



3 Year Plan (2026-2029) - The International School of Macao

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Accountability Statement

The Education Plan for The International School of Macao commencing September 1, 2026 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the Alberta provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2026-2029 Education Plan on May 26, 2026.

The International School of Macao

A handwritten signature in black ink, appearing to read 'H. Stribbell', written over a horizontal line.

Howard Stribbell
Board Chair

School Profile

OUR HISTORY

The International School of Macao, a non-for-profit school, was established in 2002 to provide a Canadian curriculum and accreditation to local and expatriate students. English is the primary language of instruction. The School opened with an initial total enrollment of 58 students on the campus of Macau University of Science and Technology.

By 2006, the school had grown to over 500 students and moved into the first phase of its new, purpose-built facility on the MUST campus. It also became accredited with the Ministry of Education in Alberta, Canada.

In 2008, TIS offered its first Grade 12 courses and by June 2009, 27 students had graduated. Along with being an Alberta Accredited international school, TIS is also an IB World School, offering the International Baccalaureate Diploma since 2017 and the IB Primary Years Program in January, 2025. The School became an accredited school by the Council of International Schools (CIS) in February, 2026.

TIS TODAY

Today, TIS Macao has an enrollment of 1,245 students representing 40 different countries. Within Macau, there currently is strong competition for students in Kindergarten and lower Primary grades due to low birth rates and limitations on the issuance of foreign worker visas. A number of Kindergartens are being closed across the country due to record low numbers of students entering Kindergarten. TIS Kindergarten intake cohorts are below Grade 12 graduate numbers, hence, intake of students in other grades is required to maintain the overall school population.

In recent years, TIS graduates have been receiving more offers from top 100 universities worldwide (over 70% of the 2026 graduating class), along with record scholarship offers. These strong academic results in Alberta and IB Diploma programs open the door for our students to receive offers from these top universities.



OUR FOUNDATION

The vision of TIS is to develop students who achieve their personal level of excellence with a mindset that seeks to address challenges that face our world.

TIS Vision Statement

Courage to innovate,
Passion to pursue excellence,
Character to embrace challenges.

願景宣言

敢於創新，勇於超越，迎接挑戰。

Mission Statement

In a safe, caring and welcoming environment, our mission is to develop socially responsible, life-long learners able to problem solve, think critically, and make positive changes in our global community.

學校使命

澳門國際學校旨在讓學生在一個安全及充滿關愛的環境下，培養出社會責任感及終身學習的使命，使學生有能力解決問題、發展具批判性思維、並為全球社區作出積極貢獻。

TIS's distinct academic and character blueprint is aimed at developing the whole student. The emphasis is developing the skills and attitudes required for positive contribution to our global society.

Core Values 核心價值

Responsibility
責任先行



Respect
行抱尊重



Caring
心存關懷



Student-Centred
學生為本



Our shared vision, mission and core values guide the school culture of caring, development of positive character and pursuit of academic and personal excellence to build a solid foundation for the future.




High Quality Learning and Teaching

Our School Definition At TIS

Collaboration

- Teachers · Students · Families · Community
- Leadership Working Together For Success

Environment

- Inclusive & Stimulating Environment

Nurturing the Whole Child

- Academically · Socially · Emotionally · Ethically

How We Teach

- Thoughtful Planning · Real-World Connections
- Personal Excellence



Our Outcome

- Empowering Positive Impact · Academic Success · Personal Growth · Positive Contributions to Life & Community



Global Citizenship & Intercultural Learning

At TIS, we celebrate and nurture a sense of belonging within our diverse and dynamic community, both locally and globally.

Celebrate Diversity

Belonging in our local & global community

Guided by Care, Respect & Responsibility

Growing empathy, integrity & leadership

Developing the IB Learner Profile

- Critical Thinking · Effective Communication
- Responsible action · Reflection

Real Life Experiences

- TISCA · Creativity · Action · Service · Experience Week
- Community Day · Local & Global Projects

The TIS Advantage

TIS offers a holistic and student-focused approach to education where learning is valued, growth through diversity is encouraged, individual uniqueness respected and personal excellence is fostered by dedicated staff. Enriched programs, the latest technology and a supportive environment all contribute to the education of well rounded students.

Our unique educational experience is founded upon three aspects:

- International Curriculum
- Approaches to Teaching and Learning
- Experiences and Community

International Curriculum

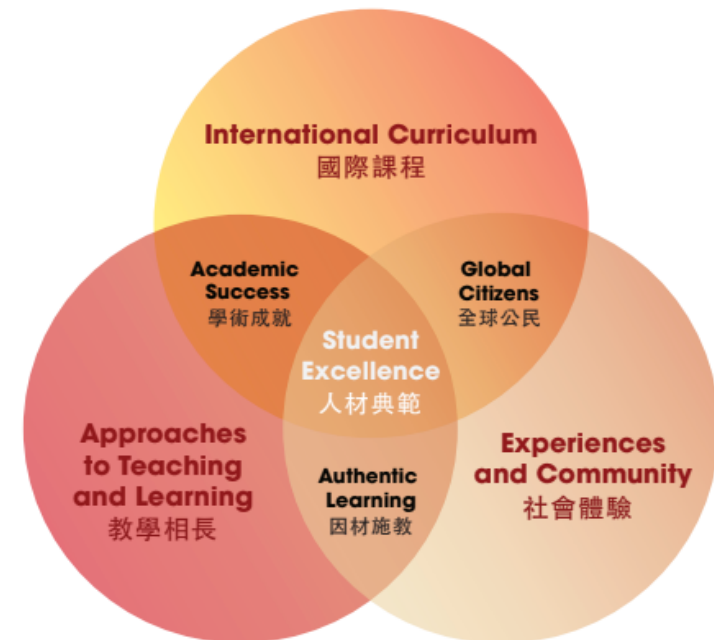
TIS is authorised to offer the Alberta Education program of studies. TIS accreditation status is rated at the highest possible level, Tier 4, demonstrating our ongoing commitment to excellence. We are also authorised to offer the International Baccalaureate [IB] Diploma Programme [DP] to give them extra academic values.

Approaches to Teaching and Learning

We work toward developing students who are self-regulated in their learning and are able to identify their strengths and weaknesses as learners. Our student well-being programs also allow students to learn about taking care of themselves and respecting the rights of others.

Experiences and Community

The third aspect of our educational program is primarily focused on educational experiences beyond the classroom. Our UN Sustainable Development Goals initiatives, Experience Week, Duke of Edinburgh, IB CAS, ECA, Leadership and Performance, and Athletics programs connect students with real-world issues and build their awareness of their responsibilities in our global society.





STRATEGIC PILLARS - THE MAIN PRIORITIES

TIS's strategic pillars create a framework for our team to deliver school growth over the 2026/2027 school year and beyond.



STRATEGIC PILLARS

Our strategic pillars are drawn from our mission, vision, values and school blueprint that guide TIS and prepare our students to graduate and succeed on their chosen pathway.



TIS Strategic Pillar 1: Student Development and Future-Ready Learners

Pillar Objective: To design and deliver a rigorous, relevant, and adaptable curriculum that equips students with the knowledge, skills and attitudes needed for the future.

2026/27		
Focus Area	Specific Goals/Targets	Strategies (person responsible)
<p>1. Academic Programming</p> <p>a. Provide students with appropriate academic rigour for their personalized pathway to achieving excellence</p> <p>i. Grade 6 PAT</p> <p>ii. Grade 9 PAT</p>	<p>Achievement Targets:</p> <ul style="list-style-type: none"> ● Grade 6 PAT achievement <ul style="list-style-type: none"> ○ Maintain at or above Alberta acceptable standard: ELA, Math ○ Maintain at or above Alberta standard of excellence: Math <p>Improve:</p> <p>Alberta acceptable standard:</p> <ul style="list-style-type: none"> ○ Science: improve from 74% (2024*) to 80% ○ Social Studies: improve from 71% to 80% <p>Alberta standard of excellence:</p> <ul style="list-style-type: none"> ○ ELA: Improve from 12% to 20% ○ Science: improve from 18% (2024*) to 20% ○ Social Studies: improve from 16% to 20% <p><i>*PAT for Science was cancelled for the 2024-2025 school year by Alberta Education, due to official Science curriculum rollout.</i></p> <ul style="list-style-type: none"> ● Grade 9 PAT achievement 	<ul style="list-style-type: none"> ● Implement training for Primary teachers on Concept Based Inquiry to enhance achievement in Social Studies and Science via PD consultant Trevor MacKenzie (Primary Principal, PYP Coordinator)



