



STRATEGIC PLAN 2022-2025

BANDUNG INDEPENDENT SCHOOL

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LEARNING TODAY,
LEADING TOMORROW



Bandung
Independent
School

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Foreword

A well-considered strategic plan is an integral component to ensure a school does not rest on its laurels but grows to achieve more for its students and community. It encompasses the school's existence, what it wants to realize, and contains a calculated strategy to reach the identified targets. Ideally, the creation of the strategic plan should be a collaborative effort ensuring multiple perspectives are represented.

In 2019, BIS achieved the goals of its strategic plan and was preparing to embark on the path of reflection to design its newest plan. Unfortunately, on 13 March 2020, BIS, like all schools in Indonesia, was forced to close its doors because of the COVID- 19 pandemic. At that moment, it was difficult to fathom that the school closing would be so lengthy. However, due to this closure, crafting a new plan was a daunting task to undertake simply due to the financial unknown that faced the school. Then, in 2021, the Head of School and the BIS Board co-constructed a “Transition Plan” to bridge the school between online and hybrid learning that was being implemented to the eventual end of COVID- 19, at least in the realm of school closings.

Later, on 13 August 2022 the Board, Head of School, and Senior Leadership Team participated in an off-campus retreat with various tasks to accomplish. One such task was to build the skeletal outline of the 2022 - 2025 BIS Strategic Plan; the full plan lies within this document. In its construction, it was felt that our stakeholders should be represented prominently. To this end, our students and community have been highlighted saliently.

As an International Baccalaureate (IB) continuum school, BIS aims that its students and teachers become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective, all attributes of the IB Learner Profile. In doing so, it is strongly believed that the teaching and learning community is prepared for the challenges of the 21st century.

BIS has been in existence for more than half a century; this is admirable for any international school globally. For more than fifty years the school has helped shape and mold the brightest minds and biggest hearts in West Java. One reason for this continued and consistent success is that the school is constantly evolving, all the while striving to become the best version of itself that it can possibly attain. It is hoped that this current strategic plan marks the first small step in BIS reaching its golden anniversary in 2072, no small accomplishment to be sure.

Roger Lam
Chairman of the Board

Dr. Michael Berry
Head of School

About BIS

VISION

To champion individual potential and cultivate leaders, as the school of choice for the internationally-minded community of West Java.

MISSION

Through engaging IB programmes, we empower inquiring, reflective, and caring lifelong learners to continue striving towards a better world.

VALUES

A BIS Dragon shows:

- Courage by demonstrating a willingness to make mistakes and try something new;
- Open-Mindedness by listening to others, inquiring into different perspectives, and celebrating diversity;
- Balance by appreciating of emotional, intellectual, and physical well-being;
- Integrity through honesty, responsible decision-making, and a sense of respect and justice;
- Commitment to service through our vibrant community and beyond.



Definition of High-Quality Learning

At Bandung Independent School, we believe that high-quality learning and teaching is facilitated through a learning environment that is inclusive, collaborative, holistic, agentic, and student-centered. We support learners to build transferable skills and explore conceptual understandings through real-world connections on a local and global scale. We nurture the individual potentials of all, empowering every BIS Dragon to grow into lifelong learners and global citizens who take meaningful, caring action in their community.



Definition of High-Quality Learning



IB Philosophy

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centered education. IB programs promote the development of schools that:

- Create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration;
- Help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance, and confidence they need in order to bring about meaningful change;
- Inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them;
- Encourage the creation of rich personal and cultural identities.

These educational outcomes are profoundly shaped by the relationships between teachers and students; teachers are intellectual leaders who can empower students to develop confidence and personal responsibility. Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives.

IB Philosophy

International Mindedness

We understand international-mindedness as:

- Valuing cultural identity and linguistic diversity, both our own and others, in our social and academic lives;
- Respecting all individuals and seeking multiple perspectives with a sense of humility;
- Examining local and global issues critically and thoughtfully, to prepare us for action, service, and responsible decision-making;
- Understanding our interconnectedness as global citizens.



