

Growth Action Plan (Strategic Plan)

2019/20 – 2021/22

May 1st 2019

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A. Introduction

HUBS has been engaged in self-study since 2013/14 when it commenced the process of Qatar Ministry of Education accreditation. This resulted in a three-year action plan based on three growth areas. The plan has been continuously updated and it extended till 2017/18.

HUBS has adopted the CIS Self Evaluation Framework by applying for CIS Membership in 2016/17 followed by pursuing CIS Accreditation in 2017/18. During this year a strategic priorities document was developed listing priorities identified under the three main growth areas that have guided HUBS growth planning since the initial self-study in 2013/14. This year committees worked on CIS Accreditation standard analysis, which resulted in recommendations that fall within these areas and are consistent with the strategic priorities document. This Growth Action Plan (Strategic Plan) is based on these recommendations. The first version of plan was sent to all staff on April 14th. Meetings will be scheduled during the coming weeks to discuss and finalize the tasks identified.

B. HUBS Guiding Statements – Mission Statement

Mission Statement

Mission

At Hayat Universal School (HUBS), we provide a high quality bilingual Canadian education that integrates core subjects and life skills, knowledge and application, and cultural identity and openness; all interweaved to develop our students to be well-rounded individuals and life-long learners prepared for the challenging future.

Vision

We aim to contribute to the development of a generation who masters the art of life management.

Beliefs

We believe that:

- 1. All students can learn in a caring and stimulating environment that recognizes and addresses their individual differences, talents and learning styles.*
- 2. Learning is meaningful when it is applied to real life situations, when students make meaning not just receive it—through individual and group work- and when thematic instruction is used to integrate the different subjects as well as life skills throughout the school day.*
- 3. It is our duty to empower students to succeed in our globalized and complex age by refining their qualities of*
 - 3.1 moderation and rationalization,*
 - 3.2 respect and appreciation of universal values and cultural diversity,*
 - 3.3 sound understanding, and love for our Islamic religion,*
 - 3.4 communication proficiency in Arabic and English, and*
 - 3.5 leadership, life planning, teamwork, problem solving and decision making.*
- 4. Parents and the home have a critical influence on the achievement of their children and they are our partners who we engage throughout the education process.*

Note:

Beliefs will be referenced in the Growth Action Plan using their numbers.

C. HUBS Guiding Statements – Graduate Profile (School-wide Learning Goals)

School-wide Learning Goals

Hayat Universal School graduates are:

LG1 Effective Communicators, who

LG1.a Comprehend and respond to oral and written language

LG1.b Communicate ideas, information, and feelings, using various media

LG1.c Fluently use the English and Arabic languages for academic, social and business purposes

LG 2 Reflective Thinkers, who

LG2.a Understand and apply facts and concepts in a variety of disciplines

LG2.b Research, acquire, evaluate and critique information and ideas

LG2.c Apply critical and creative thinking to generate alternatives, make decisions and solve problems

LG2.d Use Information and Communication Technology to expand knowledge and increase productivity

LG3 Responsible Individuals, who

LG3.a Embrace a lifestyle of healthy diet, fitness and rational choices

LG3.b Plan and organize their time and resources and take responsibility for their own decisions and actions

LG3.c Demonstrate responsibility and reliability as they contribute to their families, communities and the environment

LG3.d Work effectively independently and with others

LG4 Global Muslims, who

LG4.a Appreciate their Islamic culture, traditions and history

LG4.b Demonstrate sound understanding of Islam as a path to a productive life

LG4.c Adopt a global perspective and cultural awareness

Note:

Learning Goals will be referenced in the Growth Action Plan using their numbers.

D. Growth Areas and Strategic Priorities

1. Student Academic Achievement

- 1.1 Improve Literacy and Numeracy through setting and working towards achievement targets; consistently using school-selected instructional programs, frameworks and strategies and integrating Literacy and Numeracy skills across subjects in all grades
- 1.2 Improve Arabic Language performance and the teaching of Islamic Education through expanding the use of engaging materials, instructional strategies and opportunities to develop proficiency in classical Arabic and to use Islamic Education to develop positive character
- 1.3 Enhance the implementation of academic recognition, subject competitions and positive incentives for the use of English at all times during the school day
- 1.4 Continue to expand the consistent use of subject integration, inquiry-based instruction and hands-on learning to engage students, increase relevance to real life and enhance achievement
- 1.5 Continue to improve the use of differentiated instruction and ensure that the needs of both more capable students and those requiring additional support are addressed.
- 1.6 Actively seek learning resources for the implementation of the new BC curriculum
- 1.7 Support collaborative curriculum implementation and instructional planning, horizontally, vertically and across subjects, including integrating English language in instruction delivered by subject specialists
- 1.8 Mandate and support the use of meaningful formative assessment and expand the use of standardized assessment to triangulate performance data
- 1.9 Build on available technology resources for use in instruction and learning and for developing digital citizenship

