

**Section 1: School Mission and Purpose**

| No. | Learning/Leadership Goal   | Activity  | Outcome/Evidence                             | Timeframe           | Person(s) responsible        |
|-----|--|---|--|---------------------|------------------------------|
| 1.1 | <p><b>Ensure that the school is guided by clear and accepted Philosophy and Objective statements.</b></p>  | Create Steering Committee                           | Agenda/Plan                                  | Oct 2010            | Director                     |
|     |  | Review Current Statements                           | New statements drafted                       | Oct 2010            | Administration               |
|     |  | Confirm draft statements                            | Final draft produced                         | Nov 2010            | Administration               |
|     |  | Submission to Steering Com.                         | Draft statements circulated                  | Nov 2010            | Director                     |
|     | <p>School guiding statements must:<br/>           * Establish expectations for student learning and community well-being<br/>           * Be reviewed to determine degree of support of the school’s guiding statements and in subsequent actions at all levels in the PSI community<br/>           * Result in evidence to demonstrate that the guiding statements drive planning, decision-making and action<br/>           * Be periodically reviewed for relevance<br/>           * Be assessed through a defined process with indicators to determine the school’ success as laid out in its Philosophy and Objectives statements</p> | Review by Steering Com.                             | Meeting #1                                   | Nov 2010            | Steering Com                 |
|     |  | Process of consultation defined                     | Consultation Process                         | Nov 2010            | Steering Com                 |
|     |  |   | Open Meeting to review                       | Nov 2010            | Steering Com                 |
|     |  |   | Feedback data                                | Dec 2010            | Steering Com                 |
|     |  | Confirm New Guiding Statements                      | Meetings #2/#3                               | Dec 2010            | Steering Com                 |
|     |  |   |  |                     |                              |
|     |  | New Statements announced                            | Statements in all school publications        | Jan 2011+           | Steering Com                 |
|     |  |   |  |                     | Administration               |
|     |  | Process to assess success of new guiding statements | Defined process with indicators to determine | Dec 2010 – Jan 2011 | Administration/ Steering Com |
|     |  |   |  |                     |                              |
|     |  |   |  |                     |                              |
|     |  |   |  |                     |                              |
|     | <p><b>Notes:</b> A new Steering Committee will also be formed comprised of different stakeholders in the PSI community. In addition to leading the development of the new school mission statement this group will also serve to oversee the CIS/NEASC re-accreditation process and to oversee the link with the school’s overall operational plan.</p>  |   |  |                     |                              |

| No. | Learning/Leadership Goal   | Activity               | Outcome   | Timeframe              | Person(s) responsible         |                  |
|-----|--|------------------------|---|------------------------|-------------------------------|------------------|
| 1.2 | Increase school enrolment from 420 to 480 by 2013 on current PSI campus  |                        |   |                        |                               |                  |
|     |  | PSI Marketing Strategy | Appointment of School Development Officer (SDO)     | Jan – Mar 2011         | Director/<br>Business Manager |                  |
|     |  |                        |   |                        |                               |                  |
|     | <p>Low to moderate growth in enrolment to be achieved in order to:</p> <ul style="list-style-type: none"> <li>* Utilize further scope for limited expansion on current school site with existing resources.</li> <li>* Retain composition and character of current PSI community.</li> <li>* Enable further school development plans including a new campus for a larger school population.</li> </ul> |                        | School Marketing Plan                               |                        |                               |                  |
|     |  |                        | - new publications                                  | June 2011-13           | SDO                           |                  |
|     |  |                        | - alumni association                                | Aug 2011 +             | SDO                           |                  |
|     |  |                        | - new website                                       | April 2011+            | SDO/IT dept.                  |                  |
|     |  |                        | - website reviewed                                  | Dec 2012/2013          | SDO                           |                  |
|     |  |                        | - PSI on Facebook, Twitter                          | April 2011             | IT dept                       |                  |
|     |  |                        | - other school advertising and marketing strategies | April 2011 – June 2013 | SDO                           |                  |
|     |  |                        |   |                        |                               |                  |
|     |  |                        | New merit – based PSI Scholarship Programme         | Scholarship Policy     | February 2011                 | Policy Committee |
|     |  |                        |   | Application Procedure  | March 2011                    | Administration   |
|     |  | Enrolment Process      | April 2011 – 13                                     | Admissions             |                               |                  |
|     |  |                        |   |                        |                               |                  |
|     | <b>Notes:</b>  |                        |   |                        |                               |                  |

**Section 2: Teaching & Learning (Primary)**

| No. | Learning/Leadership Goal   | Activity   | Outcome   | Timeframe   | Responsibility     |
|-----|--|--|---|-------------|--------------------|
| 1.1 | Language Arts Scope and sequence document will be finished.  | Develop draft of Primary Language Policy   | Draft consolidated with EAL and WL work                         | Oct-Nov     | Jocelyn Sutherland |
|     |  | The grade level outcomes reviewed and compared with other schools/countries  |   | Nov-Mar     |                    |
|     |  | Skills and concepts integrated within units of inquiry and stand-alone skills placed on timeline                       |   | May         |                    |
|     |  | Completed document to be published in handbooks and placed in Teacher Binders  | Published document  | August 2011 |                    |
| 1.2 | The Additional Language Program will have a philosophy, written curriculum and clear assessment of progress. | Work with LA group to develop draft of Primary Language Policy   | Draft consolidated with EAL and LA work                         | Oct-Nov     | Maria Kustova      |
|     |  | Training with Susan Gross  | New teaching strategies that will appear on curriculum document | Nov         |                    |
|     |  | Develop Ukrainian and Russian curriculum, with tiered levels of attainment (listening, speaking, reading and writing). | Document ready for publication in August 2011                   | Oct-April   |                    |
|     |  | Develop assessment to level the students and   |   | May         |                    |

