

**The following Strategic Plan was approved by the AISB Board of Directors  
in November, 2008 as follows:**

## **American International School of Budapest**

### **Strategic Plan 2009-2012**

## **AISB mission statement, vision, and values**

### **MISSION**

The American International School of Budapest prepares its students to be responsible global citizens and inspires in each a passion for knowledge and life-long learning. We are a nurturing and diverse community that instills respect for self and others, develops the whole child, and strives for academic excellence.

### **VISION**

By 2012 AISB will be a leader among the international schools of Europe, recognized for its outstanding students, dedicated faculty, excellent facilities, and rich and challenging programs for students and the community.

### **VALUES**

- 1 We are an inclusive and involved community of students, teachers and parents.
- 2 We appreciate each member of our community as an individual with unique talents and abilities.
- 3 We embrace the American philosophy of education and its approach to teaching that emphasizes critical thinking skills, creativity and inquiry-based learning.
- 4 We deliver an internationally focused curriculum that encourages open-mindedness, tolerance and cross-cultural understanding.
- 5 We respect our host country's culture, traditions and environment.
- 6 We require personal integrity and ethical behavior.
- 7 We advocate social responsibility and community service.
- 8 We promote an open and caring dialogue in which each voice is heard.

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## **INTRODUCTION**

In May 2006, the Board of Directors of the American School of Budapest initiated a Strategic Planning framework and timeline to ensure that AISB proactively plans for the future. The framework was intended to enhance a 2005 Board decision to consolidate both schools on a single campus. These developments reflected not only the solid finances of the school but also the Board's student-centered commitment to academic excellence and its vision of AISB being fully recognized as a premier educational institution in Europe.

Initial priority has been given to the consolidation process which has four phases: the purchase of land adjacent to the Nagykovcsi Campus; the building of sports fields on the purchased land; the construction of an elementary building on one of the already existing sports fields; and the sale of the Buda campus. AISB is now actively engaged in this third phase of the consolidation process.

A major driver in planning the elementary school has been the Board's decision in May 2007 to grow the school to a maximum of 1,000 students. This became the basis for the production of an Educational Specifications Report composed by an outside consultant, which in turn informed the New Elementary School (NES) design. While the structure of the number of classes per grade level in AISB has been finalized, the Blueprint continues to be a living document since the educational programs and staffing will continue to evolve through a process of school improvement and innovative curriculum review. The expectation is that the curriculum evolution will continue up to the Vision date of 2012 and beyond.

In tandem with these developments was the activation of a two-phased Strategic Planning process in January 2007. The first phase developed our school Mission, reviewed and further refined our core Values, and determined our Vision of where AISB will be in 2012. Over a period of six months a series of round-table discussions responding to six key educational questions involved representatives of the school's constituencies: students (grades 5 through 12); faculty; administration; parents; and the Board. The final outcome was Board approval of the Mission, Vision and Values in June, 2007. AISB was now ready to move on to Phase Two.

The Board and Administration recognized that the strategic planning of facilities was already covered in the Campus Consolidation Project. However, they determined that there were four areas that were either so important that they needed to be further highlighted or that had not been thoroughly researched or developed in the past. As a result, four Task Forces were given the mandate of investigating the areas of Students and Teachers, Technology, Marketing and Development, and Community. The remit was to develop a series of relevant goals, objectives and action steps that would help take the school to the next level and ensure the achievement of the 2012 Vision. The details are set out in Section Two of this document.

AISB believes that this Strategic Plan clearly defines the path that will enable the school to achieve its objectives within the 2012 Vision, and at the same time affirm its Values and Mission.

## **SECTION 1. AISB DEFINED**

### **Background**

The American International School of Budapest is an independent, not-for-profit, day school. We serve the needs of international and Hungarian students whose parents want an education that emphasizes critical thinking, creativity and inquiry-based learning for the global citizens of tomorrow. Our language of instruction is English. We are recognized as a dynamic, nurturing and welcoming community that values multicultural respect and interaction, believes in the importance of the whole child, and strives for academic excellence.

The School has been very successful in attracting families who seek an American, inquiry-based approach to education applied to an international, broad-based curriculum. Currently the School enjoys the largest share of the international student market in Hungary with an enrollment of 800, representing 57 nationalities.

Initially established as a small elementary school by the United States Embassy in 1973, AISB enjoys a unique status within the framework of an agreement between the respective governments of the United States and Hungary. We are a recognized institution under Hungarian law and are registered with the Hungarian Ministry of Education. We are governed by an international Board of elected and appointed members, and the United States Ambassador to Hungary acts as our Honorary Chair.

The School is accredited by the Council of International Schools and the Middle States Association of Colleges and Schools. All graduates leave the school with an American High School Diploma. The majority also elects to prepare the International Baccalaureate Diploma and Certificates, examinations in which AISB has always had results above the world average.

