



**THROUGH 2024**

**STRATEGIC PLAN**  
CAYMAN INTERNATIONAL SCHOOL



CAYMAN INTERNATIONAL SCHOOL  
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# CAYMAN INTERNATIONAL SCHOOL: STRATEGIC PLAN

## Part I: LEARNING

This document maps out the plan for all aspects of learning, leading, teaching and assessing at CIS, from 2018-2022. As an organizer it uses the CGC Learning Ecosystem. In brief, our goal is that learning will be defined, designed, delivered and demonstrated ('4 D's') in the best possible ways at CIS. The Plan is driven by 'impact goals', the specific changes we want to see happening against which we will gather evidence of success.

The Impact Goal for the overall Learning Plan is that:

*All learning stakeholders will benefit from a coherent, consistent Learning Ecosystem through which we define, design, deliver and demonstrate learning in ways that have optimal learning impact.*

Each of the 4 D's of the Ecosystem has its own impact goal, which is then broken down into further actions, each mapped across our planning sequence. By using the Learning Ecosystem as a planning system, and by implementing the resulting plan, we will achieve all the impacts we have identified, ensuring that we offer every student an optimal learning experience in the context of a learning culture in which parents, teachers and leaders are supporting student learning while also learning ourselves.

Our plan includes three layers: 1) An overview of the CIS Mission, Vision, Principles, and description of the CIS Learning Ecosystem that frames our plan; 2) A strategic plan separated into two parts ('Learning' and 'Operations') that illustrates how and when we will achieve impact; 3) An action plan that focuses on the impacts of the strategic plan and the ways in which they will be measured.

# MISSION

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Positive Community. Passionate Learners.

## COMMUNITY PRINCIPLES

Good Intent  
Kindness  
Partnership  
Sustainability

## VISION

We are a positive school community strengthened by our international diversity. We find common ground in a shared commitment to learning that connects ideas and people, challenges us to grow, and inspires us to better ourselves and our world. We use principles to guide our journey and recognize that preparing for and shaping the future starts with embracing the opportunities that surround us each day.

## LEARNING PRINCIPLES




Language  
Ownership  
Nature  
Context

## The CIS Learning Ecosystem







*How do we organize learning for optimal learning impact?*

Overarching Impact Goal: All learning stakeholders will benefit from a coherent, consistent Learning Ecosystem through which we **Define, Design, Deliver** and **Demonstrate** Learning in ways that have optimal learning impact.

 DEFINE	<p><b><i>What is learning and how do we do it?</i></b></p>	<p><b>Our Learning Impacts:</b></p> <p>All learning stakeholders benefit from the clarity and consistency of direction provided by a clear set of guiding statements that map out our learning purposes, principles and definitions.</p>	<p><b>Our Learning Products:</b></p> <p>Learning Mission            Learning Principles            Learning Definition            Learning Glossary</p>
 DESIGN	<p><b><i>What's worth learning and how do the pieces fit?</i></b></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners develop agreed upon conceptual understandings, competencies and character traits in the context of relevant life-worthy content that is organized for optimal coherence, continuity and connections.</p>	<p><b>Our Learning Products:</b></p> <p>Learning Standards            Disciplinary Learning Units            Transdisciplinary Learning            Learning Matrix            Co-curricular Learning            Learning Space, Learning Time            Character Learning</p>
 DELIVER	<p><b><i>How do we teach for learning and create learning cultures?</i></b></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners benefit from a supportive learning culture shaped by shared learning principles and targeted approaches to learning shaped by common learning definitions.</p>	<p><b>Our Learning Products:</b></p> <p>A Professional Learning Culture            Professional Learning Systems            Our Key Pedagogies            Learning Leadership            Learning and Language Support            Learning Technology</p>
 DEMONSTRATE	<p><b><i>How do we know what we've learned and let others know?</i></b></p>	<p><b>Our Learning Impacts:</b></p> <p>All learners have a clear sense of their own goals, pathways and progress because they are guided by consistent formative feedback, both continuous and cumulative.</p>	<p><b>Comprised of:</b></p> <p>Assessment &amp; Reporting Plan            Learning Ownership            Learning Analysis and Feedback</p>

