



International
School of Panama



Strategic Plan 2022-2027

Property of ISP.

Letter from the Board Chairperson

Dear Staff, Students, and Families of ISP,

ISP is a recognized leader in international education with a commitment to excellence who has always been inspired by the idea of continuous improvement. Over the years, the school has evolved and extended its impact by examining today's priorities and anticipating tomorrow's needs.

The Covid-19 Pandemic has altered almost every aspect of life, and education is certainly no exception. During the 2020-2021 School Year, the Board of Trustees, together with the Head of School, Dr. Audrey Menard, committed to renewing the vision of our prestigious school by engaging the whole school community in a robust strategic planning process. Led by renowned consultant Mark Ulfers from RG175, a team of 20 administrative leadership, faculty, staff, alumni, and members of our community was created and immediately embarked together with the Board of Trustees on more than 30 hours of a dynamic strategic planning process appropriate to the challenges of the school and the times we live.

Aligned in a common mission and committed to a shared set of values, on behalf of the ISP and the Board of Trustees, I present to you a strategic plan that will position the school for success through this uncertain period and emerge stronger in the years that lie ahead.

The 2022 Strategic Plan will shape our path forward to pursue the most urgent needs and greatest challenges on the horizon for the ISP Community. The plan reflects your feedback and the priorities you identified as necessary to continue to move our school forward. The plan presented today stems from our revised mission and vision statements which are supported by four specific objectives to be carried out in seven different strategies to be completed and measured over the next five years.

Thank you for your continued dedication and collaboration as we further our mission of inspiring and challenging every learner to reach their full potential and become curious, independent, and compassionate citizens of the world.

Sincerely,

Mariela Paredes
Chair of the Board of Trustees

Letter from the Head of School

Dear ISP Community,

Some of the most important work to be done in any school includes strategic planning. This is our guiding document for the work we will do over the next five years. We are excited to share this plan with you so that you know exactly what we are working on to continue to move our wonderful school to the next level.

You will find that we have chosen four objectives to focus on. These are our priorities going forward:

- 1) Academic Challenge - Through research-based practices, we will define and document the ISP way of teaching so that all students are challenged to reach their full potential. We will make sure that these practices are consistent across all grade levels.
- 2) Robust Support Systems - Related to Academic Challenge, we have to create systems across the school that support our students when they do not learn. We also welcome a range of neurodiversity and must make sure we strategically have in place the resources to engage every learner.
- 3) Character and Wellness - We wish to develop the whole child and that includes Social and Emotional Learning (SEL), health, leadership skills, extracurricular activities, and character development. We will further enhance our program so that we ensure our kids embrace ISP's core values.
- 4) Professional Learning and Excellence - We must focus on our people. We have to continue to provide the best teachers, administrators, and staff. This requires focused recruiting practices as well as developing the talent within. Our faculty and staff are committed to inspiring and challenging each learner and will be fully armed with the tools to do so.

To achieve these priorities, we identified seven strategies that taken all together will allow us to deliver on the objectives. This strategic plan lists explicitly "how" we will work to achieve our goals.

The plan is ambitious but exactly what you would expect from ISP. We look forward to taking this journey together as a community. The results will be seen in our students as we help them reach their full potential and become curious, compassionate citizens of the world.

Sincerely,

Dr. Audrey C. Menard
Head of School

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OUR CORE VALUES

Definition: Our fundamental values or ethical code that establish our moral and ethical priorities, our bedrock convictions, which serve to guide all International School of Panama's activities.



Commitment to excellence

We tackle challenges willingly and persevere in order to succeed.



Compassion and integrity

We care for, respect, and value one another. It's not about me. It's about us.



Strength in diversity

We embrace our differences, enrich our community, and make meaningful connections, ensuring our global mindedness.



Innovative spirit

We are creative and curious learners, empowered to adapt to a rapidly changing world.




Lasting impact

We contribute to a sustainable future by taking care of our planet and leaving our environment better than we found it.

OUR MISSION

Definition: Our declaration of ISP's unique identity to which we aspire, describing whom we serve, our specific purpose, what we will achieve with our students, and the means by which we will achieve it. Our mission describes the extraordinary purpose of our school and it serves as our target toward which we concentrate disciplined action, effort, resources, and energy.



To inspire and challenge every learner to reach their full potential and become curious, independent, and compassionate citizens of the world.

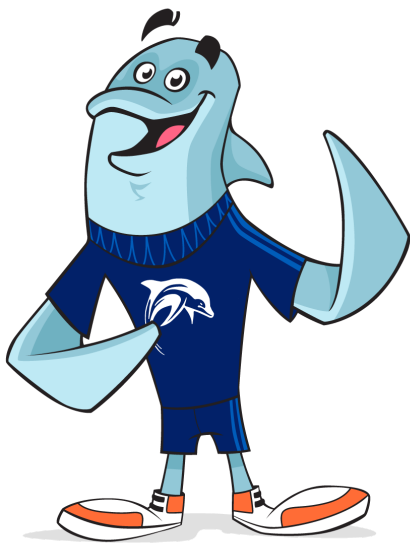
FOUR CHALLENGING OBJECTIVES

Definition: *Our commitment to achieve specific, measurable, observable, or demonstrable results that exceed ISP's present capability. Our objectives are practical and specific manifestations of the mission and represent the highest priority results we must achieve to improve the school and best meet the intent of our mission. Objectives are goals with school-wide implications for change.* These objectives describe the four school improvement priorities for the International School of Panama.

- **Academic Challenge:**
Define and ensure rigorous, inquiry-based, differentiated, interdisciplinary, student-centered, and blended learning experiences.
- **Robust Support Systems:**
Design and establish Multi-Tiered Systems of Support, to ensure inclusive and flexible pathways for student success.
- **Emphasis on Character and Wellness:** Develop character competencies through holistic learning experiences, extracurricular activities, intentionally teaching leadership skills, and incorporating wellness practices.
- **Professional Learning and Excellence:** Ensure faculty and staff aspire to the highest performance standards and have access to professional development focused on building capacity for change, innovation, and continuous learning.

SEVEN BOLD STRATEGIES

Definition: *ISP's bold resolutions that dedicate resources and energies toward creating systems, or the means to achieve the objectives and be true to the intent of our mission. The objectives are the "what", and the strategies are the "how."*



INTERDISCIPLINARY AND ACCESSIBLE LEARNING

We will design active, equitable, engaging, and inquiry-based experiences supported by Blended Learning (BL) and Universal Design for Learning (UDL) protocols, to ensure personalized education happens at any time and from anywhere.

CHARACTER

We will design and implement a skill-development framework for character, social-emotional learning, wellness, and leadership across the school community, committing to our core values.

SUSTAINABLE FACILITIES AND PRACTICES

We will create a flexible and financially viable master facilities plan that supports program, teaching, and learning goals and continues to improve green practices for a positive, sustainable environmental impact.



CONTINUOUS LEARNING

We will review, align, and further implement high quality professional learning pathways and feedback to ensure inspirational and rigorous teaching and learning, a culture of continual improvement, and to attract and retain top mission-aligned faculty and staff talent.

STRENGTH IN DIVERSITY

We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.

DATA-DRIVEN DECISIONS

We will implement best-practices and systems for data collection and analysis to evaluate and inform decisions for school success.

ALIGNED PROGRAMS AND SYSTEMS

We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.