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2. Student Character, Social and Career Development

- 2.1. Identify programs and strategies to be used consistently to proactively address the need to teach positive behavior
- 2.2. Make teaching Global Citizenship an explicit, deliberate and methodic process with clear outcomes at every grade level starting from the Early Years Program and building on related Learning Standards in the BC curriculum
- 2.3. Systematically integrate Islamic references in teaching positive character and Global Citizenship to build on students' own culture and beliefs
- 2.4. Expand the role of the Student Councils in building leadership and school pride
- 2.5. Maximize the use of facilities in the new campus to conduct co-curricular and extra-curricular activities and to expand interschool engagement
- 2.6. Continue to increase the level of consistency in implementing the discipline policy and process emphasizing the school belief imbedded in the policy, that discipline is a process of learning
- 2.7. Continue to grow the Career Counseling service to be a consistent and systematic process harnessing related BC curriculum courses

3. Staff, Organization and Community Partnership Development

- 3.1. Continue to identify meaningful professional opportunities linked to class observations, performance appraisal and personal and school growth plans
- 3.2. Further staff engagement through improved communication, staff-recognition, staff social activities and caring and consistent HR practices
- 3.3. Continue to address staffing challenges by diversifying sources for recruiting teachers who are certified in jurisdictions other than BC and are eligible for BC teacher certification
- 3.4. Build on the school's experience in developing staff to assume existing and new leadership roles
- 3.5. Continue to create opportunities for parents to engage in the education of their children and school life and to develop parent advocacy for the school
- 3.6. Create opportunities for mutually beneficial community engagement where students, staff and the school can learn and grow with the community
- 3.7. Expand and upgrade policy/procedure/process documentation including those related to the educational programs to ensure consistency of practice and service quality
- 3.8. Develop processes and structures to integrate the use data in discussions, planning and decision making in the education and business aspects of the school
- 3.9. Expand the use of IT to maximize collaboration among school constituents, integration of school functions, consistency of service quality and efficiency of services offered

E. Action Plan

Color code used in the timeline:

2019 deadlines
2020 deadlines
2021 deadline

Terms

GS: Guiding Statements
LG: Learning Goals

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
<p>1. Complete the work that has started on defining high quality learning at division and grade levels in BC and Arabic subjects to detail what will be common and consistent practice for:</p> <p>1.1 Instructional plans that are fully aligned with the BC curriculum, if applicable, including Core Competencies and First Nations Principles of Learning, and that specify pedagogies and assessment that are consistent with the competency-based curriculum the school is offering</p> <p>1.2 Instructional strategies that individualize learning, develop higher order thinking skills and engage learners, using inquiry-based activities, themes, project learning, research, information consideration, idea development and problem solving.</p> <p>1.3 Instructional strategies for English language learners</p> <p>1.4 Gender-specific instruction</p> <p>1.5 Assessment that accurately and continuously monitor student progress (formative) to inform instruction</p> <p>1.6 Self-assessment that support student learning</p> <p>1.7 Assessment that will be used for summative reporting</p> <p>1.8 Purposive effort to balance cultural exposure and identity</p> <p>1.9 Strategies for technology integration</p> <p>1.10 Common classroom routines and strategies to manage behavior, especially among boys</p> <p><i>Note: consider feedback collected during Self-Study (list of items is in Appendix 1).</i></p>							
	1	Mission “ <i>At Hayat Universal School (HUBS), we provide a high quality bilingual Canadian education</i> ”, and almost all other elements of the GS.	BC, Early Years, Arabic and other Program Heads working with their teams, definitions are to be submitted to the Principal and Head Office Executives for consultation and approval.	Professional resources such as teacher books on the different strategies to be considered, IT resources. Funding through annual resources budget.	Work is to be completed in three phases. 1 st phase ends by the end of 2018/19, 2 nd by June 2020, 3 rd by June 2021. Items to be addressed in each phase are to be decided by June 2019. Evaluation of implementation will be ongoing.	Classroom observations by Program Heads, feedback from teachers, student performance on common assessment, feedback from external visitors.	Division-specific definition of high quality learning, more consistency in practice school-wide

