



2014-19

# CIS Strategic Plan



# CIS Planning Team

The Cayman International School Strategic Planning Committee met in May 2014 to revisit the school's mission statement, beliefs, parameters and objectives. Five newly formulated and broad based objectives were developed. The revised Mission Statement, Guiding Principles, Vision Statement, Student Learner Outcomes and strategic objectives were approved by the Board and are noted below. In September 2014, School Improvement Committees were established to begin work on the strategic objectives. These plans will be presented to the School Advisory Committee and will be reviewed annually.

## Strategic Planning Committee (May 2014)

**External Facilitator:** Harlan Lyso

### **School Personnel:**

**Early Childhood :** Anna Haydon

**Elementary School:** Leanne Wright-Gray

**Middle School:** Megan Irving

**High School:** Sarah Dyer

**Specials/Others :**Rita Imperato

**Staff:** Wendy Foreman



### **Administration:**

**CIS :** Nimmi Sekhar, Angie Leaver, Doug Murphy, Jeremy Moore

**ISS:** David Randall

**Students:** Hannah Ebanks ,Sebastian Pantin

### **Parents/Community:**

**EC (and PTA):** April McIntosh

**Elementary School:** Ian WhanTong

**Middle School:** Sharon Roulstone

**High School:** Jennifer Pierre

# CAYMAN INTERNATIONAL SCHOOL MISSION STATEMENT

Our students achieve academic and personal excellence and prepare for higher education within an international environment that inspires learning, character and service.

## CIS SCHOOL-WIDE STUDENT LEARNER OUTCOMES

**Students at Cayman International School will:**

- Develop the skills necessary to be productive citizens
- Live a healthy and balanced lifestyle
- Think creatively, critically and logically
- Be effective communicators
- Become passionate life-long learners

## CIS GUIDING PRINCIPLES

**Based on our commitment to Character, Knowledge and Service, we believe that:**

- Every individual has equal intrinsic worth
- A nurturing and safe environment is essential for learning
- Developing an understanding, appreciation and respect for diversity are vital in a global community
- Partnerships among school, family and community are essential to foster further development and learning
- Honesty, respect and communication are essential in successful relationships
- Critical thinking and collaboration are essential in an ever-changing world
- Each of us is responsible for our choices and actions towards ourselves, society and the environment
- A balanced life contributes to personal well-being
- Learning is a life-long activity

## CIS PARAMETERS

- CIS shall always meet the requirements for private schools under the Cayman Islands Ministry of Education .
- We will only allow policies, procedures, or behaviors that promote the growth and achievement of students.
- All energies will be focused on instructional and extra-curricular programs.
- CIS shall always remain accredited by a U.S. regional agency and other recognized international agencies.
- We will not tolerate behavior that diminishes the dignity, self-worth or safety of any individual.
- All programs and services must be consistent with the strategic plan.
- CIS will only accept and retain those students for whom there is an existing appropriate educational program.
- All decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources.
- As a proprietary school, CIS may differ from non-profit institutions in its decision-making processes and its policy-making.



## Faculty & Staff

**1. We will optimize the recruitment, development, retention and effectiveness of our human resources.**

***A) Create and publicize a comprehensive professional development plan***

- i. Research professional development models and determine a model or portions of several models that best meets the professional development needs of CIS
- ii. Construct a professional development plan, describe its components, and communicate to stakeholders
- iii. Each school year, determine if services are needed from a contracted expert/consultant to conduct professional development sessions at CIS in order to meet school goals
- iv. Provide a protocol for faculty and staff to apply for financial support for individual professional development that is in line with the school goals

***B) Evaluate staffing and programming to determine optimal operational and/or leadership roles***

- i. Project a future staffing scenario based on school growth, and add or reallocate staff based on school needs
- ii. Create a faculty leadership team for the purpose of communicating information, integrating new teachers, advising school administration, streamlining ordering processes, providing leadership opportunities, and other functions

***C) Develop a compensation and benefits package to improve retention and recruitment of faculty and staff***

- i. Conduct a market survey that includes compensation and benefits and an internal survey to determine the benefits that employees (admin, teachers, TA's, office and maintenance) value most.
- ii. Identify and prioritize the compensation adjustments that will most support the hiring and retention of outstanding employees
- iii. Include enhanced compensation components within the long term strategic budgeting process

***D) Evaluate and reform the faculty and staff appraisal and feedback process***

- i. Create and administer a survey exploring current staff views and suggestions regarding performance feedback and appraisal.
- ii. Research effective methods of feedback and appraisal.
- iii. Design and implement an effective evaluation system for CIS faculty and staff using survey results and research findings

## Teaching & Learning

### **2. We will enhance our teaching and learning to include a broader range of challenging, developmentally appropriate programs.**

#### ***A) Provide a balanced curriculum to meet the strengths and needs of our student body***

- i. Identify curricular gaps at all levels (EC, ES, MS and HS) by using Atlas Rubicon, MAP data and surveys
- ii. Investigate professional development needs and financial requirements for introduction of new courses
- iii. Conduct a cost-benefit analysis of curriculum expansion and/or reduction
- iv. Adapt curriculum offerings to meet the identified curricular gaps and needs

#### ***B) Develop a program(s) to challenge and advance our higher achieving students***

- i. Define “higher achieving” and identify eligible students who may receive enrichment because they are high achieving
- ii. Research appropriate instructional strategies and programs (differentiation, project based learning, etc.) and related teacher training
- iii. Determine the instructional strategies and programs that will serve as the basis upon which higher achieving students are appropriately challenged
- iv. Provide training for teachers in the identified strategies or programs
- v. Review existing strategies and programs and determine possible areas for further extension of high achieving students' curriculum