|            |   |  |                                     |            |                  |
|------------|---|--|-------------------------------------|------------|------------------|
|            |   | Develop assessment to level the students and monitor progress in all 4 domains.                                      |                                     | May        |                  |
|            |   | Develop links with unit of inquiry.  |                                     | June       |                  |
| <b>1.3</b> | <b>Ukrainian Studies curriculum and philosophy statement will be documented</b>                                 | Document what is already done; Clarify the purpose of program.   |                                     | Oct        | Tatiana Lopukhin |
|            |   | Create simple scope and sequence, to ensure broad coverage, lack of repetition, and connections to units of inquiry. |                                     | Nov-March  |                  |
|            |   | Review document with feedback from teachers; incorporate with units of inquiry                                       | Published curriculum in August 2011 | April-June |                  |
| <b>1.4</b> | <b>Fine Arts Scope and Sequence will be created.</b>  | Review what already exists and decide what needs to be developed;  |                                     | Oct        | Tatiana Lopukhin |
|            |   | Review MTPYPH and other curriculums  |                                     | Nov-Dec    |                  |
|            |   | The concepts and skills to be covered or built upon each year  |                                     | Jan-March  |                  |
|            |   | Develop natural links with units of inquiry and stand along projects.  | Published Document August 2011      | April      |                  |
| <b>1.5</b> | <b>Support the development of the IT curriculum/scope and sequence in preparation for an integrated program</b> | Michael sits on the committee, and makes sure that clear skill outcomes per grade are on the agenda.                 |                                     |            | Michael Palmer   |
| <b>1.6</b> | <b>Support the development of a library skills scope and sequence to</b>  | Review library curriculums   |                                     | Oct        | Susan Grant      |

|     |                             |  |   |             |                  |
|-----|-----------------------------|--|---|-------------|------------------|
|     |                             | Liaise with LA Committee and coordinate  |   | Feb         |                  |
|     |                             | Present to faculty for review and integration with units of inquiry                  | Finished Document Published August 2011 | Mar-June    |                  |
| 1.7 | Development of Unit Binders | The physical binders are purchased and created based on individual grade level needs |   | Oct         | Tatiana Lopukhin |
|     |                             | Teachers start adding to the binders as units are taught.                            |   | Nov-June    |                  |
|     |                             | The process of reviewing the full binder is added to planning days.                  |   | August 2011 |                  |

*Notes:*  
Curriculum Work: The overarching goal is to create a stable written curriculum as well as scope and sequence/syllabi. The more that is written down, the easier it will be for new teachers to come to the school and focus on teaching the students. Teachers will be able to reflect and tweak what they teach, rather than create it. The result will be a smoother education for our students, easier transitions for teachers, and a higher level of expectations. This process will build on the planning done via the Planner, adding details to the language arts and math teaching and extending the reflection to these areas as well. All the information developed will be kept in Unit of Inquiry binders.

| No. | Learning/Leadership Goal  | Activity   | Outcome  | Timeframe    | Responsibility |
|-----|---|--|--|--------------|----------------|
| 2.1 | Continue developing mathematical instruction that incorporates a hands-on, minds-on philosophy. |  | Unit Binders will have some new ideas included in the math section that incorporate hands-on, minds-on problem solving activities. | By June 2011 | Michael Palmer |
| 2.2 | Develop conceptually based instruction and guided inquiry.                                      | Visual thinking skills presented; unit planning  | Ideas will be added to planners and Unit Binders   | Ongoing      | Michael Palmer |
|     |   | Conceptual understanding will be brought up as appropriate during common planning times. |  |              |                |

|     |  |  |  |                  |                    |
|-----|--|--|--|------------------|--------------------|
| 2.3 | Develop the teaching of language arts  | Several training sessions will be presented over the course of the year.   | Teachers will use First Steps books as resources; unit binders will highlight key supportive pages | June 2011        | Jocelyn Sutherland |
|     |  |  | All teachers will have the levels for their class documented                                       |                  |                    |
| 2.4 | EC 3 and 4 will ensure the development of language and math skills through documented curriculum and assessment processes. | What is already done will be reviewed  |  | Oct              | Tatiana Lopukhin   |
|     |  | <u>Educating Young Children</u> (Hohman and Weikart), and <u>Making the PYP Happen</u> will be referred to as guiding document |  | Nov-June         |                    |
|     |  | System of assessment documentation published   |  | August 2011      |                    |
| 2.5 | Collaboration will be an ongoing, supportive and appreciated process in the Primary School.                                | Set expectations; provide templates and parameters; set essential agreements   |  | Ongoing          | Tatiana Lopukhin   |
|     |  | Principal and PYP Coordinator to attend planning meetings  |  |                  |                    |
|     |  | Review of process  | Adjustments made for 2011-2012   | January and June |                    |
| 2.6 | There will be a Primary School Assessment and Reporting policy   | Assessment PYP workshop presented in-house; committee gathered   |  | Jan              | Michael Palmer     |
|     |  | The PSI Assessment Policy draft developed  |  | Feb-Mar          |                    |
|     |  | Draft is sent to various stakeholders for feedback;  |  | April-May        |                    |
|     |  | Finished policy published in handbooks   |  | August 2011      |                    |
| 2.7 | A revised Report Card will be  | Make quick fixes to current  |  | Oct              | Tatiana Lopukhin   |

|            |  |   |  |                 |                                     |
|------------|--|---|--|-----------------|-------------------------------------|
| <b>2.7</b> | <b>A revised Report Card will be ready for implementation in August 2011.</b>                      | Make quick fixes to current report card   |  | Oct             | Tatiana Lopukhin and Michael Palmer |
|            |  | Gather committee and review report card   | Assessment Committee must have at least one representative from this committee | Nov             |                                     |
|            |  | Sample report cards from other PYP schools are reviewed.  |  | Dec-Jan         |                                     |
|            |  | Develop draft report card. Various stakeholders review it (teachers, parents, admin; IT).   |  | Feb-April       |                                     |
|            |  | IT develops the software and implementation for next year   |  | May-August 2011 |                                     |
|            |  | New report card ready   |  | August 2011     |                                     |
| <b>2.8</b> | <b>A revised new student screening instrument will be ready for implementation in August 2011.</b> | Teacher leader volunteer is selected; other schools' instruments are gathered   |  | Jan             | Teacher leader                      |
|            |  | Teachers are canvassed to see what information they need before the school year starts; The committee develops the rationale/purpose for the screening. |  | Feb             |                                     |
|            |  | The committee looks at what other schools use; committee prepares assessment ideas  |  | Mar             |                                     |
|            |  | The committee pulls resources to assess the needed/desired information  |  | April           |                                     |
|            |  | The assessment is trialed   |  | May             |                                     |

|     |   |   |  |             |                |
|-----|---|---|--|-------------|----------------|
|     |   | The screening instrument is ready for implementation                        |  | August 2011 |                |
| 2.9 | <b>Support student work displays that show the process as well as product of learning</b> | Brainstorm with teachers ways displays can show learning process vs product |  | Sept        | Michael Palmer |
|     |   | Effective displays are photographed and shared in Daily                     |  | Oct-May     |                |
|     |   | Review of effective bulletin boards; from this 'guidelines' are created     |  | May         |                |
|     |   |   | Each grade will have at least 1 such display documented          | June 2011   |                |
|     |   |   | Each grade/subject will have at least 3 such displays documented | June 2012   |                |