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
2. Set three-year annual targets for reading, writing and Math	1	Beliefs 3.4, LG1.c	BC Program Heads, Math Department Head, Principal		September 2019	Review of meeting agendas/minutes, target reports	Target reports
3. Plan for the introduction of a comprehensive and balanced ELA Program in the Elementary grades	1	Mission “ <i>we provide a high quality bilingual Canadian education</i> ”, Beliefs 3.4, LG1	BC Program Heads, Elementary, English Support Team Leader (Elementary), Offshore School Representative, Principal	Program if selected; funding will be from annual resources budget	June 2019 to make a decision if a program will be implemented, identify the program and develop a plan for implementation	Review meeting minutes; review plan; if a program is adopted, review student achievement, feedback from admin and staff	Program purchased, if a decision is made to adopt one.
4. Plan for piloting Imagine Learning	1	Mission “ <i>we provide a high quality bilingual Canadian education</i> ”, Beliefs 3.4, LG1	ibid	Program subscriptions	Ibid	Ibid	Plan to pilot the program, plan for implementation, if piloting turns positive results
5. Develop mechanisms to further support horizontal integration in the Elementary grades; create opportunities for collaboration for subject teachers at the Middle and Secondary levels (G7-G12), where different timetables is a challenge;	1	Mission, all Learning Goals	BC Program Heads and Subject Program Heads		June 2019	Review reports on plans for collaboration and collaboration meeting minutes. Review outcome of collaboration such as year plans, unit plans and course overviews. Obtain	Integration / collaboration plans

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
create more opportunities for vertical integration and collaboration amongst teachers.						feedback from staff and members of administration.	
6. Make integration of subjects taught in English and Arabic a more consistent practice through identifying and documenting opportunities, collaborating for instructional planning, coaching teachers and providing pro-d for this purpose.	1	Mission, Beliefs 3.1, 3.2 and 3.3, LG1	Initial planning to take place at the Program Head and Coordinator level, more detailed planning is to be followed within faculty teams		Work is to be completed in two phases. 1 st phase ends by the end of 2018/19, 2 nd by June 2020.	ibid	ibid
7. Plan for full implementation of the Successful Traits Program to support the teaching of BC Curriculum Core Competencies	1 and 2	Mission “ <i>we provide a high quality bilingual Canadian education that integrates core subjects and life skills</i> ”, Vision, LG1, LG2, LG3	HUBS OSR, Early Years, BC Program Heads and Vice Principal	Successful Traits Program materials, will be funded from 2018/19 resources budget	Pro-d by HUBS OSR has started in G1-G3, more pro-d is planned during April and June 2019; a plan for 2019/20 will be developed in June/September 2019.	Review pro-d evaluation to gauge teachers’ interest, plans for full roll-out of the program, year plans/course overviews that include the program as means to teach core competencies.	Year plans/course overviews that include the BC core competencies

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
8. Consider offering a third language course as an elective in the Grad Program (G10-G12)	1	Beliefs 1, 3.2	Secondary Program Head, Principal	Course materials	Decision to be made by June 2021.	Student registration if a decision is made to offer the course(s)	Decision regarding the offering a third language
9. Plan for the second phase of Atlas Rubicon implementation to expand its use to provide access for teachers	1 and 3	Mission “we provide a high quality bilingual Canadian education”	Atlas Rubicon Project Leader, Program Heads, Principal	Atlas Rubicon	June 2019	Review plan submitted, feedback from teachers and Program Heads after implementation	Related meeting minutes, plan proposal, discussions during collaboration meetings and weekly Admin Council meetings
10. Make course overviews ready for teachers when they join HUBS high school (G10-G12)	1	Mission “we provide a high quality bilingual Canadian education”	High School BC Program Head, Math Program Head, Science Advisor, OSR		June 2019 for first batch of course overviews, June 2020 for all courses, annual review	Review plan to update/prepare overviews; review overviews	Course overviews ready for use by the new teachers
11. Work towards more consistency in sending out Term Overview for families	1 and 3	Beliefs 4	Principal, BC/Subject Program Heads		June 2019 to agree on a plan	Review of Plus Portal, feedback from students and parents	Term Overviews are sent regularly
12. Consider reinstating WAAGS (up to grade 7) and assigning a committee to ensure compliance among staff.	1 and 3	Beliefs 4	BC Program Heads (G4-G7), Math Program Head		June 2019 to agree on a decision	Review of minutes, if reinstated, consider feedback from parents, teachers and admin	Decision made regarding reinstating WAAGS