International Mindedness



Three Pillars Supporting A Student-Centered IB Education

In this 2022 - 2025 Strategic Plan, the BIS Senior Leadership Team, including the School Principals and the Head of School, collaborated with the Board of Visitors to create a document to guide the school over the next three years. In doing so, three pillars, **Teaching and Learning**, **Fiduciary**, and **Community**, were identified as being integral to the school's overall success. The pillars are dependent on each other as they cannot stand separately to realize the lofty Goals that BIS plans to achieve. When one views the Goals, Strategic Initiatives, Performance Indicators, and Targets for each pillar over the next three years, it will be noticed they are ambitious, but it is felt they are achievable through dedication and great effort.

Our Mission clearly states, "Through engaging IB programmes, we empower inquiring, reflective, and caring lifelong learners to continue striving towards a better world". As evidence, BIS exhibits a strong commitment to teaching and learning. Daily we work to achieve our mission by providing a rigorous education embedded in a robust curriculum that encompasses international-mindedness and service as action. As we know, teaching and learning do not only manifest themselves in the classroom but in other areas as well. For this reason, there is a focus on Extracurricular Activities in tandem with classroom responsibilities to develop balanced students.



Financial stability ensuring the school is managed to run in perpetuity is paramount in providing outstanding facilities, attracting high-quality educators, and furnishing essential resources for students, all of which must continue to evolve over time. To be successful in this endeavor, BIS must rely on both internal and external stakeholders. The school must be intentional about proactively collaborating with the BIS community that can offer support and expertise while at the same time, identifying those outside the community, such as areas of the local government, who also can contribute to the school.

Finally, it is well known that one of the greatest facets of the school that BIS is fortunate to enjoy is the warm and caring community. Without the unconditional support given to the school by our parents, BIS would simply be yet another brick-and-mortar institution. However, the BIS community imparts life and love, something that no stakeholder should take for granted for it is not common in all schools. Our community is such a part of our school, it would have been negligent for it not to be represented with one of our three pillars.

As stated, no pillar can stand in isolation. The pillars identified in this three-year strategic function to support our students as they embark on the best holistic IB Education in West Java, and probably beyond.



Strategic Plan

Teaching and Learning - Goals

Stay consistently above the world average in DP and MAP scores

Strategic Initiatives

- 1.1. Continually review all areas of the curriculum horizontally and vertically
- 1.2. Ensure teachers have recommended IB training in a timely manner
- 1.3. Teachers have access to the necessary resources to support a high-quality IB Programme

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Vertically and horizontally aligned curriculum documents and units that have been reviewed with teachers and curriculum coordinators (PYP, MYP, DP)	100% PYP 60% MYP (Gr 6-8) 100% DP	100% PYP 80% MYP (Gr 6-9) 100% DP	100% PYP 100% MYP (Gr 6-10) 100% DP
IB confirmation that scheduled teachers have participated and successfully addressed IB outcomes for training	100% of teachers scheduled receive 5-year receive IB training and when the syllabus changes (Biology, Chemistry, Physics, Math)	100% of teachers scheduled receive 5-year receive IB training and when the syllabus changes (TBD)	100% of teachers scheduled receive 5-year receive IB training and when the syllabus changes (TBD)
	100% of teachers new to IB receive introductory training	100% of teachers new to IB receive introductory training	100% of teachers new to IB receive introductory training
Teacher and appraiser collaboratively choose resources to align to the teacher's annual professional growth and appraisal process	All new teachers to be registered with MyIB	All new teachers to be registered with MyIB	Feedback from the Appraisal review committee implemented into the appraisal process. All new teachers to be registered with MyIB
	Returning teachers to receive support with resources and PD as per goals set on appraisal document	Returning teachers to receive support with resources and PD as per goals set on appraisal document Create an Appraisal Review Committee for 2024-2025	Returning teachers to receive support with resources and PD as per goals set on appraisal document

Teaching and Learning - Goals

Nurture Individual potentials of all learners (MLL, Learning Support, SEL, Mental Wellness)

Strategic Initiatives

- 2.1. Use formative and summative assessment data to plan individually for students