#### ***C) Ensure our students are able to use technology competently and develop digital literacy skills necessary for success***

- i. Provide training for teachers through the technology department regarding best practices for student utilization of technology in the classroom
- ii. Ensure that the technology department communicates regularly with teachers to assist them in effectively utilizing technology to improve student learning
- iii. Determine when, where and how digital literacy skills should be taught and modify benchmarks and standards as needed
- iv. Establish research and inquiry-based expectations for students which encourage independence and investigation when faced with problem solving

#### ***D) Encourage independence in learning and problem solving***

- i. Develop an age-appropriate school-wide approach, including vocabulary which encourages students to develop their own investigative skills
- ii. Consider expansion or redesign of programs that promote problem solving

## Communication

### **3. We will ensure effective communication among all stakeholders.**

#### ***A) Create and streamline communication platforms to meet the needs and expectations of stakeholders.***

- i. Review current processes and identify inconsistencies
- ii. Assess needs of all groups/ stakeholders
- iii. Determine best practices (draw from other International and local schools)
- iv. Identify and implement newly established communication tools (central calendar, event planning)
- v. Re-educate stakeholders and seek feedback
- vi. Review and revise communication strategies as appropriate

#### ***B) Review and revise reporting system for the various divisions (EC, ES, MS and HS) of the school***

- i. Conduct investigations with parent, student and teacher groups regarding efficacy of current assessment and reporting systems
- ii. Identify areas for improvement
- iii. Investigate ways to communicate IB performance to parents and students
- iv. Research various methods for assessment and reporting in all divisions
- v. Determine best practices regarding assessment and reporting
- vi. Formalize reporting standards and share with all stakeholders
- vii. Devise and implement appropriate assessment and reporting instruments
- viii. Review their effectiveness and revise them as appropriate

#### ***C) Enhance transparency and sharing of CIS financial information***

- i. Develop an internal and external communication process for sharing information on CIS financial matters
- ii. Expand on the level of financial information shared

#### ***D) Enhance two way communication by creating a school advisory committee***

- i. Research, consider and implement appropriate parent advisory group models

## Wellness

### **4. We will enhance our programs to promote and develop wellness and balance.**

#### ***A) Ensure that good nutrition is the foundation of our school lunch program, is reinforced by adults on campus, and is reinforced in the curriculum***

- i. Promote healthy nutrition throughout the campus to faculty and students through the assistance and guidance of a Healthy School Committee
- ii. Ensure that the lunch provider provides nutritious and appropriate service
- iii. Encourage staff and teachers to be mindful of what they eat and drink on campus and to model healthful eating, including staff meetings and events
- iv. Promote healthy and affordable lunch offerings to faculty and staff, sending a positive message to students
- v. Improve nutritional offerings at school events including fundraisers, classroom celebrations, birthdays, afterschool gang, school snacks and holiday parties

#### ***B) Improve environmental practices on the campus of CIS that may impact the health and well-being of the school community***

- i. A Healthy School Committee will investigate practices that may need improvement on the campus. Some practices will include, but are not limited to: “green” initiatives, recycling practices, the use of chemicals and pesticides on campus, the potential use of renewable energy sources, and the quality of the air and water consumed on campus, the impact of the landfill, and the control of known allergens
- ii. Provide support for school recycling initiatives
- iii. Investigate the indoor air quality to ensure thermal comfort, moisture control and mold preventative measures
- iv. Investigate the use of pesticides in and around the campus and explore safer options for pest control
- v. Raise awareness on the use of chemicals in school and promote sustainable solutions
- vi. Improve and/or remove inappropriate, outdated, unknown and unnecessary chemicals from the school
- vii. Investigate options for group transportation to and from school

#### ***C) Optimize curricular and extra-curricular programs to provide appropriate levels of physical fitness activities for students and staff including on and off campus resources***

- i. Implement programs (walking, running, etc.) that will encourage wellness for all students and staff
- ii. Develop team sports for elementary students that support the development of athletes and strengthens the competitive secondary sports program
- iii. Optimize extra-curricular physical fitness activities in the elementary and secondary schools
- iv. Research programs that foster athletic, academic and team building activities, relationships and peer support networks across the Elementary and Secondary schools

## Character & Service

**We will define, model, and cultivate a framework of shared values to integrate character development and service learning into our school culture.**

### ***A) Weave service learning into the fabric of our curriculum, programs and school***

- i. Identify opportunities for integrating service learning in our current curriculum (For example, conceptualizing how science topics can be tied into ecology drives, or how English students could use their skills to tutor younger readers)
- ii. Identify and analyze community needs
- iii. Explore feasibility of possible local community projects and service opportunities abroad
- iv. Create maps of interdisciplinary connections to Service-Learning as an addendum to our curriculum
- v. Compile a range of reflection options to be used by teachers after service learning has occurred
- vi. Develop a schedule for raising awareness of Service Learning activities and incorporate it into our regular assembly rotation

### ***B) Enhance character development throughout the school***

- i. Select and implement a character-building program or framework for use throughout the school
- ii. Identify opportunities and strategies that embed the IB Learner Profiles into our curriculum and programs
- iii. Provide extracurricular activities that purposefully enhance character development
- iv. Provide continuing parent education that engenders a shared vision between home and school



# Cayman INTERNATIONAL SCHOOL



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