## The CIS Learning Ecosystem: Our Learning Products

 Define	<b>Learning Mission</b> All significant decisions are guided by a simple set of underlying statements which have widespread buy-in from all stakeholder groups.	<b>Learning Principles</b> All learners benefit from agreed teaching and learning practices guided by shared Learning Principles.	<b>Learning Definition</b> All learners are better able to own, lead and manage their own learning because we have a shared understanding of how learning works through a definition of learning that drives pedagogy and provide us with a common learning language	<b>Learning Glossary</b> All learning conversations are more effective and efficient because they are informed by common understanding of the meanings of key terms			
 Design	<b>Learning Standards</b> Learners develop deep conceptual understanding, high levels of competency and strong character, through sustained engagement with an articulated flow of Learning Standards designed by experts.	<b>Disciplinary Learning Units</b> Learners develop expertise in the 3 C's, as documented in our CIS Design for Learning, in the rich, relevant context of challenging disciplinary learning.	<b>Transdisciplinary Learning</b> Teachers develop expertise in the 3 Cs by creating life-worthy transdisciplinary units; these units are designed to enable our students to respond to current and future challenges and opportunities facing humanity.	<b>Learning Matrix</b> Throughout their time at CIS, learners engage with a connected, balanced learning experience through a connected, coherent Matrix of Learning Units.	<b>Co-curricular Learning</b> Learners extend, enhance and experiment with their learning experiences through rich and rewarding offerings of Co-curricular Learning.	<b>Learning Space, Learning Time</b> The school's agreed approaches to learning are supported by the intentional use of learning spaces and instructional time.	<b>Character Learning</b> Learners live by the values and dispositions that define our school culture and are explicitly fostered in designs for learning.
 Deliver	<b>A Professional Learning Culture</b> Learning, teaching and leading is guided by an explicit learning culture framed by shared learning principles and a common learning language. CIS Learning Professionals own their own professional learning, continually working to improve their learning impact on students.	<b>Professional Learning Systems</b> The CIS Professional Learning System drives goal-setting, professional development, coaching, professional feedback and reflection.	<b>Key Pedagogies</b> Learners become expert in key pedagogies (i.e., guided inquiry, PBLs, etc.) through a sustained focus, including coaching and the provision of appropriate resources and toolkits.	<b>Learning Leadership</b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic approach to capacity building.	<b>Learning and Language Support</b> Students with a range of learning and language profiles learn optimally because of support systems that provide them with structured, differentiated access to learning.	<b>Learning Technology</b> As students work towards different learning goals, they are supported by the technology tools that are identified as most "fit for purpose".	
 Demonstrate	<b>Assessment &amp; Reporting</b> Students experience consistency of purpose and practice in assessment, recording and reporting through the development and implementation of a clear, comprehensive assessment and reporting plan.	<b>Learning Ownership</b> Students learn optimally because they are able to assess their own learning, formulate appropriate goals, plan to achieve them, respond constructively to feedback, reflect on progress and modify future actions.	<b>Learning Analysis and Feedback</b> Learners make optimal progress as a result of systems of feedback, assessment, recording and reporting and learning is clearly communicated to all stakeholders.				

**Key to Strategic Plan that follows:**  = CIS is initiating the action item  = CIS is progressing on the action item  = CIS has completed and/or is sustaining the action item



**Key question: *What is learning and how do we do it?***

*What do we want to see happening that we are not seeing now?*

**Impact Goal:** All learning stakeholders benefit from the clarity and consistency of direction provided by a clear set of guiding statements that map out our learning purposes, principles and definitions.