*Notes:*

Teaching learning focus is a matter of learning more about best practices, seeing how we can better deliver the curriculum and meet the needs of our students. While the self-study will better determine our focuses in the future, for this year we will focus on understanding First Steps, developing conceptual-based teaching and continuing our exploration into a more hands on approach to teaching mathematics. For next year, a subject area will be chosen by the faculty to develop in more depth.

| No. | Professional Development Goal   | Activity   | Outcome | Timeframe   | Responsibility                       |
|-----|---|--|---------|-------------|--------------------------------------|
| 3.1 | <b>All teachers in years 1 and 3 will receive training.</b>               | Teachers and workshops will be determined.             |         | Sept-June   | Michael Palmer                       |
| 3.2 | <b>The process for applying for PD funds will be made clear to staff.</b> | Process developed                                      |         | Nov-Dec     | Tatiana Lopukhin                     |
|     |   | Process shared with faculty and staff                  |         | Jan         |                                      |
|     |   | Process published in appropriate handbooks             |         | August 2011 |                                      |
| 3.3 | <b>Teachers will be offered voluntary book studies</b>                    | Titles chosen, volunteers choose titles, books ordered |         | Oct-Dec     | Tatiana Lopukhin and teacher leaders |

|     |   |   |                                  |         |                  |
|-----|---|---|----------------------------------|---------|------------------|
|     |   | Book study leaders meet to discuss format and scheduling  |                                  | Nov     |                  |
|     |   | Studies completed, shared with staff informally   |                                  | Jan-May |                  |
| 3.4 | <b>Wednesday meetings are well-planned, regularly reviewed and scheduled a semester in advance.</b> | Essential Agreements are created; 1 <sup>st</sup> semester timeline created   |                                  | Aug     | Tatiana Lopukhin |
|     |   | A review of first semester meetings to ensure consistency and coherence; Semester two topics re decided upon and posted                             |                                  | Jan     |                  |
|     |   | Review of meeting over the year is done with suggestions for the following year   |                                  | June    |                  |
| 3.5 | <b>Teaching Assistant and Teacher Support personnel will receive regular training.</b>              | Topics will be developed by TAs and Michael but will also include classroom management; guided reading; first aid; bus monitoring and PYP training. | Details forthcoming from Michael | Ongoing | Michael Palmer   |
|     |   | Meetings and topics will be reviewed  |                                  | in June |                  |
| 3.6 | <b>An appraisal system will be developed for Teaching Assistants and Teacher Support personnel.</b> | Brainstorm with both teachers and assistants the various aspects of their job. Compare with the job descriptions.                                   | Details forthcoming from Michael |         | Michael Palmer   |
|     |   | Look at what other schools use.   |                                  |         |                  |
|     |   | Develop the instrument.   |                                  |         |                  |
|     |   | Share with various  |                                  |         |                  |

|            |   |  |           |            |  |
|------------|---|--|-----------|------------|--|
|            |   | Share with various stakeholders; revise as needed. |           |            |  |
|            |   | Trial with volunteers; revise as needed            |           |            |  |
|            |   |  | Implement | 2011-2012. |  |
| <b>3.7</b> | <b>Support the implementation of TDP.</b> | Follow the agreed upon steps for this year.        |           |            |  |

*Notes:*

One of the cornerstones of the PYP is reflection and growth. To that end, teachers need to learn and grow to develop as teachers. Research shows that one-off PD does not affect classroom instruction but rather a combination of new knowledge, modeling, practicing, feedback and coaching is necessary (with coaching/mentoring being the single strongest indicator of change

| No.        | Home School Connection  | Activity   | Outcome                   | Timeframe                  | Responsibility   |
|------------|---|--|---------------------------|----------------------------|------------------|
| <b>4.1</b> | <b>Regularly Scheduled Parent Coffees will occur.</b>   | Five daytime sessions have been scheduled with pre-established topics                |                           | Sept, Nov, Jan, March, May | Tatiana Lopukhin |
|            |   | Russian PYP workshop will be presented   |                           | Feb                        |                  |
|            |   | Two evening workshops/Coffees will be scheduled                                      |                           | Nov, Spring                |                  |
|            |   | The two ECU coffee mornings will be aligned with the rest of the school              | Name changed in 2011-2012 | Oct, Dec                   |                  |
|            |   | Feedback will be elicited from a Spring parent survey                                |                           | April-May                  |                  |
| <b>4.2</b> | <b>Events and meetings will be advertised and organized at least 2-3 weeks in advance</b>                 | Parent teacher conferences and student led conferences advertised in a timely manner |                           | Oct, March                 | Tatiana Lopukhin |
|            |   | Tatz regularly checks the events calendar to ensure timely communication.            |                           | Aug-June                   |                  |
| <b>4.3</b> | <b>Weekly newsletter will have a variety of topics and be used to develop the home/school connection.</b> |  |                           |                            | Tatiana Lopukhin |

|     |   |  |  |             |                                    |
|-----|---|--|--|-------------|------------------------------------|
| 4.3 | <b>Weekly newsletter will have a variety of topics and be used to develop the home/school connection.</b>                             |  |  |             | Tatiana Lopukhin                   |
| 4.4 | <b>Grade Level pamphlets will be created in 2011-2012</b>   | Grade level key information will be included on what is taught and developmental milestones ( <u>Yardsticks</u> by Chip Woods key resource). |  | Summer 2011 | Tatiana Lopukhin                   |
|     |   | As scope and sequence information collated   |  | Summer 2011 |                                    |
|     |   | Graphically-inclined are asked to help create a visually appealing, one sheet, brochure  |  | 2011-2012   |                                    |
|     |   | Brochures are professionally printed<br>Handed out to parents at Back to School Meetings   |  | 2011-2012   |                                    |
| 4.5 | <b>Support the development of positive relationships with EC parents, to support the home/school connection and separation issues</b> | Discuss what works well and what needs developing.   |  | Ongoing     | Tatiana Lopukhin and EC team       |
| 4.6 | <b>Establish a new-student mentoring program</b>  | Meet with new students (grades 2-5) for feedback   |  | Sept        | Lyla Phillips and Tatiana Lopukhin |
|     |   | Get feedback from student council, parents, teachers   |  | Oct-Nov     |                                    |
|     |   | Develop orientation plan; share for feedback   |  | Dec         |                                    |
|     |   | Implement orientation plan   |  | Jan         |                                    |