### **The Future**

By 2012 the School will further strengthen its position as a leader among the international schools of Europe and be recognized for its outstanding students, dedicated faculty, excellent facilities and rich and challenging programs for students and the community. Indeed, we can confidently say that we are at that point now in many areas.

However, AISB believes that self-improvement is a never-ending continuum that is palpably alive. Our Strategic Plan is a commitment to continued improvement in the delivery of our educational programs, to our sense of community and to the communication of our Mission, Vision and Values. At the Campus Consolidation planning level, the third phase will produce an exemplary New Elementary School, which has been curriculum-driven in its design. Moreover, it is being built according to LEED certification (Leader in Educational and Environmental Design), and will be the first school in Central Europe to achieve this distinction.

AISB therefore presents this Strategic Plan, representing the combined efforts of the Board, Administration, Staff, Faculty, students and parents, to our wider communities. Our work will further articulate the School's unique "brand" and define the "School of 1,000 Students" while highlighting and deepening our distinctive character.

AISB is building its future from a position of great strength. We have a multicultural and engaged student body, dedicated and highly qualified faculty and staff, state-of-the-art facilities, a strong academic curriculum, excellent and diverse sports and civic programs, a supportive parental constituency, and a committed Board and Administration. This Strategic Plan will move AISB further down the road of school improvement within the constraints of prudent financial stewardship.

By 2012 the AISB campus will be a pre-eminent, state-of-the-art educational facility. We will continue to offer a holistic learning experience, Pre-K3 through grade 12, that provides the foundation upon which its students will grow intellectually, responsibly and ethically within our Values system and through a commitment to our Mission.

Within this framework, we commit to inspire a passion for knowledge, life-long learning and excellence, as well as appreciating each member of our community as an individual with unique talents and abilities.

## STRATEGIC AREA 1 – STUDENTS AND FACULTY

AISB's Mission, Vision, and Values emphasize academic excellence and a rich and challenging program. To make certain that we are realizing these principles, AISB needs to further develop its strengths in areas of curriculum, teaching and learning, and student support. Stronger performance in these areas will ensure that successful, measurable, and appropriately assessed progress is attained by all students in a nurturing, supportive environment, facilitated by inspired and diverse teaching of a consistently high standard. These qualities are especially critical as the school develops its blueprint for the 1,000-student school.

AISB currently has a strong base in the areas of curriculum instruction and student and teacher support. However, as we make the move from "good" to "great" and realize our vision of becoming a leader among international schools in Europe by 2012, areas such as the learning environment, student and faculty accountability, and faculty recruitment and retention require further consolidation. Achieving the goals outlined below will help us realize our educational essence, which is rooted in a commitment to academic excellence, the American philosophy of education, internationalism, and high-caliber teaching within an environment of challenge for each student.

### STRATEGIC GOALS

**GOAL 1 – Define and embed the concept of academic excellence at AISB by providing students with an ever-more challenging learning experience based upon the best practices of both the American philosophy of education and an internationally focused curriculum.**

#### **Rationale:**

A fully developed concept of "academic excellence" will make AISB an exciting learning experience for both students and staff. We believe that a fully realized tradition of academic excellence provides a distinctive edge and adds value while benefiting all students in all divisions. Moreover, enhanced vertical alignment, consistent assessments, benchmarks, and standards will optimize student achievement and mobility. As they pursue both curricular and extra curricular activities, our students will gain greater awareness of competencies they need to meet for future challenges and grow into globally competitive adults.

#### **1. Establish a common understanding of academic excellence at AISB**

##### **Action Steps**

- 1 Seek general definitions of academic excellence through literature and benchmarking
- 2 Articulate specific definition of academic excellence for AISB
- 3 Articulate specific definition for each AISB program
- 4 Determine what academic excellence looks like at each grade level
- 5 Incorporate into written curriculum documents
- 6 Link definitions of academic excellence with assessments in each subject at each grade level
- 7 Incorporate concept of academic excellence into faculty evaluation procedures as specific outputs and into student learning and personal awareness criteria
- 8 Update AISB literature to both external audiences in light of developments
- 9 Explore possibility of program speaker through Office of Overseas Schools

##### **Completion Date**

- |     |              |
|-----|--------------|
| 1-2 | June 2009    |
| 3   | June 2010    |
| 4-5 | June 2010    |
| 6-7 | June 2011    |
| 8   | June 2012    |
| 9   | June 2009-11 |

**2 Assess and improve vertical curriculum for all subjects in order to facilitate smooth transitions between grades and divisions**

**Action Steps**

- 1 Review current curriculum documents and evaluate them against accepted definition of clearly defined and balanced vertical curriculum
- 2 Develop guidelines to achieve clearly defined, balanced, developmentally appropriate, and vertically aligned curriculum documents
- 3 Meet with colleagues across divisions to ensure understanding and documentation of the AISB balanced and vertically aligned curriculum
- 4 Oversee and coordinate implementation throughout divisions
- 5 Communicate and publish AISB curriculum documents
- 6 Develop an effective and transparent way to communicate AISB's expectations regarding teacher accountability for implementation of said curriculum

