

ISR 2024-2027 Strategic Plan

Learning and Teaching	
Task Force Members: Andrew, Ginta, Natalie, Sue, and Ingrida	
Goal 1:	Align Assessment policy and practices across the school
Leadership:	SLT, CIS project groups, and teacher workgroup
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	Establish a clear Assessment Policy to ensure educational objectives are met and data-driven decisions are implemented. An aligned assessment policy will help educators personalize their instruction, identify student needs, improve teaching methods, and enhance educational outcomes schoolwide. .
2023-2024	<ul style="list-style-type: none">● Update assessment policy to ensure it is clear and implementable for teachers<ul style="list-style-type: none">○ Define both common assessment understanding and common assessment practices across the school.○ Clearly define how ISR expresses assessment <i>for</i> learning, <i>as</i> learning and <i>of</i> learning.● Track student progress using agreed-upon reliable educational assessment tools - for example, MAP results, classroom-based assessments, IXL diagnostics, internal and external exams, phonics assessments (KG-2), running records for reading (G2-5), WIDA, and report cards.● Create a data-driven protocol.● Complete a needs assessment of professional development<ul style="list-style-type: none">○ Create a professional development plan for assessment-based differentiation
2024-2025	<ul style="list-style-type: none">● Implementation of the tracking system for student progress● Introduce the assessment policy to all staff and ensure proper onboarding procedures for new staff

	<ul style="list-style-type: none"> • Consistent use of data-driven protocols • Implement the professional development plan for assessment practices
2025-2026	<ul style="list-style-type: none"> • Continued implementation of the professional development plan for assessment practices • Consistent use of data-driven protocols • Consistent implementation of the assessment policy • Consistent use of the tracking system for student progress • Revisit the assessment policy to ensure it is keeping up with current practices • Reflect and gather data on PD, Protocols, and Tracking to ensure targeted development
2026-2027	<ul style="list-style-type: none"> • Continued implementation of the professional development plan for assessment practices • Consistent use of data-driven protocols • Informing and consistent use of the assessment policy and implementation of refined policy • Consistent use of the tracking system for student progress
Community Involvement:	Director, Principal, Teachers, Curriculum Coordinators
Resources:	PD budget, IXL diagnostics. Reading A-Z, Running records, NWEA, and established tracking systems
Goal 2:	Implement school-wide systems to foster student well-being.
Leadership:	SEN, SLT members, Principal, Director, EAL, teachers, Child Protection Officer, Counselors
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	In order to help the whole child, transitions between programs (PYP, MYP, DP) will be planned, a robust SEN/EAL program will be implemented, a social-emotional learning (SEL) curriculum will be explored, and new students will be orientated in a consistent fashion.

2023-2024	<ul style="list-style-type: none"> ● Create and implement a plan for the transition from PYP to MYP ● Create a plan to support the transition to MYP to the connections to the IB Diploma Program ● Create a plan for new student inclusion and involvement ● Update annually the Language Policy ensuring it contains clear procedures of what defines an EAL student and the criteria necessary to exit from direct EAL services. <ul style="list-style-type: none"> ○ Ensure faculty understand the relevant points of the Language Policy, especially the criteria. ● Update the Inclusion Policy annually, ensuring it contains clear procedures of what defines an SEN student and any student in need of additional support. <ul style="list-style-type: none"> ○ Ensure faculty understand the relevant points of the Inclusion Policy, especially the criteria
2024-2025	<ul style="list-style-type: none"> ● Implement, evaluate, and update the transition plan from PYP to MYP ● Reflect on the implementation of MYP and the transition to IB Diploma Program ● Implement and evaluate a plan for new student inclusion and involvement ● Research and select an SEL program ● Implementation of the Inclusion Policy
2025-2026	<ul style="list-style-type: none"> ● Implement, reevaluate and update plan for PYP to MYP transition ● Implement a plan for the transition from MYP to the IB Diploma Program ● Implement, reevaluate, and update plan for new student inclusion and involvement ● Implement referral process for SEN based on updates to the Inclusion Policy ● Implement the new SEL program
2026-2027	<ul style="list-style-type: none"> ● Evaluate plan for PYP to MYP program ● Evaluate transition plan from MYP to DP ● Evaluate plan for new student inclusion and involvement