<b>WHAT?</b> <i>What specific <b>impacts</b> will contribute to our overarching impact?</i>	<b>HOW?</b> <i>What <b>actions</b> will we take to achieve our <b>impact</b>?</i>	<b>2017-2019</b>	<b>2019-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<p><b>Learning Mission</b> All significant decisions are guided by a simple set of underlying statements which have widespread buy-in from all stakeholder groups.</p>	<ul style="list-style-type: none"> <li>Plan and implement a process through which a balanced team of learning stakeholders co-create a simple, powerful set of guiding statements that frame the identity of CIS, guide actions and have wide/deep community buy-in</li> </ul>					
<p><b>Learning Principles</b> All learners benefit from agreed teaching and learning practices guided by shared Learning Principles.</p>	<ul style="list-style-type: none"> <li>Establish CIS Learning Principles</li> </ul>					
	<ul style="list-style-type: none"> <li>Articulate Shared Practices derived from Learning Principles which form the basis of professional expectations</li> </ul>					
<p><b>Learning Definition</b> All learners are better able to own, lead and manage their own learning because we have a shared understanding of how learning works through a definition of learning that drives pedagogy and provide us with a common learning language.</p>	<ul style="list-style-type: none"> <li>Review CGC Learning Definitions, create one for CIS and use it to guide learning</li> </ul>					
<p><b>Learning Glossary</b> All learning conversations are more effective and efficient because they are informed by common understanding of the meanings of key terms.</p>	<ul style="list-style-type: none"> <li>Review CGC Learning Glossary and create a CIS Learning Glossary</li> </ul>					



Design

**Key question: *What's worth learning and how do the pieces fit?***

*What do we want to see happening that we are not seeing now?*

**Impact Goal:** All learning professionals develop agreed conceptual understandings, competencies and character in the context of relevant, life-worthy content that is organized for optimal coherence, continuity and connections.

<b>WHAT?</b> <i>What particular <b>impacts</b> will contribute to our overarching impact?</i>	<b>HOW?</b> <i>What <b>actions</b> will it take to achieve <b>impact</b>?</i>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Learning Standards</b> Learners develop deep conceptual understanding, high levels of competency and strong character, through sustained engagement with an articulated flow of Learning Standards designed by experts.	<ul style="list-style-type: none"> <li>Create a CIS Design for Learning that clearly shows how our adopted sets of Standards align with and support our Definition of Learning</li> </ul>					
<b>Disciplinary Learning Units</b> Learners develop expertise in the 3 C's, as documented in our CIS Design for Learning, in the rich, relevant context of challenging disciplinary learning.	<ul style="list-style-type: none"> <li>Construct a Unit Planner that is used as a tool to implement the CIS Design for Learning</li> </ul>					
	<ul style="list-style-type: none"> <li>Provide coaching to support the intentional planning of units or experiences reflecting the 3 C's</li> </ul>					
	<ul style="list-style-type: none"> <li>Align High Scope in EC with the 3 C's using 'Head, Heart, Hands' framework</li> </ul>					
	<ul style="list-style-type: none"> <li>Form '<i>disciplinary big ideas</i>' to vertically articulate conceptual learning in our school</li> </ul>					
	<ul style="list-style-type: none"> <li>Develop exemplar units or experiences in which the Standards bring the 3 C's to life</li> </ul>					
<b>Transdisciplinary Learning</b> Teachers develop expertise in the 3 C's by creating life-worthy transdisciplinary units; these units are designed to enable our students to respond to current and future challenges and opportunities facing humanity.	<ul style="list-style-type: none"> <li>Design and/or strengthen transdisciplinary units in the Secondary School</li> </ul>					
	<ul style="list-style-type: none"> <li>Fully integrate TOK into IB courses</li> </ul>					
	<ul style="list-style-type: none"> <li>Strengthen and develop interdisciplinary links within PBLEs so that students can articulate connections between the disciplines</li> </ul>					
<b>Learning Matrix</b> Throughout their time at CIS, learners engage with a connected, balanced learning experience through a connected, coherent Matrix of Learning Units.	<ul style="list-style-type: none"> <li>Revise the current Atlas template to reflect the unit planner</li> </ul>					
	<ul style="list-style-type: none"> <li>Generate a CIS Learning Matrix to illustrate a connected learning design</li> </ul>					

