ALTAMIRA
INTERNATIONAL SCHOOL

LEARN, LEAD, SERVE

STRATEGIC PLAN

2024-2030

AIS 2030: A Roadmap to the Future

AIS 2030-LEARN, LEAD, SERVE Strategic Plan is a plan that is grounded in a well-defined mission and an aspirational vision that is shared and commonly understood. By design, this plan builds upon AIS's key strengths, some of which include a strong focus to support the academic and social-emotional learning of students, a talented and committed faculty/staff, and the pride that students, parents, alumni, and faculty/staff have in the school community. This plan reflects the challenge of preparing students for a more competitive global marketplace and for a future that is not fully known or understood. Given this reality, the plan calls for change in how we approach teaching and learning, design our learning environments, and best use resources to support student learning.

OUR MISSION

We create opportunities for discovery and reflection by engaging the **minds, hands** and **hearts** of our students to inspire in them the curiosity to **Learn**, the self-confidence to **Lead**, and the compassion to **Serve**.

OUR VISION

To become an **Inspirational, Innovative** and **Inviting** school where our students are empowered to be **college ready, globally competitive integral leaders**, prepared to change the world.

CORE VALUES

Service
Taking actions to share with people in a state of vulnerability and help their community move forward.

Honesty
Telling the truth, admitting mistakes, being reliable, and acting with integrity.

Accountability
Accountability means taking ownership of the decisions and the choices you make, and accepting whatever consequences those choices come with. Being responsible for your own actions.

Respect
Showing high regard for oneself, for others, for family, for the institution, and for the country.

Kindness
Being considerate, courteous, helpful, and understanding towards others without expecting anything in return.

Impact Areas

1 Exceptional Learning Experiences
Design exceptional learning programs, pathways, and experiences that motivate, challenge, and support all students as they develop their agency as self-directed learners.

2 Elevate Student Voice
Foster an environment where students' voices, agency, and choice are valued, allowing them to explore their identities, pursue their interests, and take charge of their learning journeys.

3 Student and Community Well-Being
Advocate for and support student and community physical, social emotional health and well-being..

4 The AIS's Story
Advance our Mission and Vision through shaping, sharing, and celebrating our story, our history, and future.

5 Personal and Organizational Growth
The school will ensure that every member of the community is engaged with and supported in their own ongoing learning journey and personal development, and actively contributes to the growth of others.

6 Governance and Financial Sustainability
Practice fiduciary, strategic, and generative governance and safeguard the financial health of the school.

Introduction

Dear AIS Community,

On behalf of the AIS Board of Directors and the school leadership, I am pleased to present the AIS Lead Learn Serve 2030, an adaptable strategic plan designed to advance our mission and purpose, serving as a roadmap for the next six years.

Over the past year, representatives from all stakeholder groups, including students, parents, faculty, staff, and alumni, have contributed to the planning process through surveys, SWOT analysis, and focus groups. We have also conducted an informal external environmental scan to better understand the school's position in the local, regional, and international marketplace. Most importantly, we have explored what it means to be an innovative school in the 21st century, aiming to promote learner agency to prepare students to create a just and sustainable world.

AIS 2030 is grounded in a well-defined and inspirational mission and vision that is shared and commonly understood. This plan builds upon AIS's key strengths, including a strong focus on supporting the academic and social-emotional learning of each student, a talented and committed faculty and staff, and the pride students, parents, alumni, and faculty/staff have in the school community. It reflects the challenge of preparing students for a more competitive global marketplace and an uncertain future. Given this reality, the plan calls for changes in how we approach teaching and learning, curriculum and program design, the use of time and space, and the allocation of financial resources to support student learning.

Our work on this plan has inevitably been influenced by the disruption caused by the pandemic and the economic climate in Colombia and the world around us. As we transition from pandemic to endemic, we recognize the need to rebuild and create stronger partnerships with parents, alumni, corporations, and social service providers to realize our mission and provide students with exceptional learning experiences. We also need to prioritize adding value to what we offer in a more competitive global and local marketplace.

Our six impact areas reflect our most important priority: to ensure that we best meet the academic and social-emotional learning needs of our students and realize our mission, vision, and core values. This plan will support AIS's continuous improvement and build upon its 31-year legacy as a quality American international school located in Barranquilla, Colombia.
Go SHARKS!

