AISC

Success and Wellbeing
Through
Inspiration
Empowerment
Contribution

Futures Plan 2018-2019

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Facilitation Leader: Kirsten Welbes, Internal Coordinator
Administrative Support: Angeline Mohan and Sherene Williams

II. Our Commitments: Mission, Values, Vision, Internationalism, Strategies, and Strategic Delimiters

The ideas, initiatives, and work described in this plan will support and facilitate the realization of our commitments. We have a commitment to our: Mission, Values, Vision, Statement on Internationalism, Strategies, and Strategic Delimiters.

Our Mission

Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

Our Core Values

Respect | Responsibility | Excellence | Integrity | Diversity

We believe that…
1. Each person has equal intrinsic value, worthy of dignity and respect.
2. We are responsible for our choices and their effect on ourselves, others and the environment.
3. Being open to new ideas and challenging experiences enriches our lives.
4. Mutual respect, trust and caring foster healthy interpersonal relationships.
5. Embracing our diversity makes us a stronger community.
6. In an interconnected world, our positive contributions to the community and the environment are essential.
7. Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

Our Vision for the AISC Learner

At AISC, successful learners are…

Leaders
We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.

Collaborators
We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.

Innovators
We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.

Explorers
We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through independent pursuits.

Thinkers
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical, data-informed decisions.

Ethical
We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.

Versatile
We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.

Empathetic
We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.

Resilient
We demonstrate ongoing commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.

Reflective
We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.

Internationalism at AISC

At AISC, we define internationalism as:
- Possessing a strong sense of one's own cultural identity;
- Respecting and valuing the differences of others;
- Learning about local, national, and global issues;
- Showing empathy for others and care for the world around us.

Therefore, as an international school, we are committed to:
- Incorporating other perspectives;
- Seeking common learning experiences with all peoples;
- Finding enriching connections between cultures;
- Using exposure to language, history, and the arts to access diverse cultures;
- Working well with all;
- Contributing through service;
- Reflecting about our thoughts and actions.

Strategies

Learning
We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our Mission.

Talent
The school will hire, develop and retain staff members who embody the school Mission and Core Values.

Community
We will actively communicate, support, and contribute to our Core Values and Mission so that our community lives the shared vision.

Resources
We will strategically use all possible resources* to create a learning community aligned with our Core values and Mission. (*money, infrastructure, technology, corporate partners, consulate partners, connection to local communities, [film, music, theatre, auroville] staff, parent expertise and time of students.)

We will not...
- Engage in new programs or practices without allocating the time, money and resources necessary for success.
- Implement any new programs or practices that do not support our mission, vision or values.

III. From Strategic Plan to Futures Plan – The Story

Walt Disney, the now famous visionary of the Disney Empire and every bit the creative and courageous dreamer that is the hallmark of so many Disney lead characters, once said, "If you can dream it, you can do it." At AISC, we have a Mission that dares us to *inspire a love of learning in all students and empower them with the courage, confidence, creativity, and compassion to make their unique contributions in a diverse and dynamic world.*

Our Mission is our dream and the question that we would have for Disney is: How do we do it? The simple answer to our own question would be *planning and action.* This Building Futures Plan has been drafted during the fifth and last year of AISC's first Strategic Plan. Before indulging clarity on how this plan has come together, let's consider where we have been.

Our five-year Strategic Plan was a shared vision of a transformed future for the American International School Chennai. It was created in 2012-2013 by community members working together to understand and describe, not only what we want for our community over the next five years, but also what is possible for us to achieve by 2018.

More than seventy community members participated on teams, which focused on separate aspects of the planning process. At the beginning of the process in September 2012, the Planning Team dreamed for us by developing the Mission, Core Values, Student Learning Objectives, and Strategies. The work of five teams and hours of research and discussion over more than six months produced our five-year Strategic Plan of twenty-three End Results (or goals). These Results derived from extensive research about best practices in various areas and processes in schools and about the current reality at AISC. Written to take the school to the next level of success as an excellent international school, they aligned the aspirations of our Mission with our school improvement priorities. Because we dreamt it, we believed we could do it.

Since 2013, in a dynamic pursuit of our dream, we have embedded twenty-three End Results across all four Strategy areas and added an additional ten End Results to the original plan. In so doing, we have transformed AISC into a mission-driven learning organization with a culture of innovation. For schools, innovation is the process of adapting new or used practices, processes, systems, or structures to drive the school toward the Mission. A culture of innovation is one in which good ideas and adaptations are skillfully, safely, and thoughtfully engaged at all levels.

So why does a culture of innovation matter, how have we gotten to this point, and what are the challenges in evolving our culture of innovation?

Our Mission is twenty-eight words long. Our promise to inspire a love of learning requires all educators to be learners first. We know and too often forget that to be a learner, you have to be a risk-taker. Learning is about engaging the new and unimaginable, trial and error, practice, and resilience. To learn, one must innovate. We also promise to prepare our students to be capable of making unique contributions in a diverse and dynamic world. At AISC, we believe the world is diverse and dynamic. To learn and contribute in diversity and dynamism, one must be innovative. Our Mission calls for a culture of innovation. Without it, we cannot live it, and as educators, we cannot walk the talk of those twenty-eight words unless we are intentionally and openly innovative.

So, how did we get here? Simply put, we have allowed the implementation of End Results from our first Strategic Plan to create the right conditions to nurture a culture of innovation. Within the strategic realm of learning, for example, we focused on four domains of innovation: inclusion, inquiry, service,

and technologies. Our work in these four domains has been felt throughout the school. To name a few examples: the transformation of our EAL program; the engagement of inquiry and design frameworks; service learning prototypes in every section; and the evolution of our BYOT Program (from nothing at the start of the 2013-2014 school year) to provide anytime, anywhere access to digital information and learning. Collectively, this has been good work, it has been messy work, and still more learning opportunities lie ahead for us.

As a school community, we must be intentional about the content of school innovation – the what of change, if you will. We have been effective at End Result implementation because we have engaged faculty, students, staff, and parents as co-innovators. For learning inspiration to trickle and spread through the ecosystem as our Mission demands, we must embrace the potential of every innovator among us.

