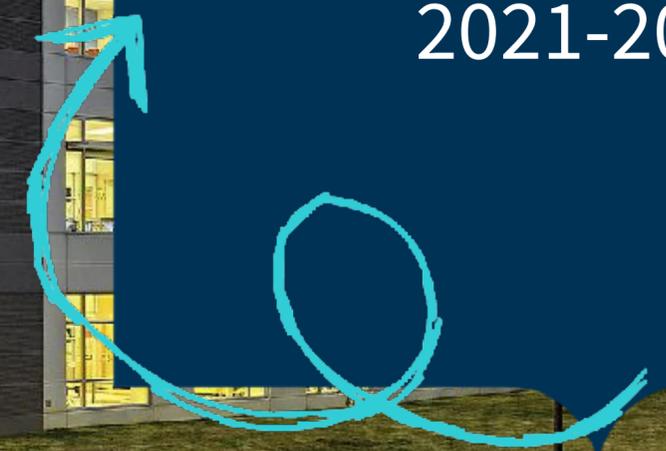




Our Strategic Plan

2021-2026



BRITISH
INTERNATIONAL SCHOOL
OF HOUSTON
A NORD ANGLIA EDUCATION SCHOOL

Introduction

The aim of our strategic plan is to guide the direction of the school for the next five years. The plan provides the overarching goals in key areas and provides the framework for a continual process of improvement. This process is broken into Annual Improvement plans which step towards the larger strategic goals. Our accreditation through New England Association of Schools and Colleges (NEASC) and the International Baccalaureate Organization (IBO) has been pivotal in the development of this plan alongside the following element of the annual feedback cycle. These include a range of BIS Houston and Nord Anglia Education measures:

- Employee Engagement Surveys
- Parent Surveys
- Student Surveys
- NAE Quality Assurance Process.

Over the duration of the plan any new initiatives will be considered if they align with our strategic plan and our mission and vision.



Our Challenge

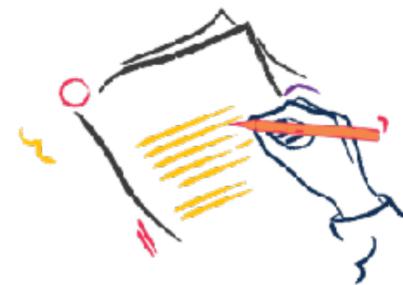
The British International School Houston is a successful school with very high standards leading to outstanding examinations results and graduating outcomes. We must uphold and continue these as they are the foundations for student success and access to further educational opportunities for students. At the same time we must prepare our students with the contemporary skills attributes and understanding of concepts that prepare them for their fast-changing globally connected, ambitious and technology rich future to enable them lead the world into an even better future.

Philosophy Statement

The British International School of Houston provides a nurturing environment with a world-class personalised learning approach that is grounded in each student's unique experiences, capabilities and interests. We believe that all children are ambitious by nature and can achieve their greatest aspirations with support and access to an exemplary global education.

With roots in the Houston community and international curricula we were founded on British heritage, we develop lifelong learners who are resilient, confident, and capable of shaping the world around them.

No matter where our students come from, they leave better prepared with a global passport to their future. We are a community of learners with a mission to transform the lives of learners, giving learners control and the understanding as to how to own their own learning by creating a community where everyone can flourish.



Part of a Global Family

Our membership of a number of global organizations shapes our strategic plan.

We are proud members of Nord Anglia Education Family. At the time of writing we have 68 schools around the world. Nord Anglia Education feature heavily in our strategic plan. Being a part of this global family brings with it a variety of opportunities for our community. In addition to connecting to our sister schools across the globe we have collaborations with global leaders in their fields from The Juilliard School New York for the Performing Arts to Massachusetts Institute of Education for our STEAM programs and UNICEF for our global awareness and service learning projects.

Another global community we are accredited by are the International Baccalaureate Organization. We completed our latest 5 Year review in 2019. The outcomes of this review have also shaped our strategic plan. Other educational organizations we work with also shape our thinking and have influenced our planning.



