AMERICAN INTERNATIONAL SCHOOL CHENNAI

Strategic Plan

2013 - 2018

Strategic Plan 2017 - 2018

AMERICAN INTERNATIONAL SCHOOL CHENNAI

STRATEGIC PLAN 2013-2018

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OVERVIEW OF THE STRATEGIC PLAN

The Strategic Plan is a shared vision of the future of the American International School Chennai. It has been created by community members working together to understand and describe not only what we want for our community over the next five year, but also what is possible for us to achieve.

More than seventy community members participated on committees which focused on separate aspects of the planning process and the plan itself. At the beginning of the process in September 2012, the Planning Team developed the Mission, Core Values, Student Learning Objectives, and Strategies. The Measurement Team developed the plans to evaluate our progress towrd our Learning Objectives. Each Action Team studied a strategy – talent, learning, resoruces, community – and designed plans to contribute to school improvement consistent with each strategy.

Taken together, the work of these teams – countless hours of research and discussion over more than six months – has produced this Strategic Plan. Theere are twenty-three results described across four different action areas. According to the members of all the Strategic Planning Teams, these results need to be accomplished in the next five years to achieve our Students Learning Objectives. For the most part, these results were derived from extensive research about best practices in various areas and processes in school and about the current reality at AISC. They are written to take the school to the next level of success as an excellent international school.

FLEXIBILITY OF THE PLAN

In order for the Strategic Plan to be useful and successful through the next five years, it must remain flexible to changing circumstances. The specific means in each Action Plan, which describe how to achieve each result are recommendations not prescriptions. They are written to provide a sense of direction for a given result and guidance on how each result might be achieved. Current and future individuals and groups within the school should not feel bound by these steps. If they do, we can imagine the school – at best – getting bogged down in short-term goals and – at worst – losing the necessary clarity and coherence needed to improve the learning environment at the school.

While those who implement the plan should respect appropriate processes to achieve the results, ultimately getting the necessary work done to move the school toward its vision is of the utmost importance. Cost and benefit analyses were also developed for each of the twenty-three action plans to provide the Planning Team and Board information about the relative value of each result. Actual costs and benefits will vary according to how each plan gets implemented.

At the school moves into the implementation phase of the Strategic Plan, it is important for the Leadership Team to use the plan to make the school a better learning environment. As educators and parents who have had a range of experiences over many years and in schools all over the world, we know that excellent schools can only be built through sustained team work. Little doubt this will best be done by continuing to build on the solid collaborative practices developed during the writing of this Strategic Plan.

Andrew A. Hoover
Head of School

Kirsten Welbes
Internal Coordinator

MESSAGE FROM THE BOARD OF DIRECTORS

We would like to commend the work done on the Strategic Plan this year by members of the community of the American International School-Chennai. Not only do the twenty-three results address the issues that are most significant to the school today and those we anticipate being significant as we look to the future, they also are central to the lives and development of our students and children. The strategic planning process effectively captured what we as a community hold most dear as we look ahead to planning our future during a time of change. Now, as we consider our future as a school through the Strategic Plan, we believe the community is prepared to move together. This sense of collective commitment is essential to the success of our students and of the plan itself. Thank you to all the community members who participated in this process.

As custodians of the school's Mission, Core Values, and Student Learning Objectives, we are proud to endorse them and we support with the full and unanimous voice of this Board their thoughtful and thorough implementation, the school will transform itself in the next five years so that our Mission will be visible in the observable daily acts, gestures, and exchanges of our students and the adults who work with an guide them. As the current and future Boards of Directors, Leadership Teams and implementation groups with in the school carry out the plan, we also believe the following guidelines should be regularly reviewed and considered :

- Plan the plan. Don't try to take on the implementation of too many results at any one time. Be realistic, prudent, and keep the students' interest front and center as you prioritize your work. Be sure that resources are available and that human capacity has been developed to effectively carry out each result.

- Make the results happen. While being thoughtful, be pro-active. When students' interests are at stake, please execute results with due speed and effective action.

- Work the plan; don't let the plan work the school. The results were written in 2013. If an when circumstances change so that results need to be added, edited, or deleted act accordingly while respecting open and transparent processes.

- Be creative. The plan effectively captures our dreams, hopes, and concerns of today. Seek to fulfill those dreams and hopes and addres those concerns. If the steps of the action plans limit the capacity to act, use appropriate creativity to do what needs to be done.

We have full confidence in this Leadership Team and in groups within the school and in the community to facilitate the on-going improvement of an already fine educational institution. We believe that this plan is truly the best blueprint for change and development on behalf of our present and future students that this community could have produced at this time. As the school continues to attend to its daily work on behalf of our children while working to live the Mission, Values, and Student Learning Objectives, we will become the best school we can be for our students and families.

With this and all of our past compliments of the work done on this plan, we, the Board of Directors of the American International School – Chennai, endorse with enthusiasm and without reservation the Strategic Plan, which follows in this volume.

Original Planning Team Members, 2012-2013

Alankrit V Arora	Director of Business Affairs
Andrew Hoover	Head of School
Arvind Vasu	Middle and High School Parent
Dave Wallack	Elementary School Parent
Dorota Keleher	Elementary School Parent / Board Member
Edward Doherty	High School Faculty
Gregg Phillips	Middle School Faculty
Hazel Bangera	Elementary School Administrative Assistant
Jaya Patwardan	Alumni Parent
Jeremy Willette	Elementary School Librarian
John McCandless	High School Principal
Josephine Ronald	Director of Personnel
Kala Ganeshan	High School Faculty
Karen Sumaryono	Elementary EAL Coordinator
Kathy Gabriel	Middle School Faculty
Kethan Reddy	Student - Junior
Kevin Crouch	IT Director
Kevin Hall	Elementary School Principal
Mark Robertson-Jones	IB Coordinator / High School Faculty
Megan McCrindle	Literacy Coach
Michele Dirksen	Middle School Principal
Pooja Reddy	Student - Senior
Priya Prabhakar	Student - Freshman
Rachel MacDonald	Elementary School Faculty
Rebekah Lopata	Middle School Faculty
Sangeeta Kshettry	High School Parent
Sanja Ilic	Admissions Director
Suresh Viswanathan	Middle School Parent
Vincent Luc	Elementary and Middle School Parent
Yun Jung Lee	Elementary School Parent / Board Member

Facilitation Leader: Kim Bane, Internal Coordinator
Administrative Support: Angeline Mohan

Action Team Members, 2012-2013

Community Team

Anne Sweet – Leader	Assitant ES Principal
Geetha G	ES Gudance Counselor
Morgen Wettergren	ES Faculty
Robert Martin	MS Faculty
Miriam Chacko	HS Faculty
Virginie Vlaminck	HS Parent
Mark Leuders	HS Faculty

Talent Team

Scott Larsen – Leader	MS Faculty
Vasanthi. T	HS Faculty
Dorcy Neuman	ES Faculty
Greg Hewett	MS Faculty
Becky Thomas	ES Faculty
Jet Willette	Librarian
Kristie Nguyen	ES Faculty

Resources Team

Viraj T – Leader	ES Parent
Jenna Schaller	ES Faculty
Rema Vishwanath	MS Faculty
William Kumar	MS Faculty
Srimathi Srinivasan	MS Parent
Revathy Mohan	ES Faculty
Nancy Price	ES Faculty
Raji Suresh	HS Faculty

Learning Team

Jason Hicks	HS Faculty
Andrea Morris	ES Faculty
Christina Thompson	ES Faculty
Joel Suganth	MS Faculty
Stefania Scardigli	MS/HS Faculty
Aarthi Dawson	ES Faculty
Gita Rao	HS Faculty

Measurement Team Members

Kay Clarke	ES Faculty
Susan Scales	MS/HS Faculty
Pam Thomson	ES Faculty
Seema Sandhir	ES Faculty
Margaret Rajan	ES Parent
Cynthia Nutter	MS Faculty
Widi Sumaryono	HS Faculty
Brian Hirsch	ES Faculty

Andrew Hoover
Head of School

Kim Bane
Internal Coordinator/Curriculum Coordinator

Anjali Vikram
Administrative Support

Planning Team Members, 2013-2014

Alan Phan	Middle School Principal
Alankrit Arora	Director of Business Affairs
Andrew Hoover	Head of School
Angelia Crouch	IB/AP Coordinator
Arvind Vasu	High School Parent
Dave Wallack	Elementary School Parent / Board Member
Dorota Keleher	Elementary School Parent / Board Member
Edward Doherty	High School Faculty
Gregg Phillips	Middle School Faculty
Hazel Bangera	Elementary School Administrative Assistant
Jaya Tambay-Patwardhan	Alumni Parent
Jennifer Nordin	Elementary School Parent / PTA Treasurer
Jeremy Willette	Head Librarian
John McCandless	High School Principal
Josephine Ronald	Director of Personnel
Kala Ganeshan	High School Faculty
Karen Sumaryono	Elementary EAL Coordinator
Kethan Reddy	Student - Junior
Kevin Crouch	IT Director
Kevin Hall	Elementary School Principal
Megan McCrindle	Literacy Coach
Pepper McFarland	Middle School Faculty
Priya Prabhakar	Student - Sophomore
Rachel MacDonald	Elementary School Faculty
Rebekah Lopata	Middle School Faculty
Sangeeta Kshettry	High School Parent
Sanja Ilic	Admissions Director
Suresh Viswanathan	Middle School Parent
Yun Jung Lee	Elementary School Parent / Board Member

Facilitation Leader: Kim Bane, Internal Coordinator
Administrative Support: Cherie Maheswaran

Planning Team Members, 2014-2015

Alan Phan	Middle School Principal
Alankrit Arora	Director of Business Affairs
Andrew Hoover	Head of School
Angelia Crouch	IB/AP Coordinator
Arvind Vasu	High School Parent
Dave Wallack	Elementary School Parent / Board Member
Dorota Keleher	Elementary School Parent / Board Member
Edward Doherty	High School Faculty
Gregg Phillips	Middle School Faculty
Hazel Bangera	Elementary School Administrative Assistant
Jaya Tambay-Patwardhan	Alumni Parent
Jennifer Nordin	Elementary School Parent / PTA Treasurer
Jeremy Willette	Head Librarian
Joelle Basnight	High School Principal
Josephine Ronald	Director of Personnel
Kala Ganeshan	High School Faculty
Karen Sumaryono	Elementary EAL Coordinator
Kethan Reddy	Student - Junior
Kevin Crouch	IT Director
Kevin Hall	Elementary School Principal
Megan McCrindle	Literacy Coach
Pepper McFarland	Middle School Faculty
Priya Prabhakar	Student - Sophomore
Rachel MacDonald	Elementary School Faculty
Rebekah Lopata	Middle School Faculty
Sangeeta Kshettry	High School Parent
Sanja Ilic	Admissions Director
Suresh Viswanathan	Middle School Parent
Yun Jung Lee	Elementary School Parent / Board Member

Facilitation Leader: Kim Bane, Internal Coordinator
Administrative Support: Angeline Mohan

Planning Team Members, 2015-2016

Alan Phan	Middle School Principal
Alankrit Arora	Director of Business Affairs
Andrew Hoover	Head of School
Andrew Ranson	Middle School Faculty
Angelia Crouch	IB/AP Coordinator
Arvind Vasu	High School Parent
Dave Wallack	Elementary School Parent / Board Member
Edward Doherty	High School Faculty
Gayathri Sriram	Board Chairperson
Gregg Phillips	Middle School Faculty
Hazel Bangera	Elementary School Administrative Assistant
Jaya Tambay-Patwardhan	Alumni Parent
Jeremy Willette	Head Librarian
Joelle Basnight	High School Principal
Kala Ganeshan	High School Faculty
Karen Sumaryono	Elementary EAL Coordinator
Kevin Crouch	Director of Info. & Communications Technology
Kevin Hall	Elementary School Principal
Laurinda Porter	Elementary / Middle / High School Parent
Min Sang Park	Student – Senior / Student Council President
Nigel Holdsworth	School Psychologist
Pepper McFarland	Middle School Faculty
Priya Prabhakar	Student – Senior
Rebekah Lopata	Middle School Faculty
Ryan McFarland	High School Faculty
Sangeeta Kshettry	High School Parent
Sanja Ilic	Admissions Director
Sparsh Dalmia	Alumni Student
Suresh Viswanathan	High School Parent

Facilitation Leader: Kim Bane, Internal Coordinator & Kirsten Welbes, Director of Advancement
Administrative Support: Angeline Mohan

Planning Team Members, 2016-2017

Alan Phan	Middle School Principal
Alankrit Arora	Chief Business Officer
Andrew Hoover	Head of School
Andrew Ranson	Middle School Associate Principal
Angelia Crouch	High School Faculty
Dan Love	Director of Teaching and Learning
Dave Wallack	Elementary School Parent / Board Member
Edward Doherty	High School Faculty
Gayathri Sriram	Board Chairperson
Gregg Phillips	Middle School Faculty
Hazel Bangera	Elementary School Administrative Assistant
Jaya Tambay-Patwardhan	Alumni Parent
Jeremy Willette	Head Librarian
Joelle Basnight	High School Principal
Junghyun Park	Student - Senior
Kala Ganeshan	High School Faculty
Karen Sumaryono	Elementary EAL Coordinator
Kavya Gopinath	Student – Junior
Keryn Dowling	Elementary School Principal
Kevin Crouch	Director of Technologies and Innovation
Laurinda Porter	Elementary / Middle / High School Parent
MinJae Lee	Student - Senior
Morgen Wettergren	Elementary School Faculty
Nicole Merletti	Elementary School Faculty
Nigel Holdsworth	School Psychologist
Pepper McFarland	Middle School Faculty
Rebekah Lopata	Middle School Faculty
Ryan McFarland	High School Faculty
Sanja Ilic	Admissions Director
Sanjay Dasari	Alumni Student
Sparsh Dalmia	Alumni Student
Suresh Viswanathan	High School Parent
Suzanne Harrison	Middle / High School Parent
Uttara Bharath-Kumar	Middle / High School Parent
Yaron Ludwig	Student - Senior

Facilitation Leader: Kirsten Welbes, Internal Coordinator
Administrative Support: Angeline Moha

Strategic Plan
2013 - 2018

AMERICAN INTERNATIONAL SCHOOL
CHENNAI

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

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 Student Learning Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

AMERICAN INTERNATIONAL SCHOOL
CHENNAI

Strategic Plan

2013 - 2018

Strategic Objectives

Learning

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

Talent

We 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, mission and student learning objectives 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.

Strategic Delimiters

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, core values or student learning objectives.

Final End Results 2013-2018

Community

Strategic Objective: We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

~~**End Result #1:** AISC uses on-going communication methods that engage and are responsive to our diverse community and alumni.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 31)**

~~**End Result #2:** Our school community actively works to build professional and personal relationships that support the mission, core values, and student learning objectives.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 34)**

~~**End Result #3:** All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions.~~ **Priority Focus, 2013-2014. Embedded, March 2014. (Action Plan in Page 36)**

~~**End Result #4:** The school engages parents to develop a cohesive community, and support its mission, core values, and student learning objectives.~~ **Priority Focus, 2013-2014 Extended to 2014-2015. Embedded, March 2015. (Action Plan in Page 38)**

~~**End Result #5:** Students understand and support the mission and core values, and are striving to achieve the student learning objectives.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 40)**

~~**New End Result #6. Added to plan in March, 2015:** An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational identity, development, strategic planning, community relations, marketing, communications, enrolment / admissions, parent relations, and our nascent alumni relations program.~~ **Priority Focus, 2015-2016. Embedded, April 2016. (Action Plan in Page 111)**

New End Result #7. Added to plan in April, 2016: AISC has promoted and positioned itself as a progressive global leader in international education. **Priority Focus, 2016-2018. (Action Plan in Page 124)**

Final End Results 2013-2018

Resources

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

~~**End Result #1:** AISC has a centralized system to manage and facilitate the usage of available resources* within the school community to achieve our mission.~~ **Priority Focus, 2013-2014. Extended to 2014-2015. Extended to 2015-2016. Embedded, April 2016. (Action Plan in Page 44)**

~~**End Result #2:** AISC has established programs of collaborative partnerships with organizations that support our core values and mission.~~ **Priority Focus, 2015-2016 Embedded, April 2016. (Action Plan in Page 48)**

~~**End Result #3:** AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 50)**

New End Result #4. Added to plan in April, 2017: AISC has implemented the Building Spaces 2020 Plan approved by the Board of Directors in November, 2016. **Priority Focus, 2016-2020. (Action Plan in Page 139)**

Talent

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

~~**End Result #1:** AISC recruits and hires exceptional staff members who embody the school mission and core values.~~ **Priority Focus, 2013-2014. Embedded, March 2014. (Action Plan in Page 54)**

~~**End Result #2:** The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission.~~ **Priority Focus, 2013-2014. Embedded, March 2014. (Action Plan in Page 56)**

~~**End Result #3:** All AISC staff members develop, enhance, and maintain a standard of professional excellence connected to our mission and core values.~~ **Priority Focus, 2013-2014. Embedded, March 2014. (Action Plan in Page 58)**

~~**New End Result #4. Added to plan in March, 2015:** A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.~~ **Priority Focus, 2015-2016. Embedded, April 2016. (Action Plan in Page 113)**

Final End Results 2013-2018

~~**New End Result #5. Added to plan in March, 2015:** A wellness program focused on promoting personal and professional balance has been articulated. A framework including a philosophy and structure has been defined.~~ **Priority Focus, 2015-2016. Embedded, April 2016. (Action Plan in Page 115)**

New End Result #6. Added to plan in April, 2016: AISC has become a hub for professional learning both locally and globally. **Priority Focus, 2016-2018. (Action Plan in Page 126)**

Learning

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives.

New End Result #12. Added to plan in April, 2016: Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction. **Priority Focus, 2016-2017. Extended to 2017-2018. (Action Plan in Page 130)**

New End Result #13. Added to plan in April, 2017: AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook. **Priority Focus, 2017-2018. (Action Plan in Page 143)**

Technology

~~**End Result #1:** AISC empowers teachers and students with innovative practices, in a dynamic, technology rich environment, in order to inspire action in the classroom and beyond.~~ **Priority Focus, 2013-2014. Extended to 2014-2015, Embedded, March 2015. (Action Plan in Page 62)**

Inclusive School Culture

~~**End Result #2:** AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential.~~ **Priority Focus, *2014-2015* (*Initial Priority Focus was 2015-2016).* Embedded, March 2015. (Action Plan in Page 68)**

~~**End Result #3:** AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential.~~ **Priority Focus, 2015-2016. Embedded, April 2016. (Action Plan in Page 72)**

~~**End Result #4:** AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students.~~ **Priority Focus, 2013-2014. Extended to 2014-2015. Embedded, March 2015. (Action Plan in Page 64)**

New End Result #11. Added to plan in April, 2016: AISC has an integrated student wellness program in every grade level. **Priority Focus, 2016-2018. (Action Plan in Page 128)**

Final End Results 2013-2018

Service Learning

~~**End Result #5:** AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities.~~ **Priority Focus, 2013-2014. Embedded, March 2014. (Action Plan in Page 66)**

~~**End Result #6:** AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 73)**

End Result #7: AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others. **Priority Focus, 2016-2017. Extended to 2017-2018. (Action Plan in Page 75)**

Inquiry-based Learning

~~**End Result #8:** AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.~~ **Priority Focus, 2014-2015. Extended to 2015-2016. Embedded, April 2016. (Action Plan in Page 70)**

End Result #9: AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond. **Priority Focus, 2016-2017. Extended to 2017-2018. (Action Plan in Page 77)**

New End Result #10. Added to plan in March, 2015: AISC has adopted models that utilize flexible learning spaces, collaborative learning, and alternative schedules and all potential human and technical resources to achieve essential skills through student passions. **Priority Focus, 2017-2018. (Action Plan in Page 117) Deferred for later**

Measurement

~~**End Result #1:** Rubrics appropriate to all grades/sections have been developed.~~ **Priority Focus, 2014-2015. Embedded, March 2015. (Action Plan in Page 100)**

~~**End Result #2:** A process for collecting evidence and assessing student achievement, using the rubrics, is initiated at key grades/sections~~. **Priority Focus, 2015-2016. Revised in April, 2016:** ~~A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.~~ **Priority Focus, 2016-2017. Embedded, April 2017. (Action Plan in Page 132)**

~~**End Result #3:** All staff, students and parents understand the Student Learning Objectives, rubrics and processes for assessing student achievement relative to the Student Learning Objectives.~~ **Priority Focus, 2017-2018. Revised in April, 2016:** ~~All staff, students and parents understand the Student Learning Objectives (SLOs) and Vision for an AISC Learner, and our structures and processes for assessing student growth and achievement relative to our SLOs and Vision.~~ **Priority Focus, 2017-2018. Revised in April, 2017:** All staff, students and parents understand the Vision for an AISC Learner, and the structures and processes for assessing student growth and achievement relative to the Vision. **Priority Focus, 2017-2018. (Action Plan in Page 134)**

Strategic Objective: Community
5 Year Implementation Map

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AISC uses on-going communication methods that engage and are responsive to our diverse community and alumni.		Embedded →			
Our school community actively works to build professional and personal relationships that support the mission, core values, and student learning objectives.		Embedded →			
All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions.	Embedded →				
The school engages parents to develop a cohesive community , and support its mission, core values, and student learning objectives.	Extended →	Embedded →			
Students understand and support the mission and core values, and are striving to achieve the student learning objectives.		Embedded →			
An Office of Advancement is established to support and develop the school' s structure, process, and systems in the areas of organizational identity, development, strategic planning, community relations, marketing, communications, enrolment / admissions, parent relations, and our nascent alumni relations program.			Embedded →		
AISC has promoted and positioned itself as a progressive global leader in international education.					