<p><b>Co-curricular Learning</b> Learners extend, enhance and experiment with their learning experiences through a rich and rewarding offerings of Co-curricular Learning.</p>	<ul style="list-style-type: none"> <li>Articulate and map current co-curricular activities (K-12) in strands to align with and support the 3 C's</li> </ul>						
	<ul style="list-style-type: none"> <li>Design and offer co-curricular activities aligned with the identified strands and 3 C's</li> </ul>						
<p><b>Learning Space, Learning Time</b> The school's agreed approaches to learning are supported by the intentional use of learning spaces and instructional time.</p>	<ul style="list-style-type: none"> <li>Develop understandings of design intentions, functionalities and space utilization in the new EC and HS buildings</li> </ul>						
	<ul style="list-style-type: none"> <li>Include a variety of types of spaces (i.e. collaborative, quiet) for students to use during activities and different modes of learning</li> </ul>						
	<ul style="list-style-type: none"> <li>Conduct an audit of current learning spaces to determine optimal learning impact</li> </ul>						
	<ul style="list-style-type: none"> <li>Redesign time schedules in each division so that they are more effective in supporting CIS philosophies and systems and are maximizing use of new learning spaces</li> </ul>						
<p><b>Character Learning</b> Learners live by the values and dispositions that define our school culture and are explicitly fostered in designs for learning.</p>	<ul style="list-style-type: none"> <li>Establish common school-wide Values and Dispositions (i.e. Character Standards) that are integrated into K-12 units and aligned with current character frameworks (i.e. IB Learner Profile and Positive Discipline)</li> </ul>						
	<ul style="list-style-type: none"> <li>Develop a school-wide:               <ul style="list-style-type: none"> <li>Service Learning Framework</li> <li>Sustainability Plan</li> </ul>               with developmentally appropriate language, so that students experience a consistent, vertically articulated approach             </li> </ul>						
	<ul style="list-style-type: none"> <li>Enhance the Secondary Advisory program through consistent programming and implementation</li> </ul>						
	<ul style="list-style-type: none"> <li>Enhance Positive Discipline practices in the Elementary school through consistent implementation</li> </ul>						





Deliver

**Key question: How do we teach for learning and create learning cultures?**

*What do we want to see happening that we are not seeing now?*

**Impact Goal:** All learners benefit from a sustained learning culture in which our practices are shaped by shared learning principles and common learning definitions.

<b>WHAT?</b> <i>What particular <b>impacts</b> will contribute to our overarching impact?</i>	<b>HOW?</b> <i>What <b>actions</b> will it take to achieve <b>impact</b>?</i>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b><i>A Professional Learning Culture</i></b> Learning, teaching and leading is guided by an explicit learning culture framed by shared learning principles and a common learning language. CIS Learning Professionals own their own professional learning, continually working to improve their learning impact on students.	<ul style="list-style-type: none"> <li>• Create, describe and share the CIS Professional Learning System as a foundation of establishing a culture focused on learning</li> </ul>					
<b><i>Professional Learning Systems</i></b> The CIS Professional Learning System drives goal-setting, professional development, coaching, professional feedback and reflection.	<ul style="list-style-type: none"> <li>• Establish teacher Shared Practices that align to Learning Principles</li> <li>• Create a Continua tool based on CIS Shared Practices to be used effectively in coaching faculty</li> <li>• Include one individual and one common team/department goal in teacher goal-setting, both of which align with our principles and include evidence of impact</li> <li>• Design professional learning (coaching, collaborative planning sessions, and other PD experiences) that explicitly guides teachers in achieving their professional team goals</li> <li>• Provide meaningful feedback to teachers regarding their growth on the Shared Practices Continua</li> <li>• Integrate teacher reflection into the system and ensure this is directly connected to student learning impact</li> </ul>					
<b><i>Key Pedagogies</i></b> Learners become expert in key pedagogies (i.e., guided inquiry, PBLs, etc.) through a sustained focus, including coaching and the provision of appropriate resources and toolkits.	<ul style="list-style-type: none"> <li>• Revise the CIS 'toolkit' to align to the Learning Principles</li> <li>• Design CIS collaborative times to develop teacher capacity in agreed pedagogies (toolkit)</li> </ul>					
<b><i>Learning Leadership</i></b> Effective leadership and efficient management are evident at all levels through clarity of roles and a sustained, strategic approach to capacity building.	<ul style="list-style-type: none"> <li>• Initiate a range of non-hierarchical leadership opportunities for professionals (i.e. mentoring, project management, learning team leaders, etc.) and a plan for adding these roles</li> </ul>					