<p>iii. Grade 12 Alberta Diploma</p> <p>iv. IB Diploma</p> <p>v. Academic Counselling</p>	<ul style="list-style-type: none"> ○ Maintain at or above Alberta acceptable standard: ELA, Math, Science, Social Studies ○ Maintain at or above Alberta standard of excellence: Math, Science, Social Studies <p>Improve: Alberta standard of excellence:</p> <ul style="list-style-type: none"> ○ ELA: improve from 10% to 15% <p>Grade 12 Alberta Diploma</p> <ul style="list-style-type: none"> ○ Maintain Alberta Grade 12 diploma marks at or above provincial marks in all subjects. <p>IB Diploma</p> <ul style="list-style-type: none"> ○ Maintain IB diploma scores at a school average of at least 36. <ul style="list-style-type: none"> ● Provide multiple pathways for graduation by developing a Collegiate pathway program, including the IB Careers Programme (IB CP) <ul style="list-style-type: none"> ● Maintain reaching the targets for University acceptances to schools in <ul style="list-style-type: none"> ○ top 100: 70% ○ top 50: 55% 	<ul style="list-style-type: none"> ● Support teachers to enable more language supports across all subjects (Secondary Admin, EAL team) ● (HS Admin and teachers) ● Fully develop the IBDP School Plan (DP Coordinator) ● Build partnerships with universities for dual credit via Collegiate program (CP Coordinator) ● Undertake IB Careers Programme candidacy process (CP Coordinator) ● Support CP professional development requirement for CP program (CP Coordinator) ● Maintain Academic counselling support for students (Academic Counsellors)
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	<ul style="list-style-type: none"> ○ top 30: 40% <p>Measures:</p> <ul style="list-style-type: none"> ● Alberta assurance student and teacher surveys, Domain A4: Quality of Education <ul style="list-style-type: none"> ○ Improve teacher rating of 91% to 93% ○ Improve student rating of 87% to 90% ● Alberta assurance student and teacher surveys, Domain A1b: Program of Studies <ul style="list-style-type: none"> ○ Improve teacher rating of 86% to 90% ○ Maintain student rating of 88% ● Alberta assurance student and teacher surveys, Domain S1 Student Engagement <ul style="list-style-type: none"> ○ Improve teacher rating of 85% to 90% ○ Improve student rating of 69% to 75% 	
<p>2. Learning Support:</p> <p>a. English learning support is provided across the school.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Develop a Language Proficiency Framework to better support teaching and learning of English <p>Measures:</p> <ul style="list-style-type: none"> ● MAP English data show 100% of students improved by at least one grade level ● CIS student survey, Domain D: I am improving in the language that most of my teachers use in lessons. <ul style="list-style-type: none"> ○ Maintain Student rating of 96% ● CIS teacher survey, Domain D: Students who need specialised language support to access the curriculum are provided with effective programmes taught by qualified teachers. 	<ul style="list-style-type: none"> ● Language Proficiency Framework documentation and implementation support (Leadership team) ● Hire additional EAL specialist teachers to expand classroom support in developing English proficiency (Principals)



<p>b. Specific learning needs are supported across the school.</p>	<ul style="list-style-type: none"> ○ Improve teacher rating of 87% to 90% ● CIS parent survey, Domain C: The school appropriately provides for the development of multilingual learning. <ul style="list-style-type: none"> ○ Improve parent rating of 87% to 90% <p>Goals: Continue to support specific learning needs across the school</p> <p>Measures:</p> <ul style="list-style-type: none"> ● Alberta assurance Domain B2: Accessibility, effectiveness and efficiency of programs and services for students <ul style="list-style-type: none"> ○ Improve student rating of 76% to 80% ○ Improve teacher rating of 77% to 80% ● Alberta assurance Domain B3: Programs for children at risk <ul style="list-style-type: none"> ○ Improve student rating of 77% to 80% ○ Maintain teacher rating of 95% ● Alberta assurance Domain H1: Students have access to the appropriate supports and services at school <ul style="list-style-type: none"> ○ Improve student rating of 77% to 80% ○ Maintain teacher rating of 90% 	<ul style="list-style-type: none"> ● Acquire the student support platform IXL (Adaptive AI program) to support English, Mathematics, and Science development (Head of School) ● Leverage data visualization platforms to inform differentiation approaches and support teachers in interpreting and using the data (Vice Principals, Coordinators)
<p>3. STEAM emphasis</p> <p>a. A rigorous mathematics continuum is developed and implemented.</p>	<p>Goals</p> <ul style="list-style-type: none"> ● See PAT targets above for Mathematics 	<ul style="list-style-type: none"> ● Implement the new Elementary Math program across Primary school to ensure adequate provision for preparing students to take challenging Math courses in High School (Elementary Principal)



<p>b. Emerging technology (AI, coding, robotics) development is provided via an age-appropriate curriculum.</p> <p>c. Interdisciplinary curricular connections are made via STEAM projects.</p>	<ul style="list-style-type: none">• Improve teacher understanding of using AI effectively, efficiently and ethically• All students from Kindergarten to Grade 9 undertake STEAM projects	<ul style="list-style-type: none">• Hire a Math Specialist for Kindergarten to G6 to improve the quality of teaching and learning of mathematics (Primary Principal)• Supply additional teacher training on AI use (Principals, Innovation and STEAM leads)• Hire a Robotics specialist to support to the Elementary School Robotics program (curricular and extra-curricular) (Head of School)• AI, coding and robotics programming is documented in ManageBac• Supply additional teacher training on authenticating student work (Secondary Leadership)• STEAM projects are documented in ManageBac (STEAM and Technology leads)• Hire an Art Specialist for Kindergarten to G6 to improve the quality of teaching and learning of visual art (Primary Principal)
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<p>4. Future-Ready Skills Integration</p> <p>a. Approaches to Learning (ATL) skills are explicitly taught: Thinking, Social, Communication, Self-management, Research</p> <p>b. Tiger Learner Profile attributes related to workplace skills are promoted across the curriculum: Inquirers, Knowledgeable, Thinkers, Communicators, Reflective</p> <p>c. Digital and media literacies (explicit teaching of the skills and competencies), data analysis, and critical thinking</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Elementary school: <ul style="list-style-type: none"> ○ All listed ATL's to be more explicitly taught ● Secondary school: <ul style="list-style-type: none"> ○ Social and Self-Management ATL's to be given greater emphasis <p>Measures</p> <ul style="list-style-type: none"> ● Alberta assurance Domain A7: Lifelong Learning <ul style="list-style-type: none"> ○ Improve teacher rating of 81% to 85% ● Alberta assurance Domain A8: Work Preparation <ul style="list-style-type: none"> ○ Improve teacher rating of 89% to 92% <p>Goals:</p> <ul style="list-style-type: none"> ● Secondary school: <ul style="list-style-type: none"> ○ IB classes will focus on intentional integration of the IB Learner Profile via the IB Development Plan <p>Goals:</p> <ul style="list-style-type: none"> ● Teachers are supported in building Information literacy by the teacher librarian(s) and STEAM/Innovation specialists 	<ul style="list-style-type: none"> ● Ongoing teacher supervision to ensure developing ATLs is done in practice (Principals, VPs) ● IB Development Plan provides strategies and leadership support for implementation (IB DP Coordinator) ● Hire a Teacher Librarian specialist to support to the Elementary School information literacy development (Head of School)
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<p>skills are developed across all grade levels</p>	<p>Measures:</p> <ul style="list-style-type: none"> ● CIS student survey, Domain D: I am confident in using information technology (IT) to improve my learning. <ul style="list-style-type: none"> ○ Maintain Student rating of 92% 	
<p>5. Character Development:</p> <p>a. Tiger Learner Profile attributes related to character education are promoted across the school, focusing on self-awareness, interpersonal skills, and acting with integrity: Principled, Open-minded, Caring, Risk-takers, Balanced</p> <p>b. A progressive curriculum provides students with opportunities to develop their responsible use of digital technologies.</p>	<p>Goals</p> <ul style="list-style-type: none"> ● Maintain current program of promotion of the Tiger Learner Profiles ● Maintain CIS student and parent survey results in areas related to behavior/interpersonal interactions. <p>Measures:</p> <ul style="list-style-type: none"> ● Behaviour records of students <p>Goals:</p> <ul style="list-style-type: none"> ● Develop a comprehensive digital responsibility curriculum ● Develop an AI policy and student guide for AI use <p>Measures:</p> <ul style="list-style-type: none"> ● CIS student survey, Domain C: I am learning about how to be a responsible digital citizen when using technology. <ul style="list-style-type: none"> ○ Maintain student rating of 90% 	<ul style="list-style-type: none"> ● Maintain current program of Tiger Learner Profile development (Leadership team) ● Hire an assistant to the Middle School Vice Principal to better address both pastoral needs and curricular development (Secondary Principal) ● Digital Responsibility documentation and implementation support (Leadership team) ● AI student guide documentation and implementation support (Leadership team and Innovation/STEAM leads)