Green - Build Up

Red - Priority Focus

Yellow - Embedded

End Results added post initial plan

Strategic Objective: Resources
5 Year Implementation Map

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AISC has a centralized system to manage and facilitate the usage of available resources* within the school community to achieve our mission	Extended →	→	Embedded →		
AISC has established programs of collaborative partnerships with or ganizations that support our core values and mission.			Embedded →		
AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission.		Embedded →			
AISC has implemented the Building Spaces 2020 Plan approved by the Board of Directors in November , 2016.					2017-2020

Green - Build Up

Red - Priority Focus

Yellow - Embedded

End Results added post initial plan

Strategic Objective: Talent
5 Year Implementation Map

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AISC recruits and hires exceptional staf f members who embody the school mission and core values.	Embedded →				
The culture at AISC is dynamic, open, positive, and engaging, where staf f members take an active role in leading and embodying our school's mission.	Embedded →				
All AISC staff members develop, enhance, and maintain a standard of professional excellence connected to our mission and core values.	Embedded →				
A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.			Embedded →		
A wellness program focused on promoting personal and professional balance has been articulated. A framework including a philosophy and structure has been defined.			Embedded →		
AISC has become a hub for professional learning both locally and globally .					

Green - Build Up

Red - Priority Focus

Yellow - Embedded

End Results added post initial plan

Strategic Objective: Learning
5 Year Implementation Map

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond.	Extended →	Embedded →			
AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential.					
AISC embraces and fosters an inclusive culture where dif ferentiated instruction allows each student to achieve his/her potential.			Embedded →		
AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students	Extended →	Embedded →			
AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities.	Embedded →				
AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding.		Embedded →			
AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others.				Extended →	
AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.		Extended →	Embedded →		
AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.				Extended →	
AISC has adopted models that utilize flexible learning spaces, collaborative learning, and alternative schedules and all potential human and technical resources to achieve essential skills through student passions.					Deferred for later
AISC has an integrated student wellness program in every grade level.					
Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction.				Extended →	
AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook.					

Green - Build Up

Red - Priority Focus

Yellow - Embedded

End Results added post initial plan

Strategic Objective: Measurement
5 Year Implementation Map

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Rubrics appropriate to all grades/sections have been developed.		Embedded →			
A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.				Embedded →	
All staff, students, and parents understand the Vision for an AISC Learner, and the structures and processes for assessing student growth and achievement relative to the Vision.					2017-2019

Green - Build Up

Red - Priority Focus

Yellow - Embedded

End Results added post initial plan

NOTE:

Designed by Leadership Team in April 2013
Updated by Leadership Team in April 2014
Updated by Leadership Team in March 2015
Updated by Leadership Team in April 2016
Updated by Leadership Team in April 2017

Strategic Planning Year 1 End Results At a Glance – 2013-2014

Community	Resources	Talent	Learning
All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions. Person Responsible : Director of Teaching and Learning / Director of Business Affairs	AISC has a centralized system to manage and facilitate the usage of available resources* within the school community to achieve our mission. Person Responsible: Director of Business Affairs / IT Director	AISC Recruits and hires exceptional staff members who embody the school mission and core values. Person Responsible: Head of School.	AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond. Person Responsible: IT Director
The School engages parents to develop a cohesive community, and supports its mission, core values, and student learning objectives. Person Responsible: Director of Admissions		The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission. Person Responsible: Head of School	AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students. Person Responsible: Director of Teaching and Learning
		All AISC staff members develop, enhance, and maintain a standard of professional excellence connected to our mission and core values. Person Responsible: Director of Teaching & Learning	AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities. Person Responsible: Middle School Principal / Elementary School Principal

Strategic Planning Year 2 End Results At a Glance – 2014-2015

Community	Resources	Learning	Measurement
AISC uses on-going communication methods that engage and are responsive to our diverse community and alumni. Person Responsible: IT Director / Communications Coordinator	AISC has a centralized system to manage and facilitate the usage of available resources within the school community to achieve our mission. Person Responsible: IT Director and Director of Business Affairs	AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond. Person Responsible: IT Director	Rubrics appropriate to all grades / sections have been developed. Person Responsible: Principals / Associate Principals
Our school community actively works to build professional and personal relationships that support the mission, core values and student learning objectives. Person Responsible: Director of Admissions / HR Director	AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission. Person Responsible: Director of Teaching & Learning / Director of Business Affairs	AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students. Person Responsible: Director of Teaching and Learning	
The School engages parents to develop a cohesive community, and supports its mission, core values, and student learning objectives. Person Responsible: Director of Admissions		AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding. Person Responsible: Service Learning Coordinator / MS Principal	
Students understand and support the mission and core values, and are striving to achieve the student learning objectives. Person Responsible: Principals / Associate Principals		AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction. Person Responsible: Director of Teaching and Learning / IT Director	

Strategic Planning Year 3 End Results At a Glance – 2015-2016

Community	Resources	Talent	Learning	Measurement
An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational advancement, strategic planning, community relations, marketing, communications, enrolment/admissions, parent relations, and our nascent alumni relations program. Person Responsible: Kirsten Welbes, Director of Advancement	AISC has a centralized system to manage and facilitate the usage of available resources within the school community to achieve our mission. Person Responsible: Alankrit Arora and Kevin Crouch	A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations. Person Responsible: Kim Bane	AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential. Person Responsible: Kim Bane	A process for collecting evidence and assessing student achievement, using the rubrics, is initiated at key grades/sections. Person Responsible: Alan Phan, Joelle Basnight and Kevin Hall
	AISC has established programs of collaborative partnerships with organizations that support our core values and mission. Person Responsible: Alankrit Arora and Kirsten Welbes	A wellness program focused on promoting personal and professional balance has been articulated. A framework including a philosophy and structure has been defined. Person Responsible: Joelle Basnight	AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction. Person Responsible: Kevin Crouch and Kim Bane	

Strategic Planning Year 4 End Results At a Glance – 2016-2017

Community	Talent	Learning	Measurement
AISC has promoted and positioned itself as a progressive global leader in international education. Person Responsible: Kirsten Welbes, Director of Advancement ***Two year priority focus 2016-2018***	AISC has become a hub for professional learning both locally and globally. Person Responsible: Dan Love, Director of Teaching and Learning ***Two year priority focus 2016-2018***	AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others. Persons Responsible: Alan Phan, Joelle Basnight and Keryn Dowling, Section Principals	A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections. Person Responsible: Alan Phan, Joelle Basnight and Keryn Dowling, Section Principals
		AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond. Person Responsible: Dan Love , Dan Love, Director of Teaching and Learning	
		AISC has an integrated student wellness program in every grade level. Person Responsible: Dan Love, Dan Love, Director of Teaching and Learning ***Two year priority focus 2016-2018***	
		Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction. Person Responsible: Kevin Crouch, Director of Technologies and Innovation	

Strategic Planning Year 5 End Results At a Glance – 2017-2018

Community	Resources	Talent	Learning	Measurement
AISC has promoted and positioned itself as a progressive global leader in international education. Person Responsible: Kirsten Welbes, Director of Advancement ***Two year priority focus 2016-2018***	AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November, 2016 Person Responsible: Alankrit Arora, Chief Business Officer ***Four year priority focus 2017-2020***	AISC has become a hub for professional learning both locally and globally. Person Responsible: Dan Love, Director of Teaching and Learning ***Two year priority focus 2016-2018***	AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others. Persons Responsible: Alan Phan, Joelle Basnight and Keryn Dowling, Section Principals ***Two year priority focus 2016-2018***	All staff, students and parents understand the Vision for an AISC Learner, and the structures and processes for assessing student growth and achievement relative to the Vision. Persons Responsible: Alan Phan, Joelle Basnight and Keryn Dowling, Section Principals ***Two year priority focus 2017-2019***
			AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond. Person Responsible: Dan Love, Director of Teaching and Learning ***Two year priority focus 2016-2018***	
			AISC has an integrated student wellness program in every grade level. Person Responsible: Dan Love, Director of Teaching and Learning ***Two year priority focus 2016-2018***	
			Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction. Person Responsible: Sherriden Masters, Director of Technologies and Innovation ***Two year priority focus 2016-2018***	
			AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook. Person Responsible: Dan Love, Director of Teaching and Learning ***Priority focus 2017-2018***	

AISC

AMERICAN INTERNATIONAL SCHOOL CHENNAI

COMMUNITY

ACTION PLAN

AMERICAN INTERNATIONAL SCHOOL – CHENNAI

March 7, 2013

Dear Planning Team,

We trust that we have met the goals of the strategic objective for Community, which states:

> ***We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.***

The Community Action Team wrote a total of five end results, each focussing on a separate element of the strategic objective.

Our plan of action begins with a result emphasizing our use of ongoing communication rnethods that engage and are responsive to our diverse community and alumni. Our research around comrnunication at companies and other schools indicated that the most effective communication is done purposefully and centrally, often through a distinct office or department. This is particularly true when the issue of language and cultural diversity is at play in the community, as it distinctly is at AISC. Therefore, you will see that our first result requires the establishment of a **Community Liaison Department**, which will facilitate communications *outreach* and *intake* (via the Alumni Officer and Director of Communications). While we understand the costs associated with this new department are significant, we know from our research that to successfully develop a shared sense of community, our efforts at communication must be centrally and professionally developed, coordinated and executed. We sincerely hope you will take this into consideration.

Our action plan's second result focuses on the entire school community building professional and personal relationships in service of the all the elements of our mission, and comes in two parts: first, the creation of a **Social Committee** to coordinate staff activities and to liaise with the parent organization to plan school wide activities. A second result anticipates the development of a **Code of Conduct**, which sets forth norms and agreements for professional and personal interactions amongst all AISC school community mernbers.

Results three, four and five will ensure that all community members understand and uphold the mission, core values, and student learning objectives. Specifically, result three calls for training all staff on the importance of the new mission and supporting statements, in aligning curriculum with this mission, and it contractually obligates staff to uphold the mission and its supporting statements. The fourth result calls for parent community engagement in support of the mission, including additional work via the admissions office to help transition new families to both Chennai and AISC, a review of the effectiveness and purpose of the current PTA, and an alignment of the PTA with the mission. Finally, in the fifth result students are brought to a fuller understanding of the mission and supporting statements, so that they live the shared vision.

Thank you for taking the time to review our plan.

Community Action Team

Community Strategic Objective

Plan of Action – Means and Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

1. End Result to be Achieved:

AISC uses ongoing communication methods that engage and are responsive to our diverse community and alumni.

A. Over the course of the 2013-2014 school year, the Leadership Team will work to create and define a Community Liaison Department, which will include two main administration positions: a Director of Communications and an Alumni Officer. The Leadership Team and Personnel Director will research the job descriptions of these roles at other international schools, and write specific AISC job descriptions for the Director of Communications and Alumni Officer.

B. The Head of School will petition the Board to authorize the development of a Community Liaison Department in the spring of 2014, with both a Director of Communications and an Alumni Officer.

C. Following board approval, AISC will develop a Community Liaison Department by fall of 2015, with a Director of Communications and an Alumni Officer. This department will support non-native English speaking community members (parents, students, and staff) to foster involvement in our school and support of our mission, core values, and student learning objectives, and will work to build an effective Alumni Outreach program.

D. The Director of Communications will:

- Locate and develop parent liaisons to work with parents of our major language groups;
- Communicate with parents in their primary language when possible (ex. Translate newsletters, etc.);
- Utilize parent volunteers to translate documents;
- Ensure written messages, newsletters, reports, meeting agendas, etc. are clear and concise and in jargon-free language;
- Get multiple inputs from parents on a variety of topics to ensure communication is multi-directional;

- Evaluate the effectiveness our current forms of communication and use of technology (Head of School Notes, principal blogs, PTA Blog, Moodle, teacher newsletters, etc.);

- Evaluate current parent participation methods (HOS Town Hall meetings, Coffee Hours, etc.) to encourage more effective parent participation, particularly parents of ELLs;

- Provide translators at parent coffees, meetings, conferences, etc.;

- Speak multiple languages and be adept at outreach to different cultural and language groups;

- Work with major corporations who send students to AISC to promote communication and the mission, core values, and student learning objectives;

- Employ a single, consolidated database of parent curriculum-support volunteers that is accessible and utilized by all staff both vertically and horizontally within the classrooms;

- Use social media to build connections between families and school, and between families;

- Be an OBOH position, due to the experience needed in order to interface effectively with a number of different cultures and language groups; be experienced in establishing an effective cross-lingual and -cultural communications and outreach program.

E. The Alumni Officer will:

- Collect and maintain contact information on alumni in order to reach a meaningful audience;

- Set up alumni relations between departing students and the school to establish and maintain a community connection with them;

- Develop an alumni program to define and support the educational and lifelong goals of former and current students

- Organize activities to connect the school with the alumni students

- Integrate all departing students in the alumni program (not only leaving seniors but also students from ES, MS and lower HS);

- Work with the HS counsellors to invite alumni to speak with HS students about their post-AISC experiences and to provide guidance in regard to college and other career paths.

- Be either an OBOH position, or an experienced LBLH position - either way, the candidate will have prior experience in establishing an effective alumni program.

Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

1. End Result to be Achieved:

AISC uses ongoing communication methods that engage and are responsive to our diverse community.

Benefits

Significant benefits based on our research of what works at other international schools, including:

A. better communication

B. stronger community relationships

C. alumni connections and student networking

D. higher morale of attending families

E. puts us on par with other top international schools.

All of the above will be centralized in order to coordinate efforts, streamline current policies and procedures, and become as effective as possible, to ensure accountability to our community.

Costs

A. Time to develop the job descriptions and department functions.

B. Time to get the department and positions passed by the Board.

C. Cost of hiring two administration positions is estimated to be approximately:

- $50,000 yearly per position
- An additional estimated $30,000 for tax-free salary status, housing, conveyance, and other OBOH benefits and for OBOH (MA +10)
- This department will likely need a secretary, which would add another USD 12,000
- Estimated total is between $142,000 to $172,000 annually, depending on LBLH vs. OBOH status of Alumni Officer

D. Office space for the department must be located, and equipment allocated (desks, computers, etc.)

Plan of Action
Specific Means

Strategic Objective: We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

2. End Result to be Achieved:

Our school community actively works to build professional and personal relationships that support the mission, core values, and student learning objectives.

A. A staff member will be selected by the HOS office to head the staff Social Committee, which has members from all representative groups (sections, nationalities, etc.). The Social Committee will be formed in order to develop and provide staff (locally hired and overseas hired; ES, MS, and HS) opportunities to engage, build bonds, socialize, and become ***one*** community. Some of these activities will be planned to allow for all staff to easily attend by holding them in school, nearby, and directly after school. The Social Committee will work to develop a survey to gauge staff interest in various activities to maximize participation. This committee will be formed over the course of the 2013-2014 school year, and will work to create a calendar of events for the 2014-2015 school year (and for each subsequent year).

B. The staff Social Committee will liaise with the PTA/PA to collaborate in forming community-wide social activities in order to build social bonds between parents, students, and staff.

C. The Leadership Team will seek out community members to create a team to develop an effective Code of Conduct for community, setting norms and agreements for all professional and personal interactions, over the course of the 2013-2014 school year. In the fall of 2014, the Code of Conduct for the community will be incorporated into parent, staff, and student handbooks, and acknowledged with a signature page.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

2. End Result to be Achieved:

Our school community actively works to build professional and personal relationships that support the mission, core values, and SLOs.

Benefits	Costs
A. More engaged and active school community, with strong school spirit and morale.	A. Time to develop a social committee, and for the committee to plan a calendar of events.
B. Respectful interactions between all community members.	B. Cost of events as determined by the committee.
C. Relationships between all staff members will be strengthened.	C. Code of Conduct will involve time to research what other schools do, and to develop and introduce the Code.

Plan of Action
Specific Means

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

3. End Result to be Achieved:

All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions.

New Hires -Teaching Staff:

A. In the fall of 2013, a recruitment packet will be developed by HOS office which contains the mission, values, and learning objectives. This is to be updated yearly by the HOS office.
B. During the new staff interview process of the 2013-2014 school year's recruiting season (and every year thereafter), the mission, values, and learning objectives will be a core discussion and hiring point with Principals and Head of School. The recruitment packet (above) will be distributed to all potential staff during the interview process and before contracts are signed.
C. All future teaching contracts will include the mission, core values, and student learning objectives and a statement confirming the teacher's commitment to working toward and upholding them.

Returning Staff (Non Support Staff):

An addendum to the staff contract for 2013-2014 will be distributed to include the mission, core values, and student learning objectives and a statement confirming the teacher's commitment to working toward and upholding them.

All (Non-Support) Staff:

A. During the August 2013 work days (prior to the return of students), staff are fully introduced to the mission, core values, and student learning objectives in a training session led by the Leadership Team.
B. During the 2013-2014 school year, the AISC Curriculum Review Cycle will be revised by the Director of Teaching and Learning in order to include a review of current practices, programs, policies, and curriculum for teachers in order to ensure that these support the mission, values, and student learning objectives. At some stage in the 5-year cycle, it will be required that each subject undergo this review by teachers.
C. Director of Business Affairs will work with all non-teaching staff to develop a process by which they will review their current practices, programs, and policies, to ensure they support and align with the mission, values, and student learning objectives over the course of the 2013-2014 school year, and every year thereafter.

Support Staff:

Prior to the start of the 2013-2014 school year, support staff will be introduced to the mission, core values, and student learning objectives in a training session in Tamil, and a session in English for non-Tamil speaking staff (or other languages, such as Hindi, as needed). New support staff will be trained throughout the year when turnover occurs. These trainings will be led by the Director of Business Affairs.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

3. End Result to be Achieved:

All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions.

Benefits	Costs
A. If all staff fully understand and support the mission, core values, and student learning objectives, they can effectively use them as criteria when making both short and long-term decisions	A. Printing costs of contracts and addendum to contracts will be equal to about one ream of paper, and possible lawyer fees.
B. Contract changes codify the commitment of the staff to supporting the mission, core values, and learning objectives.	B. There will be a cost of time spent during the August in-service days, support staff trainings, and Director of Business Affairs trainings. These will also bear a cost for food and drinks.
C. Changes to the AISC Curriculum Review Cycle will ensure that curriculum and teaching practices support the mission, core values, and learning objectives.	C. The hiring materials will involve professional printing costs.
D. Support staff will better understand their role in and contribution to upholding the mission, core values, and learning objectives, and will be empowered as community members.	D. Curriculum review process will involve a cost of time; Principals are to determine the best way to address this cost, and it could involve the hiring of substitutes.

Plan of Action
Specific Means

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

4. End Result to be Achieved:

The school engages parents to develop a cohesive community, and support its mission, core values, and student learning objectives.

A. Director of Admissions will continue to improve the enrolment and "new family orientation" process in the spring of 2013, and have the following in place by fall of 2014:
   - Admissions Department will make the enrolment process more manageable for non-native English speaking parents by translating admissions materials into the major languages present here at school;
   - Provide a (currently enrolled) *contact family* to help new families prior to and following their arrival at AISC;
   - Familiarize new families with our mission, core values, and educational programs and approaches;
   - Provide tours of our campus to enrolling parents and students in various languages led by trained student volunteers.

B. The Director of Communications (established in Result #1) will:
   - Work with Parent Organization to host "outings" into the community to help orient new families to the city, providing crucial support during their transition and first year in Chennai;
   - Consult with the different entities (e.g. parents, principals, counselors, admissions) who already have orientation processes in place, in order to define one process which is used school-wide;

C. Over the course of the 2013-2014 school year, parents will be surveyed by the Leadership Team and PTA representatives in order to determine what type of parent organization will best support the new mission, core values, and student learning objectives. A survey will ask whether the current PTA serves this function, or whether we need to refocus the Parent Organization in order to achieve this result.

D. Over the 2014-2015 school year, the Parent Organization survey results will be collated. The Parent Organization will ensure that it:
   - Supports the mission, core values, and student learning objectives;
   - Promotes community development and engagement;
   - Develops educational and other cross-cultural community-building opportunities, such as adult ESL classes to bring adults to the school and get to know one another and break down language and cultural barriers;
   - Seek to increase engagement of a wider cross-section of the parent body;
   - Aligns Parent Organization activities so they support attendance at meetings as well as school-sponsored meetings and events (for example, Curriculum Coffees, HOS Town Hall meetings, etc.);
   - Has a title which accurately reflects its membership and purpose.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

4. End Result to be Achieved:

The school engages parents to develop a cohesive community, and support its mission, core values, and student learning objectives.

Benefits	Costs
A. Increased engagement and better parent support of school program, mission, values, and objectives.	A. Time to develop admissions and orientation materials in other languages. This can be done by hiring translators, having students do it as a service opportunity, arranging for parent volunteers, or asking Language school teachers to help with translation.
B. More effective parent organization, representing a wider range of the parent body, which should increase parent morale.	B. Printing costs of materials.
C. Translated materials will allow for more parents and students to understand.	C. Time to develop the parent surveys and collate results, and meet to plan any changes to the current PTA if needed.
D. Help families cope positively with the transition to Chennai and life in India.	

Plan of Action
Specific Means

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

5. End Result to be Achieved:

Students understand and support the mission and core values, and are striving to achieve the student learning objectives.

Beginning in 2013-2014 school year, the following will begin, and will be ongoing each year forward:

Elementary
Homeroom teachers of classes will teach the meaning and implications of the "4 Cs" - courage, confidence, creativity, compassion - in ways that are meaningful to and actionable by young students.

Middle School
Advisory program (with the assistance of the counselor) will be aligned to support and teach the mission, core values, and student learning objectives.

High School

A. Assemblies will be conducted on various topics which explicitly teach the mission, core values, and student learning objectives, as determined by the HS Principal.

B. Student discussion groups (Round Tables) will be developed in order to discuss how students embody the mission, core values, and student learning objectives, to be organized by the HS counselors.

Whole Student Body
Teachers will base learning and behavioral expectations on the "4Cs", and this will be monitored by section Principals.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will actively communicate, support and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

5. End Result to be Achieved:

Students understand and support the mission and core values, and are striving to achieve the student learning objectives.