**Completion Date**

- |     |           |
|-----|-----------|
| 1   | June 2009 |
| 2-3 | June 2010 |
| 4-5 | June 2011 |
| 6   | June 2012 |

**3 Develop a clearly defined assessment program that measures the achievement of curriculum objectives**

**Action Steps**

- 1 Evaluate current AISB assessment policy and practices
- 2 Apply *Backwards By Design* strategy for enhancing formative and summative assessment practices
- 3 Develop mechanism for ensuring teacher accountability in student assessment and learning outcomes
- 4 Document agreed and the assessments implemented

**Completion Date**

- |     |           |
|-----|-----------|
| 1-2 | June 2011 |
| 3-4 | June 2012 |

**4 Strengthen system of benchmarking for AISB curriculum**

**Action Steps**

- 1 Establish K-12 subject area standards that support the AISB Mission, Vision and Values
- 2 Research and determine benchmarks appropriate to AISB for each grade level in each subject area
- 3 Implement consistent use of standards and benchmarks in curriculum planning and assessment

**Completion Date**

- |   |           |
|---|-----------|
| 1 | June 2010 |
| 2 | June 2011 |
| 3 | June 2012 |

**5 Clarify and strengthen school-wide process of student academic and social accountability**

**Action Steps**

- 1 Establish fair and appropriate expectations and standards that challenge students to learn
- 2 Develop system to evaluate student progress in meeting benchmarks and standards in curriculum
- 3 Communicate academic expectations to parents, student, faculty, and staff to establish a culture of learning
- 4 Align grades, grading, and reporting methods and procedures with benchmarks and standards to ensure consistency
- 5 Develop an "improvement plan" including procedures for students who are not meeting AISB expectations

**Completion Date**

- |     |           |
|-----|-----------|
| 1   | June 2010 |
| 2-3 | June 2011 |
| 4-5 | June 2012 |

**6 Examine the merits of adopting PYP/MYP programs**

**Action Steps**

- 1 Form PYP/MYP Review Team and determine methodology of approach
- 2 Analyze and compare PYP/MYP methodologies with current AISB curriculum practice
- 3 Determine resources and costs needed to initiate, implement, and sustain program
- 4 Ensure communication with all constituencies at key stages of review
- 5 Prepare recommendation for Board approval

**Completion Date**

- |     |           |
|-----|-----------|
| 1   | Feb 2009  |
| 2-4 | June 2009 |
| 5   | Sep 2009  |

**7 Enhance understanding, implementation, and practice of AISB values within student community**

**Action Steps**

- 1 Revise documents and stated expectations of students to include references to school values
- 2 Agree on implementation and methodology to be used with students across divisions
- 3 Communicate expectations to all new and returning students
- 4 Ensure parents are aware of and understand expectations in relation to school values
- 5 Consistently emphasize expectations across grade levels/divisions and hold students accountable
- 6 Revise expectations and procedures, if necessary at end of school year

**Completion Date**

- |     |                        |
|-----|------------------------|
| 1-2 | June 2009 and annually |
| 3-5 | Sep 2009 and annually  |
| 6   | June 2010 and annually |

**GOAL 2 – Enhance students’ understanding of the value of their international and multi-cultural experience, and in this way inspire them to develop a balanced global perspective**

**Rationale:**

Increased globalization requires internationally minded students. We believe that appreciation of internationalism and multi-culturalism at AISB is consistent with our mission, vision, and values and will lead to a more engaging, more challenging experience for students and teachers alike. Within this goal we include a commitment to better realizing the full potential of our host country location.

**1 Strengthen current international/multi-cultural curricular components and role of our diverse students, parents, and faculty within them**

**Action Steps**

- 1 Assess current strengths and weaknesses of international & multicultural components of curriculum
- 2 Attend relevant workshops/conferences to cascade a deeper understanding of practical applications of multiculturalism within school system
- 3 Strengthen and increase utilization of print, media, and “people” resources
- 4 Enhance AISB’s approach in light of above

**Completion Date**

1-2 June 2010  
3-4 June 2011

**2 Determine position of Hungarian language, literature, and culture in AISB curriculum**

**Action Steps**

- 1 Implement school curriculum review procedures for Hungarian language, literature, and culture
- 2 Define meaning of “Hungarian language, literature, and culture” in light of school’s mission
- 3 Determine proposed integration, connection, and progressions within current curriculum in each division
- 4 Hold community roundtables on proposed program
- 5 Prepare recommendation for Board approval

**Completion Date**

1-5 May 2009

**3 Review and clarify program of global and local service activities and learning within overall school curriculum**

**Action Steps**

- 1 Assess current AISB level of involvement in service programs
- 2 Research organizations offering service opportunities
- 3 Develop comprehensive, realistic, manageable service component and integrate it into AISB curriculum where appropriate