Action Plan Strategy Committee #1: Interdisciplinary and Accessible Learning

Committee members:

Summer Alcauter and Elias Barlow (Chairs)

From teachers: Lauren Berkley, Devan Hibbard, Leena Rakhyani, Jessica Rogers, Gadia Zapata

From faculty administration: Kyle Martin, Audrey Menard

Strategy # 1	Specific Result # 1 of 3
<p>Interdisciplinary and Accessible Learning We will design active, engaging, and inquiry-based experiences, supported by blended learning (BL) and universal design for learning (UDL) protocols, to ensure personalized education happens at any time and from anywhere.</p>	<p>Faculty will clearly articulate and implement expectations for instructional practices in PK-12, so that students have highly similar experiences school-wide.</p>
Champion (s)	<p>Leadership and Academic Team, Curriculum Coaches</p>

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	<p>Synthesize interdisciplinary and accessible learning methodologies (including but not limited to universal design for learning, blended learning and structured inquiry) to:</p> <ul style="list-style-type: none"> • create and commit to a common ISP vocabulary and school pedagogical identity. • explicitly link the definition of learning to ISP instructional practices. 			✓	✓	✓							

2.	Create a rubric that describes a continuum of development toward best instructional practices aligned to the ISP definition of learning to increase teacher efficacy and student success. This continuum will be used as a self-assessment tool to guide professional learning pathways. Sample		✓	✓									
3.	Create and implement a multimedia guidebook that models effective instruction and teaching practices. Ensure teachers create practical artifacts or lesson plans as part of the professional learning within the guidebook.			✓	✓	✓							
4.	Create structures to integrate best teaching practices into all classrooms PreK-12. These practices include, but are not limited to: flexible pacing, microteaching, effective feedback, student voice, and assessment practices (refer to strategy 6).		✓	✓	✓								
5.	Create an annual review process to evaluate and update the multimedia guidebook as needed, including the rubric for the continuum of professional learning.			✓		✓		✓		✓		✓	✓
6.	Create regular observation and feedback protocols to ensure that all stakeholders can articulate and demonstrate ISP best teaching and learning practices (refer to strategy 6).			✓	✓	✓							

Strategy # 1	Specific Result # 2 of 3
<p>Interdisciplinary and Accessible Learning We will design active, engaging, and inquiry-based experiences, supported by blended learning (BL) and universal design for learning (UDL) protocols, to ensure personalized education happens at any time and from anywhere.</p>	Faculty will develop blended courses that incorporate flexible pacing, remove barriers, and intentionally design for personalization.
Champion (s)	Leadership Team, Bill, Summer, Elias, Jess

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create a team of digital designers to collaborate with teachers to frontload digital courses into SEQTA (new learning management system). <ul style="list-style-type: none"> Create common templates and exemplars of well-designed digital courses. Provide initial and annual training for teachers. Create flexible pacing within each unit of a course. 		✓	✓	✓	✓							
2.	Embed all courses with universal design principles that increase student agency and utilize flexible pathways to achieve learning goals.			✓	✓	✓	✓						
3.	Create space and time for teachers and designers to collaborate and build courses together. Include peer review opportunities.			✓									

4.	Evaluate and update course design for student success annually. Connect course design and effectiveness to the curriculum review cycle.				✓	✓	✓							
5	Implement accountability structures for an annual review process.			✓	✓									

Strategy # 1	Specific Result # 3 of 3
<p>Interdisciplinary and Accessible Learning We will design active, engaging, and inquiry-based experiences, supported by blended learning (BL) and universal design for learning (UDL) protocols, to ensure personalized education happens at any time and from anywhere.</p>	Leadership will provide pathways and scheduling structures for interdisciplinary and personalized learning.
Champion (s)	Leadership and academic team, instructional coaches

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create curriculum expectations and protocols for intentional vertical/horizontal alignment and cross-curricular instruction. (Examples: using “social studies” content to teach ELA standards, align ELA and Spanish standards).				✓	✓	✓						
2.	Ensure the student schedule provides intentional time for interdisciplinary, personalized, and student-driven learning opportunities (passion project, etc.)					✓	✓						

	as well as interventions and extensions.																		
3.	Create scheduling structures for students to collaborate and work cross-curricularly and cross-divisionally.								✓	✓									
4.	Embed curriculum with conceptual-based learning across all grade levels and divisions to support the implementation of interdisciplinary learning.								✓	✓									

Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Culture and community impact: change management and stress	USD						
	Time	**	**	**	*	*	*
Time: redesign curriculum design, develop models and exemplars of best instructional practices, digital course design templates, and evaluate course effectiveness	USD						
	Time	***	***	***	**	**	**
Reallocation of time and duties to prioritize curriculum work	USD						
	Time	***	***	***	**	**	**
Time for whole school professional development	USD						
	Time	**	**	**	**	**	**
Digital designers (either reallocating current positions and providing time or hire temporary positions to collaborate with teachers)	USD	30K	60K	60K	60K		
	Time						
Resources (books, curriculum and other digital resources, new research, etc.)	USD	10K	10K	10K	10K	10K	10K
	Time						
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Costs: Any change, even positive, can cause stress as faculty and staff learn new systems and continue to reframe best teaching and learning practices in a post-pandemic environment. We can mitigate stress and uncertainty through</p>							

collaboration, a clear timeline, transparent communication and by providing design partners and sufficient training.

Tangible Costs:

- \$180K in the first three years and \$90K in the last three years.

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
All faculty will have clear expectations and an aligned educational identity across the entire school.	USD						
	Level of impact	*	**	***	***	***	***
ISP faculty will link learning more intentionally to the mission and core values.	USD						
	Level of impact	*	**	***	***	***	***
ISP faculty will provide better real-world learning experiences for students and increase student engagement.	USD						
	Level of Impact	*	***	***	***	***	***
ISP will have a vertically and horizontally aligned curriculum in one easily accessible platform that is intentionally designed for interdisciplinary learning opportunities.	USD						
	Level of Impact	**	**	***	***	***	***
ISP will be able to meet a wider range of individual student needs through UDL and personalized learning practices.	USD						
	Level of Impact	**	**	***	***	***	***
Students will have a consistent experience from year to year and classroom to classroom.	USD						
	Level of Impact	**	**	***	***	***	***
Student schedules will create improved opportunities for students to learn transdisciplinary skills and apply learning to situations that affect their local and global community.	USD						
	Level of Impact	N/A	N/A	**	***	***	***
Students, parents and teachers will have ongoing feedback regarding student progress in a single system.	USD						
	Level of Impact	**	***	***	***	***	***

ISP will increase teacher satisfaction with better collaboration opportunities.	USD						
	Level of Impact	*	**	**	***	***	***
ISP will decrease teacher lesson design workload. Teachers will have more time to evaluate student data and learning progress instead of spending most of their time lesson planning.	USD						
	Level of Impact	*	**	**	***	***	***
The academic onboarding process will be much simpler for new teachers.	USD						
	Level of Impact	*	**	**	***	***	***
New teachers will have universally clear access to curriculum, teaching practices and lesson plans.	USD						
	Level of Impact	*	**	***	***	***	***
Teachers will be empowered and have stronger ownership of their teaching practice.	USD						
	Level of Impact	*	**	**	***	***	***
ISP will recruit mission appropriate faculty that are consistent with our cultural profile (see DEI Strategy 5).	USD						
	Level of Impact	*	**	**	***	***	***
ISP will improve consistency in instructional practices from one year to the next and ensure teaching and learning practices align with ISP's mission, even with staff turnover.	USD						
	Level of Impact	*	**	**	***	***	***

Explanation Narrative *Small **Medium ***Large

Intangible Benefits: Faculty satisfaction and alignment to the school mission and sense of culture will increase, and students will have higher engagement and motivation.

Tangible Benefits: We will continue to maintain ISP's reputation as the premier school in Panama by ensuring all teachers have an aligned and consistent pedagogical identity based on the ISP mission and core values.

Action Plan Strategy Committee #2: Character

Committee members:

Fernando Archila (Chair)

From operations: Ainish Vivas

From teachers: Lennart Van Vlerken, Sandy Stargardter.

From faculty administration: Audrey Menard, Dan Conzelman, Kaitlyn Pettinga, Andrea Ganitsky, David Letiecq, Raul Alvarado.

