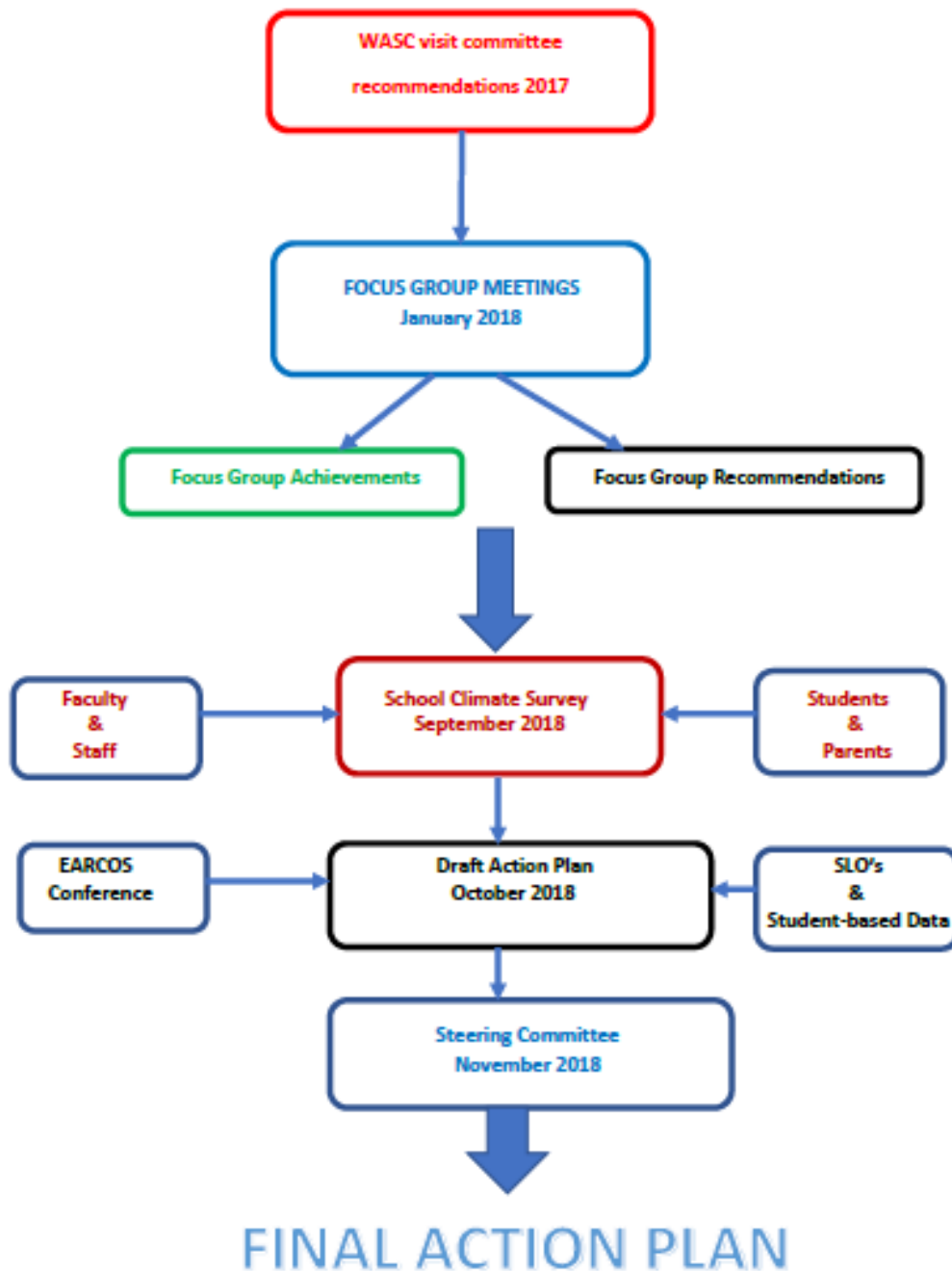
**Rationale:** *In light of an expanding enrollment, stakeholder feedback, and the WASC Visiting Committee's 2017 Report, substantial progress in Facility-Development continues to be made.*

**SLOs Addressed:** All SLO's.

TASK	Person(s) Responsible	Resources / Professional Development	Evidence of Progress	Timeline
<b>5.1: Continue to develop multi-phased Facility Development Plan that reflects the Learning, Health, and Safety needs of all stakeholders.</b>				
<b>A. Phase 1 – Remodel of existing ES building and construction of new connected building</b>				
i) Complete construction of a new 5 story building connected to the existing Elementary building.	CEO, General Manager	<ul style="list-style-type: none"> <li>Classroom materials, desks, boards, ICT equipment and so forth.</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms in use.</li> </ul>	August 2019
ii) Continued remodel of existing Elementary building.	CEO, General Manager	<ul style="list-style-type: none"> <li>Construction company, remodel materials, flooring</li> </ul>	<ul style="list-style-type: none"> <li>Building in use</li> </ul>	August 2020
<b>B. Phase 2 – Construction of Additional Building and Gym remodel at ES campus</b>				
i) Communicate the new developments to all Stakeholders.	CEO, General Manager, Secretaries	<ul style="list-style-type: none"> <li>Various channels: Viber, Facebook, Website, Email, PAC meetings</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	April 2019
ii) Complete architectural plans.	CEO, General Manager	<ul style="list-style-type: none"> <li>Construction materials, labor</li> </ul>	<ul style="list-style-type: none"> <li>Architectural Plans agreed</li> </ul>	June 2019
iii) Construction started.	CEO, General Manager Section, Principals	<ul style="list-style-type: none"> <li>Construction materials, labor</li> </ul>	<ul style="list-style-type: none"> <li>Discussions; permits acquired; completion of renovation</li> </ul>	July 2019

iv) Renovation of multi-purpose court structure and addition of a 2 <sup>nd</sup> floor	CEO, General Manager, Section Principals	<ul style="list-style-type: none"> <li>• Construction materials, labor</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of renovation</li> </ul>	August 2020
<b>5.2 : Review of Future Facility needs</b>				
A. An annual review of facility needs required for next academic year.	CEO, General Manager, Section Principals	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Safety and Security Audit</li> <li>• Projected enrollment data</li> </ul>	<ul style="list-style-type: none"> <li>• Amended facility development plan</li> </ul>	Annually in June

## Action Plan Journey



\*In order for a specific task to be included in this Strategic Action Plan for School Improvement, it must meet all five of the following criteria:

*Each task must:*

1. Contribute to the comprehensive learning, development, safety, and well-being needs of students.
2. Be preceded by, and/or accompanied by appropriate Professional Development.
3. Be communicated to all stakeholders.
4. Include a plan to evaluate its effectiveness, post-implementation.
5. Have sufficient resources available and ample time allocated for effective implementation.