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
13. Document practices to address teaching time lost into a policy	1 and 3	Mission “ <i>we provide a high quality bilingual Canadian education</i> ”	BC Program Head for School Improvement, Principal, Head Office		August 2019	Review of documentation	Operations Manual Updated with the policy
14. Create technology committee to develop a school-wide plan taking into consideration feedback received during the Self-Study. (Appendix 1)	1	Mission, LG2, Beliefs 1	School Admin Council	Funding available in the school budget for gradual expansion in technology resources	February 2020	Review of meeting minutes, classroom observation, student work, feedback from teachers and students	Committee formation, plans approved
15. Define HUBS Definition of Digital Citizenship to be shared with the students in an age-appropriate form building on related BC curriculum Learning Standards (school-wide). (Appendix 1 for feedback)	1	Mission, Vision, LG1, LG2.d	Technology Committee		June 2020	Follow up with Committee Chair, review of definition documentation, classroom observation, student work, feedback from teachers and students	Definition of Digital Citizenship

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
16. Review and upgrade K2-G9 Applied Design, Skills and Technologies course overviews to ensure vertical alignment, addressing safe use of technology and the internet and supporting the development of Digital Citizenship	1	Mission, LG2.d	Principal, Science & Technology Advisor		June 2020	Review of plan to upgrade course overviews, review the course overviews, implementation is to be monitored during classroom observations, meetings with BC Program Heads and teachers.	Upgraded course overviews
17. Review the implementation of student self-reflection/evaluation in formal reporting	1	Mission, Vision, Beliefs 1 &2, LG2, LG3	Principal, HUBS OSR, BC Program Heads, Teachers	The Successful Traits Program	June 2019 (G10-G12) December 2019 (G7-G9) June 2020 (PreK-G6)	Review of the planning process, review of student self-evaluation included in the formal report cards	Documentation of the outcome of the review, including any changes in the process, form
18. Evaluate actions taken in the English and Math support programs this year and develop a plan for the coming years.	1	Mission, Beliefs 1, LG1, LG2.c	English Support Team Leaders, BC Program Heads, Math Program Head, Principal, OSR		June 2019	Meet with concerned teams, review plans, follow up on implementation by review of student achievement, getting feedback from teachers and concerned admin team	Support plan for 2019/20 including staffing and learning resources

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
19. Address the negative aspects of streaming focusing on celebrating successes in standard classes and identifying opportunities for joint activities for students in the standard/advanced classes	1	Beliefs 1	BC Program Heads and teachers	Collaboration time	June 2019	Review collaboration meeting minutes, attend meetings, review plan, ongoing feedback from all constituents after implementation	Plan for implementation in 2019/20
20. During annual resourcing and budgeting, ensure the following: 18.1 Resources for hand-on inquiry based learning 18.2 More culturally relevant materials (manipulatives and books) 18.3 Resources for the Grad Program 18.4 Online English language learning software	1	Mission, Beliefs 1, 2, 3.2, 3.5, LG2.a, LG2.b, LG2.c, LG4	BC and other Program Heads working with teachers, Librarian, Resources Coordinator, Principal, Head Office	Funding will be through the annual resources budget	Recurring annually during annual budget development	Meetings with concerned staff, budget proposals, approved budgets, feedback from educational leadership, teachers, librarian, and students	Budgets, resources provided
21. Expand the opportunities and quality of service learning/community service with special focus on grades 8 – 12	1 and 2	Mission, Vision, Beliefs 2, 3.5, LG3	Career Education Head, BC Program Head (G10-G12)		June 2019	Meetings with concerned staff, review plans, feedback from students	Plan for expansion of opportunities

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
<p>22. Fully implement the Global Citizenship Passport in all grades based on results of trial (including pro-d) (including pro-d) <i>Note: Refer to Global Citizenship growth plan (Appendix 2).</i></p>	1 and 3	Mission, Vision, Beliefs 3.2, 3.1, 3.5, LG3, LG4	Global Citizenship Committee /Focus Group Teachers and Admin, Atlas Rubicon Project Leader		<p>In-service during orientation in August 2019 and non-instructional days later in the year.</p> <p>Thereafter, follow-up will be ongoing.</p>	Evaluation of in-service provided, review of passports, feedback from teachers, students and parents, reports of behavior incidents such as bullying of non-Qatari students	Implementation school-wide
<p>23. Task: Create a student activities committee to expand and effectuate this aspect of school life taking into consideration feedback collected during Self-Study:</p> <p>21.1 Review mechanism for planning extracurricular activities to increase participation</p> <p>21.2 Introducing indigenous sports</p> <p>21.3 Expand trips to other countries, including BC, Canada</p> <p>21.4 Introduce School Clubs- Drama Club, AV club, Photography club, Yearbook, Mentor Program</p> <p>21.5 Identify activities suitable for girls to enrich their learning and participation in school life</p>							
	2	Mission, Vision, Beliefs 1, 3.5, any or all Learning Goals depending on the activity	Admin Council to work on creating the committee	Funding for any materials required will be through the school annual resources budgeting process	October 2019	Review meeting minutes and plans to expanded activities program to assess if variety of activities and participation have increased, collect feedback from students, staff and parents.	Committee formation, expanded program of activities