Juilliard

DANCE
DRAMA
MUSIC



Massachusetts
Institute of
Technology



Distinguished
School

Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

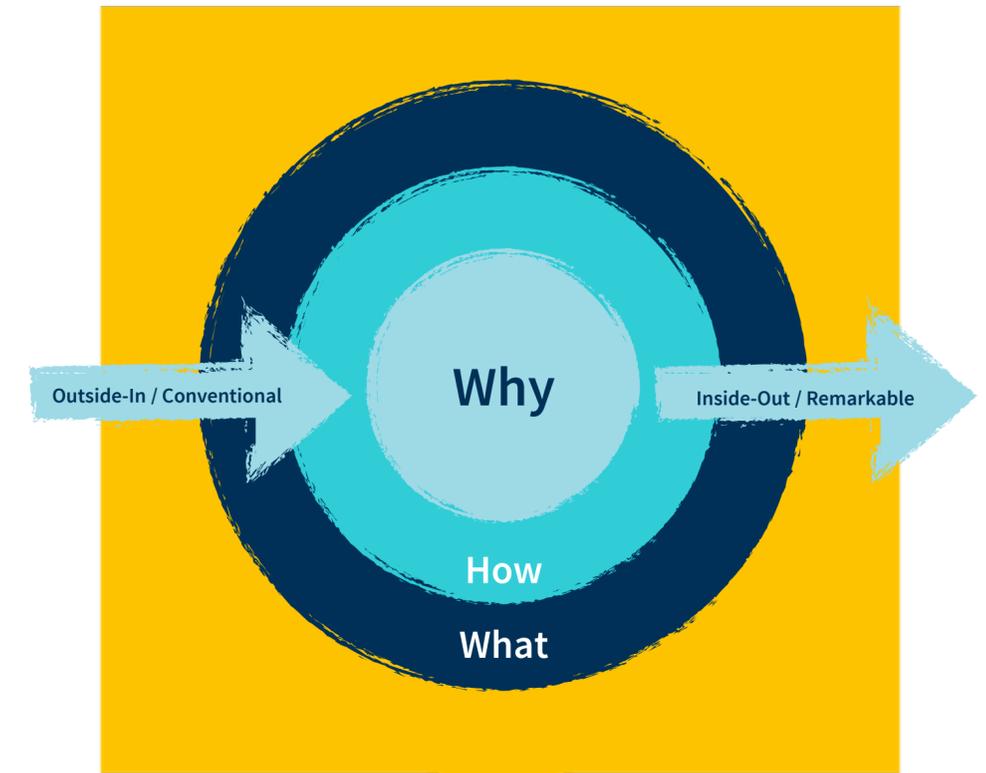


Process

This plan builds upon our previous Strategic Plan 2016-2021. It takes the same core beliefs and philosophy that we developed through that time period. We built upon these foundations a desire to communicate with clarity who we are as a school and gave us the confidence to become unashamedly proud of what we do.

It was during this time that we undertook the additional accreditation process based on the NEASC A.C.E Framework. This three year journey to become a NEASC Accredited School helped us conduct a focused self reflection process that included our entire community. The combination of stakeholder surveys, external visits, evidence collection and report writing provided us with the opportunity to celebrate many successes and achievements in the school; from learning outcomes, to a commitment to a culture of collaboration and learning. It also helped provide us with some clarity and focus on the `impacts' of our school.

The 2020 Global Pandemic created by COVID-19 inevitably impacted global education and changed the way students were learning. However, since 2016 we have been a developing our technology for learning which lead us to being recognized for our continuous innovations for teaching, learning and the school environment by being recognized and awarded as as Apple Distinguished School (2018). It is this journey that developed the ability of our community to pivot to a Virtual School Experience and then develop a hybrid school experience., these are a testament to the culture of learning in our school and the embedded use of technology for learning.



'Start with the Why' Simon Sinek

This approach is what we started with back in 2015 and what we continue to use to drive our school improvement.



Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

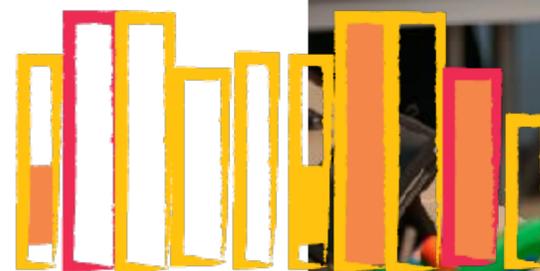


Our mission: to transform
the lives of learners



We created this visual summary to capture the key elements of our strategic plan.

- It places the learner at the center of the image. The learner represents all members of our community as we believe we are a community of learners.
- Inside the learner are the words from our Leader and Learner Profile. These are the impacts we are looking to create in all learners and are the key to transforming the lives of learners.
- The learner is surrounded by our Learning Programme. Each of these elements is key to the learning experience.
- All four distinct phases of our school are represented in the compass points, with High School being the north as the destination for all students.
- The four areas of focus have been developed through the NEASC accreditation process and accompanying each area is a 5 year goal statement.
- The image is wrapped up by our Core Values and Behaviors as well as our Mission and Vision.
- The rest of this strategic plan builds upon this visual summary and sets the directions for the next five years



*We define transformation as changing for the better. We create an environment and provide opportunities for any learner to take control of their learning and transform themselves and their lives.



Desired impact: A fully embedded and aligned UBD approach

We have come a long way in transforming our curriculum from content driven to a concept driven model. Learning at BIS Houston is exciting and offers students a wide range of opportunities but still sometimes exist in isolated worlds. The most significant next step for development is to articulate and align those learning experiences to ensure that they are developmental, maximised and have the desired learning impact on our community. Vertical and horizontal alignment of our Learning Programme, providing real world experiences, tracking skill development and collecting evidence of impact will ensure that our approach to learning is solidified and embedded as we move forward. Embedding an Understanding by Design (UBD) approach will further develop our approach, starting with the end in mind, be clear on the intended learning and build in assessment and learning experiences that are focused on the desired outcome.

The NEASC review process has highlighted that the major impact for our students is the development of the Leader Learner Profile (LLP) Characteristics. Having come to this realisation the journey we were already on to embed them in our Enrichment Programme and CCA programme as part of a digital portfolio has become clearer and more urgent. As has the embedding of the LLP through the curriculum. Once identified this will become a key driver of how we audit, align and then develop transdisciplinary units with real world experiences.

What We Will Do

T&L 1: Articulation and align the Academic Curriculum through the use of ATLAS Rubicon (LP1 and LP2)

T&L 2: Continue to develop all elements of the Learning Programme to reflect the needs of learners in a changing world (LP1 and LP2)

T&L 3: Embed the Leader and Learner Profile Characteristics as our key impact measure (LP2, LP3 and 4)

T&L 4: Embed Global Partnerships within the curriculum (LP2 and LP4)

T&L 5: Ensure our policies, procedures and handbooks are up to date and in line with our strategic goals (LP8)

T&L 6: Support staff in the use of technology to enhance and transform learning (LP 9)

T&L 7: Continue to recruit world class teachers (with a focus on recruiting for mindset and contribution to the whole learning programme. (LP 10)

T&L 8: Embed the Global Campus into appropriate areas of the Learning Programme (LP2)

T&L 9: Train teachers in the UBD approach to ensure further consistency

T&L 10: Build upon learning from the Virtual School Experience

Every stakeholder has a voice and opportunities to lead.

COMMUNITY

PRIDE COLLABORATE FEEDBACK RESPONSIBILITY TAKE RESPECT UNITY

Desired impact: Every stakeholder has a voice and opportunities to lead

The NEASC survey results, NAE Engagement surveys and our IB 5 Year Review showed us that the development of opportunities for 'Voice and Choice' were a key area of focus.

Having reflected on our current reality we have established that, for students, there are some opportunities for voice and choice in curriculum pathways, wider learning opportunities and elements of 'how' students learn. Moving forward we must define, model and make explicit the existing opportunities for student voice and choice in their learning journey. We should then work with the student community to increase opportunities to build agency and for students to have a voice in decision making as well as have a greater level of choice in what they learn, how they learn and how they demonstrate their learning.