	<ul style="list-style-type: none"> ● CIS parent survey, Domain C: The school helps my child to use information technology (IT) and social media in a responsible way. <ul style="list-style-type: none"> ○ Improve parent rating of 80% to 90% ● CIS parent survey, Domain E: The school has well understood policies in place for incidents of misuse of technology. <ul style="list-style-type: none"> ○ Improve parent rating of 83% to 90% 	
<p>6. After-School Programs</p> <p>a. Athletics programs, supported by both internal staff and external providers provide a wide range of opportunities for competitive and non-competitive sports.</p> <p>b. Extracurricular programs meet the interests of students.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Ensure a broad spectrum of athletics programs are available to students across Grades 4-12 ● Increase community awareness of athletics competitions and events <p>Goals: :</p> <ul style="list-style-type: none"> ● Provide an array of ECA opportunities to engage students outside of class. <p>Measures:</p> <ul style="list-style-type: none"> ● CIS parent survey: I am satisfied with the variety and quality of extracurricular activities offered at the school. <ul style="list-style-type: none"> ○ Improve parent rating of 82% to 90% ● CIS parent survey, Domain C: School activities offered outside 	<ul style="list-style-type: none"> ● Use media platforms to highlight student participation in: <ul style="list-style-type: none"> ○ DSEDJ competitions in all current sports ○ PRC, SCISAC and ACAMIS sports (Athletic Director) ● Support development of the Elementary Robotics team (Elementary Robotics coach) ● Seek to staff ECAs that are popular with students (ECA Manager)



	<p>of classes match my child's interests.</p> <ul style="list-style-type: none"> ○ Improve parent rating of 80% to 90% <ul style="list-style-type: none"> ● CIS student survey, Domain C: School activities offered outside of my classes match my interests. <ul style="list-style-type: none"> ○ Improve student rating of 84% to 90% 	
2027/28		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Academic Programming</p> <p>a. Provide students with appropriate academic rigour for their personalized pathway to achieving excellence</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Specific targets for PAT data to be determined after release of 2026 exam results. ● Maintain IB diploma scores at a school average of at least 36. ● Successful DP program IB interim re-authorization ● Successful CP program authorization ● Shift curricular emphasis in Grade 6 to provide a smoother transition to Secondary School 	<ul style="list-style-type: none"> ● Provide training opportunities for PYP teachers on Concept Based instruction (IB PYP Coordinator) ● Provide ongoing support for IB DP and CP teaching (DP Coordinator) ● Adjust Grade 6 teaching assignments to be more subject-specific (Primary Principal)
<p>2. Learning Support:</p> <p>a. English learning support is provided across the school.</p> <p>b. Specific learning needs are supported across the school.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Maintain levels of support for English and specific learning needs 	<ul style="list-style-type: none"> ● (EAL and Inclusive Education Teams)



	<ul style="list-style-type: none"> Improve data collection upon new student enrollment to enable greater awareness of individual strengths and weaknesses 	<ul style="list-style-type: none"> Continue to enhance use of longitudinal tracking data to better meet individual needs (Principals and VPs)
<p>3. STEAM emphasis</p> <p>a. Maintain offering a rigorous mathematics continuum.</p> <p>b. Maintain an emerging technology curriculum.</p> <p>c. Maintain interdisciplinary curricular connections</p>	<p>Goals:</p> <ul style="list-style-type: none"> Increase the coding component in CTF courses in Middle School Increase ICT, AI and Digital Citizenship use and awareness via a Scope and Sequence across the school Maintain documentation of interdisciplinary connections in ManageBac 	<ul style="list-style-type: none"> Documentation of AI, coding and robotics programming is in ManageBac (CTF teachers) Scope and sequence documentation and implementation support (Leadership team and Innovation / STEAM leads) (Principals, VPs)
<p>4. Future-Ready Skills Integration</p> <p>a. Approaches to Learning (ATL) skills are explicitly taught: Thinking, Social, Communication, Self-management, Research</p> <p>b. Tiger Learner Profile attributes related to workplace skills are promoted across the curriculum: Inquirers,</p>	<p>Goals:</p> <ul style="list-style-type: none"> Increase the explicit instruction of communication and research skills in Secondary Maintain emphasis on ATLs, Tiger Learner Profile and Digital Literacies 	<ul style="list-style-type: none"> Ongoing teacher supervision to highlight the importance of developing ATLs (Secondary Principal/ VPs) (Leadership Team)



<p>Knowledgeable, Thinkers, Communicators, Reflective</p> <p>c. Digital and media literacies (explicit teaching of the skills and competencies), data analysis, and critical thinking skills are developed across all grade levels</p>	<ul style="list-style-type: none"> ● Maintain emphasis on Media and Digital Literacies in all subjects 	<ul style="list-style-type: none"> ● (Leadership Team)
<p>5. Character Development:</p> <p>a. Tiger Learner Profile attributes related to character education are promoted across the school, focusing on self-awareness, interpersonal skills, and acting with integrity: Principled, Open-minded, Caring, Risk-takers, Balanced.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Maintain current program of promotion of the Tiger Learner Profiles ● Maintain current program of promotion of Responsible Digital Citizenship 	<ul style="list-style-type: none"> ● (Leadership Team) ● (Leadership team and Innovation / STEAM leads)
<p>6. After-School Programs</p> <p>a. Athletics programs, supported by both internal staff and external providers</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Maintain student participation in athletics and ECAs 	<ul style="list-style-type: none"> ● Continue to foster participation in athletics competitions (Athletic Director)



<p>provide a wide range of opportunities for competitive and non-competitive sports.</p> <p>b. Extracurricular programs meet the interests of students.</p>		<ul style="list-style-type: none"> Continue to seek to staff ECAs that are popular with students (ECA Manager)
2028/29		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Academic Programming</p>	<p>Goals:</p> <ul style="list-style-type: none"> Maintain high levels of academic achievement Continue to promote the Collegiate and IB CP pathways for students where these are best fit Continue to achieve a high % of top university offers Undertake a whole school self-study in preparation of the upcoming joint visit of CIS/IB PYP, CP and DP programs 	<ul style="list-style-type: none"> (Leadership Team) (Academic Counselling, CP Coordinator, High School VP) (Academic Counselling, IB Coordinators, High School VP) (Head of School and Accreditation team)
<p>2. Learning Support</p>	<p>Goals:</p> <ul style="list-style-type: none"> Maintain levels of support for English and specific learning needs 	<ul style="list-style-type: none"> (EAL and Inclusive Education Teams) Continue to enhance use of longitudinal tracking data to better meet individual needs (Principals and VPs)



3. STEAM emphasis	<ul style="list-style-type: none">• Maintain levels of STEAM emphasis• Maintain levels of ICT, AI and Digital Citizenship use	<ul style="list-style-type: none">• (Leadership team, CTF teachers and Innovation/STEAM leads)
4. Future-Ready Skills Integration	<ul style="list-style-type: none">• Maintain emphasis on ATLs, Tiger Learner Profile and Digital Literacies	<ul style="list-style-type: none">• (Leadership Team)
5. Character Development	<ul style="list-style-type: none">• Use behaviour data to better inform areas to prioritize in addressing	<ul style="list-style-type: none">• Enhance use of longitudinal tracking data to better meet individual needs (Principals and VPs)
6. After-School Programs	<ul style="list-style-type: none">• Maintain student participation in athletics and ECAs	<ul style="list-style-type: none">• Continue to foster participation in athletics competitions (Athletic Director)• Continue to seek to staff ECAs that are popular with students (ECA Manager)

TIS Strategic Pillar 2: Community Engagement & Global Citizenship

Pillar Objective: To develop mechanisms for all stakeholder voices to be heard and foster a sense of social responsibility and promote meaningful engagement as a global citizenship.