| No. | Operational Issues  | Activity   | Outcome | Timeframe         | Responsibility      |
|-----|---|--|---------|-------------------|---------------------|
| 5.1 | <b>Review EC flexible cut off date and start of school routines.</b>            | Meet to discuss student progress and the flexible entry dates.                           |         | Oct               | Tatiana Lopukhin    |
|     |   | Review decisions made in Oct   |         | March             |                     |
|     |   | Make changes based on recommendations; publish   |         | March             |                     |
| 5.2 | <b>Systematize bus monitor schedule and support the growth of this service.</b> | Get input from all stakeholders  |         | Sept-Oct          | Valeriy and Tatiana |
|     |   | Plot homes and routes on a large map; stabilize routes                                   |         | Oct-Nov           |                     |
|     |   | Late bus monitor days published  |         | Oct-June          |                     |
|     |   | Regularly with Lilia to see who things are going   |         | Ongoing           |                     |
|     |   | Meet with TAs 3 times/year to see how things are going                                   |         | Sept, Oct, spring |                     |
| 5.3 | <b>Review/streamline substitute procedures</b>                                  | Clarify current procedures   |         | Aug               | Tatiana Lopukhin    |
|     |   | Develop substitute bus monitors/TAs  |         | Oct               |                     |
|     |   | Meet with Michael and Natasha 2 times during the year to see what works and what doesn't |         |                   |                     |
|     |   | Get feedback from teachers and support staff during the year                             |         |                   |                     |
|     |   | Develop a plan is there is a need for change   |         |                   |                     |
| 5.4 | <b>Find ways to develop classroom libraries</b>                                 | Scholastic book orders for interested classes  |         | Oct-Nov           | Tatiana Lopukhin    |
|     |   | Liaise with PTO for ideas and funding  |         | Oct               |                     |
|     |   | Include budget line of \$1000 per classroom for books for next year                      |         | Nov               |                     |
|     |   | Find fun ways to get books donated/purchased   |         | Ongoing           |                     |

*Notes:*

It is my deepest held belief that each individual working in a school, no matter what their job, is equally important. If one person – be it the principal, Director, cleaner or cook – does not do their job, the child's education suffers. Therefore equal attention needs to be given to operational issues and personnel.

## Secondary School Goals

| No.             | Learning/Leadership Goal   | Responsibility                                 |                      | Timeframe      |                |
|-----------------|--|--|----------------------|----------------|----------------|
|                 |  | Develop  | Implement            | Develop        | Implement      |
| <b>1</b>        | <b>Review, refine and upgrade language programme (EAL, Language B, Language A)</b> |  |                      |                |                |
| <b>EAL</b>      | Increase staffing to provide more individualised support                           | EAL department, Principal                      | Principal, Director  | December 2009  | September 2010 |
|                 | Provide EAL support to Grade 11 students   | EAL department                                 | EAL department       | May 2010       | September 2010 |
|                 | Expand EAL support to include pull-out and push-in                                 | EAL department                                 | EAL department       | May 2010       | September 2010 |
|                 | Clarify the criteria for entering and exiting the programme                        | EAL, English departments, admissions           | EAL department       | May 2010       | June 2011      |
| <b>ALL</b>      | Review and revise School-wide Language Policy                                      | IB Coordinators, EAL, English, Lang B teachers | Admin team, teachers | September 2010 | June 2011      |
| <b>Lang A/B</b> | Review Language A and B course offerings to streamline where possible              | HODs, IB Coords                                | Principal            | September 2010 | June 2011      |
|                 | Develop strategies and promote A1 Self-Taught Languages                            | DP Coord                                       | DP Coord             | December 2010  | On-going       |
|                 | Identify suitable mother tongue tutors from within the school community            | DP Coord                                       | DP Coord             | June 2011      | On-going       |
|                 | Allocate targeted resources to the school library                                  | DP Coord, librarian                            | Librarian            | On-going       | On-going       |
|                 | Add home language information to database  | IT Dept  | IT Dept              | On-going       | On-going       |

| No.      | Learning/Leadership Goal  | Responsibility |             | Timeframe   |             |
|----------|---|----------------|-------------|-------------|-------------|
|          |   | Develop        | Implement   | Develop     | Implement   |
| <b>2</b> | <b>Recognise student achievement</b>                                    |                |             |             |             |
|          | Provide more display space in portables                                 | Principal      | Maintenance | August 2010 | August 2010 |
|          | Create schedule for departmental, programme contributions to newsletter | Principal      | Teacher     | August 2010 | Annual      |

|  |   |                 |           |                |          |
|--|---|-----------------|-----------|----------------|----------|
|  | Schedule regular assemblies to showcase student work                      | Principal       | Principal | August 2010    | On-going |
|  | Assign hallway bulletin board space to departments, programmes            | Principal       | Teachers  | September 2010 | Annual   |
|  | Create on-line student portfolios   | MYP Coordinator | Teachers  | January 2011   | On-going |
|  | Increase the use of the digital display monitor in the secondary building | Principal       | Principal | January 2011   | On-going |
|  | Introduce student-led conferences   | MYP Coordinator | MYP Coord | March 2012     | On-going |

| No.      | Learning/Leadership Goal  | Responsibility                                   |                                | Timeframe    |           |
|----------|---|--|--------------------------------|--------------|-----------|
|          |   | Develop  | Implement                      | Develop      | Implement |
| <b>3</b> | <b>Create more powerful links to real-life resources, issues and support systems, especially in community and service to make learning more authentic</b> |  |                                |              |           |
|          | Identify C&S connections in Kyiv and beyond   | C&S and CAS Coordinator                          | C&S and CAS Coordinator        | August 2010  | On-going  |
|          | Enforce guidelines for fund-raisers so that they provide insight to whole student body about C&S projects   | Principal  | Homeroom Teachers, C&S and CAS | August 2010  | On-going  |
|          | Revise C&S reflection guidelines to provide greater depth of feedback about community projects  | C&S Coordinator                                  | C&S Coordinator                | January 2011 | On-going  |
|          | Create more opportunities for activities that engage students across cultures and language groups   | HODs   | Departments                    | August 2011  | On-going  |
|          | Revise unit plans to incorporate more real-world applications   | MYP, DP Coords                                   | Departments                    | August 2011  | On-going  |
|          | Identify support systems available in Kyiv for students at risk   | Counsellor and SEN teacher                       | Counsellor and SEN teacher     | August 2011  | On-going  |
|          | Identify members of the school community who can support curricular and after school programme goals  | ASA Coordinator, AOI leaders and IB Coordinators | AOI leaders                    | August 2011  | On-going  |