We will continue to nurture an 'Open' culture which encourages and provides a platform from which all members of our Learning Community can exercise their voice and access opportunities to lead. We will continue to build this culture based on the elements of: Trust, Transparency, Engagement, Equity, Autonomy, Agency, Mastery and Meaning. (TEAM)

What We Will Do

C 1: Develop the Student Leadership opportunities (LP5)

C 2: Increase student voice and choice in not just how but what is learnt across the learning programme (LP5)

C 3: Greater focus on diversity and inclusiveness (LP7)

C 4: Review and develop Parents as co-constructors and active members of our community (LP10)

C 5: Continue to develop all staff as co-constructors and active innovators (LP10)

C 6: Develop the role of Alumni to act as role models and consultants for school development (LP10)

C 7: Further strengthen our transition programmes including new and departing students (LP7)

C 8: Actively foster service learning throughout our community (LP2 and 4)

C 9: Build local partnerships to create leadership and real life experiences. (LP 6)

C 10: Develop our Athletic programme to become a center of excellence that offers an outstanding all round education (LP2)

Desired impact: Effective assessment of processes and outcomes drives learner progress

The NEASC review process highlighted a need for us to embed assessment of / for and as learning across the learning programme. We have examples of good practice but we need more clarity on expectations and consistency in application.

The previous Strategic Plan had a major focus of transforming our curriculum from a content driven to a concept driven model. Having made much progress in this we must now begin the process of transforming our approach to assessment from a predominantly summative, results driven process to a growth driven model that aims to enhance the assessment of learning by capturing the personal growth of all learners benchmarked against our LLP and our desired learning impacts. The development of an evidence based personal portfolio approach that aims to capture the learning journey of each student across all aspects of the Learning Programme is a key driver in this area, leading to increased personal self-awareness and opportunities for reflection as well as a richer, more diverse graduating transcript.

This transformation of our approach to assessment will also encompass our evaluation of Learning and Teaching across our teaching community. The survey analysis provided a clear need for us to engage in an honest reflection of our quality assurance systems and procedures currently in place. It is clear that our teaching staff would like more feedback on their growth and opportunities to share and reflect on their practice. To achieve this we will develop processes to enhance the QA process as well as continue to develop peer feedback opportunities.

What We Will Do

LP 1: Develop assessment practice and procedures for assessment of / for and as learning (LP 3)

LP 2: Develop portfolio style assessment to include / measure growth in the Learner and Leader Profile elements (LP 3)

LP3: Nurture a culture of Contributive Leadership among the staff, with a clear focus on learning (LP 6)

LP 4: Develop our performance management process to align with the strategic plan(LP 6 and 8)

LP 5: Develop assessment practice and procedures to assess mastery over content (LP 3)

LP 6: Review how we report to parents, with a focus on `more than a grade' (LP 3)

LP 7: Develop the Professional Learning Programme to meet the changing needs of learners (LP 6)



Desired impact: The wellbeing of each individual is the foundation for success

The rapid change that the school underwent as it moved into the campus meant that staff, students and parents were under increased pressures to learn and adapt to so many changes. We have focused on minimizing and focusing the changes in recent years and we have started to see better survey results. However, we still need to develop this and the impact of COVID-19 has made the need to place everyone's wellbeing as central to the success for individuals and for the school.

To fulfill our mission we need to focus on the personal, social and emotion self awareness and wellbeing of each member of our community.

Understanding the changing needs of our students, helping guide them towards understanding how they can develop their own wellbeing, be confident to talk about, seek support and take action will be key to our learning programme.

The introduction of a staff wellbeing committee was a positive step and there is greater scope for the impact of this. Finding ways to develop staff voice and agency will be key in shaping this element of our plan.

The challenge with wellbeing is defining it and its deeply personal nature. It's this area that will be led by our community. The initial steps will be about asking the right questions as we develop and action plans that will have the desired impact.