**Completion Date**

1 June 2009  
2-3 June 2010

#### **4 Exploit technology resources as global outreach segue within AISB programs**

##### **Action Steps**

- 1 Assess current use of technological resources in raising awareness of global issues and international perspectives
- 2 Develop and document AISB expectations in this area
- 3 Connect with other schools and join international initiatives via technology
- 4 Use technology to publish relevant information and provide a purposeful discussion forum for AISB community

##### **Completion Date**

- 1-2 June 2010  
3-4 June 2011

**GOAL 3 – Recruit and retain an outstanding, diverse, and dedicated faculty who are not only excellent teachers and role models but are committed to and accountable for the school’s mission, vision, and values.**

##### **Rationale:**

A diverse and outstanding faculty is essential to maintaining an educational program of consistently high quality. Skilled, deeply passionate teachers are the bedrock of a challenging and inspiring learning environment, and for students they are the primary embodiment of our mission, vision, and values. To ensure that we attract and retain faculty of the highest caliber we need to introduce enhanced professional development opportunities and an improved teacher assessment approach. These measures will improve staff morale and cohesiveness while contributing to a proactive, solution-focused environment in which everyone takes part to their full potential.

- 1 Further enhance the effectiveness of our faculty evaluation procedures by adding the measurement of the commitment to AISB’s mission, vision, and values as well as our concept of academic excellence**

##### **Action Steps**

- 1 Include specific references to school values in revised documents and stated expectations
- 2 Communicate expectations with all faculty
- 3 Ensure all new and returning faculty clearly understand the stated expectations
- 4 Ensure that parents are aware of and understand the AISB expectations in relation to the school values.

##### **Completion Date**

- 1-3 Jun 2009  
4 Sep 2009

- 2 Implement professional development framework that links faculty performance and access to professional development funds to AISB’s strategic goals**

##### **Action Steps**

- 1 Develop the framework
- 2 Ensure that the framework is reflected within the faculty evaluation procedures
- 3 Pilot the process
- 4 Approve process and revise documents, where necessary

##### **Completion Date**

- 1-2 June 2010  
3-4 June 2011

**3 Ensure AISB values and code of conduct are inherent in day-to-day life at the school**

**Action Steps**

- 1 Meet with faculty to agree on implementation and methodology to be used with students in each division
- 2 Hold administration and faculty accountable for modeling values and expectations for students
- 3 Meet with students to share expectations
- 4 Consistently emphasize expectations across grade levels/divisions and hold students accountable
- 5 Review expectations and revise procedures if necessary at end of school year

**Completion Date**

- |     |                        |
|-----|------------------------|
| 1-3 | June 2009 and annually |
| 4   | Aug 2009 and annually  |
| 5   | June 2010 and annually |

**4 Support faculty professionally and personally, in order to encourage a length of service that is beneficial to institutional priorities and personal growth as well as student learning outcomes**

**Action Steps**

- 1 Determine professional activities of importance to faculty beyond current PD program.
- 2 Develop a plan to infuse additional appropriate professional activities.
- 3 Develop a faculty mentor program to support each faculty member new to the school of position.
- 4 Ensure that the school maintains a competitive and equitable S+B package.

**Completion Date**

- |     |               |
|-----|---------------|
| 1-2 | June 2009     |
| 3-4 | December 2010 |

**STRATEGIC AREA 2 – INFORMATION TECHNOLOGY**

**Introduction**

AISB recognizes the critical contribution of a solid IT infrastructure with reliable and timely technical support to the education of tomorrow's global citizens. Factors such as the projected growth of our school to 1,000 students, the consolidation of the two campuses, the need to improve the IT infrastructure at the Nagykovacsi campus, and a relatively low level of funding for IT in the past make it imperative that we upgrade our technology program to meet the current and future needs of AISB faculty and students. Together, strong infrastructure and support will provide the basis for teachers and students to take advantage of the educational tools available for an enhanced learning experience. Our aim is for the facilities, materials, hardware, and software provided through the IT program to be integrated throughout all subject areas so that they play a central role in providing students with an outstanding academic program.

**GOAL 1 – Ensure that the physical infrastructure of AISB supports the present and future IT needs of the school community.**

**Rationale:**

An infrastructure capable of supporting the desired uses of technology must be in place to provide a successful technology program. It must be capable of providing reliable access to necessary services and resources in order to avoid frustration and give users confidence in their use of technology. Moreover, the infrastructure must be reliable enough to provide a reasonable guarantee against the failure of critical network components, which otherwise could cause a total disruption in the technology program and the general operation of the school.