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
24. Evaluate actions taken in the Guidance Center this year and develop a plan for the coming years including hiring a male counselor.	2	Mission, LG2, LG3, LG4	Principal, Vice Principal, Guidance Center staff	Funding for any expansion will be through the annual HR budget	June 2019 for review and planning; search for male counselor during 2019/20 for the following year	Review of behavior incidents using Rediker; observation of behavior around the school; feedback from staff, students and parents	Plan for 2019/20, Male counselor hired
25. Continue to monitor the situation with regard to traffic and impact on safety during drop-off/dismissal, communicate with authorities to a plan after road construction is completed	2	Mission, Beliefs 1	Principal, Vice Principal, BC Program Head for Character Education/School Improvement		September 2019 and ongoing	Ongoing monitoring of drop-off/pick-up, ongoing communication with government authorities	A process that is safer for students
26. During the annual review/update of policies/procedures consider the following: lockdown, child safeguarding (confidentiality is an issue), absence/lates, high wind, dangerous weather, anti-bullying, sick kids, nurse station, canteen food.	2 and 3	Mission “ <i>we provide a high quality bilingual Canadian education</i> ”, Beliefs 1	BC Program Head for Character Education and School Improvement, Admin Council, Head Office		August 2019	Observation of the areas affected by any policy change, anecdotal and survey feedback from constituents	Documentation of updated policies and procedures in the school Operations Manual

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
27. Develop a system for Career Counseling to include, procedures, forms, resources, student files	2 and 3	Mission, Beliefs 1	Career Education Head, BC Program		August 2019	Review of documentation of processes and physical files, feedback from students, parents Career Education staff	Policies, procedures documented, forms created, physical and electronic filing system established
<p>28. Develop a three-year plan for professional development taking into consideration the requirements of implementing the HUBS definition of high quality education and taking consideration feedback from the Self-Study process, such as:</p> <p>25.1 Look for online professional development that will expand opportunities beyond the face-to-face events including special education</p> <p>25.2 Provide pro-d on the use of MAP results to plan differentiated instruction in English and Math</p> <p>25.3 Provide teacher training on implementing student self-assessment</p> <p>25.4 Provide pro-d on technology available at the school</p>							
	3 and 1	Mission “ <i>we provide a high quality bilingual Canadian education</i> ”. EduGlobe Beliefs (second under “as an enterprise” http://www.eduglobecorp.com/beliefs)	Admin Council and Pro-d Committee	Pro-d budget	First draft in June 2019, to be reviewed annually	Feedback from staff, classroom observation, student achievement	Pro-d plan, pro-d events

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
29. Reintroduce the self-study course for teachers before joining	3 and 1	ibid	BC and other Program Heads		June 2020; course to be sent out to staff joining the school in 2020/21 and returning staff as needed	Meetings with BC/Program Heads, staff feedback about the benefit of the course	Self-Study Course produced and circulated to new staff
30. Configure HR system to facilitate tracking pro-d and performance appraisal	3 and 1	ibid	Head Office HR and Operations Executive, school Admin Council	HR System	June 2020	Review availability of accurate and timely information about these aspects	HR System configured, required information is available
31. Review the process of classroom observations and coaching teaching staff	3 and 1	ibid	All academic administrators who supervise classroom teachers		June 2019/August 2019	Review updated classroom observation, policy/process for planning classroom visits, teacher and admin feedback, student achievement	Updated classroom observation policy, process and form
32. Continue to expand subject department coordinators/heads	3, 1 and 2	ibid	Principal, Admin Council, Head Office HR Executive	Promoted / hired staff	June 2020 and June 2021	Review meeting minutes, documenting plans and progress	New leadership positions created
33. Continue the search for opportunities for appointing BC Program Head Assistants and similar level of leadership	3, 1 and 2	ibid	BC Program Heads, subject Program Heads, Principal, Head Office	Promoted / hired staff	October 2019, search may be ongoing	Review meeting minutes, documenting plans and progress	New leadership positions created