| No.      | Learning/Leadership Goal  | Responsibility |                      | Timeframe      |               |
|----------|---|----------------|----------------------|----------------|---------------|
|          |   | Develop        | Implement            | Develop        | Implement     |
| <b>4</b> | <b>Increase efficiency in staffing and use of space</b>   |                |                      |                |               |
|          | Reorganise classroom use to consolidate departmental resources  | Principal      | Principal            | June 2010      | August 2010   |
|          | Provide time at Wednesday meetings for DP teacher meetings  | Principal      | DP Coord             | August 2010    | On-going      |
|          | Provide regular meeting time for departments within the school day  | Principal      | HODs                 | August 2010    | On-going      |
|          | Balance curricular programme and staffing in 2010-11 Master Schedule  | Principal      | Scheduling Committee | September 2010 | December 2010 |
|          | Identify additional facility needs in anticipation of new building plan (including annual upgrades of current facility) | Principal      | Principal and staff  | On-going       | On-going      |

| No.      | Learning/Leadership Goal  | Responsibility |                          | Timeframe      |               |
|----------|---|----------------|--------------------------|----------------|---------------|
|          |   | Develop        | Implement                | Develop        | Implement     |
| <b>5</b> | <b>Revise the secondary schedule to improve student learning</b>  |                |                          |                |               |
|          | Work with Primary Admin Team to identify Master Schedule needs  | Principal      | Principal                | September 2010 | December 2010 |
|          | Examine sample schedules from other IB schools of a similar size  | Principal      | Admin Team               | September 2010 | December 2010 |
|          | Create Master Schedule template that focuses on reduced interruptions, balanced curricular programme                    | Principal      | Principal and Admin Team | December 2010  | August 2011   |
|          | Identify curriculum needs and revise course offerings   | HODs/IB Coords | HODs/IB Coords           | December 2010  | January 2011  |
|          | Work with Timetabler (software) specialist to design new schedule   | Principal      | Principal                | January 2011   | January 2011  |
|          | Identify additional facility needs in anticipation of new building plan (including annual upgrades of current facility) | Principal      | Principal and staff      | On-going       | On-going      |

| No.      | Learning/Leadership Goal   | Responsibility          |                          | Timeframe    |                        |
|----------|--|-------------------------|--------------------------|--------------|------------------------|
|          |  | Develop                 | Implement                | Develop      | Implement              |
| <b>6</b> | <b>Continue to develop and document curriculum in both MYP and DP</b>                    |                         |                          |              |                        |
| DP       | Use Grade 11 trip as introduction to TOK   | TOK teacher             | Fall Trip leader         | April 2010   | September 2010         |
|          | Train TOK and content area DP teachers in TOK integration                                | DP Coordinator          | DP Coordinator           | August 2010  | January 2011           |
|          | Create a 2-year DP curriculum map  | DP Coordinator          | DP Coord and teachers    | August 2010  | January 2011           |
|          | Develop and store unit plans for all DP classes  | DP Coordinator          | DP teachers              | August 2010  | June 2011 and on-going |
|          | Increase subject-area teacher input and participation in TOK classes                     | DP Coordinator          | TOK and subject teachers | August 2011  | On-going               |
| MYP      | Complete documentation of all units  | MYP Coordinator         | MYP teachers             | On-going     | On-going               |
|          | Review MYP units to strengthen AOI and cross curricular links                            | MYP Coordinator         | MYP teachers             | January 2011 | On-going               |
| Both     | Strengthen links between G10 and G11 programme   | MYP/DP Coordinators     | Coordinators and HODs    | January 2011 | August 2011            |
|          | Review exemplars of critical thinking and research scope and sequence plans              | Librarian               | Librarian and Committee  | January 2011 | June 2011              |
|          | Develop Grades 6-12 scope and sequence documents for critical thinking and research      | Librarian               | Librarian and Committee  | August 2011  | December 2011          |
|          | Imbed scope and sequence outcomes into unit plans and identify additional resource needs | MYP and DP Coordinators | Teachers                 | January 2012 | June 2012              |
|          | Implement changes in instruction   | MYP and DP Coordinators | Teachers                 | August 2012  | On-going               |

| No.      | Learning/Leadership Goal   | Responsibility          |                 | Timeframe   |                        |
|----------|--|-------------------------|-----------------|-------------|------------------------|
|          |  | Develop                 | Implement       | Develop     | Implement              |
| <b>7</b> | <b>Improve effectiveness of assessments for student learning</b>                       |                         |                 |             |                        |
|          | Revise reporting format so that Quarters 1 and 3 have comments and criteria marks only | Principal               | Principal       | June 2010   | November 2010          |
|          | Continue pilot of SERCO for assessment data collection                                 | MYP Coordinator         | Teachers        | June 2010   | August – December 2010 |
|          | Develop format for on-line assessment data collection (non-SERCO)                      | MYP and DP Coordinators | Teachers        | August 2010 | June 2011              |
|          | Use Google calendars to help students, parents and staff track major assessments       | IT team                 | Teachers        | August 2010 | On-going               |
|          | Review and upgrade Assessment Policy   | MYP and DP Coordinators | Committee       | August 2011 | December 2011          |
|          | Simplify process for report cards and storage  | Principal and PA        | PA to Principal | June 2011   | August 2012            |