What We Will Do

W 1: Define what we mean by wellbeing (LP2 and 10)

W 2 : Create systems and practices that purposefully promote and support the wellbeing of our staff (LP10)

W 3: Develop student voice and opportunities to co-construct and lead on wellbeing initiatives (LP2 and 4)

W 4: Continually review and develop our induction and orientation programmes to offer the best support to new joiners (LP 7)

W 5: Review the PSHE curriculum and develop it to better meet the needs of learners (LP 2)

W 6: Maintain attractive remuneration packages designed to recruit and retain the best staff locally and globally (LP 8)

W 7: Develop staff voice and the opportunities for staff to co-construct and lead on wellbeing opportunities (LP 4)



ACE Learning: Learning Principles

The **ACE Learning protocol** encompasses two distinct parts: six [Foundation Standards](#) and ten Learning Principles. The Learning Principles embrace a transformative approach designed to change ‘schools’ into reflective learning communities, while the Foundation Standards represent the transactional relationships, structures, policies and systems without which a learning community cannot exist. As ‘schools’ chart their journey from transactional structures and organizations to communities focused on learning and designing their future, they transform from ‘schools’ (i.e. ‘places’) into ‘learning communities’ (i.e. learning eco-systems).

1. Learning Goals

Learners demonstrate understandings, competencies, knowledge, dispositions, and values that will allow them to become responsible and successful citizens.

2. Dimensions of Learning

Learning encompasses creative, moral, social, experiential and entrepreneurial dimensions.

3. Assessment for, of, and as Learning

Assessment measures the effect of learning on the learner. Assessment for, of and as learning includes qualitative as well as quantitative criteria.

4. Learning Perspectives

Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.

5. Learner Engagement and Autonomy

Learners are engaged with and inspired by their learning. They have autonomy over their learning and make informed choices, supported by teachers acting as coaches and mentors.

6. Research, reflection, and future design-oriented thinking are valued and acted upon by the community of learners.

Research, reflection, and future design-oriented thinking are valued and acted upon by the community of learners.

7. Inclusiveness of Learning

The learning community embraces a culture of inclusiveness.

8. Governance and Leadership for Learning

Governance, leadership, and management support, embody, and promote the organization’s intended Learning Impacts, norms and values.

9. Learning Space and Time

The design of learning spaces and the structuring of learning time are driven and shaped by the learning community’s intended Learning Impacts.

10. Learning Community

Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived, and define a distinct, sustained identity.

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4 distinct phases working together to
transform the lives of our learners



- On to their top choice Universities
- Average IBDP score 13-17% above the global average
- \$2.6 million in academic scholarships
- Global Citizens capable of influencing the world around them

Annual Improvement Plans

Each phase of the school has its own goal and these goals work together on a journey through each phase of education and onto transform the lives of learners. A key part of the strategic development of the school is the annual improvement plans. These plans are overseen by the Headteachers in Primary and Secondary, as well as other Senior leaders who create the plans for their area of responsibility e.g Marketing, Admissions and Communications, Finance etc. These plans are created through a collaborative process that includes the staff associated with the phase or area of the school. The annual improvement plans link directly to this strategic plan and therefore are shaped by the input of all stakeholders. However, we will be developing further opportunities for staff, parents and teachers to collaborate on the annual improvement plans in the formation and assessment of progress towards the intended impact.



A BIS Houston teacher
promotes *pride, unity
and respect*



A BIS Houston teacher...

believes

- ♥ • The wellbeing of each individual is the foundation of success
- 🔊 • Every stakeholder has a voice and opportunities to contribute
- 📐 • In an Understanding By Design approach
- 📋 • Effective assessment drives learner progress

utilises

- 🧠 • Visible thinking routines to help check for understanding
- 📱 • Technology to transform learning
- 📈 • Data to enhance learning
- 📖 • Research to inform practice



takes
responsibility

ensures
Clarity of learning
using 'what, why, how'

collaborates

creates
a nurturing environment where the
lives of students are transformed

seeks
feedback

develops
student ownership of learning
through the levels of inquiry

Glossary and Links

NEASC: New England Association of School and Colleges
<https://www.neasc.org>

UBD: Understanding by Design
https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