Our Board of Directors has been committed to the strategic direction endemic in our Mission from its inception. The priorities and "big rocks" of our Board committees are aligned at once to lead and support the necessary work of the school. Our Finance Committee has focused on financial planning and ensuring resources are appropriately directed. Our Governance Committee has renovated our Board Policy Manual to align with our Mission orientation. Our Futures Committee has been central to strategic planning oversight. And, our Academic Committee has vetted the teaching and learning priorities at the school to assure Mission alignment.

Members of the school's Leadership Team have taken responsibility for various End Results each year. Goals are aligned with the annual Strategic Plan implementation priorities. They build their school improvement teams based on those priorities and others that arise from generative work in their sections. Our Teaching and Learning Leadership Team (TALL), which includes our Associate Principals, is charged with leadership support and oversight of all learning initiatives at the school. Our cNet and iLab teams have evolved into engines for improvement, research, and innovation in curriculum, instruction, assessment, and programs.

Our challenges going forward into this Futures Plan are:
1. How will we stay relevant to our Mission?
2. How will we continue to evolve our systems and structures to continue to improve and be innovative?
3. How will we stay organized to make sure that student and faculty success and wellbeing remain our highest priority at AISC?

Lewis Carroll (1832-1898), the author of *Alice in Wonderland*, a story about a young girl lost in a fantasy Wonderland, said, "If you don't know where you are going, any road will get you there." Our Commitments are compass points on the horizon without which we would drift aimlessly into the future. Innovative thinking, planning, and the collective will to implement will assure that we put our children and students on the right roads to make their unique contributions in a diverse and dynamic world.

IV. Why Futures Planning?

Simply put, our Building Futures Plan will improve our organizational capacity to be innovative and adaptive, while remaining transparent and coherent.

The implementation of AISC's first Strategic Plan (2013-2018) has been a transformative school improvement process. We have learned that clarity on our Commitments -- Mission, Values, and Vision -- is essential and that strategies and goals aligned to our Commitments lead to desired results by all stakeholders. We also learned that we have to be adaptable and that goals and action plans written in the present are not necessarily relevant in the future. Our five-year model of strategic planning required consistent revising and changing within a relatively rigid structure of implementation.

This Building Futures Plan and the planning process that is central to its annual revision are designed to assure continued alignment between AISC's Commitments and our Strategies and Goals. It is also designed to assure adaptability with annual goal-setting and revision aligned to three-year vision statements that we call Strategic Pathways. Further, the Building Futures Plan will be revised annually to assure that the school's leadership and Community Planning Team consistently hold to a three-year plan for current and future initiatives.

V. What is Futures Planning?

The Building Futures strategic planning model will be mission-driven, allow for community stakeholder input and participation, and will be defined by an annual three-year commitment to school improvement goals that account for short-term needs and longer-term visions for the future. By calling our plan a Futures Plan, we embrace views looking forward to consider the relevance of our current and future work, and we acknowledge that AISC's improvement pathway will be composed of multiple futures that are perhaps not yet apparent to us. Is a Futures Plan strategic? Yes. Is a Futures Plan responsive to tactical shifts across Strategies? Yes.

The Building Futures Plan provides vision for the future *that is* flexible enough so that the school can be responsive and proactive to a changing reality. As a deliverable, our Building Futures Plan entails a three-year commitment to Strategic Pathways, annual commitments to goals associated with each Pathway, and a rolling review and projection process whereby each year the school re-commits to good work ongoing and adapts and/or develops goals for the third year of the plan. Central to the planning process is broad-based stakeholder involvement.

Our first plan is written for the years 2018-2021. Each year, we will determine if new goals need to be added to the third year, and if so they will be drafted and vetted by leadership and the Community Planning Team. Each year, the plan will grow and build on itself through this process.

VI. What's the Conceptual Structure of the Futures Plan?

A. **Mission.** Long-term aspirational imperative of the organization and should be reviewed every 5-10 years and changed only with caution and intentionality.

B. **Core Values and Beliefs.** Long-term commitments regarding how we will act on our Mission.

C. **Vision for the Learner.** Long-term framework for what it looks like when our students are living the Mission.

D. **Strategies.** The long-term strategic areas within which we will organize our pathways and goals.

E. **Strategic Pathways.** The mid-term sub-strategies within which we may organize certain goals. A Pathway is nested within a Strategy area and is inclusive of an array of Goals that can only be accomplished over 3 or more years. These are three-year vision statements.

F. **Goals.** Near-term objectives that take one year or less to complete.

G. **Action Plans.** The plans to implement annual Goals.

VII. Who does Futures Planning?

The futures planning process will include stakeholders from across the community. The stakeholders most central to this process are:

1. The Board of Directors are stewards of the plan. The Board approves the Mission, Values, and Strategies of the Plan. The Academic and Futures Committees oversee the process and implementation. Board members are encouraged to participate on the Community Planning Team.
2. The Community Planning Team – composed of representatives from all community stakeholder groups – oversees the implementation of the plan. The Planning Team, by consensus, will approve adoption and completion of annual goals only.

3. The Leadership Team will be responsible for determining Strategic Pathways, goal-setting, and implementing the Goals of the Plan. The Leadership Team agrees on Action Plans. Clear deliverables and metrics will be built into the plans.
4. The Teaching and Leadership Team and Coaching Collaborative will serve as thought-partners and co-implementers to the Leadership Team.
5. Other existing teams within the school will engage Leadership to support the development and implementation of clear Goals and Action Plans.

VIII. How did we develop our first Futures Plan?

The start of the Building Futures Plan began with the conceptualization of the process, strategic planning 2.0, if you will. We had to ask ourselves: Following the completion of our Strategic Plan, what kind of plan and planning process will meet our needs? Hopefully, the stories and descriptions above have clarified this thinking.

The Strategic Pathways, Goals, and Action Plans contained in this are the result of countless conversations, generative dialogues, meetings, and focused thought. All stakeholder groups have been given the opportunity to provide insight, feedback, and perspective on the future direction of the school.

We began the process in August by communicating the work ahead to the entire community. We then launched the Building Futures Blog, which is at once a repository for generative work and a platform for feedback and input. This blog has been open 24/7 since its launch. The entire community has had an open invitation to participate with questions, thoughts, or ideas at any point in the process.