### Section 3: Governance and Leadership

| No.  | Learning/Leadership Goal  | Activity   | Outcome                                      | Timeframe            | Responsibility                  |
|--|---|--|--|----------------------|---------------------------------|
| 3.1  | <b>Written policies and practices</b><br><br>To ensure:<br>* The school has a comprehensive, up to date and effective board policy manual (BPM).<br>* New policies and formalized existing ones bring clarity and consistency to school operations.<br>* School operations are reflected in accompanying new and revised internal and external publications | <b>New policy manual drafted</b>   | Comprehensive BPM                            | Oct 2010 – June 2013 | Administration                  |
|  |   | - policies added each month  |  |                      |                                 |
|  |   | - relevant policies added to existing school publications  | Comprehensive handbooks                      | May 2010-June 2013   | Administration                  |
|  |   | - new publications:<br>School Profile<br>Personnel Manuals<br>Operations Handbook<br>School Prospectus | Clearer school operations                    | SY 2010-11           | Administration                  |
|  |   |  |  | Nov 2010             | Principal                       |
|  |   |  |  | Sept-Dec 2010        | Director/Principals             |
|  |   |  |  | June 2011            | Business Manager                |
|  |   |  | School Prospectus                            | April 2011           | SDO                             |
|  |   |  |  |                      |                                 |
|  |   | <b>New policy development</b>  |  |                      |                                 |
|  |   | Personnel policies developed   | New Personnel policies                       | SY 2010 – 11+        | PC/Staff Assoc.                 |
|  |   | Finance policies developed   | New Financial policies                       | SY 2010 – 11+        | FC/Policy Comm.                 |
|  |   | Instructional policies developed   | New Instructional policies                   | SY 2010-11           | Administration/<br>Policy Comm. |
|  |   |  |  |                      |                                 |
| Student policies developed   | New Student policies  | SY 2011-12   | Policy Comm.                                 |                      |                                 |
| <p><i>Notes:</i> The Policy Committee will oversee the drafting and recommending of new or revised policies to the Board of Governors. Policies will be developed on a monthly basis undergoing careful review by the relevant committee. Board members received Google Apps document sharing training (Sept 2010) in order to make policy development input more efficient.</p> <p>PC = Personnel Committee; FC = Finance Committee; Policy Comm.= Policy Committee</p> |   |  |  |                      |                                 |
| No.  | Learning/Leadership Goal  | Activity   | Outcome                                      | Timeframe            | Responsibility                  |
| 3.2  | <b>Educational Planning for school development</b><br><br>Priorities include:<br>* Developing medium and long term planning perspectives for school development.  | <b>Develop Operational Plan 2010-13</b>  | School plans to improve and support learning | Aug – Oct 2010       | Administration                  |
|  |   | - Plan drafted   |  |                      | Administration                  |
|  |   | - Steering Committee   | Wider participation                          | Oct 2010             |                                 |
|  |   | - Board approval   |  | Nov 2010             | Board                           |
|  |   |  |  |                      |                                 |

|                     |                                     |                                |                     |                      |
|---------------------|-------------------------------------|--------------------------------|---------------------|----------------------|
| Priorities include: |                                     |                                |                     |                      |
|                     | - Plan drafted                      |                                |                     | Administration       |
|                     | - Steering Committee                | Wider participation            | Oct 2010            |                      |
|                     | - Board approval                    |                                | Nov 2010            | Board                |
|                     |                                     |                                |                     |                      |
|                     | <b>Long term financial planning</b> | 3-5 year Business Plan         | Jan 2011            | Finance Com/ Board   |
|                     |                                     |                                |                     |                      |
|                     |                                     |                                |                     |                      |
|                     |                                     |                                |                     |                      |
|                     | <b>Strategic Plan Training</b>      | Longer term strategic thinking | Sept 2011           | Board Administration |
|                     |                                     |                                |                     |                      |
|                     | <b>CIS/IBO Re-Accreditation</b>     | School re-accreditation        | 2011 – 2013         | All stakeholders     |
|                     | Plans made with CIS/IBO             | Process dates est.             | Oct 2010            |                      |
|                     | Plans communicated                  | Community informed             | Oct 2010            |                      |
|                     | Preparatory Visit                   | May 2011                       |                     |                      |
|                     | Steering Com and surveys            | Pre-self study items           | June 2011           |                      |
|                     | CIS/IBO self study                  |                                | Aug 2011- June 2012 |                      |
|                     | Submit self study report            |                                | Aug 2012            |                      |
|                     | CIS/IBO Team Visit                  |                                | Oct/Nov 2012        |                      |

## Section 4: Faculty and Staff

| No.  | Learning/Leadership Goal   | Activity                      | Outcome                              | Timeframe      | Responsibility |
|--|--|-------------------------------|--------------------------------------|----------------|----------------|
| 4.1  | <b>Retain and recruit high quality teaching and support staff</b><br><br>For the purpose of:<br>* Ensuring high achievement for students.<br>* Continued programme development.<br>* Reducing the disruption and cost of teacher turnover.<br>* Plan for staffing efficiency, ensuring sufficient personnel in all categories.<br>* Enhancing morale amongst employees | <b>Review Salary/Benefits</b> | Competitive remuneration             | Annually       |                |
|  |  | Contract survey               | Information to admin                 | Oct. 10/11/12  | Staff Assoc.   |
|  |  | Package proposal              | Proposal for Board                   | Oct. 10/11/12  | Admin/PC       |
|  |  | Board decision                | Reviewed package                     | Dec 10/11/12   | Board          |
|  |  |                               |                                      |                |                |
|  |  | <b>Recruitment Strategy</b>   | Effective recruitment                | Annually       |                |
|  |  | Review staffing needs         | Programme needs identified           | Nov 10/11/12   | Administration |
|  |  | Consider annual process       | Annually reviewed process            | Sept 10/11/12  | Administration |
|  |  | Implement                     |                                      | Dec + 11/12    | Administration |
|  |  |                               |                                      |                |                |
|  |  | <b>Review School Climate</b>  |                                      | Annually       |                |
|  |  | School climate survey         | Data on staff satisfaction           | Jan 11/12/13   | Administration |
|  |  | Annual response               | Staff satisfaction issues considered | Feb 11/12/13   | Administration |
|  |  |                               |                                      |                |                |
|  | Support Social Comm.   |                               | Administration                       |                |                |
|  | Personnel Policies and procedures manual developed   |                               | Oct 2010-11                          | Administration |                |
|  | Manuals updated  |                               | Aug 12/13                            | Administration |                |
|  |  |                               |                                      |                |                |
| Notes: An up to date Personnel Manual will be developed by October 2010 for overseas and national staff. It will be developed meeting CIS requirements and kept up to date and given to all employees prior to employment or contract renewal in 2011-12. PC = Personnel Committee; Social Comm.= Staff Social Committee |  |                               |                                      |                |                |

| No. | Learning/Leadership Goal  | Activity                   | Outcome   | Timeframe | Responsibility |
|-----|---|----------------------------|---|-----------|----------------|
| 4.2 | <b>Enhanced professional development for teaching staff</b><br><br>For the purpose of:<br>* Ensuring high achievement for students. | <b>Implement TDP</b>       | Staff evaluation and professional development to support student learning |           |                |
|     |   | Evaluate coordinators      |   | Oct 2010  | Administration |
|     |   | Evaluate all other faculty |   | Nov 2010+ | Administration |
|     |   | Professional goal setting  |   |           | All staff      |