2026/27		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Family & Community Partnerships</p> <p>a. Structures for student, staff, and family voices to be heard and acted upon are established and maintained (e.g., regular surveys, advisory groups, feedback mechanisms, etc.).</p> <p>b. Leverage digital technologies to keep</p>	<p>Goals:</p> <ul style="list-style-type: none"> Provide multiple opportunities for student and parent voice to be heard: <ul style="list-style-type: none"> Student surveys, focus groups, feedback forms Parent surveys, focus groups, TISPA committees <p>Measures:</p> <ul style="list-style-type: none"> Alberta assurance Domain C1: Satisfied with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> Improve teacher rating of 77% to 80% CIS Parent survey, Domain H: The school effectively manages parent relationships. <ul style="list-style-type: none"> Improve parent rating of 87% to 90% <p>Goals:</p> <ul style="list-style-type: none"> Primary school to improve use of communication portals 	<ul style="list-style-type: none"> Student channels (Principals, VPs) Parent channels (Head of School, Board members, Principals) <ul style="list-style-type: none"> (Primary Principal , VPs, PYP Coordinator)



<p>parents informed of their child's learning and progress.</p> <p>C. Opportunities are given for parents to engage with students (field trips, celebrations of learning, etc.)</p> <p>d. Provide opportunities for experts in the community to engage with students</p> <p>e. Staff presentations and workshops for parents</p>	<ul style="list-style-type: none"> ○ ManageBac for viewing curriculum ○ Powerschool for viewing summative achievement data <p>Measure:</p> <ul style="list-style-type: none"> ● CIS Parent survey, Domain G: The school's technology systems for parents enhance my understanding of my child's education. <ul style="list-style-type: none"> ○ Improve parent rating of 88% to 90% <p>Goals:</p> <ul style="list-style-type: none"> ● Increase opportunities for parents to engage with students in celebrations of learning, field trips, TISPA support <p>Measure:</p> <ul style="list-style-type: none"> ● CIS Parent survey: I am satisfied with the level of parent involvement at the school. <ul style="list-style-type: none"> ○ Improve parent rating of 85% to 90% <p>Goals:</p> <ul style="list-style-type: none"> ● Increase opportunities for community experts to engage with and present to students <p>Measure:</p> <ul style="list-style-type: none"> ● Feedback from students and community experts <p>Goals</p> <ul style="list-style-type: none"> ● Increase opportunities for staff to present workshops to parents <p>Measure:</p> <ul style="list-style-type: none"> ● Feedback from parents 	<ul style="list-style-type: none"> ● (Principals, VPs, Curriculum Coordinators) ● (Principals, VPs, IB Coordinators, teachers) ● (Principals, VPs, IB Coordinators, teachers, support staff)
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<p>f. Vendors with expertise in a variety of areas have opportunities to participate in athletics and ECAs.</p>	<p>Goals</p> <ul style="list-style-type: none"> • Increase community connections to attract expert coaches and ECA vendors <p>Measures:</p> <ul style="list-style-type: none"> • External offerings of ECAs • Number of expert coaches from outside of school personnel 	<ul style="list-style-type: none"> • (Chief Operations Officer, ECA Manager, Athletic Director)
<p>2. TIS Community Action (TISCA)</p> <p>a. UN SDGs are connected to curricular outcomes to promote student action in addressing local and global issues to develop socially responsible learners.</p> <p>b. Students are given opportunities and support to engage with community outreach projects</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating SGDs into curricular and extra-curricular programming <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS student, teacher and parent survey ratings related to global citizenship <p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating service learning into curricular and extra-curricular programming <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS student and teacher survey ratings related to service learning 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers) • (School leadership, ECA Manager and teachers)



<p>c. Sustainability and green initiatives (recycling programs, energy-efficient upgrades, school gardens) integrate environmental literacy into the curriculum.</p>	<ul style="list-style-type: none"> • Alberta assurance Domain A6: Citizenship <ul style="list-style-type: none"> ○ Maintain student rating of 78% ○ Maintain teacher rating of 93% <p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating green initiatives into curricular and extra-curricular programming <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS student, teacher and parent survey ratings related to environmental stewardship 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers)
<p>3. Student Leadership:</p> <p>a. Leadership development opportunities are provided for students within and beyond the classroom.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating leadership opportunities into curricular and extra-curricular programming <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS student and teacher survey ratings related to leadership development 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers)
<p>4. Building Intercultural Understanding:</p> <p>a. Local and global contexts are used to establish the</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure that character education incorporates intercultural understanding and behaviour expectations <p>Measures:</p> <ul style="list-style-type: none"> • CIS student survey, Domain A: At school, I am learning 	<ul style="list-style-type: none"> • (Principals, VPs, Curriculum Coordinators, teachers)



iv. Field Trips	about cultures different to my own. <ul style="list-style-type: none"> ○ Maintain student rating of 90% 	
2027/28		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Family & Community Partnerships</p> <p>a. Structures for student, staff, and family voices to be heard and acted upon are established and maintained (e.g., regular surveys, advisory groups, feedback mechanisms, etc.).</p> <p>b. Leverage digital technologies to keep parents informed of their child's learning and progress.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Maintain and enhance communication channels established in 2026/27 ● Continue to improve use of communication portals <ul style="list-style-type: none"> ○ ManageBac for viewing curriculum ○ Powerschool for viewing summative achievement data and communication 	<ul style="list-style-type: none"> ● Student channels (Principals, VPs) ● Parent channels (Head of School, Board members, Principals) ● (Principals, VPs, IB Coordinators)



<p>c. Opportunities are given for parents to engage with students (field trips, celebrations of learning, etc.)</p>	<ul style="list-style-type: none">• Continue to provide opportunities for parents to engage with students in celebrations of learning, field trips, TISPA support	<ul style="list-style-type: none">• (Principals, VPs, IB Coordinators)
<p>d. Provide opportunities for experts in the community to engage with students</p>	<ul style="list-style-type: none">• Continue to provide opportunities for community experts to engage with and present to students	<ul style="list-style-type: none">• (Principals, VPs, IB Coordinators)
<p>e. Staff presentations and workshops for parents</p>	<ul style="list-style-type: none">• Continue to provide opportunities for staff to present workshops to parents	<ul style="list-style-type: none">• (Leadership, teachers, support staff)
<p>f. Vendors with expertise in a variety of areas have opportunities to participate in athletics and ECAs.</p>	<ul style="list-style-type: none">• Continue to increase community connections to attract expert coaches and ECA vendors	<ul style="list-style-type: none">• (Chief Operations Officer, ECA Manager, Athletic Director)



<p>2. TIS Community Action (TISCA)</p> <p>a. UN SDGs are connected to curricular outcomes to promote student action in addressing local and global issues to develop socially responsible learners.</p> <p>b. Students are given opportunities and support to engage with community outreach projects</p> <p>c. Sustainability and green initiatives (recycling programs, energy-efficient upgrades, school gardens) integrate environmental literacy into the curriculum.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating SGDs into curricular and extra-curricular programming • Maintain current approach of integrating service learning into curricular and extra-curricular programming • Maintain current approach of integrating green initiatives into curricular and extra-curricular programming • Maintain current approach of integrating green initiatives into curricular and extra-curricular programming 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers) • (School leadership, ECA Manager and teachers) • (School leadership, ECA Manager and teachers)
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<p>3. Student Leadership:</p> <p>a. Leadership development opportunities are provided for students within and beyond the classroom.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating leadership opportunities into curricular and extra-curricular programming 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers)
<p>4. Building Intercultural Understanding:</p> <p>a. Local and global contexts are used to establish the relevance of the curriculum.</p> <p>i. Intentionally celebrate the cultural, linguistic, and neuro-diverse backgrounds within the school community through events, curriculum, and daily interactions</p> <p>ii. Incorporate an awareness of Macau /</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure that character education incorporates intercultural understanding and behaviour expectations • Intentionally integrate relevant links to Macau/China history/culture/social systems to curricular studies 	<ul style="list-style-type: none"> • (Principals, VPs, Curriculum Coordinators, teachers) • (Principals, VPs, Curriculum Coordinators, teachers)



<p>China culture, history, and social systems into the curriculum to assist students with building intercultural understanding</p> <p>iii. Experience Week</p> <p>iv. Field Trips</p>	<ul style="list-style-type: none"> • Continue to deepen cultural understandings during Experience Week trips and local field trips 	<ul style="list-style-type: none"> • (Principals, VPs, Curriculum Coordinators, teachers)
<p>2028/29</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies (person responsible)</p>
<p>1. Family & Community Partnerships</p> <p>a. Structures for student, staff, and family voices to be heard and acted upon are established and maintained (e.g., regular surveys, advisory groups, feedback mechanisms, etc.).</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain / enhance communication channels established in 2026/27 	<ul style="list-style-type: none"> • (Head of School, Board members, Principals, VPs)