Strategy #2	Specific Result #1 of 3
<p>Character We will design and implement a skill-development framework for character, social-emotional learning, wellness, and leadership across the school community, committing to our core values.</p>	<p>Our students experience a learning environment PK-12 that infuses Social Emotional Learning into all aspects of instruction and promotes equitable outcomes for all. Our students make choices that are aligned with our Mission and Core Values.</p>
Champion (s)	<p>David Letiecq, Kaitlyn Pettinga, Raul Alvarado, Andrea Ganitsky, Elementary Assistant Principals and High School Counselors.</p>

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	<p>Adopt Collaborative for Academic, Social, and Emotional Learning (CASEL) as a framework</p> <ul style="list-style-type: none"> Determine the CASEL skills and core competencies (SEL) that match the needs of ISP learners. Examine and align existing programs/curriculum at ISP to CASEL/Second Step core competencies and skills to determine gaps in content, execution, and alignment 		✓	✓									

	<p>across divisions.</p> <ul style="list-style-type: none"> • We will explore Character.org as we move forward. • Utilize CASEL “Track your School’s Progress” and “Continued Improvement” tools to assess, monitor and reflect on ISP’s progress toward Schoolwide SEL. 												
2.	<p>Professional learning training: Targeted group of SEL advocates/leaders at ISP (30-36 people across divisions):</p> <ul style="list-style-type: none"> • Annual, in-depth CASEL training <p>Whole School PD Needs:</p> <ul style="list-style-type: none"> • Overview training on CASEL and strategic implementation (The Why) <p>ES PD Needs:</p> <ul style="list-style-type: none"> • In-house ongoing training for Second Step, Responsive Classroom and Conscious Discipline <p>MS PD Needs:</p> <ul style="list-style-type: none"> • Refine advisory • Embed SEL skills into the curriculum <p>HS PD needs:</p> <ul style="list-style-type: none"> • SEL strategies for the classroom • Intentionally embedding CASEL core competencies, skills, and SEL-specific strategies into the curriculum (unit and lesson plans) • Embedding CASEL core competencies and skills into advisory 		✓	✓	✓								

3.	Develop standards, scope, and sequence of SEL skills from PK-12, then ensure SEL is implemented in all the different programs and curriculums across divisions.				✓									
4.	Review, audit and enhance advisory programs in MS and HS.		✓	✓	✓									
5	Measure students' SEL skills and competencies through assessments and surveys and include steps to inform and share the results with stakeholders.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Strategy #2	Specific Result #2 of 3
<p>Character We will design and implement a skill-development framework for character, social-emotional learning, wellness, and leadership across the school community, committing to our core values.</p>	Our ISP student leaders emerge from a clear pathway, learning environment, and system of leadership opportunities, courses, encouragement, and training for students.
Champion (s)	Fernando Archila, David Letiecq, Kaitlyn Pettinga, Raul Alvarado, Andrea Ganitsky, Devan Hibbard, Johan Hernandez, High School Counselors and Elementary School Assistant Principals.

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Explore leadership frameworks and resources to identify desired leadership skills for ISP learners and develop an ISP Leadership Framework including ways to empower student leadership, agency, voice, and visibility.		✓	✓									

2.	Identify leadership skills that exist in classroom practices and in programs across all divisions and identify gaps.		✓	✓										
3.	Enhance and develop leadership skills and opportunities for ISP students based on the ISP leadership framework.						✓	✓	✓					
4.	Athletics, ASA, and VAPA programs develop targeted leadership skills and expand opportunities for students to practice leadership.				✓	✓	✓	✓						
5	Measure students' leadership skills and competencies through surveys and assessments and include steps to inform and share the results with stakeholders.						✓	✓	✓	✓	✓	✓	✓	✓

Strategy #2	Specific Result #3 of 3
<p>Character We will design and implement a skill-development framework for character, social-emotional learning, wellness, and leadership across the school community, committing to our core values.</p>	<p>There is a holistic PK-12 articulated health and wellness program in place including grade-level goals, scope, sequence, and links with afterschool programs and community.</p> <p>The concept of health and well-being is broad and encompasses the mental, social, emotional, and physical dimensions of health. This concept is recognised by the World Health Organisation.</p>
Champion (s)	<p>Fernando Archila, Alida Garcia de Paredes, Gibzka Gomez, Raul Alvarado, Andrea Ganitsky, Ana Maria de Leon, Ainish Vivas, David Letiecq, Kaitlyn Pettinga, High School Counselors, Faculty Administration.</p>

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	ISP will develop a school-based health and wellness policy (mental, physical, emotional, and social) and embed it in the school handbook.			✓	✓								
2.	Reinforce the Counseling Program, Pre-K to 12, to be equally strong in both preventative and responsive services.			✓	✓	✓	✓						
3.	Create links between the school and local health services. Develop partnerships between the school and its local community including parents.			✓	✓								
4.	Develop and reinforce systems, programs, and structures to promote and increase the wellness of faculty and staff, parents, and students.					✓	✓	✓	✓				
5.	Hire an external consultant to help shape the scope of the health curriculum specific to controversial concepts.			✓	✓								
6.	Professional learning around best practices to implement wellness instruction, explicitly model wellness to the community, and lead wellness initiatives.					✓	✓	✓	✓				
7.	Include health and wellness instruction and reporting in the ES Curriculum.					✓	✓						
8.	Include a Health / Wellness / Life Skills Class in MS/HS					✓	✓						

9.	Create a link between the Health/Wellness class and Advisory in MS/HS.					✓	✓								
10.	Embed Wellness instruction in the Athletics, After School, and Visual & Performing Arts Programs.					✓	✓								
11.	Measure faculty, staff and student wellbeing. Analyze and share the results with stakeholders.					✓	✓								
12.	Effective communication with teachers and families to create awareness and build alignment around the importance and purpose of embedding wellness instruction in the school.			✓	✓	✓	✓								
13.	Recruitment efforts for new ISP faculty and staff should target those with experience/expertise in the areas of SEL, wellness, and student leadership. Job descriptions should be edited to reflect this as well.			✓		✓		✓		✓			✓		

Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
External Consultant	USD	\$20K	N/A	N/A	N/A	N/A	N/A
	Time	**	N/A	N/A	N/A	N/A	N/A
Time	USD						
	Time	***	***	***	**	**	*
CASEL Professional Learning (virtual)	USD	\$7200	\$7200	\$7200	\$5000	\$5000	\$5000
	Time	**	**	**	*	*	*
MS/HS Health Professional Learning	USD	N/A	\$2500	N/A	N/A	N/A	N/A
	Time	**	**	**	*	*	*
Explanation Narrative *Small **Medium ***Large Intangible Costs: NA							

Tangible Costs: \$59,100 for a consultant, implementation of the strategy and high utilization of time dedicated to alignment, implementation, communication, and analyzing results.

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Student SEL skills	USD						
	Level of impact	*	**	***	***	***	***
Increased wellness and climate culture among faculty, staff, and students.	USD						
	Level of impact	*	**	***	***	***	***
Development of students' leadership skills, agency, and visibility.	USD						
	Level of impact	*	**	***	***	***	***
Teachers trained in SEL, Health, and Wellness instruction.	USD						
	Level of impact	*	**	***	***	***	***
Development and implementation of a Health and Wellness Curriculum.	USD						
	Level of impact	*	**	***	***	***	***
SEL Curriculum enhanced	USD						
	Level of impact	*	**	***	***	***	***
Development and implementation of a Leadership Framework and Curriculum.	USD						
	Level of impact	*	**	***	***	***	***

Explanation Narrative *Small **Medium ***Large

Intangible Benefits: Our students will develop better social-emotional, leadership, wellness and health skills. Our students, faculty, staff, and families will experience higher levels of wellness and health.

Tangible Benefits: We will have new programs, curriculums, and pedagogical knowledge around character, SEL, leadership, wellness, and health.