Benefits	Costs
Students will understand and support the mission and core values, and will strive to achieve the student learning objectives.	Time spent organizing assemblies, monitoring the "4 Cs" in classrooms, etc.

AISC

AMERICAN INTERNATIONAL SCHOOL CHENNAI

RESOURCES

ACTION PLAN

AMERICAN INTERNATIONAL SCHOOL – CHENNAI

Dear Strategic Planning Committee,

We thank you for the opportunity to work collaboratively on the Strategic Plan for AISC and for guiding us as we worked towards a realization of the school's vision and mission. Throughout the process, we were constantly reminded how difficult and rewarding creating a school mission can be for a group of people. Our team was thoroughly committed to making our school and community a symbol of excellence.

The Resources Team is composed of passionate, enthusiastic and dedicated educators and parents. Together our vision is to strategically align our resources to create a learning community that supports our core values and mission. We believe that the results and means we have developed will aid in the creation of processes and systems to allocate resources and facilitate the use of resources for years to come.

We are humbled to be a part of a community that challenges ourselves to maximize our resources through transparency of process and community engagement. Together we can establish a high level of learning excellence for every single member of AISC.

With Appreciation,

The Resources Action Team

100 Feet Road, Taramani, Chennai - 600 113, INDIA.
Tel: +91-44-2254 9000 Fax: +91-44-2254 9001 Website: www.aisch.org

Plan of Action
Specific Means

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

1. End Result to be Achieved:

AISC has a centralized system to manage and facilitate the usage of available resources* within the school community to achieve our mission.

(Complete two sets of steps if your team thinks there are two excelletn ways to achieve this result.)

By the beginning of the 2013-2014 school year, a committee will be formed to work with all Academic Teams, PTA, and the Director of Teaching and Learning office to create, manage, maintain and facilitate a centralized system to achieve our result. The committee will consist of a person from an Academic Team from each division (ES, MS, HS), Director of Teaching and Learning office, Administration, Students, and PTA. The committee will be chosen by the Leadership Team.

The committee will complete the following by Fall of the school year 2013-2014:

- Identify the various, current databases and processes that currently maintain the school resources, and create one new database in order to achieve the end result.
- This includes, but is not limited to: facilities, office supplies, teacher resources (physical assets such as teaching resources, Foss kits, cameras, parent resources, facilities management of resources, graduation information, hardware db, library db, security, sports resources, admissions, NGO, etc.).
- Identify best practices for the upkeep of databases and processes to facilitate better usage of resources across various disciplines.

The committee will work with the IT department to conduct market research to identify best in breed solutions and to create a centralized platform on which all of the identified databases and the new ones that are continuously added. This will be completed by June 2014.

An implementation plan will be created and completed by the committee by June 2014 of new databases that are identified by the committee.

In Fall of the 2015-2016 school year, the committee will begin to oversee the implementation plan that was created and completed in June of 2014.

Beginning Fall 2015-2016 school year, and to be completed by December of that year, the committee will work with academic teams, Director of Teaching and Learning office and administration to make partnerships with resources*, such as NGO's and our parent community, whose talents can be utilized to enrich the classroom learning environment. The committee will create a process to create partnerships whose end goal is to enrich our student learning. This information will be stored into a database for NGO's that can be utilized schoolwide or section wide for our student's service learning goals. The committee will establish a process by which parent community volunteers can sign up for giving of their talents to enrich the student learning. This information will be put into a parent talent community db.

The committee will establish a process by teacher learning resources, and other resources can be housed in a central location. This will be multiple databases for the different resources*. The committee will establish a process by which new resources can be input and current resources can be visible to teachers and community members (based on resources that community members would need to access) for utilizing to enrich student learning.

After all are created, by December of 2015-2016 school year, the committee will begin work by January 2016, with academic teams and Director of Teaching and Learning office on a process to integrate all the different resources as tools within the curriculum to facilitate enriched learning. The process would do the following:

a) Establish a system to share the resources across various disciplines, based on the students' learning needs. Two examples are: Grade 38 having X teaching resources in the classroom, which can be utilized by Grade 4A, as for that current unit, it may be a good resource. HS class utilized a parent from KG, as they have an economic background to help explain supply and demand.
b) Promotion of multiple resources in the classroom atmosphere. This can be done by providing and showing our teachers how the Parent talent databases, or NGO databases, or other resource databases can be utilized as teaching tools. Teachers have the ability to utilize the resources per their need in the classroom environment and units being taught.
c) Promotion of multiple resource usage in the classroom both vertically and horizontally that is supported by the curriculum.

*This includes, but is not limited to: facilities, office supplies, teacher resources (physical assets such as teaching resources, Foss kits, cameras, etc), parent resources, facilities management of resources, graduation information, hardware db, library db, security, sports resources, admissions, NGO, etc).

In Fall of the 2015-2016 school year, a portal would be created by IT, under the direction of the committee, where all databases are linked so that all stakeholders** can access the information. With the creation of the portal, the committee will create and implement a security policy to manage access to the multiple databases.

**All stakeholders include students, faculty, staff and parents.

Fall of 2016-2017 school year, the committee will work to create a process which will maintain all the multiple databases and supporting the curriculum with the information in the databases in an on-going manner with the academic teams Director of Teaching and Learning office and administration. This process entails:

(1) keep the data updated on current existing databases,
(2) identify and create new databases based on school need
(3) Work with Director of Teaching and Learning office and academic team to see how new or current databases can be utilized to enrich learning.

In Fall of 2016-2017 school year, the process by which the committee will create and maintain all the databases will be reviewed. It will allow the committee to conduct market research, in conjunction with the IT department to find the best methods to maintain this process. Best results, such as new tools, processes or applications, from market research will be taken into account each year of implementation.

In Fall of 2016-2017 school year, a process for benchmarking all created databases will be completed by the committee. The committee will work in conjunction with academic teams, Director of Teaching and Learning office and administration to establish which current databases will be kept and which ones to be retired. This benchmark process will be executed every two years. With the execution of the benchmark process, the security policy will be reviewed every two years, and updated as needed.

School Wide:

Beginning January 2014, the school will develop and support training programs for teachers, students, parents and staff on how to utilize the multiple databases of resources. The program will be implemented beginning Fall of 2014-2015 school year.

Plan of Action
Cost/Benefit Analysis

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

1. End Result to be Achieved:

AISC has a centralized system to manage and facilitate the usage of available resources* within the school community to achieve our mission.

Project the Costs/Benefits of achieving this end result *through the identified specific means.*

Benefit	Costs
Teachers, students, parents and staff will have a single point to reference tools to learn about what resources are available. They will also have a single point to access these resources. Duplication of resources would easily be avoided and hence better usage of budget. Teachers will have access to multiple resources which they would not have known about in the past to create an effective classroom atmosphere. Knowledge sharing would happen when teachers learn of each other's usage of resources. Learning multiple methods of teaching would occur when the curriculum is enhanced to utilize the databases provided.	Any software that we create or purchase will incur additional expenditure which will need to be budgeted. Cost and time will be involved in getting all the inputs together to create and maintain the databases. Cost and time involved in educating all stakeholders on the new databases. Cost is involved in creating, maintaining and managing of the database.

*Include contributions to the end result, time/cost savings, intangibles, etc. * Include person/hours, $ allocations, facility requirements, intangibles, etc.

Plan of Action
Specific Means

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

2. End Result to be Achieved:

AISC has established programs of collaborative partnerships with organizations that support our core values and mission.

(Complete two sets of steps if your team thinks there are two excellent ways to achieve this result.)

Description of Steps:

1. By Fall of2013, AISC determines unmet needs through a school-wide committee led by Service Learning Coordinator (SLC). The committee is created to assess the critical needs within the school and potential contributions of partnerships through the use of community- wide surveys. They will look at what type of partnerships would work for us? What are we looking to mutually gain from those partnerships (i.e. professional development, direct funding, donation of goods or services, mentoring, etc)?
2. As part of the process, all community members will be asked to share insights with the SLC and the committee on current connections with community organizations and explore internal assets through school-wide surveys. Based on the results of the surveys, the SLC will make connections with organizations and tap into internal resources. The SLC will determine whether those needs can be met using our own internal resources within the community or whether we need to seek additional support. The SLC will use rubrics that have been created with the help of the committee, to evaluate how well organizations meet our vision and goals.
3. The SLC will meet with team leaders of Elementary and Middle School or Department Heads of high school to draft proposals for partnerships that reflect understanding of core values and align with student learning objectives (SLO).
4. Taking the proposal forward, the SLC will host discussions with potential partners on shared values and come up with a detailed plan that shapes policies on views and needs of the school and of the partners by Spring of 2014.
5. Soon after a proposal is accepted by an organization, representatives from the organization and school team will meet to finalize proposal. They will outline short-term and long-term goals and expected outcomes of partnerships. Goals need to be specific, measurable, achievable, realistic, timely, and tied to SLOs. It will be determined whether the partnership is ongoing or a one-time connection.
6. Once partnerships have been established, SLC with team leaders and department heads, would work to implement and review progress of partnerships with the use of a designed rubric. After a review of progress, SLC and stakeholders will determine the future course of actions and maintain a clearinghouse of approved organizations.

Note : Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

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

2. End Result to be Achieved:

AISC has established programs of collaborative partnerships with organizations that support our core values and mission.

Project the Costs/Benefits of achieving this end result *through the identified specific means.*

Benefit	Costs
Through a self-evaluation process, we get a better understanding of where we are and where we want to be. By establishing partnerships outside of our school-community, we can increase our potential resource base. Setting goals is important to defining expectations and responsibilities to ensure student learning objectives are being met and aligning with our school mission. By using the input of teachers and other community members, we increase "by-in". Evaluating the effectiveness of a partnership is important to aligning our time and efforts to achieving our SLO(s).	The Service Learning Coordinator will need to spend a significant amount of time meeting with committee members and other members of the community to define goals and outcomes of collaborative partnerships. Time will need to be spent on developing assessments specific to determining the needs of the community school-wide and rubrics to evaluate how well organizations meet our visions and goals. A school-wide committee will need to be established to collect and interpret the data from the assessments. Time of teachers, parents, staff, etc. devoted to the committee and working with the SLC.

*Include contributions to the end result, time/cost savings, intangibles, etc

* Include person/hours, $allocations, facility requirements, intangibles, etc

Plan of Action
Specific Means

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

3. End Result to be Achieved:

AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission.

(Complete two sets of steps if your team thinks there are two excellent ways to achieve this result.)

Steps-Resources Team

l. In Fall of2013, principals will meet with section faculty to explain budget allocation and to clearly communicate how resources are fairly distributed and money allotments are made.

2. Teachers will be made aware of professional development funds and opportunities by their Director of Teaching and Learning with clarity given in the accessing of funds to support their own personal growth and achieving SLOs.

3. Teachers will be able to request resources (including use of TA's) through a shared database in order to help support individual classrooms and to achieve the SLO's.

Note : Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

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

3. End Result to be Achieved:

AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission.

Project the Costs/Benefit of achieving this end result *through the identified specific means.*

Benefits	Costs
Faculty will have a clear understanding of budget allocation and resources distribution. The process will be transparent. New teachers will be able to plan their PD based on their available budget. Helps PG & E goal setting. Maximise usage of existing resources. Planned abandonment of obsolete and redundant resources.	The work will be time intensive. This needs to be included in the All Faculty Meeting Agenda. Director of Teaching and Learning needs to have a meeting explaining the process and current funds available to each faculty member. Time and money needed to create, manage and oversee data base of resources.
*Include contributions to the end result, time/cost savings intangibles, etc	* Include person/hours, $ allocations, facility requirements, intangibles, etc

AISC

AMERICAN INTERNATIONAL SCHOOL CHENNAI

TALENT

ACTION PLAN

AMERICAN INTERNATIONAL SCHOOL – CHENNAI

Talent Action Team March 5, 2013

Dear Strategic Planning Committee,

Thank you for the dedicated effort each of you have provided to the AISC strategic planning process. We recognize that you have collectively invested many hours in developing and refining a mission and vision for our school. The Talent Action Team is fully committed to this endeavour and is proud to support the important work you have been doing.

Listed below are our 'results, which are in line with the mission and vision of AISC. We believe these results will aide us as we continually move towards making AISC an even greater school of excellence.

- AISC recruits and hires exceptional staff members who embody the school mission and core values.
- The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission.
- All AISC staff members develop, enhance and maintain a standard of excellence connected to our mission and core values.

The Talent Action Team, representing many fields and walks of life, found the process of coming to consensus to be challenging but extremely meaningful. We will take away from this process an overwhelming sense of accomplishment and a heightened spirit for the future of the American International School-Chennai.

With appreciation,

The Talent Action Team Committee Members

Scott Larsen	Rebecca Thomas	Kristie Nyugen
Gregg Hewitt	Jeremy Willette	Dorcy Neuman
Vasanthi T		

100 Feet Road, Taramani, Chennai - 600 113, INDIA.
Tel: +91-44-2254 9000 Fax: +91-44-2254 9001 Website: www.aisch.org

Plan of Action
Specific Means

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

1. End Result to be Achieved: AISC recruits and hires exceptional staff members who embody the school mission and core values.

Steps:

1 Clearly articulate the school's hiring process in a written policy and make this available in faculty handbooks. This should state the school's policies regarding internal openings and transfers, search committee/interviewing team responsibilities, and so forth.
Responsible: Head of School, Director of Teaching and Learning, Division Principals, and at least two members of the Talent Team.
Completion Dates: Written policy by October 1, 2013. The policy would go in the next faculty handbook thereafter.

2 All openings (internal positions being vacated as well as new positions being created) are announced and posted to all staff.
Responsible: Head of School, Director of Teaching and Learning, and Director of Personnel.
Completion Dates: Starting August 1, 2013.

3 Local hire teachers, teacher assistants, and permanent substitute positions will be advertised at local schools and teacher universities.
Responsible: Head of School, Director of Teaching and Learning, and Director of Personnel.
Completion Dates: Starting August 1, 2013.

4 Provide a competitive package (net salary, housing, retirement, health care, transportation, tuition...) on par with the other top packages in India.
Responsible: Head of School, School Board, Director of Business Affairs, and Finance.
Completion Dates: For contracts going out in fall of 2015 for the 2016-2017 School Year.

5 Expand our candidate search and promote our school through branding, modern technologies, and trends (such as promotional DVDs and social networking).
Responsible: Head of School, Division Principals, Director of Personnel, Webmaster, IT Director.
Completion Dates: October 1, 2013.

6 Involve multiple stakeholders in the search process (administration, current faculty, parents, students). Engage them in creating exceptional candidate profiles, developing interview questions, and conducting team interviews to capture candidates' ability and willingness to carry out our school mission.
Responsible: Head of School, Director of Teaching and Learning, Division Principles, Director of Personnel, Faculty.
Completion Dates: Written exceptional candidate profiles and interview questions by October 1, 2013. Team interviews take place during fall and winter 2013.

7 Explore what makes Chennai/AISC attractive and unattractive using surveys, entry and exit interviews, and focus groups. Celebrate AISC's strengths during recruiting and take appropriate measures to address areas of concern.
Responsible: Head of School, Director of Teaching and Learning, and Faculty.
Completion Dates: June, 2014.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

1. End Result to be Achieved: AISC recruits and hires exceptional staff members who embody the school mission and core values.

Benefits	Costs
1 Students benefit most when the school finds top qualified professionals who share our core values and can deliver best practices. 2 By creating our school brand and actively promoting AISC through a variety of far-reaching formats, we will not only increase our image, visibility, and reputation outside the school, but we will also add to our candidate pool. 3 AISC will retain exceptional staff longer by offering competitive packages on par with the other top schools in India. This will also increase the opportunities we have in securing top professionals during recruitment season. 4 Multiple stakeholders provide valuable perspectives and knowledge during the candidate search process. **5** Making all openings public establishes a sense of fairness and equal opportunity for all, and is an investment in building our professional culture.	1 Costs to advertise at local schools and universities. 2 Costs to advertise openings online. 3 Costs to create promotional DVD. 4 Updating the faculty handbook. 5 Increases in net salary, housing, retirement, health care, transportation, tuition, and other benefits. 6 Tearn/committee time: a. Writing the hiring policy b. Creating teacher profile/interview questions c. Group interviews d. Making promotional DVD e. Salary and benefits committee f. Branding/marketing g. Focus groups for AISC and Chennai 7 Other time commitments: a. Posting openings online and at universities. b. Entry and exit interviews

Plan of Action
Specific Means

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

2. End Result to be Achieved: The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission.

Steps:

I. Collaborative Decision Making

1 Curriculum Planning - The administration will form committees specific to subject areas and which will include faculty members to ensure vertical and horizontal alignment.

2 Curriculum Adoption - Faculty will evaluate various programs and resources and will implement accordingly with the Director of Teaching and Learning, department heads, section leaders, and section principals.

3 Scheduling- Section and grade level scheduling representatives will provide input and develop possible schedules that best suits the needs of learners and faculty.

4 Professional Development- Faculty will be given the opportunity to select and propose appropriate professional development that suits their specific needs.

5. Technology- Faculty will research, develop, and incorporate technology that enhances student abilities to think creatively, collaborate, and critically produce and consume information.

II. Teacher Leadership Models

1 Faculty will participate and lead various committees which contribute to the achievement of the strategic objectives outlined by the school's mission statement.

2 Faculty will be provided ample opportunities to attain leadership positions at every grade level and subject area.
Ongoing throughout the year.

3 A task force will be created to research and adopt a mid-level leadership team.
Completion Date: Task force to be named by August 30, 2013.

4 An academic leadership team will be created from faculty representatives from Pre K-12 including specialists and LRC.
Completion Date: The Academic leadership team should be operational October 1, 2013.

5 Faculty are selected to coach SAlSA and AISAC athletic teams based on experience and interest. Ongoing throughout the year.

6 AISC will honor and recognize faculty leadership for possible leadership positions. Ongoing throughout the year.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

2. End Result to be Achieved: The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission.

Benefits

1. Research has indicated that faculty involvement in the decision making process is actually a higher causative factor for faculty retention than compensation, (G.Odland, 2007; Ingersoll, 2001). Teachers who are involved in the decision making process are much more likely to be invested in pursuing the school's mission.
2. Creation of an academic leadership team will allow all sections (ES, MS & HS), Foreign Languages, Specialists and LRC to meet simultaneously, reducing redundant and muddled communication.
3. A clear, concise and open communication process contributes to a positive working climate and morale and focuses faculty energy towards accomplishing the school mission. Morale is often reduced when there appears to be (real or imagined) inequity amongst staff. This often leads to gossip, resentments, bickering and reduced cohesion amongst staff. Having established channels of communication, complete with faculty ombudspeople, will ensure that all faculty have a pathway to having their needs, concerns and grievances addressed in a proactive, solution-oriented model. Staff often feel confused or unsure about to whom they should bring their questions and concerns. Consequently, they either refrain from pursuing their questions or they go straight to the HOS which in turn detracts him from his primary goals.

Costs

1. Collaborative decision making will require time commitment from all members. Perhaps additional training will be required including bringing in outside consultants.
2. Teacher involvement in various leadership committees will cost time and substitute hours. With careful scheduling, these hours could be minimized.
3. Administrative team and secretaries creating a communication pathways manual. Leadership team must schedule meetings with faculty ombudspeople to create protocols and procedures.

Plan of Action
Specific Means

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values.

3. End Result to be Achieved: All AISC staff members develop, enhance, and maintain a standard of excellence connected to our mission and core values.

Steps:

1 A standing Professional Development Committee is established which collaboratively develops a process to provide and assess professional development opportunities. The committee will take into consideration costs and benefits, curricular needs, schedule, in-house expertise, availability of effective substitute teachers, and congruence to our mission and core values. This committee will clearly articulate and share with the AISC community professional development opportunities which have been determined to be strategic levers to student achievement.
Responsible: School Leadership Team and Faculty.
Completion Dates: January, 2014

2 The School ensures that there is a sufficient number of qualified substitutes available in order to provide coverage for staff taking part in professional development opportunities, so that whole teams can take part. Some options that might be pursued are establishing a substitute training program and hiring more local and overseas based permanent substitute teachers.
Responsible: Head of School, Director of Teaching and Learning, and Director of Personnel.
Completion Dates: August, 2014

3 Time is regularly and systematically reserved for professional development as part of the work week or school calendar (i.e. late start or early release) as well as common planning time during the school day.
Responsible: Head of School, Director of Teaching and Learning, and School Board.
Completion Dates: Approved in spring 2014 to begin for the 2014-2015 school year.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: The school will hire, develop and retain staff members who embody the school mission and core values

3. End Result to be Achieved: All AISC staff members develop, enhance, and maintain a standard of excellence connected to our mission and core values.

Benefits	Costs
1. Educational expectations and curricula are constantly evolving. Professional development (PO) helps teachers keep up with those changes by offering them new and interesting teaching strategies. It enables them to learn 21st century skills (i.e. collaborating with others and connecting through technology) and continually expands educators' knowledge and skills in regards to best educational practice. 2. PO challenges teachers to "do their best" and offers them a way to achieve their professional goals. 3. PO offers teachers better insight into the educational abilities and needs of their students. 4. PO provides opportunities for staff members to learn and problem solve together in order to ensure all students achieve success.	1. Potential loss of instructional time with students if late start/early release occurs or professional development takes place during the school day and faculty is called away from their class. 2. Conference costs (registration fees, transportation, lodging, meals, and substitute coverage). 3. Job-embedded PO costs (consultant fees, transportation, lodging, materials, substitute coverage, as well as stipends for coaches and mentors). 4. Per diem amounts for extra work days. 5. Supplies and resources for professional learning.

AISC

AMERICAN INTERNATIONAL SCHOOL CHENNAI

LEARNING

ACTION PLAN

AMERICAN INTERNATIONAL SCHOOL – CHENNAI

Dear Core Planning Team,

As we simultaneously gaze forwards and back, the Learning Action Team is filled with positive energy. The beauty of the work that each of our groups has engaged in lies in exploring the outer limits of possibility. Gloria Steinem famously said "Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning." It is safe to say that our committees share a common understanding of the intellectual and emotional energy invested in the AISC Strategic Planning process. Our exploration of teaching and learning forced us to examine past and current practices while looking forward to fulfilling the lofty ideals articulated in your finely crafted Strategic Plan.