Sincerely yours,

Priscilla Ruiz
Superintendent

IMPACT
AREAS

Impact Area 1:
Exceptional Learning Experiences

Design exceptional learning programs, pathways, and experiences that motivate, challenge, and support all students as they develop their agency as self-directed learners.

1.1: Design and deliver a coherent EC-12th Grade curriculum aligned with AIS's mission, vision, and objectives.

Strategies: By 2026, AIS will
- Conduct a comprehensive review of the existing curriculum across all grade levels within the next six months to ensure alignment with the school's mission, vision, and purpose
- Implement a plan to align curriculum content vertically and horizontally across grades, fostering continuity and progression in learning experiences from EC to 12th grade.
- Identify and incorporate specific learning intentions in each grade level that directly align with the core elements of the school's mission, ensuring a cohesive and purposeful curriculum.
- Strengthen the connection between AIS's curricular standards and classroom formative and summative assessment, in order to facilitate the monitoring, analysis and support of student progress.

Strategies: By 2028, AIS will

- Integrate relevant and purposeful technology components into the curriculum to align with the school's vision of preparing students for the demands of the modern world.
- Develop strategies for differentiated instruction within the curriculum, accommodating diverse learning styles and abilities while maintaining alignment with the school's mission.

1.2: Provide students with opportunities for Rigorous Project Based Learning and problem-solving across the curriculum

Target: By 2026, AIS will
- Continue providing professional development sessions for teachers to enhance their skills in designing and implementing Rigorous Project-Based Learning (rPBL).
- Integrate at least one rigorous Project-Based Learning (PBL) Unit in each subject area within the K-12 curriculum, for each academic year.
- Employ and collectively evaluate high-impact strategies through rPBL habits, fostering students' ability to demonstrate proficiency in solving complex problems requiring foundational, in-depth, and transferable knowledge and skills. (Ref: The Project Habit- Making Rigorous PBL Doable, Michael McDowell)
- Develop and implement a minimum of two cross-disciplinary projects per grade level throughout the school year, encouraging collaboration between different subject areas.

Target: By 2028, AIS will
- Encourage and support students to initiate and lead at least one PBL project per academic year, promoting student agency and ownership in the learning process.
- Increase student participation in external problem-solving competitions by a certain percentage, fostering a culture of critical thinking and competitive problem-solving skills.
- Collaborate with the local community for at least two PBL projects per academic year, providing students with real-world problem-solving experiences and connecting classroom learning to the community and establishing partnerships with community experts.
- Have each student create a digital portfolio showcasing their PBL projects, demonstrating their problem-solving abilities and interdisciplinary skills.
- Integrate PBL experiences with career exploration activities, helping students see the real-world applications of their problem-solving skills in various professional fields.

1.3: Build organizational capacity to personalize learning in order to meet the diverse needs and interests of students.

Target: By 2026, AIS will:
- Ensure AIS's Pedagogical Model supports schools to build teacher excellence and instructional leadership, combined with the Vision for Learning, Practice Principles for Excellence in Teaching and Learning (Practice Principles) and High Impact Teaching Strategies (HITS).
- Ensure the practice of Professional Learning Communities (PLC's) are conducted bi-monthly at all school divisions, to review formative and summative data, to plan differentiated instruction and achieve data-driven goals with annual improvement.
- Continue with implementation of a Multi-Tiered System of Support to formally identify and meet student individual academic needs (incl. highly capable students)
- Promote and support inclusion and diversity within the educational program by ensuring that all students have access to appropriately challenging pathways.
- Enhance the services of the school's **Student Academic Support Center (WIN Center)** to support students' academic achievement from Prekinder to Grade 5

Target: By 2028, AIS will:
- Design active, engaging inquiry-based experiences supported by blended learning (station rotation) and universal design for learning (UDL) protocols to ensure personalized, differentiated education.
- Provide students with greater flexibility and choice in designing individual learning pathways.

1.4: Establish a culture of improvement through the continuous assessment of student learning, both formative and summative, based on standards.