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Tasks	Growth Areas Addressed	Guiding Statements Most Addressed	Personnel Responsible	Resources	Timeline	Means to Assess Improvement / Follow-Up	Outcome / Deliverable
34. Continue to monitor the situation with substitute teachers to improve the process	3 and 1	ibid	Admin Council		Ongoing	Obtain feedback from teachers, teacher assistants, program Heads and students	A sufficient process in place
35. Finalize and document teacher-recognition practices	3	ibid	BC Program Head for Character Education and School Improvement, members of the Positivity Committee		October 2019	Review documentation, get feedback from teachers and admin	Documentation of practices completed
36. Update published HR policies to include reference to salary scale concept and implementation and the process	3	EduGlobe Beliefs (second under “as an enterprise” http://www.eduglobecorp.com/beliefs)	Head Office HR/Operations Executive		June 2019	Review of updated part of the Operations Manual, feedback from staff	Operations Manual shared on Google drive updated
37. Develop a plan to expand the use of Plus Portal to the lower grades and further promote its use within the parent community, school-wide (more workshops, video clips in Arabic)	3, 2 and 1	Beliefs 4	BC Program Heads for G1-G3 and G4-G6, Head Office and school IT, Rediker consultant		June 2020	Review meeting minutes, once Plus Portal access is expanded, collect feedback from parents, teachers and students	Plus Portal is configured, videos produced, additional workshops planned

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Appendix 1– Self-Study Feedback

A. Feedback Related to Curriculum, Instruction and Reporting (Task # 1)

1. Provide students opportunities to make choices of how they will demonstrate the desired learning outcomes
2. There is too much emphasis on assessment in the younger grades. In theory, we are promoting inquiry-based learning but in practice, it is not becoming a reality, as we are focusing too much on content as opposed to competencies and life-skills.
3. While gaining data is important, high-quality learning involves teachers being able to reflect their philosophy of learning in the classroom and if there is a discrepancy between the school's protocol and the teacher's way of communicating to their students, there will be a lot of issues (i.e. if a teacher believes in project-based learning and the school is focused on standardized assessments, there is a problem) - something needs to be done to create a balance for this
4. Standardized assessments need to be modified as they are not age appropriate and they do not reflect the individual learning styles of the people in a class.
5. The school needs a research based, systematic procedure for assessment that measures the acquisition of literacy skills and math for all grades. The tool needs to provide benchmark assessments and progress monitoring for all grades in order to facilitate best instructional practices for diversification. This tool could also be used during the entrance exams.
6. Self reflection in assessment of Core Competencies
7. Self assessment to be used in the classroom to scaffold student metacognitive processes
8. Recognize differentiated learning opportunities offered by teachers as a form of formative assessments
9. Establish a committee to revise entry assessment, train teachers add questions to inform instruction
10. Introduce/Continue Midterm Assessment
11. Use varied assessment practices subject wide
12. Appoint an ADST Department Head to lead the development of course overviews, vertical and horizontal alignment
13. A structured approach to Education IT needs to be more evident to all staff. This can be done via the IT Coordinator/ IT Support and Resources. A growth plan to ensure this is completed is recommended.
14. Full implementation of the Global Passport program in all classes to create a connection between the mission of the school and the curriculum that is explicitly taught and reinforced to students
15. Support teachers in understanding how to implement the Global Citizenship passport program in their classrooms
16. Plan for full implementation of the Successful Traits Program to support the teaching of BC Curriculum Core Competencies
17. Work towards more consistency in sending out Term Overview and Preview

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Appendix 1– Self-Study Feedback