**1 Upgrade network at NK campus to deliver appropriate level of services and enable integration with network in new building**

**Action Steps**

- 1 Produce analysis of existing network and needed upgrades
- 2 Conduct tender and conclude agreement to replace and up upgrade equipment
- 3 Receive Board approval
- 4 Perform necessary upgrades

**Completion Date**

- 1 November 2008
- 2 December 2008
- 3 Prior to offer of contract
- 4 January 2009

**2 Introduce wireless networking at the NK campus**

**Action Steps**

- 1 In consultation with independent companies, determine best way to incorporate wireless networking into NK campus building
- 2 Determine areas of new campus building to have wireless access and build proposal into the network plan
- 3 Receive Board approval
- 4 Implement wireless networking in current building

**Completion Date**

- 1-2 November 2008
- 3 Prior to offer of contract
- 4 January 2009

**3 Ensure network support is adequate to avoid disruptions in network services**

**Action Steps**

- 1 Develop network support plan specifying response times for response to network problems
- 2 Conduct tender and conclude agreement for network support

**Completion Date**

- 1 April 2009
- 2 June 2009

**GOAL 2 – Provide students and teachers with a high level of access to reliable up-to-date equipment, hardware, and software so as to integrate technology throughout the curriculum and provide a successful technology program.**

**Rationale:**

Access to up-to-date equipment and software is crucial to a successful technology program. The integration of technology with the classroom curricula is possible only if teachers and students are confident that necessary equipment will be readily available throughout the educational program.

**1 Ensure equipment remains up-to-date by replacing obsolete equipment on regular basis**

**Action Steps**

- 1 Introduce 5-year equipment replacement cycle
- 2 Review equipment status and requirements annually
- 3 Board Approval

**Completion Date**

- 1 Annually in May
- 2 Annually in November
- 3 Annually in March

**2 Increase availability of equipment for use by teachers and students**

**Action Steps**

- 1 Purchase portable laptop labs for ES, MS, and HS divisions
- 2 Create and distribute policy outlining guidelines for students to use personal laptops on school network
- 3 Install projectors in all instructional areas in new elementary building
- 4 Complete installation of projectors in remaining instructional areas at NK campus
- 5 Board approval

**Completion Date**

- 1 2009-2011
- 2 September 2009
- 3 July 2009
- 4 July 2009
- 5 Annually in March

**3 Consider whether AISB should adopt of one-to-one laptop program**

**Action Steps**

- 1 Perform study to determine feasibility, desirability and benefits, cost of one-to-one program
- 2 Survey CEESA schools to determine extent to which one-to-one programs are implemented for benchmark purposes
- 3 Board approval
- 4 If appropriate for AISB, plan and begin a phased implementation of one-on-one laptop program

**Completion Date**

- 1 November 2009
- 2 November 2009
- 3-4 December 2009

**4 Consider the extent to which AISB should adopt Interactive Boards throughout the school**

**Action Steps**

- 1 Survey administration and teachers opinion
- 2 Conduct cost analysis and develop schedule for implementation
- 3 Board approval
- 4 If appropriate for AISB, plan and begin a phased implementation of Interactive Boards throughout school

**Completion Date**

- 1 November 2008
- 3 November, 2008
- 4 August 2009-2012

**5 Continue to develop library at each campus into center for technology**

**Action Steps**

- 1 Purchase A/V tech equipment for NES: 2 video cameras. 2 laptops
- 2 Review Library staffing as a result of campus consolidation and increased student numbers. Possibility of a need for a part-time library assistant to serve both libraries at key times during the week and/or after school.
- 3 Schedule tech training for library staff on monthly basis
- 4 Purchase 15 computers for NES library and printer for student use, capable of running all programs used in classes
- 5 Update electronic library catalog
- 6 Provide teacher and student training in effective use of web site, catalog, and subscription databases

**Completion Date**

- 1 August 2009
- 2 October 2009
- 3 November 2008 and ongoing
- 4 June 2009
- 5 August 2010
- 6 June 2009

**GOAL 3 – Provide teachers with the training and support needed to use technology effectively and integrate it into their classroom programs.**

**Rationale:**

Teachers play a crucial role in integrating the use of technology throughout all areas of the school's curriculum. They need training and support to increase their ability to use a variety of technologies, develop and implement strategies for using technology (including new technologies) in their educational programs, and model the effective use of technology for students.

**1 Develop comprehensive professional development program to provide teachers with skills needed to make effective use of technology**

**Action Steps**

- 1 Form committee to propose ways to motivate teachers to participate in tech workshops
- 2 Introduce "buddy" system to offer teachers help in tech areas
- 3 Use 45 minutes of *most* Early Release Day for tech workshops across all divisions
- 4 Support teachers who offer or attend tech workshops at conferences

**Completion Date**

- 1 November 2008
- 2 December 2008 and ongoing
- 3 Ongoing
- 4 Ongoing

**2 Ensure teachers actively develop their own technology skills and incorporate technology into classroom programs**

**Action Steps**

- 1 Require teachers to identify at least one tech-related professional goal each year
- 2 Make technology use a component of teachers' yearly evaluation

**Completion Date**

- 1 Academic year 2008/09 and annually thereafter
- 2 May 2009 and annually

**GOAL 4 – Ensure that the level of staffing is sufficient to support the instructional program and the technology infrastructure.**

**Rationale:**

A successful technology program needs to be implemented and supported by a wide variety of staff. The infrastructure must be administered, monitored, and maintained. Teachers need training, help, and support in using technology and integrating it into their classroom programs. Students need support in their use of technology. Hardware, software, and other equipment must be constantly maintained and upgraded to provide users with the required level of services. As the school's technology program grows, additional personnel will be required for its implementation and support.