Target: By 2026, AIS will:
- Increase the performance of all student groups through the use of **high-quality first teaching***, formative assessments, differentiated instruction, and interventions based on student needs.
- Promote the use of standard-based assessments and rubrics to promote student focus on academic growth rather than mere achievement.
- Design active, engaging inquiry-based experiences, supported by blended learning (station rotation) and universal design for learning (UDL) protocols, to ensure personalized, differentiated education.
- Create structures to integrate best teaching practices into all classrooms EC-12th Grade. These practices include, but are not limited to: flexible pacing, explicit direct instruction, effective feedback, student voice, blended learning, differentiation and assessment practices.

* Quality First Teaching (QFT) is a dynamic and multifaceted style of teaching that emphasizes the importance of delivering high-quality instruction to all students within an educational setting. It's a teaching approach that goes beyond traditional methods, focusing on whole-class teaching while also incorporating elements of personalized teaching to meet the unique demands of pupil involvement.

Target: By 2028, AIS will:
- Develop robust, data-driven practices in lesson planning and instructional strategies.
- Adopt and use protocols to analyze internal and external assessment data to inform teaching and learning decisions.

1.5: Cultivate a culture of innovation in STEAM that inspires, challenges, and supports innovative educational opportunities and engaging learning environments for all students.

Target: By 2026, AIS will:
- Enhance classroom instruction that focuses on actively engaging learners in the STEM learning processes and practices (Design Thinking Process, NGSS STEM Practices, Engineering Design)
- Establish a comprehensive STEM/STEAM professional development program for all teachers within the next two to five years.
- Achieve a certain percentage of teachers with STEM/STEAM certifications or endorsements within the next two years.
- Increase student participation in both internal and external STEAM competitions and innovation challenges to foster a competitive and collaborative spirit among students.
- Plan for professional development opportunities for teachers and staff to enhance their skills in utilizing Generative AI Tools
- Enhance dedicated maker spaces inside the Innovation Center, equipped with tools, technologies, and resources that encourage hands-on exploration and creation in the realms of science, technology, engineering, arts, and mathematics.
- Adopt AIS's Pedagogical Framework for teaching and learning to guide our school's vision of innovative practice.

Target: By 2028, AIS will:
- Invest in updating and expanding the school's infrastructure and resources to support STEM/STEAM education, including up-to-date technology, software, and equipment.
- Ensure STEM courses are available across all core science areas (life, earth, and physical science), including advanced math and computational science.
- Ensure STEM learning involves extended projects addressing real-world issues.
- Align STEM courses and curriculum around multiple interdisciplinary, project-based units of study.
- Develop and implement STEAM pathways to guide students interested in pursuing STEAM-related careers, including providing resources and counseling for college and career planning in these fields.
- Integrate Generative AI tools into classroom instruction and student projects.

Impact Area 2:
Elevate Student Voice

Foster an environment where students' voices, agency, and choice are valued, allowing them to explore their identities, pursue their interests, and take charge of their learning journeys.

2.1: Enhance the Extended Curricular Activities (nonacademic) program with more student-initiated and student-led activities to amplify the voices of students within the school community.

Target: By 2026, AIS will:
- Increase the variety of elective courses and extracurricular activities to align with diverse student interests.
- Offer a variety of diverse and progressive menu of activities and experiences in the areas of athletics, creative arts, technology, debates, simulations, and global citizenship/service that reflect students' needs, interests, and passions.
- Establish student advisory groups or councils at different grade levels to provide a platform for students to express their opinions, concerns, and ideas regarding school policies and activities.
- Implement regular surveys or feedback mechanisms to gather insights from students on various aspects of their educational experience, including curriculum, extracurricular activities, and school climate.
- Continue celebrating and acknowledging student achievements, whether academic, artistic, or athletic, to boost morale and reinforce the value of student accomplishments.
- Encourage and support student-led initiatives and projects, allowing students to take the lead in organizing events, awareness campaigns, and community service activities.
- Implement student-led conferences where students have the opportunity to discuss their academic progress, goals, and achievements with teachers and parents.

Target: By 2028, AIS will:

- Form student-led committees focused on diversity and inclusion to address and promote a more inclusive and welcoming school environment.
- Develop and implement leadership development programs that provide students with the skills and confidence to take on leadership roles within the school and community.
- Establish and integrate an age-appropriate and robust EC-Gr. 12 community service and action programs focused on justice and sustainability into the AIS curriculum.
- Ensure student representation in key decision-making bodies within the school, such as committees, task forces, or planning teams, to involve them in shaping the policies that affect them.
- Establish peer mentoring programs where older students mentor younger ones, creating a support system and facilitating the exchange of ideas between different grade levels.