18. Instructional plans should demonstrate use of project learning, research, information consideration, idea development and problem solving
19. Teach students about multiple intelligences
20. Consider introducing a remedial program with completion certificate
21. Introduce MindUp Curriculum supported by pro-d
22. Set student achievement targets in English and Math to measure progress
23. Consider offering a third language course as an elective in the Grad Program in three years
24. Add more systematic strategies regarding reading and writing in English
25. Expand the opportunities and quality of service learning/community service with special focus on grades 8 - 12
26. Consider methods of teaching of Arabic, especially in the Middle Grades(7-9)
27. Provide inquiry based learning through open ended activities
28. Encourage use of innovative instructional strategies including connecting with external agencies to provide pro-d
29. Develop a mechanism for integrating instruction in the Canadian and National programs
30. Look for more culturally relevant resources (manipulatives and books)
31. Continue to find opportunities to expose students to other cultures
32. Create opportunities for collaboration at the Middle and Secondary levels
33. Make course overviews ready for teachers when they join HUBS high school
34. Expand the use of Atlas Rubicon to provide access for teachers
35. Continue to identify/methodically implement engaging instructional practice in boys classes
36. Work on consistent and methodic use of student assessment data to inform instruction and make decisions
37. Make sure lesson Objectives introduced, reviewed and reflected upon in lessons and by unit/term
38. Create a document that collects various differentiation strategies across a range of subjects
39. Provide time to ensure that teachers are able to plan activities that focus on lessons activities that will target students with specific challenges (G10-G12)
40. Establish a differentiation committee (G4-G6)
41. Introduce differentiated instruction and assessment (G4-G6)
42. Implement HUBS DHQL: Expand differentiation strategies
43. Implement HUBS DHQL: Teachers share assessment rubrics in the file section of plus portal
44. Implement HUBS DHQL: Teachers have and share assessment criteria with students prior to the assessment

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Appendix 1– Self-Study Feedback

45. Increase tutorial time for teachers and students
46. Expand enrichment for students
47. Explicitly implement KDU goals and communicate them to students
48. Create Enrichment Coordinator to support teachers through pro-d
49. Provide high school planning time
50. Provide more hands on resources to engage in more discovery centers and dramatic play centers
51. Create a year plan that is centered on themes to integrate all content areas
52. Use of Gender Specific Teaching strategies
53. Teachers make sure that subject specific vocabulary and definitions are around the classroom
54. Teachers create activities that push students to complete activities requiring critical thinking
55. Address the negative aspects of streaming
56. Provide parents with a “what your child should know” progress report instead of interim with letter grades
57. Create a policy for to address teaching time lost
58. Share MAP testing results with parents and students

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Appendix 1– Self-Study Feedback

B. Feedback Related to Technology Plan (Task # 12)

1. Define digital citizenship to be shared with the students in an age-appropriate form building on related BC curriculum Learning Standards (school-wide):

Points to consider:

- 1.1 Students are not aware that copy pasting information without citing sources is a form of plagiarism- Information Literacy needs to be taught and instructed from G3 and up.
- 1.2 Students are not aware- how to critically find, analyze, and evaluate information for academic and personal use.
- 1.3 Students- need to learn the importance of E-Safety such as
 - o how to interact with unknown contact online, or
 - o Identify situations of cyberbullying.
 - o How to identify legitimate contact information.
- 1.4 This is well implemented in some subjects but opportunities are not provided for this to be cross curricular. The moral implications of being a digital citizen are delving into in enough depth. Students' ability to be a digital citizen in the classroom are limited to certain classes due to limitations imposed by school rules. (G10-G12)
2. Expanding the number of robotic sets and assign more blocks to increase participation of boys and girls.
3. Create technology committee to develop a school-wide plan
4. Media Arts students should have access to a black/white and color printer, scanners, video and photography cameras.
5. Improve wireless integration throughout the school
6. Consider expanding opportunities for students to use the internet in their learning
7. Expand technology in the classrooms (smartboards, tablets, chromebooks, scanners)
8. Provide computer teachers in the lower grades
9. Provide a list of apps teachers can use to improve their teaching and promote digital citizenship
10. Implement Creative Curriculum themes for promoting digital citizenship in Gr1-3
11. Expand ways to teach about internet safety and appropriate social behavior
12. Offer parent events to educate them HUBS definition of digital citizenship and internet safety
13. Consider using video compliment a lesson
14. Consider using social media in the classroom

The teacher can use social media accounts to centralized knowledge in their classes and making it easy for student to find and learn from. For example, where external channels might not be appropriate, the school may have its own internal intranet system where pages or interactive areas can be created in which student can share information, learning, tips and opinions depend on year level. (K2)

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Appendix 2– Growth Plan for Global Citizenship Passport Program

Growth Plan Theme Area:

2018-2019 – Global Citizenship implementation at HUBS

Global Citizenship Education: Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency, and interconnectedness between the local, the national and the global.

Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through to all levels of education and into adulthood.

Growth Area Action Plan:

As outline in the schools mission and vision of graduating global Muslims, HUBS students will graduate as effective communicators, reflective thinkers, responsible individuals and global Muslims.

Global Citizenship is embedded within the Mission and Vision of HUBS. Global Muslims who;

- Appreciate their Islamic culture, traditions and history.
- Demonstrate sound understanding of Islam as a path to a productive life.
- Adopt a global perspective and cultural awareness.