In September, the leadership of the school and a Board committee engaged a "Back to the Future Retreat" during which we identified some of the the big rocks that we know need to be included in the Futures Plan. At an All Faculty Meeting, our faculty responded to two questions: 1. What are you doing in your class now that you know you must keep doing so that students are inspired, empowered, and prepared to contribute? 2. What do we need to be doing that we aren't doing so that we can collectively better inspire, empower, and prepare students to contribute today and in their futures?

Regarding question one, more than 60% of responses landed in one of three thematic buckets: a. engaging 21st century skills to keep learning relevant; b. modelling the learning process, and our mission, values, and vision, and c. creating opportunities for students to direct/personalize their own learning. More than half of that 60% landed in the 21st century skills bucket.

Regarding question two, more than 78% of responses landed in one of six thematic buckets: a. create ways to integrate the content areas, b. creating opportunities for students to direct/personalize their own learning, c. engage 21st century skills to keep learning relevant, d. use and structure time differently, e. modelling the learning process, and our mission, values and vision, and f. develop service learning experiences.

In October, the Leadership Team spent time with TALL and the Coaching Collaborative to deepen our thinking about emergent pathways and goals articulated by the ongoing work on our Strategic Plan and the inputs from faculty, leadership, and the Board.

In November, we hosted an Inspiration Conversation for the entire community at which we indulged generative thinking about the future of school and provided feedback on emergent Strategic Pathways. The Leadership Team began fleshing out Goals and draft Action Plans to test the clarity and viability of our Strategic Pathways.

On December 2 and 4, we engaged in two days of thinking with KnowledgeWorks consultant, Katherine Prince. We invited the entire community to a day-long conversation about the implications for schools of forecasted trends in social, technological, economic, environmental, and political arenas.

We came away from this experience with the following three crucial understandings:
1. Our Mission and Vision for the AISC Learner are built for the future of teaching and learning at AISC.

2. A crucial next step for us as a school will be to define the competencies (these will resonate as 21st century skills) that we expect of ourselves and our students to assure student success within the framework of our Mission and Vision for the AISC Learner.
3. Our Strategic Pathways for Learning will appropriately drive us to continue to stay relevant as a learning organization.

In December, we clarified and finalized the ten Strategic Pathways, and since then, the Leadership Team has been focused on drafting Goals and Action Plans consistent with the following commitments:

a. All goals are SMART (Specific, Measurable, Attainable, Relevant, Timely). We will not approve goals that are not SMART.
b. Goals represent the most important work we will do in the sections and in the school.
c. Any goal we approve is a goal we expect to do.
d. Action Plans are drafted annually by leadership.
e. We will not approve any unfunded or unstaffed "mandates."

IX. How will we continue to develop our Futures Plan?

The annual planning process will include the following phases and checkpoints:

➢ **August-December.** The Leadership Team will implement approved Goals and begin to develop new year-three Goals, with inputs from Board of Directors and all stakeholders.
➢ **Community Futures Summit.** The implications of future forecasts will be considered and prioritized. We will be considering Goals that we may or may not do beyond the three-year scope of the Futures Plan. This event occurs in the first semester.
➢ **Community Planning Team Work Session.** The Community Planning Team previews emergent Goals. This event occurs in early part of the second semester.
➢ **Community Planning Team Retreat.** The Community Planning Team approve following year's Goals and embed completed Goals. This event occurs in later part of the second semester.

X. Strategies and Strategic Pathways

Below you will our Strategies and Strategic Pathways for the Futures Plan.

Strategy: Learning
We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our Mission.

LP1	*Pathway: Learning & Experiential Opportunities (Sectional)*
	AISC develops programs for students to deepen their capacity to contribute with courage, confidence, creativity, and compassion to a diverse and dynamic world. ***Person(s) Responsible: Each Principal***
LP2	*Pathway: Learning & Innovation in the System (Sectional)*
	AISC implements innovative learning experiences incorporating the inquiry framework and transdisciplinary skills, and alternative schedules to engage the vision of the AISC learner. ***Person(s) Responsible: Each Principal***
LP3	*Pathway: Learning & Vision for the Learner (Inter-Sectional)*
	As a means to live the mission, AISC integrates abilities to achieve success through the Vision for the Learner into the culture of the school. ***Person(s) Responsible: High School Principal***
LP4	*Pathway: Learning & Inquiry in the Curriculum (All School)*
	AISC integrates the inquiry framework and project-based learning into the curriculum development process. ***Person(s) Responsible: Director of Teaching and Learning***
LP5	*Pathway: Learning & Wellbeing (All School)*
	AISC creates an integrated student wellbeing program that promotes and fosters healthy habits, self-awareness, self-management and positive relationships. ***Person(s)***

	Responsible: Director of Teaching and Learning

Strategy: Resources

We will strategically use all possible resources* to create a learning community aligned with our core values and mission. (*money, infrastructure, technology, corporate partners, consulate partners, connection to local communities, [film, music, theatre, auroville] staff, parent expertise and time of students.)

RP1	*Pathway: Resources & Data (All School)* *Develop and evolve systems and processes to facilitate the convergence of data collection and use, assuring that stakeholders have access to beneficial data to make informed decisions.* **Person(s) Responsible: Director of Technologies and Innovation**
RP2	*Pathway: Resources & Building Spaces (All School)* *AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November 2016.* **Person(s) Responsible: Chief Business Officer**

Strategy: Talent

The school will hire, develop and retain staff members who embody the school Mission and Core Values.

TP1	*Pathway: Talent & Professional Growth (All School)* *AISC develops a professional growth, wellbeing, and evaluation framework that is aligned to best practices and to the vision for an AISC learner, incorporates faculty learning and development.* **Person(s) Responsible: Head of School & Director of Teaching and Learning**

Strategy: Community

We will actively communicate, support, and contribute to our Core Values and Mission so that our community lives the shared vision.

CP1	*Pathway: Community & Advancement (All School)* *AISC enhances its reputation locally and globally and expands engagement and support across all stakeholder groups.* **Person(s) Responsible: Director of Advancement**
CP2	*Pathway: Community & Environmental Sustainability (All School)* *AISC enlists the participation of all stakeholder groups to incorporate environmentally sustainable policies, practices, and programming in alignment with our mission and core values.* **Person(s) Responsible: Head of School & Director of Technologies and Innovation**

XI. Goals and Action Plans

Strategy: Learning

We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our Mission.