Dreaming about the possibilities of learning at the American International School-Chennai was a process fraught with excitement. It caused us to turn over many rocks along the path as we defined what learning would look like for a community striving to fulfil the fruits of your labor. We wiped the slate clean, mined the best research regarding inclusive education, investigated the cultures of service at our most well-respected peer institutions, delved into the world of inquiry-based learning and meditated on how to infuse it all with an approach to technology that will prepare our students for the unseen challenges that lie ahead.

If you believe in the plan we have created, know that the transformation ahead will redefine not only this school, but the community that it exists in as well. We are suggesting seismic shifts in the way that we think about inquiry, service-learning, inclusive education and technology. These will be controversial topics requiring years of courage, confidence, creativity and compassion, but the fruits of the Learning Action Team's labor suggest that these pathways will lead to the fulfilment of AISC's Strategic Plan.

We see limitless potential in the evolution of our school. The result of that transformation creates a learning experience for our students that will change the way they view themselves and their place in the world. We dreamt big, and in the process created a plan full of imagination and possibilities. Our work is done, and now we trust you to guide AISC further along in its journey towards greatness.

Sincerely

Aarthi Dawson Andrea Morris Christina Thompson

Gita Rao Jason Hicks Joel Suganth

Stephania Scardigli

100 Feet Road, Taramani, Chennai- 600 113, INDIA.
Tel: +91-44-2254 9000 Fax: +91-44-2254 9001 Website: www.aisch.org

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives.

1. End Result to be Achieved: AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond.

A. AISC Administrators allow time in Spring 2014 for students, faculty and parents to reflect upon the Bring Your Own Technology, 1to1program. IT Director and Coordinators will share best practices both inside and outside the school campus. Next steps will be determined, success will be celebrated and problem areas addressed.

B. By Spring 2014, Faculty use technology as a learning tool in their classrooms to enhance and differentiate instruction. Students use technology to explore and create solutions to real world issues.

C. By Spring 2014, common tools such as Moodle and Google Docs, are fully integrated into school operations, learning and communication procedures. The technology team has provided ample opportunities for all faculty, students, parents to effectively use these programs to the best of their abilities. Specific requirements and trainings are organized by division.

D. Divisional Administrators create common planning time within the 2013-2014 schedule between classroom teachers and technology coordinators. Standards and benchmarks are discussed as well as integration ideas and best practices. Classroom teachers can benefit from the expertise of the Technology Coordinators and the Technology Coordinators can keep apprised to how multiple grade levels are using technology in the classroom. Ideas are shared.

E. The IT-Director, Tech-lntegrators, and teachers are continually sharing new and best practices with technology. The IT Director will work with the administrative team to create a systematic plan to integrate both instructional methods for supporting learning as well as new technology tools into the schedule.

F. By 2014, IT-Director and Tech-integrators create easily accessible training modules - both online and offline - that is custom made for the staff and students of AISC to improve technology proficiency.

G. By 2013-2014, Divisional Administrators allow time for discipline and grade level groups to identify technology standards and integrate them into curriculum. These are recorded into Atlas.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected *outcomes*, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

1. End Result to be Achieved: AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond.

Project the Costs/Benefits of achieving this end result *through the identified specific means*.

Benefits	Costs
o Integration of effective technology in the pursuit of learning. o Students direct their own learning, using their own technology. o Responsible use of technology tools. o More opportunities for students to study areas of interest. Same number of staff members since classes can be taken on-line. o BYOT always for pooling of resources. With home and school collaborating, students have access to multiple technology tools while setting up their personal device with the tools they think will be the most helpful.	o Increased bandwidth o Licenses to commonly used technology tools. o Professional development in Technology Integration. How to use new resources but mostly applications and connections on how technology can help the school reach all students needs/interests. o Online course fees o Technology staff time to create courses, on-line tutorials, and meeting time with teachers. o Time within the schedule for technology integrators to meet with teachers during unit planning. o Need to keep technology integrators for each section.

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives.

2. End Result to be Achieved: AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students.

A. By October 2013

- A committee consisting of representatives from school wide departments and administration is formed to create a philosophy that defines inclusive education and reflects the school's mission statement and core values.

B. By March 2014

- This committee will identify research-based strategies that are current and represent the best of practice in the field of inclusive education and differentiated instruction.

C. By November 2014

- The committee will present the philosophy to the staff, parent community and board.

D. By May 2014

- A calendar for the following academic year will be developed and opportunities provided in orientation and professional development (Dr. Virginia Rojas, Dr. Richard Villa and others) in research-based strategies that support all teachers in differentiating instruction for all students.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives.

2. End Result to be Achieved: AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students.

Project the Costs/Benefits of achieving this end result *through the identified specific means*

Benefits	Costs
• Mission statement and core values will be evident in all classes • Reflects latest researched-based practices in the field of inclusive education • Teachers take responsibility and are accountable for all students • Builds a strong learning community • Promotes fairness and equality • All students feel valued and accepted	• Expenses to bring out International consultants to facilitate PD in inclusive education • Purchasing resources for reading and researching on differentiated strategies in the inclusive education • Committee to meet and plan • Research/possible book clubs

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

3. End Result to be Achieved: AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities.

By September of 2013, the Director of Teaching and Learning will:

- Develop a team of students, parents, teachers, staff and community experts to drive the initiative, which includes a dedicated Service-Learning Coordinator.

By the end of 2013-2014 school year, the Service-Learning committee will:

- Research different models of service-learning using resources such as lBO, National Youth Leadership Council, Scouting, International Schools, Tata Institute of Social Research and local NGO's in order create to a draft PK-12 vision statement of service-learning at AISC.
- Seek corporate partnerships and leverage opportunities for collaboration and mentoring. The scope includes internal and external service.
- Examine the current reality of service and service-learning at AISC
- Design ways to promote and recognize the efforts school-wide.
- Provide many opportunities to educate the community about common definitions and practices. This will take place in faculty meetings, parent- teacher coffees, and other small interest groups that will begin exploring the concept.
- Create a structure for students to create long-term goals and for the school to track student service experiences.
- Solicit feedback via World Cafe format.
- Finalize and then publicize the AISC Service-Learning mission.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

3. End Result to be Achieved: AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities.

Benefits

- Using the experience of other institutions will allow AISC to craft a program that avoids pitfalls and meets our unique needs.
- Creating a specific structure that builds capacity over time allows service-learning to become part of the culture of our school:
    - There is a clearly articulated common definition of service and service-learning.
    - Students choose to actively serve.
    - Teachers have the support needed to begin making Service-Learning a part of their repertoire.
    - Parents support and participate in service as well.
    - Community members have multiple opportunities for input.

Costs

People: We need a Service-Learning Coordinator (standard local high salary commensurate with position}, and Service-Learning Committee members including at least one teacher from each section, one parent from each section, a community member and two students: one each from middle and high school.

Time:

- To recruit for the committee
- For the committee to meet
- For community outreach
- For World Cafes

Financial: Food and drink for the World Cafe and parent coffees at less than Rs. 100/pp.

Programmatic:
The students, teachers and parents involved will be making a major time commitment and may not be available to serve on other committees.

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

4. End Result to be Achieved: AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential.

A. By October 2014,
- All educators will evaluate past data and collect current data to determine the learning needs and styles of each student school wide.

B. Based on the calendar that includes PD dates,
- All educators will be trained in using differentiated instructional practice to enable learners to reach their potential.

C. By August 2014,
- The required resources and material will be provided in each classroom to support differentiated instructional strategies.

D. Throughout the school year
- All educators will use extensive differentiated instructional strategies in everyday practice.

E. According to the PGE timeline
- Administrators will constructively evaluate and support educators in their use of effective practice in differentiated instructional strategies.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

4. End Result to be Achieved: AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential.

Project the Costs/Benefits of achieving this end result *through the identified specific means*

Benefits	Costs
o Students feel valued and successful o Students learning needs are being met o Instruction is highly effective o Fosters a sense of fairness, equality and community	o Purchasing materials and resources o Paying for PO o Release days for PO o Student assessment and data evaluation

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

5. End Result to be Achieved: AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.

A. In 2014-2015, School Administrators set aside time and structures for the whole school, division level, and grade/disciplinary level groups create norms, routines and expectations to make meetings more effective and productive. Time is built in for social icebreakers and social gatherings. Greater community trust creates a chance to communicate concerns and understandings that build a firmer mutual understanding.

B. The Director of Teaching and Learning facilitates the formation of a committee of teachers and administrators who will create an Inquiry Committee. This committee will become experts and lead the professional development through the next three years. Group is formed Spring 2014 and begins work Fall 2014. A document that defines inquiry at AISC and outlines examples and resources for each division is created. Progress is shared with faculty throughout the year 2014-2015 and feedback is received from the whole school.

C. The inquiry committee would advise the he Director of Teaching and Learning on the Experts in the field who would be brought in to keynote on Professional Development days Spring 2015 and throughout the 2015-2016 school year. Inquiry experts would discuss best practice and inspire through possibilities. Further explore current inquiry practices and the strategies and approaches that may benefit all grade levels to create continuity PreK-12.

D. Divisional Administrations sets aside time in the 2014-2015 calendar to review master classroom schedule needs so students and teachers have time to allow for student choice and inquiry projects within the school day. Student choice and inquiry requires large chunks of time in the classroom for collaboration and exploration. The faculty determines office hours where they are available to mentor students. Middle and high school students have flexibility to use study hours to meet with teachers.

E. Faculty becomes a learning community. The inquiry committee and Divisional Administrators facilitate and find faculty members to lead multiple community learning tools beginning in the Fall of 2015 and throughout the 2015-2016 school year. PLC (Professional Learning Communities) begin around inquiry. Books clubs are formed. Small workshops are available throughout the year for a small group of faculty to get together and work together to launch inquiry in the classrooms. Current faculty who are leaders in implementing inquiry strategies in their classroom open their classroom for observations.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

5. End Result to be Achieved: AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.

Project the Costs/Benefits of achieving this end result *through the identified specific means.*

Benefits	Costs
Holding regular social gatherings and meetings can help foster a better common understanding. Working as a faculty to build community we build trust and an environment where faculty takes risks and tries new methods in the classroom, is open to feedback and shares ideas. Gathering a group of interested and experienced leaders in our community to help lead this transformation will help build excitement and motivation.	Icebreakers and social time may be construed as wasted time. This will be a shift in thinking. Meeting time will have to be carefully organized: what can be sent by email is an email. Meeting times are collaborative work times, consensus times. This requires time for planning, delegating the leadership role. Committee Work means time away from the classroom which requires: coffee and fruit for the group (100Rs/pp.); sub coverage for faculty. PLC groups may meet during the day, they may bring their own treats or ask for a budget to supply them.

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

6. End Result to be Achieved: AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential.
A. By end of August 2017 o A committee will be formed to evaluate and reflect on the implementation and practice of inclusive culture. B. By May 2017 o A rubric will be created by administration to evaluate the inclusive learning environment that reflects behaviors and attitudes of educators in supporting our mission statement and core values. C. By end of May 2018 o The committee will acknowledge the successes of the school community and address areas for the betterment of inclusive culture. This committee will develop a review plan to ensure the ongoing successes of inclusive education.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

6. End Result to be Achieved: AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential.

Project the Costs/Benefits of achieving this end result *through the identified specific means*.

Benefits	**Costs**
o Educators are philosophically aligned in their beliefs of inclusive education o The Mission statement and the core values are reflected in teaching and in learning. o The learning environment is warm and welcoming and creates a sense of belonging for all students regardless of the challenges they face.	o Possible celebratory costs o Release time to evaluate the results and develop a review plan and rubric

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

7. End Result to be Achieved: AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding.

By June of 2015, the AISC Service Learning Committee will:

- Facilitate the creation of interest-based clubs with service components for students grades 6-12, such as Student Ambassadors
- Broadcast and highlight student service achievements throughout the community be it in an electronic or physical format
- Celebrate the culture of service annually or semi-annually through a fair or assembly or other activity such as the Jan Jamboree
- Create opportunities for learning about interculturalism within our community using resources such as Globesmart
- Use all of its community resources (such as parents and others) to enhance a culture of service locally and globally.

By June of 2015, AISC teachers will:

- Begin blending service-learning opportunities with the curriculum and seek extensions in activities such as Week without Walls (perhaps grade levels and groups seek themes that are connectable to the content).
- Provide thematic-based, grade level service opportunities PK-5.
- Assist students in the creation of the service-learning development plan by homeroom teacher, advisory teacher and the high school counselors and/or IB coordinator

By January 2014 AISC students will

- Create a service-learning development plan. This multi-year service goal creates relevance and drives the student's actions over time.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

7. End Result to be Achieved: AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding.

Benefits	Costs
A culture of service is developing that allows us to fulfill the Mission, Core Values and Student Learning Objectives. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. o Provides a form of experiential education that supports deeper learning. Students can apply classroom knowledge to real world issues o Learn more about social issues and their root causes o Improved ability to handle ambiguity, handle change - better flexibility o Better inter-cultural understanding leading to better community at AISC o Provides understanding larger community around us, better relationship with larger Chennai community	**1. Creation of Clubs:** o Create clubs (faculty sponsors & students) o Creating charters for clubs- effectively integrating the service & learning components o Finalizing charters, getting approval, and launching clubs o Student fair to recruit club members o Snacks & drinks during initial meetings (less than 100 rupees per person) o Student fair expenses (cost of materials to create posters and other promotional resources) **2. Intercultural learning:** o To understand the tools available for developing a good intercultural understanding in school, and acquisition of a suitable tool o Training with the tool, and developing a way for creating an intercultural platform within the school community (students/teachers/staff/parents etc.) o Development of programs to promote inter-cultural awareness

o Students can gain better understanding of themselves as they explore and develop ways to contribute to their communities o Provides career experience- excellent source for IB CAS o Structured reflection activities centered on student experiences, create additional opportunities for faculty to guide student learning. o Develop or enhance skills, especially in the areas of communication, collaboration, and leadership. Develop self-confidence and become better global citizens	o Acquisition costs for the tool o Training costs o Costs for developing various activities to promote inter-cultural awareness **3. Celebration of ({culture of service"** o Time to plan the celebration, and related activities o Recognition awards (to be determined by the committee) o Food during celebration (less than 100 rupees per person) **4. Service-learning development plan** o Training to teachers who will be helping students develop a Service Development Action Plan (DAP) o Time for working with students in creating/reviewing individual DAP

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment teaching, learning and reflection on practice in order to support our mission and student learning objectives.

8.End Result to be Achieved: AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others

By 2017, the AISC Service Learning Committee will:

A. Use a sample of the completed student service learning plans and the aligned curriculum (complete with service-learning connections) against the appropriate Measurement team rubric to evaluate the effectiveness of the AISC Service-Learning Initiative

B. Showcase a culture of service through media, assemblies, recognition and other means

C. Ensure that Clubs and other service experience (CAS) have procedures for evaluating their impact on service learning.

D. Seek recognition of student efforts in the outside venues (NESA Awards and others).

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

8. End Result to be Achieved: AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge to create real life situations that improve the lives of others

Benefits	Costs
○ Service learning curriculum will be a model program, which will provide students of all grades the opportunity to excel. ○ Students who excel will have a chance for their work to be recognized and receive awards & recognition. This will not only motivate other students, but will also help kids in their quest for college admissions. ○ Create excellent portfolio of CAS offering for the IB students.	○ Team that will evaluate the proposed service-learning plans and their alignment with the measurements team recommendations. ○ Time to evaluate various types of recognitions/awards available for elementary/middle/high/seniors. Develop a list of these, and the requirements and timelines for these awards. ○ Time it takes to develop a way to broadcast these so students have an awareness and build the motivation required for participation and excellence. ○ Food during the meeting to evaluate the service-learning plans (less than 100 rupees per person). ○ IT resources (eg database) required to catalog all the awards/recognition. The rules & regulations, timeline, and other administrative details required. ○ Some awards that the school can award to students in recognition of service-learning initiatives. ○ Money to plan and execute assemblies for recognition of service learning. Food, awards, flyers, banners etc (Cost of less than $500 for materials and less than 100 rupees per person for food).

Plan of Action
Specific Means

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives

9. End Result to be Achieved: AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.

A. Faculty review norms and routines built 2014-2015 and revise for 2015-2016. Faculty models this within their classrooms. *First 6 Weeks* and similar programs help build classroom community. Citizenship and Habits of Mind vocabulary become part of everyday life throughout all divisions.

B. 2015-2016 Professional Development days are bookmarked for exploring inquiry by the Director of Teaching and Learning and the Inquiry committee. Experts in the field are brought in to keynote as well as meet with grade levels/disciplines to discuss best practice and strategies for designing, launching, implementing, and assessing an inquiry exploration.

C. By 2016, Faculty has formed a cross-divisional learning community. PLC (Professional Learning Communities), books clubs, faculty lead workshops, faculty observation opportunities are well organized and attended. Faculty continues to discuss strategies and projects around inquiry but also discuss other areas of professional and personal interest. At times, these opportunities are open to high school students and the greater AISC community.

D. Divisional Administrations sets aside time in the Spring 2016 to review the document outlining inquiry at AISC. Reflection and feedback is gathered and incorporated into the current document. Curriculum expectations are created for division/grade level/discipline groups. While Elementary grades may have more structure to foster student creativity and choice, High School may have more time available for students to explore more independent explorations.

E. By 2016, Teachers provide opportunities for students to direct their own learning within the curriculum, as well as opportunities provided by MOOC (Massive Open Online Course.) Create a bank of online resources that allow students to access their interests with innovative technology. Technology plays an important and motivating role as it can help make learning more personalized; help students share their thinking; test new ideas; and collaborate with others. Teachers and students will have multiple tools at their fingertips as well as personnel resources available to help them take their ideas further and thinking more critically and creatively.

Plan of Action
Cost/Benefit Analysis

Strategic Objective: We will align expected outcomes, assessment, teaching, learning and reflection on practice in order to support our mission and student learning objectives.

9. End Result to be Achieved: AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.

Benefits

- Close professional community who live, work and learn together.
- Streamlined meetings and established routines and norms for faculty, students, and the community at large.
- Student choice, brain-based learning, increased student and teacher motivation, a higher level of engagement and critical thinking and life skills taught to students of all ages.
- Faculty are engaged in professional development on campus with their peers. They model the inquiry process by reaching out, asking questions, collaborating, problem solving and resilience.

Costs

- Release time for onsite professional development (approximately $50/day, less than 100 rupees per person for food)
- Presenters ($2000/day plus travel expenses)
- Commitment to PLC work through time, organization, and technology support.
- Technology support for teachers and students. Time for students and faculty to meet with integrators as well as time to explore new tools and applications.
- Time: there will be a large amount of planning involved, especially as faculty shift their roles in the classroom and the role of time within the classroom.
- There will be a large amount of time involved in gather together to share ideas, and work.

Learning Action Team Timeline

	Technology	Inclusion	Service	Inquiry
Year 1 2013-2014	1.AISC empowers teachers and students with inovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond.	2.AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students.	3.AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities.	
Year 2 2014-2015		4.AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential.		5.AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.
Year 3 2015-2016		6.AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential.	7.AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding.	
Year 4 2016-2017			8.AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge to create real life situations that improve the lives of others.	9.AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.

AISC

AMERICAN INTERNATIONAL SCHOOL CHENNAI

MEASUREMENT

ACTION PLAN

AMERICAN INTERNATIONAL SCHOOL – CHENNAI

January 18, 2013

Dear Core Planning Team,

We would like to express our gratitude for your realization of our collective vision in creating this Strategic Plan for AISC. As individuals, we were inspired by both your enthusiasm and commitment in creating such an eloquent statement of our school's mission.

We are profoundly committed to the future you have envisioned for our entire school community. The tools and plans we have created are based on the foundation you have laid. We look forward to participating in the successful implementation of this initiative as we work together to develop courage, confidence, creativity and compassion in our students.

We believe that continuous, clear and consistent communication about the Strategic Plan and its implementation will be critical. **It** is essential that implementation be approached with a continued spirit of collaboration, patience and inclusiveness so that people commit to our mission and actively contribute to achieving it.

We are excited about the endless possibilities of our new Strategic Plan. We are humbled that you have trusted us to carry forth this important work. Thank you!

Sincerely,

Brian Hirsch	Cynthia Nutter	Pam Thomson
Margaret Rajan	Widi Sumaryono	Kay Clarke
Susan Scales	Seema Sandhir	

American International School of Chennai
Measurement Implementation Summary

The Core Planning Team developed core values, mission, and three student learning objectives as part of the strategic planning process.

The student learning objectives are measurable expressions of the mission and are the focus of this measurement process. The student learning objectives are:

By 2018, all students will:

Explore new interests with curiosity and be resilient in pursuing their passions.
Evaluate real world situations, identify problems and design innovative solutions.
Choose to actively serve their local and global communities.

The Assessment Approach

These objectives lend themselves to performance assessment. The Measurement Team has drawn from the practices of authentic and performance assessment to design tools and processes that will help assess student performance against the student learning objectives. Performance assessment is the process of using observation and professional judgment to evaluate formative (ongoing) and summative (final) performance based on clearly defined criteria.

Operational Definitions

In order to be able to measure something, clear operational definitions are needed. The Measurement Team used a rubric format to organize the operational definitions. A rubric is a tool that defines the critical attributes of a complex behavior and then describes the behavior that would be observed, within each attribute, along a continuum of quality. A rubric is used to clearly articulate a desired behavior and can also be used as a standard against which evidence of an individual's behavior can be assessed.