<p>b. Leverage digital technologies to keep parents informed of their child's learning and progress.</p>		
<p>c. Opportunities are given for parents to engage with students (field trips, celebrations of learning, etc.)</p>	<ul style="list-style-type: none">• Maintain opportunities for parents to engage with students in celebrations of learning, field trips, TISPA support	<ul style="list-style-type: none">• (Principals, VPs, IB Coordinators)
<p>d. Provide opportunities for experts in the community to engage with students</p>	<ul style="list-style-type: none">• Maintain opportunities for community experts to engage with and present to students	<ul style="list-style-type: none">• (Principals, VPs, IB Coordinators)
<p>e. Staff presentations and workshops for parents</p>	<ul style="list-style-type: none">• Maintain opportunities for staff to present workshops to parents	<ul style="list-style-type: none">• (Leadership, teachers, support staff)



<p>f. Vendors with expertise in a variety of areas have opportunities to participate in athletics and ECAs.</p>	<ul style="list-style-type: none"> • Continue to increase community connections to attract expert coaches and ECA vendors 	<ul style="list-style-type: none"> • (Chief Operations Officer, ECA Manager, Athletic Director)
<p>2. TIS Community Action (TISCA)</p> <p>a. UN SDGs are connected to curricular outcomes to promote student action in addressing local and global issues to develop socially responsible learners.</p> <p>b. Students are given opportunities and support to engage with community outreach projects</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating SGDs into curricular and extra-curricular programming • Maintain current approach of integrating service learning into curricular and extra-curricular programming 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers) • (School leadership, ECA Manager and teachers)



<p>c. Sustainability and green initiatives (recycling programs, energy-efficient upgrades, school gardens) integrate environmental literacy into the curriculum.</p>	<ul style="list-style-type: none"> • Maintain current approach of integrating green initiatives into curricular and extra-curricular programming 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers)
<p>3. Student Leadership:</p> <p>a. Leadership development opportunities are provided for students within and beyond the classroom.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain current approach of integrating leadership opportunities into curricular and extra-curricular programming 	<ul style="list-style-type: none"> • (School leadership, ECA Manager and teachers)
<p>4. Building Intercultural Understanding:</p> <p>a. Local and global contexts are used to establish the relevance of the curriculum.</p> <p>i. Intentionally celebrate the cultural, linguistic, and neuro-diverse backgrounds within the</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure that character education incorporates intercultural understanding and behaviour expectations • Intentionally integrate relevant links to Macau/China history/culture/social systems to curricular studies 	<ul style="list-style-type: none"> • (Principals, VPs, Curriculum Coordinators, teachers) • (Principals, VPs, Curriculum Coordinators, teachers)



<p>school community through events, curriculum, and daily interactions</p> <p>ii. Incorporate an awareness of Macau / China culture, history, and social systems into the curriculum to assist students with building intercultural understanding</p> <p>iii. Experience Week</p> <p>iv. Field Trips</p>	<ul style="list-style-type: none">• Continue to deepen cultural understandings during Experience Week trips and local field trips	<ul style="list-style-type: none">• (Principals, VPs, Curriculum Coordinators, teachers)
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TIS Strategic Pillar 3 - Safety & Wellness

Pillar Objective: To ensure the school develops a welcoming, caring, and safe environment where well-being is purposely and proactively developed.

2026/27		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. School Climate</p> <p>a. A culture of psychological safety.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • A workplace environment where voices can be heard without fear of retaliation or reprimand <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS teacher survey results related to a professional and trusting working environment. • Maintain CIS parent survey regarding the school having a supportive environment for students' well-being. • Alberta assurance student and teacher surveys, Domain B4: Safe and Caring <ul style="list-style-type: none"> ○ Maintain teacher rating of 95% ○ Improve student rating of 82% to 85% 	<ul style="list-style-type: none"> • (Board and Leadership)



<p>b. Physical safety is proactively addressed.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • A workplace environment where safety of community members is prioritized. <p>Measures:</p> <ul style="list-style-type: none"> • Maintain CIS student, teacher and parent survey regarding facility safety and proactive measures around safety. 	<ul style="list-style-type: none"> • (Board and Leadership)
<p>c. Positive and appreciative school climate.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • A workplace environment where community members are valued and appreciated <p>Measures:</p> <ul style="list-style-type: none"> • Appreciation events or recognition of contributors to a positive school environment • Alberta assurance student and teacher surveys, Domain W1: Welcoming, Caring, Respectful and Safe Learning Environments <ul style="list-style-type: none"> ○ Maintain teacher rating of 93% ○ Improve student rating of 78% to 80% 	<ul style="list-style-type: none"> • (Board, Leadership, School Climate committee, Awards committee)
<p>d. School policies, curriculum materials, and teaching practices are audited to ensure diverse perspectives are represented and all students feel seen and valued.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • School policies and curriculum/teaching materials are regularly reviewed to ensure inclusive practices are utilized <p>Measures:</p> <ul style="list-style-type: none"> • Policy and curriculum reviews 	<ul style="list-style-type: none"> • (Leadership Team, Policy committee, DEI committee)



	<ul style="list-style-type: none"> Teacher supervision and evaluation documentation 	
<p>2. Robust Wellness Programs:</p> <p>a. A cycle of mental health check-ins with students and provide supporting interventions as required</p> <p>b. Comprehensive student mental health supports are in place to promote wellbeing</p>	<p>Goals:</p> <ul style="list-style-type: none"> AWE surveys are routinely done to gather wellness data. <p>Measures:</p> <ul style="list-style-type: none"> AWE survey results are used to identify students at risk CIS student survey, Domain E: The school provides a secure environment for all members of the school community. <ul style="list-style-type: none"> Maintain student rating of 89% <p>Goals:</p> <ul style="list-style-type: none"> AWE surveys are used to provide intervention supports for students with identified needs <p>Measures:</p> <ul style="list-style-type: none"> AWE survey results are used to identify students at risk CIS student survey, Domain E: Harmful or bullying behaviours between students like hitting, spreading rumours, or making threats, are not tolerated in our school. <ul style="list-style-type: none"> Improve student rating of 85% to 90% 	<ul style="list-style-type: none"> (Upper Elementary and Secondary VPs) (Student Welfare team)



<p>c. Physical health is promoted through enhanced physical education and nutrition education</p> <p>d. Transition points for students, when promoted to the next grade, are supported by appropriate increments in expectations on student behaviour and performance</p> <p>e. Social and Emotional counselling support</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Students understand the importance of making healthy lifestyle choices <p>Measures:</p> <ul style="list-style-type: none"> • CIS student survey, Domain E: At school, I learn how to be healthy. <ul style="list-style-type: none"> ○ Maintain student rating of 94% <p>Goals:</p> <ul style="list-style-type: none"> • Transitions between grade levels a scaffolded to enable students adapt to increasing expectations as they progress through the school • Improved transition systems for students moving up a division <p>Measures:</p> <ul style="list-style-type: none"> • CIS student survey, Domain E: I felt supported by my teachers when I first started in the school. <ul style="list-style-type: none"> ○ Maintain student rating of 91% • CIS parent survey, Domain E: The school effectively supports my child as they transition to a new grade or year level. <ul style="list-style-type: none"> ○ Improve parent rating of 88% to 90% <p>Goals:</p>	<ul style="list-style-type: none"> • (PE teachers, Homeroom teachers) • (Grade Team Leaders, Vice Principals)
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<p>services for students and staff</p> <p>f. Initiatives to support staff well-being are provided</p>	<ul style="list-style-type: none"> AWE surveys are used to provide intervention supports for students with social and emotional counselling needs <p>Measures:</p> <ul style="list-style-type: none"> CIS teacher survey, Domain E: The school designates staff with the expertise to facilitate transition activities and programmes for students and families moving into or out of the school. <ul style="list-style-type: none"> Improve parent rating of 73% to 85% <p>Goals:</p> <ul style="list-style-type: none"> Support systems are in place to support new staff to the school Support systems are in place for existing staff requiring professional or personal support <p>Measures:</p> <ul style="list-style-type: none"> New staff surveys Staff retention rates 	<ul style="list-style-type: none"> (School and SKH counsellors) (Leadership team, HR team) (School Climate Committee, Mentorship Program mentors)
<p>3. Safeguarding</p> <p>a. Responsibility and use of structures for reporting child safeguarding</p>	<p>Goals:</p> <ul style="list-style-type: none"> All staff that work in the school have a full understanding of the school's safeguarding programme. All staff know how to use the safeguarding reporting tool 	<ul style="list-style-type: none"> (Board, Leadership, teachers, support staff, coaches, external vendors regularly working with students, parents, students)