LP1	**Strategic Pathway: Learning & Experiential Opportunities** AISC develops programs for students to deepen their capacity to contribute with courage, confidence, creativity, and compassion to a diverse and dynamic world. **Person(s) Responsible: Each Principal**

High School	

Goals LP1-HS-Y1 2018-2019:	**Create Personalized Learning Program Statement to serve as a common guiding statement for all personalized programs.**

2019-2020: Research and design an experiential capstone project.
2020-2021: Prototype an experiential capstone project.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Online Personalized Learning Program (OPL) is monitored and evaluated with recommendations to shift or add vendors, if required.	• Understand OPL program • Create evaluation tool and evaluate programs • Make recommendations for change (if any)	August-October November-December January	PLC, Principal
Academic Personalized Learning Program (APL) and Passion Project Program (PP) are monitored and evaluated to determine how each might be considered vis-a-vie a capstone experience.	• Understand APL/PP programs • Consider various models of capstone projects and whether or not APL/PP could support	August-February March-April	PLC, Principal
IB CAS and Service Learning Programs are monitored and evaluated to determine how each could be utilized as part of a capstone experience.	• Understand CAS/SL programs • Consider various models of capstone projects and whether or not CAS/SL could support	August-February March-April	PLC, Principal, Vice Principal/IB Coordinator, Service Learning Coordinator
A plan for shifting the Career Practicum Program (CPP) to administration in the High School will be determined.	• Understand CPP program • Consider potential timeline for shift	August-March April-May	PLC, Principal, Director of Advancement
Create Personalized Learning Program Statement to serve as a common guiding statement for all personalized program	• Draft statement • Seek feedback • Publish in curriculum guide and handbook	February March April	PLC, Principal

Middle School

Goals LP1-MS-Y1 2018-2019:	Align Week Without Walls Program, SEVAI, and field trips to the same purpose statement.

2019-2020: Develop and implement program with in each domain (Week Without Walls Program, SEVAI, and field trips).
2020-2021: Refine Week Without Walls Program, SEVAI, and field trips to enhance experiences.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Create purpose-driven three year plans for WWW with recommendations for the following year.	• Meet with team leaders	August 2018	Jessica Pechhold, Andrew Ranson, Balajee Ginjapalee, Ryan McFarland & Team Leaders
Audit three programs for possible connections to South Indian culture.	• Revisit prior purpose statement redrafting work. • Investigate local opportunities	February 2019	Andrew Ranson, Balajee Ginjapalee, Ryan McFarland & Team Leaders
Explore Compass Model for service	• Create committee to learn about it (include students)	February 2019	Andrew Ranson, Balajee Ginjapalee, Ryan McFarland & Team Leaders, Students
Connect audit, Compass Model, and purpose statement	• Make recommendations for long-term programming	April 2019	Jessica Pechhold, Andrew Ranson, Balajee Ginjapalee, Ryan McFarland & Team Leaders

Elementary School

Goals LP1-ES-Y1 2018-2019:	Develop "Early Years and Elementary Profiles" (which demonstrate alignment between Learning Maps, service learning projects, lunchtime clubs, field trips, and other ES events)

2019-2020: Produce visualizations of these Grade level profiles.
2020-2021: Enhance visualizations of Grade level profiles, including vision projects.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Audit existing field trips,	• Map existing field trips - unpack	August 2018	Keryn, Hilary

looking for gaps and overlaps to further align and differentiate grade level opportunities for field trips	curriculum and service connections and make recommendations for change • Talk to team leaders and map out new field trip and service connections • Record these on learning maps include general overview in handbook	Ongoing	& GTL
Create grade level description for service learning projects (including curricular links)	• Use audit from 2016-17 to identify meaningful service connections by grade level • Create description document, including curricular link and pictures to explain	January 2019	Grade team leaders and Service
Enhance existing experiential opportunities outside of field trips (G3 - sleepover, G4 - new; G5 giving tree connection)	• Explore local options for 4th grade sleepover (Kovelong - service to beach/surfing?) • Work with G3 team to introduce school sleepover	September 2018 Ongoing 2018	Members of G3 and G4 teams
Establish handbook of lunchtime clubs as part of existing ASA overview	• Document and create overview of existing lunchtime clubs • Explore further options • Run existing lunchtime clubs from August	Ongoing 2018	Club leaders, ASA office,
Use all items above to develop EY and ES profiles	• Create a profile team to categorize all the above and determine level/area for each profile • Work with Shannon to find images to demonstrate each profile	December 2018	Profile development team, Shannon

LP2	**Strategic Pathway: Learning & Innovation in the System** AISC implements innovative learning experiences incorporating the inquiry framework and transdisciplinary skills, and alternative schedules to engage the vision of the AISC learner. Person(s) Responsible: Each Principal

High School

Goals LP2-HS-Y1 2018-2019:	**Zero/building year with implementation of SBAR (no goals for this pathway).**
	2019-2020: Explore intermediary steps of coach/admin led design thinking day for grade 9/10. *2020-2021: Prototype a day (or two day) interdisciplinary learning experience at grade 9/10 (coach/admin/committee led).*

2018-2019 Picture(s) of Success	**Tasks/Steps**	**Timelines**	**Person(s) Responsible**
N/A - no action plan for this year			

Middle School

Goals LP2-MS-Y1 2018-2019:	STEAM Project is rebranded, redefined and documented to become transdisciplinary project for MS.

2019-2020: Transdisciplinary project is implemented.
2020-2021:
Evaluate changes to programming of the transdisciplinary project and suggest further enhancements.
Consider end of MS "Capstone" Project (transdisciplinary).

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
The Middle School will set meetings aside to look at the scope and sequence of the subjects involved. They will restructure and reorder in order to meet the needs of the transdisciplinary project.	• Create time during AFO • Create time during team meetings, section or ER days.	July 2018 August 2018	Jessica Pechhold and Andrew Ranson
The Middle School will have an ongoing committee committed to plan the transdisciplinary project (Project Leader - two year role)	• Include in Committees and Team Survey • Form team and select team leader	September 2018	Jessica Pechhold and Dan Love
The transdisciplinary committee will study and examine other models.	• Researching existing models and schools. • Book Study / Reading groups	2018-2019 academic year	Jessica, Andrew, Project Leader, committee
Provide professional learning opportunities for transdisciplinary unit planning and implementation.	• Find visiting consultant • Budget for visiting consultant	2018-2019 academic year	Dan Love

Elementary School Early Years

Goals LP2-EY-Y1 2018-2019:	Early Years multi-age identity established through defining curriculum and pedagogy in handbooks and an info-video. Vision inspiration projects defined and created.