Evidence of Student Behavior

In order to "measure" individual student progress student artefacts/evidence are needed. The artefacts/evidence can then be judged against the criteria defined within the rubrics. The Measurement Team recommends that students organize and store their evidence in a portfolio. Although students would own/control their portfolio, teachers, parents and others could offer evidence to be included. For example, if the parent observes behavior at home or in the community, they could write a brief note and give it to their child for inclusion with their evidence. Teachers would also be free to suggest class assignments be included in a student's portfolio.

The Measurement Team discussed the advantage of using a digital portfolio, but acknowledged that students in early grades may do better with a physical portfolio. The availability of technology is also a consideration. It is important that students have easy access if a digital portfolio is used.

Evidence would be collected throughout the year and regualr formative conversations and reflections could be incorporated as part of the learning experience.

Assessment Conferences

In Pre-kindergarten through 2nd Grade, teachers will help students understand the expectations outlined in the rubrics by modeling those behaviors and engaging the class in activities that demonstrate the behaviors in the rubrics. School personnel and other family/community members will encourage students to demonstrate the behaviors in the rubrics and informal conversations will help students reflect on how they behave in relation to the student learning objectives.

In grades 3 through 12, students will be asked to reflect on their performance and assess where they are on the rubrics. Students will need to develop the skills to self-assess, which will serve them well in other areas. Students will evaluate their performance against the rubrics based on the evidence in their portfolio.

A summative assessment converstion would occur once each year-perhaps in the spring. The homeroom teacher would organize these conversations at the elementary level. At the middle school level, Advisory teachers could organize the assessment conversation. Peers could also provide constructive feedback during this process. At the high school level, an Advisory or seminar structure could provide a time for these conversations and Counselors may play a role. The Measurement Team is offering options and feels it is important to engage faculty in helping shape this design further.

During these conversations, teachers, peers and perhaps others would support students in the self-assessment process. A holistics score would be awarded of exemplary, proficient, developing or beginning. These scores would be gathered, aggregated and used to help assess the efficacy of the action plan implementation.

Use of Data

Aggregate data will be reported to the Core Planning Team, Board and Leadership Team. Data should also be used to inform reviews of the action plan implementtion, and may suggest the addition or deletion of action plans or strategic objectives over time. Individual student data will also be used to provide support for students' ongoing growth in these areas.

Delimiters to the Assessment Tasks/Processes

The student learning objectives reflect values that AISC would like to instill in all students. They are designed to provide feedback to the system on profess toward achieving the mission. In that spirit, the following delimiters should be placed upon the use of the rubric data until the school's curriculum and program are fully aligned with these objectives. Data regarding progress toward the objectives will NOT be used :

In any high-stakes manner, such as grading, class rank, acceptance into clubs.

In any competitive manner that provides extrinsic motivation.

To group students for instruction or label students.

To evaluate teacher performance.

Individual student data, both in terms of scores and data in their portfolio will be considered confidential and shared only by the student or with the students' permission. These limitations are needed in order to allow the system to develop its capacity to support these skills in students. The delimiters may be adjusted at a later date.

Research Questions/Methodology

Individual student results will be used to guide the student's continued development in each of the student learning objectives. Aggregate data will be used to assess the implementation of the strategic plan and the effectiveness of each strategic objective's plans of action. The following research questions will drive data collection for that purpose.

Are students participating and/or making progress over time ? (both individual and group analysis)

Is there a correlation between student performance on the student learning objectives and other programmatic or demographic data ?

What do the data tell us about improvements needed within they system ? (instruction, resources, etc.)

Implementation of the Assessment Process

A set of action plans, sufficient to launch this measurement process, has been developed. Before considering the structure for the assessment process, the Measurement Team reflected on the characteristics of effective implementation in AISC. The following attributes were identified.

There is a clear leader for the work and a "go to" person has been identified to provide resources, coaching.

People understand the rationale for what they are asked to do.

Expectations and parameters are clear.

People understand the vision, direction and specifics of the work.

There is a long-term commitment to a goal; others' ideas are valued; a shared vision is developed.

Communication is ongoing, uses varied modes.

Face-to-face meetings provide information, gather input and define needs.

Training is provided; follow up research is done; the work is paced and adjustments are made as needed.

Time to implement is carved out of the day. Where appropriate something is abandoned in order to provide the time.

Implementers have the resources needed.

Technology supports the initiative and is used for sharing and reflections.

The process is monitored and adjustments are made as needed.

Accomplishments are celebrated.

The action plans we are submitting are intended to launch this process. We expect that it will continue to develop over time.

American International School of Chennai
Student Learning Objective Rubric

By 2018, all students will explore new interests with curiosity and be resilient in pursuing their passions.

	Exemlary	Proficient	Developing	Beginning
Explore	Approaches new experiences and ideas with enthusiasm and confidence; uses resources, including technology, to gather different perspectives locally and globally; is proactive in the acquisition of new experiences (learning, information); is willing to take risks and try new ideas; makes connections to new interests based on current interests, knowledge, research; formulates meaningful and compelling questions; creates opportunities to explore; wonders and engages in creative play; is attentive and responsive to his/her environment; communicates initial understanding and asks for feedback; thinks creatively and "outside the box"	Open to new experiences and ideas; uses resources, including technology, to gather information; makes connections to new interests based on current interests, knowledge, research; formulates meaningful questions; takes advantage of opportunities to explore; wonders and engages in creative play;is attentive to his/her environment; communicates initial understanding and asks for feedback; thinks creatively about ideas and interests	Asks basic questions about new experiences; uses appropriate resources to gather information; relates new experience to prior or current interests; engages in exploratory activities.	Begins to ask questions about new experiences;uses specified resources to gather information; begins to relate new experience to prior or current interests; begins to engage in exploratory activities by imitation and/or with guidance.

January 2013

	Exemplary	Proficient	Developing	Beginning
Focus	Makes deliberate and meaningful decisions/choices about what passion to pursue; develops a strategy for pursuing interests; applies a critical focus to detects bias and distinguish between reliable and unsound information; evaluates, prioritizes and organizes information; contemplates impact (on self and others) of committing to the approach; acquires necessary resources, training and/or support systems; may initiate collaboration with others who have a common interest or experience.	Makes deliberate and meaningful decisions/choices about what passion to pursue;develops a strategy for pursuing interests; evaluates, prioritizes and organizes information; contemplates impact (on self) of committing to the approach acquires necessary resources, training and/or support systems may collaborate with others who have a common interest or experience.	Evaluates interests;with assistance, develops a plan for pursuing passion; engages with others who have similar interests; begins to gather and use necessary resources and training.	Decides to pursue an interest; follows others who have similar interests; considers necessary resources and training.
Pursue	Follows his/her plan with flexibility and persistence; dedicates significant time,effort and resources to pursue his/her interests; anticipates and overcomes setbacks; monitors progress and adapts approach as needed; asks for and reflects on feedback about his/her progress; encourages and inspires others to pursue his/her passions;may coach others exploring similar passions.	Follows his/her plan with flexibility and persistence; commits necessary time and effort to pursuit;monitors progress and adapts approach as needed; accepts and reflects on feedback about his/her progress; communicates experiences to others.	May need assistance in overcoming setbacks; may need encouragement to pursue the plan; begins to independently reflect on progress; shares experiences with trusted others.	Needs assistance in overcoming setbacks;needs on-going encouragement to pursue the interest; with guided discussion, reflects on progress.

American International School of Chennai
Strategic Objective Rubric

By 2018, all students will evaluate real world situations, identify problems and design innovative solutions.

	Exemplary	Proficient	Developing	Beginning
Identify	Is curious and inquiries about the world around him/her; looks for opportunities to make things better; proactively anticipates the potential impact of a situation; focuses on a situation and independently commits to take action; works to see a situation from the "local" perspective; encourages others to expand their awareness of the world around them.	Observes the world around him/her; notices opportunities to make things better; focuses on a situation and independently commits to take action; works to see a situation from the "local" perspective.	Becoming a keener observer of the world around him/her; notices situations where things could be improved; anticipates some consequences of situations; identifies a situation for their focus.	Aware of the world around them; may assume situations can't be changed; is learning to think through cause and effect relationships; can identify consequences of a situation; with encouragement; with guidance identifies problems.
Understands	Uses mulitiple perspectives including social, cultural, environmental and ethical to gather information from varied and credible resources; keeps ultimate user and environment in mind; creates and shares meaning by retrieving, organizing, and synthesizing data with others.	Uses multiple perspectives to gather information and critically evaluates sources; keeps ultimate user and environment in mind; creates and shares meaning by retrieving, organizing, and synthesizing data with others.	Begins to understand situations from another point of view, uses one or two resources to gather information, learning to evaluate information sources for credibility.	Gathers information from one source; draws a personal understanding of a situation with guidance.

Exemplary		Proficient	Developing	Beginning
Frames	Understands the complexity of the situation; initiates collaboration to take apart the problem; identifies and prioritizes relevant issues; models a systematic approach to determine the root cause; defines authentic problems and significant questions for investigation; inspires others to participate in problem solving.	Collaborates to take apart the problem and understand the components of the situation; identifies and prioritizes relevant issues; uses systematic approach to determine the root cause; defines authentic problems for investigation.	Seeks confirmation of their understanding of the problem; uses data from one or two sources to help identify the cause of a problem..	Uses data provided in problem identification.
Creates	Uses resources efficiently and creatively to design solutions that have a positive environmental, social, and cultural impact; collaboratively generates ideas; develops prototypes and/or conducts trials; gathers qualitative and quantitative feedback and makes modifications; communicates effectively to report on the process; critically evaluates the solution and its impact; embraces the design process as iterative; interacts, collaborates, and many publish with peers, experts, or others employing a variety of digital environments and media.	Uses resources efficiently and creatively to explore and create solutions that have at least a neutral environmental, social, and cultural impact; prioritizes solutions and makes a plan; solicits feedback and evaluates solution design, modifies design based on feedback or experimental results; may interact and collaborate with peers employing a variety of digital environments and media.	Explores multiple solutions to a problem; identifies resources; evaluates the impact of solutions; accepts feedback.	With guidance, designs a solution to a problem; with help, identifies resources necessary for implementing a solution and evaluates the solution; learns to receive feedback.

January 2013

American International School of Chennai
Student Learning Objective Rubric

By 2018, all students will choose to actively serve their local and global communities.

	Exemplary	Proficient	Developing	Beginning
Sees the need	Believes in the value of caring for others and the world around them; has a deep understanding of situations; asks probing questions to understand a situation; understands issues in the context of the bigger picture, including cultural, social and environmental factors; analyzes causal factors; inspires others to care about a situation.	Believes in the value of caring for others and the world around them; observes situations; asks questions to understand a situation; considers the needs of his/her community.	Has concern for his/her immediate community and understands the impact of personal action within the community; aware they are a member of a community with a role and responsibility; observes a situation and begins to ask questions to increase understanding.	Beginning to show concern for his/her immediate community; observes a situation with assistance and begins to ask questions to increase understanding; aware they are a member of a community.
Considers how	Aware of own strengths, talents and resources; strives to maximize impact based on his/her talents and the needs of his/her communities; researches and identifies any current "best practices"; identifies stakeholders and engges them in creating the plan; identifies criteria for success.	Aware of own strengths, talents and resources; aligns his/her talents with the needs of his/her community; identifies existing service efforts; may develop new approaches to address pressing needs.	Aware of own strengths; with help, researches possible solutions or what has already been tried; identifies necessary steps to create a simple plan; able to identify who can help with a problem.	Beginning to develop an awareness of own strengths; needs guidance to think through ways to address a community need; learning to identify who can help with a problem.

	Exemplary	Proficient	Developing	Beginning
Does	Initiates ways to serve, inspiring others to be involved; taps into varied resources, engages and encourages the community into action; prioritizes time for service in his/her community; adjusts and modifies strategies in order to complete a plan of action; seeks to impact a community by working towrads long-term solutions.	Independently joins existing service efforts; collaborates with others and supports his/her efforts to address unique needs; dedicates time to be involved in his/her community; seeks to impact a community by working towards long-term solutions.	Participates in required service-based opportunities and goes beyond what is expected; is learning how to collaborate with others on roles and responsibilities; works with others and follow the plan.	Participates in required service - based opportunities; is learning to work with others and follow a plan.
Reflects	Uses evidence to analyze effectiveness of actions; determines whether there is need for continuing action; adjusts protocol to improve effectiveness; looks for local and global applications of lessons learned; communicates what was done and its impact; reflects on personal growth as a result of actions.	Reflects on the effectiveness of actions; determines whether there is need for continuing action; considers local and global applications of lessons learned; reflects on personal growth as a result of actions.	Sees direct result of own and group's actions; when encouraged, talks with a peer/adult about the value of what was done; learning to reflect on evidence to evaluate effectiveness of actions; applies lessons to similar issues with support.	Beginning to see the result of own group's actions; applies lessons learned to similar issues with support.

January 2013

Plan of Action
Specific Means

Student Learning Objectives

By 2018, all students will :

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

1. End Result to be Achieved: *All staff, students and parents understand the Student Learning Objectives, rubrics and processes for assessing student achievement relative to the Student Learning Objectives.*

Specific Means to Achieve End Result:

Step # Description of Steps

WHOLE SCHOOL

Admission materials include SLOs
External website include SLOs
Internal website include SLOs, rubrics and description of processes
Mission and then hyperlinks to explore deeper understandings and explanations. FAQs, Google Translate, collaborative resources between AISC and other schools
Community Directory, Parent and Staff Handbooks, and other relevant school publications will include SLOs
All student groups would be asked to link their work with the SLOs and communicate this to others
AISC's Annual Report will include information on our progress in achieving the SLOs

STAFF

Orientation to our Strategic Plan in Spring 2013 will include introduction to SLOs, rubrics and processes.
This presentation will be distributed to current and new staff.
Members of the measurement team should be a part of the planning for this presentation so there is continuity between this effort and the follow up which will focus on the student learning objectives and rubrics.

New hires receive SLOs, rubrics and process information in Spring 2013 after plan is approved.

Back to School Orientation, July 31 -August 2, will include a presentation on SLOs, rubrics and processes.
The design of this orientation should involve conversation with and among participants and should be adapted for key audiences: staff, faculty and administrators. The use of short video

clips could be used to maintain interest and generally inspire participants. A concise "flyer" that can be left in people's hands would be a useful "take away." The orientation should be designed to leave participants interested, uplifted and excited to be a part of this process.

As part of this process, groups would be asked to identify their questions and concerns about going forward with the implementation of the rubrics to assess the strategic objectives. The "take away" packet for these sessions would include the three rubrics.

Fall 2013 Instructional staff will receive training to help them understand the rubrics and processes used to implement the SLOs.
Representatives from measurement team would work with the key grades/sections to refine their student rubrics and develop the assessment timeline and procedures.

At all staff meetings, there is a focus on one SLO. Examples of SLOs in action are shared and celebrated with the staff.
Key grades/sections who are implementing could contribute and share progress.

On staff surveys, items relevant to SLOs, rubrics and processes are included.

On Professional Development days, initial key grades/sections are given time to reflect on their progress in a small group setting.
Members of Action, Measurement, and Planning teams are available to facilitate or collaborate with these teams.

Key grades/sections will report to the community about their experiences implementing the plan.
This may be done in a variety of ways; data will be collected and shared, then used to inform the following year's plan.

Spring 2014 Instructional staff will receive training to help them understand the rubrics and processes used to implement the SLOs.
Representatives from current implementation teams would work with the next year's key grades/sections to refine their student rubrics and develop the assessment timeline and procedures.

PARENTS and STUDENTS

Spring 2013
Parents will receive adequate communication about the intent to begin implementation. PTO, Head Of School and Principals' meetings should include presentations and provide opportunities for parents to express concerns and ask questions. Students will also be told, in advance, that the process will commence in the fall of 2013 for key grades/sections.

Fall 2013

At **Back to School Night** presentations, section principals communicate our SLOs and present the implementation for the year. A concise "flyer" about our Strategic Plan that can be left in people's hands would be a useful "takeaway". The flyer will reference additional sources of information for parents and students.

Parent led **Parent Coffees** will include information about our Strategic Plan.

Tech Connections

As part of an orientation to Moodle, or our internal website, the location and access of strategic plan information will be given.

Access to plan by EALS (English as Additional Language Speakers)
Flyers available in different languages. Google Translator used on websites.
Orientation to Strategic Plan may be held in different languages if resources are available for presentation. For example, Korean parents may attend a meeting that rolls out the Strategic Plan and is translated into Korean. Parent Ambassadors are identified and trained for different language constituencies.
Other resources included as identified and appropriate.

Parent/Student Handbook will include SLOs and Strategic Plan information.

Fall 2013 Student will learn about SLOs and relevant implementation procedures.

This may be done during Advisory, in the homeroom, or at an assembly, depending upon sectional preference.

A follow up segment should be designed to further clarify the role of the student learning objectives, what the rubrics do and how they will be used. This segment would be at the implementation level and be tailored to student and parent audiences. The "take away" packet for these sessions would include the three rubrics for their specific grade level.

Individual classroom sessions could be led either by individual classroom teachers, or by a small team of volunteer teachers or strategic planning team members. The classroom sessions would be designed to answer student questions, deepen understanding and speculate about the kinds of activities students could do.

Spring 2014
Using groups of parents and students, surveys will be used for the purpose of getting feedback and refining the process and materials. The results will be shared with the community.

Create and maintain a flow of articles and newsletters, guest speakers on relative topics that align with and support the value of the student learning objectives. These would be targeted at parents and community.

During **Student Led Conferences,** students will communicate their reflection on their work towards the SLOs with parents and teachers.

Plan of Action
Cost/Benefit Analysis

1. End Result to be Achieved: All staff, students and parents understand the Student Learning Objectives, rubrics and processes for assessing student achievement relative to the Student Learning Objectives.

Benefits	Costs
Celebration of student achievement not otherwise recognized Increased parent involvement in school mission Inclusion of all community members through our efforts to communicate and reach out Increased accessibility and progress towards our mission through articulation of our shared vision Enhanced cohesion of our school community Increased opportunities for leadership throughout the school Creates a variety of methods for helping our community understand the SLOs, rubrics and processes Recognition of strategic planning members by using their expertise to train others Increased presence and school recognition Increased morale and school pride.	Publications will need time for development, and require monetary costs for design and printing. Designers of publications and website should be trained in the SLOs to effectively communicate these ideas and envision how their work supports the strategic plan. Teachers will use classroom time to teach students about SLOs and processes, this may take away from current practice. Students will devote time to reflecting on SLOs and submitting evidence. Current instructional structure will need to be reviewed and assessed to allow time for student focus on SLOs and conferences. Time will be needed to develop valid research questions for surveys. Time to analyze research data. Time for developing the presentation of the Strategic Plan, Back to School Presentations, parent coffee meetings. Staff will attend meetings on Strategic Plan - may take away from focus on other initiatives. Mailing costs for materials sent to new hires.

	Time for training participants: new staff, current staff, support staff, students, parents, administrators, PTO, translators, parent ambassadors. Time for translation and production of materials. Time for relvant teams implementing the plan on Professional Development Days – takes away from their work on other school initiatives. Key grades/sections will devote significant time to implementation, reflection and communication of the plan. Refreshments for meetings. Student Led Conferences may take away time for Parent Teacher conferences. Parents or teachers may feel a need to meet individually without the student present.

Plan of Action
Specific Means

End Result to be Achieved: A process for collecting evidence and assessing student achievement, using the rubrics, is initiated at key grades/sections.

Specific Means to Achieve End Result:

Step # Description of Steps

1. **Determine the participants of the initial phase.** We suggest the process of roll out will be led by the director of Teaching and Learning. It is suggested initiation phase includes volunteer-only grade level teams from upper elementary, perhaps lower elementary, and middle school. The high school is putting a seminar system in place and we suggest the seminar scenario can be used for this initial phase, perhaps in 9th grade. Depending on the level, the assessment process may involve classroom groups, advisory groups, or seminar groups.

2. **Define philosophical framework for operation.** We recommend the initiation phase be framed as an opportunity to help design, shape, learn, and play with the best ways to organize the process of students collecting evidence and holding assessment conversations around the strategic objectives. An attempt should be made to offer early adopters relief from a reasonable number of other responsibilities to ensure they are able to devote the necessary time to this initiative.

3. **Orient participants, determine budget, and define communication plan.** Once the volunteer group is identified, we recommend the person/team leading the implementation of this result should hold a meeting to orient this group to the rubrics and the vision for how this might work. Participants should be given a small budget to support their learning (buy books, attend a conference, etc.) Participants should be asked to gather, record, and document what they are doing to facilitate this process and make it efficient. We assume this initiation phase will begin at the start of the 2013/14 school year and we expect students to gather evidence through March 2014. At least once a quarter, meetings will be scheduled to bring early adopter volunteers together in grade alike conversations to share strategies, problem solve, etc. Teachers/Counselors may also recommend ways to capture experiences via blogging or supplementing with video. In addition, individual teachers may be visited by members of this implementation team to provide support, hear stories, etc. Regular feedback to this implementation team should be encouraged.

4. **Define documentation requirements for initiation phase.** Ask teachers/counselors to maintain resource files of lists of activities, and ways in which students are collecting evidence, and additional ideas for collecting evidence for assessment.

5. **Establish support personnel for process.** The person accountable for this result (or persons designated by accountable party) should be offering support to teachers and monitoring the process.

6 **Establish timing for the initiation phase. We suggest the following for consideration**

a By March 2014, teachers will choose how to handle the summative student assessment (ie. student only, student/peer, student/teacher, or student/parent).

b Summative student data will be analyzed and shared in early April, 2014.

c A culminating meeting by end of April2014 with teachers should result in a specific set of resources to use in this process, recommendations about how to organize students with advisors, and a recommendation for moving the process to scale. These recommendations should then be presented to the appropriate decision-making body for discussion.

d The last month of school year 2014 can be used to share results, prepare teachers for implementation the following fall and align the necessary resources.

Plan of Action
Cost / Benefit Analysis

End Result to be Achieved: A process for collecting evidence and assessing student achievement, using the rubrics, is initiated at key grades/sections.