	<ul style="list-style-type: none"> ● Reflect on the implementation of the new SEL program
Community Involvement:	Student council, parents, and outside wellness organizations, connect with schools implementing MYP,
Resources:	IB training for all programs, training on the SEL program, and a schedule that creates time for collaboration and planning
Goal 3:	Create a learning-focused environment that will promote, attract, and retain high-quality staff.
Leadership:	SLT, hiring committee, Marketing, HR, and Finance
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	Establishing a learning-focused environment is key to attracting and retaining high-quality staff. Committing to professional development and offering growth opportunities will cultivate a motivated and dynamic workforce that ultimately enhances the overall quality of education.
2023-2024	<ul style="list-style-type: none"> ● Develop a teacher appraisal system based on professional growth goals, student learning outcomes, and professional development. ● Create a plan for new staff orientation ● Revise the salary and benefits package to ensure we are in the market range to retain and hire new staff.
2024-2025	<ul style="list-style-type: none"> ● Implement the plan for new staff orientation and gather data on its implementation ● Create a mentoring and partnership program for staff to continue to strengthen their practice in inquiry and concept-based teaching

	<ul style="list-style-type: none"> ○ To adopt and implement approaches to inquiry and concept-based pedagogy with intentional and purposeful design across the school community. ○ To ensure a rigorous, inquiry-based school-wide curriculum focused on engagement, ATLs, and access for all students. ● Create a plan for recruitment policies and structures for hiring quality staff ● Revise the salary and benefits package to ensure we are in the market range to retain and hire new staff. ● Understand and implement ISR's definition of high-quality learning with communication to all stakeholders ● Staff continue to engage in pertinent training, including all staff will have had required MYP training within three years ● Staff come to a common understanding of what good practice looks, sounds, and feels like ● Staff come to a common understanding of what good inquiry and concept-based learning look like, sounds like, feels like ● Professional development is clearly documented. ● Implement a teacher appraisal system based on professional growth goals, student learning outcomes, and professional development.
2025-2026	<ul style="list-style-type: none"> ● Evaluate the mentoring and partnership program for staff to continue to strengthen their practice in inquiry and concept-based teaching ● Implement the new recruitment policies and structures ● Staff continue IB and other relevant training according to documented goals and targets
2026-2027	<ul style="list-style-type: none"> ● Implement a mentoring and partnership program for staff to continue to strengthen their practice in inquiry and concept-based teaching ● Implement the new recruitment policies and structures

	<ul style="list-style-type: none"> • Staff continue IB and other relevant training
Community Involvement:	Teachers and professional development facilitators
Resources:	PD Budget and in-house training resources

Community and Culture	
Task Force Members: Jason, Irina, Madara, Maria, and Ksenija	
Goal 1:	To ensure the ISR mission, vision, and values are represented in our thinking, actions, and decision-making across the school and community
Leadership:	Director, Senior leadership team and Athletic Director, Admissions Officer, Marketing, Child Protection Officer
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	Implement strategies to effectively embody and follow ISR's mission and vision by fostering an inclusive community where all members are proud of their provenance but equally respectful of the host country and where every member is valued, respected, and recognized.
2023-2024	<ul style="list-style-type: none"> • Use results from the CIS and IB community survey to identify strengths and challenges • Ensure the use of inclusive language in the staff handbook, parent/student handbooks, and related policies for the 2024-2025 school year • Compare the data received from the CIS/IB surveys to determine if an additional Student Well-Being survey is needed

2024-2025	<ul style="list-style-type: none"> • Develop strategies to overcome challenges and weaknesses identified in the CIS and IB surveys • If deemed necessary, a whole school Student Well-Being survey is issued in the Fall and Spring • Use internal resources like the School counselor and SEL programs and external resources like Marta, Dzimba, and Papardes Zieds to develop a deeper understanding of diversity, equality, and acceptance in order to build a stronger and more inclusive community and better prepare ISR students for their future • Revisit the community survey and reissue at the end of the year to identify strengths and challenges with the community's feedback on ISR's mission, vision, and inclusivity. • Look to find partnerships in different areas (such as businesses, embassies, schools, NGOs, individuals, etc.) of expertise where ISR can build experience and gain fresh ideas, including a sharing of knowledge, experiences, and best practice.
2025-2026	<ul style="list-style-type: none"> • Implementation of strategies to overcome challenges in our school community based on feedback from the community survey and focus groups. • Continue to use resources to develop a deeper understanding of diversity, equality, and acceptance to build a stronger and more inclusive community and better prepare our students for their future. • Revisit the community survey and reissue at the end of the year to identify strengths and challenges with the community's feedback on ISR's mission, vision, and inclusivity. • Look to find partnerships in different areas (such as businesses, embassies, schools, NGOs, individuals, etc.) of expertise where ISR can build experience and gain fresh ideas, including a sharing of knowledge, experiences, and best practice.
2026-2027	<ul style="list-style-type: none"> • Continue to use resources to develop a deeper understanding of diversity, equality, and acceptance to build a stronger and more inclusive community and better prepare our students for their future. • Continue to build partnerships in different areas (such as businesses, embassies, schools, NGOs, individuals, etc.) of expertise where ISR can build experience and gain fresh ideas, including a sharing of knowledge, experiences, and best practice.
Community	Stakeholders, local businesses, and organizations