2.2: Empower students by strengthening their voice, agency, and choice in their learning experience.

Target: By 2026, AIS will:

- Implement student-led initiatives and projects within the school community.
- Integrate student feedback mechanisms into school decision-making processes.
- Develop leadership skills and opportunities for students to actively participate in decision-making processes.
- Create a supportive environment where students feel empowered to express their opinions and ideas.
- Reinvigorate the house system and create meaningful opportunities for older students to mentor younger students.

Target: By 2028, AIS will

- Ensure that student schedule provides intentional time for interdisciplinary, personalized and student-driven learning opportunities (passion projects, student clubs) as well as interventions and extensions.

2.3: Provide students with robust opportunities for self-discovery that affirm and support their strengths, identity, interests, and passions through various pathways.

Target: By 2026, AIS will:

- Continue to acknowledge students' multiple intelligences and individual learning styles.
- Enhance the involvement of all students in STEAM, AP Courses, CTE Pathways, and a wide range of electives.
- Offer all students equitable access to early and ongoing college and career exploration support tailored to their aspirations.
- Champion multiple pathways for college and career readiness for all students
- Expand outdoor education and nature-based experiences- Classroom Without Walls.

Target: By 2028, AIS will

- Establish and integrate an age appropriate and robust EC-Gr.12 community service and action program focused on justice and sustainability into the AIS Curriculum.
- Design and coordinate developmentally purpose focused experiential learning activities and trips.

Area 3:
Student and Community Well-Being

Advocate for and support student and community physical, social emotional health and well-being.

3.1: Foster a community-wide culture of nurture, care, safety and responsibility for self and others.

Target: By 2026, AIS will

- Incorporate a social and emotional learning framework, including child protection, into AIS's EC- Gr. 12 Curriculum (Casel).
- Continue strengthening the Counseling Department in order to fully meet the social, emotional, and college/career counseling needs of the student body with regular reviews seeking feedback from students, teachers and families.
- Develop a shared understanding of a digital citizenship philosophy and approach that informs responsible use of technology in the community.
- Continue conducting workshops for parents and community members on topics such as parenting skills, communication strategies, drug prevention, sexual and recognizing signs of mental health issues in order to create a supportive home environment.
- Implement personalized coaching and mentoring programs for students and staff to promote best practices and overall mental and emotional well-being. (Counselors, Coach)
- Develop and promote initiatives to encourage a healthy balance in technology use among students, fostering responsible and mindful use of digital devices for well-being.

Target: By 2028, AIS will

- Conduct regular assessments of the overall well-being of students and the community, using surveys and other feedback mechanisms to gauge the effectiveness of well-being initiatives and make necessary adjustments.
- Develop systems for parents to understand and support a growth mindset environment that balances rigor, empathy, resilience and support.
- Further enhance comprehensive wellness programs that cover physical health, nutrition, stress management, and other aspects of well-being for students, staff and the community.
- Establish partnerships with local health organizations and professionals to provide additional resources, workshops and seminars on various well-being topics for both students and the community.
- Encourage purposeful learning experiences - Classroom Without Walls

Target: By 2028, AIS will

- Create a structured system and procedures for sharing with faculty at the beginning of each school year with the desire to have everyone's participation and support in leadership.
- Strengthen trust with employees through effective and timely communication, divisional and schoolwide team collaborations, and facilitate a culture that supports faculty and staff to achieve their professional goals that align with our School's purpose.
- Leverage the home-to-school partnership by sharing progress, diagnostic data, learning, and strategies for student success.

3.2: Develop structures to promote a culture of contributive leadership across the school.

Target: By 2026, AIS will

- Expand our professional development options to ensure all staff have a voice and choice in their learning as well as opportunities to access and apply the latest research-based practices that will ensure excellence in student learning.
- Develop and implement a leadership program to train and empower faculty and staff in contributive leadership practices
- Establish programs supporting entrepreneurial endeavors and providing students with insights into leading global institutions and companies.
- Establish leadership opportunities for all members of the school community
- Provide training and professional development opportunities to enhance leadership skills
- Encourage faculty to share their talents and skills at conferences and other venues.