Benefits

Using volunteer teachers/counselors for the initiation phase will encourage those who like to create new things to participate. It will also develop a sense of internal ownership, because the people who will use the work will define the system.

Providing some relief from regular responsibilities may encourage teachers to devote time to learning and creating during the initiation phase. It will also offer a minor incentive.

Having volunteers from each section will allow us to learn about specific circumstances of each age group.

Regular meetings with initiation teachers will help to capture learning as it is occurring and minimize losing or forgetting new ideas.

By collecting samples and building tools that work in the process, teachers will have support as the school moves to broader implementation.

Teachers acquire professional development through participation in the process.

Include both tangible and intangible benefits

Costs

The creation of the initial parameters and the general organization of this work will require time from the participating individuals. This may require that some other responsibilities be shifted or delayed.

Holding meetings with pilot teachers will require allocation of funding for teacher stipends or substitute teachers, printing, refreshments, etc.

It may be challenging to recruit volunteer teams from each section.

The current middle school advisory curriculum will have to be re-examined and the high school seminar will have to be developed with this in mind.

Training for the initiation teachers will require support from IT, strategic planning team members and others.

IT support will be required if blogs or e-portfolios need to be developed.

School should recognize/reward participants at closure of initiation phase.

Include both tangible and intangible benefits

Plan of Action
Specific Means

Strategic Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities

End Result to be Achieved: Rubrics appropriate to all grades/sections have been developed.

Specific Means to Achieve End Result:

Step# Description of Steps

1. Section meetings, HS, MS, and ES will be arranged for measurement team members to introduce the rubric to each section level.
   *The rubric was designed for high school level students.

2. Measurement team will meet with elementary and middle school staff at individual section meetings. Measurement team representatives will meet with grade level teams at the elementary and middle school levels to go over the rubrics more carefully and to determine whether these rubrics are written in language that is accessible to their students. The criteria for assessing the rubric would be that a) teachers understand and can translate the rubrics into behavior they would see at their level, b) parents would understand and be able to relate to behaviors their child would engage in and, c) students could either understand or have the rubric represented to them in a way that they would understand the expectation or goal. A similar conversation can be had with high school faculty for rubric clarification, although the original rubrics were written for that level.

3. Grade level teachers will be given the option if they prefer to be involved in the creation of a more developmentally appropriate descriptive rubric for their students. Once it's clear which grades/teachers are involved, teams that represent ranges of grades can be assembled (K-2, 3-5, and 6-8). The measurement team recommends that rubrics span at least three grades for continuity.

4. Members of the measurement team would facilitate these teams (K-2, 3-5, and 6-8) through the process of developing parallel rubrics. The rubrics developed by the measurement team would provide the framework. Traits will remain the same with the primary variation being the descriptions of how those traits would manifest at various age levels.

   *If no one decides that the rewording of the rubric is necessary, step 4 would not be needed. If parallel rubrics are developed, they should go through a review/revision process similar to that used for original rubrics.

5. A yearly review will occur in late spring by grade level teams to evaluate if the rubrics language needs to be revised.

6. New teacher orientation 2013-2014 will include introduction of the rubric; specific process of this expectation will be further developed by the end of the 2012-2013 school year.

7. An initial annual faculty meeting will be scheduled to explain the measurement rubric with or without changes from the spring review.

8. A cycle of spring review, new faculty introduction and school wide implementation will be established.

Plan of Action
Cost/Benefit Analysis

End Result to be Achieved: Rubrics appropriate to all grades/sections have been developed.

Benefits	Costs
By meeting with each school (HS, MS, ES) faculty first, everyone hears a similar message and understands the purpose and meaning behind the rubric before being asked to make a judgment about its appropriateness for their grade. By allowing teachers to make the assessment of whether additional parallel rubrics are needed, it will likely increase ownership, whatever course is taken. By having the teachers cogenerate the parallel rubrics it will enhance understanding and ownership; and avoid unnecessary revision and training.	This activity will take time away from other faculty agenda items. If teams assess that a parallel rubric is needed, the development time will be approximately 3-6 hours per team. Refreshments will be needed if teams opt to meet and develop parallel rubrics. $25/meeting.

SUMMARY OF PLANNING TEAM MEETING
MARCH, 2014

STRATEGIC PLAN 2013-2018

2014 UPDATES

On March 10, 2014, the AISC Strategic Planning Team met for a yearly review of the strategic plan. The team was charged with reviewing the work that has been accomplished on the nine end results. These results have been a priority focus for the leadership team this year. While end results are intended to have a one year scope, it is often difficult to accurately predict the actual amount of time needed for implementation.

The planning team was responsible for determining whether or not the nine end results are now considered to be "embedded" or if more time is needed ("extended priority focus"). When an end result is "embedded," the understanding is that appropriate structures, processes, and/or systems have been put into place for the work to be on-going. "Embedded" does not mean "done." In a real sense, "embedded" means that the substance of the end result has become a part of the way the school operates.

The Leadership Team led end results work across all four strategic areas this year – talent, learning, resources, and community. The Planning Team had the opportunity to read all of the end result reports, listen to a presentation from each end result leader and ask for clarifying information or perspective. For the status of each end result, the Planning Team came to a full consensus. At the end of retreat, the Planning Team members unanimously reported satisfaction with the progress made on the strategic plan, acknowledged the positive impact this work is having on the development of the school and recommitted to the future work involved in the plan.

End Result Updates:

Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

1. The culture at AISC is dynamic, open, positive, and engaging, where staff members take an active role in leading and embodying our school's mission. Person Responsible: Andrew.
    a. **Full Consensus of Planning Team: Embedded**.
2. All AISC staff members develop, enhance, and maintain a standard of professional excellence connected to our mission and core values. Person Responsible: Kim.
    a. **Full Consensus of Planning Team: Embedded.**
3. AISC recruits and hires exceptional staff members who embody the school mission and core values. Person Responsible: Andrew
    a. **Full Consensus of Planning Team: Embedded**.

Learning

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

1. AISC has identified a philosophy and designed a service learning structure that empowers students to serve their local and global communities. Person Responsible: Alan and Kevin Hall
    a. **Full Consensus of Planning Team: Embedded. Year 2 service End result is prepared.**

2. AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students. Person Responsible: Kim
    a. **Full Consensus of Planning Team: Extended Priority Focus in 2014-2015. While an inclusion task force has done considerable work on this result, more time is required to assure the deliverables of a philosophy and guidelines for future work.**

3. AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond. Person Responsible: Kevin Crouch
    a. **Full Consensus of Planning Team: Extended priority focus. This End result will be embedded in 2014-2015 once the 1:1 program has been fully launched.**

Community

We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

1. The school engages parents to develop a cohesive community, and support its mission, core values, and student learning objectives. Person Responsible: Sanja Ilic
    a. **Full Consensus of Planning Team: Extended priority focus. While the school has accomplished most of the work in this result, in 2014-2015, there will be emphasis on engaging current parents in the life of the school.**
2. All staff members understand and support the mission, core values, and learning objectives and use them as criteria when making decisions. Person Responsible: Kim and Alankrit
    a. **Full Consensus of Planning Team: Embedded.**

Resources

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

1. AISC has a centralized system to manage and facilitate the usage of available resources within the school community to achieve our mission. Person Responsible: Kevin Crouch and Alankrit.
    a. **Full Consensus of Planning Team: Extended priority focus in 2014-2015. This result is almost embedded. Next year, our back-end system for cataloging and tracking all resources will be in place.**

Internationalism

At AISC, we define international-mindedness 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.

SUMMARY OF PLANNING TEAM MEETING
MARCH, 2015

STRATEGIC PLAN 2013-2018

2015 UPDATES

On March 9, 2015, the AISC Strategic Planning Team met for a yearly review of the strategic plan. The team was charged with reviewing the work done on twelve End Results that have been a priority focus for the leadership team this year and consider and approve four new End Results. Listed below are each End Result and the planning team's full-consensus recommendation as well the approved new End Results.

While End Results are intended to have a one year scope, sometimes they require less or more time. When an End Result is "embedded," the understanding is that appropriate structures, processes, and/or systems have been put into place for the work to be on-going. "Embedded" does not mean "done." In a real sense, "embedded" means that the substance of the End Result has become a part of the way the school operates.

The Leadership Team and others led End Results work across four strategic areas this year – learning, resources, community, and measurement. The Planning Team had the opportunity to read End Result reports, listen to a presentation from each result leader and ask for clarifying information or perspective. For the status of each End Result, the Planning Team came to a full consensus. At the end of retreat, the Planning Team members reported inspiration and satisfaction with the progress made on the strategic plan and the positive impact this work is having on the development of the school.

End Result Updates:

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

1. AISC empowers teachers and students with innovative practices, in a dynamic, technology-rich environment, in order to inspire action in the classroom and beyond. Person(s) Responsible: Kevin Crouch.
    a. **By Full Consensus of the Planning Team: Embedded**
2. AISC has a common understanding of inclusion and has identified research-based strategies that support teachers in differentiating instruction for all students. Person(s) Responsible: Kim Bane and The Inclusion Task Force
    a. **By Full Consensus of the Planning Team: Embedded**
3. AISC uses differentiated instructional strategies and structures to help all learners reach his/her potential. Person(s) Responsible: Kim Bane and The Inclusion Team
    a. **By Full Consensus of the Planning Team: Embedded**
4. AISC has a strong service learning structure where students are engaged and immersed in service opportunities building authentic local connections and greater global understanding. Person(s) Responsible: Alan Phan, Balajee Ginjapalee, and Jason Hicks
    a. **By Full Consensus of the Planning Team: Embedded**
5. AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction. Person(s) Responsible: Kevin Crouch and Kim Bane
    a. **By Full Consensus of the Planning Team: Extended Priority Focus into 2015-2016.** There has been a lot of work on this area and it takes take time to do this well and the team wants to be sure we head into the "age of inquiry" with the necessary systems and foundations in place.

Community
We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

1. AISC uses on-going communication methods that engage and are responsive to our diverse community and alumni. Person(s) Responsible: Kevin Crouch and Madhumathi Ravi
    a. **By Full Consensus of the Planning Team: Embedded**
2. Our school community actively works to build professional and personal relationships that support the mission, core values and student learning objectives. Person(s) Responsible: Sanja Ilic and Andrew Hoover
    a. **By Full Consensus of the Planning Team: Embedded**
3. The School engages parents to develop a cohesive community, and supports its mission, core values, and student learning objectives. Person(s) Responsible: Sanja Ilic and Andrew Hoover
    a. **By Full Consensus of the Planning Team: Embedded**
4. Students understand and support the mission and core values, and are striving to achieve the student learning objectives. Person(s) Responsible: Alan Phan, Joelle Basnight, Kevin Hall
    a. **By Full Consensus of the Planning Team: Embedded**

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

1. AISC has a centralized system to manage and facilitate the usage of available resources within the school community to achieve our mission. Person(s) Responsible: Alankrit Arora and Kevin Crouch
    a. **By Full Consensus of the Planning Team: Continued Priority Focus into 2015-2016.** This End Result seems to have a perpetual character to it. The original Action Plan describes a four-year process. There has been a lot accomplished in this area. Keep up the great work. Next year, the school should segment this End Result into smaller more manageable chunks so that we can be sure we hit the appropriate spots in various places within the school's infrastructure.
2. AISC allocates funds and resources in a systematic manner that supports the current and future learning needs of students and staff in line with the mission. Person(s) Responsible: Alankrit Arora and Kim Bane
    a. **By Full Consensus of the Planning Team: Embedded**

Measurement
The student learning objectives are measurable expressions of the mission and are the focus of this measurement process. The student learning objectives are:

By 2018, all students will:

- *Explore new interests with curiosity and be resilient in pursuing their passions.*
- *Evaluate real world situations, identify problems and design innovative solutions.*
- *Choose to actively serve their local and global communities.*

1. Rubrics appropriate to all grades / sections have been developed. Person(s) Responsible: Jason Hicks and Measurement Team
    a. **By Full Consensus of the Planning Team: Embedded**

Further, the Planning Team approved the addition of four new End Results. They are:

Community: An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational identity, development, strategic planning, community relations, marketing, communications, enrolment / admissions, parent relations, and our nascent alumni relations program.

Talent: A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.

Talent: A wellness program focused on promoting personal and professional balance has been articulated. A framework including a philosophy and structure has been defined.

Learning: AISC has adopted models that utilize flexible learning spaces, collaborative learning, and alternative schedules and all potential human and technical resources to achieve essential skills through student passions.

Parking Lot Items

- Resource End Result - Has the "Human resources "required of this ER been planned and allocated?
- How do we capture the resources usage?
- Creating ways to ensure "pockets of innovation" do not exist.
- Ensure "inclusion" understanding is formally socialized.
- Measurement team - revisit delimiters.
- Consider an end result (future) on environment.
- Blending AISC communities?
- PCA Communication out?
- What are some methods of collecting both qualitative & quantitative data on engaging parents?
- How can we "capture" the words of our students regarding what the mission means to them "showcasing "students processing mission, celebrations of learning?
- Consider ways to formally plan & document ways to create bridges between the 3 sections.

APPROVED

NEW END RESULTS

ACTION PLANS

Added to plan in March 2015

Plan of Action
Specific Means

Strategic Objective: Community

We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

End Result to be achieved:
An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational identity, development, strategic planning, community relations, marketing, communications, enrolment/admissions, parent relations, and our nascent alumni relations program.

Steps:

1. Write a job description for a Director of Advancement (DA) position.
2. Hire a Director of Advancement.
3. Prepare the community for the implementation of this End Result.
4. Develop a plan for office space for the DA.
5. Engage the DA in training on advancement and facilitation.
6. Develop a plan for a transition visit to the school for DA in the spring 2015.
7. Develop plans for the community to celebrate the 20th Anniversary of the school in the 2015-2016 school year and assure appropriate leadership of anniversary events is in place.
8. Develop a Year One work plan based on a three-year implementation framework for the Office of Advancement with realistic targets and methods for evaluating the development of the office.
   ~The DA should assess the current "brand" reality to the inform the development of the AISC "brand."
   ~Develop stakeholder audience messages.
   ~Identify appropriate "targets" for parent and corporate touches.
   ~Evolve the culture of "giving" at the school.
   ~Facilitate the development of the Leadership Team relationship network of community relations.
9. Develop the school's corporate partnership program.
10. Develop the school's alumni network.
11. Develop a "brand management" manual.
12. The development of a budget for the Office of Advancement during the 2015-2016 school year.

Plan of Action
Cost / Benefit Analysis

Strategic Objective: Community

We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

End Result to be achieved:
An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational advancement, strategic planning, community relations, marketing, communications, enrolment/admissions, parent relations, and our nascent alumni relations program.

Benefits	Costs
1. The deliberate direction of community resources to support student learning in various ways at the school. 2. Enhanced capacity of the school to plan and implement communications, marketing, community relations, and eventually fund raising plans and efforts. 3. Coordination of the school's stakeholder groups in such a way that aligns with the Mission and planning ethos of the school. 4. Enhanced community relationships. 5. Development of an alumni network. 6. Coordination of the school's 20th Anniversary events. 7. Enhanced capacity of the Board of Directors to support the development of community relations and giving programs. 8. The evolution of alternative revenue/resource streams.	1. DA salary and benefits. 2. Space for an office for the DA. 3. Over the next three years, expenditures associated with the development of marketing, alumni network, community relations, and giving strategies. 4. The organization will need to learn and respond to the roles and functions of the Office of Advancement.

Plan of Action
Specific Means

Strategic Objective: Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

End Result to be achieved:
A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.

Steps:

1. An annual calendar is developed that allows for enhanced scheduling of Collaborative Professional Learning (CPL) times, such that the model of several day long events is evolved to include frequent early release or late start sessions.
2. More CPL time is provided before the start of school and an extra CPL day is added at the end of the school year.
3. Articulate and describe a program of Collaborative Professional Learning that supports curriculum development structures and processes and the on-going enhancement of instructional practices that will guide our use of CPL times throughout the year.
4. Implement and evaluate the effectiveness of the program on an on-going basis.
5. Develop a program of coaching and leadership for our cadre of learning and inquiry coaches, i.e., Literacy and Inquiry, Technology and Learning, Math Learning, EAL and Learning. A coaching program should facilitate the development of personalized learning opportunities for faculty.
6. Develop and refine a set of belief statements that will frame our CPL Program and compliments and supports our Teaching and Learning Philosophy and Core Beliefs.
7. Develop a three-year rolling plan for our CPL Program, including the use of educator-led workshop approaches that have become a part of the CPL culture of the school.
8. Articulate the purpose and role of a Teaching and Learning Committee (TLC) that serves the organizational nexus of innovation, teaching, learning.
9. Articulate a structure, process, and function of a TLC that promotes on-going innovation, best practice, and progress toward our Mission and Student Learning Objectives.

Plan of Action
Cost / Benefit Analysis

Strategic Objective: Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

End Result to be achieved: A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.	
Benefits	**Costs**
1. By moving from day-long professional learning days to frequent late start/early release days, teachers will receive ongoing, job-embedded professional learning opportunities. 2. We will embed innovation to support professional learning and curriculum development as part of the AISC culture. 3. We will develop the leadership capacity of individuals and teams at AISC.	1. Costs associated with on-site trainings.. 2. Time for Leadership Team to plan personalized learning opportunities. 3. Expenses associated with training for coaches. 4. Costs for consultants and “field experts”. 5. Membership fees to professional organizations.

Plan of Action
Specific Means

Strategic Objective: Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

End Result to be achieved:
A wellness program focused on promoting personal and professional balance has been articulated and established through structures, systems, and processes.

Steps:

1. Create a stipend coordinator position with Job Description and engage this role with a current staff member.
2. The Wellness Coordinator (WC) creates a Wellness Task Force to help guide the development of a program.
3. WC creates a framework for wellness, including a philosophy, structure, and approaches by drafting a Wellness Handbook. The Wellness Program should start with our Mission, Values, Statement on International-Mindedness, and Student Learning Objectives as commitments of the program.
4. The Wellness Program will be developed so that there is shared ownership, not top-down ownership, in the organization, delivery, and quality of wellness programming. In other words, the WC serves as a coordinator and will rely on community members for leadership and participation.
5. WC creates Year 1 master wellness calendar with all opportunities, including local culture events and connections.

Plan of Action
Cost / Benefit Analysis

Strategic Objective: Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

End Result to be achieved:
A wellness program focused on faculty and staff learning, engagement in local culture, recognition, and the nexus of personal and professional development has been articulated and supporting structures, systems, and processes have been established.

Benefits	Costs
1. Enhanced learning culture at the school. 2. Provision of opportunities for faculty and staff to share knowledge, know-how, talent, and passions with others. 3. Provision of opportunities to learn new ways of living in Chennai and India. 4. Provision of opportunities for people to nurture and care for themselves. 5. Provision of opportunities to build communities based on passion and interest among the faculty and staff.	1. Stipend for Wellness Coordinator 2. Ongoing commitment of community members to lead and participate in wellness program. 3. This will add to the activities going on at the school and we need to be cognizant of the view that some think we should be doing less and not more.

Plan of Action
Specific Means

Strategic Objective: Learning

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

End Result to be achieved:
AISC has a framework that utilizes flexible learning spaces, collaborative learning models, and alternative schedules to achieve essential skills through student passions.

Steps:

1. Design flexible instructional schedules that allow for collaborative planning, teaching and learning across grade levels and content areas.
2. Adopt flexible learning schedules that include personal choice and independent inquiry.
3. Enhance the coaching model to provide robust support for sustainable personalized learning design.
4. Articulate the interplay between standards and benchmarks and our mission and student learning objectives.
5. Identify and adopt a system of personalized learning plans for learners.
6. Build and outfit spaces that foster creativity in the context of academic learning.
7. Upgrade classrooms to become flexible learning spaces that can support a wide variety of learning modalities.
8. Create a design/creativity coach position with the outcome of using all available resources to promote new forms of learning.
9. Adopt programs designed to help learners connect beyond school walls via internships, vocational opportunities, and passion projects to fulfill our Mission and student learning objectives.

Plan of Action
Cost / Benefit Analysis

Strategic Objective: Learning

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

End Result to be achieved:
AISC has a framework that utilizes flexible learning spaces, collaborative learning models, and alternative schedules to achieve essential skills through student passions.

Benefits	Costs
1. Greater alignment with our Mission 2. Greater capacity to pursue meaningful inquiry 3. Increased competitiveness with comparable international schools 4. Increased ability to recruit top talent 5. Greater capacity to help all students be successful	1. Classroom Renovation 2. Supporting Technologies 3. Time disruption for re-designing schedules 4. Travel expense to learn from model schools 5. New Positions (creativity/design coach, internship coordinator, online learning coordinator) 6. Build or outfit design studios and CIC renovation.

PLANNING TEAM MEETING SUMMARY
APRIL, 2016

2016 UPDATES

Dear Planning Team,

Greetings! It is amazing how time flies. As we look ahead to our last month of the school year, we have a strong sense of accomplishment and optimism for the future. Next year will be even better than this one.

We want to thank you for your participation and leadership this year. We had another extraordinary nine months of implementation and planning, and your engagement as members of this team makes a significant difference to our collective school improvement efforts. Thank you.

This year we added a mid-year work session and reception to close each meeting. We plan on keeping this framework moving into 2016-2017 school year.

Below, we have attached the report from our April retreat, which includes what we embedded, added, revised and the parking lot items. Please take a look and share any questions if you have them.

We will continue to keep the Planning Team engaged as we consider the future of AISC. We hope you will continue on the Planning Team, if you are remaining in the AISC community. In August, we will send you a confirmation email and our schedule for the year.

Have a wonderful finish to the 2015-2016 school year and a great summer.