NAE: Nord Anglia Education
<https://www.nordangliaeducation.com/about-us/about-nord-anglia-education>

IBO: International Baccalaureate Organisation
<https://www.ibo.org>

IPC: International Primary Curriculum
<https://fieldworkeducation.com/curriculums/primary-years>

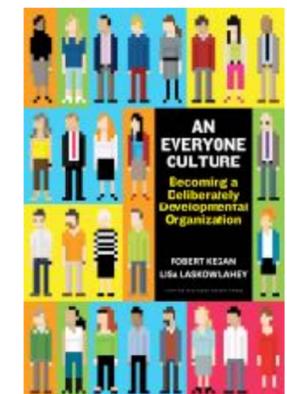
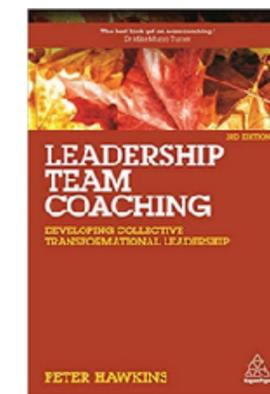
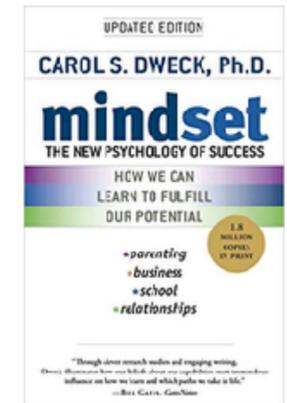
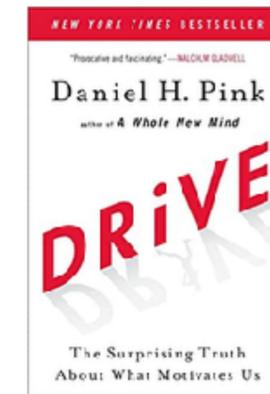
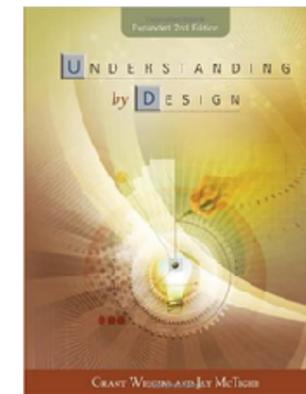
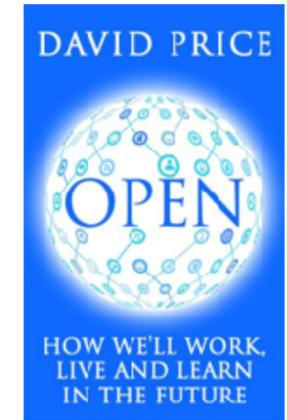
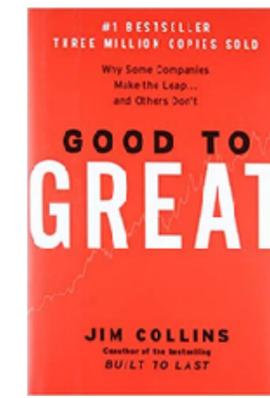
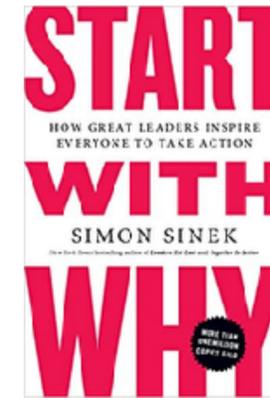
M.I.T: Massachusetts Institute of Education
<https://www.mit.edu/about/>
<https://www.nordangliaeducation.com/teaching-and-learning/enriched-curricula/our-approach-to-steam/mit-programme-overview>

STEAM: Science, Technology, Engineering, Arts, Maths
<https://www.nordangliaeducation.com/teaching-and-learning/enriched-curricula/our-approach-to-steam>

LLP: Leader and Learner Profile

LP(number): Learning Principal see NEASC website

Examples of Inspiration for our school improvement and further reading





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