Impact Area 4: The AIS's Story

Advance our Mission and Vision through shaping, sharing, and celebrating our story, our history, and future.

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- Leverage the home-to-school partnership by sharing progress, diagnostic data, learning, and strategies for student success.

4.1. Showcase AIS's brand and value proposition in order to advance the Mission, Vision, Purpose and Pedagogical Model

Target: By 2026, AIS will
- Increase visibility and awareness of AIS's unique value proposition within the community and beyond.
- Enhance the digital presence of AIS to effectively communicate its Mission, Vision, Purpose, and Pedagogical Model.
- Leverage alumni networks and success stories to reinforce AIS's brand reputation and value proposition.
- Review and refine our Admissions, Communications and Marketing structures and priorities to ensure student growth and improved retention.
- Create a portfolio of admissions/promotional materials to showcase and highlight the school's unique value proposition.
- Increase and upgrade online school campus presence with a focus on showcasing student talent and experience and AIS's value proposition.

Target: By 2028, AIS will
- Grow a unified and inclusive mission-focused school culture in which all staff members feel connected, valued, supported, and empowered to contribute to school excellence.
- Monitor and evaluate the effectiveness of branding efforts in advancing AIS's Mission, Vision, Purpose, and Pedagogical Model.
- Increase staffing for content creation, editing, and communications alignment.

Impact Area 5:
Personal and Organizational Growth

The school will ensure that every member of the community is engaged with and supported in their own ongoing learning journey and personal development, and actively contributes to the growth of others.

5.1: Recruit, develop and retain talented and committed leadership and faculty/staff.

Target: By 2026, AIS will
- Refine the recruiting and hiring process with an emphasis on attracting a diverse pool of qualified candidates locally and internationally.
- Offer a highly competitive, benchmarked salary and benefits packages aligned with budget to attract a highly qualified faculty/staff.
- Continue offering targeted professional development for all staff ensuring continuous learning and skill development.

Target: By 2028, AIS will
- Identify and evaluate new recruiting tools and platforms, including but not limited to year-round recruiting, large scale virtual recruiting, regional/ focus group on-site/virtual fairs, social media recruiting and other digital platforms that ensure AIS has access to a highly-qualified and diverse candidate pool.
- Provide clear guidelines and procedures to support ongoing and purposeful professional learning and growth for all staff.
- Provide opportunities for staff voice and input into decision making.

5.2: Assign and evaluate staff appropriately to ensure high-quality instruction and customer service support for students, staff, families, and the community at large.

Target: By 2026, AIS will
- Revise the framework for conducting classroom observations with guidelines for frequency and duration of observations, observation protocols or checklists to guide observers, and criteria for providing constructive feedback to teachers.
- Implement a purposeful standards based appraisal process focused on goal setting, professional learning, feedback and accountability.
- Continue engaging staff in high quality professional learning to improve student outcomes aligned with our AIS Principles of Learning and High Impact Strategies.