**1 Ensure network at both campuses is adequately supported and maintained**

**Action Step**

- 1 Create a position of network manager (or outsource) with responsibility for managing and maintaining network and servers

**Completion Date**

- 1 August 2009

**2 Ensure sufficient technology positions to provide sufficient support to teachers in integrating technology into classroom programs**

**Action Steps**

- 1 Increase LE computer teaching/integration position to full time
- 2 Create full-time technology integration position for elementary division
- 3 Increase MS and HS technology integration positions to full time

**Completion Date**

- 1 August 2009
- 2 August 2009
- 3 August 2010 - 2012

- 3 Ensure staffing in technology department is sufficient to provide technical support, hardware and software installation, and equipment maintenance and updates in a timely and efficient manner**

**Action Step**

- 1 Evaluate level of technical support available to expanding program and if needed recommend more tech positions

**Completion Date**

- 1 Annually in November

- 4 Ensure technology faculty staffing levels are sufficient to implement instructional program of growing school**

**Action Step**

- 1 Review staffing levels and requirements annually

**Completion Date**

- 1 Annually in November

**STRATEGIC AREA 3 – MARKETING AND DEVELOPMENT**

With the completion of the Campus Consolidation Project in August 2009, AISB will have capacity for 1,000 students. AISB aims to encourage gradual, directed growth to achieve a 90% fill (900 students) by 2012. This total enrollment will enable the school to maximize the cost-effective use of its facilities, gain further financial security, and invest in projects that support our mission and vision.

As it grows, AISB will continue to serve globally mobile, expatriate families who seek academic excellence and educational continuity in English, as well as local families who recognize the value of American pedagogy and an international curriculum. AISB has the most balanced and culturally diverse student body in Budapest, representing more than 55 nations. We are committed to preserving this balance to foster and maintain a positive learning environment for developing engaged, lifelong learners and globally responsible citizens.

At the same time, we must efficiently capitalize on AISB's unique, differentiated position. It provides a holistic, skills-based education within the framework of an international curriculum that is globally focused and offers maximum flexibility for students seeking higher education. Over the next five years, we intend not only to maintain AISB's position as the market leader among Budapest's international schools but also gain recognition as a leading international school in Europe. Within this vision, AISB must define its policy toward fundraising and develop an effective alumni network.

**GOAL 1 - Develop and communicate a brand identity that includes AISB's core values, clearly differentiates AISB from its competitors, and keeps all stakeholders focused on the school's mission.**

**Rationale:**

Effective branding and communications not only enhance reputation and optimize enrollment, but also consolidate value by challenging an organization to order its internal reality so that it remains focused on its mission, vision, and values. A clearly formulated, effectively communicated brand identity will help strengthen our performance in all strategic areas, including increased enrollment, the attraction and retention of the best teachers, the pursuit of academic excellence and improved student performance, increased parental involvement, and alumni development.

### **1 Determine and pursue appropriate approach to developing AISB's brand identity**

#### **Action Steps**

- 1 Create a part-time Marketing and Development position (or outsource) in order to develop, promote and ensure continuity of program.
- 2 Marketing and development coordinator to propose overall approach to branding, including multi-year budget
- 3 Articulate AISB's brand positioning, brand identity, and brand messages to differentiate school from competitors
- 4 Explore the need for a new school logo and slogan
- 5 If appropriate, develop new logo and slogan as well as policy and change-over plan for their introduction
- 6 Assess staffing plan to ensure consistent management of AISB brand identity in communications, marketing, development, and other strategic areas

#### **Completion Date**

- 1 August 2009
- 2 December 2009
- 3 June 2010
- 4 June 2010
- 5 December 2010
- 6 October 2010

### **2 Develop a comprehensive strategic marketing plan to communicate AISB's brand and build AISB's reputation**

#### **Action Steps**

- 1 Review educational marketing plans, business excellence models, statistics and trends in Budapest, and other data
- 2 Develop key strategies and budget for positioning, raising community awareness, advertising, and public relations
- 3 Institute an annual review and revise marketing plan accordingly

#### **Completion Date**

- 1 October 2010
- 2 November 2010
- 3 June 2011

### **3 Develop and implement market data collection system**

#### **Action Steps**

- 1 Review and improve system of data collection from parents, students, and faculty
- 2 Develop network and process for gathering information from other schools in Budapest and CEESA
- 3 Use acquired data to adjust and improve external communications about AISB

#### **Completion Date**

- 1 June 2010
- 2 June 2010
- 3 August 2010 and annually

## **GOAL 2 - Formulate AISB's philosophy toward fundraising and approve a clear and comprehensive Board policy**

### **Rationale:**

Targeted fundraising can be a useful means of supplementing the school's revenue. . However, fundraising must not: compromise the school's principles, ethics, or autonomy; burden stakeholders; create negative perceptions; create division in the community; or expose students to commercial interests. AISB needs to develop a clear position on fundraising.