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Educational plans that nurture the potential of multilingual learners as stated in the BIS Mission and Vision	Essential Agreements for in class support created, shared with support / classroom teachers	Evaluate in class support system with in class teachers and classroom teachers updating Essential Agreements as needed	Finalize in class support system with MLL Coordinator, Eng. in class support teachers, and classroom teachers.
	Continue out of class support in Grades 1-5 based on assessment data	Monitor assessment data to ensure out of class support reflects student needs	Use Grade 1-5 assessment data to build in class support programme
	Use assessment data for English placement and morning Enrichment Programme for Lang Lit students needing intervention	Evaluate G6 English placement based on assessment data	Finalize system of English placement between PYP and MYP
Educational plans that nurture the potential of learners with exceptionalities as stated in the BIS Mission and Vision	Update New Secondary SST documents	Revise SST documents as needed	Revise SST documents as needed
	Analyze MAP / WIDA Assessment data to identify student needs, create action plans	Continue Math Enrichment programme, widening and revising as needed	Continue Math/ Language Enrichment programme, widening and revising as needed
	Begin Math Enrichment Programme for students needing intervention	Implement Language Enrichment programme	
Educational plans that nurture the social-emotional / mental health of learners as stated in the BIS Mission and Vision	Rollout of Bullying policy with Teachers, Parents, and Students	Hire a whole school counselor for mental health and university guidance (holistic)	Monitor the SEL skills of students using reflections and school culture surveys
	Review SEL standards for Secondary to align with PYP Create SEL unit planners for DT	Implement SEL units and lessons during DT	

Teaching and Learning - Goals

Use assessment data to inform teaching & learning

Strategic Initiatives

- 3.1. Educators to undertake professional development understanding how to better analyze assessment data
- 3.2. Standardized assessment data to be utilized to review curriculum both vertically and horizontally
- 3.3. Individual student assessment data to be reviewed in student support meetings

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Individual student goals that aim to improve areas of improvement outlined in MAP and IB testing	Faculty and administration to complete of professional development with NWEA learning to better leverage MAP assessment data to guide instruction	Staff to participate in at least one professional development opportunity focused on assessment data to improve student achievement	Teaching staff to participate in at least one professional development opportunity focused on assessment data to improve student achievement.
A more aligned curriculum based on the student standardized test results that may indicate gaps and overlaps in the curriculum	MAP Professional Development is undertaken 2 times per year MAP data is used to identify students at-risk and those who need the curriculum enhanced	MAP assessment data is reviewed at the curriculum coordinator level 2 times per year	MAP assessment data is reviewed at the HOD level (HOD) and curriculum specialist level (Primary)
Identified students placed in enrichment programs that support lower-achieving students or enhance learning for students who are over-achieving	Enrichment program for students requiring extra support	Program designed to enhance the support of over-achieving students to be developed	Both programs are to be reviewed to determine their success using data collected

Teaching and Learning - Goals

Commit to professional growth of staff

Strategic Initiatives

- 4.1. Implement a new Professional Development model that emphasizes autonomy and prioritizes individual growth
- 4.2. Utilize the current teacher appraisal system to further teacher profesional growth

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Teacher PD initiatives that support annual goals created in consultation with the appraiser	\$100 allocated to each teacher to use in support of their goals indicated on their professional growth and appraisal form	\$150 allocated to each teacher to use in support of their goals indicated on their professional growth and appraisal form	\$200 allocated to each teacher to use in support of their goals indicated on their professional growth and appraisal form
Teachers meet their professional learning goals and expectations	Addition of new MVV, def. of HQL, second student feedback to enhance the appraisal system, and addition of leadership role goals for school leaders	To build capacity within the organization, further build leadership capabilities through additional teacher leadership roles	Evaluation instrument created to determine how well teachers are independently meeting their goals for teaching and leadership roles



Teaching and Learning - Goals
Develop a shared understanding of high-quality learning

Strategic Initiatives

- 5.1. Ratify current Learning and Teaching Policy
- 5.2. Create a set of shared definitions and understandings that further support learning and teaching
- 5.3. Teachers have access to the necessary resources to support a high-quality IB Programme