	<ul style="list-style-type: none"> <li>• Provide time, training and tools for effective leadership for faculty leaders</li> </ul>					
	<ul style="list-style-type: none"> <li>• Leaders devise their own individual goals based on Shared Leadership practices that align to CIS Leadership Principles and CIS Learning Principles</li> </ul>					
<p><i>Learning and Language Support</i> Students with a range of learning and language profiles learn optimally because of support systems that provide them with structured, differentiated access to learning.</p>	<ul style="list-style-type: none"> <li>• Provide adequate space, staffing, training and support for a new learning support model in the Early Childhood</li> </ul>					
	<ul style="list-style-type: none"> <li>• Build and implement a pull-out model (and other flexible services) for identified elementary learners <ul style="list-style-type: none"> <li>○ Guide and support 1-1 learning assistants (provided by parents) through CIS learning support specialists</li> <li>○ Provide targeted EAL services through qualified staff</li> <li>○ Enhance the on-campus services of students with exceptionalities through external itinerant services</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• Articulate and improve structures and plans for Learning Support in the Secondary school</li> </ul>					
<p><i>Learning Technology</i> As students work towards different learning goals, they are supported by the technology tools that are identified as most “fit for purpose”.</p>	<ul style="list-style-type: none"> <li>• Develop an Information Media &amp; Technology learning plan based on identified standards and resources (ISTE, AASL, Common Sense Media, etc.) <ul style="list-style-type: none"> <li>○ Strengthen STEAM and Maker programs</li> <li>○ Strengthen student competencies in digital citizenship</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>• Coach and support teachers in effectively integrating technology in learning experiences</li> </ul>					



Demonstrate

**Key question: *How do we know what we've learned and let others know?***

*What do we want to see happening that we are not seeing now?*

**Impact Goal:** All learners develop and track a clear sense of their own goals, pathways and progress guided by consistent formative feedback, both continuous and cumulative.

<b>WHAT?</b> <i>What specific <b>impacts</b> will contribute to our overarching impact?</i>	<b>HOW?</b> <i>What <b>actions</b> will we take to achieve our impact?</i>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<p><b>Assessment &amp; Reporting</b> Students experience consistency of purpose and practice in assessment, recording and reporting through the development and implementation of a clear, comprehensive assessment and reporting plan.</p>	<ul style="list-style-type: none"> <li>Develop an A&amp;R Plan that articulates CIS philosophy and expected use of assessments and reports               <ul style="list-style-type: none"> <li>Specify formative practices and cumulative expectations measuring and/or documenting learning</li> </ul> </li> <li>Revise standards-based reporting system in the Elementary school to better report on whole learning as defined by CIS language and principles</li> <li>Analyze and consider standards based reporting practices for Secondary School</li> </ul>					
<p><b>Learning Ownership</b> Students learn optimally because they are able to assess their own learning, formulate appropriate goals, plan to achieve them, respond constructively to feedback, reflect on progress and modify future actions.</p>	<ul style="list-style-type: none"> <li>Enhance and develop the student goal-setting and portfolio system in ES and extend this into the Secondary School</li> <li>Coach teachers in student goal setting processes, reflective practices, and student led conferences.               <ul style="list-style-type: none"> <li>Create common tools to enhance goal setting and reflection (audio scripts, question prompts, and/or structured sheets)</li> </ul> </li> <li>Coach students in goal-setting, portfolio-building and student-led conferences</li> <li>Expand opportunities and structures for students to engage in personalized learning experiences (i.e. PLE and online courses, adaptive technologies)</li> </ul>					
<p><b>Learning Analysis and Feedback</b> Learners make optimal progress as a result of systems of feedback, assessment, recording and reporting and learning is clearly communicated to all stakeholders.</p>	<ul style="list-style-type: none"> <li>Create more consistent, ongoing, frequent, and effective feedback cycles to engage with individual learners at the classroom level</li> <li>Develop a more robust PLC system of moderating student work and analyzing related data</li> <li>Collect exemplars (student work and sample narratives) to inform and develop teacher assessment and reporting practices</li> <li>Provide communications and reports to students and parents that are effective in providing meaningful and personalized feedback regarding student progress</li> <li>Clearly and proactively communicate CIS's approaches to assessment and reporting to parents and students throughout the school year</li> </ul>					