Involvement:	
Resources:	ISR Stakeholders include parents, teachers, and students.
Goal 2:	Strengthen Community Engagement
Leadership:	Senior leadership team, Admissions Officer, Parent-Teacher Organisation, Athletic Director
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	Stakeholder engagement will be enhanced through targeted initiatives, ensuring meaningful interactions, and fostering a sense of connection and involvement within the ISR community.
2023-2024	<ul style="list-style-type: none"> ● Increase PTO membership by encouraging a parent from each class to join ● Create an ISR community database that is sharable and follows all GDPR guidelines ● Record the community involvement in school activities and events like International Day, Independence Day, Winter Festival, and Jani and use the data to develop a plan to increase participation ● Record parent involvement in Shadow Day and use this as a baseline for future planning ● Create a description of a class parent to use for volunteer recruitment for 2024-2025
2024-2025	<ul style="list-style-type: none"> ● Explain the role of “class parent” in new school year information to encourage a parent volunteer for each grade level ● Reflect on the previous year’s community engagement in school activities. Set goals and reflect on participation. Revise annually ● Develop communication strategies to increase community participation and involvement in After-school Activities and Sports programs to foster community involvement and belonging. ● Recruit a parent from each class for PTO ● Teachers and PTO members make connections with the community businesses, organizations, and leaders. ● Continuously update the community database ● Initiate a monthly mini-event to increase community connection and build relationships. (special person day, fun run, outings, etc.)

	<ul style="list-style-type: none"> • Create a plan for improving ASA options and content at ISR (do a parent survey for Primary and a student survey for Secondary)
2025-2026	<ul style="list-style-type: none"> • Reflect on the previous year's community engagement activities and evaluate effectiveness. Revise as needed • Continue to increase the membership of PTO with a target of 20 active members • Continuously update the community database
2026-2027	<ul style="list-style-type: none"> • Reflect on the previous year's community engagement activities and evaluate effectiveness. Revise as needed
Community Involvement:	Community stakeholders, PTO,
Resources	

Relationships and Reputation	
Task Force Members: Kristine, Michael, Vadim, Amanda, and Heath	
Goal 1:	Boost the ISR brand awareness
Leadership:	Director, Operational Director, Marketing, Admissions, Athletics Director
The Measure of Success/Completion / Key Performance Indicators (KPIs)	

General:	By measuring data tracking for inquiries, entry/exit interviews, and domain visitations, ISR will seek to amplify its brand awareness.
2023-2024	<ul style="list-style-type: none"> • Update the Marketing Strategy, Brand Positioning Guidelines, and Communication Strategy • Increase direct traffic to the ISR web page through branding activities, such as advertising, emails, partnerships, and paid search activities • Improve domain visitations by re-designing images on the ISR website in order to improve the webpage speed • Complete a website content audit • Add new articles and information about upcoming events and success stories to the website • Improve the Russian language content • Begin creating the new leads database in order to track conversion rate (the percentage of interested parties that submit an application form) • Increase contact us form conversion rate from the current 5% during the peak Admissions period (July-August) • Improve user experience by optimizing the sign-up form and contacts button to make it more user friendly • Introduce more content videos about teachers and facilities and run them across targeted social media accounts (website and social media) • Boost brand awareness through ISR merchandise
2024-2025	<ul style="list-style-type: none"> • Approval and implementation of the Marketing Strategy, Brand Positioning Guide and Communication Strategy • Complete marketing audit annually and prepare a marketing plan for SY24/25 (track KPIs and ROI) • Add more call-to-action (visit website, contact us now, find out about admissions, etc.) content on every social media post in order to generate traffic • Improve SEO ranking in brand keywords from AVG position 7-8 to 3-4 • Implement a system to track brand awareness using a community survey as well as information stemming from the Contact Us forms, entry/exit interviews, and informal feedback from parents • Continue establishing a strategy with an action plan including ASA and Sports programs development