2019-2020:
Best practice in the Early Years will be documented and shared.
Passion projects will replace home learning and vision inspiration projects piloted.
2020-2021:
AISC will host an Early Years best practice conference.
Vision inspiration projects implemented.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Develop description of play based pedagogy in the EY and vision of an EY child	• Create an overview of play based learning in the EY • Create a vision of the EY child	December 2018	Dave, Dan and EY team
Teachers educated and prepared for multi-age,	• Orientation workshop Faculty meeting time	Ongoing	DA, KD and EY teachers

	• Creative curriculum units further developed and assigned to year A/B	March 2019	MK
Parents Understand rationale and plan for Multi-Age	• Presentation workshop prepared • Schedule date and prepare for parent education presentation(s)	February-April 2019	KD, MK, DA,EY teachers and counselors
Multi-Age class lists prepared ready for August 2019	• Create class lists	April 2019	Counselors and EY teachers
EY Curriculum Guide developed and published (alternating unit cycle)	• Separate EY from ES curriculum guide • Develop and articulate creative curriculum units • Develop rationale for Multi-Age and define process • Definition of play based learning created	April 2019	DA, MK and team

Elementary School Grades 1 – 5

Goals LP2-ES-Y1 2018- 2019:	Vision inspiration projects defined and created

2019-2020: Passion projects will replace home learning and vision inspiration projects piloted.
2020-2021: Vision inspiration projects implemented.

Definition of inquiry based vision project created and published	• Create a vision inspiration project task force to develop ideas and definition • Publish definition	January 2018 April 2018	KD and coaches
Protect ES Faculty meeting time for each grade level to develop one vision inspiration project	• Compile list of all inquiry related events already existing • Highlight these via curriculum guide • Identify time frame per grade in the calendar • Develop project in conjunction with admin and coaches • *Optional pilot project (?)* • *Reflect on project and make refinements for next year*	2018-2019 academic year	KD, DA, HB, Coaches and GTL

Schedule drafted to assign specialists to different grades	• Reform schedule committee • Review specialist FTE • Offer possible drafts of specialists to grade	Ongoing	Keryn, Alex, Dave and committee

LP3	**Strategic Pathway: Learning & Vision for the Learner** As a means to live the mission, AISC integrates abilities to achieve success through the Vision for the Learner into the culture of the school. **Person(s) Responsible: High School Principal**
Goals LP3-Y1 2018-2019:	**Draft EY-12 Competencies; consider implementation approaches.**
	2019-2020: Draft benchmarks for EY-12 Competencies by section; confirm implementation approach and educational/PD needs. *2020-2021: Education, train and prepare for implementation (to roll out in 2021/22).*

2018-2019 Picture(s) of Success	**Tasks/Steps**	**Timelines**	**Person(s) Responsible**
Complete three MTC GOA online courses to prime the pump for work with competencies (http://mastery.org/resources/professional-learning/)	• Select committee members and register for courses • Complete courses	April-May June-August 2018	Joelle + committee members (Susannah, Josiah, Dan, Sherriden, Jessica, Andrew, Keryn, Hillary, TBD)
Draft EY-12 competencies	• Research • Brainstorm • Narrow • Draft definitions	August-December 2018	Joelle +committee members
Present Draft competencies to TALL/LT (and potential wider audience)	• Present • Consider feedback • Redraft and represent as needed	January-March 2019	Joelle +committee members
Draft plan with 2019/20 dates for the writing of benchmarks	• Consider how best to proceed with benchmark writing (Who? When? etc.) • Present plan to LT/TALL for feedback • Adjust as needed	April 2019	Joelle +committee members
Draft a variety of implementation approaches to move toward competency based education/reporting; present findings to TALL/LT	• Research • Brainstorm • Draft • Present findings	January – April 2019	Joelle +committee members

LP4	Strategic Pathway: Learning & Inquiry in the Curriculum. AISC integrates the inquiry model and project-based learning into the curriculum development process. **Person(s) Responsible: Director of Teaching and Learning**
Goals LP4-Y1 2018-2019:	**Identify examples of Inquiry consistent with AISC Inquiry Framework. Show the *how of* we use inquiry.**
	2019-2020: Include example Curriculum Expectations (Unit Planning) in each of the areas of inquiry examples consistent with AISC Inquiry Framework. *2020-2021: Evaluate how our desired Inquiry state matches actual examples.*

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Communication of areas of Inquiry @AISC	Understanding Inquiry is in: Workshop C3 NGSS Bridges IB DP Project Based Learning Play Based Learning	August 2018	DTL Office
Examples of Inquiry in Practice (ES, MS, HS)	Solicit examples Transdisciplinary Inquiry in teaching practice	December 2018	DTL Office
Video (w/ voice over) *(ES, MS, HS)*	Catalogue to each area of Inquiry: Wonder/Question Explore/Investigate Create/Apply Reflect/Evaluate Experience/Connect	April 2019	DTL Office
Share Examples of Inquiry	Host on AISC internal site	May 2019	DTL Office

LP5	Strategic Pathway: Learning & Wellbeing AISC creates an integrated student wellbeing program that promotes and fosters healthy habits, self-awareness, self-management and positive relationships. **Person(s) Responsible: Director of Teaching and Learning**
Goals LP5-Y1 2018-2019:	**The AISC Student Wellbeing Framework is introduced to the community. Avenues to wellbeing are identified.**
	2019-2020: Community members identify their role in fostering Student Wellbeing. Curriculum links to Student Wellbeing are implemented. *2020-2021: Fostering Student Wellbeing is embraced as a central role of all community members. Student Wellbeing is embedded in the culture of the school.*

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Student Wellbeing Framework socialised in the AISC community	• Presentations to faculty, parents and students	Year 1: 2018-19	Wellness Committee

Measurement of Student Wellbeing program in place to inform future program development	• Student-centred survey • Program-centred survey	Year 1: 2018-19	Wellness Committee
Deepen faculty understanding of Student Wellbeing and Positive Education	• Speaker/consultant visit to AISC • Professional development opportunities for faculty and leadership	Year 1: 2018-19	DTL
Curriculum links to Student Wellbeing are articulated	Curriculum areas considered: • PE/Health • Counselling • Advisory • Discovery • Responsive Classroom • Coaching (Athletics and Activities)	Year 1: 2018-19	Wellness Committee

Strategy: Resources

We will strategically use all possible resources* to create a learning community aligned with our core values and mission.