|                     |                                   |                          |               |                  |
|---------------------|-----------------------------------|--------------------------|---------------|------------------|
| For the purpose of: | Evaluate coordinators             |                          | Oct 2010      | Administration   |
|                     | Evaluate all other faculty        |                          | Nov 2010+     | Administration   |
|                     | Professional goal setting         |                          |               | All staff        |
|                     | Mentor training:                  | Effective mentoring      |               | Year 2+ faculty  |
|                     | - train new staff mentors         |                          | Oct 2010-12   |                  |
|                     | - develop in-house mentor trainer |                          | Aug 2011      |                  |
|                     | Review TDP processes              | Annually reviewed TDP    | May 2011/12   | Administration   |
|                     | Update TDP Handbook               |                          | June 2011/12  | Administration   |
|                     |                                   |                          |               |                  |
|                     | <b>Complete intern training</b>   | Trained, qualified staff | End June 2012 |                  |
|                     | Identify mentor role              |                          | Nov 2010      | Administration   |
|                     | Complete certification            |                          | End June 2012 | Teacher interns  |
|                     | Monitor progress                  |                          | Oct 10-June12 | Mentor/Principal |
|                     | Review internship policy          |                          | Nov 2011      | Personnel Com.   |
|                     |                                   |                          |               |                  |
|                     |                                   |                          |               |                  |

| No.  | Learning/Leadership Goal   | Activity                  | Outcome                   | Timeframe        | Responsibility            |
|--|--|---------------------------|---------------------------|------------------|---------------------------|
| 4.3  | <b>Enhanced professional development for teaching assistants (TAs)</b> | <b>TADP Developed</b>     | Improved learning support | Mar-June 2011    | Principals                |
|  |  | - Review objectives/needs |                           |                  |                           |
|  |  | - Identify role of TAs    |                           |                  |                           |
| For the purpose of:<br>* Providing better in-class support for students<br>*Orientate and develop TAs in their understanding of the IB programmes<br>* Linking professional development of TA staff to evaluation (performance standards and professional goals) | - PD options reviewed  |                           |                           |                  |                           |
|  | - Process developed  |                           |                           |                  |                           |
|  | - Handbook developed   |                           |                           |                  |                           |
|  |  |                           |                           |                  |                           |
|  | <b>TADP Implemented</b>  |                           |                           |                  |                           |
|  | - Professional goal setting  |                           |                           | Sept 2011        | Principals                |
|  | - Evaluation of TAs  |                           |                           | Jan-June 2012/13 | Teachers/Principals       |
|  | - Performance review   |                           |                           |                  | Asst. Principal           |
|  | - Report   |                           |                           |                  | Principal/Asst. Principal |
|  |  |                           |                           |                  |                           |

|            |                                 |                          |                           |           |                     |
|------------|---------------------------------|--------------------------|---------------------------|-----------|---------------------|
| <b>4.4</b> | <b>Evaluation of Principals</b> | <b>Evaluation System</b> | Monitoring of performance | June 2011 | Director/Principals |
|            |                                 |                          | Professional develop.     |           |                     |
|            |                                 |                          |                           |           |                     |

Notes: TADP=Teacher Assistant Development Programme

| No.   | Learning/Leadership Goal  | Activity   | Outcome   | Timeframe              | Responsibility |
|---|---|--|---|------------------------|----------------|
| 4.4   | <b>Improved performance, collaboration and professional development of administration support staff</b> |  |   |                        |                |
|   |   | <b>Review of administration structure</b>          | Improved school capacity to achieve roles and targets |                        |                |
|   |   | Review admin roles                                 |   | Oct 2010               | Bus. Manager   |
| For the purpose of:<br>* Ensuring high quality administrative support for staff and learning programmes<br>* Ensure administrative support staff complete duties and targets as school organization grows<br>* Develop a collaborative culture based on school values | Identify revised roles  |  |   | Oct 2010               | Bus. Manager   |
|   | New organizational chart  |  |   | Nov 2010               | Bus. Manager   |
|   | New position descriptions   |  |   | Dec 2010               | Bus. Manager   |
|   | New staff appointments  |  |   | Jan-Mar 2011           | Bus. Manager   |
|   |   |  |   |                        |                |
|   | <b>Staff Evaluation Process</b>   | Staff evaluation to improve administration support |   |                        |                |
|   | Business/Other Managers:  |  |   |                        |                |
|   | Process developed   |  |   | Oct 2011               | Bus. Man/Dir.  |
|   | Goal setting and review   |  |   | Oct 2011+ <sup>1</sup> | Bus. Man/Dir.  |
|   | Mid year report   |  |   | Jan 2011/12/13         | Bus. Man/Dir.  |
| End of Year report  |   |  | Jun 2011/12/13  | Bus. Man/Dir.          |                |
|   | Performance pay system  |  |   | Jun 2011/12/13         | Director       |
|   |   |  |   |                        |                |
|   |   |  |   |                        |                |
|   |   | <b>Professional Development</b>                    |   |                        |                |
|   | Individual plans set  |  |   | Sept 2010/11/12        | Managers       |
|   |   |  |   |                        |                |

## Section 5: Access to Teaching and Learning

| No.   | Learning/Leadership Goal  | Activity                                 | Outcome   | Timeframe             | Responsibility         |
|---|---|--|---|-----------------------|------------------------|
| 5.1   | Students needs supported by counseling service  |  |   |                       |                        |
|   |   | <b>Documentation of services</b>         | Improved formal system to guide staff and support |                       |                        |
|   |   | Counseling policies                      |   | Dec 2010              | Director/Policy Com    |
|   |   | Counseling procedures                    |   | June 2011             | Counselor/Principal    |
|   |   | Counseling records maintained and stored |   | Dec 2010+             | Counselors             |
|   |   |  |   |                       |                        |
|   |   | <b>New Student Orientation</b>           |   |                       |                        |
|   |   | Procedures agree and documented          | Jan 2011+   | Principals/Counselors |                        |
| 5.2   | Effective procedures for identifying student with special need and to benefit from the school's learning programmes |  |   |                       |                        |
|   |   | <b>Evaluation of Service</b>             | Review of progress                                | May 2011              | Principals             |
|   |   |  |   |                       |                        |
|   |   | Review of SEN Support <sup>1</sup>       | Improved system                                   |                       | SEN Teacher/Principals |
|   |   | New Handbook                             |   | June 2011-12          |                        |
|   |   | Evaluation of progress <sup>2</sup>      |   | June 2011-12          |                        |
|   |   |  |   |                       |                        |
| <p>Notes: <sup>1</sup> To ensure adequate referral and screening procedures, links with local and external agencies <sup>2</sup> The school uses student data to evaluate effectiveness</p> |   |  |   |                       |                        |