Action Plan Strategy Committee #3: Sustainable Facilities & Practices

Committee members:

NAME (Chair): Janeth Nicolau

From operations: Nairobi Martinez, Lsbeth Gonzalez, Darwin Gonzalez, Luis Azcarraga

From teachers: Emily Zhukov, Carmen Bernal, Carlos Riaño

From faculty administration: Alda Garcia de Paredes, Bill Hatcher

Strategy #3	Specific Result #1 of 3
<p>Sustainable Facilities & Practices We will create a flexible and financially viable master facilities plan that supports program, teaching and learning goals and continues to improve green practices for a positive, sustainable environmental impact.</p>	ISP will have a documented facilities plan that will incorporate processes and practices that support sustainability and learning.
Champion (s)	Janeth Nicolau, Darwin Gonzalez, Emily Zhukov, Nairobi Martinez

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Conduct an audit of the current facilities' compliance and safety status.			✓	✓								
2.	Create a long term plan for the equipment replacement cycle and improvements.			✓	✓								
3.	Document and validate list of approved companies who share ISP's values for equipment purchase and maintenance.				✓								

4.	Partner with institutions on waste, water and recycling for best practices.					✓	✓								
5	Design and propose flexible short term improvements in support of learning practices and accessibility that can be easily incorporated into the Master Plan design.			✓	✓	✓	✓								

Strategy #3	Specific Result #2 of 3
<p>Sustainable Facilities & Practices We will create a flexible and financially viable master facilities plan that supports program, teaching and learning goals and continues to improve green practices for a positive, sustainable environmental impact.</p>	<p>ISP will have a master plan that is financially viable, compliant with regulations, and time feasible, with spaces that are functional and adaptable to the needs of stakeholders today and tomorrow.</p>
Champion (s)	<p>Janeth Nicolau, Darwin Gonzalez, Luis Azcarraga, Lisbeth Gonzalez, Emily Zhukov, Board of Trustees, Key Stakeholders (TBD)</p>

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create a Request for Proposal and start the bidding process with a minimum of 3 companies.			✓									
2.	Review, request additional information, meet with finalists and select a company.			✓	✓								
3.	Identify requirements and expectations of the ISP Master Plan by gathering stakeholder input on				✓								

	the needs to support learning in PK-12, compliance/safety requirements, educational technology needs and business continuity requirements.																		
4.	Identify short and long term constraints that could impact the master plan to ensure proper flexibility (student capacity, campus size, min-max budget, etc.).				✓	✓													
5	Implement and complete a Master Plan development project.				✓	✓													

Strategy #3	Specific Result #3
<p>Sustainable Facilities & Practices: We will create a flexible and financially viable master facilities plan that supports program, teaching and learning goals and continues to improve green practices for a positive, sustainable environmental impact.</p>	<p>ISP will develop and implement a Green Practices Management plan that will include processes on user waste, energy and water management with a delineated implementation, training and communication plan for staff, faculty and students.</p>
Champion (s)	Emily Zhukov, Eco Committee, Lisbeth Gonzalez

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create, document and define green processes that are feasible, measurable and align to ISP's values.			✓	✓								
2.	Develop and implement a communication plan in collaboration with the PTA and Communications.			✓	✓								

3.	Collaborate with divisions to ensure practices are included in the learning curriculum in PK-12.			✓	✓	✓							
4.	Create and deploy a professional development program for staff and faculty on green practices and expectations.			✓	✓	✓	✓						
5	Obtain Green Flag certification ensuring continuous compliance to uphold school status.					✓	✓						

Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Facilities Audit (structural, electrical, compliance with building codes) and review of construction plans (built-as-is)	USD		20K	20K			
	Time	**	***	**	*	*	*
Master Plan Project	USD		110K		\$First Phase	\$First Phase	\$2nd Phase
	Time	**	***	**	***	***	***
Green Flag Practices	USD	15K	30K	30K	5K	5K	5K
	Time	*	***	**	*	*	*
Explanation Narrative *Small **Medium ***Large Intangible Costs: Tangible Costs: \$235k over three years, plus the cost of building out the first and possibly second phase.							

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Reduced carbon footprint	USD		TBD	TBD	TBD	TBD	TBD
Efficient use of spaces	Time	**	***	***	***	***	***
Strengthen our market position and attract mission aligned students	USD						
Increase prospective family waiting pool	Time	**	***	***	***	***	***
Accessibility to all areas of campus for learning and community building	*	*	*	**	**	**	**

Improvement of wellness	*	*	**	**	***	***	***
Community education around sustainable practices	*	*	**	**	***	***	***
Energy Savings	TBD	TBD	TBD	TBD	TBD	TBD	TBD
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Benefits: Improvement in community education on sustainability, wellness practices, attracting mission aligned families, increase in reputation and alignment to our core values.</p> <p>Tangible Benefits: Measured through results in reduced carbon footprint, increased energy savings, obtaining green flag status and improvements in our school market study (benchmark compared to current study).</p>							

Action Plan Strategy Committee #4: Continuous Learning

Committee members:

Kyle Martin (Chair)

From teachers: Tiffany Mozes, Melissa Arango, Julia Martin, Ann McCormick, Grisel Camperos, Priyanka Jethani, Nicole Maitland, Maria Ambroselli

From faculty administration: Audrey Menard, Dan Conzelman

Strategy #4	Specific Result #1 of 3
<p>Continuous Learning</p> <p>We will review, align, and further implement high quality professional learning pathways, and feedback to ensure inspirational and rigorous teaching and learning, a culture of continual improvement, and to attract and retain top mission-aligned faculty and staff talent.</p>	<p>Educators will engage in high quality professional learning to improve student outcomes aligned with our ISP Principles of Learning.</p>
Champion (s)	Academic Team, Committee

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Research best practices in professional learning in educational settings, as well as how to ensure that professional learning has a positive impact on teaching and learning.		✓										
2.	Collect data (in collaboration with other committees) regarding our current systems for professional learning around these factors: <ul style="list-style-type: none"> • Impact on student outcomes 		✓	✓									

	<ul style="list-style-type: none"> • Perceived value • Application to practice of teaching and learning • Impact on Individual growth • Alignment across divisions • Alignment to whole school and/or divisional goals <p><u>Current Systems to Collect Data on:</u></p> <ul style="list-style-type: none"> • Evaluation structures including Professional Learning Pathways (PLP) process • Professional learning Funding process <ul style="list-style-type: none"> ○ Admin identified professional learning ○ Individual identified professional learning • Coaching structures • Divisional professional learning time • Whole school professional learning time 												
3.	<p>Create a committee of various stakeholders from the community (learning assistants, teachers, coaches, and administrators) to analyze feedback and revise systems based on data collected, as well as the rubric aligned to ISP Principles of Learning.</p>	✓	✓										
4.	<p>Use data and feedback from stakeholders to create a Philosophy of Professional Learning at ISP. In addition, create a manual for clear procedures for professional learning that includes the following:</p> <ul style="list-style-type: none"> • Goal Setting and PLP - personal goal and 	✓	✓	✓									

	<p>professional goal aligned to ISP Principles of Learning</p> <ul style="list-style-type: none"> ● Identification of internal learning opportunities related to goal(s) including professional learning communities ● Identification of external learning opportunities related to goal(s) <ul style="list-style-type: none"> ○ Funding processes for external professional learning opportunities ● Commitment to providing choice when appropriate to allow for individualized and personalized learning opportunities for staff members 												
5	<p>In collaboration with coaches, administrators, and teacher leaders, design professional learning opportunities aligned to school initiatives and principles of learning. Depending on the topic, professional learning opportunities may be designed for:</p> <ul style="list-style-type: none"> ● All educators to ensure alignment and consistency across school/division/department/grade-level ● Personalization to meet the individual goals, level of expertise, and background ● Experience of staff members <p>Review the school calendar and professional learning calendar to ensure alignment with the Philosophy of Professional Learning.</p>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