RP1	**Strategic Pathway: Resources & Data** Develop and evolve systems and processes to facilitate the convergence of data collection and use, assuring that stakeholders have access to beneficial data to make informed decisions. **Person(s) Responsible: Director of Technologies and Innovation**		
Goals RP1-Y1 2018-2019:	**Identified salient data sources, articulated policies/practices, and designed training package for faculty to use, based on role.**		
2019-2020: Created Standards for AISC faculty, that will encourage intentional uses of data to guide instruction (as measured by the sectional uses, programmatic changes, or PG&E). *2020-2021: Externally present AISC studies that articulate organizational transformation through the use of data to guide instruction.*			
2018-2019 Picture(s) of Success	**Tasks/Steps**	**Timelines**	**Person(s) Responsible**
Full LS, Health, SSS, academic and LH database Within PowerSchool	Unify essential data sources	Year 1	DTI
Stakeholder dashboards for data review/interaction in PowerSchool	ES RR/MAP/WIDA data reports KPI iteration Verify and train on PS dash for LH, Standards/grades & Reporting	Year 1	DTI
Demonstrate a culture of data informed instruction	Ensure each collaborative use of data is scaffolded with the Atlas protocol, to engender each grade level, dept. group,	Year 1	DTI
Formalized guidelines of data use	Gather research: examples, evidence, and common practices	Year 1	DTI

RP2	**Strategic Pathway: Resources & Building Spaces** AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November 2016. **Person(s) Responsible: Chief Business Officer**
Goals RP2-Y1 2018-2019:	**To complete Year 3 of Building Spaces 2020 plan.**
	2019-2020: To complete Year 4 of Building Spaces 2020 plan.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Contract Finalization between architectural firm and the school for 2018-19 projects	Negotiations and scope of responsibilities	August-September 2018	Alankrit
Re-evaluation of project priorities and consideration of variations from the plan	Meetings with leadership, stakeholders and assessment of any other requirements	August-September 2018	Andrew & Alankrit
Finance and Future committee information and approval	Presentations at Finance and Future committees and at joint meeting	September-December 2018	Andrew & Alankrit
Communications and feedback from staff and community about the project	Communication sent out in Heads notes and town hall meetings and feedback on renderings from key locations on campus	October 2018-April 2019	Andrew
Final agreement by stakeholders	Meetings with stakeholders for the projects	September 2018-January 2019	Andrew, Alankrit, Project stakeholders
Board Agreement for project list	Presentation to board after joint future and finance committee meeting	November 2018	Andrew & Alankrit
Finalization of project parameters inclusive of all BOQ's and order placements	Discussion with suppliers, vendors and architects.	March 2019	Alankrit
Project completion by Start of school year 2018-19	Execution in June-July 2018	June-July 2019	Alankrit

Strategy: Talent

The school will hire, develop and retain staff members who embody the school Mission and Core Values.

TP1	**Strategic Pathway: Talent & Professional Growth** AISC develops a professional growth, wellbeing, and evaluation framework that is aligned to best practices and to the vision for an AISC learner, incorporates faculty learning and development. **Person(s) Responsible: Head of School and Director of Teaching and Learning**
Goals TP1-Y1 2018-2019:	**Review and revise Standards for Excellence and Wellbeing in Teaching aligned with the AISC Vision for the Learner.**

2019-2020: Review and revise the structure and process of professional growth and evaluation (PGE) pathways to support the new standards. 2020-2021: Produce new PGE Handbook that aligns professional growth and evaluation with professional learning and development.			
2018-2019 Picture(s) of Success	**Tasks/Steps**	**Timelines**	**Person(s) Responsible**
PGE Task Force in place.	Create PGE Task Force composed of key stakeholders to do standards design work.	NLT August	Dan
Self-evaluation of AISC faculty using Vision for an AISC Learner	Produce school-wide evaluation diagnostic data	By October 1	DTL Office
Cache of best Standards of excellence and Wellbeing identified.	Review of external Standards of Excellence & Wellbeing.	By December 1	Task Force
DRAFT of Standards of Excellence & Wellbeing	Write Standards of excellence & Wellbeing for AISC.	By February 10	Task Force
FINAL DRAFT Standards of Excellence and Wellbeing.	Socialize and refine Standards of Excellence and Wellbeing.	By May 1	Task Force

Strategy: Community

We will actively communicate, support, and contribute to our Core Values and Mission so that our community lives the shared vision.

CP1	**Strategic Pathway: Community & Advancement** AISC enhances its reputation locally and globally and expands engagement and support across all stakeholder groups. **Person(s) Responsible: Director of Advancement**		
Goals CP1-Y1 2018-2019:	**Create a portal for Advancement.**		
2019-2020: Create an annual report that can be shared with current and potential community members. 2020-2021: Create a Giving Collaborative among our core stakeholder supporters that will support future giving.			
2018-2019 Picture(s) of Success	**Tasks/Steps**	**Timelines**	**Person(s) Responsible**
Create a portal for Advancement.	Identify core areas for communication, as well as articulate purpose and audience.	September to October 2018	Kirsten and Shannon
	Explore the ramifications of core areas on already existing systems and cultural context.	October to November 2018	Kirsten, Alankrit and Sherriden
	Create content and engagement.	November to March 2018	Kirsten and Shannon
	Integrate content and engagements into our already existing platforms, if possible.	March and April 2019	Kirsten and Sherriden
	Launch Advancement Portal	May 2019	Kirsten and Sherriden

CP2	**Strategic Pathway: Community & Environmental Sustainability (All School)** AISC enlists the participation of all stakeholder groups to incorporate environmentally sustainable policies, practices, and programming in alignment with our mission and core values. **Person(s) Responsible: Head of School and Director of Technologies and Innovation**
Goals CP2-Y1 2018-2019:	**Create AISC Environmental Sustainability Task Force, which drafts Sustainability Framework as road map for future work.**

2019-2020: Design and draft a website that showcases AISC's Framework, relevant initiatives, and works in progress.
2020-2021: Embrace at least 5 environmental sustainability organizational partnerships aligned with practices and helping to serve our organizational leadership in this initiative.