- 1. Review and revise AISB's fundraising policy to clearly represent the school's philosophy on fundraising and set parameters for School Board review and approval.**

### **Action Steps**

- 1 Create sub committee within Governance Committee
- 2 Conduct a detailed feasibility study of the School's ability to fundraise to determine what sums could be raised, from whom, how and over what period of time. Answer key questions, including: whether or not fundraising is appropriate for AISB, and if so, at what level; the level and success of activity at other CEESA schools; whether a consultant is needed; and the costs and staffing implications of creating a Development Office.
- 3 Conduct a cost-benefit analysis that includes not only financial costs, but also considers any possible negative affects fundraising might have on the community, the students, or the school, such as exposing students to commercial interests, creating negative feelings among parents, or putting the school under obligation to specific donors or donor groups.
- 4 Revise AISB's fundraising policy for Board approval
- 5 If a decision is made to fundraise, write a Fundraising Statement of Intent and develop objectives, timeline and budget for Board approval. Revise Strategic Plan accordingly.

### **Completion Date**

- 1 January 2009
- 2 April 2009
- 3 April 2009
- 4 May 2009
- 5 November 2009

## **GOAL 3 - Develop a supportive network of alumni.**

### **Rationale:**

The development of an AISB alumni network can validate the strengths of the school and therefore help strengthen our brand. Alumni represent what the school has achieved; they offer a retrospective point of view of the strengths and weaknesses of the school; and they are an important source of volunteer support and potential revenue. Sustained relationships with alumni, will strengthen AISB institutionally by tapping into a valuable source of professional, logistic, and possibly financial support.

- 1. Create and appropriately utilize a network of AISB alumni**

### **Action Steps**

- 1 Create an operational framework
- 2 Framework to answer key questions about how to track, communicate with, and develop long-term partnerships with AISB alumni
- 3 Assess staffing plan to ensure consistent management of communications and long-term partnerships
- 4 Create and manage searchable database and news forum to reinforce bond between the school and alumni
- 5 Invite alumni to talk about their experiences at Career Days, graduation, and other special events

#### **Completion Date**

- 1 November 2009
- 2 April 2010
- 3 November 2010
- 4 November 2010
- 5 November 2009 and ongoing

### **STRATEGIC AREA 4 – COMMUNITY**

At AISB we value a nurturing, diverse, inclusive, and involved community. The balanced multinational character of our student body is one of AISB's greatest strengths. At the same time, our highly diverse community poses unique challenges that must be addressed if the school is truly to realize its mission.

We come from diverse backgrounds and different parts of the world, but we share a commitment to the AISB's mission, vision, and values. We support highly mobile families who are far from their home communities as well as the needs of host country nationals. We seek to ensure effective, two-way communication between families and the school. Steps to enhance the involvement of families in the life of the school must take place against the backdrop of the consolidation of AISB's two campuses in 2009, which may give a qualitatively new character to relationships within the school. AISB' wishes to build appropriate and mutually beneficial productive relationships with our local neighbors and the cultural, educational, and international institutions of our host country.

With a stronger, more cohesive school community, AISB can become a magnet not only for families who value academic excellence, holistic education, and a global curriculum, but also become a central hub for family involvement, lifelong learning, and social and recreational activities.

**GOAL 1: Build a supportive and cohesive school community by bringing AISB's mission, vision and values to life in the daily experiences of our students, teachers, and families.**

#### **Rationale**

A cohesive school community is essential to realizing the opportunities inherent in our diversity, which is fundamental to our mission. To ensure that all members of the school community are valued and included, lines of communication, especially with families, must be expanded and strengthened. New community programs, including those utilizing school facilities, can also help to create a stimulating environment that is easily accessed by our families and brings them together for joint programs.

#### **1 Strengthen relationships and promote shared values among all members of our school community**

##### **Action Steps**

- 1 Hire part-time community program coordinator to develop, promote, and ensure continuity of community programs
- 2 Commission taskforce of stakeholders to develop process for consistently communicating and applying our mission, vision, and values
- 3 Develop community-building programs to take advantage of opportunities, address challenges, and reinforce community-wide understanding of AISB's mission, vision, and values
- 4 Enhance community integration by implementing social activities/exchanges/orientations on NK campus

**Completion Date**  
1-2 September 2009  
3-4 June 2010

## **2 Develop and promote community programs in cooperation with PSA**

### **Action Steps**

- 1 Strengthen volunteer network of personal and national support contacts within PSA
- 2 Consider creating PSA board-level position of community coordinator