6	Develop systems to collect ongoing feedback about professional learning structures to ensure effectiveness related to student outcomes. In addition, collect feedback in regards to alignment between professional learning, evaluation, and feedback. Revisit step #1 annually to ensure fidelity of programs.				✓		✓		✓		✓		✓
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Strategy #4	Specific Result #2 of 3
<p>Continuous Learning</p> <p>We will review, align, and further implement high quality professional learning pathways, and feedback to ensure inspirational and rigorous teaching and learning, a culture of continual improvement, and to attract and retain top mission-aligned faculty and staff talent.</p>	<p>Educators have access to new opportunities for continuous growth and additional responsibility to ensure continuity at ISP and build capacity in future leaders on campus.</p>
Champion (s)	Academic Team

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Research best practices related to development of staff members, identifying the essential skills, characteristics, experience, and education needed to be successful in various positions on campus.					✓							
2.	Design a manual for the ISP Staff Development Program that includes: <ul style="list-style-type: none"> Purpose/Philosophy statement 					✓	✓						

	<ul style="list-style-type: none"> ● Outline of process from identification of interested staff members to potential placement in a different role ● Commitment statement that clarifies hiring practices to prioritize hiring internally when applicable to ensure continuity at ISP ● Articulate the process of professional learning experiences recommended to support transitions in responsibility related to each of these options: <ul style="list-style-type: none"> ● Learning Assistant to Teacher ● Teacher to Teacher Leader ● Teacher to Administrator ● Teacher to Action Research Innovator ● Teacher to Mentor/Liaison (to new teacher) ● Teacher to Mentor (to aspiring teachers/coaches/principals) <p>Explanation of the ISP Mentoring Program</p>												
3.	Design communication structures to ensure internal staff and external community are aware of the ISP Staff Development Program, such as the website and the staff handbook.					✓							

Strategy #4	Specific Result #3 of 3
<p>Continuous Learning</p> <p>We will review, align, and further implement high quality professional learning pathways, and feedback to ensure inspirational and rigorous teaching and learning, a culture of continual improvement, and to attract and retain top mission-aligned faculty and staff talent.</p>	<p>Educators will engage in ongoing feedback, coaching, and evaluation aligned with the ISP Principles of Learning.</p>
Champion (s)	Academic Team, Committee

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	<p>Based on research and results of the review process in Step #2 of Action Step #1, work to enhance and align the role of the coach by:</p> <ul style="list-style-type: none"> ● Identifying a philosophy of coaching at ISP ● Clarifying the role and responsibilities 					✓	✓						
2.	<p>Implement results of the review process in Step #2 of Action Step #1 above to develop a concrete evaluation process. The evaluation process should include:</p> <ul style="list-style-type: none"> ● Rubric aligned to ISP Principles of Learning ● Clarification of items that impact the evaluation including but not limited to: <ul style="list-style-type: none"> ○ Number of observations by supervisor ○ The role of feedback from students and 							✓	✓				

	<p>relevant stakeholders</p> <ul style="list-style-type: none"> • Student feedback • Clarify the role of the Professional Learning Pathways (PLP) program • Expectations for administrative meetings - frequency, purpose, structure, etc. 											
3.	<p>Develop a culture of peer observation at ISP through structures, protocols, and expectations for peer observation including, but not limited to:</p> <ul style="list-style-type: none"> • Rules for visiting classrooms • Guiding questions to support the observation • Prompts for providing key takeaways following the observation • Options and protocols for visiting a classroom (including lesson study) depending on the purpose of the visit • Plan for providing coverage for teachers • Expectations surrounding number of peer observations in a given time frame 			✓								
4.	<p>As an administrative team, develop norms related to classroom visits including but not limited to:</p> <ul style="list-style-type: none"> • Type and timeliness of feedback provided • Communication of observation • Clarifying and communicating the purpose of visit 		✓		✓		✓		✓		✓	

	<ul style="list-style-type: none"> • Norming on observations to ensure reliability in evaluation process 													
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Time	USD	-	-	-	-	-	-
	Time	**	***	***	***	***	***
Stress	USD	-	-	-	-	-	-
	Level of Impact	*	*	*	*	*	*
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Costs: The only intangible cost is mild stress associated with change.</p> <p>Tangible Costs: This strategy will require much time in order to review data, as well as to design systems, protocols, manuals, and processes.</p>							

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
High quality staff	USD						
	Level of Impact	*	**	***	***	***	***
Retention of staff members	USD	\$14,250 per new hire/per year					
	Level of Impact						
Stability as a school	USD						
	Level of Impact			**	**	**	***
Opportunities for succession planning	USD						
	Level of Impact			**	**	**	***
Increased alignment and efficiency in Professional Learning structures	USD	Ensuring PL money is spent most effectively					
	Level of Impact			**	**	***	***
Ability to recruit high quality faculty	USD						
	Level of Impact	***	***	***	***	***	***
Improved student performance	USD						

	Level of Impact	*	**	**	**	***	***
Aligned philosophy of teaching and learning	USD						
	Level of Impact	***	***	***	***	***	***
Documented processes related to professional learning	USD						
	Level of Impact	***	***	***	***	***	***
Accountability structures to ensure high quality of teaching	USD						
	Level of Impact	***	***	***	***	***	***
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Benefits: There are a number of intangible benefits associated with this plan including the development of high quality teachers and leaders in our community.</p> <p>Tangible Benefits: The tangible benefits of this plan include increased student performance, staff retention*, and the ability to recruit top quality teachers.</p> <p>*The cost of a new international hire costs roughly \$14,250</p>							

Action Plan Strategy Committee #5: Strength in Diversity

Committee members:

Sybil Van Derhoff (Chair)

From operations: Lisbeth Gonzalez, Kimberly M. Kirton, Kashma Thompson

From teachers: Christopher Miller, Georgia Warner, Réna Barlow

From faculty administration: Dr. Audrey C. Menard

Strategy # 5	Specific Result # 1 of 6
<p>Strength in Diversity We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>Conduct DEI Climate Audit We will partner with recognized experts in Diversity Equity and Inclusion (DEI) in education to conduct an audit of ISP’s DEI climate, including input from all community members, to establish a baseline related to indicators of DEI, identify priority areas for improvement related to DEI, and advise the school on the creation of an effective, sustainable monitoring, evaluation and accountability system related to DEI.</p>
Champion (s)	Sybil Van Derhoff, Chris Miller, Rena Barlow, Georgia Warner

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Develop a request for proposal for a DEI consultant to identify a minimum of three vendors.		✓										
2.	Select a DEI expert who will work with us in conducting a climate audit, policy review and as an advisor to the committee (see Specific Result 2, Action Step 4), and		✓										

	the task forces (Specific Results 3-5).												
3.	Conduct the climate audit, surveying students, all ISP employees, parents, and the Board of Trustees.			✓									
4.	Use audit results to determine priority areas for improvement or further research, for example policies, practices, structures, curriculum, etc. (Specific Results 2-6).			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Strategy # 5	Specific Result # 2 of 6
<p>Strength in Diversity We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>Defining ISP Stance on DEI We will conduct an internal and external audit of the existing ISP Diversity and Inclusion Policy to identify areas of improvement within the policy and within the school.</p>
Champion (s)	Audrey Menard, Sybil Van Derhoff

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Evaluate the school against the existing Diversity and Inclusion Policy .			✓									
2.	Use the data to identify areas where the school is delivering on the policy and likewise failing to align with it.				✓								
3.	Create an action plan to address the weaknesses identified in the audit including the creation of a				✓								

	dedicated committee that will lead this initiative. Committee members must have a working knowledge of DEI and may include community members (e.g., staff, parents, students, etc.) or individuals with a working knowledge of DEI initiatives. The committee chair will be an ISP school employee appointed by the Head of School.												
4.	Use the data from the climate audit and a policy review by the external DEI expert (conducting the audit in Specific Result 1) to strengthen a new draft of the policy.				✓								
5	Present to the AFRA legal team and then to the Board of Trustees for feedback.				✓								
6	The policy will be an accountability measure for Specific Results 3-6.				✓	✓	✓	✓	✓	✓	✓	✓	✓