Sincerely,

Andrew Hoover, Head of School
Kim Bane, Director of Teaching and Learning
Kirsten Welbes, Director of Advancement

End Result Updates:

Community
We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

1. An Office of Advancement is established to support and develop the school's structure, process, and systems in the areas of organizational identity, development, strategic planning, community relations, marketing, communications, enrolment / admissions, parent relations, and our nascent alumni relations program.
    a. **By Full Consensus of the Planning Team: Embedded**

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

2. AISC has a centralized system to manage and facilitate the usage of available resources within the school community to achieve our mission.
    a. **By Full Consensus of the Planning Team: Embedded**

3. AISC has established programs of collaborative partnerships with organizations that support our core values and mission.
    a. **By Full Consensus of the Planning Team: Embedded**

Talent
The school will hire, develop and retain staff members who embody the school mission and core values.

4. A Professional Learning Program has been articulated and established that is designed to be mission-aligned, flexible, dynamic, personalized, and responsive to AISC teaching and learning needs and to the evolving understanding of best practices in learning organizations.
    a. **By Full Consensus of the Planning Team: Embedded**

5. A wellness program focused on promoting personal and professional balance has been articulated. A framework including a philosophy and structure has been defined.
    a. **By Full Consensus of the Planning Team: Embedded**

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

6. AISC embraces and fosters an inclusive culture where differentiated instruction allows each student to achieve his/her potential.
    a. **By Full Consensus of the Planning Team: Embedded**

7. AISC has a common understanding of inquiry and has provided the necessary opportunities to develop teacher expertise in inquiry-based instruction.
    a. **By Full Consensus of the Planning Team: Embedded**

Further, the Planning Team approved the addition of four new End Results and updated two End Results. They are:

1. **Community.** *Position as a Global leader in Education*
   AISC has promoted and positioned itself as a progressive global leader in international education.

2. **Learning.** *Integrated Wellness Program*
   AISC has an integrated student wellness program in every grade level.

3. **Learning.** *Data Systems*
   Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction.

4. **Talent.** *Hub for Professional Learning*
   AISC has become a hub for professional learning both locally and globally.

Updated Results

5. **Measurement.** *Integrating the Learner Vision*
   A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.

6. **Measurement.** *Understanding the Learner Vision*
   All staff, students and parents understand the Student Learning Objectives (SLOs) and Vision for an AISC Learner, and our structures and processes for assessing student growth and achievement relative to our SLOs and Vision.

Parking Lot Items

General

- Can we clarify the final update consensus building process to determine whether the statements are intended to indicate each item is completely accomplished or identical as a priority to continue doing each year?
- "Independent study"
- Are we translating Admission Packs, Handbooks in different languages?
- Will design thinking model be included in Inquiry Innovation Team?
- The spirit of resource end result 1 was a decentralized way to access the human resources in the community.

Suggestions for Action Plans

- Page #s on all documents. End Results Packet, in order of presentation and separate pages, break in each end result.

Additions to Learning End Result # 9 Action Plan

- Thinking strategically with AISC strategic planning team. Are we asking the right questions?
- Continued professional development opportunities will be offered to further develop expertise in the use of inquiry-based strategies.
- Conversations and workshops to continue to foster shared understanding and value of inquiry will happen both division and school-wide as needed.
- All community members (parents, students, etc.) will take part in dialogues around the value of inquiry based approach.

APPROVED NEW

END RESULTS & ACTION PLANS

2015-2016

ADDED TO PLAN IN APRIL, 2016

1. Community

We will actively communicate, support, and contribute to our core values, mission and student learning objectives so that our community lives the shared vision.

Community End Result #7: AISC has promoted and positioned itself as a global leader in international education.

Build Up, 2016-2017

Solidifying our Core

1. Create a "Campus Brand Guidelines" document that will describe and help assure the prominence of AISC's name, the AISC Mission, Vision, SLOs, Statement on International-Mindedness on campus.
2. Develop and implement a structure and process for displaying AISC's Permanent Art Collection of student work. By end of year 2016-2017, we will see works of students framed/professionally displayed throughout campus labeled "AISC Permanent Collection" with the name of student and year also noted.
3. Expand and finalize a list of all published school materials that promote, describe, and explain our programs. Allocate spaces in the school for the presentation and display of these publications. Assure their appropriate electronic availability.
4. Organize and Implement at least 2 RISE events in coordination with the RISE team.
5. Organize and implement at least 2 Community Symposiums as an extension of the 20/21 Learning Dialogues this year.
6. Re-organize the school's website in such a way that it promotes and describes the school's strengths, its approaches, and its past, present, and future.
7. In collaboration with principals, develop and implement a process for engaging parents so that they experience the power of the learning that happens at AISC.
8. Implement the parent volunteer system by assuring appropriate leadership through the Office of Admissions and with specific achievable goals in year 1.
9. Expand a culture of giving by creating 2 opportunities for giving.
10. Systematize the structure of the alumni network and create avenues for giving and portals for information.
11. Articulate the story of AISC as it pertains to individual stakeholder groups.

Expanding Our Reach

1. Create and implement a schedule of articles to be written about AISC for international publications. Target one article for each issue.
2. Establish and implement a protocol to promote AISC presenters at NESA, EARCOS, ISTE, and other global and regional conferences.
3. Organize at least one AISC Alumni Network Reception.
4. Organize at least one AISC Partner Connect.
5. Organize at least two student alumni events.

Priority Focus, 2017-2018

Solidifying Our Core

1. Creating focused and targeted advertising campaigns directed at faculty and students that have a personal, print and digital component.
2. Identify a yearly goal for AISC to make our campus unique among top tier international schools.
3. Continue to connect with the community and provide unique opportunities for our students in the classroom and outside the classroom.
4. Use and grow the human resource database.
5. Identify and create opportunities for individual giving beyond the whole school approach.

Expanding Our Reach

1. Create an Advancement stream at NESA Leadership.

2. Have active participating in presenting worldwide, but also become a desired venue for workshops.
3. Create 2 distant alumni reunions as well as 2 local reunions.
4. Maintain “expanding our reach” events from 2016-2017.

Cost / Benefit Analysis

AISC has promoted and positioned itself as a global leader in international education.	
Benefits	**Costs**
1. Connected with the community to benefit the students. 2. Making our physical space more beautiful. 3. Coherent visuals and message for the school. 4. Create engaging experiences for our students. 5. Attract faculty and students to the school. 6. Maintain our community feel. 7. Position ourselves and leaders in education and the region.	1. Human and financial resources utilized for these projects 2. Increased awareness of us by regulatory agencies. 3. Disrupting the status quo. 4. Anxiety and frustration as we change. 5. Negative feelings about the corporatization of the school.

2. Talent

The school will hire, develop and retain staff members who embody the school mission and core values.

Talent End Result #6: AISC will be a hub for professional learning both locally and globally.

Steps:

1. Conduct a needs analysis of Professional Learning for the next three years.
    a. Internationally: NESA Feedback from Heads and Principals. What is PDAC planning? Where is the gap that we can fill?
    b. What is the need internationally? What's not offered in the region?
    c. Locally: Survey local schools of their needs
    d. Identify in-house talent who can present on needed topics.

2. Globally
    a. Create and Implement the AISC Jet Airways-Park Hyatt Distinguished Visitors Program whereby Jet and the Hyatt subsidize travel and lodging for guests. Host at least one DVP event with partners.
    b. Partner with a stateside University to offer a MA program that could be accessible for teachers both within AISC and at other schools.
    c. Create labsite for international schools - PBL, Inquiry, EAL, IB, LRC, Child Protection
    d. Connect with experts who can consult with and present at our school.
    e. Explore alternative offerings (such as online, unconferences, blended models)
    f. Apply annually for a NESA Collaboration Grant to assist in the funding of the professional learning.

3. Locally
    a. Determine targeted audience:
        i. Teachers, teacher leaders or administration
        ii. For which type of schools
    b. Create labsite for local schools on topics that are relevant to the local system- PBL, Inquiry, EAL, IB, LRC, Child Protection??

Cost / Benefit Analysis

AISC will be a hub for professional learning both locally and globally.	
Benefits	**Costs**
1. Highlight our campus, programs, school and talent of our faculty 2. Contribute to development and retention of faculty members 3. Provide learning and leading opportunities for our faculty 4. Provide opportunities for our faculty to present 5. Attract potential new faculty to join our school 6. Potentially attract new students to our campus 7. Positions AISC as a leader in innovative teaching and learning practices	1. Communications/Publications 2. School staff for custodial, IT and secretarial support 3. Associated operational costs (utilities, transportation, etc) 4. AISC teacher time out of the classroom 5. Possible classroom disruptions 6. Consumables (paper, sticky notes, pens, etc) 7. Food and drinks (breakfasts, lunches, coffee, tea, etc) 8. Additional secretarial staff dedicated to PL Hub

3. Learning

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

Learning End Result #11: AISC has integrated student wellness programming into every grade level.

Steps:

1. Audit wellness programming currently integrated at each grade level.
2. Determine how best to do a needs assessment at elementary level.
3. Complete elementary needs assessment.
4. Study MS/HS lifestyle survey data as well as ES needs assessment to identify potential wellness strands.
5. Study best practice in K-12 wellness programming.
6. Evaluate effectiveness of current programming.
7. Chart effective current programming vs. strands identified from needs assessment vs best practice.
8. Identify gaps and overlaps in current programming.
9. Determine necessary professional development and/or programmatic changes required to address gaps.
10. Determine best route for resolving programmatic overlaps.
11. Implement new additions to programming.
12. Publish and monitor scope and sequence of K-12 wellness programming.

Cost / Benefit Analysis

AISC has integrated student wellness programming into every grade level.	
Benefits	**Costs**
1. Positive impact on academic performance 2. Reduction in high-risk behaviours 3. Commitment to the whole student 4. Impact on attendance 5. Promote lifelong patterns of healthy behaviour 6. Happier and healthier students/stress reduction 7. Students may discover a passion 8. Complement health education classes 9. Improved results on HS Lifestyle Survey 10. Support/complement the work of school counselors 11. Build opportunities for students to have adult mentors and positive peer support 12. Positive impact on school spirit	1. Outside facilitators/staffing 2. Scheduling logistics 3. Sharing facilities 4. Professional development costs 5. Potential impact on existing advisory and/or PE/Health curriculum 6. Time taken from other subjects 7. Parent education

4. Learning

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

Learning End Result #12: Data systems and tools have been developed, socialized, implemented and used by stakeholders throughout the system.

1. A data taskforce will be created and will continue to look at how we collect, use and gain insight from data.
2. Teachers use MAP data to inform and improve instruction.
3. The ERB WrAP writing assessment is implemented and the data is engaged by all relevant teachers at all grades Grades 3-9.
4. LADDER teams will continue to work and socialize their research and data in collaboration with the data task force.
5. Teachers and school administrators use Learning Analytics data to inform instruction and make programmatic decisions.
6. The Mission-aligned KPI (Key Performance Indicators) Dashboard will be populated and used.
7. The NESA DashBoard is being integrated into the decisions at the leadership level.
8. In the high school, AP and IB data is used to reflect on instructional practices and inform goal-setting.
9. Faculty across all sections use data to improve curriculum and instruction. With the target of achieving more than 80% satisfaction of the faculty with the use of student performance data by academic teams/departments/committees to identify potential gaps in the curriculum.

Cost / Benefit Analysis

Data systems and tools have been developed, socialized, implemented and used by stakeholders throughout the system.	
Benefits	**Costs**
1. Enhance student learning. 2. Making more data easily available for informed decision-making. 3. Evolving our data systems as we prepare for the development of more personalized structures of learning, assessment, and instruction. 4. Enhance the kinds of questions we are asking about our collective effectiveness and impact throughout the school. 5. Gain understanding of our effectiveness in engaging the Mission, SLOs, and Vision of the school.	1. Costs associated with subscribing to the LADDER Collaboration, NESA, KPI, and Data Analytics systems. 2. Time commitment of task force members. 3. Engagement of school leaders in communicating to and organizing faculty to understand and use data.

Measurement Results

Student Learning Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

Measurement End Result # 2: A process for collecting evidence and assessing student achievement, using the rubrics, is initiated at key grades/sections.

New End Result: A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.

Specific Means to Achieve End Result:

1. A Leadership Team sanctioned task force has drafted and socialized the Vision for an AISC Learner.
2. Processes for collecting evidence and assessing student growth and achievement are piloted at each grade level in elementary and middle schools. In high school, each student will have an opportunity to collect evidence and assess their growth and achievement.
3. Instructional staff will be given time to plan for implementation and time for training on the use of the Vision.
4. The Director of Teaching and Learning will assure that structure, process, and success of this pilot work will be communicated at least 3 times during the year to all community members through weekly newsletters.
5. The Vision for an AISC Learner will be included in all handbooks and calendar. The Director of Teaching and Learning will assure consistent communication of the Vision in The Raptor Way.
6. This pilot work will be included as part of the learning and dialogues in all student-parent-teacher conferences and/or HS Discovery Days.
7. The high school formally adopts the Vision as its graduate profile.
8. The Director of Teaching and Learning will assure that the Vision for an AISC Learner will be used as a professional reflective tool for all faculty at least 3 times during the year.
9. The Director of Teaching and Learning will assure that the SLOs rubrics will continue to inform the development of instructional programing.
10. There is feature article in AISConnect, written by the Director of Teaching and Learning, on the Vision and what it means to the school.
11. The Director of Advancement finalizes AISC Way posters and posts at key junction points across the school.
12. The piloting of the Vision for an AISC Learner is evaluated and plans for embedding and formal socialization are prepared before the end of the school year.

Cost / Benefit Analysis

Student Learning Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

New End Result: A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.

Benefits	Costs
1. Offers AISC a bold Vision for learning in the years to come. 2. Alignment of our language and approaches to student learning, growth, and achievement. 3. Commitment to the growth of the whole student. 4. A broader vision for growth, which transcends the SLOs, that is more consistent with all schoolwide foundation documents. 5. Clarity for the expectations of graduates. 6. Connecting the entire community through the Vision -- the AISC Learner is student, faculty, parent.	1. Re-orientation of e-portfolios and the requisite time to support faculty to shift their reflective platform to the Vision for an AISC Learner. 2. Time to train faculty to use the Vision as a reflective tool for students for growth and achievement. 3. Time for faculty use the Vision to reflect on their own practices. 4. Communication challenges should be embraced and all school leaders will have to be creative in connecting their endeavors to Vision elements.

Student Learning Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

End Result # 3: All staff, students and parents understand the Student Learning Objectives, rubrics and processes for assessing student achievement relative to the Student Learning Objectives.

New End Result: All staff, students and parents understand the Student Learning Objectives (SLOs) and Vision for an AISC Learner, and our structures and processes for assessing student growth and achievement relative to our SLOs and Vision.

Specific Means to Achieve End Result:

For the 2017-2018 school year:

1. The Vision is implemented as a reflection tool for growth and achievement across all grades/sections.
2. The Office of Teaching and Learning creates a bifold document, Living the Vision at AISC, which articulates the Vision, the why, and all elements of how we engage the Vision at AISC, including its role as a cornerstone of student reflection, growth, and achievement.
3. In coordination with the Office of Advancement and Technologies, the OTL creates a platform -- Living the Vision -- which shares qualitative examples of how students across the school live the vision.
4. Each principal uses their first Coffee of the year in August to share perspectives on the philosophy of the school --The AISC Way -- and the use of the AISC Vision.
5. The Office of Advancement has coordinated with the PCA network to have parents sharing the Vision at PCA events to connect the work of parents to the Vision.
6. At least 3 times per year, the Vision is used as a reflective device in all weekly newsletters.
7. Each Vision element is given one page in the YBs as a featured reflection.

Cost / Benefit Analysis

Student Learning Objectives

By 2018, all students will:

- Explore new interests with curiosity and be resilient in pursuing their passions.
- Evaluate real world situations, identify problems and design innovative solutions.
- Choose to actively serve their local and global communities.

New End Result: All staff, students and parents understand the Student Learning Objectives (SLOs) and Vision for an AISC Learner, and our structures and processes for assessing student growth and achievement relative to our SLOs and Vision.

Benefits	Costs
1. Offers AISC a bold Vision for learning in the years to come. 2. Alignment of our language and approaches to student learning, growth, and achievement. 3. Commitment to the growth of the whole student. 4. A broader vision for growth, which transcends the SLOs, that is more consistent with all schoolwide foundation documents. 5. Clarity for the expectations of graduates. 6. Connecting the entire community through the Vision -- the AISC Learner is student, faculty, parent.	1. Time and resources to design and implement a Living the Vision Platform. 2. Communication challenges should be embraced and all school leaders will have to be creative in connecting their endeavors to Vision elements. 3. Time and some expense to expand print materials.

PLANNING TEAM MEETING SUMMARY
APRIL, 2016

2017 UPDATES

Dear Planning Team Members,

As we wrap up the 2016-2017 school year, I'd like to take this time and thank you all for the knowledge, insight and thoughtful provocation that you all bring to the Planning Team. We are a better school for your engagement and feedback.

This year was the first for the Futures Summit, and the second time we ran a Mid-Year Work Session. We plan to keep the this framework as we enter into the 2017-2018 school year. Please see the dates for the 2017-2018 school year and note that the dates for the Retreat have moved to May, and it is now a 2-day commitment.

Futures Summit - December 2 FULL DAY
Generative Conversation

Planning Team Work Session - February 22 FULL DAY
First Draft of Buildings 2018-2021

Planning Team Retreat - May 2 and 3 FULL DAY
Final Draft of Building Futures 2018-2021

In order to keep the dialogue continuing throughout the year, we have now created a Strategic Planning Blog, where ideas, resources, conversations can continue even when we are not meeting. The blog has been created, and I will start populating starting in August 2017.

Included in this email is the Report from our April Retreat, the Flash Feedback Summary from the April Retreat, and the updated Strategic Planning Booklet.

As we move into the last year of the Strategic Plan and create the first Building Futures plan, we have the opportunity to reflect on our practices and structures. Please fill out this form, by May 30, to give feedback on the Strategic Planning experience for the 2016-2017 school year.

In addition, we have the opportunity to look at the make-up the Planning Team itself. While we would like to maintain continuity on the team, we also see the move to a new Futures Planning Model as an opportunity to add fresh voices from our community. We invite you to remain on the team and offer you the opportunity to step off. We leave this up to you and ask only that you reflect whether this is where you want to devote your time next year. Please let us know by May 30th.

We hope you have a wonderful final month of the school year and a relaxing and rejuvenating summer.

Sincerely,

Andrew Hoover, Head of School
And
Kirsten Welbes, Director of Advancement

STRATEGIC PLAN

PROPOSED END RESULTS / ACTION PLANS

AND

REVISION

2016-2017

Plan of Action
Specific Means

Strategic Objective: Resources

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

Resources End Result #4: AISC has implemented the Building Spaces 2020 Plan approved by the Board of Directors in November, 2016. This is a four year End Result.

Annual Projects and Steps

2017

Projects *(*Operational/safety/security requirement)*

1. Classrooms of the Future & Flexible Learning Spaces 20# (Grades - PK,K, 1,7, HS Math)
2. Outdoor Early Years Learning Center
3. Main Reception
4. MCs replacement*
5. UPS Renovation*
6. Water Line Replacement*
7. Wash Room Space Renovation*

Steps

1. Engagement and agreement with Architects on retainer and scope of projects-August-September 2016
2. Presentations at Finance and Future committees-September 2016-December 2016
3. Planning meetings with project stakeholders-October 2016-February 2017
4. Presentations to and consistent communication with faculty, parent groups and broader community. October 2016-April 2017
5. Board agreement for project list-November 2016 post joint Futures and Finance committee meeting
6. Finalization of project parameters, vendor shortlist and BOQ's- March 2017
7. Execution in Summer break-June-July 2017

2018

Projects *(*Operational/safety/security requirement)*

1. Classrooms of the Future & Flexible Learning Spaces 25# (Grades - 2, 3, 4, 8, HS SS, HS Eng)
2. Athletics Track with Field Fencing
3. ES & MS Office Renovation
4. Project Adventure
5. LED & Motion Sensors
6. Health Office Renovation
7. DG replacement*
8. AC Plant replacement -1*
9. Wash Room Space Renovation*
10. Fire Alarm and Safety System Renovation*

Steps

1. Engagement and agreement with Architects on retainer and scope of projects-August-September 2017
2. Re-evaluation of project priorities and consideration of variations from the plan. August-September 2017
3. Presentations at Finance and Future committees-September 2017-December 2017

4. Planning meetings with project stakeholders-October 2017-February 2018
5. Presentations to and consistent communication with faculty, parent groups and broader community. October 2017-April 2018
6. Board agreement for project list-November 2017 post joint Futures and Finance committee meeting
7. Finalization of project parameters, vendor shortlist and BOQ's- March 2018
8. Execution in Summer break-June-July 2018

2019

Projects *(*Operational/safety/security requirement)*

1. Classrooms of the Future & Flexible Learning Spaces 16# (ES art, ES music, World Languages, all other needed specialist room upgrades)
2. Campus Aesthetics
3. AC Plant replacement - 2*
4. Wash Room Space Renovation*

Steps

1. Engagement and agreement with Architects on retainer and scope of projects-August-September 2018
2. Re-evaluation of project priorities and consideration of variations from the plan. August-September 2018
3. Presentations at Finance and Future committees-September 2018-December 2018
4. Planning meetings with project stakeholders-October 2018-February 2019
5. Presentations to and consistent communication with faculty, parent groups and broader community. October 2018-April 2019
6. Board agreement for project list-November 2018 post joint Futures and Finance committee meeting
7. Finalization of project parameters, vendor shortlist and BOQ's- March 2019
8. Execution in Summer break-June-July 2019

2020

Projects

1. ES Gym
2. Other projects TBD

Steps

1. Engagement and agreement with Architects on retainer and scope of projects-August-September 2019
2. Re-evaluation of project priorities and consideration of variations from the plan. August-September 2019
3. Presentations at Finance and Future committees-September 2019-December 2019
4. Planning meetings with project stakeholders-October 2019-February 2020
5. Presentations to and consistent communication with faculty, parent groups and broader community. October 2019-April 2020
6. Board agreement for project list-November 2019 post joint Futures and Finance committee meeting
7. Finalization of project parameters ,vendor shortlist and BOQ's- March 2020
8. Execution in Summer break-June-July 2020

Cost / Benefit Analysis

Strategic Objective: Resources

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

Resources End Result #4: AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November, 2016. This is a four year End Result.