Target: By 2028, AIS will
- Identify and support mission-and-program-critical professional development topics that are schoolwide as well as specific to each grade level, division, and department.
- Strengthen employee assistance programs for faculty and staff through wellness programs. Employee wellness initiatives will focus on professional, social, mental, and physical aspects of the employee's experience at AIS.
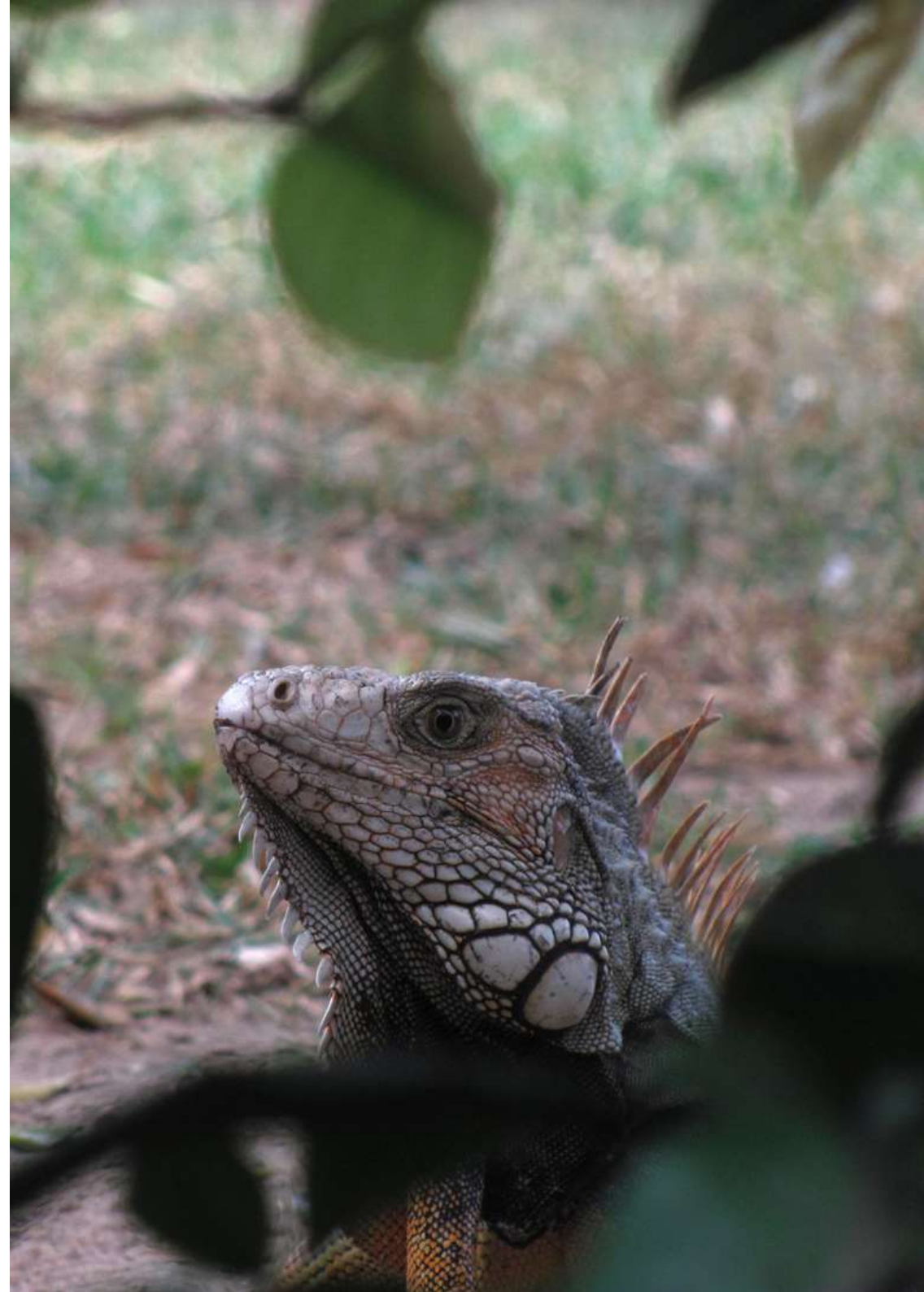
Impact Area 6.
Governance and Financial Sustainability

Practice fiduciary, strategic, and generative governance and safeguard the financial health of the schoo

6.1: Align Governing Board's composition and contemporary governance practices with the AIS governing board statutes to ensure compliance and sustainability.

Target: By 2026, AIS will
- Review and adjust practices to support effective school governance.
- Engage school advisors (legal counsel) to effectively adopt the Governing Board's Statutes.

Target: By 2028, AIS will
- Continue to develop and implement campus improvements and facilities as indicated on Master Plan
- Develop innovative learning spaces
- Preserve overall financial stability of the school while growing the endowment.
- Ensure that Board governance and school operations continue adhering to best practices and procedures.
- Ensure a smooth transition for all changes in executive level positions within the school, including, but not limited to, the Head of School, Division Directors, and the Chief Financial Officer.

6.2: Adjust the budget structure based on assumptions aligned with market conditions that maximizes the educational impact of expenditures.

Target: By 2026, AIS will
- Establish clear and sustainable operational and capital revenue streams along with operational reserves.
- Adopt an adaptable long term financial plan to guide financial decisions based on assumptions that reflect local, regional, and international markets.

Target: By 2028, AIS will
- Achieve a degree of solvency that will enable AIS to fund and endowment and complete the Long-term Facilities Plan, undertaking high- priority investments, and ensuring that reserves are sufficient to withstand any unforeseen adverse events.

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