Strategy # 5	Specific Result # 3 of 6
<p>Strength in Diversity</p> <p>We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>ISP Culture</p> <p>Use the results of the climate audit and policy audit to create a plan of action to address areas of challenge and opportunity specifically related to school culture among students, employees and families.</p>
Champion (s)	Audrey Menard, Sybil Van Derhoff

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Review the results of the climate audit and policy audit with the lens of strengthening the school culture around DEI.			✓									
2.	Recommend entry points for strengthening student culture around DEI (e.g., programing in advisory, student led clubs, annual events, etc.).				✓								
3.	Recommend entry points for strengthening the culture of the ISP employees around DEI (e.g., affinity groups, equity learning groups, professional development, book clubs, etc.), among other possible options.				✓								
4.	Recommend entry points for strengthening community culture with PTA around DEI (e.g., identity work, empathy awareness, book club, other options, etc.).				✓								
5	Identify, train, empower, and direct leaders to drive the school culture around DEI (e.g., department chairs, division directors, HOS, and the possible creation of an office of DEI, etc.).					✓	✓						
6	Incorporate considerations of school culture related to DEI into the monitoring, evaluation and accountability system from Specific Result 6.				✓								

Strategy # 5	Specific Result # 4 of 6
<p>Strength in Diversity We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>School Structures and Systems We will identify a research-based whole-school system model that will prioritize equality investments and DEI-focused teaching and learning for the full ISP community and support and guide the inter-related systems (e.g., Admissions, HR, Operations, etc.) of the school's DEI commitments and responsibilities.</p>
Champion (s)	Audrey Menard, Georgia Warner

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	A task-force will be created to lead a comparative study of whole-school system models at international schools experiencing success in systematizing and integrating DEI.					✓							
2.	Based on lessons learned from the study as well as the results of the climate audit and revised policy, we will design a staged best practice model that is authentic to ISP.					✓	✓						
3.	We will recommend that model to ISP school leadership (BOT, HOS, Leadership Team) for feedback and revision.						✓						
4.	The revised model will be implemented in close alignment with Specific Results 2, 3, 5, 6 to ensure the success of the model.							✓	✓	✓	✓	✓	✓

5	The system will be audited for revision after the first year of its implementation and then regularly after that point in alignment with Specific Result 6.									✓	✓	✓	✓	✓	✓
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Strategy # 5	Specific Result # 5 of 6
<p>Strength in Diversity We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>Teaching, Learning and Student Well-being We will develop an action plan for addressing our DEI values (evaluated and solidified in Specific Result 1) in teaching and learning and student well-being, based on our shared vision to celebrate multiple ways of knowing and learning, lifting student voice, and creating culturally responsive classrooms.</p>
Champion (s)	Audrey Menard, Sybil Van Derhoff

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create a task-force to focus on delivering this result.			✓	✓	✓							
2.	The task-force evaluates the results of the climate audit and policy audit to identify DEI gaps in teaching and learning and social emotional learning.				✓	✓							
3.	The task force develops an action plan based on their evaluation in step 2.				✓	✓							
4.	Present an action plan to the leadership team for approval and to determine how it will be implemented.				✓	✓							

5	Implement the plan and generate a list of findings.					✓	✓						
6.	Monitor and evaluate application of the plan and determine if adjustments are needed, hosting quarterly meetings with division leaders and the DEI consultant and committee chair.						✓	✓	✓	✓	✓	✓	✓
7.	Using what we learned from the application, repeat this process.					✓	✓	✓	✓	✓	✓	✓	✓

Strategy # 5	Specific Result # 6 of 6
<p>Strength in Diversity We will embrace the journey to define diversity, equity, and inclusion practices and expect that everyone takes responsibility to live these ideals across our school community.</p>	<p>Monitoring, Evaluation, and Accountability action plan We will develop an effective and sustainable monitoring, evaluation and accountability system related to DEI practices and priorities established throughout the journey.</p>
Champion (s)	Audrey Menard

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	The committee will develop a system with an evaluation checklist, using the baseline results from the climate audit and the final policy.							✓	✓	✓	✓	✓	✓
2.	An evaluation checklist will be conducted annually, using qualitative and quantitative data.									✓	✓	✓	✓
3.	Determine areas which are out of compliance and establish an action plan to address them in alignment with the policy.									✓	✓	✓	✓

Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Culture and community impact: change management and stress	USD						
	Time	*	**	**	***	***	***
Potential loss of students or standing in the community due to pushback	USD						
	Time	*	*	*	*	*	*
Time to conduct audits, process information and lead lasting change	USD						
	Time	***	***	***	**	**	**
Cost of hiring an external consultant to lead the school climate audit and policy audit	USD	30K	30K	30K	30K	10K	10K
Internal stipend for DEI leadership and guidance.	USD	5K	5K	5K	5K	5K	5K
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Costs: Changing the DEI culture of an institution will require a large investment in time and energy.</p> <p>Tangible Costs: The total cost will be \$105K over the first 3 years including consultant fees and an internal stipend for DEI leadership and guidance. \$65K in costs estimated for the next 3 years.</p>							

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
ISP will be more in-line with the international standard for DEI in institutions.	USD						
	Time	**	**	**	***	***	***
ISP will improve its ability to attract, recruit and retain a diverse staff and student body.	USD						
	Time	*	**	**	***	***	***
ISP will forge stronger alliances with the US State Department's Office of Overseas Schools and position itself for consideration for future grants.	USD		25K	25K	25K	25K	25K
	Time	*	**	**	**	**	**
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Benefits: The intangible benefit of high staff retention is a higher level of commitment, quality and output on the part of our employees. Additionally, all</p>							

stakeholders will grow in their understanding and practices of DEI. This will create a more harmonious community.

Tangible Costs: The tangible benefit of retaining employees is reducing recruitment costs. Furthermore, we would reap the benefit of an additional \$25K per year from the US State Department and additional support through access to a provided DEI consultant.

Action Plan Strategy Committee #6: Data Driven Decisions

Committee members:

Chair: Elias Barlow

From operations: Helmi Porras, Luis Azcarraga, Lisbeth Gonzalez

From teachers: Andrew Lin, Kathy Patton, Lauren Berkley

From faculty administration: Audrey Meynard, Joyce Mininger

Strategy # 6	Specific Result # 1 of 5
<p>Data Driven Decisions We will implement best practices and systems for data collection and analysis to evaluate and inform decisions for school success.</p>	<p>Academic Collect data to inform teaching practices that personalize learning to ensure that all students reach their full potential</p>
Champion (s)	Elias Barlow and Luis Azcarraga, MTSS Teams

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	<p>Set up the data system, SEQTA, to meet the following four conditions:</p> <ul style="list-style-type: none"> • The system allows users to document and access school-wide, grade level, class and individual student-level data (including screening and progress-monitoring data) and instructional decisions • Data is entered in a timely manner • The data can be represented graphically • There is a process for setting/evaluating goals 		✓	✓	✓	✓	✓	✓					

2.	<p>Set up screening and progress monitoring systems</p> <ul style="list-style-type: none"> Determine and align assessment tools and personnel for screening and progress monitoring across divisions, with validated methods Create assessment schedules to collect screening and progress monitoring data Create and schedule professional development to ensure inter-rater reliability 			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Incorporate data management (collection, analysis and application) into teacher and leader roles per division to ensure fidelity to data decision making.				✓	✓	✓						
4.	Create an evaluation cycle for the systems/tools that support interventions across tiers.				✓	✓	✓	✓	✓	✓	✓	✓	✓

Strategy # 6	Specific Result # 2 of 5
<p>Data-Driven Decisions</p> <p>We will implement best practices and systems for data collection and analysis to evaluate and inform decisions for school success.</p>	<p>Academic</p> <p>Data analysis and application are utilized to support learning and ensure that personalized and accessible learning happens to ensure that every learner can reach their full potential.</p>
Champion (s)	Elias Barlow, Leadership and MTSS Teams