	<ul style="list-style-type: none"> ● Look for sponsorship opportunities for sports and athletic gear ● Boost brand awareness through ISR merchandise, media, including local channels, and PR campaigns ● Strengthen brand awareness by ensuring branded sports uniforms for primary ● Purchase any missing secondary sports uniforms to ensure they are in line with approved branding policies and guidelines ● All internal and external communications and signage are being used according to brand positioning guidelines and communication strategy.
2025-2026	<ul style="list-style-type: none"> ● Reflect on the progress from last year's marketing plan ● Complete annual marketing audit ● Marketing plan for SY25/26 in place (track KPIs and ROI) ● Review the Marketing Strategy, Brand Positioning Guidelines, and Communication Strategy and update if necessary ● Continue brand awareness tracking over social media outlets ● Continue to build the After-school Activities and Sports programs to foster community involvement, brand awareness, and publicity ● Ensure missing sports uniforms and warm-ups for the entire school properly represent ISR ● Ensure the needed ISR branded athletic equipment for Sports events and After-School Activities
2026-2027	<ul style="list-style-type: none"> ● Reflect on the progress from last year's marketing plan ● Complete annual marketing audit ● Create the Marketing Plan for SY26/27 in place (track KPIs and ROI) ● Review the Marketing Strategy, Brand Positioning Guidelines and Communication Strategy and update if necessary ● Replace and purchase branded uniforms as necessary to strengthen awareness ● Continue to build the After-school Activities and Sports programs to foster community involvement, brand awareness, and publicity.
Community	Launch "brand ambassadors" program - inviting to support the ISR brand.

Involvement:	Data and information are shared by filling out community surveys.
Resources:	Marketing budget; ASA budget.
Goal 2:	Strengthen ISR PR
Leadership:	Director, Operational Director, Marketing Project Manager, Admissions Manager, Athletics Director
The Measure of Success/Completion / Key Performance Indicators (KPIs)	
General:	ISR will become a strong voice in the educational community in order to attract new stakeholders. ISR will highlight professional and personal achievements of students, alumni, school's achievements and events, management, and teachers to confirm that ISR is the choice school in Latvia and to build the school's prestige.
2023-2024	<ul style="list-style-type: none"> • Attend key international networking events by sending at least one representative from the school • Establish a relationship with the Ministry of Education • Develop a plan for, create, and list contacts in key military, embassy, and NATO agencies to develop relationships • Plan a strategy to become a topical authority by identifying 1-2 clear spokespeople to create content • List all community events and plan to track parent participation in order to set targets for improvement • Develop a system of approaching leaving community members to write a Google search review sharing their experience with ISR
2024-2025	<ul style="list-style-type: none"> • Create integrated content to be shared over articles, social media, and channels throughout the year. Define messages, key target audiences, and timing • Create 4-6 quality interviews/articles in printed or online media • Implement the plan to become a topical authority by identifying 1-2 clear spokespeople to create content • Address potential misconceptions about ISR's educational philosophies by creating data-driven, informative content • Develop a list of partner schools and potential opportunities for ASA and sports events with contact

	<p>information</p> <ul style="list-style-type: none"> • Host at least one ASA and one sporting event, inviting both local and international schools, in order to extend the networking and partnership with like schools • List all community events and plan to track parent participation in order to set targets for improvement • Investigate participation in the bi-yearly educational exhibition School 2026 and establish partnerships with the Stockholm School of Economics in Riga, Riga Business School, and others. Track results based on interviews completed versus applications submitted. (Oct and Feb) • Gather data to create a CRM
2025-2026	<ul style="list-style-type: none"> • Reflect on previous year's content • Create an additional 4-6 quality interviews/articles in printed or online media • Participate in the bi-yearly educational exhibition School 2026 and establish partnerships with the Stockholm School of Economics in Riga, Riga Business School, and others. Track results based on interviews completed versus applications submitted. (Oct & Feb) • Address potential misconceptions about ISR's educational philosophies by creating data-driven, informative content • Participate in or host discussions, events, and/or conferences that promote educational literacy • Host at least one ASA and one sporting event, inviting both local and international schools, in order to extend the networking and partnership with like schools • Update and manage CRM
2026-2027	<ul style="list-style-type: none"> • Reflect on previous year's content • Create an additional 4-6 quality interviews/articles in printed or online media • Participate in or host discussions, events, and/or conferences that promote educational literacy • Participate in the bi-yearly educational exhibition School 2027. Track results based on interviews completed versus applications submitted. (Oct & Feb) • Address potential misconceptions about ISR's educational philosophies by creating data-driven, informative content • Host at least two ASAs and two sporting events, inviting both local and international schools, in order to extend the networking and partnership with like schools

Community Involvement:	<p>SLT engagement as ISR representatives in key international networking events, internal and external communications with embassies, partner schools, Ministry of Education and other involved parties;</p> <p>1-2 clear spokespeople;</p> <p>Senior leadership team participation in public discussions, events, and/or conferences that promote educational literacy;</p> <p>Senior leadership team participation in educational exhibitions;</p> <p>Community members proactively fill out surveys, give interviews about their experience with ISR for content creation, leave feedback on ISR's google account, participate in ISR's sports events and After-school Activities to cheer students and represent ISR;</p>
Resources	Marketing budget; ASA budget.