<p>concerns is clearly communicated.</p> <p>b. Child safeguarding practices are diligently carried out.</p>	<p>Measures:</p> <ul style="list-style-type: none"> Maintain teacher and support staff CIS survey results regarding understanding of reporting safeguarding concerns. <p>Goals:</p> <ul style="list-style-type: none"> The safeguarding team follows standard operating procedures for investigating and handling of safeguarding concerns. <p>Measures:</p> <ul style="list-style-type: none"> Safeguarding protocols are followed by the safeguarding team and administrators who may become involved. 	<ul style="list-style-type: none"> (Head of School, Chief Operations Officer, Safeguarding Team)
<p>2027/28</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies (person responsible)</p>
<p>1. School Climate</p> <p>a. A culture of psychological safety.</p> <p>b. Physical safety is proactively addressed.</p> <p>c. Positive and appreciative school climate.</p> <p>d. School policies, curriculum materials, and teaching practices are</p>	<p>Goals:</p> <ul style="list-style-type: none"> Maintain a workplace environment where voices can be heard without fear of retaliation or reprimand Maintain a workplace environment where safety of community members is prioritized. Maintain a workplace environment where community members are valued and appreciated Continue regular review of school policies and 	<ul style="list-style-type: none"> (Board and Leadership) (Board, Leadership, School Climate committee, Awards committee) (Leadership Team, Policy committee, DEI committee)



audited to ensure diverse perspectives are represented and all students feel seen and valued.	curriculum/teaching materials	
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<p>2. Robust Wellness Programs:</p> <ul style="list-style-type: none"> a. A cycle of mental health check-ins with students and provide supporting interventions as required b. Comprehensive student mental health supports are in place to promote wellbeing c. Physical health is promoted through enhanced physical education and nutrition education d. Transition points for students, when promoted to the next grade, are supported by appropriate increments in expectations on student behaviour and performance e. Social and Emotional counselling support services for students and staff f. Initiatives to support staff well-being are provided 	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain the AWE survey process for identification and intervention supports • Maintain student mental health supports • Maintain PE and nutrition education practices • Restructure Grade 6 to become a transition year that bridges the transition from Elementary to Secondary school : • Evaluate school-wide social and emotional counselling needs to determine whether or not additional counsellors are required • Maintain the support systems for new and existing staff 	<ul style="list-style-type: none"> • (Upper Elementary, Secondary VPs, Student welfare team) • (PE teachers, Homeroom teachers) • (Grade Team Leaders, Vice Principals) • (School and SKH counsellors) • (School Climate Committee, Mentorship Program mentors)
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<p>3. Safeguarding</p> <p>a. Responsibility and use of structures for reporting child safeguarding concerns is clearly communicated.</p> <p>b. Child safeguarding practices are diligently carried out.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain safeguarding training program • Evaluate the school's safeguarding programme to determine if additional staff are required to handle the capacity of safeguarding referrals. 	<ul style="list-style-type: none"> • (Board, Leadership, teachers, support staff, coaches, external vendors regularly working with students, parents, students) • (Head of School, Chief Operations Officer, Safeguarding Team)
<p>2028/29</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies (person responsible)</p>
<p>1. School Climate</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain a workplace environment where voices can be heard without fear of retaliation or reprimand • Maintain a workplace environment where safety of community members is prioritized. • Maintain a workplace environment where community members are valued and appreciated 	<ul style="list-style-type: none"> • (Board and Leadership) • (Board, Leadership, School Climate committee, Awards committee) • (Leadership Team, Policy committee, DEI committee)



	<ul style="list-style-type: none"> Continue regular review of school policies and curriculum/teaching materials 	
2. Robust Wellness Programs	<p>Goals:</p> <ul style="list-style-type: none"> Maintain the AWE survey process for identification and intervention supports Maintain PE and nutrition education practices Restructure Grade 6 to become a transition year that bridges the transition from Elementary to Secondary school Evaluate school-wide social and emotional counselling needs to determine whether or not additional counsellors are required Maintain the support systems for new and existing staff 	<ul style="list-style-type: none"> (Upper Elementary, Secondary VPs, Student welfare team) (PE teachers, Homeroom teachers) (Secondary and Elementary Vice Principals, Grade 6 and 7 GTLs) (Head of School, Principals) (Leadership team, HR team, School Climate Committee, Mentorship Program mentors)
3. Safeguarding	<p>Goals:</p> <ul style="list-style-type: none"> Maintain safeguarding training program Evaluate the school's safeguarding programme to determine if additional staff are required to handle the capacity of safeguarding referrals. 	<ul style="list-style-type: none"> (Board, Leadership, teachers, support staff, coaches, external vendors regularly working with students, parents, students) (Head of School, Safeguarding Team)

TIS Strategic Pillar 4 - Exceptional Educators & Staff

Pillar Objective: To attract, develop, empower, and retain the most talented, effective and dedicated educators and staff by fostering a culture of professional growth, collaboration, and appreciation.

2026/27		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Teaching and Learning</p> <p>a. Informed by research-based best practices</p> <p>b. Student voice and choice is honored and implemented</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Provide professional development sessions on: <ul style="list-style-type: none"> ○ Leading effective inquiry-based learning in Primary School ○ Improving English language proficiency and literacy skills ○ Safe use of AI tools ○ Promoting student voice in the classroom <p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain C: The school encourages innovation of teaching strategies and assessment techniques. <ul style="list-style-type: none"> ○ Maintain teacher rating of 91% ● CIS parent survey, Domain F: I have confidence that my child's teachers have the necessary skills and competencies to teach the curriculum. <ul style="list-style-type: none"> ○ Improve parent rating of 85% to 90% 	<ul style="list-style-type: none"> ● (Leadership Team, PD Committee)



<p>c. Consistent and balanced assessment systems (diagnostic, formative and summative) are employed</p>	<ul style="list-style-type: none"> ● CIS teacher survey, Domain D: Teachers use assessment data to inform teaching and assessment strategies <ul style="list-style-type: none"> ○ Improve teacher rating of 85% to 90% <p>Goals:</p> <ul style="list-style-type: none"> ● Monitor assessment practices used by teachers <p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain D: The school has systematic means for assessing, analysing, recording, and reporting on school-wide performance. <ul style="list-style-type: none"> ○ Maintain teacher rating of 90% ● CIS teacher survey, Domain D: External examination and/or standardised test results are effectively used to measure students' learning and used to make improvements in teaching and learning. <ul style="list-style-type: none"> ○ Improve teacher rating of 84% to 90% 	<ul style="list-style-type: none"> ● (Principals, VPs)
<p>d. Differentiated instruction, informed by assessment data, allows for targeted support or enrichment.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Provide professional development sessions on: <ul style="list-style-type: none"> ○ Using data to inform teaching and learning ○ Differentiation <p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain D: I feel confident to differentiate and teach students with learning difficulties in my classes. <ul style="list-style-type: none"> ○ Improve teacher rating of 85% to 90% 	<ul style="list-style-type: none"> ● (Leadership Team, PD Committee)



	<ul style="list-style-type: none"> ● CIS teacher survey, Domain D: There are opportunities for high ability students to extend and enrich their learning in my classes or elsewhere in the school. <ul style="list-style-type: none"> ○ Maintain teacher rating of 93% ● CIS teacher survey, Domain D: Students' achievement data are used to identify students' accomplishments and gaps in learning. <ul style="list-style-type: none"> ○ Improve teacher rating of 89% to 93% 	
<p>2. Supervision and Evaluation</p> <p>a. A professional growth mindset within both faculty and support staff</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Continue to develop the professional growth portfolios of teachers and support staff <p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain F: I understand the school's written performance evaluation policy and procedures. <ul style="list-style-type: none"> ○ Maintain teacher rating of 95% ● CIS teacher survey, Domain F: I understand the school's written performance evaluation policy and procedures. <ul style="list-style-type: none"> ○ Improve staff rating of 87% to 90% ● CIS teacher survey, Domain F: Appraisals of my performance are conducted fairly. 	<ul style="list-style-type: none"> ● (Leadership Team)