Benefits	Costs
1. Classrooms of the future will bring us at the forefront of cutting edge student learning environment with all learning spaces and classrooms renovated as per customized template for that grade/subject level by 2020.	1. Major investment of time on part of the faculty focus group and section principals to finalise specifications for grade/subject level, annual capital project investment of funds.
2. Dedicated early years childhood learning center as a unique facility and tool for enrollment increase in Pre K-K programs. One of a kind facility in the region and the competitive landscape.	2. One time investment in infrastructure for a 10 year period which will pay itself out over enrollment increase.
3. The track will be the first one in the SAISA/ASIAC conference and provide a world class athletic facility for the students, staff and community members. The project will also fence in the main field enhancing safety.	3. One time capital investment for the track with a lifespan of 10 years at minimum.
4. The ES gym will facilitate a dedicated state of the art facility for more than half of the school's student population with better supervision and scheduling and utilize real estate which is under utilized.	4. One time investment for an ES gym with a lifespan of 15 years.
5. Renovation of office spaces to present a modern and welcoming space for community members with full functionality for the stakeholders.	5. One time capital cost for main reception and ES & MS office spaces to last well past 2022.
6. MC renovations will give us a viable and renovated space to have a parent cafe, adult washroom spaces, foreign language school partnerships, crèche, storage and a dedicated multi use staff training room which will serve the purpose and mission of the school.	6. One time renovation cost to have a multi-use, multi layered facility for the full AISC community to last us till 2021. The school will take a holistic view of enrollment trends and necessity to reevaluate the MC area in 2021.
7. Operational aspects of the campus will be upgraded and enhanced to be future ready as well as prevent unforeseen breakdown and ensure safety and security of community members with AC plant, generators, UPS and fire alarm. Modern hardware will also result in lesser usage of electricity and attenuation.	7. Advance capital spend and planned preventive maintenance (PPM). Cost will be offset by savings on spares and continuity of operational facilities.

8. The debt taken for the projects has been under immensely favorable and fixed terms to the school considering geopolitik fiscal climate with no repayment in the first 18 months with minimum cost of borrowing.	8. Debt repayment to commence from 2018-19 school year and be finished by 2021-22 with a net interest surplus income. The school will continue to be well above the threshold of the cash reserve required as per board policy. Every year 80% plus of the budgetary allotments are dedicated to learning end result.

Plan of Action
Specific Means

Strategic Objective: Learning

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

Learning End Result #13: AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook.

Steps

1. Recognize the Curriculum Review Cycle needs further examination to determine connection to other Teaching and Learning Priorities.
2. Designate leadership of Curriculum Network (cCore) to oversee Curriculum Review Cycle.
3. Create a Curriculum Network (cNet) Committee Structure to complete work of the Curriculum Review Cycle.
4. Design a committee workflow from idea generation (iLab) to Curriculum Review to cNet, cCore, and approval committee (TALL) and onto DTL Office for oversight.
5. Establish a Curricular Vision Committee to increase the clarity of understanding about AISC Teaching and Learning Priorities.
6. Commission a Curriculum Review needs assessment.
7. Charge the cCore to increase the depth and understanding of Teaching and Learning Priorities and the Curriculum Review based on needs and review of Curricular Review models.
8. Chart most effective programming to better link Teaching and Learning Priorities to support Curriculum Review.
9. Determine human resources needed for expanded importance of curriculum review and implementation.
10. Continue the revision process of the curriculum review process with cCore supervision.
11. Implement the 2017-18 Curriculum Review Cycle.
12. Create an organizational, vertical structure for the integration of entire (multi-year) curriculum.

Cost / Benefit Analysis

Strategic Objective: Learning

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

Learning End Result #13: AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook.

Benefits	Costs
1. Elevate the strategic importance of curriculum revision, planning, and development. 2. Enhance the shared vision for continuous improvement in the areas of curriculum, instruction, and assessment. 3. Enhance the organizational capacity to effectively review, revise, and develop curriculum and instructional practices. 4. Enhance the vertical the alignment of curriculum, assessment and instructional practices. 5. Continuously enhance our curriculum, assessment and instructional practices. 6. For our faculty, enhance and clarify shared understandings of curriculum and instruction structures, processes, and outcomes. 7. Enhance our systems and practices for communicating all facets of our curriculum to stakeholder groups.	1. Commitment of leadership through the Office of Teaching and Learning. 2. Increased organizational focus at all levels -- Board Academic Committee, Leadership Team, TALL, and Coaching Collaborative, etc. -- on the ongoing work of curriculum development. 3. Commitment of time and talent among our faculty to support and lead in the development of our structures and processes. 4. The appropriate allocation of professional learning time and funding for relevant topics in the area of teaching and learning. 5. Commitment of time from leadership to assure appropriate communication through Town Halls, coffees, blogs, etc. of curricula and the ongoing work of curriculum development.

Measurement End Result # 3

All staff, students and parents understand the Student Learning Objectives (SLOs) and Vision for an AISC Learner, and our structures and processes for assessing student growth and achievement relative to our SLOs and Vision.

One Year Priority Focus 2017-2018

Proposed changes highlighted below:

All staff, students, and parents understand the ~~Student Learning Objectives (SLOs) and~~ Vision for an AISC Learner, and the structures and processes for assessing student growth and achievement relative to the ~~SLOs and~~ Vision.

Two Year Priority Focus 2017-2019

End Result Updates:

Embedded End Result

1. **Measurement:** A process for collecting evidence and assessing student growth and achievement, using the Vision for an AISC Learner, is initiated at key grades/sections.

Ongoing Priority End Results for 2017-2018

1. **Community:** AISC has promoted and positioned itself as a progressive global leader in international education.

2. **Talent:** AISC has become a hub for professional learning both locally and globally.

3. **Learning:** AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others.

4. **Learning:** AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.

5. **Learning:** AISC has an integrated student wellness program in every grade level.

6. **Learning:** Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction.

New End Results for the Strategic Plan for 2017-2018

1. **Resources:** AISC implements the Building Spaces 2020 Plan approved by the Board of Directors in November, 2016

2. **Learning:** AISC has integrated a revised Curriculum Review Model as articulated in the AISC Teaching and Learning Handbook.

Updated Result for 2017-2018

1. **Measurement:** All staff, students and parents understand the Vision for an AISC Learner, and the structures and processes for assessing student growth and achievement relative to the Vision.

April Retreat Flash Feedback

Level of satisfaction with the progress made so far on multiyear or ongoing end results.

Community: AISC has promoted and positioned itself as a progressive global leader in international education.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 3.30			

Comments:

- Yaron: Wow! Variety of initiative to achieve the end result. Social media, hosting of events at school - alumni events (Korea too); competitions and seminars.
- I want to question the definition of "progressive global" leader. We are half way down but the destination is yet vague. I think we made progress on marketing but I think the goal that was set in the first place was dramatic and superficial.
- Lots of great progress with promotion and advancement. I agree the question of how we define ourselves as "progressive" is still a conversation to keep having. For example - if only admitting students of "excellence" locally, does that fit a progressive model?
- So much good stuff has gone on year 1. Will be great to see the things coming up for year 2! We've done a lot of good things in terms of promotion! What does "positioning" mean? How to measure that?
- There has been a lot achieved in the past few years. Career Practicum Program needs more variety in order to meet the needs of the students.
- Kevin: You are doing a fantastic job! Love the energy and vision you bring.
- Local corporates feedback on how well we are doing. Alumni feedback on preparedness for college life.
- Andrew: Keep up the great work!
- Suzanne: Progressive? Not always my experience. How are current parents included in this? Do they feel this is relevant to them?
- Pepper: Still wondering about "progressive". This seems like a big job - great start!
- Gregg: When the conversations around what is progressive occur, a second question may be what data do we have to show that these progressive ideas are part of the culture of the school?
- Keryn: Awesome job Kirsten!
- I believe AISC is well on its way as a progressive leader in international education. I am not convinced we are fully exploring all the ways we can position ourselves "globally". For this to happen, we need to actively seek feedback from our corporate partners and from colleges who admit our students.
- Ryan: The diversity of this action item allows for many routes to success. But also may make any omission seem critical. "Progressive" and "global leader" are a huge challenge. Plenty more to do.
- There is a lot of energy on promoting and connecting, but perhaps not enough focus on the internal development of curriculum at this point. What's being promoted is mostly "extras" rather than the core of our program of study. Our core needs to be stronger.
- Plans for progressive conversations?
- Morgen: Progress is being made - evidence, when attending conferences outside people are commenting positively about our school. Agree about the piece about defining progressive. Have we reached the status / title?
- Nigel: Focus should continue to drive the external marketing of the innovative cutting edge program offered at AISC.

- Joelle: We have made great gains this year! Think of the framework. Shannon a great addition.
- Room for improvement.
- I believe we are progressive, if we are a leader who is our peer group?
- Laurinda: The social media aspect has come a long way. I would like to see more parents involved in viewing those somehow! It's a great start! Looking forward to seeing the updated website.
- Sanja: How do we identify where we have positioned ourself? Who do we get our external feedback from? What is our measurement?
- I love the push for additional focus on the external advancement. Our hosting of international events will further our global positioning.
- Karen: It sounds like a great start on all three fronts: internal, external, marketing. How well are we doing in delivering a progressive curriculum?

Talent: AISC has become a hub for professional learning both locally and globally.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 3.42			

Comments:

- Yaron: I think a lot is being done regarding making AISC a "hub but I am unsure how much is being developed on a local or global scale, especially locally.
- I like how we are trying to host as much as conferences as possible. I concern that we might get to a point where it becomes losing the focus and just be that kind of school who tries to do as much as possible but not extraordinary at any of those things. I also question whether it is even possible to become a local learning hub if we don't even accept local students.
- I think this is one of the strongest aspects of our school. We are definitely committed to providing opportunities for teacher learning and growth!
- Do you see this expanding more? In what directions? What opportunities are there for us to put our learning out there?
- There has been a lot of opportunities for professional learning and improving teaching methods. However those could be done on the follow-up.
- Kevin: We are doing so much but how much more can we add to the system.
- Great start. Need to continue and add. Faculty feedback; departing faculty exit interviews. Invite local educators to participate in the events we host.
- Andrew: Great momentum!
- Suzanne: Great goal and processes. Responsibility to share with local schools etc.
- Pepper: Is it s "hub" in the sense that other (teachers?) people come here to learn or that we are learning?
- Gregg: How might we ensure that there is depth and greater understanding / implementation of the learning that faculty is exposed to. In this way it will be part of the collective culture in the classroom and school overall.
- Keryn: Improve which consultants are coming in to lead faculty workshop. Input from all not obscure / outdated names.
- What indications do we insist on to link professional learning and student achievement? How much professional learning is too much? How do we attract the stamped professor to teach at our school? Do we reflect our students impression about how they feel about their teachers vis-a-vis their PD?
- Ryan: Agreed that we're more focused on global (from what I see) than local (India-wide?). Some caution about losing our focus on our real customers - families/students is necessary. Keep the ball rolling.

- I agree with the priorities of selecting great talent as well as developing talents. I want to encourage the continued identification of the instructional values we want to see or we expect to see in daily practice at AISC as a method of development.
- Definitely a great learning hub.
- How can we be a resource and hub locally? More for educators. We do well for kids.
- Morgen: What do we do with the learning after an event? How do we take the best of what we learn and make it our own?
- Nigel: Could we collaborate with local schools when we engage with consultants> I really appreciate the quick work that has been done to elevate the quality of the learning opportunities.
- Joelle: Dan is on fire! I would love to see us develop a 2-3 year plan that is strategic in terms of building relationship. With consultants, with Dan in year 2 things will move even more!
- Good effort; sometimes when some selected are not working out, letting them go or not retaining them is also important in keeping quality high.
- Laurinda: I like that you are bringing in people for professional learning that our teachers are able to present at our place and others!
- What is the evaluative method / criteria used when selecting faculty? How critical is experence in their teaching area? How will you deal with our geographic location being a detriment?
- Karen: Again, the MS writing conference, makeology, upcoming library conference, bringing folks here for math, adaptive schools. We are on our way. Locally - How are we doing within the local community? (Chemun, Stemfest, WSC)

Learning: AISC has established a culture of service where students are intrinsically motivated to transfer their academic knowledge allowing them to create experiences that improve the lives of others.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 3.04			

Comments:
- Yaron: AISC has an incredible service culture and students ARE intrinsically motivated to learn and do service.
- I think it is impossible or extremely complicated to motivate “intrinsically”. We have done nothing to “intrinsically” motivate, we just motivated them using external forces and “summative” assignments. Did we motivated ES? Yes. Intrinsically? Absolutely not.
- Although I see that we’ve added more “service” activities, but I don’t yet see the intrinsic motivation or the academic connections (at least as of yet). And I agree with Keryn’s point that there is a difference between just “service” and “service learning”. Glad that the team is thinking about this.
- How do you measure intrinsic motivation? Does is always need to be connected to the “transfer of academic knowledge”?
- Since learning has matured over the past few years from being purely charity but more needs to be done to foster intrinsic motivation. Math matters is a perfect example for intrinsically motivated.
- Kevin: I think integration into well-designed units of learning through PBL will help us take the next step.
- A lot of good work being done. Would be nice to hear from alums as to whether they continue service once they leave.
- Andrew: We have come a long way and we have more to do!
- Suzanne: Not sure where it is part of curriculum. Intrinsic motivation?
- Pepper: Strongly satisfied on continuing to work on this. I agree we aren’t done. Satisfied - how do we measure intrinsic> or how do we know if it is our culture.

- Gregg: What approached / strategies besides exposure to some activities (SEVAI) day can we get to the intrinsically motivated and what approaches are we making it happen through the curriculum?
- There is ample evidence that our students are being transformed when the service activity are well thought out and perhaps associated with global service leaders. Can we bring more of those in? Can we create our own model (progressive, global)? How are we progressing on non-professional learning?
- Ryan: Am sure that sevai and his clubs need more connection and that clubs need more support. The constant question is how can we measure this better?
- I like that service has been established as a thing that all students are engaging in. I agree that the next steps are to analyze the sustainability of projects and building intrinsic motivation.
- Could be more role models are needed. Set by example.
- We have many more opportunities that we are missing out in Chennai.
- We can do a better job educating organizations that young students can help.
- Morgen: From an elementary point of view, this is going well.
- Nigel: The development of the faculty service learning opportunities will hopefully support the growth of the student program.
- Joelle: I think we do this in pockets all over but the entire program does not feel strategic, coherent or coordinated EY-12.
- Repeated exposure to service opportunities will make it 'habit forming' for some who may not have otherwise been so inclined. Especially those service opportunities that break stereotype of "charity work".
- How do we measure intrinsically motivate? How many repeat experiences here?
- How can we build a program where students more frequently bring their own ideas for service forward rather than faculty bringing the ideas to the table?
- Karen: Are we there? More work needed in shifting the paradigm. Some classes/students get a richer sense of this than others. May be we see this more as a cumulative effect that comes to fruition in HS and beyond. Our 2014 grad has joined a service fraternity and has become much more service-oriented as he has matured. (Evidence to collect, alumni).

Learning: AISC has inquiry-based strategies that are integrated into instructional practice in order to foster a sense of curiosity and inspire action in the classroom and beyond.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 2.88			

Comments:

- Yaron: I didn't really hear any examples of how inquiry is being implemented into instructional practice. I heard a lot about why inquiry is important, which is great but not much on how this ER will be achieved.
- Completely no explanation of how does the "inquiry" process works. Just saying "there is inquiry" is somewhere over the rainbow and doesn't satisfy me.
- I really believe in the message and the philosophy. I agree we need more time to embed these ideas in our faculty.
- We are on our way! There is a lot of evidence of this taking place at school, good to continue building on ways to make it more systemic.
- More room for growth.
- Kevin: We will know we are there when the most number of questions asked in the classroom are asked by students.
- Needs to continue. Is this disruptive when introduced? How does this impact curriculum? Needs "outside class" mentors for students.

- Andrew: Let's get to the targets.
- Suzanne: Love this. seeing this in my kids classrooms.
- Pepper: My thoughts - Are they integrated? We need some follow up after the consultants. Strongly satisfied - I completely agree with what Dan said about continuing focus. Dissatisfied - LA teachers following the TCR & W. Question - workshop by the bool - where does that fit in here?
- Gregg: I don't believe in grades. What systems can be put in pace that we can ensure the work of Suzie Boss etc is kept alive without it feeling like it's another "training" we have to do. That is part of the authenticity piece. The protocol she used is an example of keeping it alive in an authentic way.
- Keryn: We will never get to inquiry if we remain limited at the knowledge and standard level only. We also need a proper framework, time to develop conceptual unit planners and make space for authentic inquiry. Has to have more buy in and common understanding by the leadership team.
- Agreed that this needs more time. Believe that unless all teachers are comfortable as "experts" or "domain leaders" it remains theoretical.
- Ryan: This has chugged along nicely!
- One indicator that could show we're "there" with inquiry is that our teachers are comfortable talking and sharing moves that they make intentionally to support student growth in inquiry. More time is needed to continue what;s only just started.
- Not all teachers understand inquiry fully. They think it is something separate rather than an integrated practice.
- Morgen: I agree with Dan's comments about giving this more time.
- Nigel: We appear to have made some strides with this goal this year. I appreciate that we are going to invest in supporting faculty to fully understand this.
- Joelle: I think we are on the right track with Dan defining the multiple "looks"of inquiry and the current state of affairs in each section. This is important fundamental work to move forward. Go slow to go fast.
- This is well integrated I think. Always room to do more.
- Laurinda: How will you measure students on inquiry? Is on year long enough to embed?
- How are you ensuring that all aspects of our curriculum are being given the tools they need in order to make this goal a success? Some of the PD offered does not address speciality areas well.
- Karen: We are on the way - clearly not embedded. What has happened to inclusion and immersion? How do we ensure that "embedded" end results continue under new leadership? What does inquiry look like within an immersion/inclusion model.

Learning: AISC has an integrated student wellness program in every grade level.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 3.15			

Comments:

- Yaron: I had wellness this morning and as a senior, I've been quite heavily involved with AISC's wellness program. It's excellently run and I command the admin and faculty for their genuine care towards students.
- It's only one year and it is too early to ask for outcomes. I suggest it would be nice if there was inspiration given to students and more closer approach to every individual, although I understand it is realistically hard.
- Good work on getting a wellness program program started. So important! Integrating part is important - good to keep developing (i.e. school curriculum, offerings etc.)
- We do have the wellness program at every section level but not at every grade level.

- Keep up the great work!
- Advisory for all grades? Generate guidance - time management; dealing with team mentors; need for physical activity and food habits.
- Andrew: Great progress!
- Suzanne: Need to see end result. Not quite sure what this includes.
- Pepper: We are working on this. I look forward to seeing next year's progress.
- Gregg: How do we turnover what we are already doing in regards to "wellness" and students is keeping them "well"? What various data points are we looking at?
- Keryn: Keep the wellness coming! What is the plan for wellness in the ES after Meg leaves?
- For next year - measurement + reporting on this learning end result on student wellness will be welcome.
- Ryan: Huge task with plenty to do still.
- Keep moving forward.
- Moving in a great direction that is parallel to faculty wellness.
- Morgen: I need more information about what's been done. I have not seen any of the framework as a classroom teacher. I would love to see mindfulness continue in the elementary school.
- Nigel: I wonder if we want to select some wellness philosophies as the basis of our program. Should we consider collecting student data on wellness focuses to measure growth?
- Joelle: I think we could have refined the content in the framework more if we had found more time to meet - we may have left too much for next year's team. Sorry!
- My kids have had no reason to complain. Perhaps sharing more about this explicitly with parents would be helpful.
- This is a huge plan. Why is divided into two parts? Why is there a hand off? How are we willing to allow faculty leadership to create strategic plan?
- Extending a more holistic program in all divisions, from PreK-12 could be expanded.
- Karen: Nice work. Mindfulness should be a foundational piece of this work from EY-21. Is it?

Learning: Data systems, tools and processes have been developed, socialized and implemented to examine qualitative and quantitative student data to inform instruction.

4	3	2	1
Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Average Rating 3.13			

Comments:

- Yaron: Powerschool is a great program! It seems that there is indeed progress and a plan to better more quantitative data representation tools to support curriculum instruction.
- I concern that we have too much data and we don't use that effectively.
- It does seem like a bit on a contradiction - inquiry vs. "testing to determine a level of achievement". Also, since we haven't seen this yet it is hard to know how it will be used.
- Andrew: Good work! More to do!
- Suzanne: Interesting development and growth!
- Pepper: I agree with extending it into next year. Teachers haven't been trained, so it's good to keep going.
- Gregg: How do we ensure this does not collect dust while at the same time maintain its authenticity?
- Keryn: Glad to see this continuing. Please ensure all teachers and admin. know how to use it too!
- Can we see the data to prototype a model use of this data with a small group of students before extrapolating it to a larger interest? Kevin - you have been a superstar in leading the technology and learning. You have set a high bar in innovation and the challenge for your successor is set even higher!
- We're collecting the data better than we use to. More work will need to be done around how it will be or should be used.

- We have a lot of data and I feel teachers are overwhelmed by it. Choosing and selecting the data for them could help guide them.
- Morgen: I agree with Kevin's proposal to extend.
- Nigel: I wonder if committees in each section could work on understanding the data and developing protocols for prototyping.
- This is very important. Learning from data is vital - could really provide insights that can improve student life. Data from alums could be great marketing for AISC and learning for current students.
- I believe the work that needs to be done is on examine data. What is the plan for that? What is our sample?
- Laurinda: This is an awesome start!
- More consolidation of student information would help to move this forward. Currently it is difficult at times to know where to find certain student information as it is in a variety of locations/systems. A streamlining if you will of locations that data is housed in.
- Karen: Yes. Slow progress. Keep as a top priority. Dying to learn and analyze WIDA/ common assessments data.