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	<p>Establish Multi-Tiered Systems of Support (MTSS) teams that:</p> <ul style="list-style-type: none"> ● Define roles within MTSS teams ● Establish MTSS plan for the whole school and divisions ● Create a timeline for MTSS implementation <ul style="list-style-type: none"> ○ PDs ○ Protocol development ○ Scheduling ○ Team Meetings (data discussions) ● Integrate and align decision making protocols to tiers of support ● Develop data team schedules and decision making protocols (cut scores, decision trees) 		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	<p>Utilize/Establish decision making protocols to:</p> <ul style="list-style-type: none"> ● Train staff to effectively analyze data and use data to make decisions about instruction and implementation including data management system (DMS) integration ● Implement data protocols into Professional Learning Communities to be able to differentiate instruction for students on, below, or above grade level and use data to 			✓	✓	✓	✓						

	identify interventions and extensions for students													
3.	Annually audit MTSS implementation to identify growth and growth points.			✓		✓		✓		✓			✓	

Strategy # 6	Specific Result # 3 of 5
Data-Driven Decisions We will implement best practices and systems for data collection and analysis to evaluate and inform decisions for school success.	Operational Establish aligned, standardized and periodically reviewed processes, roles and protocols that ensure quality data collection and data protection for every user across systems in the entire organization
Champion (s)	Luis Azcarraga, Summer Alcauter, Elias Barlow

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Establish data collection definitions, processes and procedures through Veracross/SEQTA/SAP/Classlink/Google (which data is to be collected for a clear purpose by a defined source/data ownership, defined frequency, with system roles and privileges associated with it, if it is sensitive and requires consent) so it can be treated according to data protection regulations (GDPR) and safely shared across different areas/departments.		✓	✓									
2.	Define and document systems integration workflow for Veracross/SEQTA/SAP/Classlink/		✓	✓									

	Google (fields mapping, API functionality, sync/update schedule, etc.).													
3.	<p>Establish, document and manage system roles and privileges through Veracross/SEQTA/SAP/Classlink/Google according to functions/purpose and data protection guidelines.</p> <ul style="list-style-type: none"> Definition of systems onboarding and offboarding processes (employees, students, families, credentials creation and deletion). 		✓	✓	✓	✓								
4.	<p>Define and implement periodical auditing processes through Veracross/SEQTA/SAP/Classlink/Google to ensure:</p> <ul style="list-style-type: none"> Data collection (information gathering processes, sources, consentment, etc.) Data quality (fields mapping & purpose, nomenclature, regular update processes) Data usage (sources / system / reports inventory) Data protection (systems roles / privileges vs functions / purpose, express consentment, incidents management) 			✓	✓		✓		✓		✓		✓	✓

Strategy # 6	Specific Result # 4 of 5
<p>Data-Driven Decisions We will implement best practices and systems for data collection and analysis to evaluate and inform decisions for school success.</p>	<p>Enrollment Ensure that the data collected is maintained and relevant to make strategic enrollment management and marketing decisions.</p>
Champion (s)	Helmi Porras and Lisbeth Gonzalez

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Review the data collection for each part of the admissions' funnel (touch points, admissions, and exit) to foster and inform strategic enrollment management.		✓	✓	✓		✓		✓		✓		✓
2.	Develop a centralized analytic dashboard to house marketing and admissions data.		✓	✓	✓								
3.	Develop a dynamic and friendly dashboard within Veracross to dynamically visualize current enrollment including students with special needs. Utilize the centralized analytics platform to develop a weekly tracing report and provide a weekly enrollment analysis to inform admission decisions and availability of appropriate services. This should also inform the creation of schedules prior to admissions for students with special needs (EAL, LS, GATE).		✓	✓	✓	✓							
4.	Create an admissions workflow within the Veracross admissions module.		✓	✓	✓								
5.	Review, update and enhance current promotional metrics and define the critical venues.			✓			✓		✓		✓		✓
6.	Move away from rolling admissions (admitting students one by one) to					✓							

	creating cohorts of mission appropriate families.												
7.	Benchmark (market research) the school reputation in Panama in its current market.								✓				✓
8.	Create an action plan with the market research to improve its status and value within the private international school market in Panama.				✓				✓				✓

Strategy # 6	Specific Result # 5 of 5
<p>Data-Driven Decisions We will implement best practices and systems for data collection and analysis to evaluate and inform decisions for school success.</p>	<p>Strategic Plan Implementation Data Data will be collected and analyzed to measure the success and impact of the strategic plan in support of ISP’s core values and mission.</p>
Champion (s)	Audrey and Strategic Evaluation Committee

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create a strategic plan evaluation committee to oversee strategic implementation.				✓								
2.	Ensure fidelity to the master implementation timeline as outlined in the project management software.				✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Ensure strategy chairs produce an annual report showing evidence of work completed as outlined in their action plans.				✓		✓		✓		✓		✓

4.	Annually implement, analyze, and track data from the ISM Climate Survey to ascertain stakeholder impressions of ISP and its health as an organization.		✓		✓		✓		✓		✓		✓
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Cost							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Time	USD						
	Time	***	***	**	**	**	*
Academic, Social, Emotional and Behavioral Intervention Tools	USD	10k	10k	10k	10K	10K	10K
	Time	**	**	**	**	**	**
MTSS Consultant	USD		15K				
	Time		***	**	*		
MTSS Professional Development	USD	15K		15K		15K	
	Time	***	**	***	**	***	**
<p>Explanation Narrative *Small **Medium ***Large</p> <p>Intangible Costs: The intangible cost includes stress from change and fatigue of implementing new protocols to collect and use data in a strategic way across the school.</p> <p>Tangible Costs:</p> <p>The tangible costs include time and an investment of \$10–15K per year to increase academic, social and behavioral tools to support MTSS. As part of data driven decisions, once needs have been identified with the data, programs to support areas of growth with students and programs will need to be purchased to support those areas identified. Additionally, after a period of implementation, an external consultant will need to be brought in to provide an unbiased perspective on areas of strength and growth.</p>							

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Grant from Department of Overseas Schools	USD	25K	25K	25K	25K	25K	25K
	Time	**	***	**	**	**	**
Increased teacher capacity to utilize data	USD						
	Time	*	**	**	**	***	***
Increased student outcomes	USD						
	Time	*	**	**	**	***	***
Decrease in student behaviors	USD						
	Time	*	**	**	**	***	***

ISP students will receive targeted interventions and extensions based on identified needs.	USD						
	Time	*	**	**	***	***	***
Increased teacher efficiency to identify needs and supports through streamlined processes	USD						
	Time	*	**	**	**	***	***
Streamlined processes for enrollment	USD						
	Time	*	**	**	***	***	***
Transparency and accountability of school initiatives	USD						
	Time	*	**	**	***	***	***

Explanation Narrative *Small **Medium ***Large

Intangible Benefits:

- Increased efficiency of instructional, staff and student time

Tangible Benefits:

- \$75k from the U.S. State Department
- Increase in student learning from our lowest to highest learner
- Decrease in student learning gaps
- Increase in the perception of ISP’s reputation to meet a broad set of learning needs

Action Plan Strategy Committee #7: Aligned Programs and Systems

Committee members:

Committee Chairs: Audrey Menard, Mark Ketterhagen,

From operations:

From teachers: Devan Hibbard, Priyanka Jethani,, Brittany Leknes

From faculty administration: Jessica Rogers, Kyle Martin, Summer Alcauter, Bill Hatcher

Strategy #7	Specific Result #1 of 6
<p>Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.</p>	<p>ISP will have a PK-12 curriculum that has common documentation, structure and cohesive, clearly-articulated connections across divisions (see work from Strategic Planning group 2).</p>
Champion (s)	Jess (Andrew, instructional coaches)

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Hire an external auditor to audit the current curriculum for alignment and make recommendations on format, accessibility, and content.		✓	✓	✓								
2.	Adopt recommendations based on the results of the audit.			✓	✓	✓	✓						
3.	Adopt a research-based curriculum review cycle.					✓							
4.	Formalize curricular scope and sequence (beginning with 12th grade) with collaborative input from stakeholders.						✓	✓	✓				