<p>b. Mechanisms for support and development of improved work performance practices are employed</p>	<ul style="list-style-type: none">○ Maintain teacher rating of 85%● CIS support staff survey, Domain F: Appraisals of my performance are conducted fairly.<ul style="list-style-type: none">○ Improve staff rating of 80% to 85% <p>Goals:</p> <ul style="list-style-type: none">● Continue to provide frequent feedback on teaching practices <p>Measures:</p> <ul style="list-style-type: none">● CIS teacher survey, Domain F: I receive periodic feedback and supervision through the performance evaluation process.<ul style="list-style-type: none">○ Maintain teacher rating of 90%● CIS support staff survey, Domain F: I receive periodic feedback and supervision through the performance evaluation process.<ul style="list-style-type: none">○ Improve staff rating of 87% to 90%● CIS teacher survey, Domain F: I am supported to regularly reflect on my own professional needs as a teacher.<ul style="list-style-type: none">○ Maintain teacher rating of 92%	<ul style="list-style-type: none">● (Leadership Team)
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<p>4. Professional Learning</p> <p>a. Professional learning communities are engaged and invested</p>	<p>Goals:</p> <ul style="list-style-type: none"> Promote ongoing professional development of teachers and support staff 	<ul style="list-style-type: none"> (Leadership Team)
<p>b. Professional development opportunities align with school priorities</p>	<p>Measures:</p> <ul style="list-style-type: none"> CIS teacher survey, Domain F: Faculty have undertaken training specific to the curriculum and related pedagogical methods. <ul style="list-style-type: none"> Maintain teacher rating of 95% Alberta assurance teacher surveys, Domain D6 In-Service Jurisdiction Needs <ul style="list-style-type: none"> Maintain teacher rating of 85% 	<ul style="list-style-type: none"> (Leadership Team, PD Committee)
<p>c. Staff have opportunities to undertake professional development that targets</p>	<p>Goals:</p> <ul style="list-style-type: none"> Provide professional development of teachers and support staff in alignment with school priorities: <ul style="list-style-type: none"> Inquiry-based learning (Primary) Improving Literacy Using AI appropriately <p>Measures:</p> <ul style="list-style-type: none"> CIS teacher survey, Domain F: The school provides professional development appropriate for the range of students' needs in the school. 	<ul style="list-style-type: none"> (Head of School, Chief Operations Officer, Principals)



<p>their individual professional needs</p> <p>d. Staff are encouraged to provide Professional Development to others within and beyond the school</p>	<ul style="list-style-type: none"> ○ Maintain teacher rating of 88% <p>Goals:</p> <ul style="list-style-type: none"> ● Continue to provide access to professional development funds for individual teachers and educational assistants <p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain F: The school provides professional development which is relevant to my needs. <ul style="list-style-type: none"> ○ Maintain teacher rating of 85% ● CIS support staff survey, Domain F: There is a defined process for allocation of training for my role. <ul style="list-style-type: none"> ○ Maintain staff rating of 80% <p>Goals:</p> <ul style="list-style-type: none"> ● Continue to encourage staff to provide PD sessions within the school and at external conferences ● Host the annual International ECE conference <p>Measures:</p> <ul style="list-style-type: none"> ● Number of staff presentations within the school ● Number of staff presentations at external conferences 	<ul style="list-style-type: none"> ● (Leadership Team) ● (ECE Coordinator)
<p>5. Leadership Pathways</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Continue to offer the mentorship program ● Provide professional development sessions for middle 	<ul style="list-style-type: none"> ● (Leadership Team)



<p>a. Leadership development and advancement opportunities are provided</p>	<p>leaders</p> <p>Measures:</p> <ul style="list-style-type: none"> • Number of participants in the mentorship program • Number of PD sessions offered to middle leaders as well as number of participants 	
<p>2027/28</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies (person responsible)</p>
<p>1. Teaching and Learning</p> <p>a. Informed by research-based best practices</p> <p>b. Student voice and choice is honored and implemented</p> <p>c. Consistent and balanced assessment systems (diagnostic, formative and summative) are employed</p> <p>d. Differentiated instruction, informed by assessment data, allows for targeted support or enrichment.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Provide professional development sessions prioritized by the school • Monitor classroom practices to ensure student voice and choice is incorporated into teaching and learning • Monitor assessment practices used by teachers • Monitor differentiation practices used by teachers 	<ul style="list-style-type: none"> • (Leadership Team, PD Committee) • (Leadership Team) • (Principals, VPs) • (Principals, VPs)
<p>2. Supervision and Evaluation</p>	<p>Goals:</p>	



<p>a. A professional growth mindset within both faculty and support staff</p> <p>b. Mechanisms for support and development of improved work performance practices are employed</p>	<ul style="list-style-type: none"> • Maintain the professional growth portfolios of teachers and support staff • Continue to provide frequent feedback on teaching practices 	<ul style="list-style-type: none"> • (Leadership Team) • (Leadership Team)
<p>3. Recruitment & Retention</p> <p>a. Strong connections are made between the school's guiding statements, operational culture and observed practice</p> <p>b. Opportunities for teacher, leadership and staff input in decision-making are provided</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain regular review the school's guiding statements to ensure operational culture is aligned • Ensure relevant stakeholders are involved in school-based decisions 	<ul style="list-style-type: none"> • (Leadership Team) • (Leadership Team)
<p>4. Professional Learning</p> <p>a. Professional learning communities are engaged and invested</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Promote ongoing professional development of teachers and support staff 	<ul style="list-style-type: none"> • (Leadership Team, PD Committee) • (Leadership Team, PD Committee)



<p>b. Professional development opportunities align with school priorities</p> <p>c. Staff have opportunities to undertake professional development that targets their individual professional needs</p> <p>d. Staff are encouraged to provide Professional Development to others within and beyond the school</p>	<ul style="list-style-type: none"> • Provide professional development of teachers and support staff in alignment with school priorities • Continue to provide access to professional development funds for individual teachers and educational assistants • Continue to encourage staff to provide PD sessions within the school and at external conferences 	<ul style="list-style-type: none"> • (Head of School, Chief Operations Officer, Principals) • (Leadership Team)
<p>5. Leadership Pathways</p> <p>a. Leadership development and advancement opportunities are provided</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Continue to offer the mentorship program • Provide professional development sessions for middle leaders 	<ul style="list-style-type: none"> • (Leadership Team)
<p>2028/29</p>		
<p>General Objectives</p>	<p>Specific Goals/Targets</p>	<p>Strategies (person responsible)</p>
<p>1. Teaching and Learning</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Provide professional development sessions prioritized by the school 	<ul style="list-style-type: none"> • (Leadership Team, PD Committee) • (Leadership Team)



	<ul style="list-style-type: none"> • Monitor classroom practices to ensure student voice and choice is incorporated into teaching and learning • Monitor assessment practices used by teachers • Monitor differentiation practices used by teachers 	<ul style="list-style-type: none"> • (Principals, VPs) • (Principals, VPs)
2. Supervision and Evaluation	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain the professional growth portfolios of teachers and support staff • Continue to provide frequent feedback on teaching practices 	<ul style="list-style-type: none"> • (Leadership Team) • (Leadership Team)
3. Recruitment & Retention	<p>Goals:</p> <ul style="list-style-type: none"> • Maintain regular review the school's guiding statements to ensure operational culture is aligned • Ensure relevant stakeholders are involved in school-based decisions 	<ul style="list-style-type: none"> • (Leadership Team) • (Leadership Team)
4. Professional Learning	<p>Goals:</p> <ul style="list-style-type: none"> • Promote ongoing professional development of teachers and support staff • Provide professional development of teachers and support staff in alignment with school priorities 	<ul style="list-style-type: none"> • (Leadership Team, PD Committee) • (Leadership Team, PD Committee)



	<ul style="list-style-type: none">• Continue to provide access to professional development funds for individual teachers and educational assistants• Continue to encourage staff to provide PD sessions within the school and at external conferences	<ul style="list-style-type: none">• (Head of School, Chief Operations Officer, Principals)• (Leadership Team)
5. Leadership Pathways	Goals: <ul style="list-style-type: none">• Continue to offer the mentorship program• Provide professional development sessions for middle leaders	<ul style="list-style-type: none">• (Leadership Team)



TIS Strategic Pillar 5 - Sustainable Infrastructure & Management

Pillar Objective: Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and enhancement, teaching technology upgrade and program expansion in accordance to school strategic directions

2026/27		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Strategic Financial Management:</p> <p>a. A long-term financial sustainability plan diversifies revenue streams</p> <p>b. Continue to ensure school follows and adhere to government and accreditation requirements through governance structure</p>	<p>Goals:</p> <ul style="list-style-type: none"> Board of Directors to consider diversification opportunities Maintain compliance with local government regulations and external accreditation bodies (Alberta, IB, CIS) 	<ul style="list-style-type: none"> (Board of Directors) (Board of Directors, Leadership)