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Teaching and learning in classrooms guided by the concepts and ideals outlined in the Teaching and Learning policy	Present to the IB, NEASC, and CIS the policy for acceptance and edit the policy reflecting feedback	Use new definitions of HQLT, digital citizenship, and service learning to add more clarity and context to the policy	As per the policy and curriculum review cycle, administrators, teachers and assistant teachers will review the policy
A clear definition of high-quality learning and teaching created, documented, and implemented by SLT, teachers, and assistant teachers	Present to the IB, NEASC, and CIS the definition of teaching and learning for acceptance and edit the policy reflecting feedback	Make clear connections in unit planners to the shared definition of HQLT	Use reflections from last year's unit planners to identify areas of learning that need further growth and revise planners accordingly
A clear understanding of digital citizenship created, documented, and implemented by SLT, teachers, and assistant teachers	Present to the IB, NEASC, and CIS the shared understanding of digital citizenship for acceptance and edit the policy reflecting feedback	Make clear connections in unit planners to the shared understanding of digital citizenship	Use reflections from last year's unit planners to deepen engagements surrounding digital citizenship
A clear understanding of service learning created, documented, and implemented by SLT, teachers, and assistant teachers	Present to the IB, NEASC, and CIS the shared understanding of service learning for acceptance and edit the policy reflecting feedback	Make clear connections in unit planners to the shared understanding of service learning	Use reflections from last year's unit planners to deepen engagements surrounding service learning

Teaching and Learning - Goals
Build a strong culture of service as action across the school

Strategic Initiatives

- 6.1. Develop a scope and sequence of age appropriate lessons to support students with service skills

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
A documented program that supports students achieve their service skills	Add one more local or international organization to those whom BIS is already supporting	Add two more local or international organizations to those whom BIS is already supporting	Add three more local or international organizations to those whom BIS is already supporting



Teaching and Learning - Goals
Strcuture a holistic curriuclum through Dragon Time

Strategic Initiatives

- 7.1. Develop a scope and sequence of age appropriate lessons to support students academically
- 7.2. Develop a scope and sequence of age appropriate lessons to support student self and well-being
- 7.3. Develop a scope and sequence of age appropriate lessons to support students to be connected to the community

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
A documented program that supports students achieve their academic potential	The program will be 50% complete in the Primary The program will be 80% complete in the Secondary	The program will be 75% complete in the Primary The program will be 90% complete in the Secondary	The program will be 100% complete in the Primary The program will be 100% complete in the Secondary
A documented program that supports students to remain mentally strong, resilient, and healthy	The program will be 50% complete in the Primary The program will be 80% complete in the Secondary	The program will be 75% complete in the Primary The program will be 90% complete in the Secondary	The program will be 100% complete in the Primary The program will be 100% complete in the Secondary
A documented program that supports students achieve their community involvement	The program will be 50% complete in the Primary The program will be 80% complete in the Secondary	The program will be 75% complete in the Primary The program will be 90% complete in the Secondary	The program will be 100% complete in the Primary The program will be 100% complete in the Secondary

Teaching and Learning - Goals
Foster a robust ECA programme

Strategic Initiatives

- 8.1. To create a holistic ECA system that supports all students

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
An ECA program that contains activities that support local and international service, opportunities to participate in athletic teams, and offering ECAs that promote students enhancing their passions while identifying new ones.	Student participation to increase 5%	Student participation to increase 5%	Student participation to increase 5%

Teaching and Learning - Goals
Utilize learning spaces around campus (Makerspace, Garden, Culinary Center)

Strategic Initiatives

- 9.1. Explore in the curriculum where meaningful connections can be made utilizing the learning spaces

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Interdisciplinary units that are enhanced by the use of the new learning spaces	PYP: At least one interdisciplinary unit in three grade levels	PYP: At least one interdisciplinary unit in six grade levels	PYP: At least one interdisciplinary unit in each grade level
	MYP: At least one interdisciplinary unit in the Middle School	MYP: At least two interdisciplinary units in the Middle School	MYP: At least three interdisciplinary units in the Middle School
	ECA: Each learning space utilized in at least 1 ECA season	ECA: Each learning space utilized in at least 2 ECA seasons	ECA: Each learning space utilized in each ECA season