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## CAYMAN INTERNATIONAL SCHOOL: STRATEGIC PLAN

### Part II: CIS OPERATIONS

This document maps out a plan for progress of CIS operations, from 2018-2022. It is driven by the standards from the Middle States Association, the accrediting organization of CIS. The plan includes 'impact goals', namely the specific changes we want to see happening against which we will gather evidence of success.

The Impact Goal for the overall Operational Plan is that:

*All learning stakeholders benefit from the effective, efficient management of resources and processes in support of the school's mission, principles and practices.*

Each section of our Operational Plan has its own impact goal. As we work to achieve these, we will gradually be improving our performance so that we are managing our resources and our operational systems with increasing efficiency and effectiveness with direct alignment to our foundational statements.

**Key to Strategic Plan that follows:**  = CIS is initiating the action item  = CIS is progressing on the action item  = CIS has completed and/or is sustaining the action item

## STRATEGIC PLAN: CIS OPERATIONS

**Key question: *How do we align all resources optimally to achieve our impacts?***

*What do we want to see happening that we are not seeing now?*

**Impact Goal:** All learning stakeholders benefit from the effective, efficient, transparent management of resources and processes in support of the school's mission, principles and practices.

<b>WHAT?</b> <i>What specific impacts will contribute to our overarching impact?</i>	<b>HOW?</b> <i>What actions will we take to achieve our impact?</i>	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
<p><b>Mission</b> All CIS stakeholders benefit from a positive culture shaped by the CIS Mission and Community Principles. This includes clarity and commitment around key values statements within the Mission and Principles.</p>	<ul style="list-style-type: none"> <li>Establish a new CIS Mission and Vision involving a broad stakeholder group</li> </ul>					
	<ul style="list-style-type: none"> <li>Initiate systems to bring the Mission to life for the school and local communities</li> </ul>					
	<ul style="list-style-type: none"> <li>Establish CIS Community Principles</li> </ul>					
	<ul style="list-style-type: none"> <li>Initiate systems to keep Community Principles 'alive and well' for stakeholders</li> </ul>					
<p><b>Governance and Finance</b> CIS stakeholders feel confident in the school's governance and financial sustainability through a clearer understanding of structures and systems, resulting from a commitment to transparency and open communication.</p>	<ul style="list-style-type: none"> <li>Develop advancement and scholarship activities (explore CIS affiliated non-profit entity, etc.)</li> </ul>					
	<ul style="list-style-type: none"> <li>Host annual governance meeting with Board representation and open Q&amp;A session</li> </ul>					
	<ul style="list-style-type: none"> <li>List the CIS Board in school communications</li> </ul>					
	<ul style="list-style-type: none"> <li>Provide information to stakeholders regarding the DART/ISS/CIS partnership</li> </ul>					
	<ul style="list-style-type: none"> <li>Share additional CIS financial information with stakeholders</li> </ul>					
	<ul style="list-style-type: none"> <li>Optimize staff compensation and benefits to recruit high-quality staff and meet desired retention rates</li> </ul>					
<p><b>Safety and Security</b> The school campus is safe and secure for all stakeholders, with clear and supervised boundaries, reliable mass communication systems, strategic risk management and systematic training in key competencies.</p>	<ul style="list-style-type: none"> <li>Implement new campus alarms, security and mass communications systems for new facilities and existing facilities</li> </ul>					
	<ul style="list-style-type: none"> <li>Use technology to improve mass communications, including a CIS 'WhatsApp' group</li> </ul>					
	<ul style="list-style-type: none"> <li>Enhance campus security and optimize utilization of security guards</li> </ul>					
	<ul style="list-style-type: none"> <li>Strengthen oversight of 3rd party contractors and volunteers and adjust procedures and policies as needed</li> </ul>					
	<ul style="list-style-type: none"> <li>Increase safety of the boundary between the pitch and adjoining road</li> </ul>					
	<ul style="list-style-type: none"> <li>Offer training (CPR/water safety/first aid/etc.) to CIS personnel and review student supervision procedures</li> </ul>					
	<ul style="list-style-type: none"> <li>Develop an updated CIS Wellness Plan (i.e. including nutrition, environmental awareness, sun safety, mindfulness, etc.)</li> </ul>					
	<ul style="list-style-type: none"> <li>Assure alignment of child protection policies with Cayman government and international best practices</li> </ul>					
<ul style="list-style-type: none"> <li>Improve safety measures (i.e. padding, etc.) for identified areas of the ARC</li> </ul>						