**Section 6: School Culture and Partnerships for Learning**

| No.   | Learning/Leadership Goal   | Activity   | Outcome                                 | Timeframe    | Responsibility             |
|---|--|--|---|--------------|----------------------------|
| 6.1   | Monitor school climate for effectiveness of learning   | Climate surveys                                    |   |              |                            |
|   |  | - Revised parent surveys <sup>1</sup>              |   | Mar 11/12/13 | Administration             |
|   |  | - Introduce student surveys                        |   | May 11/12/13 | Administration             |
| 6.2   | Increase student participation in school life  | New Student Leadership Organization                | Student participation and citizenship   |              |                            |
|   |  |  |   |              |                            |
|   | For the purpose of :<br>* Encouraging democratic values in the school<br>* Empowering students to participate in school leadership<br>* Global citizenship learning<br>* Improved learning and climate in the school | - specific authority and responsibility set        |   |              |                            |
|   |  | - budget allocated                                 | Events                                  |              |                            |
|   |  | - elections  | Assemblies                              |              |                            |
|   |  | After School Activities encouraging leadership     | Global citizenship and service learning | Annually     |                            |
|   |  | -HOSIC   | Leadership exp.                         |              |                            |
|   |  | -MUN   |   |              |                            |
|   |  | - others   |   |              |                            |
|   |  | Student feedback on the quality/nature of teaching | Improved learning and teaching          |              |                            |
|   |  | - teacher surveys                                  |   | Aug 2011+    | Teaching staff             |
|   |  | - focus groups                                     |   | Aug 2011+    | Teachers/HODs <sup>2</sup> |
| <p>Notes: <sup>1</sup> Survey to include evaluation of after school activities programme effectiveness in relation to mission statement, student interest and fostering of global citizenship. <sup>2</sup> Secondary School only</p> |  |  |   |              |                            |

| No.           | Learning/Leadership Goal                                   | Activity                 | Outcome   | Timeframe  | Responsibility    |
|---------------|--|--------------------------|---|------------|-------------------|
| 6.3           | Better communication with stakeholders in school community | <b>Electronic media</b>  |   |            |                   |
|               |  | - New school website     |   | April 2011 | IT/Administration |
|               |  | - PSI Facebook, Twitter  |   | April 2011 | IT/Administration |
|               |  |                          |   |            |                   |
|               |  | <b>Parent Meetings</b>   | Parental feedback and programme information exchanged | Aug 2010+  | Admin/Staff       |
|               |  | - Extend Coffee Mornings |   |            |                   |
|               |  |                          |   |            |                   |
|               |  | <b>SERCO</b>             |   |            |                   |
|               |  |                          |   |            |                   |
|               |  |                          |   |            |                   |
|               |  |                          |   |            |                   |
|               |  |                          |   |            |                   |
|               |  |                          |   |            |                   |
| <i>Notes:</i> |  |                          |   |            |                   |

**Section 7: Operational Systems**

| No. | Learning/Leadership Goal   | Activity  | Outcome  | Timeframe                          | Responsibility   |  |
|-----|--|---|--|------------------------------------|------------------|--|
| 7.1 | Develop operational systems ( catering, transport, maintenance) which meet the highest level of health, safety, security and environmental standards |   |  |                                    |                  |  |
|     |  | <b>Health and safety committee established</b>  | More effective and safer maintenance system                  | Aug 2011                           | Business Manager |  |
|     |  | Role defined  |  |                                    |                  |  |
|     |  | Monthly meetings  |  |                                    |                  |  |
|     |  | Health and Safety manual  |  | Aug 2012                           |                  |  |
|     |  |   |  |                                    |                  |  |
|     |  | <b>New evacuation plan</b>  | Effective evacuation plan for fire exit, safe haven/lockdown |                                    | Business Manager |  |
|     |  | For the purpose of:<br>* Providing more efficient support to the school's educational programmes. | - new procedures   |                                    | Aug 2011         |  |
|     |  |   | - regular practices  |                                    |                  |  |
|     |  |   | <b>Environmental Planning In Campus Operations</b>           | Environmental awareness and action | Dec 2011         |  |
|     |  |   | Environmental plan developed                                 |                                    |                  |  |
|     |  |   |  |                                    |                  |  |
|     | <b>School Transport System</b>   | Improved transport system   |  | Business Manager                   |                  |  |
|     | - new standards set  |   | Dec 2011   |                                    |                  |  |
|     | - tender issued  |   | Jan 2011   |                                    |                  |  |
|     | - new system   |   | Aug 2011   |                                    |                  |  |

Notes:

| No. | Learning/Leadership Goal | Activity                   | Outcome                   | Timeframe | Responsibility |
|-----|--------------------------|----------------------------|---------------------------|-----------|----------------|
| 7.1 | <i>Continued</i>         |                            |                           |           |                |
|     |                          | <b>Security Management</b> | Improved security service |           |                |
|     |                          | Transfer management        | Direct control by admin   | Jan 2011  | Bus. Manager   |
|     |                          | Training plan/recruitment  | Trained staff             |           | Bus. Manager   |

|               |  |   |   |                 |                  |
|---------------|--|---|---|-----------------|------------------|
|               |  | English lessons provided                              |   |                 | Bus. Manager     |
|               |  | Salary review   |   | Nov 2010        | Director         |
|               |  |   |   |                 |                  |
| <b>7.2</b>    | <b>Improve current school facilities</b>     |   |   |                 |                  |
|               |  | <b>Expand office space</b>                            | Satisfactory provision of office facilities for staff |                 |                  |
|               |  | - identify needs                                      |   | Nov 2010        | B Com/Admin      |
|               |  | - agree spending                                      |   |                 | Board            |
|               |  | - construction begins                                 |   | April 2011      | Administration   |
|               |  | - facilities operational                              |   | May 2011        | Administration   |
|               |  |   |   |                 |                  |
|               |  | <b>New Classroom furniture</b>                        | Effective and attractive learning environment         | July 2011       | Administration   |
|               |  | <b>Summer Maintenance Plan</b>                        |   |                 |                  |
|               |  | Works application plan submitted for all summer works |   | Mar 2011/12/13  | All staff        |
|               |  | Tenders for works submitted                           |   | Apr 2011/12/13  | Bus. Manager     |
|               |  | Summer work plans completed                           |   | July 2011/12/13 | Maintenance Man. |
|               |  |   |   |                 |                  |
| <b>7.3</b>    | <b>Complete a capital building programme</b> |   |   |                 |                  |
|               |  | <b>Project Planning Phase</b>                         |   | Oct 2010+       | Building Com.    |
|               |  |   |   |                 |                  |
|               |  |   |   |                 |                  |
|               |  |   |   |                 |                  |
|               |  |   |   |                 |                  |
| <i>Notes:</i> |  |   |   |                 |                  |