5.	Ensure alignment between instructional and curricular recommendations (see Interdisciplinary and Accessible Learning strategy).				✓	✓	✓								
6.	Align and support teachers and students in creating and accessing curriculum and documentation in SEQTA (the new LMS).				✓	✓	✓								

Strategy #7	Specific Result #2 of 6
<p>Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.</p>	<p>ISP will establish a philosophy and practice around assessment that is based on aligned core beliefs, is consistent in language usage, and is based on standard mastery.</p>
Champion (s)	<p>Principals, Instructional Coaches, Brittany Leknes</p>

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create guidelines for what defines high-quality assessment at ISP.				✓								
2.	Ensure steps are being taken at each division to identify indicators of mastery for each grade/subject.				✓	✓	✓						
3.	Ensure steps are in place to establish that common assessments exist in all divisions/subjects.					✓	✓						
4.	Review grading reliability and validity across divisions.					✓	✓						

5.	Review ISP philosophy around use of homework.						✓							
6.	Align standards-based reporting and grading methods to ensure consistency across divisions.		✓	✓	✓	✓	✓							
7.	Align and support teachers and students in creating and accessing assessments in SEQTA (the new LMS).						✓							

Strategy #7	Specific Result #3 of 6
<p>Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.</p>	<p>ISP's leadership will devise, with stakeholder input, schoolwide protocols for effective use of adult learning and collaboration time.</p>
Champion (s)	Principals, instructional coaches

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Audit structures for adult learning/collaboration that exist at each division and make recommendations for alignment.	✓	✓										
2.	Create a calendar to ensure that members of the Academic Leadership team meet semesterly to review use of time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Include teacher leaders from each division in the development of the subsequent year professional development calendar.		✓		✓		✓		✓		✓		✓

4.	Schedule time for departmental committees to collaborate and work toward vertical alignment. Ensure this exists for all departments and groups that are not clearly defined (e.g., PE/coaches, IT specialists, counselors, office administrators, etc.).		✓		✓		✓		✓		✓		✓
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Strategy #7	Specific Result #4 of 6
Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.	ISP leadership will consolidate the approach to school wide internal and external communication.
Champion (s)	Lis, Ana

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Review internal digital organizational platforms (Google Drive, MyISP, website, etc.) and make recommendations on alignment.		✓	✓	✓								
2.	Review external digital organizational platforms (Website, FinalSite) and make recommendations on alignment.	✓	✓	✓	✓	✓	✓						
3.	House and organize all internal school documents in one place and accessible to all.					✓	✓	✓	✓				

4.	House and organize all external school documents in one place and accessible to all.					✓	✓	✓	✓				
5.	Review channels to communicate internally and select the ones we want to use (internal bulletins, weekly newsletters, Google Chat, ISP Communications).				✓	✓	✓	✓					
6.	Review channels to communicate externally and select the ones we want to use (social media, bulletins, website, ISP Communications).				✓	✓	✓	✓					
7.	Synchronize weekly communications to staff across all divisions by agreeing on a common channel for internal communications and announcements.					✓	✓						

Strategy #7	Specific Result #5 of 6
<p>Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.</p>	Align processes in Operations, ET, and IT to provide better support for teaching and learning and achieve school goals.
Champion (s)	Summer, Bill, Luis

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Implement Veracross/SEQTA (SIS/LMS/DMS) to streamline curriculum access, student access		✓	✓	✓								

	to learning resources, and ongoing communication about student progress.																		
2.	Restructure ET/IT to improve customer support services, communication, and classroom technology integration.		✓	✓															
3.	Create steps for improved efficiencies and communication for hardware and digital subscription purchases.			✓	✓														
4.	Provide adequate training and professional development for the IT team to support both technical services, customer service, and ongoing implementation of digital platforms.		✓	✓	✓														
5.	Provide all classrooms and teaching staff with standard technology hardware and appropriate professional development to support teaching and learning that is simple to maintain and troubleshoot.			✓	✓	✓	✓												
6.	Create a rubric or framework for evaluating how we implement or retire digital platforms (academic and operational).			✓	✓														

Strategy #7	Specific Result #6 of 6
Aligned Programs and Systems We will horizontally and vertically align curricula, effective teaching practices, assessment protocols, as well as schoolwide processes to meet the needs of all students.	Align roles and job functions across divisions.
Champion (s)	Ana, Audrey

Step #	Action Step	Projected Implementation and Completion											
		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
1.	Create uniform job titles and job description alignment in K-12.					✓	✓						
2.	Ensure alignment between job titles and contracts.					✓	✓						
3.	Review/update the organizational chart.				✓		✓		✓		✓		✓
4.	Align and clearly communicate added responsibilities and leadership roles.								✓				
5.	Review stipends/extra responsibilities across divisions and align where appropriate.								✓				
6.	Create a document that describes who to go to for what.				✓		✓						

Cost		Y1	Y2	Y3	Y4	Y5	Y6
Team Time	USD						
	Time	***	***	***	**	**	**
External curriculum audit (step 1)	USD	N/A	\$60K	N/A	N/A	N/A	N/A
	Time						
Stress/ initiative fatigue for faculty and administration	USD						
	Stress/Fatigue	***	***	***	**	**	*
Emotional separation from previous curriculum	USD						
	Time	***	**	*	*		
HS Parent stress with SBG	USD						
	Time	N/A	**	***	**	*	

Protocol Training for Leaders (if cannot be done internally)	USD	N/A	\$10K	N/A	N/A	N/A	N/A
	Time						
Cost of running Renweb and Veracross/SEQTA at same time for 6 months.	USD	N/A	\$40K	N/A	N/A	N/A	N/A
	Time						
<p>Explanation Narrative: *Small **Medium ***Large</p> <p>Intangible Costs: The intangible costs are stress related to change management.</p> <p>Tangible Costs: The total cost for this strategy is \$110K plus a significant amount of time to execute this strategy.</p>							

Benefits							
Description		Y1	Y2	Y3	Y4	Y5	Y6
Aligned K-12 curriculum, assessment	USD						
	Time	*	**	***	***	***	***
Improved student outcomes	USD						
	Time	*	**	***	***	***	***
Gain teacher time	USD						
	Time	N/A	N/A	*	*	**	**
Stronger cross divisional teacher collaboration	USD						
	Time	**	***	***	***	***	***
Improved longitudinal data allowing analysis of curriculum and instruction	USD						
	Time	*	**	***	***	***	***
Smoother transitions (student fluidity) between divisions	USD						
	Time	N/A	*	**	***	***	***
Use of top-notch/research-based curriculum	USD						
	Time	N/A	*	**	**	***	***
Less stress in learning systems/finding documents and more time dedicated to instruction	USD						
	Time	N/A	N/A	*	*	**	**
Transitions instructional coaches from curriculum work to in-class coaching cycles	USD						
	Time	*	**	**	**	***	***
Improved new teacher on-boarding	USD						
	Time	N/A	*	**	**	***	***
SEQTA allows simplified and improved student and parent	USD						
	Time	*	**	**	**	***	***

access to student progress and monitoring							
Teachers have consistent and highly qualified professional development	USD						
	Time	**	**	**	***	***	***
Improved morale for all stakeholders	USD						
	Time	*	**	**	***	***	***
Improved retention	USD						
	Time	N/A	*	**	***	***	***
Streamlined internal and external communications	USD						
	Time	*	**	**	***	***	***
Better informed and involved community	USD						
	Time	*	**	**	***	***	***
Organization	USD						
	Time	N/A	*	**	**	***	***
Save money on the removal of redundant software applications	USD	\$5K	\$5K	\$5K	N/A	N/A	N/A
	Time						
Easy access to curriculum documentation	USD						
	Time	*	**	**	***	***	***

Explanation Narrative: *Small **Medium ***Large

Intangible Benefits: ISP will be coordinated and organized across all aspects of the school.

Tangible Benefits: We will save money by reducing redundancies.