<p><b>External Relations</b> CIS is populated by an optimal number of students and families who genuinely and actively support the school's Mission and Principles, and CIS is recognized locally and globally as a school of excellence.</p>	<ul style="list-style-type: none"> <li>Undertake a strategic and systemic review of all aspects of admissions, marketing, communications and advancement for optimal impact</li> </ul>					
	<ul style="list-style-type: none"> <li>Create a plan for alumni relations, beginning with an alumni database and communications</li> </ul>					
	<ul style="list-style-type: none"> <li>Improve marketing materials (including brochures, website, social media, etc.) to clearly tell the CIS story and communicate our message</li> </ul>					
	<ul style="list-style-type: none"> <li>Enhance the admissions and onboarding experience for new students and families</li> </ul>					
	<ul style="list-style-type: none"> <li>Increase the number of students graduating from CIS</li> </ul>					
	<ul style="list-style-type: none"> <li>Develop enrollment and staffing projections in line with facilities enhancements</li> </ul>					
	<ul style="list-style-type: none"> <li>List SAC representatives on the website and regularly communicate their purpose</li> </ul>					
	<ul style="list-style-type: none"> <li>Improve relationships with HR Managers and recruiters for major firms and companies</li> </ul>					
<p><b>Information Resources and Technology</b> Educational and operational systems are effectively and efficiently supported by well-designed technology tools and proficient staff.</p>	<ul style="list-style-type: none"> <li>Engage with the community to reinvigorate a PTA and support its efforts in carrying out its mission</li> </ul>					
	<ul style="list-style-type: none"> <li>Create a comprehensive software database, including educational and operational components, finances and other data</li> </ul>					
	<ul style="list-style-type: none"> <li>Improve selection and use of technology tools for grading and reporting</li> </ul>					
	<ul style="list-style-type: none"> <li>Explore effective integrated systems for student information and operations management and determine if new software would optimize operations</li> </ul>					
	<ul style="list-style-type: none"> <li>Renew the technology plan and include a replacement cycle and projected capital equipment needs</li> </ul>					
	<ul style="list-style-type: none"> <li>Gain an understanding of the technology needs of staff and students and provide targeted professional development</li> </ul>					
<p><b>Facilities</b> The CIS expansion is effectively designed and utilized to enhance learning, facilitate diverse functions and provide for optimal capacity.</p>	<ul style="list-style-type: none"> <li>Support progressive pedagogies and maximize labs and other spaces by providing cutting-edge tools</li> </ul>					
	<ul style="list-style-type: none"> <li>Consider future possibilities and ensure expansion designs are flexible to facilitate future needs</li> </ul>					
	<ul style="list-style-type: none"> <li>Ensure facilities support the school's principles and mission (i.e. sustainability, community, etc.)</li> </ul>					
	<ul style="list-style-type: none"> <li>Conduct a storage analysis of existing and future spaces and determine needs and uses for spaces</li> </ul>					
	<ul style="list-style-type: none"> <li>Ensure CIS sustainability philosophies are reflected in expansion design and facilities-related decision making</li> </ul>					
	<ul style="list-style-type: none"> <li>Analyze enrollment projections and multiple growth trajectories with expansion capacity</li> </ul>					
<ul style="list-style-type: none"> <li>Develop a facilities plan and include a replacement cycle and projected capital needs</li> </ul>						