The growth plan is intended to guide educators, curriculum developers, committee Heads, EduGlobe and students with a framework for global citizenship education that can be adapted and integrated in the Creative Curriculum Early Years, BC Canadian, Qatari National Arabic and Islamic curriculum.

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Appendix 2– Growth Plan for Global Citizenship Passport Program

<p>3. Global Muslim Passport</p> <p>Reflective passport integrated with the English and Islamic Curriculum for students which will be used every year from KG1-Gr12.</p>	<p>Arabic Head</p> <p>GC committee</p> <p>Arabic/English focus group</p>	<p>In 2018-2019, each teacher in the focus group will launch the grade level part of the passport and included is the Islamic/Qatar History Teacher</p>	<p>Review will be in April May 2019. Passports will be combined, printed and ready for 2019-2020 for all classes to use in class.</p>	<p>Assessment will be the focus teachers reporting to GC committee / Arabic and English Program Heads.</p> <p>Assessment and review will be adapted to 2019-2020 passports.</p> <p>2019-2020 passports will be printed and ready for school wide use.</p> <p>Returning/New staff will be trained on how to use passports.</p>	<p>Administrators</p> <p>Arabic and English Program Heads</p> <p>All Teachers</p>
<p>4. Curriculum integration of Global Citizenship added to Atlas Rubicon. Generate an additional column in Atlas Rubicon to reflect learning outcomes from the curriculum. Subjects will include Health/Career Ed, Socials and ELA (short term) and eventually in all areas of curriculum (long term plans) for all grades.</p>	<p>Global Citizenship Committee</p> <p>Atlas Rubicon Coordinator</p>	<p>November/December 2018</p> <p>Health/Career Ed, Socials and ELA subjects provided to Atlas Rubicon Coordinator (ARC)</p> <p>May 2019- All other subjects to be reviewed and provided to ARC</p>	<p>April/May 2019</p> <p>Nov/Dec 2018</p> <p>May 2019</p>	<p>Assessed in May 2019 and reviewed for any changes</p>	<p>Administrators</p> <p>Global Citizenship Committee</p> <p>Program Heads</p>
<p>5. Student learning – Resources and assessment identification will be evident in the <u>Atlas</u></p>	<p>GC Committee</p> <p>Atlas Rubicon Coordinator</p>	<p>Teachers in the classrooms via weekly planning</p>	<p>Ongoing yearly-process</p>	<p>Reflective personal Essays (10-12)</p> <p>Passport/Port folios / Formative and summative assessment</p>	<p>Administrators</p> <p>Program Heads</p> <p>Student reports</p>

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Appendix 2– Growth Plan for Global Citizenship Program

<u>Rubicon.</u>				Student work Observations Projects Student self reflection	
6. Provide feedback and implementation of the teaching process within to classrooms to teachers and Arabic and English Program Heads to plan, implement and improve instruction.	GC Committee Arabic and English Program Heads English and Arabic classroom teachers.	GC Committee and Administration and teachers Focus group to teachers – They will be the go to people. Each year a returning teacher will be chosen for the GC integration in classrooms.	May 2019 initially and ongoing process	GC meetings - Collaboration Arabic and English Program Head meetings – Discussions and review Meetings with Principal -Discussion and review	Administrators English and Arabic teachers and Program Heads
7. Evidence and follow up of student learning. In the classrooms. A “look for” form of GC learning evident in the classrooms. This will identify student learning objectives integrated in the classrooms monitored by Program Heads and reviewed yearly by the GC Committee	GC Committee Arabic and English Program Heads	Arabic and English Program Heads A look for will be generated using the curriculum that highlights where GC is integrated.	2018 – 2019 to be completed and used in 2019 -2020.	Compiled with the GC committee and Arabic and English Program Heads Collaborating with the GC teachers focus group.	GC Committee Administrators
8. On going evaluation and ensuring implementation is ongoing by the Global	GC Committee	GC collaboration meeting Arabic and English	2018-2019 and ongoing review every year	GC Committee in conjunction with all staff	Administrators GC Committee

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Appendix 2– Growth Plan for Global Citizenship Program

Citizenship Committee.		Program Heads meetings			Arabic and English staff
9. Yearly training of new staff on global citizenship during orientation. Review training with returning staff.	GC Committee	All returning and new staff during orientation and Professional Development Days/ Non instructional days.	August 2019 Non Instructional days Professional Development days. Ongoing yearly process	GC Committee Program Heads – Arabic and English Arabic and English staff	Administrators GC Committee Arabic and English staff.