**Completion Date**  
June 2009

## **3 Enhance communications between school and community**

### **Action Steps**

- 1 Develop community-related questionnaire and information sheet for inclusion in family entrance and exit interviews
- 2 Improve accessibility and effectiveness of communications vehicles
- 3 Increase PSA's role in facilitating communications between school and families
- 4 Revise direct communications procedures to improve parents' ability to address issues, make suggestions and express ideas and ensure school's accountability to addressing parental concerns

**Completion Date**  
1 Dec 2009 and revised annually  
2-4 June 2009 and revised annually

## **4 Increase AISB community use of school facilities**

### **Action Steps**

- 1 Revise policy for community use of facilities to clarify outstanding issues and costs
- 2 Pilot programs and build schedule for community recreation, social networking, and continuing education
- 3 Develop a childcare concept for possible implementation

**Completion Date**  
1-3 June 2010

## **GOAL 2 - Enhance AISB relationships with the local community and cultural, educational, and international institutions in Hungary.**

### **Rationale**

Our mission statement identifies AISB as a nurturing and diverse community, and we believe this extends to relationships with the Hungarian community. We need to explore appropriate ways to create partnerships with the local community, so they can enrich our multi-cultural environment and demonstrate our commitment to community service. At the same time, we believe it is important to enhance student extra-curricular contact with Hungary's cultural, historical, and natural treasures, so they can take full advantage of the international experience. This two-way contact will enhance fulfillment of our mission and help to secure the school's future through strong ties with the local community.

## **1 Define framework for relationships with local community**

### **Action Steps**

- 1 Identify staff members willing to act as community liaisons with local organizations
- 2 Create Community Partners Committee with various reps from school community
- 3 Develop policy framework to ensure proposed programs and events are approved before implementation, and each supports and reflects AISB's mission, vision, and values.
- 4 Maintain calendar of community events for scheduling and communications purposes
- 5 Review existing understandings with local NK municipality and ensure that they are consistent with Board policies
- 6 Review and revise our policy for Facilities Usage by outside groups
- 7 Refresh / maintain school's relationship with NK municipality by meeting regularly and discussing possible joint initiatives and interests
- 8 Coordinate some AISB actions with NK events

### **Completion Date**

1 Dec 2009  
2-8 June 2010

## **2 Enhance relationships with local schools to offer additional learning and extra-curricular opportunities to our students**

### **Action Step**

- 1 Initiate dialog with local schools, foundations, and other organizations for possible cooperation in art, music, sport, and learning programs

### **Completion Date**

June 2010

## **3 Explore the potential for developing relationships with local universities**

### **Action Step**

- 1 Explore programs of Hungarian universities for potential involvement for students and parents

### **Completion Date**

June 2010

## **4 Strengthen relationships with Hungarian and Hungary-based cultural, business, and non-profit organizations**

### **Action Steps**

- 1 Review possibility of cooperation with appropriate institutions and establish policy guidelines
- 2 Explore possibility of exclusive AISB programs with national galleries, museum, and other cultural institutions
- 3 Consider opportunities to further incorporate Hungarian culture into music and arts curriculum

### **Completion Date**

1-3 June 2010

## CONCLUSION

This strategic plan offers AISB a map for navigating the years 2008-2012. During the planning process, many people contributed their best thinking to defining the mission of the school, identifying the needs of the community it serves, and formulating the best way to help develop our students into caring, curious, and contributing adults. The process of producing this plan was a long and thorough one, and we are grateful to everyone who so generously shared their time and expertise. Their dedication is evidence of the deep support that has sustained AISB since its opening 1973.

No one can foresee the future, and so during the period covered by the plan unexpected events may necessitate a revision of its goals and objectives. We see the plan as a guide, rather than a blueprint, which the school's leadership will revisit yearly to make sure it remains achievable and relevant. In particular, budget proposals will be re-assessed annually to ensure that expenditures are within the means of the school and represent the best use of precious resources. Similarly, the Board and the Administration will carefully monitor its implementation to ensure that the plan remains both on track and on target.

The school will keep the school community informed about progress in implementing the plan and any revisions that may be necessary. We hope members of the school community will continue to offer their support and share their ideas about how AISB can best serve its students and other stakeholders. We look forward to working with all members of our community—parents, faculty, staff, students, Administration, Board members, and institutional supporters—to ensuring AISB's position as a healthy, sustainable, and vibrant institution recognized as one of Europe's leading international schools by 2012.

## **Glossary**

Admin	Administration
Admin Council	Comprises director, principals, curriculum coordinator, business manager, director's secretary
Buda	AISB Buda campus
CAS	Creativity, Action, Service
CEESA	Central & Eastern European Schools Association
ERD	Early Release Day
HS	High School division
LE	Lower Elementary School division
MS	Middle School division
NES	New Elementary School
Nk	AISB Nagykov-csi campus
PSA	Parent-School Association
UE	Upper Elementary division