2018-2019 Picture(s) of Success	Tasks/Steps	Timelines	Person(s) Responsible
Establish Community Task Force, including a teacher, two students and one parent/community member.	Socialize our intentions in 2017-2018 and pre-from task force.	June 1	Andrew and Sherriden
DRAFT of Framework that describes the purpose of Environmental Sustainability at AISC, includes standards for practicing being an environmentally sustainable organization, our structural approach to ES and current initiatives and future aspirational initiatives.	Create work plan and timeline for work. Create communications plan for timeline. Create opportunities for community feedback and assessment of Framework.	April 30	Andrew and Sherriden & Task Force
Earth Day Week Celebration implemented and evaluated.	Assure Earth Week is planned and implemented. Use measured developed from previous event to derive impact. Student and community partner voices are represented during our celebration of Earth Week.	April 20	Dan Love
Evidence that students have started to assume some leadership and responsibility for sustainability at AISC.	Document student initiatives and leadership at the end of the year. Find ways to nurture and encourage engagement. Document progress at the end of the year.	April 30	Task Force

XII. Where are we heading? The Beyond

As we built our first Building Futures Plan, we focused on the first 3 years, 2018-2021. This gave us a finite time in which we can create SMART goals to achieve our Strategic Pathways. However, many of our ideas go beyond this 3-year period and, in fact, may live completely outside of this 3-year period. We felt it important to capture these ideas in the Beyond as these larger ideas can inform what we are doing now and will, no doubt, affect future work at AISC.

Ideas that currently exist in our Beyond are:
- individualized, global opportunities and impactful social responsibility
- ubiquitous outside experts for experiential opportunities
- a process, product, platform and alignment that gives us an integrated competency framework.
- advanced evaluation framework for standards/competencies that looks at age, vision of a learner attributes and impact.

There are many connections between the ideas in the Beyond and the current Strategic Pathways and goals, but the Beyond captures that which is not possible in a three-year time period, but is still a vision for the future.

The Beyond also holds more intangible ideas about the future that we must consider: automation, the gig economy, and the increasing complexity of society and work. These larger issues are often shared and discussed on the Building Futures Blog and at the Community Futures Summit. These societal trends may not be influencing our work at the moment, but they will have an impact on education and AISC in the future.

PLANNING TEAM RETREAT
May 2018

UPDATES

Planning Team Retreat – May 3, 2018

I. In Attendance

1	Andrew Ranson	Middle School Associate Principal
2	Bindu Krishnamurthy	Elementary School Faculty
3	Dan Love	Director of Teaching and Learning
4	Edward Doherty	High School Faculty
5	Gregg Phillips	Middle School Faculty
6	Jaya Tambay-Patwardhan	Alumni Parent
7	Jeremy Willette	Head Librarian
8	Kala Ganeshan	High School Faculty
9	Keryn Dowling	Elementary School Principal
10	Meghana Rachamadugu	Student - Freshman
11	Morgen Wettergren	Elementary School Faculty
12	Nicole Merletti	Elementary School Faculty
13	Nigel Holdsworth	School Psychologist
14	Rebekah Lopata	Middle School Faculty
15	Sangwon Kim	Student - Sophomore
16	Sanja Ilić	Admissions Director
17	Sharmilee Bach Nielsen	Parent
18	Sherriden Masters	Director of Technologies and Innovation
19	Suzanne Harrison	Parent
20	Umair Nizamudeen	Student - Junior
21	Vijay Saravanan	Administrative Staff

Facilitation Leaders: Andrew Hoover, Head of School and Joelle Basnight, High School Principal
Administrative Support: Angeline Mohan and Sherene Williams

II. Outcomes

A. Following Three End Results Embedded by Full Consensus of the Planning Team
1. Community End Result 7: AISC has promoted and positioned itself as a progressive global leader in international education.
2. Talent End Result 6 AISC has become a hub for professional learning both locally and globally.
3. Learning End Result 13: AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook.

B. Following Fourteen Year 1 Goals of 4 Pathways Accepted by Full Consensus of the Planning Team

Strategy: Learning

We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our Mission.

LP1	**Pathway: Learning & Experiential Opportunities (Sectional)** AISC develops programs for students to deepen their capacity to contribute with courage, confidence, creativity, and compassion to a diverse and dynamic world. **Person(s) Responsible: Each Principal** <table><tr><td>*HS Goal* *LP1-HS-Y1*</td><td>*Create Personalized Learning Program Statement to serve as a common guiding statement for all personalized programs.*</td></tr><tr><td>*MS Goal* *LP1-MS-Y1*</td><td>*Align Week Without Walls Program, SEVAI, and field trips to the same purpose statement.*</td></tr><tr><td>*ES Goal* *LP1-ES-Y1*</td><td>*Develop "Early Years and Elementary Profiles" (which demonstrate alignment between Learning Maps, service learning projects, lunchtime clubs, field trips, and other ES events).*</td></tr></table>
LP2	**Pathway: Learning & Innovation in the System (Sectional)** AISC implements innovative learning experiences incorporating the inquiry framework and transdisciplinary skills, and alternative schedules to engage the vision of the AISC learner. **Person(s) Responsible: Each Principal** <table><tr><td>*HS Goal* *LP2-HS-Y1*</td><td>*Zero/ Building year with implementation of SBAR (no goals for this pathway).*</td></tr><tr><td>*MS Goal* *LP2-MS-Y1*</td><td>*STEAM project is rebranded, redefined and documented to become transdisciplinary project for MS.*</td></tr><tr><td>*EY Goal* *LP2-EY-Y1*</td><td>• *Early Years multi-age identity established through defining curriculum and pedagogy in handbooks and an info-video.* • *Vision inspiration projects defined and created.*</td></tr><tr><td>*ES Goal* *LP2-ES-Y1*</td><td>*Vision inspiration projects defined and created.*</td></tr></table>
LP3	**Pathway: Learning & Vision for the Learner (Inter-Sectional)** As a means to live the mission, AISC integrates abilities to achieve success through the Vision for the Learner into the culture of the school. **Person(s) Responsible: High School Principal** <table><tr><td>*LP3-Y1*</td><td>*Draft EY-12 Competencies; consider implementation approaches*</td></tr></table>
LP4	**Pathway: Learning & Inquiry in the Curriculum (All School)** AISC integrates the inquiry framework and project-based learning into the curriculum development process. **Person(s) Responsible: Director of Teaching and Learning** <table><tr><td>*LP4-Y1*</td><td>*Identify examples of Inquiry consistent with AISC Inquiry Framework. Show the how of we use inquiry.*</td></tr></table>
LP5	**Pathway: Learning & Wellbeing (All School)** AISC creates an integrated student wellbeing program that promotes and fosters healthy habits, self-awareness, self-management and positive relationships. **Person(s) Responsible: Director of Teaching and Learning** <table><tr><td>*LP5-Y1*</td><td>*The AISC Student Wellbeing Framework is introduced to the community. Avenues to wellbeing are identified.*</td></tr></table>