<p>c. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and school expansion</p>	<ul style="list-style-type: none"> Board of Directors to continue to monitor expenditures, ensure required maintenance is undertaken and consider possible plans for renovation / expansion <p>Measures:</p> <ul style="list-style-type: none"> Alberta assurance student and teacher surveys, Domain E2: School Improvement <ul style="list-style-type: none"> Improve teacher rating of 77% to 80% Improve student rating of 75% to 80% 	<ul style="list-style-type: none"> (Board of Directors, Chief Operations Officer, Head of School, Finance Manager)
<p>2. Facilities Management</p> <p>a. Physical spaces are assessed and upgraded to ensure flexible, safe, and effective teaching and learning spaces are provided</p> <p>b. Facilities are systematically maintained and upgraded</p>	<p>Goals:</p> <ul style="list-style-type: none"> Board of Directors to consider plans for renovation / expansion to better meet learning demographics <ul style="list-style-type: none"> Consider re-configuring classrooms to better accommodate larger numbers in Secondary School <p>Measures:</p> <ul style="list-style-type: none"> CIS teacher survey, Domain D: Teaching and learning resources enable the curriculum to be taught effectively <ul style="list-style-type: none"> Maintain teacher rating of 96% CIS student survey, Domain G: The classroom and other teaching spaces at my school are suitable for learning. <ul style="list-style-type: none"> Maintain student rating of 97% CIS student survey, Domain G: School premises are both clean and well maintained. <ul style="list-style-type: none"> Maintain student rating of 87% 	<ul style="list-style-type: none"> (Board of Directors, Chief Operations Officer, Head of School, Finance Manager)



<p>3. Technology Ecosystem:</p> <p>a. Devices and support ensures equitable access for all students and staff</p> <p>b. The technology ecosystem addresses limitations of access to online platforms that are inappropriate for students or misaligned with the school's guiding principles</p> <p>c. Develop a long term technology plan to support future curriculum structure development, safety and security for staff and students and maintain up-to-date network and infrastructure.</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure adequate bandwidth for wifi access to all users in the school • Consider interim measures to ensure students use technology responsibly • Carry out a security audit of the school's technology systems • Ensure the technology storage and operating systems protect individual privacy • Consider moving from personal one-to-one device use to school-issued devices for Grade 5-12 students 	<ul style="list-style-type: none"> • (IT team, Chief Operations Officer, Head of School) • (Principals, VPs) • (IT team) • (IT team, Board and Leadership) • (Board and Leadership)
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	<p>Measures:</p> <ul style="list-style-type: none"> ● CIS teacher survey, Domain G: The school's technology systems enable effective teaching and learning to take place. <ul style="list-style-type: none"> ○ Maintain teacher rating of 93% ● CIS teacher survey, Domain G: I have confidence that the school's IT systems can effectively protect data. <ul style="list-style-type: none"> ○ Maintain teacher rating of 93% ● CIS student survey, Domain G: I have enough access to technology for my learning. <ul style="list-style-type: none"> ○ Maintain student rating of 96% 	
<p>4. Documentation and School Review</p> <p>a. Operational procedures and review processes relevant to each facet of the school (eg. HR, Nurse, Admissions, Facility management, Finance, Staff transitions, etc.) are documented</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Develop standard operational procedures for: <ul style="list-style-type: none"> ○ HR ○ Nurse ○ Admissions ○ Facility Management ○ IT Management 	<ul style="list-style-type: none"> ● (Office Manager, Chief Operations Officer)



<p>b. Systematic review cycles of school guiding statements and policies are established and followed</p>	<ul style="list-style-type: none">• Design a review cycle for the school's guiding statements and policies	<ul style="list-style-type: none">• (Head of School)
<p>c. Program and operational reviews are in alignment with Alberta Education, IB, DSEDJ and CIS</p>	<ul style="list-style-type: none">• Alberta Education 3 year plan, AERR• IB: ensure DP and PYP programs and operations are in alignment with CIS standards• DSEDJ: ensure curricular programs and operations are in compliance with DSEDJ standards and practices• CIS: ensure school programs and operation are in alignment with CIS standards	<ul style="list-style-type: none">• (Head of School)• (IB DP and IB PYP Coordinators)• (Head of School, Chief Operations Officer)• (Leadership Team)



2027/28

General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Strategic Financial Management:</p> <p>a. A long-term financial sustainability plan diversifies revenue streams</p> <p>b. Continue to ensure school follows and adhere to government and accreditation requirements through governance structure</p> <p>c. Achieve and maintain financial sustainability to support ongoing growth of school operations, facility maintenance and school expansion</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Board of Directors to consider opportunities of opening another campus for specific demographics ● Maintain compliance with local government regulations and external accreditation bodies (Alberta, IB, CIS) ● Board of Directors to continue to monitor expenditures, ensure required maintenance is undertaken and consider possible plans for renovation / expansion 	<ul style="list-style-type: none"> ● (Board of Directors) ● (Board of Directors, Leadership) ● (Board of Directors, Chief Operations Officer, Head of School, Finance Manager)
<p>2. Facilities Management</p> <p>a. Physical spaces are assessed and upgraded to ensure flexible, safe, and effective teaching and</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Board of Directors to consider facility addition: <ul style="list-style-type: none"> ○ Dedicated canteen space ○ Auditorium 	<ul style="list-style-type: none"> ● (Board of Directors, Chief Operations Officer, Head of School, Finance Manager)



<p>learning spaces are provided</p> <p>b. Facilities are systematically maintained and upgraded</p>	<ul style="list-style-type: none"> ○ Robotics and Technology spaces ○ Swimming Pool 	
<p>3. Technology Ecosystem:</p> <p>a. Devices and support ensures equitable access for all students and staff</p> <p>b. The technology ecosystem addresses limitations of access to online platforms that are inappropriate for students or misaligned with the school's guiding principles</p> <p>c. Develop a long term technology plan to support future curriculum structure development, safety and security for staff and students and maintain up-to-date network and infrastructure.</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Ensure adequate bandwidth for wifi access to all users in the school ● Transition moving from personal one-to-one device use to school-issued devices for Grade 5-12 students ● Ensure the technology storage and operating systems are integrated to to improve operational efficiencies 	<ul style="list-style-type: none"> ● (IT team, Chief Operations Officer, Head of School) ● (Board and Leadership) ● (IT team, Leadership)



<p>4. Documentation and School Review</p> <p>a. Operational procedures and review processes relevant to each facet of the school (eg. HR, Nurse, Admissions, Facility management, Finance, Staff transitions, etc.) are documented</p> <p>b. Systematic review cycles of school guiding statements and policies are established and followed</p> <p>c. Program and operational reviews are in alignment with Alberta Education, DSEDJ and CIS</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Review standard operational procedures to ensure alignment with practices: <ul style="list-style-type: none"> ○ HR ○ Nurse ○ Admissions ○ Facility Management ○ IT Management ● No review scheduled for 2027/28 ● ● Monitor program implementation 	<ul style="list-style-type: none"> ● (Office Manager, Chief Operations Officer) ● (Leadership Team)
2028/29		
General Objectives	Specific Goals/Targets	Strategies (person responsible)
<p>1. Strategic Financial Management:</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Maintain compliance with local government regulations and external accreditation bodies (Alberta, IB, CIS) ● Board of Directors to continue to monitor expenditures, ensure required maintenance is undertaken and 	<ul style="list-style-type: none"> ● (Board of Directors, Leadership) ● (Board of Directors, Chief Operations Officer, Head of



	consider possible plans for renovation / expansion	School, Finance Manager)
2. Facilities Management	<p>Goals:</p> <ul style="list-style-type: none"> • Board of Directors to consider facility additions 	<ul style="list-style-type: none"> • (Board of Directors, Chief Operations Officer, Head of School, Finance Manager)
3. Technology Ecosystem:	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure adequate bandwidth for wifi access to all users in the school • Complete the transition of moving from personal one-to-one device use to school-issued devices for Grade 5-12 students • Ensure the technology storage and operating systems are integrated to to improve operational efficiencies 	<ul style="list-style-type: none"> • (IT team, Chief Operations Officer, Head of School) • (Board and Leadership) • (IT team, Leadership)
4. Documentation and School Review	<p>Goals:</p> <ul style="list-style-type: none"> • Review standard operational procedures to ensure alignment with practices: <ul style="list-style-type: none"> ○ HR ○ Nurse ○ Admissions ○ Facility Management ○ IT Management • Document program implementation as part of the school-wide self-study 	<ul style="list-style-type: none"> • (Office Manager, Chief Operations Officer) • (Leadership Team)