Strategic Initiatives

- 1.1. To build a student body that has sufficient critical mass and generators adequate income to support the school
- 1.2. To seek non-fee funding to supplement fee-income
- 1.3. To safeguard operational profitability through a combination of income expansion and cost control
- 1.4. To generate sufficient excess cash flow to fund necessary capital investments
- 1.5. To prepare and update a long term facilities plan, in sync with our financial means and tax position

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Number of (paying) students	200	215	230
Open a pre-EC class	5 Students	8 Students	10 Students
Award scholarships for specific talents and/or NGO families	Define the framework and actively market the scholarship scheme	10-15 New Students	10 New Students
An active Development Committee that creates income initiatives	Actual implementation, including charter, members and action plan	2 new initiatives with income potential of >IDR 500 million	2 new initiatives with income potential of >IDR 500 million
Corporate funding for specific school needs	Identify 1 school need to be funded	Identify 2 school needs to be funded	Identify 2 school needs to be funded
Operating results (incl non-fee income) in line with the Financial Plan and/or budget	> breakeven	>1.2 months	>2.5 months
Operating cash flow (defined as operating results plus depreciation)	> depreciation	> 3.3 months	>4.8 months
Actual plan, with sufficient granularity and up-to-date information on latest technology and education needs	Identification of needs, in order of priority, and with a time line	5 years rolling plan, with annual planned investments	update of the plan

Strategic Initiatives

- 2.1. To create a framework that reviews risk and opportunities beyond the day-to-day operations of the school
- 2.2. To ensure that a crisis response plan is in place for each category of risk, with emergency preparedness tested from time to time
- 2.3. To establish a framework of ‘quality control’ on 3 levels

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
To prepare and discuss an annual SWOT analysis, with action points to be incorporated in the strategy or annual plan	Draft framework to be presented and discussed by May, with "action points" in the 23/24 annual plan	Review the SWOT analysis results from the previous academic year and make adjustments as required with all 4 dimensions analysed and where necessary addressed	Review the SWOT analysis results from the previous academic year and make adjustments as required with all 4 dimensions analysed and where necessary addressed
Development of a crisis response plan plus annual review	Identify the type of "crisis" and assess our current processes/ procedures against that	Crisis Response Plan to be developed and implemented by Q3	The plan is presented at the annual Board Retreat for review
Annual review of types of risks and emergency drills to address them	Risks to be identified in the Crisis Response Plan	List of risks created. 1 drills conducted. Review of process including the framework	List of risks to be reviewed. 2 drills conducted (1 per semester) Review of process including the framework



Performance Indicator	Timeline		
	2022 - 2023	2023 - 2024	2024 - 2025
To ensure that agreed policies are properly implemented	Implement a Board Policy Review calendar supplemented by random checking	Review the calendar, compile feedback and lessons learned, and adjust where necessary	Review the calendar, compile feedback and lessons learned, and adjust where necessary
To nurture and support and evaluate the Head of School including an annual review process	To diligently follow and review the evaluation process as outlined in the Board manual, in addition to fostering a continuous feedback loop (in both directions)	To diligently follow and review the evaluation process as outlined in the Board manual, in addition to fostering a continuous feedback loop (in both directions)	To diligently follow and review the evaluation process as outlined in the Board manual, in addition to fostering a continuous feedback loop (in both directions)
The Board will evaluate its own performance as well as create the conditions under which its members can perform and contribute	To diligently follow the self-evaluation process as described in the Board Policy manual, to set annual goals and to train and empower individual members	To diligently follow the self-evaluation process as described in the Board Policy manual, to set annual goals and to train and empower individual members	To diligently follow the self-evaluation process as described in the Board Policy manual, to set annual goals and to train and empower individual members

Fiduciary - Goals
Communication and Network

Strategic Initiatives

- 2.1. To effectively interact with the community through the various tools (old and new) at its disposal
- 2.2. To establish a network of ‘peers’, not just at Head of School but also at Board level
- 2.3. To map and ‘manage’ the network of external stakeholders, either directly, through the Business Office, or through parent contacts