Strategy: Resources

We will strategically use all possible resources* to create a learning community aligned with our core values and mission.

RP1	**Pathway: Resources & Data (All School)** Develop and evolve systems and processes to facilitate the convergence of data collection and use, assuring that stakeholders have access to beneficial data to make informed decisions. **Person(s) Responsible: Director of Technologies and Innovation**
		RP1-Y1	*Identified salient data sources, articulated policies/practices, and designed training package for faculty to use, based on role.*
RP2	**Pathway: Resources & Building Spaces (All School)** AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November 2016. **Person(s) Responsible: Chief Business Officer**
		RP2-Y1	*To complete Year 2 of Building Spaces 2020 plan.*

Strategy: Talent

The school will hire, develop and retain staff members who embody the school Mission and Core Values.

TP1	**Pathway: Talent & Professional Growth (All School)** AISC develops a professional growth, wellbeing, and evaluation framework that is aligned to best practices and to the vision for an AISC learner, incorporates faculty learning and development. **Person(s) Responsible: Head of School & Director of Teaching and Learning**
		TP1-Y1	*Review and revise Standards for Excellence and Wellbeing in Teaching aligned with the AISC Vision for the Learner.*

Strategy: Community

We will actively communicate, support, and contribute to our Core Values and Mission so that our community lives the shared vision.

CP1	**Pathway: Community & Advancement (All School)** AISC enhances its reputation locally and globally and expands engagement and support across all stakeholder groups. **Person(s) Responsible: Director of Advancement**
		CP1-Y1	*Create a portal for Advancement.*
CP2	**Pathway: Community & Environmental Sustainability (All School)** AISC enlists the participation of all stakeholder groups to incorporate environmentally sustainable policies, practices, and programming in alignment with our mission and core values. **Person(s) Responsible: Head of School & Director of Technologies and Innovation**
		CP2-Y1	*Create AISC Environmental Sustainability Task Force, which drafts Sustainability Framework as road map for future work.*

C. Parking Lot

- For Students to be internationally-minded, they need to be exposed to the local culture (INDIA). Possible solutions: "Indian Culture" as a part of the curriculum.
- How might we better use our own faculty frequently to assist in staff development?
- Have some students to lead, evaluate and analyze, and improve our environmental sustainability (LEED).
- High schoolers need more than offerings- engagement.
- Inquiry based learning must be supplemented by field trips and opportunities to meet people in different fields.
- Wellness program should include not just stress over academics but also stress over isolation, rejection, cliques, bullying.
- How do we do a "check-in" about items that have embedded in the past? i.e., Co-teaching, inclusion?
- Existing information on service opportunities should be collated by service learning coordinator for future use.
- Data collected on performance subject-wise should be further divided community-wise, to see if there is an impact by Korean/French school.
- Transition school- How to think short term advantage?
- Make Data accountable and transparent.
- CSR+ Service opportunities- Providing opportunities for local schools to enhance their quality of faculty.
- Community Info/ Data- Library for students and teachers looking for service and Outreach.
- NGO Volunteer Portal.
- Parent wellbeing advisory committee.
- Parent, student input into curriculum review.
- Is there a possibility to re-evaluate the usefulness of science MAP data? Because it seems in contrast to our inquiry approach.
- Will the building spaces 2020 plan also include budget for repair and upkeep of new spaces?
- Database of all service learning opportunities for parents/ families to independently explore.
- Parent Service Learning advisory committee.
- Database of parent/ community expertise.
- Rebranding? Marketing reform?
- Service learning map with activities currently going on and suggestions for future- you could put up a board for school community to input their ideas
- Could we look at 'wellness' and 'service' integration / connections?
- Data collection for opportunities/resources.
- Could we help all parties involved in the game develop an understanding of opportunities data can provide? DATA.
- Student participation/ input in whole school.
- Activities that goes beyond academics.
- Socializing our future goals and getting their inputs should be valuable.
- Wellness measurement- Could we consider several ways and give choices to individuals to measure wellness? (considering diversity and differences).
- Service begins at home - initiatives /opportunities for students/ faculty to engage in service learning projects that benefit our support staff at school? English language and financial literacy?
- Some end results that were not embedded in the past- will be rolled into the futures plan. How do we ensure that end results that have been "embedded" like "AISC is a hub for PD" are not forgotten? It reminds me of the inclusion end result that was embedded a couple of years ago with some resistance; and now "things" are percolating up around "inclusion" "immersion" and i wonder if it had not been embedded, if "inclusion/ immersion" would be in a better place than it is now.
- How do we ask parents and student's opinion- not tell afterwards?
- Sustainability suggestion- The compass service model makes the case that service learning and sustainability are inexorably linked. Can the task force investigate this connection?
- All curriculum should include wellness component.

- New wellness graphic please.
- Wellness/ wellbeing- success: It is socialized in the AISC community. Q: How are we thinking of ways to socialize this for those who do not attend presentations or understand the presentation?
- It would be interesting to connect wellbeing to a transdisciplinary STEAM project!
- Wellbeing: curriculum areas included- you could also include Science (anatomy, body systems)! Some schools also approach wellbeing by offering workshops for parents and students together. Is that being considered?