Performance Indicator	Timeline		
	2022 - 2023	2023 - 2024	2024 - 2025
Foundation Meeting and attendance thereof	60 attendees	70 attendees	80 attendees
For all Board members to be known to the community (photos at the school entrance, introductions in BisBuzz etc)	School display board to be updated annually The Board to be introduced semesterly in the BIS Buzz Board members attend 25%+ of school events	School display board to be updated annually The Board to be introduced semesterly in the BIS Buzz Board members attend 25%+ of school events	School display board to be updated annually The Board to be introduced semesterly in the BIS Buzz Board members attend 25%+ of school events

Performance Indicator	Timeline		
	2022 - 2023	2023 - 2024	2024 - 2025
Regular contributions to the new, interactive BIS website	Monthly contributions	Monthly contributions and a contribution after each Foundation Meeting	Monthly contributions and a contribution after each Foundation Meeting
To set up an informal forum of Board Chairs of the small international schools in Indonesia	set up the forum plus modus operandi	50% of the schools represented	75%+ of schools represented
To have quarterly communication calls or more often if the situation requires	-	Set up forum and have 1 communication meeting	Have 4 communication meetings
To participate in EARCOS or similar events, organized for school supervisory boards	Identify possible events for the 2023 - 2024 Academic Year Budget for the event	25% of the Board attend one event Identify possible events for the 2024 - 2025 Academic Year	25% of the Board attend one event Identify possible events for the 2024 - 2025 Academic Year
Create and maintain a database containing relevant information on government stakeholders (incl MoE, Tax, Immigration), as well as 'counterparts' in the BIS community	Database to be created before HoS departure	Database contact personnel and details to be updated	Database contact personnel and details to be updated
To identify, update, and if necessary retain professional support in areas where BIS needs help from time to time (including legal, tax, notary, HR, marketing)	Database to be created before HoS departure	Database contact personnel and details to be updated	Database contact personnel and details to be updated

Community - Goals

We foster open communication with an engaged and positive community

Strategic Initiatives

- 1.1. Hosting monthly coffee morning meetings outlining various aspects of teaching and learning in all programmes
- 1.2. The Head of School will host term “School Hall” meetings with the parent community
- 1.3. Parent surveys regarding school initiatives
- 1.4. BIS will host semesterly Foundation Meetings

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
An increased number of participants	Average: 20 participants	Average: 25 participants	Average: 30-40 participants
Where applicable and relevant, parent suggestions reflected in School initiatives and day-to-day operations	Surveys to gauge parents satisfaction and feedback	Surveys to gauge parents satisfaction and feedback	Surveys to gauge parents satisfaction and feedback

Community - Goals

We contribute to the community through lasting partnerships with local and international organizations

Strategic Initiatives

- 2.1. Develop lasting education partnerships with local organizations

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Growing number of sustainable partnerships	Increase of 1 partnership	Increase of 2 partnerships	Increase of 3 partnerships





Community - Goals
We value our FoBIS parent volunteers

Strategic Initiatives

3.1. To reinstate the FoBIS community ensuring they support the school

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
To grow the leadership within FoBIS and leverage the groups for marketing BIS	Reestablish the leadership team	Organize and host 5 events	Organize and host 7 events

Community - Goals
We invest in and engage our alumni

Strategic Initiatives

- 4.1. Create a quarterly Alumni newsletter
- 4.2. Develop and implement an alumni communications strategy

PERFORMANCE INDICATOR	TIMELINE		
	2022 - 2023	2023 - 2024	2024 - 2025
Number of alumni engaged in the happenings at BIS	2 Newsletters to be disseminated	4 Newsletters to be disseminated	4 Newsletters to be disseminated
Development of Alumni Engagement Plan and measurable targets	Complete alumni survey and organize for systemic data collection Request alumni feedback on the Alumni letter	Grow the alumni database by 5% Increase alumni testimonials by 10% Host an alumni event (on campus or externally)	Grow the alumni database by 5% Increase alumni testimonials by 10% Host an alumni event (on campus or externally)